

History 229/Religious Studies 400

RELIGIOUS RENEWAL IN THE ATLANTIC WORLD, 1600-1800

Fall 2014

TTh, 1:00-2:15 p.m., 2251 Mosse Humanities

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Office hours: Tues, 11 a.m.-12 p.m.; Thurs, 9-10 a.m.; and by appointment

The seventeenth and eighteenth centuries mark a transition to the modern world. The story of modernity's rise—a story that usually includes chapters on the Enlightenment and political revolutions as well as the emergence of toleration, the public sphere, colonialism, and capitalism—is often told as a tale of secularization and religious decline. But the same period also saw large-scale movements of religious renewal and revival that stretched across Europe, the Caribbean, and North America. Touching people from all social classes, these movements spawned new types of belief and religious organization, challenged existing social and political orders, and exported western forms of Christianity across the globe.

This course considers transatlantic religious renewal from various angles. We will ask about context: Why did it happen where and when it did? We will seek to understand some of its main actors and their aims on their own terms, attempting to enter their—to us often quite foreign—mental worlds. We will view these renewal and revival movements as an epoch in the history of western Christianity, analyzing continuities with the past as well as how they changed both Catholicism and Protestantism from within. And we will consider their relation to broader themes in the period, including the Enlightenment, politics and revolution, race, slavery, the growth of individualism, and new democratic norms.

The course is designed to help you develop some skills that historians employ but that are relevant and useful beyond the classroom. These include the ability to read closely and analyze a primary source in its original context; to understand and evaluate scholarly arguments and debates; to make effective historical arguments of your own based on primary and secondary sources; and to write clear, interesting, and persuasive prose.

Course Requirements

1. Attend and participate in class meetings. In opting to take this course you are committing yourself to attend class sessions regularly. I will take attendance throughout the semester. If an illness or emergency forces you to miss a class, please email me in advance. A pattern of unexcused absences will lower your final grade in the course.

Every meeting will include some class discussion of assigned readings. On some days the whole class period will be devoted to discussion. The reading load for this course is relatively heavy; many weeks you will read over 100 pages, and on occasion significantly more. You are expected to have read all texts closely and thoughtfully *before* the class session in which they will be

discussed and to come ready to voice your insights and questions and to engage with those of your classmates. To help focus your reading, I will sometimes give you particular questions to think about, and you will write short analyses of several assigned texts (see below). At other times you will be asked to devise your own discussion questions or complete other preparatory exercises. Be sure to bring a copy of the relevant texts, including those from the course reader and Learn@UW, to each meeting. If you wish, you may access electronic versions of texts on a laptop or tablet. Attendance and class participation count for 20% of your final grade.

2. Write four analytical papers of 650-700 words (about two pages) each, answering a specific question about assigned readings. The first paper (on the Davis reading) will be due on September 23; the second (Pascal) on October 2; the third (Sensbach) on October 30 or November 4; and the fourth (Hempton) on November 25 or December 2. You must leave an electronic copy of your paper in the Dropbox on Learn@UW before the start of the relevant class period and bring a hard copy to class. The analytical papers count for 5% each, making up 20% of your final grade.

3. Write two argumentative papers of 1600-1800 words (about five pages) each, due in both paper and electronic copy at the start of class on October 14 and November 18, respectively. Each paper will respond to a question, distributed one week before the due date, that will ask you to synthesize your thoughts and make an historical argument about a broader theme and set of texts we will have discussed in class. The first paper is worth 15% and the second, 20% of your final grade.

4. Write a take-home final exam of 2000-2200 words (about six pages), due in the Learn@UW Dropbox by 3:00 p.m. on Friday, December 19. The exam question will be handed out during the last week of class. Makes up 25% of your final grade.

Late papers will be lowered one letter grade for each day they are late (e.g., a B paper becomes a BC the next day, a C the following day, etc.). I will grant extensions only under special circumstances, provided that you have contacted me well in advance of the due date and that we have agreed on a new deadline. If you face an illness or emergency that prevents you from turning in your work on time, you will need to provide a doctor's or academic advisor's note to avoid a grade reduction.

Communication and Office Hours

I enjoy meeting with students outside of class. If you have questions related to any aspect of the course or if you just want to explore an idea, please don't hesitate to come to office hours, which I hold on Tuesdays, 11 a.m.-12 noon and Thursdays, 9-10 a.m. If you have a schedule conflict during those times, let me know and we can arrange another time to meet. Generally the best way to reach me is via email (ewcarlss@wisc.edu). I check email regularly and will try to respond within 24 hours. Often I can reply sooner than that, but on weekends response time may be up to 48 hours.

Disabilities and McBurney Students

If you are a McBurney student or have a disability that requires special accommodations, please let me know at the beginning of the semester and I will be happy to make arrangements.

Classroom Conduct

Please arrive to class meetings on time and silence any cell phones and electronic devices before the session begins. Once class has started, please give your full attention to matters at hand. Computers are allowed for note-taking and for accessing course texts, but not for surfing the web, playing games, checking Facebook, or other purposes unrelated to class.

Academic Integrity

Plagiarism—representing somebody else’s work as your own—is a serious violation of ethical and academic standards. You must turn in your own work and cite sources carefully, whether you repeat someone else’s exact words or paraphrase or draw on the ideas of another writer. If you have specific questions about what constitutes plagiarism and how to avoid it, please speak with me or consult http://writing.wisc.edu/Handbook/QPA_plagiarism.html. Penalties for plagiarism, unauthorized collaboration, and other forms of cheating at UW range from failing an assignment or a course to being expelled from the university. For university policies on academic misconduct, see <http://students.wisc.edu/doso/acadintegrity.html>.

Course Texts

The following required books are available for purchase at local and online bookstores. A copy of each text has also been placed on reserve at College Library.

William Doyle, *Jansenism: Catholic Resistance to Authority from the Reformation to the French Revolution* (Palgrave MacMillan, 2000)

Blaise Pascal, *Pensées and Other Writings*, trans. Honor Levi (Oxford UP, 1995)

Jon F. Sensbach, *Rebecca’s Revival: Creating Black Christianity in the Atlantic World* (Harvard UP, 2005)

George M. Marsden, *A Short Life of Jonathan Edwards* (Eerdmans, 2008)

David Hempton, *Methodism: Empire of the Spirit* (Yale UP, 2005)

Many of our texts will come from the required course reader, which is available for purchase at the Social Science Copy Center, 6120 Social Science Building. An electronic version of each text in the reader is also available on our course webpage on Learn@UW. A brief title of each selection is given in the course schedule below. You will find full bibliographical information for each text in the reader’s table of contents.

COURSE SCHEDULE

All reading assignments not from the required textbooks can be found in the course reader and on Learn@UW.

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| Sep 2 | <u>Course Introduction</u> |
| Sep 4 | <u>Thinking Historically about Religion; Western Christianity to 1500</u>
Sam Wineburg, “Historical Thinking and Other Unnatural Acts” |
| Sep 9 | <u>Protestant Reformations</u>
Diarmaid MacCulloch, <i>Christianity: The First Three Thousand Years</i> , 604-54
Martin Luther, <i>Address to the Christian Nobility of the German Nation</i> and <i>Preface to the</i> |

Christopher Clark, “‘The Hope of Better Times’: Pietism and the Jews”
Gottfried Arnold, *History and Description of Mystical Theology or of the Mystical Doctrine of God*

- Oct 23 Pietism and the Bible
Jonathan Sheehan, *The Enlightenment Bible*, 54-85
Johann Albrecht Bengel, *Gnomon of the New Testament*
- Oct 28 Salzburg and Herrnhut
W. R. Ward, *Christianity under the Ancien Régime 1648-1789*, 105-25
Count Nikolaus Ludwig von Zinzendorf, “On the Essential Character and Circumstances of the Life of a Christian” and “Brotherly Union and Agreement at Herrnhut”
- Oct 30 The Beginnings of Afro-Caribbean Protestantism **Analysis #3 due (option 1)**
Jon F. Sensbach, *Rebecca’s Revival*, 1-132
- Nov 4 Transatlantic Religious Networks **Analysis #3 due (option 2)**
Jon F. Sensbach, *Rebecca’s Revival*, 133-247
- Nov 6 The Beginnings of Anglo-American Revivalism
Mark A. Noll, *The Rise of Evangelicalism*, 68-99
Jonathan Edwards, “A Faithful Narrative of the Surprising Work of God”
Timothy Cutler, “Critique of the Northampton Awakening”
- Nov 11 Awakening and Enlightenment
George M. Marsden, *A Short Life of Jonathan Edwards*
- Nov 13 Revivalism and African-American Christianity
Sylvia R. Frey and Betty Wood, *Come Shouting to Zion*, 80-148
- Nov 18 Evangelicalism and the American Revolution **Paper #2 due**
Mark A. Noll, “The American Revolution and Protestant Evangelicalism”
- Nov 20 Disestablishment and Populist Religion
Thomas S. Kidd, *God of Liberty*, 167-208
Nathan O. Hatch, *The Democratization of American Christianity*, 49-66
- Nov 25 Methodism and Modernity I **Analysis #4 due (option 1)**
David Hempton, *Methodism: Empire of the Spirit*, 1-108
- Nov 27 Happy Thanksgiving!
- Dec 2 Methodism and Modernity II **Analysis #4 due (option 2)**
David Hempton, *Methodism: Empire of the Spirit*, 109-209
- Dec 4 Evangelicals, Slavery, and Abolition

Christopher Leslie Brown, "Christianity and the Campaign against Slavery and the Slave Trade"

Thomas Clarkson, "An Essay on the Slavery and Commerce of the Human Species"

Dec 9

Intellectual Legacies

W. R. Ward, *Early Evangelicalism: A Global Intellectual History, 1670-1789*, 156-93

Dec 11

Renewal Movements and the Modern World

**Take-home final exam due in Learn@UW Dropbox
by 3:00 p.m. on Friday, December 19**