



REASONS INSTITUTE

Distance Learning from Reasons To Believe

CREATION vs. EVOLUTION

Syllabus
Spring 2009
3 units

School of Graduate Studies
Hope International University
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Fullerton, California 92831

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TERM

Spring 2009

HOPE MISSION STATEMENT

Hope International University...empowering students through higher education to serve the Church and impact the world for Christ.

HOPE EDUCATIONAL GOALS

Hope International University graduates will:

1. Be committed to servant leadership.
2. Utilize biblical values to evaluate and respond accordingly to personal and professional situations.
3. Possess foundational knowledge to function effectively in society and their chosen professions.
4. Be able to explain the purpose of the Church.
5. Think critically and communicate effectively.
6. Engage in an occupation bringing Christian impact to the world.

SCHOOL OF GRADUATE STUDIES MISSION STATEMENT

The School of Graduate Studies, a values-centered institution, exists to develop servant leaders through advanced, specialized training, who will serve the Church and impact the world for Christ.

CREATION and SCIENCE

NOTE: This course builds on many principles laid out in the “Creation and the Bible” course. It is strongly recommended that course be taken prior to this one.

COURSE DESCRIPTION

This course is specifically designed to address university educational goals 2, 3, 5 and 6. The course covers the following major areas of study:

1. Scientific and biblical data about the origin of the universe;
2. Astronomical discoveries that the earth was designed for human life;
3. Scientific and biblical data about the origin of life;
4. Biochemical design as a fingerprint for supernatural creation;
5. Scientific and biblical data about the origin of humanity;
6. Scientific weaknesses of naturalistic evolution.

COURSE OBJECTIVES

At the end of this course, and in light of the lectures, reading, student interactions and assignments, you should be able to:

- a) Explain the compatibility of the “big bang” with what the Bible teaches about the origin of the universe.
- b) Define the anthropic principle and explain how astronomical discoveries provide compelling evidence that the earth was designed for human life.
- c) Compare and contrast the Darwinian scenario for the origin of life with RTB’s creation scenario.
- d) Summarize 3 evidences for biochemical design as a fingerprint for supernatural creation.
- e) Compare and contrast the Darwinian scenario for the origin of humanity with RTB’s creation scenario.
- f) Summarize four scientific weaknesses of naturalistic evolution.

LESSON FORMAT

1. Read through the instructions for each lesson carefully.
2. Each lesson contains approximately 2-3 hours of instruction.
3. Each lesson contains an average of 50-80 pages of reading.
4. Each lesson contains an average of 2-3 hours of follow up work (i.e., study questions, reading, research and writing, etc.).
5. Once students have completed the lecture portion of the lesson, they should complete the study questions and then upload their answers through the Moodle online interface.
6. Students will then participate in threaded discussions with the Online Instructor and other students after each lesson.

REQUIRED RESOURCES

All resources are available for sale through Reasons To Believe unless otherwise noted. Order online at www.reasons.org or call (800) 482-7836.

Textbooks

- Bontrager, Krista K. The Bigger Picture on Creation: Leader's Edition. Pasadena, CA: Reasons To Believe, 2008. (120 pp.)
- Meyer, Stephen C., Scott Minnich, et al., Explore Evolution: The Arguments For and Against Neo-Darwinism. Melbourne & London: Hill House Publishers, 2007. (140 pp.)
- Ross, Hugh. Creation as Science: A Testable Model Approach to End the Creation/Evolution Wars. Colorado Springs, Colo.: NavPress, 2006. (291 pp.)
- Ross, Hugh. The Creator and the Cosmos: How the Greatest Scientific Discoveries of the Century Reveal God. 3d ed. Colorado Springs, Colo.: NavPress, 2001. (266 pp.)
- Ross, Hugh. Beyond the Cosmos: What Recent Discoveries in Astrophysics Reveal About the Glory and Love of God. 2d ed. Colorado Springs, Colo.: NavPress, 1999. (254 pp.)

DVDs

- Icons of Evolution. Produced and directed by Lad Allen and Timothy Eaton. Executive Producer, James W. Adams. 67 min. Randolph Productions, 2003. Videotape.
- If We Had No Moon. Executive Producer, David Taylor. 50 min. York Films. 2000. Videotape. (available for sale exclusively through the Discovery Channel or for rent on NetFlix.com.)
If you are an international student, please contact the Online Instructor so he can tell you how to obtain this resource.
- Journey Toward Creation. Multilingual ed. Produced and directed by Michael Lienau and Robert Bontrager. Executive Producer, Hugh Ross. 75 min. Reasons To Believe in association with Global Net Productions, 2003. Videotape.
- The Day the Earth Nearly Died. Executive Producer, David Taylor. 50 min. York Films. 2000. Videotape. (available for sale exclusively through the Discovery Channel or for rent on NetFlix.com.) **If you are an international student, please contact the Online Instructor so he can tell you how to obtain this resource.**

Unlocking the Mystery of Life. Produced and directed by Lad Allen and Timothy Eaton.
Executive Producer, James W. Adams. 67 min. Randolf Productions, 2001. Videotape.

Articles/Handouts (will be provided by instructor)

Creation Timeline (chart)

Glossary of Science and Theology Terms

Extinction Events. Glendora, CA: Reasons To Believe, 2001.

Replacement Events. Glendora, CA: Reasons To Believe, 2001.

Behe, Michael. "Design for Living" New York Times (February 7, 2005), Op-Ed section.

Bontrager, Krista, ed. "Testable Creation Model Overview." Glendora, CA: Reasons To Believe, 2003.

Brumfiel, Geogg. "Intelligent design." Nature 434 (April 28, 2005), 1053.

Brumfiel, Geogg. "Who has designs on your students' minds?" Nature 434 (April 28, 2005), 1062-1065.

Rana, Fuz and Hugh Ross. "Exploding with Life! Interview with Dr. Paul Chien," Facts for Faith. Glendora, CA: Reasons To Believe, 2003.

Rana, Fuz. "Repeatable Evolution or Repeated Creation," Facts for Faith. Glendora, CA: Reasons To Believe, 2001.

Rana, Fuz. "The Leap to Two Feet," Facts for Faith. Glendora, CA: Reasons To Believe, 2001.

Rana, Fuz. "Biotic Borders: Cell Membranes Under Scrutiny," Facts for Faith. Glendora, CA: Reasons To Believe, 2001.

Rana, Fuz. "Protein Structures Reveal Even More Evidence for Design," Facts for Faith. Glendora, CA: Reasons To Believe, 2001.

Rana, Fuz. "Marine Body Sizes Add Weight to Creation Model," Facts for Faith. Glendora, CA: Reasons To Believe, 2000.

Rana, Fuz. "A Fashionable Find," Connections. Glendora, CA: Reasons To Believe, 2002.

Ross, Hugh. "The Faint Sun Paradox," Facts for Faith. Glendora, CA: Reasons To Believe, 2000.

Ross, Hugh. "Major Extinction Events." Glendora, CA: Reasons To Believe, 2004.

Ross, Hugh. "More Than Intelligent Design," Facts for Faith. Glendora, CA: Reasons To Believe, 2000.

COURSE ASSESSMENT

Final grades will be determined on the following basis.

Class participation (threaded discussions)	15% (1.5% per week)
Study questions	30% (3% per week)
Reading logs.....	10% (1% per page)
Video reports.....	20% (10% each)
Major written assignment	25%

ASSIGNMENTS

All written assignments should be uploaded to the “Submit Assignment” section in either Text or Rich Text Format.

Class Participation (15%)

Most weeks you will be required to interact in threaded online discussions with other students and the Online Instructor. Your responses should incorporate what you have learned in the lectures and from the reading for that week. This is also your opportunity to ask questions of the Online Instructor about the readings and lectures.

Weekly Study Questions (30%)

Most lessons will contain a list of study questions that asks you to interact with the material from that lesson. Responses will be graded according how well you incorporate what you have learned in the lectures and any relevant reading assignments into your answer. Students should submit answers that are between 250 to 400 words each week.

Reading Logs (10%)

Many of the lessons will also require you to write a reading log the textbook pages assigned for that lesson. A reading log involves writing one-page (~250 words) for every 100 pages of reading. State what you agree or disagree with, or felt challenged by, or gained new insight into the issues under consideration. Your log is not a summary of the content, but a critical interaction with it. You should submit at least 10 pages of reading logs by the end of the term.

Video Report #1 (10%)

Write a 4-page (~1000 words) analysis for the Discovery Channel documentary, If We Had No Moon. This is not simply a summary of the video’s content, but a critical interaction with it. State what you agree or disagree with, felt challenged by, or gained new insight into this topic. Students should also incorporate relevant lecture and reading material into your discussion. Your Online Instructor will give you complete instructions. **If you are an international student, please contact the Online Instructor so he can tell you how to obtain this resource.**

Video Report #2 (10%)

Write a 4-page (~1000 words) analysis for the Discovery Channel documentary, *The Day the Earth Nearly Died*. This is not simply a summary of the video's content, but a critical interaction with it. State what you agree or disagree with, felt challenged by, or gained new insight into this topic. Students should also incorporate relevant lecture and reading material into your discussion. Your Online Instructor will give you complete instructions. **If you are an international student, please contact the Online Instructor so he can tell you how to obtain this resource.**

Major Written Assignment (30%)

Write a 10-page research paper (~2,500 to 3000 words, excluding footnotes) on the topic of your choice related to the creation/evolution debate (not the age of the earth debate). The purpose of this assignment is to help you deepen your understanding of the biblical and scientific issues involved in this debate.

Explore one major controversy related to the creation/evolution debate using a “testable creation model” approach. This can either be a positive case for creation or a negative case against evolution. Address such questions as:

- What is the evolutionary perspective?
- What is the old-earth (RTB) perspective?
- How would you answer the major objections?
- Can Christians trust the findings of modern science? Why or why not?
- How do young-earth creationists handle this issue?

These sample topics are listed as a frame of reference to help you get started.

- a) **Multi-Verse (“multiple universe”)** – What are the major versions of multiple universe theory? How are some of these hypotheses used to escape the theological implications of the existence of a Creator? What sorts of scientific tests (if any) could be performed to figure out which of these models (if any) might be true? What are the limitations of science to explore this issue?
- b) **Origin of Life** –What are the key scientific evidences for the early appearance of life on earth? What do you see as being some of the most challenging issues related to the integration of the biblical text with the scientific record, as it relates to the origin of life?
- c) **Cambrian Explosion** -- What are the key scientific arguments against the Cambrian explosion? What are the key scientific arguments in its favor?
- d) **Problems with the “Tree of Life”** – Compare and contrast the evolutionary “tree of life” (organized according to morphology vs. genetics) with what scientists observe in the fossil record.
- e) **Origin of Humanity** –What are the key archeological evidences for the recent appearance of modern humans (*H. sapiens sapiens*)? How does the tool-making technology differ from hominids? What do you see as being some of the most

challenging issues related to the integration of the biblical text with the scientific record, as it relates to human origins?

- f) If you have an idea for a different topic, that's fine. Just discuss it with your Online Instructor first to get his approval.**

Your assignment should:

1. Incorporate relevant lecture and reading material from the course;
2. Use of primary sources (keep secondary sources to a minimum [quotes of one person quoting another person]).

Websites you may find useful in your research:

- **Answers in Genesis**– www.answersingenesis.org (young-earth creation)
 - **Institute for Creation Research**– www.icr.org (young-earth creation)
 - **Reasons To Believe** – www.reasons.org (old-earth creation)
 - **American Scientific Affiliation** – www.asa3.org (society of professional Christian scientists; hundreds of papers available from a variety of Christian perspectives, mostly old-earth creationism and theistic evolutionism)
 - **Talk Origins** – www.talkorigins.org (secular evolution)
3. Summarize key arguments;
 4. Identify and explain the greatest strength(s) or the greatest weakness(es) of each side of the controversy;
 5. Discuss what you agree with and what you disagree with and why.

Your assignment should include:

- a) a strong biblical foundation,
- b) an analysis of key worldview issues,
- c) an indication of wider reading than that assigned in class, including at least one contemporary evangelical systematic theology text such as Wayne Grudem or Millard Erickson,
- d) Accurate and fair representation of viewpoints that differ from your own; answer objections carefully, based on biblical or scientific data,
- e) proper use of bibliographic citations, with footnotes,
- f) an element of application, answering the question, “So what?” How might RTB’s testable creation model approach be useful in evangelism?

GENERAL MATTERS

Written Assignment Format – Major assignments should conform to APA Style (Publication Manual of the American Psychological Association). You can purchase your own copy at most local bookstores. For tips regarding how to cite electronic media such as web articles, visit the APA web site <http://www.apastyle.org/electref.html>.

General format – ALL assignments should be Times New Roman 12, double-spaced, with 1” margins.

Late assignments – Late assignments may be penalized at the rate of 1% per weekday (Monday-Friday) that they are late. Requests for extensions for reasons of personal hardship should be applied for (by e-mail) before the due date and, where granted, no penalty shall be applied for the period of the extension. All late work must be turned in within one week of the end of the term in order to facilitate the Instructor’s ability to turn in final grades in a timely manner.

Academic Integrity – The principle rule of academic integrity is that you will do your own work, executed to the best of your own ability, exclusively for the assignment for which it is presented. Because HOPE and Reasons To Believe seek to develop mature Christian leaders and scholars, we uphold the principle of academic integrity. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the University’s educational objectives and your best interests. Breaches of academic integrity will have an adverse impact on the grade of the relevant assignment.

**ASSIGNMENT SCHEDULE
CREATION vs. EVOLUTION
GRADUATE LEVEL**

LECTURE		READING
Lesson 1		
101	Creation as Science, Hugh Ross	<u>Creation as Science</u> , chs. 1-3, Appendices A and B; <u>The Bigger Picture on Creation</u> , pgs. 30-31; Ross, “More Than Intelligent Design”; Brumfiel, “Dealing with design...” and “Who has designs...?”; Behe, “Design for Living”
Lesson 2		
102a	Building a Scientific Model of Creation, Jeff Zweerink	<u>Creation as Science</u> , ch. 4 and Appendix C; “Testable Creation Model overview”
102b	Creation Model Overview, Hugh Ross	
Lesson 3		
103a	Big Bang or Big Fraud? Dave Rogstad	<u>The Creator and the Cosmos</u> , chs. 1-10; <u>The Bigger Picture on Creation</u> , Lesson 2
103b	God’s Creation Miracles to Prepare the Earth for Life, Hugh Ross	
Lesson 4		
104a	Design of the Universe, Hugh Ross	<u>Creation as Science</u> , ch. 5; <u>The Creator and the Cosmos</u> , chapters 11-19
104b	<u>Journey Toward Creation</u> (DVD)	
Lesson 5		
105a	Our Miraculous Moon, Dave Rogstad	<u>Creation as Science</u> , ch. 6
105b	<u>If We Had No Moon</u> (DVD)	NOTE: See lesson plan and “Video Report #1 Instructions” before viewing.
Lesson 6		
106a	Origin of Life, Fuz Rana	<u>The Bigger Picture on Creation</u> , Lesson 3; <u>Creation as Science</u> , ch. 7; Ross, “The Faint Sun Paradox”
106b	The Perfect Fires, Mark Ritter	
Lesson 7		
107a	<u>Unlocking the Mystery of Life</u> (DVD)	Rana, “Biotic Borders”; Rana, “Protein Structures...”; <u>Explore Evolution</u> , pp. 3-11, 116-123; Video Report #1 due.
107b	Beyond Irreducible Complexity: A weight of evidence approach for biochemical design, Fuz Rana	

Lesson 8

108	Scientific Challenges to Evolution, Fuz Rana	Rana, “Repeated Evolution or Repeated Creation”; “Exploding with Life! Interview with Dr. Paul Chien”; <u>Explore Evolution</u> , pp. 15-71
	<u>Icons of Evolution</u> (DVD)	

Lesson 9

109a	Extinction/Replacement Events and RTB’s Speciation Model, Hugh Ross	Rana, “Marine Body Sizes Add Weight to Creation Model”
109b	<u>The Day the Earth Nearly Died</u> (DVD)	<u>NOTE</u> : See lesson plan and “Video Report #2 Instructions” before viewing.

Lesson 10

110a	Imago Dei: Image of God, Kenneth Samples	<u>The Bigger Picture on Creation</u> , Lesson 6; <u>Creation as Science</u> , ch. 8; Rana, “The Leap to Two Feet”; Rana, “A Fashionable Find”; <u>Explore Evolution</u> , pp. 73-112; Video Report #2 due.
110b	Origin of Humanity, Fuz Rana	

Lesson 11

111	Hope, Purpose and Destiny, Mark Ritter	<u>The Bigger Picture on Creation</u> , Lesson 7; <u>Creation as Science</u> , chs. 9-12, Appendix F
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Lesson 12

		<u>Beyond the Cosmos</u> reading log due.
		Major written assignment due.

GRADING RUBRIC FOR THE VIDEO REPORTS

Student Name: _____

20% of final grade (10% each)

	Score	Comments
FORM (15%) Font, Spacing, margins as requested (5%)		
Attention to Spelling, Grammar and Punctuation (5%)		
Adequate length (5%)		
CONTENT (85%) Clearly identifies key issues of importance from the video presentation (30%)		
Issues are analyzed from a biblical and scientific point of view (30%)		
Issues are applied appropriately to the student's life (25%)		
TOTAL SCORE (100%)		

Letter-grades are determined as follows: 91-100% (A); 81-90% (B); 71-80% (C); 61-70% (D); BELOW 61% (F).

GRADING RUBRIC FOR THE MAJOR ASSIGNMENT

Student Name: _____

25% of final grade.

	Score	Comments
FORM (20%) Font, Spacing, Margins as requested (5%)		
Attention to Spelling, Grammar (5%)		
Paper is at least 10 pages in length (5%)		
Bibliography and citation format (5%)		
CONTENT (80%) Clearly identifies key issues of Christian theology as they relate to creation and general and special revelation (20%)		
Provides a strong biblical basis for key ideas (20%)		
Appropriately synthesizes reading and wider research into the assignment (20%)		
Issues are applied appropriately to the student's life (20%)		
TOTAL SCORE (100%)		

Letter-grades are determined as follows: 91-100% (A); 81-90% (B); 71-80% (C); 61-70% (D);
BELOW 61% (F).

GRADING RUBRIC FOR THE CLASS PARTICIPATION

Student Name: _____

15% of final grade (1.5% per week).

	Score	Comments
FORM (30%) Uses the online forum properly and follows forum etiquette (15%)		
Attention to Spelling, Grammar and Punctuation (15%)		
THREADED DISCUSSIONS (70%) Demonstrates good preparation of the lectures and reading (30%)		
Interacts carefully to topics raised in threaded discussions (20%)		
Asks good questions (20%)		
TOTAL SCORE (100%)		

Letter-grades are determined as follows: 91-100% (A); 81-90% (B); 71-80% (C); 61-70% (D); BELOW 61% (F).

GRADING RUBRIC FOR THE STUDY QUESTIONS & READING REPORTS

Student Name: _____

40% of final grade (4% per week)

	Score	Comments
FORM (15%) Font, Spacing, Margins as requested (5%)		
Attention to Spelling, Grammar (5%)		
Adequate length (5%)		
CONTENT (85%) Demonstrates knowledge of the assigned reading and lectures (30%)		
Issues are analyzed from a biblical and scientific point of view (30%)		
Issues are applied appropriately to the student's life (25%)		
TOTAL SCORE (100%)		

Letter-grades are determined as follows: 91-100% (A); 81-90% (B); 71-80% (C); 61-70% (D); BELOW 61% (F).

SUPPLEMENTARY BIBLIOGRAPHY

NOTE: While these books provide evidences for the God of the Bible, many are written by non-Christians, some by non-theists and even evolutionists.

Interpreting Genesis 1

- Ankerberg, John, Kent Hovind, and Hugh Ross. *The John Ankerberg Debate: Young-Earth vs. Old-Earth*. 2 videotapes. 160 min. Pasadena, Calif.: Reasons To Believe, 2000.
- Hagopian, David, ed. *The Genesis Debate: Three Views on the Days of Creation*. Mission Viejo, Calif.: Crux Press, 2001.
- Moreland, J.P. and John Mark Reynolds, eds. *Three Views on Creation and Evolution*. Grand Rapids, MI: Zondervan, 1999. (304pp)
- Newman, Robert C., and Herman J. Eckelmann, Jr. *Genesis One and the Origin of the Earth*. Hatfield, Penn.: Interdisciplinary Biblical Research Institute, 1977.
- Numbers, Ronald L. *The Creationists: The Evolution of Scientific Creationism*. Los Angeles: University of California Press, 1993.
- Ross, Hugh. *A Matter of Days: Resolving a Creation Controversy*. Colorado Springs, Colo.: NavPress, 2004.
- Ross, Hugh. *The Genesis Question: Scientific Advances and the Accuracy of Genesis*. 2d ed. Colorado Springs, Colo.: NavPress, 2001.
- Ross, Hugh et al. *Life and Death in Eden: The Biblical and Scientific Evidence for Animal Death before the Fall*. 3 audiotapes. Pasadena, Calif.: Reasons To Believe, 2001.
- Stoner, Don. *A New Look at An Old Earth: Resolving the Conflict Between the Bible and Science*. Eugene, Ore.: Harvest House, 1997.
- Wiester, John L. *The Genesis Connection*. Hatfield, Penn.: Interdisciplinary Biblical Research Institute, 1983.

Astronomical Design

- Barrow, John D., and Frank J. Tipler. *The Anthropic Cosmological Principle*. New York: Oxford University Press, Oxford Paperbacks, 1988.
- Barrow, John D., and Joseph Silk. *The Left Hand of Creation: The Origin and Evolution of the Expanding Universe*. New York: Oxford University Press, 1994.
- Corey, Michael A. *God and the New Cosmology: The Anthropic Design Argument*. Lanham, Md.: Rowman and Littlefield, 1993.
- Davies, Paul. *The Cosmic Blueprint: New Discoveries in Nature's Ability to Order the Universe*. New York: Simon and Schuster, Touchstone, 1988.
- Greene, Brian. *The Elegant Universe: Superstrings, Hidden Dimensions, and the Quest for the Ultimate Theory*. New York: Random House, Vintage Books, 2000.
- Gonzalez, Guillermo and Jay Richards. *The Privileged Planet*. Washington D.C.: Regnery Publishing Inc., 2004.
- Greenstein, George. *The Symbiotic Universe: Life and Mind in the Cosmos*. New York: William Morrow, 1988.
- Jastrow, Robert. *God and the Astronomers*. 2d ed. New York: W. W. Norton, 1992.
- Journey Toward Creation*. 2d ed. Produced and directed by Michael Lienau and Robert Bontrager. Executive Producer, Hugh Ross. 75 min. Reasons To Believe in association with Global Net Productions, 2003. Videotape.

- Ross, Hugh. *The Creator and the Cosmos: How the Greatest Scientific Discoveries of the Century Reveal God*. 3d ed. Colorado Springs, Colo.: NavPress, 2001.
- Ross, Hugh. *The Fingerprint of God: Recent Scientific Discoveries Reveal the Unmistakable Identity of the Creator*. 2d ed. Orange, Calif.: Promise Publishing, 1991.
- Taylor, Stuart Ross. *Destiny or Chance: Our Solar System and its Place in the Cosmos*. New York: Cambridge University Press, 1998.
- Trefil, James S. *The Moment of Creation: Big Bang Physics from Before the First Millisecond to the Present Universe*. New York: MacMillan, 1984.
- Ward, Peter, and Don Brownlee. *Rare Earth: Why Complex Life is Uncommon in the Universe*. New York: Springer-Verlag, Copernicus, 2000.

Origin of Life

- Rana, Fazale and Hugh Ross. *The Origins of Life: Creation and Evolutionary Models Face-Off*. Colorado Springs, Colo.: NavPress, 2004.
- Shapiro, Robert. *Origins: A Skeptic's Guide to the Creation of Life on Earth*. New York: Summit Books, 1986.
- Thaxton, Charles B., Walter L. Bradley, and Roger L Olsen. *The Mystery of Life's Origin: Reassessing Current Theories*. Dallas, Tex.: Lewis and Stanley, 1984.
- Unlocking the Mystery of Life: The Case for Intelligent Design*. Produced and directed by Lad Allen and Timothy Eaton. 60 min. La Habra, Calif.: Illustra Media, 2002. Videotape.
- Yockey, Hubert P. *Information Theory and Molecular Biology*. New York: Cambridge University Press, 1992.

Origin of Humanity

- Klein, Richard G., with Blake Edgar. *The Dawn of Human Culture*. New York: Wiley and Sons, 2002. [This book is written from a strong evolutionary perspective, but it provides good evidence for the recent appearance of humanity.]
- Rana, Fazale and Hugh Ross. *Who was Adam? A Testable Christian Approach to Human Origins*. Colorado Springs, Colo.: NavPress, 2005.

Evolution and the Fossil Record

- Behe, Michael. *Darwin's Black Box: The Biochemical Challenge to Evolution*. New York: Simon and Schuster, Touchstone, 1996.
- Davis, Percival, and Dean H. Kenyon. *Of Pandas and People: The Central Question of Biological Origins*. Ed. Charles B. Thaxton. 2d ed. Dallas, Tex.: Houghton Publishing, 1993.
- Denton, Michael. *Evolution: A Theory in Crisis*. Bethesda, Md.: Adler and Adler, 1985.
- Denton, Michael. *Nature's Destiny: How the Laws of Biology Reveal Purpose in the Universe*. New York: Free Press, 1998.
- Hayward, Alan. *Creation and Evolution*. Minneapolis: Minn.: Bethany House, 1995.
- Johnson, Phillip E. *Darwin on Trial*. 2d ed. Downers Grove, Ill.: InterVarsity Press, 1993.
- Overman, Dean L. *A Case Against Accident and Self-Organization*. New York: Rowman and Littlefield, 1997.
- Wells, Jonathan. *Icons of Evolution: Science or Myth? Why Much of What We Teach About Evolution Is Wrong*. Washington, D.C.: Regnery, 2000.

Human Consciousness

Penrose, Roger. *The Emperor's New Mind: Concerning Computers, Minds, and the Laws of Physics*. Corrected ed. New York: Oxford University Press, 1990.

Penrose, Roger. *Shadows of the Mind: A Search for the Missing Science of Consciousness*. New York: Oxford University Press, 1994.

Origin and Reliability of the Bible

Archer, Gleason. *Encyclopedia of Bible Difficulties*. Grand Rapids, Mich.: Zondervan, 1982.

Bruce, F.F. *The New Testament Documents: Are they reliable?* 5th ed. Grand Rapids, Mich.: InterVarsity Press, 1960.

Geisler, Norman, and Thomas Howe. *When Critics Ask: A Popular Handbook on Bible Difficulties*. Grand Rapids, Mich.: Baker Book House, Baker Books, 1992.

Geisler, Norman, and William Nix. *A General Introduction to the Bible*. Rev. ed. Chicago: Moody Press, 1986.

Geisler, Norman, ed. *Inerrancy*. Grand Rapids, Mich.: Zondervan, 1980.

Habermas, Gary R. *The Historical Jesus: Ancient Evidence for the Life of Christ*. Joplin, Mo.: College Press, 1996.

Moreland, J.P. *Scaling the Secular City: A Defense of Christianity*. Grand Rapids, Mich.: Baker Book House, 1987.

Wilkins, Michael J., and J. P. Moreland. *Jesus Under Fire: Modern Scholarship Reinvents the Historical Jesus*. Grand Rapids, Mich.: Zondervan, 1995.

Theology of Creation and Science

Davis, John Jefferson. *The Frontiers of Science and Faith*. Downers Grove, Ill.: InterVarsity Press, 2002.

Ross, Hugh et al. *God's Two-Part Harmony*. 3 audiotapes. Pasadena, Calif.: Reasons To Believe, 2003.

Misc.

Barrett, Eric C., and David Fisher, eds. *Scientists Who Believe*. Chicago: Moody Press, 1984.

Committee for Integrity in Science Education Staff. *Teaching Science in a Climate of Controversy: A View from the American Scientific Affiliation*. Rev. ed. Ipswich, Mass.: American Scientific Affiliation, 1989.

Ecker, Ronald L. *Dictionary of Science and Creationism*. Buffalo, N.Y.: Prometheus Books, 1990.

Origins. Produced and directed by Alice Harper. Executive Producer, Thomas Levenson. 240 min. WGBH in association with Public Broadcasting Service, 2004. Videotape.

Ronald Nash. *Faith and Reason*. Grand Rapids, MI: Zondervan, 1994.

Ross, Hugh. *Beyond the Cosmos: What Recent Discoveries in Astrophysics Reveal About the Glory and Love of God*. 2d ed. Colorado Springs, Colo.: NavPress, 1999.

Samples, Kenneth. *Without a Doubt: Answering the 20 Toughest Faith Questions*. Grand Rapids, Mich.: Baker Book House, 2004.