

EASTERN CONNECTICUT STATE UNIVERSITY
FALL 2021 / SPRING 2022
APPLICATION FOR REASSIGNED TIME FOR RESEARCH

Name: Caitlin Carenen Date: 1/20/2021

Rank: Professor Department: History

Title of Project: An Introductory History of Terrorism in America

Indicate the number and distribution of credits requested for reassigned time for research. Reassigned time may be up to six (6) faculty load credits in one semester.

Semester: _____ Year: _____ Credit Hours: _____

Semester: Spring Year: 2022 Credit Hours: 6

Have you received reassigned time for research in Fall 2013 or after? Yes No _____

If yes, you must include a copy of any final reports from the reassigned time as an appendix to this application. **My RRT Report for Fall 2019 is attached to this application.**

Is the current project directly related to your previous work during reassigned time for research, sabbatical leave, or other paid leave? If yes, please elaborate.

No

Do you expect any external support or resources for this project? If yes, please elaborate

No

Submit the following (please submit as a single electronic document):

1. Completed application form
2. Narrative that provides the following (no more than five double-spaced pages)
 - a. Project Objective: A clear statement of the research question or premise of the creative work as well as the methodology used to complete the project
 - b. Project Significance: A clear statement of how the project will contribute to the applicant's academic field, to Eastern, and/or to some other community group
 - c. Project Feasibility: A clear statement demonstrating that the applicant possesses the resources (knowledge, skills, facilities, etc.) to complete the project successfully. This should include evidence of previous research or creative work, where appropriate, and documentation that resources required to complete the proposed project successfully are available to the applicant.
 - d. Expected Outcomes: A clear description of the activities that will be completed with the reassigned time as well as the expected outcome of the project (publication, performance, exhibition, literature review, data collection, data analysis, etc.)
3. Final reports from any research reassigned time received Fall 2013 or later (if applicable)
4. Curriculum vitae (3 page maximum)

If granted reassigned time, I agree to allow my proposal to be viewed as a model by future applicants:

Yes No _____

Project Objective and Methodology:

My goal in applying for Research Reassigned Time in the spring of 2022 is to make significant progress on my third manuscript project entitled *An Introductory History of Terrorism in America*. In the summer of 2020, I signed a contract with Routledge to write a succinct and compelling comprehensive history of terrorism in the United States. Terrorism (violence, or the threat of violence for political purposes) has a long and complicated history in the US. This book will take a chronological and historical approach to the subject, starting with the American Revolution and ending with contemporary groups, movements, and individuals within the United States, as well as international fundamentalist Islamic terrorism. While the book will focus primarily on American history, as a nation that exerts a significant influence upon the rest of the world, it is essential for students to understand how the United States impacts terrorism abroad, and how terrorists, in turn, influence the United States. This is a sensational subject, but poorly studied from a domestic history perspective. In fact, as the theme of the book will illustrate, the United States has a long history of terrorism dating from the American Revolution to the present day. Moreover, both the American people and the US government has unevenly responded to terrorist episodes and terrorists themselves. The country's relationship to international terrorism is equally inconsistent as well. Ethnic sympathies at home influence foreign policy responses to different groups in modern history. For example, the Irish Republican Army in Northern Ireland, the Palestinian Liberation Organization in the Middle East, and the African National Congress in South Africa were all, at one time, labeled as terrorist organizations by the US State Department, yet Americans themselves had very different reactions to each group, which in turn influenced foreign policy. Much of my scholarship focuses on the relationship between domestic politics, interest groups, and foreign policy. I am especially interested in the ways that each group—

citizens, government officials, and foreign policymakers—influence each other and create complex interrelationships. I have spent several years researching the question of Americans and international terrorism in America. My hope, as well as Routledge's, is that this book will be used as a text in classrooms in the United States and Europe and as a mainstream trade book.

The methodology used for this project is straight-forward. I use an empirical approach to research and writing which simply means researching the topic in the archives, reading non-archival primary sources, and examining what has already been written about the topic. I then create a synthesis of these sources in a narrative that is chronological and engaging. While the methodological approach is simple, doing it well is not. It requires not only accumulating many sources but considering how they fit into the larger story and what they can tell us (that is new) about a historical topic. Once I signed the contract this past summer, I began collecting secondary sources I will use in the book, and spent considerable time beginning the “deep dive” into the secondary literature. Over the summer I also organized the book's structure and sources. The book is divided into sixteen chapters that will offer a broad and chronological narrative and begins with a question that highlights the topic and guides the narrative. Each chapter will synthesize existing scholarship while highlighting appropriate primary sources and will be followed by a bibliography that offers students and professors a comprehensive list of additional sources. For example, “Chapter 10: Why Did Student Government Leaders Set Bombs Off Around the Country?” will contextualize student groups like Students for a Democratic Society (SDS) and their protests of the Vietnam War, the military-industrial complex, and support for radical civil rights activists and third world revolutions. The chapter will then develop the narrative of the terrorist group or groups, like the Weathermen, (what they did, when, and why)

before concluding by considering their historical significance and what they tell us about the larger issue of the history of terrorism in America.

Project Significance

This project is necessary because no textbook or manuscript addresses this subject, particularly from a comprehensive American history perspective and is unusual because of its “hybrid” approach (teaching text and trade book). The existing resources on terrorism are usually organized topically (as opposed to chronologically), rarely approached from a historical perspective, too specific in terms of topic or era, and usually written for a more experienced audience. There are numerous general histories of terrorism from a world history perspective, but none that offer a comprehensive analysis of specifically American terrorism. My book is intended for a non-specialist audience that could be used as a required text for a variety of courses in history and in other disciplines, as well as be approachable on the trade market. Because this is the first project to offer a comprehensive analysis of the history of terrorism in America, I anticipate it will have an impact in the college classroom and among a wider reading audience. Routledge is excited about the project and its potential appeal. The initial reader reviews for the book proposal were also supportive of the project and suggested it would have a wide college readership. Certainly Eastern students are interested in the topic, as the “Americans and Terrorism” course is always popular. I am confident that working so intensely on this project will enhance this existing course (and possibly lead to spin-off courses on more in-depth related topics such as “The Violent 1970s”). College students need to have a clearer and historical accurate understanding of the complex story of domestic terrorism as well as a deeper understanding of how international terrorism has influenced domestic politics. Understanding

terrorism in American history is essential to navigating our modern world. This book will serve as a starting point reference for students and non-students alike.

Project Feasibility

For several years I have researched terrorism in the modern US as well as international terrorism. I have visited archives that have collections related to terrorism in the US and the American response to international terrorism: the Jacob Rader Marcus Center for the American Jewish Archives in Cincinnati, Ohio; the National Archives in College Park, Maryland; the Jimmy Carter Presidential Library Archives; the MARBL (Manuscript and Rare Book Library) at Emory University; and field visits to Israel and the Palestinian Territories as part of two separate fellowships. In addition to the research already collected, I have presented the preliminary results of this work at more than five different conferences, from regional to international. I have received positive feedback on the scholarship completed thus far. On a more general note, I have a proven track record on scholarly publications that shows I consistently research and publish. New York University Press published my first book *The Fervent Embrace: Liberal Protestants, Evangelicals, and Israel*, which was critically well-received. I then worked on a smaller project born out of an NEH Fellowship on American Jews and First World War relief efforts (I produced two peer-reviewed articles from that project during my last sabbatical). Three years ago, I was approached by Cognella Publishers to write the first ever textbook on US / Middle East history. I completed *An Introductory History of the United States in the Middle East* this past year (a 444 page single-authored manuscript), and it is now published. Based on this experience, I have a realistic expectation of how much work will be required for this book and how quickly I will be able to complete it:

Semester	Task
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Summer 2020	Collected sources; outlined book chapters
Fall 2020	Analyzed secondary sources
Winter 2020/2021	Drafted chapter outlines
Spring 2021	Finalize chapter outlines
Summer 2021	Begin drafts of first few chapters
Fall 2021	Write majority of chapter drafts (sabbatical leave)
Spring 2022	Finish chapter drafts; Revise rough draft
Summer/Fall 2022	Incorporate peer-review feedback
January 2023	Final manuscript due to Routledge

So far, I have completed each task listed above, but I have a full course load in the spring of 2021, so realistically, my work will be restricted to finalizing the chapter outlines. In the summer of 2021, I will begin writing rough drafts of the first few chapters. By the end of 2021, I want to have most of the chapters drafted. The following academic year (2022-2023) will be spent finishing the chapter drafts and editing the book. Six FLC's of Research Reassigned Time in the Spring of 2022 will allow me to stay on schedule and complete and revise a full rough draft that can then be resubmitted for peer feedback.

Expected Outcomes

The expected outcome of Research Reassigned Time will be that I will have drafted all the book's chapters and begun final revisions. The ultimate outcome of the project itself will be a completed book by January 2023, but I will also be promoting the book at conferences, offering a book talk to Eastern, presenting my research at learning in retirement venues, and engaging our students in historical research that examines this topic. This book will provide college students with the necessary background to conduct their own research in this subfield. This is hard to do without cohesive literature on the subject, which this book will provide.



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Report on Research Reassigned Time Awarded Fall 2019

I am pleased to report that, as a result of being awarded 3FLCs of reassigned time for Fall 2019, I was able to successfully submit the final draft of my textbook manuscript to my publisher on time (January 2020). The book, *An Introductory History of the United States in the Middle East*, will be the first of its kind: an overview of a complicated, yet vital, aspect of US foreign policy history. The book begins at the turn of the twentieth century and concludes with the Obama Administration. It is a single-authored textbook and after significant alterations based on peer reviews (received in the summer of 2019), the final product is over 400 pages of original manuscript.

I was awarded the contract after peer review of the proposal in October of 2017 and I submitted the first full draft to the editors at Cognella Publishers in February of 2019. In the summer of 2019, I received the second round of peer review feedback and incorporated that feedback as well as assembled supplementary material for the project over the summer and fall of 2019. In large part due to my 3FLC's of release time, I was able to meet my publisher's deadlines. The manuscript is now in the copyediting and permissions phase of production with an anticipated publication of Fall of 2020 (this year).

Specifically, over the course of Fall 2019 with my release time, I was able to go back to sections that peer reviewers noted needed more discussion and treatment. This required additional research and reading, and of course, revising. It did, however, make the final product much stronger. I also assembled supplementary material for the textbook, including timelines, glossaries, learning objectives, and a review of learning objectives for every chapter. I also compiled and selected appropriate primary sources readings for each chapter (a point/counterpoint selection) and appropriate videos to be embedded in the online version of the text (it is also a print textbook). This required significant amounts of additional work and the awarded release time proved vital in meeting my deadlines and producing what I hope will be a significant pedagogical and scholarly contribution to a subject not well understood, nor studied, in American universities.

Thank you again for your support of my creative activity.

Sincerely,

Caitlin Carenen, Ph.D.
Professor of History

Curriculum Vitae

Caitlin Carenen, Department of History

Education

Emory University, Atlanta, Georgia, 2008	Ph.D.
The University of Georgia, Athens, 2000	M.A.
The University of Georgia, Athens, 1998	B.A.

Academic Positions at Eastern Connecticut State University

Professor, Fall 2018--present
Associate Professor of History, Fall 2013—Spring 2018
Assistant Professor of History, Fall 2008— Spring 2013

Selected Research and Creative Activity

Carenen, Caitlin. *An Introductory History of the United States in the Middle East*, (Berkley, CA: Cognella Press, June 2021).

Carenen, Caitlin. *The Fervent Embrace: Liberal Protestants, Evangelicals, and Israel* (New York: New York University Press, 2012).

Carenen, Caitlin. "Complicating the Zionist Narrative in America: Jacob Schiff and the Struggle over Relief Aid in World War I," in *American Jewish History*, Vol. 101, No. 4 (October 2017): 441-463.

Carenen, Caitlin. "I wish you could find some way by which I can be freed from these complicated questions in Palestine: The Untidy Legacy of American Jewish Relief Efforts in World War One," in *American Jewish Archives Journal*, Vol. 69, No. 2 (Fall 2017): 1-29.

Carenen, Caitlin. "The American Christian Palestine Committee, the Holocaust, and Mainstream Protestant Zionism, 1938-1948," in *Holocaust and Genocide Studies*, Vol. 24, No. 2 (Fall 2010): 273-296, United States Holocaust Museum and Oxford University Press.

Carenen, Caitlin. "'Why Can't We Just Create New Sacred Holy Sites?': Teaching the Arab-Israeli Conflict at a Public Liberal Arts University in New England," in *Teaching the Arab-Israeli Conflict in the College Classroom* (Detroit, MI: Wayne State University Press, 2019): 21-27.

Carenen, Caitlin. "Protestants, Evangelicals, and Politics," in *American Political Culture*, pages 899-905, edited by Michael Shally-Jensen, Mark Rozell, and Ted Jelen. New York: ABC-CLIO/Praeger Greenwood Press, 2015.

Carenen, Caitlin. "Patriotism, national identity, and foreign policy: the US—Israeli alliance in the twenty-first century," in Kenneth Christie (ed.) *United States Foreign Policy and National*

Identity in the Twenty-First Century, Routledge Studies in US Foreign Policy, (London: Routledge, 2008): 50-66.

Carenen, Caitlin. "The Origins of the Cold War." *Colonialism to the Twenty-first Century in Western Civilization*, Second Edition, ed. Dr. Michael Schuering. Farmington Hills, MI: Gale, 2017.

Carenen Caitlin. "The Oil Crisis of 1973." *Colonialism to the Twenty-first Century in Western Civilization*, Second Edition, ed. Dr. Michael Schuering. Farmington Hills, MI: Gale, 2017.

Selected Scholarly Presentations

Conference Paper Presentation, "American Religious Identity and the Framing of International Terrorism in the 1970s and 1980s," for a panel entitled *Rethinking U.S. Foreign Policy* at the Historians of the Twentieth Century United States (HOTCUS) annual conference, University College, Dublin, Ireland (June 17, 2017)

Conference Paper Presentation, "'Grants for Guerillas': Americans and International Terrorism in the 1970s and 1980s," for a panel entitled *Perceptions of War and Terror from Habsburg Austria to the Twentieth Century U.S.* at the New England Historical Association (NEHA) meeting, Willimantic, Connecticut (October 28, 2017)

Conference Paper Presentation, "Jews under Siege: Americans Respond to PLO Terrorism in the 1970s" for a panel entitled *Israel through the Eyes of Non-Jewish Americans* at the Annual Meeting of the Association for Jewish Studies, Baltimore, Maryland (December 14-16, 2014)

Conference Paper Presentation, "Religious Identification and the Framing of Terrorism: American Popular and Policy Responses to the IRA, the PLO, and the ANC in the 1970s," for a panel entitled *Finding Religion in American Foreign Policy: The Problem of Influence* at the Annual Meeting of the Society for Historians of American Foreign Relations, Lexington, Kentucky (June 21, 2014)

Conference Paper Presentation, "The PLO versus the IRA: A Divergence of U.S. Political and Popular Responses to Terrorism," presented at the Historians of the Twentieth Century Annual Conference (HOTCUS), Rothermere American Institute, St. Anne's College, Oxford University, England (July 2011)

Selected External Fellowships

The Bernard and Audre Rapoport Fellowship, Jacob Rader Marcus Center for American Jewish Archives, Hebrew Union College, Cincinnati, Ohio, 2014-2015

National Endowment for the Humanities (NEH) Institute Fellowship, University of Cincinnati, June 22-July 19, 2014

Brandeis University Schusterman Institute for Israel Studies Fellowship, June-July 2013

Academic Fellow for Terrorism Studies, Foundation for the Defense of Democracies, 2012

Internal Grants and Awards

ECSU Sabbatical Leave, Fall 2021

Research Reassigned Time, Fall 2019

Excellence Award for Teaching, ECSU, 2016

ECSU Sabbatical Leave, Spring 2015

CSU University Research Grant Award, 2014-2015

ECSU Faculty Development Grant Award, 2014-2015

Board of Regents Research Award for ECSU, 2013-2014

ECSU Faculty Development Grant Award, 2013-2014

AAUP Travel Grant, 2013, 2014, 2015, 2016, 2017

AAUP Travel Grants, 2008-2012

ECSU Foundation Travel Grant, 2010-2011

CSU—AAUP University Research Grant Award, 2009-2010

ECSU—AAUP Faculty Development Grant Award, 2008-2009

