

THE RECEPTION OF PIERRE BOURDIEU'S THEORY IN STRICTO SENSU POSTGRADUATE PROGRAMS IN PHYSICAL EDUCATION IN BRAZIL

*A RECEPÇÃO DA TEORIA DE PIERRE BOURDIEU NOS PROGRAMAS DE
PÓS-GRADUAÇÃO STRICTO SENSU EM EDUCAÇÃO FÍSICA NO BRASIL*

*LA RECEPCIÓN DE LA TEORIA DE PIERRE BOURDIEU EN LOS
PROGRAMAS DE POSGRADO STRICTO SENSU EN EDUCACIÓN FÍSICA
EN BRASIL*

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Abstract

Throughout this article we present empirical-theoretical indications about the reception process of Pierre Bourdieu's sociological theory in the Brazilian Physical Education field, taking the Stricto Sensu Postgraduate Programs as empirical material. In this course, 5.339 works were collected among theses and dissertations in a time frame from 1977 to 2017. To meet this goal, the text was divided into two sections. In the first, we developed the theoretical and methodological guidelines on how the data were collected and, in the wake of this discussion, we sought, through a systematic incursion into the literature, to verify the first texts to use the theoretical concepts and mobilize the sociological theory of Pierre Bourdieu in Brazil. In the second part of the text, as a reflexive exercise, a series of analyses and conclusions about the reception of the theoretical reference in the area of Physical Education in Brazil are presented, based on the data accumulated in the study. We thus conclude that Pierre Bourdieu's reception in the Brazilian Physical Education field occurred initially in the post-graduation program at the University of Campinas, spreading then to other centers in the country.

Keywords: Epistemology. Physical Education. Graduate Studies. Bibliometrics.

Resumo

Ao longo deste artigo apresentamos indicações empíricas- teóricas sobre o processo de recepção da teoria sociológica de Pierre Bourdieu no campo da Educação Física brasileira, tomando como material empírico os Programas de Pós-Graduação Stricto Sensu. Nesse percurso, foram coletados 5.339 trabalhos entre teses e dissertações no período de 1977 a 2017. Para atender a esse objetivo, o texto foi dividido em duas seções. Na primeira, desenvolvemos as orientações teóricas e metodológicas sobre como os dados foram coletados e, na sequência dessa discussão, por meio de uma incursão sistemática na literatura, verificamos os primeiros textos a utilizar os conceitos teóricos e mobilizar a teoria sociológica de Pierre Bourdieu no Brasil. Na segunda parte do texto, como um exercício reflexivo, apresenta-se uma série de análises e conclusões sobre a recepção do referencial teórico na área de Educação Física no Brasil, com base nos dados acumulados no estudo. Concluímos assim, que a recepção de Pierre Bourdieu no campo da Educação Física brasileira se deu inicialmente no programa de pós-graduação da Universidade Estadual de Campinas, estendendo-se depois para outros centros do país.

Palavras-Chave: Epistemologia. Educação Física. Pós-Graduação. Bibliometria.

Resumen

A lo largo de este artículo presentamos indicaciones empíricas-teóricas sobre el proceso de recepción de la teoría sociológica de Pierre Bourdieu en el campo de la Educación Física brasileña, tomando como material empírico los Programas de Posgrado Stricto Sensu. En este curso se recopilieron 5.339 trabajos entre tesis y disertaciones en un lapso de tiempo de 1977 a 2017. Para cumplir con este objetivo, el texto se dividió en dos secciones. En el primero, desarrollamos las orientaciones teóricas y metodológicas sobre cómo fueron recolectados los datos y, a raíz de esta discusión, buscamos, a través de una incursión sistemática en la literatura, verificar los primeros textos en utilizar los conceptos teóricos y mobilizar la teoría sociológica de Pierre Bourdieu en Brasil. En la segunda parte del texto, como ejercicio reflexivo, se presentan una serie de análisis y conclusiones sobre la recepción del referente teórico en el área de Educación física en Brasil, a partir de los datos acumulados en el estudio. Concluimos así que la recepción de Pierre Bourdieu en el campo de la Educación Física brasileña ocurrió inicialmente en el programa de posgrado de la Universidad de Campinas, extendiéndose luego a otros centros del país.

Palabras clave: Epistemología. Educación Física. Estudios de postgrado. Bibliometria.

1 Introduction

There is no denying the reach of Pierre Bourdieu's (1930-2002) contributions to different areas. Interestingly, it should be noted that Bourdieu himself, who so much denounced and fought the strategies of academic consecration because he saw in them a possibility of taking an orthodox position that often tends to paralyze scientific progress in the most varied branches of knowledge, came to experience the “effects of praise” in the scientific field to compose one of the most notable theoretical positions in the context of international sociology. It is not by chance that Bourdieu is one of the most widely studied and cited sociologists in the world (Vasconcellos 2002; Medeiros; Godoy, 2009; Pinheiro Filho, 2009; Garcia Júnior; Pessanha, 2013; Bortoluci; Jackson; Pinheiro Filho, 2015), having become a kind of pop-star academic.

In any case, the objectification of this scenario of repercussions around Bourdieu's theory, based on his method of analysis, does not call into question the value of the work and the man for the scientific field, but, on the contrary, only returns light and meaning to the field in which the author is situated. Furthermore, Bourdieu is the mentor of a sociological theory that dialogically mobilizes agent and structure, breaking, epistemologically, with theoretical matrices of his time that attributed analytical primacy, sometimes to the individual, sometimes to society (Brasil, 2018).

However, despite this relational approach, in meta-scientific terms, Bourdieu updates the Durkheimian to revoke all kinds of spontaneity and ideology. After all, for him, all rigorous sociology is, initially, a kind of auto-sociology (Souza; Marchi Junior, 2017; Souza, 2019). Thus, he sought scientific objectivity as well as a reflective objectification of the researcher (Bourdieu, 1983, 1990, 2013).

Against this backdrop, the internal strength of this “third epistemological way” (Bourdieu, 2001a), aligned with the desire to understand how this work has spread, not only in the field of Sociology but also in different countries, areas of knowledge and domains of empirical investigation (Souza; Marchi Júnior, 2017), the current article aims to gather some notes on the reception of Bourdieu's sociological theory in the field of Brazilian Physical Education (PE), taking the Stricto Sensu in Physical Education (PPGEF) as a structure of this field and having as a methodological support point the study of academic production materialized in theses and dissertations.

To account for this investiture, the text was divided into two sections and sought to answer the following question: What was the reception of Pierre Bourdieu's sociological theory in the field of PE in Brazil? In the first part of the article, we present the methodological guidelines that guided the conduct of the research. In the second part of the text, we propose to discuss the most relevant results of our investigation and demonstrate the pioneering agents and institutions that mobilized Bourdieu's theory within the scope of Brazilian PE.

2 Theoretical-methodological outlines

To achieve the proposed objectives, a bibliographic study was used, the one whose main purpose is the collection of material already elaborated and allows the researcher to analyze the phenomenon in question (Gil, 2002). It also used a qualitative and quantitative approach. In this logic, quantitative research uses a deductive theory to interpret, validate, and evaluate data's reliability. Qualitative research, on the other hand, is based on inductive logic, aiming at detailed and in-depth identification and description of the data. We proceeded with the following theoretical-methodological directions: (1) As an initial step in the investigation, through systematic mapping of the literature, we sought to identify and compare the total number of theses and dissertations that use/reference Bourdieu with the total of texts collected by Higher Education Institutions (HEIs). (2) Subsequently, in chronological order, we quantified the works found by PPGEF, which mobilized Bourdieu's theoretical framework. Finally, (3) we counted the total number of times the author was cited, both in theses and dissertations, of the collected works.

To collect as many PPGEF theses and dissertations as possible, we opted for a direct search in the database of the website or directly in the databases of the HEIs that are part of the programs, that is, we did not use the search in databases such as those made available by the CAPES system or Bank of Theses and Dissertation. In addition, to observe the percentage of use of Pierre Bourdieu's theoretical concepts in the field of PPGEF, we crossed the data collected, which form our database, with the texts that mobilize the theory and divided this total by the number of programs. The time frame used for this study was from the first PPGEF in 1977 to the year 2017, which allowed 40 years of review on the production of knowledge in theses and dissertations.

In this analyzed period, of the thirty-two programs that offer the master's course, the postgraduate programs (PPG) in Physical Activity Sciences at UNIVERSO were excluded from

this analysis; PPGEF from the Federal University of Mato Grosso; PPG in Physical Activity Sciences from the School of Arts, Sciences, and Humanities of the University of São Paulo; and PPGEF from the Federal University of Vale do São Francisco; because no dissertations were found in their databases and the PPGEFs of the Federal University of Pernambuco; PPGEF and Sport at the University of São Paulo/Ribeirão Preto; PPGEF from the Federal University of Maranhão; PPG in Human Movement Sciences and Rehabilitation from the Federal University of São Paulo (UNIFESP); and PPGEF from the Federal Technological University of Paraná, for being accredited for less than two years.

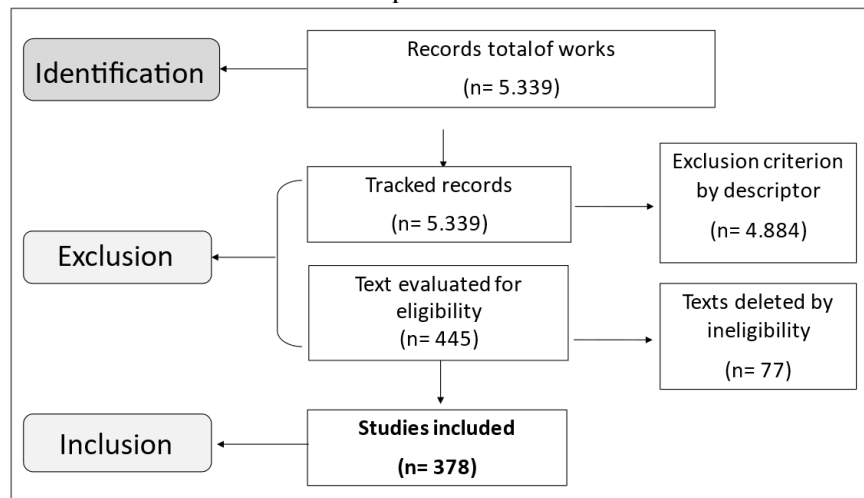
For doctoral courses, four programs – Federal University of Espírito Santo; Federal University of Rio de Janeiro; University of Brasília, and UNIFESP – were excluded, as they lasted less than four years, and the associated PPG in PE at the Federal University of Juiz de Fora /Universidade Federal de Viçosa and Universidade da Pernambuco/Universidade Federal do Paráiba, as no theses were found in their digital databases.

After collecting the initial data, the texts were separated into theses and dissertations. Thus, the proposed analysis began. To carry out this search, the inclusion and exclusion criteria of the texts were applied to all the material collected, through a control find¹ Search in the documents themselves with the descriptor “BOURDIEU”. At the end of this stage, 5,339 studies were selected, including theses and dissertations. Of this total, 455 studies were found that used Bourdieu in the body of the text.

A further 77 works (16 theses and 61 dissertations) were excluded, due to ineligibility criteria, since in the texts in question, despite having the descriptor “BOURDIEU” in their body, the term was used in the bibliographic references of other authors, having no direct or indirect relation with the theory, or some concept of the French author, or it was a citation of a citation (apud). Thus, a final total of 378 texts (95 theses and 283 dissertations) make up our analysis. Figure 1 summarizes the systematic search of the works verified in our research.

¹ Tool control find here refers to verifying all theses and dissertations visually, especially in the bibliographic references, making a separation between the texts that contain references to Pierre Bourdieu and those that do not contain such a reference. In addition to this method, a search was performed using the “search” tool of the software, a PDF viewer, with the keyword “Bourdieu”, also verifying the number of citations.

Figure 1 - Flowchart of the selection process of the works of the Graduate Program.



Source: Survey data (2023).

For data analysis, we use Pierre Bourdieu's theoretical framework to understand, initially, its reception at the local level, because, when we dedicate ourselves to the study of academic production, it is important to understand that this field, like any other space, takes place amid preconceptions, stereotypes, and ideas that often generate misunderstandings, interpretations, and dubious appropriations. This dynamic occurs because the circulation of the same thought starts to arise, mainly in a globalized context, in a transcontinental way (Bourdieu, 2002). Finally, we use the triad of its main concepts, namely: field, capital, and habitus to conduct the analysis and interpretation of the results. In this sense, we use the structure of the field to contextualize the PPGEFs and their specific capitals that are part of the academic-scientific game and, finally, the use of a scientific habitus in the very use and mobilization of the theoretical framework (Bourdieu, 1983, 1990, 1996a, 1996b, 2001b, 2013).

3 Results and discussion

Continuing with our objective of verifying the first productions to use Pierre Bourdieu's sociological theory in the field of PPGEF and, consequently, its reception in this area of investigation – based on theses and dissertations as an empirical basis, since, considering that the first scientific journals in the PE area, focused on the character of Human and Social Sciences, in which Pierre Bourdieu's theoretical-methodological assumptions and concepts were possibly used, were created after the PPGEF – we carried out a literature mapping, seeking to identify the theses and dissertations that first used/referenced the author.

Table 1 was based on the data collected by the programs, which compares the number of dissertations collected with the total number of dissertations using Bourdieu.

Table 1 - Number of works collected and included in the analysis, compared to dissertations.

Program Name	Hei	Total Collected	Dissertation Included In The Analysis	Representativeness (%) Of Collected Texts
PPG in Physical Education and Sport	USP	258	09	2.6%
PPG in Physical Education	UNICAMP	597	52	15%
PPG in Sports Sciences	UFMG	76	02	0.6%
PPG in Human Movement Sciences	UFRGS	413	38	11.0%
PPG in Motricity Sciences	UNESP/RC	295	35	10.2 %
PPG in Physical Education	UFSC	328	26	7.6%
PPG in Human Movement Sciences	UDESC	260	01	0.3%
PPG in Physical Education	UCB	127	05	1.5%
PPG in Physical Education	UFPR	279	46	13.4%
PPG in Physical Education	USJT	181	04	1.2%
PPG Associate in Physical Education	UEM/UEL	252	16	4.7%
PPG in Physical Education	UNB	200	30	8.7%
PPG in Physical Education	UFES	180	37	10.8%
PPG in Physical Education	UFJF/UFV	209	08	2.3%
PPG in Physical Education	UFPEL	179	15	4.4%
PPG Associate in Physical Education	FESP/UPE	66	04	1.2%
PPG in Education Physics	UFRJ	49	00	0.0%
PPG in Physical Education	UFTM	74	01	0.3%
PPG in Physical Education	UFRN	65	01	0.3%
PPG in Physical Education	UFSM	35	03	0.9%
PPG in Physical Education	FUFSE	56	00	0.0%
PPG in Human Movement Sciences	UNIMEP	184	09	2.6%
PPG in Exercise and Sport Sciences	UERJ	21	02	0.6 %
TOTAL		4.384	344	100%

Source: Survey data (2023).

In the same way, as in table 1, table 2 describes the total number of collected works that are part of our analyses, in this case focused only on theses.

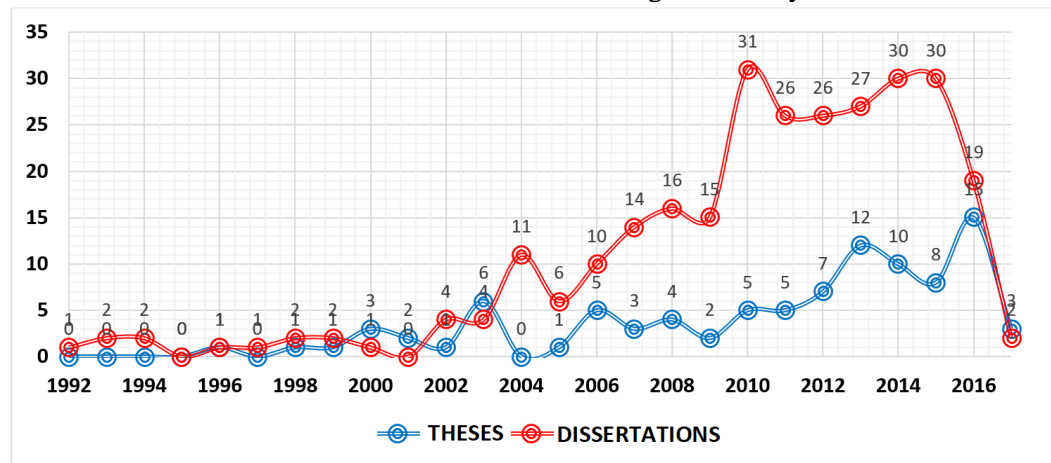
Table 2 - Number of works collected and included in the analysis, compared to theses.

Program Name	Hei	Total Theses Collected	Theses Included In The Analysis	Representativ eness (%) of collected texts
PPG in Physical Education and Sport	USP	160	04	3.6%
PPG in Physical Education	UNICAMP	290	52	46.8%
PPG in Science of Human Movement	UFRGS	106	15	13.5%
PPG in Motricity Sciences	UNESP/RC	111	10	9.0%
PPG in Physical Education	UFSC	70	09	8.1%
PPG in Physical Education	UFPR	56	08	7.2%
PPG in Physical Education	UCB	33	00	0.0%
PPG in Sports Science	UFMG	15	02	1.8%
PPG in Human Movement Sciences	UDESC	21	00	0.0%
PPG in Physical Education	USJT	02	00	0.0%
PPG Associate in Physical Education	UEM/ UEL	54	06	5.4%
PPG in Physical Education	UFPEL	01	00	0.0%
PPG in Exercise and Sport Sciences	UERJ	14	04	3.6%
PPG in Movement Sciences	UFSM	07	00	0.0%
PPG in Movement Sciences Human	UNIMEP	15	01	0.9%
TOTAL		955	111	100%

Source: survey data (2023).

After this procedure, 378 studies were located, which indicated the use of theoretical support in the body of the text, that formed our sample. Finally, after the data had been through the initial treatment, we listed the studies in chronological order of theory mobilization.

Graph 1 - Chronological order of theses and dissertations with references to Pierre Bourdieu in the academic-scientific subfield of the Graduate Programs in Physical Education.



Source: Survey data (2023).

Based on the gathered data, we were able to verify the first work to appropriate texts by Pierre Bourdieu in the field of investigation, namely, the dissertation by Mara Lúcia Cristán, with the title: “The role of work in the transformation of man into a monkey: a study on the work discipline of the professional player of Sertãozinho FC”, presented in 1992 in the program of the State University of Campinas (Unicamp), being guided by Ademir Gebara. In the dissertation, Cristán, through the testimony of professional players from Sertãozinho Futebol Clube, reflects on the difference between leisure sport and spectator sport. In that text, the author uses two works that support the understanding of the sports phenomenon – the books “Questão de Sociologia” and “Coisas Ditas”.

The first thesis that used Pierre Bourdieu’s sociological theory was by Édison Francisco Valente, entitled: “Sports for All: The Deschooling of Physical Education and Sport and Olympic universalism”, defended in 1996, also at the PPGEF at Unicamp, and also guided by Ademir Gebara, having as some of the references the use of the chapter “How is it possible to be sporty?”, from the book “Questões de Sociologia”, in addition to the work “Pierre Bourdieu: Sociologia”, edited by Renato Ortiz.

Briefly, the text addresses, in its five chapters, a reflection on body practices, sports, and the new demands of the society studied at the time of the emergence of the bourgeoisie, in

addition to the sportivization of games and the new cultural events of the 19th century. During this period, the sport was treated as one of the main social activities, becoming a historical landmark of society, in addition to the link between sport and the capitalist world. Finally, the author emphasizes the international Olympic movement, beyond its understanding of games and sports, rather as a cultural and social phenomenon. In short, these events are directly related to the development of society itself. This is the first text, based on the data analyzed, to methodologically and systematically use Pierre Bourdieu's concepts.

In Graph 1, we can also verify the total number of works that used or referenced Bourdieu in their texts, according to the year. One aspect that deserves to be highlighted is the fact that, until 2002, all the texts that referenced the French sociologist were defended in the PPGEF of Unicamp. Works other than from this dissemination center, were observed only from 2003 on. Of these, we identified a study in the program of the Federal University of Santa Catarina (UFSC), with the title: "School football: A proposal with educational from the perspective of critical-emancipatory pedagogy", by Ana Lúcia Cardoso, supervised by Elenor Kunz, and another in the program of Universidade Estadual Paulista (UNESP), by Aline da Silva Nicolino, which was guided by Leila Marrach Basto de Albuquerque, with the title: "The formation of the professional of alternative corporal practices". Both studies are dissertations.

The first theses not arising from the Unicamp program were registered in 2006 and 2008, both at the Federal University of Rio Grande do Sul (UFRGS). The first was entitled: "The pedagogical practice of Physical Education Teachers and the curriculum organized by cycles: A study in the municipal school system of Porto Alegre", by Maria Cecília Camargo Gunther, and the second: "The 'Eu do Nós': The Physical Education teacher and the construction of collective work in the municipal school system of Porto Alegre", by Fabiano Bossle, with both works guided by Vicente Molina Neto.

After 2004, it is possible to observe the first peak in the use – quantitative – of Pierre Bourdieu's theoretical framework in the academic-scientific field of PPGEF, followed by a second from 2010. This increase may be related to the growth of PPGEFs in Brazil. Until 2004, according to data from the SUCUPIRA Platform, there were 10 accredited programs, while in 2006 there were 14 courses, and in 2010, another 4 courses were accredited. In addition to the growth in the number of programs, new questions and new paradigms arise, and perhaps the previous theoretical models are subjected to questioning given their limits and traces of supposed exhaustion. With this, we seek to resort to new theories that can meet these demands

and perspectives of social readings. Therefore, these changes, especially the more radical ones, can also mean scientific revolutions (Marcondes, 1994).

Bourdieu (2004, p. 28), when reporting on the work of the physicist, theorist, and historian of science, Thomas Kuhn, says that “his main contribution was to have shown that the development of science is not a continuous process, but marked by a series of ruptures and by the alternation of periods of <normal science> and of <revolutions>”. In this line of thought, the French author emphasizes the structures of the scientific field that suffer and, at the same time, enjoy the interests of agents with their peculiar characteristics, providing the necessary conditions and tools to promote changes, mainly through the struggle between the dominated and those who try to maintain the logic of the structure. In other words, for Bourdieu (1983; 1996a, 2001a, 2004) science is made through the continuous movement of capital accumulation, in which conflicts have become something beneficial for the progress of science itself in the end.

In this same logic, a scientific habitus can be manifested (Bourdieu, 2001; 2004) it is also manifested through a scientific habitus, which Bourdieu describes as a theory realized and incorporated into a set of dispositions, in which one can include language is embodied and grounded in scientific writing, a practical sense of theoretical orientation that requires cognitive understanding, interpretation, symbolic and cultural setting (Bourdieu, 2001; 2004).

Finally, to verify the main disseminating centers – supported by Bourdieu's theoretical assumptions and understood here as producers and reproducers of a scientific order – we quantified the total number of times the sociologist was cited, referenced, or simply mentioned in each PPGEF text. Based on this idea, we seek to verify the objective mechanisms that produce and make these centers, and not others, the main stronghold disseminators of Pierre Bourdieu's social thought in the field of Brazilian PE. For Bourdieu these dynamics:

[...] provide perception in abundance with tangible evidence, at first sight indisputable, which seem tailored to give all appearances of a foundation in the real to an illusory representation. In short, it is the social order itself that, in essence, produces its sociodicy. In such a way that it is enough to let the objective mechanisms act or to be guided by them, for the established order to be granted, even without knowing it, its ratification. And those who come to the aid of the symbolic order threatened by crisis or criticism can be content to invoke the evidence of common sense, that is, the vision of self that the social world manages to impose unless something extraordinary happens. It could be said, in a play on words, that the established order is so well defended because it is enough to be a beast to defend it (this is the factor responsible, for example, for the almost insurmountable social force of the Doxosophists

and their research of opinion based on the non-conscious party, of letting oneself be guided, in the choice and formulation of questions, in the elaboration of the categories of analysis or in the interpretation of the results, by the habits of thought and by the evidence of "common sense".) (Bourdieu, 2001b, p. 221).

In other words, the concept provides the unveiling of social and individual actions specific to socialization "the dialectic of production, reproduction, and renewal of the order intrinsic to the reality of the social" (Setton, 2010, p. 21). The visualization of social games, of the maintainers of the structure – in part, scientific producers – and of the subverters – reproducers of the scientific order – or rather, just as the family and the school are producers of moral values, those that are in a higher degree, high in the structure of the scientific field and, consequently, promoting its institution are generators of the established symbolic order unless "something extraordinary happens" (Bourdieu, 1996a; 1996b; 2001b; 2004).

Another way of expressing this dialectic between producers and reproducers – here in our specific case of the scientific order – is through the example used by Bourdieu.² In the book "The Economy of Linguistic Exchanges" to assimilate the dynamics of the field's position and, "to fully understand the structure of this field" (Bourdieu, 2008, p. 45). And yet, from the various examples used in the work "The Rules of Art", where Bourdieu points out that "the reader will be able, throughout this text, to substitute a writer for a painter, philosopher, scientist, etc." (Bourdieu, 1996a, p. 243), without changing the logic of the argument, but also without losing sight, of course, of the differences between the fields.

We then contextualize the academic-scientific field in reference to Bourdieu's treatment of the linguistic field and the field of arts. According to the French author, the existence of a restricted subfield is directly related to production events, in which "[...] producers produce primarily for other producers" (Bourdieu, 2008, p. 45). Therefore, the distinct capital between the agents - or more specifically in our case, between the agents that make up the HEIs - makes them more or less legitimate, based on the judgment of other producers, that is, of their competitors or only, through their competitors, as they are players in the same field, they have the necessary tools to decipher and place them in the structure (Bourdieu, 1996a).

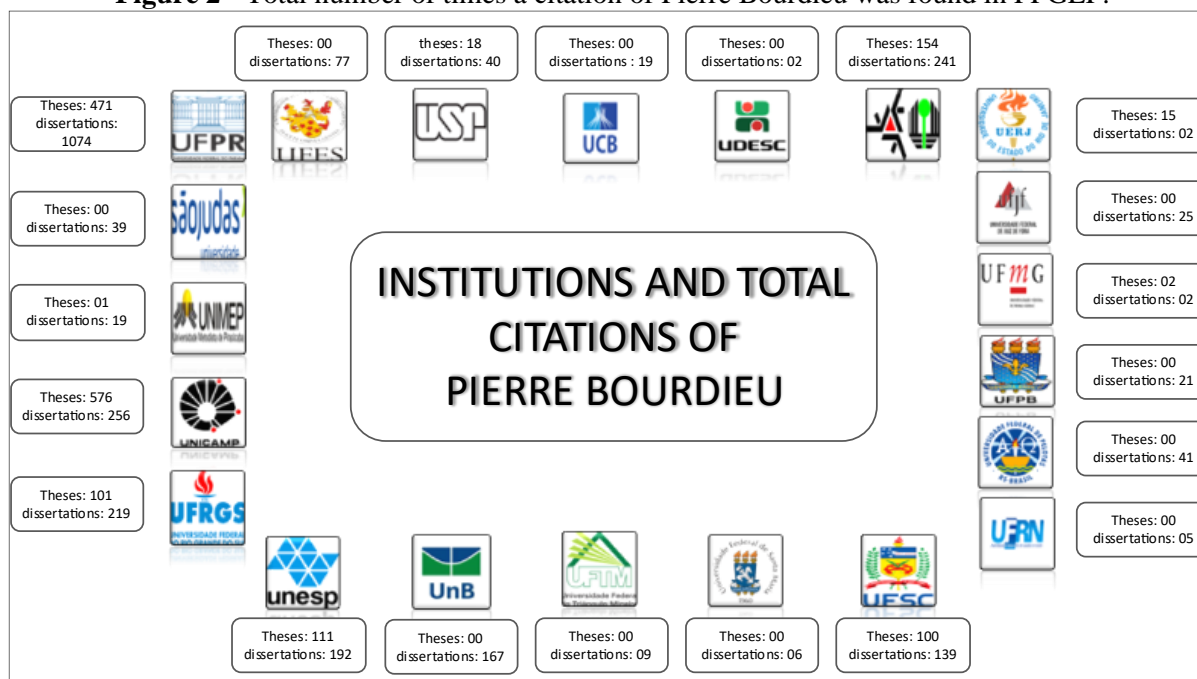
The struggle for scientific authority, a particular kind of *social capital* that ensures power over the constitutive mechanisms of the countryside and which can be reconverted into different kinds of capital, owes its essential

² BOURDIEU, Pierre. The Literary Field and the Struggle for Linguistic Authority. IN: BOURDIEU, Pierre. **The economics of language exchanges**. 2nd ed, 1st reprint. São Paulo: EDUSP, 2008, p. 44-49.

characteristics to the fact that producers tend, the greater the autonomy of the countryside, to have only its own competitors as possible customers (Bourdieu, 1983, p. 127).

This power relationship between the producer and the claimants to legitimize production, in the academic-scientific field, is promoted, in short, by the scientific capital, capable of offering the sender a force and symbolic profits, and the receivers, being capable, trained, or gifted, the willingness and competence to understand, decipher, and appreciate the product of scientific authority (Bourdieu, 1990; 1996a; 2008). This symbolic battle is further motivated by the position and the means – in this case, the power granted to them, through scientific production and circulation – of satisfaction depending exclusively on their position in the field, consequently having greater or lesser prestige (Bourdieu, 1990). Based on this argument, we express, in Figure 2, the absolute values of the total number of times Bourdieu was mentioned in the main HEIs analyzed.

Figure 2 - Total number of times a citation of Pierre Bourdieu was found in PPGEF.



Source: Survey data (2023).

As can be seen, when examining the PPGEFs, and based on the data generated in Figure 2, the main Universities that use or refer to Pierre Bourdieu are the Federal University of Paraná (UFPR) and Unicamp. Alone, they represent 57.36% (37.28% at UFPR and 20.08% at Unicamp), more than half of all texts collected. The two institutions can, therefore, be configured as the main disseminators of Pierre Bourdieu's sociological theory in the structure of PPGEFs in Brazil.

Among them, the UFPR PPGEF was the main dissemination center. Since its inception, a total of 49 works (42 dissertations and 07 theses) have been verified, using the theoretical framework of a total of 1,549 citations to Bourdieu's works. 2010 and 2011 represented the highest peaks (graph 1), with seventeen works (16 dissertations and 1 thesis) that used the theoretical framework as a systematized argument for their discussions. Only in 2005 and in 2017 no works were found that reference Bourdieu.

Therefore, when we compared the UFPR program with the programs where more theses were collected (USP, UFRGS, and UNESP), we noticed a difference in how many times the works were referenced/used. In the PPG in EF and Sport at USP, only 04 theses were found that mobilized Bourdieu, with 18 citations in total. In the PPG in Science of Human Movement at UFRGS, 12 theses related to Bourdieu's works were found. Of this total, we identified that Bourdieu was cited 101 times in the texts. In the PPG in Motricity Sciences at UNESP, a total of 111 citations in eight theses were collected, and in the UFPR program, 471 citations/references to Bourdieu were collected in seven theses. It is worth noting that the disparity in the number of citations/references to the author does not necessarily mean that the theoretical appropriation is not conditioned to these quantitative data from the producers and reproducers of a scientific order.

Bourdieu, when turning to the dimension of producers, mentions that they tend to have greater autonomy in the field, compared to producers and, consequently, occupy a superior position in the field (Bourdieu, 1996a; 2004; 2008). However, Bourdieu himself warns about the conduct of a researcher who proposes to analyze the object at hand.

It is, in fact, necessary to apply the relational way of thinking to the social space of the producers: the social microcosm, in which cultural works, literary field, artistic field, scientific field, etc. of the consecrated artist and that of the damned artist, for example – and we cannot understand what happens unless we place each agent or each institution in its objective relations with all the others (Bourdieu, 1996b, p. 60).

Thus, we managed to cast a relational look at the total of 4,144 times Bourdieu was cited or referenced in the theses and dissertations produced in the PPGEF studied. This corresponds to an average of 10.96 references to the sociologist per work produced, in thesis and dissertation format, in the PE área, according to the data we compiled.

It seems interesting to discuss this fundamental epistemological point; the difficult and perhaps endless debate about the saga of generalizing all forms of thought, to try to break with the preconceptions and presuppositions present in the interpretations of the most vigilant

researchers and which are generally misunderstandings (Bourdieu, 1996b). Therefore, the use of Bourdieu's epistemological framework – as well as that of any other author – requires an in-depth reading, or at least a detailed reading, of the main concepts. He advises us well remembering that, although there are similarities between the concepts, these same concepts can be excluded since they belong to totally different universes (Bourdieu, 2000b; 2004).

In other words, a more orthodox appropriation of the concepts would make the explanation of the analyzed object somewhat more in-depth, with – perhaps even – other ways of visualizing and unveiling the same. What the French sociologist seems to want to measure is that we should move away from theoretical eclecticism, not proposing a better or worse model of analysis, but rather that when we appropriate ourselves theoretically, consequently, we obtain a greater property and logic of exposition of the various facets of the exposed reality (Bourdieu, 1990, 1996a, 1996b, 2000b; 2004).

4 Final considerations

In closing, we emphasize that Pierre Bourdieu's sociological theory offers subsidies for the reflection and reading of different objects, being mobilized in several areas of knowledge, including transcending the field of Human and Social Sciences due to the relational character of its concepts. As we could see in the course of the study, one of the academic areas in which Bourdieu is frequently used and mobilized is the field of PE, due to the scope of his program for the sociology of sport, for the studies of sports lifestyles, in addition to the provisioning bodies in the area (Souza, 2019).

Continuing this path, we seek in the second section of the article, through an effort of systematic mapping of the literature, to provide a view on the first theses and dissertations that used Bourdieu's concepts in the PE area in Brazil and here, perhaps, we verify one of the biggest limitations of this study; the difficulty in producing a database with all theses and dissertations. Some programs simply do not make their works available digitally on the websites. In addition, several programs have out-of-date databases, with works divided into installments and sometimes not in their entirety. A clear example is found in the PPGEF of the University of São Paulo, the oldest in Brazil – where, consequently, we were able to find the first works to use or reference Pierre Bourdieu in the field of PE –, in which the data in the electronic thesis system and dissertations are outdated and with partial texts (Brasil, 2018).

Finally, we think that the reflective paths traced so far can contribute to the discussion agenda on the reception of Pierre Bourdieu in the field of Human and Social Sciences and, in particular, in the PE area. In general terms, through the theoretical-methodological options assumed in this study, we were able to verify that the reception of Pierre Bourdieu in the field of Brazilian PE took place within the PPGEF at Unicamp. In this context, a disposition was formed that perhaps even shaped a scientific habitus through the mobilization of the Bourdieusian theoretical framework, contributing greatly to the formation and training of new disseminating agents who, subsequently, moved to other educational institutions and, consequently, to other PPGEFs, continuing the dissemination of this research tradition in the field of PE in Brazil.

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