the conflict between modern science and Christian religious fundamentalism concerning the theory of biological evolution has raged in America throughout the 20th century and shows no sign of abating at the dawn of the 21st century. The problem results from complex social and psychological phenomena, ranging from excess scientism to many forms of anti-intellectualism. This lecture will investigate the roots of the conflict, examine mistakes and logical fallacies committed by both sides, and propose how scientists and educators should approach the problem in the future.

Monday, February 24, 2003
7:30 p.m. • Nebraska Union Auditorium
14th & R streets • University of Nebraska–Lincoln

Sponsored by the Math/Science Education Initiative and the College of Arts & Sciences

Dr. Massimo Pigliucci
University of Tennessee–Knoxville

Dr. Massimo Pigliucci is an Associate Professor at the University of Tennessee–Knoxville, where he teaches ecology and evolutionary biology. His research concerns the evolution of genotype-environment interactions and the role of constraints in evolutionary biology, and he also has interests in epistemology and the philosophy of science. He has published 71 technical papers and two books on evolutionary biology. Dr. Pigliucci has received several awards from the Oak Ridge National Laboratory for excellence in research and was awarded the Dobzhansky Prize by the Society for the Study of Evolution.

ADDITIONAL EVENT:
“Is intelligent design a valid scientific alternate to evolution?”
A debate between Dr. Massimo Pigliucci and Dr. Paul Nelson, philosopher and Senior Fellow of the Discovery Institute
Sunday, February 23, 2003
3–4:30 p.m. • free and open to the public
St. Paul United Methodist Church
1144 M St., Lincoln
Science, Evolution, and Creationism consists of three main chapters. The first chapter briefly describes the process of evolution and the nature of science in contrast to other forms of knowledge. The second chapter surveys the scientific evidence that supports evolution from diverse disciplines that include astronomy, paleontology, comparative anatomy, biogeography, molecular biology, genetics, and anthropology. The third chapter examines intelligent design and other creationist perspectives so as to point out the scientific and legal reasons against teaching creationism in public school scie...
Here he outlines the major arguments typically presented by creationists in their quest to have creationism given equal time in science classroom and explains the fallacies in their arguments. Pigliucci does a good job of explaining the science in lay terms. He makes the argument that religion should not be taught as science while remaining respectful of the religion itself. This is a must-read for anyone interested in the debate over creation-science. See more. go_devils006, April 9, 2009. Everyone involved in science research, science education, and education policy (including politicians) should not only read the work, but encourage others to do likewise. - -Brian Alters, The Quarterly Review of Biology.Â Simply put, Denying Evolution is probably the most insightful book on the evolution creationism topic to come out in years, and it is highly recommended. - -Shawn Dawson, Free Inquiry.Â 4 Scientific Fundamentalism and the True Nature of Science. he uses Teller in "it is difficult to find a more clear and disturbing example of scientism, the fundamentalist belief that science can do no wrong and will ultimately answer any question worth answering while in the process saving humankind as a bonus." pg 114, interesting definition of scientism anyhow.