American Anti–Evolutionism since Edwards v. Aguillard

Science can only study nature using natural explanation.

Supernatural entities, while they may exist, are not allowed as scientific explanations of phenomena.

Methodological Naturalism

Taxonomy of Positions

- Young Earth Creationism
  - Methodological
  - Philosophical
- Old Earth Creationism
- Intelligent Design Creationism
  - Methodological
  - Philosophical
  - Age of Earth?
- Naturalistic Evolution
  - Methodological
  - Old Earth
- Theistic Evolution
  - Methodological
  - Philosophical Theism
  - Old Earth
- Atheistic Evolution
  - Methodological
  - Philosophical
What is Intelligent Design?

- A scientific research program that investigates the effects of intelligent causes;
- An intellectual movement that challenges Darwinism and its naturalistic legacy;
- And a way of understanding divine action
  - “of, relating to, or proceeding directly from God or a god”
  - “a being or object believed to have supernatural attributes and powers”

William Dembski, Intelligent Design: The Bridge Between Science and Theology, 1999, p. 3.

3 Prongs of Intelligent Design

- Life is complex and cannot be explained by naturalistic mechanisms. A scientific theory of design can explain the complexity (pace Brennan)
- Evolution as taught in public schools is fraudulent and leaves out evidence against evolution. This evidence should be taught (pace Scalia)
- Naturalistic thinking has bad consequences
Intelligent design means that various forms of life began abruptly through an intelligent agency with their distinctive features already intact – fish with fins and scales, birds with feathers, beaks and wings, etc.

1989: First Modern Definition

“Intelligent design means that various forms of life began abruptly through an intelligent agency with their distinctive features already intact – fish with fins and scales, birds with feathers, beaks and wings, etc.”

1991
The Argument

Darwinian macroevolution, is ultimately grounded on the philosophical assumption of naturalism.

Darwinism functions as the central cosmological myth of modern culture – as the centerpiece of a quasi-religious system that is known to be true a priori, rather than as a scientific hypothesis that must submit to rigorous testing.

Equation of naturalism with tolerance for homosexuality, pornography, abortion, genocide and other “social evils”.

 Founded in 1991 by Bruce Chapman and George Gilder to “promote ideas in the commonsense tradition of representative government, the free market and individual liberty” in the Pacific NW.
For more than a century, science attempted to explain all human behavior as the subrational product of unbending chemical, genetic, or environmental forces. The spiritual side of human nature was ignored, if not denied outright.

This rigid scientific materialism infected all other areas of human knowledge, laying the foundations for much of modern psychology, sociology, economics, and political science. Yet today new developments in biology, physics, and artificial intelligence are raising serious doubts about scientific materialism and re-opening the case for the supernatural.

What do these exciting developments mean for the social sciences that were built upon the foundation of materialism? This project brings together leading scholars from the natural sciences and those from the humanities and social sciences in order to explore what the demise of materialism means for reviving the various disciplines.
“Describe how scientists continue to investigate and critically analyze aspects of evolutionary theory.”
Survey of Ohio 4-year college professors in:
Astronomy, biology, chemistry, geology, physics, and other natural sciences. September 26 to October 9, 2002.
Survey sample = 1500; response sample = 460; response rate = 31%

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
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<tbody>
<tr>
<td>1.</td>
<td>Are you aware of any scientifically valid evidence or an alternate scientific theory that challenges the fundamental principles of the theory of evolution?</td>
<td>4%</td>
<td>93%</td>
<td>2%</td>
</tr>
<tr>
<td>2.</td>
<td>Intelligent Design is supported by scientific evidence</td>
<td>7%</td>
<td>90%</td>
<td>3%</td>
</tr>
<tr>
<td>3.</td>
<td>Do you think the concept of &quot;Intelligent Design&quot; is primarily a religious view?</td>
<td>91%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>4.</td>
<td>Do you think Ohio high school students should be tested on their understanding of the basic principles of the theory of evolution in order to graduate?</td>
<td>92%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>5.</td>
<td>Do you think Ohio high school students should be tested on their knowledge of the concept of &quot;Intelligent Design&quot; in order to graduate?</td>
<td>6%</td>
<td>90%</td>
<td>4%</td>
</tr>
<tr>
<td>6.</td>
<td>Do you use the concept of Intelligent Design in your research?</td>
<td>2%</td>
<td>97%</td>
<td>1%</td>
</tr>
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<td>7.</td>
<td>Do you think accepting the theory of evolution is consistent with believing in God?</td>
<td>84%</td>
<td>9%</td>
<td>7%</td>
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</table>

"The conferees recognize that a quality science education should prepare students to distinguish the data and testable theories of science from religious or philosophical claims that are made in the name of science. Where topics are taught that may generate controversy (such as biological evolution), the curriculum should help students to understand the full range of scientific views that exist, why such topics may generate controversy, and how scientific discoveries can profoundly affect society."

"We are skeptical of claims for the ability of random mutation and natural selection to account for the complexity of life. Careful examination of the evidence for Darwinian theory should be encouraged."
“Teaching the Controversy”

“Teaching the controversy about Darwinism as it exists in the scientific community will engage student interest. It will motivate students to learn more about the biological evidence as they see why it matters to a big question.”

*Cincinnati Enquirer, March 30, 2002*

Stephen Meyer

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Center for Science and Culture,

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2002

This textbook contains material on evolution. Evolution is a theory, not a fact, regarding the origin of living things. This material should be approached with an open mind, studied carefully, and critically considered.

Approved by Cobb County Board of Education

Thursday, March 28, 2002

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Stephen Meyer

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Center for Science and Culture,
Arizona 2004

“Describe how scientists continue to investigate and critically analyze aspects of evolutionary theory.”
Kansas 2005

“Science is the human activity of seeking natural explanations for what we observe in the world around us.”

Kansas: May 2005

Edward Sisson & John Calvert

Q: Is it also your opinion, sir, that it is important to have religion taught in economics?
A. Oh, for sure.
Q. Mathematics?
A. That’s a harder case, but you can actually make a case for that. I’ll be happy to do it if you like.

Connie Morris

It is our goal to write the standards in such a way that clearly gives educators the right AND responsibility to present the criticisms of Darwinism alongside the age-old fairytale of evolution (italics mine, not Kansas Standards’.)

To slam shut the books and declare “end of lesson - let’s all go home because we know how life began,” is brazenly ill-informed. I’m trusting you aren’t one of those folks… Four liberal board members: GAMBLE, WAGON, WAUGH, RUPE… ARE?

Who, for Pete’s sake! Is opposing science? In fact, we want MORE science by CRITICALLY ANALYZING the evidence.
The Pennsylvania Academic Standards require students to learn about Darwin’s Theory of Evolution and eventually to take a standardized test of which evolution is a part.

Because Darwin’s Theory is a theory, it continues to be tested as new evidence is discovered. The Theory is not a fact. Gaps in the Theory exist for which there is no evidence. A theory is defined as a well-tested explanation that unifies a broad range of observations.

Intelligent Design is an explanation of the origin of life that differs from Darwin’s view. The reference book, Of Pandas and People, is available for students who might be interested in gaining an understanding of what Intelligent Design actually involves.

With respect to any theory, students are encouraged to keep an open mind. The school leaves the discussion of the Origins of Life to individual students and their families. As a Standards-driven district, class instruction focuses upon preparing students to achieve proficiency on Standards-based assessments.
1989: First Modern Definition

“Intelligent design means that various forms of life began abruptly through an intelligent agency with their distinctive features already intact – fish with fins and scales, birds with feathers, beaks and wings, etc.”

Published by the Foundation for Thought and Ethics

Foundation for Thought and Ethics

“The primary purpose [of FTE] is both religious and educational, which includes, but is not limited to, proclaiming, publishing, preaching, teaching, promoting, broadcasting, disseminating, and otherwise making known the Christian gospel and understanding of the Bible and the light it sheds on the academic and social issues of our day”

(Articles of Incorporation, 1980)

Foundation for Thought and Ethics

... has been established to introduce Biblical perspective into the mainstream of America's humanistic society, confronting the secular thought of modern man with the truth of God's Word...

[We will develop a two-model high school biology textbook that will fairly and impartially give scientific evidences for creation side by side with evolution.]

Submission to IRS, 1981

Unbiased biology textbook planned

A high school biology textbook is in the planning stages that will be sensitively written to “present both evolution and creation while limiting discussion to scientific data.” Dr. Charles R. Thaxton is science advisor to the project and hopes to draw together an editorial board made up of both creationists and evolutionists. The author selected is a teaching biologist with two McGraw-Hill books in print. A program of market research for this possible three-year project is underway. For more information or input contact Dr. Thaxton at the Foundation for Thought and Ethics, P.O. Box 721, Richardson, TX 75080.

Bible Science Newsletter 1981
The basic metabolic pathways (reaction chains) of nearly all organisms are the same. Is this because of descent from a common ancestor, or because only these pathways (and their variations) can sustain life? Evolutionists think the former is correct, creationists accept the latter view. Design proponents accept the latter view. Design proponents

Drafts of FTE Textbook

Biology and Creation 1986

Biology and Origins 1987

1987, version 1

1987, version 2

life started in the first place, creation

some life began abruptly through the agency of intelligent

Some of life began abruptly through the agency of intelligent

Creation with their distinctive features already intact—fish with

Creation with their distinctive features already intact—fish with

1987, version 1

1987, version 2

More than various forms of life began abruptly through an

intact—fish with fins and scales, birds with feathers, beaks, and

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Shifting Audiences post-Dover

“The Darwinists have had your young people long enough to shape, subvert, and corrupt. Send them to www.overwhelmingevidence.com and mobilize this sleeping giant! The old guard is not going to change. The hope of the future lies with our youth. The new site is modeled on Xanga and Myspace and aimed at concentrating the power of youth to throw off the indoctrination that is being shoved down their throats by groups like the NCSE and enforced by inept judicial rulings like those of Judge Jones (note the image of Jones on the splash page). The NCSE, the ACLU, Jones, etc. have effectively disenfranchised our young people when it comes to the teaching of biological origins. Today’s high school and college students are going to need to reclaim their own freedom.”


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2008: Louisiana

[A] The Board “shall allow and assist teachers, principals, and other school administrators to create and foster an environment within public elementary and secondary schools that promotes critical thinking skills, logical analysis, and open and objective discussion of scientific theories being studied including, but not limited to, evolution, the origins of life, global warming, and human cloning”

[C] "A teacher shall teach the material presented in the standard textbook supplied by the school system and thereafter may use supplemental textbooks and other instructional materials to help students understand, analyze, critique, and review scientific theories in an objective manner"
Some Questions about ID

1. How do you reliably detect organized complexity due to a designer (versus natural causation)?

2. What about the mechanism used by the designer?

3. What can you clearly infer about the identity of the designer(s) from an artifact?
William Dembski

“I’ve gotten kind of blasé about submitting things to journals where you often wait two years to get things into print. And I find I can actually get the turnaround faster by writing a book and getting the ideas expressed there. My books sell well. I get a royalty. And the materials gets read more.”

[2002]

On The Mechanism of Design

“It’s not ID’s task to match your pathetic level of detail in telling mechanistic stories. If ID is correct and an intelligence is responsible and indispensable for certain structures, then it makes no sense to try to ape your method of connecting the dots.”

Bruce Gordon (2001)

“(D)esign-theoretic research has been hijacked as part of a larger cultural and political movement. In particular, the theory has been prematurely drawn into discussions of public science education where it has no business making an appearance without broad recognition from the scientific community that it is making a worthwhile contribution to our understanding of the natural world.”

(Research News, January 2001, p. 9)
Francis Beckwith (2004)

“It is not a good idea to teach ID in public schools at the present time because its publication record in the biological sciences is thin.”


“Easily the biggest challenge facing the ID community is to develop a fully-fledged theory of biological design. We don’t have such a theory right now, and that’s a problem. ... Right now, we’ve got a bag of powerful intuitions, and a handful of notions”

P.E. Johnson (2006)

“I also don’t think that there is really a theory of intelligent design at the present time to propose as a comparable alternative to the Darwinian theory, which is, whatever errors it might contain, a fully worked out scheme. There is no intelligent design theory that’s comparable. ... No product is ready for competition in the educational world.”

Identity of the Designer

“Intelligent design is just the Logos theology of John’s Gospel restated in the idiom of information theory”

(Dembski, 1999)
Q: Does your research conclude that God is the Intelligent Designer?

A: I believe God created the world for a purpose. The Designer of intelligent design is, ultimately, the Christian God.

CitizenLink interview (12/14/2007)
http://www.citizenlink.org/content/A000006139.cfm

“The Wedge of Truth … enables people to recognize that ‘In the beginning was the Word’ is as true scientifically as it is in every other respect”

“With the assistance of many friends I have developed a strategy for [affirming the reality of God by challenging the domination of materialism and naturalism] … We call our strategy the ‘wedge’”
To defeat scientific materialism and its destructive moral, cultural and political legacies.

To replace materialistic explanations with the theistic understanding that nature and human beings are created by God.

**Governing Goals**

- To see intelligent design theory as an accepted alternative in the sciences and scientific research being done from the perspective of design theory.
- To see the beginning of the influence of design theory in spheres other than natural science.
- To see major new debates in education, life issues, legal and personal responsibility pushed to the front of the national agenda.
- A major public debate between design theorists and Darwinists.
- Thirty published books on design and its cultural implications (sex, gender issues, medicine, law, and religion)
- One hundred scientific, academic and technical articles by our fellows
- Significant coverage in national media

**Five Year Goals**

*“This is really an opportunity to mobilize a new generation of scholars and pastors not just to equip the saints but also to engage the culture and reclaim it for Christ. That’s really what is driving me.”*
### Five Year Goals

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- One hundred scientific, academic and technical articles by our fellows.
- Significant coverage in national media.

### Twenty Year Goals

- To see intelligent design theory as the dominant perspective in science.
- To see design theory application in specific fields, including molecular biology, biochemistry, paleontology, physics and cosmology in the natural sciences, psychology, ethics, politics, theology and philosophy in the humanities; to see its influence in the fine arts.
- To see design theory permeate our religious, cultural, moral and political life.

### A revolution in science?

- Where is the scientific research?
- Revolution by public opinion.
- ID is "nothing more than creationism in a cheap tuxedo" (Leonard Krishtalka, 2001).
- Arguments, support base & interest in cultural renewal are shared.