1. Course Description & Objectives

Religion has played a role in America’s foreign policy since its very beginnings. Although largely ignored by the post-WWII foreign policy establishment and frequently misunderstood by those that superficially engage the issue, religion has remained a constant foreign policy variable that is once again generating serious discussion in the halls of power in Washington, DC. For many contemporary Americans, September 11, 2001 was the event that shook us out of our cultural apathy and slumber, but for some scholars and specialists in the field of foreign policy and religion, the convergence of forces on that day were not surprising.

This course is an introduction to the historical roots and contemporary relevance of religion as a variable within American foreign policy. The course employs a chronological historical approach to examine the details, themes and relevancies of religion as an input to the foreign policy process and object of American foreign policy practice. But the goal of the course is not merely to exegete history; rather, it is to grapple with the policy implications of religion for the complex decisions that foreign policy professionals are confronted with every day.

Some of the key themes of this course include:

- The role of religion in the formation of America and in the earliest foreign policy actions of the new nation-state.
- The uniquely American conceptualization of religious freedom, the First Amendment, and its influence on American foreign policy.
- The influence of the mythos of American Exceptionalism on American identity.
- The role of religion in American expansion and empire.
- Religion as a cause, complication and casualty of both hot and cold wars.
- Morality, ethics and humanitarian intervention in times of war and peace.
- Religion and U.S. diplomacy.
- The International Religious Freedom Act (IRFA) and its impact on American foreign policy.
- Re-examining the impact and ongoing influence of 9/11.
2. **Course Requirements & Grading**

This course will employ both lecture and a Socratic methodology. It is designed to stimulate significant classroom discussion, critical inquiry, and creative scholarship.

The weekly reading assignments will average 100 pages. The professor’s presentations each week will build on, rather than simply summarize, the readings. Additionally, student class presentations, guest speakers and special class presentations will augment the weekly readings and discussion topics by providing additional perspectives.

Consequently, the overall success of the class depends significantly on the students' active, informed participation in class discussions. Specifically, students are expected to thoroughly read and digest each week's readings before class and to demonstrate their command of the readings through regular, thoughtful participation in each week’s class discussion.

Class grades will be based on a combination of student participation, completion of assignments, and tests.

**A. Work and grade distribution**

The work and grades for the class will be distributed and calculated among five component parts, as follows:

1. **Weekly class participation (20%)** *
2. **Quizzes (15%)**
3. **Site Visit Narrative (20%)**
4. **Paper on *Irony of American History* (20%)**
5. **Final exam (25%)**

* Class participation includes (1) weekly attendance, (2) engagement in class discussions, and (3) participation in break-out groups.

Grades are calculated on a 100-point scale, converted to letter grades as follows:

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 94 = A</td>
<td>93 – 90 = A-</td>
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<tr>
<td>89 – 87 = B+</td>
<td>86 – 83 = B</td>
</tr>
<tr>
<td>82 – 80 = B-</td>
<td>79 – 77 = C+</td>
</tr>
<tr>
<td>76 – 73 = C</td>
<td>72 – 70 = C-</td>
</tr>
<tr>
<td>69 – 60 = D</td>
<td>Below 60 = F</td>
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</table>

Late submission of assignments will penalize your grade by incurring a half-grade deduction per day beginning with the assignment deadline.

Please pay careful attention the different work requirements, grade distributions, and deadlines, and plan your workflow for the semester accordingly. Although graduate students assignments are weighted differently, all students are expected to exert the highest level effort on each assignment. A lack of effort on any assignment will be reflected in a student’s grade.

All of the class work elements are designed to provide the maximum learning experience for the students.

**B. Reading Materials**

The weekly reading assignments will average 100 pages. The professor’s presentations each week will build on and interrogate, rather than simply summarize, the readings.

Students are expected to thoroughly read and digest each week's readings before class and to demonstrate their command of the readings through regular, thoughtful participation in each week’s class discussion.
Required Books – The following books are required for the class and may be purchased at the BU Bookstore or online. Additionally, these books have been placed on reserve at the library.


Current Events Readings – On a daily and/or weekly basis, students should be reading major newspapers, scanning foreign policy journals, and reading online foreign policy blogs which address religion and American foreign policy current events. (See list of sources in the “Links” section at the end of this syllabus.)

Each week, as a part of the class, the professor will pick one major religion and foreign policy story from the past week for discussion, debate, and policy application. Through the current events readings, students are expected to be conversant about current events relating to religion and American foreign policy, and to be able to contribute to the discussion in a meaningful manner.

Additional Readings – All other reading assignments will be posted and available for download on the Blackboard class site at [http://learn.bu.edu](http://learn.bu.edu).

C. Work assignments

Reading Assignments (see list below) – As described above, all students are expected to do the readings listed each week and be prepared to fully discuss them in class. The final exam and the class participation grade will be based, to a large degree, on the weekly readings.

Quizzes – Three or four short quizzes will be given during the course of the semester to test the students’ familiarity with the reading assignments.

Site Visit Narrative – As a way of gaining exposure to and, hopefully, understanding various religious traditions that appear in the readings and discussion during this course, students will be required to make a site visit to a local religious institution of their choice, drawing from one of the world’s five major religions or their sub-sets. Students should choose a religious tradition for a site visit that is different from their own regular religious practice, if applicable.

The Greater Boston area is home to a plethora of religious traditions and institutions, so students can select their site depending on accessibility by foot, public transportation and/or car. By these modes of transportation, there are sites for all of the world’s five major religions – Christian (varieties of Catholic traditions, multiple Protestant denominations, charismatic and Pentecostal groups, various Orthodox jurisdictions), Jewish (Orthodox, Conservative, Reform, Reconstructionist), Muslim (Shi’ite, Sunni, Sufi, various ethnic and minority sects), Hindu and Buddhist sites.

Students should make every effort to visit the site during a time of worship and community gathering. Students should try to speak with members of the community and, if possible, with the religious leader(s) responsible for the community in order to learn more about the community.

Students will write a 5-7 page essay [double-spaced, one-inch margins, 12-point font] that narrates and analyzes their site visit and the elements that were the most compelling to the student. The essay should be an analytic reflection that explains how the site visit illuminated and informed, either positively or negatively, the ideas explored in this course. The essay can be written in nearly
any style, but it should be a clear, clean narrative that makes the religion represented accessible and understandable to the reader.

Site assignments are due no later than **Monday, 20 February 2017 by 6 p.m.** via email to the professor at jcw53@bu.edu. Essays must be a WORD or PDF document. Late submissions will be penalized by a half-grade deduction per day beginning promptly at 6:01 p.m. Papers will be graded by the professor and returned electronically with comments and a grade.

**Paper on Irony of American History** – Reinhold Niebuhr’s classic work has been praised as “the most important book ever written on U.S. foreign policy” (Andrew Bacevich). It has been cited by politicians as diverse as President Obama, Secretary Hillary Clinton and Senator John McCain.

Students will read the book (174 pages) in its entirety. Each student will write a 5 page (1,500 word) essay [double-spaced, one-inch margins, 12-point font] that examines two or three key themes from the book that are most compelling to the student. The essay should succinctly describe and critically analyze the themes, and make a case for why (or why not) they are still relevant to American foreign policy today.

The narrative should be written in the style of a serious academic essay. Footnotes are not necessary unless citing outside resources. The paper should be carefully edited for grammar, spelling and typos. Significant grade deductions will be made for un-edited, un-proofed, poorly-written essays.

Papers will be due **at the beginning of class Monday, 20 March 2017.** Papers should be submitted in hardcopy format, stapled in the top left corner only. (Do not use a cover folder or binders. Provide a cover sheet with name, date and class information only.)

**Final Exam** – The final exam will be comprehensive. It will cover class readings, discussions, and presentations by the professor from throughout the course.

The goal of the exam is to ensure that students have mastered basic concepts, theory, history, and policy applications necessary to successfully complete the course.

The final exam will be a **written take-home exam.** It will be handed out on the final day of class. It will be due at 9 p.m. (Eastern time) on the date (TBA) assigned by BU for the class final exam. You may submit it at any time following the last day of class up to the final exam date.

The exam responses will be submitted electronically to the professor as a WORD or PDF document. After grading, the professor will return documents electronically to students with comments, finals grade and semester final grade.
D. General class information

Key Class Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Jan. 16</td>
<td>Holiday</td>
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<td>Jan. 19</td>
<td>Classes begin</td>
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<td>Jan. 23</td>
<td>First Class Session for IR / RN 318</td>
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<td>(Please Note: Class readings are assigned for the first class)</td>
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<tr>
<td>Feb. 20</td>
<td>Holiday</td>
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<tr>
<td>Feb. 20</td>
<td>Site Visit Narrative due via email by 6 p.m.</td>
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<tr>
<td>Feb. 21</td>
<td>Tuesday</td>
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<tr>
<td>Mar. 4-12</td>
<td>Spring Break</td>
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<tr>
<td>Mar. 20</td>
<td>Irony of American History paper due at beginning of class</td>
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<tr>
<td>Apr. 17</td>
<td>Holiday</td>
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<td>Apr. 19</td>
<td>Wednesday</td>
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<td>May 1</td>
<td>Last class session</td>
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<td>May 3</td>
<td>Last day of classes</td>
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<td>May 4-7</td>
<td>Finals study period</td>
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<tr>
<td>May 8-12</td>
<td>Final exam week</td>
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Class Time and Breaks

Class sessions will be once a week on Mondays from 2:30 p.m. to 5:15 p.m. (13 class sessions total). A ten minute break will be provided in the middle of each class.

Class Attendance and Absences

Students are expected to attend all class sessions.

Absences may be excused for medical, religious, official or personal reasons, IF permission is received from the professor in advance via email at jcw53@bu.edu. Do not send an email requesting an excused absence after the class has begun on the day you are absent (unless you are in an accident on the way to class and are now on the way to the hospital!).

Documentation may be required by the professor to validate the request for an excused absence. In the case of a genuine medical or personal emergency, the student must notify the professor as soon as possible as to the nature of the emergency and the reason for the absence.

Likewise, if a student has to be late to class because of a conflict, work, or other personal reason, they should inform the professor via email, text or phone call before the beginning of class. If the excuse is reasonable, consideration will be given by the professor. If the excuse is unreasonable or the student is guilty of repeated tardiness, a deduction will be made on the student’s class participation grade.

In the case of assignment deadlines or exams, post-deadline requests for dispensation (except in the case of a genuine emergency) will result in a reduced grade for that assignment.

Unexcused absences will penalize your grade. Excessive absences (more than three) may, in accordance with University policy, necessitate withdrawal from the course without credit.

Students are responsible for all classwork when absent – excused or unexcused – including lecture notes, class discussion notes and class presentations.
Extra Class Learning Opportunities

Professor Wallace will provide several extra class learning opportunities. All are optional, but are intended to provide unique, additional learning opportunities for students:

- Field trip to Turo Synagogue, Newport, RI (Sunday in February)
- Dinner with professor (Sunday, Monday or Tuesday nights)
- Presentations on working (internships and jobs) in politics and international affairs – featuring professionals and former students who are currently working in Congress, the White House, the State Department, and other organizations (during and after class sessions)

Code of Conduct and Plagiarism

Students are reminded of their responsibility to know, understand and follow the provisions of the BU Academic Conduct Code [http://www.bu.edu/academics/policies/academic-conduct-code/].

Cheating and plagiarism not only represent a very serious violation of academic ethics, they also breach the essential trust between the student, teacher and class members which is foundational to a successful learning environment. Students should take care to assure that they are fully informed about the different types of cheating and plagiarism – including “loosely borrowing” or failing to properly cite sources – so as not to violate in any way their trust relationship with the professor and their fellow classmates.

All papers and presentations should contain appropriate citations and documentation for material, quotes, and illustrations used from outside sources. It is better to have too many citations rather than too few. If you have any questions about what constitutes plagiarism, please speak with the professor.

3. Weekly Classes & Readings

Jan. 16 Holiday | MLK Jr. Day (No Class)
Jan. 19 Spring Classes Begin
Jan. 23 Week 1 | Introduction to Course


  - Ch. 2: “The Eyes of All People Are Upon Us” (15-32).


Jan. 30  Week 2 | “Colonial America, the Revolutionary War and the Barbary Wars”

  
  o  **Ch. 1:** “Defenders of the Faith” (19-30).
  o  **Part 2 Intro:** “The American Revolution” (71-75)
  o  **Ch. 4:** “The Harmony of the World Confounded” (77-87).
  o  **Ch. 5:** “Liberation Theology” (88-101).

  
  o  **Ch. 1:** “A Mortal and Mortifying Threat” (17-40).
  o  **Ch. 3:** “A Crucible of American Identity” (51-79).
  o  **Ch. 4:** “Illuminating and Emancipating the World” (80-97).

Feb. 6  Week 3 | “The First Amendment and American Religious Freedom”

  
  o  **Ch. 2:** “The Theology and Politics of the Religion Clauses” (21-39).
  o  **Ch. 3:** “The Essential Rights and Liberties of Religion” (41-69).
  o  **Ch. 4:** “Forging the First Amendment Religion Clauses” (71-105).

  
  o  **Ch. 7:** “Jefferson and the Baptists: Separation Proposed and Ignored as a Constitutional Principle” (144-189).

Feb. 13  Week 4 | “American Expansionism, Exceptionalism and Imperialism”

  
  o  **Ch. 7:** “The Benevolent Empire, at Home and Abroad” (122-134).
  o  **Ch. 8:** “Manifest Destiny and Its Discontents” (135-153).
  o  **Ch. 10:** “Missionaries and the Imperialism of Human Rights” (175-197).

  
  o  **Ch. 6:** “Manifest Middle Eastern Destiny” (122-148).
  o  **Ch. 14:** “Imperial Piety” (273-296).
  o  **Ch. 15:** “Imperial Myths” (297-306).
Feb. 20  **Holiday | President’s Day (No Class)**

Feb. 21  **Tuesday | Substitute Monday of Classes**

**Week 5 | “America, the Middle East and the Great War”**

  - Ch. 13: “The Idealistic Synthesis” (239-252).
  - Ch. 15: “The Wilsonian Creed” (275-290).
  - Ch. 16: “A Region Renamed and Reordered” (307-321).
  - Ch. 17: “Spectators of Catastrophe” (325-339).
  - Ch. 21: “The First Middle East Peace Process” (376-397).

Feb. 27  **Week 6 | “Operationalizing Religion as a Tool of War – FDR, Hitler and Stalin”**

  - Ch. 18: “The Holocaust and the Moral Meaning of War” (327-341).
  - Ch. 19: “Spiritual Diplomacy” (342-364).
  - Ch. 2: “Stalin’s Holy War Begins, 1941-43” (51-89).
  - Ch. 3: “A Holy Hatred toward the Enemy, 1942-43” (93-121).

Mar. 4-12  **Holiday | Spring Break (No Class)**

Mar. 13  **Week 7 | “Reinhold Niebuhr and Christian Realism”**

  - Ch. 16: “Prince of Peace and Prophets of Realism” (297-314).
  - Ch. 2: Gary Dorrien, “Christian Realism: Reinhold Niebuhr’s Theology, Ethics, and Politics” (21-36).
Mar. 20  Week 8 | “Reinhold Niebuhr and the Irony of American History”


Mar. 27  Week 9 | “The Cold War Crusade” (Part 1)

  - **Introduction:** (1-25).
  - **Ch. 1:** “Hopes Deferred: Protestants and Foreign Policy, 1945-1952” (29-62).
  - **Ch. 22:** “The Faith of Harry Truman and the Theology of George Kennan” (417-439).

Apr. 3  Week 10 | “The Cold War Crusade” (Part 2)

  - **Ch. 7:** “Prophet, Priest, and President: Dwight D. Eisenhower and the New American Faith” (257-309).
  - **Ch. 4:** “Security Institutions” (109-134).

Apr. 10  Week 11 | “Religious Persecution, IRFA, and the Campaign for Religious Freedom”

  - **Ch. 2:** J. Bryan Hehir, “Religious Freedom and U.S. Foreign Policy: Categories and Choices” (33-52).
  - **Ch. 17:** Thomas F. Farr, “America’s International Religious Freedom Policy” (262-278).
  o Ch. 4: “The Legislative Campaign against Religious Persecution” (111-133).

Apr. 17  Holiday | Patriot’s Day (No Class)

Apr. 19  Wednesday | Substitute Monday of Classes -- NO CLASS – Professor Away

Apr. 24  Week 12 | “The Impact of 9-11 on Religion as a Foreign Policy Variable”

• Huntington, Samuel P. "The Clash of Civilizations?" Foreign Affairs 72, no. 3 (Summer 1993): 22-49.
  o Epilogue: “The Last Crusade?” (601-613).
  o Introduction: (1-6).
  o Ch. 1: “The Myth of the Reluctant Superpower” (7-31).

May 1  Week 13 | “Religion and U.S. Foreign Policy in the Trump Era and Beyond” and End of Semester Summary

• Other readings TBA

May (TBA)  Final Exam
4. **Links & Sources**

**Media**

New York Times  
www.nytimes.com  
The Washington Post  
www.washingtonpost.com  
The Los Angeles Times  
http://www.latimes.com/  
BBC  
http://www.bbc.co.uk/news/  
Times of Israel  
http://www.timesofisrael.com/  
Xinhua  
http://www.xinhuanet.com/english/  
Reuters  
http://www.reuters.com/  
Foreign Policy  
www.foreignpolicy.com  
Foreign Affairs  
www.foreignaffairs.com  
Real Clear Religion  
http://www.realclearreligion.org/  
Real Clear World  
http://www.realclearworld.com/  
Al Jazeera  
http://www.aljazeera.com  
Common Ground News Service  
http://www.commongroundnews.org/index.php  
Patheos  
http://www.patheos.com  
Reuters Faithworld  
http://blogs.reuters.com/faithworld/  
CNN Belief Blog  
http://religionblogs.cnn.com/  
National Post Holy Post Blog (Canada)  
http://life.nationalpost.com/category/holy-post/  
PBS Religion & Ethics Newsweekly  
http://www.pbs.org/wnet/religionandethics/  
PBS – *God in America* Video Series  
http://www.pbs.org/godinamerica/
Government

White House / Office of Faith-based and Neighborhood Partnerships
http://www.whitehouse.gov/administration/eop/ofbnp

State Department / Office of Religion and Global Affairs
https://www.state.gov/s/rga/

State Department / Office of International Religious Freedom
http://www.state.gov/j/drl/irf/

U.S. Commission on International Religious Freedom
http://www.uscirf.gov/

U.S. Institute of Peace
http://www.usip.org/

U.S. AID
https://www.usaid.gov/

CIA Political Islam Strategic Analysis Program

United Nations / Office of the High Commissioner for Human Rights / Special Rapporteur on freedom of religion or belief

European Union / Agency for Fundamental Rights

European Union / Office for Democratic Institutions and Human Rights / Tolerance and Non-Discrimination Information System
http://tandis.odihr.pl/

Academic

Institute on Culture, Religion and World Affairs – Boston University
http://www.bu.edu/cura/

Berkley Center for Religion, Peace & World Affairs – Georgetown University
http://berkleycenter.georgetown.edu/

Prince Alwaleed Bin Talal Center for Muslim-Christian Understanding – Georgetown University
http://acmcu.georgetown.edu/

Mellon Initiative on International Relations and Religion – Notre Dame
http://rnellon.nd.edu/working-groups/international-relations-and-religion/

Kroc Institute for International Peace Studies – Notre Dame
http://rnellon.nd.edu/working-groups/international-relations-and-religion/

Center for Faith and Culture – Yale University
http://www.yale.edu/faith/index.htm

Boisi Center for Religion and American Public Life – Boston College
http://www.bc.edu/centers/boisi/

Center for World Religions, Diplomacy & Conflict Resolution – George Mason University
http://crde.gmu.edu/

Centre for Studies in Religion and Society - University of Victoria
http://csrs.uvic.ca/index.php

Centre for the Study of Religion and Public Life - University of Alberta
http://www.augustana.ualberta.ca/research/centres/ronningcentre/
Research Programs / Think Tanks

Council on Foreign Relations Religion and Foreign Policy Initiative
http://www.cfr.org/about/outreach/religioninitiative/index.html

Pew Forum on Religion & Public Life
http://www.pewforum.org/

Carnegie Council for Ethics & International Affairs
http://www.carnegiecouncil.org/index.html

Henry R. Luce Initiative on Religion and International Affairs
http://www.hluce.org/hrucerelintaff.aspx

International Center for Religion and Diplomacy
http://icrd.org/

Center for Strategic and International Studies
http://csis.org/

Center for the Study of Islam and Democracy
https://www.csidonline.org/

Global Centre for Pluralism
http://www.pluralism.ca/

British Council | Our Shared Future

Tony Blair Faith Foundation
http://www.tonyblairfaithfoundationus.org/

Freedom House
http://www.freedomhouse.org/

International Crisis Group
http://www.crisisgroup.org/

Institute for Global Engagement
http://www.globalengage.org/