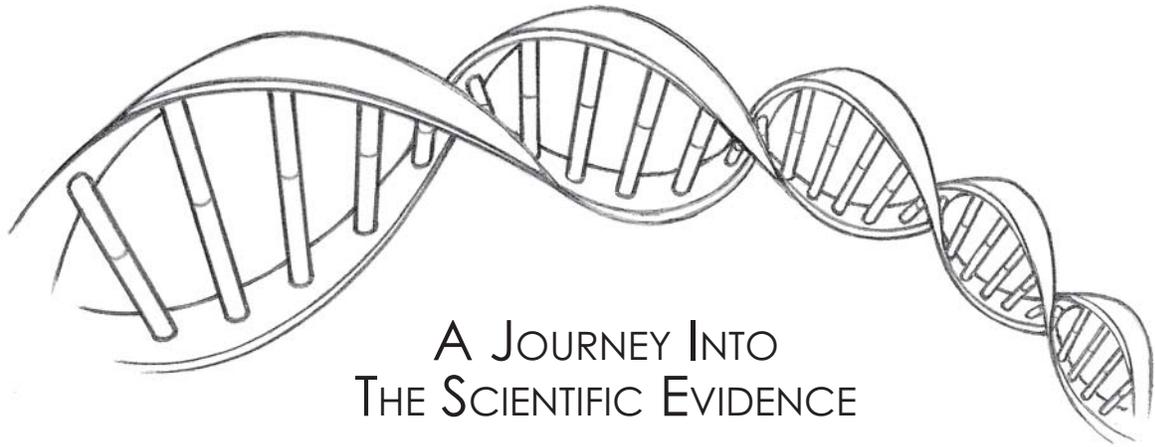


DISCOVERING INTELLIGENT DESIGN



A JOURNEY INTO
THE SCIENTIFIC EVIDENCE

**Gary Kemper
Hallie Kemper
Casey Luskin**

DISCOVERY INSTITUTE PRESS, SEATTLE, WA

Description

The *Discovering Intelligent Design* textbook is part of a comprehensive curriculum that presents both the biological and cosmological evidence in support of the scientific theory of intelligent design. Developed for middle-school-age students to adults, the curriculum also includes a workbook with learning activities and a DVD with video clips keyed to the content of the textbook. Produced by Discovery Institute in conjunction with Illustra Media, the curriculum is intended for use by homeschools and private schools. The curriculum is divided into six modules that explore topics such as the origin and development of the universe, the origin of biological complexity, the fossil record's evidence (or lack thereof) for universal common descent, and the broader cultural debate over intelligent design. More information can be obtained by visiting the curriculum's website, <http://discoveringid.org>.

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INTRODUCTION

Over the past century, tremendous discoveries and insights have been made in many scientific fields—information that can help us better understand our bodies and the world around us. We live in an exciting era, with unparalleled opportunities to learn about these new discoveries.

But do scientists always agree? While all scientists deal with the same facts, they often have different interpretations. Not everyone is aware of these controversies, and most people only learn about the evidence after it has been interpreted to fit prevailing theories. For example, scientists actively debate fundamental questions about origins, such as:

- How did the universe begin and develop?
- Is there anything special about our planet?
- How did the first life originate?
- Where did the information in DNA come from?
- How did complex biological systems like the eye develop?
- What does the fossil record say about the origin of species?

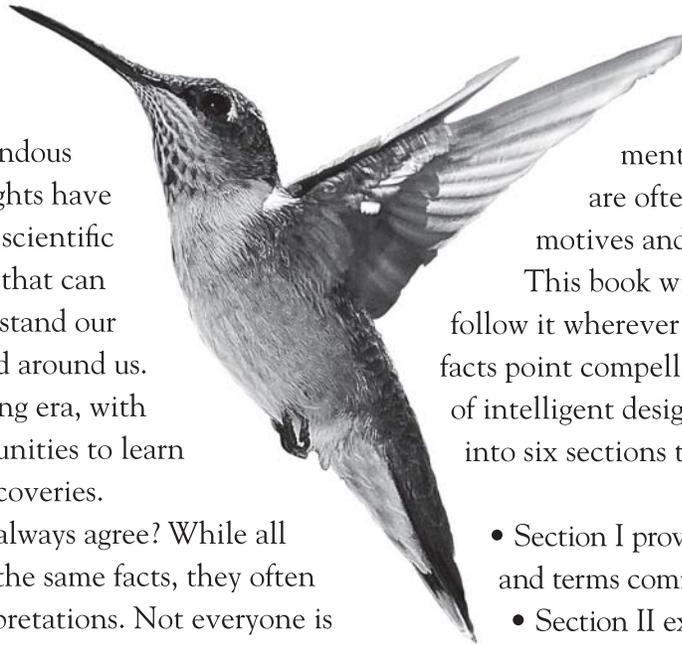
For answers to questions like these, much of the scientific evidence points away from unguided causes and toward purposeful design. In our culture, however, scientists and educators who

mention the possibility of design are often accused of having religious motives and are labeled “anti-science.”

This book will explore the evidence and follow it wherever it leads. The authors think the facts point compellingly toward a scientific theory of intelligent design (ID). The book is divided into six sections that explain this evidence:

- Section I provides an overview of viewpoints and terms common to this controversy.
- Section II examines theories about the origin and development of the cosmos.
- Section III investigates the origin of life, including the origin of information in DNA, and also critiques Darwinian evolution while presenting the case for biological design.
- Section IV explores the evidence for common descent, and many problems with the theory that all living organisms are related.
- Section V summarizes the evidence for design.
- Section VI reviews the tactics used by critics to silence debate, responds to some common objections, and gives ideas about how the reader can get further involved.

The intent behind *Discovering Intelligent Design (DID)* is to provide an overview rather than an in-depth analysis of the subjects, simplifying technical jargon and complex concepts without sacrificing accuracy. The basic goal has been to provide a scientifically current and technically correct



presentation of the science supporting ID at a level that a student or layperson can comprehend.

Who can use *DID*? In a word (or two), most anyone. While best classified as a textbook, *DID* reads like a book and is intended for a wide range of ages—from teen to adult—in settings such as:

- Private schools.
- General family and home setting.
- Homeschools.
- Church environments.
- Community groups.
- Extracurricular school organizations (such as IDEA Clubs¹).
- Personal use.

When used as a textbook, *DID* is not intended to replace standard subject science texts, but instead can supplement them by presenting information not available in many standard textbooks. Readers are encouraged not to just take our word for this material, but to use it as a starting point for further research.

WHY DISCOVERING INTELLIGENT DESIGN?

DID was written to fill a specific niche. There are other excellent textbooks about intelligent design, such as *The Design of Life: Discovering Signs of Intelligence in Biological Systems*, which provide a compelling and thorough presentation of the scientific evidence. However, such textbooks are written at an advanced level and do not comprehensively cover both the biological and cosmological evidence for design.

Another superb textbook is *Explore Evolution: The Arguments For and Against Neo-Darwinism*—however this supplemental textbook focuses only on biology and evolution, and does not cover cosmology or intelligent design. Finally, there are numerous other high-quality books out there on intelligent design—but they either are not written

as a comprehensive study tool, or include religious components.

While we highly recommend the two books mentioned above (as well as many other resources), there is a reason why *DID* stands out. At the time of its publication, *DID* is the only strictly scientific textbook that comprehensively introduces both the cosmological and biological evidence for intelligent design at a layperson's level.

DID has been written as a stand-alone text; however, it can also be used in conjunction with a companion DVD to create an integrated multimedia learning experience. Throughout the book, prompts encourage readers to watch DVD segments, which have been drawn from four highly regarded documentaries: *Unlocking the Mystery of Life*, *The Privileged Planet*, *Darwin's Dilemma*, and *Icons of Evolution*. For more information regarding the DVD, see the next section, Creating a Multimedia Experience.

At the beginning of each chapter, readers will find a thought-provoking question to help introduce the material. Each chapter then concludes with multiple discussion questions to allow reflection and further investigation. Instructors or small discussion group leaders will find these questions valuable in encouraging critical thinking.

In addition, a separate workbook has been created to enhance the book's educational value for younger readers / students. The workbook provides additional questions for each chapter. It can be purchased at www.discoveringid.org.

A NOTE ON USE IN PUBLIC SCHOOLS

This supplemental textbook is not intended for use in public schools. ID is a scientific theory and is not religiously based, but we live in a highly-charged political climate that is often hostile to ID. While ID should be perfectly legal to discuss in

public schools, there are strong reasons not to push ID into the public school curriculum.

In particular, the priority of the ID movement is to see the theory progress and mature as a science. However, when the subject is forced into public schools, it tends to generate controversy, changing the topic from a scientific investigation into an emotional, politicized debate. This can result in persecution of ID proponents in the academy, ultimately preventing ID from gaining a fair hearing within the scientific community. The policy of the Discovery Institute, the leading organization supporting ID, states:

As a matter of public policy, Discovery Institute opposes any effort to require the teaching of intelligent design by school districts or state boards of education. Attempts to mandate teaching about intelligent design only politicize the theory and will hinder fair and open discussion of the merits of the theory among scholars and within the scientific community. Furthermore, most teachers at the present time do not know enough about intelligent design to teach about it accurately and objectively.

Instead of mandating intelligent design, Discovery Institute seeks to increase the coverage of evolution in textbooks. It believes that evolution should be fully and completely presented to students, and they should learn more about evolutionary theory, including its unresolved issues. In other words, evolution should be taught as a scientific theory that is open to critical scrutiny, not as a sacred dogma that can't be questioned.²

The uniqueness and utility of *Discovering Intelligent Design* are seen in its inspiration: *DID*'s authors are highly involved in the ID movement and have received many requests from educators, church leaders, discussion-group leaders, and home-schoolers for an ID curriculum that is simple, strictly scientific, and integrated with multimedia activities. The authors regretted that no such ID curriculum existed, so they decided to create it.

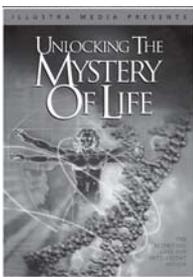
We hope that you find *DID* both educational and inspirational as you discover the scientific evidence supporting intelligent design.

Gary Kemper
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Casey Luskin

CREATING A MULTIMEDIA EXPERIENCE

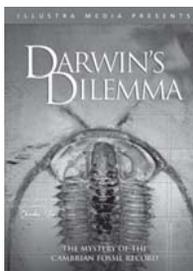
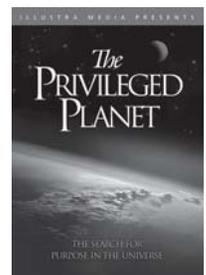
Through arrangements with Illustra Media and Discovery Institute, a *Discovering Intelligent Design* DVD has been created for use with the *DID* textbook. Notations throughout this book encourage readers to watch segments from the DVD, and those segments will add significantly to your learning experience. If you have not already purchased the DVD, you can order it at www.discoveringid.org.

Material for the DVD was selected and compiled with permission from the following four documentaries:



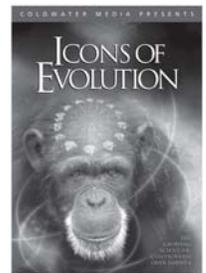
Using state-of-the-art computer animation, *Unlocking the Mystery of Life* (Illustra Media) takes you inside the living cell to explore systems and machines that bear the unmistakable hallmarks of design. For details see: www.unlockingthemysteryoflife.com.

Current astronomical evidence suggests that a rare and finely tuned array of factors makes Earth suitable for life. *The Privileged Planet* (Illustra Media) includes stunning computer animation, interviews with leading scientists, and spectacular images of Earth and the cosmos. For details see: www.privilegedplanet.com.



Filmed on four continents, *Darwin's Dilemma* (Illustra Media) explores one of the most spectacular events in the history of life: the Cambrian explosion. In a short window of geological time, an abundance of new animals—and new body designs—were fully formed without evidence of any evolutionary ancestors. For details see: www.darwinsdilemma.org.

Icons of Evolution (Coldwater Media) explores the scientific evidence regarding several icons of Darwinian evolution. It investigates whether students are learning the whole truth about Darwin's theory. For details see: www.discovery.org/a/2125.



The compiled DVD contains all the material necessary to explore the subjects discussed in this book. However, the original, full-length DVDs contain additional valuable information and footage. There is a new, informative Illustra Media documentary, *Metamorphosis*, which is not included in the compiled *DID* DVD.

Illustra DVDs can be purchased through Randolph Productions: (800) 266-7741 or www.go2rpi.com. *Icons of Evolution* can be purchased at www.discovery.org/a/2125.