

University of Wisconsin-Madison

History 201: The Historian's Craft

RELIGION AND THE ENLIGHTENMENT



Spring 2023
Wednesdays, 8:50-10:45 a.m.
151 Education Building

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Office hours: Wednesdays, 11:00-1:00, and by appointment

Course Description

This Historian's Craft course explores the relationship between religion and the Enlightenment in Europe, c. 1650-1800, a topic that continues to fuel lively debate today. The Enlightenment was an intellectual and cultural movement that ushered in modern ways of thinking about the world and humans' place in it. Many people today assume that it opposed religious belief and offered a secular approach to living and ordering social life. The reality, we will discover, was more complex. The Enlightenment took a variety of forms. While some enlighteners did reject all established religion, others deployed new thinking to reform their own religious traditions—Protestant, Catholic, or Jewish—and to rethink religion's place in society. Still other people 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.

Learning Outcomes

The main objective of this course is to introduce you to the delight of doing history by investigating a particularly fascinating 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, interpret, and evaluate 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, insights, and questions in class; make oral presentations in class; and write an original research paper on a topic of your choosing, broken down into a series of steps over the course of the semester.

Course Designations and Credit

This is a three-credit, intermediate-level, Humanities-breadth course that fulfills the Comm-B requirement. We meet in person as a group seminar for 115 minutes each week. In addition, you are expected to spend an average of seven hours per week outside of class—reading, writing, preparing for class discussions and presentations, and meeting with the instructor—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 workload may be a bit heavier; other weeks it may be lighter. Please plan your time accordingly.

Requirements and Assessment

Your grade for this course will consist of the following components:

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| • Class participation | 25% |
| • Four reading responses | 20% |
| • Two oral presentations | 10% (3% and 7% respectively) |
| • Research paper, broken down as follows: | 45% |
| ○ Research proposal & individual meeting | 5% |
| ○ Annotated bibliography | 5% |
| ○ Thesis and outline | 5% |
| ○ Full paper draft & individual meeting | 10% |
| ○ Revised paper | 20% |

1. Class participation (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 actively engage the week's assignment. This means reading each assigned text closely and thoughtfully—taking notes, identifying crucial passages, making connections, 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 personal emergency makes this impossible. If that is the case, please 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 in advance. Any unexcused absence will lower your class participation grade. You will receive a participation grade three times during the semester: on February 22, March 29, and May 3.

2. Four reading responses of 250-300 words each (20%). For each class session between February 1 and April 12 (i.e., nine times), 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 made by scholars. You must write the response for February 21 but you may choose which of the other three exercises you complete. If you choose to write more responses than required, the top four 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:

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

All responses will be due on Canvas at 9:00 pm on the Tuesday before our seminar meets.

3. Make two oral presentations in class (10%). On March 29 you will make a brief (4-5 minutes) presentation of your research proposal and during the final two weeks of the course you will make a formal presentation with slides (7-8 minutes followed by Q&A) about your completed (or near completed) research paper. Detailed instructions and a sign-up sheet for final presentations will come in April. The first presentation counts for 3% of your final grade, the second for 7%.

4. Write an original research paper of 10-12 pages (2500-3000 words) (45% total, broken into several parts). Your paper will be based on both primary and secondary sources. You will receive detailed instructions for the project on March 1, 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 (grade breakdown in parentheses):

- A research proposal including your topic and sources will be due on March 21. I will meet with you individually later that week to discuss your proposal (5%).
- A short annotated bibliography of your sources will be due on March 28 (5%).
- A preliminary thesis and outline will be due on April 5 (5%)
- A full draft of your paper will be due on April 18. I will meet with you later that week or early the following week to discuss the draft (10%).
- A revised version of your paper will be due on May 3 (20%).

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 (but are not limited to) expanding the research paper into a longer article, connecting some aspect of our course to a current event or debate, or doing another project involving art, media, or another form of public presentation in line with your interests.

Communication and Office Hours

I welcome meeting with students outside of class time. You are encouraged to come to 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 simply to chat. I hold regular office hours on Wednesdays, 11:00 am-1:00 pm, but if you have a schedule conflict then, let me know and we can arrange another time to meet. The best way to reach me is by email (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, you are strongly encouraged to take notes with a pen and paper rather than on a laptop. (There is also 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 use a computer or tablet *but not a phone* access electronic copies of readings posted on Canvas. If you do so, please turn off email, texting, and other notifications that might distract you from our discussions. Most weeks we will take a short break midway through class, so you can check messages then if necessary.

Academic Integrity

By enrolling in this course, you agree to uphold the high academic standards of UW-Madison. All work you turn in must be your own. In your papers you must cite sources carefully, whether you repeat someone else's exact words or paraphrase or draw on their ideas. The use of ChatGPT to write papers is not allowed. 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/>.

The History Lab

The History Lab is the Department of History's in-house writing center. Its graduate student staff offer expert, one-on-one advising on your history projects, both in-person and virtually. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, or revising your drafts—the History Lab staff will help you sharpen your skills and become a more successful writer. For instructions on how to schedule an appointment with a Lab TA, or to find tips, guides, and other resources for all of your history assignment needs, visit <https://history.wisc.edu/undergraduate-program/the-history-lab/>.

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

The following two books are available at local and online bookstores. Both are also on reserve at College Library. All other assigned readings are posted as PDFs or web links on Canvas.

Benjamin J. Kaplan, *Cunegonde's Kidnapping: A Story of Religious Conflict in the Age of Enlightenment* (Yale University Press, 2014). Note: This book is available as a free e-book via UW 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.

COURSE SCHEDULE

Reading assignments for each class session are listed below. Except for the assignments from Rampolla and Kaplan, all readings are posted on Canvas.

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| Jan 25 | <u>Course Introduction</u> <ul style="list-style-type: none">• Mary Lynn Rampolla, <i>Pocket Guide to Writing in History</i>, ch. 1• Immanuel Kant, "An Answer to the Question: What Is Enlightenment?" |
| Feb 1 | <u>What is Enlightenment?</u> <ul style="list-style-type: none">• Mary Lynn Rampolla, <i>Pocket Guide to Writing in History</i>, 2a-2b1• John Robertson, <i>The Enlightenment</i>, 1-14• Jonathan Israel, <i>Radical Enlightenment</i>, 3-6• Oxonian Review interview with Jonathan Israel• Samuel Moyn, "Mind the Enlightenment"• Francis Bacon, <i>The New Instrument</i>• René Descartes, <i>Discourse on Method</i>• Baruch Spinoza, <i>Ethics</i> |

→ Optional response due on Canvas by 9:00 pm on Tuesday 1/31

Feb 8

Enlightenments Secular and Religious

- Mary Lynn Rampolla, *Pocket Guide to Writing in History*, 2b2-2b3, 3a
- Margaret Jacob, *The Secular Enlightenment*, 1-5
- David Sorkin, *The Religious Enlightenment*, 1-21
- William J. Bulman, "Enlightenment for the Culture Wars," 1-21
- John Locke, *The Reasonableness of Christianity*
- Thomas Paine, "Of the Religion of Deism"

→ Optional response due on Canvas by 9:00 pm on Tuesday 2/7

Feb 15

Toleration (I): Traditional Narratives

- Mary Lynn Rampolla, *Pocket Guide to Writing in History*, 3b-3d
- Perez Zagorin, *How the Idea of Religious Toleration Came to the West*, 289-311
- John Locke, *A Letter Concerning Toleration*
- Voltaire, *Treatise on Tolerance and Philosophical Dictionary*

→ Optional response due on Canvas by 9:00 pm on Tuesday 2/14

Feb 22

Toleration (II): Revising the Story

- Benjamin J. Kaplan, *Cunegonde's Kidnapping* (entire)

→ Required response due on Canvas by 9:00 pm on Tuesday 2/21

Mar 1

Enlightenment and Heart Religion

- Graeme Hunter, "Blaise Pascal"
- Blaise Pascal, *Pensées*
- James Van Horn Melton, "Pietism and the Public Sphere in Germany"
- August Hermann Francke, *Autobiography*

→ Optional response due on Canvas by 9:00 pm on Tuesday 2/28

Mar 8

Visit to Memorial Library

- Mary Lynn Rampolla, *Pocket Guide to Writing in History*, 4a-4b, 5a-5c

Mar 15

SPRING BREAK

Mar 22

Protestant Enlightenment in Germany

- Mary Lynn Rampolla, *Pocket Guide to Writing in History*, 4c-4g
- Ritchie Robertson, *The Enlightenment*, 136-57, 166-70, 194-8
- Gotthold Ephraim Lessing, *The Education of the Human Race*

→ Optional response due on Canvas by 9:00 pm on Tuesday 3/21

→ Research proposal due by 6:00 pm on Wednesday 3/22

→ Individual meeting this week to discuss your research proposal

Mar 29

The Catholic Enlightenment

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 5d-5g
- Ulrich Lehner, *The Catholic Enlightenment*, 1-33
- Paula Findlen, "The Scientist and the Saint: Laura Bassi's Enlightened Catholicism"

→ Annotated bibliography due on Canvas by 9:00 pm on Tuesday 3/28

→ Optional response due on Canvas by 9:00 pm on Tuesday 3/28

→ Make oral presentation in class

Apr 5

Enlightenment and Unbelief

- Mary Lynn Rampolla, *Pocket Guide to Writing in History*, ch. 6
- Ritchie Robertson, *The Enlightenment*, 199-260
- Julien Offray de La Mettrie, *Man a Machine*
- Baron d'Holbach, *Common Sense*
- Jean-Jacques Rousseau, "The Profession of Faith of a Savoyard Vicar"

→ Optional response due on Canvas by 9:00 pm on Tuesday 4/4

→ Preliminary thesis and outline due on Canvas by 6:00 pm on Wednesday 4/5

Apr 12

The Haskalah: Jewish Enlightenment

- Mary Lynn Rampolla, *Pocket Guide to Writing in History*, ch. 7
- Anne Lamott, *Bird by Bird: Some Instructions on Writing and Life*, 21-27
- David Sorkin, *The Religious Enlightenment*, ch. 4
- Moses Mendelssohn, *Jerusalem*

→ Optional response due on Canvas by 9:00 pm on Tuesday 4/11

Apr 19

Did God Survive the Enlightenment?

- Dale K. Van Kley, "The Varieties of Enlightened Experience"

→ Full paper draft due on Canvas by 9:00 pm on Tuesday 4/18

→ Individual meeting this week or next to discuss your paper draft

Apr 26

Oral presentations of research

May 3

Oral presentations of research

→ Revised paper due on Canvas by 6:00 pm on Wednesday 5/3