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SPACE | CONTROL | RESISTANCE

BOOK OF ABSTRACTS



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Institute for Philosophy and Social Theory, University of Belgrade

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Paper title: The “nonidentical” and “difference in itself” – a micro-resistance to domination

The aim of this paper is to provide an Adornian reading of Deleuze through a comparative analysis of Adorno’s concept of the “nonidentical” and Deleuze’s concept of “difference in itself”. As anti-systemic thinkers that defended the singularity from the violence of concepts, both can be deemed the thinkers of the *Other*, stressing the need for different patterns that oppose the logic of identity. Both Adorno and Deleuze notice that ‘identity thinking’ has its roots in Ancient philosophy and that it has found its paradigmatic example in Hegel’s philosophy of the Absolute Spirit. Hence, Deleuze’s and Adorno’s notions of “difference in itself” and the “nonidentical” are the result of the polemic with Hegel’s dialectical philosophy. One of the main points of divergence will be the critique of Hegel’s concept of determinate negation, which will lead Adorno to developing his own “negative” dialectics, while Deleuze to an anti-dialectical affirmative thinking. The paper will show that even though these two authors have different approaches in questioning the *Other*, i.e. the heterogenous, both of these approaches represent micro-resistance to domination. In this context, domination will be understood as something which Adorno (and Horkheimer) call “Herrschaft”, which spreads from the field of social relations to the sphere of philosophy, in the form of “identity thinking”.

Bio: Natascha Schmelz is a Research Assistant at the Institute for Philosophy and Social Theory and a PhD student of Philosophy at the Faculty of Philosophy, University of Belgrade. The topic of her dissertation is “The Actuality of the Problem of Alienation: Adorno and Baudrillard”. She was a student demonstrator during the last academic year at the courses “History of Philosophy IVb (Contemporary Continental Philosophy)” and “Directions of Contemporary Philosophy”.

Name: Nevena Mitranić

Paper title: *Thought of/on the Edge*: Playing (with) the Resistance(s) in(/of) Kindergarten Practice

If I say this would be the story of the importance of play in early childhood education, it might sound a bit boring – at least, nothing new. An idea of the educational value of play is being promoted, well-established and seemingly well-accepted through decades. Only in Serbia theories of early childhood education have argued the understanding of play as a *capacity of flexibility in*

action (Marjanović, 1979) – the backbone for cultivating transformative potential as a distinctive characteristic of human beings – for half a century. With the New Curriculum Framework (Godine uzleta, 2019) and the greatest reform of Early Childhood Education in Serbia yet, play as a *capacity of flexibility in action* officially came at the core of the entire educational process.

But only declaratively.

The trouble with play begins on the level of specific situations of educational practice – the very moment play actually starts to unfold.

Faced with the continuous disappointment with the ways and forms through which the proclaimed understanding of play lives up in practice, as well as the global need for rethinking education in a more-than-human manner, I've set out into playing with children and teachers of one kindergarten group, striving to understand the situational unfolding of play and resistances (through) which (it) arise. Diffracting the idea of *play as a capacity of flexibility in action* with the ideas of Deleuze and Guattari and further – diffracting through/with/in the very situations of play, I strive to take us into the molecular flows of play unfolding in the kindergarten practice to see which lines orient us towards the resistance in the Deleuzian sense – opening new potentials for educational practice as a whole – and which rise as (or turn into) the very boundaries that need to be resisted.

Keywords: Deleuze and Guattari, early childhood education, play

References:

Godine uzleta: Osnove programa predškolskog vaspitanja i obrazovanja [Years of Ascent: National Curriculum Framework for Early Childhood Education] (2019). Ministarstvo prosvete, nauke i tehnološkog razvoja. Prosvetni pregled.

Marjanović, A. (1979). *Stvaralaštvo, igra i vaspitanje predškolskog deteta* [Creativity, play and education of a preschool child], *Predškolsko dete*, 1-2, 3-33.

Bio: Nevena Mitranić has (almost) earned a PhD in Pedagogy and works as a Teaching Assistant at the Department for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade. In addition to teaching, she is continuously engaged at the Institute of Pedagogy and Andragogy on relevant national projects in the field of education, and through her work and volunteer experience, she has collaborated with several international and national NGOs and worked intensively with children and youth. The area of her research is Preschool Pedagogy (Early Childhood Education), but her main research interest is the importance of play.

The long-established tradition of the Department's understanding of *play as a capacity of flexibility in action* and the struggles of working with this understanding in the educational practice led her to the untamed fields of Deleuzian philosophy, relational ontologies and theories of affect - that's how she ended up here.