



Doctoral Students Seminar
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organized by

Professor Elena Theodoropoulou (University of the Aegean),

with the participation of Christophe Miqueu, Assoc. Professor, Université de Bordeaux (INSPE – SPH)

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Laboratory of Research on Practical Philosophy (L.R.P.Ph.)

University of the Aegean

School of Humanities

Department of Preschool Education Sciences

& Educational Design

ABSTRACTS

Education and disobedience. Return to the ethical rebellion of teachers

Christophe Miqueu

We will focus on the case of disobedient teachers, and particularly the example of Alain Refalo, a French primary school teacher who refused to implement a national reform of education in 2008. Driven by an ethic imbued with a keen sense of what the historic mission of the school of the people is, A. Refalo justifies his choice not to follow reforms that are, according to him, contrary to the principles of the republican school. If the individual merit of his "ethical revolt" is understandable, it remains that one can question the limits of insubordination assumed alone (or even as part of an ephemeral Collective), and the feeling of exhaustion and the reality of suffering at work that such resistance generates when repression sets in. It is then the conditions of possibility of a collective ethics and a movement of mass resistance that we will question.

Methodo-logy

Elena Theodoropoulou

The choice of method or the methodological habits in developing a research movement it is possible to follow internally the evolution of a thought process or to arise, while this thought is being shaped, rather than being inserted externally, ab ovo either as thought engines or as an evaluation grid. This would mean that thinking can, on the one hand, be developed by grounding into earlier methodological traces (adopting a method appropriate to it), and on the other hand (precisely in the particular way it evolves), produce methodological traces through which it further clarifies its process. This two-way direction concerning methodological movement highlights, as philosophically and pedagogically beneficial, the relocation of interest from the implementation of the method as an acquired mechanism to its emergence as an innate aspect of thought as it explores.

Philosophy and Critical Thinking, a non-relationship in Education: From denigration to expelling and simulation

Mania Monioudi

Should Philosophy be the pursuit of truth, an inclination to exploration of oneself and of the other, a way for the restless and inquisitive spirit to manifest itself, as an individual's need entrenched in human nature itself; should it aim at knowledge which emanates from critical scrutiny of the fundamentals on which our convictions, prejudices and viewpoints are grounded, then Critical Thought is to be initially comprehended through philosophical approach which does not only entail the foundation of the notion of Critical Thought, but also the moulding of attitude of the critically thinking human being. The apprehension of Critical Thought, can in essence exist in association with the evolution of philosophical thought either as dispute or as a creative procedure, as reversal or refutation, as an incessant strenuous struggle for quest which can only be crucially connected with every educational endeavour in this direction.

Character education: a critical approach

Sotirios Bardas

This presentation tries to show that character education is an educational program - tool of the educational policy of the countries that implement it, aiming - explicitly and implicitly - at manipulating young people's way of thinking and behaving, in compliance with predefined standards. Moreover, character education requires and produces the catechism, manipulation, indoctrination and strict teacher-centred discipline, aiming at a defined values' inculcation and a cogitation and behavior guided modification, through sterile processes of knowledge acquisition, role modeling, deduction and evaluation. Therefore, the aims and practices of character education indicate that do not cultivate the development of a critical and autonomous thinking, thus, strengthening individuals towards a conscious formation of their values choices.

The emergence of 'portmanteau words' in literature and their deleuzian reception

Elena Nikolakopoulou

In this paper, we will try to write down and highlight aspects of *portmanteau* words, as they first appear in literature and afterwards, and then they are received in deleuzian philosophy. Specifically, we will find them, among other references, in the description of a meal to the *Assemblywomen (Ecclesiazusae)* of Aristophanes, in «Ariachne» of *Troilus and Cressida* by William Shakespeare, in James Joyce's *Finnegans Wake* and finally in the poem of «Jabberwocky» from the *Alice Through the Looking Glass* of Lewis Carroll. Based on the latter, Gilles Deleuze in *Logique du sens*, will develop his theory of *portemanteau* words, the “esoteric” words, as he calls them, or the paradoxes of voice, which are restricted by, and a priori contradict to, themselves.

From the code of professional conduct to professional ethics

Argentini Nomikou

In Greece, there is only one general code of deontology and conduct of civil servants, which is at the discretion of each employee to know and apply it. However, professional ethics should signify the transition to something more substantial than the mere application of external rules, which could also refer to the moral perception that each person has shaped and continues to shape (whether or not there is a given code) through ethical dilemmas, internal & external conflicts.

The comic element in the graphic novel «Maus»

Eugenia Patta

On account of the etymology of the word comics, which derives from the word comic (ancient Greek κωμικός < κῶμος)- in order to declare the goofy and funny content of the early comics- and the existence of structural elements of the medium, which could be characterized as comical such as visual metaphors, framing, graphics, the shaping-distortion of the heroes, we are attempted to detect the comic element in Art Spiegelman's «Maus», since the graphic novel follows the same code-rules as the comic language. It seems that the author lets the comic element appear verbally, whereas, at the same time, the potential comic structural elements of graphic novels are suppressed. This very tendency regarding “Maus” ‘s Holocaust theme (a content deeply traumatic), sets the boundaries of tragic and comic under consideration, but mainly turns the graphic novel itself into a more sophisticated literary version of comics, a conversion that will be of our interest in this paper.

Is philosophy here*?

Katerina Renti

What is the position of philosophy in the Greek school? Is philosophy needed as a subject? Through this presentation we will try to follow the cracks in the way that philosophy has "marched" into Greek education across curriculum evolution.

*What is real, is always on the part of the disobedient, the elusive, the contradictory, the thing we want to tame, to arrange, to silence, and which no matter what comes back again and again without end - irreconcilable***

But would philosophy want to go to school? (cf. Matthew Lipman, *Philosophy goes to school*)

* s. Theodoropoulou E., *Philosophy, philosophy are you there?*, Athens, Diadrassi, 2013

** Bobin, C., *Autoportrait au radiateur / Autoportrait Au Radiate* (English and French Edition), Paris, Gallimard, 2000

Anti-eye: what is a concealed thinking?

Daniel Gaivota

Attempting to create philosophical concepts in the field of education, this research gropes blindly the possibilities of a thinking that, instead of bringing things to light, gives more attention to what is invisible, hidden, concealed. Tries to situate reality in an immanent dispute between chaos and order, where power structures operate through visibility and permission, on the one hand, and interdiction and concealment on the other. Thus, explores the possibility that resistance forces may never be shown – because all that is apparent has been somehow captured and therefore allowed –, that is, that true movement always operates concealed.

Music and Philosophy: Interlocutions in a Choral Practice at School

Neila Ruiz Alfonso

Escaping an imprisoning school tradition and letting life flow in school are political actions of a choral practice that thinks the relationships with others, with itself, with the world in the way of making music together. This

presentation intends to share a part of a choral experience that simultaneously involves on the one hand a musical dimension - as a plane of aesthetic composition, according to Deleuze & Guattari -, and on the other hand philosophical dimension - as a knowledge of love, of relationship, according to Ferraro.

Ethical and political possibilities of teaching narratives about coexistence: the responsibility of being together in the school space.

Ana Belem Diosdado Ramos

This is about the presentation of the results of an exploration of the plurality of experiences that emanate from the warp of meaning that is interwoven in the encounters and disagreements that occur between the subjects living in the school space. The epistemic principles of narrative research for the construction of knowledge about school coexistence based on the experiences of teachers on the responsibility of being together in a school whose characteristics confront them with conditions of violence and discipline are taken up. The relevance of this approach lies in the teaching subjectivity to contribute to the reflection of the ethical and political dimensions of school life.

The body as immanent to life

Maricela Pérez López

During my practice in the *Laboratory of the Research on Practical Philosophy* of the University of the Aegean/Greece, under the responsibility of Professor Elena Theodoropoulou, we carried out diverse discussions and investigations about the following research topic: “From the student teacher to the teacher: the construction of the self”. From a Nietzschean philosophical position and under the genealogy method, it was found that the concept surrounding the rigor of this object of study and takes away its enigma is the multiple instinctive drives of the Body that are presented as potency in the subject. The self inhabits the body, that always listens, searches, compares, subjugates, conquers and destroys. It seems to be confirmed that the novice teacher, dionysian and dialectically apollonian, suffers, desires, looks for perfection, and occasionally, is rebellious.

SHORT BIOS

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Christophe Miqueu is associate professor in political philosophy at the University of Bordeaux (ESPE Aquitaine), member of the SPH laboratory (EA 4574) and associate member of Cevipof (CNRS - Sciences Po). He works on the history and theory of republicanism and has published in particular: *Spinoza, Locke et l'idée de citoyenneté. Une génération républicaine à l'aube des Lumières* (Classiques Garnier, 2012), *Comprendre la laïcité* (Max Milo, 2017), and with Gabriel Galice *Penser la République, la guerre et la paix sur les traces de Jean-Jacques Rousseau* (Slatkine, 2012, prix de l'Académie des sciences, arts et belles-lettres de Dijon).

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Graduated in Philosophy and Master in Education, now he is getting a PhD in Education at the State University of Rio de Janeiro. After the research that led to the publication of *Poetics of Displacement* (2017), he is now researching - parting from the reflections made there about the movement - the potencies of the concealment, invisibility and of the unseen for thinking about education.

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