

Denying evolution: Creationism, Scientism & the Nature of Science

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

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.

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



UNIVERSITY OF
Nebraska
Lincoln

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 science.

