

# EXPELLED LEADER'S GUIDE

Ben Stein In Theaters 2008

~~EXPELLED~~

No  
Intelligence  
Allowed

Join the debate:

- Is Darwinism Dead?
- Is there scientific evidence for God?
- Are scientists being silenced?
- What should be taught in our schools?

**PLUS:** SPECIAL EVENT  
GUIDE INSIDE

RESOURCES  
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# INTRODUCTION

**91%** of Americans believe in God.

**78%** of Americans believe that God created human beings in our present form, or guided an evolutionary process that led to our present form.

**“A fair result can be obtained only by fully stating and balancing the facts and arguments on both sides of each question.”**  
— Charles Darwin, *Introduction to The Origin of Species*

**D**espite the fact that most Americans believe that God created life, the only “origin of life” theory taught in the majority of American schools is Neo-Darwinism, which at its core holds that a random undirected process has led from non-life to all of the marvellous complexity we see in the living world.

Recent scientific discoveries have raised serious questions about the theory of Darwinian evolution, while at the same time giving birth to a scientific theory called intelligent design. Despite the compelling modern science in support of intelligent design, and despite the fact that most Americans want the evidence for and against Darwin’s theory taught in schools, any questioning of Darwinism is systematically suppressed in nearly all academic and scientific communities<sup>3</sup>.

The suppression of new scientific ideas – particularly those that pertain to the origins of life – presents today’s students with a one-sided argument in the court of public opinion. It’s as if they’re a jury being shown evidence for only *ONE SIDE* of the case. All evidence from the opposing side is being thrown out of court, not by the jury or even the judge, but by the side presenting the contrary argument!

It’s suppression at its worst, where the implications reach far beyond the classroom. *Expelled: No Intelligence Allowed* seeks to expose this suppression and give today’s students a glimpse into the amazing discoveries that modern science is revealing. In the pages of this Expelled Discussion Guide, you’ll be given the facts being hidden from most students today.

**“In today’s world, at least in America, an Einstein or a Newton or a Galileo would probably not be allowed to receive grants to study or to publish his research.”**

—Ben Stein



## THE FACTS.

### THE THEORY OF DARWINIAN EVOLUTION

The term evolution can have different meanings, such as “change over time” or even “progress.” However, in modern biology, evolution centers on two ideas. The first is that all the organisms we see are descended from a single common ancestor somewhere in the distant past. The second foundational idea is that an unguided process of natural selection (“survival of the fittest”) has the power to produce fundamentally new forms of life through random mutations. This view of evolution is known as “Neo-Darwinism,” which will be shortened simply to “Darwinism” through the rest of the guide. At its core, Darwinism explicitly excludes purpose or intelligent guidance from the history of the development of life.

### THE THEORY OF INTELLIGENT DESIGN

The scientific theory of intelligent design holds that certain features of the universe and of living things are best explained by an intelligent cause, not an undirected process such as natural selection acting on random mutations.

**“Darwin’s dangerous idea cuts much deeper into the fabric of our most fundamental beliefs than many of its sophisticated apologists have yet admitted, even to themselves.”**

Daniel Dennett – *Darwin’s Dangerous Idea*

### WHAT DOES THE EVIDENCE SAY ABOUT THESE THEORIES?

Despite what we continue to read in the popular press and textbooks, modern science is increasingly raising serious questions about Darwinism along with other key elements of the “materialistic” worldview. At the same time, new scientific research is revealing incredible support for the theory of intelligent design, especially in these key fundamental areas of science:

- 1. Cosmology** (The Origin of the Universe)
- 2. Molecular Biology** (The Origin of Life)
- 3. Paleontology** (The History of Life)



**Let us examine what modern science tells us.**

### 78% of Americans Believe that God Created or Guided the Creation of Human Beings

“Which one of the following statements comes closest to your views about the origin and development of human beings?”

**God Created Humans in Present Form – 48%**

**God Guided the Evolutionary Process – 30%**

**God Had No Part – 13%**

**Other/Unsure – 9%**

*Newsweek Poll conducted by Princeton Survey Research Associates International. March 28-29, 2007.*

### 69% of Americans Want Evidence for and Against Darwin’s Theory Taught in Schools

“Which of the following two statements comes closest to your own opinion?”

**Biology teachers should teach only Darwin’s theory of evolution and the scientific evidence that supports it. – 21%**

**Biology teachers should teach Darwin’s theory of evolution, but also the scientific evidence against it. – 69%**

**Neither/Not Sure – 10%**

*Poll conducted Feb. 27-March 2, 2006 by Zogby International. N=1,004 likely voters nationwide*

<sup>1,2</sup> Newsweek Poll conducted by Princeton Survey Research Associates International. March 28-29, 2007. N=1,004 adults nationwide.

<sup>3</sup> Zogby International Poll conducted Feb. 27-March 2, 2006. N=1,004 likely voters nationwide.



# A Scientific Study on the Origins of Life

## COSMOLOGY THE ORIGIN OF THE UNIVERSE

Cosmology has shown that the universe had a beginning and that it is filled with exquisite order.

### GALAXY MOTION

Scientists have discovered that galaxies are moving away from each other as the very fabric of space is expanding. Because of this and other evidence, most scientists now believe that the universe (matter, energy, space, time, and the laws that govern them) exploded into existence from a single point. Simply put, there was a beginning to the universe (the “big bang”)—and such a beginning implies a cause outside the universe that brought it into existence.

### THE FIRST LAWS OF THERMODYNAMICS ELEGANCE OF PHYSICAL LAWS

Scientists also have recognized the exquisite order and mathematical elegance of the physical laws governing the universe as pointing to cosmic design. As physicist Paul Davies has stated,

“The temptation to believe that the Universe is the product of some sort of design, a manifestation of subtle aesthetic and mathematical judgment, is overwhelming. The belief that there is ‘something behind it all’ is one that I personally share with, I suspect, a majority of physicists.”

Without intelligent design, neither the beginning of the universe nor its order and elegance have an adequate explanation.

“The harmony of natural law... reveals an intelligence of such superiority that, compared with it, all the systematic thinking and acting of human beings is an utterly insignificant reflection.”

- Albert Einstein

“God does not play dice with the universe.”

—Albert Einstein

### THE PHYSICAL UNIVERSE

The “Anthropic Principle” states that if the physical structure of the universe were even slightly different, life would not exist. For example:

- If the gravitational force constant were larger by just one part in ten billion billion billion, we would be crushed out of existence.
- If the cosmological constant governing how fast the universe expands were smaller by just one part in ten followed by 120 zeros, the universe would have collapsed right after it was born.
- If the earth’s orbit were elliptical—like most other planets—rather than circular, or if it were just a bit closer or farther away from the sun, its temperature would not stay in the very narrow range required for life-supporting chemical processes to function.

As Dr. Charles Townes, a Nobel Prize-winning physicist, has said, “Intelligent design, as one sees it from a scientific point of view, seems to be quite real. This is a very special universe: it’s remarkable that it came out just this way. If the laws of physics weren’t just the way they are, we couldn’t be here at all.”

### COSMOLOGY SUMMARY:

- The universe had a beginning and therefore requires a cause beyond itself.
- The universe has an exquisite order that is governed by mathematical laws that testify to a designer.
- The universe and the earth are tailor-made for advanced life. If any factor were slightly different, life could not exist.



If the universe had a beginning, the question we must answer next is, “Once the universe began, what led to the development of life?”



**D**arwinian evolution argues that life arose from a primordial sea on a lifeless planet through a chance collision of chemicals, and that over billions of years, this biological accident gave rise to all of life, including humans. In other words:

**NOTHING + TIME AND CHANCE = EVERYTHING**

## THE LIVING CELL

The inner workings of the cell are a fantastic assembly of intricately intertwined biological machinery which is vastly more complicated than anything humans have engineered. Modern genetics has shown us that a single human cell contains as much digital information in its DNA as the Encyclopedia Britannica—all thirty volumes—three or four times over. Just *one* microscopic cell! And the cell contains not just information, but also *highly* sophisticated processes that convert that information into biological parts, such as proteins.

What is the source of that information encoded in the DNA? Dr. Stephen Meyer points out that

**“Everything we know from our uniform and repeated experience is that information *always* comes from an intelligent source. So when we find information in the cell in the form of the digital code in DNA, the most likely explanation is that DNA also had an intelligent source.”**

“There are no detailed Darwinian accounts for the evolution of any fundamental biochemical or cellular system, only a variety of wishful speculations. It is remarkable that Darwinism is accepted as a satisfactory explanation for such a vast subject—evolution—with so little rigorous examination of how well its basic theses work in illuminating specific instances of biological adaptation or diversity.”

- Dr. James Shapiro  
(Professor of Microbiology, University of Chicago)

Modern high-speed supercomputers have now used large-scale number crunching to calculate the eons of time and probabilities that are required to develop a cell through *chance* and *mutation*. The result? The odds are essentially *zero*, no matter how many millions or billions of years pass.

The famous astronomer Sir Fredrick Hoyle (Professor, and Founder of the Institute of Astronomy, Cambridge University) compares the probability of spontaneous life to lining up  $1 \times 10^{50}$  (one

with 50 zeros after it) blind people, giving them each a scrambled Rubik's cube, and finding that they all solve the cube at the same moment.

Dr. Michael Behe (Professor of Biochemistry, Lehigh University) says, "Molecular evolution is not based on scientific authority. There is no publication in the scientific literature—in prestigious journals, specialty journals, or books—that describes how molecular evolution of any real, complex, biochemical system either *did* occur or even *might have* occurred."

## GENETICS

But what about all those textbooks that talk about “genetic engineering” and the breeding of plants and animals to “evolve” new forms?

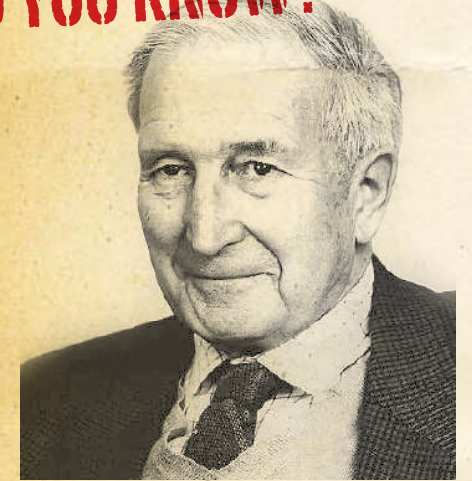
Those classic textbooks depicting various breeds of dogs as “evolution in action” are misleading. Why? Because all those poodles, labs, and shepherds are still dogs! Yes, there is evidence of change within a species, but there is no evidence of one species changing into a truly different form.

Breeding essentially mixes and matches among all the genes in an existing gene pool, much like you would shuffle and deal a deck of cards. But breeding cannot create new genes, any more than shuffling a deck can create new cards. Plus, selective breeding of plants and animals is a process guided by intelligence, not mere chance and survival of the fittest—unlike Darwinian evolution.

Yet Darwinists from Charles Darwin to Francis Crick to Richard Dawkins have continued to



## DID YOU KNOW?



ite selective breeding as if it were a powerful  
example of unguided "evolution"!

## THE MUTATION CONUNDRUM

What about the power of mutations to promote evolution by introducing dramatic changes in an organism—like adding an extra pair of wings to a fruit-fly? Scientists are still struggling to understand the full impact of mutations on living things, but what they do know is that the vast majority of mutations are damaging to an organism or neutral. Far less than one percent might actually be beneficial. So how can incomprehensibly complex organisms be the result of mutations that are rarely if ever beneficial?

As biologist Lynn Margulis at the University of Massachusetts, Amherst, has concluded:

**“New mutations don’t create new species; they create offspring that are impaired.”**



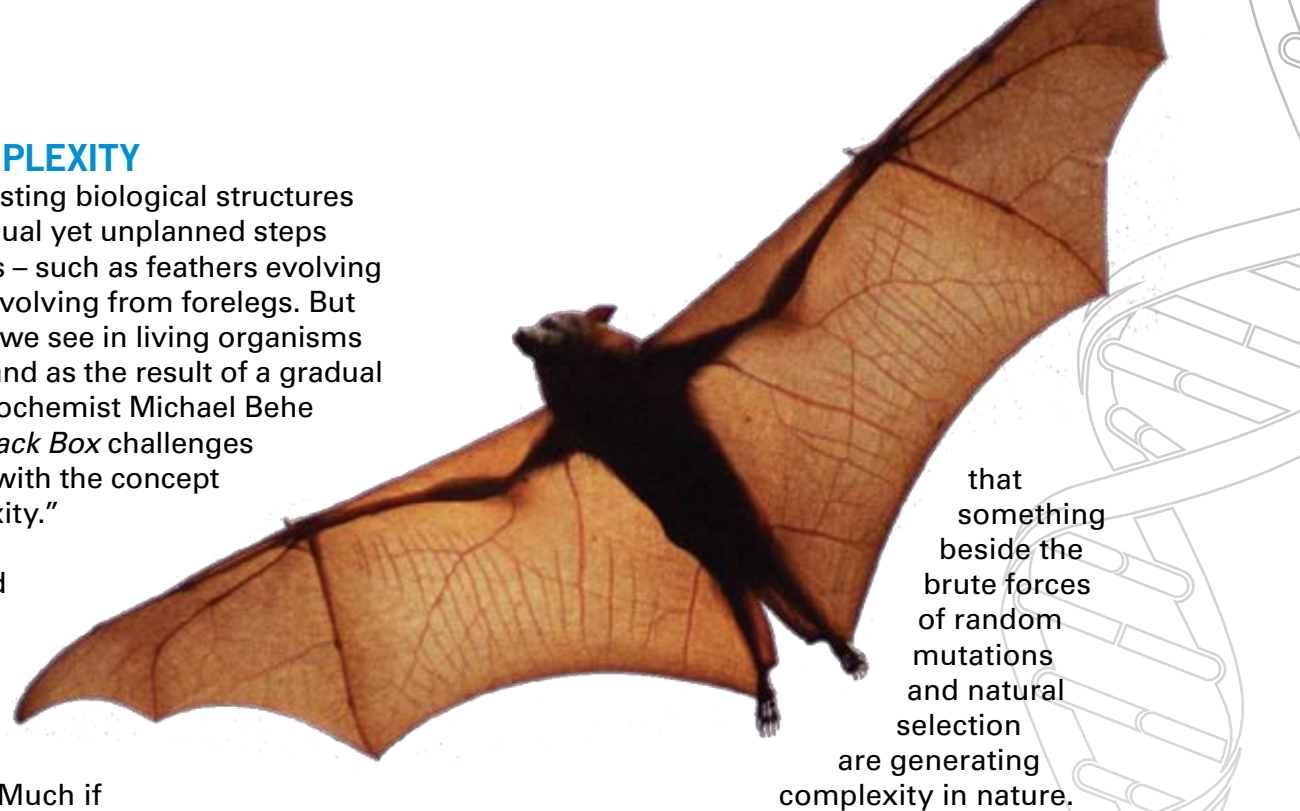
## IRREDUCIBLE COMPLEXITY

Darwinism requires existing biological structures to have evolved in gradual yet unplanned steps from simpler structures – such as feathers evolving from scales, or wings evolving from forelegs. But many of the structures we see in living organisms are difficult to understand as the result of a gradual unplanned process. Biochemist Michael Behe in his book *Darwin's Black Box* challenges Darwinian gradualism with the concept of "irreducible complexity."

A system is considered irreducibly complex if it consists of several interrelated parts so that removing even one part destroys the system's function. Much if not most of the biological machinery present in the cell exhibit such irreducibly complex structures.

Behe explains the concept by using the example of a mousetrap. We don't start with a wooden platform and catch a mouse, then add a spring and catch a few more mice, then add a hammer, etc. We start with a functioning mousetrap. Even if all the parts of the trap were available, to start catching mice, all the parts must be properly assembled.

Many organisms are made up of similar, irreducibly complex interacting parts. Continuing with the example of the mousetrap, if one part such as the spring evolved with no function, it would sit dormant while the other necessary components such as the base and lever were evolved until the entire system was assembled to work. However, according Darwin's theory of "natural selection," the dormant component such as the spring would be eliminated if it didn't provide a survival benefit. The biological world is full of irreducibly complex structures, suggesting

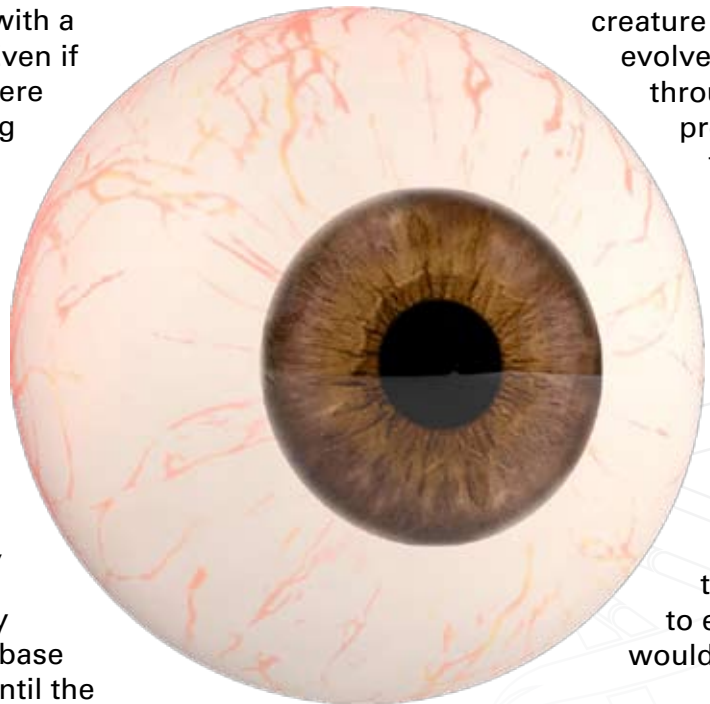


that something beside the brute forces of random mutations and natural selection are generating complexity in nature.

It is a significant challenge for many living organisms to change one piece at a time. Any change in one part of the organism often disrupts other parts of the organism.

A great example is the bat. Evolutionists believe the bat evolved from a mouse-like creature whose forelimbs gradually evolved into wings. But think through this evolutionary progression: The mouse's front limbs mutate and grow longer, and skin begins to grow between the toes. Now the animal can't run without stumbling, yet its forelimbs are not long enough to function as wings. So during this transitional stage, the mouse-bat has limbs too long for running and too short for flying. Unable to efficiently get around, it would become extinct.

It is difficult to explain or imagine how bat wings could have been formed in unplanned gradual stages – which may be why there is no geological evidence of this "transitional" process; the first time bats appear in the fossil record, they are fully formed, with wings.



## MOLECULAR BIOLOGY SUMMARY:

- A single cell is vastly more complicated than anything humans have ever engineered.
- Genetic information requires an intelligent source, because in our uniform and repeated experience information always comes from an intelligent source.
- The probability of a cell being formed through chance and mutation is zero.
- Breeding of plants and animals produces variations within species, not fundamentally new organisms.
- Mutations are almost always harmful or neutral, and those that are beneficial cannot create genuinely new genetic information.
- Organisms contain complex, integrated systems that could not have developed one piece at a time through an unplanned process.

## DARWIN IN HIS OWN WORDS

"If it could be demonstrated that any complex organ existed which could not possibly have been formed by numerous, successive, slight modifications, my theory would absolutely break down."

"To suppose that the eye, with all its inimitable contrivances for adjusting the focus to different distances, for admitting different amounts of light, and for the correction of spherical and chromatic aberration, could have been formed by natural selection, seems, I freely confess, absurd in the highest degree."



# PALEONTOLOGY

## THE FOSSIL RECORD

For the sake of argument, let us say that somehow, even in the face of these “impossible” odds, the first cell could have formed, and over time developed into all the various biological organisms that now populate the earth. Even Darwin assumed that we would eventually find a *substantial* record of such evolution among the *millions* of fossils uncovered in the 130+ years of searching. In his own words: “The number of intermediate and transitional links between all living and extinct species must have been inconceivably great.”

In fact, the fossil record as a whole, contrary to conventional wisdom, actually gives persuasive evidence *against* Darwinian evolution, as we shall see...

### TRANSITIONAL GAPS

Top scientists agree about the weak evidence for Darwinianism in the fossil record:

As Dr. Michael Denton (Senior Research Fellow, University of Otago, New Zealand) observes, there are *huge gaps* between species, and further,

“The gaps which separate species: dog/fox, rat/mouse, etc. are utterly trivial compared with, say, that between a primitive terrestrial mammal and a whale, or a primitive terrestrial reptile and an



ichthyosaur; and even these relatively *major* discontinuities are trivial alongside those which divide major phyla such as mollusks and arthropods. Surely such transitions must have involved long lineages including many collateral lines of hundreds or perhaps thousands of transitional species.

“To suggest that the hundreds, thousands, or possibly millions of “transitional” species which must have existed in the interval between vastly dissimilar types were all unsuccessful species occupying isolated areas and having very small population numbers [i.e., we just haven’t found them yet] is verging on the incredible!”

If there were such animals, we would have a very well documented record among the millions of fossils already cataloged.

### THE CAMBRIAN EXPLOSION

Paleontology confirms the abrupt appearance of the major groups of animals—dozens of genetic types—in the fossil record during a geologically

sudden explosion of life in the Cambrian period, the so-called “big bang” of biology. How were all those major animal groups produced in such a relatively short span of time (a few million years according to conventional geologic dating)?

According to Dr. Stephen Meyer, to produce each new organism during the Cambrian Explosion “you needed a whole bunch of new cell types, and then you needed new proteins to service the different unique cell types; and to build the proteins you needed genetic information in the form of DNA.”

If information comes from an intelligent source, the best scientific answer would appear to be intelligent design.

“The big question that the Cambrian Explosion poses is where does all that new information come from? Where does the new information come from needed to build those proteins, to service those new cell types, to build these fundamentally new forms of animals?”



## TO SUMMARIZE:

We have seen evidence from **COSMOLOGY** that there is an intelligent cause outside of time or space that produced a universe filled with matter, energy, space, time, and all the natural laws that govern them.

We have seen from **MOLECULAR BIOLOGY** the purposeful design of life in the information encoded in DNA and the amazing complexity of the cell.

We have also seen from modern **PALEONTOLOGY** the lack of transitional fossils, and the abrupt appearance of new animal groups, requiring massive amounts of new genetic information to be produced.

### PALEONTOLOGY SUMMARY:

- Darwin’s theory requires thousands of transitional species, and yet there is an incredible lack of transitional fossils among the millions found.
- New animal groups appear abruptly in the fossil record fully formed, requiring a massive increase in new genetic information to be produced—information that points to intelligent design.



# SO WHERE DOES THE SCIENCE LEAD?

As we have seen, there is strong evidence from several areas of science for intelligent design—and equally strong evidence raising serious doubts about Darwinism. Why, then, isn't the scientific establishment more open to allowing genuine discussion and debate over Darwinism?

Could it be that there is more propping up Darwin's theory than the mere evidence?

## IGNORING THE FACTS

In a 1998 survey, nearly 95% of biologists in the National Academy of Science identified themselves as atheists or agnostics. Similarly, in a 2003 survey of leading evolutionists, 87% denied the existence of God and 88% disbelieved in life after death.

For many evolution proponents, Darwinism seems to function like a secular religion. In the words of Oxford biologist Dr. Richard Dawkins:

*"Darwin made it possible to be an intellectually-fulfilled atheist."*

Given the anti-religious views of many leading Darwinists, it's certainly possible that some of the current close-mindedness in the scientific community about intelligent design and evolution stems from personal prejudice rather than the facts of science.

Whatever the cause, the present dogmatism of much of the scientific establishment regarding evolution and ID is a tragedy for genuine science.

To quote Dr. S. Lovtrup (Professor of Zoophysiology, University of Umea, Sweden):

*"I suppose that nobody will deny that it is a great misfortune, if an entire branch of science becomes addicted to a false theory. But this is what has happened in biology. I believe that one day the Darwinian myth will be ranked the greatest deceit in the history of science. When this happens many people will pose the question: **How did this ever happen?**"*

## HOW DID THIS EVER HAPPEN?

*"I suppose that nobody will deny that it is a great misfortune, if an entire branch of science becomes addicted to a false theory. But this is what has happened in biology. I believe that one day the Darwinian myth will be ranked the greatest deceit in the history of science. When this happens many people will pose the question: How did this ever happen?"*

Dr. S. Lovtrup



**MORE THAN 700 SCIENTISTS HAVE SIGNED THIS STATEMENT!**

*A Scientific Dissent From Darwinism*

*"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."*



For the 17-page list of scientists who have signed this statement, go to: [WWW.DISSENTFROMDARWIN.ORG](http://WWW.DISSENTFROMDARWIN.ORG).

# RACISM & DARWINISM



- Robert N. Proctor (Racial Hygiene: Medicine Under the Nazis [1988]) observed: "Prior to Darwin, it was difficult to argue against the Judeo-Christian conception of the unity of man, based on the single creation of Adam and Eve. Darwin's theory suggested that humans had evolved over hundreds of thousands, even millions of years, and that the races of men had diverged while adapting to the particularities of local conditions. The impact of Darwin's theory was enormous."
- H. Klaatsch, a prominent German evolutionist, concluded that human races differ not only because of survival factors, but also for the reason that they evolved from different primates. The Blacks came from the gorillas, the Whites from the chimpanzees, and the Orientals from the orangutans, and it is for this reason that some races are superior. He concluded that "the gorilla and the Neanderthal man" have a close biological affinity to "a large number of the living African Blacks."

- Darwin spoke of the "gorilla" and the "Negro" [sic] as occupying evolutionary positions between the "Baboon" and the "civilized races of man" ("Caucasian"). "At some future period," said Darwin, "...the civilized races of man will almost certainly exterminate, and replace, the savage races throughout the world."

- American Darwinian biologist Edward East, a Harvard professor and member of the National Academy of Sciences, asserted in 1924 that "wherever the negro has been placed he has... failed miserably and utterly by the white man's standards," and that such a record supported the view of British evolutionist Karl Pearson that "the negro lies nearer to the common stem" of man's evolutionary tree "than the European."

## DOES THIS STILL MATTER?

In a Times interview October 17, 2007, James Watson (Nobel Laureate and co-discoverer of the structure of DNA) used evolution concepts in his racist remarks about the intelligence of Africans. Citing genetic differences, he claimed there is no reason to anticipate intellectual capacities have evolved equally if they are evolving in separate geographies. In the interview Dr. Watson also claimed that he hoped that everyone was equal but countered, "people who have to deal with black employees find this is not true."

population. She believed in removing what she called "the dead weight of human waste."

- Recent IQ tests of people throughout the world have found that, with allowance for cultural differences, the IQ ranges of all extant identified races is extremely close. The pygmy population of Africa, supposedly the most backward race extant today, test close to average when acclimated to Western life.

that the inherent mental inferiority of the blacks was even more marked than their physical differences and that no full blooded Negro has ever been distinguished as a man of science, a poet, or an artist.

- Margaret Sanger, the founder of Planned Parenthood, published articles from Adolf Hitler's director of eugenic sterilization, Ernst Rudin, and spawned "The Negro Project," her strategy for eliminating the black



# WHY DOES IT MATTER?

The implications of Neo-Darwinian evolution are immense and reach far beyond the “scientific realm.” Darwinism has become the substitute “creation story” for those who embrace materialism. Materialism is a philosophy which says that the physical realm is the only reality that exists. This worldview fosters relativism, religious skepticism, and a dehumanized view of men and women.

## RELATIVISM

**Relativism** is the idea that there is no absolute moral “truth” that applies to every time and culture. Darwinism encourages relativism by portraying morality as simply another evolving product of natural selection. According to Darwinism, morality evolves into whatever best promotes physical survival in a certain time and place.

In the words of Harvard biologist E.O. Wilson and Darwinist philosopher Michael Ruse:

“Morality... is merely an adaptation put in place to further our reproductive ends... In an important sense, ethics as we understand it is an illusion fobbed off on us by our genes to get us to cooperate.”

Such a view has real-world consequences. Dr. Michael Denton has observed that,

“The social and political currents which have swept the world in the past 80 years would have been impossible without [Darwin’s] intellectual sanction.”

## THE DEHUMANIZATION OF LIFE

In a Darwinian framework, human beings are no better than any other animal and ultimately may be treated as animals by those who consider themselves to be greater, more human, enlightened or evolved.

Princeton University bioethicist Peter Singer, who advocates infanticide for handicapped infants and euthanasia for the elderly, defends his view by stating:

“All we are doing is catching up with Darwin. He showed... that we are simply animals. Humans had imagined we were a separate part of Creation, that there was some magical line between Us and Them. Darwin’s theory undermined the foundations of that entire Western way of thinking about the place of our species in the universe.”

Similar arguments have been used by Darwinists to justify abortion. In fact, some Darwinists have argued that babies in the womb can be eliminated because for most of the pregnancy they represent lower stages of man’s evolutionary history. According to biophysicist Elie A. Shneour,

“Abortion is justified because the unborn baby progresses over 38 weeks through what is, in fact, a rapid passage through evolutionary history: From a single primordial cell, the conceptus progresses through being something of a protozoan, a fish, a reptile, a bird, a primate and ultimately a human being. There is a difference of opinion among scientists about the time during a pregnancy when a human being can be said to emerge.”

## BEYOND ABORTION

Once you have devalued humanity to the level of animals, abortion is only the first step.

Dr. James Watson (Nobel Laureate) suggested that, “If a child [with birth defects] was not declared alive until three days after birth...the doctor could allow the child to die if the parents so choose and save a lot of misery and suffering.”

Dr. Margaret Sanger (Founder of Planned Parenthood) said,

“The most merciful thing that the large family does to one of its infant members is to kill it.”

[from Chapter V of  
*Woman and the New Race*]



Dr. Peter Singer (Professor of Bioethics at Princeton) openly advocated permitting parents to kill their disabled babies on the basis that they are “non-persons” until they are “rational and self-conscious.” And he went on to advocate the killing of incompetent persons of *any age* if their families decide their lives are “not worth living”.

Abortion, infanticide and euthanasia are all cut from the same moral cloth: the devaluing, and ultimately disrespect for human life.

## WHERE CAN DARWINISM LEAD

In *The Descent of Man*, Darwin argued that:

“The weak members of civilised societies propagate their kind. No one who has attended to the breeding of domestic animals will doubt that this has been highly injurious to the race of man... Hardly anyone is so ignorant as to allow his worst animals to breed.”

While Darwin (who was compassionate) could not follow his own reason to its logical end, it was his cousin, Francis Galton, who coined the term “eugenics,” the supposed science of breeding better humans through Darwinian principles. Subsequently, many evolutionary scientists supported eugenics policies in the U.S., and also in Nazi Germany.

Hitler and the Nazis followed Darwinian eugenics to an extreme, carrying “survival of the fittest” to the radical conclusion of exterminating “unfit” and “inferior” races like the Jews and Gypsies, and “weak” members of society like the handicapped.

In his own work, “Mein Kampf”, Hitler said,

“If Nature does not wish that weaker individuals should mate with the stronger, she wishes even

less that a superior race should intermingle with an inferior one; because in such a case all her efforts, throughout hundreds of thousands of years, to establish an evolutionary higher stage of being, may thus be rendered futile.”

In his book “*From Darwin to Hitler*,” California State University historian Richard Weikart concludes:

“Darwinism by itself did not produce the Holocaust, but without Darwinism, especially in its social Darwinist and eugenics

permutations, neither Hitler nor his Nazi followers would have had the necessary scientific underpinnings to convince themselves and their collaborators that one of the world’s greatest atrocities was really morally praiseworthy.”

“The philosophy in the schoolroom in one generation will be the philosophy of the government in the next.”

*Attributed to Abraham Lincoln*

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

*From Evolutionary Biology,  
a widely used college textbook.*





## WHAT DOES IT MATTER? SUMMARY:

- According to Darwinism, traditional morality is an illusion, and morality evolves over time to promote physical survival (relativism).
- According to Darwinism, life is the product of an undirected process, so if God exists, He must have little or no impact on the world.
- According to Darwinism, human beings are not fundamentally different than other animals, so humans can be treated like animals.
- Darwin's "survival of the fittest" teaching inspired eugenics and supplied a "scientific" rationale for Hitler and the Third Reich in their attempts to exterminate "inferior" races and the "unfit."



## PUTTING IT ALL TOGETHER

The issues at hand impact every aspect of our lives. We must be educated on the facts and be prepared to question those in authority if necessary. Science requires constant questioning, and following new evidence where it leads.

**Expelled: No Intelligence Allowed** seeks to bring these issues to the forefront and give equal access to all sides of the debate. We hope you will study the issues in depth, draw your own conclusions and take appropriate actions.

## FAQS EVOLUTION & INTELLIGENT DESIGN

### WHAT IS EVOLUTION?

Some people use "evolution" to refer to something as simple as small changes in the sizes of bird beaks. Others use the same word to mean something much more far-reaching. Used one way, the term "evolution" isn't controversial at all; used another way, it's hotly debated.

- **Evolution #1:**  
First, evolution can mean that the life forms we see today are different than the life forms that existed in the distant past. Evolution as "change over time" can also refer to minor changes in features of individual species—changes which take place over a short amount of time. Even skeptics of Darwin's theory agree that this type of "change over time" takes place.
- **Evolution #2:**  
Some scientists associate the word evolution with the idea that all the organisms we see today are descended from a single common ancestor somewhere in the distant past. The claim became known as the Theory of Universal Common Descent.
- **Evolution #3:**  
Finally, some people use the term evolution to mean the unguided process of DNA randomly mutating with "natural selection," blindly acting on those changes to gradually produce the variety of all life.

When you see the word evolution, you should ask yourself, "Which of the three definitions is being used?" Most critics of Darwinist evolution today focus on Evolution #2 or Evolution #3. But the discussion gets confusing when someone takes evidence for Evolution #1 and tries to make it look like it supports Evolution #2 or Evolution #3. Conversely, someone may discuss issues with Evolution #2 or Evolution #3 but is then falsely accused of also rejecting definition of Evolution #1. This is simply not the case, for most scientists who dissent from Darwinism accept Evolution #1.

### WHAT IS INTELLIGENT DESIGN (ID)?

The theory of intelligent design holds that certain features of the universe and of living things are best explained by an intelligent cause, not an undirected process such as natural selection acting on random mutations.

### IS INTELLIGENT DESIGN SCIENCE?

**Yes.** All scientific reasoning is based on uniform and repeated experience, and everything we know from that experience tells us that information *always* comes from an intelligent source. So when we find information in the cell in the form of the digital code in DNA, the most probable scientific explanation is that DNA also had an intelligent source.

### IS INTELLIGENT DESIGN THE SAME AS CREATIONISM?

**No.** Creationism typically relies on a religious text or religious faith as its basis, and attempts to reconcile science with it. The theory of intelligent design (ID) relies on scientific data to show that design in nature is the product of an intelligent cause or designer

### DOES INTELLIGENT DESIGN CONFLICT WITH EVOLUTION?

It depends on what one means by the word "evolution." If one simply means "change over time," or even that living things are related by common ancestry, then there is no inherent conflict between evolutionary theory and the theory of intelligent design. However, the dominant theory of evolution today is Neo-Darwinism, which contends that evolution is driven by natural selection acting on random mutations, a blind and purposeless process that "has no discernable direction or goal, including survival of a species." (NABT Statement on Teaching Evolution). It is this specific claim made by Neo-Darwinism that intelligent design directly challenges.

For more information on Intelligent Design and Evolution visit [www.intelligentdesign.org](http://www.intelligentdesign.org).





For more information, visit [www.discovery.org](http://www.discovery.org) or [www.intelligentdesign.org](http://www.intelligentdesign.org)

This Guide is intended as a supplement to other resources, including the *Expelled* Event Guide.

**SOURCES USED FOR THIS GUIDE, AND SOURCES FOR FURTHER DISCUSSION:**

**Books**

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Wells, Jonathan; *The Politically Incorrect Guide to Darwinism and Intelligent Design*; Regnery Publishing; 2006.  
West, John; *Darwin Day in America: How Our Politics and Culture Have Been Dehumanized in the Name of Science*. ISI Publishing; 2007.

**Websites**

[www.intelligentdesign.org](http://www.intelligentdesign.org)  
[www.evolutionnews.org](http://www.evolutionnews.org)  
[www.idthefuture.org](http://www.idthefuture.org)  
[www.darwindayinamerica.org](http://www.darwindayinamerica.org)  
[www.traipsingintoevolution.com](http://www.traipsingintoevolution.com)  
[www.arn.org](http://www.arn.org)  
[www.ideacenter.org](http://www.ideacenter.org)

Film segments used in this curriculum were excerpted from the Illustra Media films, *Unlocking the Mystery of Life*, *The Privileged Planet*, and *The Case for a Creator*. To purchase these DVDs contact: [www.illustramedia.com](http://www.illustramedia.com)

Video clip from *Icons of Evolution* courtesy of the Discovery Institute. [www.intelligentdesign.org](http://www.intelligentdesign.org)

*NOTE: The sources and websites listed above do not necessarily represent the views of the makers of this Guide or the makers of the "Expelled" movie.*



EVOLUTION OF A CAT-CHER



**EXPULLED EVENT OUTLINE**

**E**xpelled: *No Intelligence Allowed* will be of interest to diverse audiences across the country. The following outline is core content for an event that you might conduct at your church, youth group, classroom or other setting. This Event Guide includes additional ideas on adapting this general outline to your specific audience. Feel free to be creative and use this guide as a starting point.

**1. Opening (9 min)**

Show Video Clip: Super Trailer

**2. Set the Stage (5 min)**

**Talking Points:**

- Darwinist evolution is the only theory taught in schools and formally accepted by the vast majority of scientific institutions.
- Actual evidence for Darwinist evolution is weak.
- The theory of intelligent design is supported by incredible scientific data – but is systematically suppressed.
- The implications of Darwinist thinking include moral relativism, abortion, infanticide, euthanasia and more.
- *Expelled: No Intelligence Allowed* touches on these issues – our purpose is to go into more depth.



3. Go Over the Science (20 min)

To explain the scientific issues at hand in this ongoing debate, select some or all of the topics below and use the related video clips from the Resource DVD in addition to any comments of your own that you may learn from the Discussion Guide or other resources. You may “play all” on the *Resource Clips* and *Expelled Movie Exclusive Clips* sections to play all these video segments back to back, or select individual clips and play them one at a time in any order.

Topic	Discussion Guide	Resource DVD Menu:
<b>What is Darwinism?</b> <ul style="list-style-type: none"><li>Unguided process produces new forms of life through random mutations</li><li>Nothing + Time/Chance = Everything</li></ul>	The Facts Section (see Discussion Guide page 3)  FAQ Section (see Discussion Guide page 17)	Clip: What is Darwinism?
<b>What is Intelligent Design?</b> <ul style="list-style-type: none"><li>Certain features of the universe and living things are best explained by an intelligent cause</li><li>Theory based on modern science</li></ul>	The Facts Section (see Discussion Guide page 3)  FAQ Section (see Discussion Guide page 17)	Clip: <i>Expelled</i> Movie Exclusive: Is there a Designer?  Clip: <i>Expelled</i> Movie Exclusive: What is the Cell?
<b>Evidence from Cosmology</b> <ul style="list-style-type: none"><li>The universe had a beginning and therefore requires a cause beyond itself</li><li>The universe has an exquisite order governed by elegant mathematical laws that testify to a designer</li><li>The universe and the earth are tailor-made for advanced life, again pointing to intelligent design</li></ul>	Cosmology Section (see Discussion Guide page 4)	Clip: What does Science Say? - Cosmology
<b>Evidence from Molecular Biology</b> <ul style="list-style-type: none"><li>A single cell is vastly more complicated than anything humans have ever engineered</li><li>Genetic information requires an intelligent source, because in our uniform and repeated experience information always comes from an intelligent source</li><li>The probability of a cell being formed through chance and mutation is zero</li><li>Breeding of plants and animals produces variations within species, not fundamentally new organisms</li><li>Mutations are almost always harmful or neutral, and those that are beneficial cannot create genuinely new genetic information</li><li>Organisms contain complex, integrated systems that could not have developed one piece at a time through an unplanned process</li></ul>	Molecular Biology Section (see Discussion Guide page 6)	Clip: What does Science Say? -Molecular Biology
<b>Evidence from Paleontology</b> <ul style="list-style-type: none"><li>Darwin’s theory requires thousands of transitional forms and yet these are lacking among the millions of fossils found</li><li>New animal groups appear abruptly in the fossil record fully formed, requiring a massive increase in new genetic information to be produced— information that points to intelligent design</li></ul>	Paleontology Section (see Discussion Guide page 10)	Clip: What does Science Say? - Paleontology

4. Does it Matter? (15 min)

When fully viewed the evidence supporting Darwinism is weak – yet it is the only theory taught and protected in our schools. At the same time the supporters of intelligent design are systematically suppressed. Explore the implications intrinsic to taking the idea of Darwinism seriously by using the Resource DVD and content from the Discussion Guide.

Topic	Discussion Guide	Resource DVD Menu:
<b>Freedom of Speech</b> <ul style="list-style-type: none"><li>The academic and scientific communities systematically suppress attempts to share the scientific theory of intelligent design</li></ul>	See <a href="http://www.AcademicFreedomPetition.com">www.AcademicFreedomPetition.com</a> for information on how to stand up for the right to debate Darwin by signing a petition for academic freedom	
<b>Connections to Atheism</b> <ul style="list-style-type: none"><li>Dawkins: “Darwin made it possible to be an intellectually-fulfilled atheist.”</li></ul>	Ignoring the Facts (see final page of this Event Guide)	Clip: <i>Expelled</i> Movie Exclusive: Darwinists and Religion
<b>Relativism</b> <ul style="list-style-type: none"><li>Says there is no truth, everything is relative to the individual or situation</li><li>If we are merely “evolving animals” then we are making up the rules as we go along (no restraint on our nature)</li></ul>	Why Does It Matter? Relativism (see Discussion Guide page 14)	Clip: <i>Expelled</i> Movie Exclusive: Consequences of Darwinism
<b>Dehumanization of Life</b> <ul style="list-style-type: none"><li>Humans are no different than other animals, only further evolved</li><li>Slippery slope of compromise, from abortion to infanticide to euthanasia</li></ul>	Why Does It Matter? The Sanctity of Life (see Discussion Guide page 14)	Clip: <i>Expelled</i> Movie Exclusive: Consequences of Darwinism
<b>Ideas Have Consequences</b> <ul style="list-style-type: none"><li>Darwin’s “survival of the fittest” teaching impacted the thought of Hitler and the Third Reich</li><li>Attempts to exterminate “inferior” races and the “unfit”</li></ul>	Why Does It Matter? Where Darwinism Can Lead (see Discussion Guide page 15)	Clip: <i>Expelled</i> Movie Exclusive: Consequences of Darwinism





FOR A LOCAL CHURCH
Faith and Science—Truly at Odds?

Can members of your congregation explain whether Darwinism is compatible with their faith and why? Do they know what the scientific evidence really shows about Darwinism? Do they understand how the findings of science actually support the idea that life and the universe are a product of intelligent design rather than a blind material process? Do they understand the implications of Darwinism for society?

Expelled provides a fun and exciting opportunity to educate your congregation about these and other important issues involving faith and science. Make the most of the opportunity!

Expanding on Your Expelled Event	Sermon Idea
<p>Use the general <i>Expelled</i> Event Outline to create a dynamic event in your local church centered on the idea of Faith and Science: Truly at Odds?</p> <p>In addition to the four suggested segments in the general event outline, add an outreach component to the event with this fifth section:</p> <p><b>5. Who is the Intelligent Designer?</b></p> <p><b>Talking Points:</b></p> <ul style="list-style-type: none"><li>• Science points to an intelligence behind the design of the universe.</li><li>• What kind of evidence <i>outside</i> science can help us understand who the designer is?</li><li>• What does the Bible say?</li></ul> <p>For additional resources for use in churches check out <a href="http://www.redeemingdarwin.com">www.redeemingdarwin.com</a></p>	<p><b>Who is the Intelligent Designer?</b> (Genesis 1, Romans 1)</p> <p>Build on the momentum that will be created by this controversial film, using the opportunity to educate your congregation about the science supporting our faith.</p> <p>Then go one step further and show how both science and Scripture reveal God the Creator.</p> <p><b>“For since the creation of the world God’s invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.”</b> <i>(Romans 1:20)</i></p>

FOR A SMALL GROUP

People will be talking about *Expelled: No Intelligence Allowed* and the issues it raises. Host a **Dinner with Darwin** for your small group, using the film as an opportunity to educate yourselves about the good science in support of our faith. Start with the general event outline and adapt it to a personal evening with your small group community. Watch some of the video clips, ask questions and have a lively evening centered around this intersection of science and faith.

You may also want to encourage members of your small group to invite neighbors or other friends to the **Dinner with Darwin** evening, using it as a special outreach opportunity.

FOR A YOUTH GROUP

What are your students taught in their classrooms about how life began? Order some pizzas and host a special **Expelled Youth Night** event based on the general *Expelled* Event Outline, with the focus of giving your students “good science”.

A few weeks before your **Expelled Youth Night**, survey your student leaders to see what they are taught in science class and what questions they have about it. Then incorporate their questions and the related answers from the *Expelled* Discussion Guide into the evening.

FOR THE CLASSROOM

Students around the country are taught only one side of this ongoing debate about the origins of life. Use the general *Expelled* Event Outline to teach a class on the issue surrounding *both* Darwinian evolution and intelligent design. If allowed, the evidence will speak for itself.

Hold A Classroom Debate – Explore Evolution: The Arguments For and Against Neo-Darwinism	What’s Legal & Appropriate?
<p>Hold a debate in your classroom or your school. Nothing encourages a vigorous study of the issues more than having to defend them in a debate. A great resource is the book <i>Explore Evolution</i>, which discusses the arguments for and against Neo-Darwinian evolution. Check out other resources and presentations at <a href="http://www.ExploreEvolution.com">www.ExploreEvolution.com</a>.</p>	<p>For guidance on what is legal and appropriate in the classroom, check out <a href="http://www.intelligentdesign.org/education.php">www.intelligentdesign.org/education.php</a>.</p> <p>Those with specific questions can email <a href="mailto:cscinfo@discovery.org">cscinfo@discovery.org</a>.</p>

DISCUSS THE ISSUES

1. Should scientists, teachers, and students have the right to debate the evidence for and against Darwinian evolution? Why? Should they have the right to debate the evidence for and against intelligent design?
2. Should a scientist or teacher lose his job for presenting scientific evidence critical of Darwin’s theory?
3. Is intelligent design science? Why or why not?
4. Which is better supported by the scientific evidence—Darwin’s theory or intelligent design?
5. In your view, what is the strongest scientific evidence for or against Darwinian evolution?
6. In your view, what is the strongest scientific evidence for or against intelligent design?
7. How does the information encoded in the DNA point to intelligent design?
8. Someone says to you, “Intelligent design is simply religion in disguise, because many of its proponents believe in God.” How would you respond?
9. Someone says to you, “What’s the big deal? I believe in evolution, and I believe in God. Evolution is just God’s method of creation.” How would you respond?
10. Pick one of the following issues and discuss whether the impact of evolution on the issue was a logical outgrowth of Darwinian theory or an unfair twisting of Darwin’s theory: relativism, religious skepticism, abortion, infanticide, racism, eugenics.
11. Are the cultural implications of Darwinism a legitimate subject for discussion? Why or why not?
12. What can you or your group do to support free speech on the subject of evolution and intelligent design?



# EXPELLED LEADER'S GUIDE

Ben Stein

~~EXPELLED~~



- Is Darwinism Dead?

- Is There Scientific Evidence For God?

- Are Scientists Being Silenced?

- What Should Be Taught In Our Schools?

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RESOURCES  
PROVIDED BY:

