

History 223/Religious Studies 400

THE MAKING OF MODERN CHRISTIANITY, 1648-1815

Fall 2011

MW, 2:30-3:45 p.m., 1053 Educational Sciences

Eric Carlsson

5212 Mosse Humanities

Mailbox: Humanities 5024

ewcarlss@wisc.edu

(608) 263-1849

Office hours: Tuesdays, 9-10 a.m.; Wednesdays, 1-2 p.m.; and by appointment

From the end of Europe's wars of religion to the end of the French Revolution (1648-1815), Western Christianity (i.e., Roman Catholicism and Protestantism) faced a series of trials and transformations that would alter the place of religion in modern society and change the shape of Christianity itself. The era saw grave political and intellectual challenges to the authority of the churches and traditional doctrine, challenges that spurred attempts to reshape religious life and expressions of belief. The same period also spawned movements of spiritual renewal and reform that touched people from all social classes and helped create forms of Christianity that we recognize today as distinctly modern. This course explores new directions in Catholic and Protestant life in Europe and the New World, the challenges and opportunities posed for revealed religion by the Enlightenment, and the impact of political revolution on Christian life and the place of religion in European society.

The course is designed to accomplish three main goals. First, it aims to orient you to some big trends in early modern Christianity while probing a few specific historical problems in more depth. Second, the course intends to hone your skills as a historical thinker and interpreter of the past. You will analyze, discuss, and write about a range of texts from the period as well as works by contemporary historians. Finally, the course is designed to help you improve your writing skills. You will write and receive constructive feedback on several short analytical papers, a longer independent research paper, and a take-home final exam.

Course Requirements

1. Attendance and class participation. Most class meetings will include both lecture and discussion. In opting to take this course you are committing yourself to participate actively in our discussions. You are expected to attend all class sessions. If you become ill or face an emergency that prevents you from coming to class, please notify me beforehand. Three or more unexcused absences will result in a lowered course grade.

Being prepared for discussion means reading all assigned texts closely before class. Sometimes you will be given a set of questions to guide your reading and on occasion you may be asked to complete other exercises to prepare for class. Come ready to voice your observations and insights, to listen to those of your classmates, and to raise questions about what you find in the readings. Be sure to bring a copy of the relevant texts, including those posted on Learn@UW, to each class meeting. If you wish, you may bring an electronic version of posted texts on a laptop computer. Class participation counts for **15%** of your final grade.

2. Write five response papers of 650-700 words (about two double-spaced pages) each, answering a question about the assigned readings (including, if you choose, one film). You have some choice

about which readings you respond to, but the first paper must be turned in by **September 26**, the second by **October 19**, the third by **November 2**, the fourth by **November 16**, and the fifth by **December 12**. To receive credit for a response paper, you need to submit an electronic copy in the dropbox on Learn@UW and turn in a hard copy at the start of class. If you write on one of the films, your paper will be due at the next class meeting after the viewing. No late papers accepted. Counts for **20%** of final grade.

3. Write a research paper of 3600-4000 words (10-12 pages) on a topic of special interest to you, chosen in consultation with me. On **October 12** we will meet individually to discuss your topic and the main sources you will use. A one-page summary of your thesis and how you intend to develop your argument will be due on **November 7**. The final version of your paper is due on **November 21**. You will receive detailed instructions about the paper during the third week of the course. Counts for **30%** of final grade.

4. Make a 5-7-minute oral presentation to the class, reporting on the central argument and findings of your research paper. Presentations will be made on **November 28** and **November 30**. Counts for **5%** of final grade.

5. Write a take-home final exam of 2000-2400 words (6-7 pages), handed out on the last day of class. You may choose from among several questions that will allow you to synthesize material from the whole course. An electronic copy of your exam will be due in the Learn@UW dropbox at 12:00 noon on **December 22**. Counts for **30%** of your final grade.

Classroom Conduct

Please arrive to class on time and turn off any phones or pagers before our session begins. Once class has started, please refrain from texting, reading newspapers, etc., and give your full attention to matters at hand. You may use a laptop in class to take notes or access documents used in class discussion. You may not use a computer or other electronic device to surf the web, check Facebook, respond to email, or for other purposes unrelated to class. You are encouraged to ask questions and make comments during the lecture portion of class. As noted above, you are expected to participate actively in class discussions.

Writing Center

You are strongly encouraged to take advantage of the excellent free-of-charge services offered by the UW Writing Center. The Writing Center holds workshops on various topics related to academic writing. You can also schedule a one-on-one appointment with an instructor to get help with a specific writing assignment or feedback on a draft you've already written. The Writing Center is located in Helen C. White Hall, Room 6171, and at several satellite sites across campus. To find out more, stop by for a visit, call 263-1992, or check our www.wisc.edu/writing. You are also urged to familiarize yourself with The Writer's Handbook, <http://writing.wisc.edu/Handbook/> which provides helpful guidance to a range of common issues faced in writing academic papers.

Academic Honesty

All students are expected to adhere to UW's standards for academic honesty and integrity. Penalties for academic misconduct, including plagiarism and other forms of cheating, range from failing an assignment or a course to being expelled from the university. For university policies concerning academic misconduct, see <http://students.wisc.edu/saja/misconduct/UWS14.html>. If you have questions about what constitutes plagiarism and how to avoid it, please speak with me or consult http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html.

Course Texts

The following required books are available for purchase at the University Bookstore or on the web:

W. R. Ward, *Christianity under the Ancien Régime 1648-1789* (Cambridge UP, 1999)
Blaise Pascal, *Pensées*, trans. A.J. Krailsheimer, rev. ed. (Penguin, 1995)
Philip Jacob Spener, *Pia Desideria*, trans. T. G. Tappert (Wipf & Stock, 2002)
Jon F. Sensbach, *Rebecca's Revival: Creating Black Christianity in the Atlantic World* (Harvard UP, 2005)
David Sorkin, *The Religious Enlightenment: Protestants, Jews, and Catholics from London to Vienna* (Princeton UP, 2008)

Numerous primary and secondary sources are also posted at our course website on Learn@UW.

COURSE SCHEDULE

NOTE: "Ward" refers to W. R. Ward, *Christianity under the Ancien Régime* and "Sorkin" refers to David Sorkin, *The Religious Enlightenment*. All reading assignments not from purchased texts are posted on our Learn@UW website. There you will also find full bibliographical information for posted readings. Original year of writing or publication of primary sources is given in parentheses below. An asterisk (*) marks those readings on which you may write a response paper.

I: BACKGROUND

- Sep 7 Course introduction
- Sep 12 Thinking historically about religion
*Sam Wineburg, "Historical Thinking and Other Unnatural Acts"
*Brad S. Gregory, "Can We 'See Things Their Way'? Should We Try?"
- Sep 14 Confessional Europe
Ward, 1-11
Augsburg Confession (1530); Canons of the Council of Trent (1540s-60s) and
Tridentine Profession of Faith (1564); Baptist confessions (1646, 1677);
Robert Barclay, *Apology for the Quakers* (1678)

II: NEW DIRECTIONS IN ROMAN CATHOLICISM

- Sep 19 Church and society in Catholic Europe
Ward, 12-20, 34-70
- Sep 21 Quietism and mysticism
Ward, 20-27
*Jeanne Marie Guyon, *Autobiography* (pub. 1720)
- Sep 26 Jansenism
Ward, 27-33
*Blaise Pascal, *Pensées* (pub. 1669), fragments #12, 13, 21-3, 36, 38, 41, 47, 57, 60-1,
77, 110, 120-1, 131-6, 148-9, 167-88, 190, 192, 351-3, 375-82, 418, 422-4,
429, 446, 449-50, 471, 510, 521, 539, 588, 595-8, 604, 606, 617, 620-2, 628,
693, 696, 733-4, 743, 751, 771, 792, 802, 806, 835, 913, 978

Sep 28 Tools for historical research: Class visit to Memorial Library

Oct 3 Catholicism in the New World
James D. Riley, "Christianity in Iberian America"

7:00-9:00 p.m.: Viewing of *The Mission

Oct 5 Class visit to Special Collections, Memorial Library

III: PROTESTANT RENEWAL IN THE ATLANTIC WORLD

Oct 10 The rise of Pietism
Ward, 71-88
*Phillip Jakob Spener, *Pia Desideria* (1675)

Oct 12 Individual meetings to discuss paper topics

Oct 17 Varieties of revival in Central Europe
Ward, 88-131
*Gottfried Arnold, "History . . . of Mystical Theology" (1703); Poems (1700-01)
*Nikolaus Ludwig, Count von Zinzendorf, "Thoughts for the . . . Students of Truth" (1732); "Brotherly Union and Agreement at Herrnhut" (1727)

Oct 19 Revival comes to Britain
Ward, 131-46
*John Wesley, *Journal* (1738); "A Plain Account of Genuine Christianity" (1753)

Oct 24 The Great Awakening in North America
Mark A. Noll, "British and French North America to 1765"
*Jonathan Edwards, *Faithful Narrative of the Surprising Work of God* (1736)

Oct 26 Origins of African-American Protestantism
*Jon F. Sensbach, *Rebecca's Revival*, 1-161

Oct 31 Christianity, slavery, and abolitionism
*Jon F. Sensbach, *Rebecca's Revival*, 162-247

Nov 1 7:00-9:00 p.m.: Viewing of *Amazing Grace

IV: THE PROBLEM AND PROMISE OF ENLIGHTENMENT

Nov 2 The critique of revealed religion
Ward, 147-71
*John Toland, *Christianity Not Mysterious* (1696)
*Voltaire, *Philosophical Dictionary* (1764)

Nov 7 The question of toleration
*John Locke, *A Letter Concerning Toleration* (1689)
*Voltaire, *Treatise on Tolerance* (1755)

One-page summary of research paper due in class

- Nov 9 The “Conservative Enlightenment” in Britain
 *Sorkin, 1-65
 *William Warburton, *The Alliance between Church and State* (1736)
 *Joseph Butler, *Analogy of Religion* (1736)
- Nov 14 The Protestant *Aufklärung*
 Ward, 171-84
 *Sorkin, 115-63
 *Gotthold Ephraim Lessing, “The Parable of the Ring” from *Nathan the Wise* (1779);
 The Education of the Human Race (1777-80)
- Nov 16 The Catholic Enlightenment
 Ward, 184-201
 *Sorkin, 217-59
 *Lodovico Antonio Muratori, *The Science of Rational Devotion* (1714; trans. 1789)
- Nov 21 Beyond the Enlightenment
 *Friedrich Schleiermacher, *On Religion* (1799) and *The Christian Faith* (1821)

Research paper due: hard copy in class, electronic version in Learn@UW dropbox

- Nov 23 No class meeting: Happy Thanksgiving!

V: RELIGION AND REVOLUTIONARY EUROPE

- Nov 28 Oral presentations
- Nov 30 Oral presentations
- Dec 5 Religion on the eve of the French Revolution
 Ward, 225-50 (pp. 202-24 recommended)
 Timothy Tackett, “The French Revolution and Religion to 1794”
 *Revolutionary documents
- Dec 7 The French Revolution I
 *Sorkin, 263-314
 *Revolutionary documents
- Dec 12 The French Revolution II
 Suzanne Desan, “The French Revolution and Religion, 1795-1815”
 *Revolutionary documents
- Dec 14 Awakening in revolutionary Europe
 Stewart J. Brown, “Movements of Christian Awakening in Revolutionary Europe, 1790-1815”
- Dec 22 **Take-home final due by 12:00 noon in Learn@UW dropbox**