

Creation, Evolution & the Big Questions:

Answers from Genesis 1–11

Jordan Evangelical Theological Seminary

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Days of Creation	
Formless → Forming	void → Filling
Day 1: Light	Day 4: Sun, moon & stars arranged
Day 2: Water & air separated	Day 5: Fish & fowl
Day 3: Land & sea separated	Day 6: Animals & man

Genesis 1:3-31

EVOLUTION

DEATH MILLIONS OF YEARS

Suffering Disease Bloodshed

MAN'S EXISTENCE

CREATION

MAN'S ACTIONS

DEATH

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Introduction

A. Syllabus

1. Course Description

Genesis matters! Yet how sad that we often neglect God's eyewitness account regarding the origin of species, dinosaurs, ape-men, the age of the earth, Noah's Flood, the Big Bang, and many other issues of our day. If you don't know what to believe as your foundation, you will build a shaky superstructure upon it when it comes to issues of the nature of man, sin, the gospel, and the person of Christ. This course will strengthen your own heart and increase your confidence in witnessing to others.

As your professor, I am under no illusion that I am a scientist. Rather, I am a biblical theologian—but one who stands on the shoulders of some of the best scientists of our day, such as Jonathan Sarfati and John D. Morris. Also, both the visuals and notes of this course are adapted from those of Dr. Terry Mortenson, researcher and speaker at Answers in Genesis in the USA. Dr. Mortenson has granted me free use and editorial license to his notes, though the majority of the PPT presentations are delivered without edits.

This course will follow a blended learning approach with two means of instruction: (1) face-to-face classroom learning via the instructor supplemented by outside reading, as well as (2) web-based individual learning via two websites:

- a) All course PowerPoint and notes can be downloaded free at the course link: <https://biblestudydownloads.org/resources/creation/>, which links to translations in 21 languages.
- b) Online quizzes are at the JETS Moodle site.

2. Course Objectives

By the end of the course, the student should be able to ...

- a) Explain why the literal truths of Genesis are foundational to Christianity (PPT#1).
- b) Show from Scripture how Noah's Flood was worldwide (PPT#2).
- c) Articulate the errors of Darwin's Origin of Species (PPT#3).
- d) Explain how dinosaurs fit into the young-earth view of Scripture (PPT#4).
- e) Explain some key scientific reasons for rejecting ape-men (PPT#5).
- f) Explain how the Church historically became so compromised on Genesis 1-11 by accepting evolution and millions of years (PPT#6).
- g) Explain what evolutionists believe about the Big Bang as the origin of life, man, the earth, its rock layers, and the cosmos (PPT#7).
- h) Give biblical arguments to defend against various compromise views in the Church.
- i) Know where to find more information to keep growing in their understanding and defense of the truth of Genesis 1-11.

3. Course Requirements (and Percentage of Course Grade)

- a) Readings (50%) of the next week’s class notes are assigned for each session. Please stay up on your readings. On each online quiz, you will report whether you did your reading since the last quiz. This includes the reading for the day of the quiz. Students taking this course for credit must buy the class notes or download them in PDF format from the course website at <http://biblestudydownloads.org/creation>.
- b) Quizzes (50%) must be taken by midnight the night before the class period for which they are assigned. Half of the quiz grade will ask whether you completed the readings since the last quiz (50 points per quiz), and the other half will generally comprise five questions (10 points each, for a total of 50 points). There are no makeup quizzes. I will put the quizzes on the Moodle site (see page 1) one week before they are due. Each quiz can be taken throughout the week prior to the due date, but will expire at midnight the night before class. You should take this quiz on your own (closed book, closed Bible, closed notes, opened mind). Also, do not wait until just before the quiz closes, as the server cannot handle everyone taking it at once. Further, when taking the quizzes, do not let the timer reach zero. This will delete all of your answers! Instead, click the “submit my answers” button before the time limit to record your answers in the database. Finally, do not discuss the quiz with other students.
- c) There will be no midterm or final exams, and no papers. Praise the Lord!
- d) Students who hate taking quizzes and/or memorizing readings but can translate into another language can substitute translating 50-70 PPT slides for the online quizzes. After getting approval from Dr. Rick on the file to translate, download your English file from <http://biblestudydownloads.com/Site/Creation.html>. After the course, I will upload the newly translated presentations for all to use. You will be graded based on the PowerPoint Translation Grade Sheet (p. 8) or TBB Script Translation Grade Sheet (p. 9). The files to translate come from either of two sources:
- (1) Translate 1-2 PPT presentations of the course teaching into your native tongue. After I edit your work, I will upload it at <http://www.biblestudydownloads.com> under its language tab for others in your language group to download. This site has teaching in 40 languages—including all the PPT for this and my other courses. Another option is to adapt the course PPT for a specific age group (e.g., primary 3-4 or youth), including a brief syllabus outlining how it could be taught.
 - (2) Translate one “The Bible...Basically” presentation or script. This 10-hour seminar by Dr. John Fryman brings listeners through the entire Bible six times in 945 PPT slides. We need help in Arabic, Bisaya, Burmese, Chiru, Dutch, French, Hindi, Japanese, Kachin, Khmer, Kiswahili, Malayalam, Mao, Mizo, Nepali, Sinhala, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vaiphei, and Vietnamese. Presentations that have already been translated are also available at <http://biblestudydownloads.org/creation>. Download the previous presentations before yours in your language group to ensure you are translating concepts consistently. New languages are welcome.

4. Course Grading

As students take this course at 2 different levels, the grading requirements vary accordingly:

	Certificate (Eve. Sch.)	Audit (Eve. Sch.)
Readings	50%	—
Quizzes	50%	—
Project	—	—
Midterm Exam	—	—
Final Exam	—	—
Total	100%	No grade or credit
Attendance	70+% (5 sessions)	No Minimum

5. Course Bibliography (all recommended)

*The required reading for this CCTE course has at least one chapter from this book

- Arnold, Bill T., and Beyer, Bryan E. *Readings from the Ancient Near East: Primary Sources for Old Testament Study*. Grand Rapids: Baker, 2002. 240 pp. Pb. \$21.99.
Master's level texts in canonical order to supplement the OT; includes the actual creation myths from Mesopotamia, such as the Gilgamesh Epic and Enuma Elish.
- Chaffey, Tim, and Jason Lisle. *Old-Earth Creationism on Trial: The Verdict is In*. Green Forest, AZ: Master Books, 2008. 206 pp. Pb.
A popular-level treatise on creation, the Flood, supposed gaps in Genesis, science, interpretations of Genesis, Intelligent Design, Big Bang, etc. Dr. Lisle is an astrophysicist.
- Ham, Ken, *Already Compromised: Christian Colleges Took a Test on the State of Their Faith and the Final Exam is In*. Green Forest, AZ: Master Books, 2011. 239 pp.
Chronicles the demise of US Christian colleges in their stand on Genesis 1.
- _____, and Britt Beemer with Todd Hillard. *Already Gone*. Green Forest, AZ: Master Books, 2008?
Dispels the myth through extensive research by the American Research Group (similar to Barna and Gallup) that Christian youth lose their faith in college. Their doubts emerge in middle and high school, while they are still attending churches that neglect to teach the Bible to answer their questions about origins.
- _____. *The Lie: Evolution*. Green Forest, AZ: Master Books, 1987, reprint 2001. 185 pp.
The title pretty much sums up the thoughts about evolution from this president of Answers in Genesis, written at a popular level.
- _____. *The New Answers Book, Vol. 1*. Green Forest, AZ: Master Books, 2006.
Answers the 27 most-asked questions on origins and Genesis 1–11.
- _____. *The New Answers Book, Vol. 2*. Green Forest, AZ: Master Books, 2008.
Answers an additional 38 often-asked questions on origins and Genesis 1–11.
- *Morris, John. *The Young Earth: The Real History of the Earth—Past, Present, and Future*. 2nd ed. Green Forest, AZ: Master Books, 1994, 2007. 144 pp. US\$20.00. ISBN-13: 978-0-89051-498-6 and ISBN-10: 0-89051-498-4.
A very readable, full-color, illustrated hardback of nine chapters supporting a young earth, including evidence from dating methods, radioisotope dating, geology, and the biblical data. Dr. Morris holds a PhD in Geological Engineering from the University of Oklahoma and is president of the Institute for Creation Research.
- *Mortenson, Terry, and Thane H. Ury, eds. *Coming to Grips with Genesis: Biblical Authority and the Age of the Earth*. Green Forest, AZ: Master Books, 2008. 486 pp. US\$16.99. ISBN-13: 978-0-89051-548-8 and ISBN-10: 0-89051-548-4. Abbreviated as CTGWG.
Fourteen fresh, original, biblical chapters by respected scholars who take a plain reading of Genesis, with a detailed analysis of Genesis 1, a defence of Genesis 5 and 11 as strict genealogies, reasons for rejecting millions of years of death and natural evil prior to Adam, and Christ's support of a young earth. Mortenson debates and presents for Answers in Genesis while Ury teaches theology at the United Wesleyan Graduate Institute, Hong Kong.
- Nevin, Norman C., ed. *Should Christians Embrace Evolution? Biblical and Scientific Responses*. P&R, 2011. 224 pp. pb. US\$14.99. ISBN 978-1-59638-230-5.
Articles from 13 scientists and theologians clearly and effectively answer the claims of Christian theistic evolutionists such as Denis Alexander in England and Francis Collins in the USA. Chapters answer questions about Adam and Eve, fossils, the image of God, chromosomal fusion, thermodynamics, and the human genome.

Sarfati, Jonathan. *Refuting Compromise: A Biblical and Scientific Refutation of Progressive Creationism (Billions of Years), As Popularized by Astronomer Hugh Ross*. Green Forest, AZ: Master Books, 2004.

This thorough critique of Ross is written by Dr. Sarfati, a scientist and world-renown chess player who can beat a dozen chess players blindfolded.

Snelling, Andrew A. *Earth's Catastrophic Past: Geology, Creation and the Flood*. 2 vols. Answers in Genesis & Institute For Creation Research, 2010. 1128 pp. US\$60 hb. ISBN-13: 9780932766946 Argues for a literal creation in six days and global flood, answering objections; readable but scholarly with many photographs; the long-awaited update to the Morris/Whitcomb classic, *The Genesis Flood*; 126 chapters, selected bibliography, index and numerous color figures/illustrations.

*Tanner, J. Paul. "Old Testament Chronology and Its Implications for the Creation and Flood Accounts." *Bibliotheca Sacra* 172 (January-March 2015): 24-44.

A recent article giving reasons to reject the often-believed assumption that Genesis 5 and Genesis 11 genealogies have gaps; leads to a young earth model and a global flood.

Scientific Journals (Young Earth peer-reviewed by PhDs from secular universities):

Answers Journal (Answers in Genesis, answersingenesis.org)

Creation Research Society Quarterly (Creation Research Society, creationresearch.org)

Journal of Creation (Creation Ministries International, creation.com)

6. Other Matters

- a) Contacting Me: You can contact me at DrRickGriffith@gmail.com. Let's have lunch too!
- b) Copying Class Notes: Allowed when you give credit where credit is due (unless it makes you rich). You may also copy all the course PPTs and translate them into other languages. Digital copies in both PDF and Microsoft Word can be downloaded for free at www.biblestudydownloads.org.

7. Schedule (Reading Report)

Quizzes cover only the pages below for that week (generally 10 questions each worth 5 points). The first quiz question will ask if you completed the reading for that week for 50 points so that each quiz has a possible 100 points.

Session	Date (All Wednesdays)	Class Content	Reading Assignment	Quiz Topic & Number
1	25 Mar	Introduction & syllabus (#00) Genesis Matters (#1)		0 pp. No readings No quiz first night
2	1 Apr	Young Earth Science (#105) Noah's Flood (#2)	Intro & Geology (John Morris, <i>The Young Earth</i> , 4-25)	21 Intro & Geology: Quiz 1 (take online before midnight on Tuesday) —
3	8 Apr	Dinosaurs (#4) Theistic Evolution (#29)	The Bible & Evolution (John Morris, <i>The Young Earth</i> , 26-41)	— 15 The Bible & Evolution: Quiz 2 (take online before midnight on Tuesday)
4	15 Apr	Origin of Species (#3) OT Chronology in the Genesis Genealogies (#30)	OT Chronology (Paul Tanner, <i>Bib Sac</i> 172, 24-44)	— 21 OT Chronology: Quiz 3 (take online before midnight on Tuesday)
5	22 Apr	Ape-Men (#5) The Origin of Death (#31)	Whence Cometh Death? A Biblical Theology of Physical Death and Natural Evil (James Stambaugh, CTGWG, 373-98)	— 26 The Origin of Death: Quiz 4 (take online before midnight on Tuesday)
6	29 Apr	Millions of Years (#6) Big Bang (#7)	"Deep Time" and the Church's Compromise: Historical Background (Terry Mortenson, CTGWG, 79-104)	26 The Church's Compromise: Quiz 5 (take online before midnight on Tuesday) —

Course Load (2 hours/week for six weeks)

Readings/Quiz Study (30 pp. x 4 min./page = 2 hrs./wk.)	12 hours
Assignments	0 hours
Group Projects	0 hours
Final Exam	0 hours
Total (6 sessions x 2 hours/each)	12 hours

B. Grade Sheets

Research Paper Grade Sheet

Student _____ Topic _____ Box _____

The first four sections below cover the paper's *content* (70% of the grade). The Form grade (the other 30%) is based on Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed. (Chicago: Univ. of Chicago Press, 2013). Follow also the *SBC Writing Standards 2015* and the checklist on the next two pages.

	1	2	3	4	5
	Poor	Minimal	Average	Good	Excellent
<u>Introduction</u>					
Purpose (the paper addresses what issue?)	<input type="checkbox"/>				
Scope of the issue defined/narrowed down	<input type="checkbox"/>				
Procedure for addressing the issue introduced	<input type="checkbox"/>				
<u>Body</u>					
Wide research (other views included, good sources)	<input type="checkbox"/>				
Individual work (<20% quotes; careful citation)	<input type="checkbox"/>				
Key Bible texts noted and addressed adequately	<input type="checkbox"/>				
Development (proves points, not just lists verses)	<input type="checkbox"/>				
Interpretation of passages accurate (exegesis)	<input type="checkbox"/>				
<u>Conclusion</u>					
Solution given to issue raised in introduction	<input type="checkbox"/>				
Main points reviewed and/or restated	<input type="checkbox"/>				
Length (1/2 to 1 page, no unnecessary info.)	<input type="checkbox"/>				
<u>Miscellaneous</u>					
(These can be addressed anywhere in the paper)					
Application (shows why the topic is important)	<input type="checkbox"/>				
Depth (leaves any questions unanswered?)	<input type="checkbox"/>				
Internet not used for more than 20% of sources	<input type="checkbox"/>				
<u>Form</u>					
Format (Contents & title page, length, pages numbered)	<input type="checkbox"/>				
Spelling and typographical errors, punctuation	<input type="checkbox"/>				
Grammar (agreement of subject/verb and tenses)	<input type="checkbox"/>				
Footnotes (<i>not</i> end notes; proper form; biblio. incl.)	<input type="checkbox"/>				
Arranged logically (not a collection of thoughts)	<input type="checkbox"/>				
Sections agree with Contents page; no orphan headings	<input type="checkbox"/>				
<u>Summary</u>					
Number of ticks per column	_____	_____	_____	_____	_____
Multiplied by point values of the column	x 1	x 2	x 3	x 4	x 5
Equals the total point value for each column	_____	_____	_____	_____	_____
Net points _____ minus 3 points per day late (____ points) equals % grade of _____%					

Comments:

16th edition (14 March 2015)

Research Paper Checklist

* Asterisks show the most common mistakes SBC students make on research papers. Give special attention to these areas!
15th edition (15 March 2015)

1. General Format

- 1.1 The most complete and widely used format guide is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed. rev. by John Grossman and Alice Bennett (Chicago & London: Univ. of Chicago Press, 1937, 1955, 1967, 1973, 1987, 1996, 2007, 2013). 466 pp.
- 1.2 Areas not answered by Turabian are addressed in the SBC Writing Standards (2015 edition).
- 1.3 Other issues are found in *The Chicago Manual of Style*, 16th ed. (Chicago: Editorial Benei Noaj, 2010) and *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*, 2nd ed., eds. Patrick H. Alexander et al. (Peabody, MA: Hendrickson, 2014).

2. Preliminaries

- 2.1 The title page should follow the typical format in Turabian.
 - 2.1.1 Only the title and the author should be in **bold** with the rest in regular text. Do *not* have all CAPS.
 - 2.1.2 Please include your mail box number after your name.
 - 2.1.3 The same size 12-point Times New Roman font should be used throughout the paper.
- 2.2 The margins should not change (e.g., should not be in outline form) but should be 2.5 cm on all sides.
- 2.3* Include a Table of Contents.
 - 2.3.1 The Contents page should include only the first page number of each section.
 - 2.3.2 Subtitles within the Contents page should be indented.
 - 2.3.3 Note this is called a “Table of Contents” and not a “Table of Content.”
 - 2.3.4 “Table of Contents” should not be an entry on the Table of Contents.
- 2.4 Page numbers should be at the top right in the preliminaries (except no number on Title Page and Table of Contents) and at the bottom centre from the first page to the end.

3. Body & Style

- 3.1* Provide an introduction that summarizes the problem(s) your paper aims to answer.
- 3.2* Check your grammar for confusion of tense, plural, verb/noun, etc. (cf. section 9)
- 3.3 Use a spell checker if you have one on your computer to avoid careless spelling mistakes.
- 3.4 Double-space the paper throughout in prose form (not outline form).
- 3.5* Write in the third person rather than the first person (“This author...” and not “I” or “we” or “us”).
- 3.6 Follow these guidelines for headings within the text:
 - 3.6.1 Headings should match your Contents page. None of your levels should appear in all capitals.
 - 3.6.2 Headings should not have periods (full stops or colons) after them.
 - 3.6.3* Headings should not be in outline form (no “I,” “II,” “A,” “1,” “a,” “-,” etc.).
 - 3.6.4 Avoid widow headings (at the bottom of a page without the first sentence of a paragraph).
 - 3.6.5 Don’t repeat a heading on the next page even if it covers the same section of the paper.
 - 3.6.6 Each research paper should have at least 2-3 headings or divisions.
 - 3.6.7 In short papers (6-8 pages) without chapters, make (1) main headings **bold** centred, (2) subheadings regular text centred, (3) **bold italicised** left column, (4) regular text left column, and (5) **bold** text that begins an indented paragraph. If only two levels are needed then (2) above may be skipped.
- 3.7* Do not clutter your paper with unnecessary details that do not contribute to your purpose.
- 3.8* Make every statement a full sentence within the text (the exception is headings).
- 3.9 Critically evaluate your sources; do not believe a heresy just because it’s in print!
- 3.10 Make sure your reasoning is solid and logical.
- 3.11* Provide a conclusion which solves/summarizes the problem addressed in the introduction

4. Abbreviations

- 4.1* Do not use abbreviations or contractions in the text or footnotes (except inside parentheses).
- 4.2 Cite from 1-3 verses inside parentheses in the text but 4 or more verses in the footnotes.
- 4.3* Use proper biblical book abbreviations with a colon between chapter and verse.
- 4.4 Do not start sentences with an Arabic number. Write “First Kings 3:16...” (not “1 Kings 3:16...”).
- 4.5 Write out numbers under ten in the text (e.g., “three”); abbreviate those over ten (e.g., “45”).
- 4.6 “For example” (e.g.) and “that is to say” (i.e.) appear only in parentheses. Each has two periods and a comma.

5. Quotations

- 5.1* When quoting word-for-word, use quotation marks and footnote the source. Do not plagiarize!
- 5.2 Use proper quotation formats with single quotation marks within double ones.
- 5.3 Indent block quotes (no quote marks) with 10-point, single-space text of five or more lines (cf. Turabian, 349).
- 5.4* Avoid citing long texts of Scriptures or other sources so the paper mostly reflects your own thinking.
- 5.5 Provide biblical support for your position rather than simply citing your opinion.
- 5.6 If your source quotes a more original source, then quote the original in this manner: R. N. Soulen, *Handbook*, 18 (cited by Rick Griffith, *New Testament Backgrounds*, 7th ed. [SBC, 1999], 165).

Research Paper Checklist (2 of 2)

6. Punctuation

- 6.1 Periods & commas go *before* quote marks and footnote numbers (e.g., “Marriage,” not “Marriage”.)
- 6.2 Periods & commas go *outside* parentheses (unless a complete sentence is within the parentheses). For example: “Jesus wept” (John 11:35). but never “Jesus wept.” (John 11:35)
- 6.3 A space should not precede a period, comma, final parenthesis, semicolon, apostrophe, or colon.
- 6.4 A space should not follow a beginning parenthesis or beginning quotation mark.
- 6.7 A space should always follow a comma and 1-2 spaces always follow a period.

7. Footnotes

- 7.1* The first reference to a book includes (in this order) the author’s *given* name first then family name, title (in *italics* but not in quotes), publication data in parentheses (place, colon, publisher, comma, then year), volume (if more than one), and page number (no “p.” or “pp.”). For example: Ralph Gower, *The New Manners and Customs of Bible Times* (Chicago: Moody, 1987), 233. In footnotes, use a period only *once* at the end of the citation. Indent the first line of each footnote entry.
- 7.2* Cite later references to the same book but a different page number with only the author’s family name (not given name) and new page number. For example: Gower, 166.
- 7.3 If the next citation has the same book and the same page number, then type “Ibid.” (This is the Latin abbreviation for “in the same place.”) However, if a different page number is referred to, then “Ibid.” should be followed by a period and a comma. For example: Ibid., 64.
- 7.4 If the next citation is by the same author but a different work, type “Idem” (Latin abbreviation for “by the same author”) and a comma before the new book. For example: Idem, *Marriage and Family*, 221.
- 7.5* Encyclopedia, Bible dictionary, or other book entries with multiple authors under an editor should first cite the article’s author, then article title within quotes, book, editor, publication data in parentheses, volume, and page. For example: P. Trutza, “Marriage,” *The Zondervan Pictorial Encyclopedia of the Bible*, 5 vols., ed. Merrill C. Tenney (Grand Rapids: Zondervan, 1975, 1976), 4:92-102. (If needed, look up the author’s name after the Contents page by tracing the initials at the end of the article.)
- 7.6 Footnote numbers are raised with no parentheses and go *after* a quotation’s punctuation (e.g., period).
- 7.7 Always cite your footnote numbers in sequence rather than using a former number again.
- 7.8 Use only numbers as footnote references (don’t use letters or *#%^, etc.).
- 7.9 Cite translations in parentheses within the text rather than the footnotes—for example, “trust” (NIV).
- 7.10 Cite book, chapter, and paragraphs of primary (ancient) sources with Arabic numerals and full stops (e.g., “Josephus, *Jewish Antiquities* 18.1.3,” not “Josephus, *Jewish Antiquities*, Book XVIII, Chapter 1, Section 3”).
- 7.11 Page numbers may be added to primary sources in parentheses. For example: *War* 2.1 (Whiston, 44).

8. Bibliography

- 8.1 Alphabetize all sources by family name without numbering the sources.
- 8.2 Make entries single-spaced with the second line indented and with a double space between entries.
- 8.3 Do not cite an author’s title in a footnote or the bibliography (no “Dr.,” “Rev.,” etc.).
- 8.4 Cite book references differently than in the footnotes by including the author’s *family* name first (not given name), title (in *italics* but not in quotes), publication data *without* parentheses (place, colon, publisher, comma, then year), and volume (if more than one). For example: Gower, Ralph. *The New Manners and Customs of Bible Times*. Chicago: Moody, 1987. Use full stops (not commas) after each given name, title, and date; don’t use parentheses (but do use them in footnotes). Indent each line after the first line in an entry.
- 8.5* Encyclopedia, Bible dictionary, or other book entries with multiple authors under an editor should first cite the article’s author, then article title within quotes, book, editor, publication data, volume, and page. For example: Trutza, P., “Marriage,” *The Zondervan Pictorial Encyclopedia of the Bible*. Ed. Merrill C. Tenney. 5 vols. Grand Rapids: Zondervan, 1975, 1976. 4:92-102. (You may need to find the author’s name after the Contents page by tracing the initials at the end of the article.)
- 8.6 Put the bibliography on a separate page rather than tagging it on the conclusion.
- 8.7 Consult as many sources as you have pages in your paper (e.g., 8 sources for an 8-page paper).
- 8.8* Include the bibliography even if the professor has assigned the sources.
- 8.9 Primary sources should be listed under the ancient author’s name, followed by the translator’s name. For example: Josephus. *The Works of Josephus*. Translated by William Whiston...
- 8.10 Primary sources with several or unknown authors should be listed by the editor’s and/or translator’s name. For example: Danby, Herbert, trans. *The Mishnah*. Oxford: University, 1933.

9. Common Grammatical and Spelling Mistakes

- 9.1 “Respond” (verb) is used for “response” (noun). “The respond” should be “The response.”
- 9.2* Events in biblical times should be noted in the past tense; keep your tense consistent in the same paragraph.
- 9.3 Write “BC” dates *before* “BC” but “AD” dates *after* “AD” (“AD 70” and “70 BC” but never “70 AD” or “BC 70”).
- 9.4 Always capitalize the words “Christian,” “Bible,” “Christ,” “Word of God,” and “Scripture(s).”
- 9.5 The current trend is to *avoid* capitalization, especially in the adjectives “biblical,” “scriptural,” etc.
- 9.6 Avoid words in all CAPITALS in the text (except acronyms) and *avoid* all CAPS in titles. 15th edition (15 March 2015)

PowerPoint Translation Grade Sheet

Student _____ Mailbox _____ Date _____
 Bible Book or Presentation Translated _____ Language _____

	1	2	3	4	5
	Poor	Minimal	Average	Good	Excellent
<u>Translation</u>					
Overall content translated accurately	<input type="checkbox"/>				
No English on any slide (design new memory aids) <small>--For example, replace "A Judge Must Judge" or "ARC" with a mnemonic in your language</small>	<input type="checkbox"/>				
<u>Fonts</u>					
Notes page # in Arial bold 24 point upper right screen	<input type="checkbox"/>				
Generic fonts or popular language fonts (e.g, unicode)	<input type="checkbox"/>				
Sans-serif fonts used that lack "feet" (e.g., Arial)	<input type="checkbox"/>				
<u>Text</u>					
Text does not overlap other text, image, or page edge	<input type="checkbox"/>				
Text shadow not seen prior to animation appears	<input type="checkbox"/>				
Text did not need to be enlarged (should fill the slide)	<input type="checkbox"/>				
Text has good contrast with background	<input type="checkbox"/>				
Text fits text boxes correctly with extra space on sides	<input type="checkbox"/>				
Text box colors match surroundings w/o perimeter lines	<input type="checkbox"/>				
<u>Images</u>					
Images do not overlap text or edge of page	<input type="checkbox"/>				
Embedded text in English covered with translation	<input type="checkbox"/>				
<u>Miscellaneous</u>					
Format of fonts & background colors same as English	<input type="checkbox"/>				
Animations don't need correction; in PPT, not Keynote	<input type="checkbox"/>				
Slide order remains the same as the English version	<input type="checkbox"/>				
Done right the first time (no email trail with me!)	<input type="checkbox"/>				
File name <i>translated</i> with dash & number of slides at end	<input type="checkbox"/>				
Easy transfer by CD or Memory Key or Email	<input type="checkbox"/>				
Sent as one PowerPoint file (not separate ones or a pdf)	<input type="checkbox"/>				
<u>Summary</u>					
Number of ticks per column	_____	_____	_____	_____	_____
Multiplied by point values of the column	x 1	x 2	x 3	x 4	x 5
Equals the total point value for each column	_____	_____	_____	_____	_____
Net points _____ minus 3 points per day late (_____ points) equals % grade of _____%					

Comments:

Revised 5 May 2014

“The Bible...Basically” Script Translation Grade Sheet

Student _____ Mailbox _____ Date _____
 Presentation Translated _____ Language _____

	1	2	3	4	5
	Poor	Minimal	Average	Good	Excellent
<u>Translation</u>					
Overall content translated accurately	<input type="checkbox"/>				
No English on any slide (design new memory aids) <small>--For example, replace “A Judge Must Judge” or “ARC” with a mnemonic in your language</small>	<input type="checkbox"/>				
<u>Fonts & Formatting</u>					
Slide Advance Hashes retained	<input type="checkbox"/>				
Consistent Fonts (e.g., Unicode or generic/popular)	<input type="checkbox"/>				
Format of headings and margins same as English	<input type="checkbox"/>				
Widow headings avoided	<input type="checkbox"/>				
<u>Misc</u>					
Done right the first time (no email trail with me!)	<input type="checkbox"/>				
File name <i>translated</i> with dash & number of slides at end	<input type="checkbox"/>				
Easy transfer by CD or Memory Key or Email	<input type="checkbox"/>				
Sent as one Word file (not separate ones or a pdf)	<input type="checkbox"/>				
<u>Summary</u>					
Number of ticks per column	_____	_____	_____	_____	_____
Multiplied by point values of the column	x 2	x 4	x 6	x 8	x 10
Equals the total point value for each column	_____	_____	_____	_____	_____
Net points _____ minus 3 points per day late (_____ points) equals % grade of _____%					

Comments:

Revised 5 May 2014

Teaching Report Grade Sheet

Student _____ Mailbox _____ Date _____
 Presentation Taught _____ Language _____

For students teaching either the NT Survey or “The Bible...Basically” seminar, this page assesses mostly the *content* of your report (70% of the grade). The Format grade (the other 30%) addresses English grammar, clarity of writing and presentation, etc.

	1	2	3	4	5
	Poor	Minimal	Average	Good	Excellent
<u>Introduction</u>					
Class (whom did you teach and in what language?)	<input type="checkbox"/>				
Scope (what did you teach in each session?)	<input type="checkbox"/>				
Procedure (how did you conduct the sessions?)	<input type="checkbox"/>				
<u>Body</u>					
Specifics given rather than general observations	<input type="checkbox"/>				
Challenges faced in teaching addressed adequately	<input type="checkbox"/>				
Improvements suggested in content	<input type="checkbox"/>				
<u>Application</u>					
Action Points given to improve next time teaching	<input type="checkbox"/>				
Personal and transparent (self critical is good)	<input type="checkbox"/>				
<u>Conclusion</u>					
Main points or lessons reviewed and/or restated	<input type="checkbox"/>				
Length (2-4 single-spaced pp., w/o unnecessary info.)	<input type="checkbox"/>				
<u>Miscellaneous</u>					
Handouts (student’s own material included)	<input type="checkbox"/>				
Creativity (pictures of class, video clips, quizzes)	<input type="checkbox"/>				
Course Evaluations included & responses totaled	<input type="checkbox"/>				
<u>Form</u>					
Format (typed, title page, length, pages numbered)	<input type="checkbox"/>				
Submitted in printed form (not emailed to professor)	<input type="checkbox"/>				
Spelling and typos fixed, punctuation good, 12 pt. font	<input type="checkbox"/>				
Grammar (agreement of subject/verb and tenses)	<input type="checkbox"/>				
Footnotes (not endnotes, if used; biblio. of resources)	<input type="checkbox"/>				
Arranged logically (not a collection of thoughts)	<input type="checkbox"/>				
<u>Summary</u>					
Number of ticks per column	_____	_____	_____	_____	_____
Multiplied by point values of the column	x 1	x 2	x 3	x 4	x 5
Equals the total point value for each column	_____	_____	_____	_____	_____
Net points _____ minus 3 points per day late (_____ points) for Teaching Report grade:					_____%

Comments:

Revised 3 July 2012

A. Author's Biographical Data



Rick & Susan Griffith in 2015
Kurt & Cara (28), John (22) & Stephen (25)

Background

“Never say ‘never.’” Rick and Susan Griffith both learned this age-old tip the hard way.

Rick recalls sitting in his elementary school classes thinking, “If there’s one thing I’ll *never* become it’s a *teacher*. Imagine saying the same stuff over and over, year after year!”

Yet after trusting Christ in junior high and acquiring a taste for teaching the Word of God, Rick’s attitude began to change. After his business degree at California State University, Hayward, and Master of Theology degree (Pastoral Ministries) and the Doctor of Philosophy degree (Bible Exposition) from Dallas Theological Seminary in Texas, Dr. Griffith soon found himself on the other end of the classroom—and loving it!

Susan, from Yucaipa, California, also learned not to say “never.” As she earned her Bachelor of Arts degree in piano at Biola University, several friends married and worked to put their husbands through three more years of seminary training. “I’ll never do that!” she exclaimed. Soon afterwards she invested three years (1981-1983) singing together with her future husband in the Crossroads, Campus Crusade’s traveling music team in Asia. This nine member Philippines-based group shared Christ in the Philippines, China, Hong Kong, Korea, Japan, Macau, Thailand, Malaysia, Indonesia, and Singapore.

In December 1983 Susan’s “never” became a reality. She and Rick were married and like Jacob and Rachel of old, Susan also worked for her mate. During these seven seminary years Rick served as a pastor, corporate chaplain, and International Students church consultant. Susan taught women’s Bible studies and often ministered by singing. Their primary church in Texas is Christ Chapel Bible Church in Fort Worth.

The Griffith family now includes three sons: Kurt is an IT guy in Chicago (28 yrs.), Stephen is a pilot in Seattle (25 yrs.), and John a graphic design student at Biola in the LA area (22 yrs.). Kurt married Cara in September 2014. Rick and Susan’s home church is the First Baptist Church of Yucaipa, California.

Ministry

However, since 1991 the Griffiths’ home has been Singapore where Rick serves as Doctor of Ministry Director with 30 other full-time faculty at Singapore Bible College. SBC has 460 full-time students from 24 countries and 25 denominations, as well as many professionals in the certificate-level Centre for Continuing Theological Education

(CCTE). During his first term he taught a variety of courses: Old Testament Survey, New Testament Survey, New Testament Backgrounds, Eschatology (the study of future things), Evangelism, Pastoral Epistles, Psalms, Homiletics (preaching), Hebrew Exegesis, and four Old Testament exposition courses. For many years he also taught Pentateuch, Gospels, Eschatology (theology of the future), Ecclesiology (theology of the church), and Pneumatology (theology of the Holy Spirit). Now he teaches mostly Bible Exposition classes, including Homiletics, World of the OT & NT, and OT & NT Survey. He has also written three Advanced Studies in the Old and New Testament courses at the Internet Biblical Seminary (www.internetseminary.org).

Dr. Griffith loves the variety and strategic nature of his teaching. He invests his life into Anglicans from Sri Lanka, Lutherans from Singapore, Presbyterians from Korea, Conservative Baptists from the Philippines, and missionaries from Campus Crusade, OMF, and Operation Mobilisation—sometimes all in one class! One class had 17 of the 20 students training for ministry outside of Singapore. Nearly all SBC graduates enter pastoral or missionary ministries due to Asia's shortage of trained leaders.

Ministry opportunities abound. Rick and Susan have conducted premarital counseling for students and their home has an open door to students and guests traveling through Singapore. They have sung in evangelistic thrusts and in 1992 also participated in founding International Community School, an expatriate Christian primary and secondary school in Singapore now with 430 students. The Griffiths are missionaries with WorldVenture and Rick serves as the Singapore field leader.

Dr Griffith also enjoys several other partnerships. He also serves as Asia Translation Coordinator for “The Bible... Basically International” seminars; web author & editor, Internet Biblical Seminary; and itinerate professor for 52 trips throughout Asia in places such as Lanka Bible College (Sri Lanka), Myanmar Evangelical Graduate School of Theology, Union Bible Training Center (Mongolia), Jordan Evangelical Theological Seminary, and Biblical Education by Extension training in three restricted access countries.

In 2006 the Griffiths also helped begin Crossroads International Church, Singapore. Here “Dr. Rick” is “Pastor Rick” in his role as pastor-teacher and elder. The church meets at 4 PM on Sundays at the Upper Room of the Metropolitan YMCA at 60 Stevens Road. See cicfamily.com for details.

In 2009 Dr. Griffith began the biblestudydownloads.com website that offers his courses for free download. This includes 5000 pages of course notes in Word and pdf formats, about 400 PowerPoint presentations in English, and hundreds of translations of these by his students into 40 languages. Current languages include Ao, Arabic, Bangla, Bisaya, Burmese, Chin, Chiru, Chinese, Dutch, English, French, German, Hindi, Indonesian, Japanese, Kachin, Khmer, Kiswahili, Korean, Lotha, Malay, Malayalam, Mao, Mizo, Mongolian, Nepali, Nias, Paite, Rongmei, Russian, Sinhala, Spanish, Sumi, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vaiphei, and Vietnamese.

Field

Singapore Bible College is strategically located at the “ministry hub” of Southeast Asia, the Republic of Singapore. A small island of only 14 by 26 miles, Singapore is a city-nation located on the tip of the Malayan Peninsula in Southeast Asia. The population of this multi-cultural society is 75 percent Chinese, 15 percent Malay and 8 percent Indian. Other groups include Filipinos, Thais, Japanese, Americans, and Europeans. This beautiful island nation, with dynamic growth in churches and missionary force, has been called the “Antioch of Asia.” The Singaporean cross-cultural missionary force is increasingly contributing to God's work in overseas ministries.

Passion

Rick's passion is for God's leaders to preach and live the Word of God. The servant of God's role is clearly given in the following verses:

- Teaching obedience to Christ's teaching is key to our commission to make disciples (Matt. 28:20)
- The priority of the apostles was teaching and prayer (Acts 6:1-16)
- Paul's legacy to Timothy focused on exposition: “Preach the Word” (2 Tim. 4:2-3)

However, recent trends include the following:

- Church people are biblically illiterate—Amos lamented that his day of prosperity had a “famine for hearing the words of the Lord” (Amos 8:11)
- Pastors are doing too many things so they have too little time to feed the flock
- Preachers give empty and simplistic sermons
- Attempting to be “relevant,” pastors preach what people want to hear—not what they need

Genesis Matters

“Genesis, Science and the Authority of Scripture”

Jackson Hole Bible College, 2-6 Feb. 2015

The Question of Origins—Why It Matters

Dr. Terry Mortenson, Answers in Genesis

Used and Adapted with Permission

- I. Introduction
- II. Foundations matter: **Psalm 11:3**
 - a) Genesis is foundational to all other biblical **doctrines**.
 - b) Genesis is foundational to marriage, modesty in clothing, 7-day week, origin of nations, prophecies about the Messiah, etc.
- III. Genesis is foundational to the doctrine of **death**.
 - a) Why is there death?
 - b) Key biblical verses on the subject:
 - (1) Pre-Fall world: man and animals were **vegetarians** (Gen. 1:29-30).
 - (2) In the Bible, plants are not living souls (Hebrew: *nephesh chayyah*) and do not “die” in the same sense as animals and people do.
 - (a) *Nephesh chayyah* is never used of plants in the OT.
 - (b) Plants don’t really die (Job 14:7-12; John 12:24).
 - c) The Fall (Gen. 3:14-18; Rom. 8:19-22)
 - (1) Serpent judged physically (Gen. 3:14)
 - (2) Animals cursed (Gen. 3:14)
 - (3) Eve judged physically: increased pain in childbirth (Gen. 3:16)
 - (4) Ground was cursed (Gen. 3:17; 5:29)
 - (5) Adam & Eve began to die physically (Gen. 3:19; Rom. 5:12; 1 Cor. 15:21-22)
 - (6) Implied death: sacrificed animals to make coats of skin (Gen 3:21)
 - (7) Creation in bondage to corruption (Rom. 8:19-23)

- a. Problems of the fossil record
 - 1. Fossil thorns in rock layers dated to be **360-408** million years old.
 - 2. **Cancer** in dinosaur bones
 - 3. Disease in fossil humans “dated” to be much older than any acceptable date for Adam
 - 4. **Mass** extinctions
 - 5. **Fossil** graveyards
 - ii. Two histories of death
- IV. Genesis is foundational to the doctrine of **God**.
- a. God declared the original creation **very good** (Gen. 1:31).
 - b. God’s care of creation after the Fall (Ex. 23:12; Deut. 25:4; Matt. 12:11-12; Prov. 12:10).
 - c. So, how could God spend millions of years creating and then destroying creatures before He created man?
- V. Genesis is foundational to the **gospel**.
- a. Gen. 3:15
 - b. Luke and Matthew genealogies
 - c. 1 Cor. 15:22, 45
- VI. Genesis is foundational to **morality**.
- VII. Genesis is foundational to the reliability and authority of **Scripture**.

- VIII. Resources (available from AiG web store)
- a. Ken Ham, *The Lie: Evolution/Millions of Years*
 - b. Terry Mortenson, “Darwinian Evolutionism: Religion of Death” DVD
 - c. Ken Ham and Britt Beamer, *Already Gone* (2009)
 - d. Ken Ham, Britt Beamer, and Greg Hall, *Already Compromised* (2011)—about the compromise of Genesis in Christian colleges.
 - e. Ken Ham, *Foundations Curriculum* (6-lecture DVD series with teacher’s guide and student workbooks)

Young Earth Science

Dr. John Morris

PhD, Geological Engineering, Univ. of Oklahoma
President of the Institute for Creation Research, 2007
Used and Adapted with Permission

I. Introduction

A. Evolutionary Assumptions

1. Common Descent
2. Time Solves All Problems

B. Creationist Assumptions

1. “Day” (Heb. *Yom*)
2. Contradictions Between Genesis and Geologic Ages

<u>Evolution</u>	<u>Bible</u>
MATTER EXISTED IN THE BEGINNING	MATTER CREATED BY GOD IN THE BEGINNING
LAND BEFORE THE OCEANS	OCEANS BEFORE THE LAND
MARINE ORGANISMS FIRST LIFE	LAND PLANTS FIRST LIFE
INSECTS BEFORE FRUIT TREES	FRUIT TREES BEFORE INSECTS
LAND ANIMALS BEFORE WHALES	WHALES BEFORE LAND ANIMALS
DINOSAURS BEFORE BIRDS	BIRDS BEFORE DINOSAURS

C. Uniformity

1. Twisting Scripture
2. Doubts of the Skeptics (2 Pet. 3)
 - a) “All things continue”
 - b) “There was no Flood”

II. Evidence for a Young Earth

- A. Lack of Evidence for Great Ages
- B. Lack of Evidence for the Principle of Uniformity
- C. Salt
- D. Erosion
- E. Accumulation of Ocean Sediments
- F. Uranium-238
- G. The Age of the Atmosphere

5. Dating results not consistent

a) Three Assumptions

(1) Constant rate of decay

(2) Closed system

(3) Knowledge of initial starting conditions

b) Mount St. Helens

Noah's Flood—Washing Away Millions of Years

Dr. Terry Mortenson, Answers in Genesis
Used and Adapted with Permission

Introduction –Four views of Flood:

- **Historical global** catastrophe
- **Historical local** catastrophe
- Historical global **peaceful** flood
- **Myth**

- I. **Purpose** of the Flood (Gen. 6:7, 13): to destroy all the people, land animals and **birds** not in the ark as well as the surface of the **earth**.
- II. Purpose of the **Ark** (Gen. 7:1-3): to preserve two of every kind of land animal and bird to **repopulate** the earth after the Flood.
- III. **Character** of the Flood (Gen. 7:11)
 - a. Two sources of water: **fountains** of the great deep and **floodgates** of the sky.
 - b. “Burst open” => earthquakes, volcanoes, tsunamis (same Hebrew word as in Num. 16:31 & Zech. 14:4)
- IV. **Depth** of the Flood (Gen. 7:19-20): it covered all the **high mountains**.
- V. Rainbow promise (Gen. 9:8-17) was made to:
 - a. Noah and **your descendants**
 - b. The animals and **the livestock**
 - c. The birds and **all the wild animals**
 - d. And the **living creatures**
 - e. Only a global Flood makes sense of the promise. Otherwise God **lied**.
- VI. Geological evidence
 - a. Brainwashing, Derek Ager
“My excuse for this lengthy and amateur digression into history is that I have been trying to show how I think geology got into the hands of the theoreticians [in context Ager has in mind the early 19th century uniformitarians] who were conditioned by the social and political history of their day more than by observations in the field. So it was—as Steve Gould put it—that Charles Lyell ‘managed to convince future generations of geologists that their science had begun with him.’ In other words, we have allowed ourselves to be brainwashed into avoiding any interpretation of the past that involves extreme and what might be termed ‘catastrophic’ processes.”¹

¹ Derek Ager, *The Nature of the Stratigraphical Record* (London: Macmillan, 1981), 46–47.

- b. How long does it take to make fossils?
 - i. Fossils don't come with **tags** saying how old they are.
 - ii. The nature of the fossils shows **rapid** burial and **rapid** fossilization.

- c. How long does it take to form and erode rocks?

- d. Some evidences of young earth and global Flood (from video clip Keynote slide 57)
 - i. **Sea** creatures high above sea level
 - ii. Sand carried across **continents**
 - iii. **Thick** layers of mud and sand often **bent**
 - iv. Layers across **entire** continents.
 - v. Deep, wide **erosion**

- e. What about radiometric dating methods? ("Check This Out" Keynote slide 66 video clip)
 - i. Other dating methods give much **older** dates.

 - ii. The problem is the **assumptions** in the methods.
 - 1. What was the original **condition** of **parent** to the daughter isotope, when the lava hardened into rock?
 - 2. Has the **rate** of decay always been the same as it is observed today?
 - 3. Has any parent or daughter isotope been **altered** or removed since the rock was formed?

- VII. The Flood washes away millions of years. Why don't people believe?
 - a. Rom. 1:21-22: sin **darkens** the mind.
 - b. Derek Ager: We've allowed ourselves (including OT scholars) to be **brainwashed**

- VIII. The issue is not science but the **truth** of Scripture.

- IX. Resources (available at AiG's web store)
- a. Terry Mortenson, "Noah's Flood: Washing Away Millions of Years" DVD, very similar to this lecture
 - b. John Morris, *The Young Earth* (2nd ed, with DVD of PowerPoint slides for teaching others)
 - c. Andrew Snelling, "Rock Strata, Fossils and the Flood" DVD
 - d. Andrew Snelling, "Doesn't the Order of Fossils in the Rock Record Favor Long Ages?" (chapter 31 in *The New Answers Book, Vol. 2* and also <http://www.answersingenesis.org/articles/nab2/do-rock-record-fossils-favor-long-ages>)
 - e. "Thousands, not Billions" DVD (documentary on radiometric dating)
 - f. "Check This Out" DVD (six mini-videos in one DVD: on radiometric dating, natural selection, origin science, etc.)
 - g. "Mt. St. Helens" DVD (evidence of what catastrophic processes produced, relating to formation of Grand Canyon and Petrified Forests in Yellowstone National Park)
 - h. Michael Oard, "The Ice Age: Only the Bible Explains It" DVD
 - i. Roger Patterson, *Evolution Exposed: Earth Science* (critiques the 3 leading high school textbooks on earth science—great research resource)
 - j. John Woodmorappe, *Noah's Ark: A Feasibility Study* (refutes hundreds of objections by Christian and non-Christian skeptics)

- IV. Resources (available from AiG web store)
- a. Ken Ham, *Dinosaurs for Kids* (for kids and adults)
 - b. Ken Ham, ed., *The New Answers Book, Vol. 1*
 - c. Mike Riddle, “Riddle of the Dinosaurs” DVD (for young kids)
 - d. Ken Ham and Buddy Davis, “Dinosaurs, Genesis and the Gospel,” DVD (for young kids)
 - e. Ken Ham, “The Bible Explains Dinosaurs” DVD (for teens and adults)
 - f. Bodie Hodge, *Dragons: Legends and Lore of Dinosaurs*

Theistic Evolution

	Creation	Evolution
<i>Source for belief</i>	God's Word	Man's speculations
<i>Basis for belief</i>	Reasonable faith (no eyewitnesses or repeatable events, but order stemming from order)	Leap of faith (no eyewitnesses or repeatable events, but order stemming from disorder)
<i>Assumption about God</i>	God exists	God does not exist
<i>Cause for ordered universe</i>	Primary (intelligent) causes	Secondary (natural) causes
<i>Foundation of the cause</i>	Design	Chance (accidents)
<i>Origin of matter</i>	God's spoken word	No explanation
<i>Origin of universe</i>	God's spoken word made the right balance of air molecules, enough water (found only on earth), the right distance from the sun, a protective ozone layer to allow visible light to pass through but keeps out harmful ultraviolet light, a perfect 23.5 degree tilt to produce seasons, the correct orbits for the planets, etc.	Big Bang: all the energy and matter exploded, creating hydrogen gas molecules that collected themselves into stars (but this contradicts scientific fact that gas pressure pushing out is 100 times stronger than gravity pulling in—also, no one has ever seen an explosion create order!)
<i>Age of universe</i>	6,000-10,000 years	5 billion years
<i>Use of term "prehistoric"</i>	Inappropriate	Appropriate
<i>Origin of intelligence</i>	Outside intelligent source (God)	Evolved from non-intelligent matter
<i>Origin of the first life forms</i>	God's spoken word (Gen. 1:1)	A simple life form—life created itself. (Actually, there exists no such thing as the least complicated single cell—the bacterium is vastly complex.)
<i>Origin of man</i>	God's spoken word (Gen. 1:26-27)	Descended from bacteria, onions, cockroaches, snakes, and apes as a result of millions of DNA accidents

	Creation	Evolution
<i>Origin of man's soul</i>	Given by God (Gen. 2:7)	Does not exist or was added later
<i>Origin of human ethnic groups</i>	Intermarriage within the same language groups produced concentrations of genes (Gen. 11)	No explanation has been offered
<i>Origin of species</i>	Life always gives rise to life (the first immutable law of biology)	Life arose from dead, inorganic matter
<i>Propagation of species based on...</i>	Science (observed facts: all species reproduce after their own kinds; cf. Gen. 1:21, 24-25). In other words, like always gives rise to like (the second immutable law of biology).	Theory (unproved, unobserved ideas: e.g., while beings change or mutate to <i>higher</i> forms only once in 10,000 times, this miracle occurred millions of times to produce humans)
<i>Transitional life forms</i>	None required, none ever discovered	Millions required, none ever discovered
<i>View of historical events</i>	Catastrophism: the world has changed weather (climate), topography, etc. due to a worldwide Flood (and possibly an Ice Age)	Uniformitarianism: the world has continued with the same weather, erosion, etc. since time began (except an Ice Age?) as scoffers predict in 2 Pet. 3:4-5
<i>Relationship to 2nd law of thermodynamics ("all things move from order to disorder")</i>	Consistent with this law	Contradicts this law
<i>Man and dinosaurs</i>	Coexisted	Dinosaurs predated man by millions of years
<i>Depends on creativity from...</i>	the Creator	the created (man)
<i>Popularity among laymen</i>	Majority view	Rare
<i>Popularity among scientists</i>	Rare	Majority view
<i>Accountability to a Creator</i>	Great (man will be judged)	None (no judgment will occur)

Reasons to Reject Theistic Evolution

Despite the huge differences between creation and evolution (see previous chart), some believe in *both* creation and evolution. These *theistic evolutionists* (from Greek *theos* for “God”) teach that God created the world by an evolutionary process.² What can be said to theistic evolution claims?

1. **Inefficient:** “Evolution is the most wasteful, inefficient, cruel method that could be devised to create living things. Even evolutionists admit that almost all mutations are bad—causing cripples, sickness, disfigurements, and deaths.... God is all-powerful and wise. Why would He use such a wasteful, inefficient, cruel method to create man, taking three billion years to do it, when He is able to create instantaneously?”³

2. **Unscientific:** “There is not one fact of science which proves that God used evolution to create anything.”⁴ If God guided evolution, He has not allowed a single intermediate form of life to survive as evidence. Surely He would not allow all scientific facts to counter His creative process. All fossils represent fully formed creatures, just as one would expect from the Genesis account. But what of all the ape-like creatures that have been portrayed as transitional links between apes and man? “When all of the evidence is carefully and thoroughly studied by the best scientific methods, however, it turns out that these fossils were either from monkeys, apes, or people, and not from something that was part ape and part human.”⁵
 - a. *Pitdown Man*, found in Pitdown England (1912), came from jaw and skull fragments. About 500 books and pamphlets were written about him until 1950, when someone discovered that it actually was the chemically treated skull of a modern human to make it *look* old and ape teeth *filed down* to look human! This fraud fooled the world’s “experts” for almost 40 years.

 - b. *Nebraska Man* (1922) was based solely on a single tooth found in Nebraska. Additional bones of the creature later revealed it to be a pig!

 - c. *Neanderthal Man* (1860), found in the Neanderthal Valley in Germany, later had more fossils, such as a hunched-over full skeleton in France (1908). They used tools and had similar brain sizes to modern humans, but their skulls were flatter than ours and appeared primitive in some ways. However, Dr. Rudolph Virchow later revealed the hunched-over skeleton as a Frenchman who had arthritis! Other skeletons have been found which are fully erect, and x-rays of the fossil bones and teeth now confirm that all of the Neanderthals were actually humans with rickets (caused by lack of vitamin D).

²Modern theistic evolutionists include Francis S. Collins, *The Language of God: A Scientist Presents Evidence for Belief* (Free Press: 2006); Vernon Blackmore and Andrew Page, *Evolution: The Great Debate* (Oxford: Lion, 1989); R. J. Berry, *God and Evolution: Creation, Evolution and the Bible* (London: Hodder & Stoughton, 1988; idem, *Adam and the Ape: A Christian Approach to the Theory of Evolution* (London: Falcon, 1975). John Morton, *Redeeming Creation* (Auckland: Zealandia, 1984), 11 even calls evolution the Christian’s “cornerstone”!

³Duane T. Gish, *The Amazing Story of Creation* (El Cajon, CA: Institute for Creation Research, 1990), 44. This excellent, illustrated, 112 page full-colour book critiques evolution in simple language (SBC library # 213 GIS). See also his earlier books, *Dinosaurs: Those Terrible Lizards* and *Evolution: The Challenge of the Fossil Record*.

⁴Gish, 44.

⁵Gish, 78-79. The following examples are summarized from pages 78-83.

- d. Other “ape-men” are also discredited. *Ramapithecus* was an orangutan and *Orce Man* was actually a six-month-old donkey. *Australopithecus* (1924) was believed even by many evolutionists to have been an ape, and included a female version, *Australopithecus afarensis* (1973, nicknamed “Lucy”). However, when a knee joint was needed to prove that Lucy walked upright, they used one found more than 60 meters lower in the strata and more than three kilometers away!⁶ Also, Java Man’s discoverer (Dr. Eugene Dubois) later identified him as a giant gibbon, Peking Man is an ape, and Cro-Magnon Man a modern European. Now some evolutionists even say that apes evolved from man!

3. Theological Problems: Theistic evolution is incompatible with scriptural theology in many ways:⁷

- a. *The Creation Account*: The Bible gives no hint of evolution. The most natural reading of the Genesis account of creation is that God created in six literal days. The “day-age” theory where each “day” is a long period of time (even millions of years) has marshaled many advocates. However, Genesis 1 clearly says there was “evening and morning” each day. This excludes any evolutionary processes.
- b. *The Fall and the Origin of Moral Evil*: Theistic evolutionists deny that Genesis 1–11 records real history, but call these chapters “great myths,” even denying that man ever fell into sin in the Garden.⁸ Yet the historicity of Adam is the basis upon which the NT compares Christ as the last Adam (Rom. 5:12-14; 1 Cor. 15:22, 45-49). Paul even related the historicity of Adam to the historicity of Christ’s resurrection (1 Cor. 15:12-23). The origin of evil cannot be credited simply to “the heart of mankind”⁹ because it originally stemmed from Satan, an external force (Gen. 3:1-5; Eph. 6:12).
- c. *The Origin of Man*: Human life came when Adam was created from dust directly from God at a point in time (Gen. 2:7; cf. Matt. 19:4). Yet theistic evolutionists claim man received God’s image at an unknown point in time along the evolutionary chain; therefore, God’s image came after reproductive processes over millions of years of Adam and Eve’s “Neolithic progenitors.”¹⁰ Genesis 1:26-27 says that God created man in the image of *God*—not in the image of apes. Others also claim that the Bible is concerned only with man’s relationship with God, not ordinary human life.¹¹ Such a dichotomy contradicts Genesis, which deals with far more than spiritual life. Berry denies that Adam and Eve were ancestors to all mankind,¹² yet Eve is said to be “the mother of all the living” (Gen. 3:20; cf. Acts 17:26) and all mankind sinned through one man (Rom. 5:12). Theistic evolution downplays or denies the extent to which sin marred God’s image. This image became so perverted that God chose to destroy all humans except for one righteous man and his family (Gen. 6:5-7).¹³

⁶Dr. Solly Zuckerman (head of the Department of Anatomy, Univ. of Birmingham, England) and Dr. Charles Oxnard (Prof. of Anatomy and Director of Graduate Studies at the Univ. of Southern California Medical School) both confirm that *Australopithecus* did *not* walk upright like humans and were not man’s ancestors. Zuckerman’s conclusions are published in his book, *Beyond the Ivory Tower* (1970). See Gish, 84.

⁷David H. Lane (a biologist in Wellington, New Zealand) has published a two-part series entitled “A Critique of Theistic Evolution.” Part one is “Special Creation or Evolution: No Middle Ground,” *Bibliotheca Sacra* 150 (January-March 1994): 12-16. Part two is “Theological Problems with Theistic Evolution,” *Bibliotheca Sacra* 150 (April-June 1994): 155-74, which forms the basis for the comments in points “b” to “e” in this section.

⁸Alan I. Richardson, *Preface to Bible Study*, rev. ed. (London: SCM, 1972), 75; cf. Blackmore and Page, 171; Martin Bott, “Down to Earth,” in *Real Science, Real Faith*, ed. R. J. Berry (Eastbourne: Monarch, 1991), 28-29.

⁹Blackmore and Page, 171.

¹⁰Michael R. Johnson, *Genesis, Geology and Catastrophism: A Critique of Creationist Science and Biblical Literalism* (Exeter: Paternoster, 1988), 87; E. K. V. Pearce, *Who Was Adam?* (Exeter: Paternoster, 1969). Those who lived before Adam died not as a penalty for sin since they were “sinless” in that they had no fully evolved morality.

¹¹Douglas C. Spanner, *Biblical Creation and the Theology of Evolution* (Exeter: Paternoster, 1987), 57-59.

¹²Berry, *God and Evolution*, 70.

¹³Lane, “Theological Problems with Theistic Evolution,” 171.

- d. *Natural Selection, Death, and Suffering*: Theistic evolution makes God the author of suffering and death.¹⁴ This gives even atheists opportunity to criticize Christians for belief in such a cruel God. Berry insists that death existed before Adam so that his sin in the Garden only brought spiritual, not physical death.¹⁵ However, no sin or death existed before the Fall (Gen. 2:17; Rom. 5:12-15) so that all suffering resulted from man's sin, not God's (Gen. 3:15-19; Rom. 8:19-22). God made everything "very good."
- e. *Distinction Between Man and Animals*: Berry says man's ability to obey is the only difference between man and animals.¹⁶ But what about man's ability to discern truth, communicate in speech, and his creative abilities? Theistic evolution is an error that vigorously opposes creation science and the Bible.

¹⁴Ibid, 90.

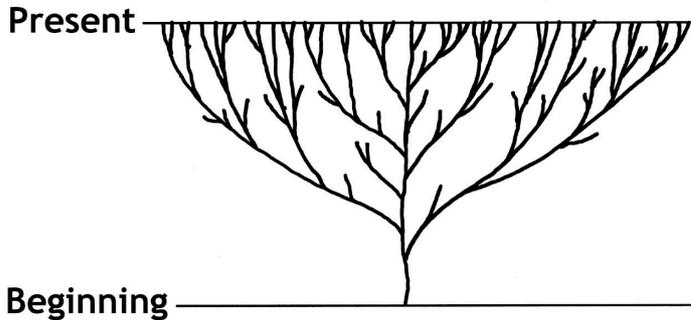
¹⁵Ibid, 70; idem, *Adam and the Ape*, 51.

¹⁶Berry, 159.

Origin of Species—Was Darwin Right?

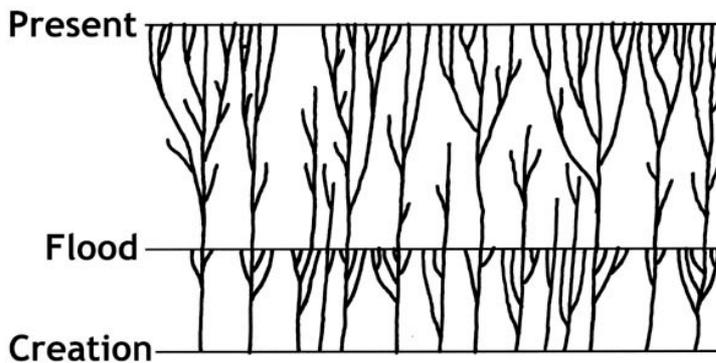
Dr. Terry Mortenson, Answers in Genesis
Used and Adapted with Permission

I. Evolution tree of life (based on naturalistic, atheistic assumptions)



II. Creation forest of life (“after their kind”, Gen. 1:11-12, 21, 25 and Gen. 6:19-20)

- a. In the modern taxonomic system of biological classification (Species, Genus, Family, Order, Class, Phylum, Kingdom), the Genesis created “kind” likely is equivalent to **genus**.



III. Defining our terms: vertical vs horizontal change (variation)

- a. Evolution: vertical change from **lower** kind of creature to a **higher** kind of creature (e.g., **bacteria** to a bird)
- b. Creation: horizontal change **within** a kind

- IV. Does the fossil record confirm creation or evolution?
- a. Stephen J. Gould: extreme **rarity** of transitional forms is the trade **secret** of paleontology.

 - b. Characteristics of the fossil record: **sudden** appearance and **recent** (= creation after their **kind**)
- V. Does the study of living creatures confirm creation or evolution?
- a. Information does not come from **itself**; it comes from an **intelligence**

 - b. Key question #1: How did the DNA information for the supposed first **living** microscopic creature come into existence?
 - i. Miller-Urey experiment (Univ. of Chicago, 1953): evolving life by chance in a test-tube?

 - ii. What do evolutionists know today about the origin of the first living cell?
NOTHING!

 - iii. DNA has the code to make **proteins** but proteins are needed to assemble **DNA**. It's a chicken-and-egg problem!

 - c. Key question #2: How did the DNA information in the first single-cell creature get changed and augmented to produce all the different plants and animals that we see in the fossil record and living today?
 - i. Two supposed mechanisms of evolution: **natural** selection & random **mutations**

 - ii. Natural selection (NS) is a **fact**.
 1. But NS is not **evolution**.
 2. And NS is a **conservative** process, not a **creative** process.

 - iii. The term "Natural Selection" is very **misleading** because, unlike "artificial selection" done by intelligent, purposeful humans, "nature" is NOT an **intelligent**, purposeful agent.
 1. Natural selection is a **blind**, purposeless, **directionless** process.

 2. Examples of natural selection:
 - a. Peppered moths (*Biston betularia*)

- b. dogs and hair length

3. NS can explain the SURVIVAL of the fittest but not the **arrival** of the fittest, which is the real question.

4. NS is the God-designed method of **preserving** representatives of the original created kinds in a fallen world.

- iv. Do mutations supply the new information necessary for evolution?
 1. Mutations are a **fact**

 2. But mutations nearly always **reduce** the genetic information. They never **increase** functional genetic information.

 3. What about “beneficial mutations”, such as bacteria developing resistance to antibiotic (e.g. *Helicobacter pylori* which causes ulcers)? It involves a **reduction** of genetic information.

 4. Mutations are the God-ordained consequences of His **curse** on creation because of Adam’s **sin**

- VI. What about **micro**-evolution vs **macro**-evolution?
 - a. The issue is NOT the **amount** of biological change.

 - b. The issue is the **origin** and **addition** of genetic information.

- VII. People who reject creation and the Creator are without **excuse** (Rom. 1:18-20).

- VIII. Resources (at www.answersingenesis.org):
- a. Terry Mortenson, “Origin of the Species” DVD—very similar to this lecture
 - b. Ken Ham, ed., *The New Answers Book 1-4*
 - c. Roger Patterson, *Evolution Exposed* (critiques four of the leading public high school biology textbooks, well documented for student research. College textbooks have essentially the same arguments and “evidence” for evolution, so this is a good resource of college students too.)
 - d. Gary Parker, *Creation: the Facts of Life*
 - e. Carl Werner, *Evolution: The Grand Experiment*
 - f. Carl Werner, *Living Fossils, The Grand Experiment*
(Both of Werner’s beautiful, full-color books give amazing photograph evidence and abundant testimony from leading evolutionists that the fossil record does not support evolution. Both have accompanying DVDs by the same titles.)
 - g. “Expelled” documentary DVD
 - h. More technical books
 - i. John Sanford, *Genetic Entropy and the Mystery of the Genome*
 - ii. Less Spetner, *Not by Chance: Shattering the Modern Theory of Evolution*
 - iii. Werner Gitt, *In the Beginning Was Information*

OT Chronology in the Genesis Genealogies

Contrary to popular opinion, the dates on the next six pages are based upon a strict chronology in the genealogies of Genesis 5 and 11. There are several reasons for adhering to a genealogy without gaps:

1. These records *state lengths of time* unlike other genealogies with gaps (e.g., Matt. 1:1-17) that only show bloodlines. Genesis 5 and 11 give each father's age when a son is born—useless data apart from a strict chronology. Also, Methuselah's death in the Flood year fits perfectly.
2. The Genesis genealogies *have shorter lengths of time* (creation to Noah, or Noah to Abraham) while Abraham to Jesus is 2000 years (Matt. 1) or Adam to Jesus is 4000 years (Luke 3).
3. A no-gaps sequence is the *most natural*, straightforward, objective method of interpretation.
4. The Genesis genealogies *indicate a direct father-son relationship*. This is the natural usage of the term “begot” or “was the father of” (יָלַד), especially when the Hebrew Hiphil (causative) tense is used as it is here. When a father-son relationship is *not* meant, either the Hebrew Qal tense (Gen. 36:10-12; 46:18, 25; Exod. 6:20) or the Hebrew Niphal tense is used (Deut. 23:8). Also, no one questions that Adam had a son named Seth who had Enosh (Gen. 4:25-26), or that Noah had Shem, or that Terah had Abraham.
5. *Jude 14* says that Enoch was the 7th generation from Adam so there can be no gaps between these two men. Since the subsequent names have the same structure it is likely that they too lack gaps.
6. Ancient *extra-biblical records* support a strict chronology. The earliest European and Middle Eastern records verify the accuracy of the Table of Nations (Gen. 10-11) and the early date of creation (5200-4000 BC).¹⁷

Given this “no gap” strict chronology, exact dates can be established for many primeval events. Dates are first determined by starting at the zero year AH (Latin *anno Homo sapiens*) for “in the year of man's beginning.” AH dates are then reckoned up to the substantiated date of 1845 BC and then BC dates counted backwards to creation.

<u>Event</u>	<u>Reference</u>	<u>AH</u>	<u>BC</u>
World created	“By the seventh day God had finished the work He had been doing...” (2:2a)	-6 days	4143
Adam created	“When God created man [<i>Adam</i>], he made him in the likeness of God” (5:1b)	0	4143
Seth born to Adam	“When Adam had lived 130 years, he had a son in his own likeness...and he named him Seth” (5:3)	130	4013

¹⁷ Bill Cooper, *After the Flood* (Chichester, England: New Wine Press, 1995), 36-39, 121-29.

<u>Event</u>	<u>Reference</u>	<u>AH</u>	<u>BC</u>
Enosh born to Seth	“When Seth had lived 105 years, he became the father of Enosh” (5:6)	235	3908
Kenan born to Enosh	“When Enosh had lived 90 years, he became the father of Kenan” (5:9)	325	3818
Mahalel born to Kenan	“When Kenan had lived 70 years, he became the father of Mahalel” (5:12)	395	3748
Jared born to Mahalel	“When Mahalel had lived 65 years, he became the father of Jared” (5:15)	460	3683
Enoch born to Jared	“When Jared had lived 162 years, he became the father of Enoch” (5:18)	622	3521
Methuselah born to Enoch	“When Enoch had lived 65 years, he became the father of Methuselah” (5:21)	687	3456
Lamech born to Methuselah	“When Methuselah had lived 187 years, he became the father of Lamech” (5:25)	874	3269
Adam died	“Altogether, Adam lived 930 years...” (5:5a)	930	3213
God took Enoch away	“Altogether, Enoch lived 365 years...” (5:23-24)	987	3156
Seth died	“Altogether, Seth lived 912 years...” (5:8a)	1042	3101
Noah born to Lamech	“When Lamech had lived 182 years, he became the father of Noah” (5:28-29)	1056	3087
Enosh died	“Altogether, Enosh lived 905 years...” (5:11a)	1140	3003
Kenan died	“Altogether, Kenan lived 910 years...” (5:14a)	1235	2908
Mahalel died	“Altogether, Mahalel lived 895 years...” (5:17a)	1355	2788
Jared died	“Altogether, Jared lived 962 years...” (5:20a)	1422	2721
Shem, Ham, and Japheth born to Noah	“After Noah was 500 years old, he became the father of Shem, Ham and Japheth” (5:32)	1558 ⁺¹⁸	2585
Lamech died	“Altogether, Lamech lived 777 years...” (5:31a)	1651	2492
Methusaleh died	“Altogether, Methusaleh lived 969 years...” (5:27a)	1656	2487
The Flood	“Two years after the flood... Shem was 100 yrs. old” (11:10b)	1656	2487

¹⁸The plus (+) means 5:32 says Noah’s three sons were born *after* he was 500 years old but does not specify the time of Ham and Japheth’s births. Since Methuselah was born in 687 AH (see 5:21 above) and lived 969 years (5:27), the 687 + 969 = 1656 AH. Scripture does not record Methuselah as having survived the Flood and the above chronology verifies this as it shows him dying that same year. Since Shem was 98 years old at the Flood (Gen. 11:10), this Flood date of 1656 AH minus 98 years gives 1558 AH as the probable date of Shem’s birth as the oldest son. However, it must be admitted that this chronology assumes that Shem was the oldest brother, whereas Genesis 10:21 may indicate either Shem *or* Japheth as the eldest.

<u>Event</u>	<u>Reference</u>	<u>AH</u>	<u>BC</u>
Arphaxad born to Shem	“Two years after the flood, when Shem was 100 yrs. old, he became the father of Arphaxad “ (11:10)	1658	2485
Shelah born to Arphaxad	“When Arphaxad had lived 35 years, he became the father of Shelah” (11:12)	1693	2450
Eber born to Shelah	“When Shelah had lived 30 years, he became the father of Eber” (11:14)	1723	2420
Peleg born to Eber	“When Eber had lived 34 years, he became the father of Peleg” (11:16)	1757	2386
Reu born to Peleg	“When Peleg had lived 30 years, he became the father of Reu” (11:18)	1787	2356
Serug born to Reu	“When Reu had lived 32 years, he became the father of Serug” (11:20)	1819	2324
Nahor [II] ¹⁹ born to Serug	“When Serug had lived 30 years, he became the father of Nahor [II]” (11:22)	1849	2294
Terah born to Nahor [II]	“When Nahor had lived 29 years, he became the father of Terah” (11:24)	1878	2265
Haran born to Terah	“After Terah had lived 70 years, he became the father of Abram, Nahor [II], and Haran” (11:26) ²⁰	1948	2195
Nahor II born to Terah	“After Terah had lived 70 years, he became the father of Abram, Nahor [II], and Haran” (11:26)	1949- 2007 ²¹	2194 - 2136
Peleg died	“After he became the father of Reu, Peleg lived 209 years...” (11:17a)	1996	2147
Nahor I died	“After he became the father of Terah [1878 AH], Nahor [I] lived 119 years...” (11:25a)	1997	2146
Noah died	“Altogether, Noah lived 950 years...” (9:29)	2006	2137
Abram ²² born to Terah	“After Terah had lived 70 years, he became the father of Abram, Nahor [II], and Haran” (11:26)	2008	2135
Sarai born	Sarai was 10 years younger than Abram since he was 100 when she was 90 (17:1, 17)	2018	2125
Reu died	“After becoming Serug’s father, Reu lived 207 years...” (11:21a)	2026	2117

¹⁹Obviously, this Nahor is a different Nahor than his grandfather by the same name, so I have called him Nahor II.

²⁰The text does not tell the time of the births of Abram, Nahor and Haran. However, Haran had a son (Lot) even before Abram and Nahor were married (11:27-28), so he was the oldest son and was born when Terah was 70 years old.

²¹Since Nahor was the middle son he must have been born between Haran (1948 AH) and Abram (2008 AH).

²²Abram was 75 years old when he set out from Haran (2083 AH or 2060 BC; 12:4), which was immediately after Terah’s death (Gen. 11:32; Acts 7:4), probably in the same year. Therefore, his birth 75 years earlier would have been 2008 AH or 2135 BC (2083 - 75 = 2008, or 2060 + 75 = 2135). This is true whether Abram was the oldest son or not.

<u>Event</u>	<u>Reference</u>	<u>AH</u>	<u>BC</u>
Serug died	“And after he became the father of Nahor [I], Serug lived 200 years...” (11:23a)	2049	2094
Shem died	“And after he became the father of Arphaxad, Shem lived 500 years...” (11:11a)	2058	2085
Terah died	“Terah lived 205 years, and he died in Haran” (11:32)	2083	2060
Abram left Haran	Abram went to Canaan at age 75 just after the Abrahamic Covenant was given in Haran (12:4-5; cf. Acts 7:4)	2083	2060
Abram went to Egypt	“Now there was a famine in the land, and Abram went down to Egypt...” (12:10)	2085?	2058?
Abrahamic Covenant ratified	“Lift up your eyes... All the land you see I will give to you and your offspring forever” (13:14-15)	2089?	2054?
Ishmael born	“Abram was 86 years old when Hagar bore him Ishmael” (16:16)	2094	2049
Arphaxad died	“And after he became the father of Shelah, Arphaxad lived 403 years...” (11:13a)	2096	2047
Abrahamic Covenant reconfirmed	Abraham was circumcised at age 99 and Ishmael at age 13; “Sarah will bear [Isaac] to you by this time next year” (17:21, 24-25)	2107	2036
Destruction of Sodom	Cities of the Plain destroyed between Abraham’s circumcision and Isaac’s birth	2107	2036
Isaac born	“Abraham was 100 years old when his son Isaac was born to him” (21:5; cf. 17:17)	2108	2035
Isaac taken to Mt. Moriah	“Some time later... Do not lay a hand on the boy” (22:1, 12)—estimates Isaac to be 17 years old	2125?	2018?
Shelah died	“And after he became the father of Eber, Shelah lived 403 years...” (11:17a)	2126	2017
Sarah died	“Sarah was 127 years old” (23:1)	2144	1991
Isaac marries	“Isaac was 40 years old when he married Rebekah” (25:20)	2148	1995
Shem died	“After he became the father of Arphaxad, Shen lived 500 years...” (11:11) and died at 600 years (11:10)	2158	1985
Jacob and Esau born	“Isaac was 60 years old when Rebekah gave birth to them” (25:26)	2168	1975
Abraham died	“Altogether, Abraham lived 175 years” (25:7)	2183	1960
Eber died	“And after he became the father of Peleg, Eber lived 430 years...” (11:17a) for a total of 464 years	2187	1956

<u>Event</u>	<u>Reference</u>	<u>AH</u>	<u>BC</u>
Esau marries	“When Esau was 40 years old, he married Judith... and also Basemath...” (26:34)	2208	1935
Ishmael died	“Altogether, Esau lived 137 years” (25:17)	2231	1912
Jacob fled to Laban	Jacob was 77 years old ²³	2245	1898
Jacob married both Leah and Rachel	“Jacob raged at Laban. “I worked seven years for Rachel! ... [so Jacob married at age 84 and] . . . served Laban for another seven years” (29:30)	2252	1891
Joseph born	Jacob was 91 at Joseph’s birth (see footnote below)	2259	1884
Jacob returned to Canaan	At age 97, Jacob returned to Canaan after 20 years and was restored with his brother Esau (31:38, 41)	2265	1878
Abrahamic Covenant confirmed to Jacob at Bethel	At age 100, God confirmed his covenant to Jacob one final time and changed his name to Israel (35:9-15); This is the beginning of the 430 years in Canaan and Egypt (Exod. 12:40). ²⁴	2268	1875
Joseph sold	“Joseph, a young man of 17...” (37:2, 28)	2276	1867
Joseph interpreted dreams of baker and cupbearer	“When 2 full years had passed, Pharaoh had a dream” (41:1); Since Joseph was 30 upon entering Pharaoh’s service (41:46), his dream interpretations for the baker and cupbearer were at age 28.	2287	1856
Isaac died	“Isaac lived 180 years” (35:28); Jacob was 120 at Isaac’s death since Isaac was 60 at Jacob’s birth (25:26)	2288	1855
Joseph interpreted Pharaoh’s dream	“Joseph was 30 years old when he entered the service of Pharaoh” (41:46)	2289	1854

²³ The logic for Jacob’s age of 77 when he fled to Laban at Paddan Aram is such: “Joseph stood before Pharaoh, aged 30 (41:46). At the end of 7 years’ of plenty Joseph was 37 (41:29-30). At the end of 2 years’ famine, when Jacob came down into Egypt, Joseph was 39 (45:6). At the end of 2 years’ famine, when Jacob came down into Egypt, Jacob was 130 (47:9). Therefore Jacob was 130 when Joseph was 39. Therefore Jacob was 91 when Joseph was born. Jacob had served Laban 14 years when Joseph was born (29:30; 30:25-26). Therefore Jacob was 91 - 14 = 77 when he left home for Paddan Aram” (Martin Anstey, *The Romance of Bible Chronology: An Exposition of the Meaning, and a Demonstration of the Truth, of Every Chronological Statement Contained in the Hebrew Text of the Old Testament*, 2 vols. [London, Edinburgh, and New York: Marshall Bros., 1913], 1:115; cited by Hoehner, 2).

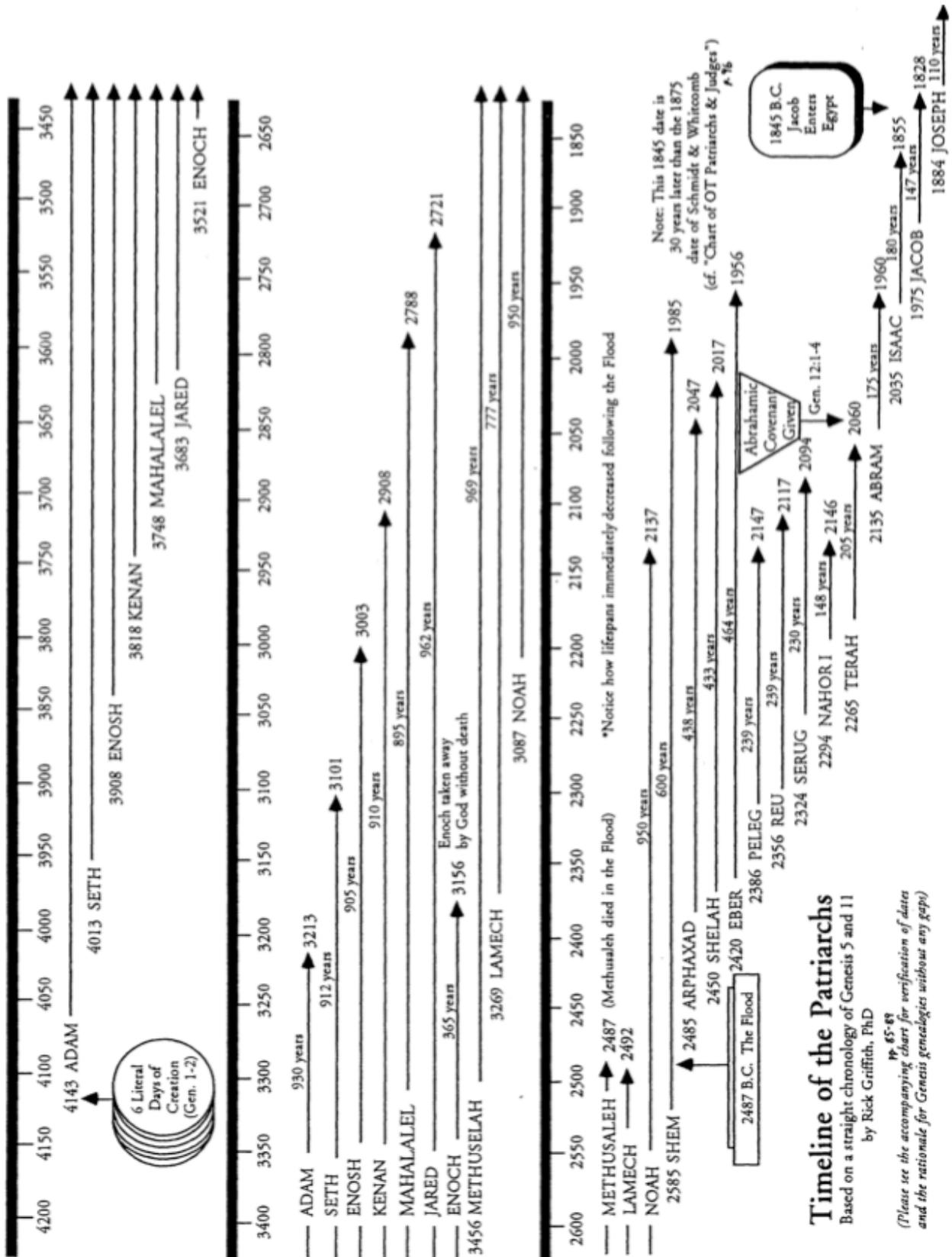
²⁴ Harold W. Hoehner, “The Duration of the Egyptian Bondage,” *Bibliotheca Sacra* 126 (October-December 1969): 306-16). Note that many evangelical OT scholars believe that Jacob’s family entered Egypt in 1875 BC (see these notes, 96, 108) since this is 430 years before the Exodus in 1445. In contrast, Hoehner’s chronology followed here follows the LXX and Samaritan Pentateuch reading of Exodus 12:40 which cites the 430 years as applying to the time the Israelites lived in “Egypt and Canaan.” This is preferred since they were not called Israelites until Jacob’s name was changed to Israel in 1875. “The commencement of their sojourning would have been the last confirmation of the Abrahamic covenant as given in Genesis 35:9-15, if one notices that from Genesis 35 onwards the children of Israel never remained in one place in Canaan but were always travelling (cf. Gen 35:16,21,27; in 37:1 they dwelt in the land of Canaan with no specific location mentioned)... Therefore, it seems that if one will take the 430 years as the period from the last recorded confirmation of the Abrahamic covenant to Israel (Jacob) before going into Egypt (Gen 35:9-15) until the time of the Exodus, the 400 years would be that period of time when the nation Israel was in Egypt, that is, from the time when Jacob and his family entered Egypt (Gen 46) until the Exodus. The phrase ‘about 450 years’ (Acts 13:19-20) would consist of the 400 years of bondage plus the 40 years of wilderness wanderings plus the 7 years for conquering the land of Palestine which makes a total of 447 years or ‘about 450 years’” (ibid., 315, 316).

<u>Event</u>	<u>Reference</u>	<u>AH</u>	<u>BC</u>
Seven years of abundance	Joseph was immediately appointed by Pharaoh to administer the food of Egypt (41:41, 46)	2289- 2296	1854- 1847
Seven years of famine	These immediately followed the 7 years of abundance	2296- 3003	1847- 1840
Jacob and family go to Egypt	Jacob was 130 (47:9) while entering Egypt during the second year of the famine (45:6); this occurred 400 years before the Exodus in 1445 BC. ²⁵ Joseph was 39.	2298	1845 ²⁶
Jacob died	Jacob died at 147 after living in Egypt 17 years (47:28), so Joseph was 56 years old.	2315	1828
Joseph died	Joseph died at 110 (50:26), so he lived another 71 years in Egypt after his family arrived there.	2369	1774

²⁵ Ibid., 316.

²⁶This 1845 BC date is actually the starting point of the BC dates on page 85. The year 1845 BC has been determined as the year Jacob entered Egypt (400 years before the early date for the Exodus in 1445 BC). The dates between Abram's birth and 1845 BC are adapted from Harold W. Hoehner, "From the Birth of Abram to the Death of Joseph" (class handout in Th.D. course "Bible Chronology," Dallas Theological Seminary, June 1988, 3 pp.). We know from 1 Kings 6:1 that the Exodus occurred in 1445 (or many say 1446) BC because it happened 480 years after Solomon began building the temple in 966 BC. Thus, 966 + 480 = 1446/1445 inclusive.

Timeline of the Patriarchs



- e. How can you make an ape-man?
 - i. A few **human** bones + imagination = ape-man
 - ii. A few **ape** (or pig?) bones + imagination = ape-man
 - iii. A few human bones and a few **ape** bones + imagination = ape-man
 - iv. **Grind** or file bones + imagination = ape-man

- III. What does the Bible say?
 - a. Adam and Eve were created supernaturally and were **unique** from all other creatures.
 - b. Dr. John Stott and theistic evolution

 - c. *Four Views on the Historical Adam* (2013)

 - d. Gen. 2:7
God made **man**, added the divine breath and he became a **living** creature.

 - e. Gen. 3:19: Adam came from **dust** and returned to **dust**.
 - f. Gen. 2:22

 - g. Gen 3:20 Eve was the mother of all the **living**.
 - h. 1 Cor. 15:45 Adam was the first **man**.
 - i. Bible teaches there is only one human **race** (Acts 17:24, 26).
 - i. Evolution theory is inherently racist.

 - ii. Dispersion from Babel: produced people groups of Caucasian, Negroid, Mongoloid, Cro-Magnon, *Homo erectus*, Neanderthals, etc. All descended from Adam through Noah and his family.

- IV. So what?

- V. Resources (available from AiG web store)
- a. Terry Mortenson, *Ape-men: the Grand Illusion* DVD
 - b. David Menton, “Three Ways to Make and Apeman” DVD
 - c. AiG, *Ape-men* Pocket Guide
 - d. David Menton, “Body of Evidence” DVD series on the human body
 - e. Ken Ham & Charles Ware, *One Race—One Blood* (evolution & racism)
 - f. Marvin Lubenow, *Bones of Contention* (2nd, rev. ed., best in-depth critique of human evolution by a young-earth creationist)
 - g. Ken Ham, *The Answers Book Vol. 2*, ch. 3 (on ape-men), Vol 1, ch. 17 (on racism)
 - h. Ken Ham, “Where did the races come from?” DVD

The Origin of Death

Introduction

Three Types of Death

A. Physical Death

1. Origin of Physical Death

a. Pre-Fall Life (Gen. 2:16-17)

b. Fall Decision (Gen. 3:4-7)

c. Post-Fall Consequences

- 1) Spiritual Death—present separation from God while on earth (Isa. 59:2)
—experienced by all unbelieving people now (i.e., one’s state before salvation) because of a depraved nature which Adam passed on to his descendants (Rom. 5:12; Eph. 2:1)
—relates to the soul
- 2) Physical death (Gen. 2:17)—separation of the body from the soul/spirit (James 2:26; cf. Gen. 35:18; Eccl. 12:7; Luke 23:46; Acts 7:59) as a result of man’s previous experience of spiritual death (Rom. 5:21; 1 Cor. 15:56)
—experienced by all people except Enoch and Elijah
—relates to the body
- 3) Second death—future separation from God in Hell (Rev. 20:14-15)
—experienced by no one yet but will be by all unbelievers in the future
—relates to the soul and the body

N.B. “The central idea in each case is separation and not annihilation” (Hoyt, 24).

Summary of Types of Death

	Spiritual	Physical	Second
Definition: Separation	of man & God	of body & soul/spirit	of man & God
Experienced by	unbelievers only	all mankind	unbelievers only
Location of soul	earth	Hades or Paradise/Heaven	Hell (Lake of Fire)
Part of man affected	soul	body	soul and body
Time period involved	before conversion	between life & resurrection	after resurrection
Duration	temporal	temporal	eternal
Key passage	Eph. 2:1, 5, 12	James 2:26	Rev. 20:14-15

2. Responses to Physical Death (adapted from Hoyt, 30-31)

a. To the Unsaved = Fear

- 1) Loss of “good things” (Eccles. 5:15-16)
- 2) Escape from evils of life (Job 3:21)
- 3) Precursor of divine judgment (Heb. 9:27)

b. To the Old Testament Saints = Fear + Hope

Due to “progressive revelation” OT believers in God had little knowledge of the afterlife (Heb. 1:1-2; cf. Robert Morey, *Death and the Afterlife*, 22-25). Results:

- 1) Dreadful experience (Isa. 38:10-12, 18 [Hezekiah’s 15 more yrs.]; Job 10:20-22)
- 2) Bondage caused by fear (Heb. 2:15) since most blessings seen on the earth (Isa. 38:11)
- 3) Hope of resurrection (2 Sam. 12:12-23; 1 Kings 2:10; 11:21; Job 19:25-27; Ps. 16:8-11; Hos. 13:14; Isa. 25:6-8)

c. To New Testament Saints = No Fear

- 1) Gateway to God’s presence (1 Cor. 15:54-57)
- 2) Confidence (2 Cor. 5:8)
- 3) Desire for death (Phil. 1:21-23)
- 4) Still sorrow though (1 Thess. 4:13)

3. Future of Physical Death

- | | |
|---|------------|
| a. Church Age (1 Thess. 4:13-18; 1 Cor. 15:51-52) | universal |
| b. Tribulation Period (Rev. 6—19) | increased |
| c. Millennium (Isa. 65:20) | decreased |
| d. Great White Throne Judgment (Rev. 20:14) | eliminated |

The Source of Death

A. Secular Reasoning on Death’s Origin

B. Biblical Revelation on Death's Origin

Millions of Years: Where Did the Idea Come From?

Dr. Terry Mortenson, Answers in Genesis
Used and Adapted with Permission

I. Introduction

- a. Battle of ideas: 2 Cor. 10:4-5; Col. 2:8

- b. Defining “science”: Operation science vs Origin science

A few evolutionists admit this distinction

“Evolution is a historical process that cannot be proven by the same arguments and methods by which purely physical or functional phenomena can be documented.”²⁷

II. New Theories of Earth History (1770-1830)

- a. Comte de Buffon **cooling earth, 75,000 years** (CTGWG, 81)
- b. Pierre Laplace **nebular hypothesis, long ages** (CTGWG, 81-82)
- c. Jean Lamarck **biological evolution, long ages** (CTGWG, 82)
- d. Abraham Werner **receding ocean, 1 million years** (CTGWG, 82)
- e. James Hutton **uniformitarianism, no beginning** (CTGWG, 82)
- f. Georges Cuvier **catastrophism, millions of years** (CTGWG, 83)
- g. William Smith **fossils date rocks, millions of years** (CTGWG, 83)
- h. Charles Lyell **uniformitarianism, millions of years** (CTGWG, 85)

²⁷ Ernst Mayr, *What Evolution is* (New York: Basic Books, 2001), p. 13.

Three Views of Earth History in early 19th century

Biblical view
 SCW-----F-----P
 (ca. 6000 years)

Catastrophist view
 SB-----C-----C-----C-----C-----C-----P
 (millions of years)

Uniformitarian view
 SB?-----P
 (millions of years)

SCW = Supernatural Creation Week

SB = Supernatural Beginning

F = (Noah's) Flood

C = Catastrophic (Flood)

P = Present

- III. Christian compromise views in early 19th century
- a. Thomas Chalmers (1780-1847): **gap theory** (CTGWW, 94)
 - b. George Stanley Faber (1773-1854): **day-age theory** (CTGWW, 95)
 - c. Hugh Miller (1802-1856): **gap theory** then **day-age theory**
 - d. William Buckland (1784-1868) & Adam Sedgwick (1786-1873):
Global, but geologically **limited** Flood (CTGWW, 84)
 - e. John Fleming (1785-1857): global **peaceful** flood (CTGWW, 95)
 - f. John Pye Smith (1774-1851): **local** flood (CTGWW, 95)
 - g. Liberal theologians: Genesis 1–11 is **myth** (CTGWW, 96)

- IV. Scriptural geologists (ca. 1820-1850; CTGWW, 94)

See Mortenson, *The Great Turning Point* (Master Books, 2004)

- V. Nature of the debate: philosophical and religious
- a. Deism
 - b. Atheism
 - c. Christianity

VI. Old-earth theology (CTGWW, 92)

- a. Buffon: **deist** or vague theist or maybe a secret atheist
- b. Laplace: open **atheist**
- c. Lamarck: deist or **atheist**
- d. Hutton: **deist** or atheist (CTGWW, 82)
- e. Cuvier: deist or **vague** theist
- f. Smith: **deist** or vague theist
- g. Lyell: **deist** or Unitarian

Hutton:

“The past history of our globe must be explained by what can be seen to be happening now ... No powers are to be employed that are not natural to the globe, no action to be admitted except those of which we know the principle.”²⁸

“But, surely, general deluges form no part of the theory of the earth; for, the purpose of this earth is evidently to maintain vegetable and animal life, and not to destroy them.”²⁹

Principle: the **present** is the key to the **past**.

Scriptural geologists: **Revelation** is the key to the **past** and present.

²⁸ Quoted in A. Holmes, *Principles of Physical Geology*, (UK: Thomas Nelson and Sons Ltd., 1965), pp. 43–44.

²⁹ James Hutton, *Theory of the Earth* (1795), vol. 1, p. 273.

Lyell

Principles of Geology: being an attempt to explain the former changes of the Earth's surface, by reference to causes now in operation (London: John Murray, 1830)

“I have always been strongly impressed with the weight of an observation of an excellent writer and skillful geologist who said that ‘for the sake of revelation as well as of science—of truth in every form—the physical part of Geological inquiry ought to be conducted as if the Scriptures were not in existence’”³⁰ (CTGWW, 90).

Lyell said he wanted to “free the science [of geology] from **Moses**” (CTGWW, 91).

VII. Post-1850 compromise (beware: 1 Tim. 6:20-21)

a. Charles Spurgeon (1855 sermon; CTGWW, 96)

“Can any man tell me when the beginning was? Years ago we thought the beginning of this world was when Adam came upon it; but we have discovered that thousands of years before that God was preparing chaotic matter to make it a fit abode for man, putting races of creatures upon it, who might die and leave behind the marks of his handiwork and marvelous skill, before he tried his hand on man.”³¹

b. C. I. Scofield (Scofield Reference Bible, 1909)

“The first creative act refers to the dateless past, and gives scope for all the geologic ages. . . . Relegate fossils to the primitive creation, and no conflict of science with the Genesis cosmogony remains.”³²

c. Princeton Seminary (CTGWW, 97)

i. Charles Hodge (1779-1878)

ii. A. A. Hodge (1823-1886)

iii. B. B. Warfield (1851-1921)

d. R. A. Torrey, ed., *The Fundamentals* (1910-1915)

³⁰ Charles Lyell, Lecture II at King's College London on 4 May 1832, quoted in Martin J.S. Rudwick, “Charles Lyell Speaks in the Lecture Theatre,” *The British Journal for the History of Science*, Vol. IX, Pt. 2, No. 32 (July 1976), p. 150.

³¹ Charles Spurgeon, “Election,” *The New Park Street Pulpit* (Pasadena, TX: Pilgrim Publ. 1990), Vol. 1, (sermon delivered 2 Sept. 1855), 318.

³² C.I. Scofield, *The Holy Bible* (Lake Wylie, SC: Christian Heritage, 1917), pp. 3-4. This *Scofield Reference Bible* was first published in 1909. This comment remained in the notes of subsequent editions for many decades. The notes of the 1967 third edition are modified in several places in Genesis 1, but still are worded in such a way that they leave the door wide open to the acceptance of the big bang and millions of years.

- e. Charles Templeton (1915-2001)
- f. C. John Collins (OT prof at Covenant Theological Seminary, editor of OT notes in ESV Study Bible)
- “I conclude, then that I have no reason to disbelieve the standard theories of the geologists, including their estimate for the age of the earth. They may be wrong, for all I know; but if they are wrong, it’s not because they have improperly smuggled philosophical assumptions into their work”³³ (CTGWG, 93-94).
- g. Norman Geisler (philosopher, Veritas Evangelical Seminary)
- “The problem is deepened by the fact that there is *prima facie* evidence to indicate that the days of Genesis are indeed twenty-four-hour periods. ... Most scientific evidence sets the age of the world at billions of years.”³⁴
- h. Wayne Grudem (theology professor, Phoenix Seminary)
- “Although our conclusions are tentative, at this point in our understanding, Scripture seems to be more easily understood to *suggest* (but not to require) a young earth view, while the observable facts of creation seem increasingly to favor an old earth view.”³⁵

VIII. The bottom line: Do we fear God or fear man?

“Blessed is the man
 who makes the LORD his trust,
 who does not look to the proud,
 to those who turn aside to false gods” (Ps. 40:4 NIV)

“Fear of man will prove to be a snare,
 but whoever trusts in the LORD is kept safe” (Prov. 29:25 NIV).

IX. Don’t have any evangelical **popes!**

“What if some did not have faith? Will their lack of faith nullify God’s faithfulness?
⁴Not at all! Let God be true, and every man a liar. As it is written:
 ‘So that you may be proved right when you speak
 and prevail when you judge’” (Rom. 3:3-4 NIV)

X. Resources

- Terry Mortenson, *The Great Turning Point* (Master Books, 2004)
- Chapter 3 of Terry Mortenson and Thane H. Ury, eds., *Coming to Grips with Genesis* (Master Books, 2008)
- Terry Mortenson, “Millions of Years: where did the idea come from?” (1-hour DVD)—very similar to this lecture.

³³ C. John Collins, *Science and Faith: Friends or Foes?* (Wheaton, IL: Crossway, 2003), p. 250.

³⁴ Norman L. Geisler, *Baker Encyclopedia of Christian Apologetics* (Grand Rapids: Baker Books, 2000), pp. 270 and 272.

³⁵ Wayne Grudem, *Systematic Theology* (Downers Grove: IVP Press, 1994), p. 307 (italics in the original).

The Big Bang—Exploding the Myth

Dr. Terry Mortenson, Answers in Genesis
Used and Adapted with Permission

I. Introduction

- a. Big bang: **13.7** billion years ago
- b. First stars formed from collapsed gas clouds: **10-12** billion years ago.
- c. Our Sun: **5** billion years ago.
- d. Our Earth: **4.5** billion years ago.
- e. First oceans: **3.8** billion years ago.
- f. Operation science vs origin science: **assumptions** are key to interpretation.

II. Origin of the Moon?

- a. Three evolutionary theories have been proposed
 - i. Sister theory
 - ii. Wife theory
 - iii. Daughter theory
 1. Stretching blob that broke loose
 2. Multiple impacts producing debris that formed into the moon
 3. Dominant view: **giant** impact **Mars**-size object
- b. Problems with the theories
 - i. Face of the Moon: we always see only **near side** of the Moon
 - ii. Solar Eclipse: when the **Moon** covers the Sun because Moon is **400** times smaller than the Sun and **400** times closer.

III. Origin of Solar System?

- a. Theory: evolved from a spinning **gas** cloud
- b. Problems with the theory—nature of the planets
 - i. Earth's distance from Sun
 1. Closer? All the water would turn to **steam**.
 2. Farther? All the water would **freeze**.
 - ii. Nature of inner and outer planets
 1. Mercury, Venus, Earth and Mars (& Pluto—no longer considered a planet) are **solid**.
 2. Jupiter, Saturn, Uranus and Neptune are **gas** with a **liquid** center.
 - iii. Sun **98%** helium and hydrogen, but Mercury, Venus and Earth only **1%** helium and hydrogen.

- iv. The planets have different **orbits**, different **speeds** of rotation, different tilts of the axis, different numbers of **rings** and moons (some have both), and different atmospheres.
 - v. Venus and Pluto rotate **backwards** compared to the direction of their revolutions around the Sun.
 - vi. Jupiter, Saturn and Neptune have moons going in **opposite** directions around the planet.
 - vii. Uranus and Pluto are rotating **on their sides** compared to the plane of their revolution around the Sun.
- c. The evolutionists know things about the *operation* of the solar system, but its ORIGIN is **unknown**.
- IV. Origin of stars and galaxies?
- Evolutionary astronomers say that we need **stars** to make stars. It's a chicken and **egg** situation. How did the **first** stars form?
- Scientists have never observed the **birth** of a star.
- V. Origin of the Universe?
- a. Secular opponents of Big Bang theory: www.cosmologystatement.org
 - b. Big Bang theory in serious trouble: Paul J. Steinhardt, "The Inflation Debate," *Scientific American* 304:4 (Apr 2011): 36-43.
 - c. Origin of the Moon: **unknown**
 - d. Origin of the Solar System: **unknown**
 - e. Origin of stars and galaxies: **unknown**
 - f. Big Bang: unbelievable **myth**
- VI. Age of the Universe?
- a. How old am I? If you don't know **HOW** I came into existence, then you can't possible know **WHEN** I came into existence. The same applies to the universe too.
 - b. Halley's comet: **short**-period comets. Problem: if the Solar System is as old as the evolutionists say, there should be **no** short-period comets. Their proposed solution?
 - i. Oort **Cloud** (past Pluto by 3 light years)
 - 1. **Never** observed
 - 2. How did they get knocked individually into **orbit**?
 - ii. Kuiper **Belt** (outside the orbit of Neptune), objects in the Kuiper Belt are too **large** and too dense to be the source of comets.
 - iii. Search "Faulkner comets" at www.answersingenesis.org
 - c. Spiral galaxies: Search "Faulkner spirals" at www.answersingenesis.org
The spiral **arms** should not exist if the galaxies are billions of years old.
 - d. Moon-**dust** argument? Not good to use: Search "moon dust" at www.answersingenesis.org
 - e. Distant Starlight in a young universe? (see article and DVD below)
- VII. What the Bible says
- a. Ps. 33:6-9 God created the **universe** by His **word**.

- b. Ps. 19:1-2 God created for His **glory**.
- c. Gen. 1:14-16
 - i. Verbal phrases: “let there be” and “and it was so” and “And God saw ... was good.” =>> **instantaneous** creation
 - ii. “made” (Hebrew: *asah*), not “**appeared**” (Heb.: *rahah*, v. 1:9)
 - iii. *et* (Hebrew direct object marker) in v. 16
 - iv. Clouds in Gen. 1 so that Sun, Moon and stars only appeared on Day 4?
 - v. If God didn’t make the Sun, Moon and stars on Day 4, when did He make them?
 - 1. Verse 3?
 - 2. Verse 1?
 - vi. Sun, Moon and stars were placed in the **expanse** made on Day 2, so they couldn’t have been made before Day 2.
 - vii. Clearly, God made the Sun, Moon and stars on **Day 4**, and not before.
- d. Genesis order of creation: Big Bang theory is wrong.
 - i. Earth created before the **Sun** and **stars**.
 - ii. **Plants** created before the Sun.
- e. End of the universe?
 - i. Big Bang cosmology: heat **death (cold, dark universe)** or big **crunch (collapsing universe)**.
 - ii. Bible: literal **heat death** and then new heavens and new earth

VIII. Resources (available from AiG web store)

- a. Danny Faulkner, *Universe by Design*
- b. Jason Lisle, “Doesn’t distant starlight prove the universe is old?”, <http://www.answersingenesis.org/articles/nab/does-starlight-prove>.
- c. Jason Lisle, “Distant Starlight: Not a Problem for a Young Universe” (DVD)
- d. Spike Psarris, “Our Created Solar System” DVD
- e. Spike Psarris, “Our Created Stars and Galaxies” DVD
- f. On the question of geocentrism vs heliocentrism, it is often argued that since the church now follows the scientific consensus in holding that the earth goes around the sun (not that the sun goes around the earth), the church should follow the scientific consensus regarding the origin and history of the creation. Dr. John Byl, young-earth creationist astronomer/mathematician offers a well-informed perspective at <http://bylogos.blogspot.com/2011/07/moving-earth.html>.

Required Readings

Intro & Geology (John Morris, *The Young Earth*, 4-25)

1 of 23

Intro & Geology (John Morris, *The Young Earth*, 4-25): 2 of 23

Intro & Geology (John Morris, *The Young Earth*, 4-25): 3 of 23

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The Bible & Evolution (John Morris, *The Young Earth*, 26-41)

1 of 16

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The Bible & Evolution (John Morris, *The Young Earth*, 26-41): 16 of 16

OT Chronology (J. Paul Tanner, *Bib Sac* 172, 24-44)

1 of 11

J. Paul Tanner, "Old Testament Chronology and Its Implications for the Creation and Flood Accounts,"
Bibliotheca Sacra 172 (January-March 2015): 24-44 (2 of 11)

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“Whence Cometh Death?” (James Stambaugh, CTGWG, 373-98)

1 of 13

James Stambaugh, “Whence Cometh Death? A Biblical Theology of Physical Death and Natural Evil,” in *Coming to Grips with Genesis: Biblical Authority and the Age of the Earth*, Terry Mortenson and Thane H. Ury, eds. (Green Forest, AZ: Master Books, 2008), 373-98 (2 of 13)

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“Deep Time” the Church’s Compromise (Terry Mortenson, 79-104)

1 of 14

Terry Mortenson, "'Deep Time' and the Church's Compromise: Historical Background" in *Coming to Grips with Genesis: Biblical Authority and the Age of the Earth*, Terry Mortenson and Thane H. Ury, eds. (Green Forest, AZ: Master Books, 2008), 79-104 (2 of 14)

Terry Mortenson, "'Deep Time' and the Church's Compromise: Historical Background" in *Coming to Grips with Genesis: Biblical Authority and the Age of the Earth*, Terry Mortenson and Thane H. Ury, eds. (Green Forest, AZ: Master Books, 2008), 79-104 (3 of 14)

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