

## ***Class 6 Logic and the Analysis of Ideas***

Introduction: Tonight's topic is "Logic and the Analysis of Ideas." The purpose of this talk is to discuss how Christians approach ideas with a logical analysis. Why would we do this? First, it is important that we become people who are able and interested in confirming truth. Second, it is important that we learn to defend ourselves against false ideas; it really matters whether or not we think truly and rightly about the great issues of our day. Our approach tonight will include:

- Worldview thinking
- Establishing a framework for thinking and living
- Forming a grid by which we can analyze ideas
- Maintaining humility and mystery without becoming judgmental

### 1. Christian Logic and **Worldview** Thinking

#### a. Logic and the necessity of worldview

- i. The inherent relationship between worldviews and logic
  1. Logic is arranged and explained by worldview thinking.
  2. Logic is worldview thinking applied to daily life.
- ii. Worldviews, presuppositions, and logic
  1. Presuppositions and topics
    - a. God
    - b. Creation and material reality
    - c. Humanity and sin
    - d. Redemption and hope
  2. Presuppositions and biblical teaching
    - a. Plain and main teaching
    - b. Integration of canonical teaching into a unified whole
- iii. The relationship between worldviews, logic, and structured living
  1. Elevate the plain/main biblical teaching to structural grid for living.
  2. Fellowship around plain/main biblical teaching
  3. Allow for secondary and peripheral freedom of thought

#### b. Logic and the problem of human epistemological limitation

- i. Limitations in intellectual capacity
- ii. Limitation of interest (disinterest)
  1. Disinterest because of a failure to see connections
  2. Disinterest because of a lack of experience
  3. Disinterest because of spiritual darkness
  4. Limitation of effort
  5. Inherent laziness
  6. Busyness
- iii. Limitations in categorical understanding (lack of understanding, misunderstanding)
  1. Sequential category
  2. Interrelationship of category
  3. Core of category
- iv. Limitations in application of meaning
  1. Failure to apply
  2. Misapplication:

- a. Elevation of secondary to primary
- b. Neglect of primary

## 2. A Framework for Thinking and Living

- a. Presuppositions
  - i. What is a presupposition?
  - ii. Christian presuppositions
    - 1. Presumptive absolutism
    - 2. Presumptive material reality
    - 3. Presumptive life meaning
    - 4. Presumptive meaning of humanity
    - 5. Presumptive truth
    - 6. Presumptive sin
    - 7. Presumptive solutions
- b. Application of presuppositions
  - i. Presumption based on presuppositions
  - ii. Authentic Christian living based presuppositions
    - 1. Wholistic centering on the core
    - 2. Leaving room for doubt
    - 3. Growing and learning
    - 4. Defense against false thinking and impacting others
      - a. Defense against false thinking
      - b. Impacting others

## 3. Logic and forming a grid for analysis of ideas

- a. Identify the nature and fundamental assertion of the idea
- b. Identify the source of the idea
- c. Identify the solutions claimed by the idea
- d. Identify the relationship of the idea to clear biblical teaching
- e. Identify the relationship of the idea to love
- f. Identify the relationship of the idea to freedom
- g. Identify the relationship of the idea to hope
- h. Logic revealing falsehood and confirming truth
  - i. Logic revealing falsehood
    - 1. False assumptions
    - 2. False claims
    - 3. False promises
  - ii. Logic confirming truth
    - 1. Logic and confirming truth about God
    - 2. Logic and confirming truth about truth
    - 3. Logic and confirming truth about humanity
    - 4. Logic and confirming truth about sin
    - 5. Logic and confirming truth about salvation

4. Maintaining Humility and Mystery
  - a. Humility acknowledges present uncertainty
  - b. Humility acknowledges the need for information and growth
  - c. Humility acknowledges God's provision of truth
  - d. Humility acknowledges God's choice of teachers
  - e. Humility acknowledges continuing mystery beyond human capacity for understanding
  
5. A Practical Case Study – Acts 17:11 *"These were more noble-minded than those in Thessalonica, for they received the word with great eagerness, examining the Scriptures daily to see whether these things were so."*
  - a. Noble-mindedness
    - i. Commitment and conviction established the mind.
    - ii. The mind was nobly engaged.
    - iii. The mind became the tool of analysis.
    - iv. The mind was the gateway for the contemplation of truth and righteousness.
    - v. The life was committed to God in the context of daily living
      1. Absolutely committed
      2. Courageously committed
      3. Humbly committed (teachable)
  
  - b. Receiving the word
    - i. Teachable unto God and His truth
    - ii. Discerning of what was truth
    - iii. Embracing truth in a personal context
    - iv. Utilizing truth for clarification and confirmation
  
  - c. Examining the Scriptures
    - i. The Scriptures considered authoritative
    - ii. The Scriptures considered sufficient
    - iii. The Scriptures considered source of guidance