



Editorial Volume 12, Issue 6

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Abstract:

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Editorial

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Dear josha-journal readers,

The year is drawing to a close, and we would like to take you on another exciting journey through our josha-journal publications.

Joshua's Spotlight Series examines how politics is reshaping academia and research. Rising nationalism disrupts global collaboration – immigration crackdowns target scholars, NIH policy changes limit international partnerships, and disease surveillance efforts falter. These shifts threaten scientific progress and highlight academia's vulnerability to political pressures. As the U.S. retreats from leadership, the series urges Germany to step up, offering refuge for displaced researchers and fostering innovation. It's a call to defend academic freedom and its vital role in society.

The doctoral thesis of **Renan Mota Silva** explores the challenges faced by male teachers in Brazilian Early Childhood Education, a field historically dominated by women. Through autoethnography, it examines the prejudices—such as suspicion, stereotypes about sexual orientation, and societal discomfort—encountered by male educators. The study aims to analyze (de)colonialities as tools for understanding subjectivation, drawing on Foucault's theories and Social Psychology. It seeks to address why male teachers provoke surprise, fill epistemological gaps, and redefine professional identity in this context.

Ana Alejandra Gómez Ramos' study compares the biofilm eradication efficiency of green-synthesized and traditional silver nanoparticles (AgNPs) against foodborne pathogens like *E. coli*, *Salmonella Typhimurium*, *Bacillus cereus*, and *Staphylococcus aureus*. Traditional AgNPs proved more effective at lower concentrations (e.g., 82.54% eradication of *S. Typhimurium* at 0.5 mM), while green AgNPs required higher doses (5 mM) for similar results. Gram-positive bacteria showed greater resistance. Though less potent, green AgNPs offer an eco-friendly alternative, emphasizing their potential for sustainable biofilm control in food industries.

Matheus Reichelt Flores' study explores how students at high school, college, and postgraduate levels engage with knowledge acquisition, focusing on autotelism – the pursuit of intrinsic excellence. Drawing on Aristotle, Plato, and Csikszentmihalyi, it examines the balance between what is "good" and "useful." Surveying 60 students, the research reveals that autotelism increases with educational level. It suggests that secondary education could adopt strategies from higher education to foster more enjoyable, humanized learning, valuing knowledge not just for utility but for its enriching, life-enhancing potential.

Bárbara Araújo Sordi's thesis explores how feminist study groups in academia foster Countercolonial Feminist Psychology, analyzing a five-year group's impact on participants' self-image, relationships, and professional practice. Using cartography, it reveals how the group decolonized body, affect, and gender norms, challenging racism, Eurocentric beauty standards, and compulsory heterosexuality. Participants redefined their identities, addressed repressed traumas like sexual violence, and transformed relationships. The study also critiques Psychology's colonial roots, advocating for decolonial reforms in theory and practice. Such groups not only reshape Psychology but empower participants, highlighting their potential to integrate social justice and human rights into psychological education and practice.

In his essay, Nobel Laureate **Joachim Frank** warns of rising authoritarianism and fascist tendencies threatening U.S. democracy and academic freedom. Drawing from his experiences in Nazi Germany and his career in America, he highlights how universities—hub of critical thought and diversity—face attacks

through censorship, fear, and ideological control. Frank links these assaults on education and science to broader democratic erosion. His urgent call to defend universities as bastions of truth and reason resonates with JOSHA's commitment to uphold freedom of thought, academic integrity, and human dignity globally.

In her contribution, **Laura Mattioli** examines the role of school textbooks in Argentina from 1853, following the enactment of the National Constitution, to 1983, marking the return to democracy. Textbooks are analyzed as more than educational tools – they mirror societal values, political policies, and national aspirations. The work explores how these books, as written records of their time, reflect Argentina's evolving history over 130 years. Using Mikhail Bakhtin's framework from *The Aesthetics of Verbal Creation* (1999), it assesses textbooks through the lenses of theme, structure, and style. Each textbook, shaped by societal complexities, reveals unique combinations of these elements, offering insights into the nation's cultural and political landscape.

Bianca Turbiglio's thesis explores Plato's *Alcibiades I*, focusing on the interplay of desire (eros), self-knowledge, care, love, and political power. It positions eros as a transformative force, enabling self-awareness and genuine care for others, framed by Foucault's *epimeleia heautou*

We wish all our readers a happy rest of the year and an enjoyable read!

Stephan Seiler

Vice President International Academy of Sciences, Humanities and Arts

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Cinthya Souza Simas, Rohita Biswas, Sara Tóth Martínez et al.: [Spotlight on Academia, Research and Policy](#)

Renan Mota Silva: [Subjetivação no Percurso da Atuação Profissional Docente de "Um Homem" na Educação Infantil - \(De\)Colonialities as Devices of Subjectivation in the Professional Teaching Career of "A Man" in Early Childhood Education](#)

Ana Alejandra Gómez Ramos: [Evaluation of Biofilm Eradication in Foodborne Pathogens by Green Chemistry and Traditional Silver Nanoparticles](#)

Matheus Reichelt Flores: [O Autotelismo do Conhecimento na Educação Amazônica - The Autotelism of Knowledge in Amazonian Education](#)

Bárbara Araújo Sordi: [Grupos de Estudos Feministas em Espaços Universitários e as Insurgentes Tessituras na Descolonização da Psicologia - Feminist Study Groups in University Settings and Insurgent Weavings in the Decolonization of Psychology](#)

Joachim Frank: [Nobelpreisträger: Hochschulen bilden kritische Denker aus. Deshalb werden wir ins Visier genommen](#)

Laura Mattioli: [School Texts and their Discursive Genre - Los Textos Escolares y su Género Discursivo](#)

Bianca Turbiglio: [Eros as Self-Knowledge in Plato's Alcibiades I and Symposium](#)