

Course Syllabus

Elizabethtown College, Spring 2006

HRE 285: Amish, Mennonites, and Brethren in the U.S. Since 1850

[This is a writing intensive course]

Time: Tuesday, 6:30–9:15 p.m.

Room: Young Center Seminar Room

Instructor: Donald B. Kraybill

Office: Young Center

Office Hours: By appointment

Office Phone: 1469 or 1470

E-mail: kraybilld@etown.edu

Required Texts

Bowman, Carl, *Brethren Society*, The Johns Hopkins University Press, 1995.

Kraybill, Donald B. and Carl Bowman, *On the Backroad to Heaven: Old Order Hutterites, Mennonites, Amish, and Brethren*. Johns Hopkins University Press, 2001.

Kraybill, Donald B., *Who Are the Anabaptists?* Herald Press, 2003.

Kraybill, Donald B., and Marc Olshan, *The Amish Struggle with Modernity*, University Press of New England, 1994. [**Note: Not available in book store. Purchase in class for \$10.00**]

Recommended, But Not Required

Kraybill, Donald B., *The Riddle of Amish Culture*. The Johns Hopkins University Press, 2001.

Kraybill, Donald B. and C. Nelson Hostetter, *Anabaptist World USA*. Herald Press, 2001.

Course Description

An interdisciplinary study of the Amish, Brethren, and Mennonite experience (beliefs, history, practices) in the context of modern American culture. Primary attention will be given to understanding how these communities responded to major developments in American society since 1850—the industrial revolution, the modern state, individuation, modern warfare, conscription, the rise of technology, compulsory public education, theological liberalism, and religious pluralism. The course will explore how changes in American society have encouraged assimilation, fragmentation, and reactionary (Old Order) movements within Anabaptist and Pietist groups.

Course Objectives for Students

1. To appreciate the value of an interdisciplinary approach to understanding the beliefs, history, and practices of three religious communities (Amish, Brethren, and Mennonites).
2. To understand how Anabaptist and Pietist communities have grappled with the changing cultural, religious, and social forces of the United States since 1850.
3. To explore how major developments in American society have encouraged assimilation, fragmentation, and cultural resistance among Anabaptist and Pietist communities.
4. To appreciate the complexity and dynamic interaction between external cultural forces and minority communities.
5. To analyze primary source materials and compare various interpretations of these movements in contemporary scholarship.
6. To develop an in-depth knowledge of a topic related to two of these groups and cultivate research, writing, and speaking skills through a semester-long research project.

Course Requirements

1. Attendance, participation in assigned activities, class discussion, simulations, critique of Colleague’s writing, and completion of assigned readings.
2. Completion of quizzes.
3. Preparation of a research proposal and paper
4. Completion of a mid term and a final exam.
5. Presentation of the research findings in class.

Course Components and Grading Scheme

1. Participation (class discussion, assignments, simulations presentations) 10%
2. Quizzes 10%
3. Mid Term Exam 15%
4. Research Paper 35%
5. Final Exam 20%
6. External Activities 10%

Grading

The six components when averaged together by their relative importance will generate a course grade based on the following scale:

90 – 100 pts	A	Excellent
80 – 89 pts	B	Good
70 – 79 pts	C	Average
60 – 69 pts	D	Poor
below 60 pts	F	Failing

A plus and minus grading system is used to make finer distinctions within each grade, eg:

- 70–72 = C-
- 73–76 = C
- 77–79 = C+

Sample Grade Calculation

Participation	85% x .10 =	8.5 pts	
Quizzes	75% x .10 =	7.5 pts	
Mid Term	90% x .15 =	13.5 pts	
Research Paper	85% x .35 =	29.8 pts	
Final Exam	80% x .20 =	16.0 pts	
External Activities	70% x .10 =	<u>7.0 pts</u>	
Total:		82.3 pts	Grade = B-

Evaluation of Written Work

Spelling, grammar, style, and appearance will be considered in determining the grade for all written work in the course! All papers (except in-class quizzes) must be typewritten. Late papers will be reduced by a letter grade unless you have obtained prior permission for an alternate date.

Examinations

The mid term and final exam will consist of essay questions covering assigned readings and material presented in class and they may stretch your imagination! The questions will be randomly selected from a previously distributed list. Weekly quizzes will cover assigned material designated in the course calendar. The quiz may be a one page written assignment or a classroom quiz. Notes from two simulations will also be considered as quizzes. The lowest quiz score will be dropped from the quiz grade calculation.

Class Attendance and Participation

You are expected to attend class regularly, to be prepared to discuss the assigned material, to engage in class discussions, and to participate in assigned class activities. Poor attendance and poor participation will adversely affect the class participation component of your grade.

Simulations

Several class sessions will feature a simulation/debate that reflects an actual historical conflict or dilemma faced by one or more of the three religious groups. Each simulation will involve two teams. Each student will be involved in two simulations. Notes for the simulations should be prepared in advance and presented to the instructor on the date of the simulation. The notes will be graded and considered as an additional quiz. Verbal participation in the simulation will be included in the class participation grade. The list of topics and resources for the simulations will be distributed in class.

External Activities

Points Max

Five public Young Center lectures, (each)	= 10	50
Seminar (Friday, April 28, 9:00 to 3:00)	= 20	20 (10 for half day)
Amish country tour/meal (\$15.00)	= 20	20
Church attendance or other activities (each)	= 10	40
Possible Total Points	130	(max of 100 for grade component)

Americans with Disabilities Act

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. If you have a documented disability and need reasonable accommodations to fully participate in the course activities or meet course requirements, you must: 1) contact the Director of Disability Services, Shirley Deichert in the Center for Student Success, BSC 228 (361-1227), deichesa@etown.edu AND 2) meet with me, the instructor, within two weeks of receiving a copy of the accommodation letter from Disability Services to discuss your accommodation needs and their implementation.

Academic Dishonesty, Plagiarism, and Cheating

You are expected to follow the highest standards of academic integrity and honor. Plagiarism and cheating are serious breaches of academic integrity and according to College Policy could **result in a course grade of F**. See *College Catalog* (p. 238-239). Academic dishonesty is a serious issue and you will be held responsible for the full consequences of any violations. Academic integrity applies to exams, written work, use of internet resources, and any information that you present as your own. Inappropriate use of the ideas or work of others without full acknowledgement is considered plagiarism. Please read and be familiar with the booklet *Academic Integrity at Elizabethtown College*.

In this course, if you write “pledged” on your papers and exams, it will mean, “I have not used the work of others without acknowledgement. This solely represents my work.” I encourage you to “pledge” all of your papers and exams.

Research Paper: Comparative Analysis of Two Different Groups

Length: 14-16 pages of text. (typed, 12 pt font, [Times Roman], space and half, .90 margins)

Dates: Proposal: Feb 7; First two pages: Feb 21; First five pages: Mar 21;
Class presentations: April 18 and 25. Final version: May 2.

Method: Compare and contrast two different groups on the same topic or issue.
Use pertinent concepts and/or theoretical orientations to analyze the issue.
(Other options for a topic are possible with consent of instructor)

Sources: The research paper should utilize at least 15 different sources, including primary source materials whenever possible. Internet sources may only be used by consent of instructor.
Documentation: Preferred style is APA (author/date), however any standard style such as MLA is acceptable if consistently followed and clearly identified.

Organization:

1. Describe the changes/forces in the modern world that produced the context, the setting or the impetus that led to the groups’ engagement with this particular issue. What led up to it? Why this issue, and why now?
2. Tell the story of how each group approached this issue. Why was it an issue for them? How did they respond to it?
3. Compare and contrast the response of the two different groups on the same topic or issue. The focus in this section of the paper is on comparative historical analysis.
4. Compare the social consequences for the two groups that flowed from their contrasting responses or handling of the selected issue. This section of the paper should be an **analysis** of the social consequences of the differences, e.g., What difference did the differences make? So what? Devote at least two full pages to this analysis.

Sample topics: schools, occupations, gender roles, rituals, technology, automobile, higher education, understanding of the self, mobility, bureaucracy, family size, tractors, use of electricity, telephones, dress, church leaders, use of meetinghouses, use of media, professional ministry, church discipline, separation from the world, language, conscientious objection to war, individualism, missions, life insurance, and many other possibilities.

A one-page proposal is due Feb 7. The proposal should provide an overview of your topic and explain your methods of research and include five sources.

You will present a brief summary of your research findings in class.

Please present two copies of the final version of your paper (one bound, one unbound). The bound copy will be placed in the reading room of the Young Center. The unbound copy will be returned to you with comments and a grade.

Spring 2006 Class Schedule

Date	Topic/Activity	Assigned Reading
January		
17	Introduction “What is Modernity?”	WA: 1-45
	“Who Are the Anabaptists?”	
24	“Who Are the Brethren?”	BS: 1-76
26	Public Lecture on “Brethren Love Feast”	Young Center 7:30
pm		
31	“Similarities and Differences in 1880”	BR:1; 6; AS:2;
	The Impact of Modernity	
February [the topics and reading assignments below will be revised after Jan. 24]		
7	“Old Order Divisions”	M:55-78; BR:3; BS:4,5
	Research Proposal Due	
14	“Institution Building”	M:79-100; BR:4,5 BS:6,7
21	“Technology I”	M:112-131; BR:6,7; BS:8,9
	Telephone Simulation	First Two Pages of Research (2 copies)
23	Public Lecture on “Brethren Service Cup.”	Young Center 7:30 pm
28	“War and the State”	M:131-150; BR:8; BS:10

Key : AS=Amish Struggle; BR=Backroad; BS=Brethren Society; WA=Who... Anabaptists?

March

- 7 Spring Break: Class does not meet
- 14 Mid Term Exam (6:30- 7:30)
- 21 "Technology II" M:151-178; BR:9; BS:11
- Automobile Simulation First Five Pages of Research paper (2 copies)**
- 23 Public Lecture on "Amish Women." Young Center 7:30 pm
- 28 " Individuation" BS:12
- Dress Simulation**

April

- 4 Occupational Change BS:13
- 6 Public Lecture on "Pennsylvania Broadsides." Young Center 7:30 pm
- 11
- 18 Research presentations
- 25 Research presentations
- "Social Change" BS:14
- 27 Public Lecture on "Catholic Roots of Anabaptism." Susquehanna Room,
7:30 pm
- 28 Public Seminar on "Contemporary Anabaptist Spirituality." Young Center
(9 to 3)

May

- 3 Preparation for Final Exam BS:15
- Research Paper Due**
- 9 ? Final Exam

Key : AS=Amish Struggle; BR=Backroad; BS=Brethren Society; WA=Who... Anabaptists?

The instructor reserves the right to make changes to the syllabus, course schedule, and course requirements with ample notice at any time throughout the semester.

Resource Books at High Library

* indicates the book is on reserve

General Anabaptist

Donald F. Durnbaugh, *The Believers' Church* (Herald Press, 1985)

*Kraybill, Donald B. and Hostetter, C. Nelson. *Anabaptist World USA*. 2001. **289.773 K91a**

Amish

*Hostetler, John A. *Amish Society*. 1993. **289.7 H831a4**

*Hostetler, John A. and Huntington, Gertrude Enders. *Amish Children: Education in the Family, School, and Community*. 1992. **377.897 H831a2**

*Keim, Albert N. *Compulsory Education and the Amish: The Right Not to Be Modern*. 1975. **379.23 K27c**

*Kraybill, Donald B., ed., *The Amish and the State*. 2003. **322.1 Am517**

*Kraybill, Donald B. and Olshan, Marc A., eds., *The Amish Struggle with Modernity*. 1994. **289.73 Am517**

Kraybill, Donald B. *Guide for Instructors and Students to Riddle*. Private printing, 2001.

Kraybill, Donald B. and Steven M. Nolt. *Amish Enterprise: From Plows to Profits*. The Johns Hopkins University Press, rev. ed 2004

Kraybill, Donald B. *The Amish: Why They Enchant Us*. Herald Press, 2003

Nolt, Steve, *A History of the Amish* (Good Books, 2003)

*Pellman, Kenneth and Scott, Stephen. *Living Without Electricity*. 1990. **289.73 Sco429I**

Peters, Shawn. *The Yoder Case*. University of Kansas Press, 2003.

*Scott, Stephen. *The Amish Wedding and Other Special Occasions of the Old Order Communities*. 1988. **289.7 Sco429a**

*Scott, Stephen. *Plain Buggies: Amish, Mennonite, and Brethren Horse-Drawn Transportation*. 1981. **688.6 Sco429p**

*Scott, Stephen. *Why Do They Dress That Way?* 1986. **289.7 Sco429w**

*Stoltzfus, Louise. *Amish Women: Lives and Stories*. 1994. **289.7 St876a**

*Weaver-Zercher, David. *The Amish in the American Imagination*. 2001. **289.773 W363a**

Amish Magazines and Resource Materials

The Budget (Amish newspaper)

Die Botschaft (Amish newspaper)

The Diary (Amish monthly magazine)

The Blackboard Bulletin (Amish publication for teachers)

Young Companion (Monthly magazine for Amish youth)

Family Life (Monthly magazine for family and historical life)

Brethren

- Durnbaugh, Donald F., *Fruit of the Vine*, Brethren Press, 1997.
Fitzkee, Donald R. *Moving Toward the Mainstream: 20th Century Change Among the Brethren of Eastern Pennsylvania* (Good Books, 1995)
Kreider, J. Kenneth, *A Cup of Cold Water* (A history of Brethren Service) Brethren Press, 2001.
Sappington, Roger, *The Brethren in Industrial America*, Brethren Press, 1985.

Brethren Journals and Reference Works

- The Brethren Encyclopedia*, 3 vols. (1983-1984; reference)
Brethren Life and Thought (semi-scholarly, quarterly)
Old Order Notes, (An old order Brethren publication dealing with old order issues)
The Messenger (Brethren denominational magazine)

Mennonite

- Dyck, C. J., *An Introduction to Mennonite History*, Herald Press 1994, rev. ed.
Kaufman, J. Howard and Driedger, Leo. *The Mennonite Mosaic*, Herald Press, 1991.
Juhnke, James, *Vision, Doctrine, War: Mennonite Identity and Organization in America, 1890-1930*, Herald Press, 1989.
Hoover, Amos, *The Jonas Martin Era* (primary source documents on Old Order life)
Private Printing, 1982.
Ruth, John, *The Earth is the Lord's* (Lancaster Mennonite Conference History)
Herald Press, 2002.
Redekop, Calvin. *Mennonite Society*, John Hopkins University Press, 1989.
Schlabach, Theron, *Peace, Faith, Nation: Mennonites and Amish in 19th-Century America*,
Herald Press, 1988.
Toews, Paul, *Mennonites in American Society, 1930-1970: Modernity and the Persistence of Religious Community*, Herald Press, 1996.

Mennonite Journals and Reference Works

- Conrad Grebel Review* (Anabaptist/Mennonite, scholarly, quarterly)
The Mennonite Encyclopedia, 5 vols. (Reference)
Mennonite Quarterly Review (scholarly, periodical)
The Mennonite (denominational magazine)