



DRAFT SYLLABUS ECC0-5220- January Intensive, Spring 2025
Covenant Orientation: Covenant History of the Evangelical Covenant Church

North Park Theological Seminary, 3 credit hours

January 2, 2025 – March 14, 2025

Midwinter Intensive Seminar, January 20 - 24, 2025, 9:00 AM – 5:00 PM (Friday ends at 1 PM)

INSTRUCTOR

Dr. Jonathan M. Wilson, adjunct, North Park Theological Seminary.

Contact: jmwilson@northpark.edu; call or text 224-276-1889

COURSE DESCRIPTION

This course provides students a deeper knowledge and appreciation of the history and theology of the Evangelical Covenant Church, from its theological roots in German pietism through its historical roots in Sweden to its current multiethnic reality. Students will apply skills of historical research and analysis to explore the significance of this history to the present mission and identity of the Evangelical Covenant Church.

COURSE OBJECTIVES

Students will obtain a deeper knowledge of the historical development of the Evangelical Covenant Church from its immigrant origins into its current multiethnic form. Students will apply historical research and analysis as they explore the significance of the Covenant's history to its present mission and identity. The following objectives will be obtained:

1. Factual knowledge. Students will be able to identify and explain key figures, events, and themes from the history of the Evangelical Covenant Church.
2. Historical interpretation. Students will be able to critically read primary texts, and evaluate and formulate historical arguments on the basis of original source evidence, in order to interpret the present life and mission of the ECC in light of its past, and apply historical content and interpretation to their ministry.
3. Stewardship. Students will grow in stewardship of their denominational history.

REQUIRED TEXTS for Purchase

1. Anderson, Glenn P. ed., *Covenant Roots: Sources and Affirmations*, 2nd edition (Chicago: Covenant Publications, 1999) Order at <https://covbooks.com/products/covenant-roots>
2. Hawkinson, James R. ed. *Glad Hearts* (Chicago: Covenant Publications, 2003). Order at <https://covbooks.com/products/glad-hearts>

Please note that processing of orders may be delayed, so put in your request promptly. Do not look for these materials at North Park textbooks, you will simply be steered to the Covenant Resources pages noted here.

REQUIRED TEXTS available on the course's Canvas platform

3. Olsson, Karl A. *A Family of Faith*.
4. Spener, Philipp J. *Pia Desideria*, Part III: "Proposals for Correcting Conditions"
5. Francke, August H. *God's Glory, Neighbor's Good*
6. Articles, book chapters, and other materials by Deasy, Ondrey, Safstrom, Wilson, Olsson, and others, with links posted on Canvas

ASSESSMENTS

PRE-COURSE

First reading log: January 19, 11:59:59 PM (student's time zone).

Reflection paper: January 19, 11:59:59 PM

INTENSIVE WEEK (January 20-24)

Glad Hearts assigned pages.

Presentation prep (for collaborative "Mission Friends Forum"): January 21, 11:59:59 pm

In-class collaborative presentation ("Mission Friends Forum"): January 21, afternoon

POST-COURSE

Final Reflection paper (February 21)

Final reading log (March 14)

History project (March 14)

EXAM Options

- As an alternative to the collaborative Mission Friends Forum, students may choose to take a final exam instead.
- The exam may also be suggested by the instructor as make-up work to shore up for lost attendance, late assignments, insufficient amount or quality of assignments, etc.

PRE-COURSE WORK

All due January 19, 11:59:59 Student's Time Zone.

Reading Log. Students will be required to email the instructor the one of the following four statements that is true.

"I have completed all the assigned pre-course reading."

"I have completed more than half of all assigned pre-course reading."

"I have completed less than half of all assigned pre-course reading."

"I have not begun the reading."

PRE-COURSE READINGS, Legend of Abbreviations:

C=Canvas; materials are linked to the Canvas course modules

covchurch.org = denomination website of the Evangelical Covenant Church

IOB = *Into One Body by the Cross, vol. 2*

Roots=*Covenant Roots: Sources and Affirmations*;

F=Frisk Collection of Covenant Literature;

YB=Frisk Collection of Covenant Yearbooks

LIST OF ALL PRE-COURSE READINGS, Due January 19:

CHIEF TEXTS

J. Hawkinson, ed. *Covenant Roots*, 1-192 (students purchase this volume)

K. Olsson, *Family of Faith*, 1-151 (available online, Frisk Online Collections,

https://collections.carli.illinois.edu/digital/collection/npu_swecc

also linked on Canvas.)

PRIMARY SOURCES

- P.J. Spener, *Pia Desideria*, part 3 (1675) [C]
 - A. H. Francke, *God's Glory, Neighbor's Good* [C]
 - N. Lund, "The Authority of the Holy Scriptures" (1928) [C]
 - N. Franklin, "The Covenant Invades America: ...Local Church" (1943) [C]
- (LIST continues next page)
- Biblical Authority and Christian Freedom: The Final Report of the Covenant Committee on Freedom and Theology [www.covchurch.org]
 - Covenant Affirmations (1976) [C]

SECONDARY SOURCES

- J.M. Wilson, "Martin Luther on the Importance of Being Earnest." [C]
 - Required of HSTY 6300 *Covenant History and Theology* students,
 - Optional for ECCO 5020 *Covenant History* students.
- Wilson, CHOICE of 1 of 3 Case Studies under the canvas module heading "Pietism and Partisanship." Each of these 3 published articles deal with Halle Pietists in America during the Revolutionary War.
 - Reading one of these is required of ECCO 5020 "Covenant History"
 - Students of HSTY 6300 "Covenant History and Theology" may opt out of these case studies.
- Wilson, "The Mission, Ministry and Legacy of Charles Anderson." [C]
 - Required for ECCO 5020 students, optional for HSTY 6300 students.
- Wilson, "Waldenstrom on Atonement." [C]
 - Required for HSTY 6300 students, optional for ECCO 5020 students.
- Wilson, Choice of 1 of 2 pamphlets under the heading "Pietism's Historical Outlooks on Human Sexuality."
 - One pamphlet, "Horizons and Boundaries," is a historical-theological survey of German, Swedish, and early American Covenant authors.
 - The second pamphlet examines an episode in the early history of the Moravians.
 - All students are required to choose one of these pamphlets.
- Mark Safstrom, ed. "Scott and Rosenius on Pietism." [C]
- Soderberg, "Rosenius and Swedish Immigration to America." [C]
- Jo Ann Deasy, "Reframing the Issue: Women's Ordination in the ECC" [C, F]
- Paul Larsen, "Convergence of Covenantalism & Interiority" (1986) [C]
- Philip J. Anderson, "The Covenant and the American Challenge" (1988) [C]
- Kurt Peterson, "The Transformation of the Covenant" (2009) [C]
- Responses to Kurt Peterson (2009) [C]

Reflection. Due January 19, 11:59:59 PM Student Time. Papers should be 4-5 pages, using double spaces, one inch margins, 12 point Times New Roman font, and address these questions:

- What characteristics constitute essential identity markers in the Covenant?
- What significance does Covenant history have for Covenant identity?



INTENSIVE WEEK WORK

Reading as refresher and reinforcement, does not apply to January 19 deadline. The pages are all noted on each day's modules on Canvas:

- Before Monday session, *Glad Hearts* 1-6, 59-120
- Before Tuesday session, *Glad Hearts* 159-196, 211-246
- Before Wednesday session, *Glad Hearts* 351-406,
- Before Thursday session, *Glad Hearts* 295-324
- Before Friday session, *Glad Hearts*, 415-452, 537-570, 589-594

*Intensive Week, Tuesday after lunch: Collaborative Student Mission Friends Forum,
"A Vision for the Mission Friends."*

Essential Background for this assignment: *Family of Faith* pages 25-39, 55-67 (through Frisk online or on Canvas); *Covenant Roots* chapters 1, 5, 9, 10, 12

Additional Background may be found in Karl Olsson, *By One Spirit* (pages noted on Canvas).

The Mission Friends had FIVE vision options in play between 1870-1890 (or so), listed below. Class members will form groups around their choice of vision option; they will collaborate on presenting that vision with the rest of the classmates. Groups will FORM prior to the Intensive Week, Students will COLLABORATE in their groups via all the technologies at their disposal, to craft a joint presentation, which will be shared in class on Tuesday, January 21, after lunch. *Think in terms of multi-media support as the baseline of your group's creativity.* The total presentation should be about 15 minutes.

The group should try to convince the rest of us that this is the direction to take, while fleshing out the following aspects to a greater or lesser degree depending on the vision:

- the key advocates for that vision,
- what problems that vision was meant to solve,
- what opportunities that vision was meant to enlarge,
- how that vision was shared (particular newspapers, mission meetings, other),
- how that vision interfaced with P. P. Waldenström's atonement theory and his subsequent verdict on the Augsburg Confession,
- how that vision was received among the Mission Friends in the United States.

In addition, each student will submit a two-page paper (must be at least 450 words) of their own notes and perspective on the vision, due after the presentation, by January 21, 11:59:59 PM (Denver, Mountain Time). The student's own paper need not "sell" the vision, but should present understanding of the above points, and also the following:

- whether Karl Olsson or other historians presented that vision fairly,
- the student's own assessment of the vision's advantages and disadvantages.

The visions are listed below. Students inform the instructor of first choice ASAP, and then wait for confirmation of choice by the instructor. Contact information is listed above.

Vision 1: Remain Swedish Lutheran, the Augustana Synod;

Vision 2: Become American Lutheran, the Ansgar Synod;

Vision 3: Dispel denominationalism, the Free Church;

Vision 4: Assimilate to the Congregationalists, the University of Chicago;

Vision 5: Post-confessional mission church, the Evangelical Covenant

POST-INTENSIVE WEEK WORK

Reflection paper (due February 21). Papers should be 3–4 pages, using double-spaced, 12 point Times New Roman font, and address the following questions: *Does the entirety of Covenant history (Spener -1885– present) belong to every Covenanter? Why or why not?*

Final Reading Log (due March 14). *Glad Hearts* will be accounted for in the Final Reading Log. Students will submit the following statement that is most accurate:

I finished the *Glad Hearts* assigned pages during the Intensive Week.

I finished the *Glad Hearts* assigned pages by March 14.

I did not finish the *Glad Hearts* assigned pages.

Also, in this final reading log students will indicate the specific authors and titles of 200 pages of course-related material of the student's own choosing. In selecting post-course reading, students may refer to these resources:

- *Covenant Quarterly*.
- Olsson's volumes (*By One Spirit; Into One Body...By the Cross*, vols. 1, 2)
- Frisk digital collections of the Covenant Archives and Historical Library.

Note: These 200 pages are intended to overlap with and facilitate research for your final project.

FINAL PROJECT RUBRICS AND GUIDELINES

Topic Proposal:

- Should be discussed in advance with the instructor.
- Should include an attempt to narrow a focus for the research.
- Should include the choice of medium for the final product: i.e. a paper or a visual presentation (see below for media options).

Bibliography

- At least 10 resources including three primary sources (English translation) and three academic journal articles (or book chapters from scholarly compendiums).
- Bibles, dictionaries, thesaurus, and online encyclopedias do NOT count against the 10 resources.
- Please notify the instructor of problems in finding or obtaining resources.
- Local church sources such as anniversary jubilee publications DO count against the 10, as "primary" sources.
- *The Covenant Quarterly* is a scholarly journal and it counts against both the 10 total sources and the 3 academic journal sources. *The Covenant Companion* may count against the 10 sources, but does NOT count as an academic journal.
- Personal interviews each count as a source against the 10, but cannot replace more than 2 written sources. If uncertain as to whether an interviewee is a primary or secondary source, consult the instructor.

Chicago Manual of Style

If a written term paper is submitted, it must conform to the following:

- Footnotes as outlined in the *Chicago Manual of Style*.
- Double-spaced. 12 pt Times New Roman font. One inch margins.
- On Microsoft Word, click on "paragraph" and adjust "before" and "after" to "0." Be sure this is applied to the whole document.

- Must be 10-15 pages. A title page does not count. Must be at least 10 pages before the bibliography begins. The bibliography **MUST** start a **NEW** page. 9 pages and a bleed of text onto the tenth does not equal a ten page paper.
- If English is your first language, the use of a thesaurus is discouraged.
- Lengthy block quotes can not be a device to fill space and short-cut your own discourse. If a lengthy quote is included, it is expected that additional pages will compensate.

Plagiarism is Absolutely Unacceptable. Please refer to the heading “Academic Honesty” below, to the North Park Theological Seminary student manual, and to the ethical guidelines for Covenant clergy.

Rubrics for Research Projects Equivalent to a Written Paper

Filmed Lecture

Students may choose instead to record themselves presenting their topic orally and send me the file. The presentation must last at least 40 minutes (approx.. the length of time it takes to read a 12 page double-spaced paper), and may include creative multi-media. Should this option be chosen, a bibliography of ten sources according to the guidelines above must be submitted. The filmed lecture will demonstrate the command and conversance with the research that is otherwise expected of a written paper.

Digital Visual Presentation

Students may choose instead to present their research and argument in a slide show in Publisher, Powerpoint or other program that allows them to excel at their visual or tactile style of learning and communication. By whatever means it is executed, command and conversance with the research must be demonstrated in clear and cogent explanations of what is displayed. The presentation should take about 40 minutes. The specified bibliography must be submitted.

Note: Please be aware that the “block quote” warning in written papers applies to these alternative media. Filler material of other’s work or statements must be used sparingly, or a longer presentation should be expected as a result.

GRADES

Work will be assessed based on completeness, clarity, evidence of growth in historical competency as described in the course objectives (see above, page 1), and timeliness. Adherence to professional and academic standards including proper spelling, grammar, and formatting will be given strong consideration. Letter grades will be awarded on the following percentage scale: A =95-100, A- =93-94; B+ =91-92, B =88-90, B- =86-87; C+ =84-85, C = 80-83, C - = 78-79. A grade of D or lower means that credit will not be awarded.

ADDITIONAL COURSE GUIDELINES

1. Attendance.

Student presence for all sessions of the intensive week is critical. Speak with the instructor (contact info. above) *before the intensive week* if you have conflicts, **including, interviews with BOOM.** At this Midwinter, attendance in class is your priority. Absences in preference for other Midwinter Events, whether special speakers or the meetings of various collegial groups, *are not excused.* Midwinter offers great speakers and events every year, this is your year to complete this class. Class is scheduled to begin 9 AM Monday, end each day at 5 PM, and ends 1 PM Friday. Travel plans and arrangements must take that into account, late arrivals or early departures do not constitute excuses for absence. Unexcused attendance gaps may result in loss of credit.



2. The Canvas Course Experience.

Ready, reliable, consistent access to internet is absolutely essential. The student's primary device for interfacing with the course must be capable of all content delivery: recorded video, research in online databases, and chatboard and email engagement with classmates and instructor. Software suites allowing for hassle-free submission of assignments via North Park's Canvas online platform and email system are highly recommended. Please contact North Park tech support for compatibility concerns, recommended browser information, etc.

Before and after the week-long seminar-intensive component, the Canvas online platform is the chief means of engaging the course. Students will be on Canvas regularly to receive updates and announcements from the instructor, to enter into discussions with the instructor and with each other, and submit assignments.

3. Submission of Assignments

All assessments are due by 11:59:59 p.m. of the time zone where the student is present. All assignments are to be submitted through Canvas.

4. Communication

Please email the instructor with questions or concerns, and every effort will be made to respond within 24 hours, M–F. Texting permitted. Phone calls will be received and returned between 1 PM and 7 PM instructor's time (Central). Phone or text: 224-276-1889.

ONLINE ATTENDANCE GUIDELINES

The intensive week experience is intended to cultivate in-person community and does not lend itself to online attendance; on-line participation in the intensive week will need to be approved in advance as an accommodation (see below, "Accommodations.") The following are North Park's guidelines relating to online attendance and the hyflex classroom.

The hyflex learning community may combine in-person students and students joining the classroom by Zoom. Toward cultivating a respectful, accessible environment for mutual learning, we commit to the following:

- All students are expected to come prepared for active, informed participation.
- Students attending virtually: Think of your physical space as an extension of the classroom. Ensure that you are in a private, stable location that is free of visual and audio distractions. It's important that we all respect the integrity of classroom discussion. (For this same reason, please do not record class sessions or take screenshots without permission.) Please keep your camera and microphone on through the class session. Consider purchasing a microphone/headset to improve the quality of your sound. (Attendance in class assumes that you are present in this way.)
- Students attending in person: Remember that the class and classroom extend to colleagues attending virtually; it's important to remain visible as well. Please engage the full learning community. Registering for the campus section entails a commitment to joining the class in person. If you are too sick to come in person, or if you have an unavoidable scheduling conflict, please use one of your excused absences for the semester rather than joining by Zoom.

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.
 5. Use of ChatGPT or other AI composition software to impersonate individual assignments.
- For additional information, see the Seminary Academic Catalog.

ACCOMMODATIONS

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 the instructor 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 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.

TITLE IX & EQUITY

In accordance with Title IX, North Park employees who become aware of any incident of discrimination, harassment or retaliation based on sex, gender, including pregnancy or related medical conditions, and other protected classes are required by law to notify North Park University's Title IX & Equity Team by submitting a report [here](#). The Title IX Coordinator will respond and manage concerns about students. The Senior Director of Human Resources and Deputy Title IX Coordinator will respond and manage concerns about employees. More information can be obtained here: [NPU’s Discrimination and Harassment Policy](#).

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from 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, student and instructor will submit the incomplete grade form and 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.” For the full policy, see page 15 of the [Seminary Academic Catalog](#).

COURSE SCHEDULE

Monday, January 20:

Introduction

1. Of the Instructor, *Jonathan M. Wilson, Ph.D, Th.M, M.Div*
2. Of the Course, *Canvas, syllabi, flexibilities and absolutes*
3. Of the Covenant, *Missional Pietism: How the Covenant Understands Itself*

A Reforming Church

The Fences around Communion, a Believer’s Ecclesiology, and the Rise of Pietism

Main Capture: “Six Proposals to Correct Conditions” by Spener

Places: Medieval Europe, Early Modern Germany, Colonial North America, early USA

Times: c.1215 – c.1830

1. What is Communion and Who is it For? A Thread in Reformation Ecclesiology
2. The Rise of Pietism in Germany
3. The Moravian Influence
4. Pietism in Early North America
5. The Conventicle Experience

Tuesday, January 21: **An Immigrant Church**

How 19th century Swedes understood and practiced pietism as a revival movement

Main Capture: “Where is it written?”

Places: Sweden, the United States (and Canada)

Chronology: c.1830 – c.1895

1. Pietism: Theology and Worldview
2. Pietism and Revival Begin in Sweden
3. The Evangelical National Foundation and the Augustana
4. The Career of Paul Peter Waldenstrom and the Atonement Controversy
5. The Mission Friends Synods in America
6. Student Collaborative “Mission Friends Forum”
7. The Covenant Church Gets Organized
8. Finding Function: Early Administration and Governance

Wednesday, January 22: **An Enclave Church**

Missions, Institutions, Language Transitions, Cultural Assimilations, Tensions

Main Capture: “The Covenant is no stranger to controversy.”

Places: Chicago, Minneapolis, Alaska, China, Sweden, Omaha, Congo

Times: 1890 - 1964

1. Covenant Schools
2. Early Mission: Philosophies and Obstacles
3. The Universalism Controversy
4. Modernism and Fundamentalism in Covenant Circles
5. Transitions in Leadership, Language, and Mission
6. Missionary Martyrs
7. *Monganga Paul*, movie (time permitting)



Thursday, January 23: **A Majority Church**

The transition from an immigrant heritage to a majority White culture.

Main Capture: “The Covenant Affirmations.”

Places: Chicago, Des Moines, Tacoma, etc.

Times: 1955-1986 (This is an overlap as we circle back on a theme)

1. Becoming An “American” Church
2. Post-war Issues in Ethos: Orthodoxy, Academic Freedom, Ecumenicalism
3. The Des Moines Petition
4. The Emergence of the Covenant Affirmations
5. A Hermeneutical Question: Ordaining Women
6. Guest Appearances

Two Non-Chronology Lectures (time permitting)

7. Covenant Hymnody
8. Walking Through Frisk Online

Friday, January 24: **A Mosaics Church**

Issues in Common Life, Common Mission, Leadership, Equality, Diversity, Community, Authority, Complexity, Mission Priorities:

Main Capture: “Raising more disciples in a more caring and just world.”

Places: USA and Canada

Times: 1986 - Present

1. Gateways to Diversity
2. Challenges to Relationality
3. The Growth of Polarizing Tensions
4. Planting and Supporting Immigrant Churches
5. Getting to Where We Are Today
6. Thoughts About the Future