

SYLLABUS

RLST 4030/5030, sec. 003
RELIGION, WAR, AND PEACE
IN U.S. HISTORY

Professor Ira Chernus
Fall, 2007

This course studies selected eras of war and selected movements for peace throughout U.S. history. In each case, we will examine religious influences upon the culture of the time, to see how religion and culture shaped prevailing attitudes toward war and peace. In the Fall, 2007 term we will look at the Pequot war, the war with Mexico, the Spanish-American war, World War II, the Cold War, the U.S. wars against Iraq, and the "war on terrorism."

REQUIRED READING:

David CAMPBELL, *Writing Security*
Anders STEPHANSON, *Manifest Destiny*
Michael C.C. ADAMS, *The Best War Ever*
Robert WUTHNOW, *After Heaven*
Tom ENGELHARDT, *The End of Victory Culture*
Ira CHERNUS, *Monsters To Destroy*

These books are available at the LEFTHAND BOOKSTORE, 1200 Pearl Street (just east of Broadway, south side of mall, lower level). They are usually open 10:00 AM - 9:00 PM Monday through Saturday and noon - 6:00 PM Sunday. Call 443-8252 to make sure they are open. The books were not ordered through the CU Bookstore.

ONLINE SYLLABUS

The online syllabus is linked from the course home page:
<http://www.colorado.edu/ReligiousStudies/chernus/4550ReligionWarPeace/Index.htm>. Please rely on the online syllabus, rather than this print version, because some of the readings are accessible only from the online syllabus, and the syllabus may change during the course.

In addition to the assigned books, there will be some web-based readings. These are underlined on the syllabus. You can access them easily from the online syllabus.

OFFICE HOURS: Monday, 12:00 - 1:00 and Thursday 3:30 – 4:30, or by appointment
My office is in HUMN 284; email: chernus@colorado.edu; phone: 492-6169

I will be glad to make appropriate accommodations for any student with any kind of special needs for enhancing your education.

SCHEDULE OF TOPICS AND READING ASSIGNMENTS:

Sept. 10: THEORY, THE PEQUOT WAR, AND THE REVOLUTION
CAMPBELL 1 - 13, 35 - 51, 91 - 132; STEPHANSON xi – 27; ENGELHARDT 16 - 22; Chernus, [“Religion, War, and Peace,” Part I](#);
Alfred Cave, [The Pequot War, 1 – 29](#); (The Cave reading ends in mid-sentence. The last sentence

reads: "No more than a quarter of the Indian population of southern New England in the seventeenth century made any effort to conform to the intellectual and social demands placed upon would-be Christian converts.")

"The Pagan Pilgrim": <http://members.aol.com/srasmus/oldentext/merrymount.html>;
http://members.aol.com/srasmus/oldentext/more_merrymount.html

Sept. 17: THE WARS WITH MEXICO AND SPAIN
STEPHANSON 28 – 111; ENGELHARDT 22 - 34;
Chernus, "[Religion, War, and Peace](#)," Part II

Sept. 24: ORIGINS OF WORLD WAR II
STEPHANSON 112 – 121; ADAMS xi – 47; ENGELHARDT 34 - 53
Chernus, "[National Insecurity, Homeland Insecurity](#): The Wartime Discourse of Franklin D. Roosevelt"

Speeches of Franklin D. Roosevelt:

1939: <http://www.mtholyoke.edu/acad/intrel/WorldWar2/fdr8.htm>

1941: <http://usinfo.state.gov/usa/infousa/facts/democrac/53.htm>

1941: <http://www.mtholyoke.edu/acad/intrel/WorldWar2/fdr27.htm>

1941: <http://www.mtholyoke.edu/acad/intrel/WorldWar2/radio.htm>

Chernus, "[A.J. Muste And World War II](#)";

Pacifists in World War II: <http://www.pbs.org/itvs/thegoodwar/story.html> (use links on left side: World War II Pacifists, The Arts, American Pacifism)

Oct. 1: WORLD WAR II
ADAMS 47 – 135

Oct. 8: WORLD WAR II AND THE COLD WAR
ADAMS 136 – 159; CAMPBELL 133 - 160; ENGELHARDT 54 - 112

Oct. 15: THE COLD WAR ERA
CAMPBELL 15 - 33; ENGELHARDT 113 - 171; WUTHNOW vii – 51

Oct. 22: THE VIETNAM WAR
STEPHANSON 121 - 126; ENGELHARDT 175 - 259; WUTHNOW 52 – 84;
C.D. Bryan, from *Friendly Fire*: <http://www.colorado.edu/ReligiousStudies/chernus/4820-ColdWarCulture/Readings/FriendlyFire.pdf>
Martin Luther King, Jr., "A Time to Break Silence"
<http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>

Oct. 29: BEYOND VIETNAM — TO THE PERSIAN GULF WAR

STEPHANSON 126 – 129; CAMPBELL, 160 - 189; ENGELHARDT 263 - 303; WUTHNOW 85 – 142; Gary Wills, "Original Sinlessness" (from *Reagan's America*):
<http://www.colorado.edu/ReligiousStudies/chernus/4820-ColdWarCulture/Readings/ReagansAmerica.pdf>; Ronald Reagan, "[The Evil Empire](#)":
http://www.ronaldreagan.com/sp_6.html

Nov. 5: THE WAR ON TERRORISM
CHERNUS, Introduction and Chapters 1 - 6

Nov. 12: THE WAR ON TERRORISM
CHERNUS, Chapters 7 - 9, 14; John Brown, "Our Indian Wars Are Not Over Yet,"
<http://www.commondreams.org/views06/0120-20.htm>
Chernus, "[Religion, War, and Peace](#)," Part III

Nov. 26: THE WAR AGAINST IRAQ

CHERNUS, Chapters 10 - 13; ENGELHARDT, ix-xii, 305-333

Bush speeches:

[March 18 2003](#);

[March 19 2003](#);

[May 1 2003](#);

[November 30, 2005](#);

[September 13 2007](#)

Religious Statements on War in Iraq:

[World Council of Churches February 2003](#)

[World Council of Churches March 2003](#)

[United Methodists](#) (Bush's church) October 2002;

[Methodist Letter to Bush October 2002](#);

[Methodist Bishops 2007](#);

[Lutheran Bishops 2002](#);

[Lutheran Bishops 2007](#);

[Pax Christi \(Catholic\) 2007](#)

Dec. 3: THE SEARCH FOR PEACE

WUTHNOW 142 – 198; CAMPBELL, 191 - 205; CHERNUS, Conclusion

Dec. 10: STUDENT PRESENTATIONS

ASSIGNMENTS:

You are expected to attend class. REMEMBER: Missing one class in this course means missing a whole week's work, the same as two or three classes in other courses.

You are expected to do the reading, think about it, and come to class prepared to discuss it and ask questions. If you don't take this responsibility, class will be deadly dull.

In addition to participation in class, your grade will be based on one short paper and three written reports on your research project.

SHORT PAPER

Each student will choose one week to write a 4-page paper analyzing and responding to (NOT summarizing) the assigned reading for that week. (Grad students will write two papers.) When you write a

short paper, you will summarize it in one single-spaced page and read your summary to the class during that class session.

RESEARCH PROJECT:

Select one news source (newspaper, magazine, website, television news show, radio station or show) and study how it presents and represents the wars in Iraq and Afghanistan, the war on terrorism, and/or related issues of U.S. policy and action around the world. The goal of your project is to show how the representations you find reflect and are influenced by the history we study in this course. Your focus is on the policies, attitudes, perspectives, and interpretations of the U.S. — its leaders, its media, and its general public.

The research project is NOT a “report” on current events. It is a study of the way current events are experienced and interpreted, and how that experience and interpretation is shaped by the past. You must show how your understanding of the past sheds new light on the present. Your grade will be based in large part on how well you use the material studied and approaches employed in the course throughout the semester.

If you select a source that has extensive coverage of the relevant issues, you can confine your research to the source’s current coverage (during this semester). If you select a source that has less extensive coverage, you should research it from the past months and years too (as far back as you think is valuable).

The reports should be written as formal academic papers. See the guidelines attached.

Schedule of due dates:

September 17: Last date to have your source approved. Please submit it to me in writing.

October 8: First research paper due, about 6 pages, incorporating material studied through October 1.

November 5: Second research paper due, about 6 pages. This can incorporate all material studied so far in the course, but be sure to show a thorough understanding of material studied from Oct. 8 - 29.

December 20: Final research paper due, 7 - 8 pages. This should be a synthesizing paper, incorporating all material studied in the course. Be sure to show a thorough understanding of material studied from Nov. 5 to end of semester.

GUIDELINES FOR WRITING ACADEMIC PAPERS

As in any other academic course, you are being tested on your ability to understand, organize, synthesize, and think logically about the ideas presented in the course. Therefore your paper should show that you have read the assigned readings, attended class, and grasped the main ideas presented in readings and class. Your grade is based on your demonstrated understanding of the course material. Your primary responsibility is to show what you have learned *in this course*. The more course material you include in your essay, presented accurately and logically, the better your grade will be.

A good essay is written clearly, concisely, and precisely. It offers a series of general ideas, with each one supported by more specific ideas or evidence, and all the general ideas are arranged in a logical order. Make sure your essay has *a clear logical flow of ideas* within each paragraph and from one paragraph to the next. If your paragraphs could be rearranged in a different order and make just as much sense, your essay is not yet well organized! A good way to avoid this problem is to make an outline before you write your final draft, so that you can see the organization of your essay clearly. Make every word count, from the very first word; avoid needless introductions and repetitive conclusions. Make every sentence add a new thought or a new way of supporting a main idea.

You should always show that you can express the main ideas of the course in your own words. A good way to do this is to assume that you are writing for someone who knows nothing about the subject; imagine you are writing to a parent, a friend, etc. Do not use lengthy quotations (though you may want to refer to specific pages in the readings in parentheses or footnotes).

