



Course Syllabus

BIBL7511 / EDUC7511 Worldview Premises for Transformative Learning (Analysis of Genesis)

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I. AGATHON UAF PROFESSOR BIO

Dr. Christopher Cone, Th.D, Ph.D, Ph.D, serves as President and CEO and Research Professor of Transformative Learning and Leadership at Agathon UAF. His detailed bio is available here: <https://drcone.com/bio/>.

II. COURSE DESCRIPTION

BIBL7511 / EDUC7511 Worldview Premises for Transformative Learning (Analysis of Genesis) is a post-graduate level analysis of the historical narrative of Genesis, which provides the epistemological and metaphysical grounding for Transformative Learning. As the first primary source in transformative literature, the text of Genesis presents many foundational aspects necessary for transformative learning. This analysis takes an exegetical approach, drawing implications from the text itself to help learners arrive at a worldview intended by the author of Genesis.

III. COURSE SUMMARY

This course helps learners understand foundational worldview premises regarding epistemology (the source of authority, the nature of meaning and communication) and metaphysics (the nature of reality and existence, divine identity and design, human existence and purpose, outlines for future unfolding of history), with a view toward the ethical implications and expectations for contemporary generations.

IV. LEARNING OUTCOMES

Course Learning Outcomes (CLOs)

1. To be able to determine through exegetical analysis a textually justified model for understanding transformative literature.
2. To be able to classify through historical synthesis epistemological and metaphysical principles undergirding transformative learning.
3. To be able to differentiate the identity of historical groups and individuals introduced in the narrative, for more accurate understanding of other transformative literature.

Program Learning Outcomes (PLOs) – Ed.D. in Transformative Learning and Leadership

1. To equip Learners, as experienced educators and leaders, for individual, organizational, and system-level transformative leadership.
2. To enhance Learners' focus on the Biblical worldview-based theory, practice, and assessment.
3. To prepare Learners for various special, diverse, innovative learning and leadership contexts.
4. To produce Learners' aptitude for multidimensional analysis, critical thought, and the synthesizing of transformative learning and leadership principles.

Program Learning Outcomes (PLOs) – Ph.D. in Biblical Exegesis and Praxis

1. To equip Learners for advanced Biblical research in the original languages for the furtherance of the field of Biblical studies.
2. To enhance application of Biblical worldview-based hermeneutic and exegetical principles for personal transformative learning growth.
3. To produce advanced capabilities for interdisciplinary understanding of Biblical worldview impact.
4. To develop excellent skills for transforming education and leadership through Biblical praxis.

Agathon UAF Learning Outcomes (ALOs)

1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate the ability to think critically, solve problems, and conduct interdisciplinary research at a level appropriate to their program.
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 worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

V. COURSE READING

Required Texts:

- (1) All Agathon UAF 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) Bigalke, Ron, *The Genesis Factor: Myths and Realities* (Master Books, 2008) ISBN: 978-0-89051-480-1, \$16 – selected to provide an introduction to controversies surrounding concepts in Genesis.
- (3) Thomas Constable, *Notes on Genesis* (PBC, 2023) *electronic*, viewable at: <https://planobiblechapel.org/tcon/notes/pdf/genesis.pdf> – selected to provide a complementary and introductory analysis of the Genesis text, and for its citations and bibliography providing material for further research.
- (4) Christopher Cone, *A Concise Bible Survey* (Exegetica, 2012) ISBN: 978-0-976593027, \$7 (electronic, here: <https://exegeticapublishing.com/downloads/a-concise-bible-survey-by-christopher-cone-ebook-pdf/>) – selected to provide a synthetic overview, to show the first historical narrative in its context and with its broader implications.
- (5) Christopher Cone, *Priority in Biblical Hermeneutics* (Exegetica Publishing, 2018) ISBN: 978-0998280523, \$14 – selected to demonstrate the importance of the nature of communication and meaning as rooted in the historical narrative of Genesis.
- (6) Christopher Cone, *Redacted Dominionism* (Wipf and Stock, 2012) ISBN: 978-1620321591, \$22 – selected to provide a detailed case study on metaphysical impact of events within the Genesis narrative on today's world.
- (7) Gousmett, Chris (2021) "Christopher Cone and Redacted Dominionism: Review Essay," *Pro Rege*: Vol. 50: No. 1, 1 - 15. Available at: https://digitalcollections.dordt.edu/pro_rege/vol50/iss1/1 – selected to present a counterpoint and competing model for connecting metaphysics and ethics.
- (8) Christopher Cone, "The Anti-Logic Tendency of the Theological Interpretation of Scripture: A Response to and Critique of Chris Gousmett's Review of Christopher Cone and Redacted Dominionism." Available at: <https://drcone.com/2023/09/25/the-anti-logic-tendency/> – selected as a counterpoint to Gousmett's alternative metaphysic/ethic.
- (9) Christopher Cone, *Authentic Social Justice* (Exegetica Publishing, 2020) ISBN: 978-0998280578, \$14 – selected to show connections of metaphysical premises in Genesis to ethical and socio-political implications.
- (10) Matthew Bryce Ervin, *The Divine Messenger: Appearances of the Son of God in the Old Testament* (Wipf and Stock, 2023). ISBN: 978-1666771619, \$27
- (11) McGee, David, *Day or Age: Evaluating Progressive Creationism* (Exegetica, 2023). ISBN: 978-1-60265-097-8, \$17.

VI. COURSE OUTLINE

Module 1 – Introduction, Genesis 1-3

Pre-Reading:

- Genesis 1-3
- Constable, 1-115
- Bigalke, Chapter 1
- McGee, Chapter 1

Discussion Questions

- Who is God?
- Who is humanity?
- Does the Bible claim 6-day creation?
- Why different accounts in 1 and 2?
- Who is the serpent?
- How many kinds of death are in 2 and 3?
- What did the Fall change?

Module 2 – Genesis 4-7

Pre-Reading:

- Genesis 4-7
- Cone, PBH, Chapters 1-6
- Bigalke, Chapter 2

Discussion Questions

- Why God accepted one offering and not the other? 4:3-7
- Why the anticipation for the “seed?” 4:1, 25-26
- What was added to humanity after the Fall? 5:3
- Who are the sons of God? 6:2
- Did God repent? 6:6-7
- What do we learn about hermeneutics from Noah? 6-7
- Was the flood global? 7:18-24

Module 3 – Genesis 8-11

Pre-Reading:

- Genesis 8-11
- Cone, RD
- Bigalke, Chapter 3

Discussion Questions

- What is the relationship of science and faith (undemonstrated vs. demonstrated knowledge)? 8:6-12
- What was God’s and Noah’s hermeneutic model? 8:15-21
- Does humanity have dominion today? 1:28 / 9:1, 7

- How does the human diet change? 9:2-4
- Why is human life sacred, and the purpose of the death penalty? 9:5-6
- Are animals moral creatures? 9:5 / Ecc 3:21
- What is the significance of the covenant of restraint / Noahic covenant? 9:9-17
- What is Canaan's curse, and what is it not? 9:24-27
- What does it mean, the earth was divided? 10:25
- What is the significance of the origin of nations/peoples? 10:32
- When did communication become difficult? 11:1, 7, 9
- What was the error of Babel? 11:4
- Why the genealogies? 11:10, 27

Module 4 – Genesis 12-15

Pre-Reading:

- Genesis 12-15
- Gousmett
- Cone “The Anti-Logic Tendency...”
- Bigalke, Chapter 4

Discussion Questions

- What are the seven commitments God makes to Abram? 12:2-3
- How did Abram model hermeneutics?
- Did Abram see God? 12:7-8
- What was wrong with Sodom and Gomorrah? 13:10-13
- Who was Melchizedek? 14:18-20 / Heb 7:1-4
- What is the recipe for righteousness? 15:6
- Why was Abram's sleep significant?
- How does God's covenant with Abram impact the rest of Scripture?

Module 5 – Genesis 16-19

Pre-Reading:

- Genesis 16-19
- Cone, PBH, Chapters 10,13,14,15
- Bigalke, Chapter 5
- McGee, Chapter 2

Discussion Questions

- What are the seven commitments God makes to Abram? 12:2-3
- How did Abram model hermeneutics?
- Did Abram see God? 12:7-8
- What was wrong with Sodom and Gomorrah? 13:10-13
- Who was Melchizedek? 14:18-20 / Heb 7:1-4
- What is the recipe for righteousness? 15:6
- Why was Abram's sleep significant?

- How does God's covenant with Abram impact the rest of Scripture?

Module 6 – Genesis 20-23

Pre-Reading:

- Genesis 20-23
- Ervin
- Bigalke, Chapter 6
- McGee, Chapter 3

Discussion Questions

- Who is the first prophet in recorded history? 20:7, 17-20
- What does the birth of Isaac tell us about how to understand what God says? 21:1-2, 12-13
- What can we learn about how God interacted with Abimelech, Hagar, and Ishmael? 20:3-6, 21:17-20, 23-27
- What is significant about Moriah? Genesis 22:2, 14 / 2 Chronicles 3:1
- How reliable are God's commitments to Abraham? 22:126-18
- What do we learn about God's character through His names and activities?

Module 7 – Genesis 24-31

Pre-Reading:

- Genesis 24-31
- Cone, *ASJ*, Chapters 1-5
- Bigalke, Chapter 7
- McGee, Chapter 4

Discussion Questions

- Was the Abrahamic Covenant fulfilled in Abraham's lifetime? 24:1, 25:11, 26:3-4
- Why not take Isaac back to Haran/Nahor or simply find a wife from Canaan? 24:3-6, 26:2
- What is the significance of the *toledoth* of Ishmael? 25:16
- Were God's promises based on the people's merit? 25:23
- Was the Abrahamic covenant conditional? 26:3-5
- Was the Abrahamic Covenant to be fulfilled through Jacob or Esau? 28:3-4, 13-14
- Is Jacob's loyalty to God conditional? 28:20-21
- Did the Bible condone polygamy? 29
- How did God work with human involvement to ensure His word to Jacob was fulfilled? 31:3-7,42
- How important was Jacob's vow? 28:20-21, 31:13
- Did God talk to others besides the descendants of Abraham? 31:24,29
- What is significant about Jacob and Laban speaking different languages? 31:47

Module 8 – Genesis 32-39

Pre-Reading:

- Genesis 32-39
- Cone, *ASJ*, Chapters 6 -11
- Bigalke, Chapter 8
- McGee, Chapter 5

Discussion Questions

- How does Jacob model hermeneutic soundness? 32:9-12
- Who was the man with whom Jacob wrestled? 32:24-30
- What ethical dilemma is presented in Shechem? 33:30-31
- What was the problem with intermarriage? 34:9-10
- What is significant about God naming Jacob Israel? 35:10-12
- What can we learn about Esau and God's faithfulness? 36
- Why the immediate focus on Joseph in the *toledoth* of Jacob? 37:28,36
- Why the episode with Judah? What is significant about his hypocrisy? 38
- Are God's judgments arbitrary (compare Judah, Er Onan)? 38:7,10,26
- Joseph's life appeared to be falling apart, yet the text says that God was with Him – how do we justify those two things? 39:2,3,21,23

Module 9 – Genesis 40-47

Pre-Reading:

- Genesis 40-47
- Cone, *ACBS*, Chapters 1-6
- Bigalke, Chapter 9

Discussion Questions

- Can dreams/visions be understood by hermeneutic principles? 40, 41:12-13, 16
- Does God still use dreams/visions? 41:25,28, 1 Cor 13, Hebrews 1
- How can we be discerning and wise like Joseph? 41:39, Prov 1:7, 2:6
- What is the significance of Joseph's two sons? 41:51-52
- Why did these events matter? 41:57, 42:5
- What is the significance of Judah's question about justification? 44:16
- What principle does Joseph repeat three times that is central to our understanding of God and ourselves? 45:5-8
- In 46:2-4 God provides more detail about His covenant promises. How does that help us understand the concept of *progressive revelation*?
- Are there numeric contradictions with the 66/70 and then 70/75 in Acts 7:14? (cff, BHS/LXX) 46:26-27
- Note Joseph's interesting government and taxation program in 47.

Module 10 – Genesis 48-50

Pre-Reading:

- Genesis 48-50
- Cone, *ACBS*, Chapters 7-11
- Bigalke, Appendix

Discussion Questions

- Why did Jacob think that God had applied the covenant to him and his descendants? 48:3-4
- How did Ephraim and Manasseh have a unique position among Joseph's brothers? 48:5-6, 9, 14, 19-20
- What do we learn about God and Jacob's relationship with Him in 48:15-16
- Was Jacob prophesying in 49? 49:1, 28
- How and why was Judah unique? 49:8-10
- What can we learn from Joseph's assessment of circumstances? 50:19-20, 24

VII. Assignments and Grading Rubric (1000 Points)

1. Module Assessment (20 points each x 10) 200 Points (Video Presentations)
 - a. CLO 3 / PLO 3,4 / ALO 1,2
 - b. Instructions: Learners will submit a 10-15 minute video presentation summarizing the content of each module (10 total videos)
2. Course Content Assessment 200 Points (Short Essay Exam)
 - a. CLO 2 / PLO 3,4 / ALO 3,5
 - b. Instructions: Learners will choose any 1 Discussion Question from each module and address the topic/question in roughly 1000 words. (1 short essay per question/topic, total of 10 short essay answers).
3. Interaction Assessment 200 Points (Discussion Board)
 - a. CLO 2 / PLO 3,4 / ALO 2
 - b. Instructions: Learners will post in the discussion board a substantive post answering any of the three discussion topics in each module and will respond to at least two other posts by Learners/Faculty in the module.
4. Reading Content Assessment 200 Points (Reviews and Critiques)
 - a. CLO 1 / PLO 3,4 / ALO 1,2
 - b. Instructions: Learners will write a 1000-1500 word review and critique on each module's assigned readings (one overall review per module). Learners should summarize the material and offer some critique or poignant analysis.
5. Competency Assessment 200 points
 - a. CLO 3 / PLO 1,2 / ALO 4,5
 - b. Instructions: Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the mentoring professor:
 - i. Civic Engagement Component – a practical social engagement of 3-6 hours applying principles covered in the course, and a 2000-word report

- discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
- ii. Journal Article Component – a journal article quality paper of 8000-10000 words on an approved topic related to the course material, to be submitted to a relevant academic journal (Style determined by the journal of submittal).
 - iii. Teaching Encounter Component – preparing, delivering, recording, and submitting a 60–90-minute teaching to a live audience on an approved topic related to the course material.

VIII. Grading Scale

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

IX. Carnegie Unit Credit Hour Equivalent

Total Hours of Module Content:	20 hours
Total Hours of Reading Content:	60 hours
Total Hours of Minor Assessments:	20 hours
Total Hours of Major Assessment:	20 hours
Total Hours of Competency Assessment:	40 hours
Equivalent of 3 Credit Hour (160 hours of total course time)	

X. Enrollment Agreement, Refund Policy, and Other Policies

Institution

Agathon UAF
PO Box 241, Fort Walton Beach, Florida, 32549
www.agathonu.com 850-943-4205

Program

Ph.D. in Biblical Exegesis and Praxis
Course – BIBLE7511 Worldview Premises for Transformative Learning (Analysis of Genesis) – 3 hours

Post-Graduate Elective

Course – EDUC7511 Worldview Premises for Transformative Learning (Analysis of Genesis) – 3 hours

Enrollment Agreement

View the Enrollment Agreement here: <https://www.agathonu.com/enrollment-agreement/>

Withdrawal and Refund Policy

View the Withdrawal and Refund Policy here: <https://www.agathonu.com/refund-and-withdrawal-policy/>

Calendar and Course Duration

View the Calendar and Course Duration Policy here: <https://www.agathonu.com/calendar-and-course-duration-policy/>

Intellectual Integrity and Plagiarism Policy

View the Standards of Intellectual Honesty Policy here: <https://www.agathonu.com/standards-of-intellectual-honesty-policy/>

Writing Style Policy

View the Writing Style Policy here: <https://www.agathonu.com/writing-style-policy/>

Other Policies

View all other Policies at the Agathon UAF Policy Library here: <https://www.agathonu.com/policy-library/>