

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: Prof. Dr. Giuseppe Veltri (PhD, Free University of Berlin, 1991), professor ordinarius, Professor Honoris Causa of Comparative Religion at the University of Leipzig, Chaired Full Professor of Jewish Philosophy and Religion at the University of Hamburg

/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.

I declare that the candidate is in compliance with the *Requirements for Full Professor Academic Position* as outlined in Enclosure 1 to this document.

- 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.

I declare that the candidate is in compliance with the *Additional Requirements* as outlined in Enclosure 2 to this document.

- 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.

I declare that the candidate's research results 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. Given that the candidate has not held the (Bulgarian) position of Associate Professor, I also declare that the candidate's research results 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.

Having examined Dr. Diego Lucci's dossier, in this opinion I would like to address, above all, his excellent teaching methods, his superb publications, and his reputation in the international academic community.

I have no continuous experience of the candidate's teaching, but, four years ago, I was a guest in one of his classes at the American University in Bulgaria and I was impressed by his teaching methods. The plainness with which he illustrated the class subject, his deep and extensive knowledge of western philosophy and European history, his attention to each question and care in providing persuasive answers, and his popularity among students make him one of the best teachers I have ever met.

Diego Lucci is renowned for his publications and his participation in international academic events. I had the honor to host him, in two different periods (i.e., in 2018 and 2021), as a senior fellow of the Maimonides Centre for Advanced Studies (of which I am the Chief Director) at the University of Hamburg, and I can openly tell you that he fulfilled all the expectations and contributed greatly to the program of this research center. He is an expert in early modern and modern philosophy and intellectual history and a well-known author in the USA, the UK, Italy, France, Germany, Canada, Australia, and many other countries. He has an excellent ability to pose research questions and offer convincing arguments. Moreover, he is always able to cite, in his studies, an immense quantity of primary sources and critical literature, which is an enviable quality.

Lucci's recently published book-length monograph *John Locke's Christianity* (Cambridge University Press, 2021) is a significant contribution to Locke studies and provides the most thorough treatment ever of Locke's religious thought. This book presents six chapters on particular aspects of Locke's theological thinking. In the first chapter Lucci explains the reasons why Locke published his religious views in the mid-1690s, with a focus on Locke's opposition to antinomianism and deism and on his search for scientific or theoretical foundations for morality. Lucci correctly observes that, while refusing antinomianism as denying the efficacy of good works to salvation, Locke opposed the deistic notion of the religion of nature as sufficient to salvation and he rejected the deistic view of Jesus as merely the restorer of the Law of Nature. In the second chapter Lucci analyzes Locke's approach to Scripture and his involvement with Socinianism and Arminianism. In this chapter, the most important aspect of Locke's thought that Lucci examines is the proof of biblical miracles, which was part of Locke's justification of scriptural authority. Locke's proof of scriptural authority enabled him to develop a historical method of biblical interpretation, according to which he considered the biblical texts in relation to both their respective contexts and the biblical discourse as a whole. The third chapter covers Locke's views on the natural and revealed law, with a focus on the consistency between the divinely given and rational Law of Nature and scriptural revelation. Locke even saw scriptural revelation as sufficient to establish natural rights and duties. Moreover, in an attempt to provide a solid foundation for morality, Locke described Jesus Christ as not a mere restorer of the Law of Nature, because Jesus complemented such a Law with revealed truths about otherworldly rewards and punishments and divine mercy for the repentant faithful. Chapter 4, "The Soul and the Last Judgment," deals with Locke's views on the afterlife and Judgment Day. He believed in the resurrection of the dead, but not of their mortal bodies, which will be changed into

incorruptible, spiritual bodies at resurrection. The fifth chapter deals with a particularly controversial issue – namely, Locke’s views on the Trinity and Christ’s nature. Locke considered it unwise to openly challenge the ecclesiastical and political authorities about this issue, in a time when it was still dangerous to question the Trinitarian dogma. However, his published as well as private writings on religion denote a non-Trinitarian Christology, in which Christ is described as the Messiah but not as a divine person. As Lucci argues persuasively, Locke’s heterodoxy played a role in his views on religious toleration and in the irenicism that informed his theological writings. The irenic attitude emerging from Locke’s later writings on religion and its implications are covered in Chapter 6, “Religious Toleration and Christian Irenicism.” In this chapter, Lucci convincingly argues that Locke was tolerant not only of Christians who believed in the Christian Law of Faith, but also of other believers (such as Jews, Muslims, pagans, and deists) because the latter accepted, at least, the divine Law of Nature. For the same reason, he was intolerant of atheists, who rejected the existence of God and hence of a divine moral law. Moreover, Lucci compellingly contends that Locke was intolerant of Roman Catholics because of their immoral practical principles, while he regarded Protestant antinomians as only potentially intolerable and, hence, as actually tolerable as long as they did not engage in immoral and illegal conducts. This original reassessment of Locke’s views on toleration against the background of his religious and moral ideas is likely to give new directions to further research on this philosopher.

Lucci’s book clarifies many crucial aspects of Locke’s thought, especially with regard to the Law of Nature, his notions of the transcendent and the immanent, and the concept of tolerance. In this book and seven papers on Locke, published between 2018 and 2021, Lucci has highlighted a philosophical path that remains open to further research. Lucci’s book indeed reconsiders, also, the context of Locke’s religious thought, providing a detailed analysis of several philosophical and religious doctrines that were to become part of the European Enlightenment. I would like to mention, in particular, two other important contributes that Lucci has written on Locke. His essay “The Biblical Roots of Locke’s Theory of Personal Identity” (2021) reexamines Locke’s theory of personal identity against the background of his biblical hermeneutics. Moreover, his essay “Political Scepticism, Moral Scepticism, and the Scope and Limits of Toleration in John Locke” (2018) explores Locke’s political scepticism, which enabled him to delineate the civil magistrate’s purview and offer sound arguments for the separation between the state and religious societies. These essays are groundbreaking in that they reposition Locke’s philosophical and political thought in the context of his consideration of religious belief.

In the above paragraphs I have focused mainly on Lucci’s recent writings about Locke, which show his present research interests, but his publications denote profound knowledge of the philosophical, religious, and intellectual life of 17th- and 18th-century Europe, with an emphasis on Britain. Lucci is a specialist in English deism, on which he is widely considered an international authority. He has devoted his first monograph, *Scripture and Deism* (Lang, 2008), to this philosophical current – specifically to the English deists’ biblical hermeneutics and the role that English deism, and particularly deistic hermeneutics, played in early modern British and European culture. Moreover, Lucci has written widely cited essays on the English deists’ views on toleration (2005, 2017), the connections between English deism and Jewish culture (2007, 2008, 2012, 2019), and the interactions between deism and other heterodox religious attitudes, such as the denial of miracles and anti-Trinitarianism (2015, 2019). Lucci indeed has excellent knowledge of heterodox Protestant and anti-Trinitarian currents, as several of his essays show. Here, it is worth mentioning his brilliant paper “Ante-Nicene Authority and the Trinity in Seventeenth-Century England” (2018), which exemplifies his command of

early modern philosophical and theological issues and debates, and which appeared, like other writings by Lucci, in the prestigious *Intellectual History Review*. His studies have also contributed to the reconsideration of several 18th-century authors, such as the deist William Wollaston, the skeptic Henry Dodwell, Jr., the jurist Giuseppe Compagnoni, the traveler Luigi Castiglioni, and the adventurer Giacomo Casanova. His essays on these authors (2006, 2007, 2013, 2014, 2014, 2015, 2016) denote a remarkable ability to explore previously ignored sources and reassess the role that long-neglected intellectuals played in Enlightenment Europe.

Furthermore, Lucci is an expert in Jewish-Christian and Jewish-Gentile intellectual relations in early modern Europe. He is the co-author of an important volume on the Enlightenment debate on Jewish emancipation (2012), which revalues several influential 18th-century writings on this controversial issue. He has authored various papers on Jewish emancipation (2006, 2011, 2014), the use of Jewish sources in early modern England, particularly by Newton, Locke, and the deists (2005, 2007, 2008, 2012, 2019), and the impact of Jewish ideas on the debate on the origins of Native Americans (2005). Most of these essays explore and reassess previously neglected subjects, thereby contributing significantly to a more thorough understanding of the complexity of the relations between Jewish and European culture in the early modern period.

There is no doubt that Dr. Lucci belongs to the best of his generation of scholars. He is widely recognized as an international authority in his research fields, as is evidenced not only by his excellent publications but also by his invited lectures at prestigious academic institutions (including, among others, Cambridge and Oxford), his participation in many international academic events, his research fellowships and visiting professorships, and his other contributions to the profession as a conference organizer, peer reviewer, member of evaluation committees, and member of several learned societies. He has joined or led important research projects funded by private as well as public institutions in the USA, Italy, Germany, and the UK, besides co-advising two PhD candidates in Italy. Among the institutions that have supported his research are Boston University, the University of London, and the University of Hamburg: this further demonstrates his effectiveness and success as an internationally renowned researcher. Moreover, his writings are widely cited and have been quoted in famous books and articles by major authorities in his fields of study. In his dossier, he has provided a list of 123 citations, which is an impressive number and is not even the full list of his citations. This further shows that his books and papers are well known and widely appreciated in the international academic community. I have no critical note or recommendation for the candidate, given his numerous scholarly achievements, the remarkably high quality of his scholarly production, and his solid reputation in the academic community. His research on early modern and modern philosophical, political, and religious thought – particularly on Locke, English deism, Jewish-Gentile and Jewish-Christian intellectual relations, and anti-Trinitarian currents – has convincingly reconsidered and reassessed the religious dimension of early modern and Enlightenment culture and has significantly contributed to the advance of research in his fields.

In conclusion, I definitely recommend for granting Dr. Diego Lucci the academic rank of Full Professor in


Prof. Dr. Giuseppe Veltri

accordance with the Bulgarian Law. Date: **13 December 2021** Signature:

2021 Requirements for Full Professor Academic Position**Delete as appropriate:**

YES	The Candidate has a Ph.D.;
YES	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)
YES	If 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
YES	The Candidate has published a monograph;
YES	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.
YES	The Candidate has other original research, academic, or applied works and publications;
Correct	None of the publications presented for the current procedure repeat publications used for acquisition of the doctoral degree of the Candidate, or in a previous procedure for an academic position according to the Bulgarian legislation;
Correct	The Candidate has not been found responsible for plagiarism in their works under a statutory procedure;
YES	The Candidate has teaching experience from recognized and accredited higher education liberal arts institution(s);
YES	The Candidate has experience in student-centered teaching approach;
YES	The Candidate has at least two years of experience in teaching in English at a higher education institution with instruction in English language.
YES	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.



Prof. Dr. Giuseppe Veltri

Signature and date:

13 December

Additional RequirementsFor 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.

Delete as appropriate:Research focus on:

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

Teaching experience in:

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



Prof. Dr. Giuseppe Veltri

Signature and date:

13 December 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					

			Minimal Number of Points Required				
Indicator Group	Indicator	Number of Points	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					