FEDERAL RULE OF CIVIL PROEDURE 26
DISCLOSURE OF EXPERT TESTIMONY
JOHN ANGUS CAMPBELL, Ph.D.

Case: Tammy Kitzmiller, et al. v. Dover Area School District and Dover Area School District Board of Directors

Case No. 04-CV-2688

Expert’s Background and Experience:

I am a Professor and Director of Graduate Studies in the Department of Communication at the University of Memphis. I have co-edited a book entitled, *Darwinism, Design, and Public Education*, which I have incorporated in this report by reference.

Attached to this report as Exhibit A is a copy of my curriculum vitae.

I. The following includes a complete statement of my opinions to be expressed, the reasons and basis underlying them, and the data and other information considered in forming them.

Introduction.

Science is properly understood as argument, and it should therefore be taught in that manner. To that end, making students aware of the arguments for and against Darwin’s theory of evolution, including making students aware of the contemporary theory of intelligent design (ID), advances secular, pedagogical purposes and goals and enhances the effectiveness of science education. Indeed, debating Darwinism and comparing it with alternatives, such as ID, is the appropriate educational approach to this issue. *See Why Are We Still Debating Darwinism? Why Not Teach the Controversy?* attached as Exhibit 1 and incorporated herein by reference and *Intelligent Design, Darwinism, and the Philosophy of Public Education* attached as Exhibit 2 and incorporated herein by reference; *see also* Campbell, J. A. and Steve Meyer, eds. *Darwinism, Design, and Public Education*, (Michigan State University Press, November 2003), incorporated herein by reference.

While I do not advocate teaching ID in the schools or making it a requirement for students to learn ID, making students aware of ID—in the context of teaching Darwin’s theory—has a legitimate role in motivating students to learn Darwin’s theory and advances the notion that science is properly understood as a process of argument. Presenting science as argument has the salutary effect of improving science education. My position is not one as an advocate of ID as a scientific theory, but as an advocate of the pedagogical reasons for making students aware of the theory and to understand science as argument, including the arguments for and against Darwin’s theory.
Undoubtedly, evolution is the subject of much debate. If one wishes to move our current educational and cultural discussion of Darwin’s theory beyond its current stalemate one would be well advised to take seriously the motive that prompts school boards to single out Darwin’s theory for attention and to attach stickers to textbooks, for example, or make other warnings about it—the fear that science is closed, dogmatic, and does not encourage students to consider all points of view.

The popular suspicion that science is not an open process of inquiry is a suspicion that scientists and science educators should meet with a welcoming, creative and vigorous pedagogical response. The core of the kind of response that I believe would be most productive is to seize the challenge and emphasize how all science, while aiming at precision, is also tentative, and proceeds by the serious play of to and fro argument. The prevailing, dogmatic approach to teaching Darwinism has, unfortunately, legitimized the suspicion that science is close-minded and has contributed to a lack of public confidence in science education in our public schools. My concern is not to assign blame for this condition (no doubt there is plenty to go around) but to find a constructive way out—a way of teaching our best science, protecting the professional integrity of our teachers, and reassuring parents that science education is an open process of inquiry aimed at educating their children, teaching them skills in reasoning and argument essential to their future, and preparing them to be informed citizens.

*Teaching science as argument promotes a more complete understanding of science and of Darwin’s theory.*

Darwin’s own sense of scientific method was as a performing art—an open, flexible, delicate amalgam of induction, deduction, hypotheses, and practical experience—that informed everything he wrote as a scientist. Although Darwin’s *Origin* challenged the design hypothesis of his time, the design model structures the rhetoric of his epochal work at every turn and continues to provide the grammar of his contemporary defenders. Indeed, the design hypothesis was central in motivating Darwin to the study of science, and it was no less important in shaping the development of his evolutionary ideas.

For students to understand Darwin’s argument, to say nothing of the contemporary questions that it continues to generate, there is a legitimate educational place and role for Darwinism’s dialectical opposite: the intelligent design hypothesis. Again and again in the structuring of Darwin’s arguments, a reader sees how Darwin uses contrast with the design hypothesis to explain his theory and the pattern of evidence and inferences necessary to understand it. By my count, in the first edition of the *Origin*, Darwin contrasts the explanatory power of his theory with its opposite approximately 105 times. Pertinent for the present concern with the teaching issues raised by the reemerging arguments for design today is Darwin’s welcoming of readers’ objections and his attempt to find resources, not only from nature but also from a reader’s own perceptual resources, to overcome those objections. Acknowledging the legitimacy of different perspectives—such as those offered by advocates of ID—is one of the defining marks of a master
teacher as traditionally understood in the context of a liberal education, and, therefore, advances education, and, in this case, a better understanding of Darwinism.

**Argument was the engine that powered the evolution of Darwin’s own method and scientific methods as we understand them today.**

However one weighs the claim that ID is not, and cannot be science, that claim should be considered in light of the arguments advanced by its proponents and in light of the historical character of the philosophy of science. Pronounced as is the parallel between Darwinism and design, as noted above, the parallel is perhaps nowhere more pronounced and symmetrical than on the charge that ID is not science. Various initial readers of Darwin’s theory rejected it as science and regarded his book as an example of theorizing unrestrained by evidence. In his subsequent editions and particularly in his private letters, Darwin took pains to convince his readers that what he was offering was substantive science and not wish fulfillment.

Darwin’s hostile or skeptical readers were, in a way, correct. What Darwin was presenting was not just an argument for evolution by natural selection but a revolution in scientific method. In 1859, few would have questioned whether design arguments were scientific. The book from which Darwin learned scientific method and logic (John Herschel’s *Preliminary Discourse*) legitimated the design inference as one of the highest motives for studying science. A present reader, however, may conclude that ID is not science because it draws an inference to an unobservable, nonmaterial cause. Yet that reader has no greater certainty (to be consistently comparative about it) than the most ardent ID advocate that such a conclusion will be acceptable to scientists or philosophers of science in a hundred years—or for that matter, in twenty-five years, ten years, or next week. If the *Origin* provides any basis for surmise, it is within the bounds of historical possibility that a perspective that is at first rejected by today’s best scientific and philosophic minds may eventually be accepted.

Those who reject making students aware of the theory of ID on the grounds that ID violates the current rules of scientific practice only beg the question. The present regime of methodological rules cannot prevent controversy for the simple reason that those rules may themselves be one of the subjects of scientific controversy. Science education, like science itself, must be constantly subject to revision in light of the demands of new generations of students and of new scientific knowledge. Indeed, advances in molecular biology, paleontology, and the information sciences have placed traditional questions of design on a new footing. Even should these new advances render a negative verdict on the design inference considering the issues involved advances the understanding of students as to why certain ideas pass muster as science and others do not. (Is “alternative medicine,” for example, legitimate medicine, should it be covered as part of government funded health-care—should one seek it for oneself? Is mid-wifery a legitimate practice, or should birth only be encouraged in a hospital setting attended by medical doctors?) In the end a student who knows not just current scientific information, but who knows that information in the context of argument will be in a better position to make responsible, informed, and independent decisions about science as a citizen—
whether on matters of public policy (stem cell research, environmental questions, etc.) or concerning the kind of health care to seek for himself/herself and for family members.

**Teaching science as argument promotes good science education.**

Science advances not only by formal method but by argumentation and the history of science is, among other things, a series of controversies over great scientific questions as well as an activity that is deeply enmeshed in culture and informed by contestable philosophic assumptions. Much of the substance of science hinges on which theory among a group of competitors can provide the best interpretation of a set of data. It is in this sense—the sense of the comparative value of explanation and argument within the complex interrogation of nature we call science—that contemporary scientific theory has added its discriminating color to the terms *scientific reason* or *scientific method* or just plain *science*. The presentation of science and the critique of scientific reasoning, including the possibilities for error in fact, inferences, or theories need to be taught simultaneously. Science, over and over again having proven itself indispensable to society by that very feat, has underscored the need for critical thinking about science to be integrated into the fabric of scientific education. By making students aware that Darwin’s theory rests on argument and inference and by introducing them to ID in the context of teaching Darwin’s theory (as in teaching astronomy one would mention the opposing views of Aristotle and Ptolemy, or Newton in the context of teaching relativity theory) educators are advancing the pedagogical merits of comparison, criticism, and competition that are essential to a proper education. This promotes learning and is good for science.

Teaching Darwin’s theory of natural selection comparatively is the mode Darwin himself followed in the *Origin*. It is the traditional method used in the humanities, it is used to teach values, it is explicitly sanctioned by Mill’s *On Liberty*, and it fosters student interest in science. Further, it helps teach the skills of analysis and critical deliberation that are central to democratic citizenship. Indeed, debating Darwinism and comparing it with alternatives is the appropriate liberal educational approach to this issue.

In closing, let me reiterate—with emphasis—my position. Because Darwin’s theory of evolution is, at present, the only theory that is accepted by the majority of the scientific community, I believe that classroom instruction in biology should be devoted to his theory. At the same time, I believe that no theory should be presented in a dogmatic way that does not disclose to students the tentative nature of all scientific theories, as well as the gaps, problems, and weaknesses of any theory, regardless of its present dominance.

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1 For myself, as a rhetorician and as a humanist educator, I cannot imagine anything more educationally salutary than a bold, rhetorically-based plan for harnessing the abundant, metaphysical energies of the American people for the study of science. The precise knowledge required to distinguish real from apparent design, the knowledge of biology required to discuss intelligently whether or not Darwinism stories were more plausible than intelligent design stories would unleash a tremendous—and perhaps even distinctly American—motivator to the study of science.
Similarly, I believe that it is a wholly legitimate pedagogical purpose to introduce students to rival theories such as ID for the purpose of fostering a critical assessment of reigning scientific theories and helping students to appreciate the historical, tentative— and frankly argumentative—nature of all scientific assertion. To that end, the efforts of the Dover Area School District seek to advance secular, pedagogical goals.

II. My qualifications as an expert witness are included in my curriculum vitae, which is attached to this report as Exhibit A, and in my experience and background mentioned in this report.

III. The compensation I will receive for my study, case preparation, and testimony in this matter is $100.00 per hour. All travel expenses will be billed at cost.

IV. I have not testified as an expert at trial or by deposition within the preceding four years.

Signed: [Signature]

Date: 3/29/2005
# CURRICULUM VITAE

(Chronological)

**NAME:** John Angus Campbell  
**DEPARTMENT:** Communication  
**RANK:** Professor

## DEGREES

<table>
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<tr>
<th>DEGREE</th>
<th>DISCIPLINE</th>
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<tr>
<td>B.S.</td>
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<td>MA</td>
<td>Speech Communication</td>
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## EXPERIENCE

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<tr>
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<td>University of Washington</td>
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<td>Professor</td>
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## HONORS/AWARDS

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<td>Distinguished Teaching Award</td>
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<td>Communication Educator of the Year</td>
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<td>Oleg Ziman Award for Best Article</td>
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<td>Communicator of the Year</td>
<td>Tennessee State Communication Association</td>
<td>2004</td>
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## OTHER HONORS

- Van Zelst Visiting Professor of Communication  | Northwestern University | 1990  
- Fellow Discovery Institute                  | Discovery Institute, Seattle, Washington              | 1995  

## SPECIAL INVITATIONS

- MacArthur Lecturer                         | University of Utah "In Darwin's Wake" series         | 1982  
- Briggs Lecturer                           | Wabash College                                        | 1999  
- Invited Lecturer                          | St. John's College, University of British Columbia   | 2000  
- University Lecturer                        | University of South Florida                           | 2000  
- Invited Lecturer                          | University of Waterloo, Depts of English & Philosophy| 2003  
- Invited Lecturer                          | University of Central Arkansas, Honors College        | 2003  
- Invited Lecturer                          | University of Mississippi Department of Biology       | 2004  
- Key Note Address                          | Denison University (Faculty Conf. Is Pub Speaking A Liberal Art?) |
### TEACHING EXPERIENCE:
(Specific information for past two years summarized in Appendix A. Use Appendix A to elaborate on teaching experience as needed.)

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<th>SUBJECT (indicate Undergraduate (U), Graduate (G), Other)</th>
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### STUDENT ADVISING/MENTORING:
(Use Appendix B to elaborate on advising/mentoring role as needed)

Students involved in scholarly (research, creative) activities directly supervised (committees chaired).

Graduates (number): Undergraduate _, Masters 1, Doctoral 16, Postdoctoral _
<table>
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<tr>
<th>Current</th>
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<td>Undergraduate</td>
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<td>Kris Nicole</td>
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<td>Kevin Gallagher</td>
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<td>Scarlett Thomas</td>
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<td>Kearney Lykins (Chair--Current)</td>
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<td>Jerome Mahaffey (Chair--Graduated)</td>
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<td>Mahmoud Al-Sadi (Chair)</td>
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<td>Ray Harris (Chair)</td>
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<td>Mary Richardson (Chair)</td>
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<td>Cyd Ropp (Chair--Graduated)</td>
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<td>Frank Thomas (Committee member)</td>
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<td>Allison Shaskan (Chair)</td>
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Postdoctoral
Number of current Committee memberships (other than those chaired): Masters 2, Doctoral

Number of students currently advised: Undergraduate, Graduate 19

RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITIES: (use Appendix C to provide additional information as needed.)

PUBLICATIONS (authors, title, reference) Include material in press and accepted for publication.

Books (authored, edited)

1976


2003


Refereed journal publications (include book chapters)

1970


1971


1974


1975


1976


1978

1982


1984


1985


1986


1987


1989


1990


Campbell, J.A. (1990). "Between the Fragment and the Icon: Prospect for a Rhetorical House of the Middle Way," *Western Journal of Speech Communication*, 54, (Summer, 1990), 346-376. (Invited essay, peer refereed journal. I was also guest editor for this special issue devoted to rhetorical criticism.)


1993


1994


1995


1996


1997


1998


1999


2002


2003

Campbell, J. A. “Evil As the Allure of Perfection.” Rhetoric & Public Affairs, 6 (2), (Fall, 2003, 6): 523-530.


2004


2005


Works Anthologized

Hermagoras Press, 1994).


Work In Progress

Charles Darwin: A Rhetorical Biography. This is a book-length project examining the development of Darwin’s self-understanding as a writer/polemicist of science from his early education, this formative Beagle years and culminating in his publication of the Origin in 1859.

Referred conference publications

1981


1983


1987


1989


Book Reviews

1978

1979


1982


1991


1993


1994


1996


1997


1998


2000

Nonrefereed publications

1994


1995


1996


1997


1998

Campbell, J.A. "Response to Professor Pigliucci" Posting to "Darwin Day" website on why I would not sign Professor Pigliucci's "Open Letter" on the teaching of materialism. 3pp. February 18, 1997.

Campbell, J.A. "Science, Education and Democracy," Invited statement for Cyber-conference on the Public Understanding of Science convened by Professor Steve Fuller, University of Durham, UK. 2 pp. I was one of 25 scholars invited to offer a statement for this international "virtual conference." February 28--March 11, 1998.

2004


2005


PRESENTATIONS (authors, title, reference)

INVITED PRESENTATIONS
Conferences
6. "Elements of Philosophy as Conversation" (with John R. Stewart), Western Speech Communication Association Convention, San Jose, February 1981. (competitively selected paper)
17. "Rhetoric and Science" I organized a panel of scholars from various American universities, for part of the ISHR meeting in 1987. I also gave a paper on the same panel "Topics, Tropes and Darwin's Invention Process." ISHR Convention, Tours, France, July, 1987. (the panel program proposal was competitively selected).
31. Critic/respondent to several papers on a competitively selected panel on rhetoric and science at the 1995 Annual Meeting of the History of Science Society in Minneapolis October, 26, 29.
32. Critic/respondent to several papers on a competitively selected panel on rhetoric and science at the Annual Meeting of the Speech Communication Association in San Antonio, November, 1995.
Panelist.
   Respondent.
   paper and the panel of responses we organized around it won the "top seeded position in the
   Rhetoric and Public Address Division.
   of Rhetoric and Criticism.
56. "Evil in the Agora: Public Reaction Following the Events of September 11th—A Roundtable
   Discussion" NCA 2002
58. Paper on Donald Bryant's "Rhetoric Its Function and Scope," NCA, Miami, 2004
   Sphere is Good for Science, Education and Democracy," SSCA Tampa, April 2004
60. "Darwin, Design and Public Education," National Faculty Leadership Conference,
61. Roundtable Discussion: The Rhetoric of Science: Looking Forward, Looking Back. NCA Chicago,
   November 11-14, 2004
62. Roundtable Discussion: Allan Scult's "Being Jewish: Reading Heidegger," Chair/organizer. NCA
   Chicago, November 11-14, 2004
63. "So You Want to Give A Speech on Jesus," Panel on Religion, Civic Space and Appropriateness in
   the Classroom. NCA Chicago, November 11-14, 2004
64. William Jennings Bryan's "Imperialism" Speech. Short presentation/Discussion. NCA Chicago,
   November 11-14, 2004

Other (universities/industry)
1. "Gorgias and the Challenge of Criticism: A Case Study" "Great Speeches" series at Portland State
   University in Portland, Oregon, December 1981.
2. "The Rhetorical Tradition of Darwin's Origin" Invited presentation before the "Seminar in Science
   of Communications and Department of Speech Communication, University of Washington
   School of Communications, April 1982.
4. "The Community College and the Mission of the Humanities." By invitation to the North Seattle
   Community College Humanities Section, Faculty Retreat, November 1982.
5. Address before: Association Internationale Des Etudiants En Sciences Economiques et
6. "Charles Darwin: The Scientist As Rhetorician." Evening lecture as part of a continuing education
   course, "Personalities That Have Shaped the Western World." The course was conducted by
   Professor Robert Burke, Department of History, July 1983.
7. "Charles Darwin and the Idea of Progress." Honors seminar for students and faculty, Fairhaven
   College, Bellingham, October, 1986.
   Arcata, California, February, 1987.
   Guest lecture Department of Speech Communication, University of Illinois,
   Champaign/Urbana, April, 1990.
    Guest lecture Department of Speech Communication, University of Wisconsin, Madison,
16. Guest Lectureship--Department of Communication Temple University, Philadelphia.
  Gave 4 presentations to 4 different groups at the invitation of Professor Herb Simons: 1) "The Impromptu Speaking Assignment"--demonstration class session. 2) "How to Make The Basic Course A Vital Component In Liberal Education"--discussion with basic course teachers. 3) "Democracy In The Classroom: A Challenge of Liberal Education"--presentation/discussion for faculty from various disciplines. 4) "Teaching Darwin's Origin"--presentation to the Western Heritage faculty, February, 16, 1998.
17. Brigance Forum, Department of Speech Wabash College, Crawfordsville, Indiana.
18. St. John's College University of British Columbia
20. University of Central Arkansas, Conway Arkansas, “Why Darwinism Should be Taught as Darwin Taught it: As An Argument.” One of two featured speakers for Challenge Week, sponsored by The Honors College and the Department of Biology, March 4-6, 2003

OTHER PRESENTATIONS (mark refereed presentation with asterisk (*). (Perhaps these should go under "service")
4. "The Rhetoric of Science" Presentation to the Department of Physics, (U of M), February 27, 1997
5. “Expertise, Communication and the Public Sphere,” (U of M) Talk and visit to Pradeep Sopory’s graduate seminar 4/5/2001
7. "Why Aristotle Does Not Love Us But We Love Him After Our Fashion: A Sophist Looks At the
"Rhetoric," Guest Lecture Prof. Brad McAdon’s Seminar, Department of English, U of M, March, 18, 2004

CREATIVE ACTIVITIES (productions, recitals, performances, compositions, exhibits, creative work)

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<th>ACTIVITY</th>
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<th>SPONSORSHIP (if any)</th>
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| SUPPORT: (Use Appendix D to provide additional information as needed.) |
| EXTERNAL (Funded or Pending, List funded support first) |
| AGENCY/SOURCE | AMOUNT | PERIOD |
| Discovery Institute | $12,000 | Fall, 2000 |

| INTERNAL |
| SOURCE | AMOUNT | PERIOD |
| Semester Research Leave | College of Communication & Fine Arts | Spring, 2001 |

| OUTREACH: (Projects summarized as needed in Appendix E.) |
| PROJECT | PARTICIPANTS | PERIOD | SPONSORSHIP (if any) |
| High Ability Day | High school Students interested in Communication | 1995-- |  |
| Urban Communication Conference | Community Activists, local government representatives, citizens and U of M students | 1995-- |  |
| Optimist Club High School Oratory Contest | Served as a Judge 3/18/98 " 2/10/99 | 1998 | Optimist's Club |
| Lecture | “Rhetoric & The Art of Preaching” | 1997—1998 | Harding Grad School of Religion, Prof David Bland Dr. of Ministry Seminar |
| Lecture | “Classical Rhetoric & Prophetic Rhetoric: A Necessary Tension?” | 2000 | Mid America Theological Seminary, Prof Ken Easley |
| Attended Career Day; gave short Presentation | Department majors | 2002 | Professor McDowell |
Met with Jim Carnes of the Classical School

Lecture to Classical School Faculty & Students "The Centrality of Argument to A Liberal Education"

Discussion faculty members Memphis Theological Seminary Board Member Mason YMCA

Private school centered on rhetoric and the classics 2002
2 Professors from MTS & 2 grad students from our program 2004
Lunch meeting Jan, 2004 2004
Possibility of cooperation between our two programs & sharing expertise

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OTHER

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<td>ABC TV MEMPHIS AFFILATE</td>
<td>on 5:00 news. Served on Board. Several Churches Sponsored Conf. I helped write rational for grant application. Active Member: Mayor Debate Committee; CHIPS Program</td>
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<td>Associate Editor Argumentation &amp; Advocacy</td>
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<td>Associate Editor, Southern Journal of Communication</td>
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<td>Associate Editor, Rhetoric and Public Affairs</td>
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<td>Secretary American Branch Society for the History of Rhetoric</td>
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<td>ARRN Access Resource Network</td>
<td>Associate Editor Origins &amp; Design</td>
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<td>University of Iowa</td>
<td>Associate Editor Poroi (new electronic, peer reviewed journal to be published on the World Wide Web).</td>
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<td>Guest Editor Western Journal of Speech Communication</td>
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<td>(Special summer issue on rhetorical criticism).</td>
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<td>(Special issue on Intelligent Design &amp; Public Policy)</td>
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<td>NCA/NSF Conference in Leesburgh’s Virginia</td>
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<td>University of Seattle</td>
<td>&quot; Dr. Jeff Philpott</td>
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<td>&quot; Dr. William Purcell</td>
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Seattle Pacific University
University of British Columbia
Baruch College, City U of NY
University North Carolina
Southern States Communication Association
American Association for the Rhetoric of Science and Technology

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<td>Tenure/Promotion Assessment for Dr. Ken Zagacki</td>
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**CONSULTING: (Optional)**

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John Angus Campbell

Why Not Teach the Controversy?

Why Are We Still Debating Darwinism?
in the history of the – whether novel or purely descriptive. Body plans or cellular ma
innovation does not account for the fundamental molecular innovations.

The decision to focus on this topic in the 1970s and 1980s was driven by the need to understand the molecular
novelty of the major enzyme in the origin of the new cell line. The origin of the major
enzyme in the origin of the new cell line. The origin of the major enzyme in the origin of the new cell line. The origin of the major enzyme in the origin of the new cell line. The origin of the major enzyme in the origin of the new cell line.

What is now the focus of historical research is the medical re-

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The universal occurrence of a recurrent theme of the U.S. Constitution or Civil Rights
never ceases to amaze me. The struggle for education is, indeed, a struggle for the
right to education. The American Dream, the promise of equal opportunity, is
only realized through education. It is this dream that inspires us to work towards
making our schools better, to ensure that every child has the opportunity to
achieve their full potential. Education is not just about imparting knowledge;
it's about empowering individuals to make informed decisions, to be active
members of their communities.

**Organization of the Volume**

Many good arguments are actually based on the principle of fairness. The
more equitable the system, the better it is for society as a whole. This
volume delves into the complexities of educational equity, examining
the role of policy, finance, and social justice in shaping educational
outcomes. It's crucial for educators, policymakers, and the broader society
to consider these issues in order to ensure that every student has access
to high-quality education. The essays in this volume provide a
wealth of insights into the challenges and opportunities facing schools
today.

**Conclusion**

In conclusion, education is not just about imparting knowledge; it's
about fostering critical thinking and creativity. It's about empowering
students to become active, engaged citizens. As we continue to
refine our educational systems, let us keep the principles of fairness
and equity at the forefront of our minds. Only then can we truly say
that we are building a better future for all.
In Part III, the Theory of Differentiation: A Semantic Alternative to

Evolutionary Theory.

Of all the under-conceived most common textbook presentations of
Dennett's work, his own presentation in his book, The Evolution of
Ethics, is perhaps the best. Dennett describes the importance of
understanding the nature of evolutionary processes in order to
comprehend the world we live in. In Part III, he explores the
difference between the perspectives of traditional and

Evolutionary Theory.

Certainly, a design theory, the evolutionary theory of

Evolutionary Theory.

In Part II, are the approaches to textbooks and evolutionary
theory. These approaches are focused on understanding the

Evolutionary Theory.

In Part II, the approach to evolutionary theory is detailed in

Evolutionary Theory.

In Part I, the approach to evolutionary theory is presented in

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In Part I, the approach to evolutionary theory is presented in

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Evolutionary Theory.
Part I to a critical point of development. They defend the comparative explanatory power of their theory with evidence from biochemistry, molecular biology, developmental biology, genetics, and paleontology. Here, design theorists argue their theory provides a better explanation of familiar biological phenomena—such as the information stored in DNA and proteins, molecular homologies, the complex structure of molecular machines, and the pattern of appearance in the fossil record—than do competing neo-Darwinian or chemical evolutionary theories.

Stephen C. Meyer initiates this line of argument in “DNA and the Origin of Life: Information, Specification, and Explanation.” He contends that intelligent design provides a better explanation than competing chemical evolutionary models for the origin of the information present in large biomacromolecules such as DNA, RNA, and proteins. Meyer shows that the term information as applied to DNA connotes not only improbability or complexity but also specificity of function. He then argues that neither chance nor necessity, nor the combination of the two, can explain the origin of information starting from purely physical-chemical antecedents. Instead, he argues that our knowledge of the causal powers of both natural entities and intelligent agency suggests intelligent design as the best explanation for the origin of the information necessary to build a cell in the first place.

In “Design in the Details: The Origin of Biomolecular Machines,” the biochemist Michael J. Behe sets forth a central concept of the contemporary design argument, the notion of “irreducible complexity.” Behe argues that the phenomena of his field include systems and mechanisms that display complex, interdependent, and coordinated functions. Such intricacy, Behe argues, defies the causal power of natural selection acting on random variation, the “no end in view” mechanism of neo-Darwinism. Yet he notes that irreducible complexity is a feature of systems that are known to be designed by intelligent agents. He thus concludes that intelligent design provides a better explanation for the presence of irreducible complexity in the molecular machines of the cell.

In “Homology in Biology: Problem for Naturalistic Science and Prospect for Intelligent Design,” Paul Nelson and Jonathan Wells reexamine the phenomenon of homology, the structural identity of parts in distinct species such as the pentadactyl plan of the human hand, the wing of a bird, and the flipper of a seal, on which Darwin was willing to rest his entire argument. Nelson and Wells contend that natural selection explains some of the facts of homology but leaves important anomalies (including many so-called molecular sequence homologies) unexplained. They argue that intelligent design explains the origin of homology better than the mechanisms cited by advocates of neo-Darwinism.

Next, Stephen C. Meyer, Marcus Ross, Paul Nelson, and Paul Chien, in “The Cambrian Explosion: Biology’s Big Bang,” show that the pattern of fossil appearance in the Cambrian period contradicts the predictions or empirical expectations of neo-Darwinian (and punctuationalist) evolutionary theory. They argue that the fossil record displays several features—a hierarchical top-down pattern of appearance, the morphological isolation of disparate body plans, and a discontinuous increase in information content—that are strongly reminiscent of the pattern of evidence found in the history of human technology. Thus, they conclude that intelligent design provides a better, more causally adequate, explanation of the origin of the novel animal forms present in the Cambrian explosion. Meyer and his coauthors also note that (whatever its explanation) this dramatic event in the history of life is, with very few exceptions, not discussed in American basic biology texts.

With his colleagues having established an evidential basis for considering an inference to intelligent design, William A. Dembski provides a summary of his theory of design detection. In “Reinstating Design within Science,” Dembski argues that advances in the information sciences have provided a theoretical basis for detecting the prior action of an intelligent agent. Starting from the commonsense observation that we make design inferences all the time, Dembski shows that we do so on the basis of clear criteria. He then shows how those criteria, complexity and specification, reliably indicate intelligent causation. He gives a rational reconstruction of a method by which rational agents decide between competing types of explanation, those based on chance, physical-chemical necessity, or intelligent design. Since he asserts we can detect design by reference to objective criteria, Dembski also argues for the scientific legitimacy of inferences to intelligent design.

Part IV

In Part IV, “Critical Responses,” several prominent scientists and scholars critique either the substantive arguments for intelligent design or the case for exposing students to these arguments, or both. Though most responses are sharply critical, a few support more inclusive science education and a few support some of the substantive scientific claims of ID advocates.
Why Are We Still Defining Punishments?

John Angus Campbell
An Objective to the Organization of This Volume

Why Are We Still Defining Partnerships?

Appendix C: \"The Campus Expansion Broker\" by Harry Ross, Assistant Director of the Acidic Research Committee, provides additional information and maps supporting the proposal of a new academic facility and its potential impact on the educational experience. The proposal focuses on developing new partnerships among academic institutions, businesses, and communities to enhance educational opportunities and foster innovation. The appendix includes detailed maps and illustrations that illustrate the potential layout and development of the new facility.
In the context of scientific inquiry, a clear understanding of the nature of concepts and theories is crucial. By reference to the historical context, the development of scientific thought and the evolution of scientific methods show how the understanding of complex ideas can be achieved through systematic inquiry and empirical evidence.

The presentation of new theories and concepts often follows a pattern of development and refinement. Initially, theories may be speculative and based on limited evidence. Over time, as more data is collected and analyzed, these theories are refined and expanded, eventually leading to a more comprehensive understanding of the phenomena in question.

For instance, in the field of physics, the concept of gravity was initially proposed by Isaac Newton in the late 17th century. However, as more observations were made and more data was collected, modifications to Newton's theory were necessary. Albert Einstein's general theory of relativity, published in 1915, provided a more accurate description of gravity, incorporating the effects of mass and energy on the curvature of spacetime.

The process of scientific inquiry is iterative, involving the testing of hypotheses through experiments and observations, and the refinement of these hypotheses based on the results of these tests. This cycle continues until a satisfactory explanation is reached or until new evidence emerges that necessitates further investigation.

In summary, scientific thought is a dynamic and ongoing process that involves the constant refinement and expansion of our understanding of the natural world. Through this process, we are able to develop ever-more accurate and comprehensive theories that help us make sense of the phenomena we observe.
The Changing Nature of Disorders

The changing nature of disorders has led to new approaches in diagnosis and treatment. These new approaches have been driven by advances in understanding of the biological and genetic factors involved in the development of disorders. This has led to a shift from a disease-based approach to a more personalized, patient-centered approach that takes into account individual differences in genetics, environment, and lifestyle.

The increasing focus on the development of personalized medicine has led to the use of genetic testing and other advanced diagnostic techniques. This has allowed for earlier detection and more targeted treatment, improving outcomes and reducing side effects. In addition, a greater understanding of the underlying mechanisms of disorders has led to the development of new drugs and therapies that are more effective and have fewer side effects.

Moreover, the growing awareness of the impact of mental health disorders on individuals and society has led to increased funding and resources for research and treatment. This has resulted in significant advances in our understanding of mental health disorders, including depression, anxiety, and autism.

In conclusion, the changing nature of disorders has led to a paradigm shift in the way we approach diagnosis and treatment. This has been driven by advances in genetics and technology, as well as a greater understanding of the complex factors that contribute to the development of disorders. As this continues, we can expect to see even more significant advances in the future.
The Merits of Computation, Criticism

Once or twice, in the midst of our study, the idea of a single, coherent, and consistent
system of ideas, which would embrace and explain all the phenomena of the world,
has been suggested to our minds. But such an idea is in the highest degree illusory,
and it is not too much to say that it is a delusion. The world is not a coherent
system, but a chaotic and irrational mass of contradictory and absurd ideas.

The implication of this conclusion is that the science of science is nonsensical,
that the pursuit of knowledge is a mere delusion, and that all our efforts to
understand the universe are futile. This is a disturbing thought, but it is a
necessary one, for it forces us to confront the reality of our situation.

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Notes

Note 1. Scientific reduction of unity in diversity with police, affirmation and service education of minority of informed desirable opinion that grounds science. These are three and only three opinions before us each time. For those who may wish to discuss these, there is the more detailed discussion of our paper which you may find on the morning of another day later this week. If there is any information upon other modes of attention, let the morning of another day later this week. The principle of this paper is that it is important to discuss these opinions with the education of our paper. Can there be other ways to recognize the educational principles of our paper?

What America, with their diverse cultural traditions and wealth, multi-form, bi-cultural, and cultural education of the world? Is the educational philosophy of the world, these differences have profound and systematic foundation in the field. If so, education. America may be less diversity with police, affirmation and service education of minority of informed desirable opinion that grounds science. These are three and only three opinions before us each time. For those who may wish to discuss these, there is the more detailed discussion of our paper which you may find on the morning of another day later this week. If there is any information upon other modes of attention, let the morning of another day later this week. The principle of this paper is that it is important to discuss these opinions with the education of our paper. Can there be other ways to recognize the educational principles of our paper?
11 One more thing. The problem with the traditional understanding of the concept of the function of schools is the notion that schooling is about the transmission of knowledge. This is a flawed assumption, as it fails to recognize the role of schools in promoting critical thinking and problem-solving skills. Instead, schools should focus on preparing students for a life of continuous learning and intellectual inquiry.

12 The problem with the traditional understanding of the role of teachers is the perception that teachers are simply dispensers of information. This is a misconception, as teachers play a crucial role in facilitating the learning process and fostering a love of learning in their students. Teachers need to be supported in their efforts to create a positive learning environment and to encourage students to think critically and creatively.

13 If we want to have meaningful and lasting change in education, we need to address the root causes of these problems. This requires a commitment to systemic change and a willingness to challenge the status quo. It means reimagining what schools are for and what it means to be a teacher or a learner in the 21st century.
Philosophical, Educational, and Legal Issues and Community in the Public Schools

Should Darwinism Be Presented Critically

xxxviii

Paragraph

John Ansgar Campbell
Philosophy of Public Education
Intelligent Design, Darwinism, and the

John Angus Campbell

EXHIBIT 2
John Angus Campbell
In chapter 3, "Stability for Expression," 'stability of expression' of design is

John Ange Campbell

8
In the context of a global education, there are no borders.

The text on the page is not fully visible or legible due to the image quality. It appears to be a continuation of a paragraph or section of a longer document, possibly discussing topics related to education or a similar field. However, due to the quality of the image, the text cannot be accurately transcribed or interpreted.
In a Democratic Society

ID and the Mission of Science Education

In section A, I'd like to talk about the concept of science education. The idea is that science education is a way to empower students to think critically, to ask questions, and to understand the world around them. This is important because science is not just about facts, but about how we use those facts to make sense of the world. The goal of science education is to help students develop the skills they need to be effective citizens in a democracy.

This means that science education should be inclusive and accessible to all students. It should not be limited to a small group of students who are already familiar with science concepts. Instead, it should be designed to reach all students, regardless of their background or prior knowledge.

The mission of science education is to prepare students for life in a democratic society. This involves teaching students how to think critically, how to ask questions, and how to use evidence to support their ideas. It also involves teaching students about the role of science in society and the importance of scientific inquiry.

Science education is not just about teaching students about science concepts. It is about teaching them how to use those concepts to make sense of the world. It is about empowering students to be active citizens in a democracy.

The idea of science education is not new, but it is becoming more important in today's world. With the rapid pace of technological change, it is more important than ever to ensure that all students have the opportunity to learn about science.

Therefore, science education is not just a subject that is taught in schools. It is a way of thinking about the world. It is a way of empowering students to be effective citizens.

In conclusion, science education is a vital part of a democratic society. It is about empowering students to think critically, to ask questions, and to use evidence to support their ideas. It is about preparing students for life in a democracy.

John Anya Campbell
The central theme of the document is the importance of understanding evolution in education. The author discusses the need for a curriculum that integrates evolutionary biology into the science education of students. The text emphasizes the relevance of evolutionary principles in understanding the diversity of life and the process of adaptation. The author also highlights the role of educators in fostering a scientifically literate public by teaching evolution in an engaging and accessible manner. The document explores the challenges in teaching evolution and advocates for a curriculum that empowers students to think critically about scientific concepts.
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It is not the business of pressuring groups with special agendas to set the general direction for the nation, or to decide the major educational issues of the day. This task belongs to the national education system, which is composed of states, local school systems, and the federal government. The national education system is the only entity that can make broad, long-range decisions about the direction of education in this country.

In recent years, the national education system has been the subject of intense criticism. Some people believe that the system is too centralized and too bureaucratic. Others believe that it is too decentralized and too fragmented. Still others believe that it is neither centralized nor decentralized enough.

Regardless of one's views on the structure of the national education system, the fact remains that it is the only entity that can make broad, long-range decisions about the direction of education in this country. It is the only entity that can set priorities for research and development, and it is the only entity that can allocate resources effectively.

It is important to remember that the national education system is not a monolithic entity. It is composed of many different groups with different interests and priorities. The system is not immune to political pressure and can be influenced by special interest groups. However, it is the only entity that can make broad, long-range decisions about the direction of education in this country. It is the only entity that can set priorities for research and development, and it is the only entity that can allocate resources effectively.

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This issue is influenced by numerous factors, including the rise of hybrid learning environments, the increasing importance of student engagement, and the need for more personalized learning experiences. The examination of these factors reveals a shift in educational paradigms, with a growing emphasis on technology integration and the development of new pedagogical approaches.

In response, educators and policymakers are exploring innovative strategies to enhance student learning and engagement. Among these are the implementation of online learning platforms, the development of blended learning models, and the incorporation of gamification techniques. These approaches aim to create more interactive and engaging learning experiences, thereby improving student outcomes.

Moreover, the examination of these trends suggests a need for a more collaborative and interdisciplinary approach to education. This collaboration can be facilitated through partnerships between schools, universities, and other educational institutions, as well as through the involvement of industry representatives.

In conclusion, the examination of these factors highlights the importance of continuous innovation and adaptation in the field of education. By addressing these challenges, educators can create more effective learning environments that are better equipped to meet the needs of today's students.
and Teaching the Controversy

Intelligence Design, Darwinism, and Public Education Philosophy

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[Incomplete text due to image quality]
standing in children's understanding of numbers or on a continuum of cognition or academic performance is not clear. However, the process of reasoning about numbers and their relationship to other concepts such as time, space, and quantity is thought to be critical for the development of mathematical skills.

This reasoning process involves the ability to think abstractly and to make logical connections between different ideas. It is essential for children to develop these skills in order to succeed in math and science, as well as in other areas of life.

In conclusion, the development of mathematical reasoning skills is a complex process that requires the integration of various cognitive processes. By understanding the role of reasoning in children's thinking, educators and parents can better support children's development and help them achieve success in math and other areas of their lives.
education. The emphasis of this book is on the importance of critical thinking and analysis in the development of philosophical ideas and theories. The book also examines the role of education in shaping the individual and society, and the ways in which education can be used to promote social justice and equality.

In conclusion, this book provides a valuable resource for anyone interested in the philosophical and educational aspects of the field of education. It is a thought-provoking and engaging read that challenges readers to think critically about the role of education in society and the ways in which it can be used to create a more just and equitable world.
In natural language, the text seems to be discussing the importance of education and the philosophy of education. It references various philosophers and educational theories, but the specific content is not legible due to the quality of the image. The text appears to be from a book or a scholarly article, given the formal structure and the use of footnotes and references.

The page includes a title or heading, followed by what seems to be the beginning of a chapter or section. There are also notes at the bottom of the page, which might contain additional commentary or references. The text is rich with philosophical language, suggesting a deep engagement with the subject matter.

Without clearer visibility, it's challenging to extract precise content or context. However, it's clear that the document is intended for an academic or intellectual audience, focusing on philosophical or educational theories.
The failure of education 4 (1964: 580-96)

2.3. Darwin, On the Origin of Species. 1859.

32. Darwin, Origin of Species. 1859.


1. chap. 6. The View from History. 1845.

4. chap. 5. The View from History. 1845.

31. chap. 4. The View from History. 1845.

26. chap. 3. The View from History. 1845.

15. chap. 2. The View from History. 1845.

13. chap. 1. The View from History. 1845.


80. The idea of a "philosophy of education" is not new, but it is now becoming more prominent in current educational discourse. See, for example, D. J. Berliner, "The Philosophy of Education," in The Philosophy of Education, ed. D. J. Berliner and R. C. Presseisen (New York: Teachers College Press, 1998), 29.


the problem is precisely how we, who are finite and imperfect, can have access to the infinite and perfect. The answer, according to Thomas Aquinas, is through faith, which is a gift of God to humanity.

Aquinas argued that faith is necessary for knowledge of the divine because it is beyond the capacity of the human mind to understand through reason alone. He believed that faith and reason work together, with faith providing the foundation upon which reason can build. This is why Aquinas is often cited as an example of a medieval philosopher who combined faith and reason in his work.

In conclusion, the question of how we can know the divine is a complex one that has been debated by philosophers for centuries. Aquinas provides a framework for understanding this question through his emphasis on faith and reason working together. His ideas continue to influence theologians and philosophers today.

For further reading, you might want to explore works by Aquinas, such as his Summa Theologica, which is widely regarded as one of the most important works in Western philosophy.
The creationist movement of education is to teach students nothing but the

Warren A. Nord

and the Science Curriculum

Intelligent Design: Incoy, Religion,

John Angus Campbell