



Introduction to Christian Apologetics



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| SCHOOL | *** |
| LEVEL UP | |
|  | <small>All Scripture is inspired by God and is useful to teach us what is true and to make us realize what is wrong in our lives. It corrects us when we are wrong and teaches us to do what is right. God uses it to prepare and equip His people to do every good work. 2 Timothy 3:16-17</small> |
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JOHN 8:3

THE TRUTH
WILL SET
YOU *free*



¡WELCOME TO THE LEVEL UP SCHOOL OF COMUNIDAD CRISTIANA EMANUEL!

We're embarking on a journey of spiritual growth and learning together, and we're excited to be part of this journey with you. Our desire is that, through this school, you will gain a deeper understanding of God's Word and a stronger relationship with Him.

John 8:31–32 NLT

³¹ Jesus said to the people who believed in him, “You are truly my disciples if you remain faithful to my teachings. ³² And you will know the truth, and the truth will set you free.”

Jesus urges those who believe in him to “Know the truth.” This involves accepting God's truth as revealed in the Bible and in Jesus, and living according to it, freeing ourselves from sin and everything that threatens the fullness of life God desires for us to live.

On the other hand, the Bible says:

Hosea 4:6 NIV

My people are destroyed from lack of knowledge...

Today, there is a latent threat to the faith and truth of God. Through worldliness and humanistic and diabolical trends, the devil seeks to keep human beings in slavery and destroy them. We must not allow this!

Today, more than ever, we must delve into the Scriptures and defend their teachings. Walking in the freedom and spiritual fulfillment that lead to eternal life depends on this.

The LEVEL UP SCHOOL seeks to contribute to this purpose.

Let us come with open minds and hearts, ready to learn, listen, and grow together.

Life is better in **COMMUNITY!**

Octavio y Sarai Luna

Octavio & Sarai Luna
Pastors



J. LUYTS
PHIL. PROFES.
Institutiō
ASTRONOMICA.



APOLOGETICS

*How science and philosophy
proves the existence of God.*

Apologetics is a formal defense of one's beliefs and comes from the Latin word *apologia*. It normally is used to defend our beliefs to non-believers, but I think it can also be used now as offense for believers. In this class we will be showing our work for the answer we already know.

Christian apologetics goes beyond simply responding to questions or objections; it is about thoughtfully and confidently articulating why we believe what we believe. It involves engaging with culture, philosophy, and everyday conversations in a way that reflects both truth and love. Rather than being purely reactive, apologetics can be proactive—helping believers strengthen their own understanding of the faith before challenges even arise. It also serves as a tool for spiritual growth. When believers take time to examine the foundations of their faith, they develop a deeper confidence in the truth of the gospel. This process helps move faith from something inherited or assumed to something personally understood and owned.

Additionally, apologetics is not just about winning arguments, but about inviting others into meaningful dialogue. It requires humility, patience, and a willingness to listen. The goal is not merely to prove a point, but to point people toward truth in a way that is compelling and respectful. Ultimately, apologetics equips believers to stand firm, think clearly, and communicate effectively in a world full of competing ideas.



Introduction to Christian Apologetics

Josiah Martinez

COURSE DESCRIPTION

This course explores the rational defense of the Christian faith, focusing on key doctrines, common objections, and effective methods for engaging in thoughtful dialogue. Students will examine philosophical, historical, and cultural challenges to Christianity while developing skills to articulate and defend their beliefs with clarity and respect.

STUDENT LEARNING OUTCOMES

KNOWLEDGE & UNDERSTANDING

- Explain the core doctrines of Christianity (e.g., the nature of God, the divinity of Christ, salvation, and Scripture).
- Summarize key historical arguments for the existence of God, reliability of the Bible, and the resurrection of Jesus.
- Identify common objections to Christianity (e.g., problem of evil, religious pluralism, science vs. faith).

CRITICAL THINKING & ANALYSIS

- Evaluate classical and contemporary apologetic arguments for the existence of God (e.g., cosmological, teleological, moral arguments).
- Analyze competing worldviews and compare them with the Christian worldview in terms of coherence and explanatory power.
- Analyze how we get to conclusions.

COMMUNICATION SKILLS

- Articulate a reasoned defense of Christian beliefs in both written and verbal forms.
- Engage respectfully and thoughtfully with individuals holding differing beliefs.
- Construct clear, logical responses to common questions about Christianity.

APPLICATION & PRACTICE

- Apply apologetic reasoning to real-world conversations and cultural issues.
- Demonstrate the ability to have constructive dialogue without misrepresenting God.
- Integrate faith and reason in personal belief formation and discussion.

PERSONAL DEVELOPMENT (OPTIONAL, DEPENDING ON CONTEXT)

- Reflect on one's own beliefs (Why do I believe what I believe?) and identify areas for growth in understanding and articulation.
- Develop intellectual humility and openness while maintaining conviction.



CLASS EXPECTATIONS

- Respectful dialogue is essential.
- Students are encouraged to ask honest questions.
- Disagreement is allowed; disrespect is not.
- Critical thinking and intellectual humility are emphasized.

CLASSROOM RULES

- Ask everything!
- You are not allowed to use the Bible as a source of truth until we prove its validity.
- Leave emotions/feelings at the door (*assume nothing*).
- Detach your emotions to a religion that you love.
- If you disagree with me, show me evidence or why you do not agree with me.
- I do not care about your answer. I care how you got your answer.
- Think before you answer a question
- I do not think you are dumb for getting the wrong answer. I think you are dumb for not thinking through the wrong answer.

SUGGESTED READING FOR FURTHER LEARNING

Geisler, Norman L., and Frank Turek. *I Don't Have Enough Faith to Be an Atheist*. Wheaton, IL: Crossway, 2004.

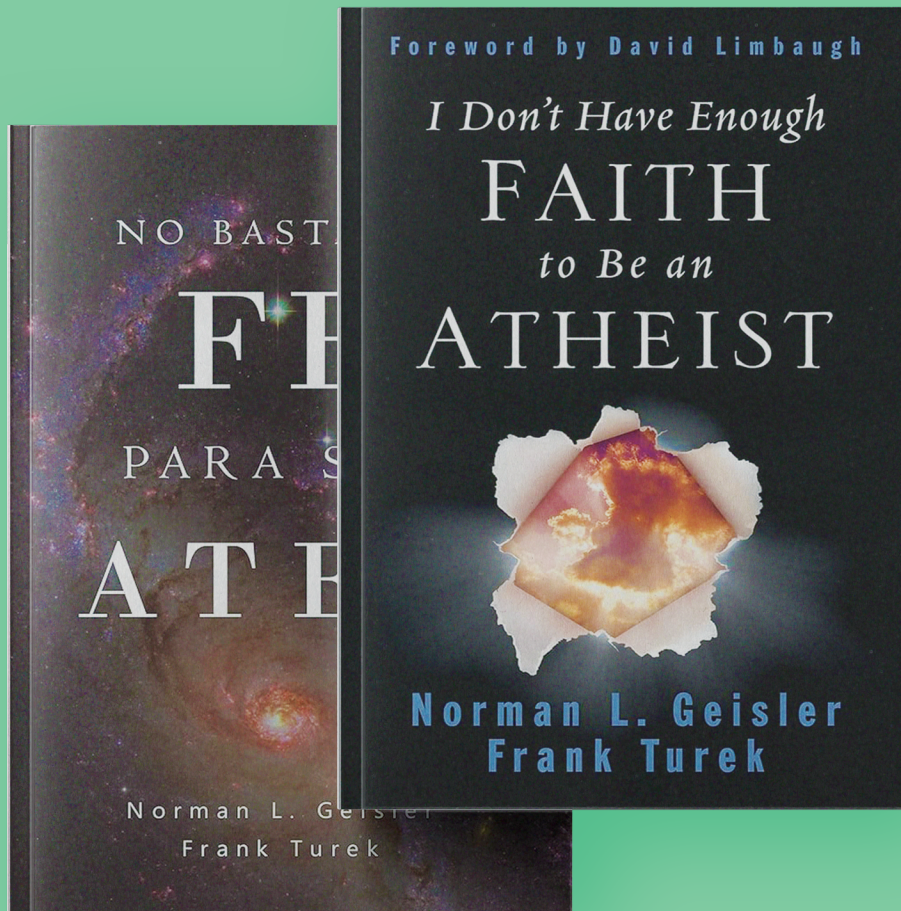
Geisler, Norman L., and Frank Turek. *No Basta Mi Fe Para Ser Ateo*. Lake Mary, FL: Casa Creación, 2007.

| COURSE FORMAT |
|--|
| WEEK 1: <i>Does Truth exist? (we are starting at skepticism)</i> |
| WEEK 2: <i>Does God Exist? (a theistic God)</i> |
| WEEK 3: <i>Are Miracles Possible?</i> |
| WEEK 4: <i>Is the New Testament true? (inductive vs deductive reasoning)</i> |

**Instead, you must
worship Christ as
Lord of your life.
And if someone
asks about your
hope as a believer,
always be ready to
explain it.**

1 Peter 3:15 NLT

Esta clase está basada en el libro
"No Basta Mi Fe Para Ser Ateo"



This class is based on the book
"I Don't Have Enough Faith To Be An Atheist"



Example: Does your faith change whether or not the bible is true?

No of course it does not change if something is true or not. Your faith does not change whether 2 plus 2 is 4. Your faith or belief in gravity doesn't change whether it exists or not.

Why Should You Believe Anything At All?

| | |
|---|--|
| <hr/> <p style="text-align: right;">REASONS?</p> <ul style="list-style-type: none"> • Parents • Friends • Society • Culture | <hr/> <p style="text-align: right;">REASONS?</p> <ul style="list-style-type: none"> • Scripture • Rabi • Pastor • The Church |
| <hr/> <p style="text-align: right;">REASONS?</p> <ul style="list-style-type: none"> • Comfort • Peace of mind • Purpose • Hope • Identity | <hr/> <p style="text-align: right;">REASONS?</p> <ul style="list-style-type: none"> • Consistency • Coherence • Completeness (<i>best explanation of the evidence</i>) |
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**DOES
TRUTH
EXIST?**



Objective: To understand and utilize the law of non contradiction in day to day conversations and issues.

Does truth exist independently of our knowledge?

1. _____

Absolute / Objective Truth:

True for _____, in _____, at _____.

Relative / Subjective Truth:

Beliefs based on someones personal _____, _____, or _____. It is _____ to change and _____ to each individual.

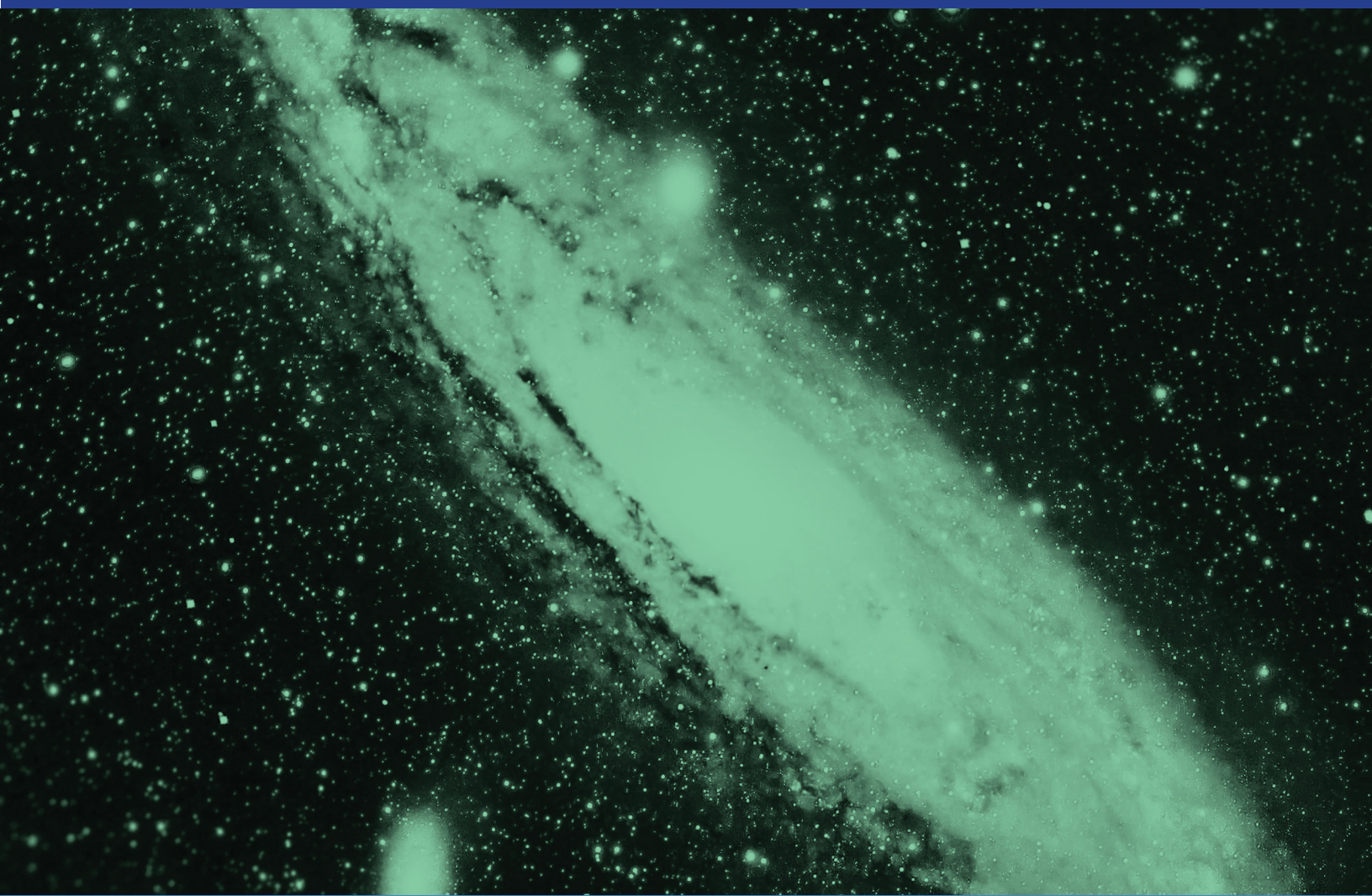
Truth is that which corresponds to the _____. (Use example of Jesus where he says, "If you know me you know the Father.")

- _____
- _____

Your _____ may _____ but _____ does _____. Your _____ does not change truth.

All truths are _____, even ones that seem _____. Contrary _____ are possible, but contrary _____ are not possible. (People in Alaska are cold, but people in the valley are hot)

DOES GOD EXIST?





Objective: To understand the three strongest arguments for the existence of God (cosmological, teleological, and moral arguments).

REVIEW FROM LAST WEEK:

- Does Truth exist?
- Yes it does because of the law of non-contradiction.
- Turn the claim back around on itself.
- Since truth does exist, it is now possible for us to know the truth about Christianity, whether it is true or false.

What do we have so far?

Characteristics of Truth / God:

- Truth / God is _____.
- Our _____ do not change truth / God.
- _____ can know truth / God.
- People can _____ truth / God, but it still exists.
- Truth / God can not be _____.

These are all characteristics that describe the God of the Bible. So what is the next step or question?

3 Arguments we are going to use

The Cosmological Argument → _____:

The _____ of the universe.

The Teleological Argument → _____:

The _____ of the universe.

The Moral Argument → _____:

If one thing is _____ then God must exist.



1. _____

Christians shouldn't be scared of the big bang. Why? Here is our train of thought:

- Everything that has a _____ has a cause.
- The _____ has a beginning.
- The universe must have a _____.
- Because everything that has a beginning has a cause.
- The law of causality.
- _____ to say the law of causality does not exist.

What do we mean by the “big bang”?

- By admitting the big bang happened, this does not mean you admit _____ happened.
- The big bang is an event that marks the _____ of the universe. (space, matter and time).
- There is a difference between the age of the _____, the age of the _____, and the age of _____. (they were all created at different times)
- Do not confuse evolution as being the same as the big bang.

The Great Surge

These are the 5 lines of evidence that universe has a beginning:

- ____ → Second law of thermal dynamics
- ____ → Universe is expanding
- ____ → Radiation after glow
- ____ → Great galaxy seeds
- ____ → Einstein's theory of general relativity

- _____

What does this mean?

Thermal dynamics is the study of _____ and _____. The universe has a limited amount of usable energy. Just like a phone has a limited amount of battery.

How did we discover this?

Through Einsteins equations and predictions, scientists were able to confirm that the universe does not have an _____ amount of _____ energy. From stars exploding, planets forming, planets dying, galaxies forming, it all requires _____, and the universe has a _____ amount of energy. It will die someday.

How does this prove the universe has a beginning?

If your phone battery is at 50%, it was once at 100%, meaning it could not have been charged an infinite amount of time ago. Same concept with the universe. The universe has only a _____ amount of energy left, therefore it must have been at 100% at some point in the past, marking its _____.

- _____

What does this mean?

This means that galaxies, stars, solar systems, are all moving farther _____ from each other. The edge of the universe is _____ farther and farther faster than the speed of light.

How did we discover this?

In the late 1920s, famous astronomer Edwin Hubble developed a telescope and through his telescope we found that galaxies were _____ away from each other. It's important to understand the universe is not expanding into empty space, but space itself is _____.

How does this prove the universe has a beginning?

If there was a videotape of all 13.8 billion years and we watched it in _____, it would look like everything _____ back on itself, similar to us watching a grenade explosion in reverse.



- _____

What does this mean?

The radiation after glow is the smoking gun of the big bang. The _____ left over from the explosion is still _____. Think of your house after you get done cooking or baking. The kitchen is still warm.

How did we discover this?

Arno Penzias and Robert Wilson discovered this in 1965 at their Bell Labs in New Jersey. This heat can no longer be _____, but only _____.

How does this prove the universe has a beginning?

The _____ heat from the initial explosion of the big bang is still detectable.

- _____

What does this mean?

After finding the radiation after glow and the expanding universe, scientists predicted _____ variations (ripples) in the background radiation. These temperature variations would allow _____ to form. These ripples allowed enough matter to congregate and form into galaxies rather than the universe collapsing back in itself in the initial explosion.

How did we discover this?

Scientists launched the COBE _____ in 1989 and took infrared pictures.

How does this prove the universe has a beginning?

It supports the reality of the _____ explosion of the big bang. Project leader George Smoot announced that the predictions were in fact true. He said, “If you are religious, then it is like looking at God.”



“

Astronomers have found that they have painted themselves into a corner because they have proven, by their own methods, that the world began abruptly in an act of creation to which you can trace the seeds of every star, every planet, every living thing in the cosmos and on the earth. And they found that all this happened as a product of forces they cannot hope to discover...that there are what I or anyone would call super natural forces at work is now, what I would think, is a scientifically proven fact.

Robert Jastrow

“

Almost everyone now believes that the universe, and time itself had a beginning at the big bang.

Stephen Hawking

“

With the proof now in place, cosmologists can no longer hide behind the possibility of a past eternal universe. There is now no escape, they have to face the problem of a cosmic beginning.

Alexander Vilenkin



Common Objections

“Just give science more time.”

What makes more sense?

_____ created something out of nothing? Or _____ created something out of nothing?

Who made God?

If space, matter, and time had a beginning and they all came into existence _____, what kind of cause does it need?

You need a _____, _____, _____, _____, and _____ cause. That would be _____.

If you are timeless do you have a beginning? No. If you do not have a _____ you do not need a cause.

2. _____

The train of thought goes like this:

Every design has a _____ (*The universe is designed for life to exist on earth*) → The universe has a highly _____ design → Therefore, the _____ must have a designer.



“

In no particular order I could not and would exists without air, food, water, gravity, tides, the moon, the sun, night, civilization, the laws of physics, the laws of thermodynamics, the law of the land, ancestors having sex, DNA, viruses, bacteria, plants, animals, oceans, icecaps, the kindness of strangers, the Big Bang, familial bonds, smart people, brave people, memory, medicine, the periodic table of elements, tribal instincts, magnetic fields, weather, Earth's rotating molten core, a rotating Earth, a tilted Earth, tectonic plates, sleep, death, heat, consciousness, evolution, teachers and the miraculous, (and the) self regulating chemical factory that is my body... other than that I think of myself as a self made man.

Chuck Lorre

“

If the expansion rate of the universe was different by one part in a thousand, million, million of a second then the universe would have collapsed back on itself and never developed galaxies.

Stephen Hawking



How do atheists deal with these facts?

Most will say chance. Some will say the _____ theory.

- _____

*Example: You find a note on the table that says,
 "Take out the trash - mom." What are you going to assume?*

Much like a simple note, your _____ code is over 3.5 billion letters long.
 Your genetic code reads like a giant _____.



***The genetic code of a one celled amoeba
 has more information than a 1,000 sets of the
 encyclopedia botanica.***

Richard Dawkins

- _____

_____ begin to multiply at a rate of 4,000 per second. _____ cells
 multiply at a rate of 100,000 per second.

When you were in the _____, cells would travel the equivalent of the United
 States in order to be the cells your body needed to _____.



Who programs these cells to go where they need to go? Nature only brings things to _____, so how is the formation of your cells so orderly?

Your cells are _____. Why does a acorn always become an oak tree? Why does it not become something else? Because someone programmed it. The acorn does have a mind of its own to decide to become an oak tree, therefore it must have an external mind directing it.

_____ is to the universe as a _____ is to music.

- _____
 - » _____ does not say anything scientists do.
 - » All data needs to be _____.
 - » _____ makes reason impossible.

3. _____

How helpful would a _____ be that pointed to you in a random direction instead of north?

- » Where does the _____ compass of life point?
- » Do we _____ what is right and wrong or do we _____ it?
- » How do we discover whether Mother Teresa was right? or if Hitler was right?
- » How do we tell if a football player is good or not?
 - We need to know the purpose of the game.



Here is a map of North America



How do you know which map is more accurate?

Is morality absolute / objective?

- If an _____ moral law exists then it applies to all people, at all times, in all places.
- Who has the _____ to create a moral law that applies to all people?
- If God does not exist then morality is reduced to human _____.
- If there is no God, then there are no human _____.
 - » You don't get rights from government.
- If morality is subjective, then _____ will never be served in this life.
 - » Our judicial system.
- The very fact that you are upset about _____ is because it is absolutely wrong.
- In order to call something unjust you have to know what _____ is.





(As an atheist) my argument against God was that the universe seemed so cruel and unjust. But how did I get this idea of unjust? A man does not call a line crooked unless he has some idea of a straight line. What was I comparing this universe to when I called it unjust.

C.S Lewis

Does evil disprove God?

The _____ prove the _____. (you can have sunshine without shadows, but not shadows without sunshine)

_____ does not disprove God, but it does raise the question why God allows evil?

If something is absolutely _____, it only proves that there is a standard of absolute _____ (God's nature).

Evil can not exist on its _____.

God's _____ is morality's north on the compass.

_____ have to steal from God in order to argue against Him.

If they ever say something is _____, they presupposing a standard of _____.
