

I created the “Timeline on Evolution” because I understood, for quite some time, the legal minefield that I will be treading in when I teach about evolution. This artifact is a Power Point presentation that first outlines the history of evolutionary thought and then covers major legal decisions concerning teaching it and the biblical account in the book of Genesis in the Old Testament. This is entirely consistent with the aims of TPE 12, and my accommodation with both sides of the debate is consistent with TPE 13.

First, let me state that I am not hostile to either side. I grew up in a home that took religion seriously, and understand that it is important not to offend those who question the findings of Darwin and his successors. At the same time, I have given several platform sessions at international Genomics conferences, and am quite comfortable with the current thinking on Molecular Evolution. Holders of both points of view are people of integrity, and deserve respect.

For historical reasons, I included the famous legal debates of William Jennings Bryan and between John Scopes and Clarence Darrow. More significantly, I emphasize the results of decisions that effect current laws on teaching evolution, starting with the 1968 case, Epperson vs. Arkansas.

I have taught evolutionary theory, both at Southwestern Community College and at Granite Hills High School, and at the former I have encountered students who were Creationists. In all cases, and one in particular, a young woman was willing to put her views out for discussion, they were respected and her grade did not reflect a difference in religious viewpoint. Her understanding of Physiology was fundamentally sound and she received an ‘A’ grade. Since she will go on to be a health care provider, she will be

equipped to work with patients that believe that there is a supernatural component to their recovery.

I do not tolerate condescension by students or faculty on any ethnic group or point-of-view. In my future, I anticipate many times where my equability will be challenged. However, the even-handedness of my instruction should lead to mutual respect and a willingness to 'agree to disagree'. If my students do not learn mutual respect, then I failed to create a community of learners.

To summarize the research from this artifact, the Federal Courts have tried to balance the freedom to practice religion (but not *establish* one) and the right of free speech. I believe that in a classroom where mutual respect is protected, I can do the same.