



**SHEPHERDS THEOLOGICAL
SEMINARY**

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**TH607 - Issues in Science
and Theology**

Summer 2010
May 24-29
6-9 pm Monday—Friday
9-12 am Saturday

Preamble

It is established US constitutional doctrine that in the national marketplace of ideas the government must treat all ideas and their proponents equally. It is to aid none and hinder none. But in practice one idea has gained ascendance and become the official faith of a secular, postmodern society – the ‘established religion’ of the state that practices religious bigotry through aggressive and skillful resources. This is evolution, the religion of Secular Humanism. Evolution is far more than a scientific theory but an underlying belief system that profoundly affects the way people think and live. Most, if not all, academic disciplines as practiced today—psychology, economics, political science, sociology, law and technology—are rooted in evolutionary principles.

In most public schools, including colleges, it is taught as fact. Zoos, museums, cultural exhibitions, national parks, public and network television, and national ‘scientific’ publications all proclaim the evolution of life as well as rigid uniformitarian geology—despite pious claims of neutrality and equal access. Much of this is disseminated at taxpayers’ expense. Despite First Amendment prohibition against establishment of religion, evolutionary humanism has become the established religion of America.

Consistently since mid 20th century, surveys and polls show that the powerful onslaught of all these forces and movements, fully supported by the state, have been the single largest cause for people, especially young people, to lose their faith and fall away from Christ.

Seminary Purpose

Shepherds Theological Seminary exists to equip servant leaders for life and ministry by strategically shaping both intellect and character through biblical scholarship and personal mentoring.

Seminary Objective #2

Equip students to discern and clarify the theology and mission of the church in their generation.

Student Objective #2

To develop and clearly articulate their theological beliefs in language that is consistent with Scripture for the purpose of shaping their present and future ministries.

Course Description:

A study of the relationship and issues between science and theology, focusing on current issues such as creation and evolution, age of the universe, and relevant ethical issues arising from the naturalistic world view. (2 hours)



Course Objectives:

Upon completion of this course students will have sufficient knowledge to affirm and defend orally and in written form

1. the absolute certainty of the literal theological themes, established in Genesis 1-11 and other Scripture, on Creation of the universe and life, origin of sin, the Flood, scattering of nations and chronology of man.
2. recent creation, or Young Earth Creationism, against alternative Christian proposals such as Progressive, Gap Theory, Ruin and Reconstruction, and Pre-creation Chaos creationism.
3. the falsity of Evolutionist claims based on the extensive and reliable science-based direct and experimental observations in earth and life sciences—including the origin of the universe, the origin of solar system, life emerging from non-life, so-called tree of life, and the emergence of man.
4. the defense of the Christian worldview against the degrading trends in Ethics—sociology, psychology, education, politics, medicine, genetics, environmentalism, etc.—as a result of the influence over the last 150 years of Naturalism and Scientism Worldviews.

Course Textbooks:

Required Texts

Any English Bible. Instructor will be using NASB version.

Dembski, William A. and Jonathan Wells. *The Design of Life: Discovering Signs of Intelligence in Biological Systems*. Dallas, TX: Foundation for Thought and Ethics, 2008.

Polkinghorne, John C., Nicholas Beale. *Questions of Truth: Fifty-one Responses to Questions about God, Science, and Belief*. London: Westminster John Knox, 2009.

Recommended Reading (available in Library to be read and sections copied)

Behe, Michael J., William A. Dembski and Stephen C. Meyer. *Science and Evidence for Design in the Universe*. San Francisco, CA: Ignatius Press, 2000.

Bergman, Jerry. *Slaughter of the Dissidents – The Shocking Truth About Killing the Careers of Darwin Doubters*. Southwark, WA: Leafcutter Press, 2008.

Brown, Walt, *In the Beginning: Compelling Evidence for Creation and the Flood*. Atlanta: Center for Creation Science, 2008. Recommend reading this book at <http://www.creationscience.com/onlinebook/>

House, H. Wayne, general editor. *Intelligent Design 101: Leading Experts Explain the Key Issues*. Grand Rapids, MI: Kregel, 2008.

McGrath, Alistair E. *The Science of God: An Introduction to Scientific Theology*. Grand Rapids, MI: Eerdmans, 2004.

McGrath, Alistair E. *A Fine-Tuned Universe: The Quest for God in Science & Theology*. Louisville, KY: John Knox, 2009

Pannenberg, Wolfhart. *Historicity of Nature: Essays on Science and Theology*. Chicago, IL: Templeton Press, 2008.

Peacocke, Arthur. *All That Is: A Naturalistic Faith for the Twenty-first Century*. Minneapolis, MN: Fortress Press, 2007.

Polkinghorne, John C. *Quarks, Chaos & Christianity - Questions to Science and Religion*. London: Fortress Press, 2005.

Polkinghorne, John C. *Science and Theology: An Introduction*. London: Fortress Press (SPCK), 1998.

Simmons, Geoffrey. *Billions of Missing Links: A Rational Look at the Mysteries that Evolution Can't Explain*. Eugene, OR: Harvest House Publishers, 2007.

Simmons, Geoffrey. *What Darwin Didn't Know: A Doctor Dissects the Theory of Evolution*. Eugene, OR: Harvest House Publishers, 2004.

Strobel, Lee, *The Case for a Creator*. Grand Rapids, MI: Zondervan, 2004.

Wells, Jonathan. *Icons of Evolution—Science or Myth?* Washington, DC: Regency Publishing, 2000.



SPECIAL NOTE FOR MODULE CLASS – Have downsized the required reading to meet the weeklong schedule. Prior to class beginning, please complete the readings from the Old and New Testament; Dembski & Wells; and Polkinghorne. These books are on reserve in Jackson Library or can be purchased at amazon.com.

There will be a Course Packet of all other readings available by May 1 in Jackson Library and at Seminary Office at no charge.

Also very helpful if you can visit several Creation and Evolution web sites.

Course Requirements:

1. Complete and bring to first class the pre-course class survey on Science and Theology issues.
2. Complete all assigned readings thoroughly and thoughtfully before coming to class. Be prepared each class to make a 2-3 minute presentation/discussion of key concepts and issues. Some of these will be based on assigned web sites.
3. Write three 2,000-word papers (not including bibliography and footnotes) on specific topics related to the three major course themes: **a)** the literal, grammatical, historical interpretation of Genesis 1-11; **b)** the scientific facts that refute the universe, planetary and organic life claims of Evolutionists; and **c)** evolution worldview a major cause for societal breakdown. To complete this assignment you will need more than a casual introduction to the topic. *Your role is that of a researcher to present fairly and to assess critically various positions; use of Scripture is encouraged.* The paper should be organized in a way to clearly link the various sections in a ‘building’ fashion that culminates in your final conclusions and position. The paper should be written according to **SBL Handbook of Style** form and typewritten double-spaced using a Times New Roman, #12 font and 1-inch margins. The papers are expected to display accurate spelling, punctuation and proper use of grammar. The Jackson Library contains several volumes of SBL and the STS Student Handbook contains a tutorial. The entire **Student Supplement to SBL** can be downloaded at http://www.sbl-site.org/assets/pdfs/sblhs_ss92804_revised_ed.pdf.

Examinations:

As an encouragement for diligent reading of the materials, a weekly short quiz on the assigned reading will be given at the beginning of each class session and discussed. There will be no exams.

Grade Composition:

Term Paper	40%
Reading Completions	30%
Class discussions & reports	20%
Quizzes	10%

Grades:

<u>MDiv, MACM, ThB</u>			<u>ACM</u>		
<i>Letter Grade</i>	<i>Percentile</i>	<i>Grade Points</i>	<i>Letter Grade</i>	<i>Percentile</i>	<i>Grade Points</i>
A	96–100	4.0	A	94–100	4.0
A-	94–95	3.7	A-	91–93	3.7
B+	92–93	3.3	B+	89–90	3.3
B	88–91	3.0	B	84–88	3.0
B-	86–87	2.7	B-	81–83	2.7
C+	84–85	2.3	C+	79–80	2.3
C	80–83	2.0	C	74–78	2.0
C-	78–79	1.7	C-	71–73	1.7
D+	76–77	1.3	D+	69–70	1.3
D	72–75	1.0	D	64–68	1.0
D-	70–71	0.7	D-	61–63	0.7
F	≤69 0		F	≤60 0	



Course Outline:

Date	Topics Discussed	Student Work Completed
Prior to class startup	<ul style="list-style-type: none"> • Study biblical history in Genesis and Job • What is included in the New Testament regarding Creation? • Survey Creation Web Sites • Survey Evolution Web Sites 	<ul style="list-style-type: none"> • Old Testament readings: Genesis 1-11; Job 38-39; Psalms 8, 19, 29, 33, 65 & 104. • New Testament Readings: Matthew 19.3-5; Mark 10:6-9; Luke 11:50-51; John 1; Colossians 1; Hebrews 1; Revelation 1. • Creationism web sites: <i>Discovery Institute—Scientific Dissent from Darwinism, Creation Research Society, Institute for Creation Research, Answers in Genesis.</i> • Scientific web sites of <i>The Scientific Academies and National Center for Science Education;</i>
Monday May 24 The Christian Viewpoint	<ul style="list-style-type: none"> • Biblical Foundations – A study of theology presented in the Bible compared the theology in Middle Eastern records. (45) • Biblical Creation – A Scriptural study of Creation, Life, Dominion, Sin, Destruction. (75) • The Flood – Scientific evidences of global flood versus theories based on the geologic column and radiometric technology. (60) 	<ul style="list-style-type: none"> • Bring to class a favorite Bible verse re God’s position relative to His Creation • Bring to class your top five questions regarding Creation and Evolution.
Tuesday May 25	<ul style="list-style-type: none"> • Differentiation of Mankind by Location, Appearance, and Language: How mankind came to be what he is and where he is. (60) • Religious Creation Views – Six-day creation against Gap, Ruin & Reconstruction, Progressive, Day-Age, Old Earth Creation, Chaos. (45) • Evolution’s Concept of Space and Time – Reality is much smaller than imagination. (30) • Operational Science versus Reconstruction Science – Get Real! (25) 	<ul style="list-style-type: none"> • Bring to class a favorite Bible verse re Man’s relationship to God’s Creation • Read handouts regarding evidences of The Flood found in the Grand Canyon and elsewhere. • Read <i>Design for Life</i> pp. vii thru xxi & flyleaf, 309-321 • Read <i>Questions of Truth</i> pp 26-38, 71-82, 169-176
Wednesday May 26	<ul style="list-style-type: none"> • Evolution’s Origin of Universe – Atheistic science still attempting to make a specific beginning become infinite and eternal. (30) • Evolution’s Origin of Solar System – How can planets all be so different when theory demands likeness! (60) • Evolution’s Non-Life to Life’s Building Blocks: Examine discredited and unproved proposed scientific theories of how life <u>might</u> have self-generated spontaneously from non-living matter. (75) 	<ul style="list-style-type: none"> • Bring to class a favorite Bible verse re God’s Creation reflecting Glory on Him. • Read <i>Design for Life</i> Chapters 2, 8 & 9 • Read <i>Questions of Truth</i> pp 1-25, 39 - 62
Thursday May 27	<ul style="list-style-type: none"> • Evolution’s Building Blocks to the Cell: Current <i>interlocking network of working scientific theories</i> are not holding up – recent cell and genetic biology findings are confounding the foundations of evolutionary theory. (80) • Evolution’s Tree of Life: Billions of missing links and immense complexity. (80) 	<ul style="list-style-type: none"> • Bring to class a favorite Bible verse re God’s Love for His creation. • Bring to class a favorite Bible verse re Creation • Read <i>Design for Life Chapters 1, 3, 4, 5,6,7</i> • Read <i>Questions of Truth</i> pp 99-154 • Read handouts from <i>What Darwin Didn’t Know</i>
Friday May 28	<ul style="list-style-type: none"> • Evolution’s Rise of Man: Incredibly the most complex being in the universe is claimed to evolve in 0.3% of total ‘evolutionary time-line. (100). • Information and Biological Complexity – DNA, Cells, Blood, Eye, Brain, and all living systems—defy evolutionary claims. (60) 	<ul style="list-style-type: none"> • Bring to class a favorite Bible verse re God’s Love for Mankind. • Read handouts from <i>What Darwin Didn’t Know</i> • <u><i>Present proposed term paper question including general strategy for preparation and primary book and journal bibliographical sources.</i></u>
Saturday May 29	<ul style="list-style-type: none"> • Evolution’s Impact on Ethics by the world view of Darwinism, Naturalism, and Scientism through social sciences, culture and law. (75) • The Takeover of Educational Institutions: Schools, museums and publication. (60) 	<ul style="list-style-type: none"> • Bring to class a favorite Bible verse re the error of Man’s ways • Read <i>Questions of Truth</i> pp 63-70, 83-95 • <u>Term Paper due by June 30.</u>
<p><i>Boldly witness for young earth creation by an infinite, eternal, sovereign and faithful God.</i></p>		



Academic Dishonesty Policy

(Adapted from “Academic Dishonesty,” The Master’s College, Santa Clarita, CA)

Ephesians 4:28 He who steals must steal no longer; but rather he must labor, performing with his own hands what is good. . . .

Seminary education is based upon certain shared values concerning the nature of learning and the pursuit of knowledge. One of the most basic assumptions is the respect for intellectual property and right of recognition for this pursuit of knowledge. Violation of this basic assumption includes such practices as cheating, plagiarism, abuse of technology, falsification of research data, unapproved collaborative research, and other deceptive academic practices. Sometimes these abuses are unintentional, but much intentional abuse is found in higher educational institutions, even Christian seminaries.

Policy Guidelines

In an attempt to clarify the problem and offer consequences for participation in such activities, the following materials are offered as both a warning and as a guideline to avoid unconscious participation in questionable practices. Of course, questions regarding the appropriateness of any debatable activity should be cleared in advance with an instructor. Certainly students preparing for the Lord’s work need to make sure that truth and honesty pervade their lives.

Definitions

Plagiarize - to steal and pass off (the ideas or words of another) as one’s own; to use someone else’s material without crediting the source (see Merriam-Webster Dictionary On-Line.)

Cheat - to deprive of something valuable by the use of deceit or fraud; to violate rules of honesty as on an examination (see Merriam-Webster Dictionary on-Line).

Unquestionable Violations of Academic Integrity

The faculty will generally approach the following cases with severe academic penalties.

<u>Violation</u>	<u>Standard Consequence</u>
Copying answers directly from another student	F for the assignment, and probable F for the course.
“Cribbing” answers in any form to be accessed during	Probable F for the course, and possible expulsion
Usage of a substitute person for writing an exam or term paper	F for the assignment, probable F for the course, and possible expulsion.
Altering answers on a returned exam for re-submission	F for the assignment and probable F for the course.
Unauthorized access to faculty files (electronic and or paper)	F for the course and probable expulsion.
Unauthorized discussion of exam content.	F for the course for both parties
Usage of purchased or pre-existing term paper	F for the assignment, probable F for the course, and possible expulsion.
Falsification of reading report	F for the assignment, and possible F for the course

Questionable Violations of Academic Integrity

The issues below are deemed unacceptable by most faculty members and will result in confrontation with the student over potential charges of academic dishonesty. In most cases, such unacceptable practices will result in at least a warning, and possibly an F for the assignment.

Violation

- Significant amount of continued writing after the conclusion of an exam
- Multiple submission of the same assignment or paper without approval
- Technological manipulation of electronic text by copy and paste without citation
- Usage of a source without documentation or citation credit
- Artificial additions and inflation of bibliographic sources
- Deliberate alteration of time and date on late assignments
- Exaggerated computer problems or technical problems due to procrastination.