

Syllabus for Creation Science (BST 702)
Front Range Bible Institute
Professor Timothy L. Dane
Winter 2011

I. Course Description

This course is designed to expose the student to the subject of science in the light of Scripture and how these two relate to one another. The class is both theological and apologetical in nature. It is theological in that its content helps students better understand the meaning of God and His creation. It is apologetical in that it helps the student be better equipped for presenting and defending these same theological truths.

II. Course Objectives

At the conclusion of this course, the student will be able to:

- A. Have a basic understanding of what the text of Genesis teaches about creation according to Literal, Grammatical, Historical hermeneutics.
- B. Have a basic understanding of the major tenets of evolution and why the popular idea of macro-evolution should be rejected.
- C. Have a basic understanding of how micro-evolution—as it is sometimes called—has operated over the ages, and how this process explains the variation that one finds within each species (DNA studies, etc.).
- D. Have a basic understanding of the assumptions used in present dating methods by many non-Christian scientists, and how these assumptions are used to argue for an “old earth.”
- E. Have a basic understanding of what proper conclusions can be safely drawn from the fossil record, and how this record lends strong credence to the fact of a global flood.
- F. Have a basic understanding of how the Bible relates to the study of astronomy based upon valid scientific findings.

III. Required Course Materials

- A. John C. Whitcomb and Henry Morris, *The Genesis Flood* (Grand Rapids: Baker, 1961) (489pp.)
- B. John F. Aston, ed., *In Six Days: Why Fifty Scientists Chose to Believe in Creation* (Green Forest, AK: Master Books, 2000). (384pp)

- C. Ham, Ken, gen. ed. *The New Answers Book: Over 25 Questions on Creation/Evolution and the Bible*. Green Forest, AK: Master Books, 2006. (365pp.)
- D. John C. Sanford, *Genetic Entropy & The Mystery of the Genome* (Lima, NY: Elim, 2005). (202pp.)
- E. Tim Dane, “Young Earth Creationism” (unpublished article)
- F. Videos to be supplied on loan by the professor
 - 1. God of Wonders
 - 2. Creation
 - 3. Starlight and Time
 - 4. Mt. St. Helens
 - 5. Unlocking the Mystery of Life
 - 6. Incredible Creatures that Defy Evolution
 - 7. The “Back To Genesis” video set
- G. Suggested: Your own computer or at least access to a computer.
- H. Suggested: Logos Libronix Bible Software Program (highly **recommended** as a personal study tool, but not required for the class. Group discount may be possible through FBI).

IV. Course Requirements

- A. Register and pay online by registering for Professor Dane’s Greek Exegesis Class
- B. Obtain and read the required textbooks and be prepared to present a written statement at the end of the session that you have read these materials.
- C. (This requirement is suspended for the 2011 session) Write a book report on each of the books and turn in these book reports. In these reports, the student should try to give a degree of critical analysis of the major points learned.
- D. Create an outline from all of your studies that can serve as a ministry tool for you in the future. This outline will be a Christian explanation of the following topics. You can make this outline as full as you want and you can put as much text and explanation as you want. At the present time, I want you to create the beginning of a tool that you can build upon for future use. Make the major sections as follows:
 - 1. The Fallacy of the Claim of Scientific Objectivity and the Role of Worldviews in the Practice of Secular Science.
 - 2. The Impact of Holding to Uniformitarianism or Catastrophism as a Basic Premise.
 - 3. The Biblical Teaching about Creation and the Age of the Earth
 - 4. A discussion of what the fossil record actually demonstrates, and how this fossil record supports a cataclysmic flood

5. A discussion about Genesis 11 and how land and language divisions arose after the flood, and how these divisions are evident in the world today
6. A discussion of the strengths and weaknesses of popular dating methods
7. Light Travel and Astronomical Issues
8. A discussion of DNA and Genetics and how these scientific findings (1) argue against macro evolution, (2) allow for “micro evolution” and (3) fit into the biblical teaching about God’s creation of distinct species

E. Again, I want you to create a tool that you can use for ministering to others. If you create an outline, this can become a foundation. At this time, you can make this as full and detailed as you want. You may choose to create a detailed outline that can really be fleshed out later if your schedule does not permit you to expand it at this time.

V. Course Grading Criteria

- A. 40% Completion of all reading
- B. 40% Completion of all videos
- C. 20% Outline/paper

VI. Course Schedule (the Winter session— Disregard the following class schedule)

Class	Date	Class Topic	
Pre-class		Begin personal reading:	Young Earth Creationism: Tim Dane, 1-80 Whitcomb: The Genesis Flood Ham: The New Answers Book Ashton: In Six Days DeYoung: Thousands Not Billions
1	Aug 7	First 8 hour class:	

		<p>8AM to 5 PM (with lunch in between)</p> <p style="text-align: center;"><u>Topics</u></p> <p>Literal hermeneutics and a reading of Genesis 1-2 and the Biblical Account of creation,</p> <p>The Gap Theory,</p> <p>Biblical genealogies,</p> <p>The Big Bang,</p> <p>The age of light,</p> <p>[Video: Starlight and Time]</p> <p>Historical and cultural evidence,</p> <p>Theological inconsistencies of evolution,</p> <p>The entrance of sin,</p> <p>Cain's wife,</p> <p>Laws of Physics</p>	
2	Sep. 4	<p>Second 8 hour class from 8 AM to 5 PM</p> <p>General scientific facts (including fossils) against evolution,</p> <p>[Video: Unlocking the Mysteries of Life]</p> <p>Catastrophism vs. Uniformitarianism in geology,</p>	

		<p>Noah's Flood,</p> <p>[Video: Mount Saint Helens]</p> <p>Dinosaurs,</p> <p>Continental Drift,</p> <p>Origin of races & various animal groups on the continents,</p> <p>Fossil evidence,</p> <p>Video [Incredible Creatures that Defy Evolution],</p> <p>Ice age,</p>	
3	Sep. 11	<p>Third and final 8 hour class from 8 AM to 5 PM</p> <p>Grasping for evolutionary straws,</p> <p>Evolutionary hoaxes,</p> <p>[Video: "Creation" by AIG]</p> <p>Principles of Radioisotope dating,</p> <p>Non-Carbon 14 radioisotope dating,</p> <p>Carbon 14 Dating and the widespread C-14 presence,</p> <p>Findings of RI dating and the reality of accelerated nuclear decay,</p>	<p>All outstanding requirements must be submitted by this date. Failure to have all requirements completed and submitted may affect final grade.</p>

		<p>Helium retention,</p> <p>Radio haloes,</p> <p>Fission tracks,</p> <p>Discordant radioisotope dating,</p> <p>Video [Thousands Not Billions],</p> <p>The verdict,</p> <p>DNA and Genetic Entropy,</p> <p>Evolution's impact on World views (the church, (2) humanism, (3) the New Age, (4) devaluation of life and morality, (5) crime, (6) Darwinism, (7) society and revolution)</p>	
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VII. Bibliography

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