

ECCO 5030: Theology of the Evangelical Covenant Church
North Park Theological Seminary Week Intensive
Midwinter January 22-26, 2024
3 credit hours

I. INSTRUCTOR:

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II. COURSE DESCRIPTION: The course covers the key theological affirmations and commitments of the Evangelical Covenant Church along with its historical and social influences and context.

III. COURSE OBJECTIVES: At the end of the course students will be able to...

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. Apply the Covenant's theological heritage as an apostolic, catholic, Reformation and evangelical church as well as Pietistic,
4. Integrate how the Covenant reads Scripture with one's local ministry context.
5. Analyze how the Covenant's theological character informs and shapes our faithful response to the whole Gospel ("God's glory, neighbor's good")

IV. REQUIRED TEXTS (Reading and Videos)

1. James Bruckner, Michelle Clifton-Soderstrom, & Paul Koptak (eds), *Living Faith* (ISBN: 978-0910452977)
2. Brenda Salter McNeil, *Roadmap to Reconciliation 2.0* (ISBN: 978-0-83084812-6)
3. Dominique Gilliard, *Subversive Witness: Scripture's Call to Leverage Privilege* (ISBN: 978-0310124030)
4. René Padilla, *What Is Integral Mission?* (ISBN: 978-1506483757)
5. Michelle Clifton-Soderstrom, *Angels, Worms, and Bogeys: The Christian Ethic of Pietism* ISBN: 9781606080412
6. "A Study on Baptism," *The Covenant Quarterly* (Nov. 1995, Feb. 1996): pp. 1-93
7. John E. Phelan, Jr., *All God's People* (Covenant Publications)
8. Additional Readings (available on Canvas). Some include:
 - *Mar/Apr 2020 *Covenant Companion* issue engaging work from Indigenous leaders in ECC
 - **Solidarity is Calling* Video
 - *Articles by Pastor Gricel Medina in Sojourners and 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](#).

V. ASSESSMENTS AND GRADING SCALE

A. Pre-course work (Upload to Canvas by **Sunday, January 21**)

Reflection Paper: Read all of *Living Faith: Reflections on Covenant Affirmations* and write a 3-5 page review of the book, answering these questions:

1. With what do you agree?
2. What do you not understand?
3. With what do you not agree?

B. Readings: Students are expected to complete all of the assigned reading by the end of the course (**March 23**). Submit a “reading report” to the instructor by email (subject line: ECCO 5030 reading report) with the percentage of reading you have finished to that point. If you have completed all of the reading, you can simply state that you have finished all of the required reading. Otherwise, provide a percentage of the reading completed and note what readings have *not* been done.

C. Post-course work

Discussion Group Posts: Following the course, you will have two opportunities to participate in Canvas discussion groups regarding course texts. The first discussion will engage *Reconciliation 2.0* in conversation with *Subversive Witness* and is due on February 12 with responses completed by February 15. The second discussion will be on *What Is Integral Mission?* and is due on February 19 with responses completed by February 22.

Essays: Write TWO essays in response to the prompts below, which make application of a theological topic to ministry. **Please answer prompt #1** and another prompt of your choice. Each prompt should be answered in about 1,500 words (not counting writing out the question). You **MUST** interact with at least three course texts/articles in EACH essay and at least one in each must be authored by a person of color. First paper due **March 13**; second paper due **March 20**. Papers should be uploaded to Canvas as Word files.

Prompt Options:

1. Why is it important that the ECC grounds its affirmations in its apostolic, catholic, Reformation, evangelical, and Pietistic roots? How does this grounding help to define our identity, including how we understand the affirmations themselves? Where do you see the influences of these roots in Covenant theology and ethos?
2. 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.
3. How does the Covenant’s affirmation of Christian freedom relate to the Covenant’s position on baptism? Explain and connect both our view of freedom and of baptism.
4. How did pietism contribute to Covenant theology and practice? Identify some pietist theological distinctives and explain how they shape Covenant thinking and practice today including its heart for social justice.

5. 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).

6. 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.

Submission Guidelines

All papers should be uploaded to Canvas as a Word file (no PDFs will be accepted). Please do not send papers by e-mail.

Format Guidelines:

These guidelines apply to each assigned essay. 1,500 words per essay (not counting reproducing the question). Double-spaced, 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); 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 font and a serif font like 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.

Grades for participation and assignments will be weighted as follows:

- Reflection paper on *Living Faith* 20%
- Online meeting attendance and discussion 10%
- Reading report 10%
- Discussion group posts 20%
- Final Essays 40% (20% each)

D. Class Participation

- Please arrive prepared to actively engage in discussion. Group conversations should be comfortable spaces that encourage constructive contributions from everyone. To that end, everyone should come ready to listen, share space (take turns speaking), ask questions, and respect the views of others. More details will be emailed prior to the meetings.
- Your enrollment in the course signals that you have reserved those days for your full participation in the course and do not have conflicting commitments. Missing class sessions will negatively impact your participation grade.

VI. ADDITIONAL COURSE GUIDELINES

Communication

- University email and Canvas will be used for notifications and updates. It is your responsibility to check your email or have it forwarded to your preferred email address.
- Please feel free to email with any questions. You can expect to hear back from me within 48 hours with at least an initial response, Monday through Friday.

Academic Integrity

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 a quiz or exam.
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 Academic Catalog](#), p. 25–27.

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.

Accommodation for Disabilities

NPTS accommodates students with special needs that affect capacity to complete a program of study. The student must submit a letter, documenting the disability, from his or her physician, other approved professional, or authorized agency, to the Seminary Academic Services Office and Luke Palmerlee. In any semester, the Seminary Academic Services Office must be notified at least two weeks in advance in order to pursue needed accommodations or services.

Accommodations Grievance Procedure

In the event of a disagreement between student and faculty, or with another NPTS or University employee, over an issue of the aforementioned accommodations, the student should first meet with the faculty member or other NPTS or university employee to seek resolution. If unsuccessful, the student may submit an appeal to the Seminary Academic Services Office. If necessary, the appeal will be forwarded to the Seminary Dean of Faculty, who is the final arbiter of the appeal. In cases of appeal, the faculty member’s peers may be asked by the Dean of Faculty to decide as to the merit of the appeal. The student has the right to be represented by and/or to appeal to legal counsel.

Title IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services. As members 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 reporting, contact information and further details. <http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>

VII. COURSE SCHEDULE: AVAILABLE ON CANVAS

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