

DRAFT SYLLABUS – SUBJECT TO CHANGE

HSTY 6300: History & Theology of the Covenant Church

Fall 2023 (Aug 28–Dec 15)

Intensive week: September 18–22, 2023, 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 (Aug 28–Sept 17, 2023)
2. A week-long intensive course (Sept 18–22, 2023)
3. Post-intensive work (Sept 23–Dec 15, 2023)

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:
 - 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. 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).
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 (with the exception of oral history interviews, which take longer to review);
- Post all grades to the 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.

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 two to three hours of weekly work outside the classroom (=6–9 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 (25%)

- Sept 1: Course checklist (pre-req to submitting other assignments)
- Sept 5: Reflection paper (5%)
- Sept 17: Presentation notes (10%, with presentation)
- Sept 17: Pre-course reading log (10%)

POST-INTENSIVE (75%)

- Oct 1: Reflection paper (10%)
- Oct 15, Nov 5, 26: Oral history project, three stages (35%)
- Dec 10: Historical application (20%)
- Dec 15: Post-course reading log (10%)

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 17 due date. Note that the pre-intensive reading log (posted within the submission link) includes page numbers for each reading. Pre-course work comprises 25% of your final grade; therefore, it is not possible to achieve a passing course grade without completing this work.

Course Checklist (due Sept 1; 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 5; 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.

Preparation for presentation (due Sept 17; 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. 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.

Pre-Course Reading Log (due Sept 17; 10% 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. Grades will correspond to the percentage of reading completed.

SCHEDULE

To follow