

SEMINA

Revista dos Pós-Graduandos em História - UPF

Dossier:

Dialogues and Intersections between History and Education

Volume 21 | Número 2 | Ano/período: Maio/Agosto 2022

Edição eletrônica

DOI: 10.5335/srph.v21i2.13841

ISSN: 2763-8804

Presentation

Apresentação | Presentación

Ewerton da Silva Ferreira ¹  

Tiara Cristiana Pimentel dos Santos ²  

DOAJ
DIRECTORY OF
OPEN ACCESS
JOURNALS

OPEN  ACCESS

¹ Doutorando em Educação pela Universidade Federal de Santa Catarina. Mestre em Políticas Públicas e Licenciado em Ciências Humanas pela Universidade Federal do Pampa - campus São Borja. Presidente do Centro de Estudos Interdisciplinares - CEEINTER

² Doutoranda em História Regional-PPGH-UPF, Mestra em história Regional - PPGH-UPF, Graduada do curso de Ciências Humanas - Licenciatura/ UNIPAMPA - São Borja. Graduada em História –UNINTER, Membro do grupo de pesquisa Relações de Fronteira: história política e cultura na tríplice aliança Brasil, Argentina e Uruguai. Bolsista CAPES.

This dossier brought together papers that dialogue with the thematic proposal between History and Education, seeking to value the various subjects related to the theme. Certainly, these two areas of knowledge – so broad and with different lines of research – are not summarized in this dossier, but they allow for some reflections and researches in Brazilian territory on the subject. In this sense, we are pleased to present eight papers that bring a dynamic of intercession between both themes. The first paper is entitled *Formation of History teachers in the 21st century: transformative education, its theoretical perspectives and practical analyses*, by Jacqueline Rodrigues Antônio. This research brings in its scope discussions about the formation of History teachers, making a critique about the matter in Brazil.

Ivan Costa Lima and Francisco Danierbes de Souza Santos are the authors of *Education and Bantu tradition: theoretical and civilizing paradigms in the formation of educators*. This paper brings an important dialogue about the Bantu tradition, which marks the Black presence in the first centuries of slavery in Brazil, and its influences in different cultural environments.

Contributions of school culture and photography to the construction of the history of schools, written by Rosiene Magalhães Lima and Reginaldo Leandro Placido, seeks a better understanding of the theoretical foundation of concepts related to school culture, linking with the history and photography of schools.

Daniel Alves de Almeida's research, whose title is *Teaching of History and the formation of the critical citizen: a look at high school*, discusses concepts of citizenship, contextualizing the theme by dialoguing with the dynamism of the teaching of History and the teaching practice in the formation of the individuals in high school.

Milena Moretto presents the paper entitled *Printed media discourse on the Rural Workers Union of Passo Fundo (1962-1964): the case of "O Nacional"*. This research brings a purely historical approach to the importance of unions for local communities aiming at an interpretation based on the press.

Memory in Nietzsche: the light of the history of sacred dance through terreiro communities, written by Wermerson Meira Silva and João Diógenes Ferreira dos Santos, presents important reflections on the historical memory discussed by Philosopher Nietzsche through dances of terreiro communities, bringing the importance of discussions and articulations between dance and Nietzsche's thought.

Among the important issues addressed in this dossier, we have the paper written by Lucimary Leiria Fraga and Ivann Carlos Lago, discussing the following theme: *Reflections on culture, identities and participatory citizenship: a democratic look*, dealing with the cultural processes of society, representing a significant contribution.

The manuscript written by Aline Rodrigues Maroneze, whose title is *"Witches of the patriarchy": resignifying the history of women in witch hunt times*, addresses the history of women, including that society went through historical moments of servitude, emphasizing a patriarchal society.

The research papers gathered in this dossier points to the importance of dialogue between History and Education, seeking an articulation between the areas and the importance of producing knowledge in an interconnected, dialectical way and, above all, in the critical character that doing science demands from us. We hope that the published papers can contribute to the teaching and practice of an education that emancipates the individuals.

We wish everyone good reading!

Ewerton da Silva Ferreira, PhD student in Education, Federal University of Santa Catarina

Tiara Cristiana Pimentel dos Santos, Phd student in History, University of Passo Fundo