

University of Waterloo
Conrad Grebel University College
ARTS 125
WHO ARE THE MENNONITES?
FALL 2016
Thursdays, 6:00-8:50, CGR 1300

Instructor/Coordinator

Instructor: Troy Osborne

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Office Hours: Tuesday 11:00-12:00, Thursday 11:00-12:00 am, or by appointment

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Course Description

This course is an interdisciplinary introduction to the range of Mennonite identities, beliefs, practices, and cultural expressions locally and globally. Themes such as Mennonite history, cultural diversity, theology, religious life, peacemaking, community development, music, literature, and artistic expression will be explored.

Course Goals and Learning Outcomes

- To provide introductory knowledge to the Mennonites, a group that is central to understanding the past and present of Waterloo region and surrounding area.
- To introduce students to some of the professors at Conrad Grebel University College.
- To offer an entry into a Mennonite Studies Minor.
- To develop university-level learning skills such as: learning Desire2Learn; finding, using, and citing sources; enhancing writing skills and reading competency.

Course Methods

- This course is coordinated by one professor but taught by several others.
- Weekly classes will consist of lectures, discussion, field trips, or other learning components, led by a Conrad Grebel professor with expertise on a specific topic.
- In each week you will develop four ‘take-away’ points based on the readings and the class content provided by the professors.
- Weekly readings must be done before the class as background for the class lecture and a basis for discussion. Five of the classes will have reading responses based on the readings for the week.
- Several field trips will enhance local knowledge about Mennonites.

Required Text

Epp, Marlene. *Mennonites in Ontario*. Waterloo: Mennonite Historical Society of Ontario, 2012.

Available for purchase at Conrad Grebel’s library. The book costs \$8.00 (cash only).

Readings Available on LEARN

- Most of the course readings are available as electronic readings through the library’s electronic reserve system. You can find them through a link on the course’s [Learn page](#) or [through the library](#). You’ll need to sign in with your WATiam credentials to gain access.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
*Reading responses 6 quizzes of 5% each (Drop lowest score)	See Syllabus schedule	25%
*Final exam	Exam period	30%
*Annotated bibliography	November 17	20%
*Event or site visit	December 1 (or sooner)	15%
*Attendance		10%
Total		100%

Reading Responses 25%

In five of the sessions, you will write a short response to a question about the readings and write questions for further reflections. The responses will assess your engagement with the course readings and provide opportunities to work on writing mechanics and style. There will be 6 reading responses, and I will drop your lowest score. You can read more about this assignment below.

Final Exam

A final exam of 2.5 hours will be scheduled to take place during the UW exam period. The cumulative exam will be a combination of short answer and longer essays. You will receive more information about the exam in November.

Annotated Bibliography

DUE: **November 17. Submit to Dropbox in *Learn* by 11:30 p.m.**

- An annotated bibliography is a list of entries describing the sources you consulted while researching a topic. The sources may include items such as books, journal articles, and websites. Entries in an annotated bibliography consist of two parts:
- For this assignment, you will choose a Mennonite-related topic and find 7 sources that help you understand that topic. The 7 sources must include the following: 3 books, 2 periodical/journal articles, 1 website, and 1 reference source from gameo.org (Global Anabaptist Mennonite Encyclopedia Online).
- Rather than actually writing a research paper, this exercise will help you find sources to understand a topic, evaluate the usefulness of those sources, and cite them using an official citation style.
- Archivist-Librarian Laureen Harder-Gissing has created a research guide for this assignment: <http://subjectguides.uwaterloo.ca/arts125>. She will be in class on several occasions to help you with this assignment.

What Should Each Annotation Include?

- A correctly formatted bibliographic **citation** following the style of [*The Chicago Manual of Style*](#).
- A concise **annotation** to complete each entry. This should be about 4-6 sentences and include both a description and an evaluation of the item you are discussing.
- Your assignment must be handed in and typed with 12 point font. Use your name and the subject of your bibliography for a header. Papers must also be stapled.
- An annotation should do the following:
 - Briefly **summarize** the book, article, or website's content and focus
 - **Evaluate** its research methods, conclusions, or reliability;
 - Explain **why an item is relevant** and worthy of inclusion in your bibliography (Remember that you need to do more than describe and summarize; you must also analyze.)

Here are two examples of annotated bibliographic entries for books following *The Chicago Manual of Style* for the citation style. (Professor Marlene Epp wrote the annotation for the second source.):

Schilling, Heinz. *Civic Calvinism in Northwestern Germany and the Netherlands: Sixteenth to Nineteenth Centuries*. Kirksville, Missouri: Sixteenth Century Journal Publishers, 1991.

Schilling studies the discipline of the consistory of Emden's Reformed church. Looking at changes in the frequency and nature of violent and sexual offences, Schilling concludes that the new church succeeded in shaping the mores and values of its members. Over time, Emden's reformed men and women became less violent and restricted sexual activity to marriage. This is a good example of an approach of using church records to measure the effect of church discipline on the lives of members. Although Schilling's conclusions many not hold true for every European city, historians interested in the practical effects of the Reformation over a long period of time will find this book to be a helpful model.

Winter, Henry H. *A Shepherd of the Oppressed: Heinrich Winter, the Last Ältester of Chortitza*. Translated by Victor J. Winter. Wheatley, ON: Henry H. Winter, 1990.

Henry H. Winter, a Mennonite minister, vividly details the life story of his father, Heinrich Winter, who was persecuted and imprisoned by the Soviet government from 1935 -1940 because he refused to cease preaching the Mennonite faith. The escape from imprisonment and the subsequent perilous five year journey (1943 - 1948) that Heinrich, his family (including the author), and many other Mennonite families undertook as they fled Russia to immigrate to Canada are also told. Three maps and numerous clearly labelled black and white photographs accompany the text. Derived from Heinrich's remembrances, this book is desirable since detailed published accounts of Mennonite survival stories from the Second World War are often difficult to obtain. This book is of interest to Mennonite survivors, descendants of survivors, and Mennonite historians.

Mennonite Event or Site Report 15%

Due: December 1. Submit to Dropbox in Learn by 11:30 p.m.

- During the semester you will choose one Mennonite event or site to visit and to reflect on. Examples include: a lecture on or off campus (a lecture in another class does not count); a Mennonite church service (other than your own church if applicable); a book launch; a Mennonite-themed art exhibit or concert; a social action opportunity; a public meeting; a tourist site (other than the places we visit on field trips); a business. A list of possibilities will be posted on Learn. You can suggest your own activity but must obtain the instructor's approval if it isn't on the list.
- Write a 1000-word essay summarizing the event/visit and discussing what you have learned about Mennonites by participating in that activity.
- Essay requirements include: double-spaced in 12-pitch font; page numbers; a title that clearly indicates the specific event/site visit; your name and ID, course number and date.
- Although this assignment is due at the end of the semester, you should begin thinking about possible activities early on.
- This assignment will allow you to explore Mennonite belief and culture in a context that is of interest to you and will help you develop your skills in reflection and writing.

Course Outline

Week	Date	Topic	Readings Due
1	September 8	<p>Who are the Mennonites? Introduction to the course and each other. Professor Troy Osborne</p> <p>In the first session, we'll orient ourselves to the course, get to know our colleagues, and start to answer the question, "Who are the Mennonites?"</p>	Syllabus
2	September 15	<p>PART ONE: Anabaptist and Mennonite Origins Professor Osborne, History Laureen Harder-Gissing, Archivist-Librarian</p> <p>This class will explore the sixteenth-century ideas and contexts of the Anabaptist movements in Germany, Switzerland and the Low Countries. After examining their origins, we will trace the groups' transformation from the "Radical Reformation" into the "Quiet in the Land."</p> <p>PART TWO: Library Research I: The Arts 125 Research Guide, Rare Anabaptist Books, and a Behind-the-Scenes Archives Tour</p>	<p>Roth, John D. <i>Stories: How Mennonites Came to Be</i>. Waterloo: Herald Press, 2006 pp. 65-85.</p> <p>The Schleithem Confession</p> <p>Begin reading Epp, Marlene. <i>Mennonites in Ontario</i>. Waterloo: Mennonite Historical Society of Ontario, 2012.</p> <p>READINGS RESPONSE DUE</p>
3	September 22	<p>Field Trip to The Mennonite Story in St. Jacobs with Professor Osborne</p> <p>The class will make a trip to an interpretive centre in St. Jacobs that tells the local and global Mennonite story through displays, photos, and artifacts</p>	<p>Finish Epp, Marlene. <i>Mennonites in Ontario</i>. Waterloo: Mennonite Historical Society of Ontario, 2012.</p>

4	September 29	<p>Mennonite/s Writing Dr. Jesse Hutchinson, English</p> <p>In this class we'll read a number of short works by authors of Mennonite descent to consider literature as a place for the exploration and negotiation of Mennonite identity. We will discuss the rise of Mennonite creative writing in North America, as well as the critical tradition that followed, and ask what, exactly, is 'Mennonite' about Mennonite literature?</p>	<p>Armin Wiebe, "Practising." <i>Liars and Rascals</i>. Ed. Hildi Froese Tiessen. Waterloo: U of Waterloo P, 162-173.</p> <p>Julia Kasdorf, "Mennonites." <i>A Cappella: Mennonite Voices in Poetry</i>. Ed. Ann Hostetler. Iowa City: U of Iowa P. 129</p> <p>Jeff Gundy, "How to Write the New Mennonite Poem." <i>A Cappella: Mennonite Voices in Poetry</i>. Ed. Ann Hostetler. Iowa City: U of Iowa P. 86-87.</p> <p>Miriam Toews, from <i>A Complicated Kindness</i>. Toronto: Knopf, 2004. 1-10.</p> <p>Di Brandt, "what de Englische." <i>Speaking of Power: The Poetry of Di Brandt</i>. Ed. Tanis MacDonald. Waterloo: Wilfrid Laurier UP. 18-20.</p> <p>Jesse Nathan, "Zerger." <i>CMW Journal</i> 1.6 (2009). Can be accessed here: http://www.mennonitewriting.org/journal/1/6/jesse-nathan-three-poems/#page1</p> <p>READINGS RESPONSE DUE</p>
5	October 6	<p>Mennonite Theological Perspectives Professor Jeremy Bergen, Religious Studies and Graduate Theological Studies</p> <p>This class session will have three parts. The first part will be a brief overview of some basic Mennonite beliefs. The second part will consist of an examination of several influential American/Canadian Mennonite theologians of the 20th century and their divergent visions for the Mennonite churches. The third part of the class will be a discussion and debate about the future of (American/Canadian) Mennonite theology.</p>	<p>Roth, John D. <i>Beliefs: Mennonite Faith and Practice</i>. Scottdale, PA: Herald Press, 2005. Read chapters 1-2. E-reserve in <i>Learn</i>.</p> <p>Douglas Jacobsen, "Anabaptist Autonomy, Evangelical Engulfment, and Mennonite <i>Mestizaje</i>: Three Postmodern Options," in <i>Anabaptists & Postmodernity</i>, ed. Susan Biesecker-Mast and Gerald Biesecker-Mast (Telford, PA: Pandora Press US, 2000), 280-300. E-reserve in <i>Learn</i>.</p> <p>READINGS RESPONSE DUE</p>
	→→→→	NO CLASS ON OCT 13!	←←←←←

6	October 20	<p>Special Event: Book Launch</p> <p>We will gather in the Community Education Room (CGR 2202) for a book launch of a new text on Low German Mennonites in Canada. Afterwards, we will reconvene in our classroom for a brief discussion.</p>	<p>Good Gingrich, Luann. <i>Out of Place, Social Exclusion and Mennonite Migrants in Canada</i>. Read “Preface,” pp. ix-xxvii.</p> <p>For more information on the Mennonites in Mexico, watch the <i>National Geographic</i> documentary, “The Mennonites - Living in a Perfect World”</p> <p>Reading Response Due</p>
7	October 27	<p>Mennonites in the Community Professor Ed Janzen, Sociology</p> <p>This week we will explore the dynamics of community life among Mennonites and various models for understanding them. As well, we will look at case studies of Mennonite involvement in the local community and beyond.</p>	<p>Redekop, Calvin. <i>Mennonite Society</i>. Baltimore: Johns Hopkins University Press, 1989. Read Chapter 18: “The Utopian Basis of Mennonite Identity,” pp.310-327. E-reserve in <i>Learn</i>.</p>
8	November 3	<p>Global Mennonites Professor Osborne</p> <p>In this class, we will ask, “Who are the “Mennonites?” as the church moves beyond its traditional cultural and national boundaries in North America and Europe towards becoming a global movement.</p>	<p>Roth, John D. “‘Blest Be the Ties That Bind’: In Search of the Global Anabaptist Church.” <i>Conrad Grebel Review</i> 31, no. 1 (Winter 2013): 5–43. E-reserve in <i>Learn</i>.</p> <p>READINGS RESPONSE DUE</p>
9	November 10	<p>Mennonites and Peace Professor Marlene Epp, History and Peace and Conflict Studies</p> <p>In this class we will examine the beliefs and history that define Mennonites as a ‘peace church’ with a focus on some cases studies of Mennonite peace activism and responses to war/conflict in the past and present.</p>	<p>Harder, Laureen. “One Photograph, Many Stories: A Mennonite Congregation’s Diverse Response to War.” <i>Journal of Mennonite Studies</i> (2007): 137-44. E-reserve in <i>Learn</i>.</p> <p>Yoder Neufeld, Thomas R. “From ‘die Stillen im Lande’ to ‘Getting in the Way’: A Theology for Conscientious Objection and Engagement.” <i>Journal of Mennonite Studies</i> (2007): 171-81. E-reserve in <i>Learn</i>.</p> <p>READINGS RESPONSE DUE</p>
10	November 17	<p>Field Trip to Brubacher House with Professor Osborne</p>	

		We will journey north of campus (albeit not in covered wagons) to explore a museum about the lives of Mennonites in the area during the nineteenth century.	DUE: ANNOTATED BIBLIOGRAPHY
11	November 24	Mennonites and Contemporary Issues Professor Ed Janzen This class on ‘Sex, Guns and Tractor Tires’ will examine three case studies of Mennonites meeting the challenges of personal and social life in contemporary society.	Kraybill, Donald B. and Marc Alan Olshan. <i>The Amish Struggle with Modernity</i> . Hanover, NH: University Press of New England, 1994. Chapter 14: “Conclusion: What good are the Amish?” E-reserve in <i>Learn</i> . READINGS RESPONSE DUE
12	Dec 1	Conclusion and Exam Prep	DUE: Short essay on Mennonite Event or Site

Late Work

In order that you get prompt feedback on your work, I require you to complete all of your assignments on time. In the rare circumstance of a documented family or medical emergency, I will grant an extension. In such a circumstance, you should contact me as soon as possible in order to make alternate arrangements. Otherwise, late work will be marked 1/3 mark off for everyday that it is late. A mark that would have been a 75 will become a 72 paper that is one day late. Remember...it is always better to turn something in late than to get zero points for an assignment.

Electronic Device Policy

If you want to take notes on a laptop, please feel free to do so. However, be aware that [studies](#) have shown that taking electronic notes is a less effective tool for learning than writing out longhand ones. In addition, looking at non-course related material tends to not only lower your mark, but also those sitting around you. If I perceive that your laptop or other electronic device is distracting me, you, or your peers, I will ask you to turn it off. No electronic devices will be permitted during the final exam.

Attendance Policy

I will take circulate an attendance at every session. To get credit for a session, you will write four take away points from each class. (These will help design the final exam.) You must attend the full session in order to receive credit for it. In the case of a documented illness or emergency, your absence can be excused. However, you **MUST** let me know by email before class begins.

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

READING RESPONSES

1. About 1.5 to 2 pages in length, (*at least* 450 words)
2. Should use the readings to support the analysis.
3. Should relate the readings to personal experiences or opinion when appropriate
4. Should engage the material at a critical level, not just rehash the content or summarize the material
5. Should be submitted in the dropbox in Learn by 5:00 pm on the day that they are due.

Note: Engagement at a critical level means that you make an argument or thesis about the topic, explain why you hold that opinion, you use evidence to support your opinion, you see implications in application to the contemporary context, acknowledge possible criticisms of your thesis, and you address those possible criticisms in your opinion. Critical engagement means that you are willing to challenge (respectfully) the opinions of others and are willing to have your opinions challenged constructively. It is more than general opinions (“I thought it was boring/confusing/interesting”).

At the end of the response, please list two questions for further consideration. What aspect of the reading did you find most difficult to understand? Or, if you feel that you understood the reading completely, what topic would you most like to learn more about?

Failure to submit a reading response will result in a zero for that activity.

Plagiarized participation in a reading response will result in a zero for that week’s activity.

General Comments:

My decision to provide the rubric is intended to give you a *general guide* on how to compose a reading response and not a checklist for a guaranteed mark. In other words, it is not intended to give the impression that there is a mathematical formula for precisely assessing student work. For example, if you are worried about counting the total number of words, then you are worrying about the wrong thing.

The guidelines describe tendencies and not sharply defined rules. It is perfectly natural for students to make writing errors or summarize a bit when writing reading responses. However, when that is all that students do, it shows a lack of engagement with the course content and material and marks inevitably suffer.

Remember: **There is no correct answer to the questions.** I am interested in seeing how well you can make a thesis in an intellectual debate and how you support your argument with the texts.

Essay Feedback

	Poor	Developing	Accomplished	Exemplary
	0 points	1 point	2 point	3 points
INTELLECTUAL ENGAGEMENT	Rudimentary and superficial. There is little intellectual work evident	Generally competent in analysis and engagement, but the actual information is thin.	Contains substantial information and has done some critical thinking.	Carefully nuanced reflections and interesting analyses of the readings. The writer has engaged enthusiastically with the readings and the question.
USE OF READINGS	Does not show any evidence of actually having done the reading for the week's topic.	Mentions the readings but the author has not read all of the material or understood it correctly, or they might have some good analysis, but do not use the readings at all to support their argument.	Occasionally uses the readings to support a point, but the arguments may rely on general, unsupported assertions at times.	Uses multiple concrete examples from the text to support arguments
STYLE AND GRAMMAR	Full of writing errors. Essay is incomprehensible at times.	Contains multiple grammatical and mechanical writing errors that detract from the effectiveness of the posting	Has several errors in grammar or writing mechanics that do not significantly detract from the effectiveness of the essay. Good, solid writing.	Contains few, if any, errors in grammar or writing mechanics. The prose is strong and exciting to read.
FURTHER REFLECTIONS 1/2 Point for each question or comment.				

TOTAL SCORE _____