



Baloney Detecting

How the Biblical
Frameworks Creates
Analytical Thinking for
Evaluating Science
Communication



Agenda

Background

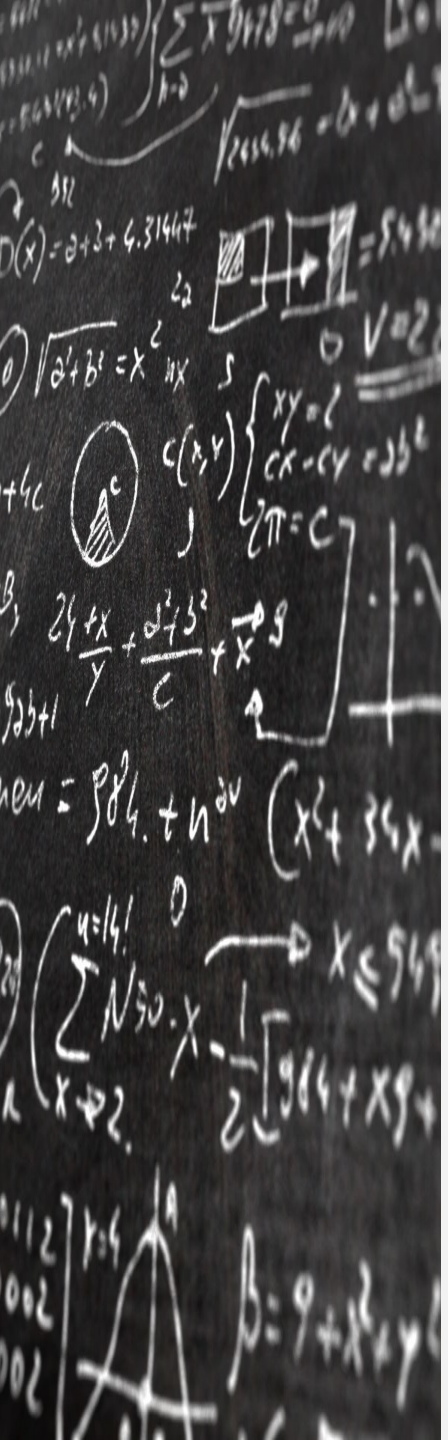


Guiding Principles

Biblical Frameworks and Science

 **Baloney Detecting**

Practical Exercise

- 
- **North Stonington Bible Conference (2001)**
 - **224 Biblical Frameworks lessons**
 - **Masters in Geoscience – Mississippi State University’s Teachers in Geoscience program (2007-2011)**
 - **Biblical Frameworks II – Chafer Theological Seminary (2014)**
 - **Masters in Applied Meteorology – Mississippi State University (2019-2022)**
 - **Teach Science and Engineering (2024 - present)**

???

...Oldest human skeleton found in hidden cave could 'rewrite history'

...Where did dinosaurs come from? Scientists think they figured it out

...Scientists witness evolution in action when two lizard species meet for the first time

...Timeline of life's evolution extended by nearly 1.5 billion years

...Oceans emit sulfur and cool the climate more than previously thought

The Biblical Frameworks creates a Baloney Detector

1 Thessalonians 5:21: “test all things and hold to that which is good”

1 Peter 3:15: “defend the truth against those who would seek to discredit it”

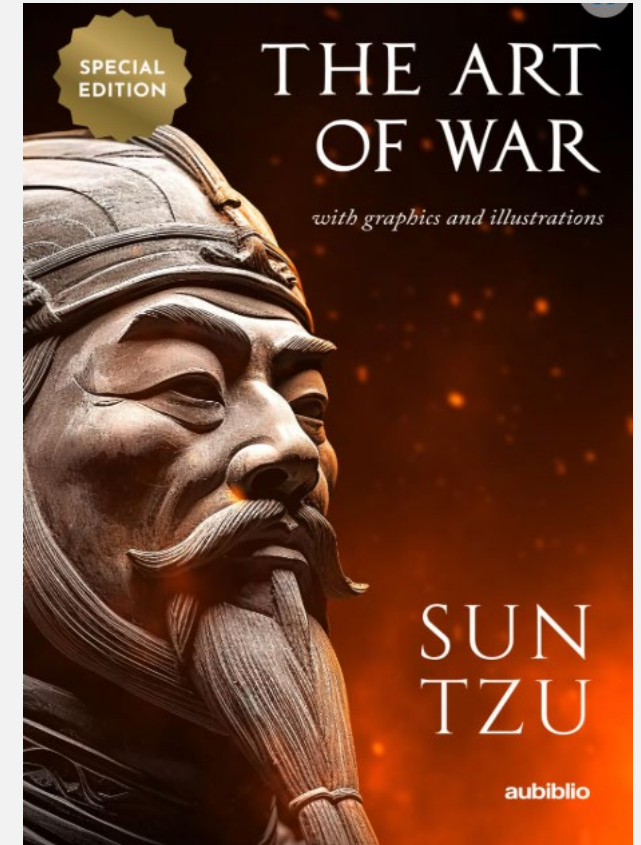
Detect un-scientific presuppositions

Distinguish actual scientific observations from worldviews

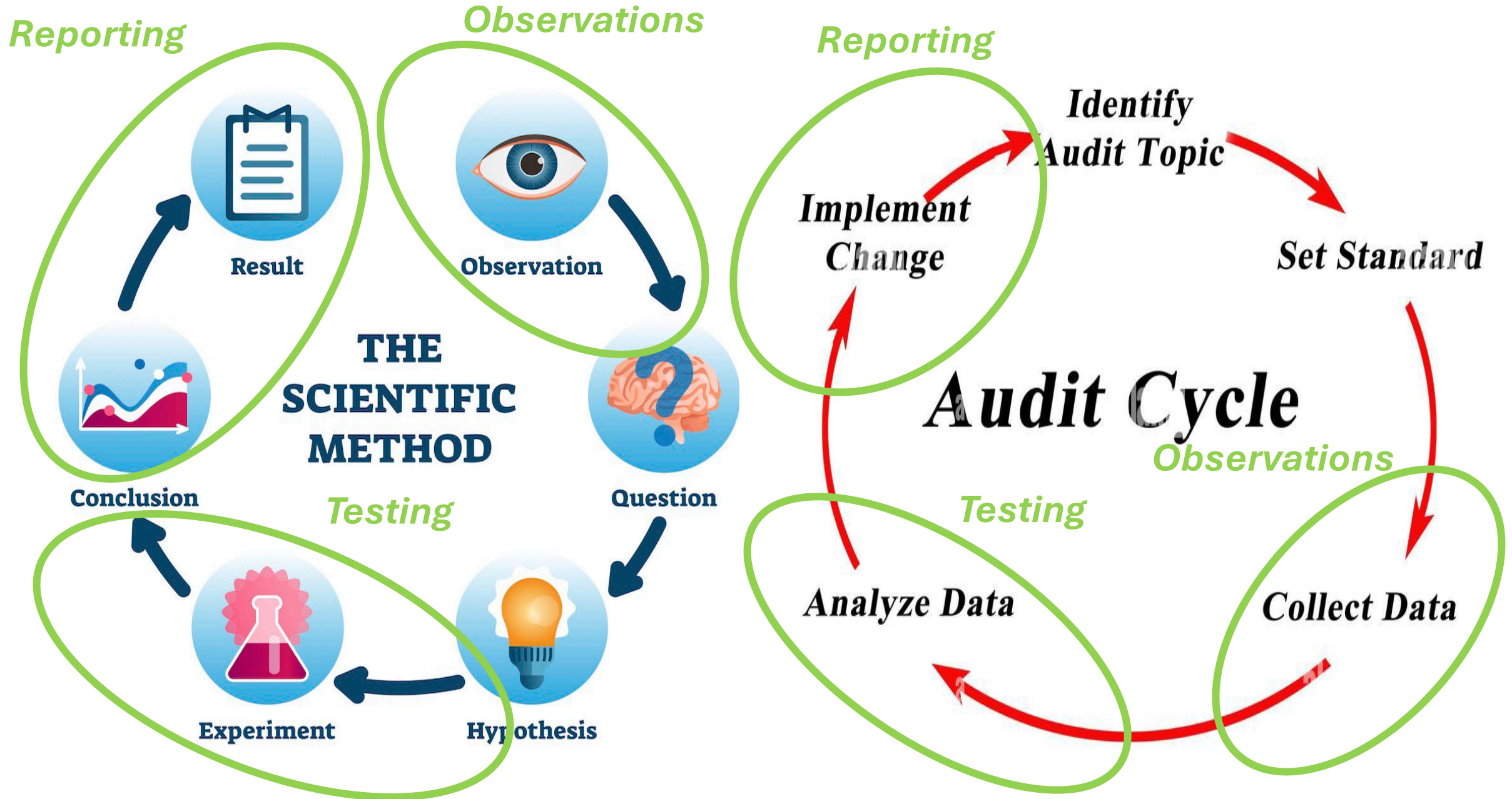
Expose logical fallacies “thinking traps”

***The Art of War* by Sun Tzu**

- **Mandatory reading for Army Officers**
- **5th- century military strategist**
- **Covers all aspects of warfare**
- **“if you know the enemy and know yourself, you need not fear the result of a hundred battles”**



Linking the scientific method with the audit cycle





**The Biblical
Frameworks and
Science**

Science

The natural world is God's creation

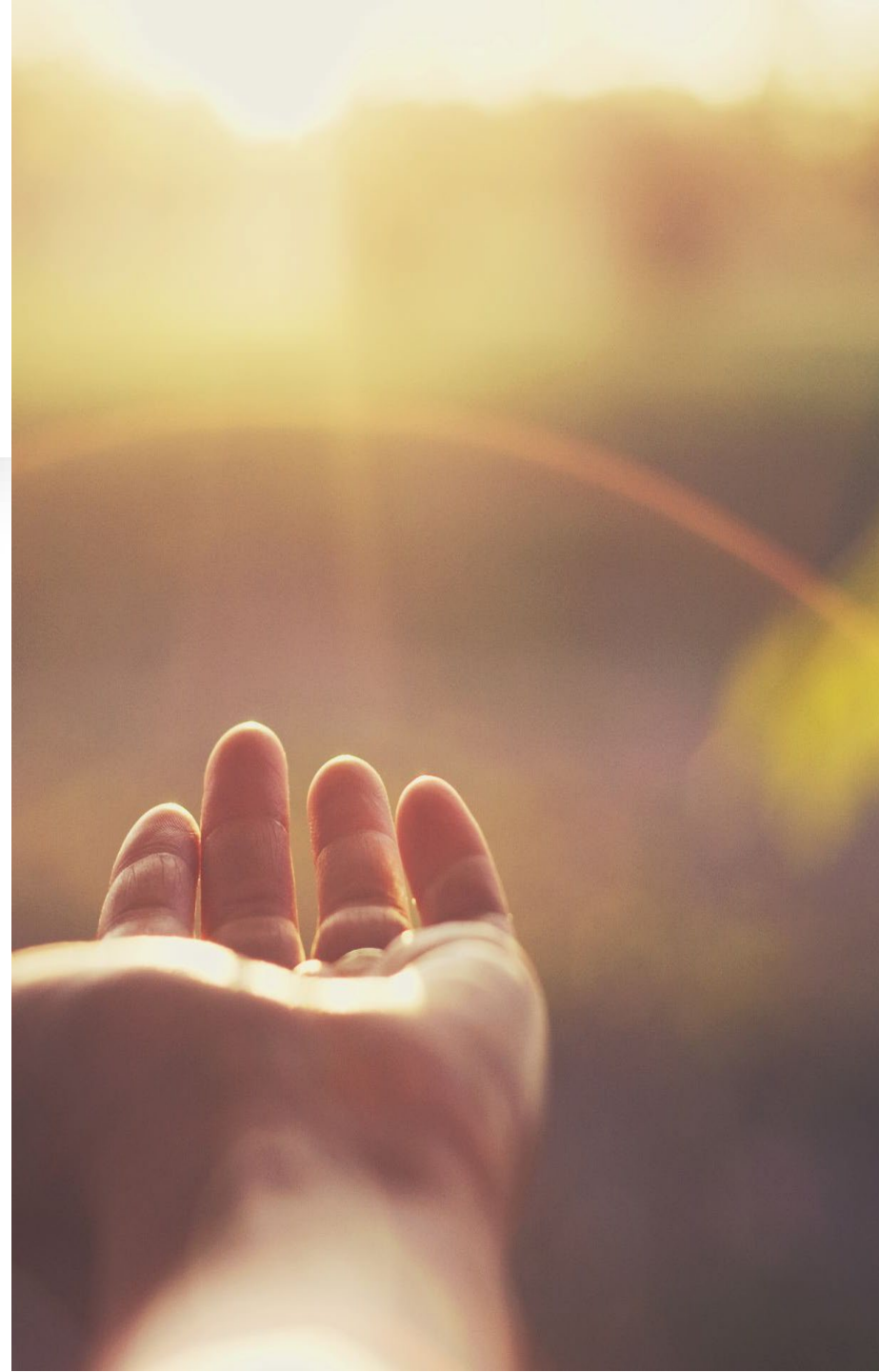
The Word of God is the source of all knowledge

Genesis 1:1-2

Colossians 1:16

Revelation 4:11

Hebrews 11:3



Romans 1:18-20

¹⁸ For the wrath of God is revealed from heaven against all ungodliness and unrighteousness of men, who by their unrighteousness **suppress the truth.**

¹⁹ For what can be known about God **is plain to them, because God has shown it to them.**

²⁰ For his invisible attributes, namely, his eternal power and divine nature, have been **clearly perceived, ever since the creation of the world in the things that have been made. So, **they are without excuse.****

2 Peter 3:3-6

³ knowing this first of all, that **scoffers will come in the last days with scoffing, following their own sinful desires.**

⁴ They will say, “Where is the promise of his coming? For ever since the fathers fell asleep, all things are continuing as they were from the beginning of creation.”

⁵ For they **deliberately overlook this fact**, that the heavens existed long ago, and the earth was formed out of water and through water by the word of God,

⁶ and that by means of these the world that then existed was deluged with water and perished.

Modern science textbooks assert that the pursuit of knowledge through science is neutral and devoid of supernatural explanations.

“Religious” explanations are often viewed as mystical and unnecessary vestiges, discarded by mankind during the enlightenment period.

Romans 1:18 “suppressing”

2 Peter 3:5 “deliberately overlook”

2 Peter 3:3 “scoffing”

Ancient Pagan Worldview / Contemporary Evolutionary Theory

Enuma Elish – ancient Babylonian creation myth

- Continuity of Being
- Gods – Man – Nature differ only in degree
- From chaos to order
- Authority shifted by random chance
- Death was essential for life
- Power struggle between old gods and young gods
- The strongest gods survived to create

- New discoveries 1848-1876 and publications spanned from 1848-1902 published as religion

Ancient Pagan Worldview / Contemporary Evolutionary Theory

Darwinian Evolutionary Theory

- **Continuity of Being (organisms can climb up the chain)**
- **Man – Nature differ only in degree**
- **Life progresses upward from chaos to order**
- **Ascent (up the chain) by random chance (beneficial) mutations**
- **Death is essential for life**
- **The strongest organisms survive to procreate**

- **On the Origin of Species published in 1859 as science**

Ancient Pagan Worldview / Contemporary Evolutionary Theory

Darwinian Evolutionary Theory

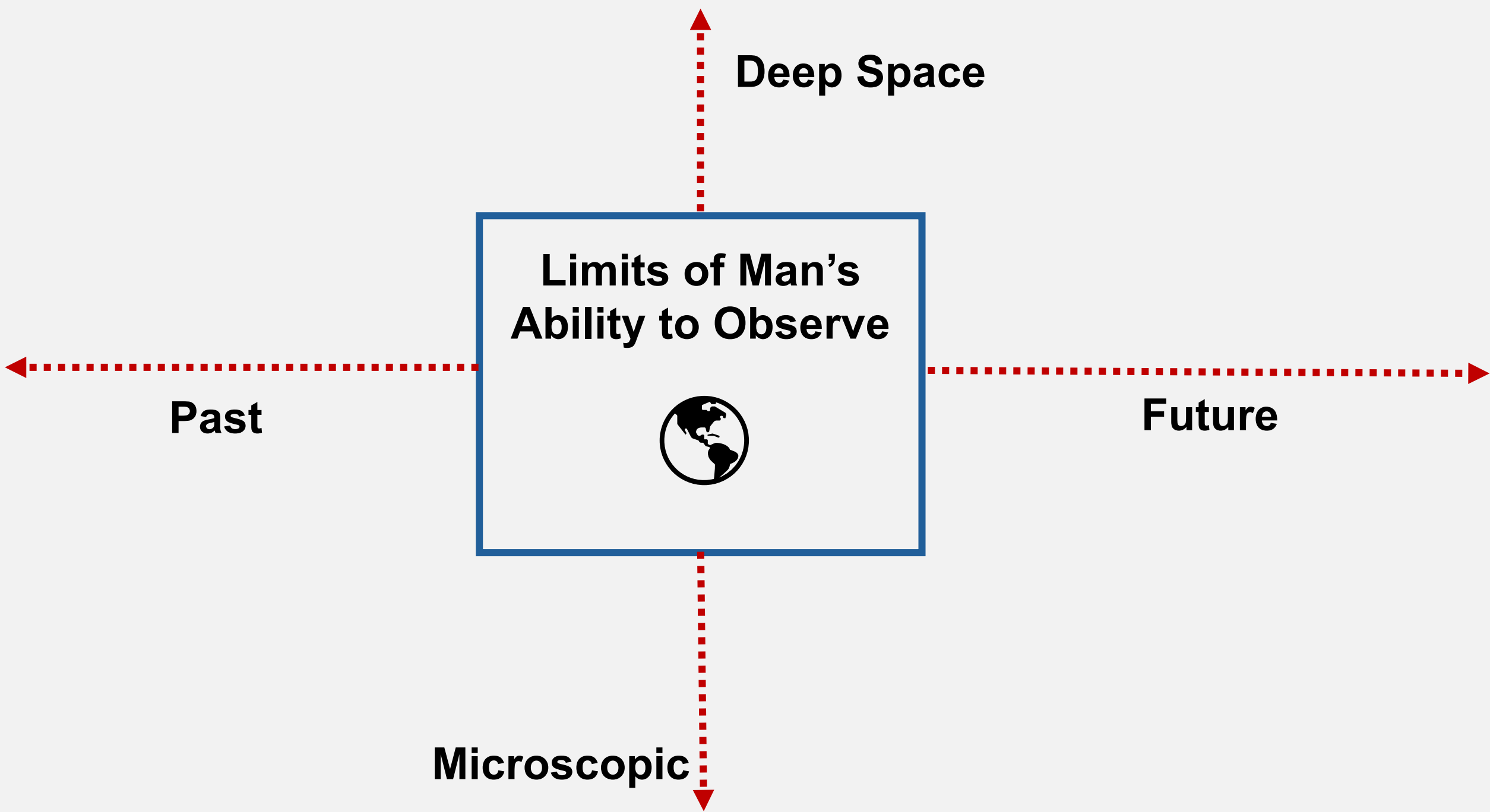
- Science requires **observations**
- Transitional forms of organisms climbing up the chain

“Why then is not every geological formation and every stratum full of such intermediate links? **Geology assuredly does not reveal any such finely graduated organic chain**; and this, perhaps, is the most obvious and gravest objection which can be urged against my theory”. Charles Darwin

- **Contemporary Evolutionary Theory = Modern Paganism**

Gaps in empirical knowledge

- **“Paganism seeks to generalize the outworkings of nature across time and space” Charles Clough**
- **“The present is the key to the past”**
- **Need for universal constants to substitute for unobservable or unobtainable data**
- **Radioactive decay rates are assumed to have remained constant throughout all of Earth’s history**
- **Were they the same during creation week? After the fall?**



Deep Space

**Limits of Man's
Ability to Observe**



Past

Future

Microscopic

An aerial photograph of a volcanic landscape. The terrain is dark and rugged, with numerous ridges and valleys. Patches of snow are scattered across the landscape, particularly in the foreground and middle ground. In the background, a large, dark, circular crater is visible, partially obscured by low-hanging clouds. The sky is overcast with grey clouds.

Erupted May 18th, 1980

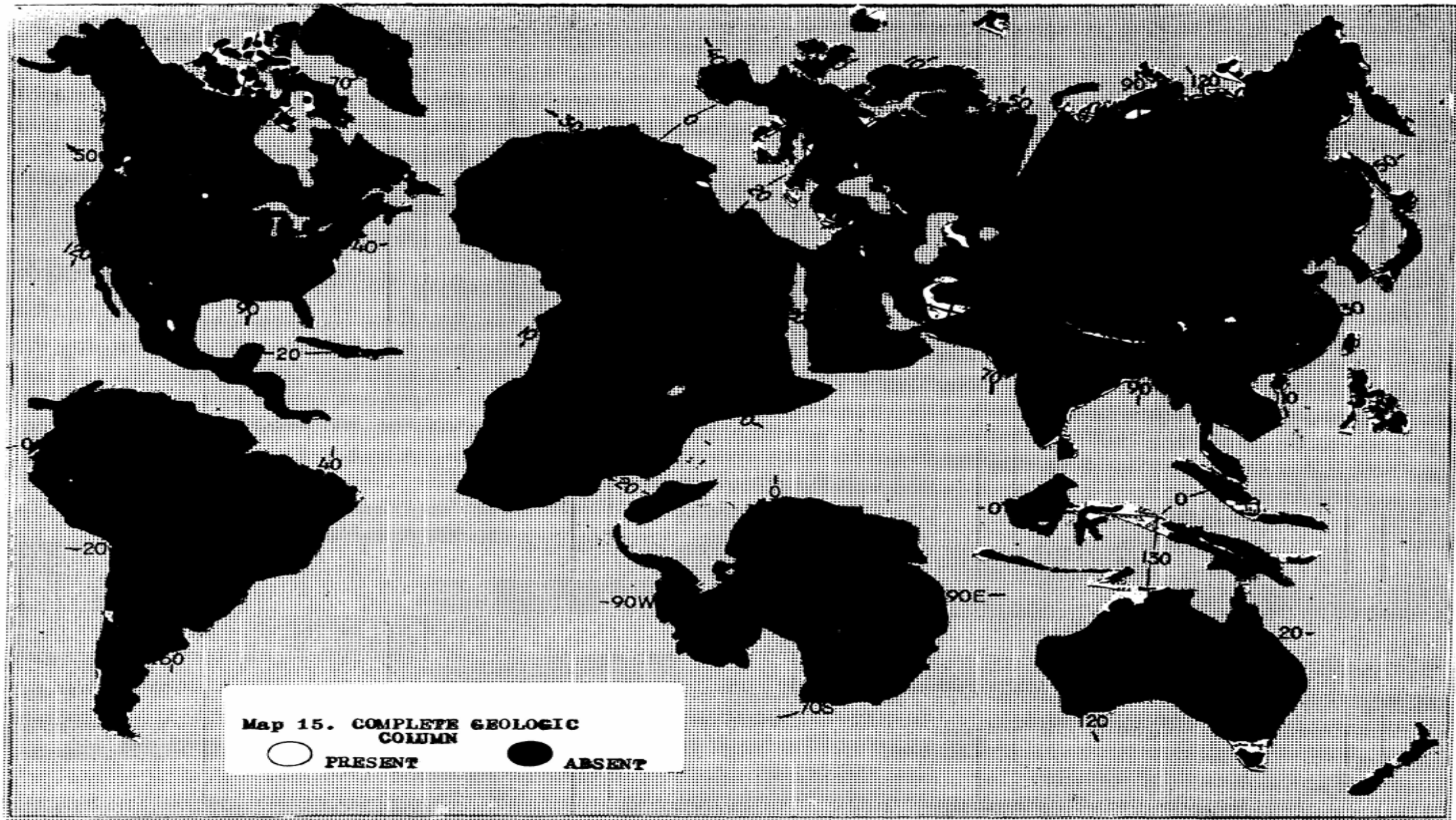
Rock sample collected in 1993 dated 350,000 – 2.8 million

Rock dated 350,000 – 2.8 million years old

Gaps in empirical knowledge

- **Geologic Column**
- **Historical record of Earth's history**
- **Oldest on the bottom, youngest on the top**
- **Divides Earth's 4.6 Billion Year history into specific units of time**





Map 15. COMPLETE GEOLOGIC COLUMN
○ PRESENT ● ABSENT



Baloney Detecting



The 5 steps are:

- 1. Identify the authors**
- 2. Evaluate the research hypothesis**
- 3. Describe the testing method**
- 4. Summarize conclusions/findings**
- 5. Discuss alternative conclusions/future research**

Step 1
Identify
the
Authors

Who are the authors?

Are they scientists publishing research or are they journalists writing about science?

Where did they receive their education?

What is their field of study?

What are their typical research topics and publications?

Based on this information, is it possible that they may have a bias toward a particular worldview?

Step 2
Evaluate
the
Research
Hypothesis

Is a research hypothesis provided?

Does it appear to be biased?

Are there any assumptions being made that are not amenable to research?

Step 3
Describe
the
Testing
Method

How was the hypothesis tested?

Did they use the scientific method?

What observations were made?

What percentage of the available data was analyzed, and what percentage was not?

Step 3
Describe

Was there any data excluded from analysis? If so, why?

the
Testing

Was there sufficient evidence in the analyzed data to support conclusions?

Method

Was technology utilized in the process?

Continued

Were there any logical fallacies in the methodology?

Are there worldviews present that rely on faith rather than empirical testing?

Step 4
Summarize
**Conclusions/
Findings**

Do the conclusions reflect the observations?

If the testing and observations prove to be inconclusive, are alternative viewpoints being presented that cannot be tested scientifically?

Evolution happens in spurts that weren't captured in the fossil record!

Evolution happens so fast that it can't be observed!

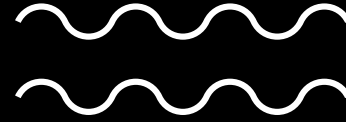
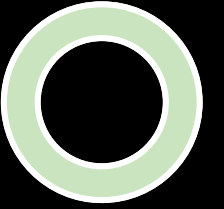
**Step 5
Alternative
Conclusions
/ Future
Research**

Could a different hypothesis be proposed?

What should future research consider?

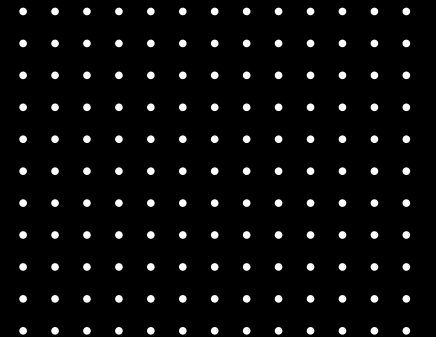
Are there any scriptural references that could provide alternative perspectives from a biblical standpoint?

Occam's Razor (simplest explanation is likely the correct one)



The way ahead...

- *Teaching creation...teaches what to think*
- *Teaching critical thinking...teaches how to think*
- *What is the other side doing?*



Applications in academia

- ***Proverbs 25:15 states: "by forbearance a ruler may be persuaded, and a soft tongue breaks the bone."***
- ***Matthew 10:16 states: "be therefore wise as serpents, and harmless as doves."***
- ***Matthew 5:14 instructs us to be "...the light of the world"***