

Researches and discursive practices about curriculum in the scientific-academic community: territories and connections

Pesquisa e prática discursiva sobre currículo na comunidade acadêmico-científica: territórios e conexões

Investigaciones y prácticas discursivas sobre currículo en la comunidad académico-científica: territorios y conexiones

Sandra Kretli da Silva² 

Priscila dos Santos Moreira³ 

Nathan Moretto Guzzo Fernandes⁴ 

1

Abstract: The article results from a greater study, which purpose is mapping discursive practices about curriculum regarding the academic-scientific community linked to associations' field and spread in the international journal named Transnational Curriculum Inquiry (TCI) and in the portfolios organized by *Associação Brasileira de Currículo* (ABdC) published in the national magazines named *Currículo sem Fronteiras*, *e-Currículo* and *Teias*. The study discusses the institutional links of the authors that published in the TCI magazine and the ABdC portfolios, based on the dialogues with Gilles Deleuze, Félix Guattari and Michel Foucault among the utterance collective agencying that designs territories. The work highlights the thinking-difference and propagates the expansion of the opening spaces used to publish the researches produced by authors linked to different institutions and the participation of other associations and international entities, in order to expand the connections of the curricular journals field.

Keywords: Curriculum. Researches. Territories.

Resumo: O artigo é decorrente de uma pesquisa maior cujo objetivo é cartografar práticas discursivas sobre currículo da comunidade acadêmico-científica vinculadas às associações do campo e propagadas no periódico internacional *Transnacional Curriculum Inquiry* (TCI) e nos dossiês organizados pela *Associação Brasileira de Currículo* (ABdC) publicados nas revistas nacionais *Currículo sem Fronteiras*, *e-Currículo* e *Teias*. Problematiza as vinculações institucionais dos autores que publicaram na TCI e nos dossiês da ABdC, a partir do diálogo com Gilles Deleuze, Félix Guattari e Michel Foucault entre agenciamentos coletivos de enunciação que desenham territórios. Evidencia o pensamento-diferença e propaga a ampliação dos espaços de abertura para publicação das pesquisas produzidas por autores vinculados a diferentes instituições e da participação de outras associações e entidades internacionais, com vistas à expansão das conexões nos periódicos do campo curricular.

Palavras-chave: Currículos. Pesquisas. Territórios.

Resumen: El artículo es resultado de una investigación mayor cuyo objetivo es cartografar prácticas discursivas sobre currículo de la comunidad académico-científica vinculadas a las asociaciones del campo y propagadas en el periódico internacional *Transnacional Curriculum Inquiry* (TCI) y en los dossiês organizados por la *Asociación Brasileña de Currículo* (ABdC) publicados en las revistas nacionales *Currículo sem Fronteiras*, *Curriculum* e *Teias*. Problematiza los vínculos institucionales de los autores que publicaron en la TCI y en los dossiês de la ABdC, a partir del diálogo con Gilles Deleuze, Félix Guattari y Michel Foucault entre agenciamentos colectivos de enunciación que diseñan territorios. Evidencia el pensamiento-diferencia y propaga la ampliación de los espacios de abertura para publicación de investigaciones producidas por autores vinculados a diferentes instituciones y de la participación de otras asociaciones y entidades internacionales, con vistas a la

¹ **Submitted:** 04 Feb. 2019 - **Accepted:** 16 June 2019 - **Published:** 22 Nov. 2019

² Federal University of Espírito Santo (UFES) – Email: sandra.kretli@hotmail.com

³ Federal University of Espírito Santo (UFES) – Email: moreira-priscila@hotmail.com

⁴ Federal University of Espírito Santo (UFES) – Email: nathanmoretto1@hotmail.com

expansión de las conexiones en periódicos del campo curricular.

Palabras clave: Currículos. Investigaciones. Territorios.

Movements of (de)(re)territorialization among desiring lines: micromacropolitical compositions in the curricular field

To desire is to build an arrangement.
[...] There is only desire together,
in a joint, in a connection.
(DELEUZE).

This research comprises a broader project, named “Discursive practices on curriculum of the academic scientific community connected to the field associations, and published in national and international journals” – with the objective to map relations between the discursive practices on curriculum, from the discursive statements of the authors expressed in the international journal **Transnational Curriculum Inquiry** (TCI), and in the dossiers organized by *Associação Brasileira de Currículo* (ABdC) published in the national journals **Currículo sem Fronteiras**, **e-Curriculum** e **Teias**.

2

TCI is a journal that expresses some of the transnationalization movements of curricular field proposed by International Association for the Advancement of Curriculum Studies (IAACS). Thus, we chose to carry out a discursive cartographic follow-up - crossed by several epistemological conceptions - in the period of 2010-2016, aiming at the continuity of the research published by Carvalho (2013), which included the analysis of this journal from 2004 to 2009.

ABdC is a recent Brazilian non-profit association, created on June 8, 2011, at an assembly held during the VI International Seminar “Educational Networks and Technologies: Social theories/practices in the contemporaneity”, in Rio de Janeiro. The objective of ABdC is to gather professionals, researchers, and students who carry out research and/or teaching and/or extension activities in the curriculum field. Thus, in this cartography, we propose to analyze the articles that composed the dossiers of the association - published in three journals - during the first five years of these publications.

During one of the meetings among ABdC members, it was proposed the organization of thematic dossiers to be published in a widely read journals in the curricular field, in order to promote and spread the researches that stand out in the area. On that occasion, three journals made themselves available to publish the dossiers organized by ABdC: **Currículo sem Fronteiras**, **e-Curriculum** and **Teias**. Thus, possible lifelines were intercrossed through research reports presented in the field of curriculum, increasing gatherings and new connections.

The journal **Currículo sem Fronteiras** is classified as A2 in the evaluation of Coordenação de Aperfeiçoamento de Pessoal de Nível Superior [Coordination for the Improvement of Higher Education Personnel] (CAPES) with publication every four months since 2012 (when one of these volumes started to be organized by ABdC). It is not connected

to any specific University. It has editor members from three different institutions, namely: University of Massachusetts-Dartmouth, Federal University of Rio Grande do Sul and Federal University of Pelotas.

The journal **e-Curriculum** is from the Postgraduate Program in Education: Curriculum, from the Pontifical Catholic University of São Paulo (PUC-SP). It is a four-monthly publication (and one of these volumes is the responsibility of ABdC); it also received A2 qualification in CAPES analysis. The journal proposes to discuss the fields of Public Policies of Education, Training of Educators, Education Technologies, Knowledge and Culture, Evaluation and Interdisciplinary.

Teias journal is from the Postgraduate Program in Education of the State University of Rio de Janeiro (UERJ). It was also very well rated by CAPES (Qualis B1). Its periodicity is quarterly (one of these volumes is organized by ABdC). This journal aims to encourage research and debate in the area of Education, focusing on its relations with society.

Specifically, the purpose of this article is to problematize the institutional connection of the authors who published in the TCI and ABdC dossiers, from the dialogue with Gilles Deleuze, Félix Guattari and Michel Foucault, for the analysis of the complex ties interlaced between power relations and **collective arrangements of statement** that draws these **territories**. With Deleuze and Parnet (1998, p. 84), we affirm that this arrangement “[...] is a multiplicity that holds many heterogeneous terms and that establishes connections and relations among them through the ages, gender, kingdoms - of different natures”. With Guattari (2012, p. 47), it is “[...] an arrangement in the field of possible, of virtual, as well as elements constituted without the notion of genetic or species relation”.

In this sense, we understand that there are relations between arrangements and territories, for “[...] the territory creates the arrangement and the arrangement goes beyond the simple ‘behavior’” (DELEUZE; GUATTARI, 1997, p. 128). The territory as a field of power derives from a production that involves the multiple relationships established in the networks of powers, affections, and disorders. For this reason, territoriality must be understood here as the result of a permanent dispute of relational powers that slide and/or move in function of movements, actions and strategic positions of researchers' institutional connections.

We moved the thought with Deleuze (1988), among the **desiring lines**, understanding that the subjectivities, the statements, the desires, are not simply internal, individual and they are not produced in isolation, but in relation to a set of landscapes, people, meetings and among the tangles of the three lines: **hard/molar**, **flexible/molecular** and **of flight** (DELEUZE; PARNET, 1998) which coexist in the **micromacropolitic** compositions (DELEUZE; GUATTARI, 2012) of the curriculum field.

We can associate the entanglement of these **desirable lines** with the compositions of the territory, for, according to Deleuze and Guattari (2012), deterritorialization is the movement by which the territory is abandoned. It is the operation of the **line of flight**. In this way, territoriality is only one aspect of arrangement, and the other is related to the lines of deterritorialization that cross and drag it.

In agreement with Deleuze and Parnet (1998), we can state that there is no arrangement without territory, territoriality, and reterritorialization, but neither is there arrangement without cutting edges of deterritorialization, without **line of flight**, which carries it to new creations or to death. That is, the **line of flight** allows the dismantling of what is formatted, creating other unpredictable possibles, with new **arrangements** in vibrations and intensities that escape from the dogmas and rigid lines in the territory-curriculum.

In this same direction, the statements are produced between **arrangements** and movements of **(de)(re)territorializations**. According to Deleuze and Guattari (2012), the statement is the watchword. The **watchwords** do not refer only to commands, but to all acts that are connected to those statements by a “social obligation”. Considering this premise, there is no individual statement, not even subject of statement. The statement refers, per se, to collective arrangements.

It is always an arrangement that produces the statements. “The statement is produced by an arrangement, always collective, that puts at stake, in us and outside of us, populations, multiplicities, territories, becoming, affections, events” (DELEUZE; PARNET, 1998, p. 65). In this sense,

[...] an arrangement is, at a time, machinic arrangement of effectuation and collective arrangement of statement. In statement, in the production of statements, there is no subject, but always, collective agents. There are no objects in the statements; there are machinic states (DELEUZE; PARNET, 1998, p. 85).

From this statement, in this research, although the institutional connections of the authors of the researches refer to specific places, we brought the concept of territory above, not to identify geographic spaces, to frame them or to close them in identities/**faces**, but to think the curricular field between these complex relations of power and the possibilities of transitoriness of the **forceforms**, for, as Foucault (2007, p. 414) states: “[...] territory is a geographical matter, but above all, a legal-political notion”, that is, it is composed of relations of power.

We consider the premise that subjectivities are not products of these spaces - and they do not express themselves as possession of these authors with their institutional connections - however, they are produced between **arrangements** and collective subjectivities in the web of movements of **(de)(re)territorialization** whose **forceforms** make reverberate some statements - produced in those spaces - that are selected for publication in the TCI and in the dossiers of ABdC in the constitution of possible regimes of truth.

According to Foucault (2007), the discourses of true are produced from a set of rules, mechanisms of power to which our social and cultural practices belong. Thus, each field of knowledge is constituted by regimes of truth (types of discourse that receive and make it work as true; mechanisms and instances that cooperate to emphasize the statements that are legitimized).

Together with these problematizations and with Foucault (2013), we state that the discourse is a set of thoughts produced in the relations of power among individuals who defend and legitimize the dominant ideas of a given period. In this sense, discursive practices are

practices of power that are not simply ways of making speeches, but which are being constituted through institutions, patterns of behavior and pedagogical forms that impose and maintain them.

In this sense, we ask: which countries and universities are being evidenced regarding the institutional connections of the authors and what absences have been produced by the transnationalization intended by TCI? In the case of the dossiers of ABdC, which regions of the country do the authors talk about? What are the associations and compositions carried out among the different institutions? Do the researchers who work in the schools of Basic Education make up these statements? Do statements embrace a multitude of Brazilian and foreign voices? What are the Brazilian states that are constantly taking part in these institutional publications and which are absent in these authorial demarcations drawn among **powerknowledge** relations? Why do these statements stand out? What other statements are being suppressed in the curriculum field?

Brazilian association of curriculum (ABdC): multiple voices in the national curricular field?

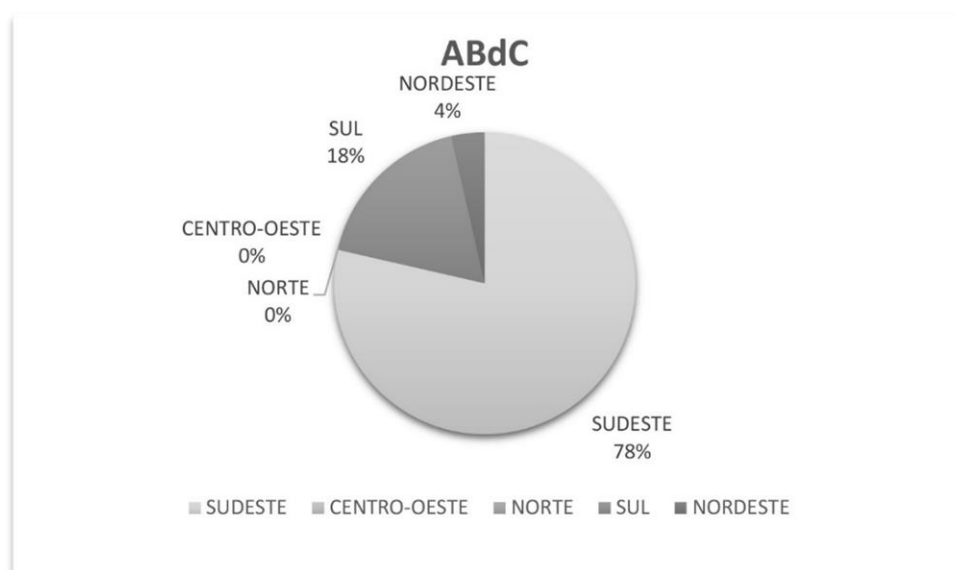
Considering ABdC dossiers, we emphasize that, in the first journal analyzed, **Currículo sem Fronteiras**, with regard to authorship of the editorials, all researchers - in the analyzed period - had connections with institutions located in the Southeast Region of Brazil. In each year, the dossier was organized by two professors who worked in this region: PUC-SP and State University of Campinas (UNICAMP) in 2012; UERJ and Federal University of Espírito Santo (UFES) in 2013; UNICAMP and PUC-SP in 2014; UERJ and UERJ in 2015; and Federal University of Minas Gerais (UFMG) and UFES in 2016. We could see that all ten organizers were connected to universities located in the Southeast.

In **e-Curriculum** journal, the organization of the editorials was in charge of two researchers by volume, with institutional connections in the Southeast and South Regions: UERJ and UERJ in 2012; Federal University of Rio Grande do Sul (UFRGS) and Federal University of Pelotas (UFPeL) in 2013; UERJ and Federal University of the State of Rio de Janeiro (UNIRIO) in 2014; UERJ and PUC-SP in 2015; and PUC-SP and UERJ in 2016. However, we highlight that this journal is from the Postgraduate Program of PUC-SP and, except for the participation of researchers connected to this institution, only Rio de Janeiro was represented within the Southeast Region and only Rio Grande do Sul in the South.

In **Teias** journal, each dossier was also organized by two researchers: UNICAMP and PUC-SP in 2013; UFPeL and UFPeL in 2014; Federal University of Bahia (UFBA) and Federal University of Rio de Janeiro (UFRJ) in 2015; Federal University of Santa Catarina (UFSC) and UFRJ in 2016. Thus, even though the Southeastern Region, through the states of Rio de Janeiro and São Paulo, stands out in terms of authorial connections, the South Region also appears and, once, the Northeast Region.

We can demonstrate the institutional connections of the ABdC dossier organizers as a whole expressed in the three journals, as follows (Chart 1):

Chart 1. ABdC - Institutional connections of the organizers



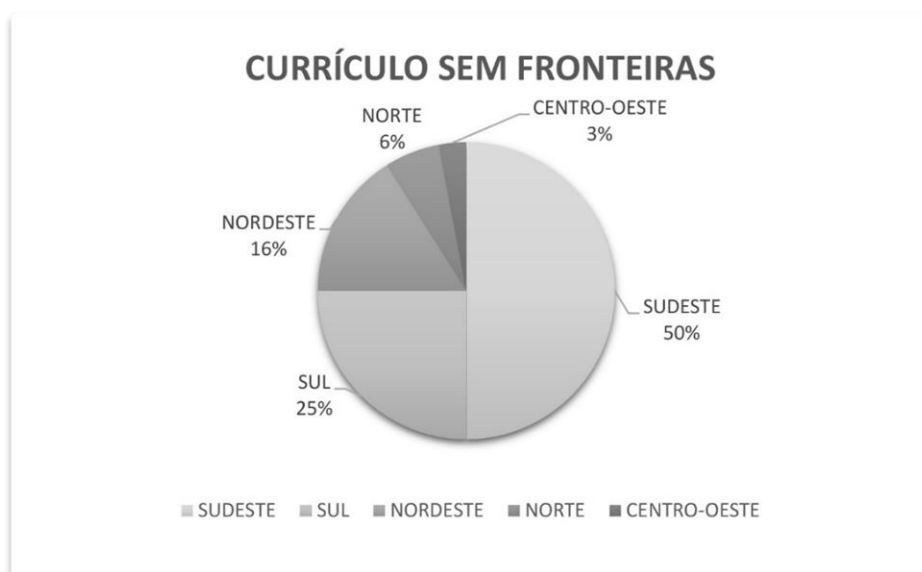
Source: Prepared by the authors (2018) based on data from the ABdC dossier (2012-2016).

In relation to the articles published in these dossiers, we identified that in **Curriculo sem Fronteiras** journal, from 62 studies presented and produced by 118 authors, regarding the authors' national connections, UERJ stands out with nine articles (15%), two of these writings co-authored with professors from the Federal University of Mato Grosso (UFMT) 3%, and UFES. UFES appears next with eight articles (13%), four of them in co-authoring with the University of Lisbon, Vila Velha University (UVV), Federal Institute of Espirito Santo (IFES), and UERJ.

The third state that appeared most prominently was São Paulo, in which UNICAMP and PUC-SP are evidenced with seven articles (11%) each. In this way, the states that stood out in this scope are part of the Southeast Region. It should be noted that, with the exception of one, all other institutions represented with two or more articles are located in the Southeast and South Regions of the country. The places where discursive practices on curriculum are legitimized, in the dossiers published in this journal, point out 41 different institutions of which approximately 85% are universities; 5% are Federal Institutes of Education; and 10% correspond to the state and municipal schools. Thirty-two institutions, out of these 41, are national (78%).

Of the 32 national institutions, 50% are in the Southeast Region, 25% in the South Region, 16% in the Northeast Region, 6% in the North Region and 3% in the Center-West Region (the 24 articles connected to institutions located in the South and Southeast Regions correspond to 75% of the total national institutions, showing a considerable difference compared to the rest of the country, and a correspondence with the regions evidenced in the connections of the researchers that integrated the editorials). Of these institutions, 24 (75%) are public (15 federal, 7 state and 2 municipal) and eight (25%) are private. With regard to the regions in which the institutions are located, to which the authors and coauthors are connected, we have Chart 2:

Chart 2. Currículo sem Fronteiras Journal: institutional connections of authors



Source: Prepared by the authors (2018) based on data from the ABdC dossier (2012-2016).

In the **e-Curriculum** analysis, we emphasize that of the 50 articles produced, 42 were written by researchers who have connections with national institutions. Of these, 66% are located in the Southeast Region (in which Rio de Janeiro stands out through UERJ). The states of Minas Gerais and Espírito Santo appear with only one article each. It should be noted that, although **e-Curriculum** belongs to a Postgraduate Program located in the State of São Paulo, with regard to ABdC dossiers, the participation of this state was not evidenced.

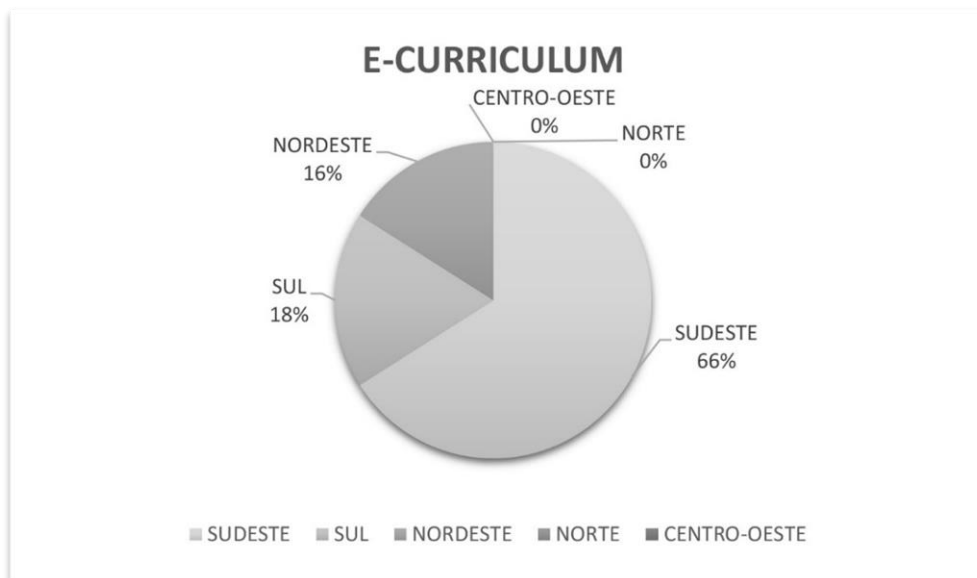
The data indicated that 18% of the researches were published by authors who work in institutions located in the South Region. Rio Grande do Sul is the most prominent state in this Region. It is represented by the following institutions: UFPeL, UFRGS, and also from articles written by more than one author, with connections to different institutions, however located in the same state: UFPeL and UFRGS; UFPeL and Federal University of Santa Maria (UFSM); University of Santa Cruz do Sul (UNISC) and UFRGS.

Approximately 16% of the authors are connected to universities that are part of the Northeast Region. It should be added that, in two articles, the authors have a work connection in this region; however, the doctoral research was also oriented in the UERJ Postgraduate Program. It is also important to mention that, in none of the published articles, did the author(s) have connections to any institutions located in any of the states of the Center-West and North Regions. In this journal, it is evidenced that only the Institutions of Higher Education were represented in the articles as a whole.

We emphasize that the predominance of Rio de Janeiro (RJ) stands out in the analysis of this period because, of the 50 articles, nearly half were written by researchers affiliated with institutions located in this state: 16 of these articles were written by authors with a connection to UERJ, and the others were written by authors with connections to the Pontifical Catholic

University of Rio de Janeiro (PUC-RJ), UNIRIO and UFRJ. We can visualize below, the states in which all the institutions are located:

Chart 3. e-Curriculum Journal: institutional connections of the authors

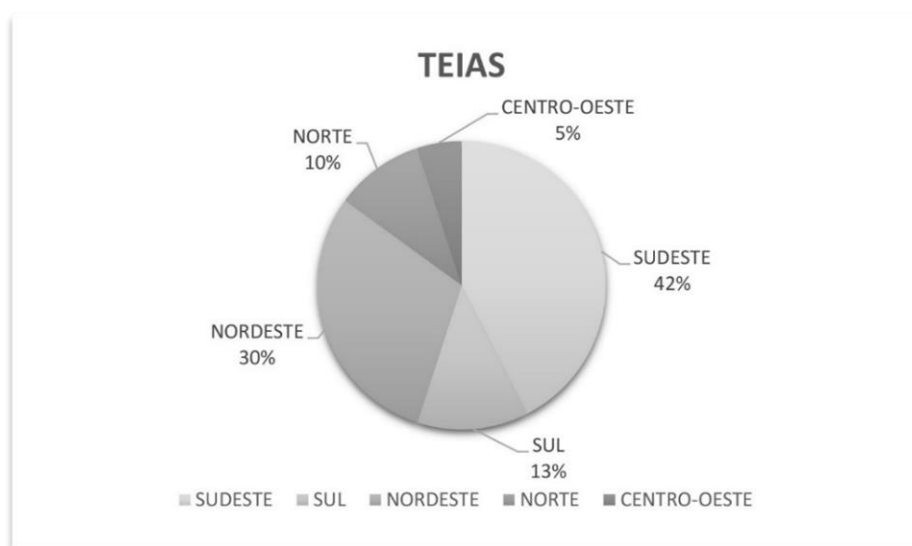


Source: Prepared by the authors (2018) based on data from the ABdC dossier (2012-2016).

In the third journal (**Teias**), we could observe that of the 26 articles - written by 40 authors - 25 were written by researchers with national connections. The Southeast Region stood out as regards the location of these institutions, but we perceived a greater participation of authors whose connections show other regions of the country, if we compare this journal with the other dossiers of the Association.

The Southeast Region was represented by São Paulo (eight articles), Rio de Janeiro (four), Minas Gerais (one), and Espírito Santo (one). The Northeast Region: Bahia (three), Pernambuco (three), Paraíba (one), and Sergipe (one). The other regions were represented by only one state in each: South Region: Rio Grande do Sul (three institutions), North Region: Pará (two institutions) and Center-West: Goiás (two institutions). We also stress that in the dossiers published in **Teias**, it is possible to verify a greater participation of authors related to the state and municipal public schools, if we compare with the other ABdC journals. We can observe this analysis in the chart below:

Chart 4. Teias journal: institutional connections of authors



Source: Prepared by the authors (2018) based on data from the ABdC dossier (2012-2016).

In the face of this scenario - without the intention of responding, however, of moving the thought - we ask: how are the relations of **forceforms** entangled so that the institutions of the Southeast Region are so evidenced in the discursive productions in the dossiers of the three journals? In what ways could these interlaces be managed to strengthen the participation of teachers in the state and municipal education schools in the articles published in ABdC dossiers? How to broaden the process evidenced in one of the three journals so that it strengthens the participation of schoolteachers? What meetings/forces can favor the expansion of institutions that had little expressiveness in the publications of these dossiers? What complex webs are entangled so that a state - specifically an institution - has had greater productivity and visibility in one of these three journals? How do these compositions produce relations of forces and move/**(de)(re)territorialize** the curricular field and the statements of ABdC?

Considering the objective of ABdC - which, as stated on the site, is to aggregate professionals and researchers in the field of curriculum - what **possibles** (CARVALHO, 2009) can be **invented**, aiming at expanding these dialogues and multiplying those voices so that the Association turns out to be as an organization that includes authors from several regions of the country? What other connections can be made to intensify studies and **politicalpractices** in the field of curriculum? How can we manage the differences of statements that disassemble and form new possible in the curricular field?

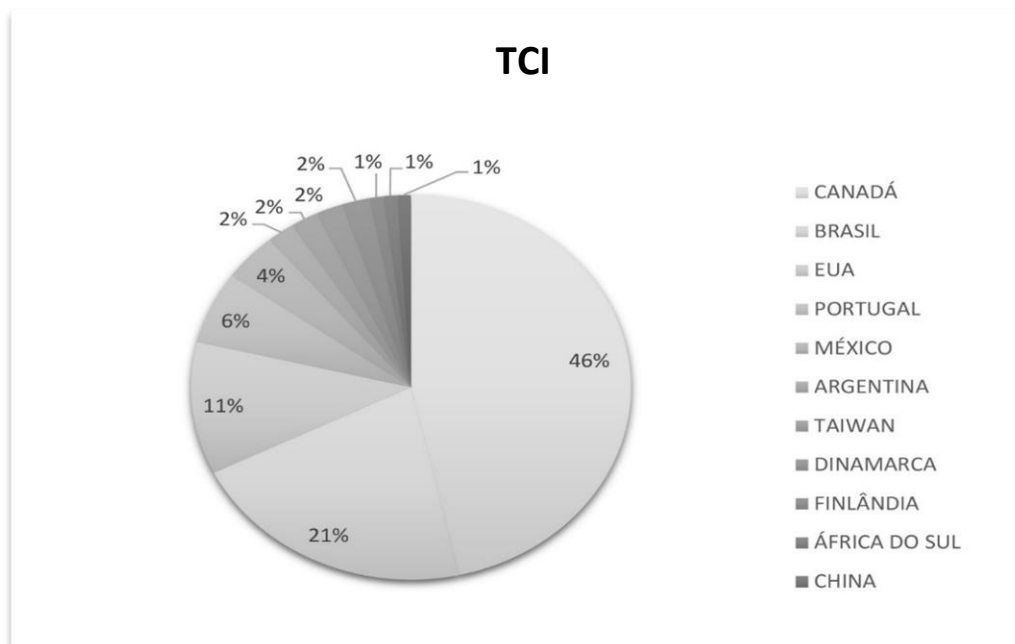
Institutional connections of transnational curriculum inquiry (TCI) authors and institutional connections of foreign authors who published in the ABdc dossiers: multiple voices in the international curricular field?

During the period analyzed, from 2010 to 2016, the journal edited 14 issues, in two annual volumes, totaling 66 articles produced by 96 authors. We observed a concentration of authorship in some countries, since approximately 46% of the published studies are written by Canadian authors, 21% by Brazilian authors, and 11% by North Americans. That is, these three countries together totaled almost 80% of the origin of the writers.

Regarding the institutions where researchers work, we underline that almost 60% are located in North America (46% in Canada and 11% in the United States of America). Brazil's share is 21%, Portugal 6%, and Mexico 4%. The other countries are observed as follows: 2% in each of the following countries: Argentina, Denmark, Finland and Taiwan; and 1% in the each of the countries: Turkey, South Africa; Cyprus and China.

It was evidenced that, besides Brazil (21%), there is a local participation of authors with institutional connections in another country located in South America: Argentina (2%). Other continents were underrepresented in terms of institutional connections of authors: Africa: South Africa (1%); Asia: China (1%) and Taiwan (2%); Europe: Denmark (2%), Finland (2%), Portugal (6%) and Turkey (1%), Cyprus (1%), as shown in Chart 5:

Chart 5. TCI journal: institutional connections of authors



Source: Prepared by the authors (2018) based on TCI data (2010-2016).

From the analysis of the institutions in which the authors work, we could notice that most articles published are from researchers from the University of British Columbia and the

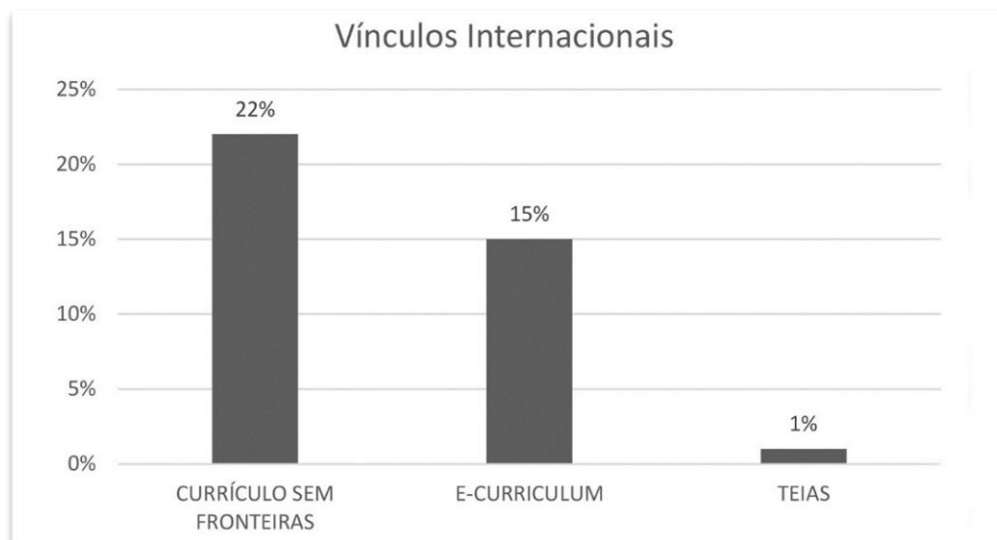
University of Ottawa, located in Canada, and from UERJ, located in Brazil. In this way, we move the thought in a way that, within the proposal of transnationalization, it is imperative to escape from the circularities of the senses created in this discursive production that draws this **territory**- field of curricular research between power relations and **collective arrangements**.

In this same direction, in what concerns the international connections of the authors who published in the ABdC dossiers, we show that in **Currículo sem Fronteiras**, nine articles (22% of the 62 articles) were written by authors connected to foreign institutions. Argentina and Portugal were countries that stood out. Each of the writers was connected to three different institutions: University of Buenos Aires, National University of San Martín and National University of La Plata, Argentina; and in Portugal, the authors worked at the University of Minho, University of Lisbon and University of Porto. The other institutions to which the researchers were connected were: Universidad Nacional Autónoma (Mexico), University of Wisconsin-Madison (USA) and Institute of Education (England).

In **e-Curriculum**, eight articles (15% of the 50 articles) were produced by authors from other countries. Half of this index (four) was specifically related to the USA (University of Wisconsin-Madison, Arizona State University, Grand Canyon University, National Louis University, Columbia University); and the others were: one from Australia (University of Melbourne), one from Portugal with three authors (University of Porto), one from Sweden (University of Gävle), and one with two authors from France (Université de Rouen). In **Teias** journal, only one of the 26 articles were written by researcher with an international institutional connection, namely Portugal (University of Minho).

We can observe these international connections in the production of ABdC dossiers in chart 6:

Chart 6. ABdC: international institutional connections of authors



Source: Prepared by the authors (2018) based on data from ABdC dossier (2012-2016).

Considering the international scenario, with regard to the goal of transnationalization of studies on the curriculum in TCI journal, we noticed that it is urgent to deterritorialize the current excessive concentration of authorship in Canada, USA, and Brazil in these discursive entanglements, so that this power is amplified. Based on the premise that transculturalization and transinternationalization permeate the intentions of the journal, it is necessary to invest in the otherness, and in invention of ways of producing knowledge, interspersed with the multiple voices coming from different countries.

Some final considerations...

We reiterate the need to expand the opening spaces for other senses, aiming at an effective polyphony. Although the territories in this article are not understood as synonyms of geographical places, we ask: in what ways the authorship from different institutions and produced in different contexts could contribute to the expansion of connections in a transnational journal?

12

Deleuze and Parnet (1998) argue that it is necessary to study the movements of deterritorialization, the *continuums* of intensity, and the conjugations of flows formed by the concrete social fields. Thus, with the authors, we emphasize that, in the same way that a collective arrangement is composed, multiple points of de (re) territorializations cross, cut, and flow, composing a temporary landscape in the production of curricular knowledge. With these possibilities, we propose openings to other productions in the international scenario - especially in the TCI (which proposes to be transnational) and in the ABdC, in the possible dialogues of these two with the international associations of curriculum through the dossiers of the Brazilian Association in the curricular field.

In this direction, we emphasize the need to invent discursive practices and collective arrangements of statement and this implies producing policies that are woven among multiplicities of lines, regimes, (dis)ways, escapes. With this premise, we ask: what possibilities of life and new curricular compositions can be invented from the collective arrangements engendered through the statements expressed in the ABdC and TCI publications? Faced with this entanglement of questions, how can we resound the thought-**difference** to move the curricular field even more as educational **micro-political**?

References

CARVALHO, Janete Magalhães. **O cotidiano escolar como comunidade de afetos**. Petrópolis: DP et Alii, 2009.

CARVALHO, Janete Magalhães. The Journal Transnational Curriculum Inquiry and the space-time of cosmopolitan hospitality and of curriculum field studies deconstruction. *Transnational Curriculum Inquiry*, v. 10, n. 1, p. 1-15, 2013.

DELEUZE, Gilles. **Diferença e repetição**. Tradução de Luiz Orlandi e Roberto Machado. Rio de Janeiro: Graal, 1988.

DELEUZE, Gilles; PARNET, Claire. **Diálogos**. Tradução de Eloísa Ribeiro. São Paulo: Escuta, 1998.

DELEUZE, Gilles; GUATTARI, Félix. **Mil platôs: capitalismo e esquizofrenia**. São Paulo: Editora 34, 1997. v. 1.

DELEUZE, Gilles; GUATTARI, Félix. **Mil platôs: capitalismo e esquizofrenia 2**. Tradução de Peter PálPelbart e Janice Caiafa. São Paulo: Editora 34, 2012. v. 5.

FOUCAULT, Michel. **A arqueologia do saber**. Rio de Janeiro: Forense Universitária, 2013.

FOUCAULT, Michel. **Microfísica do poder**. Rio de Janeiro: Edições Graal, 2007.

GUATTARI, Felix. **Caosmose: um novo paradigma estético**. Tradução de Ana Lúcia de Oliveira e Lúcia Cláudia Leão. São Paulo: Editora 34, 2012.

