



Course Syllabus: **HIST1103 Ancient World History II (NT Survey)**  
AgathonU Professor(s): John Oglesby, M.A., Christopher Cone, Th.D., Ph.D., Steve Spurlin, Ph.D., Th.D.  
For Program: ABS - 60 hours / AAAF – 60 hours  
Revision Date: 8/25/2024

Policies (Links) [Enrollment Agreement](#) [Withdrawal and Refund Policy](#)  
[Standards of Intellectual Honesty](#) [Writing Style Policy](#)

## I. COURSE DESCRIPTION

HIST1103 examines the history of the ancient world through study of the emphases of each book of the Greek New Testament and focusing on the history of each and relating each book to the larger picture of New Testament history.

## II. AGATHON PROFESSOR(S) BIO

John Oglesby is now a professor at Agathon University with previous experience in administration and academics at Calvary University. John received his BS in Advanced Biblical Studies as well as his MA in Bible and Theology from Calvary University. John has taught classes in Philosophy and Worldview, Theology, and Biblical Studies. His writing can be found at [johnoglesby.org](http://johnoglesby.org).

Dr. Christopher Cone is the professor of record for the course. He serves as President and CEO of AgathonEDU Educational Group. Cone has served as President of Calvary University and as Research Professor of Bible and Theology, in executive and faculty roles at Southern California Seminary as Chief Academic Officer and Research Professor of Bible and Theology, and at Tyndale Theological Seminary as President and Professor of Bible and Theology. He has served in several pastoral roles and has also held teaching positions at the University of North Texas, North Central Texas College, and Southern Bible Institute. His articles are published at [www.drcone.com](http://www.drcone.com), and he is the author and general editor of fifteen books.

Dr. Steve Spurlin is Associate Professor of Transformative Learning and Leadership for Agathon University. Dr. Spurlin received his BA in Music and BS in Psychology from Williams Baptist College. He earned his Master of Theological Studies from Tyndale Biblical Institute, his Doctor of Theological Studies from Scofield Graduate School and Theological Seminary, his PhD from Trinity Graduate School of Apologetics and Theology and has done doctoral work at Calvary University. His work and ministry experiences include worship and concert ministry, youth ministry, and several years in psychiatric and case management. Dr. Spurlin has spent the last fifteen years as teaching pastor, the last ten years being at Cornerstone Bible Church, Lubbock, Texas.

## III. COURSE TEXTS AND RESOURCES

- All AU courses use the Bible as a primary textbook. Translations used for coursework include any of the following: NASB, ESV, KJV, and NKJV. Other translations/versions may be used for complementary study and research.

- Benware, Paul. *A Survey of the New Testament*. Chicago, IL: Moody Press. ISBN: 978-0802424839. \$17.00
- Cone, Christopher. *A Concise Bible Survey: Tracing the Promises of God*. Fort Worth, TX: Exegetica Publishing. ISBN: 978-0976593034. \$16.00.

#### IV. COURSE SCHEDULE AND OUTLINE

##### **Module 1 – Introductory Matters (Dr. Steve Spurlin)**

A brief look at foundational aspects of studying Ancient World History as it relates to the Greek New Testament including source material, interpretive methodology, and theological method.

*Reading Assignment:*

- Benware, Part 1
- Cone, p. 163-169

*Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.

*Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least **two** other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted, and communicated, and should be gracious and edifying (even if critical).

*Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.

*Interaction question(s)/topic(s):* **Interaction question(s)/topic(s):**

##### **Module 2 – The Gospels (Dr. Christopher Cone)**

Dr. Christopher Cone presents ancient world history as it is found within the first four books of the Greek New Testament covering a synthetic overview as well as its relation to other world events that do not appear within the gospels.

*Reading Assignment:*

- One of the four gospels (Matthew, Mark, Luke, or John)
- Benware, Part 2
- Cone, p. 169-192

*Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.

*Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted, and communicated, and should be gracious and edifying (even if critical).

*Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.

*Interaction question(s)/topic(s):* **Interaction question(s)/topic(s):**

##### **Module 3 – The Acts of the Apostles – (Dr. Paul Weaver)**

Dr. Paul Weaver presents the historical events found within the Acts of the Apostles—the fifth book in the Greek New Testament.

*Reading Assignment:*

- Benware, Part 3
- Cone, p. 194–202

*Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.

*Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted, and communicated, and should be gracious and edifying (even if critical).

*Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.

**Interaction question(s)/topic(s):**

#### **Module 4 – Pauline Epistles I (Dr. Paul Weaver)**

Dr. Paul Weaver presents the historical events surrounding and within some of the Apostle Paul's earlier letters found within the Greek New Testament – 1 & 2 Thessalonians and 1 & 2 Corinthians.

*Reading Assignment:*

- 1 & 2 Thessalonians
- Benware, p.163-190
- Cone, p. 206-214

*Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.

*Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted, and communicated, and should be gracious and edifying (even if critical).

*Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.

**Interaction question(s)/topic(s):**

#### **Module 5 – Pauline Epistles II (Dr. Christopher Cone)**

Dr. Christopher Cone presents the historical events surrounding and within the Apostle Paul's first letters found within the Greek New Testament – Galatians and Romans.

*Reading Assignment:*

- Galatians and Romans
- Benware, p. 152-162, 191-206
- Cone, p. 212-220

*Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.

*Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted, and communicated, and should be gracious and edifying (even if critical).

*Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.

**Interaction question(s)/topic(s):**

#### **Module 6 – Pauline Epistles III (John Oglesby)**

John Oglesby explores the historical events surrounding and within the letter written by the Apostles Paul while he was imprisoned during his first imprisonment in Rome.

*Reading Assignment:*

- Galatians and Philippians
- Benware, p. 207-224
- Cone, p. 221-229

*Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.

*Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted, and communicated, and should be gracious and edifying (even if critical).

*Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.

*Interaction question(s)/topic(s):* **Interaction question(s)/topic(s):**

### **Module 7 – Pastoral Epistles (Dr. Roger Fankhauser)**

Dr. Fankhauser explores what is often referred to as the pastoral epistles – 1 & 2 Timothy and Titus.

*Reading Assignment:*

- 1 & 2 Timothy and Titus
- Benware, p. 225-239
- Cone, p. 230-234

*Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.

*Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted, and communicated, and should be gracious and edifying (even if critical).

*Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.

*Interaction question(s)/topic(s):* **Interaction question(s)/topic(s):**

### **Module 8 – General Epistles I (Dr. Steve Spurlin)**

Dr. Spurlin explores the books of James and Hebrews, providing a synthetic overview as well as a glimpse into the world events surrounding these books.

*Reading Assignment:*

- James and Hebrews
- Benware, p. 240-249
- Cone, p. 203-205, 235-237

*Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted, and communicated, and should be gracious and edifying (even if critical).

*Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.

*Interaction question(s)/topic(s):* **Interaction question(s)/topic(s):**

### **Module 9 – General Epistles II – (Dr. Roger Fankhauser)**

Dr. Fankhauser explores the remaining general epistles, providing a synthetic overview as well as a glimpse into the world events surrounding these books.

*Reading Assignment:*

- 1&2 Peter, Jude, 1, 2, & 3 John
- Benware, p. 250-269
- Cone, p. 238-246

*Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.

*Interaction Assessment:* Learners will create an initial, substantive post on the assigned

question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted, and communicated, and should be gracious and edifying (even if critical).

*Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.

*Interaction question(s)/topic(s):* **Interaction question(s)/topic(s):**

### **Module 10 – Revelation – (John Oglesby)**

John Oglesby presents a synthetic overview of the events within the book of Revelation, relating the past history and future events.

*Reading Assignment:*

- Revelation
- Benware, p. 270-281
- Cone, p. 247-253

*Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.

*Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted, and communicated, and should be gracious and edifying (even if critical).

*Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.

*Interaction question(s)/topic(s):* **Interaction question(s)/topic(s):**

*Course Content Assessment:*

Learners will complete a multiple-choice cumulative exam.

*Competency Assessment:*

Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the Mentoring Professor:

1. Practical Engagement Component – a practical social engagement of 1-1.5 hours applying principles covered in the course, and a 1000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
2. Writing Component – a publishable quality paper of 3000-5000 words on an approved topic related to the course material.
3. Teaching Encounter Component – preparing, delivering, recording, and submitting a 20–40-minute teaching to a live audience on an approved topic related to the course material.

## **V. LEARNING OUTCOMES**

### **Course Learning Outcomes (CLOs)**

1. To establish an understanding of global historical events from 400BC – 100AD.
2. To provide principles for understanding past events and applying principles found within to the present.
3. To provide a synthetic overview of the Greek New Testament.
4. To provide a model for synthetic overview.

### Program Learning Outcomes (PLOs)

1. To prepare Learners for roles in transformative education teaching and service.
2. To provide Learners a foundation for effective individual and organizational leadership in diverse environments.
3. To ensure Learners demonstrate worldview foundation for empowering people and building communities.
4. To help Learners formulate a Biblical approach to transformative learning and leadership.

### Agathon UAF Learning Outcomes (ALOs)

1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically from a Biblical worldview platform, solve problems, and conduct interdisciplinary research at a level appropriate to their program, and in a way that is gracious and beneficial to those operating within other worldviews.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.
4. *Social Responsibility* – Learners will appreciate the diversity in, and value of others as designed by our Creator, and will grow in willingness and capability to serve others.
5. *Worldview Applications* – Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

### VI. ASSIGNMENTS AND GRADING RUBRIC (1000 POINTS)

|                             |                       |             |                          |
|-----------------------------|-----------------------|-------------|--------------------------|
| Module Assessments          | (20 points each x 10) | 200 Points  | CLO # / PLO # / ALO #1,2 |
| Reading Content Assessments | (20 points each x 10) | 200 Points  | CLO # / PLO # / ALO #1,2 |
| Interaction Assessments     | (10 points each x 10) | 100 Points  | CLO # / PLO # / ALO #2   |
| Course Content Assessment   |                       | 250 Points  | CLO # / PLO # / ALO #3,5 |
| Competency Assessment       |                       | 250 Points  | CLO # / PLO # / ALO #4,5 |
| Total Available Points      |                       | 1000 Points |                          |

[View the Agathon UAF Grading Policy and Assessment Rubrics Here](#)

### VII. GRADING SCALE

|         |   |
|---------|---|
| 91-100% | A |
| 81-90%  | B |
| 71-80%  | C |
| 61-70%  | D |
| 0-60%   | F |

### VIII. CARNEGIE UNIT CREDIT HOUR EQUIVALENT

|                                   |          |
|-----------------------------------|----------|
| Total Hours of Module Content:    | 20 hours |
| Total Hours of Reading Content:   | 40 hours |
| Total Hours of Minor Assessments: | 40hours  |
| Total Hours of Major Assessment:  | 35 hours |

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Equivalent of 3 Credit Hours (135 hours of total course time per credit hour)