

**MEMORIES, SUBJECTIVITIES AND CULTURAL DIVERSITIES<sup>1</sup>**

***MEMÓRIAS, SUBJETIVIDADES E DIVERSIDADES CULTURAIS***

***MEMORIAS, SUBJETIVIDADES Y DIVERSIDADES CULTURALES***

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**ABSTRACT:** The dossier proposes to intertwine the production of knowledge in education that involves analytical dimensions based on memories, subjectivities and dissonant identities. COVID 19 demanded other conceptions about individual and collective identities mediated by social, political and cultural mechanisms. The texts presented here bring together educational dialogues, objectified subjective trajectories, spaces of power, feminisms, memories and stories that make up the broad process of discursive practices about inclusion, empowerment and coping with situations of exclusion in the context of cultural diversities. We argue, in general, that subjectivities, as a way of self-annulment and/or self-knowledge, can be problematized, tensioned and neglected in different context of Education. In this sense, we bring together in this dossier research (essays as a form) that project dialogues about how identities and otherness are forged in practices from collective memories and subjectivities, which in the pandemic context, were also collective.

**KEYWORDS:** Education. Pandemic times. Culture. Memory.

**RESUMO:** *O dossiê tem como proposta entrelaçar a produção de conhecimento na educação, que envolve as dimensões analíticas com base nas memórias, nas subjetividades e nas identidades dissonantes. O COVID 19 demandou outras concepções sobre as identidades individuais e coletivas mediadas por mecanismos sociais, políticos e culturais. Os textos aqui apresentados aglutinam diálogos educativos, trajetórias subjetivas objetivadas, espaços de poder, feminismos, memórias e histórias que compõem o amplo processo de práticas discursivas acerca da inclusão, do empoderamento e do enfrentamento de situações de exclusão no contexto das diversidades culturais. Argumentamos, de forma geral, que as subjetividades, como um modo de autoanulação e/ou autoconhecimento, podem ser problematizadas, tensionadas e preteridas em diferentes âmbitos da Educação. Nesse sentido, aglutinamos nesse dossiê pesquisas (ensaios como forma) que projetam diálogos sobre como*

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*as identidades e alteridades são forjadas nas práticas a partir das memórias coletivas e das subjetividades, que no contexto pandêmico, também foram coletivas.*

**PALAVRAS-CHAVE:** *Educação. Tempos pandêmicos. Cultura. Memória.*

**RESUMEN:** *Proponemos el enlace de la producción de conocimiento en la educación que involucra dimensiones analíticas a partir de memorias, subjetividades e identidades disonantes. El COVID 19 demandó otras concepciones sobre las identidades individuales y colectivas mediadas por mecanismos sociales, políticos y culturales. Los textos aquí presentados reúnen diálogos educativos, trayectorias subjetivas objetivadas, espacios de poder, feminismos, memorias y relatos que conforman el amplio proceso de prácticas discursivas sobre inclusión, empoderamiento y enfrentamiento de situaciones de exclusión en el contexto de las diversidades culturales. Sostenemos, en general, que las subjetividades, como forma de autoanulación y/o autoconocimiento, pueden ser problematizadas, tensionadas y desatendidas en diferentes ámbitos de la Educación. En ese sentido, reunimos en este dossier investigaciones (ensayos como forma) que proyectan diálogos sobre cómo se forjan identidades y alteridades en las prácticas desde memorias y subjetividades colectivas.*

**PALABRAS CLAVE:** *Educación. Tiempos de pandemia. Cultura. Memoria.*

## Introduction

The dossier proposes to interweave the production of knowledge in education that involves the analytical dimensions based on memories, subjectivities and dissonant identities. It is understood that in different spaces of knowledge, memory as form and content, forms and (re)forms identities for alterities in the panacea of the processes of understanding about the diverse singularities of cultural and historical subjects. In Stuart Hall's (2000, p. 7) assertion, "[...] the old identities, which for so long have stabilized the social world, are in decline, giving rise to new identities and fragmenting the modern individual, hitherto seen as a unified subject." With him would agree Maria de Lourdes Teodoro (2015), when evoking Georges Devereux, when he states that "identity equals uniqueness defined through an irreproducible accumulation of imprecise determinations. Each operation that enumerates it, denies it in its totality" (p. 79).

By analyzing the path in which the different subjects impose and (re)invent themselves in their trajectories, one perceives experiences that bring together mechanisms of existence to resist, of incorporation of collective struggles that redesign the conceptions about identities with impressions and collective expressions in the different social and cultural time-spaces.

These are times-spaces that forge experiences from ambivalent power relations that can be seen in educational dialogues in different environments (including hospital), in

subjective trajectories objectified in feminisms, in memories and stories that make up the broad process of discursive practices about inclusion, empowerment and confrontation of exclusion and/or pseudo-inclusion situations. Subjectivities, as a way of feeling, of wanting, of looking, of perceiving, of self-annulment, of self-knowledge, can be problematized, tensioned, and prevented in different areas of Education, because they affect and are affected. Therefore, it becomes urgent the discussion about the being, the being, and the historical doing of each social subject in different times, especially the pandemic time, as the time of an experience that is no longer private, but of all humanity.

One can say that the projection of discourses or their analyses are pressing in times of uncertainty, for "[...]discourse is not simply that which translates struggles or systems of domination, more that, by what, for what one struggles, power of which we can take possession, allow transubstantiation and make bread a body" (FOUCAULT, 1996, p. 10-11).

The time of uncertainty is understood as the present time, which impacts relationships in all spheres: historical, educational, social, and cultural. This is because, in 2019, the world was hit by the SARS-COV 19 pandemic, which demanded different ways of dealing with subjective and collective experiences. A conception of social existence was formed from the physical and educational distance that resized our daily practices and the care of the self for the self and in the self, crossing our educational actions in different spheres in the dictates of logarithms.

Reflecting on the educational process and the impacts that the SARS-COV19 pandemic has brought us, we envision the lines of this dossier to bring together researchers who investigate the permanences, the overcoming, the difficulties, the strategies, the discourses, and the possible memories about this present time. One can say that it is a time of *concession*, since it is a humanitarian health crisis of planetary dimensions, unlike the State of *exception* (in the terms of AGAMBEN, 2004) since this refers directly to political crises. However, this *concession* to life has generated to some extent a subjective state of *exception*, since the state directly intervened in the individualities of social circulation beyond the promotion of social aid programs. That is, an *exception* was incorporated into the State of *concession* to collective life. In this case we can say, according to Achille Mbembe (2018, p. 9), that "politics [when men and women are considered complete subjects, capable of self-knowledge, self-awareness, and self-representation], therefore, is defined doubly: a project of autonomy and the realization of agreement in a collectivity through communication and recognition".

The articles and essays deal with conceptions of possibilities of existence in different areas of knowledge, presenting research, analysis, educational and cultural dialogues that engage in powerful analysis that can enable us to create foundations, memories, and experiences.

We have gathered several texts (12) produced by nationally and internationally renowned researchers and scholars who approach the issues of memories, subjectivities, and cultural diversities from original perspectives and, why not, from original perspectives in the field of education. We grouped the twelve articles into three blocks, presented below.

As the philosopher Theodor Adorno (2003, p. 119) warns, in what we can call the new categorical imperative for education and training, "the requirement that Auschwitz [enslavement] not be repeated is the first of all for education. [For this, it is necessary to remember, and for this reason, memory is indispensable. According to Walter Benjamin (1994, p. 223), in his thesis on the concept of history, "only redeemed humanity will be able to fully appropriate its past. That is to say: only for redeemed humanity is the past quotable, in each of its moments." We hope to achieve this redemption, also, through memory. The first block concerns 'memories', with articles that deal with the dimensions of the perceptions of professionals in early childhood education in the face of the covid-19 pandemic, in articulation with history education in the context of the pandemic for the teaching of history. In this context, it is important to broaden the conceptions about educational spaces, for instance, to think about the state of the art of educational care policies in hospital and home environments in Brazil.

In the block of 'subjectivities', the second one, we present the work of female teachers in times of the covid-19 pandemic from the perspective of the problems and constructions of teaching and caring in the domestic sphere in Portugal. This performance, in a way, is under the algorithmic management of teaching and education in times of uncertainty. In this sense, it is necessary to reflect on the transit that is established between face-to-face teaching and virtual teaching, which engenders subjectivities in teacher training. Therefore, higher education, in this context, can foster the empowerment of certain categories, for example, women. There is also the ephemeral side of the pandemic context, which can indicate the (im)possibilities of subjective formation, for it is a time can mute us in the face of so many collective and individual losses. On the other hand, it becomes patent an investment in formation, such as the antiracist one, so that we do not have to follow, in a process of permanent continuity, to watch, "the massacred [indigenous] Indians, the Muslim world

emptied of itself, the Chinese world dishonored and denatured for a whole century; the black world discredited; immense voices erased forever [...]." (CÉSAIRE, 2010, p. 73).

The third and last block presents texts that are dedicated to the 'cultural diversities', for example, in the context of the press, through discourses of a time that still brings permanencies of yesteryear made explicit in the *Jornal das moças* (Young Women's Newspaper) (1950-1960). This time of yesteryear can impact the perceptions of cultural diversities in different contexts, as an example, in border regions. Such impacts can be analyzed in the light of the perspective of the sociology of childhood in school education, for example. It is necessary, as Sarmiento (2013, p. 30) warns, "[...] to understand the relations of mutual implication of the social identity of childhood with the diversity of contexts and social practices of childhood." On the other hand, the theme of diversities concerning disabilities also announces the unpredictability in the construction of inclusive school contexts.

That said, we present below, briefly, the themes of each article, so that the reader can appreciate, in a cyclical and non-linear way, the different approaches on the central themes of this dossier, which also has texts from the continuous flow submitted directly to the journal, but that touch, in some measure, the theme of 'memories, subjectivities and cultural diversities'..

In the article entitled: **“Memory and subjectivity: The perception of professionals in early childhood education facing the Covid-19 pandemic”**, by Eliane Küster and Alboni Marisa Dudeque Pianovski Vieira, The authors reflect on the impacts of the Covid-19 pandemic in public institutions of early childhood education in a city in the metropolitan region of Curitiba, PR. They analyze the narratives of the subjects considering their subjectivities and their spaces of power, using the theoretical perspective of Cultural History. It is noticed that the research analyzed the different subjectivities of professionals in Early Childhood Education, in a collective space, through the memories related to the historical moment lived.

In the article **“Historical education, pandemics and history teaching: Validation of historical knowledge in internet/revisionism times”**, by Rita de Cássia Gonçalves & Adriane de Quadros Sobanski, the authors analyze the possibilities of using technology in the context of the Covid-19 pandemic and the challenges for History teaching, using the perspective of History Education. They approach that the use of the historical source was further amplified, since the web contains an infinity of materials that can be conceived as historical documents, and that the use of the internet as a means of interaction between different subjects in the schooling process presupposed a relationship in which technology

needed to be re-signified due to the possibility of support, but also due to its influence as a disseminator of superficial and skeptical information regarding scientific knowledge.

The article under the title **“The state of the art of Educational Care Policies in hospital and home environment in Brazil”**, authored by Edicléa Mascarenhas Fernandes, Jucélia Linhares Granemann de Medeiros and Helio Ferreira Orrico, brings the discussion of the state of the art of Brazilian educational policies for educational care in hospital and home environments in the national, governmental and municipal contexts. The authors base themselves on theoreticians from philosophy, sociology, public policies, and special education under a descriptive and exploratory methodological perspective. According to their conclusions, discontinuous references to these modalities in the national legislations were verified, causing invisibility and lack of data monitoring, in contrast to states and municipalities that presented municipal plans and norms.

In the paper **“The work of teachers in times of the Covid-19 pandemic: Problems and constructions of teaching and caring in the domestic sphere in Portugal”**, The authors Virgínia Baptista (IHC NOVA FCSH, Lisbon) and Paulo Marques Alves (IUL and Integrated Researcher of dynamia'cet\_iscte, Lisbon) discuss the consequences for female teachers of working double shifts at home, accumulating work and caring for the family, which is part of a general logic of neoliberalism, in the context of the Covid-19 pandemic. Dialogues about what to do in the teaching profession that effectively leads to gender equality and inclusion for the citizenship of all people.

In the article **“Algorithmic teaching management and education in times of uncertainty”**, by André Cechinel & Rafael Rodrigo Mueller, the authors propose to discuss educational memories in pandemic times by analyzing a recent phenomenon, namely, the growing algorithmic control of teaching and education. Analyzing how the Covid-19 pandemic contributed to the alignment between attentional capitalism and its production and permanent accumulation of stimuli and data, and the institutional space of educational practices, they discuss the emergence of an uncomfortable figure for the field of education, the educational double or Doppelgänger, and algorithmic management and education.

In **“From presential teaching to virtual teaching: Reflections on subjectivity in the training of physical education teachers in pandemic times”**, by Marcelo Braz, Sergio Moneo and Teresa Lleixá (University of Barcelona), The authors discuss the teaching and training of Physical Education teachers during the pandemic (covid-19) in Spain, reflecting on the alternative methodological strategies of physical-sports practices, face-to-face swimming and semi-face-to-face swimming.



In the article “**Higher education and female empowerment: Possible courses in times of pandemics**”, by Jaqueline A. Martins Zarbat o& Lucinéia Scremin Martins, the authors analyze the situation of women in Higher Education, pointing out the contribution of feminism in the ruptures and continuities of gender inclusion, analyzing the inclusion and maintenance of actions around women in two institutions in the center west of Brazil (Federal University of Mato Grosso do Sul and Federal University of Goiás) in the times of the SARS-COV 19 pandemic. An analysis of the possible dialogues in the theoretical contributions about the feminist waves in Brazil and in Higher Education, the approaches about gender equality, and the examples of the search for the maintenance and empowerment of women in Higher Education in the pandemic period.

In the paper “**(Im) possibilities of subjective formation: Educational weightings in pandemic times**”, the authors Alex Sander da Silva, Guilherme Orestes Canarim and Silvana Mazzuquello Teixeira dialogue about the educational emergency, especially regarding the meaning of the possibilities of subjective formation in pandemic times. This is a qualitative bibliographic research, with aspects of narrative and integrative review, which deals with the pandemic scenario of the new coronavirus, mainly aiming to understand the diagnosis of social transformations in this context and its implications in the current educational situation, and to understand how this signals something about the new formative configurations. Grounding the research in the theories of Adorno (1996, 2021), Freire (2019, 2021) and Vieira (2020), it is understood that the upsurge in the educational situation is a sign of the advance of a more serious and acute picture globally established.

In the article “**Education for an anti-racist personality: Because racism is not born with the child**”, the authors Christian Muleka Mwewa & Patrícia Ferraz de Matos address racism in the context of personality formation. It is based on analyses of the subalternizing social relations that lessen some individuals to the detriment of others, mainly on the basis of their phenotype. The analysis of the content and form of a mini-conference (held in 2017 at the Maria Matos Theater in Lisbon) will be based on three assumptions: racism exists, one is not born racist and it is necessary to invest in an anti-racist education since childhood.

In “**Diversities, press and history(ies): Speeches from a time that still remain (Jornal das Moças – 1950-1960)**”, The authors Adriana Aparecida Pinto & Ana Clara Camargo Souza discuss the themes related to diversities, memories and production of multiple meanings, based on the documentation of printed and periodical nature. It uses the magazine *Jornal das Moças*, in the issues that circulated between the years 1950 and 1960, totaling 557 issues. In an attempt to understand the forms of representation and treatment

attributed to women in the period, three sections of the publication were examined: *Jornal da Mulher*, *Evangelho para as Mães* and *Carnet das Jovens*.

In the article “**Cultural diversity in te border region: Childhood sociology and school education**”, by Fernanda C.Martins Martti, Maria Luzia da Silva Santana and Natália Cristina de Oliveira, the authors discuss the intertwining between sociology of childhood and school education - focusing on border regions. It focuses on the cultural construction of childhood, as well as on the place of school education in intersection with cultural diversity. Thus, various ways of experiencing childhood coexist, and in turn are not always considered in school institutions.

In “**Reckoning with unpredictability and freedom in the construction of an inclusive school**”, the author José Eduardo de Oliveira Evangelista Lanutti presents the conceptual and legal bases of school inclusion, through narrative. Dialoguing about the author's experiences as a teacher/researcher in the foundation of the pedagogical commitment to inclusion in Brazilian education, he analyzes how the Covid-19 pandemic has contributed to the alignment between attentional capitalism and its production and permanent accumulation of stimuli and data, and the institutional space of educational practices.

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