

BST 702 Creation Science Syllabus

Front Range Bible Institute (Winter 2020)

Professor Timothy L. Dane

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 to be better equipped for presenting and defending these same theological truths.

II. Course Objectives

At the conclusion of this course, the student should 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 facts of geology and the fossil record, and how these facts lend considerable credence to the fact of a global flood.
- F. Have a basic exposure to how the Bible relates to the study of astronomy based upon valid scientific findings.

III. Required Course Materials

- A. Required. John C. Whitcomb and Henry Morris, *The Genesis Flood* (Grand Rapids: Baker, 1961) (489pp.)
- B. Required. John F. Aston, ed., *In Six Days: Why Fifty Scientists Chose to Believe in Creation* (Green Forest, AK: Master Books, 2000). (384pp.)
- C. Required. Ken Ham, gen. ed., *The New Answers Book: Over 25 Questions on Creation/Evolution and the Bible* (AR: Answers in Genesis, 2006). (372pp.)
- D. Required. John C. Sanford, *Genetic Entropy & The Mystery of the Genome* (Lima, NY: Elim, 2005). (202pp.)
- E. Suggested. Henry Morris III, et al. *Creation Basics and Beyond: An In-Depth Look at Science, Origins, and Evolution* (Dallas: ICR, 2013). (347pp.)
- F. Suggested. Mortenson, Terry, ed., *Searching For Adam: Genesis & The Truth About Man's Origin* (Green Forest Master, 2016). (501pp.)

- G. Suggested. Tim Dane, *Young Earth Creationism*, provided with notes at the end of this syllabus (80pp.).
- H. Suggested: Your own computer or at least access to a computer.
- I. 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 online and pay.
- B. Attend all classes.
- C. Obtain and read the required textbooks.
- D. On the last day of class turn in a written statement that you have read these materials.
- E. **(NOTE FOR WINTER 2020 CLASS: DUE TO THE VOLUME OF REQUIRED READING, THIS PAPER WILL NOT BE REQUIRED)** Write a 10-15 page paper on the topic of creation science. This is the flow of what I want you to cover (use my paper *Young Earth Creationism* as a guide for all style issues. **I want citations and support from the books you are reading using footnotes.** These citations do not need to be extensive, but I want you to support your work by citing other experts.).
 - 1. A Cover Page
 - 2. A Table of Contents that shows the outline of your paper
 - 3. An Introduction that explains the major issues and what the general flow of your paper will be.
 - 4. A first chapter that deals with biblical genealogies and an interaction with Genesis 1-2. I want this chapter to provide a biblical support for a Young-Earth position.
 - 5. A second chapter that interacts with the Old-Earth view. This chapter should very briefly discuss The Big-Bang Theory and its weaknesses. It should also briefly discuss the concept of macro-evolution, and its weaknesses given what we know about genetics.
 - 6. A third chapter dealing with Radioisotope dating, the strengths and weaknesses of these dating methods, and how these dating methods relate to a Young-Earth position.
 - 7. A fourth chapter (if desired) to add additional arguments.
 - 8. A Summary chapter.

V. Course Grading Criteria

- A. For an A.
 - 1. Attend all classes
 - 2. Read all required books (appx. 1447 pp.)
- B. For a B:
 - 1. Attend all classes
 - 2. Read the following (appx. 1245 pp.):
 - 1. (1) John C. Whitcomb and Henry Morris, *The Genesis Flood* (Grand Rapids: Baker, 1961) (489pp.).
 - 2. (2) John F. Aston, ed., *In Six Days: Why Fifty Scientists Chose to Believe in Creation* (Green Forest, AK: Master Books, 2000). (384pp).

3. (3) Ken Ham, gen. ed., *The New Answers Book: Over 25 Questions on Creation/Evolution and the Bible* (AR: Answers in Genesis, 2006). (372pp.).
- C. For a C (appx. 1250 pages):
1. Attend all classes
 2. Read the following (appx. 873 pages):
 1. (1) John C. Whitcomb and Henry Morris, *The Genesis Flood* (Grand Rapids: Baker, 1961) (489pp.).
 2. (2) John F. Aston, ed., *In Six Days: Why Fifty Scientists Chose to Believe in Creation* (Green Forest, AK: Master Books, 2000). (384pp).

VI. Course Schedule

Class	Date	Class Topic	Work to Do
Pre-class		Begin personal reading:	
1	1-9	<p style="text-align: center;"><u>Topics</u></p> <p>Slides 1-14</p> <p>The issue of presuppositions,</p> <p>After slide 4 Video: [Video: The Bible, Science, and Earth History: Stand Firm! No Need To Compromise!, 35 min.]</p> <p>Literal hermeneutics and a reading of Genesis 1-2 and the Biblical Account of creation,</p> <p>After slide 14 video: [Video: Six Days & Other Biblical Perspectives, 27 min.]</p>	<p>Continue reading</p> <p>Begin work on your Cover Page and Table of Contents</p>
2	1-16	<u>No class. I am teaching in Berlin</u>	
3	1-23	<p>Slides 15-27</p> <p>The Gap Theory,</p> <p>Biblical genealogies,</p> <p>After slide 27 video: [Video: The Six Days of Creation: A Young Earth Is Not The Issue, 50 min.]</p>	<p>Continue reading</p> <p>Write your Introduction to your paper</p>
4	1-30	<p>Slides 28-33</p> <p>The Big Bang,</p> <p>After slide 30 video: [Heaven & Earth, 18 min.]</p> <p>The age of light,</p> <p>Historical and cultural evidence,</p> <p>After slide 33 video: [Video: Starlight and Time, 22 min.]</p>	<p>Continue Reading</p> <p>Write chapter 1 of your paper</p>
5	2-6	Slides 34-38	Continue reading

		<p>Theological inconsistencies of evolution,</p> <p>The entrance of sin,</p> <p>Cain's wife,</p> <p>After slide 36 video: [Life, 25 min.]</p> <p>Laws of Physics,</p> <p>After slide 48 video: [Video: Dinosaurs, Dragons, and Man; Archeology, Science and Scripture: Affirming the Reliability of the Word of God, 35 min.]</p>	<p>Begin chapter 2 of your paper</p>
6	2-13	<p>Slides 39-56</p> <p>General scientific facts (including fossils) against evolution,</p> <p>Catastrophism vs. Uniformitarianism</p> <p>Noah's Flood,</p> <p>Dinosaurs,</p> <p>After slide 56 video: [Video: The Bible Explains Dinosaurs, 50 min., or Dinosaurs and Dragon Legends, 14 min.]</p>	<p>Continue reading</p> <p>Finish chapter 2 of your paper</p>
7	2-20	<p>Slides 57-76</p> <p>Continental Drift,</p> <p>Origin of races & various animal groups on the continents,</p> <p>Fossil evidence,</p> <p>Ice age,</p> <p>Post-flood mortality rates,</p> <p>After slide 76 video: [Video: Mount Saint Helens, 58 min.]</p>	<p>Continue reading</p> <p>Begin chapter 3 of your paper</p>
8	2-27	<p>Slides 77-85</p> <p>Grasping for evolutionary straws,</p> <p>Evolutionary hoaxes,</p> <p>After slide 86 video: [Video: Unlocking the Mystery of Life, 65 min.]</p>	<p>Continue reading</p> <p>Continue chapter 3 of your paper</p>
9	3-5	<p>Slides 86-99</p>	<p>Continue reading</p>

		<p>General Scientific Facts for a Young-Earth View,</p> <p>Video after slide 86: [Flood Geology, 29 min.]</p> <p>Principles of Radioisotope dating,</p> <p>Non-Carbon 14 radioisotope dating,</p> <p>After slide 99 video: [Video: It's About Time: Dating Methods and the Age of the Earth, 35 min.]</p>	<p>Continue chapter 3 of your paper</p>
10	3-12	<p>Slides 100-114</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>Helium retention,</p> <p>Radio haloes,</p> <p>Fission tracks,</p> <p>Discordant radioisotope dating,</p> <p>The verdict,</p> <p>After slide 114 video: [Video: Thousands Not Billions, 48 min.]</p>	<p>Reading should be done by now, hopefully</p> <p>Finish the Summary to your paper, and go back and read your paper, edit your paper, clean it up, and get it ready for submission</p>
11	3-19	<p>Slides 115-129</p> <p>DNA and Genetic Entropy,</p> <p>Evolution's impact on World views: (1) the church, (2) humanism, (3) the New Age, (4) devaluation of life and morality, (5) crime, (6) Darwinism, (7) society and revolution),</p> <p>After slide 129 video: [Video: Incredible Creatures that Defy Evolution, 50 min.]</p>	<p>All outstanding requirements must be submitted. Failure to have all requirements submitted may affect final grade: (1) Reading report, (2) Semester paper</p>
11	3-26	<p>MAKE UP CLASS IF NECESSARY</p>	

VII. Bibliography

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