



SCI 301 - 4 credits

Catastrophism and Evidences for the Flood

Description:

This course will introduce you to an apologetic for Biblical catastrophism and the universality of the flood described in the book of Genesis. You will consider the re-orientation of pertinent scientific data from the disciplines of hydrology, geology, and archaeology within the framework of Biblical creationism and catastrophism.

Texts:

The Genesis Flood by John Whitcomb and Henry M. Morris

Objectives:

- You will quote the following Scripture passages:
 - ✓ Psalm 29:10
 - ✓ Psalm 104:5-9
 - ✓ Matthew 24:37-39
 - ✓ Hebrews 11:7
 - ✓ I Peter 3:18-20
 - ✓ II Peter 2:4,5,9,10a
 - ✓ Isaiah 54:9,10
- You will define each of the following terms:
 - ✓ uniformitarianism
 - ✓ evolution
 - ✓ biblical catastrophism
 - ✓ orogeny
- You will state and briefly discuss seven biblical indications that the Noachic flood was universal and not local.
- You will state four biblical reasons for the belief that all of humanity was destroyed in the Noachic flood.
- You will respond to four common objections to the belief in an anthropologically universal flood.
- You will describe the uniformitarian theory of Charles Lyell, and its significance to later scientific theory.
- You will discuss how the presence and abundance of fossils harmonizes with the biblical flood record.
- You will memorize a quotation by R. H. Rastall, as found in the Encyclopedia Britannica.
- You will state the First and Second Laws of Thermodynamics, discuss their reliability, their relationship to the period of Creation, and their impact on the theory of evolution.
- You will discuss the meaning and significance of the fact that creation included the “appearance of age.”
- You will discuss probable geological and meteorological effects of the “waters above the firmament” (Genesis 1:7), and of the lack of rainfall before the flood (Genesis 2:5,6).
- You will explain how the flood provides an alternative explanation to evolution, which could explain the “layering” of fossil organisms in similar groupings of increased complexity.
- You will list at least seven different ways by which geologists have attempted to measure the absolute age of the earth and its various formations and deposits, and any difficulties these methods have as scientific fact.
- You will discuss evidence which contradicts a belief in an extremely old earth.
- You will discuss the origins of petroleum and minerals, and how the Deluge theory explains their existence.
- You will discuss why the veracity of the biblical record of a universal flood is important.
- You will discuss the inconsistencies inherent in the theory of “theistic evolution.”

Course Requirements:

1. Unless you have a strong background in the earth sciences, you will want to have your dictionary on hand as you study the Whitcomb/Morris text. Use it whenever you come across a term you are unfamiliar with! This is a scientific text which presumes a certain level of understanding. Don't miss out on any of the truths it presents because of laziness.
2. Write the story of the flood in your own words, as you understand the biblical narrative, as assigned. This should be between two and five typewritten pages in length.
3. Carefully study the entire text *The Genesis Flood* by John Whitcomb and Henry Morris, answering all related questions found here in your Student Notebook. These answers will be submitted to your instructor at the end of the course for evaluation on effort and completeness.
4. Earn at least a "B" on all tests (not Self-Tests).
5. Write a paper presenting what you believe to be the truth concerning the Flood. Discuss the evidence which convinces you of your position. This paper is due in the Final Lesson, and is to be a minimum of five typewritten pages.

Standards for Grading Assignments

As indicated below, "C" or 2.0 level work is considered average. **Leaders are not average people.** You are therefore expected (required) to put forth the effort necessary to demonstrate at least "B" (3.0) level work or higher on all assignments which you submit. Any which do not will be returned to you with input from your instructor on how you can raise your grade to the expected level. **A course grade will not be given until your assignments demonstrate that you have understood the material presented in the course and allowed your life to be transformed by the Spirit and the Word studied** — the requirements for attaining a "B".

Your individual assignments (notebooks, tests, reports) will be graded according to the following standards. These grades will be averaged together to determine your course grade. Remember, CLU is training leaders and leaders are above-average people. Your work will reflect that.

- "D" • Indicates barely passing work that is inferior to the average both in quantity and in quality.
 - Manifests a lack of initiative or sense of responsibility or both.
- "C" • Average work; either steady work of an acceptable quality, or work of a high quality which is uneven, irregular or fragmentary.
 - May be mechanically or outwardly correct but shows little reflection upon or personal assimilation of the material.
- "B" • Intelligently has fulfilled the requirements of this course.
 - Understands the subject matter presented and has applied it to his life in a limited manner but has not really made the truths his own.
- "A" • Grasped the material with thoroughness, industry and correctness of detail.
 - Made the material his own by thinking about it and integrating it, using originality, natural ability, and insight.



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Course Schedule

Lesson One

Assignment to be completed:

Carefully and prayerfully read Genesis 1:6-8, and Genesis 5:1 - 10:32 at least three times, in a different translation each time. If possible, one of the readings should be from the Amplified Bible. In addition, read Luke 17:26,27,30.

Carefully read pages xv - 35, of *The Genesis Flood*, completing the related exercises here in your Student Notebook.

Memorize Psalm 29:10.

Complete and correct Self-Test One.

Subjects to be explored:

Basic Arguments for a Universal Flood

Related objectives:

- You will quote Psalm 29:10.
- You will define each of the following terms: uniformitarianism; evolution; biblical catastrophism.
- You will state and briefly discuss seven biblical indications that the Noachic flood was universal and not local.
- You will state four biblical reasons for the belief that all of humanity was destroyed in the Noachic flood.

Lesson Two

Assignment to be completed:

Read Genesis 5:1 - 10:32 once more, if possible in a different translation than used in the previous lesson. In addition, read II Peter 3:3-7 and Psalm 104:5-9.

Write the story of the flood in your own words, as you understand the biblical narrative. This should be between two and five typewritten pages in length. If you are taking this course in a classroom setting, this will be submitted to your instructor in this lesson. If you are taking this course by extension, you may wait to submit this paper to your instructor along with the test in Lesson Six.

Carefully read pages 36 - 54 of *The Genesis Flood*, completing the related exercises here in your Student Notebook.

Memorize Psalm 104:5,6.

Complete and correct Self-Test Two.

Subjects to be explored:

Basic Arguments Against an Anthropologically Universal Flood

Related objectives:

- You will quote Psalm 104:5,6.
- You will respond to the rejection of an anthropologically universal flood based on the contention that Noah obviously did not have one black son, one brown (or yellow) son and one white son.