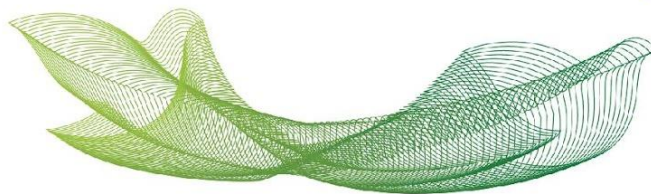


Tipo	Periódico
Título	It is Necessary to Defend Society in the Present: Reflections Based on Michel Foucault's 1976 Course at Collège de France
Autores	Pereira, D. da S., <b>Silveira, C. R. da</b> , de Azeredo, L. A. da S., Sousa, M. S. de L., Rezende, C. P., Queiroz, J. L. da S., ... Cândido, M. L.
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Autores Internacionais	Não
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Assunto (palavras chaves)	Michel Foucault, Present, Power, Knowledge, Ethics
Idioma	Inglês e Português
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Resumo	<p>Objective: This is collaborative investigation, conducted in 2023. From the outset of this collective inquiry, the research addresses fundamental questions including defending society from what threat; defend it from whom; how to do it, among others. Theoretical framework: Based on Michel Foucault's 1976 Course, this study focuses on the enduring relevance of the discussions and concerns articulated by the philosopher 47 years ago, particularly in the context of a country positioned on the periphery of the global system, with a specific focus on its implications for the field of education. Methodology: Methodologically, the research encompasses both textual and discursive analysis and careful listening to the questions that emerged from/in the meetings, held on the first Saturday afternoon of each month from February to October 2023. Results and conclusion: As a result, there is the possibility to share the influences and implications of the readings on a diverse group of scholars and undergraduate and postgraduate students, mentored by the professors, who are active researchers and members of Research Groups in one of the three higher education institutions involved, thereby facilitating a multifaceted exploration of the impact of Foucault's ideas. Implications of the research: The research contributes with the reflections carried out by the participants-authors during the meetings on how to share teaching and learning, Quality Education, with the use of technical and technological devices since the context of the Pandemic. Originality/value: It serves as an opportunity to critically examine the nature and consequences of remote teaching and learning methods, such as videoconferencing, without traditional face-to-face interactions. Furthermore, it raises questions about the intersection of power,</p>



# Educando para a paz

	knowledge, and subjection/subjectivity, particularly in the context of research conducted in France
Fomento	UFTPR