

University of Waterloo  
Conrad Grebel University College  
Sociology 275: MENNONITES AS A SOCIOLOGICAL COMMUNITY  
Fall 2020 - online

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We acknowledge that UW & CGUC are on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River.

### Course Description

The goal of this course is to understand the dynamics of community life, in particular Mennonite and Anabaptist communities. Understanding community dynamics is basic for further study of society and for personal engagement with the rights and responsibilities of community life and society more broadly. The objectives of this course include:

- Learning basic themes of Mennonite/Anabaptist history and theology.
- Learning basic theories of community life and society.
- Learning and using appropriate research methodologies.
- Integration of learnings with life.

### Course Texts

Primary: Epp, Marlene (2012). **Mennonites in Ontario, an Introduction.** The Mennonite Historical Society of Ontario, Waterloo. (*Available in the Grebel Library for \$8. Purchase may be facilitated by instructor.*)

On reserve: Redekop, Calvin (1989). **Mennonite Society.** The Johns Hopkins University Press, Baltimore.

Fretz, J. Winfield. (1989). **The Waterloo Mennonites, A Community in Paradox.** Wilfrid Laurier Press. Waterloo.

### Course Requirements

1. Check-in and Class Connect. (10 percent)
  - Intro Bio, 10 marks.
  - Weekly check-in, 9 @ 2 marks each.
  - Class Connect.
2. Assignments. (50 percent).
  - There are 10 assignments which total 180 marks (see Schedule of Assignments).
  - Only 120 marks will be used for this portion of the grade.
  - Students will decide which of the assignments they will do to make up the 120 marks.
3. "How do I make sense?" essay. (40 percent)
  - See description in Schedule of Assignments.

## Course Schedule

Week of:	Topic
September 8	Introduction Soc 101 crash course Participant Observation Methodology Migration patterns Indigenous/Settler First Contact
14	Geo/historic/political context Mennonites in Ontario
21	Theological characteristics Redekop, chapter 18
28	Weber & Troeltsch
October 5	First generation Mennonite academics More recent Mennonite academics
12	Reading Week
19	Defining ethnic and religious groups Redekop's Model of Mennonite Society
26	Community Dynamics: Toennies' <i>Gemeinschaft &amp; Gesellschaft</i>
November 2	Community Dynamics: Comparative values of youth Community Dynamics: Wiebe – <i>Nothing Sweeter</i>
9	Social Change: Berger's <i>Sacred Canopy</i>
16	Social Change: Mennonite women and labour
23	Social Change: Sexuality
30	Wrap-up "How do I make sense of the Mennonites?!?" essay

## Schedule of Assignments

<p><b>1. Weekly Check-in</b> Assigned and due: every week 2 marks each. Student and instructor will have a short conversation online or by phone to clarify course content and/or assignments.</p>
<p><b>2. Class Connect</b> Assigned and due: according to Course Schedule. This is a chance for the class to meet face-to-face for informal conversation. The platform for this meeting will be determined later.</p>
<p><b>3. Intro Bio – in Discussions, Introductions.</b> Assigned on: September 8 Due on: September 12 10 marks. a) Share name, academic year, program/major. b) Where are you living while taking this course? c) If you are comfortable, share the ethnicity with which you identify and one aspect of it that is meaningful to you. Since ethnicity is an important dynamic in all community life, Mennonites included, it's helpful to know how our various ethnicities in this class will contribute to the learning culture of this course. d) Share your reason or hope for taking this course. e) Once you have read each person's bio, enter the first and last names of your course peers</p>

**1. Weekly Check-in**

Assigned and due: every week

2 marks each.

Student and instructor will have a short conversation online or by phone to clarify course content and/or assignments.

in the discussion space provided.

**4. Migration history exercise**

Assigned on: September 8

Due on: September 18

20 marks.

a) Review the map

b) Research your personal and family migrations.

c) Add family migrations to Historic Mennonite/Anabaptist Migrations map.

- Either: print out the Menn. Migrations Map, draw your family's migratory history on it, scan or take a picture of it for submission, or, write a narrative of your family's migratory history and submit it.

d) Describe one migration anecdote that is part of the lore of your family history.

- Write the story of the event. Add the meaning or significance of this event for you or your family.

e) Submit to drop box your family migration map/narrative to drop box.

f) Contribute your anecdote to the Migration Discussion, ask one question, respond to one question.

**5. Wiki Quiz on Mennonite Historical Context**

Assigned on: September 14

Due on: September 26

10 marks.

Matching quiz on LEARN.

**6. Mennonites in Ontario – Content Quiz**

Assigned on: September 14

Due on: September 26

10 marks.

Matching quiz on LEARN.

Redo until you score 10/10.

**7. Global Mennonite Stories**

Assigned on: September 14

Due on: October 2

20 marks.

a) Visit the website of [Mennonite World Conference](#)

b) Visit the "MWC Global Membership" page

c) Observe and record your thoughts on the distribution of Mennonites around the world.

d) Find the "Testimonies" pages under the "Learn More, Stories" tab.

e) Find and read a story from each continent.

f) Make a collage from the pictures on these pages (5 images minimum, cut-and-paste is fine)

g) Write a 2 sentence summary of each story and one paragraph answering the question, "Who are Mennonites from a global perspective?"

h) Submit your completed assignment to Dropbox.

**8. Church Visit**

Assigned on: September 21

Due on: November 6

### **1. Weekly Check-in**

Assigned and due: every week

2 marks each.

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20 marks.

- a) Follow link on [MCEC website](#) to find church services, or, attend in person if you can find a Mennonite church that is gathering.
- b) Observe church service.
- c) Write participant observation report using form on Learn.
- d) Submit to Dropbox.

### **9. What are Mennonites thinking about?**

Assigned on: October 5

Due on: October 24

20 marks.

- a) Find one of the following journals through the UW Library online: Mennonite Quarterly Review, Journal of Mennonite Studies, Conrad Grebel Review or Vision.
- b) Make a list of the 2019 titles of articles in the journal.
- c) Do a content analysis of the titles for themes.
  - Categorize the titles according to themes that you discern among the titles.
  - Describe the themes.
  - Is there a common issue that unites the themes?
  - Write 3 paragraphs describing the themes, your analysis of the themes and your conclusion of the issue or issues that are being studied.
- d) Submit your analysis to Dropbox.

### **10. Pat-a-cake, pat-a-cake, bake me a loaf of bread**

Assigned on: October 5

Due on: October 24

20 marks.

- a) Some Mennonites eat *zweibach*, others eat tortilla, naan or injera – everyone around the world eats some kind of bread.
- b) Choose a type of bread to make.
- c) Find a recipe and prepare it – [online](#), or order a cookbook from the library.
- d) Make a slide show of your work, 4-5 slides long include recipe on one of the slides.
- e) Contribute to the Bread Discussion by reflecting on how your bread tasted, what you thought about as you made it, what you learned about yourself. Offer 2 comments on someone else's reflection.
- f) Submit your slide show to Dropbox.

### **11. Book Club - Sweeter Than All the World**

Assigned on: Nov. 2

Due on: Nov. 13

20 marks.

- a) Find and read Chapter 8 of Sweeter Than All the World on LEARN.
- b) Using concepts from Toennies' *Gemeinschaft* theory, reflect on the family life of the Seeman's.
- c) Contribute to the discussion in LEARN:
  - Identify examples of each of the different types of *gemeinschaft*.
  - Share 3 things about the story that captured your attention, positive or negative.

### **1. Weekly Check-in**

Assigned and due: every week

2 marks each.

Student and instructor will have a short conversation online or by phone to clarify course content and/or assignments.

- Ask a question about another person's post to the discussion.
- Respond to a question that is asked of you.

### **12. Coming Out Strong – discussion of sexuality**

Assigned on: Nov. 9

Due on: Nov 20

20 marks.

- a) View video clips of "Body of Dissent," and "Coming Out Strong."
- b) Relate concepts of Berger's theory of the Sacred Canopy (dialectical socialization, *nomos*, chaos, canopy, plausibility structure, crisis) to different things you notice in the videos.
- c) Observe and compare various production aspects of each video (soundtrack, videography – kind of images, mood, attitude and emotion)
- d) Reflect on how the different production aspects affect your understanding of the changes occurring among Mennonites regarding sexuality.
- e) Submit a mini-essay (2 pages) incorporating the above work to Dropbox.

### **13. The Waterloo Mennonites - chapter summary.**

Assigned on: Nov. 16

Due on: Nov. 27

20 marks.

- a) Read Fretz' The Waterloo Mennonites, a Community in Paradox.
  - Review the table of contents.
  - Read "Introduction and Acknowledgements, pp.xxi-xxiv;
  - Read "Meet the Mennonites of Waterloo, Ch.1;
  - Read "Tomorrow turns on choices made today," Ch.20;
  - Read one more chapter which relates to your own intellectual curiosity or your family story.
- b) Write a 1 page summary of the chapter you chose to read.
  - One paragraph that summarizes the content of the chapter.
  - One paragraph that explains why you are interested in this chapter.
  - One paragraph that applies your learnings from this chapter to you and/or your family's life.
- c) Submit completed page to Dropbox.

### **14. How do I make sense of the Mennonites?!?**

Assigned on: Nov. 30

Due on: Dec 11

50 marks.

- a) Review the various assignments you have completed through the term.
- b) Use the following questions as prompts for an essay in which you 'make sense' out of what you've learned in this course:
  - What is my definition of a Mennonite?
  - How has my understanding of community life changed and grown?
  - How have I been impacted by this knowledge?
  - What difference does knowing a Mennonite or about Mennonites make in my life?
- c) Your essay (3-5 pages) should include:

## 1. Weekly Check-in

Assigned and due: every week

2 marks each.

Student and instructor will have a short conversation online or by phone to clarify course content and/or assignments.

- A thesis or topic statement, 5 marks.
- Explanation and development of your topic/thesis, 10 marks.
- Support from various theories, 10 marks.
- Support from your assignments, 20 marks.
- Technical features: spelling, grammar, structure. 5 points

## Your responsibilities and advice for a successful term

\* Attend class regularly.

\* You are responsible for catching up on material that you have missed; you can do this by asking me for any handouts, borrowing notes from a classmate, and asking me how you might view films that you missed.

\* Be attentive and participate in class discussions. Ask questions about things you don't understand or are not clear. Be respectful of other students and their opinions.

\* Understand course requirements. Please ask questions if these are not clear.

\* Don't hand in assignments late.

I try to accommodate situations of illness, emergencies, or family/personal crises as they arise as long as you consult me as circumstances arise and hopefully **BEFORE** an extension is needed and the assignment is due.

Assignments that are handed in past the due date without consulting with me will be subject to a grading penalty of 2% per day.

## UWaterloo Policies

**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.

Arts: [Academic Integrity website](#) University of Waterloo: [Academic Integrity Office](#)

**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.

**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.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

## Other sources of information for students:

**Note for students with learning differences:** The [AccessAbility Services \(AAS\)](#) office, located in Needles Hall Room 1132, 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 ASS office at the beginning of each academic term.

**Counselling Services:** Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: [www.adm.uwaterloo.ca/infocs](http://www.adm.uwaterloo.ca/infocs), ext. 33528, NH Room 2080.

**Accommodation for Illness:** A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "University of Waterloo

Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

**The Writing Centre:** Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-centre](http://www.uwaterloo.ca/writing-centre)