

Abstract

**Biblical Apologetics:**  
**A Tool That Reinforces Integration**  
**A Case Illustration**

by

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Developing a Christian (biblically enlightened) world/life-view in the lives of students is a common objective for all of us working in Christian higher education. There are numerous pedagogical methodologies that may be used in our efforts to nurture a biblically informed world/life-view – lectures, assigned readings, written reports, mentoring, discussions with individuals and groups, etc. The “case pedagogy” combined with *biblical apologetics* is illustrated in this paper.

The case offered illustrates how a case pedagogy can be used to help students identify (1) **what** they believe, (2) **why** they believe it, and most importantly in the context of this paper (3) **how to biblically defend their beliefs** – their world/life-view. The case focuses on an issue in management. Faculty, of course, may choose cases from any academic discipline to help build a Christian (biblically enlightened) world/life-view.

The first time a class is exposed to *biblical apologetics* there will come a point in time when the teacher will perceive a relatively high level of frustration on the part of the students because practicing apologetics is hard work. The typical complaint is that they do not know their Bible well enough to employ the technique. What an opportunity to reinforce the truth that this admission exposes. Biblical ignorance is to be overcome, not overlooked. It is not to be used as an excuse for accepting an undeveloped Christian world/ life-view. Such an admission should become the very basis for learning how to develop one’s ability to relate God’s Word to life’s experiences. Let the confession drive us back to the Scripture. Let it goad us into learning how to use the concordances and biblical cross-referencing materials that are available to every Christian in our schools and universities. The practice of biblical apologetics will do more to aid in the development of a Christian (biblically enlightened) world/life-view than almost anything else one can do to nurture a Christian perspective on life.

Apologetics, the *formal biblical defense* of one’s world / life-view on a particular matter, is not a better form of integration than other forms, but ***it is a better training tool*** than many other methods. This is so because it brings into the open the application of specific biblical principles and truths where they can be examined and discussed – specific biblical passages are brought forth and used to defend the explicit position taken on an ethical / moral issue.

We conclude that the practice of *biblical apologetics* maximizes the explicit effort to relate God’s Word to a particular current study while concurrently demonstrating the need to be in God’s Word and to be seeking its appropriate application. Biblical ignorance is the bane (killer) of integration. *Biblical apologetics* confronts and seeks to overcome biblical ignorance. *Biblical apologetics* provides the Holy Spirit an opportunity to use the Word of God to renovate and develop a Christian (biblically enlightened) world / life-view in the hearts of our students.



## **Dr. Richard C. Chewning Biography**

### Education:

Ph.D, Univ. of Washington (1963); Post Doctoral Study, Univ. of St. Andrews, Scotland (1980).

### Honors:

CBFA naming the annual award for work done in biblical integration in business the "Richard C. Chewning Award"; Retired as "Emeritus Professor of Christian Ethics in Business" (Baylor Univ. 2000); Named a "distinguished educator": Univ. of Richmond (1980) and Baylor University (1993).

### Teaching:

Taught since 1958; been a "Visiting Professor of Christian Thought" at six colleges and universities; currently residing at John Brown University as a "Distinguished Scholar in Residence" (on leave this FALL -- 2002 -- and working at Northwestern College in St. Paul, MN).

### Publications:

Published over 90 articles and essays, 6 books, and served as a Thematic Editor in the creation of a "Study Bible".

### Other Activities:

Have over 90 cumulative years of "Board" work -- currently serving on the boards of: LeTourneau University (8 years), Quarryville Presbyterian Retirement Community (26 years, Chair of the Board); and active in a local church.

## **Delia Haak Biography**

Delia Haak is beginning her 11<sup>th</sup> year of teaching in the division of business at John Brown University. She has served dual appointments as assistant professor, coordinator of graduate business programs and director of academic programs for the Soderquist Center for Leadership and Ethics that was established on the campus in 1998. Delia's primary responsibilities have been the design of a master of science degree in leadership and ethics (MSLE) and an MBA with an emphasis in leadership and ethics that began in the fall of 1999.

### **Education and Scholarship**

Delia has a BS in Business Administration from JBU and a MBA and Ed.D. from the University of Arkansas. Her dissertation titled "Using an Educational Development Model to Design a Masters Degree in Leadership" won the U of A dissertation of the year for the College of Education.

### **Institutional Connection**

John Brown University was founded in 1919 and named after its founder, the evangelist, Christian author, and radio pioneer, John E. Brown. JBU is an interdenominational, Christian four-year liberal arts university offering over 40 majors at the undergraduate level and five masters degree programs in counseling and business. Its student population of 1,500 represents 40 states and over 30 countries. The main campus is located in Siloam Springs with off-site locations in Springdale, Fort Smith, and Little Rock, Arkansas.

### **Experience**

Courses taught at the undergraduate level include principles of management, servant leadership, leadership initiatives, leadership and management, Christian foundations in business, principles of marketing, marketing strategies, business internship, students in free enterprise, and basic economics. Courses developed at the graduate level include foundations of leadership; mission, vision and values; social responsibility and ethics; leading change; applied leadership and ethics; and seminars in leadership and ethics. Courses taught at the graduate level include foundations of leadership, applied leadership and ethics, marketing strategies and seminars in leadership.

### **Guiding Verse**

"The Lord's blessing is our greatest wealth. All our work adds nothing to it."

Proverbs 10:22

### **Outside Interests**

Delia and her husband moved to northwest Arkansas in 1979 to establish a dairy farm that they continue to operate today. They have two sons, Luke (age 24) and Jake (age 22).