

SOUTHERN CALIFORNIA SEMINARY
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108

SR-655 Understanding Darwin: His Life, Science, and Impact

FALL 2015, MODULE 2
OCTOBER 29TH–DECEMBER 17TH
THURSDAYS 6:30-9:30 P.M.
(EXCLUDING THANKSGIVING, NOVEMBER 26TH)

PROFESSOR

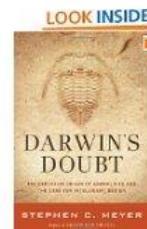
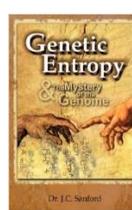
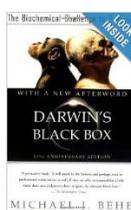
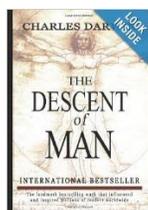
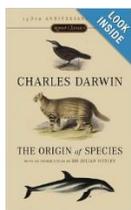
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COURSE DESCRIPTION

As Christians, intellectual virtue demands that we understand opposing worldviews and acquire the skills to critique them. As biblical creationists, it is essential to understand the major claims of the evolutionary worldview. This course will provide the student with in-depth study of the writings of Charles Darwin. Students will read and critique two of Darwin's primary works, *The Origin of Species*, and *The Descent of Man*. The course will give special attention to an examination of Darwin's arguments in the light of 21st century understanding of the living world. The impact of Darwin's ideas on modern thought and culture will also be explored.

REQUIRED TEXTBOOKS

1. *The Holy Bible*, a translation based on formal equivalence, such as the New King James Version or the New American Standard Bible, is recommended for study.
2. Darwin, Charles. *The Origin of Species: 150th Anniversary Edition*. New York: Signet Classics, New American Library, Penguin Group, 2003. (ISBN-13: 978-0451529060)
3. Darwin, Charles. *The Descent of Man*. Pacific Publishing Studio, 2011. (ISBN: 978-1463645960)
4. Behe, Michael J. *Darwin's Black Box: The Biochemical Challenge to Evolution (2nd ed.)*. New York: The Free Press, 2006. (ISBN-13: 978-074329031)
5. Sanford, John C. *Genetic Entropy & The Mystery of the Genome 3rd ed.* Feed My Sheep Foundation Publications, 2008. (ISBN-13: 978-0981631615)
6. Meyer, Stephen C. *Darwin's Doubt: The Explosive Origin of Animal Life and the Case for Intelligent Design*, New York: HarperCollins Publishers, 2013. (ISBN-13: 978-0062071477)



STUDENT LEARNING OUTCOMES

The student who successfully completes this course will be able to . . .	PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (CR #)
1. <i>understand</i> clearly the reasoning and observational data on which Darwin based his theory for the origin and history of life on earth and also the modern observations and reasoning which can be used to show that Darwin's speculations were fallacious.	1,3,4,5,6,7,8	1,2	1,2,3,4
2. <i>articulate</i> and <i>critically evaluate</i> the biblical and Darwinian accounts for the origin and history of life, including humans.	1,2,3,4,8	1,2,4,5	2,3,5
3. <i>develop</i> critical thinking, research, and writing skills for biblical study, apologetics, and communication.	2,3,4,7,8	1,2,3,4,5	1,5
4. <i>engage</i> culture with a biblical worldview.	2,3,4,5,7,8	1,2,3,5,6	1,2,5

* The program and institutional objectives are published in the Academic Catalog.

COURSE REQUIREMENTS

Many if not all written assignments will be turned in through Blackboard and will be processed through software to check for plagiarism.

1. *Reading:* The student will read the assigned weekly material carefully and critically.
2. *Bi-Weekly Quizzes:* The student is responsible for the material covered in the reading and writing assignments due each of the previous two sessions as well as the class lectures/discussions from the previous two sessions.
3. *Participation:* The student will participate appropriately in the course including: punctuality, respect of others, relevant questions meant for edification, observations gleaned from weekly readings, and meaningful discussion each week.
4. *Research Article:* The student will choose a topic of interest and submit a well-researched article between 1,200 to 1,500 words. Format details will be given in class.

***All laptop computers, electronic devices, writing and reading material brought to class are to be used only as directly related to the immediate class discussion and in a way that does

not distract others. Browsing the internet, playing computer games, checking e-mail, text messaging, etc. is inappropriate and unacceptable during class.

SESSION ASSIGNMENT DUE:

Read the table like this, “At Session ____ on _____, the assignment due is _____.”

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
1	10/29	<ul style="list-style-type: none"> • The Biblical account of life’s origin and history • The essence of Darwin’s theory • The magnitude of Darwin’s ignorance in light of modern knowledge of life’s complexity at the molecular level 	<p><i>Failure to complete this assignment by the first night of class may result in your removal from the course.</i></p> <ul style="list-style-type: none"> ❑ Reading: Genesis 1–11 ❑ Reading: <i>The Origin of Species</i>, ch. 1-4 ❑ Reading: <i>Darwin’s Black Box</i>, ch. 1-5 ❑ Hand in written answers to study questions and definitions.
2	11/5	<ul style="list-style-type: none"> • Difficulties with his theory that Darwin himself acknowledged • Why natural selection, in light of life’s complexity at the molecular level, cannot possibly deliver what Darwin imagined it could 	<ul style="list-style-type: none"> ❑ Reading: <i>The Origin of Species</i>, ch. 5-7 ❑ Reading: <i>Darwin’s Black Box</i>, ch. 6-11 ❑ Hand in written answers to study questions and definitions.
3	11/12	<ul style="list-style-type: none"> • Critique of natural selection from modern population genetics • Exposé of lack of professional evolutionary explanations for life’s molecular machinery 	<ul style="list-style-type: none"> ❑ Reading: <i>The Origin of Species</i>, ch. 8-9 ❑ Reading: <i>Genetic Entropy</i>, ch. 1-10 ❑ Hand in written answers to study questions and definitions. ❑ Quiz on content of weeks 1 and 2
4	11/19	<ul style="list-style-type: none"> • Darwin’s theory vs. the fossil record—problem of the missing intermediates • The Cambrian explosion and its implications 	<ul style="list-style-type: none"> ❑ Reading: <i>The Origin of Species</i>, ch. 10-12 ❑ Reading: <i>Darwin’s Doubt</i>, ch. 1-7 ❑ Hand in written answers to study questions and definitions.
5	12/3	<ul style="list-style-type: none"> • Taxonomic classification, concept of universal common ancestry, and Darwin’s Tree of Life 	<ul style="list-style-type: none"> ❑ Reading: <i>The Origin of Species</i>, ch. 13-15 ❑ Reading: <i>Descent of Man</i>, ch. 1-2

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
		<ul style="list-style-type: none"> Summarizing <i>Origin of Species</i> Evaluating the Darwinian case for human evolution 	<ul style="list-style-type: none"> Hand in written answers to study questions and definitions. Quiz on content of weeks 3 and 4
6	12/10	<ul style="list-style-type: none"> How neo-Darwinism emerged The linguistic underpinnings of life Universal probability bound 	<ul style="list-style-type: none"> Reading: <i>Darwin's Doubt</i>, ch. 8-12 Hand in written answers to study questions and definitions.
7	12/17	<ul style="list-style-type: none"> Review of the Biblical account of the history of the world The impact of Darwin's ideas on culture and history 	<ul style="list-style-type: none"> Reading: Genesis 1-11 Reading: <i>Darwin's Doubt</i>, ch. 13-14 Hand in written answers to study questions and definitions. Quiz on weeks 5 and 6 Research article due

STUDENT EVALUATION

Study questions and definitions (7 at 50 points each).....	350	35%
Weekly Quizzes (3 at 80 points each).....	240	24%
Weekly Participation.....	160	16%
Research Article.....	250	25%
	1000 pts.	100%

GRADE SCALE

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Points	Grade	Percent	Points
A	95–100%	950–1000	C	77–79%	770–799
A-	92–94%	920–949	C-	74–76%	740–769
B+	89–91%	890–919			
B	86–88%	860–889			
B-	83–85%	830–859			
C+	80–82%	800–829			

For graduate students, a grade lower than “C-” will be lowered to “F.”

ATTENDANCE POLICY

For the Modular Courses (21 lecture hours/ 7 weeks), more than 10 minutes missing from class is considered a Tardy, and more than 20 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. Two absences results in being dropped from the course.

General School Policy: A student who takes an absence from class will receive a penalty resulting in an immediate reduction of their final grade by 7 percent in a modular class and 3.5 percent in a trimester class. However, the student will have the ability to make up between 0 percent and all of the deduction at the professor's discretion. Only extenuating circumstances such as hospitalization, death in the family, etc. will be considered for making up the deduction.

LATE COURSE WORK POLICY

No late work will be accepted with a passing grade. Late work will be given 50% of the earned total points. Only extenuating circumstances such as hospitalization, death in the family, etc. will be considered for an extension on the assignment without penalty.

ACADEMIC INTEGRITY

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

Offenses Against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

LIBRARY

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.