Postgraduate Seminar: Biblical Creationism (7/8/10)  July 14–16, October 4–5, 2010  
Central Baptist Theological Seminary  Instructor: Robert V. McCabe, Th.D.

COURSE DESCRIPTION:
A seminar designed to develop a biblical theology of creation by evaluating differing evangelical interpretations of key creation motifs with special emphasis on current issues in young-earth creationism.

OBJECTIVES:
In this seminar the student will
1. become conversant with the current issues on biblical creationism,  
2. demonstrate a comprehensive knowledge of the current literature on each assigned article and book,  
3. objectively evaluate the various articles and books assigned as reading in the seminar,  
4. articulate a coherent view on the various creation motifs developed in the seminar, and  
5. critically and humbly interact with the views of others on each assignment.

REQUIREMENTS:
1. Critiques — 45% of grade
   a. Each student will do a critique of the following articles/books (the total amount of reading is 3,709 pages). At the end of each class, I will collect each student’s critique. For example, at the end of the class on July 14, I will collect each seminar participant’s critique of Hasel, along with each student’s critique of Kulikovsky, Rooker, Sarfati, and Snelling. If I do not have many distractions, I will grade all the critiques each night and return to the student the next day. I will do the same thing on July 15 and 16.

July  14  Hasel, “The ‘Days’ of Creation in Genesis 1,” pp. 5–38 — 2 page limit  
Kulikovsky, Creation, Fall, and Restoration, pp. 13–285 — 2 pages  
Sarfati, Refuting Compromise, pp. 13–395 — 3 pages  
Snelling, Earth’s Catastrophic Past, vol. 1, pp. 1–417 — 4 pages

July  15  Feinberg, “The Doctrine of Creation” in his No One Like Him, pp. 537–624 — 2 pages  
Hagopian, ed., The Genesis Debate, pp. 11–314 — 3 pages  
Mortenson, ed., Coming to Grips with Genesis, pp. 15–210 — 3 pages  
Snelling, Earth’s Catastrophic Past, vol. 2, pp. 467–1042 — 4 pages  

July  16  Collins, Genesis 1–4, pp. 1–278 — 3 pages  
DeYoung, Thousands Not Billions, pp. 13–183 — 2 pages
b. The article and book critiques are to be treated in this fashion.

1) On the top of the first page, you should have the name of seminar, date, article or book being critiqued, and your name.
2) Page numbers should be placed in the top right corner of each page of a paper.
3) Each paper should be single spaced with a one-inch margin on all sides of a page, in a 12-point Times Roman font with one to four page maximum limit, as indicated with each entry above (if additional bibliographical entry is needed, this can be placed on the following page).
4) The references should be in parentheses (Hasel, “Days” p. 5).
5) Excluding the sources listed in the “Course Bibliography” at the end of this course outline, you may include additional bibliographical entries. The additional bibliographical entries may be placed on the following page at the end of your critique.
6) Here is what the content for each paper should include: (a) explicitly state the final thesis for an article or book (not all authors do this as clearly as I want you to do); (b) concisely provide the major supporting arguments for each thesis of an article or book; (c) give a concise biblical evaluation of an article or book, which should include positive and negative features of an author as well as pertinent presuppositions of an author.

Some variation of a normal critique for a book/article written by one author should be noted. For example with Coming to Grips with Genesis, you should note the book’s overall thesis and evaluate whether or not all of the chapters fit in with this thesis. Your primary evaluation focuses on each chapter with each author’s final thesis, major arguments and a brief evaluation (note since your critiques for the first half of the book as well as the second half cannot go beyond three pages, you need to develop the skills of an effective reductionist).

2. Short paper—25% of grade

Each student will write a two to three-page paper that is single-spaced with a one-inch margin on all sides of a page, in a 12-point Times Roman font (if additional bibliographical entry is needed, this can be placed on the following page). The objective with each paper is to briefly summarize key positions along with the most important supporting argument(s), key criticisms, a tentative conclusion along with an explicit one-sentence thesis, and a bibliography of the most important sources. Rather than employing footnotes, you should use parentheses (as noted above). Below are the topics that each student will write a brief paper. One of the students will be listed to read his paper followed by him leading a discussion of the paper that includes meaningful interaction with his colleagues.

Oct 4 Is Genesis 1:1 a Summary Statement?
3. Discussion Leader—10% of grade
When a student is called on to lead the discussion or read his paper, he will be evaluated as to his ability to direct the discussion and interact with his colleagues. The discussion leader should have a list of questions to guide the discussion. This list of questions should also be given to me before every discussion.

4. Class Participant—20% of grade
Each student will be evaluated on the quality and quantity of his class participation.

SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Article/Book</th>
<th>Discussion Leader</th>
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<tbody>
<tr>
<td>July 14</td>
<td>Hasel, pp. 5–38</td>
<td>Mark Bruffey</td>
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<td></td>
<td>Kulikovsky, <em>Creation</em>, pp. 13–285</td>
<td>Brett Williams</td>
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<td>Rooker, “Part 1,” pp. 316–23</td>
<td>Mark Bruffey</td>
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<td>DeYoung, pp. 13–183</td>
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<td>Garner, pp. 13–242</td>
<td>Mark Bruffey</td>
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<td>Jordan, pp. 9–256</td>
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<td></td>
<td>Mortenson, pp. 211–457</td>
<td>Chris Watson</td>
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<td>Wise, pp. 3–244</td>
<td>Brett Williams</td>
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<tr>
<th>Date</th>
<th>Subject for Short Paper</th>
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<td></td>
<td>The Relationship between Gen 1:1–2 &amp; 1:3–2:3</td>
<td>Chris Watson</td>
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<td>Day 7 in the Creation Debate</td>
<td>Mark Bruffey</td>
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<td>Oct 5</td>
<td>The Water Vapor Canopy</td>
<td>Brett Williams</td>
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</tbody>
</table>
Plants in Gen 2:5  
Chris Watson

The Second Cainan in Gen 11:12  
Mark Bruffey

COURSE BIBLIOGRAPHY


