

Editorial

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Ciencias Sociales y Educación is an academic space with a scientific character that publishes research and reflection articles, reviews, book reviews, interviews and translations from different languages to Spanish, alongside graphic pieces from national and international artists. The pieces here published have a double epistemological perspective: social sciences and education. Topics like subjectivities, social movements and regions; international relations, current conflicts, and international cooperation; violence, justice, historic memory, power, democracy and constitution can be framed within the first perspective. In the other perspective, we found topics such as education, curriculum, and didactics, education towards peace and diversity; reading and writing education and education management.

This issue has seven articles derived from research projects, seven translations from French to Spanish and four reviews. This issue opens with a text titled “The foundation of the archaic Cusco through the colonial chronics: a study based on Juan de Betanzos (1551) and Juan de Santa Cruz Pachacuti (1613)” written by Fabián Andrés Torres Chacón, where the functional myths of Cusco are analyzed from a selection of XVI and XVII centuries documents from the colonial archives; the works by Juan de Betanzos (1551) and Juan de Santa Cruz Pachacuti (1613) are taken as reference for tracking how an Andean memory was sedimented around the foundation of the said Inca city. Then we have the article “On porosity and other expansions of the bodies” by Margarita María Zapata López and Edilberto Hernández González, in which the aesthetic threads that supported the artistic-experimental performance titled *Ascensos y Pendulaciones* (Ascendings and Pendulations), an oeuvre that enables a sensitive and creative encounter with the space of corporal co-presences of a being-together. This contribution to this journal is part of the “Corporality, performativity and teaching practices” topic group of the XI International Congress of Human and Social Sciences. Changes, conflicts, and perspectives, held in the 23rd, 24th, and 25th of May, 2019 in the facilities of Universidad de Medellín. Next, we have an article by Hilderman Cardona Rodas titled “Jules Michelet and Witchcraft: between the mist of the visible and the corporeality of writing”, in which the social function of the witch is studied holding into account the work of the French historian Jules Michelet, “The witch. A study of the superstitions in the Middle Age”, first published in 1862. The figure of the sorceress, the enchantress or the witch is linked

to a know-how-to-heal from an aesthetic of sacrifice and transgression of the hegemonic culture in tension against the popular culture since the Middle Age. Following, the article “Esmad, security and post-agreement: perspectives on protests in Colombia”, written by Diego Alejandro Casas Ramírez, analyzes the Esmad (Anti-Protest Mobile Squad in English) in the context of the post-agreement in Colombia, a result of the demobilization and farewell to arms of the former guerrilla group FARC. The civic and social protest, frequent in the country nowadays, show the importance of guaranteeing the constitutional principles held by democratic countries and that questions the repressive role that the Esmad has played in the social transition to a post-agreement for not legitimizing conflicts resolutions by violent means, but rather with pacific coexistence that serves as a statute for contradiction in a pluricultural nation. The article “Autobiographical narratives, a pedagogical strategy for the transformation of the being from writing” by Luz Marina Toro Toro, analyzes the autobiographical narratives for motivating writing practices and in-context self-knowledge in high school students of a school in the city of Medellín, Antioquia’s capital. The next article is titled “Reading comprehension, a strategy communicated through vocabulary, language and prediction”, by Janeiro Jiménez Atencio, Jorge Luis Murillo López and Luis Fernando Martínez Lozano. In this article, the authors give an account of the importance of the strengthening of the reading comprehension in high school students in the Quibdó province, the capital city of the Chocó department, by implementing a didactic sequence related to vocabulary, language, and prediction (VLP). Finally, the article “Reading comprehension strengthened by expository texts”, written by María Elizabeth Bustamante, Sara Hernández Moreno, María Victoria Restrepo Higueta and Paola Andrea Ríos Escobar, presents a hypothesis according to which the use of expository texts energizes the reading comprehension of the elementary school students, where the shared reading activity makes common the ability of comprehension and pleasure with the text.

In the translations section, we offer seven texts translated by Luis Alfonso Paláu-Castaño from French to Spanish from this journal from the book published by the French Publishing House *L’Herne* in 2010 as a homage for Michel Serres. Texts from Pierre Samson, David Webb, Michel Authier, Bernardette Bensaude-Vincent, Christiane Frémont, Paul A. Harris and Christian Godin achieve a semblance of the French philosopher disappeared in the month of June 2019, with the memories, teachings, and bets that this sailor-mathematician in love with philosophy left us. With his work, he widened the discursive horizons that intertwine science, poetry, body, and philosophy in something that could be understood as a nomadic

journey through the flavors and wonders of the world. We thank the *L'Herne* Publishing House for providing the original book in French, the base for the selection made with academic purposes of Michel Serre's texts.

The final section of the issue has four texts: two book reviews, a movie review and a series of reflection on the French artist and designer E.A Séguy, whom, from the *pochoir* technique, exposes the aesthetic dimension of color in its insects' boards. Five of them were selected for illustrating the 16th issue of the *Ciencias Sociales y Educación* journal.

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Editor