

WitnessKit 2
God And Creation

Class 6
Noticing Propaganda
The Kalam Argument
Inference to the Best
Explanation

Nihilism is not good for students..

- We see this when random acts of violence become commonplace. Often the people engaging in violence have a nihilistic worldview.
- Students need the opportunity to give Enlightenment Theism thoughtful consideration. Enlightenment Theism counters Nihilism.
- Propaganda about macro-evolution is involved in the development of a nihilistic worldview.

Nihilism is not good for students..

- When students have a healthy sense of purpose in life, often supplied by Enlightenment Theism, they don't become Nihilists. When science becomes an enabler for Nihilism by censoring religious thought, including thought about the value of life itself, some portion of the student population will buy into Nihilism.
- Unguided evolution, treated as fact, negates the idea of the value of the individual human life. "Survival of the fittest" becomes the mantra.

What is the Difference Between Propaganda and News?

- We have a sense of “fair play” written on our consciences. Propaganda violates it.
- Fair play demands that we give an honest assessment to information, and that it be presented honestly.
- Definitions of words count, and so do connotations.
- One of the grievances in the evolution/ intelligent design/ creation debate is the lack of fair play.

We can build a bridge--

Skills

Between reason and faith by learning these skills:

1. Noticing and countering propaganda
2. Presenting the Kalam Argument
3. Explaining “Inference to the best explanation.”

1. Noticing and countering propaganda:

What are some forms of propaganda in the origins debate? What can we do to counter them?

The wall of separation between science and religion in the secular world creates one form of propaganda – a totally **one-sided discussion**.

This is often unintentional, but still regrettable.

When the state requires a one-sided discussion, that requirement creates propaganda.

True knowledge is not divided. True knowledge needs to see all the options in a search for the best description of reality.

We can counter propaganda

FORMS OF PROPAGANDA

By first recognizing some forms:

1. **One-sided discussions.**
2. Unequal credentials and stereotypes among spokespersons.
3. Selective data to make a case.
4. Common textbook errors.
5. Evolution treated as a fact.

Scientists themselves

- Have been immersed in the one-sidedness so long, they do not realize they are involved in propaganda.
- We have to dig for answers outside official channels to find out that other approaches to the issues even exist.
- Many scientists work very hard to gain their credentials, immersed in the one-sided discussion. Evolution is used as the framework for understanding all the bio-sciences. All their studies use evolution as their frame of reference.

1. Noticing and countering propaganda:

Because the legal system has established this form of propaganda, the way to counter it is to find new ways to present other points of view.

The authority of the school system makes their presentation carry extra weight. So we must exercise care in our presentation. Students need a fair chance to assess all the sides. “I didn’t come from any monkey” is not a careful presentation. A careful presentation has to understand the other side well enough to give reasons to believe it is wrong.

State-required propaganda is often unintentional because

- Most people, including some teachers, think the middle ground of *theistic evolution* is included in the term *evolution*.
- Parents don't realize any whiff of theism or a "Guiding Hand" is totally *forbidden*.
- The long arm of the censors would be unnecessary if the evolutionists were not so terrified of religion.
- It may be convenient for the courts to separate religion and science, but reality includes both.

1. How to counter propaganda:

- This problem is best solved by choosing alternate forms of education such as private or home schooling, or by providing supplements through churches at various grade levels. (In England, even this has become a controversial option precisely because the one-sidedness is so strong.)
- For public school students, a core group of parents can be informed about the issue and can recommend materials to churches and student organizations. The legal system has eliminated the possibility of introducing such materials into the public schools.

1. How to counter propaganda:

- The bad news is that the sides accepting creation as a possibility have almost no funding. The good news is that the lack of funding allows freedom of thought. Funding drives research.
- Another practical help is to give to organizations such as the Institute for Creation Research and Discovery Institute. Even if you are not in total agreement with either organization, their work is valuable for opening the door to a wider understanding of the issues.
- If you cannot give, at least buy their books and videos!

Providing the Other Side of the Story:

- This is **the** critically important step. The assumption of an impersonal beginning rules every discussion of evolution in the secular realm, and all the explanations are built on that assumption.
- If one assumes God CANNOT have created, then one accepts a materialist explanation as fact, because no other explanation is possible. Thus, evolution becomes “fact,” and the criticisms are just about details.

Supplements are needed at critical points:

Elementary age dinosaur mania: The Institute for Creation Research (ICR) has excellent books about dinosaurs, such as *Dinosaurs by Design*.

These are excellent gifts for children, a needed part of every family's home library. As believers, we can make birthdays and Christmas count for those in our sphere of influence.

Supplements are needed at critical points:

High school earth science and biology classes need balance added, through such books as A Beka's BIOLOGY or other home school materials.

Of Pandas and People is an appropriate supplement, too, as well as *The Case for a Creator*.

Websites such as Discovery.org and ICR.org can be helpful, especially after reading the other supplements.

This *WitnessKit 2* course is helpful as well, because it shows the various shades of the debate, by looking at different starting assumptions.

Noticing other common forms of propaganda

- Sometimes the presentation in the news media is propagandized. This occurs several ways.
 - The media often pits “white-robed scientists” against “Bible-thumping preachers.” Or they will quote credentialed experts on one side, and uninformed but emotional parents on the other. We will see more of this when we study Philip Johnson’s books.
 - Sometimes textbooks use misleading materials, and we will look at some examples.

We can counter propaganda

FORMS OF PROPAGANDA

By first recognizing some forms:

1. One-sided discussions.
2. **Unequal credentials and stereotypes among spokespersons.**
3. Selective data to make a case.
4. Common textbook errors.
5. Evolution treated as a fact.

We Can Counter These Things.

- When the media uses unequal “experts” to present the two sides in a local discussion of issues, we can insist on a more balanced presentation.
- We can write letters to the editor or telephone appropriate people who set up the discussions.
- “With gentleness and reverence, keeping a clear conscience....,” we can request that experts with scientific credentials be consulted for both sides.

We Can Counter These Things.

- We can call attention to the unfair presentation and ask for equal time.
- Basic fairness insists that the experts presenting each side should have similar educational qualifications.
- They should not be stereotypes.
- If we are called on to speak, we should quote people with scientific credentials or give references for our opinions. Parents have standing to speak, and should give references from scientists for what they say. Prepare.

Even though presenting with unequal experts

Creates a form of propaganda,

- We also need to realize and make the point that a “Bible-thumping preacher” may be more in tune with ***social consequences*** of teaching materialistic science than the other side, because he deals with the choices people make.
- We also can make the point that knowledge is not divided – that the question is not science versus religion, but “What really happened?”

Sometimes the TEXTBOOKS

- Are propagandized.
- This involves glossing over the problems with evolutionary theory and presenting examples as totally supportive of the theory when they are not.
- Sometimes it involves using outdated materials that have been discredited without explaining the problem.

We can counter propaganda

FORMS OF PROPAGANDA

By first recognizing some forms:

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3. **Selective data to make a case.**
4. **Common textbook errors.**
5. Evolution treated as a fact.

Common Textbook Explanations...

- often treat Galapagos finch beak cycles and peppered moth color cycles as proof of Macro-evolution.
- They only demonstrate Micro-evolution.
 - The texts may also fail to reveal that the cycles are reversible.

Common Textbook Propaganda

Often, Haeckel's Embryos are treated as valid evidence for evolution rather than being honestly explained. The drawings show up frequently in textbooks.

Haeckel selected organisms to make his point, then selected the time of development as well. Earlier or later would have falsified the point. Different organisms would have falsified the point. He drew them in an exaggerated fashion as well.

Propaganda in Haeckel's embryos

- Haeckel selected 8 vertebrate embryos at the mid stage of development to make his point.
- Four were mammals, but none were marsupial mammals.
- The others were amphibian, reptile, bird, and fish.
- He chose a salamander to represent amphibians instead of a frog, because frog embryos look much different.

Propaganda in Haeckel's embryos

- Haeckel's theory was that embryonic development recapitulates evolution from a single cell.
- Needing to select the midpoint of development of the embryo to make his point falsifies that theory, because the earlier stages look far more different from each other.

Haeckel's Embryos

- Even worse, he reported erroneous information along with the drawings, such as the presence of gill slits in the human embryo. What he called gill slits are merely folds of tissue called the pharyngeal arches that develop into the middle ear canals, the thymus gland, and the parathyroid gland.
- **Within 6 years of publication**, his drawings were proved false, yet the drawings still appear in textbooks, **more than 100 years later.**

Common Textbook Propaganda

- The Miller-Urey experiment is often treated as a valid way for life molecules to happen by chance, without qualifying that the experiment does not work in the presence of oxygen in the early atmosphere.
- Some texts even call the products expected under real conditions “organic molecules” and fail to mention that they would be cyanide and formaldehyde instead of amino acids.

Common Textbook Propaganda

1. Secular textbooks gloss over the Cambrian Explosion.
2. Textbooks tell students that homology is evidence of common ancestry without realizing this is a form of circular reasoning.
3. Textbooks treat Archaeopteryx as a missing link between birds and reptiles when it is a true bird.

Common Textbook Explanations...

Overstate the evidence for macro-evolution.

1. For example, textbooks often state Macro-evolution as a fact, by making a semantic distinction not supported by data. Their basis is the assumption of an impersonal beginning.
2. Here are a couple of example college biology textbook quotes...

Macro-Evolution Treated As Fact: A quote from a college textbook.

- “Descent with modification from common ancestors **is a scientific fact**, that is, a hypothesis so well supported by evidence that we take it to be true. The *theory* of evolution, on the other hand, is a complex body of statements, well supported but still incomplete, about the **causes** of evolution.” Futuyma, EVOLUTIONARY BIOLOGY, 3rd edition 1998.

This Idea Has Ripples--

- The same textbook states, “By coupling undirected, purposeless variation to the blind, uncaring process of natural selection, **Darwin made theological or spiritual explanations of life processes superfluous.**”

And More Ripples...

- Futuyma goes on to claim that Darwin's theory of evolution and Marx's view of history and Freud's view of human nature “provided a crucial plank to the platform of mechanism and materialism” that “has since been **the stage of most Western thought.**”

Macro-Evolution Treated As Fact in Another Source

- “The concept of evolution actually has two faces—one fact, one theory. If we ask how all the organisms on Earth have reached their present forms, the answer is that they have evolved. This answer is based on such an enormous, coherent body of evidence that we must take it as a fact. By contrast, the other face of evolutions, the complex body of ideas about *how* evolution occurs, is a theory.” Guttman, BIOLOGY, 1999.

Notice that the “Fact” Statement in Both Examples is a **Faith Statement**.

- In each case it is followed by an admission that the mechanisms are theory or are incomplete.
- Also notice that in both examples--the “fact statement” is more vague than our distinction between micro-evolution and macro-evolution.
- Making the distinction between micro- and macro-evolution **challenges** the theory because...

Micro- and Macro- have different requirements.

The data support micro-evolution

- which generally subtracts information from the genome.

The mechanisms fail to explain

- addition of new layered information to the genome required by macro-evolution.

Admitting such a challenge undermines the claim of “fact.”

It really opens the discussion...

To make the distinction between Macro- and Micro-evolution.

- The wall of separation between science and religion has led to something being called “fact” which *has a major challenge*.
- It is premature to call **anything** a “fact” when a major challenge has not been answered.

We Have Good Reasons to Provide Opportunities for the Rest of the Story.

- Because the secular approach has become **so entrenched and forcefully spoken,**
- We as believers have a responsibility to present the other perspective.
- I believe that churches should make reading lists and classes available on a regular basis to address these matters.

Logic alone can give us a

Counterpoint to propaganda; The Kalam argument uses self-evident logic to support a First Cause.

This also is a good “thought puzzle” for students.

We can build a bridge--

Skills

Between reason and faith by learning these skills:

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2. **Presenting the Kalam Argument**
3. Explaining “Inference to the best explanation.”

Think about *The Kalam Argument!*

It is self-evident that...

Anything that **began** to exist

Has a cause **outside** itself.

The universe **began** to exist.

The universe has a cause **outside**
itself.

God is a name for the First Cause.

- Sometimes people will try to refute this argument by saying, “Then what caused God?” The Kalam argument only holds true for entities that “BEGAN to exist.” If God had no beginning, He needs no prior cause.
- So the Kalam argument implies the eternality of God—also implied by the Name of God in the Bible, “I AM.”
- What else does the Kalam argument imply about God?

The Kalam Argument

- We want to look at Schaeffer's 3 possibilities for the ultimate beginning in light of the Kalam Argument.
- **Possibility 1 for the ultimate beginning: Absolute nothingness.**
 - ▣ The Kalam argument says this option is impossible.
 - Absolute nothingness cannot be a cause.

The Kalam Argument

It is self-evident that...

Anything that **began** to exist

Has a cause **outside** itself.

The universe **began** to exist.

The universe has a cause **outside** itself.

The Kalam Argument

□ Possibility 2: An impersonal ultimate beginning

Anything pre-existing the Big Bang which was impersonal could not decide anything. Impersonal objects and forces do not make decisions. They happen.

Also, if the universe is made of all the matter and energy that exist—all that science can observe—what impersonal entity could be outside the universe to cause it?

The Kalam Argument

Thus an *impersonal* first cause outside the universe implies a chance beginning for the universe.

We will see later, in *The Case for a Creator*, that the fine-tuning of the constants of the universe imply that the beginning was **not** by chance.

The Kalam Argument

- Information can make decisions, but only if something creates the information and creates mechanisms to make it work.
- A player piano makes music because someone punched a code into the piano roll...
- And other people made the machines to read the piano roll code and make the keys work.

The Kalam Argument

- This gives new awareness of the words, “In the Beginning was the Word, and the Word was with God and the Word was God.” John 1:1
- Information – *the Word* – was involved in creation. Jesus Christ is the Word made flesh, who came to live among us. He is our Source of Information.
- So the description of *The Word* implies Personality or Mind from before the beginning of the universe.

The Kalam Argument

It is self-evident that...

Anything that began to exist

Has a cause outside itself.

The universe began to exist.

The universe has a cause outside itself.

The Kalam Argument

□ Possibility 3: A Personal Beginning

The Kalam Argument says that this is very possible. A Person can cause things to happen. A Person can exist outside the boundaries of the universe with a Mind capable of causing the universe to happen.

The Kalam Argument

- A Person does not have to be made of matter and energy –
- A Person can be Spirit, Mind, Being.
- A Person can be present outside the universe and prior to it and not made of its material.

The Kalam Argument is Obviously True

It implies a Personal Beginning
as the **best** explanation.

We can build a bridge--

Skills

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3. **Explaining “Inference to the best explanation.”**

“Inference to the best explanation.”

Inference to the best explanation is a form of reasoning from data toward the most probable conclusions, while taking assumptions into account.

It involves considering all the possible alternate explanations, then pursuing reasons for why those explanations fit the data or do not fit the data.

Inference to the best explanation works well when all the possibilities are considered. It works poorly when some possibilities are censored from consideration, or when assumptions are not considered.

“Inference to the best explanation.”

One of the restrictions on the scientific enterprise is this limitation: Only reasons that can be seen operating in the present are allowed.

Intelligent Design opens up the scientific enterprise to include MIND or Intelligence as a cause. We see intelligence operating in the present—not directly, because we cannot observe immaterial minds—but indirectly through the form of MIND’s effects. We have mathematical tools to recognize the imprint of intelligent activity.

The Kalam Argument

Implies MIND as the best explanation for a First Cause, rather than chance or impersonal forces.

When science looks at origins questions, Intelligent Design should be one of the options considered.

Intelligent Design is a bridge between Science and Philosophy of Science and Religion—allowing a rigorous way to hold an integrated worldview.

“Inference to the best explanation.”

- True knowledge is *not* divided.
- *Methods of searching* for knowledge can be separated into fields of knowledge.
- The wall of separation between religion and science is artificial.
- Intelligent Design tests can and should open science to an open universe.
- Conclusions should follow the path where the evidence leads, rather than being restricted to a closed universe's limitations.

Inference to the Best Explanation...

- It is true that ruling out Darwinism does not automatically authenticate the Bible. It would be a fallacy to say so.
- **Inference to the best explanation is a process.**
- It is the same process we used in the first WitnessKit course. [Look at all the options. Evaluate the options. Continue the search for truth using the best option.](#)

Inference to the Best Explanation...

- Within science, inference to the best explanation means looking at all the possibilities for origins, analyzing them in the light of available methods within science, and choosing the best option to continue studies.
- The mathematical methods of Intelligent Design open up the possibility detecting the imprint of a Personal Beginning, or at least of Information as a Cause.

Inference to the Best Explanation...

- Inference to the best explanation demands that the option of a Personal Beginning be allowed consideration.
- Otherwise, science is cutting off research and truncating knowledge by *a priori* exclusion.
 - Science no longer has to be limited by lack of a method for that study.

Inference to the Best Explanation is also useful in a search for one's religion.

- In the *WitnessKit* and *WitnessKit 2* courses, We have effectively demonstrated that the overwhelming weight of evidence is FOR God's existence.
- When convinced of that point, then it is time to consider the best choice of religions within that truth.
- Religions have an additional criterion to satisfy—they need to provide a good explanation for understanding moral issues—right and wrong—and for methods to do what is good.

Of course, I believe Biblical Christianity is the best!

- This nation was founded upon Enlightenment Theism, and it is the nation everybody else wants to move into. So immigration supports Enlightenment Theism as a working worldview.
- Other parts of the world that lacked that foundation did not develop the freedoms and protection of individual rights found here.

Some classes of religious answers Can be ruled out very quickly. ...

- ❑ Polytheism has no source of universals—no satisfactory explanation of right and wrong.
- ❑ Pantheism has no source of universals—same problem.
- ❑ Christian churches that have abandoned the Bible have all the same difficulties as modernism and postmodernism—no satisfactory answer for right and wrong.
- ❑ This leaves the three monotheistic religions for analysis. Biblical Judaism and Biblical Christianity are options within an Enlightenment Theism worldview. Islam is not, because its view of God is Deterministic.

I will give some quick, positive reasons..

- That support Biblical Christianity as the true faith.

The Bible has the answer

- To the critically important question:
- “How can God be good when evil exists in this world?” Without a GOOD God we have no objective answer to right and wrong.
- God made everything good. He made us with free will. When we choose to use that will to go against God’s good wishes, we sin. Evil is the opposite direction from God’s goodness.
- The world started out good, but from human decision to go away from God, it became fallen.

God has ultimate authority.

- But God's Sovereignty is not determinism.
- God does not require people to sin.
- Anytime someone sins, he is going against God's will—
- Even though God permits that choice.

God has ultimate authority.

- This issue is absolutely critical – it impacts whether God is just. God's justice is a foundational matter.
- I could not accept a religion that claims God forces people to sin and then judges them for the sin.
- So I cannot accept a deterministic faith.

God has ultimate authority.

- Biblical Christianity distinguishes between God's good and perfect and acceptable will, and His permissive will—Romans 12:1-2.
- God permits sin. He does not pre-program it. He hates evil. To love Him requires that we hate evil—Psalm 97:10, Amos 5:14-15.
- He also works on our souls to create a longing to avoid sin. “It is God who works in you to will and to do His good pleasure.”—Philippians 2:13

The Evil of This World

- Is Temporary.
- Eternal life is not temporary.
- God resolves much of good and evil for eternity at the time of the judgment.
- Eternal Justice is not a comfortable answer for people who are self-aware. Mercy is better. So how can individuals find mercy?
- Yet for God to be totally GOOD, He must be BOTH just and merciful—all the time.

Biblical Christianity has the answer
to how it is possible for God to be

Perfectly Just
And Perfectly Merciful
At the same time.

God developed this plan and unfolded it
throughout the Bible. We could never
have solved this problem ourselves.
We could never have even thought of a
solution.

Because God is Perfectly Just and Perfectly Merciful...

- His Goodness is stronger than the evil in the world – even though people make wrong choices.
- Trusting Him is reasonable.

If God were only Just...

- We would be correct to fear Him.
- If God were only Merciful, the wicked would never receive justice. Good and evil would become meaningless.
- God is both perfectly Just and perfectly Merciful. Jesus' death and resurrection make that possible.
- No other religion has a good explanation for these things.

Jesus is Infinite and Perfect.

- He died as a Substitute for our sins.
- He did not have to die for His own sins because He had none.
- He chose to lay down His life for us, to take the just penalty for all our sins—John 10:14-18.
- He died for us so that we would NEVER have to die.
- We can live forever by receiving His eternal life as a gift when He takes away our sins.

Justice and Mercy

- Jesus' infinite atoning sacrifice was sufficient to satisfy the requirements of justice.
- When His justice is applied through the process of repentance and receiving His atonement by faith...
- Then mercy is made available.
- Because He conquered death in the process of making atonement for us, His mercy is eternal.

Sins are not taken away automatically.

- Sins are serious matters before a Holy and Just God.
- We must repent – which means being sorry for them, taking responsibility for having done them, turning away from repeating them, and asking for help from God in doing what is right.
- We must also receive God's forgiveness – by asking for it in faith, trusting the power of Christ's resurrection to apply to our own lives.

Commitment

- A commitment to His Kingdom is also involved, because He is the eternal King who is totally good.
- We trust in Him, take refuge in Him, and receive His kingdom in our hearts.
- He sends His Holy Spirit into our hearts as a pledge of our eternal inheritance.
- We invite Him into our lives in prayer. If you are searching for His mercy, ask Him to come into your life and give you His mercy!

Job 38:36

- ³⁶ Who has put wisdom in the mind? Or who has given understanding to the heart?



Homework

In 3 sets.

Homework Class 6 Set 1

- Read Isaiah 45:18-23. What three purposes are mentioned for formation of the earth?
- Read Chapter 6 in THE CASE FOR A CREATOR. What is the question Sir John Templeton asked?
- Which two questions of Alister McGrath summarize the anthropic principle
- What is the fine tuning of the universe?
- How many physical or cosmological parameters appear to be fine tuned?

Homework Class 6 Set 1

- Describe the fine tuning in the strength of the force of gravity.
- Describe the fine tuning in the cosmological constant, which represents the energy density of empty space.
- What effect would occur if the neutron had mass heavier than its physical value by one part in 700?
- If more than thirty such physical values exist that each must be pre-set in a very narrow range for life to exist, and all are set exactly right, what does that imply?

Homework Class 6 Set 1

- This chapter outlines various theories that are being postulated to avoid recognizing design. This includes theories about multiple universes. What did Gregg Easterbrook say about that?
- Does this suggest anything about the strength of human motivations to run away from God?

Homework Class 6 Set 2

- Read Psalm 111: 1-10. What purpose does verse 4 reveal?
- What corollary follows in verse 7?
- Read Chapter 7 in THE CASE FOR A CREATOR.
- What are aspects of the earth's location in the galaxy that make it supportive of life?
- What is special about our sun?
- What is special about Jupiter?

Homework Class 6 Set 2

- What is special about the moon?
- What is special about the size of our planet?
- What is the albedo, and how does it fine tune the heat balance?
- What do plate tectonics have to do with greenhouse gases?
- Discuss the mechanism which protects the earth from cosmic radiation.

Homework Class 6 Set 2

- What is the surprising connection between habitability and measurability, and what does this imply about purpose?
- What is the “trilemma of life?”
- Summarize your thoughts about each of the three possibilities.

Homework Class 6 Set 3

- Read Isaiah 6:3, and consider that the existence of tiny living machines inside every biological cell are related to God's glory on this earth.
- Read Chapter 8 in THE CASE FOR A CREATOR.
- What characteristics of machines are described in the quotation from Bruce Albert at the beginning of the chapter?
- Does Darwinian evolution present a mechanism for the gradual development of highly coordinated moving parts within cells?
- About how many atoms are in one living cell?
- List some of the mechanical components of cells as described in the quotation on page 194.

Homework Class 6 Set 3

- What was Darwin's test of his theory?
- What is irreducible complexity?
- Explain in your own words why an irreducibly complex system is unlikely to be built by Darwinian evolution.
- Suppose an irreducibly complex machine is required within the cells to keep an organism alive, such as the transport system that moves food molecules from the outer cell membrane to the "room" of the cell where they react to produce energy. How would such cells survive millions of years waiting for this vital machine to exist and become coordinated?

Homework Class 6 Set 3

- How many coordinated parts make up a cilium?
- How many proteins are needed in a flagellum?
- How fast does a flagellum rotate?
- How much time is required for it to change rotation direction at full speed to the opposite direction at full speed?
- Have the best human engineers in the world designed an engine that operates this efficiently?

Homework Class 6 Set 3

- How many coordinated steps take place when blood clots?
- How many molecular components are required to do the steps in order?
- Is the blood clotting system necessary for survival of animals with heart-blood-lungs type circulatory systems?
- Hemophilia patients lack one of the components. Does this example negate Behe's point?
- Does the response to this look at the complexity of blood clotting seem reasonable which states that "The circulatory system came into being by evolution, and we know that because it exists. If you mention Design, that's religion, and that is a superstitious nonsensical idea--not science."? Can it really be unscientific to theorize that a Mind might have designed the circulatory system, because it is so complex and intertwined with other organ systems in the body?

Homework Class 6 Set 3

- How is Behe using the term “falsifiable?”
 - Why does Behe say intelligent design is more falsifiable than Darwinism is?
 - So, which is the concept more appropriate to scientific inquiry on the basis of its being falsifiable?
 - Finish Behe’s sentence: “Science should be the search for truth, not merely the search for _____
-