

CURRICULUM VITAE

Gábor Áron, ZEMPLÉN

Nationality: Hungarian
Date of Birth: 22.08.1973



Academic Positions (in transition)

Associate Professor (primary employment since 2017, teaching activities commencing in 2019)
Argumentation Theory and Marketing Research
Institute of Business Economics, Eötvös Loránd University Budapest
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Senior Researcher
Morals and Science, 'Lendület' Research Group (2017-2023)
Institute of Philosophy
Hungarian Academy of Sciences (MTA BTK FI)
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Associate Professor (full time until 2017, part time until 2019)
Department of Philosophy and History of Science,
Budapest University of Technology and Economics (BME)
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Areas of Interest

Science Education (Nature of Science, argumentation, reflective thinking, module-development using historical case-studies), Argumentation Theory (scientific controversies, dialectical models, rhetoric of science), History of Science (17th-19th c. light, colour, and vision theories), Philosophy of Science (early Vienna Circle, social epistemologies).

Previous Appointments

Postdoctoral fellow at the Max Planck Institute for History of Science, Berlin (2005-2006), later an Eötvös scholarship grantee, (2008-2009)
Békésy György postdoctoral Research Fellow (2004-2008)
Magyary Zoltán postdoctoral Research Fellow (2003-2004)
Junior Research Fellow at the Hungarian Academy of Sciences funded Academic Research Group on History and Philosophy of Science (BME GTK, 2003)
Invited Assistant Professor at the University of Bern, Switzerland, Institute for Philosophy, Theory of Science and History of Science (2001-2002 Winter Semester)
Assistant at the Faculty of the History of Science at the Uni. Bundeswehr, München (2000)

Education

2002-2003 Postgraduate Environmental Management M.Sc. training – University of San Francisco – PPKE, Budapest (2 semesters)
2000-2002 Studying at the LMU, Munich. Logic and Theory of Science
1998-2001 Technological University, Budapest. Department of Philosophy and History of Science. Title of PhD thesis: *An Eye for Optical Theory – Newton’s Rejection of the Modificationist Tradition and Goethe’s Modificationist Critique of Newton*. (summa cum laude)
1998-2002 Student of the Invisible College, Hungary (A selective, extracurricular tutoring college, 1995 winner of the Hannah Arendt Prize.)
1994-2004 Student at the ELTE, Humanities Faculty, English Literature and Linguistics M.A. 8 Semesters.
1992-1998 M.Sc. in Biology, Chemistry and M.Ed. in teaching Natural Sciences in English. (Research on in vivo electronically triggered fertilization of incompatible wheat-subspecies at the Research Institute of the Hungarian Academy of Sciences, Martonvásár (1994).)

Languages

English	fluent (Cambridge Proficiency in 1992)
German	fluent (DSH, Deutsche Sprachprüfung für den Hochschulzugang in 2002)
Latin	pre-intermediate
Russian	pre-intermediate

Professional Experience

Reviewing in journals, including: *Science and Education* (Springer, 2006), *Argumentation* (Springer, 2006), *Periodica Polytechnica* (BME, 2006), Hungarian Journal of Psychology/*Magyar Pszichológiai Szemle* (Akadémiai Kiadó, 2009), *Science Education* (Wiley, 2009), Hungarian Journal of Philosophy/*Magyar Filozófiai Szemle* (2009), *Erkenntnis* (2010). *Educational Research Journal* (2011), *Studies in Philosophy and Education* (2011), *Argumentation in Context* (2011).

Editorial Board member and reviewer for Springer journals: *Argumentation* (2008-2013), *Science & Education* (2014-). Editorial Board member of book series: *Argumentation in Context* (John Benjamins, 2009-) Series editor of the *History and Philosophy of science (Tudománytörténet és Tudományfilozófia)* series published by L'Harmattan Budapest (2003-2012, 6 volumes)
Member of the Hungarian Academy of Sciences Complex Committee for the History of Science and Technology (since 2003)

Projects, Grants

APPLY (European network for Argumentation and Public PoLicY analysis). EU Cost ACTION project (2018-2022), Hungarian member of Management Committee. Total Grant 0.5 M EUR.
HIPST (History and Philosophy in Science Teaching)– EU 7th fp. Hungarian scientific partner (2008-2010). Total grant: 1 M EUR.
Participation in Hungarian National Research Fund (OTKA) Research Grants F 032218 (1999-2001), T 037575 (2002-2006) T 037504 (2002-2006), 72598 (2008-2012)
PI in OTKA grant F 046354 (2004-2005), K 109456 (2013-17, Integrative Argumentation Studies)

Teaching Experience

25 years of teaching experience, starting with high school students (appr. 8 years, Biology, Chemistry), and IBO module development (Theory of Knowledge), about 15 years of teaching experience with B.A. and M.A. students from various disciplinary backgrounds (mostly natural sciences, engineering, humanities, economics), over 10 years of experience in Doctoral Schools (History and Philosophy of Science, Cognitive Science, Philosophy).

PhD supervision:

Bíró Gábor István ("Projecting the Light of Democracy - Michael Polanyi's Efforts to Save Liberalism via an Economics Film, 1933-1948" (2017, thesis in English))

Tófalvy Tamás "Creating the Digital Good and Bad: Media-platform based boundary work in 21st century journalism " (2014, thesis in Hungarian)

Gábor Kutrovátz ("An Epistemological Cross-Section of Science Studies in the Context of the Science-Wars", 2006, 50%, thesis in English)

2003-2018 History of Engineering, Technology, and Science PhD program, BME (from 2011 renamed 'Philosophy and History of Science'). Courses include: Argumentation theory, History of Scientific Methodology, Philosophy of Biology, From Natural Philosophy to Natural Science and Philosophy (elective in this PhD program, and at the Modern Philosophy PhD training of the ELTE University, Budapest)

2006 Invited lecturer at the PhD program of the Andrassy University, Budapest. Course on: Methodologie, Geschichte, und Philosophie der Wissenschaften (in German)

2002- Lecturing at BME, Budapest

1998- Lecturing at the Eötvös Loránd University, Budapest (ELTE), Faculty of the Natural Sciences (TTK), Dept. of the History and Philosophy of Science.

1996-97 Teaching at an English Public School, HMC Dauntsey's School, Wiltshire, England. Main subjects: Biology, Chemistry, and General Studies (Philosophy of Science) for A-level students.

1993-2007 Teaching Chemistry and Biology in English at my old Secondary School, the Karinthy Frigyes Dual-language High School. From 2002 teaching *Theory of Knowledge* for the International Baccalaureate training, from 2004-2007 subject coordinator.

Selected English publications

Book sections, Chapters in Edited Works, Books

2017. Structure and Advancement in Goethe's Morphology. In: *Marking Time: Romanticism and Evolution*, edited by J. Faflak. Toronto: Toronto UP.
2016. Polarisation in Extended Scientific Controversies: Towards an Epistemic Account of Disunity. In *Paradoxes of Conflicts*, edited by G. Scarafile and L. Gruenpeter Gold: Springer.
2014. Kutrovátz, Gábor, and Gábor Á. Zemplén. Social Studies of Science and Science Teaching. In *History, Philosophy and Science Teaching Handbook*, edited by M. R. Matthews: Springer Publishers.
2011. History of science and argumentation in science education: Joining forces? In *Adapting historical knowledge production to the classroom*, edited by P. V. Kokkotas, K. S. Malamitsa and A. A. Rizaki. Rotterdam: Sense Publishers.
2011. The argumentative use of methodology - Lessons from a controversy following Newton's first optical paper. *Controversies in the Scientific Revolution*. Dascal, M. and Boantz, V.D. Amsterdam: John Benjamins: 123-147.
2008. Licht und Farbe. *Enzyklopädie der Neuzeit* F. Jaeger. Stuttgart; Weimar, J.B. Metzler. 7: 887-895.
2008. Scientific controversies and the pragma-dialectical model: Analysing a case study from the 1670s, the published part of the Newton-Lucas correspondence. *Controversy and Confrontation - Relating controversy analysis with argumentation theory*. F. v. Eemeren and B. Garssen. Amsterdam, John Benjamins: 249-273.
2007. The nature of science in the classroom – sociology to the rescue? In *Constructing Scientific Understanding through Contextual Teaching*, szerk. Heering, P. és Osewold, D. Berlin: Frank & Timme. 319-338. o.
2005. *The History of Vision, Colour, & Light Theories - Introductions, Texts, Problems*. In: Bern Studies in the History and Philosophy of Science. Bern.
2005. Gervain, Judit and Gábor Zemplén. "Focus raising: A paradigmatic example of the treatment of syntactic variation". In *Syntax and Variation – Reconciling the Biological and the Social*, Cornips, Leonie and Karen P. Corrigan (eds.), 123–145. John Benjamins

Journal Articles

2018. 'Theory-Containment in Controversies: Neurath & Müller on Newton, Goethe, and Underdetermination'. *Journal for General Philosophy of Science*.
2018. Diagrammatic Carriers & The Acceptance of Newton's Optical Theory. *Synthese*.
2017. Bárdos, Dániel, and Gábor Áron Zemplén. The Shape of Biology to Come? The Account of Form and Form of Account in Hoffmeyer's Biosemiotics. *Tradition and Discovery*. 43 (1):32-50.
2011. Kutrovátz, G. and Zemplén, G.Á.. "Experts in Dialogue: An Introduction." *Argumentation* 25(3): 275-283. (editors of the special issue 'Rethinking Arguments From Experts)
2010. Zemplén, G. Á., Demeter, T. Being Charitable to Scientific Controversies - On the Demonstrativity of Newton's Experimentum Crucis. *MONIST* 93:(4 (October)) pp. 638-654.
2009. "Putting Sociology First—Reconsidering the Role of the Social in 'Nature of Science' Education."

- Science and Education* 18(5): 525–559.
2007. Conflicting Agendas: Critical Thinking versus Science Education in the International Baccalaureate Theory of Knowledge Course. *Science and Education* 16:167–196.
2006. The development of the Neurath-principle: unearthing the Romantic link. *Studies in History and Philosophy of Science A* 37 (4):585–609.
2004. Newton's Colour Circle and Palmer's "Normal" Colour Space (Continuing Commentary on Palmer, Stephen E.: Color, Consciousness and the Isomorphism Constraint. Bad Arguments for a Dubious Case). *Behavioural and Brain Sciences* 22 (923-989).

Conference papers

2018. Sociohistorical Perspectives II. *Modeling Conceptual Knowledge and Conceptual Change. Study Group*, HWK Delmenhorst (Ins., for Advanced Study, February 6-7).
2014. From Theoretical Concepts to Behavioural Trait-Analysis: Utilizing Tacit Knowledge and Transmuted Expertise in Facebook-Coordinated Courses on Rhetoric and Dialectic. In *Ten years of Facebook: Proceedings of the Third International Conference on Argumentation and Rhetoric.*, edited by G. Horváth, R. K. Bakó and É. Biró-Kaszás. Nagyvárad: Partium Press.
2011. Zemlén, G.Á. and Kertész, G. *The challenges of training critical discussants: Dialectical effectiveness in strategic maneuvering and in Science Education.* Proceedings of the 7th International Conference on Argumentation of the International Society for the Study of Argumentation., Amsterdam: Sic Sat.
2010. Teaching argumentation in Election-year: a Hungarian pilot project. Paper read at *Argumentor* conference. Nagyvárad.
2009. The possibilities for History of Science in Education and Training in Hungary *3rd International Conference of the European Society for the History of Science* Vienna, September 10 - 12: 806-811.
2007. Utilising pragmadialectics for the study of scientific controversies: The Newton-Lucas correspondence, a case study from the 1670s In: In F. H. van Eemeren, J. A. Blair, Ch. A. Willard, B. Garssen (eds.) *Proceedings of the Sixth Conference of the International Society for the Study of Argumentation* (pp. 1573-1580). Amsterdam: Sic Sat. (6th International Conference on Argumentation - University of Amsterdam)
2007. A Hundred Years Make No Small Difference: Popularization of Science in Hungary at the Turn of Two Centuries: Győző Zemlén's Conventionalism and Modern Fundamentalists in: Klassen, S., Ed. (2007). *Proceedings of the Fifth International Conference for History of Science in Science Education held in Keszthely, Hungary, July 2004.* Print version: ed. László Kovács. *Studia Physica Savariensa* 2004, XI. pp. 40-49.

Reviews

2018. Siegel's Educational Ideal and Non-instrumental Philosophical Practice: Review: Harvey, Siegel (2017) *Education's Epistemology: Rationality, Diversity, and Critical Thinking.* Oxford University Press, New York, NY. ISBN: 9780190682675. *Science & Education.*
2016. Review: Livnat, Zohar. 2012. *Dialogue, Science and Academic Writing.* John Benjamins. *Journal of Argumentation in Context* 4 (3):317-319.
2016. A Novel Framework for Argumentation: Harald R. Wohlrapp (2014) *The Concept of Argument: A Philosophical Foundation.* *Science & Education.*
2011. Review: Kuhn Bernhard, *Autobiography and Natural Science in the Age of Romanticism: Rousseau, Goethe, Thoreau* (Ashgate, 2009) *Centaurus* (53(1):63-65
2009. "Controversies on, in, Around, and About the Subject (Critical Review of Barrotta P. & Dascal M. (eds): *Controversies and Subjectivity.* John Benjamins: *Controversies* 1, 2005. x, 411 pp. ISBN 978 90 272 1881 0." *Argumentation* 23(1): 115–121.