

ECCO 5020: History of the Evangelical Covenant Church

North Park Theological Seminary
Fall 2021, Wednesday, 6:30-8pm CT
3 credit hours, online synchronous

“We enter the future with more faith and assurance if we have solid information of our past. Without the future the past is idolatry, without the past the future is but a continuing and uncertain innovation.”
(Sigurd Westburg)

INSTRUCTOR

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Office hours: Immediately following class and by appointment

COURSE DESCRIPTION

This course provides students a deeper knowledge and appreciation of the history and theology of the Evangelical Covenant Church, from its roots in Sweden to its current multiethnic reality. Students will apply skills of historical research and analysis to their own denominational history and explore the significance of this history to the present mission and identity of the Evangelical Covenant Church.

COURSE OBJECTIVES

1. **Factual knowledge.** Students will explain key figures, events, and themes from the history of the Evangelical Covenant Church.
2. **Historical interpretation.** Students will evaluate and formulate historical arguments on the basis of original source evidence.
3. **Appropriation.** Students will interpret the present life and mission of the ECC in light of its past.
4. **Stewardship.** Students will grow in commitment as stewards of and active participants within their denominational history.

This course contributes toward the following MDiv learning outcomes: (1) Interpret the Christian historical and theological tradition for appropriation in the life and mission of the church; (2) engage diversity and exhibit growth towards inter-cultural competence for ministry reflective of God’s global redemptive work.

REQUIRED TEXTS

1. The only book you need to purchase for this course is Glenn P. Anderson, ed., *Covenant Roots: Sources and Affirmations*, **2nd edition** (Chicago: Covenant Publications, 1999). This is available through covbooks.org ([here](#)); be sure to purchase the second edition!
2. Many additional primary and secondary source readings will be available on Canvas, including two digitized books:
 - a. Karl A. Olsson, *Family of Faith: 90 Year of Covenant History* (Chicago: Covenant Publications, 1975). This will be our primary overarching historical narrative.
 - b. Mary Lou Sather, ed., *The Unfolding Mystery of Yes: Women Who Were Forces for Change* (Chicago: Women’s History Commission of the Evangelical Covenant Church, 2007).

COURSE POLICIES

1. **Attendance.** Only two absences are permitted without penalty to your final grade. More than two absences will result in a lowered grade; more than three absences will result in failure. Three late arrivals will be counted as an absence.
2. **Assessment submission.** All assessments are due 11:59pm on the date indicated. Submit all work through Canvas links located under the week they are due. You may have a 48-hours no-questions-asked extension on one assignment. Otherwise, work submitted late will receive a 1/3 grade reduction each day (i.e., an A would receive A- after one day late, B+ after two, etc.). Work submitted over two weeks late will receive a zero. As preparatory for synchronous sessions, discussion post and responses cannot be submitted after their corresponding session.
3. **Incomplete.** The grade of “incomplete” is only given in exceptional circumstances, such as an unexpected hospitalization, and require a completed Incomplete Agreement form (including signatures from instructor and academic advisor) on file prior to the final day of the semester.
4. **Communication.** Please feel free to email me with any questions and concerns. I will make every effort to respond to your emails within 24 hours, M–F. Before emailing a question, be sure the answer isn’t contained in the course syllabus. Please exercise professionalism by including a proper salutation and close.
5. **Meeting with instructor.** Students are welcome to schedule an appointment to speak in person or by phone or video chat (Microsoft Teams) at any point in the semester. If you are having any difficulties in the course, I encourage you to be in contact in the soonest instance so we can problem solve together.

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

For a fuller discussion of academic dishonesty, review the [Seminary Academic Catalog](#), pp. 25–27.

ACCOMMODATIONS

North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please email the Disability Access Specialist (ada@northpark.edu) or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services. As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to [North Park's Safe Community site](#) for contact information and further details.

INSTRUCTOR COMMITMENTS & STUDENT RESPONSIBILITIES

I will...

- Return graded assessments within one week (provided they are submitted on time).
- Post all grades to Canvas gradebook in a timely manner so you can monitor your progress.
- Gladly be available for one-on-one conversation by phone or video chat. Please do not hesitate to reach out for clarification on course content, expectations, etc.

You are responsible for...

- All information provided in the course syllabus and class emails sent to your northpark.edu email address and through Canvas. This includes all assessment deadlines and course policies (grading, assessment submission, late penalties, etc.).
- Remaining up to date regarding your course progress and seminary drop deadlines. Incompletes will not be given except in exceptional circumstances (e.g., hospitalization of you or your child) and require both permission and requisite paperwork on file prior to the final day of the semester.
- Weekly and week-to-week time management. The rule of thumb for graduate education is that each hour of classroom time entails an average of three hours of weekly work outside the classroom. That means you should plan to spend a minimum of 9 hours each week on coursework, including synchronous sessions. Success in the course requires you to moderate your time commitments accordingly.
- Communicating with instructor in a timely manner as questions and/or difficulties arise. Be sure to take initiative to email questions or schedule a conversation, recognizing that it may be 24–48 hours before a mutually feasible meeting time is available. Last minute communication is not a viable excuse for late or incomplete work.

ASSESSMENTS

AT A GLANCE (% of final grade)

Reflection papers	10%	due 9/3 (pre-course) and 12/10 (post-course)
Reading logs	15%	due 10/12 (midterm) and 12/7 (end of term)
Discussion posts	20%	across semester
Oral history interview	35%	in three stages, due 9/28, 10/26, 11/16
Outreach project	20%	due 12/17

Letter grades will be assigned according to scale printed in the [Seminary Academic Catalog](#), p. 21.

Reading (15% of final grade). Reading logs are due mid-semester (**Oct 12**) and end of semester (**Dec 7**). Input your progress directly in the document posted within submission link.

Reflection papers (due Sept 3 and Dec 10; 10% of final grade). Papers should be 3–4 pages, using 1.5 spaced, 12-point Times New Roman font, and address each of the following questions in succession:

1. What characteristics constitute essential identity markers of the Covenant?
2. To what degree, and in what way, are these characteristics historical products?
3. What significance does Covenant history have for Covenant identity and mission today?

Pre-course reflection papers should be based on your current impressions and knowledge and do not need to incorporate any reading or outside sources. Post-course reflection papers should integrate course readings, lectures, and discussions. These may interact directly with your pre-course reflections, indicating clearly new material, which should total at least three pages.

Discussion posts (20% of final grade). Students will post short responses to discussion questions and classmates, in preparation for any 10 synchronous sessions. These will draw on assigned readings and be graded on full (≥ 200 words) or partial (< 200 words) completion.

Leading class discussion. Each student will lead one discussion session of their choosing, facilitating our transition from asynchronous to synchronous discussion of historical material, readings, and relevant application. This is not a graded assignment but will allow us to incorporate more leading styles into the class.

Oral History Interview (35% of final grade). Each student will contribute a new primary source for Covenant history by conducting one recorded oral history interview with an historical actor. This will be completed in three distinct stages:

- Step 1** **Learning from others** (10%, due Sept 28). Listen to two oral history interviews available in the CAHL [Oral History Collection](#). Though you may select any two, I encourage you to choose diverse narrators—perhaps one whose experience in the Covenant seems to match yours and one whose experience seems quite different.
1. Write a short (2-page, single-spaced) paper on your observations (8%): What factors (types of questions, tone, degree of preparation) facilitate an interesting, helpful interview? What factors limit an interview? Where do you see evidence of preparation? What is the value of oral history interviews as historical sources?
 2. Briefly summarize those takeaways on the forum; bullet points are fine. (2%) Read all posts, and respond as helpful.

Step 2 **Interview prep** (10%, due Oct 26). Submit your finalized interviewee name, preparatory reading (min. 50 pages), and interview questions. Be sure to receive a greenlight from instructor on interviewee *before* submitting to Canvas or reaching out to potential interviewee formally. (And to do so with enough lead time to receive feedback and modify if necessary.) This is to prevent a single person's receiving multiple requests.

Step 3 **Interview & follow-up** (15%, due Nov 16). Conduct your interview (by distance!). Many free apps are available for recording phone conversations (e.g., I have used Rev Call Recorder). Though video is possible and has some benefits, many interviewees will be more comfortable and relaxed with voice only. Once your interview is complete, submit all of the following components:

1. To the archives (archives@northpark.edu) and interviewee, with instructor copied:
 - a. Completed [paperwork](#) (signed release form, life history form)
 - b. Digital recording file(s)
 - c. Content outline with timestamps
 - d. Summary paragraph and keyword list
2. To Canvas: a 1–2-page, single spaced reflection on the interview experience (what you learned, what surprised/inspired/encouraged you, etc.).

Note that assignment will not be considered complete if any of these pieces is missing.

Outreach Project (20% of final grade; due May 3). This final project invites you to contribute to historical stewardship, communicating a relevant aspect of Covenant history within your ministry setting (or a hypothetical but specific ministry setting). Depending on your content and intended audience, this may take a number of forms, including but not limited to:

- Web content (e.g., interactive timeline with images; historical content for congregational site)
- Art (e.g., music, graphic)
- Sermon series
- Adult Sunday school curriculum
- A *Covenant Companion* article (~3,000 words)
- Podcast

Include with your project a 1–2-paragraph **rationale statement** that details: (1) the intended setting and audience for your project, (2) your reason for selecting both the specific content and the delivery method for this audience (i.e., why you want to communicate *this*, to *this audience*, in *this way*), and (3) how the material to follow would be used.

COURSE SCHEDULE

We'll meet virtually Zoom each Wednesday, 6:30–8pm CT. Assigned readings, lectures, and posts must be completed *prior to* our meetings (and for this reason are listed under the prior week). The following abbreviations are used within the schedule: KO=Karl Olsson, *A Family of Faith*; Yes=Sather, ed., *The Unfolding Mystery of Yes*; Roots=Anderson, ed., *Covenant Roots*; C=Canvas. Aside from your Week 1 introduction responses, all submissions are due at 11:59pm in your own time zone on the date listed.

Sept 1 – Orientation to course and subject

- ✓ **Read** KO, Introduction; Andrews and Burke, “What Does It Mean to Think Historically?” [C]
- ✓ **Post** introduction by Tuesday (8/31) 11:59pm; interact with at least two classmates’ introductions prior to our synchronous session Wednesday (9/1, 6:30pm **Central Time**)
- ✓ **Submit** pre-course reflection paper (9/3)

In advance of next week’s synchronous session (9/8):

- ✓ **Read** KO, pp. 3–9; Spener, *Pia Desideria*, part 3 (1675) [C]; Spener on new life in Christ [C]
- ✓ **Watch** “Pietism in Germany” (19 min)
- ✓ **Post** to class discussion by Sunday (9/5); interact with at least two classmates’ posts by Tuesday (9/7)

Sept 8 – German Pietism

In advance of next week’s synchronous session (9/15):

- ✓ **Read** KO, pp. 9–24; Scott & Rosenius, “What Is a Pietist?” (1842) [C]; Waldenström, “Sermon for the Twentieth Sunday after Trinity” (1872) [*Roots* 101–15]; Safstrom, “C.O. Rosenius and the Reading Culture of the Mission Friends” [C]
- ✓ **Watch** “Renewal in Sweden” (17 min)
- ✓ **Post** to class discussion by Sunday (9/12); interact with at least two classmates’ posts by Tuesday (9/14)

Sept 15 – Renewal in Sweden

In advance of next week’s synchronous session (9/22):

- ✓ **Review** the archives orientation pages in Canvas
- ✓ **Explore** the archives through the digital collections exercise
- ✓ **Post** any questions for archivist Andy Meyer under the designated discussion thread by Tuesday

Sept 22 – Orientation to Covenant Archives and Historical Library

Instructor teaching intensive at Mission Springs this week; class session will be led by Covenant archivist Andy Meyer

In advance of next week’s synchronous session (9/29):

- ✓ **Read** KO, pp. 25–39; Minutes of the Organizational Meeting [*Roots* 7–17]; reports in *Missions-Vännan* OR *Svenska Kristna Härolden* AND *Chicagobladet* [all in succession in *Roots* 18–58]; Nyvall on Ethnic Colleges [C]
- ✓ **Watch** “Immigration & Organization” (28 min)

- ✓ **Post** to class discussion by Sunday (9/26); interact with at least two classmates' posts by Tuesday (9/28)
- ✓ **Submit** Interview Stage 1, Learning from Others (9/28)

Sept 29 – Mission Friends in America: Immigration & Organization

In advance of next week's synchronous session (9/29):

- ✓ **Read** KO, pp. 41–67; C.V. Bowman, "About the Principles of the Mission Friends" (1910) [*Roots* 74–81]; Hjerpe, "The History and Principles of Our Denomination" (1924) [*Roots* 89–93]; Alaska issue of Friends of Covenant History Newsletter [C]
- ✓ **Watch** "Early Identity & Mission" (23 min); "Early Mission Abroad" (12 min)
- ✓ **Post** to class discussion by Sunday (10/3); interact with at least two classmates' posts by Tuesday (10/5)

Oct 6 – Early Identity & Mission

In advance of next week's synchronous session (10/6):

- ✓ **Read** KO, pp. 69–89; Elde, "The Hearth and the Chimney" [C]; Nyvall, "Let Us Keep Our Bible, pt 1" (1925) [C]; Lund, "The Authority of the Holy Scriptures" (1928) [all C]; Lundblad, "The Catalyst—Olga Lindborg" (*Yes*, chapter 4) [C]; Anderson, "Covenant Principles" (1935) [*Roots*, pp. 161–69]
- ✓ **Watch** "Conflict over Biblical Authority & Interpretation"; "Americanization and Generational Change" (27 min)
- ✓ **Post** to class discussion by Sunday (10/10); interact with at least two classmates' posts by Tuesday (10/12)
- ✓ **Submit** midterm reading log (10/12)

Oct 13 – Conflicts over Biblical Interpretation; Americanization & Generational Change

In advance of our synchronous session in two weeks (10/27):

- ✓ **Read** KO, pp. 83–125; *Biblical Authority and Christian Freedom* (1963): Full Report with Supporting Historical Documents" [C]. You may want to get a head start on the following week's reading as well over the reading week.
- ✓ **Watch** "WWII and Impact" (19 min)
- ✓ **Post** to class discussion by Sunday (10/24); interact with at least two classmates' posts by Tuesday (10/26)
- ✓ **Submit** Interview stage 2, Interview Preparation (10/26)

Oct 20 – No class, NPTS Fall Reading Week

I encourage you to complete your oral history interview during this off week.

Oct 27 – World War II; Postwar Change and Conflict

In advance of next week's synchronous session (11/3):

- ✓ **Read** KO, pp. 127–51; Danielson, “Covenant Churches in Larger Metropolitan Areas Since 1930” (1964) [C]; Peterson, “The Transformation of the Covenant” [C]; Williams, “The Evangelical Covenant Church’s Response to the Civil Rights Movement, 1963–1968” [C]; “A Pastoral Letter to the Churches of the Evangelical Covenant Church of America,” *Covenant Yearbook 1963*, pp. 206–208 [C]; Cedarleaf, “Thy Kingdom Come, Thy Will Be Done” (1963) [C]; Ondrey, “On the Threshold of Change” [C]; *Covenant Companion* Commentary on the Black Manifesto (1969) [C]
- ✓ **Watch** “Civil Rights Movement & the Beginnings of Demographic Change, 1960s” (28 min)
- ✓ **Post** to class discussion by Sunday (10/31); interact with at least two classmates’ posts by Tuesday (11/2)

Nov 3 – 1960s: Civil Rights Movement and Seeds of Demographic Change

In advance of next week’s synchronous session (11/10):

- ✓ **Read** [all Canvas] Cairns Mann, “The Ordinands—Sherron Hughes Tremper and Carol Shimmin Nordstrom” (*Yes*, chapter 10); Deasy, “Reframing the Issue: Women’s Ordination in the ECC”; Proposal for the Hiring & Assignment of Qualified Women Pastors on a Short-term Basis (1983) [C]; Lambert, “Open Letter to Covenant Women” (1989) [C]; *Covenant Affirmations* (1976)
- ✓ **Watch** “Latino Covenanters & Women’s Ordination (1970s)” (35.5 min)
- ✓ **Post** to class discussion by Sunday (11/7); interact with at least two classmates’ posts by Tuesday (11/9)

Nov 10 – 1970s: Affirmations, Women’s Ordination, COLECO II

In advance of next week’s synchronous session (11/17):

- ✓ **Read** [all Canvas] Wettersten, “Chaos or Community: Ethnicity and the Covenant” and responses (1984); Resolution from Latino Pastors (1987); Carter, “The Trailblazer—Flor Retamal” (*Yes*, chapter 15)
- ✓ **Watch** “Church Growth and Evangelism & Centennial (1980s)” (33 min)
- ✓ **Post** to class discussion by Sunday (11/14); interact with at least two classmates’ posts by Tuesday (11/16)
- ✓ **Submit** Interview stage 3, Interview files and research guides (11/16)

Nov 17 – 1980s: Church Growth and Evangelism, Multiethnicity, Centennial

In advance of our synchronous session in two weeks (12/1):

- ✓ **Read** Ondrey, “The 1992 LA Crisis as an Accelerant for Change in the ECC”; Fivefold Test [C]; responses to K. Peterson (2009) [C]; Yee, “The Unfolding Face of the Covenant” [C]; Gilliard, “The Pastor—Catherine Gilliard” (*Yes*, chapter 16)
- ✓ **Watch** “Growth & Growing Multiethnicity (1990s)” (30 min)
- ✓ **Post** to class discussion by Sunday (11/28); interact with at least two classmates’ posts by Tuesday (11/30)

Nov 24 – No class, Thanksgiving

Dec 1 – 1990s: Growth & Multiethnicity, cont.

In advance of next week's synchronous session (12/8):

- ✓ **Read** one of the following articles: Dahlén, "Pastoral Education and Controversy in the Mission Covenant of Sweden" [C]; Tao, "Covenant Identity and the Politics of Abortion" [C]
- ✓ **Watch** "Course retrospect & Conclusion" (17.5 min)
- ✓ **Post** to class discussion by Sunday (12/5); interact with at least two classmates' posts by Tuesday (12/7).
- ✓ **Submit** final reading log (12/7)

Dec 8 – Current Issues in Covenant Life & Thought; Class Retrospect

- ✓ **Submit** post-course reflection paper (12/10)
- ✓ **Submit** outreach project (12/17)