

University of Wisconsin-Madison

**History 600, Section 001**  
**RELIGION AND THE ENLIGHTENMENT**

Spring 2015  
Tuesdays, 8:50-10:45 a.m., 5255 Mosse Humanities

Dr. Eric Carlsson  
5217 Mosse Humanities  
ewcarlss@wisc.edu  
Phone: 263-1849  
Mailbox: 5024 Mosse Humanities  
Office hours: Tues 11-12, Wed 9-10, and by appointment

Today the intellectual movement that came to be called “the Enlightenment” is often associated with secularism and an assault on Europe’s religious traditions. The reality, however, was significantly more complex. Responding to a century of “religious wars” and confessional strife, European thinkers in the seventeenth and eighteenth centuries drew on new concepts of authority, nature, knowledge, and the self to reassess religion and its place in society. While some made radical critiques of “revealed religion,” other Protestant, Catholic, and Jewish thinkers adopted Enlightenment insights to update and renew their religious traditions. This course introduces a few key writings from the period as well as recent scholarly work from a vital and growing field of historical research. After familiarizing ourselves with some classic accounts of the Enlightenment, we will consider how recent scholarship is opening up fresh perspectives and telling new stories about the place of religion in the “age of reason.”

The central objective of the course is to develop your skills as a historical thinker, researcher, and writer as we probe some of the major issues raised by our topic. We will spend the first eight weeks of the semester around a set of common readings chosen in part to highlight questions that you might pursue further on your own. You will write short weekly responses to assigned texts and will identify a topic for a term paper. During the second part of the course you will write that paper, a 20-25-page piece of historical research and analysis. Along the way we will discuss how to formulate a significant and focused historical question, how to identify sources and existing scholarship, and how to handle the hurdles that inevitably crop up when we write. From the fifth week of the course on, you will complete a series of exercises designed to help with the research and writing process.

### **Course Requirements**

1. Attend and participate fully in every class meeting. Since this is a discussion-based seminar, your learning experience and the success of the course depend on your coming to every session prepared to engage the week’s assignment. This means reading each text closely and thoughtfully and coming to class ready to discuss your insights and questions. During the writing-intensive portion of the course you are expected to complete all assignments and to engage with the written work and oral presentations of your fellow students. You must attend all class sessions; absences will be excused only in cases of documented illness or emergency. Any unexcused absence will reduce your final course grade. Class participation counts for 20% of your final grade.

2. Write five short responses to assigned readings. Except for one week (when we visit Memorial Library), the first eight weeks of the course are reading-intensive. We will be discussing scholarly writing and primary sources each week through March 10. To prepare for class, you will write brief responses of 600-650 words (about two double-spaced pages) to the assigned texts. Questions will be posted on Learn@UW at least one week before the due date. Questions will vary each week, but they will ask you to summarize and analyze authors' arguments and to draw connections among readings and between a given text and broader course themes. You will have six chances to write a paper; you must write on five of these. (If you wish you may write all six, and the lowest grade will be dropped.) Response papers are due in the Learn@UW Dropbox by 6:00 p.m. on Mondays prior to class meetings. Together, they will be worth 20% of your course grade.

3. Write an original research paper of 6500-8000 words (20-25 pages). This is the central assignment of the course, and we will do a number of exercises along the way towards completing it:

- During the fourth week of the semester we will meet individually to discuss potential paper topics.
- On February 24 Memorial Library's Western European history specialist, Julianne Haahr, will introduce the class to tools for identifying and locating primary and secondary sources.
- On March 3 you will submit a one-page proposal including a research question, a discussion of its historiographical significance, and the main primary sources you will use.
- On March 10 you will submit a 1-2-page annotated bibliography of the secondary sources you will use.
- On March 17 you will submit a preliminary thesis and paper outline and you will make a 5-7-minute oral report to the class about your topic.
- On March 24 you will present 4-5 draft pages of your paper to your peer group.
- On April 7 you will present 10-12 draft pages of your paper to your peer group.
- On April 21 you will submit multiple copies of a polished complete draft of your paper, one for me and one for each of your peer group members. I will provide my written feedback on your draft by Friday, April 24.
- On April 28 you will give a page of written feedback to each of your peer group members' drafts (using a provided rubric) and will receive their comments on yours.
- On May 5 you will submit the final draft of your paper, incorporating instructor and peer feedback, and give a 5-7-minute oral report on your project and the writing experience.

More detailed information about each of these assignments will be given as we move forward. Your paper will be graded on the basis of a rubric handed out when we start the writing-intensive phase of the course. The paper counts for 60% of your final course grade, broken down as follows: proposal 5%, annotated bibliography 5%, thesis and outline 5%, oral reports 5% each, polished complete draft 10%, final draft 25%.

### **Communication and Office Hours**

One of my favorite aspects of teaching includes meeting with students outside of structured class time. We will hold brief scheduled meetings twice, but I strongly encourage you to come to office hours any time during the semester, whether to discuss a problem or question you've encountered with course materials or the writing process or simply to explore an idea. I hold regular office hours on Tuesdays, 11-12 and Wednesdays, 9-10; 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](mailto: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.

### **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](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>.

### **Required Texts**

The following books are available from local and online bookstores. A copy of each text is also available on three-hour reserve at College Library.

- Richard Marius and Melvin E. Page, *A Short Guide to Writing About History*, 7th ed. (New York: Longman, 2010) [Note: You may use the 7th, 8th, or 9th edition of this book]  
H. C. Erik Midelfort, *Exorcism and Enlightenment: Johann Joseph Gassner and the Demons of Eighteenth-Century Germany* (New Haven: Yale University Press, 2005)  
Jane Shaw, *Miracles in Enlightenment England* (New Haven: Yale University Press, 2006)  
David Sorkin, *The Religious Enlightenment: Protestants, Jews, and Catholics from London to Vienna* (Princeton, NJ: Princeton University Press, 2008)

## **COURSE SCHEDULE**

All readings not from the required course texts are posted on Learn@UW. Full bibliographical information for each assigned text can also be found on Learn@UW.

- Jan 20      Introduction  
Immanuel Kant, “An Answer to the Question: What Is Enlightenment?” (1784)  
Carl L. Becker, *The Heavenly City of the Eighteenth-Century Philosophers* (1932), 1-31
- Jan 27      Narrating the Enlightenment  
Carl L. Becker, *Heavenly City*, 33-70  
Paul Hazard, *The European Mind [1680-1715]* (orig. 1935), xv-xx  
Peter Gay, *The Enlightenment: An Interpretation*, vol. 1, *The Rise of Modern Paganism* (1966), 3-27, 322-57  
Jonathan I. Israel, *Radical Enlightenment: Philosophy and the Making of Modernity 1650-1750* (2001), 3-22  
David Sorkin, *The Religious Enlightenment: Protestants, Jews, and Catholics from London to Vienna* (2008), 1-65  
John Locke, *The Reasonableness of Christianity* (1690), selection  
William Warburton, *The Alliance between Church and State* (1736), selection

⇒Response paper due on Learn@UW by 6:00 p.m. on January 26

- Feb 3      The Radical Critique of Revealed Religion  
Baruch Spinoza, *Theological-Political Treatise* (1670), selections  
François-Marie Arouet de Voltaire, selections (1730s-70s)  
Richard H. Popkin, “Spinoza and Bible Scholarship” (1996)  
Steven Nadler, *A Book Forged in Hell: Spinoza’s Scandalous Treatise and the Birth of the Secular Age* (2011), 143-75  
Jonathan I. Israel, *Enlightenment Contested: Philosophy, Modernity, and the Emancipation of Man 1670-1752* (2006), 43-60  
Samuel Moyn, “Mind the Enlightenment” (2010)

⇒Response paper due on Learn@UW by 6:00 p.m. on February 2

- Feb 10      Rethinking the Enlightenment: Miracles  
Jane Shaw, *Miracles in Enlightenment England* (2006)  
Richard Marius and Melvin Page, *A Short Guide to Writing About History*, ch. 1

⇒Response paper due on Learn@UW by 6:00 p.m. on February 9

- Feb 17      Protestant and Catholic Enlightenment in Central Europe  
David Sorkin, *The Religious Enlightenment*, 115-63, 217-59  
Ulrich L. Lehner, “Beda Mayr (1742-1794): Ecumenism and Dialogue with Modern Thought” (2014)  
Eric Carlsson, “Eighteenth-Century Neology” (2014)  
Gotthold Ephraim Lessing, *On the Proof of the Spirit and of Power* (1777) and *The Education of the Human Race* (1777-80)

⇒Response paper due on Learn@UW by 6:00 p.m. on February 16

⇒Individual meetings this week to discuss potential paper topics

- Feb 24      Tools for Historical Research: Meet at Memorial Library  
Marius and Page, *A Short Guide to Writing About History*, chs. 2-3

- Mar 3      The Haskalah  
David Sorkin, *The Religious Enlightenment*, 167-213  
Moses Mendelssohn, *Jerusalem: Or On Religious Power and Judaism* (1783), selections

⇒ Response paper due on Learn@UW by 6:00 p.m. on March 2

⇒ One-page paper proposal due in class

- Mar 10      Demonology and Exorcism  
H. C. Erik Midelfort, *Exorcism and Enlightenment: Johann Joseph Gassner and the Demons of Eighteenth-Century Germany* (2005)

⇒ Response paper due on Learn@UW by 6:00 p.m. on March 9

⇒ Annotated bibliography of secondary sources due in class

- Mar 17      Oral Reports

Marius and Page, *A Short Guide to Writing About History*, ch. 4  
Anne Lamott, *Bird by Bird: Some Instructions on Writing and Life* (1994), 16-32

- ⇒ Preliminary thesis and paper outline due in class
- ⇒ Oral report of research project in class

Mar 24      Peer Groups  
Marius and Page, *A Short Guide to Writing About History*, ch. 5

- ⇒ Present 4-5 pages from any section of your paper

Mar 31      SPRING BREAK

Apr 7        Peer Groups  
Marius and Page, *A Short Guide to Writing About History*, ch. 6

- ⇒ Present 10-12 pages of your paper

Apr 14      Individual Meetings to Discuss Progress

Apr 21      Exchange of Drafts  
⇒ Submit multiple copies of a complete polished draft  
⇒ Receive instructor feedback by Friday, April 24

Apr 28      Feedback on Drafts  
⇒ Bring written feedback on peer drafts

May 5        Oral Reports and End-Of-Semester Celebration  
⇒ Submit final draft  
⇒ Oral report