

Contemporary Readings in Apologetic Method Reading Colloquium

APSR9302

Spring 2021

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Seminary Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Values Addressed

The course will address the core value of *Mission Focus* and *Doctrinal Integrity* directly. Reflection on apologetic method is crucial not only for academic apologetics but also for the application of Christian apologetics in ministry. For the 2020-2021 academic year NOBTS is emphasizing the core value of Mission Focus.

Curriculum Competencies Addressed

Christian Theological Heritage

Course Description

An examination of the history, significant personalities, and methods applied in defending the Christian worldview. Special attention will be given to integrative apologetics, presuppositional apologetics, evidential apologetics, and classical apologetics.

Course Requirements

1. Attend each session. See attached schedule for dates of meeting.
2. Prepare for colloquium discussions by completing all the assigned reading carefully. You may need to read the material more than once in order to be ready for discussion. Focus on interpreting the author's thought. Write down observations and questions. (The faculty convener reserves the right to review these notes.) Review the assigned reading and your notes before the colloquium and be prepared to contribute to the discussion.
3. Students should seek to use these materials as a lens through which to consider the broader discussion and questions that are raised on these issues. As a result, preparation for the colloquium extends beyond the reading of the assigned materials to include reflection on topics and issues introduced by these readings.

4. Lead colloquium sessions:

- One week prior to assigned session, students leading a session will distribute to the other seminar members a one to two page outline of interpretive questions that warrant further discussion as part of the overall effort to understand the assigned reading and the issues raised by the reading assignments.
 - At the time of the assigned session, students leading a session will distribute a 4-5 page, single-spaced reading report to the colloquium. The summary must include some critique of the material covered and some discussion questions.
 - Open the colloquium for discussion in accordance with the purpose of the session (to understand the assigned readings and the nature of the issues they raise). The discussion is not simply a time for discussing the views of the student leader. All colloquium members need to speak and address the issues. There may be other issues not raised by the presenter that need to be discussed. It is the responsibility of the entire colloquium to discuss the issues. Discussions need to move so that they do not bog down and waste time. Students should direct the discussion to cover as much of the scope of issues presented by the assigned readings as possible.
5. Students will be graded on understanding the issues addressed in the readings, identification of significant issues related to the readings, clarity in focusing questions or items for discussion, and skill in engaging the colloquium in dialogue
6. *At the end of the semester each student will submit a written statement as to how much of the assigned reading he or she actually did. Please be honest.*

Schedule

FEBRUARY 11, 10:00 a.m.—FIRST MEETING—INTEGRATIVE APOLOGETICS

First Report:

Kenneth D. Boa and Robert M. Bowman, Jr. *Faith Has Its Reasons: An Integrative Approach to Defending Christianity*. Downers Grove, InterVarsity, 2006.

Steven B. Cowan, *Five Views on Apologetics*. Grand Rapids: Zondervan, 2000.

Second Report:

PowerPoint Teaching Presentation on Integrative Apologetics

MARCH 11, 10:00 a.m.—SECOND MEETING—PRESUPPOSITIONALISM

First Report:

Cornelius Van Til and K. Scott Oliphint, *The Defense of the Faith*. Fourth Edition. Phillipsburg, NJ: P&R, 2008.

Cornelius Van Til and K. Scott Oliphint, *Common Grace and the Gospel*. Second Edition. Nutley, N.J.: Presbyterian & Reformed, 2015.

Second Report:

PowerPoint Teaching Presentation on Presuppositional Apologetics

APRIL 15, 10:00 a.m.—THIRD MEETING—EVIDENTIAL APOLOGETICS

First Report:

Gary R. Habermas and Michael R. Licona, *The Case for the Resurrection of Jesus*. Grand Rapids: Kregel, 2004.

Gary R. Habermas, “The Minimal Facts Approach to the Resurrection of Jesus: The Role of Methodology as a Crucial Component in Establishing Historicity,” *Southeastern Theological Review* 3.1 (Summer 2012): 15-26.

Robert B. Stewart, “On Habermas’s Minimal Facts Argument.” In *Raised on the Third Day: Defending the Historicity of the Resurrection of Jesus: Essays in Honor of Dr. Gary R. Habermas*. Bellingham, WA: Lexham, 2020, 1-14.

Second Report:

PowerPoint Teaching Presentation on Michael Licona's Historical Method in *The Resurrection of Jesus: A New Historiographical Approach*. Downers Grove: InterVarsity, 2010.

MAY 6, 10:00 a.m.—FOURTH MEETING—CLASSICAL APOLOGETICS

First Report:

Norman L. Geisler, *Christian Apologetics*. Second Edition. Grand Rapids: Baker, 2013.

William Lane Craig, *Reasonable Faith: Christian Truth and Apologetics*. Third Edition. Wheaton, IL: Crossway, 2008.

Second Report:

PowerPoint Teaching Presentation on Classical Apologetics