

2021 Opinion Template

1. Information about the procedure

Habilitation procedure according to the Bulgarian legislation for an *interdisciplinary* academic position *Professor* at the American University in Bulgaria in the *2. Humanities* area of higher education, professional fields *2.2 History and Archaeology* and *2.3 Philosophy*. The procedure has been announced in the Bulgarian State Gazette, Issue 80, 24 September 2021.

The evaluation below is based on the *Development of Academic Staff in the Republic of Bulgaria Act*, the Rules for its implementation, the internal AUBG rules, regulations, and policies, including the *Habilitation Procedure*, and the additional requirements for the procedure advertised on the AUBG website.

Candidate: *Dr. Diego Lucci*, American University in Bulgaria

Reviewer:

Professor Adam Sutcliffe, Ph.D.

Professor of European History, King's College London

/Please indicate your name, academic rank, academic degree, and home institution/

2. Eligibility for admission to the procedure

- 2.1. Please indicate if the candidate is in compliance with the *Requirements for Full Professor Academic Position* as outlined in [Enclosure 1](#) to this document. You can write a statement here, and/or sign and date [Enclosure 1](#).
- 2.2. Please indicate if the candidate is in compliance with the *Additional Requirements* as outlined in [Enclosure 2](#) to this document. You can write a statement here, and/or sign and date [Enclosure 2](#).
- 2.3. Please indicate if the research production of the candidate is in compliance with the quantitative requirements set forth in the *Minimal National Indicators* (MNIs) according to the Bulgarian law. The candidate's own description of the MNIs, and the *AUBG Verification Committee Statement* are a required part of the habilitation dossier, and could serve as reference. The Verification Committee Statement is also [published](#) on the AUBG website. The MNIs for the Humanities area are included in [Enclosure 3](#) to this document.

The following two statements should be true:

- The candidate's research results correspond to, or exceed, the number of points for the academic position of Full Professor, as required by the Minimal National Indicators (MNIs) set forth in the Bulgarian Law;
- If the candidate has not held the (Bulgarian¹) position of Associate Professor, the candidate's research results correspond to, or exceed, the aggregate number of points for both Associate Professor and Full Professor academic positions, as required by the MNIs set forth in the Bulgarian Law.

¹ Acquired or recognized according to the Bulgarian legislation

3. Evaluation of the Candidate – Guidelines

- 3.1 Please include a short description of the scholarly interests and field of work of the candidate.
- 3.2 Please include an **analytical summary** of the candidate's scholarly **contributions** as evidenced by **selected** major publications and activities among those included in, and classified according to, the MNIs.
- 3.3 It is optional to add comments on the candidate's activities **outside of the scope of the MNI's**:
 - Research Related, such as:
 - a. Membership in professional organizations in the area;
 - b. Practical implementation of scholarly research, inventions or other intellectual property products;
 - c. Leadership of research projects;
 - d. Establishing research team of professors;
 - e. Reviews by competent sources;
 - f. Established new theoretical field;
 - g. Established theoretical school;
 - h. Lectures at international universities, etc.
 - Teaching Related, such as:
 - i. courses taught and extracurricular activities;
 - j. innovations in methods of teaching;
 - k. practical experiences for the students outside of the higher school;
 - l. joint work with students or doctoral students on research projects.
 - m. sharing of teaching experience, supervision and consultations for colleagues;
 - n. supervision of students or doctoral students, including doctoral students on teaching positions at a higher education institution or a research organization, etc.

4. Critical remarks and recommendations

Please include any questions, critical notes, or recommendations you have for the Candidate

5. Conclusion and recommendation

Please include:

- A conclusive statement summarizing the original contributions of the candidate to the field;
- A clear unequivocal recommendation "for" or "against" granting the academic rank.

6. Sign and date the opinion

Please include your opinion here

Recommended length: two to three pages per candidate, not including the previous pages of this document or the enclosures.

It is an honour and a pleasure to offer my expert opinion, as a scholar in the field, on the scholarly achievements and accomplishment of Dr. Diego Lucci.

Dr. Lucci is widely recognized internationally as one of the leading scholars of his generation in the field of late seventeenth- and early eighteenth-century British intellectual history, and particularly on the relationship between religion and other aspects of intellectual culture in this period. His range is broad – extending beyond his core time period and geographic area of specialization in particular on the wider theme of the place of Jewish-related matters in western European early modern and eighteenth-century thought. At the same time, a distinctive problematic lies at the heart of his work, concerning the complexity of engagements with religious and scriptural themes in the philosophy of late-seventeenth-century England in particular, and of the European (Early) Enlightenment more broadly. I am extremely sympathetic to this focus of attention, and believe that Dr. Lucci has made a perspicacious, important and influential contribution to our scholarly field by bringing it to the fore in a wide range of significant scholarly publications.

Dr. Lucci's scholarship is extremely prolific – to date he has published three monographs (one of them co-authored), and has in addition co-edited five further volumes, written 27 articles in peer-reviewed journals, and 11 book chapters. I consider this a very impressive output for a scholar at his career stage, and in terms of quality I have been highly impressed by every publication by him that I have read.

Dr. Lucci's first monograph, *Scripture and Deism: The Biblical Criticism of the Eighteenth-Century British Deists* (2008) offers a probing and nuanced examination of the scriptural analysis of a number of significant thinkers, such as John Toland, Matthew Tindal and Anthony Collins. He focuses on the attempts of these writers to mine the Bible as a historical text, and to use it in support of their arguments for freedom of thought, religious toleration, and the curtailment of clerical authority. Engaging closely with the prior historiography in this field, as well as with the relevant primary texts, this monograph has been widely noted by other scholars, and has contributed significantly to the more careful attention in recent years to the place of the reinterpretation and contestation of scripture in the European Enlightenment.

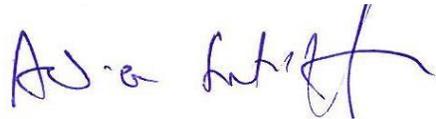
Dr. Lucci's third and most recent monograph, *John Locke's Christianity* (2021), published by the leading English-language publisher in the field of intellectual history, Cambridge University Press, is a major work of scholarship. Its impact cannot yet be fully gauged, as its publication is so recent that many scholars have not yet fully digested it, and certainly not yet taken account of its interpretation in their own work. I have no doubt, though, that this impact will be clearly discernable in coming years. This study shows how Lucci's thinking on the relationship between theology and philosophy in the early English Enlightenment has developed in range and subtlety over the twelve years since the publication of his first book. Decisively rejecting wrong-headedly secularist readings of Locke, Lucci here offers the most detailed account we have of the inner workings and numerous distinctive features of Locke's theological outlook. Lucci deftly and persuasively shows how important Locke's brand of Christianity, most fully articulated in his *Reasonableness of Christianity*, was to his wider moral philosophy, its metaphysical underpinnings, and its political unfolding in the context of his arguments for religious toleration. Indisputably a work of major scholarly importance, *John Locke's Christianity* signals Lucci's status as an internationally prominent scholar in his field, making major contributions not only in Locke Studies and in the history of early modern British philosophy, but also to wider debates on the importance of religious heterodoxy and theological debate in the broader European Enlightenment.

I am particularly keen to share my appreciation of Dr. Lucci's second monograph, co-authored by Paulo L. Bernardini: *The Jews, Instructions for Use: Four Eighteenth-Century Projects for the Emancipation of European Jews* (2012). Together with Bernardini, Lucci here bridges from his core area of specialism to developments in the later eighteenth century: his first case study is on John Toland, a major figure in his first monograph, but he then moves on to discuss the most non-Jewish writers on the 'regeneration' and productivization of Jews in late eighteenth-century Germany and France – respectively Christian W. Dohm and Henri Grégoire, and also a very little-known but extremely interesting Italian writer on the same topic at broadly the same time: the Count d'Arco of Mantua. Working across four countries and languages, Bernardini and Lucci here show both the similarities and differences between these four thinkers, and more broadly highlight the profound importance of biblically-moulded modes of thought in relation to Jews in shaping Enlightenment-era political proposals on appropriate governmental policies to be brought to bear on western European Jewish minorities. A conception of Jews as in some sense 'outside history', but also, in an implicitly, or in Grégoire's case indeed explicitly millenarian framework, a belief that Jews are destined to play a uniquely important role in the future economic and / or political development of Europe, extends across the work of these four thinkers, they persuasively and insightfully show. This boldly titled and ambitious work has been extremely useful and influential on my own reflections and writing on related themes.

Beyond these core monographs, Lucci has published so much that my comments will have of necessity to be highly selective and brief. I would like firstly, though, to highlight the range and significance of his writings on the place of Jewish themes in early modern and eighteenth-century thought, and particularly on the subject of philosemitism. The term 'philosemitism' has been handled gingerly by many scholars, but Lucci, I believe, has been absolutely right to adopt it in his work. His early, lengthy article on the subject, 'Tendenze filosemite nella cultura inglese del Seicento' (2002), for example, looked at the subject rigorously and with insight and originality, across the English seventeenth century. This essay paved the way for later work on the topic (such as my own co-edited volume, *Philosemitism in History* (2011)). Lucci's work on this topic in article form combines breadth and ambitious comparison (such as in the article just mentioned), with close studies of the Hebraic or philosemitic dimensions of the thought of individual early modern thinkers, such as Toland, Wollaston or Newton. A wider, and extremely laudable, emphasis on comparative religion characterizes several of Lucci's other very important essays and chapters, some of which look at Islam or at Eastern Orthodoxy alongside Early Enlightenment scholarship and reflection on Judaism, Protestantism and / or Catholicism.

It is impossible to write a scholarly appraisal of Diego Lucci without noting his exceptional interactive enthusiasm and organizational energy. He is a conference interlocutor par excellence: an excellent and unfailingly enthusiastic communicator, who, in my experience at least, greatly enlivens and scholarly gathering of which he is a part. His energies are not, though, only devoted to the dissemination and promotion of his own ideas. He is an excellent respondent to the ideas of others. His c.v. indicates the breadth of his travel, which reflects how highly in demand he is as a speaker. He is also excellent at bringing others together. As a member of the executive committee of the International Society for Intellectual History, I would like in particular to salute his prodigious contributions to the work of that organization. The ISIH conference that he organized at AUBG in the summer of 2017, which I was fortunate enough to attend, was, by general opinion, the most successful in the history of the society. The intellectual level was unfailingly high, the logistical arrangements (overseen by Diego Lucci) were flawless, and all delegates were greatly enriched by the experience. Lucci very clearly shows the academic leadership and organizational capability, augmented by his extremely impressive efficiency, capability and attention to detail, which is fitting of a senior professorial figure in his field.

In sum, I would like to state very clearly that I consider Dr. Diego Lucci to be absolutely deserving of promotion to the rank of Full Professor, and of being granted Tenure. His achievements thus far in his career are deeply impressive, and it is clear from his trajectory that he has much more to contribute. The American University in Bulgaria is fortunate indeed to have appointed such a talented and energetic scholar; I hope that your institution will continue to provide him with the academic environment he needs to thrive, and to offer as much to his future students, and to the future development of his field internationally, as he has done hitherto.

A handwritten signature in blue ink, reading "Adam Sutcliffe". The signature is written in a cursive, flowing style.

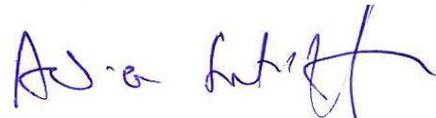
Adam Sutcliffe

10 December 2021

2021 Requirements for Full Professor Academic Position

- The candidate has a Ph.D.;
- The candidate has held the position of Associate Professor for at least six years, or has at least six years of teaching experience at recognized and accredited higher education institution(s);
- The candidate has published a monograph;
- If the candidate has not held the position of Associate Professor acquired or recognized according to the Bulgarian legislation, they have published one more monograph;
- The candidate has other original research, academic, or applied works and publications;
- None of the publications presented for the current procedure repeat publications used for the acquisition of the doctoral degree of the candidate, or in a previous procedure for an academic position according to the Bulgarian legislation;
- The candidate has not been found responsible for plagiarism in their works under a statutory procedure;
- The candidate has teaching experience from recognized and accredited higher education liberal arts institution(s);
- The candidate has experience in student-centered teaching approach;
- The candidate has at least two years of experience in teaching in English at a higher education institution with instruction in English language;
- The candidate has passed at least one successful evaluation in teaching, research, and service at a recognized and accredited higher education liberal arts institution, including positive student evaluations of teaching;
- For a candidate internal to AUBG, the candidate has received a positive final decision for promotion to Professor after evaluation according to the internal AUBG rules based on the US legislation as outlined in the Faculty Handbook;

Signature and date: 10 Dec 2021



Additional Requirements

For Professor Interdisciplinary Academic Position
in Professional Fields 2.2 History and Archaeology and 2.3 Philosophy

Additional specifications: Early modern philosophy and intellectual history, with a focus on England and/or the Anglophone world.

Research focus on:

- Seventeenth- and eighteenth-century philosophy, with a focus on England and/or the Anglophone world.
- The intellectual history of the early modern period and the Age of Enlightenment, with a focus on England and/or the Anglophone world.
- English philosophical, political, and religious thought and its international impact.
- Major Anglophone philosophers and intellectuals.

Teaching experience in:

- The history of philosophy, with a focus on the period since the early modern era.
- The history of moral and political theories, with a focus on the period since the early modern era.
- The philosophy and intellectual history of the early modern period and the Age of Enlightenment.
- Introductory as well as advanced level courses in European history, philosophy, ethics, and political theory.

Signature and date:



_____10 Dec 2021_____

Minimal National Indicators

Area of Higher Education 2. Humanities

Professional Fields 2.1 Philology, 2.2 History and Archaeology, 2.3 Philosophy, 2.4 Religion and Theology

Indicator Group	Indicator	Number of Points	Minimal Number of Points Required				
			Ph.D.	Dr. of Science	Senior Assistant	Associate Professor	Full Professor
A	1. Doctoral (Ph.D.) dissertation	50	50	50	50	50	50
B	2. Doctor of Science dissertation	100	-	100	-	-	-
C	3. Habilitation work – monograph	100	-	-	-	100	100
D	4. Published monograph that has not been presented as primary habilitation work	100	30	100	-	200	200
	5. Published book based on defended Ph.D. or Doctor of Science dissertation	75					
	6. Articles and reports published in academic editions that are indexed in world-renowned academic databases	30/n					
	7. Articles and reports published in non-indexed peer-reviewed editions or edited collective volumes	10/n					
	8. Studies published in academic editions that are indexed in world-renowned academic databases	45/n					
	9. Studies published in non-indexed peer-reviewed journals or edited collective volumes	15/n					
	10. Published chapter in a monograph with multiple authors	20/n					
	11. Compiling of dictionaries (for 2.1 [Philology] only)	40/n					

Indicator Group	Indicator	Number of Points	Minimal Number of Points Required				
			Ph.D.	Dr. of Science	Senior Assistant	Associate Professor	Full Professor
E	12. Citations or reviews in academic editions, monographs or collective volumes indexed in world-renowned academic databases	15					
	13. Citations or reviews in [non-indexed] peer reviewed monographs or collective volumes	10	-	100	-	50	100
	14. Citations or reviews in non-indexed peer-reviewed journals	5					
F	15. Acquired Doctor of Science degree	40					
	16. Supervision of successfully defended doctoral students (n is the number of the co-supervisors of the respective doctoral student)	40/n					
	17. Participation in a national research or educational project	15					
	18. Participation in an international research or educational project	20					
	19. Leadership of a national research or educational project	30	-	-	-	-	100
	20. Leadership of an international research or educational project	40					
	21. Published university textbook or textbook that is used in the high school network	40/n					
22. Published university learning guide or learning guide used in the high school network	20/n						