

Theo ECCO 5030: Theology of the Evangelical Covenant Church

North Park Theological Seminary

Week Intensive Jan. 2022

3 credit hours

Instructor Information

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Course Description: This course will demonstrate by explanation and especially modeling how the Evangelical Covenant Church (ECC) does theology. Students will learn how the theology of the ECC helps form its identity and life and the course will cover key theological affirmations and commitments of the ECC.

Course Objectives

Through the course, the students will:

1. Interpret and contextualize Covenant Affirmations
2. Articulate the theological basis for the Covenant's positions on topics such as atonement, sacraments, ordination, justice, anti-racism, and women in ministry
3. Understand the Covenant's theological heritage as an apostolic, catholic, reformation and evangelical church
4. Understand how the Covenant reads Scripture and contextualize it in a local ministry setting
5. Analyze how the Covenant's theological character informs and shapes our faithful response to the whole Gospel ("God's glory, neighbor's good")
6. Discover the theological richness of ECC resources such as the Covenant Hymnal, the Covenant Book of Worship, Resolutions, and women in ministry
7. Become familiar with the breadth of theological perspective found within the racial and ethnic diversity of the ECC

Required Reading

1. Brenda Salter McNeil, *Roadmap to Reconciliation*, IVP, 2015. ISBN: [0830844422](#)
2. Dennis Edwards, *What is the Bible and How Do We Understand It?* Herald Press, 2019. ISBN: [1513805649](#)
3. James Bruckner, Michelle Clifton-Soderstrom, & Paul Koptak (Eds.), *Living Faith: Reflections on Covenant Affirmations by the Faculty of NPTS*, Covenant Publications, 2010. ISBN: [0910452970](#) (also available as e-book)
4. Michelle Clifton-Soderstrom, *Angels, Worms, and Bogeys: The Christian Ethic of Pietism*, Wipf and Stock, 2010. ISBN: [9781606080412](#)
5. Robert Chao Romero, *Brown Church: Five Centuries of Latino/a Social Justice, Theology, and Identity*, IVP, 2020. ISBN: [978-0-8308-5285-7](#)

7. "A Study on Baptism," *The Covenant Quarterly* (Nov. 1995, Feb. 1996): pp. 1-93.
8. John E. Phelan, Jr., *All God's People*, Covenant Publications, 2005. [Download here](#).
9. Articles/videos to be posted in Canvas under Pre-Course Work. Some include: *Pieces from [Theoloqui blog](#) that is multiracial group of ECC women leaders intentionally engaging issues in the ECC
- *Mar/Apr 2020 [Covenant Companion](#) issue engaging work from Indigenous leaders in ECC
- *[Solidarity is Calling](#) Video
- *Article by [Pastor Grisel Medina](#) in Sojourners
- *Pastor Grisel Medina worship resources ([A Litany of Mutuality](#) and [Prayer of Action](#) for Egalitarian Women) and also on [WIM and specifically WOC](#)

Required ECC Worship Resources

1. *The Covenant Hymnal: A Worship Book* (review Table of Contents, read pp. vii-x)
2. *The Covenant Book of Worship* (review pp. 3-29, 123-128, 397-399). E-book [here](#); Hardcover [here](#).

Assessments 1. Preparation (pre-course work)

All assessments should be submitted through Canvas as Word files.

A. **Due XX** *Living Faith* Reflection. Dialogue on Canvas: Read all of *Living Faith: Reflections on Covenant Affirmations*. Write 3-5 page review of the book and post it in your group's discussion forum on Canvas, answering these questions:

1. What do you find refreshing?
2. What do you not understand?
3. What do you not agree with?

B. **Due XX** Small Group Discussion. Interact with 2 other people in your group's discussion forum on Canvas (comment on their reviews, respond to comments on your own review).

C. **Due XX** Reading Log. All reading, including all on-line material is required to be read by the first week of class. Most should be done before class begins. Please submit a log of what you have read. For books, note whether you have read the assigned chapters/sections in their entirety. For the on-line material, list the articles you have read. If you've done all reading, just write "ALL." If you've done most of it, just list what you did not read.

2. Class Participation (attendance and participation in all classes) Because of the intensive time frame of the class, students are expected to attend all class sessions. Please plan schedules accordingly. You will need technology and camera/mic capability for all class sessions. Students will earn full points for attendance, maintaining cameras on, and engagement.

3. Due XX. Final Essays

Choose TWO of the following 6 questions which make application of a theological topic to ministry:

1. How does the Covenant's affirmation of the centrality of Scripture relate to any of the following topics: women in ministry, anti-racism, or atonement? Explain and connect both the Covenant's view of the Bible and of the topic you choose. Essays should interact with *Roadmap to Reconciliation*, *What is the Bible and How Do We Understand It?*, and "[The Evangelical Covenant Church and the Bible](#) (2008)."
2. How does the Covenant's affirmation of Christian freedom relate to the Covenant's position on baptism? Explain and connect both the Covenant's view of freedom and of baptism. Essays should interact with "A Study on Baptism" and *Living Faith*.
3. How did pietism contribute to Covenant theology? Identify some pietist theological distinctives and explain how they shape Covenant thinking and practice today including its heart for social justice. Essays should interact with *Angels, Worms, and Bogeys* and *Roadmap to Reconciliation*.
4. What is the nature and mission of the church? Discuss the relationship between the whole mission of the church (affirmation #3) and the church as the fellowship of believers (affirmation 4). Essays should interact with *Brown Church*.
5. Develop a theology of the necessity of new birth in relation to one of the other affirmations and one resolution. Feel free to be creative and expand on themes discussed in class or the readings.

Essay Guidelines:

Essays should be 1,500 words each, or 3,000 words total for both essays (not counting reproducing the question). Double-space, with 1 inch margins all around. Your name and the page number should appear at the top right of each page (your computer can do this automatically). Include the question number should appear before each essay. You do not need to type out the question, but it's fine if you do. Use 12 point fonts and a serif font such as Times New Roman. Use good citations showing you read the material on your topic. Footnotes are not necessary but cite quotations or references in parentheses in the text. Please use gender inclusive language when referring to people.

Grading Policy

Grades for participation and assignments will be weighted as follows:

- Pre-class (*Living Faith* review and discussion) 20%
- Attendance & Participation 10%
- Reading Log 10%
- Final Essays 60% (30% each)

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 will receive a failing grade on the assignment and

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 additional information, see the Seminary Catalog located in the Resource room or online [Seminary Academic Catalog](#) (pp. 25–27).

Incomplete policy

If, due to extenuating circumstances a student anticipates he will be unable to complete course work within the allotted time, that student must submit the request form for a grade of incomplete to the course instructor before the last week of class clearly stating the reason(s) for this request.

Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.”

STUDENT RESOURCES

I am here to help you. If at any point you need clarification *beyond what is already stated in the syllabus* or want to discuss the reading, lectures, discussions, or assignments, please ask. I am happy to talk with you.

ACCOMMODATIONS

Your experience in this class is important to me. 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](#) 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.

Schedule

Zoom Link for Intensive Classes: <https://us02web.zoom.us/j/85927137774>

	Topic and/or Assessments
Pre-Course Work Jan. Jan. Jan	<i>Living Faith</i> Reflection (assessment 1A) Small Group Discussion (assessment 1B) Reading Log (assessment 1C)
Tuesday Jan. 9am-noon; 2pm-4pm CST	Welcome, Mission Friends, Common Christian Affirmations, Pietism & Scripture, Centrality of the Word, The ECC & the Bible
Wednesday Jan. 9am-noon; 2pm-4pm CST	Necessity of New Birth, Atonement, New Life in Christ, Whole Mission of the Church, Racial Righteousness
Thursday Jan. 9am-noon; 2pm-4pm CST	Justice & ECC, Resolutions, Church as Fellowship of Believers, Sacraments, Ordination, Women in Ministry
Friday Jan. 9am-noon; 2pm-4pm CST	Dependence on Holy Spirit, Worship, Reality of Freedom in Christ
Saturday Jan. 9am-11am CST	Flex, Catch up
Post-Course Work Mar.	Final Essays (assessment 3)

