

ECCO 5020: History of the Evangelical Covenant Church

Online Hybrid Intensive

August 26–December 16, 2022

Intensive week: October 17–21, 9am–5pm CT

3 credit hours

“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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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.

[For students cross-listed with HSTY 6300, 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-course work (Aug 26–Oct 16, 2022)
2. A week-long intensive course (Oct 17–21, 2022). Plan to be focused on the course, with Zoom camera on, 9am–12pm and 1–5pm Monday through Friday that week.
3. Post-course work (Oct 26–Dec 16, 2022)

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 acquire the second edition.
2. Many additional primary and secondary source readings will be available on Canvas, including two digitized books:

- (1) Karl A. Olsson, *Family of Faith: 90 Year of Covenant History* (Chicago: Covenant Publications, 1975). This will be our primary overarching historical narrative.
- (2) 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, it is critical that you are present for **all** synchronous sessions, so please plan accordingly in anticipation of our synchronous intensive week, October 17–21. Missing more than one session will lower your final grade; missing more than 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. **Instructor communication**
 - **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.
 - **Meeting.** Students are encouraged 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, please 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, if they are submitted on time (an exception is oral history interviews, which take quite a bit more time to review);
- 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.
- Respond to all email inquiries within 24 hours M–F, for items not already covered in the course syllabus or weekly announcement (do please 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) 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 2–3 hours of weekly work outside the classroom. This means that you should expect to devote an average of six hours minimally each week on course work outside of the intensive week.
- 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.

PRE-INTENSIVE WORK

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

Course Checklist (due Sept 11; pre-requisite to remaining submissions). 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 18; 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 distinctly (please number your responses):

1. What characteristics constitute essential identity markers of the Covenant?
2. How are these characteristics historical products? I.e., how have they been shaped over time, as the denomination has responded to new and recurring challenges and contextual opportunities?
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.

Class presentation/discussion (signup due Oct 2; notes due Oct 16; 15% of final grade). Each student will present and lead discussion on one course theme within small groups. A sign-up list is linked from within our Canvas shell, under the “Pre-intensive Assessments” module; source selection is first come, first serve, and should be made by Oct 2. Within the relevant class session, each group will offer a brief (10–15 minute) presentation integrating course readings in summary of the theme and lead discussion regarding both historical significance and contemporary relevance. Students should connect and prepare prior to the start of the intensive week. Preparatory notes are due October 16 and should include (1) presentation content outline (bullet points are fine) and (2) discussion questions engaging both historical and contemporary significance of theme.

Pre-Course Reading Log (due Oct 16; 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 reading log.

NB: Pre-course work comprises 35% of your final grade. It is not possible to achieve a passing course grade without completing this work.

PRE-INTENSIVE READING

On this page and the following, I have grouped readings under the intensive days. The intensive schedule beginning on p. 9 below integrates these readings into course themes (p. 8) in order to provide a framework for their relevance—especially for how the primary sources fit within the broader historical narrative.

Abbreviations used below:

- C Source posted in Canvas, under the “Pre-intensive Readings” module
- Roots* Source located within *Covenant Roots: Sources and Affirmations* (required course text)
- Sather Chapter in Sather, ed., *The Unfolding Mystery of Yes*, in 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 Härelden* [*Roots* 31–43]
 - AND Report from *Chicago-Bladet* [*Roots*, 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]

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” [Sather, pp. 77–83]
- 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" [Sather, pp. 113–21]

Friday

- Ondrey, "The 1992 LA Crisis as an Accelerant for Change in the ECC" [C]
- Gilliard, "The Pastor—Catherine Gilliard" [Sather, pp. 123–31]
- Yee, "The Unfolding Face of the Covenant" [C]
- Responses to K. Peterson (2009) [C]
- Fivefold Test [C]

INTENSIVE COURSE (Oct 17–21)

Each day of the intensive, Monday through Friday, will include a mixture of lecture, discussion, and presentations. Additional hours will be set aside for independent work, including viewing lectures and listening to oral history interviews. The daily sessions below are approximate; some sessions may extend beyond the indicated timeframe, and some may take less time. Plan to be available each day between 9am-12pm and 1pm-5pm CT.

Monday (10/17) | Foundations & Roots

9:00–10:15	Introduction to one another & class
10:30–12:00	Introduction to subject: What is denominational history and why study it?
1:00–2:00	<i>Independent:</i> Watch lectures, “Pietism in Germany” (19 min), “Renewal in Sweden” (17 min)
2:00–3:00	Group 1 presentation & discussion: Roots in Renewal
3:15–4:00	Continued discussion: Covenant roots
4:00–	<i>Independent:</i> In preparation for tomorrow’s sessions, watch: “Immigration & Organization” (28 min), “Early Identity & Mission” (23 min), “Early Mission Abroad” (12 min); spend 30 minutes exploring the website of the Covenant Archives and Historical Collection

Tuesday (10/18) | Organization & Early Mission (1885–1920)

9:00–9:30	Prayer
9:30–10:15	Immigration & Organization
10:30–12:00	Early Mission and challenges to identity
1:00–2:00	Reserved for overflow
2:00–3:00	Guest speaker: Curtis Ivanoff
3:00–	<i>Independent:</i> Watch “Americanization and Generational Change” (27 min), “WWII and Impact” (19 min)

Wednesday (10/19) | Generational Change & Conflict; Covenant in a Postwar World (1920–1963)

9:00–9:30	Prayer
9:30–10:30	Group 2 presentation & discussion: Generational Change & Conflict
10:45–12:00	Group 3 presentation & discussion: Biblical Authority & Inspiration
1:00–2:00	Reserved for overflow
2:00–3:00	Orientation to Covenant Archives & Historical Library (Andy Meyer)
3:00–	<i>Independent:</i> Watch “Civil Rights Movement & the Beginnings of Demographic Change (1960s)” (28 min); “Latino Covenanters & Women’s Ordination (1970s)” (36 min); listen to one of the following interviews from the Oral History Collection : Craig Anderson, Donald Davenport, Ed Delgado, Mary Miller, Janet Lundblad, Jorge Maldonado, Luis & Flor Retamal (Spanish)

Thursday (10/20) | Civil Rights; Women's Ordination (1960–1979)

9:00–9:30	Prayer
9:30–10:30	Group 4 presentation & discussion: The Covenant & Racial Justice
10:45–12:00	Group 5 presentation & discussion: Women's Ordination
1:00–2:00	Reserved for overflow
2:00–	<i>Independent:</i> Watch "CGE & Centennial (1980s)" (33 min), "Growth & Multiethnicity cont. (1990s)" (30 min); listen to one of the following interviews from the Oral History Collection : Catherine Gilliard, Greg Yee, Adam Edgerly, Henry Greenidge, Jerome Nelson, Robert Owens, Efrem Smith, Stephen Wong

Friday (10/21) | Growth and Multiethnicity (1980–2006)

9:00–9:30	Prayer
9:30–10:30	Group 6 presentation & discussion: Growth & Multiethnicity
10:45–12:00	Discussion continued
1:00–2:00	<i>Independent:</i> Watch "Course Retrospect & Conclusion" (18 min); "Collecting Oral History" (13 min); spend some time familiarizing yourself with post-course assessments, calendarizing these deadlines
2:00–3:00	Concluding discussion: Covenant history & Covenant identity
3:00–	Admin wrap-up—post-intensive assessments

POST-INTENSIVE WORK

Reflection paper (15% of final grade; due Oct 30). Now that you've completed the intensive week content, you'll return to the same questions you answered at the start of the semester (please number responses):

1. What characteristics constitute essential identity markers of the Covenant?
2. How are these characteristics historical products? I.e., how have they been shaped over time, as the denomination has responded to new and recurring challenges and contextual opportunities? [Be sure at least half of content is directed here.]
3. What significance does Covenant history have for Covenant identity and mission today?

It isn't necessary that you *revise* your pre-intensive reflection paper substantially if your views have not changed (e.g., come up with a different set of identity markers). However, you should be able to root your responses more thoroughly within Covenant history. Your response to the second question in particular should integrate specific events, figures, and readings in order to trace the emergence/persistence/evolution of characteristics over time. (See grading criteria below.) You may interact directly with your pre-intensive responses if you wish. If you do so, but sure to indicate clearly which text is new (which should total at least 4 pages).

Papers should be 4 pages, using 1.5 spaced, 12-point Times New Roman font and will be graded on the following criteria: (1) Does the essay address all questions fully and avoid irrelevant discussion? (2) Does the essay root characteristics within the particularities of Covenant history, with attention to context and change over time? (3) Are specific course readings and/or discussions integrated constructively? (4) Is the work consistently formatted and clearly written, with no misspellings or grammatical errors?

Oral History Interview (40% 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 Nov 13). 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. Consider these questions as you listen: 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 appears to you as the value of oral history interviews as an historical source?
 2. Write a short (2-page) reflection paper on what you learned from the interviews and submit this through the Canvas submission link. (8%)
 3. Briefly summarize those takeaways on the forum; bullet points are fine. (2%) Read all posts and respond as helpful. (This forum will also serve as a centralized place for seeking broader feedback from your colleagues.)
- Step 2** **Interview prep** (10%, due Nov 27). Submit your finalized interviewee name, preparatory reading (min. 50 pages; this can be included in your post-intensive reading log), 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 (20%, due Dec 11). Conduct and record your interview. This can be done in person, over phone (see many free apps e.g., I have used Rev Call Recorder), or by Zoom. Though video is possible and has some benefits, some interviewees may be more comfortable and relaxed with voice only. Once your interview is complete, submit all of the following components:

1. Upload to the archives' OneDrive folder (linked from submission link in Canvas) and email to your 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
2. Upload to Canvas: a 1–2-page 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 16). Complete an additional 300 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.