CONTENTS

Introduction. Intertwining of threads: Resounding contexts 7

PART I
THE PHENOMENOLOGICAL HERMENEUTICS OF LISTENING

1. The hermeneutic conversation and the piercing dialectics
   resounding in listening (overture figures: Hans-Georg Gadamer
   and Jean-Luc Nancy) 39
   1.1. Conversations and things 39
   1.2. Audibility of things and voice-mousike 44
   1.3. Dialectic versus sophistic speaking and listening 49
   1.4. Listening and freedom 52
   1.5. Openness – understanding – questionness of things 54
   1.6. The conversation/listening that we are 58
   1.7. Listening to light – ontological tonality and the self 60
   1.8. Sense and the logic of evocation 67
   1.9. Someone as (hermeneutically dialectic) art 72

2. The hermeneutic priority of the question: Cultivating
   the hermeneutic ear 77
   2.1. Initial remarks: The formative how and a deep-rooted liberation 77
   2.2. The educational: Between question and listening 80
   2.3. Ways of the question(ing): An approximation 85
   2.4. Ways of listening: An approximation 88
   2.5. Issue of education: An approximation 93

3. A mini-phenomenology of listening (or the small hermeneutic
   phenomenology of listening) 97
   3.1. Conceptual ambiguity: Forms of listening 97
   3.2. Unwitting listening and listening as intentional, attentive hearing 100
   3.3. Understanding/interpretative listening 105
   3.4. Breathing listening or heart listening 108
   3.5. Listening in action 111
### Contents

3.6. Critical listening ........................................ 112
3.7. Interrogative listening .................................. 114
3.8. Emancipatory-liberating listening ...................... 116
3.9. Recognizing/diagnostic listening ....................... 119
3.10. Instrumental listening .................................. 121
3.11. Psychologically therapeutic listening ............... 126
   3.11.1. Attentive-feeling listening and mindfulness ..... 130
   3.11.2. Empathic listening ................................ 132
   3.11.3. Actively conscious listening ...................... 136
   3.11.4. Passive-impression listening ..................... 137
   3.11.5. Relaxing-meditative listening .................... 137
3.12. Philosophically therapeutic (therapeutic) listening . 139
   3.12.1. Dialogical listening and its polyphonic doubleness . 142
   3.12.2. Musical listening and listening to music .......... 148
   3.12.3. The musical (mousikē-logos listening) in the philosophical, or the musicality of the wor(l)d .......... 165

4. Interlude: Interweaving of meanings: (Trans-)formative (dialectic) mousikē ........................................... 173

### Part II

#### Toward AcoUological Education

5. Listening in acoUo-translation(al) education ........... 201
   5.1. The understanding of (transformative) acoUo-translation .... 201
   5.2. Some myths about translation – some myths about education ... 214
   5.3. The listening culture (and the figure) of the Meaningful Translator-Interpreter .................................. 221
   5.4. Translation(al) listening or listening-for translation .......... 229

6. The sense of acoUological education ...................... 232
   6.2. The question of the hermeneutics of education: The in-between of philosophy and pedagogy .......................... 255
   6.3. The sense (reductions) and a sense of a “tasting touch” recovery in acoUological education .......................... 262
   6.4. Education(al) listening – formative listening ................ 272

7. Coda: AcoUo-Educator ....................................... 276

Acknowledgments ............................................... 281

Bibliography .................................................. 282

Index ............................................................ 297