

## University of Wisconsin-Madison

### History 201: The Historian's Craft

## RELIGION AND THE ENLIGHTENMENT

Spring 2021

Wednesdays, 8:50-10:45 a.m.

Meetings on Zoom and in 5233 Mosse Humanities

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Online office hours: Wednesdays, 12:00-2:00 p.m. and by appointment

Course Zoom link: <https://uwmadison.zoom.us/j/95010639845>

### Course Description

This Historian's Craft course explores the fascinating relationship between religion and the Enlightenment in Europe, c. 1650-1800, a topic that continues to fuel lively debate today. The Enlightenment is often assumed to be an intellectual movement that opposed traditional religious belief and offered a secular basis for living in and ordering the modern world. The reality, we will discover, was more complex. While some enlighteners did reject all established religion, others deployed new thinking to update and revitalize their respective religious traditions—Protestant, Catholic, or Jewish—while still others embraced popular spiritual movements that bore an often surprising relationship to the Enlightenment. This course will equip you to think historically about these developments as you learn and practice the skills that historians use to do their work.

### Course Objectives

The primary objective of this course is to introduce you to the delight of doing history by investigating a particularly captivating chapter in Europe's past. Since this is a Historian's Craft course we will focus especially on developing foundational skills that historians employ. You will learn to:

- find, evaluate, and interpret primary and secondary sources
- ask interesting and significant historical questions that generate new research
- construct strong historical arguments based on evidence and careful reasoning
- communicate findings and arguments clearly and effectively in both written and oral form

To practice these skills, you will write analyses of primary sources and of other historians' arguments, discuss your findings and insights in class, write an original research paper on a topic of your choosing, and make an oral presentation in class. In doing so, you will also meet the requirements for the Communications-B course.

### Course Modality

This is a hybrid course and we will hold our class meetings both on Zoom and in person. How we hold class from week to week will be determined by (a) the specific objectives of a given class meeting, (b) your responses to the experience of meeting in person in our assigned classroom following proper protocols, and (c) the eventuality of severe weather. Except in the case of bad weather, our modality for each meeting will generally be announced one week in advance. Please keep your camera on when we meet on Zoom.

## Course Credit

This three-credit course, which fulfills the Communications-B requirement, meets as a group seminar for 115 minutes each week. You are also expected to spend an average of seven hours per week outside of class reading, writing, and preparing for discussions and oral presentations, for a total of 135 hours over the semester (or 45 hours per credit, according to UW-Madison's credit hour policy). Some weeks the work load may be slightly heavier; other weeks it may be lighter. Please plan to allot your time accordingly.

## Requirements and Grading

1. Participate actively in all class meetings (25%). Since this is a discussion-based seminar, your learning experience and the success of the course depend on your coming to class prepared to engage the week's assignment. This means reading each assigned text closely and thoughtfully—taking notes, identifying crucial passages, making connections, noting problems, raising questions—and coming to our meetings ready to discuss your insights, ask questions, and engage with the contributions of your classmates. Class participation also includes in-class exercises and active engagement in break-out group discussions.

You are expected to attend all class sessions. I understand that on occasion an illness or emergency makes this impossible. If that is the case, please obtain a medical note from your doctor and contact me as soon as possible so that we can arrange to get you caught up. If you need to be absent for a religious holiday or UW athletics team travel, please notify me well in advance. Any unexcused absence will lower your class participation grade. You will receive a participation grade on a ten-point scale three times during the semester: on February 24, March 24, and April 28.

2. Write eight 250-300-word responses to assigned readings (25%). Each week between February 3 and April 7 (i.e., ten weeks) I will post one or more questions on Canvas about the assigned readings. Some of these will ask you to probe primary sources in specific ways, while others will ask you to identify and analyze historical arguments by other scholars or to construct your own questions about a source. You may choose which eight of these exercises you complete. If you choose to write more, the top eight grades will count towards your final grade. Because the nature of these assignments varies, I will use somewhat different criteria to assess them but the following questions always apply:

- (a) Does your response reflect a close reading of the relevant text(s)
- (b) Does your paper demonstrate thoughtful, independent analysis?
- (c) Is it written in clear and concise prose, polished for grammar and style?

To get credit for a response exercise, you must submit it on Canvas before the start of class when the reading is due; the submission folder closes at 8:50 a.m. sharp. No late papers accepted.

3. Write an original research paper of about 10 pages (40% total, broken into several parts). Your paper will be based on primary sources and will also incorporate scholarly writings related to the historical problem you explore. You will receive more detailed instructions for the project on March 3, and over the semester we will discuss the components that go into writing a strong research paper. Your paper will be composed in several stages, with each assignment making up part of the over all paper grade. A research proposal including your topic and sources will be due on March 24. I will meet with you individually later that week to offer feedback on your proposal. You will submit the first full draft of your paper on April 12, and we will meet later that week to discuss it. The revised version of your paper will be due at 6:00 p.m. on April 28.

4. Make an oral presentation in class (10%). During the final two weeks of the course you will make an oral presentation to the class about your research paper and its key findings. Detailed instructions and a sign-up sheet will come in April.

### **Grading Scale**

All assignments and your final course grade will be calculated using the following scale:

93-100%=A	83-87%=B	70-77%=C	0-59%=F
88-92%=AB	78-82%=BC	60-69%=D	

### **Honors Credit**

Students taking the course for honors credit should consult with me by the fourth week of the semester to discuss options for an honors project. These include expanding the research paper into a longer article or doing another project involving art, media, or another form of public presentation, according to your interests.

### **Communication and Office Hours**

I welcome meeting with students outside of class time. This semester those meetings will take place on Zoom (link: <https://uwmadison.zoom.us/j/95010639845>). You are encouraged to drop into online office hours at any time during the semester, whether to discuss a question or problem you've encountered in the course, to get help on an assignment, to explore an idea or question, or simply to chat. I'll hold regular office hours on Wednesdays, 12:00-2:00 p.m. If you have a schedule conflict during those times, let me know and we can arrange another time to meet.

Outside office hours, the best way to reach me is by email ([eric.carlsson@wisc.edu](mailto:eric.carlsson@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.

### **Electronic Devices**

Since face-to-face interaction is key to this seminar, even when we meet on Zoom, you are encouraged to take notes with a pen and paper rather than on a laptop. (There is a solid body of research that suggests that students process information more thoughtfully and focus their attention more sharply when they take notes by hand rather than on a computer.) If you wish, you may access electronic copies of readings posted on Canvas during class. While we meet, whether on Zoom or in person, please turn off email, texts, and any notifications that might distract you from our discussions. Most weeks we will take a five-minute break halfway through class, so you can check messages then if needed.

### **The History Lab**

The History Lab is an excellent resource for undergraduates writing history papers. Trained Ph.D. students in history will help you regardless of your stage in the writing process—formulating a thesis, developing your argument, citing sources, revising your drafts, and more. To learn more and sign up for an online appointment, visit <https://history.wisc.edu/undergraduate-program/the-history-lab/>.

### **Academic Integrity**

By enrolling in this course, you agree to uphold the high academic standards of UW-Madison. In your papers you must cite sources carefully, whether you repeat someone else's exact words or paraphrase or draw on their ideas. We will discuss in class how to properly document sources. In the meanwhile, if you have specific questions about plagiarism and how to avoid it, please speak with me or consult

<https://writing.wisc.edu/handbook/assignments/quoting-sources/>. Penalties for academic misconduct range from failing an assignment or a course to being suspended from the university. For university policies on academic misconduct, see <https://conduct.students.wisc.edu/academic-integrity/>.

### Learning Accessibility

If you have an instructional need that requires accommodations, please inform me of this at the start of the semester or as soon as possible after a disability has been incurred or recognized. I will then either work directly with you or coordinate with the McBurney Center to provide reasonable accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

### UW-Madison Statement on Diversity

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. UW-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background—people who as students, faculty, and staff serve Wisconsin and the world.

### Course Texts

We will read the three books below, which are available at local and online bookstores. Hard copies are on reserve at College Library.

Benjamin J. Kaplan, *Cunegonde's Kidnapping: A Story of Religious Conflict in the Age of Enlightenment* (Yale University Press, 2014)

H. C. Erik Midelfort, *Exorcism and Enlightenment: Johann Joseph Gassner and the Demons of Eighteenth-Century Germany* (Yale University Press, 2005) Note: This book is available as a free e-book via UW-Madison Libraries.

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 10th ed. (Bedford/St. Martin's, 2020) Note: This book comes in multiple editions. Older (8th & 9th) editions are fine: reading assignments refer to chapters rather than pages.

All other assigned readings are posted as PDFs or web links on Canvas.

## COURSE SCHEDULE

Reading assignments for each class session are listed below. Response exercises are posted on Canvas. A (→) indicates the historian's skill we'll devote particular attention to in each session.

Jan 27      Course Introduction  
Immanuel Kant, "An Answer to the Question: What Is Enlightenment?"  
Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, ch. 1

→ Thinking historically

Feb 3      Enlightenment and Progress: Classic Tales  
John Robertson, *The Enlightenment: A Very Short Introduction*, 1-14  
Jean Le Rond d'Alembert, *Preliminary Discourse to the Encyclopedia of Diderot*  
(selections) and "Reflections on the Present State of the Republic of Letters"  
Denis Diderot, "Encyclopédie"

Cesar Chesneau Dumarsai, "Philosophe"  
Steven Pinker, *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress*, 7-14, 29-35  
Caroline Winterer, "Buck up, everyone! We are riding along the Enlightenment's long path of progress"  
Peter Harrison, "The Enlightenment of Steven Pinker"  
Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, ch. 2

→ Analyzing primary and secondary sources

Feb 10 The Enlightenment: Secular or Religious?  
Jonathan Israel, *Radical Enlightenment: Philosophy and the Making of Modernity 1650-1750*, 1-14  
Margaret Jacob, *The Secular Enlightenment*, 1-32  
David Sorkin, *The Religious Enlightenment: Protestants, Jews, and Catholics from London to Vienna*, 1-21  
William J. Bulman, "Enlightenment for the Culture Wars," 1-21

→ Identifying historical arguments

Feb 17 The Promise and Limits of Reason  
René Descartes, *Discourse on Method* (selections)  
Baruch Spinoza, *Theological-Political Treatise* (selections)  
Blaise Pascal, *Pensées* (selections)  
Pierre Bayle, "Pyrrho," in *Historical-Critical Dictionary*  
Richard Popkin, *The History of Scepticism: From Savonarola to Bayle*, 143-57, 180-84, 239-53, 283-302  
Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, ch. 3

→ Finding and evaluating sources

Feb 24 Toleration (I): Traditional Narratives  
John Locke, *A Letter Concerning Toleration* (selections)  
Voltaire, *Treatise on Tolerance and Philosophical Dictionary* (selections)  
Martin Fitzpatrick, "Toleration and the Enlightenment Movement"  
Perez Zagorin, *How the Idea of Religious Toleration Came to the West*, 289-311  
Jonathan Israel, *Enlightenment Contested: Philosophy, Modernity, and the Emancipation of Man 1760-1752*, 135-63

→ Finding and evaluating sources, continued

Mar 3 Toleration (II): Revising the Story  
Benjamin J. Kaplan, *Cunegonde's Kidnapping: A Story of Religious Conflict in the Age of Enlightenment*  
Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, ch. 4

→ Components of historical writing

Mar 10 Enlightenment in Protestant Germany  
Ian Hunter, "Multiple Enlightenment: Rival *Aufklärer* at the University of Halle"

James Van Horn Melton, "Pietism, Politics, and the Public Sphere in Germany"  
Martin Gierl, "Pietism, Enlightenment, and Modernity"  
August Hermann Francke, selections

→ Identifying a research question

Mar 17 Exorcism and Enlightenment  
H. C. Erik Midelfort, *Exorcism and Enlightenment: Johann Joseph Gassner and the Demons of Eighteenth-Century Germany*  
Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, ch. 5

→ Writing a research paper

Mar 24 "The Christianity of Reason"  
Henry Chadwick, Introduction to *Lessing's Theological Writings*  
Gotthold Ephraim Lessing, "On the Proof of the Spirit and of Power," "The Religion of Christ," and *The Education of the Human Race*  
Anne Lamott, *Bird by Bird: Some Instructions on Writing and Life*, 21-27

\*\*Research proposal due

→ Drafting and revising

Mar 25-26 *Individual meetings to discuss research proposal*

Mar 31 The Catholic Enlightenment  
Ulrich Lehner, *The Catholic Enlightenment: The Forgotten History of a Global Movement*, 1-46  
Carolina Armenteros, "Piety and Politics: The Life and Works of Félicité de Genlis (1746-1830)"  
Paula Findlen, "The Scientist and the Saint: Laura Bassi's Enlightened Catholicism"  
Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, ch. 6 & 7

→ Quoting and documenting sources

Apr 7 The Haskalah: Jewish Enlightenment  
David Sorkin, *The Religious Enlightenment*, 167-213  
Moses Mendelssohn, *Jerusalem* (selections)

→ Making oral presentations

Apr 12 \*\*Full first draft of research paper due by 6:00 p.m.

Apr 14-16 Meetings to discuss paper draft

Apr 21 Research presentations

Apr 28 Research presentations  
\*\*Revised paper due by 6:00 p.m.