

Body and sexuality in teaching: notes to a foucaultian reading

ABSTRACT

The present article aims to analyze textual production developed in Nature Science field, making it possible to identify and map different conceptions of body and sexuality presented. Therefore, we searched for articles in CAPES Journal Portal, published in several top level journals, using as search mechanism the words “body”, “sexuality”, “conceptions” and “Nature Science”, achieving a qualitative approach of the results that were found. A total of 12 articles was selected, published between the years 2004 and 2020, indexed in SciELO Brazil and Directory of Open Access Journals (DOAJ) platforms, considering four qualis extract (A1, A2, B1, B2), quadrennium 2013-2016. Obtained results were in an effort of verify that many conceptions found are away from the traditionally used in Science teaching, based almost exclusively in biomedical concepts. What we found was a great concern to conceptualize body and sexuality as part of the subject that is put in the world. Basically, we tried to find foucaultian conceptions of body/corporeality and their relation to sexuality, as well as the importance of the application of these conceptions in teaching and in the formation of subjects more aware of themselves.

KEYWORDS: Body. Sexuality. Nature Science.

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INTRODUCTION

Body conceptions are exhaustively discussed and worked in different fields of knowledge, such as philosophy (PLATÃO, 2005), in sociological and cultural studies (BOURDIEU, 1999; LE BRETON, 2010) and, also, in anthropology (MAUSS, 2013). Regarding sexuality studies, according to De Paula and Miranda (2020) when working the contents, there is a restriction of approaches only connected to biological aspects, as reproduction, human body, sexual aspects, among others.

Education and, sometimes, Science teaching, have been consolidated as an important counterpoint, as far as contemporaneously bring human social and cultural elements to these discussions, by bias, for example, of Foucault's studies as Veiga-Neto's (2017) in Education and Amorim's (2013) and Ferreira's (2013), in Science teaching.

From this, "body" starts to have meaning in "corporeality", concept explained by Ahlert as "the essence or the nature of body. The etymology of the term tells us that corporeality comes from body, which is relative to everything that fills space and moves, and at the same time, situates the human as a being in the world" (2011, p. 4). The philosophy provides reflection about questions relevant to social, cultural, political and economical life. Ferreira (2011), in the article "Science, Art and Culture in the Body: the construction of senses about body from plastic surgeries", brings a wide diagnostic on how the body has been observed, drawn, diagnosed under: "three wings of knowledge which are: Art, Philosophy and Science" in the last centuries (FERREIRA, 2011, p. 77).

This article, as pointed in the title, searches in the French philosopher's Michel Foucault (1926-1984) the theoretical reference to subsidize the proposed analysis. However, it is necessary to highlight the complexity of this work, what we can know from this commentators (VEIGA-NETO, 2017), who point 3 big phases: archaeological, which study focus is detained about knowledge formation, the genealogical that investigates ways of exercising power and the ethical phase that analyses the subject as bearer of moral and ethical conduct. Having in mind the interests that move this research, we focused in the second phase - intermediate period of the philosopher's production, made up by the following works: *The Discourse on Language* (FOUCAULT, 1971), *Discipline & Punish: The Birth of the Prison* (FOUCAULT, 1975) and the first volume *The History of Sexuality, Vol. 1: An Introduction* (FOUCAULT, 1976). This last one, has become of great relevance in this article, since the concept of "sexuality device" is presented didactically.

The sexuality device appears in *The History of Sexuality, Vol. 1* in analogy to the covenant device. This analogy restrains each device function, as both are directed to the organization of a sexual life. However, while the first one is target of every surveillance strategy and to control the body; the second one, the covenant, considered to be licit and legal, incurs in marriage system with the objective of reproduction and maintenance of family social status. This is how the philosopher follows up social medicine development, of psychiatry through history and the treatment given to deviant behaviors. However, although it is worked with linear time sequence, it does not mean that foucaultian history understands the events in the same way. This conception is clearly expressed

when the philosopher writes that “The forces that are found in a game in history does not obey destination, or mechanic, by the chance of the struggle” (FOUCAULT, 1979, p. 28). This can be checked when we think about the “covenant” and “sexuality” devices. The first one is presented as predominant in XVI and XVII centuries; the second one, in XVIII and XIX centuries. Nonetheless, a sequence does not determines other, but they constitute discontinuous events whose lifestyles establish social transformations.

Arising, in part, in France in the 1950-60s, foucaultian work is made by the spirit of its time - post-structuralist or post-modernist, considering the differences established between history, philosophy and language. Thus, we can say that “foucaultian critics is a critic of a critic, which is always ready to turn against itself to ask about the conditions of the possibility of its existence, about the conditions of its rationality” (VEIGA-NETO, 2017, p. 24). In other words, a post-criticism or, as the aforementioned commentator states, a “hypercritical” (VEIGA-NETO, 2017) is the *modus operandi* of several analysis made by the philosopher. This is how we interpret the device of (body and) sexuality: as a hypercritical, verifying its relevance and movement in Education field together with Science teaching.

So, we aim as objective of this article: to develop a map about body and sexuality conceptions in Brazilian educational research regarding Science teaching and discuss them from foucaultian theoretical reference.

METHODOLOGICAL PRODUCERES

The investigation about concepts and meanings of “body” and “sexuality” shown in this article was developed having as method the filing system, in the sense that Foucault describes (2015, p. 158):

[...] the law of what can be said, the system rules the appearance of the mentioned as singular events. But the file is, also, what makes all said things do not to accumulate indefinitely in an amorphous mass, do not to register, neither, in a linearity without rupture and do not to disappear by chance of external accidents.

Therefore, we share author’s idea when he emphasizes that the research from reading – file – filing – analysis and reflection are brutally different from the linear perspective. The filing process is, itself, also a factor that enables and leads to reflection and critical analysis as a way of production of new senses and referencing what has already been said and signified, in the light of contemporaneity. Thus, a “[...] small gesture that consists in shifting the view, it makes visible what is visible, it makes it shows up what is so close, so inwardly connected to us that, for this reason, we cannot see it” (FOUCAULT, 2011, p. 246).

Based in this general perspective, we made a research in journals strictly in the educational field, with clipping of Nature Science teaching, on CAPES Journal Portal, with A1, A2, B1, B2 concepts, considering quadrennium 2013-2016. The first moment of the research was performed using the system from the website with allows to list keywords in the filter. In this stage, we used terms body, sexuality, conceptions, Nature Science.

The search of the terms “sexuality” together with “Science” resulted in 2,637 items; when added “nature”, the result became 1,385 productions, 1,222

were articles and 1,161 we reviewed in pairs. From there, we refined our research for the collection item (SciELO Brazil), resulting in 133 items. Then, by the time frame we made (from 2004 to 2020), 118 item were left. Next, we worked with the qualis references highlighted in education or teaching. So, we got to the articles in analysis: A1 (2, Education/Teaching), A2 (2, Education/Teaching) and B1 (2, Education). We also observed that, besides that in the base SciELO Brazil, some of these articles we indexed in the Directory of open Access Journals – DOAJ. In the research by the term “body” together with “Science”, we got 10,941 results, adding “nature”, 5,697 items were left, 5,100 were articles and from them, 4,675 were reviewed in pairs. Later, again we practiced the research in the SciELO Brazil collection, resulting in 611 item and, also, we used temporal criterion (2004 to 2020), reaching 556 journals. Next, we worked with qualis reference aforementioned and we got: A1 (2, Education/Teaching), A2 (3, Education/Teaching), B1 (1, Education).

With material selected, we read and went to the second stage – archivization and filing, in the sense attributed by Aquino and Val (2017, p. 48, apud AQUINO, MUNHOZ, 2020, p.315) when they write that “[...] documentary obstinacy is for the first procedure [filing] the same way that recreational imagination is for the second [archivization]”. That way, we reorganized the sources and, among them, we identified the possibilities of concepts recreation and re-framing from what we listed as theme for the research – the use of terms “body” and “sexuality”, as well as the relationship and link between them in education field.

Thus corpus treatment mode was defined from the three movement elements in analysis and the perspective that they were organized in boards and discussed respectively: body conceptions in analyzed researches; sexuality conceptions in analyzed researches; and theoretical references about body and sexuality in analyzed researches. In this sense, considering Foucaultian work of the genealogical phase, especially “Discipline & Punish” and “The History of Sexuality – Vol. 1”, we understand two considerations. The first one interprets a “kind body”, once it analyses subjectivation processes and the social institutions disciplinary practices (schools, jails, rest homes, etc...); and, the second one, talks about “stimulated body”, since there is an intensification of pleasure and the production of knowledge about such conditions in society.

COMPREHENSION OF “BODY” AND “SEXUALITY” IN ANALYZED ARTICLES

As the research was developing and searching for works that approach the concept/conception of “body” and “sexuality”, we found published articles in several journals in teaching and education field, according to Board 1 and Board 2. Among the journals found (Boards 1 and 2), the following ones deserve a highlight: Education in Question (Qualis A2 in Education field); Paideia (Qualis A1 in Education and Teaching field); Contemporary Education and Culture (Qualis A2 in Education and Teaching field); No Borders Curriculum (Qualis A1 in Education field); Interface: Communication, Health, Education (Qualis A2 in Education and Teaching field); Educating in Journal (Qualis A1 in Education field); ACTIO: Teaching Science (Qualis B1 in Teaching) and Themes in Education and Health (Qualis B2 in Education), quadrennium 2013-2016.

The articles selected in Board 1 were published in the respective journals between 2004 and 2020, whose authors have higher education degree in the following institutions: Universidade de São Paulo; Universidade Federal da Paraíba; Universidade Federal do Rio Grande do Norte; Universidade Federal de Santa Maria; Universidade Federal de Goiás; Universidade do Vale do Taquari; Universidade de Sorocaba and Instituto Federal do Rio Grande do Norte, and others.

Board 1 – Conceptions of body in analyzed researches

ID	Year	Article	Conception of Body	Journal
A 1	2004	From corporal culture to corporeality: for an epistemic inversion in Physical Education.	Body through the prism of the drive: conflict body and culture.	Education in Question (<i>Qualis</i> A2 in Education field)
A 2	2009	Knowledge production in Brazilian Physical Education and Brazilian Journal of Sport Science	Body as an expression of its corporeality: its multiple possibilities of expression.	Holos (<i>Qualis</i> B2 in Education field)
A 3	2010	The body in school: required mappings	Phenomenological understanding of body.	Paideia (<i>Qualis</i> A1 in Education and Teaching field)
A 4	2016	Body and education: deconstructing images to reconstruct pedagogies	Body as identity.	Contemporary Education and Culture (<i>Qualis</i> A2 in Education and Teaching field)
A 5	2019	The intelligence expressed in corporeality experienced in school daily life.	Body through the prism of the drive: body is a permanent transit between nature and culture	Contemporary Education and Culture (<i>Qualis</i> A2 in Education and Teaching field)
A 6	2020	Inventorying the body in educational research: about a constitution of a proliferating archive.	Body as an universality of experiences	No Borders Curriculum (<i>Qualis</i> A1 in Education field)

Source: Own authorship (2020).

The notion of Body by the prism of the drive presented by article A1 (2004, p. 9) reports to the idea that: “[...] it is necessary another anthropological approach that can handle the conflictual complexity lived daily between normative codes and libidinal imperatives, between individual drive and the direction that society gives to this libido”.

This conception puts us in a critical position or, at least, attentive to forces and conventions that act on the “body” nowadays, operated largely by the media, especially the new communication technologies in which we highlight social media. There are rules being dictated about what is the “ideal body” and

what is “sexy body”. At the same time, it is observed a counterpoint made by different social groups, subjects identified with each other by their marks and “diversities” of their bodies that dispute this meaning, contesting the dictates about body and sexuality.

A5 article also externalizes a similar concern to the idea of body as drive when it refers that “to consider the human being in its corporeality is to give opportunities to the development of the dimensions of man’s sensibility as a being in the world” (2019, p. 11). This conception is defended by Katz (2005, p. 6), when stating, that body is “[...] a process, a permanent transit between nature and culture”, that explores this fusion idea between biological body, which pulses, and the delimited body, which shapes to culture.

Note, in this conception, argument that justifies or complements the impression that we have expressed above – because it is movement and fluidity, “body” modifies itself and is modified by society’s action what includes cultural and economical changes, so dynamic in our present time. In A5, the authors analyzed daily situations in school context and realized that:

[...] guided learning in a comprehension of body as expression of its corporeality, can base pedagogical practices in proposal that lead the student to realize his/her own body and the body of the other, besides experiencing his/her multiple possibilities of expression (2019, p. 11).

From this, we can think in the autonomy given to students, in their own construction as subjects and acting being in the world, always in relation to the “other”. The notions about individuality and collectivism, interrelationship and solidarity can, as we see, have reasoned the notion of body and corporeality worked in school environment.

In A2, the conception of Body is taken as expression of its corporeality, leading to the comprehension that: “Besides organic, cultural, social and historical aspects of human body start to be considered, unveiling symbolic aspects, the ability of human beings to express themselves, communicate, attribute sense and transform themselves” (2009, p. 5). This conception leads us, again, to the idea that the body is not an end of itself, but the result – untied, the complex process of transformation. The “body” translates the context where it is inserted, with its valuations and meanings. In other words, with regard to articles that conceive the “body as a drive” or as naturalization of instincts in the cultural historical process (Psychology, Biology, Biomedical Sciences, etc); the body, in a corporeality reading aggregates elements from Human Science, as Anthropology, Philosophy, Pedagogy and thinks of it in its complexity of social existence.

Complying with our idea of observation from the article A3 (2010, p. 2) sums up this complex point of view that defines the body as phenomenological understanding:

[...] we are subjects-bodies, in other words, we understand the body as our identity, our unity of existence which gives us visibility and access to the world. It is held in this conception the idea that, in every and any action we make, it is possible to see three explicit dimensions: Biological, psychological and social, as well as implicit dimensions, absolutely interdependent from the before mentioned: anthropological, economical, historical, and others.

Based in the excerpt above, we can evidence the attempt of conceiving the body differently from the traditionally one incorporated in western world, that more and more takes on a cartesian and segmented view of the subject and, consequently, prints to the body a purely biological, technical and scientific conception.

In article A4, we can realize the conception of body as identity, where authors draw attention to:

[...] the importance of questioning and deconstruct these images, visions and comprehensions of the body, articulating processes of education and knowledge construction guided and targeted to understand and spread the proposition that we do not have, but, we are bodies (A4, 2016, p. 8).

Here, what is discussed is the body as an expression of the individual him/herself, and not as an object apt to receive personality and significance. The body is the person, it is his/her identity, it is how the subject exists, and builds him/herself and the world.

Finally, in the article A6, we can verify the concept of body as an universality of experiences that add up throughout life and constitute the subject. This positioning points to “[...] the idea that there is no universal, centered, unitary body, predestined to science speeches. There is not a body truth, but a mosaic of bodies permeated by history” (2020, p. 14).

Yet, the work (A6) alerts to the different conceptions of body that can be found among the teaching system: “The filing accomplished signs, at first, what, it is supposed, is known beforehand: in educational speech, the body appears in different shapes, through different agencies” (2020, p. 12). Based in this excerpt, there is a clear concern to conceptualize, or conceive, the “body” as a result of the individual experimentation – foucaultian pressure, their experiences and expressions of feeling, that is what makes the information to be accumulated and transform the subject.

From the selected articles reading, we note that the conception of “body” was discussed, in all of the works, comprehensively and interdisciplinary, enabling a transcendent understanding, what overcomes the concept of gathering of organs that tend to human functioning arising from the biomedical conception of health, where the physical and biological body is the main component. What demonstrates, in good measure, that authors’ thinking has an affiliation with the foucaultine perspective or, at least, opening to transdisciplinary perspectives of education and teaching.

The works selected to compound Board 2 had publication in mentioned journals between 2010 and 2020, and their authors are connected to the following universities: Universidade de São Paulo; Faculdade de Medicina de Ribeirão Preto (connected to Universidade de São Paulo); Institut de la Santé et de la Recherche Médicale – INSERM (Paris); Universidade do Sul de Santa Catarina; Universidade Estadual do Norte do Paraná; Universidade Federal de Santa Maria; Universidade Federal do Pampa and Universidade Federal do Rio de Janeiro, and others.

Board 2 – Conceptions of sexuality in analyzed researches

Source: Own authorship (2020).

ID	Year	Article	Conception of Sexuality	Journal
A7	2010	Discussions about homosexuality and genre in teaching formation in biology	The construction of sexuality pervades the dynamics of knowledge/power	Pro-Positions (<i>Qualis</i> A1, in Teaching and Education field)
A8	2012	Sexuality and sexual education in teaching conception.	Sexuality is the result of a sociocultural process.	Educating in Journal (<i>Qualis</i> A1 in Education field)
A9	2018	<i>Media representations of body, genre and sexuality: an analysis of the TV series "Orange is the New Black"</i>	Construction of sexuality through media-discursive artifacts	ACTIO: Teaching Science (<i>Qualis</i> B1 in Teaching)
A10	2019	Sense constructions about sexual diversity: another look at Early Childhood Education	Sexuality from the perspective of difference and identity.	Psychology: Science and Career (<i>Qualis</i> A2 in Education and Teaching field)
A11	2019	Binsex: a proposal of a bingo as didactic resource in critical approach in sexual education	Sexuality is inherent to human condition	Ibero-American Journal of Education Studies (<i>Qualis</i> A2 in Education field)
A12	2020	The perception of intellectual disability about sexuality	Sexuality while clarification and knowledge of the other	Magazine Themes in Education and Health (<i>Qualis</i> A2 in Education field)

Article A7 brings the perspective that the construction of sexuality pervades the dynamic of knowledge/power, when affirms that:

[...] by own conflicting dynamics between field of studies in education and the practices of pedagogical work, it is tend to approach this themes less because of the political perspective than by it behavioral dimension, in which a position of orientation/treatment for deviant conducts – as well as harmonization of relationships in family, school, society – is benefited at the expense of the one that, we believed, should be the fundamental problem: an analysis of the dynamics of knowledge/power that pervades this construction (A7, 2010, p. 2).

This conception makes us dive in the sense of power built by Foucault (1979), since it does not presents power as restraint to sexuality, but as a way to evidence the existence of a field of cultural forces, producing uneven environment. Power, in this case, is creator, by which the distinctions of sex and sexual condition are historically and culturally constructed.

Article A8 (2012) discusses sexuality as a result of a sociocultural process, what can be seen in the excerpt below:

[...] sexuality is a concept native from social sciences, where it is expressed as a set of sociocultural rules that shape people's sexual experiences in the modern west. It is still suggested, its articulation with genre, that is understood as a social classificatory system, where it organizes contrastively the male and female attributes in a given society (A8, 2012, p. 8).

In article A12, more related to Education and Health field, we note the importance of working on this thematic with young people diagnosed with intellectual disability. For this public, there is no policy of care and clarification about sexual life. This makes the authors argue:

it is observed the authoritarianism and the taboo that permeates this topic. Parents and teachers sometimes deny the existence of sexuality and prefer to face the child and the student with disability as asexual. People with disabilities do not need mercy, but comprehension regarding their condition and, mainly, convincing clarification to adapt their behavior, making it less exclusive (A12, 2020, p.549).

In this regard, based on both mentioned works (A8 and A12), the conception of sexuality depends on how society understands, defines, values the body, instincts, sex. Nowadays we can note the action, again, of groups of people who take it upon themselves to specify right and wrong, the restrained and the profane, the sensual and the sexual, and to manifest massively through social networks, an instrument with a very high influencing power.

At this point, we understand as relevant to transcribe one more excerpt from article A8 that expresses foucaultian conception of body and sexuality and that sums up the power of action and language in the constitution of the meaning of sexuality:

to Foucault (2009), is a historical device through which a surface network acts in which the stimulation of bodies, the intensification of pleasure, the incitement to discourse, knowledge formation, the reinforcement of controls and resistances are intertwined according to strategies of knowledge and power. It implies or involves more than bodies, results in fantasies, values, languages, rituals, behaviors, mobilized representations or put in action to express desires and pleasures (A8, 2012, p. 8).

Article A9 (2018), presents a research about the Netflix television series, especially, the series Orange is the new Black. The authors argue that young people spend more time in social network, watching, sharing, interacting with several public (the called Y generation). Thereby, media content end up influencing behaviors regarding genre and sexuality thematic. Because of this, it points out the limitation of textbooks:

Science and Biology books, most of the times, do not widely approach sexuality, body and genre thematic. Sexual education, in textbooks, is

presented, to Elementary School, just in the eighth grade, when the topic human body is worked, and it only appears when reproductive system is studied, which, many times, is at the end of the book or the teachers work with it near to the end of the year (A9, 2018, p. 285).

Here, we can note the authors' worries with the emotional and psychic ingredients that compound sexuality. It is nonetheless, also, a critic to the delicate moment where contemporary society is, of liquidity and trivialization of interpersonal relationships (BAUMAN, 2004), of human being objectification and, consequently, trivialization of affection and body care, that must also compound the notion of sexuality.

In A10 (2019), the conception taken to comprehend sexuality is under the perspective of difference and identity. Identity shows up as a concept that is built with sociocultural movement, and that is always in constant transformation. This conception ends up creating models socially acceptable, resulting in classifications and hierarchies of behaviors. The difference, in turn, is not pre-established and appears only in relationships between people, because the concept of "difference" always appears in relation to the other, acting as a form of power (2019, p. 2-3). And because of this context, in work A10 it is affirmed that:

from these concepts, sexuality stops being thought as something given by biology of bodies to be associated to social processes in identity construction from cultural norms of genre. Therefore, it is pointed that the concepts of identity and difference are inseparable, mutually determined and they are the result of language (A10, 2019, p. 2).

In A11 (2019) we can see the conception of sexuality with something inherent to human being, and not as a quality or flaw attributed to it. The work reveals the need of conducting a critical discussion about sexuality in schools, through creative dynamics, such as games. In this context, it is that: [...] Binsex bingo aims to promote a dynamic space in classroom, facing reflections about concepts and terms present in Biology textbook connected to sexuality and sexual health based on the emancipatory paradigm (A11, 2019, p. 9).

The objective of the work A11 is to make individuals, more specifically teenagers, start to build a comprehensive view of sexuality, to have conscience that people are sexuality, and not just have it. We defend that this is a way to encourage the production of self-knowledge, extirpating thoughts and retrograde and alienated conceptions, and many time prejudiced regarding the manifestation of sexuality, to enter in a critical-reflective thought about self. It is the appreciation of this human dimension called sexuality, enabling the emancipatory process of the subjects.

With this perspective, that sexuality is something natural and it compounds the subject, it can be thought in a demystification of sexuality with simplicity of its nature as inherent characteristics to human being.

After the accomplishment of the analysis of all articles, we can note that the authors, in general, approach sexuality in an interdisciplinary way, focusing on sociological and anthropological perspectives, and sometimes with emphasis on a psychosocial approach to the topic. Such as the analysis made on the articles selected about the conception of body, there is a huge concern in deconstruct the idea purely biological of sexuality. The objective is to demystify sexuality as just sexual act, conjunction of bodies, making way to the conceptions of sexuality

as a part of the subject, that is built and rebuilt according to the subject experiences.

Such considerations are corroborated through the analysis of the theoretical references used by the articles' authors. To build Board 3 (below), we identified, in the selected articles, what are the main authors used in the comprehension of the conceptions of body and sexuality.

Board 3 - Theoretical references about body and sexuality

ID	References to body	References to sexuality
A1	Elias, 1990; Foucault, 1983, 1984, 1985, 1989, 1993; Mauss, 1974; Guattari, 1989; Nietzsche, 1887; Barthes, 1975; Alves, 1987.	Freud, 1905.
A2	Aurélio Taborda de Oliveira, 2004; Foucault, 2002; Mendes, 2007; Nóbrega, 1999.	
A3	Merleau-Ponty, 1999; Kignel, 2005; Le Breton, 2007; Orlandi, 2001; Valadares, 2000; Varela, Thompson e Rosch, 2003; Gaia, 2006.	Oliveira, 2007; Louro, 2007; Freud, 1996.
A4	Platão, Foucault, 2004; Churchland, 2004; Berté, 2015; Descartes, 1641; Katz, 2005; Louro, 2001; Rengel, 2008; Greiner e Katz, 2001; Greiner, 2005.	Louro, 2001.
A5	Assmann, 1995; Damasio, 1994; Mendonça e Camargo Jr., 2016; Foucault, 2003; Carneiro <i>et al</i> , 2013, Novaes, 2003; Gallo e Zappini, 2016; Merleau-Ponty, 1994; Freitas, 2004; Sobreira, Nista-Piccolo, Moreira, 2016; Oliveira, 2017.	
A6	Ferreira, 2011; Vila-Matas, 2004; Ramos, 2003; Barthes, 2006; Nancy, 1992; Foucault, 1979, 2001, 2013; Sforzini, 2014.	
A7	Foucault, 1977; Meyer, in Louro, 2003; Goellner, in Louro, 2003; Butler, 1999.	Foucault, 1977, 1979, 1987.
A8	Louro, 2007.	Foucault, 2009; Freud 1996 e 1905/1996; Jardim e Brêtas, 2006; Brandão e Heilborn, 2006; Louro, 2007; Remiro e Matos, 2008; Meyer, Klein, Andrade, 2007; Souza, Dinis, 2010; Citeli, 2001; Fry, 1982; Haraway, 1995; Moizés, Bueno, 2010; Moscheta, Macnamee, Santos, 2011
A9	Leite, M. M. R. 2016; Orlandi, E. P. 2003; Selles, S.; Ferreira, M. S, 2003.	Furlani (Org.), 2008; Roselli-Cruz, A. 2011.
A10	Vianna & Finco, 2009; Louro, 2001; Butler, 2000.	Louro, 2007, 2008; Silva, 2004; Weeks, 2000; Woodward, 2004; Silva 2004; Jesus, Ramires, Unbehaum & Cvasin, 2008; Brah, 2006.
A11	Melo, 2004 e 2008.	Cabral, 1995; Oms 1975;

		Melo <i>et al</i> , 2011; Melo, Pocovi, 2008; Nunes, 1996.
A12		Guex, U. T. S.; Taschetto, O. M, 2020; Maia, A. C. B. 2020.

Source: Own authorship (2020).

According to what can be seen in the board above, seven of the twelve selected articles have theoretical references in Michel Foucault, being it regarding the conception of body or sexuality. This delimitation of theoretical basis was not the aim of the work, which had as scope the analysis of different points of view of these two concepts (body and sexuality), including with use of diverse theoretical basis.

Especially regarding the conception of body, we found seven works, from the twelve selected, referring to Foucault, enabling to highlight the following titles: *The History of Sexuality I: An Introduction* (1977), *Discipline & Punish: The Birth of the Prison* (2004), *Discipline & Punish: The history of violence in Prisons* (1983), and *Micro-physics of Power* (1979).

Regarding the conception of sexuality, we found only two that reports to Foucault as theoretical basis, highlighting the following titles: *The History of Sexuality I: An Introduction* (1977 and 2009). Another three has theoretical basis to the conception of sexuality in Freud, with the titles: *The Hysteria* (1905) and *Beyond the Pleasure Principle* (1996) {The theory of instincts}. The others, do not have significant repeat of authors.

We believe that the massive utilization of Foucault thinking, mainly, to support the conceptions of body, happened because of the great contribution of this author to studies about body at that time and in contemporaneity. His work was the first to identify the body our of dualistic thinking held forth until then, as, for example, body-mind and body-soul, to conquer the place of body in itself, and not as a complement. Besides, the importance of a wider and less scientific thought of body is a growing chain in teaching and education field. It was in this field that the research remained directed, as a way of forming subjects who think together, about the other, in their own potential.

Finally, it is necessary to highlight that, in some of the works, the question is discussed and approached based directly in the conceptions of the authors in the reference, and they develop their texts as a way to reaffirm their thinking. In others, these conceptions only serve as a basis for the emergence of new thinking, with ramifications and new paths.

FINAL CONSIDERATIONS

The discussion about the conceptions of body and sexuality in science teaching presents itself in extreme importance in contemporaneity, contributing to the expansion of scientific horizons towards education with an emancipatory bias. When performing the search by the theoretical production here highlighted, when reading each one of the article from the perspective of Foucault's criticism, we identified the effort of a number of researchers and thinkers to offer to teachers and, consequently, to students, a different way of understanding of the

subject with his/her body from the pedagogical practices and experiences in school environment.

More than an approach on body in the perspective of corporeality, of being and being in the world and of sexuality under the psychosocial, cultural or identity bias; we understand all the theoretical manifestation as part of a greater movement (no exactly organized, however, expression of contemporaneity), something that puts the relationship science-school-subject at risk. The discussion in this article leads us to exercise doubts about the predominant approach in scholar curriculum and higher level, given from the true and universal logic of science (still Cartesian) that presents to schoolchildren the body as an organism purely biological, meaning, a logic of shaping bodies in society. As many others researchers of Biological Sciences we defend that.

the learning guided in a comprehension of body as expression of its corporeality, can base pedagogical practices in proposals that take the student to realize his/her own body and the other's body, besides experiencing its multiple possibilities of expression. From this premise, it is understood that considering human being in its corporeality and giving opportunities to the development of the dimensions of man's sensibility as a being in the world (A5, 2019, p. 11).

The deepening in this debate helps to form the one that will help in the construction of subject's character, making them realize themselves, and the others, as agents of transformation where they live, endowed with great deal of historicity and experiences. Besides, we highlight also that when discussing these conceptions of "body" and "sexuality" under different points of view, we also exercise our own ability of holistic comprehension of the world, the perception of the other and ourselves as subjects in constant development.

However, we can affirm that we witness, in general, trends that treat body/sexuality through health, science, prevention and therapy bias; another trend emancipatory criticism that allies with historical-cultural theorization and that deals with social, work, society themes; finally, a third bias, if so we can affirm, that deals with body/sexuality in a multidisciplinary way (or even transdisciplinary) whose issues of genre, identity, power, knowledge, meaning permeates practices, speeches and contemporary conceptions. Such path leads to the complexity of studies, to the possibility of thinking in such themes in the research collective whose researcher role must not be restricted to data analysis, but the insertion of projects that mobilize advances and effective actions. In this sense, in especial for the teacher formation field, this trend means an opening movement to diversity, the inclusion and to the affirmation of the subject as participant in his/her social condition.

Corpo e sexualidade no ensino: apontamentos para uma leitura foucaultiana

RESUMO

O presente artigo tem como objetivo analisar a produção textual desenvolvida na área de Ciências da Natureza, possibilitando a identificação e mapeamento das diferentes concepções de corpo e sexualidade que são apresentadas. Para tanto, buscamos artigos junto ao Portal de Periódicos CAPES, publicados em diversas revistas de nível superior, utilizando como mecanismo de pesquisa as palavras corpo, sexualidade, concepções, Ciências da Natureza, realizando uma abordagem qualitativa dos resultados encontrados. Foi selecionado um total de doze artigos, publicados entre os anos de 2004 e 2020, indexados nas plataformas SciELO Brazil e na Directory of Open Access Journals (DOAJ), considerando quatro extratos qualis (A1, A2, B1, B2), quadriênio 2013-2016. Os resultados obtidos foram no sentido de verificar que as diversas concepções encontradas fogem daquelas tradicionalmente utilizadas no ensino de Ciências, baseadas quase que exclusivamente em conceitos biomédicos. O que encontramos foi uma grande preocupação em conceituar corpo e sexualidade como parte de um sujeito que se coloca no mundo, que constrói o seu espaço e que também é construído por ele. Basicamente, procuramos encontrar concepções foucaultianas de corpo/corporeidade e sua relação com a sexualidade, assim como a importância da aplicação destes conceitos no ensino e na formação de sujeitos mais conscientes de si mesmos.

PALAVRAS-CHAVE: Corpo. Sexualidade. Ciências da Natureza.

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Received: Jan. 25 2020

Approved: March 31 2021

DOI: 10.3895/actio.v6n2.13760

How to cite:

OLIVEIRA, A. C. H. de.; NICOLAY, D. A. Body and sexuality in teaching: notes to a foucaultian reading.

ACTIO, Curitiba, v. 6, n. 2, p. 1-17, mai/ago. 2021. Available at: <<https://periodicos.utfpr.edu.br/actio>>.

Accessed on: XXX

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