

Topic

Subjection and resistance: notes about the process of subjectivation in the teaching of philosophy in contemporaneity

Abstract

The notion of process of subjectivation present in Michel Foucault's thought seems to be an important conceptual instrument to understand the reconfiguration of the subject in the context of western philosophy. This notion allows us to be distant from the identitarian and substantial conceptions of subject. Our objective is to comprehend how the process of subjectivation can be drawn in the teaching of philosophy in contemporaneity. Thus, performing a displacement of Foucault's thoughts to the area of teaching of philosophy, it could be possible to conceive a teaching that, being supported by a process of subjectivation, would not be a hostage of mechanisms that aim a way of knowledge transmission, that had the function to circumscribe the possibility of students to think in a record imposed by a particular philosophical tradition, but, on the contrary, a teaching that developed itself in the space of an *ethics of the care of self*. Considering the subjectivation as a process that takes place in the tension between the movement of domination and of resistance, that constitutes the strategic relations of power, we try to think how – in the process of subjectivation – the scope of the strategies of subjection (which constitute in subjected ways of thinking, presented as a linear repetition of philosophical traditions) and the movement of subtraction of an individual to such strategies (through a mode of power relations in which the individual outlines the possible freedom before the mechanisms responsible for the "assujettissement" of the thought, subjecting it to a determined mode of existence) configure themselves. In this movement, accompanied by the thought of the philosophers studied, the students seek to think the problems that affect their existence. Thus, it does not exist the figure of the student as an absolutely resistant or a totally subjected individual to the movement of domination that is exercised over him. In this context, it is highlighted the issue of the possibility to occur, in the contemporary environment of teaching of philosophy, an ethical movement that points to a resistance as a power of thinking that invents itself as a *care of self*.