Ten examples of settled science that are still controversial:
(by BigThink.com)

1. Evolution unites all of biology.
2. Animal testing is necessary.
3. Embryonic stem cell research is necessary.
4. Vaccines don’t cause altruism.
5. Alternative medicine is bunk.
6. Large hadron collider won’t destroy earth.
7. Cold fusion isn’t real.
8. Nuclear power is safe.
9. Climate change is largely manmade.
10. GMO’s are safe.
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Evolution by natural selection is such a rock solid concept, that it is one of the ten greatest ideas in all of science.

Yet, opposition to the idea is particularly strong in the United States, which ranks near the bottom among westernized countries in terms of acceptance.
Researchers combined data from public surveys on evolution collected from 32 European countries, the United States and Japan between 1985 and 2005. Adults in each country were asked whether they thought the statement “Human beings, as we know them, developed from earlier species of animals,” was true, false, or if they were unsure.

The study found that over the past 20 years:
• The percentage of U.S. adults who accept evolution declined from 45 to 40 percent.
• The percentage overtly rejecting evolution declined from 48 to 39 percent, however.
• And the percentage of adults who were unsure increased, from 7 to 21 percent.

Of the other countries surveyed, only Turkey ranked lower, with about 25 percent of the population accepting evolution and 75 percent rejecting it. In Iceland, Denmark, Sweden and France, 80 percent or more of adults accepted evolution; in Japan, 78 percent of adults did.

The findings are detailed in the Aug. 11, 2006 issue of the journal *Science*
Why is understanding of evolution important?

Why is there such opposition to the idea?

Is there a fundamental conflict between evolution and religious belief?

Is evolution taught in our schools?

What is the “Alabama Insert”?

What should we do?
Why is understanding of evolution important?
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Agriculture.
Medicine.
Understanding and preserving diversity.
Solving environmental problems.
Education.
Advancement of science.
.......and more.......
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Among the factors contributing to America's low score are poor understanding of biology, especially genetics, the politicization of science and the literal interpretation of the Bible by a small but vocal group of American Christians, the researchers say.

“American Protestantism is more fundamentalist than anybody except perhaps the Islamic fundamentalist, which is why Turkey and we are so close,” said study co-author Jon Miller of Michigan State University.
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“Nothing in biology makes sense except in the light of evolution.” Theodosius Dobzhansky

"Is evolution a theory, a system, or a hypothesis? It is much more - it is a general postulate to which all theories, all hypotheses, all systems must henceforward bow and which they must satisfy in order to be thinkable and true. Evolution is a light which illuminates all facts, a trajectory which all lines of thought must follow - this is what evolution is."

Pierre Teil-hard de Chardin, a deeply religious man.

"God is not a divine being or a magician, but the Creator who brought everything to life... Evolution in nature is not inconsistent with the notion of creation, because evolution requires the creation of beings that evolve.”

Pope Francis
Ways of knowing are how we acquire knowledge about the world around us, and figure out our relationship with it. “Theory of Knowledge.com” identifies 8 different ways of knowing, each one involving a different method of gaining knowledge. Though different, they are often intertwined and dependent on each other.

**Emotion:** a strong feeling, such as joy or anger; instinctive feeling as distinguished from reasoning or knowledge.

**Faith:** complete trust or confidence in someone or something; strong belief in the doctrines of a religion, based on spiritual conviction rather than proof.

**Imagination:** the faculty or action of forming new ideas, or images, or concepts of external objects not present to the senses; the ability of the mind to be creative or resourceful; the part of the mind that imagines things.

**Intuition:** the ability to understand something instinctively, without the need for conscious reasoning; a thing that one knows or considers likely from instinctive feeling rather than conscious reasoning.

**Language:** the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way; the system of communication used by a particular community or country; the phraseology and vocabulary of a particular group; the manner or style of a piece of writing or speech; computing a system of symbols and rules for writing programs or algorithms.

**Memory:** the faculty by which the mind stores and remembers information; the brain regions responsible for memory; something remembered from the past; the remembering or commemoration of a dead person; the length of time over which a person or event continues to be remembered; the part of a computer in which data or program instructions can be stored for retrieval, a computer’s capacity for storing information.

**Reason:** a cause, explanation, or justification; the power of the mind to think, understand, and form judgements logically; what is right, practical, or possible; think, understand, and form judgements logically; find a solution by considering possible options; persuade with rational argument.

**Sense perception:** any of the faculties of sight, smell, hearing, taste, and touch, by which the body perceives an external stimulus; a feeling that something is the case; awareness or appreciation of or sensitivity to; a sane and practical attitude to situations; reason or purpose; good judgement; a meaning of a word or expression or the way in which a word or expression can be interpreted. Verb: perceive by a sense or senses; be vaguely aware of; detect.
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Is evolution taught in our schools?
In the United States, 6 states, including Alabama, require in their science standards that students “critically analyze key aspects of evolutionary theory.”

In 1996, the Alabama State Board of Education adopted a textbook sticker that was a disclaimer about evolution. It has since been revised and moderated. In September 2015, the Alabama State Board of Education unanimously approved that evolution and climate change should be required material for the state educational curriculum, these changes to be implemented by 2016. At the same time, a referendum was set for potentially removing the textbook disclaimers.
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A MESSAGE FROM
THE ALABAMA STATE BOARD OF EDUCATION
[to be pasted in all biology textbooks]

This textbook discusses evolution, a controversial theory some scientists present as a scientific explanation for the origin of living things, such as plants, animals and humans.

No one was present when life first appeared on earth. Therefore, any statement about life's origins should be considered as theory, not fact.

The word "evolution" may refer to many types of change. Evolution describes changes that occur within a species. (White moths, for example, may "evolve" into gray moths.) This process is microevolution, which can be observed and described as fact. Evolution may also refer to the change of one living thing to another, such as reptiles into birds. This process, called macroevolution, has never been observed and should be considered a theory.

Evolution also refers to the unproven belief that random, undirected forces produced a world of living things.

There are many unanswered questions about the origin of life which are not mentioned in your textbooks, including:

Why did the major groups of animals suddenly appear in the fossil record (known as the Cambrian Explosion)?

Why have no new major groups of living things appeared in the fossil record in a long time?

Why do major groups of plants and animals have no transitional forms in the fossil record?

How did you and all living things come to possess such a complete and complex set of "instructions" for building a living body?

Study hard and keep an open mind. Someday you may contribute to the theories of how living things appeared on earth.
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Act as ambassadors for biological understanding!