

Re(senhas)

EDITORIAL

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PRESENTATION

Re(senhas) Magazine is pleased to present its first edition, dedicated to the theme "Connecting Knowledge Beyond the Canons". In this inaugural issue, we bring together works that explore the intersection between different areas of knowledge, seeking to **expand the horizons of knowledge** and **promote interdisciplinary dialogue**. We believe that the **construction of knowledge** takes place in a richer and deeper way when different perspectives are intertwined, challenging the traditional boundaries between disciplines.

"Bourgonese Vineyards and Wines: The Philosophy of Gaston Roupnel by Philip Whalen" delves into Burgundy's rich history, exploring how wine transcends the status of a mere beverage and becomes a symbol of the region's cultural and historical identity. Through Roupnel's work, the article unveils the deep connection between man, land, and wine, revealing how winemaking practices shape and are shaped by the region's philosophy of life.

"Brief History of the Philosophical Sertão" narrates the inspiring trajectory of the research group Sertão Filosófico, a collective of professors who, driven by a passion for philosophy, have been transforming the intellectual landscape of the São Francisco Valley. The article celebrates the strength of inter-institutional dialogue and the importance of democratizing access to philosophical knowledge, highlighting the impact of the group in the formation of new thinkers and in the promotion of philosophy as a tool for social transformation.

"Democratic-libertarian thinking in the narrative of African independences today" invites reflection on the meaning of democracy and freedom in the contemporary African context. Based on the analysis of African independences, the article argues that true democracy resides in freedom and independence of thought. The author argues that "libertarian thinking" requires a critical look at external influences and a commitment to the construction of an authentic and emancipated African history.

"A Very Dangerous Game: On Literature and Philosophy" explores the intrinsic relationship between literature and philosophy, demonstrating how literature, with its ability to narrate and evoke, can be a powerful tool for understanding philosophical concepts. The author, inspired by the work of the poet Adília Lopes, argues that both literature and philosophy challenge us to explore "unimaginable places", expanding the limits of our knowledge and our perception of the world.

"The teaching of Philosophy and responsibility" addresses the importance of the ethics of responsibility in the teaching of philosophy. Based on the work of Hans Jonas, the article argues that education should prepare individuals for responsibility for the impacts of their choices on the world. The authors argue that the teaching of philosophy should go beyond the mere transmission of content, encouraging critical reflection and the formation of citizens who are aware of and engaged with contemporary challenges.

"Quilombola School Education at the Quilombola State School of São Tomé-BA: advances and setbacks under the aegis of

Law 10.639/2003" analyzes the challenges and advances in the implementation of Law 10.639/2003, which makes the teaching of Afro-Brazilian and African history and culture mandatory in schools. The article investigates how the Quilombola State School of São Tomé-BA, located in a quilombola community, has incorporated this law into its pedagogical practices, seeking to promote the recognition and appreciation of the ethnic-racial identity of students.

"From gnosiology to psychological adaptation: The semiological problem for concrete philosophy" presents the gnosiology of Mário Ferreira dos Santos, exploring the transition from gnosiology to psychological adaptation in his concrete philosophy. The article examines the role of symbolization as a fundamental cognitive operation that transcends language, arguing that symbolic systems, in Santos' view, not only organize sensible experience, but also allow for the abstraction and generalization of universal concepts.

"Propositions of Contents of the Imaginary in the Teaching of Philosophy" discusses the pertinence of the contents of the imaginary in the teaching of philosophy, exploring how images, myths, dreams and desires can be used as pedagogical tools to stimulate philosophical reflection. The article argues that the incorporation of these contents in the teaching of philosophy can make it more dynamic and relevant for students, opening up new possibilities for understanding the human experience³⁰.

"Critical Review of the book 'The Fold: Leibniz and the Baroque' by Gilles Deleuze" presents an analysis of Deleuze's work,

which explores Leibniz's philosophy from the point of view of Baroque aesthetics. The review highlights how Deleuze uses the concept of "fold" to explain Leibniz's metaphysics, exploring the relationship between the infinite and the finite, unity and multiplicity. The author of the review argues that Deleuze's work is an essential reading for understanding Leibniz's philosophy and Baroque aesthetics.

We thank you all for your contributions and wish you a good
reading,

Publishers