

**Suggested Readings from the session on Intelligent Design
National Association of Geoscience Teachers, 2005 Pacific Northwest Section
Meeting, Coos Bay, Oregon**

History of the Rift

Eugenie C. Scott, Evolution vs. Creationism. Westport, CT: Greenwood Press, 2004.

A clear exposition of all the major battles, with good documentation, including extensive excerpts from critical papers, pro and con on the teaching of evolution.

Michael Ruse, The Evolution-Creation Struggle. Cambridge, MA: Harvard University Press, 2005.

Just when I thought I couldn't read another account of the history of the conflict, I picked this up and learned something new. Ruse delves deeper than most into the subtleties of the religious conflicts among factions of co-religionists that provide a seemingly endless source of energy for the controversy. The science is almost irrelevant.

Intelligent Design and the Discovery Institute

Robert T. Pennock, ed., Intelligent Design Creationism and its Critics. Cambridge, MA: MIT Press, 2001.

A terrific compendium of papers pro and con Intelligent Design. The best way I know to sample the main arguments between two covers of a paperback book.

Barbara Forrest and Paul R. Gross, Creationism's Trojan Horse: The Wedge of Intelligent Design. New York: Oxford University Press, 2004.

A detailed review of the origins of the Intelligent Design "movement," with excellent analysis of principle documents and pertinent biographical information on the main authors.

The Confluence, for some, of the Science of Evolution and Religion

Keith B. Miller, ed., Perspectives on an Evolving Creation. Grand Rapids, MI: William B. Eerdmans, 2003.

A review of major aspects of evolutionary science by evangelical Christian science professors. Extremely articulate expositions of natural selection, the fossil record, etc., as well as direct analysis of the possibility of faith not getting in the way of science and vice versa. Miller is assistant professor of geology at Kansas State University.

Kenneth R. Miller, Finding Darwin's God. New York: Harper Collins, 1999.

A compelling, well written account of Miller's accommodation of his work in cell biology and evolutionary science with his devout Catholicism. Miller is professor of biology at Brown University and a frequent participant in public discussions of the teaching of evolution.

Richard T. Wright, Biology through the Eyes of Faith. San Francisco: Harper Collins, 2003.

Part of a series commissioned for Christian colleges, this is a thoughtful exploration of all aspects of the study of biology, including evolution, for committed Christian students. Crystal clear on the importance of evolutionary science, written by an emeritus professor of biology at Gordon College, Wenham, Massachusetts.

Teaching Evolution

Brian Alters, Teaching Biological Evolution in Higher Education: Methodological, Religious, and Nonreligious Issues Jones & Bartlett Publishers, 2004.

National Academy of Sciences, Teaching About Evolution and the Nature of Science National Academies Press, 1998.

Rodger Bybee (ed), Evolution in Perspective: The Science Teacher's Compendium, NSTA Press, 2004.

James Skehan and Craig Nelson, The Creation Controversy and the Science Classroom, NSTA Press, 2000.

BSCS, An Inquiry Into Biological Evolution, BSCS, 2005.

Kevin Beals, Life Through Time: Evolutionary Activities for Grades 5-8, Lawrence Hall of Science: LHS GEMS, 2003.

On the Cross-Curricular Approach to Teaching Evolution at Northwest School

Mark Terry, Art and evolution. The Science Teacher, January 2005.

Emphasizes the use of art history (and a visual art teacher!) in demonstrating shifting thought about evolution and in focusing students on the insights of comparative anatomy. Includes student art examples and an outline of the two week long integrated evolution unit.

Mark Terry, Tending the Tree of Life in the High School Garden. In Evolutionary Science and Society: Educating a New Generation. Colorado Springs: BSCS/AIBS, in press 2005.

Emphasizes the use of the history of the idea of a tree of life as a way to help students understand the contributions of Darwin and others. Includes examples of class activities related to tree of life concepts, and suggests that advances in genetics, embryology and phylogenetic analysis may be re-shaping the “tree” to the point that another metaphor is needed. High school students can see science at work as the metaphor “ages.”

Other papers in this volume will cover a wide range of evolution topics with specific emphasis on teaching: the proceedings of a Symposium held jointly by NABT/AIBS/BSCS in Chicago, 2004.