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Intelligent Design and Darwinian Evolution

Raul Sanchez

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Grand Island Senior High School 2020

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What is it? Intelligent Design challenges the idea that natural selection, random mutations, and all other undirected materialistic processes can produce the intricate designed-like structures within living organisms. Instead, it affirms that there are certain features of life and the universe that are best explained by the design of an actual intelligence—a conscious and rational agent, a mind—as opposed to a mindless, materialistic process.

Key Points

- What is Intelligent Design and Darwinian Evolution and its pillars?
- Is the probability of mutations capable of explaining the complex structures seen in animals and what are the mathematical odds?
- What is irreducible complexity?
- Has Intelligent Design been properly represented in the class and academia?

Why is it important Intelligent Design is a viable alternative to Darwinian Evolution that better explains the origins and the variations that arise from living organisms. But the idea of Intelligent Design has been rejected in the science classroom because of the philosophical and logical implications even though Intelligent Design is actually scientifically credible. Materialism has become one of the most popular world views in modern society because Materialism has become associated with science and so students are more less taught a world view and thus the idea of intelligent design becomes hard to recognize. Academia has also been reinforcing the notion that Intelligent Design isn't scientifically viable and at the same time shutting down scientists who reject Evolution and Materialism over Intelligent Design.

Table 2. Reported frequency of instruction of evolution, creationism, and intelligent design in public high-school biology class

| | "My high school biology class taught" | | |
|-------------------------|---------------------------------------|-------------|--------------------|
| | Evolution | Creationism | Intelligent design |
| Yes, taught | 91.62% | 30.37% | 19.37% |
| Taught in depth | 26.00% | 0.07% | 0.87% |
| Taught somewhat | 47.29% | 5.76% | 6.11% |
| Mentioned briefly | 18.32% | 23.91% | 12.39% |
| No, not taught | 6.11% | 62.13% | 65.27% |
| Did not take HS biology | 0.52% | 0.17% | 0.35% |
| Don't remember | 1.75% | 7.33% | 15.01% |

Notes: Data reflect the responses of 573 students who attended all 4 years of public high school in one of the eight designated states and graduated from high school in 2004 or 2005. Because a convenience sample was utilized, a margin of error cannot be calculated, nor can the results be extrapolated nationally.

(Bowman, 2008)

Summary

Darwinian Evolution has many fundamental flaws that are only being discussed in the technical papers and yet it's portrayed as an unequivocal theory. Intelligent Design is being censored in Academia and represented poorly in public media. Even with leading scientists at the forefront of discovery and logical reasoning Intelligent Design is portrayed as a religious way of infiltrating the science classroom but in reality it's far from it. Ultimately it comes down to what the evidence points to and if it points to God then let it be so.

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