

## Call for Papers: Workshop on Paul Feyerabend (1924-1994) – Education for a Free Society

He was the *enfant terrible* of Philosophy, or more specific: of the Philosophy of Science: Paul Feyerabend. It might not be an exaggeration to state that Feyerabend was one of the most influential forces that changed the Philosophy of Science in the second half of the 20<sup>th</sup> century. He contributed to that seminal colloquium in London 1965, which – even though it was chaired by the more traditional Karl R. Popper – represented a new, historically and sociologically informed way of doing Philosophy of Science in discussing the ideas of Thomas S. Kuhn. Feyerabend, whose contribution is presented in *Criticism and the Growth of Knowledge: Proceedings of the International Colloquium in the Philosophy of Science, London, 1965* (ed. by Imre Lakatos & Alan Musgrave) arguably offered one of the highlights of that meeting in comparing modern science to organised crime.

Based on his intimate knowledge of the history of the sciences and of the contemporary state of especially physics, his background in philosophy, and his genuine interest in the arts, Feyerabend never missed an opportunity to challenge prevalent views on the sciences and philosophy. Even though his seemingly anarchistic views often outraged the established circles of academia, it is, at least partially, to his credit that our understanding of the sciences and philosophy, of their proceedings and their influence in society, are viewed with a much more critical eye. Feyerabend's broad interest in cultural affairs included, of course, questions of education, of the ways people are educated (or: indoctrinated) into scientific beliefs and worldviews. He famously argued that education is only then true education if its teaching includes a backdoor through which one is able to leave exactly those teachings. He always was appalled by the way, in which sciences and philosophy are taught as truths, as facts rather than as imperfect, questionable theories or, even better, as practices of searching and philosophizing. And he was appalled by the closed-mindedness of a scientifically grounded and philosophically defended education

system, which seemed to exclude or belittle different ways of knowing, different ways of living.

It has become quiet around Feyerabend. Time to raise awareness again for this uncomfortable mind. In preparation for the celebration of his centennial birthday in 2024, a workshop will take place at the University of Strathclyde in Glasgow.

The workshop will attempt to shed some light on the relevance of Feyerabend's thinking for contemporary education in all fields. The workshop will take place at the

**19<sup>th</sup> of March 2021, University of Strathclyde, Glasgow/ Scotland**

We invite abstracts up to 500 words for presentations (ca.30-45min) discussing Paul Feyerabend with regard to educational thinking. The organisers will invite a number of presenters to contribute to an edited collection of essays on Feyerabend and education, which is planned for publication in 2024 to celebrate Feyerabend's centennial birthday.

The workshop is envisioned to extend over one day. Should the interest prove to be larger than expected, we would extend the gathering to a second day, comprising then the 19<sup>th</sup> and 20<sup>th</sup> of March. Participants will be informed accordingly. The workshop will be free of charge, but participants are expected to organise their own travel, food and accommodation if necessary.

**Organisers:** Dr Karsten Kenklies (University of Strathclyde, Glasgow/ Scotland) & Dr Sebastian Engelmann (University of Tübingen, Germany)

**Workshop date:** 19.03.2021

**Workshop language:** English

**Workshop location:** University of Strathclyde, Glasgow

**Deadline for abstracts:** 1.12.2020 (per email to [karsten.kenklies@strath.ac.uk](mailto:karsten.kenklies@strath.ac.uk) and [sebastian.engelmann@uni-tuebingen.de](mailto:sebastian.engelmann@uni-tuebingen.de))

**Information about acceptance:** 14.12.2020

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