

# *Christian* apol·o·get·ics

*“But sanctify the Lord God in your hearts, and always be ready to give a defense to everyone who asks you a reason for the hope that is in you, with meekness and fear; having a good conscience, that when they defame you as evildoers, those who revile your good conduct in Christ may be ashamed.” (I Peter 3:15-16)*



***SOUTH ALABAMA CHRISTIAN SCHOOL***

*Class Workbook by Ray Reynolds, Ph.D.*

# CHRISTIAN APOLOGETICS

Instructor: Dr. Ray Reynolds

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# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **COURSE SYLLABUS**

### **INTRODUCTION**

It is with great pleasure that the instructor of this course has the opportunity to engage your minds in a study on *Christian Apologetics* for this school year. The instructor has prepared this notebook/study guide so that you will have access to questions and information vital to the course. As the series begins, you should know that the instructor will make himself available when you need assistance or if you have any questions. You can reach him via call or text (251-923-8951), at his church office Sunday-Thursday (251-923-7771), e-mail ([thekinglives@yahoo.com](mailto:thekinglives@yahoo.com)), or via social media (@rayreynolds73). Due to time constraints, and other obligations, he will only be available for about 15 minutes before and after the class session. Please feel free to contact him for an appointment. Follow the class on Twitter or via text message (text Follow SACS Apologetics to the number 40404).

### **I. PURPOSE OF THE COURSE**

- To establish an environment where students can learn the basic fundamentals of the Christian faith.
- To introduce students to evidences that reveal God to be real, the Christian religion to be true, and the Holy Bible to be God's inspired word.
- To provide scholarly and historical evidence for the validity of Christianity and emphasize that true Christian faith is reasonable because of these evidences.
- To encourage logical thinking in evaluating the authenticity of God, the deity of Jesus, the power of the Holy Spirit, and the inspiration of the Bible.
- To present materials, research, and resources to students so that they may adequately defend the Christian faith.

### **II. OBJECTIVES FOR THE COURSE**

- Upon the completion of this course, students should have a keen awareness of the multitude of evidences all around us that God does exist and He is at work.
- Upon the completion of this course, students should know at least nine things a person would have to believe to be an atheist.
- Upon the completion of this course, students should develop a case for the existence of God and for Biblical Christianity.
- Upon the completion of this course, students should be able to identify arguments surrounding the Creation vs. Evolution debate, dinosaurs, and the age of the earth.

### III. REQUIREMENTS FOR THE COURSE

- **Attendance** – The student is required to attend class (begins promptly at 8 AM). Class attendance is essential for the learning involved in this course. In order to meet the course objectives the student must be present. Of course, absences are excused for legitimate reasons, but please respect the instructor and the class.
- **Class Participation** – The student is required to participate in class. The student is encouraged to ask questions, respond to comments, and involve themselves in discussions with the instructor. Interaction with the instructor and the class is essential in meeting the course objectives. The student will also need to take copious notes during each session. The student should have a positive attitude. It is okay to disagree, but not to be disagreeable.
- **Assignments** – The student must complete two of the following assignments:
  - Module I: Research Paper – Students can write 3-5 pages on an influential person in the field of Christian apologetics or an issue of interest within the realm of Christian apologetics. Topic should be approved by the instructor and the parents of the student.
  - Module II: Reading Assignment – Students can write 3-5 pages that summarize material found in a book, journal, or textbook in the field of Christian apologetics. Material should be approved by the instructor and the parents of the student.
  - Module III: Textbook Critique – Students can write 3-5 pages as a critique of a textbook, workbook, or other source that teaches evolution or atheism as fact, not theory. Textbook should be approved by the instructor and the parents of the student.
  - Module IV: Apologetic Debate – Students can write, record, film, or present a debate on one of the topics discussed in this course. You must debate from both sides of the issue (partner needed).
  - Module V: Teaching Outlines – Students can prepare a 3-5 page lesson outline to be used in a classroom that teaches one of the topics discussed in this course. Student is welcome to use the class study guide and class notes to aid in accomplishing this task.
  - Module VI: Personal Interview – Students are encouraged to conduct a personal interview with someone (preferably not a parent) about their views on one of the topics discussed in this course and write a 3-5 page report about the interview (filming the interview = bonus points).
  - Module VII: Field Trip – Students are encouraged to participate in a field trip. During this trip the student is encouraged to take pictures, purchase souvenirs, and take notes on the statements made by the guides. The student may be asked to discuss the trip in the classroom.
  - Module VIII: Journal/Blog/Vlog – Students are encouraged to chronicle their own personal spirituality, strengths, and struggles with their walk in this world. If the student chooses to blog/vlog, parents must give their approval and the instructor can aid in creating a site/page for the class.

- **Extra Credit** – Students will be rewarded for each of the following:
  - Perfect attendance to classes (and on time)
  - Turning in assignments early (before week 15 and week 30)
  - Typing all of the class notes (brought to the instructor)
  - Doing additional assignments/modules
  - Purchasing and evaluating an additional book of Christian apologetics
  - Constructing a reading list of books on Christian apologetics
  - Critiquing a non-Christian website that speaks against Christianity
  - Subscribing to a magazine on Christian apologetics
  - Reviewing and critiquing a journal article about atheism or evolution
  - Writing an article for a journal or magazine about Christian apologetics
  - Reading through the Bible from cover to cover (OT, NT, or both).
  - Attending every service your church family offers and special events.

#### IV. OUTLINE OF THE COURSE

##### *Evidences of God's Existence*

- Week 1           The Case for Faith (Belief vs. Unbelief)
- Weeks 2-3       The Existence of God (Videos)
- Week 4           Defending the Existence of God (Discussion, Open Forum)

##### *Evidences of God's Work In Creation*

- Week 5           The Case for Creation (Creation vs. Evolution)
- Weeks 6-8       Dinosaurs: The Poster Children of Evolution (Videos)
- Weeks 9-10      Evolutionary Hoaxes (Videos)
- Weeks 11-12     Creation in 6 Days or 6 Billion Years (Videos)
- Weeks 13-14     The Fruits of Atheism (Videos)
- Week 15          Defending the Work of God (Discussion, Open Forum)

##### *Evidence that God's Word is Truth*

- Week 16          The Case for Biblical Truth (Truth vs. Relativism)
- Week 17          The Bible & Science (Video)
- Week 18          The Bible & Prophecy (Video)
- Week 19          The Bible & Archaeology (Video)
- Week 20          The Reliability of the Bible (Video)
- Week 21          The Durability of the Bible (Video)
- Week 22          The Continuity of the Bible (Video)
- Week 23          Defending the Word of God (Discussion, Open Forum)

##### *Evidences that Jesus Christ is the Son of God*

- Week 24          The Case for Christianity (Messiah vs. Myth)
- Week 25          The Historicity of Jesus (Video)
- Week 26          The Uniqueness of Jesus (Video)
- Week 27          The Prophecies of Jesus (Video)
- Week 28          The Resurrection of Jesus (Video)
- Week 29          The Questions About Jesus (Video)
- Week 30          Defending Your Faith in Jesus (Discussion, Open Forum)

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences of God's Existence**

Week 1 = The Case for Faith (Belief vs. Unbelief)

## **INTRODUCTION**

Review the Syllabus (Q & A) & Personal Introductions

## **DISCUSSION**

The apostle Peter encouraged his readers saying, “*sanctify the Lord God in your hearts, and always be ready to give a defense to everyone who asks you a reason for the hope that is in you, with meekness and fear; having a good conscience, that when they defame you as evildoers, those who revile your good conduct in Christ may be ashamed*” (**I Peter 3:15-16**). We live in a post-modern society that thrives on relativism and the “whatever” mentality. It is becoming increasingly difficult for Christians to live without persecution. When you combine that with the fact that many disciples of Christ do not feel adequately prepared to defend their faith, it adds to the frustration, resentment, and hostility toward each other.

This particular course is designed to challenge the basic fundamentals of the Christian faith. Since it will be personally challenging, this course depends upon your interaction. The instructor will be asking you questions and you will be answering them to the best of your ability. It is not the goal of the instructor to discourage or frustrate you. In fact, the opposite is true. However, he does want to challenge you to be prepared to “give a defense” for what you believe. As stated in the syllabus it is okay to disagree, but not to be disagreeable. Choose to give your faith a voice, but season your words with grace.

The instructor of this course has made it his objective to guide your reasoning and rationale, not to tell you what to believe or force you to follow his views and opinions. You must learn to think for yourselves (you may not hear this when attending public school). This class is centered on apologetics, but at times it may seem like a course on philosophy or critical thinking. It may also seem like a Bible course. The coursework will rely heavily on the Bible, so you are strongly encouraged to bring a Bible to class with you. The course will also cover things in the realm of Biology, Science, Astrology, Literature, etc. This is because apologetics will touch every facet of the life of a Christian and can shape one’s spiritual walk with Christ.

## **CONCLUSION**

You are encouraged to read ahead on the subject matter for the coming weeks (topics given in the syllabus). For instance, over the next several weeks we will be considering several videos by *Apologetics Press*. The videos we are showing in class are available for purchase at <http://www.wvbs.org/index.php/truth-be-told-dvd.html> and some material can be found in book form through *Apologetics Press*. Be advised that the instructor does not endorse all the materials produced by *Apologetics Press* and the views expressed in the books, noted on the **Bibliography & Works Cited** pages, do not necessarily reflect that of the instructor. Be studied up and prayed up as we endeavor to study apologetics.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## ***Evidences of God's Existence***

Week 2 = The Existence of God (Video #1)

## **INTRODUCTION**

Today we will begin a video series entitled *Truth Be Told: A Seminar Exposing the Myth of Evolution* with Kyle Butt of *Apologetics Press*. This particular seminar is part of an overall arch of videos called "Pillars of Faith." Please pay close attention to the video series and be prepared for the questions below. You are encouraged to take copious notes.

## **DISCUSSION QUESTIONS**

What is the theory of the atheistic evolution in a nutshell?

How does the Christian approach differ from the theory atheistic evolution?

Who are some of the militant atheistic evolutionist that teach this theory?

What do they say about people who disagree with them? Why?

What percentage of the world believes in the biblical account of creation?

What percentage of the world believes that a supernatural Creator was involved?

What percentage of the world believes that no divine being was involved in creation?

What can we learn from the law of cause and effect?

Who came up with the Big Bang Theory? What does it proclaim? Why?

What has Dr. Peter Coles said about the Big Bang Theory and the Inflationary Model?

## **CONCLUSION**

A good challenge for this week might be to do a study of the characteristics of God. This series will only skim the greatness of our Creator. Our God is an awesome God!

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences of God's Existence**

Week 3 = The Existence of God (Video #2)

## **INTRODUCTION**

Today we will continue a video series entitled *Truth Be Told: A Seminar Exposing the Myth of Evolution* with Kyle Butt of *Apologetics Press*. Please pay close attention to the video series and be prepared for the questions below. You are encouraged to take copious notes.

## **DISCUSSION QUESTIONS**

What is the second scientific law that surrounds atheistic evolution?

According to the law of spontaneous generation, what will happen when you put a t-bone steak on your kitchen for 2 weeks? Is that true?

According to the law of spontaneous generation, what will happen if you wrap wheat in sweaty rags and stick them in a corner for a month? Is that true?

According to the law of spontaneous generation, what will happen if you throw wood in a ditch full of water in a month? Is that true?

What did Francisco Redi learn from his experiment?

Who came up with the idea of pasteurization? Why?

What did George Gaylord Simpson and Martin A. Moe say about the law of biogenesis?

What does Dr. Robert Hazen say about the origin of life? Why is that significant?

How is atheistic evolution and the Big Bang theory taught to children in school?

Who came up with the law of cause and effect? Who came up with the law of biogenesis?

## **CONCLUSION**

Arguably, the teachings of atheism can be seen as a faith but it is a faith without evidence. A good challenge for this week might be to write down a faith statement. What do you believe? Why do you believe it? What evidence do you have for your faith?

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## ***Evidences of God's Existence***

Week 4 = Defending the Existence of God (Discussion, Open Forum)

### **INTRODUCTION**

The past two weeks we have watched a video series entitled *Truth Be Told: A Seminar Exposing the Myth of Evolution* with Kyle Butt of *Apologetics Press*. You were encouraged to pay close attention to the video series and take copious notes. In this particular class we will take a rare opportunity to discuss ALL of the aforementioned material in an open forum/discussion format. Some questions can be found below to guide our dialogue.

### **DISCUSSION QUESTIONS**

In the video series we have considered the views of experts on atheistic evolution, the origins of life, the law of biogenesis, and the law of cause and effect. What have we learned from their expert opinions?

If the experts, and the writers of the experts, doubt their own hypothesis and their own theories, why should they be trusted? What else could they teach that is misleading?

What do you think happens when people challenge the opinions of those who write the textbooks, lead the think tanks, and deliver keynote speeches at the scientific events?

How did people count stars in the past? How do we do it now? How many are there?

If what we seek to know is unknown, and may never be fully known, why do we seek to know it? What happened in the garden that might reveal the source of this problem?

What happens when humanity seeks to play God? What happens when we speak for God?

According the Bible, what has happened in earth's history when humanity decided to act on its own, speak for themselves, and determine their own destiny?

### **CONCLUSION**

Next week we are going to transition into a new realm of thought and you will be challenged to seek evidence concerning God's work in this world. Beyond the pages of God's Word, and rational thought, there is evidence all around us. A fair challenge would be to brush up on the teachings of evolution and then read Genesis 1-3.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences of God's Work in Creation**

Week 5 = The Case for Creation (Creation vs. Evolution)

## **INTRODUCTION**

For the first four weeks of this course we have considered the arguments for and against the existence of God. Today we are going to consider why people turn to atheism and see what the Bible says about God's presence and His work in this world.

## **DISCUSSION QUESTIONS**

What role does early home life play in the religious development of a young person? Do you think it is vital to study science, history, and Christian apologetics at home? Explain.

Define the following terms: (1) Atheist, (2) Skeptic, (3) Agnostic, (4) Deist, (5) Theist.

What must one "believe" to be an unbeliever? Are those who adhere to atheism practicing their own brand of faith? What are the repercussions if it is a "faith" based mindset?

The gist of atheism is that there is no God, no absolute truth, and no supreme authority. Therefore, they seek to instill within youth that you DO NOT need a wholesome respect for authority. What dangers can come from this teaching?

Those who turn to atheism usually tout the following reasons: the problem of suffering, natural laws, and lack of evidence. How would you defend these three issues?

Discuss and describe the 6 days of creation in Genesis 1-3. What did God reveal to Moses (Psalm 103)? What does the Bible tell us about the nature of God (Deuteronomy 29:29, Isaiah 55:9, Jeremiah 29:11, I Corinthians 14:33, Hebrews 1:1-2)?

Discuss and describe the theory of evolution. What evidence do we see of evolution? If God used the evolutionary process would He have described it in the Bible? Explain.

Is it okay to doubt God? Is it natural to question God's methods? Consider Job, Abraham, Moses, and other biblical examples.

## **CONCLUSION**

We will now transition into an investigation of the dinosaurs. Did they co-exist with man? Do they still exist today? Why are atheistic evolutionists so bent on teaching children about dinosaurs? Be prepared to discuss all of these things next week.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## ***Evidences of God's Work in Creation***

Week 6 = Dinosaurs: The Poster Children of Evolution (Video #1)

### **INTRODUCTION**

Today we are going to begin a new video that will describe how dinosaurs are the poster children of atheistic evolution. Without this crutch atheistic evolution would fall flat.

### **DISCUSSION QUESTIONS**

What are the three periods of the dinosaurs are taught to most children in textbooks?

How many different ways does Elijah hear about dinosaurs? Explain.

Why are theories of dinosaurs propagated? Why do they market to young people?

What percentage of the "evolution" textbook referred to dinosaurs? What did Daniel Dennett say about parents who teach otherwise?

What is the evolutionary tree? Whom do atheistic evolutionists target with the evolutionary tree propaganda? Why?

What does Dr. Philip Kitcher say would happen if we discovered that dinosaurs and humans co-existed? What other kinds of evidence would be found? Do we evidence?

What evidence is found at the Natural Bridges National Monument? What does this mean?

How could these Indians draw a picture of a dinosaur if they lived millions of years after them? How do the experts explain this? How did the park rangers explain this?

What evidence can be found in the columns of the temple Ta Prohm in Cambodia? Who carved this image? When was it carved? What does this mean?

### **CONCLUSION**

How do the experts explain the things we have discussed today? These thoughts and images should change the debate, but most youth will never see this information.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences of God's Work in Creation**

Week 7 = Dinosaurs: The Poster Children of Evolution (Video #2)

## **INTRODUCTION**

Today we will continue to notice how dinosaurs are the poster children of atheistic evolution. We will consider several other landmarks with drawings where dinosaurs and humans are depicted together. Take copious notes because you'll want to follow up.

## **DISCUSSION QUESTIONS**

What did Dr. Samuel Hubbard say when he saw the Havasupai Canyon pictograph?

What pictographs can we find in the tomb of Bishop Richard Bell in the Carlisle Cathedral? In what year was he buried? What does that mean?

What can we learn from the March 25, 2005 and April 13, 2007 issues of *Science* magazine about the fossils of a Tyrannosaurus Rex? How is this possible if it is 70 million years old?

How can we judge evidence fairly if it is only presented by those who adhere to atheistic evolution? What other evidence could be considered on this debate?

What does this evidence do to the foundation of atheistic evolution?

Why is it hard for atheistic evolutionists to imagine dinosaurs co-existed with humans? What happens if we "hedge" ourselves into a box? What happens if we open our minds?

What are some of the amazing creatures that currently share the planet with us? Why is it important to know that we can tame many of the creatures of the world today?

What is the largest known dinosaur? How big was it? What is the largest known animal ever believed to be on this earth (and currently on the earth)? How big is it?

## **CONCLUSION**

When you see the information presented in this course, and parallel it to that which is taught in most public schools and is found in the textbooks, you can make a more educated decision. A challenge might be to research the largest animals on earth.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences of God's Work in Creation**

Week 8 = Dinosaurs: The Poster Children of Evolution (Video #3)

## **INTRODUCTION**

Today we will conclude our video series on the dinosaurs which is part of the *Truth Be Told: A Seminar Exposing the Myth of Evolution* with Eric Lyons of *Apologetics Press*. We are going to consider what the Bible has to say about dinosaurs.

## **DISCUSSION QUESTIONS**

What does the Bible say about dinosaurs? When were they created? What Bible references are used? Explain.

How are the large creatures described in Job? What were their names? When did they live? What does God say about them?

What are some other unique creatures that God made for us to observe?

What does the term "dragon" actually mean? Did they really exist?

How do atheistic evolutionists describe dragons? Which cultures taught about them?

Why have stories of dragons been around since as long as history has been recorded?

What creatures look the most like dragons? Why is this compelling evidence?

How could humans remember dragons? Is it possible then to remember dinosaurs?

What do the pterosaurs look like? What can we learn from that evidence?

We have evidence, common sense, and the Bible for proof, so what more do we need?

## **CONCLUSION**

Christian faith is based on things unseen (Hebrews 11:1), but information can be vital to our faith – if we can find it. Evidence is often necessary to make an educated decision. We may not need this information, but our friends and neighbors need to know it exists.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences of God's Work in Creation**

Week 9 = Evolutionary Hoaxes (Video #1)

### **INTRODUCTION**

Today we will begin a new video series attached with *Truth Be Told: A Seminar Exposing the Myth of Evolution* which is taught by Kyle Butt of *Apologetics Press*. The purpose of this class will be to consider hoaxes pushed upon the public by atheistic evolutionists.

### **DISCUSSION QUESTIONS**

What happens when textbook answers disagree with the Bible?

How do teachers and instructors explain to young people the conflicts with the Bible?

Why do many children tend to follow scientific textbooks instead of their parents and Bible teachers? What does this mean?

Are scientists and teachers indoctrinated in atheistic evolution? How do we know this?

How are they using their influence to indoctrinate our children? Explain.

Why are educators afraid of the Bible or hesitant to reference it? What happens when teachers challenge the system? What happens when parents or students oppose atheistic evolution in the public forum? Does that cause any concern for you? Explain.

What can we learn from the arguments over the English peppered moths?

Why do textbooks use fraudulent visual representations to illustrate natural selection?

What did you think about Kyle's purple spotted cow illustration? Explain.

### **CONCLUSION**

Honesty and integrity should be the hallmark of the Christian. However, after viewing this information it is evident that these things are not always the hallmark of academia. A challenge this week might be to search online for additional hoaxes.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## ***Evidences of God's Work in Creation***

Week 10 = Evolutionary Hoaxes (Video #2)

### **INTRODUCTION**

We are considering evolutionary hoaxes that have been pushed upon the public by atheistic evolutionists. There are multiple ones including that of the Piltdown Man, Nebraska Man, Flipperpithecus, and the Archaeoraptor. However, because of time restraints we can only consider a handful.

### **DISCUSSION QUESTIONS**

How did Ernst Haeckel observe evolutionary theory? What evidence did he provide?

Why are these evolutionary hoaxes still in textbooks?

What can we learn from the atheistic evolution chart of the horse?

How do atheistic evolutionists look at the contradictions and misinformation in the textbooks? Why won't educators retract it if it has proven to be fraudulent?

What does Stephen Jay Gould say about the falsehoods in the textbooks?

What did Time magazine say about Ardipithecus Ramidus Kadabba? Is that good science?

Where did they find the toe bone of Ardipithecus Ramidus Kadabba? Why is that important when we are considering all the evidence?

What did atheistic evolutionists say about Piltdown Man? Was it good evidence?

Is it dangerous to look at evolutionary things with an open mind? Explain.

Why won't people in academia come out against these evolutionary hoaxes?

### **CONCLUSION**

There are often hoaxes on both sides (both creationists and evolutionists). When the hoaxes are created by Christians what does that mean? The evidence is out there. The truth can set us free. How can we create an environment for open and honest debate?

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences of God's Work in Creation**

Week 11 = Creation in 6 Days or 6 Billion Years? (Video #1)

### **INTRODUCTION**

The age of the earth is a subject of much debate, even among Christians. There are plenty of books and a plethora of information can be obtained on this subject. You may have previously heard of the Gap Theory, the Day Age Theory, or other various interpretations. In this lesson we will consider some of the facts and the scientific evidence.

### **DISCUSSION QUESTIONS**

What conflicts do Christian biologists struggle with? Does this happen among Christian?

What age do the professors and scientists, that adhere to the atheistic evolutionary theory, place on Australopithecus "Lucy" Afaeresis?

How do some people try to fit the evolutionary model into the Bible? What happens when you do that? Are there complications? How many days did it take God to create the world according to the Genesis account? Explain the vast differences.

Which interpretation of the Bible sounds more logical 6 days or 6 billion years? Consider passages like Luke 11:50-51, Mark 10:6, and Romans 1:20 in addition to Genesis.

Where do people get the evolutionary timetable? Is it possible to insert it before the Creation? Is it possible to insert it during/between the days? Is it possible to insert it after the Creation? Explain.

How could a re-creation theory accommodate this argument? Does the Bible teach this? Where can we see God's work? Does the Bible clarify creation or leave man to speculate?

What do the words "make" and "create" mean? Are they similar terms? Consider Genesis 1:16, 1:21, 1:25-27, 2:4, 5:1-2, Nehemiah 9:6, and Psalm 148:5. Explain.

Is it possible to wedge one million years in between each day of creation? Is that sufficient? How do other Bible writers refer to the creation account? Give examples.

### **CONCLUSION**

This is often a contested issue, even among Christians. In our next lesson we will conclude this discussion by noting what Jesus (who was there – John 1:1ff) said about creation.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences of God's Work in Creation**

Week 12 = Creation in 6 Days or 6 Billion Years? (Video #2)

### **INTRODUCTION**

We have discussed some preliminary arguments about the age of the earth. As we conclude our video on this subject today we will continue looking at the holes in the Day Age Theory. What does Jesus say about creation?

### **DISCUSSION QUESTIONS**

What happens when you try to wedge millions of years into the creation account?

How can II Peter 3:8 be misinterpreted? Does it have anything to do with creation?

What can we learn from the statement of Arthur Williams?

When the term "day" is used in the Old Testament, how is it used? What is the Hebrew word? How many times does it appear? What does this mean?

What does the Bible say about the foundation of the world? Where can we find this statement in the Scriptures? What happened before it?

If the evolutionary timetable is correct, how long has man been on the earth? How can this be proven? Can it be proven by the Bible or another source? Explain.

When you consider Luke 11:50-11 and Mark 10:6, could you believe that man is separated from the foundation of the world by billions of years? Would Jesus mislead us? Explain.

What does Paul have to say about it in Romans 1:20? What was his viewpoint?

Why can't we go into all Christian schools and all Christian universities and see the charts that depict the exact things recorded in Genesis (6 actual days)? How can that change?

Who should be the foremost expert on creation? Explain.

### **CONCLUSION**

These lessons up to this point are just the "talking points" for atheism vs. creationism. In our next lesson we will note why atheists are so militant and where it is leading.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences of God's Work in Creation**

Week 13 = The Fruits of Atheism (Video #1)

### **INTRODUCTION**

While many Christians do not care to see the battleground, many atheists have laid traps for the creationist. They seek to weaken the hold of religion. Why are these things happening? There is no need for paranoia. Today we will just consider the facts. What would happen if one adopted the mindset, teachings, and practices of atheism?

### **DISCUSSION QUESTIONS**

What city was to be established by George H. Walser for liberal atheistic evolutionists? When was it founded? Why did he do this?

How many people first founded the town? What kind of people lived there? How was this city described in the newspaper by Clark Braden (May 2, 1885)?

What can we learn from the comments of Bertrand Russell about Christianity? What happens when a person follows the morality of the Bible, even without being a Christian?

How do atheists act? How would people act if there was no morality?

What are the statistics of sexuality in the United States? Can this be tied to atheistic evolution and the teachings of atheism in our schools today?

What does the Bible teach about sexuality, fornication, and adultery? Give examples.

Is there a philosophy or world view that would justify this behavior? Give examples.

How do atheistic evolutionists view sexual promiscuity among our teenagers? What did Dr. Lawrence Shaw say about pre-marital sex and teenage pregnancy?

What did Aldous Huxley teach in *A Brave New World*? How did he justify it in *Ends and Means*? What was the philosophy he was pushing on his readers? Why?

### **CONCLUSION**

Dangers can present themselves when we justify our religious or philosophical beliefs based on our wants. If one stops believing in God that doesn't mean He doesn't exist.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences of God's Work in Creation**

Week 14 = The Fruits of Atheism (Video #2)

### **INTRODUCTION**

In our last lesson we noted that the fruit of atheism includes no moral absolutes and that all truth is relative according to their philosophical point of view. This means that sexual deviance is a matter of personal choice and not to be mandated.

### **DISCUSSION QUESTIONS**

If atheistic evolutionists choose to disregard the existence of God for the sake of abandoning morality, where could it lead? What would be the repercussions?

What do atheistic evolutionists think about rape? What does the Bible say?

How do atheistic evolutionists view abortion/infanticide? What does the Bible say?

Where would we get the idea that we could kill millions of our citizens at our leisure? Which of the two viewpoints, creationist or evolutionist, would encourage this practice?

Why can't humans do what the animals do if there are no fundamental differences? Why are allowed to adhere to a higher standard of morality? Explain.

What do we see from the animal world concerning their offspring? Specifically dogs, pigs, kimono dragons, etc.? How did Burke and Darwin view those practices? Explain.

Where did Adolf Hitler get his principles and mission? Whom did he learn from? What were that man's views?

Adolf Hitler believed in the survival of the fittest and atheistic evolution. How were Hitler's actions viewed by the world?

To be fair, we should consider Christians who have murdered and committed evil acts. How should we view the Crusades, Spanish inquisition, or the Salem witch trials? Explain.

### **CONCLUSION**

Atheism has some bitter fruit. What has happened to those who have embraced these humanistic thoughts? We have a choice to make, an educated decision. What will it be?

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences of God's Work in Creation**

Week 15 = Defending the Work of God (Discussion, Open Forum)

## **INTRODUCTION**

For the past 14 weeks we have watched the *Truth Be Told: A Seminar Exposing the Myth of Evolution* with Kyle Butt and Eric Lyons of *Apologetics Press*. You were encouraged to pay close attention to the videos and take copious notes. In this particular class we will take a rare opportunity to discuss ALL of the aforementioned material in an open forum/discussion format. Some questions can be found below to guide our dialogue.

## **DISCUSSION QUESTIONS**

Which case is more difficult to make, one for belief or unbelief?

Why is it easier to deny the existence of God? Is it possible to ignore the evidence?

How would you respond to someone teaching evolution as a fact, not a theory?

What have we read and observed about dinosaurs and the age of the earth?

Why don't we hear more about evolutionary hoaxes? What does this say about the media?

Which could you adequately defend, creation in 6 days or 6 billion years? Explain.

What are the fruits of atheism? In what ways are we seeing these things today?

During the course of this semester what videos, documentaries, movies, articles, or other media might be relevant to Christian apologetics?

If God is God, and He doesn't need us to defend Him, why should we study about how to effectively discuss, dissect, and debate arguments in the realm of Apologetics? Could we spend our time doing more fruitful things? Give examples.

## **CONCLUSION**

When we return from the Christmas holiday break we will consider two additional apologetic concepts: the inspiration of the Bible and the deity of Christ. I encourage you to read some materials on Christian Apologetics and keep an open mind. I also strongly urge you to turn in your assignments ASAP (see Syllabus).

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## ***Evidences that God's Word is Truth***

Week 16 = The Case for Biblical Truth (Truth vs. Relativism)

## **INTRODUCTION**

As we begin this new semester we need a session to prepare our minds for the material ahead. In this lesson today we are going to introduce our subject matter and attempt to challenge ourselves in respect to our knowledge of the Bible, its accuracy, and its value.

## **DISCUSSION QUESTIONS**

How many men (and/or women) actually wrote the Bible? How many years did it take?

How many books are in the Old Testament? New Testament? Entire Bible?

How many original languages can be found the Bible? In what tongues was it penned?

Who wrote the Pentateuch (Exodus 17:14, Joshua 1:7, Mark 12:26, Josephus, Hecataeus, Manetha, Lysimachus, Eupolemus, Tacitus, Juvenal, Longinus, etc.)?

In the days of Jesus and the apostles, which translation was the most prominent? Why?

The Scriptures, in more than 3,800 times in the Old Testament, is referred to as the Word(s) of God. What does that mean? Explain its significance.

What do the following Scriptures say about the Bible: Jeremiah 14:14, Galatians 1:8-12, II Timothy 3:16-17 (*pasa graphe theophneustos*), II Peter 1:21, Revelation 22:18-19?

How would you defend the divine inspiration of the Scriptures? How would you defend the unity of the Scriptures? How would you defend the accuracy of the Scriptures?

If there is no such thing as absolute truth, then all things are relative. If all things are relative, then there is no final authority. If there is no final authority, then faith in God is vain and without merit. How would you respond to this if someone spoke it to you?

## **CONCLUSION**

You are encouraged to read ahead (topics given in the syllabus) and even watch the videos. For the next seven weeks we will immerse ourselves in this intense study of the inspiration of the Bible. Be studied up and prayed up as we endeavor to grow together.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences that God's Word is Truth**

Week 17 = The Bible & Science (Video)

## **INTRODUCTION**

Today we will begin a new video from the Pillars of Faith series entitled *Is The Bible From God?* with Kyle Butt of *Apologetics Press*. As we begin this new semester we need a session to prepare our minds for the material ahead. In this lesson today we are going to introduce our subject matter and attempt to challenge ourselves in respect to our knowledge of the Bible, its accuracy, and its value.

## **DISCUSSION QUESTIONS**

How many copies of the Bible are sold every year? How many languages? How many countries? How much money does it bring in each year?

How many times does the “Word of the Lord” come to Jeremiah? Why is that significant?

Why is it NOT enough to claim inspiration? Would that make it true? Explain.

What were the backgrounds of the writers of the Bible? How does shake the critics?

What do we know about the *Ebers Papyrus*? How did it conflict with the Old Testament?

What famous person would have been saved if the doctors had followed Leviticus 17:11?

Why was circumcision practiced on the 8<sup>th</sup> day (Genesis 17:12, Leviticus 12:3)? Explain.

What did Dr. Ignaz Semmelweis learn the hard way (Numbers 19:11-22)?

Who created the perfect recipe for soap? What was it called? Why?

What was the purpose and significance of the food consumption laws (Leviticus 11)?

Why is it dangerous to eat the puffer fish? Explain.

## **CONCLUSION**

The Bible is full of value in the realm of science and medicine, not just morality and religion. What would happen if these things were taught to children at an early age?

# CHRISTIAN APOLOGETICS

Instructor: Dr. Ray Reynolds

## Evidences that God's Word is Truth

Week 18 = The Bible & Prophecy (Video)

### INTRODUCTION

There are many who seek the wisdom of Nostradamus. Why? Everyone in world knows that the ability to accurately predict the future is something super human. In this class we are going to see the supernatural wisdom of the prophets.

### DISCUSSION QUESTIONS

What does Deuteronomy 18:21-22 and Jeremiah 28:9 say? Why is that significant?

How many times would the Bible have to be wrong to prove it is uninspired? Explain.

How could you prove if Baal was a real deity (Isaiah 41:22-23)? Is this an effective test?

What three predictive prophecies are the most blatant? Where can we find these prophecies? What can we learn from them?

#1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_

How could these prophets know this information hundreds of years before these events? What arguments have some tried to make against the infallible Word of God?

The Bible contains predictive prophecy about nations (Isaiah 10:5-25, II Kings 17:24, Jeremiah 25:9-12, Habakkuk 1:5, II Chronicles 36:21) and people (II Kings 18:13, 19:7, 19:32-34, Isaiah 37:37-38, I Kings 13:2, II Kings 23:15-16, Isaiah 44:28, 45:1)?

There are more than 800 prophecies in the Old Testament. How many are about the Messiah? After the Septuagint (Greek) translation of the Old Testament was recorded, how many more years would pass before Jesus came to the earth?

Would it be possible to mastermind a way to fulfill ALL of these Messianic prophecies? In the book, *Science Speaks*, mathematician Peter W. Stoner selected 8 random Messianic prophecies and suggested that the odds of them accidentally being fulfilled would be approximately 1 in  $10^{17}$  (that is 17 zeros). What does this mean? Explain.

### CONCLUSION

The ability to give an educated guess is not special or unique. However, if one could accurately predict the future repeatedly without mistakes it would be perfect, right? Consider the Bible.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## ***Evidences that God's Word is Truth***

Week 19 = The Bible & Archaeology (Video)

### **INTRODUCTION**

There is much to be learned from excavating historical sites. Beyond the pages of the Word of God there is archeological evidence to support biblical events, characters, and stories.

### **DISCUSSION QUESTIONS**

Hollywood paints archaeology as a very exciting endeavor (i.e. Indiana Jones), but that's not completely accurate. However, it is fascinating. How can archaeology be exciting?

What are some things that archaeology cannot do? Explain.

When we ask archaeology questions we will find honest answers. In fact, the more we uncover the \_\_\_\_\_, the more we uncover the \_\_\_\_\_. What does that mean in reference to the Bible? Explain.

Why did people question the existence of King David? How often is he mentioned in the Bible? How many of the psalms did he write?

What happens when people make an argument from silence? Why is this dangerous?

How can Hezekiah's tunnel and Sennacherib's records shed light on the Bible? Why are these important discoveries? Why do you think vandals tried to destroy the inscription?

What did Henry Layard find on the walls of Sennacherib's palace in Nineveh? How long was it? What does it describe? Why is that important?

What happened to Sennacherib according to the Babylonian record? What about the biblical record? How does this establish validity to the Bible?

What other historical records can be found outside of the Bible regarding its characters?

### **CONCLUSION**

There are many places that we would love to excavate, and subsequently gather additional archaeological evidence, but is that needed to prove the Bible is true? The evidence is clear. The information can be studied. The Bible continues to pass every test.

# CHRISTIAN APOLOGETICS

Instructor: Dr. Ray Reynolds

## Evidences that God's Word is Truth

Week 20 = The Reliability of the Bible (Video)

### INTRODUCTION

There are many who believe there are discrepancies in the Bible. Critics and skeptics are becoming more militant. They consider the Bible to be full of inconsistencies and contradictions. The Bible claims to be reliable, but is it?

### DISCUSSION QUESTIONS

In *Losing Faith in Faith*, how did Dan Barker describe the Bible? What did Dennis McKinsey say in the *Encyclopedia of Biblical Errancy*? How would you respond?

What are some of the alleged discrepancies? What arguments can be made for and against?

- #1 \_\_\_\_\_
- #2 \_\_\_\_\_
- #3 \_\_\_\_\_
- #4 \_\_\_\_\_
- #5 \_\_\_\_\_
- #6 \_\_\_\_\_
- #7 \_\_\_\_\_

What is prolepsis? How is it used in the Bible? Explain.

How do we know that supplementation does not equal contradiction? Explain.

If all stories agreed 100% down to the smallest detail, would that be realistic? What would that tell you about the people telling the stories? What are the odds of it being fabricated?

What is the law of contradiction? How did Aristotle describe these things?

Is it possible to confuse Bible names, places, and objects? Discuss some illustrations.

Is it possible to confuse Bible times, cultures, and events? Discuss some illustrations.

### CONCLUSION

Why are skeptics and critics seeking out contradictions? Are they successful? When we read a difficult text of Scripture, we need to “rightly divide” the Word of God. We need to seek the whole counsel. This will help us in our attempt to give a defense.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences that God's Word is Truth**

Week 21 = The Durability of the Bible (Video)

### **INTRODUCTION**

People seek to know if the Bible writers made mistakes. The Bible itself claims to be perfect. How should we view the Bible? In this particular class we will discover an answer.

### **DISCUSSION QUESTIONS**

Do Christians often get caught up in debates about the durability and reliability of Scripture? Why? Who is more likely to be wrong? Humans or the Word of God? Explain.

Why do some Christian scholars think we should give up on defending Scripture? Does it create a crisis if we test the spirits or give an answer for every alleged contradiction? Explain.

How would we respond to people who make historical and geographical mistakes?

What was the view of Jesus and the writers of the New Testament toward the Old Testament? Why is that significant?

The apostles had some major disagreements (see Acts and Galatians), but they still considered each other's works to be inspired. What does that tell us about unity?

When Jesus was confronted He used Scripture to debate his enemies. Why?

What is the significance of saying the Scripture cannot be broken? Explain.

What significant comments of narration are considered to be inspired by Jesus and the other writers of the New Testament? Discuss some examples.

How is God described in the Bible? How is His Word described? Explain.

Did God only get the spiritual matters correct? Who determines what is spiritual?

### **CONCLUSION**

Even the most controversial passages of the Scriptures were never challenged by the other writers. The Bible has been supernaturally preserved for the purpose of keeping the Word of God alive until the end of the world. In our next lesson we will see why it has great value.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences that God's Word is Truth**

Week 22 = The Continuity of the Bible (Video)

## **INTRODUCTION**

We live in a high-tech society. Communication has drastically changed over the centuries. Likewise, God has changed the way He has communicated to humans. He does not change, but His methods have often changed (Hebrews 11:iff).

## **DISCUSSION QUESTIONS**

How has God communicated to His people in the past? How does He choose to communicate to us today?

Why does God choose to speak to us through Jesus Christ, His only begotten Son (Matthew 17:5, Matthew 28:18-20, John 3:16, John 6:68, John 12:48, John 14:6, John 17:20-21) who is the Living Word of God (John 1:iff)?

How do we know that the witness of His disciples can be established as reliable (John 13:20, John 20:21, Acts 2:42, II Corinthians 4:7)? When the apostles walked the earth they were associated with the mind and spirit of whom (I Corinthians 2:10-16)? Explain.

The church was dedicated to following the apostle's doctrine (Acts 2:42, Ephesians 3:3-5). How do we receive the doctrine of the apostles today?

Why did the apostles read the epistles out loud (Galatians 1:12, I Thessalonians 5:27)? Why did they re-write these books for others and quote them repeatedly? Haven't others through the centuries been inspired by God to reveal His message (Matthew 28:18-20, John 14:26, 16:13, II Timothy 3:16-17, II Peter 1:3, Jude 3)? Explain.

What is the significance of the word "once" in the Scriptures? How many times did God need to reveal His divine word to have it placed in the canon? Does it need to be re-emphasized from time to time? Couldn't it stand forever? Explain.

How did God directly tell the good news to others in the New Testament? Consider the stories in the book of Acts. Why is this significant?

## **CONCLUSION**

The burden/privilege of teaching the world lies at the feet of disciples of Christ (Matthew 28:18-20, Mark 16:15-16, Luke 24:46-49). If Christians are not living witnesses (Romans 10:13-14, II Corinthians 3:3), how will others hear? As a witness, you can give a defense.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences that God's Word is Truth**

Week 23 = Defending the Word of God (Discussion, Open Forum)

## **INTRODUCTION**

For the past few weeks we have watched excerpts from *Is the Bible from God?* with Kyle Butt and Eric Lyons of *Apologetics Press*. You were encouraged to pay close attention to the videos and take copious notes. In this particular class we will take a rare opportunity to discuss ALL of the aforementioned material in an open forum/discussion format. Some questions can be found below to guide our dialogue.

## **DISCUSSION QUESTIONS**

The Holy Scriptures are often considered to be the guidebook for humanity. In it one can find the answers to many of life's difficult questions. Do you feel you could adequately defend the Bible? Explain.

What do we know about science from the Bible? Explain.

What do we know about history and prophesy from the Bible? Explain.

How can archaeology help the cause of the Judeo-Christian value system?

What are some difficult texts of Scripture that you have found? Discuss.

How can one find the answers to a Bible question if one does not read the entire Bible?

What value does the Old Testament to a Christian?

What value does the New Testament to a Christian?

How can we know that the 66 books in the Bible are complete? Is the Bible all we need?

Is it wrong to assume that God does not work outside of the Word of God? Explain.

## **CONCLUSION**

During the first two sections of this study we discussed evidence of God's existence and work in creation. In this section we have focused on God's word. Next we will consider the case for Christ and the Christian faith. I also strongly urge you to turn in your assignments ASAP (see Syllabus) and prepare for the finale.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## ***Evidences that Jesus is the Son of God***

Week 24 = The Case for Christianity (Messiah vs. Myth)

### **INTRODUCTION**

There are many people who try to discount, discredit, or devalue the life of Christ. We know that some religious movements are founded upon ideas, figures, or events. However, the Christian faith centers around the fact that Jesus died, was buried, and raised from the grave. This leads Christians to go on the defense. What do we know about the historical Christ?

### **DISCUSSION QUESTIONS**

How can we defend the historicity of Jesus? What evidence do we have? Explain.

What documents from the first century are available to validate Jesus' presence and works?

How can we trust the evidence presented by Jewish and Christian scholars?

In his book *The Passover Plot*, High Schonfield described Jesus as a real historical figure, but that he was "a cheap charlatan" and a messianic manipulator? How would you respond?

There are non-Christians like Rousseau, Renan, Goethe, and Gandhi that embraced the philosophy of Christ, but not the Christian faith. Why is this common? Explain.

There are those like George Bernard Shaw that claimed Jesus started His ministry with His sanity, but became a psychotic lunatic who superimposed deity upon Himself because of the glory and honor He received from His peers? How would you respond to his view?

If you were given nothing but a Bible, and a day to prove the deity of Jesus to an audience of skeptics, what evidence would you present? Which verses would you use if you were speaking to many Jews who doubted Jesus' messiahship?

How could Christians do more harm than good if they are ill equipped to give a defense?

Can we be a true apologist if we do not abide by the entirety of God's Word? Explain.

### **CONCLUSION**

Through the next few weeks of study we will consider the historical context of Jesus' life. We will also see why He is seen as unique. We will also consider some criticisms. You are encouraged to spend the next few weeks reading the four gospels to prepare for class.

# CHRISTIAN APOLOGETICS

Instructor: Dr. Ray Reynolds

## *Evidences that Jesus is the Son of God*

Week 25 = The Historicity of Jesus (Video)

### INTRODUCTION

There are people who claim that Jesus never lived. They claim that Christians have blind faith that is not substantiated on evidence. They dismiss the testimony of the apostles, early Christians, and historians as misunderstandings and misinterpretations.

### DISCUSSION QUESTIONS

Which sources are given that attack the historicity of Jesus? How would you respond?

Where will the evidence lead? Did Jesus actually live?

Who would be the first witness called to testify about Jesus? What questions would we ask them if they were on trial? Why? Explain.

What other books of the same time period are not subjected to the same scrutiny? When were they written? Why are they rarely questioned?

- #1 \_\_\_\_\_
- #2 \_\_\_\_\_
- #3 \_\_\_\_\_
- #4 \_\_\_\_\_
- #5 \_\_\_\_\_

How did early church fathers view the New Testament documents?

What did Jewish sources like the Talmud and Josephus say about Jesus Christ and the Christians? How is that information relevant?

What did Roman sources like Tacitus, Pliny the Younger, and Lucian say about Jesus Christ and the Christians? How is that information relevant?

How did we get our dating system, calendar years, etc.? Is that good evidence? Explain.

### CONCLUSION

If a person chooses to believe Jesus did not exist, that does not mean that He never lived. This is why it is extremely difficult to find a credible historian who denies the historical existence of Jesus Christ. In our next lesson we will consider what made Jesus unique.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences that Jesus is the Son of God**

Week 26 = The Uniqueness of Jesus (Video)

### **INTRODUCTION**

When one studies about Jesus, one can find that there are some unique qualities seen in His life. Critics will often dismiss these as nothing special. However, a careful examination of the evidence will lead one to see many extraordinary characteristics.

### **DISCUSSION QUESTIONS**

What “savior” gods are often noted by other religions and found in mythology? How do skeptics spin the life of Jesus and attempt to categorize Him in a similar way?

What did Farrell Till say in a debate with Norman Geisler? How would you respond?

What other sources are noted in the video? Do you think people are persuaded to follow these views? Why? Explain.

The New Testament can be simply outlined in what way? How does that aid our study?

How did the stories of “savior gods” originate? How is the story of Jesus Christ different? What does the Bible say about prophets who would speak of the Savior? Explain.

Who are some of the prophets of the Bible? What is said of them? What did they say?

What individuals, outside of the Judeo-Christian persuasion, are mentioned in the Bible following God and/or seeking out the Savior of the World? Why is this important?

Why were people seeking out the perfect sacrifice? How long has this been happening? What extremes have people taken to please God (and false gods)? Why did they do this?

What makes Jesus unique according to the material presented in class? What substance could you add to these arguments? Cite specific examples and/or Scriptures.

### **CONCLUSION**

There are numerous historical records about Jesus and His works. The Bible (Old Testament and New Testament) testifies of the great uniqueness of Jesus Christ. This is only the beginning, because Jesus lives! He is still working in this world through His church. This is why His followers call themselves Christians.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## **Evidences that Jesus is the Son of God**

Week 27 = The Prophecies of Jesus (Video)

### **INTRODUCTION**

The Old Testament is filled with prophecies of the coming Messiah. Bible scholars have said that Jesus fulfilled 333 specific prophecies. These Scriptures add to the plethora of evidence available to the Christian apologist.

### **DISCUSSION QUESTIONS**

What story of death is the first recorded in the Bible? How do you think it was perceived by the family? What prophesy was given about death? Who was to blame? Why?

How much of human history was recorded in the first 11 chapters of Genesis? How much of human history was recorded from Genesis 12 through the rest of the Bible?

Why don't we have the stories of the other faithful people in the book of Genesis?

Why are there 66 books in the Bible about the history of the Jewish nation? What does this have to do with the seed promise of Genesis 3:15? What is the central point of the Bible?

What do we know about the seed of Abraham? Explain.

What do we know about the throne of David? Explain.

What are some of the problems with the Messianic prophecies for the Jews? How could the Son of Man, the Messiah, and the Suffering Servant all be the same Savior? Explain.

Why do the gospel writers refer to Jesus by using different titles? Why is that significant?

How did the apostles struggle with the identity of Jesus? Why is that recorded in the Bible?

How did Jesus try to reconcile this confusion on the cross? What did He say on the cross?

### **CONCLUSION**

It would be wise to engage in a study of ALL of the prophecies concerning the Messiah. A careful review of them, and a parallel study of the gospels, would prove to be profitable. What more would you hope to gain from this specific study? Will you commit to do it?

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## ***Evidences that Jesus is the Son of God***

Week 28 = The Resurrection of Jesus (Video)

### **INTRODUCTION**

Christians often encounter opponents of the faith that claim the resurrection of Jesus was a myth. They adhere to the belief that the Christian movement has fabricated the story. However, Jackson, Lyons and Butt say, "It is absolutely inconceivable that a myth could have precipitated so powerful a movement as Christianity." What do you think?

### **DISCUSSION QUESTIONS**

What did Richard Carrier say about the risen Christ in *Why I Don't Buy the Resurrection Story*? How would you respond to these comments?

Do skeptics believe in things they have never seen? How is the resurrection any different? Is it wise to deny something exists despite the evidence? Explain.

How important is it that Jesus rose from the dead? What does the Bible teach?

Why does the story of the resurrection become a focal point for the accuracy of Scripture?

What evidence can be presented in a case for the resurrection? Explain.

How difficult would it be to fulfill ALL the prophecies of the resurrection? Explain.

What do we know about the tomb of Christ? How could one explain this event? What did the Sanhedrin say about this event? Why is that important evidence?

What would happen to the soldiers after the resurrection? How do we know this fact?

What did Paul and Peter say about the evidence of Jesus and His resurrection?

What would be the most effective evidence of a resurrection? Did that happen? Explain.

### **CONCLUSION**

Jesus of Nazareth was a historical person. The evidence leads one to see that He was not a crazed con-artist, or psychotic lunatic, but truly the risen Christ. There are those who died because they saw the evidence and refused to denounce it as a fact. What will you do?

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## ***Evidences that Jesus is the Son of God***

Week 29 = The Questions About Jesus (Video)

### **INTRODUCTION**

People often have questions about the life and works of Jesus. It falls to the Christian apologist to present the evidence, answer these questions, and defend the truth in love. When people attempt to discourage people from following Jesus, Christians should rise up to answer these criticisms. The Bible holds the answers.

### **DISCUSSION QUESTIONS**

How can Jesus be viewed as a friend? What would you do to defend a friend? Explain.

Some people refuse to follow Jesus and they have their reasons why. What did Bertrand Russell say? What did Dan Barker say? What have other critics said? Explain.

What are some of the arguments that skeptics attempt to use against Jesus? Who are some of those who skeptics? Why do they make such statements?

How does the Bible describe Jesus? What do we see when we rightly divide the Bible?

Why doesn't the Bible record everything that Jesus ever did? Would that stop the arguments? Does that challenge Christians or provide great opportunities to teach?

What would happen if someone could prove Jesus was a liar, a thief, or disrespectful?

Why is it important to consider culture and context? Can it make a significant difference?

What prophecies do critics try to use against Jesus? Are they solid arguments? Explain.

In what ways do critics say the resurrection of Jesus was unremarkable? How would you respond to these specific arguments? What makes it remarkable?

Is it okay to have doubts? Is it okay to question the Bible and your faith? Explain.

### **CONCLUSION**

Every time people attempt to invalidate the deity of Christ the arguments are not valid. However, the Christian apologist should learn both sides of the argument to see all views.

# **CHRISTIAN APOLOGETICS**

*Instructor: Dr. Ray Reynolds*

## ***Evidences that Jesus is the Son of God***

Week 30 = Defending Your Faith in Jesus (Video, Discussion, Open Forum)

### **INTRODUCTION**

The story of Jesus has softened the hearts of millions of people. The great question for the apologist is “Do you personally believe that Jesus is the Son of God?” If one truly believes this fact, then one must be wholly devoted to worshipping, working, and serving Him.

### **DISCUSSION QUESTIONS**

How should we interact with others if we believe that Jesus is the Son of God? Explain.

How could someone believe that one man, many men, or a religious group could turn a man into God? Is that possible? What about Jesus? Explain.

What did Jesus claim about Himself? Why does this have substance?

What did others say about Jesus? What should that tell us about Him?

Can you prove that people considered Jesus to be deity before Constantine? Cite examples.

How could Jesus be a good man if He claimed to be God, but lied? Explain.

What are some things you admire the most about God? Jesus? The Bible?

Can you truly know that God exists? Where is your evidence?

Can you truly know that the Bible came from God? Where is your evidence?

Can you truly know that Jesus is the Son of God? Where is your evidence?

What responsibility do you have to reveal these things to the world? What responsibility do you have to defend these beliefs? Explain.

### **CONCLUSION**

The work of a Christian apologist never ends. You can't complete a course, read a book, or finish a series of videos and expect to be completely equipped for service. Now that you have been given this information what will you do with it?

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