

**THE UNIVERSITY OF CALGARY  
FACULTY OF ARTS  
DEPARTMENT OF RELIGIOUS STUDIES  
Winter 2011**

**RELS 601.07 L01** – Studies in Western Religions: “German Pietism and Enlightenment Thought”

**Time and Location:** Tuesdays 2:00-4:45pm in SS 1332

**Instructor:** Dr. D. Shantz

**Office:** SS 1326

**Office Hours:** Wed. 11 am or by appointment

**Telephone:** (403) 220-3283

**E-mail:** [dshantz@ucalgary.ca](mailto:dshantz@ucalgary.ca)

***Required Textbooks:***

Jonathan I. Israel. *Radical Enlightenment: Philosophy and the Making of Modernity 1650-1750*. Oxford: Oxford University Press, 2002 (paperback)

Jonathan Israel, ed. *Benedict de Spinoza, Theological-Political Treatise*. Cambridge: Cambridge University Press, 2007 (Paperback)

Frederick Herzog, ed. *European Pietism Reviewed*. San Jose: Pickwick Publications, 2003 (Paper)

Jonathan Sheehan. *The Enlightenment Bible: Translation, Scholarship, Culture*. Princeton: Princeton University Press, 2005 (Paper)

Douglas H. Shantz. *Course Pack Readings for RELS 701/601*. Winter 2011 (Bound & Copied)

***Course Description:***

The course focuses on how radical Protestants in Germany engaged with Enlightenment thought in the Early Modern period, from 1670 to 1780 CE. The Enlightenment figures of special interest are Benedict Spinoza and Gottfried Wilhelm Leibniz. The course tests the view that Enlightenment in Germany occurred *within* Protestantism, not against it.

***Course Objectives:***

- a) The student will gain insight into the context, achievement, and legacy of radical Protestant and early Enlightenment figures in the Early Modern period.
- b) The student will develop her/his ability to read and critique the literary works of Radical Protestant and Enlightenment figures in their cultural setting.

***Self-Directed Study***

The student is responsible for independent learning from the assigned readings.  
The student is expected to come to class prepared to discuss the assigned reading.

***Course Requirements:***

- 1) The student will take part in weekly Seminar discussions. (20%)
- 2) Once in the term the student will lead Seminar discussion of weekly assigned readings. (20%)

3) The student will write a 2,000 word Book Review of Jonathan Sheehan. *The Enlightenment Bible* using the Format provided in this syllabus. Due: February 8 (20%)

4) The student will write a Research Essay of 4,000 words (15 pages) on a particular figure or issue related to the course. The essay should argue a strong thesis, consult scholarly books and journal articles, and incorporate primary source evidence. Due: April (40%)

This course will *not* have a Registrar administered final examination.

### ***Grading Scale***

A letter grade will be assigned to each component of the course according to the University's Graduate Studies Calendar 2010-2011:

<b>Grade</b>	<b>Grade Point Value</b>	<b>Graduate Description</b>
A+	4.0	Outstanding
A	4.0	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.7	Very good performance
B+	3.3	Good performance
B	3.0	Satisfactory performance Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program.
B-	2.7	Minimum pass for students in the Faculty of Graduate Studies Note: A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade.
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	
D	1.0	
F	0.0	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.

### **Academic Honesty:**

***Plagiarism is not tolerated at the University of Calgary and has serious consequences. Your essays/presentations must be your own work and inadequate referencing may be seen as plagiarism. Please see the relevant sections on Academic Misconduct in the current University Calendar, pp. 54-56. If you have questions about correct referencing, please consult your instructor.***

**Course Outline:**

***Introducing German Pietism, Weeks 1-5***

**Week 1  
(Jan. 11)**

Reading: Shantz, Introduction and Chapter 3 (Course Pack)

Topic: The Context of Pietism; Beginnings in Frankfurt, 1670-84

**Week 2  
(Jan. 18)**

Reading: Shantz, Chapters 4, 5 (Course Pack)

Pietism becomes a popular movement in Leipzig, 1684-1694;  
Halle and Pietist Social Reforms, 1695-1706

**Week 3  
(Jan. 25)**

Reading: Shantz, Chapter 6 (Course Pack)

Radical German Pietism: Millennialism, Spiritualism,  
Conventicles, and Separatism

**Week 4  
(Feb. 1)**

Reading: Shantz, Chapter 7 (Course Pack)

Women in Pietism

**Week 5  
(Feb. 8)**

Reading: Shantz, Chapter 8 and *Conclusion*-The Significance of  
German Pietism (Course Pack)

Class Discussion: Jonathan Sheehan, *The Enlightenment Bible*

Pietism and the Bible

***Introducing the German and Dutch Enlightenment, Weeks 6-9***

**Week 6  
(Feb. 15)**

Reading: J. Israel, *Radical Enlightenment*, chapters 1, 7, 8, 12

Recent Interpretations of the Enlightenment;  
Life and Significance of Spinoza (1632-1677)

***February 20-27: Reading Week***

**Week 7  
(Mar. 1)**

Reading: J. Israel, *Radical Enlightenment*, chapters 13-17  
Benedict de Spinoza, *Theological-Political Treatise* (1670),  
chapters 1, 2, 6, 7, 11-12

Spinoza and Religion

**Week 8  
(Mar. 8)**

Reading: J. Israel, *Radical Enlightenment*, chapters 24-26

Life and Significance of Leibniz (1646-1716)

**Week 9**  
**(Mar. 15)**

Reading:  
Douglas H. Shantz, "Conversion and Revival in the Last Days: Hopes for Progress and Renewal in Radical Pietism and Gottfried Wilhelm Leibniz," in *Pietism, Revivalism and Modernity, 1650-1850* (Cambridge, 2008), pp. 42-62 (Handout)

Leibniz and Religion

***Pietism and Enlightenment, Weeks 10-13***

**Week 10**  
**(Mar. 22)**

Reading: J. Israel, *Radical Enlightenment*, pp. 659-663, 404f  
Edelmann, *Selbstbiographie* (1752) in Translation (Handout)

Life and Autobiography of Edelmann (1698-1767)

**Week 11**  
**(Mar. 29)**

Reading: Shantz, "Conversion and Sarcasm in the *Selbstbiographie* of Johann Christian Edelmann" (Handout)

Edelmann and Enlightenment

**Week 12**  
**(April 5)**

Reading: "Friedrich Christoph Oetinger's Genealogy of the Well-Founded Thoughts of a Theologian," Translated by Frederick Herzog, in *European Pietism Reviewed*, pp. 105-164

Life and Autobiography of Oetinger (1702-1782)

**Week 13**  
**(April 12)**

Reading: Shantz, "The Harvest of Pietist Theology: FC Oetinger's Quest For Truth as Recounted in his *Selbstbiographie*," in Michel Desjardins ed., *Tradition and Formation: Claiming an Inheritance. Essays in Honour of Peter C. Erb* (Kitchener: Pandora Press, 2008), pp. 121-134 (Handout)

Oetinger and Enlightenment

### ***Book Review Format for RELS 701/601***

*Your Goal:* to provide a brief summary of the book's main themes and arguments, and a careful evaluation of the book's usefulness to you and other students.

- 1) Provide the basic bibliographical data, including author, title, publisher, date, and number of pages.
- 2) Identify the author and give his/her credentials for writing the book.
- 3) Identify the subject and genre of the book and the author's purpose and intended audience.
- 4) Explain the author's organization of the book.  
What issues and problems does the author raise (chapter titles help with this).
- 5) Briefly explain the main point or argument of the book.  
Identify supporting arguments (look for a summing-up at the end of each chapter), and key terms and concepts in the author's argument.
- 6) *Evaluate* the clarity and organization of the book. Give examples from the book to illustrate your evaluation.
- 7) *Evaluate* whether the book has provided insight into the subject, achieved its stated purpose, and made a significant contribution to knowledge in the field.  
Does the author satisfy your curiosity about the subject with the questions she raises and the answers she gives to them?  
Is the author consistent and logical? Do biases creep in and influence conclusions?
- 8) *Evaluate* the author's research, sources and methodology.  
Has the author done good research and drawn sound conclusions from her research? Has the author used primary source materials?  
Has the author interacted with the best secondary literature in the field?
- 9) Do you recommend this book? Why or why not?

Be sure to illustrate your comments with specific examples from the book!

*On Writing Book Reviews:*

Mortimer J. Adler and Charles Van Doren, *How to Read a Book, Revised and Updated* (New York: Simon & Schuster, 1972), pp. 163f.

Richard Marius, *A Short Guide to Writing about History, 2<sup>nd</sup> ed.* (New York: HarperCollins, 1995), pp. 188-190.