



Care practices and the creation of the Federal University of Sergipe Nursing Undergraduate Course: motivations and reasons for telling this story¹

As práticas do cuidado e a criação do Curso de Enfermagem da UFS: motivações e razões para contar esta história

Las prácticas de cuidado y la creación del Curso de Enfermería UFS: motivaciones y razones para contar esta historia

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Abstract

The present study is concerned with understanding the motivation and social panorama that were determinant for the improvement of care practices and the creation of the undergraduate nursing course at the Federal University of Sergipe – UFS, a cut between 1931 and 1979, from the creation of the Department of Public Health of Sergipe until the higher education of the first class. Despite focusing on the trajectory of this society, its nursing care practices, besides knowing specificities and possible phenomena that enhanced and embodied reflections on these practices and contributing developments for the creation of this Course. The article concluded that the improvement of nursing care practices and the creation of this course at UFS unveiled a fruitful and necessary path to the consolidation of a practice based on the various aspects of knowledge, in this text, delimited between the empirical and the scientific.

Keywords: Federal University of Sergipe. Nursing. History of Education.

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Resumo

O presente estudo inquieta-se por compreender a motivação e panorama social que foram determinantes para o aprimoramento das práticas do cuidar e a criação do curso de graduação em enfermagem da UFS, um recorte entre 1931 a 1979, da criação do Departamento de saúde pública de Sergipe até a formação superior da primeira turma. Em que pese dar foco à trajetória desta sociedade, suas práticas de cuidado em enfermagem, além de conhecer especificidades e possíveis fenômenos que potencializaram e consubstanciaram às reflexões sobre essas práticas e desdobramentos contribuintes para a criação deste Curso. O artigo concluiu que o aprimoramento das práticas do cuidado em enfermagem e a criação do referido curso na UFS desvelaram um percurso fecundo e necessário à consolidação de uma prática sedimentada nas diversas vertentes do conhecimento, neste texto, delimitadas entre o empírico e o científico.

Palavras-chave: Universidade Federal de Sergipe. Enfermagem. História da Educação.

Resumen

El presente estudio se ocupa de comprender la motivación y el panorama social que fueron determinantes para la mejora de las prácticas de cuidado y la creación del curso de pregrado de enfermería en la UFS, un corte entre 1931 y 1979, desde la creación del Departamento de Salud Pública de Sergipe hasta la educación superior de la primera clase. A pesar de enfocarse en la trayectoria de esta sociedad, sus prácticas de cuidado de enfermería, además de conocer especificidades y posibles fenómenos que potenciaron y encarnaron reflexiones sobre estas prácticas y aportaron desarrollos para la creación de este Curso. El artículo concluyó que la mejora de las prácticas de cuidado de enfermería y la creación de este curso en la UFS dieron a conocer un camino fructífero y necesario para la consolidación de una práctica basada en los diversos aspectos del conocimiento, en este texto, delimitados entre lo empírico y lo científico.

Palabras clave: Universidad Federal de Sergipe. Enfermería. Historia de la Educación.

The present study proposes as a theme the nursing care practices and the advent of the Nursing Undergraduate Course at the Federal University of Sergipe (UFS), whose object is the historical trajectory between the nursing care practices and the creation of the Nursing Undergraduate Course, a cut between 1931 and 1979. Periods comprised between the creation of the Sergipe Public Health Department and the higher education of the first group of the UFS Nursing Undergraduate Course, respectively. The objective of this study is to understand the motivation and relevant social panorama that were decisive for the improvement of care practices and the creation of the undergraduate nursing course at UFS.

As for the methodological construct, the present study, of a historical-social nature, seeks to investigate social phenomena that generate "movements" in people's lives, which directly or indirectly contributed to the construction and preservation of history, with emphasis on cultural history as a basis of approach, about the historical trajectory on the care practices of patients in Sergipe and the creation of the Nursing Undergraduate Course at UFS.

According to Barros (2010), history is considered a field of knowledge production, where "human being" and human societies are preserved as an object of study. This allows bringing, to the core of the investigation, the possible social actors involved in the care practices carried out and the UFS Nursing Undergraduate Course.

Barros (2004) warns about the need for dialogue between the various fields of knowledge of history. However, he signals that the human world cannot be modeled on the social, political, and mental realities. The sources collected in that study comprised official documents, newspapers, magazines and writings that are in line with the theme and that are inserted with the proposed chronological cut.

In the construction of a scientific work, the methodological route is of such importance, as it reveals that the research problem did not "sprout" and "germinate" instantly. It was the result of an inquietude that, in a procedural and revealing way, gained momentum and shape. For Rocha and Nascimento (2020), historical research aspires to new technologies, the use of new resources to support the unveiling of new findings, therefore, it appears the need for a relationship with other disciplinary fields, focusing on possible contributions to access, analysis and availability of materials or documentary collections. That said, the search route takes place in databases, physical libraries in Higher Education Institutions in the state of Sergipe and, following the research, we visited the research and documentation center of the Anna Nery School of Nursing, in the city of Rio de Janeiro, Brazil.

The present study aims to collaborate with the teaching of undergraduate nursing, graduate studies, students in the health area and, above all, with the demands of the study and research group on the history of higher education - GREPHES, by offering specific knowledge in the line of historical research. We believe that, in the discussions and reflections, new practices and contributions are established in the process of construction and development of academic work, enabling "movements" about the promotion of new publications and encouragement of new research.

A reflection on history is pertinent when historical practice becomes the place of questioning, according to Certeau (2011). Therefore, based on this scholar, the following guiding question for this study follows: What were the determining reasons and motivations, in these practices, that contributed to the creation of the UFS Nursing Undergraduate Course?

This study emerges from my approach to UFS, which took place precisely at the beginning of 2001, months after arriving in the city of Aracaju, when I joined the institution as a student in the "Course of pedagogical training in Professional Education in the area of Health", whose proposal was part of the Project for the Professionalization of Workers in the Nursing Area - *PROFAE*², promoted by the Oswaldo Cruz Foundation, in partnership with the Federal University of Sergipe.

²Project launched by the Brazilian Ministry of Health, developed with the financial support of the Inter-American Development Bank, in partnership with UNESCO, a large-scale project that aimed to qualify and train workers in the nursing area with a view to their better insertion and development of their actions in the job market. It should be noted that, for many, *PROFAE* represented a "turning point" for many people from Sergipe (Brazil),

In this period, the undergraduate Nursing course at UFS was the only one offered by the State of Sergipe, and the practice scenarios absorbed a significant part of the professionals who completed the course, either in the city of Aracaju or in other municipalities in the State, in such a way that lucky that the labor market in Sergipe was fertile and fruitful for the health area, in particular, the nursing area.

As a higher education professor, in the opportunities to teach the History of Nursing discipline in undergraduate courses, I observed, in the construction and planning of classes, the improvement of this knowledge, revealing to us the constant movement that history presents us, from the multiplicity of “lenses”, which raises new concerns and questions capable of revealing, in this historical construction, new propositions and paths taken by nursing, in line with the social and economic structure imprinted in that context, with due care not to commit anachronisms.

According to Machado (2007), history is always constituted by the relationship between the present and the past, and stories change because historical narratives change and, in this dynamic, we can only see the image of the past when we place ourselves in history. It is noteworthy that the history of education has not been faithfully aligned with my academic and work practices in recent years, at times it presented itself as a “guiding thread” mechanism, showing itself as an option, sometimes, for understanding, argument, and propositions about a particular event. From this perspective, the practice of teaching presents, in everyday life, new possibilities of immersion that bring us closer together and cause concerns. On this journey, we have the perspective of building a course capable of revealing, in its trajectory, the nursing practices adopted in this society, its singularities and main phenomena that shine with the new propositions and improvements of this custom, overlapping the care and commitment of the historian with historical and memory narratives.

Under the singularity that rests on the specific questions related to a certain society, regarding its beliefs, culture and experiences, the present study intends to look, in a particular and sometimes relational way, on the social occurrences that dialogued with the practices dispensed to patients and the creation of the UFS Nursing Undergraduate Course, in a certain chronology.

According to Bourdieu (2002), we can only capture a profound logic of the social world by immersing ourselves in the particularity of an empirical reality, historically situated and dated, in order to build it. And, under this lens, the present study rests, aware of its social role and, above all, committed to history, its nuances, historiographic production and possible alignments and combinations.

Writing is like an act, an operation that results as a combination of “a social place”, “scientific practices” and “writing”, the latter being the moment when historians’ research is concretized into a product [...]. Through research and writing, historians transform their objects of study and in this movement they operate a transformation and consolidates a product. They add that it, writing, no longer starts from “rarities”, remnants of the past, to reach a synthesis, present understanding, but that it starts from a formalization, a present system, to give way to “remains”, indications of limits and, therefore, a past that is a product of work (CERTEAU, 2006, p.63-86, our translation).

a window to a new horizon, from an educational and economic point of view, as it enabled the possibility of many parents (men and women), workers in commerce, civil construction and other areas, in fulfilling the dream of being inserted in the occupational framework of health professionals, after effective certification of a professionalizing course, with real possibilities of employability; According to Ferreira et al. (2007), the Program had as its axis professional education aimed at the professional qualification of nursing assistants and technicians, in addition to offering a lato-sensu specialization course in pedagogical training for professional education in the area of health (in the online modality under tutoring), aimed at nurses to work in professional training courses.

It appears, based on these reflections, that, in this study, the nursing care practices will be treated as a repetition exercise adopted by Sergipe society, based on empirical knowledge, aligned with the specificities that characterize its *corpus*: the individuals, *their* ancestry, customs, values, beliefs, aligned with this field: a place where phenomena are dynamic and constant. Therefore, in this triangulation, writing is presented as a combining part that has, as a challenge, the task of revealing the remnants, looks and impressions about the object.

In the course of its historiography, studies and research in the area of nursing, there is an inexhaustible agenda of subjects that permeate the field of practice – the driving force of the work – and its various scenarios and peculiarities in line with teaching and, likewise, with the field of history, where the remarkable and valiant presence of “brave women³”, as bulwarks of the profession and maintainers of an ideology based on the first fruits of “caring”, above all, sober and fruitful, in tune with a practice that focuses on the issue of the human and the natural and, in these, rest the essence of this praxis. Regarding the first premises of care, as a substrate of work, Santo and Porto (2006, p. 540) contribute,

The growing concern to explore and justify care as being the essence of the profession, the basis of teaching and nursing practice, culminates in contemporary studies that have determined not only the strengthening of the construction of nursing knowledge as a science in full evolution, but also the recovery of the history of the profession, by bringing to light the constituent elements of a practice whose roots are rooted in the evolution of humanity, in survival and in the relationships between individuals and nature.

"Care" must be presented as a genuine and natural act in relationships with living beings, especially human beings, through the multiform expressions and representations established by it, which sometimes configure the manifestation of attention to the other, through the simple fact of its existence, uniqueness, desires and needs. In this sense, we can risk saying that the figure of the human is presented as the only and real reason for a movement that promotes transformation by connecting with their peers.

Predecessor to the relationships placed in the social field, care and human being walk over time and evolve in their practices and knowledge; and on these relationships comes the construction of the field of nursing. This fact promotes nursing as a practice, holder of genuine care, based on everyday experiences, and in them, they suffer from the changes showed and imposed, each one in its own time, from the demands arising from the environment and for the environment, in an interrelational mechanism.

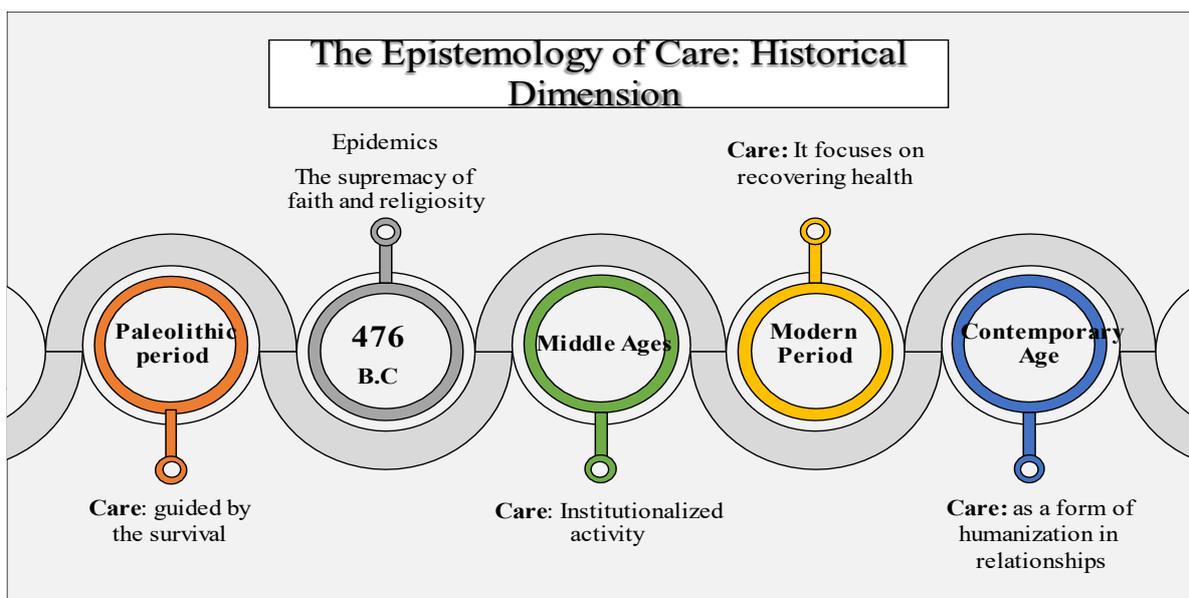
³ In this study, due to the contributions to national and global nursing, echoing until the present day, we used the denomination “brave warriors” of nursing: Ana Justina Nery and Florence Nightingale, both characters inclined to the practice of “caring”. According to Cardoso and Miranda (1999), one of the rare women who deserved mention in the official historiography was Anna Nery (1814-1880), an anonymous woman who volunteered to participate in the Paraguayan War (1865-1870), was appointed nurse and was consecrated, being mentioned, as one of the most illustrious women in the History of Brazil and Nursing; likewise, from another perspective, Florence Nightingale (1820-1910), a British nurse, pioneer in the professionalization of Nursing, highlighted in the Crimean War (1854-1856) considered the “mother” of Modern Nursing in the world. According to Carvalho (2014) “not only was she a brilliant woman who could be said to be intellectually honest, she was, in fact, very brave, doing everything she could to make the world a much better place to live.

Therefore, we can refer to the practice of care as an act of survival capable of dialoguing with other areas of knowledge and causing transformations in the various areas of society, for example: health and education, nevertheless, it establishes interaction and, sometimes, alternation of ideas and conflicts, common in social life. Almeida *et al.* (2009) attest, regarding care practices,

If we take care as nursing procedures performed for health promotion, disease prevention and health rehabilitation, this body of knowledge will have its technical success, as it produces what is intended [...] care allows mediation dialectic between the dimensions of micro intervention spaces and macro structural spaces, allowing the construction of democratic health practices, converging with social rights (ALMEIDA *et al.*, 2009, p. 751-752, our translation).

Now, starting from this assertion, it is observed with some naturalness that *care* emerges as an activity that goes beyond the limits of temporality. It is worth contextualizing that, on this care rest three pillars: cultural, historical and social that, *pari passu* resist the movements of each historical time. About them, Prost (2008) reveals that it is not about memory, as it effectively dialogues with the event, its materiality. However, it warns us that this time is the subject of reflection by history itself, framing itself in its epistemological basis. Where it is understood that epistemological studies are the basis that seeks understanding about the different perspectives of knowledge from a given phenomenon. Next, we will present the epistemology of care, from the perspective of the historical dimension, illustrated in the format of a “timeline ” .

Figure 1 - The Epistemology of Care: Historical Dimension



Source: Illustration idealized and built by the author, via PowerPoint Office (2010).

In this illustration inspired by Salviano *et al.* (2016), we seek to reflect on nursing care and its epistemology, starting from different dimensions, such as the historical dimension, previously illustrated in the format of a timeline, where a path and dialogue between human being and care, its evolutions and modifications, from the beginnings of civilization, in the

Paleolithic period, to the contemporary age⁴, highlighted as a temporal limit in the aforementioned study.

And in this movement, health practices in the modern world undergo new processes of understanding and realignment, based on new political-economic propositions, adopted as a new model of capitalist expansion in vogue in European countries. From this perspective, health practices, especially those of nursing, are rethought and institutionalized as a professional practice. A movement that is consolidated with modern Nursing.

In the transition from the 19th to the 20th century, Brazil was undergoing a process of national reconstruction. Orders and political alignments were constituted in favor of progress and advances in this republic, therefore, interventions were planned and proposed in the various areas of society, with a view to strengthening basic structures in the social field, represented as the following pillars: economy, education and health.

Despite their importance, health practices were guided by care for patients and carried out by lay people, mostly religious women, belonging to missionary priestly orders who attributed, in this care for the other, a feeling of help, charity and, above all, altruism, invaluable values promoted in Christian doctrine. Health care and promotion actions were incipient, and generated according to the phenomena that affected the national scene that, at the time, suffered from epidemics, diseases and prevalent aggravations of individual and collective commitment and their impacts were diverse and diffuse.

According to Moreira (1999), there was a need for building emblems and signs of distinction of the nursing profession, the creation of a School and the delimitation of a field of professional practice constituted the necessary prerequisites for removing visitors from health, lay agents who assisted the population with empirical knowledge, without organization and formal control.

In the path of professionalization of Nursing, the creation of the School of Nurses of the National Department of Public Health (EEDNSP) stands out, under the technical and scientific approach, with a view to adopting sanitizing measures of attention and promotion of sanitary health, under guidance and organization of North American nurses, led by the cooperation agreement signed between Brazil and the United States of America, via the National Department of Public Health and the Rockefeller Foundation.

Despite this, it appears that the process of professionalization of nursing starts from a reconstruction of the profile of the executors responsible for the practices that, necessarily, should understand and reflect on these actions, imbued with knowledge and techniques previously built and thought out according to the degree of complexity and injury, a fact that had as a landmark the creation in Brazil of the Professional School of Nurses (Escola Alfredo Pinto), in 1890, with the following impact: exclusion in the current year, of the sisters of charity and female servants of the staff of the National Hospice for the Insane, Hospício Pedro II. In the midst of the crisis, the guards and servants of the institution began to be educated at the school, whose objective was to prepare male and female nurses for hospices and civil and military hospitals in the country. The initial teaching model was characterized by a certain 'laxity' arising from the absence of selection and training rituals regulated by academic technique and science (MOREIRA, 1999, p. 05).

⁴ It is a chronological division that has as its framework the advent of the French Revolution, an emblematic phenomenon that occurred in that context and, consequently, marks a new format of society, starting in the 18th century to the present day, which represents the consolidation of capitalism as a model of production and expansion. Therefore, the contemporary age will be treated as the period after the Modern age, which will be characterized essentially by globalization, diffusion of knowledge, where relations are altered, both in "conceiving" and in "relating". According to Salviano, *et al.* (2016, p. 1242) care emerges as a form of humanization in relationships. Healing is linked to care, however, it exists independently on healing.

According to Tyrrel (2003), the aforementioned School was founded in response to the sanitary and political demands of the time, in the city of Rio de Janeiro, then capital of the republic, by Decree N^o. n^o 16,300 of March 31st, 1923, subsequently, by Decree N^o. 17,268 of March 31st, 1926, when it was reformulated and renamed, “Anna Nery Nursing School”, with a view to expanding and implementing a new model for nursing in Brazil. In line with the above, the Southeast region figured, on the national scene, as the central hub for the creation of the first nursing schools and, consequently, would assume a crucial role in the dissemination process to all regions of the country.

Such “noises” were emblematic and resonant for the northeast of the country, which already stood out in the scientific field, with the institutionalization of the Faculty of Medicine in 1808, in the city of São Salvador, Bahia, in colonial Brazil. A significant page in the history of education, inserted as part of the composition of the educational process in the country.

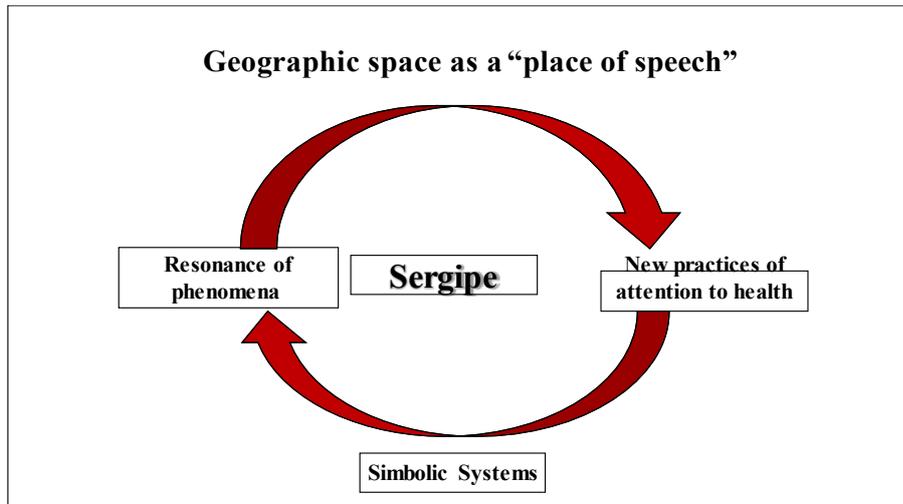
Furthermore, the repercussion of the work performed by nurses, graduated from ENSP, in the fight against epidemics and organization of health units, attracted the attention of other states, such as Sergipe and, consequently, the interest in having them, in the composition of its staff, given the need for a new health care model proposed in the current molds, however, under a given territorial and local specificity. In these reflections, the “place of speech” stands out.

Sobral and Bretas (2016) deal, within the scope of research in education, by situating the “place” of investigations on the phenomena. Faced with such an assertion, the present study points to the Northeast region of Brazil, the state of Sergipe, a place of “voice” and resonance of the phenomena. As Carvalho (2003) explains, located between the São Francisco and Real rivers, in the northeast region of Brazil, it is one of the nine states located in the northeast region of Brazil, capital Aracaju. It is characterized, territorially, as the smallest state in the federation, whose paradox is marked by its boldness and ability to face it, exposed in the course of the 19th century, when it became independent, as an autonomous state.

The history of Sergipe reveals that, throughout the 19th and 20th centuries, the state's economy followed the reflections arising from a national context that promoted a transformation movement in the various areas of society. At the time, the cultivation of sugar cane in plantations and mills was seen as a profitable economic activity, while tobacco, cattle and leather were sources of great economic impact for the state, when it was still called captaincy and remained active in the hinterland areas.

Such actions triggered a new concept regarding the production and generation of wealth, as well as impacts on spatial and geographic understanding, resulting in new map making and, consequently, new delimitations of territory due to the dynamics proposed and executed in the course of the referred period, therefore, the new geographic representations.

In line with the above, for Cruz and Oliveira (2016), maps are vehicles for transmitting knowledge by synthesizing and systematizing the real elements contained in the geographic space to be represented, with objectivity and clarity of information, a construction where the territory is formed to from space, constituting a production arising from all the power relations established in it. The territory must be worked on in the multiplicity of its manifestations and powers arising from multiple agents and subjects involved. In this context, we can present, in the case of Sergipe, the following representation.

Figure 2 – Geography as a “place of speech”

Source: Idealization of the author (2020).

According to Bourdieu (2007), social positions constitute the field of power and are related in permanent dispute, as they move through the action of their agents. Therefore, the previous figure presents us with the geographic space, represented by the State of Sergipe, as a “place of speech” – the field, with its own specificities and characteristics and, under this lens, lies the following triad: the resonance of social phenomena, economic and political; a new model of health care and, from a relational perspective, the symbolic systems that determine this dynamic that act from their well-defined productions and functions among the dominant classes, their hegemony and intervention on the events that permeate this field.

Thus, Azevedo (2015) points out the modernization process as an event that was already underway in Sergipe, since the mid-nineteenth century, and gained strength with the republic. The figure of the then governor was at the center of the conduction and leadership of actions and projects in favor of building a state with aspirations of progress and model as proposed by the new republic, with action planted in bases for change. It had its signature marked in the realization of works of such social and cultural representation in the field of education and health, such as a construction that translated the representation of modernity.

Figure 3 - Parreiras Horta Institute

Source: <http://brasilianafotografica.bn.br/brasiliana/handle/>. Access on October 10th, 2020.

The Graccho Cardoso Government⁵ (1922-1926) was marked by the period of prospecting and magnificence from the point of view of structured representations in the monuments of Sergipe cities, as pointed out by FSPH (2020) on the importance of the cultural heritage of health, space dedicated to scientific research on epidemic diseases that devastated the population, that is, the Parreiras Horta Institute, which was founded in 1923. This monument marks the history of health in Sergipe, and in addition to representing in its architecture the ideals of modernization and progress, characteristic of the conjuncture of the beginning of the 20th century, is also a symbol of scientific production in Sergipe.

Until 1931, according to Vieira and Faro (2001), Sergipe's health was directed towards sanitary surveillance and combating pestilential diseases. The creation of the ENSP in the federal capital, and all the repercussions regarding the fight against epidemic diseases and local health organization, brought a significant contribution with regard to new propositions for health in Sergipe. Sergipe's Department of Public Health was established by decree of May 16th, 1931, under the coordination of Dr. José Rodrigues Bastos Coelho, who began to send young women from Sergipe to the then Anna Nery Nursing School. In 1936, the first professional nurse arrives in the state.

It is important to point out that, in Sergipe, the health care model was based on the treatment of the already established disease, in the various existing practice scenarios, namely: a maternity ward, charity houses, religious orders to welcome patients, and a general hospital, recently opened, holder of the centralization of more complex care, with specific needs and surgical demand. Practices that “went against” the new health propositions, based on the adoption of health measures that prevented the onset of diseases based on the habits, customs and culture of a given society. For health care purposes, Sergipe had charity houses. According to Silva (2006), the panorama of Sergipe hospitals did not please either the doctors or the population, a fact that disturbed the medical community at the time led by Dr. Augusto Leite who, in a meeting with the State Governor, Graccho Cardoso, exposed all the difficulties and impacts on the health of the population, culminating in the idealization and later inauguration of a General Hospital, now called: Fundação Beneficente Hospital de Cirurgia, on May 2nd, 1926.

However, the assistance provided to patients was at an “auxiliary”⁶ level of help and continuity of the treatment that had been proposed and prescribed by the doctor – at the time – a professional with scientific knowledge, who was assigned the competence to provide all the programming and scientific conduct of daily “care planning” of “dealing with patients”.

⁵According to Azevedo (2015), he was born in the city of Estância, Sergipe, Brazil, had his father, Brício Cardoso, a renowned professor at Atheneu Sergipense (a school from Aracaju), as his first master. His family was characterized by activities in the educational field, like his grandfather, Joaquim Maurício Cardoso, who was not only a lawyer, but also a mathematics and geography teacher. His studies began in Estância, continued in Aracaju, then in Rio de Janeiro, where he studied at the Escola da Praia Vermelha. He finished law school in 1907, in the state of Ceará, also in northeastern Brazil. In 1921, he was elected as a federal representative for Sergipe and, in 1922, he held the position of senator of the Republic, elected to fill the vacancy left due to the death of General Oliveira Valladão. After two months, Graccho was taken to the public office of elected president for the state of Sergipe in the quadrennium 1922-1926, period that emerges as a precursor of activities in the educational field, with relevant impacts for the progress of Sergipe, in this field.

⁶For the purposes of understanding, we chose to discuss that, in the present study, the denomination “auxiliary” goes back to those people who are skilled and available for the issue of caring, from a charitable, solidary point of view and, keeping due proportions, people who are accessible and willing to help develop, from their practices, a work. Some historians (SILVA, 2006; SANTANA, 2001) opt for the term “practical”.

The national health movement propagated an “urgent agenda” of propositions concerning nursing education, to be invested in the field of health with the assertion that the impacts would be perceived on a “large scale”, within the scope of promoting individual and collective health, whose actions and plans would be centered on the professional nurse, as a key character of a new social model to be implemented in the health area, and had as its maxim the process of teaching nursing as a basis for the application of a new care practice. Above all, systematized and planned teaching, based on the scientism in vogue in developed countries, such as the United States of America and France, corroborated its efficiency with the emancipatory process of nursing in Sergipe.

Higher education in the State of Sergipe, according to Bretas and Oliveira (2014), began in 1920, formally operating in the early 1950s, with four colleges offering courses in Chemistry, Economic Geography, Law, Philosophy and then Geography and History, Mathematics and Neo-Latin and Anglo-Germanic Languages. In 1960, the Faculty of Law was federalized and a year later the Faculty of Medicine came into operation. Such developments resulted in the constitution of the Federal University of Sergipe (UFS), in 1968, with the inaugural class. Precursor institution of higher education in the State, which consolidated, in a fragmented but consistent way, the construction of an important professional center of local higher education, with significant reflections on the national scene.

The present study is justified from a previous research carried out from October to December 2016, in the databases: Biblioteca Virtual em Saúde (BVS) (Virtual Health Library in English) and Scientific Electronic Library Online (SCIELO) in the area of Education in Nursing and History of Higher Education. For this research, we used the following descriptors: Nursing, Teaching, Education in Nursing, based on the mapping and knowledge of publications in recent years on the implementation of the Nursing Undergraduate Course at the Federal Universities of Brazil, particularly the UFS. As inclusion criteria, course completion works, dissertations, theses and articles were used, in the "full text" mode, without limits with the year of publication, having obtained nine articles selected in accordance with the research proposal, duly illustrated in table (II), below:

Table 1 - Articles selected and available in “full text” mode

JOURNAL / YEAR	AUTHOR(S)	ARTICLE TITLE
Rev. Brasileira de Enfermagem, 2001	Vieira, M. J.; Faro, C. M. M. S.	ABEn Sergipe: 47 years of struggle and resistance
Rev. Brasileira de Enfermagem, 2006	Nunes, B. N. V. T. <i>et al</i>	Collective memory of the Brazilian Nursing Association - Piauí Section
Rev. Brasileira de Enfermagem, 2007	Abrão, F. M. S.; Almeida, M. C. P	Roots of the pre -institutionalization of professional nursing in the city of Recife (Pernambuco, Brazil) - 1922-1938
Rev. Brasileira de Enfermagem, 2007	Nobrega-Therrien, S. M.; Almeida, M. I.; Silva, M. G. C.	Nursing teaching in Ceará from 1942-1956: The memory that projects the future
Rev. Brasileira de Enfermagem, 2008	Figueiredo, M. A. G.; Baptista, S. S.	Nursing Course at the Federal University of Juiz de Fora: 1977-1979
Rev. Esc. Anna Nery, 2008	Cardoso, F. A. Dytz, J. L. G.	Creation and consolidation of the Nursing Undergraduate Course at the University of Brasilia: A History of Guardianship (1975-1986)
Rev. Brasileira de Enfermagem, 2009	Nobrega-Therrien, S. M.; Almeida, M. I.; Silva, M. G. C.	Nursing in Ceará: facts, reflections and proposals for the preservation of the history and memory of the profession
Rev. Brasileira de Enfermagem, 2011	Mattos, M. C. T.; Pontes, M. P. A.	Brazilian Nursing Association - Sergipe Section: 52 years of will, determination and heart
Rev. da Rede de Enfermagem, 2014	Carlos, D. J. D. <i>et al</i> .	Nursing schools in northeastern Brazil (1943-1975)

Source: Survey and illustration by the author (2021).

From the initial research carried out, Nunes *et al.* (2006), Vieira and Faro (2001), Mattos and Pontes (2011) brought to light, in their studies, themes related to the Brazilian Nursing Association, in regional sections, namely: sections Piauí and Sergipe in attention to specific moments. Cardoso and Dyrztz (2008) and Figueiredo and Baptista (2008) portrayed their own and specific scenarios in the history of the creation of the mentioned Higher Education Institutions, while Abrão and Almeida (2007), Nobrega-Therrien and Almeida (2007; 2009), Carlos *et al.* (2014), spoke about nursing education, its genesis and preservation of professional memory, each with its characteristics and specificities.

However, with a view to expanding academic productions, we chose to deepen the research investigation at the local level, based on academic productions (theses, dissertations, monographs, and articles) unknown in this study, from January to May 2017,⁷ in visits to the Health Library – BISAU of the UFS and private Institutions of Higher Education in Nursing in the State. Then we located two monographs were that are highlighted in the following table:

Table 2 - Academic productions about UFS (January to May 2017)

YEAR	AUTHOR(S)	TITLE
1998	Scandiam <i>et al.</i> , 1998	History of the Nursing course ⁸
2005 Mon/ DEN/ UFS	Azevedo, A. F.	Stories and Memories: CAENF in the political struggles at UFS
2006 Mon/ DEN/ UFS	Ribeiro, A. O.	Supervised Internship in the Preceptorship modality in the UFS Nursing Course: Stories, Advances and Challenges.

Source: Survey and illustration by the author herself (2021).

The works listed, in the second investigative moment, concerning the proposed theme, resulted in three productions: a complete text (single copy – in the UFS central archive) and two monographic works. In the construction of the historiography on the UFS nursing course, Scandian *et al.* (1998) presented records concerning the national movement in health, the demands proposed by the state machine and the impacts on the states of the federation and the paths taken, resulting in the creation of the course, faculty, curriculum, construction of projects for scientific production and other understandings based on preserving the memories of the teachers/authors of the referred text and the consulted sources (minutes of collegiate meetings and resolutions).

The two monographic studies presented a historical approach, which dealt with different events in the Nursing Undergraduate Course at the Federal University of Sergipe, namely: The Academic Center of the Course and the supervised internship in the

⁵ In that period, we searched in the libraries of higher education institutions accredited with the undergraduate nursing course, namely: Tiradentes and Estácio de Sá Universities. At the time, we did not find studies that converged with the investigative proposal.

⁶ It is noteworthy that, in the immersion of studies and research investigations for the construction of the thesis, we located, in March 2019, in the Central Archive of the Federal University of Sergipe, a text written by the professors of the Department of Nursing (DEN): Maria Scandian, Wilma Resende Lima, Rita Maria Viana Rego, Gladselma Viana Santana and Maria Auxiliadora Rezende Feitosa, from 1998, on the History of the Nursing Undergraduate Course at the Federal University of Sergipe, where themes related to creation, curriculum, collegiate, teaching staff, main activities carried out, the increase in scientific production at that time, which translates, in this initiative, the concern of the teachers, regarding the preservation of their memories, based on the historiography of the Course. Source: series n° 392, History of the Nursing Course, Scandiam *et al.*, 1998 – File box n° 14.

preceptorship modality. The studies proposed by Azevedo (2005) and Ribeiro (2006) permeated the historicity of different events, understood in a certain time frame, of the Nursing Course, with the commitment of historical rescue in the surroundings of power relations, in the conflicts established from of the new possibilities of political and social repositioning, concerning the new propositions with a view to the new horizons that were presented in the social sphere of the time.

The reproduced texts reflected, each one of them (in its temporal context), excerpts from the course of Sergipe nursing under a multifactorial perspective, in social, economic, cultural transversality and its implications in the community at the time. In the readings, we verified that the narratives portrayed the memories of the professionalization of nursing in Sergipe, like the first nurses who arrived in the State, the paths taken that triggered the process of implementing the Course at UFS and the phenomena that came with it. However, it is worth mentioning the harmony between the authors highlighted in the two moments of investigation, with regard to the outstanding academic productions, such as: Scandian *et al.* (1998), Vieira and Faro (2001), Azevedo (2005), Ribeiro (2006), Mattos and Pontes (2011) the value that had been attributed to the preservation of memories and time, related to the lived experiences, successes, sufferings, sociopolitical context and other events that contributed to the historical scenario of Brazil and, above all, at the Federal University of Sergipe, with regard to the practice of nursing, under "points of view" (re)memored.

It is noteworthy that the article on the screen differs from previous studies, as it brings to the core of the investigation the motivation and relevant social panorama that were decisive for the improvement of care practices and the creation of the undergraduate nursing course at UFS, in spite of attest to the need to understand the trajectory of this society, its nursing care practices, as well as to know its specificities and the possible phenomena that potentiated and substantiated the reflections on these practices and, consequently, the developments that contributed to the creation of the Nursing Undergraduate Course. However, it intends, through the proposed time frame (1931-1979), to transit over these practices in the perspective of a mutable and progressive care, which is improved in the different aspects of knowledge, in Sergipe society at the time and, consequently, the latent scientism in this historical context, marks the uniqueness of this study.

This approach allowed us to verify that the nursing care practices, the improvement of these practices and the process of professionalization of nursing were movements that occurred in the dynamics of Sergipe society that had as its culmination the creation of the Nursing Undergraduate Course at the Federal University of Sergipe. In addition, in the process of investigating the theme, it was observed that an inexhaustible research agenda emerges, justified by publications, still timid, referring to the understanding of events, sociopolitical contextualization and confrontations waged by personalities committed to promoting modern nursing throughout Sergipe territory and, consequently, solidify nursing as an institutionalized profession.

With a view to approaching, interpreting and meaning the phenomenon, we opted for a historical study that, according to Padilha and Borestein (2005), involves teaching with human groups in their temporal space, nevertheless, they discuss the various aspects of the daily lives of different classes of society.

The present historical study seeks to bring concepts and principles of the theorist Pierre Bourdieu,⁹ regarding the social practices that corroborated the need to improve these activities and the path taken, in the field of scientism, resulting in the creation of the UFS nursing undergraduate course. It is worth considering that in "social practices", the present study proposes, based on the perceptions and reflections of the aforementioned author, to

⁹ According to Weissheimer (2002), professor of sociology at the Colège de France, Pierre Bourdieu was considered one of the most influential intellectuals of his time. Education, culture, literature and art were his first objects of study. French sociologist Pierre Bourdieu died on the night of January 23rd, in a hospital in Paris, at the age of 71.

establish a relationship, taking as a guiding axis the social structures punctuated and defended in his theoretical discourse, broadening the understanding due to the context historical to which the proposed study refers, seeking a punctual relationship in questions of domain, power, culture and relation to the social dynamics that will be history. It is necessary to add that such a thinker is recognized as one of the most important thinkers of the 20th century, who has greatly contributed, in contemporary times, to discussions and propositions in the field of human sciences.

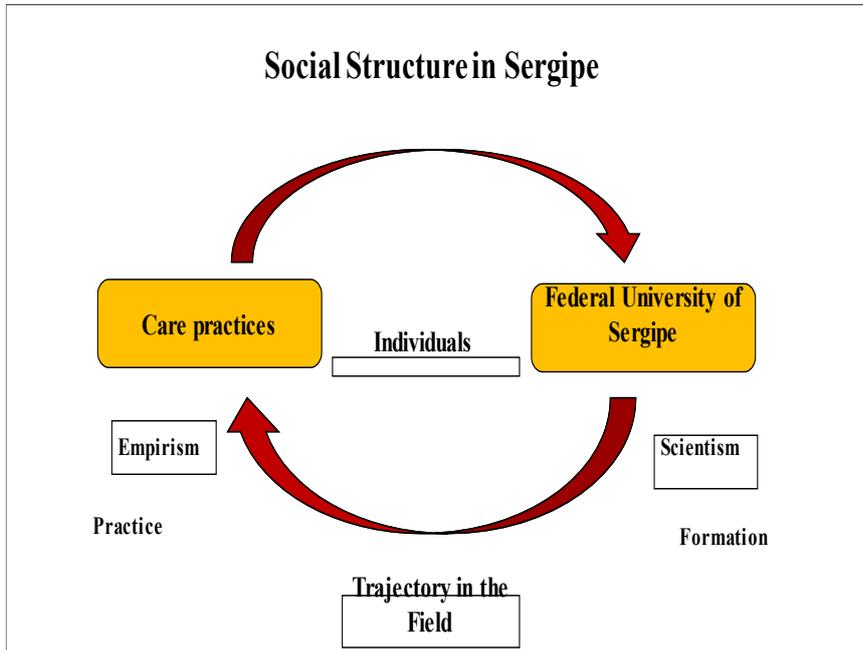
According to Bourdieu (1996), material and symbolic constraints act on us (society and individuals) in a complex relationship of interdependence, that is, the social position or power we hold in society does not depend only on the volume of money we accumulate or on a prestige situation that we enjoy for having schooling or any other outstanding particularity, but it is in the articulation of meanings that these aspects can assume in each historical moment.

According to Bourdieu (2007), from the history of transformations in the production of symbolic goods, it is possible to know the intellectual and artistic history of societies, since the intellectual and artistic field as well as a system of relations of production, circulation and consumption of these goods was formed throughout these transformations, emphasizing the notion of culture as a place of symbolic productions and an instrument of social distinction. It considers that the cultural field is a space of struggle between different social groups, which determines the hierarchization of culture itself.

In this understanding, we point out as an assertion that, in the social transformation triggered by Sergipe society at the time, the symbolic goods produced, namely: ownership of capital, knowledge, cultural wealth and other segments of society, were of extreme value in their historical personalization, intellectual and artistic and, above all, influenced the pressing technical-scientific changes in the state.

With a view to the construction of the text, we chose to align a theoretical framework capable of helping us in dealing with customs and practices carried out by Sergipe society. Then, the content of the proposal of this study was based on the conceptions of Pierre Bourdieu. Regarding the theory of social structures (2001-2007), based on key concepts about habitus, field, symbolic or cultural systems, in which the field is characterized by the autonomy of a certain domain of competition and internal dispute, it serves as an instrument to the relational method of analysis of dominations and specific practices of a given social space, symbolic system: they exercise a structuring power, insofar as they are also structured, and the structuring stems from the function that symbolic systems have of social integration for a given consensus, habitus : open system of dispositions, actions and perceptions that individuals acquire over time in their social experiences (both in the material, corporeal, and symbolic, cultural dimensions, among others), goes, however, beyond the individual, concerns to the relational structures in which it is inserted, enabling the understanding both of its position in a field and as a whole.

These will be the fundamental concepts that will be part of our analysis, in addition to the concept of trajectory in which Bourdieu (2008), based on his constructivist structuralism, leads us to place biographical events in a matrix of relationships that are little associated with the experiences of a unique subject and that approach the location of the positions of an agent or a group in a social space, with a distinction between the concrete individual and the constructed individual, which requires us to examine the state of the field, as a dynamic social state, understanding the trajectory as a series of positions successively occupied by the same agent or group, in a space, in a movement and subjected to incessant transformations. Despite the reasoning discussed on screen, we can figuratively illustrate the understanding of these concepts from the appropriation of these ideas in a specific social scenario with its own demands and peculiarities, subject to a constant (re)arrangement, therefore, the “how and why” of this theory.

Figure 4 - Representation of the social scenario: structuring in the field

Source : the author (2021).

In this social structure, nursing in Sergipe takes shape and establishes itself as a practice of care that advances and is in tune with the demands that emerged in the community and, above all, supported by a favorable local context both in the field of health and education, for example, the pragmatism represented by the educational reform¹⁰ that breaks with conservative practices and outlines new institutional policies, a break with conventionality and, consequently, a remodeling of teaching that causes peripheral and transversal noise in the various areas and sectors of society, such as the field of health that gains robustness with the introduction of new technologies resulting from militant scientism that identified, in this society, the urgency to evoke new propositions favorable to the dialogue between the empirical and the scientific, represented, respectively, between the nursing care practices and the creation of the undergraduate course at UFS, therefore, determining reasons and motivations that, in the face of these peripheral and transversal noises, transited in the different areas and sectors of society, with the effective viability of consolidating higher education in the State.

It is worth understanding that immersed in a dichotomous view, the social structure in Sergipe is composed in a relevant way based on its characteristics, singularities and auspices demanded by the collectivity itself, under the tutelage of defined symbolic systems and responsible for structuring this field, from the technical and scientific improvement between the empiricism demarcated by care practices, and the scientism, sealed with the creation of the

⁸ According to Azevedo (2015), the educational reform guided by Law nº 852/23 was based on the renewal of methods and practices as the basis for the reform of elementary and pedagogical education in the State. The Law established essential definitions and guidelines, such as the defense of "children's gardens", "rural schools", village schools and the requirement of manual work and notions of agriculture and livestock for boys and needlework and domestic economics for girls. The Law determined medical-sanitary inspection in schools and the appointment, by the Government, of rural school teachers. Every school should have a library. In addition, the norm paved the way for the creation of the called "nursery schools", which should operate "along with manufacturing establishments that are ready to provide housing and food". The education reform movement in Sergipe sought to reach different economic and social groups in the early 20th century. Undoubtedly, such movements resulted in significant changes consistent with the modernism that emerged in the political, economic and cultural scenario – link between education, reforms and modernity. Sergipe experienced such an atmosphere.

UFS. In this understanding, in a conclusive way, the improvement of care practices in nursing and the creation of the mentioned course at UFS unveiled a fruitful and necessary course for the consolidation of a practice based on the different aspects of knowledge, in this text, delimited between the empirical and the scientific. However, I make it known that the investigative process does not end and, in view of the findings and notes, they promote propositions and guidelines for further investigations.

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