

Editorial

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The Faculty of Social and Human Sciences of the Universidad de Medellín is pleased to present issue 13th of the *Ciencias Sociales y Educación* journal to local, national and international academic communities. Once again, its essence consists of interdisciplinary contributions that privilege dialogue between different disciplines of the social and human sciences. This issue consists of five research articles, two essays, a French - Spanish translation of excerpts from a book and three reviews.

The first section of the journal, dedicated to research articles, begins with the text “Normative Effectiveness of Citizen Participation Scenarios in Colombia’s Legal Framework”, written by Oscar Iván Muñoz Giraldo. It states that citizen participation was established as one of the basic foundations for the consolidation of the Social State of Law in the Political Constitution of 1991. It allows to create different participation mechanisms that, from the norm, urge the citizen to comply with the mandate. However, autonomously and simultaneously, citizens created other non-formal instances in which the structuring elements of democratic participation are put into practice. The central objective of the paper is to compare the normative effectiveness of both formal and informal scenarios, in order to identify in which one of them participation in the formation, execution and control of political power is better represented.

Next comes the paper written by Santiago Espinoza Borja, “An approach to the complexity of alcohol and its effects on the behavior of police officers in the municipality of Tulcán (Ecuador)”, which addresses the effects of liquor consumption on the behavior of police servers in Tulcán and its implications in the institutional feedback process, that is essential for evaluative and growth processes. The analysis is based on statistical data and it is found that this behavioral phenomenon that does not originate exclusively in a substance, rather more, it is the result of multiple variables that act directly and indirectly. For this reason, Espinoza Borja advocates an approach that recognizes the complexity behind the phenomenon and transcends a linear or traditional perspective.

The third article is called “Elites’ (Re)production in the University System’s Democratization Times. Conceptual Analysis based on Latin American Experiences”, by María Luisa Quaresma and Cristóbal Villalobos Dintrans, who make a theoretical-conceptual analysis regarding the role of the university system in the processes of mobility and elite reproduction in the context of school democratization. The text presents a review of the main debates around the concept of elite and analyzes the relationship between the (re) production of the elite, the university to which students attend and the career they enroll in developed countries and in Latin America. It emphasizes in the case of two countries with university systems characterized by their high levels of school democratization and internal segregation: Chile and Brazil. In this way, the paper proposes a reflection that shows the importance of the intersection between university and career in the configuration of mobility and social reproduction processes, understanding the configuration of the elite as a dynamic and adaptive process.

In another respect, Jair Hernando Álvarez Torres and José Tomás Cortés Díaz, in their paper “Sports and Training seen as Alternatives to “Race Degeneration” during the first half of the 20th Century in Colombia”, affirm that, although sports training is an individual and sometimes group practice, in one way or another, it tacitly conveys a mode of rationality that intends to impose on the entire population, as happened in the first half of the twentieth century in Colombia, regarding the debates on progress and race. The authors emphasize that this phenomenon did not begin exclusively in this context and go back in the history of sports training to show that these practices were thought in different coordinates of the planet and their models are anchored to the European cultural context. In that sense, the paper focuses on the description of some contextual aspects of that moment that gave way to the approach to sports and sports training as alternatives to the “decline of Colombian culture” and particularly, the “race’s degeneration”.

The research articles section closes with the contribution of Alejandro Uribe Zapata, “Expanded Education Pedagogical References”. It explores emerging terms –such as alternative education, critical pedagogies and emerging pedagogies– that seek to categorize new educational practices and then evaluates how much do they coincide with the concept of expanded education. It concludes that expanded education is rather, in words of the author, “a critical / practical discourse on education, without normative or prescriptive commitment, which seeks to provoke and stimulate debate while putting into practice a series of logistical assumptions perfectly susceptible of changing, improving or being abandoned.”

The essay section is made up of two papers. The first one, by Mario Sánchez Vanegas, entitled “Theatrical Writing. *The Blind: A Symbolist Tragedy*” centers on theater and its writing, and deals with the work of Maeterlinck as a precursor of static theater. The second essay called “Odo Marquard: On the Need for Pluralism in Philosophical Anthropology and Political Philosophy”, written by María Cristina López Bolívar, focuses on the approaches of the philosopher Odo Marquard, Polish by birth, but of German nationality, who proposes an interesting intersection between philosophical anthropology and political philosophy.

The section dedicated to translations offers fragments from Jean-François Dortier’s book entitled *Le cerveau et la pensée: le nouvel âge des sciences cognitives* (Brain and Thought. The New Age of Cognitive Sciences), which Professor Luis Alfonso Palau Castaño translated from French into Spanish for the journal. The book was originally published by the French publishing house Sciences Humaines Éditions in 2014. The journal appreciates the authorization that the publishing house offered to include the Spanish version of some extracts.

Dortier’s text approaches the question “what is it to know?”, from the cognitive sciences perspective. Cognitive sciences were founded in the 1950s from five disciplines: artificial intelligence, neuroscience, psychology, philosophy and linguistics, which allow a transition from the cognitive field to other disciplines such as cognitive anthropology, cognitive ethology, cognitive sociology and cognitive economy, which became possible with the invention of computers.

The last section comprises reviews and interviews and, on this occasion, offers contributions of renowned university professors from the city of Medellín. The first of them, by Eufrasio Guzmán Mesa, immerses in the poetic work of Daniel Jiménez and proposes an exploration of images inspired by the felt expressions of Jiménez’s poems. The second, by Oscar Jairo González Hernández, consists of an interview with the Russian painter based in Bogotá, Gheorghe Listarhov, about icon painting, the methodology, materials, senses and way of life that are necessary for this discipline. In this way, it brings the reader closer to an artistic expression of Christian theology that seeks to build a bridge to spirituality based on art contemplation. The journal ends with a reflection by Hilderman Cardona-Rodas about the work of the artist María Isabel Naranjo Cano, who authorized the publication of some photographs that make part of her installation “Inside and Outside: About the Feminine in Space”.

We hope that this issue of the *Ciencias Sociales y Educación* journal promotes conversation and debate in the critical, reflective and comprehensive perspective that characterizes the discursive horizon of social and human sciences.

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Editors