I. Course Description

This course considers the historical development of the Brethren movement from the origins in Anabaptism and Pietism to the present day. Special attention is given to the Brethren Church since the 1880s. (Note that this course is two semester credit hours.)

II. Student Learning Outcomes

As a result of this course, students will be able to:

1. Not assessed in this course.
2. Not assessed in this course.
3. Not assessed in this course.
4a. Demonstrate knowledge of the content and major events of Brethren history
4b. Apply insights drawn from Brethren history to the contemporary church
4c. Demonstrate historical research skills or tools related to Brethren source material
4d. Analyze the cultural/historical contexts that shaped Brethren thought and practice
5. Not assessed in this course.
6. Not assessed in this course.

III. Course Requirements

A. Textbooks

The following textbooks are required for the course:


B. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work,
receive a lower grade, audit or withdraw from the class, or be penalized otherwise at
the discretion of the professor.

C. Assignments/Assessment of Student Learning

1. Primary Source Analysis (30 points)

Each student is to read and analyze a primary document of their choosing. This
analysis must include both
- a summarization of the content of the document and
- a detailed critique/analysis that answers the following questions:
  
  What is the historical/theological context out of which this document
  arises?
  What was the author’s intention in producing this document?
  What are the central aspects of the argument or narrative?
  Are there particular terms that require explication? If so, describe both
  their significance and meaning in the document, as well as in the
  larger context out of which they come.
  What are the primary positive and negative features of the document from
  your perspective?
  How does this document apply or relate to concerns within the life of the
  church today?

The paper is due **October 31** and must be **five to six pages in length** (typed and
double-spaced).

2. Brethren notebook (70 points)

Documentation for the notebook can be by parenthetical citation; it is due
**November 14.** Include in the notebook:

a. **A list of notable Brethren.** There should be between 15 and 20 names of
   people representing different time periods and different Brethren groups.
   Include a descriptive paragraph for each person. Be sure to limit this list
to Brethren people only! (3-5 pages)

b. **A list of significant events.** Include the 10 to 15 events that you consider
   most significant to the development of the Brethren. Do **not** describe the
   event, but tell, in one paragraph, why you consider it so important for the
   Brethren movement. (4-6 pages)

c. **A list of the main Brethren groups.** Identify the main Brethren bodies
   and, in no more than two paragraphs, indicate the historical and cultural
   circumstances that gave birth to them, the key initial leaders, and some of
   their distinctive views (this can be at their point of origin or today). (2-3
   pages)
### IV. Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 12</td>
<td>The Anabaptist Heritage of the Church</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>September 19</td>
<td>The Pietist Heritage of the Church</td>
<td>Fruit of the Vine, pp. 1-21</td>
</tr>
<tr>
<td>3</td>
<td>September 26</td>
<td>The Brethren Movement in Europe</td>
<td>Fruit of the Vine, pp. 23-70</td>
</tr>
<tr>
<td>4</td>
<td>October 3</td>
<td>The Brethren in Colonial America</td>
<td>Fruit of the Vine, pp. 71-163</td>
</tr>
<tr>
<td>5</td>
<td>October 10</td>
<td>Developments from 1785 to 1860</td>
<td>Fruit of the Vine, pp. 165-217</td>
</tr>
<tr>
<td>6</td>
<td>October 17</td>
<td>Background to the Division (1850-1880) The Division (1881-1883)</td>
<td>Fruit of the Vine, pp. 219-315 Brethren Church, pp. 82-168</td>
</tr>
<tr>
<td>7</td>
<td>October 24</td>
<td>Reorganization and the Liberal Controversy (1883-1921)</td>
<td>Brethren Church, pp. 169-363</td>
</tr>
<tr>
<td>8</td>
<td>October 31</td>
<td>Denominational Progress and the Grace Brethren Controversy</td>
<td>Brethren Church, pp. 364-447 Primary source analysis due</td>
</tr>
<tr>
<td>9</td>
<td>November 7</td>
<td>Readjustment and Denominational Refocusing (1940-2016)</td>
<td>Brethren Church, pp. 448-505</td>
</tr>
<tr>
<td>10</td>
<td>November 14</td>
<td>An Overview of Brethren Missions</td>
<td>Notebook due</td>
</tr>
</tbody>
</table>

### V. Recommendations for Lifelong Learning

Some of the basic resources for Brethren studies are *The Brethren Encyclopedia*, from Brethren Encyclopedia, Inc., and the research journal of the Church of the Brethren, *Brethren Life and Thought*. For online ordering, go to [www.brethrenencyclopedia.org](http://www.brethrenencyclopedia.org) and [www.bethanyseminary.edu/node/43](http://www.bethanyseminary.edu/node/43). Additional resources are available on the Brethren Encyclopedia website. Students who would like to develop their libraries in the area of Brethren history should also acquire the Brethren Sourcebook Series (see in the Brethren bibliography under Donald Durnbaugh and Roger Sappington).

### VI. Seminary Guidelines

#### A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor
offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

B. **Academic Support Services**
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. **Students with Disabilities**
A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with the Office of Accessibility Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).

D. **ATS Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
</tbody>
</table>

4
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

**VII. Selected Bibliography or References**

Please see the Brethren Bibliography that will be made available electronically.