**HIST A421: God and War in American History (13323) Spring 2015**

**Instructor:** Raymond Haberski, Professor of History

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**Office Hours:** MW 1:30-3:30 ES0010K

**Class Meeting:** MW 9:00-10:15 CA 217

**Course Description:** From Puritans waging war against the Pequot tribe to prayers offered after September 11, 2001, Americans have understood war in religious terms.  This course introduces students to a historical debate over the connection between God and war in the United States. It looks to presidents, preachers, poets, and the American people for insight into that relationship and asks students to consider the conflict within religions and through religious terms as Americans fought, killed, and died for their country.

**Learning Objectives:**

* Students will learn how to recognize and use historical methods.
* Students will learn how to identify and use a variety of sources.
* Students will learn to major themes, periods, people, and institutions that comprise United States history.
* Students will be able to place the history of specific events, people, groups, and ideas within a larger social, cultural, and intellectual context of American history.
* Students will become familiar with the most important historians writing about different aspects of this broad period.

Principles of Undergraduate Learning (PULs)

**The main PUL for this course is: Critical Thinking**

**[Definition:]** The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

**[Outcomes:]**

The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to apply, analyze, evaluate, and create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

**Course Requirements:**

Evaluation of student work for this course happens through three different kinds of assignments: document analyses, debate narratives, and critical investigations. The topics, due dates, and relative weight for all assignments is listed below.

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| --- | --- | --- | --- |
| Assignment | Topic | Weight | Due Date |
| Terms Defined and Chronology | Religions, wars, and ideas | 15 | January 26 |
| Short answer essay questions | War and the American Genesis | 15 | October 1 |
| Short answer essay questions | Comprehending the American Revolution | 15 | October 15 |
| Midterm Exam—multiple choice 50 questions | Civil War and American Religion | 15 | November 10 |
| Document analysis | Mark Twain’s the War Prayer | 15 | November 24 |
| Critical Investigations | Riots or Revolution? | 15 | December 10 |
| Final Exam | Finding American History in Indy | 15 | Wednesday, December 17—turn in online by 4pm |

**Texts: In addition to primary sources and a few scholarly essays, the following books are required**

Thomas Kidd, *God of Liberty: A Religious History of the American Revolution* (NY: Basic Books, 2010)

George C. Rable, *God’s Almost Chosen Peoples: A Religious History of the Civil War* (Chapel Hill: University of North Carolina Press, 2010)

John D. Carlson and Jonathan H. Ebel, *From Jeremiad to Jihad: Religion, Violence and America* (Berkeley: University of California Press, 2012)

**Course Policies:**

I expect students to attend every class that is held. If there is situation that prevents a student from attending class, I would appreciate knowing about this as soon as possible so that accommodations can be made. Attendance is important because the class, while primarily lecture-oriented, will depend on student discussion.

Grading

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| --- | --- |
| **Grade** | **Description** |
| A/A- | Work shows direct analysis with sources, integration of organizing ideas from class discussions and lectures, and minimal typographical and grammatical errors |
| B+/B | Work shows engagement with sources, acknowledgment of ideas from class, few typographical and grammatical errors |
| B-/C+ | Work recognizes sources from course, attendance in class, and a creeping number of typographical and grammatical errors |
| C/C- | Work demonstrates a need to for assistance in understanding and integrating ideas from sources and class; too many typographical and grammatical errors |
| D+/D | Work fails to do much with any sources but does address general idea of assignment |
| F | Work fails to engage any material or ideas from class in way that can be recognized as being a part of the course |

P/F, W, I Grades

Please see me as soon as possible in any of the above grades are necessary.

Attendance

Attendance is mandatory but excused absences will be considered once a valid excuse has been submitted electronically. Please understand that excused absences generally entail the unforeseen cases of being unable to attend class, such as illness. Students may miss class, but are expected to make up work on their own and should understand that their grades will suffer from the lack of engagement in the class.

Make-up Policy

Assignments can be made up in consultation with instruction following acceptance of a valid excuse.

Late Assignments

Late assignments will be deducted a letter grade for each week missed, unless a valid excuse has been accepted by the instructor.

**University Policies:**

Academic Integrity

Please refer to the IUPUI Student Code of Conduct: <http://www.iupui.edu/code/> for information regarding penalties and procedures in cases of academic misconduct: cheating, plagiarism, etc.

Administrative Withdrawal

A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with me if you are unable to attend class or complete an assignment on time. If you miss more than half our class meetings within the first four weeks of the semester without contacting me, you will be administratively withdrawn from this section. Our class meets [once/twice] per week; thus if you miss more than [two/four] classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

**Resources for Students:**

Student Advocate

The Student Advocate Office is located in the Campus Center, Suite 350, and can be contacted by phone at 278-7594 or email at stuadvoc@iupui.edu. For more information, visit the Student Advocate website at <http://www.life.iupui.edu/advocate/>

Adaptive Educational Services

Students needing accommodations because of physical or learning disabilities should contact Adaptive Educational Services, Taylor Hall (UC), Room 137: <http://aes.iupui.edu/>

Counseling & Psychological Services

Students who wish to seek counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information, visit the CAPS website at <http://life.iupui.edu/caps/>

**Schedule of Assignments:**

January 12: Introduction to chronology and terms

January 14: Does American have a soul?

Read: Ernst Renan, “What is a nation?” <http://www.nationalismproject.org/what/renan.htm>

Robert Bellah, “Civil Religion in America,” <http://www.robertbellah.com/articles_5.htm>

Listen: Martin Luther King’s Riverside Church Speech on the Vietnam War

And, over holiday, audio documentary: <https://beta.prx.org/stories/42254>

January 19: Martin Luther King, Jr. Day—Read!

January 21: War and the Nation’s Soul

Read: Wilfred M. McClay, “The Soul of the Nation,” *Public Interest* (Spring 2004)

Read: Randolph Bourne, “War is the Health of the State,” <http://www.antiwar.com/bourne.php>

January 26:Early American Religious War

Read: Chapters 1 and 6, in Carlson and Ebel

Watch: King Philip’s War

January 28: The American Providence

Read: Chapter 5 in Carlson and Ebel

Read: George McKenna, Introduction

February 2: A Brief History of Religion in America

Read: Noll, Introduction to *America’s God*

Read: Kidd, Introduction and Chapter 1

February 4: Religion and the Origins of the American Revolution

Read: Kidd, Chapters 2-4

February 9: Religion and the Revolutionary War

Read: Kidd, 5-7

February 11: Tensions in Religion because of the Revolution

Read: Kidd, Chapters 8-10

February 16: War against Catholics…er…Mexico

Read: Preston,

February 18: War against African-Americans as a Religious War

Read: Chapter 7 in Carlson and Ebel

February 23: State of the Nation’s Soul on the Eve of War

Read: Rable, Chapters Introduction-2

February 25: Holy War

Read Rable, Chapters 3-4

March 2: God’s Presence in Battle

Read Rable, Chapters 7 and 9

March 4: Alternative Religious Interpretations of War

Read: Rable, Chapters 13 and 15

March 9: Lincoln’s Bequest

Read: Rable, Chapter 20 and Epilogue

March 11: Midterm Exam on Religion and the Civil War

**March 16-20: Spring BREAK**

March 23: The Meaning of War in American History

Read: Chapters 11 and 12 in Carlson and Ebel

March 25: American Empire and Religion

Read: Preston

March 30: The War Prayer

Read: Twain

April 1: World Wars and America’s God

Read: Chapter 3 in Carlson and Ebel

Read: Preston

April 6: Cold War Religious Revival

Read: Chapter 4 in Carlson and Ebel

April 8: The Theological Crisis of Vietnam

Read: Haberski

April 13: Just War after Vietnam

Read: Chapter 13 in Carlson and Ebel

April 15: God and Nuclear War

Read: Boyer

April 20: Religious Debate over the First Gulf War

Read:

April 22: Did America Re-Discover God on 9/11?

Read:

April 27: God and Permanent War in America

Read:

April 29: Make-Up Day

The above schedule and procedures are subject to change in the event of extenuating circumstances.