



Editorial: Corporeality and Subject

In the modern humanistic and social discourse the questions concerning body and bodiliness become increasingly more important than the questions about the subject and his identity analysed from the perspective of the existing paradigms. Also, the hitherto utterances referring to the subject which is embodied are increasingly more often criticised. The modern approach to the body and bodiliness changes the narratives concerning subjectivity, as well as the subject and his identity which, intermediated through the body and bodiliness, is created in the cycles of life and in borderline experiences (crises, traumas) as a result of which a person may experiences somatic changes.

The topic of this issue of the *Horizons of Education* refers to the (re)cognition, reading and understanding of the complex relationship between the body, bodiliness and the subject, first of all in his everyday life that is determined and influenced by cultural patterns within which he has his time and place, and which he also transcends. The authors of the articles ask about the body and bodiliness in the subject's everyday existence which is often affected by borderline experiences, and they reply to this question. What were the authors concerned about if some of the key questions they asked were: Is the subject a body, or does it have a body? What is the connection between the body, bodiliness and the subject's identity? What is the presence and absence of Others in experiencing bodiliness by the subject? What does the body remember and what is remembered by the subject from the body experience?

We invite you to read the articles in which you will find both the paths of searching the answers to the above-mentioned questions, and the attempts to formulate them.

The articles collected in this volume of the *Horizons of Education* fall within the scope of philosophy, pedagogy, psychology, as well as anthropology and literary studies. As they are presented within the languages of the above listed areas of science and combined into a thematic whole, they sound in harmony (also as counterpoints) and reveal what could not be voiced if they were published as individual texts.

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Theme issue editor