

## CHAPTER 1

### INTRODUCTION TO APOLOGETICS

#### Apologetics defined

##### *English dictionary definition (Webster)*

“Apology . . . 1. Something said or written in defense or justification of what appears to others to be wrong, or of what may be liable to disapprobation . . . in strict use implies no admission of guilt or error but a desire to make clear the grounds for some course, belief, or the like”

“Apologetics . . . Systematic argumentative discourse in defense, esp. of the divine origin and authority of Christianity”

Different connotation from modern word “apology”

##### *NT usage*

ἀπολογέομαι *apologeomai* (verb, 10x), “to answer a charge, make a defense”

Luke 12:11, When you are brought before synagogues, rulers and authorities, do not worry about how you will defend yourselves or what you will say,

Luke 21:14, But make up your mind not to worry beforehand how you will defend yourselves.

Acts 19:33, The Jews pushed Alexander to the front, and some of the crowd shouted instructions to him. He motioned for silence in order to make a defense before the people.

Acts 24:10, When the governor motioned for him to speak, Paul replied: “I know that for a number of years you have been a judge over this nation; so I gladly make my defense.”

Acts 25:8, Then Paul made his defense: “I have done nothing wrong against the law of the Jews or against the temple or against Caesar.”

Acts 26:1, Then Agrippa said to Paul, “You have permission to speak for yourself.” So Paul motioned with his hand and began his defense.

Acts 26:2, “King Agrippa, I consider myself fortunate to stand before you today as I make my defense against all the accusations of the Jews,

Acts 26:24, At this point Festus interrupted Paul’s defense. “You are out of your mind, Paul!” he shouted. “Your great learning is driving you insane.”

Rom 2:15, since they show that the requirements of the law are written on their hearts, their consciences also bearing witness, and their thoughts now accusing, now even defending them.

2 Cor 12:19, Have you been thinking all along that we have been defending ourselves to you? We have been speaking in the sight of God as those in Christ; and everything we do, dear friends, is for your strengthening.

ἀπολογία *apologia* (noun, 8x), “answer, defense”

Acts 22:1, “Brothers and fathers, listen now to my defense.”

Acts 25:16, “I told them that it is not the Roman custom to hand over any man before he has faced his accusers and has had an opportunity to defend himself against their charges.

1 Cor 9:3, This is my defense to those who sit in judgment on me.

2 Cor 7:11, See what this godly sorrow has produced in you: what earnestness, what eagerness to clear yourselves, what indignation, what alarm, what longing, what concern, what readiness to see justice done. At every point you have proved yourselves to be innocent in this matter.

Phil 1:7, It is right for me to feel this way about all of you, since I have you in my heart; for whether I am in chains or defending and confirming the gospel, all of you share in God’s grace with me.

Phil 1:16 (v. 17 in KJV), The latter do so in love, knowing that I am put here for the defense of the gospel.

2 Tim 4:16, At my first defense, no one came to my support, but everyone deserted me. May it not be held against them.

1 Pet 3:15, But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect,

### ***Working definition***

“Apologetics is the systematic defense of the Christian faith. It seeks to define, establish, defend, and vindicate the presuppositions of Christian theology in the areas of metaphysics, epistemology, and axiology. It also seeks to defend and vindicate the Christian system of truth in every area of thought or investigation.”

## **Importance of apologetics**

### ***Some common excuses***

- “Philosophy is not for me!”
- “The Bible defends itself.”
- “Apologetics don’t agree.”
- “I don’t know enough.”
- “People aren’t interested in these arguments.”

### ***The biblical command***

1 Pet. 3:15-16, “But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect, keeping a clear conscience, so that those who speak maliciously against your good behavior in Christ may be ashamed of their slander.”

Note from these verses:

- Christ occupies your heart first

- You have the hope (resurrection, kingdom)
- People know you have this hope
- You have a reason for this hope which you can verbalize
- You must be ready to give this reason to non-believers
- You must answer with gentleness and respect (NIV and ESV); NASB has “reverence”; NKJV has meekness and fear
  - Respect for God, not pride
  - Respect for person
    - This person in God’s image
    - You were once unconverted
  - Respect even if you are mistreated
- You must have clear conscience (life backs up words)

Titus 1:9-11 [speaking of qualifications of elders], “He must hold firmly to the trustworthy message as it has been taught, so that he can encourage others by sound doctrine and refute those who oppose it.

“For there are many rebellious people, mere talkers and deceivers, especially those of the circumcision group. They must be silenced, because they are ruining whole households by teaching things they ought not to teach—and that for the sake of dishonest gain.”

Note from passage:

- Enemies of Christianity have base motives and false doctrines, and cause much damage to the church
- Enemies of Christianity must be refuted, silenced
- Elders must have sufficient knowledge and steadfastness to do two things:
  - Encourage church through sound doctrine
  - Refute those who oppose sound doctrine

These passages show that the NT requires all Christians, as well as church leaders, to be ready to defend their beliefs before an unbelieving world.

## ***Importance recognized by theologians***

Benjamin B. Warfield (evidentialist), “It is not true, that the Christian cannot soundly prove his position. It is not true that the Christian view of the world is subjective merely, and is incapable of validation in the forum of pure reason. It is not true that the arguments adduced for the support of the foundations of the Christian religion lack objective validity.

“Face to face with the tremendous energy of thought and the incredible fertility in assault which characterizes the world in its anti-Christian manifestation, Christianity finds its task in thinking itself thoroughly through, and in organizing, not its defense only, but also its attack.”

Cornelius Van Til (presuppositionalist), “Thus there is absolutely certain proof for the existence of God and the truth of Christian theism. . . . The Reformed apologist maintains that there is an absolutely valid argument for the existence of God and for the truth of Christian theism. He cannot do less.”

## **Relation of apologetics to philosophy**

cf. Gordon Clark, *From Thales to Dewey: A History of Philosophy* (1957); Milton D. Hunnex, *Chronological and Thematic Charts of Philosophies and Philosophers* (1986); an excellent survey of the important world views from a Christian perspective is James W. Sire, *The Universe Next Door* (1976); Sire discusses Christian Theism, Deism, Naturalism, Nihilism, Christian and Atheistic Existentialism, Eastern Pantheistic Monism, and the New Consciousness (New Age); an excellent text comparing philosophy to worldviews is Ronald H. Nash, *Life's Ultimate Questions: An Introduction to Philosophy* (1999)

## ***Definition of philosophy***

The word *philosophy* comes from the two Greek words *phileo* (love) and *sophia* (wisdom), thus it means “the love of wisdom.” Philosophy is the study of life and the world as a whole; it examines and criticizes assumptions and ideas, and seeks to construct a unified view of the world and our experience.

There are three primary areas of study in philosophy:

- 1) Metaphysics, the study of reality and existence

Typical questions:

- What is the nature of being? (ontology)

- What is the nature of the universe? (cosmology)
- What is the nature of man, in terms of human personality or consciousness? (psychology)
- What is the nature of God if such a being exists? (theology)

2) Epistemology, the study of knowledge and how it is obtained

An important part of epistemology is logic, the study of validity and invalidity and of truth and falsity and the relation of ideas to each other

Typical questions:

- Is it possible to obtain knowledge?
- What is the source of knowledge?
- What is the instrument of receiving knowledge?
- What is the test for truth?
- How can one proceed from one truth to another?
- What are the limits of knowledge?
- Is epistemology more ultimate or prior to all other philosophical questions?

3) Axiology, the study of values

An important part of axiology is ethics, the study of human obligation: morals, right and wrong, good and evil

Typical questions:

- What are values?
- Are values rooted in reality or only in the mind of the observer?
- What are the criteria by which value is judged?
- What are the important values which are to be desired in life?

- How can the important values be realized in our experience?

The thrust of philosophy and its subdivisions, and its usefulness for students, have been well explained in this excerpt from a local college catalog:

Philosophy, often called the mother of the sciences, is the oldest academic discipline. Such fields as physics and politics have their origins in it, but the study of philosophy itself will endure as long as human beings seek understanding. Philosophy can be described as the application of reason to the most general and fundamental questions of human concern, in order to give them the best justified possible answers. The questions that have occupied philosophy across its history can be located in three categories. First, there are questions about the nature of reality—ourselves and the world in which we find ourselves. Second, philosophy considers questions about how we should live, including questions about moral choice, about the place of the individual in the community, and about what is valuable or worthwhile. A third kind of question concerns what it is possible to know, and what constitutes good reasoning and secure justification. Despite these categories, many philosophers seek a comprehensive and unified vision of the world and our place in it. Even those philosophers who are skeptical of such grand designs typically answer one kind of question—“Do people have minds over and above their bodies (or their brains)?”—by considering another—“How could I know about another person’s mind?” In fact, the question of how we know pervades philosophy.

For the discipline of philosophy, its history—especially the work of its great figures—is unusually important. Philosophy’s peculiarly reflective and self-critical approach to these questions originated with the philosophers of ancient Greece, and developed in a dialogue that has extended across the centuries in the Western philosophical tradition. Philosophy is a living subject as well, pressing now as much as ever for answers to its central questions. Therefore the Department’s curriculum also presents the best contemporary thinking, upon a foundation of established works from the past.

Students find that courses in the Philosophy Department develop an unusual range of intellectual abilities. Philosophy texts demand careful reading. They enrich the student’s knowledge of the historical period or cultural milieu in which they originated. Philosophical writing, as the department teaches it, is precise and carefully structured. It involves constructing sustained arguments, and analyzing and criticizing the arguments of others. In these courses, students participate extensively in discussion and sometimes make oral presentations. Again, the premium is on care and cogency. Some philosophy courses are similar to mathematics courses in their abstract character and in their use of symbolic representations. Finally, philosophy courses acquaint students with great works, universally recognized to be among the finest products of human thought.

Students who major in the department's program undertake, and succeed in, a variety of endeavors upon graduating. Those who wish to do graduate work are well prepared for it. Others pursue professional programs in such fields as law, divinity, business, public administration, and even medicine and public health. Without further education, many philosophy graduates add their own energy and good sense to the abilities developed in them by the study of philosophy, and find rewarding positions in government, in business, in the arts, and in journalism. Virtually any career which requires clear thinking, intellectual creativity, good command of language, and a perspective on competing values and systems of belief, provides opportunities for a graduate in philosophy. But equally important is the value of an education that develops a reflective understanding of ourselves, and of our experience of the world and of others. (*University of Puget Sound 1992-1993 Bulletin*, pp. 141-142)

### ***Philosophical questions for apologetics to answer***

#### Metaphysical questions:

- What is the nature of ultimate reality?
- Can the existence of God be proved?
- What is the value of the theistic proofs?
- Can the created nature of the universe be proved?
- How is the created universe related to God?
- What is the nature of the universe?
- What is the nature of man?
- What is natural law? Can miracle be defended?
- What is sin? How does it relate to man's will?
- How can both God and evil exist?

#### Epistemological questions:

- What is knowledge?



- What is truth?
- What is the test for truth?
- How do our ideas refer to reality?
- What is the source of knowledge?
- Are our sense perceptions and mental operations trustworthy?
- What kind of certainty is arrived at by deduction? By induction?
- Are there such things as innate truths? Can they be proved?
- Can ultimate reality be known? If so, how?
- What is faith? What is faith's relation to reason?
- What is the effect of sin on man's ability to know?
- Is there common ground between believer and unbeliever?
- What method should a believer use when dealing with an unbeliever?
- Can Christianity, either in whole or in part, be proved to be rational? To be the most, or only, rational world view?

Axiological questions:

- What are values?
- Are values rooted in objective reality?
- Is there any absolute standard or criterion of value?
- Are there any legitimate relative values?
- Is there an ethical hierarchy?
- Is sin ever not avoidable in a given situation?
- What is man's *summum bonum*?

- Can cultural norms be morally neutral?
- What is the relation of aesthetics to Christianity?