

APPLICATION CHECKLIST
Research, Scholarship, and Creativity Grant

Deadline February 12th

Please print and complete this checklist and attach it as the cover page of your grant application.

Faculty information

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Dept: Religion

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Checklist

- ☒ Description of previous projects (and outcomes) funded by RSC grants
- ☒ Complete project description, including separate statements of:

1. **Purpose.** What are the intellectual, conceptual, or artistic issues? How does your work fit into other endeavors being done in this field?

2. **Feasibility.** What qualifications do you bring to this project? What have you done/will you do to prepare for this project? What is the time period, i.e. summer, summer and academic year, academic year only? Is the work's scope commensurate with the time period of the project?

3. **Project Design.** This should include a specific description of the project design and activities, including location, staff, schedules or itineraries, and desired outcomes.

- ☒ RSC Budget Proposal Form attached as last page of application

- ☒ Nine (9) copies of completed application and budget (including this checklist) to be submitted to the John S. Kendall Center for Engaged Learning (SSC 119)

If successful, my proposal can be used as an example to assist future faculty applications. This decision will not in any way influence the evaluation of my application. **Yes/No** (please circle one)

Description of previous projects (and outcomes) funded by RSC grants.
This is the first RSC grant for which I have applied.

Project Description

I am applying for a RSC grant in order to fund archival research for a chapter in the manuscript I am preparing for submission to the University of North Carolina Press. The manuscript, tentatively titled *To Lead the World But Also To Serve It: American Missionaries and U.S. Power After World War II*, is a revision of my dissertation. The specific chapter focuses on mainline missions during the Cold War. The funding will enable me to travel to the Methodist Archives at Drew University to do final research for this chapter.

Purpose. What are the intellectual, conceptual, or artistic issues? How does your work fit into other endeavors being done in this field?

My manuscript explores conversations about missionaries in post-World War II American culture and puts those conversations into the broader context of U.S. post-war power. Although after the Second World War the missionary enterprise lost the public prominence it had enjoyed in the early twentieth-century, it remained a subject of conversation throughout American culture. I trace these conversations in the many places they occurred, from Protestant mainline publications to academic anthropologists' monographs to popular novels such as *The Poisonwood Bible*. These conversations, it turns out, were not simply about missionaries. Rather, as people throughout American culture discussed missionaries after World War II, they wrestled both with the movement itself and with growing American power abroad. Discussions about missionaries were, in many ways, discussions about how to be good global citizens while carrying an American passport. By considering missionaries, various Americans—many of whom would not think of each other as participants in the same sort of conversation—all engaged questions of cultural authority and normativity. Moreover, as these groups talked about missionaries, they repeatedly revealed a post-World War II American paradox: they believed the people abroad deserved autonomy, particularly from American power, but they also believed that Americans were responsible for the rest of the world.

The chapter I will work on this summer focuses on missionary conversations within the Protestant mainline (the segment of Protestantism that includes such denominations as the ELCA and the Episcopal Church of the U.S.A.) using the United Methodist Church as a primary example. Scholarship on post-war mainline missions usually tells a story of decline. Immediately after the war, the Protestant mainline boasted the largest mission force in the world. Within thirty years, however, its missionary personnel had been cutback significantly. Scholars tend to focus on theological reasons for missionary retrenchment—particularly an increasing discomfort with conversion in a religiously diverse world. In my chapter, I argue that while the theological explanation has merit, it is incomplete. It fails to consider global contexts that the mainline considered quite important, namely, increasing nationalism and growing distrust of American foreign policy. What became retrenchment stemmed from a desire to respond to nationalism and “the world revolution” in a manner that would preserve the American mainline’s influence in the

world. Moreover, the mainline's discussion about its missionaries demonstrates how some Americans were trying to negotiate their desire to be involved in the world even as they became increasingly convinced that that involvement demanded ameliorating the harm perpetuated by their own country's actions abroad.

American discourse about missionaries has several imports. First, it contributes to an understudied subject. In 1967, historian John Fairbanks called the missionary "the forgotten man" in American history. Since then, historians of American religion have successfully searched for these missing men and women and have produced solid studies of individual missionaries, mission organizations, missions theory, and various mission fields. Yet, as Grant Wacker and Daniel Bays noted in their 2003 edited volume *The Foreign Missionary Enterprise at Home*, "the social and cultural role of the foreign missionary at home" has received less attention. Although each missionary in the field represents many more prayer partners, financial backers, and fierce critics back home, historians often have overlooked missionaries' impact in the United States. My work explores that impact.

Exploring what missionary conversations reveal about American's thinking about America's power is also significant. If talk in the 1990s and early twenty-first century about culture wars suggested that Americans existed in dyads of left and right, blue and red, the conversations about missionaries suggested a more complicated picture on the ground. Not all Americans evaluated American power or its use in the same way. Certainly not all the people in my study shared one opinion. Yet as the "American Century" wore on, people across theological, ideological and political spectrums exhibited some reservations with American power. However people might vote, their missionary conversations revealed that they could not fully express their thinking about U.S. power abroad on a ballot or in a poll about a war. Reflections upon missionaries created a picture of American culture that we need more than two colors to paint.

Feasibility. What qualifications do you bring to this project? What have you done/will you do to prepare for this project? What is the time period, i.e. summer, summer and academic year, academic year only? Is the work's scope commensurate with the time period of the project?

This manuscript is based upon my dissertation. That dissertation has been reviewed positively by two anonymous readers for the University of North Carolina Press. I am revising the manuscript based upon their suggestions and will resubmit it to the press in Fall 2010. I am currently revising other chapters and will have completed those revisions by Summer 2010. By Summer 2010 I will also have done all of the revisions on this chapter that I can do without further archival research. Many of those revisions can be done using documents available through Interlibrary Loan. Parts of the argument, however, demand further research on missionary funding in the United Methodist Church and on correspondence only available at the archives.

The research at the archives will demand three to four days. The revisions based upon that research will take a month. I will do the archival research during the first half of the summer and revise the chapter during the last half. I will then make final revisions to the manuscript as a whole during the fall semester and submit the manuscript, as the editor has requested, during that semester.

Project Design. This should include a specific description of the project design and activities, including location, staff, schedules or itineraries, and desired outcomes.

The specific project that the funding will support is the completion of a book chapter on Protestant mainline missions. The funding will pay for my work at the United Methodist Archives, located at Drew University. The specific archival information I need involves financing for United Methodist missionaries. That information will support my argument that analyses of "what the world needs," analyses that in religious circles are often part of discussions about missionaries, were influenced by such mundane matters as denominational financial support for missions. When the denominational coffers were flush, leaders could afford (literally) to ignore lay concerns about mission activities that focused on structural ills rather than on conversion. When, however, economic downturns hurt mission endowments, analyses of what was good for the world showed greater attention to laity who were willing to support missions only if missions emphasized conversion.

My specific itinerary for this project will depend on receipt of funding and the schedule at the archives. I have been to this archive once and know from experience that research is most efficient and effective when the archival specialists in my area are available for assistance.

My desired outcome for this project is the gathering of the archival information I need to make my argument and the full revision of my chapter on mainline missions and U.S. power by the beginning of the 2010-2011 school year, which will allow for the full revision of my book manuscript during the fall semester.

Thank you for considering my application.

Research, Scholarship, and Creativity Grant BUDGET INFORMATION

Faculty Stipend

(\$500 professor; \$600 associate professor; \$700 assistant professor)

Expenses

Faculty may apply for up to \$1500 to pay for the cost of equipment, materials, personnel, and travel associated with the project to be funded by the RSC Grant. All expenses must be necessitated by the project to be funded by the RSC Grant.

ITEM	AMOUNT
Equipment (e.g., transcription machine, camera, cassette recorder— but not to include computer hardware)	\$
1: Cost:	
2: Cost:	
3: Cost:	
Materials (e.g., books, printing, software, lab supplies)	\$
1: Cost:	
2: Cost:	
3: Cost:	
Personnel (e.g., typist, transcriptionist, student assistant)	\$
1:	
2:	
Travel Costs (cannot include conference travel, see http://gustavus.edu/finance/travel.php for allowable travel expenses)	\$ 900
Airfare: \$400 (estimated cost)	
Mileage: Number of miles @ \$0.55/mile	
Lodging: \$400 (estimated cost)	
Meals: \$100	
Other Expenses	\$ 150
1: Copying Cost: \$50.00	
2: Transport from Airport to	
Archives Cost: \$100	
3: Cost:	
TOTAL EXPENSES	\$1050
AMOUNT REQUESTED (not to exceed \$1500 + stipend commensurate with rank)	\$ 1750

Have you applied for, or received funding from, another source to help support this project? No.
Funding Source:
Amount: