

## HSTY 6300: History & Theology of the Covenant Church

Mission Springs, CA

September 20–24, 2021, 9:00am–5:00pm

3 credit hours

*“An acute and honest memory of our heritage, understood in depth, is prerequisite to all forward movement of the Covenant Fellowship.” (Zenos Hawkinson)*

### INSTRUCTOR

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### 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.

### STRUCTURE

Three components comprise this course:

1. Pre-intensive work
2. A week-long intensive course (Sept 20–24, 2021)
3. Post-intensive 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).

### **ADDITIONAL COURSE GUIDELINES**

1. **Attendance.** As an intensive course, it is critical that you are present for all sessions (4/day). Missing more than one session will lower your final grade; missing three will result in failure.
2. **Assessment submission.**
  - All assessments are due at 11:59pm of your time zone on the date indicated.
  - All assessments will be submitted through Canvas.
  - All work submitted late without prior arrangement will receive a 1/3 grade reduction each day (e.g., an A grade would receive A- after one day late, B+ after two, etc.). Work will not be accepted over two weeks past the deadline.
3. **Email.** Please feel free to email me with any questions or concerns. I will make every effort to respond to your emails within 24 hours, M–F. In emailing, do note the following:
  - Before emailing a question, be sure the answer isn't contained in the course syllabus or within Canvas forums (i.e., posted by another student)
  - If the answer could serve the class as a whole, consider posting your question to Canvas rather than asking via email.
  - Please exercise professionalism by including a proper salutation and close.
4. **Meeting with instructor.** Students are welcome to schedule an appointment to speak by phone or Zoom 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**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office as soon as possible to ensure accommodations are implemented in a timely manner. For further information, see [Seminary Academic Catalog](#), pp. 19–20 and "[Disability Resources](#)" provided through North Park's Office of Student Enrichment Services and Support.

## **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;
- 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.
- Respond to all email inquiries within 24 hours M–F, for items not already covered in the course syllabus or weekly announcement. (Do check these first.)

You are responsible for...

- All information provided in the course syllabus and class emails sent to your northpark.edu email address. This includes all assessment deadlines and course policies (grading, assessment submission, late penalties, etc.).
- Remaining up to date regarding your course progress, tracking grades in the Canvas gradebook and being apprised of seminary drop deadlines. Incompletes will not be given except in exceptional circumstances (e.g., hospitalization of you or your child).
- Weekly and week-to-week time management. The rule of thumb for graduate education is that each credit hour of a course entails an average minimum of three hours of weekly work outside the classroom (=9 hours each week on average). 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)

**PRE-INTENSIVE**

- Sept 1: Course checklist (5%)
- Sept 12: Reflection paper (5%)
- Sept 19: Presentation notes (10%)
- Sept 19: Pre-course reading log (15%)

**POST-INTENSIVE**

- Oct 3: Reflection paper (5%)
- Oct 24: Oral history interview prep (10%)
- Nov 21: Oral history interview (20%)
- Dec 5: Post-course reading log (10%)
- Dec 17: Outreach project (20%)

## PRE-INTENSIVE WORK

*All assignments are due by 11:59pm (your time zone) on date listed.*

The weeks prior to our intensive week will be primarily devoted to preparatory reading. I strongly encourage you to divide this reading out across the weeks leading up to the Sept 19 due date. Note that the pre-intensive reading log (posted within the submission link) includes page numbers for each reading. Pre-course work comprises 35% of your final grade; therefore, it is not possible to achieve a passing course grade without completing this work.

**Course Checklist (due Sept 6; 5% of final grade).** Posted in Canvas under the “Assessments” tab. The purpose of this checklist is to ensure you are equipped for success in the course, with clarity on course expectations, policies, and deadlines, as well as access to relevant instructional tools.

**Reflection paper (due Sept 12; 5% 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-intensive reflection papers should be based on your current impressions and knowledge and do not need to incorporate any reading or outside sources. Papers will be graded on the following criteria: (1) Does the essay address all questions fully and avoid irrelevant discussion? (2) Does the essay describe and evaluate texts/figures in fair, contextually appropriate ways? (3) Is the work consistently formatted and clearly written, with no misspellings or grammatical errors?

**Pre-Course Reading Log (due Sept 19; 15% of final grade).** A reading log is posted within the assignment submission link, under the “Assessments” tab on Canvas. You can input your progress directly into this document and upload it to the submission link. See bibliography below and within the log.

**Preparation for presentation (due Sept 19; 10% of final grade).** Each student will present and lead discussion on one primary source document in small groups. Within the relevant class session, each group will offer a brief (10–15 minute) presentation on their document and lead class in discussion. Though presentations will be done in groups, each student will be graded individually on their preparation notes uploaded prior to the beginning of the intensive. Notes and presentations should address the following questions:

- Basic information about the document and its origin: Who wrote the document? When and where? Who were they writing to or for? What was their primary purpose in writing?
- Content: What does the author’s primary concern seem to be?
- Historical significance: How does the document reflect the time in which it was written? (This can pertain to the internal life of the Covenant and/or external events/circumstances taking place more broadly.) Is there any way to know what the impact of this text was?
- Include three questions for group discussion. At least two of these should focus on the document’s content and historical significance; the third may move to contemporary relevance.

A sign-up list is posted on the main page of our Canvas shell; source selection is first come, first serve. Recommended background reading is also listed there.

## PRE-INTENSIVE READING

You can find a stand-alone reading list via the reading log posted to Canvas. Here I have grouped readings under the intensive days. The intensive schedule does this with greater specificity in order to provide a framework for their relevance—especially how the primary sources fit within the broader historical narrative.

Abbreviations used here are C=Canvas (source posted under or linked from the “Pre-intensive Readings” module in our course Canvas shell); *Roots*=sources located within *Covenant Roots: Sources and Affirmations*; *Yes*=chapters within Sander, ed. *The Unfolding Mystery of Yes*, posted as a pdf within Canvas.

### Overarching narrative

- Karl Olsson, *Family of Faith* (1975)

### Monday

- Andrews and Burke, “What Does It Mean to Think Historically?” [C]
- Philip Jacob Spener, *Pia Desideria*, part 3 (1675) [C]

### Tuesday

- Rosenius & Scott, “What Is a Pietist?” (18 [C]
- Waldenström, “Sermon for the Twentieth Sunday after Trinity” (1872) [*Roots*, pp. 101–15]
- Official Minutes of the Organizational Meeting (1885) [*Roots*, pp. 7–17]
- Two of the three periodical reports following the minutes:
  - Report from *Missions-Vännern* [*Roots*, pp. 18–30] OR *Svenska Kristna Härolden* [*Roots* 31–43]
  - AND Report from *Chicago-Bladet* [*Roots*, pp. 44–58]
- C.V. Bowman, “About the Principles of the Mission Friends” (1910) [*Roots*, pp. 74–81]
- Alaska Issue of the Friends of Covenant History Newsletter [C]
- Nyvall on Ethnic Colleges [C]
- Nyvall, “Let Us Keep Our Bible” (1925) [C]
- Lund, “The Authority of the Holy Scriptures” (1928) [C]
- Lundblad, “The Catalyst—Olga Lindborg” (*Yes*, chapter 4) [C]

### Wednesday

- T.W. Anderson, “Covenant Principles” (1935) [*Roots*, pp. 161–69]
- *Biblical Authority and Christian Freedom* (1963) [C]

### Thursday

- Danielson, “Covenant Churches in Larger Metropolitan Areas Since 1930” (1964) [C]
- Williams, “The ECC’s Response to the Civil Rights Movement, 1963–1968” [C]
- “A Pastoral Letter to the Churches of the Evangelical Covenant Church of America” [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]
- Deasy, “Reframing the Issue: Women’s Ordination in the ECC” [C]
- Cairns Mann, “The Ordinands—Sherron Hughes Tremper and Carol Shimmin Nordstrom” [*Yes*, chapter 10; C]
- 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) [C]
- Peterson, "The Transformation of the Covenant" (2009) [C]
- Resolution from Latino Pastors (1987) [C]
- Carter, "The Trailblazer—Flor Retamal" [Yes, chapter 15; C]

### **Friday**

- Ondrey, "The 1992 LA Crisis as an Accelerant for Change in the ECC" [C]
- Gilliard, "The Pastor—Catherine Gilliard" [Yes, chapter 16; C]
- Yee, "The Unfolding Face of the Covenant" [C]
- Responses to K. Peterson (2009) [C]
- Fivefold Test [C]

## INTENSIVE COURSE (Sept 20–24) Mission Springs, CA

This is a condensed overview of content division across our week together. The daily sessions are approximate; some sessions may extend beyond the indicated timeframe and some may take less time. The following pages integrate the pre-intensive reading list into this approximate schedule.

### Daily schedule

**Session I:** 9:00–10:15am

**Session II:** 10:45 am–12:00pm

**Session III:** 1:00–2:45pm

**Session IV:** 3:15–5:00pm

### Monday (9/20) | Foundations

- Introduction to each other
- Historical thinking & why it matters
- Course content & method
- German Pietism [*Spener presentation*]

### Tuesday (9/21) | Foundations, cont.; Early Identity & Mission (1885–1930)

- Renewal in Sweden [*Waldenström presentation*]
- Immigration & Organization (–1885)
- Early identity & mission (1885–1913)
- Early Challenges to identity [*Lund presentation*]

### Wednesday (9/22) | Generational & Postwar Changes (1930–1965)

- Generational Change & Americanization (1914–1939) [*Anderson presentation*]
- WWII & impact (1939–1945)
- The Covenant in a postwar world (1945–1959) [*Biblical Authority & Christian Freedom presentation*]

### Thursday (9/23) | Growth and Change (1960–1989)

- Civil Rights Movement & beginnings of demographic change (1960s) [*Black Manifesto presentation*]
- Women's Ordination & Covenant Affirmations (1970s) [*Lambert letter presentation*]
- Growth & Multiethnicity (1980s) [*Latino pastors resolution presentation*]

### Friday (9/24) | Ongoing Growth; Course Conclusion & Retrospect (1990–)

- Growth & Multiethnicity, cont. (1990s)
- The past is prologue: issues in Covenant life & thought
- Course conclusion & retrospect; post-intensive administration/questions



Session	Topic	Readings	Presentation
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### Monday (9/20) | Foundations

I	Intro to each other		
II	Historical thinking & why it matters	Andrews & Burke, "What Does It Mean to Think Historically?"	
III	Course content & method		
IV	German Pietism	Spener, <i>Pia Desideria</i> , part 3 (1675)	Spener

### Tuesday (9/21) | Foundations, cont.; Early Identity & Mission (1885–1930)

I	Renewal in Sweden	<ul style="list-style-type: none"> <li>- C.O. Rosenius, "What Is a Pietist?"</li> <li>- P.P. Waldenström, "Sermon for the Twentieth Sunday after Trinity" (1872)</li> </ul>	Waldenström
II	Immigration & Organization	<ul style="list-style-type: none"> <li>- Minutes of the Organizational Meeting (1885)</li> <li>- Report from <i>Missions-Vännern</i> OR <i>Svenska Kristna Härelden</i> AND <i>Chicago-Bladet</i></li> </ul>	
III	Early identity & mission	<ul style="list-style-type: none"> <li>- C.V. Bowman, "About the Principles of the Mission Friends" (1910)</li> <li>- Alaska Issue of the Friends of Covenant History Newsletter</li> <li>- Nyvall on Ethnic Colleges</li> </ul>	
IV	Early Challenges to identity	<ul style="list-style-type: none"> <li>- Nyvall, "Let Us Keep Our Bible" (1925)</li> <li>- Lund, "The Authority of the Holy Scriptures" (1928)</li> <li>- Lundblad, "The Catalyst—Olga Lindborg"</li> </ul>	Lund

### Wednesday (9/22) | Generational & Postwar Changes (1930–1965)

I	Generational Change & Americanization (1914–1939)	T.W. Anderson, "Covenant Principles" (1935)	Anderson
II	WWII & impact (1939–1945)		
III	The Covenant in a postwar world (1945–1959)	<i>Biblical Authority and Christian Freedom</i> (1963)	1963 report

IV	[Previous sessions expected to extend...]
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**Thursday (9/23) | Growth and Change (1960–1989)**

I	Civil Rights Movement & beginnings of demographic change (1960s)	<ul style="list-style-type: none"> <li>- Williams, “The Evangelical Covenant Church’s Response to the Civil Rights Movement, 1963–1968”</li> <li>- Danielson, “Covenant Churches in Larger Metropolitan Areas Since 1930” (1964)</li> <li>- “A Pastoral Letter to the Churches of the Evangelical Covenant Church of America”</li> <li>- Cedarleaf, “Thy Kingdom Come, Thy Will Be Done” (1963)</li> <li>- Ondrey, “On the Threshold of Change”</li> <li>- <i>Covenant Companion</i> Commentary on the Black Manifesto (1969)</li> </ul>	Commentary on Black Manifesto
II	Women’s Ordination & Covenant Affirmations (1970s)	<ul style="list-style-type: none"> <li>- Deasy, “Reframing the Issue: Women’s Ordination in the ECC”</li> <li>- Cairns Mann, “The Ordinands—Sherron Hughes Tremper and Carol Shimmin Nordstrom”</li> <li>- Proposal for the Hiring &amp; Assignment of Qualified Women Pastors on a Short-term Basis (1983)</li> <li>- Lambert, “Open Letter to Covenant Women” (1989)</li> <li>- Covenant Affirmations (1976)</li> </ul>	Lambert
III	Growth & Multiethnicity (1980s)	<ul style="list-style-type: none"> <li>- Peterson, “The Transformation of the Covenant”</li> <li>- Resolution from Latino Pastors (1987)</li> <li>- Carter, “The Trailblazer—Flor Retamal”</li> </ul>	Latino pastors’ resolution
IV	[previous sessions expected to extend...]		

**Friday (9/24) | Ongoing Growth; Course Conclusion & Retrospect (1990–)**

I	Growth & Multiethnicity, cont. (1990s)	<ul style="list-style-type: none"> <li>- Ondrey, “The 1992 LA Crisis as an Accelerant for Change”</li> <li>- Gilliard, “The Pastor—Catherine Gilliard”</li> <li>- Yee, “The Unfolding Face of the Covenant”</li> <li>- Responses to Peterson (2009)</li> <li>- Fivefold Test</li> </ul>	
II	The past is prologue: issues in Covenant life & thought		
III	Course conclusion & retrospect; post-intensive admin		
IV	[Previous sessions may extend into this time; plan travel so you can be present until 5pm.]		

## POST-INTENSIVE WORK

**Reflection paper (5% of final grade; due Oct 3).** 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?

Note that it isn't *necessary* that you revise your pre-intensive reflection paper substantially if you're views have not changed. The purpose here is to return to this question set in light of intensive week content and conversation and so should integrate course readings, lectures, and discussions as relevant. They may interact directly with your pre-intensive reflections, indicating clearly new material, which should total at least three pages. Papers will be graded on the following criteria: (1) Does the essay address all questions fully and avoid irrelevant discussion? (2) Does the essay describe and evaluate texts/figures in fair, contextually appropriate ways? (3) Is the work consistently formatted and clearly written, with no misspellings or grammatical errors?

**Oral History Interview (30% of final grade; due in two parts, Oct 24 and Nov 21).** 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 two distinct stages:

**Step 1 Interview prep** (10% of final grade, due Oct 24). Submit your finalized interviewee name, preparatory reading, 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. See list of recommendations posted to Canvas.

**Step 2 Interview & follow-up** (20% of final grade, due Nov 21). 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, narrators may 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](mailto:archives@northpark.edu)) and narrator, 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.

**Post-course Reading Log (10% of final grade; due Dec 5).** Complete an additional 400 pages of reading of your choosing, within the following parameters:

- These may be primary or secondary sources, but must all be historical sources (versus, for example, theology or ministry sources) regarding the Covenant specifically (versus, for example, Evangelicalism generally). If you are unsure whether a particular source qualifies, be sure to ask in advance as readings outside these criteria will not receive credit.
- Note bibliographies and sources posted to / linked from Canvas under the “Course Resources” and “Optional Readings” modules. I welcome you to be in touch for reading recommendations.

Record the sources you have read – listing author, title, exact page numbers for each reading, as well as total pages read – in the template provided within the assignment submission link.

**Outreach Project (20% of final grade; due Dec 17).** 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.

Projects will be graded according to the following criteria:

- (1) Are all points fully addressed in the rationale statement?
- (2) Does the project offer substantive historical content?
- (3) Is this historical material and its significance communicated clearly and effectively to the intended audience?
- (4) Is historical material presented accurately, fairly, and in contextually appropriate ways?
- (5) Is the presentation of the work consistently formatted and clearly written, with no misspellings or grammatical errors?