

**History 415: Society and Radicalism**  
California State University Channel Islands

**Catalog and Course Description:**

This course studies the emergence of different styles of protests and radicalism in the modern world. Topics include, but are not limited to, radical thinkers, theories, philosophies, organizations, strategies, movements, as well as the roles and influences they had in society. Fulfills the thematic category of the History major.

This semester in Society and Radicalism, the course will focus on radicalism as it appears within the context of the late medieval and early modern eras. To that end, the course will primarily explore the German Peasants War and the Radical Reformation, and the various interpretations historians have offered for why these events occurred

**Learning Objectives and Outcomes:**

The perennial reoccurrence of various forms of radicalism throughout modern history is a constant reminder of the inequalities and injustices in society; a concentrated study of those radical voices, expressions, and strategies, therefore, helps to underscore the complexity of human experience as well as the indomitable human spirit seeking for the path to justice and equality.

Students who successfully pass this course will be able to:

- describe the historical circumstances under which different forms of radicalism emerge.
- write analyses of the reasons for successes or failures of radicalism.
- develop explanations of the impacts and roles radicalism had in history.

**Required Texts:**

Michael G. Baylor, ed. *The Radical Reformation*. Cambridge: Cambridge University Press, 1995.

Harro Höpfl, ed. *Luther and Calvin on Secular Authority*. Cambridge: Cambridge University Press, 1991.

Richard Wunderli *Peasant Fires: The Drummer of Niklashausen*. Bloomington, IN: Indiana University Press, 1992.

James D. Tracy. *Europe's Reformations 1450-1650: Doctrine, Politics, and Community*, 2<sup>nd</sup> ed. Lanham, MD: Rowman & Littlefield, 2006.

EReserves available through Blackboard.

**Course Requirements:**

Grades for this course will be based on these four things:.

**1. Short Papers (Due Wednesdays):** Each week write a 1-2 page answer to the questions of the week (see lecture and reading schedule for the questions.) Only the top ten grades from the semester will count for this part of the course grade.

**2. Participation:** There will be time in every lecture for questions and discussion of the material. All students are expected to ask questions and offer observations on the course materials. Poor classroom etiquette and being absent from class can lower one's participation grade.

**3. Research Paper:** Students will research a topic of their own choice (as long as it is relevant to the course) and write an 8-10 page paper. Further details on the research paper will be handed out later in the semester. The research paper is due Wednesday, November 19<sup>th</sup>.

**4. Final Exam:** There will be a take home final exam based on the assigned readings for the semester. The final is due Monday, December 8<sup>th</sup>, 6:00 PM in my office.

### Grading:

Participation	10%
Weekly papers	25%
Research Paper	40%
Final	25%

### Lecture and Reading Schedule:

#### Week 1

8/25: Introduction

8/27: The Late Medieval Worldview

Tracy, 219-235

eReserve Readings:

John of Salisbury, selections from *Policraticus*

Christine de Pizan, selections from *The Book of the Body Politic*

Paper Question: What image do these authors use to describe the way they understand society in the medieval era? What are the consequences of this view of society?

#### Week 2

9/1: **Labor Day Holiday**

9/3: Political Structures in the Holy Roman Empire

Tracy 127-146

eReserve Readings:

Emperor Frederick II, Statute in Favor of the Princes

Christine de Pizan, selections from *The Book of the Body Politic*

Paper Question: One of these documents presents an idealized form of what monarchy means to society, the other presents the reality of the limits of medieval monarchy. How does Frederick try to maintain the ideal presented by Christine de Pizan, while at the same time compromising that idea?

#### Week 3

9/8: Religious Structures in the Holy Roman Empire

9/10: Economic Developments in the Late Middle Ages

Tracy: 31-46; 235-247

Wunderli 1-45

Paper Question: What, according to Wunderli, is the significance of time in general, and Carnival and Lent in particular, to late medieval society? How do Carnival and Lent influence Hans Behem's actions?

Week 4

9/15: Urban Society in the Holy Roman Empire

9/17: Rural Society in the Holy Roman Empire

Wunderli 46-150

Paper Question: How were the authorities finally able to arrest Hans Behem? What does this story indicate about the ability of the political powers in the Holy Roman Empire to intervene in village life?

Week 5

9/22: The Theological Crisis 1515-1520

9/24: The Emperor Strikes Back

Tracy 47-55

Baylor 1-10

Müntzer *Prague Protest*

Paper Question: What does Müntzer do with the roles of clergy and commoners in society? Why reasons does he give for the changes he wants in their respective roles?

Week 6

9/29: The Reformation of Ritual

10/1: Luther and the State

Tracy 57-68

Höpfl 3-43

Luther *On Secular Authority*

Paper Question: How is Luther's doctrine of the two kingdoms different from the traditional doctrine of the two swords? How would society change if it were to adopt Luther's concept of the relationship between church and state?

Week 7

10/6: The German Peasants War

10/8: The Divided Cities

Tracy 249-255

Baylor 11-48

Müntzer, *Sermon to the Princes*

Karlstadt, *Letter from the Community of Orlamünde to the People of Allstedt*

Grebel *Letter to Thomas Müntzer*

Paper Question: Each author this week wants radical religious and political change, however, each one has a different approach to that change. Explain how they are different.

Week 8

10/13: "The Peasants Are Aware!"

10/15: Reform Now!

Tracy 68-69

Baylor 227-238; 49-73

*The Eleven Mühlhausen Articles*

*The Twelve Articles of the Upper Swabian Peasants*

Karlstadt, *Whether One Should Proceed Slowly*

Paper Question: Explain the relationship between the peasants' political demands and their religious demands.

Week 9

10/20: The Destroyer of the Godless

10/22: TBA

Baylor 74-94

Müntzer *A Highly Provoked Defense*

Paper Question: Why is Müntzer so upset with Luther? How does their dispute reflect the larger split between the peasants and the princes?

Week 10

10/27: Severing the Body Politic

10/29: The Last Battle

Baylor 95-129

Felix Manz, *Protest and Defense*

*To the Assembly of the Common Peasantry*

Paper Questions: How are the two authors this week reformulating the role religion plays in society?

Week 11

11/3: Picking up the Pieces I

11/5: Picking up the Pieces II

Baylor 130-171

Hans Denck *On the Law of God*

Hans Hut *On the Mystery of Baptism*

Paper Question: How are Denck and Hut trying to keep the radical movement going after the defeat of the peasant armies? How has the radical message changed now that Müntzer is out of the picture?

Week 12

11/10: No Class

11/12: Picking up the Pieces III

Baylor 172-180

Michael Sattler, *The Schleithem Articles*

Paper Question: How is Sattler trying to keep the radical movement going? How has the radical message changed now that Grebel and Manz are out of the picture?

Week 13

11/17: The Miner's Reformation

11/19: Staff or Sword?

**Research Paper Due**

Baylor 254-260; 181-209

Michael Gaismair *Territorial Constitution for Tyrol*

Baltasar Hubmaier *On the Sword*

Paper Question: Explain Hubmaier's position on the sword. Why is he opposed to Sattler's position on the sword?

Week 14

11/24: The New Christian Community

11/26: The Kingdom of Münster and the End of the World

Tracy 265-270

Baylor 210-225

Hans Hergot, *On the New Transformation of the Christian Life*

Paper Question: Explain Hergot's plan for rebuilding Christian society now that the German Peasants War is over.

Week 15

12/1: Moving Forward: Calvin and Menno

12/3: Final Thoughts.

Tracy 75-87

Höpfl 47-84

Calvin *On Civil Government*

Paper Question: According to Calvin, what is the purpose (or end) of civil government? What happens if a government does not live up to those expectations?

**Final Exam Due: Monday, December 8, 6:00, in my office.**

**Academic Honesty**

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs

and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
6. The Academic Appeals Board shall consist of faculty and at least one student.
7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

### **CSUCI Disability Statement**

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

### **Other Policies:**

- Please turn off all cell phones and beepers during class.
  - You may use a tape recorder in class.
  - Please do not leave class early unless in an emergency.
  - Final grades will be determined according to this schedule:

99-100%	A+	78-79%	C+
93-98%	A	73-77%	C
90-92%	A-	70-72%	C-
88-89%	B+	68-69%	D+
83-87%	B	63-67%	D
80-82%	B-	60-62%	D-
- All grades below 60% = F
- Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor