



Course Syllabus: **HIST1101 Ancient World History I (OT Survey)**  
AgathonU Professor(s): Steve Spurlin, PhD, ThD; John Oglesby, MA; Dan Starcevich, PhD  
For Program: ABS - 60 hours / AAAF – 60 hours / BBE – 120 hours  
Revision Date: 11/14/2025 mc

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

## I. COURSE DESCRIPTION

HIST1101 examines the history of the ancient world through study of the emphases of each book of the Hebrew Old Testament and focusing on the history of each and relating each book to the larger picture of ancient world history.

## II. AGATHON PROFESSOR(S) BIO

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 as well as several years in the psychiatric and case management fields. Dr. Spurlin has spent the last fifteen years as teaching pastor, the last ten years being at Cornerstone Bible Church, Lubbock, Texas.

John Oglesby presently serves as 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).

Dan Starcevich serves as associate professor of transformative learning and leadership at Agathon University. Dan has served as pastor, and professor of bible and theology at Tyndale Theological Seminary and Biblical Institute. He is president of TheoFaith, a Bible teaching ministry. He received his BS in Business from Hawaii Pacific University, a MS in Management from the University of Southern California, a ThM from Dallas Theological Seminary, and PhD from Tyndale Theological Seminary. Dan is the author of Lord and Land: The Sovereignty of God and the Land of Israel, has contributed several articles to academic publications, and has taught at the graduate level. His website is [www.theofaith.org](http://www.theofaith.org), and TheoFaith can also be found on YouTube.

## III. COURSE TEXTS AND RESOURCES

1. 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.

2. Hoerth, Alfred J. 1998. *Peoples of the Old Testament*. Grand Rapids, MI: Baker Books. ISBN: 978-0801021961. \$27.96. Kindle edition available.
3. Cone, Christopher. 2014. *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)**

This module will equip the Learner to examine and identify viable sources for the full-orbed study of Ancient World History. Further, the Learner will be able to express an informed hypothesis of the purpose and aim of the history of the world.

1. *Reading Assignment:*
  - Read Genesis 1-11 (VLO 2,3,4/ CLO 3,5/ PCO 1,2,3,4)
  - Read *Peoples of the Old Testament* (pages 19-42) (VLO 1,2,4,5/ CLO 1,2,3,4/ PCO 1,2,4)
  - Read *A Concise Bible Survey* (pages 1-22) (VLO 2,3,5/ CLO 3,5/ PCO 1,2/3, 4)
2. *Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.
3. *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).
4. *Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s):*
  - What sources are available and valuable for the study of Ancient World History?
  - What is the purpose and aim of world history?

##### **Module 2 – Outlining World History Part I, Ancient Origins to 1370 B.C. (Dr. Steve Spurlin)**

Upon completion of this module, the Learner will be able to compare and contrast various ancient cosmologies with that of the biblical Genesis account. Further, the Learner will be able to identify the key events of the period from the beginning of history to 1370 and discuss key figures involved in them.

1. *Reading Assignment:*
  - Read Genesis 12-50, and skim Exodus, Numbers, and Joshua (VLO 2,3,4/ CLO 3,5/ PCO 1,2,3,4)
  - Read *A Concise Bible Survey* (pages 22-55) (VLO 1,2,3,5/ CLO 3,5/ PCO 1,2a,3b)
2. *Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.
3. *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).
4. *Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s):*
  - What ancient origin accounts have been preserved and what similarities do they exhibit?
  - What are the key events of this period of recorded history?
  - Who are the key nations and individuals that were involved during this period of history?

**Module 3 – Outlining World History Part II, From 1370 B.C. to 971 B.C. (Dr. Dan Starcevich)**

Having captured the land, Israel entered a period of repeated cycles consisting of disregard for their law, oppression by enemy nations, followed by a judge who would be raised up to rescue them. The nations surrounding Israel played prominently during the time. Upon completion of this module, the Learner will be able to identify the nations and events that shaped this period.

1. *Reading Assignment:*
  - Read Judges, I Samuel, I and II Kings (VLO 2,3,4/ CLO 3,5/ PCO 1,2,3,4)
  - Read A Concise Bible Survey (pages 58-82) (VLO 1,2,3,5/ CLO 3,5/ PCO 1,2a,3b)
2. *Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.
3. *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).
4. *Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s):*
  - What is a result of breaking a covenant with God? Give an example.
  - What pattern of behavior is developed by the Israelites during this time of judges and kings?

**Module 4 – Outlining World History Part III, From 971 B.C. to 586 B.C. (Dr. Dan Starcevich)**

With the death of Solomon, Israel was divided into ten tribes in the north and the tribes of Benjamin and Judah in the south. What were the consequences of this division? Which nations arose to challenge the divided kingdom? What became of the divided kingdoms? Upon completion of this module, the Learner will be able to identify the events that led to Israel and Judah being removed from their land. Further, the Learner will be able to identify and discuss the nations and conflicts that led to Israel's and Judah's deportations.

1. *Reading Assignment:*
  - Read Ezra and Nehemiah (VLO 2,3,4/ CLO 3,5/ PCO 1,2,3,4)
  - A Concise Bible Survey (pages 140-141; 147-148) (VLO 1,2,3,5/ CLO 3,5/ PCO 1,2a,3b)
2. *Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.
3. *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).
4. *Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s):* What are some of the consequences upon Israel after the death of Solomon?
  - What are some of the consequences upon Israel after the death of Solomon?
  - Compare and Contrast the kingdoms of Israel up to and including their division and conquering.
  - What was the challenge that Elijah responded to and what was the result?

### **Module 5 – Outlining OT History Part IV, From 586 B.C. to 323 B.C. (Dr. Dan Starcevich)**

This extended section of history was quite tumultuous with several nations coming into prominence only to be overtaken by another. Who were these nations and what transpired between them during these years? By the end of this module, the Learner will be able to identify and trace the rise and fall of each of these nations. Further, the Learner will be able to determine the lasting impact that the events of this period have had on the world.

1. *Reading Assignment:*

- Read Ezra and Nehemiah (VLO 2,3,4/ CLO 3,5/ PCO 1,2,3,4)
- A Concise Bible Survey (pages 140-141; 147-148) (VLO 1,2,3,5/ CLO 3,5/ PCO 1,2a,3b)

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

3. *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).

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

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

- What was the spiritual condition of the Jews as related in Ezra during the return and rebuilding of the temple?
- What are some of the obstacles Nehemiah had to incur during the rebuilding of the walls of Jerusalem?
- What were the reforms that Nehemiah instituted for Israel after the building of the walls?

### **Module 6 – The Five Major Kingdoms, 605B.C. to c.180 (Dr. Steve Spurlin)**

This module will enable the Learner to identify the kingdoms in question, discuss the key aspects of their reigns, and examine their relationship to ancient Israel.

1. *Reading Assignment:*

- Read the Book of Daniel (VLO 2,3,4/ CLO 3,5/ PCO 1,2,3,4)
- A Concise Bible Survey (pages 130-136) (VLO 1,2,3,5/ CLO 3,5/ PCO 1,2a,3b)

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

3. *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).

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

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

- What was the spiritual condition of the Jews as related in Ezra during the return and rebuilding of the temple?
- What are some of the obstacles Nehemiah had to incur during the rebuilding of the walls of Jerusalem?
- What were the reforms that Nehemiah instituted for Israel after the building of the walls?

### **Module 7 – Old Testament Nations of the Ancient World Part I (John Oglesby)**

The Hebrew Scriptures identify several civilizations that affected the history of the ancient near east. Their influence was felt to varying degrees. This module seeks to address these nations using sources other than the required texts. The Learner will be able to identify and name the nations

discussed. The Learner will also examine and compare various similarities between the nations and their cultures.

1. *Reading Assignment:*
  - Read Peoples of the Old Testament (pages 19-42, 127-155)
  - Read A Concise Bible Survey (pages 163-165)
2. *Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.
3. *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).
4. *Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s):*
  - Name a civilization discussed in the module and how its culture influenced its relationship with Israel?
  - Discuss a resource used and the views toward Israel with a comparison of the scriptures.
  - What are some common discrepancies that other cultures had related to scriptural understandings presented.

#### **Module 8 – Old Testament Nations of the Ancient World Part II (John Oglesby)**

This module is a continuation of the discussion of ancient world civilizations that are mentioned in Hebrew Scriptures. The Learner will be able to identify and distinguish the nations discussed. The Learner will also examine and compare various similarities between the nations and their cultures.

1. *Reading Assignment:*
  - Read Peoples of the Old Testament (pages 43-106)
2. *Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.
3. *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).
4. *Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s):*
  - Name a civilization discussed in the module and how its culture influenced its relationship with Israel?
  - Discuss a resource used and the views toward Israel with a comparison of the scriptures.
  - What are some common discrepancies that other cultures had related to scriptural understandings presented.

#### **Module 9 – Old Testament Nations of the Ancient World Part III (John Oglesby)**

This module is a continuation of the discussion of ancient world civilizations that are mentioned in Hebrew Scriptures. The Learner will be able to identify and distinguish the nations discussed. The Learner will also examine and compare various similarities between the nations and their cultures.

1. *Reading Assignment:*
  - Peoples of the Old Testament (pages 207-230)
2. *Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.
3. *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).

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

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

- Discuss characteristics of the Canaanites discussed in the module and how its culture influenced its relationship with Israel?
- Discuss a resource used and the views toward Israel with a comparison of the scriptures.
- What are some common discrepancies that other cultures had related to scriptural understandings presented.

### **Module 10 – Old Testament Nations of the Ancient World Wrap Up & Review (Dr. Steve Spurlin)**

This module concludes the discussion of ancient world civilizations that are mentioned in Hebrew Scriptures. The module will also serve to review for the final exam. The Learner will be able to identify and distinguish the nations discussed. The Learner will also examine and compare various similarities between the nations and their cultures.

1. *Reading Assignment:*

- Read Peoples of the Old Testament (pages 251-333)

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

3. *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).

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

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

- Discuss characteristics of the Assyrians (or Babylonians) discussed in the module and how its culture influenced its relationship with Israel?
- Discuss a resource used and the views toward Israel with a comparison of the scriptures.
- What are some common discrepancies that other cultures had related to scriptural understandings presented.

### **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. Learners will identify the several nations who played important roles in the Ancient Near East and their effect, if any, on current cultures.
2. Learners will demonstrate knowledge of the transfer of power from one nation to another by examining the changes that came with each successive nation.
3. Learners will compare the events of ancient world history with the records found in the Hebrew Scriptures and other texts and evaluate their findings.
4. Learners will evaluate the contributions of the nations addressed.
5. Learners will gain a new or renewed appreciation of the accuracy of the historical narratives of the Hebrew Scriptures.

### Program Learning Outcomes (PLOs)

1. To prepare Learners for specialized undergrad study in transformative education theory and in leadership strategies.
2. To provide Learner's key worldview foundations for critical thinking and study.
3. To provide Learners with practical experience germane to their 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



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Course Content Assessment	250 Points	CLO # / PLO # / ALO #3,5
Competency Assessment	250 Points	CLO # / PLO # / ALO #4,5
Total Available Points	1000 Points	

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[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 (45 hours of total course time per credit hour)