A discussion of subjectless pedagogy as an alternative to identity pedagogy

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The discussion of multiculturalism opened many spaces and gained a certain notoriety. However, in diversity the idea of coexistence with the different dispenses with the concept of difference, reinforcing thoughts that attest to the need to respect the plurality of human manifestations, essentializing individuals from their cultures, which are also frozen in time and space and frequently understood as having some purity. Contrary to this, Deleuze and Guattari present entirely new subject problems, and as a central category of thought, the concept of difference or limit opens space for new studies of subjectivity. In fields such as Cultural Studies and Critical Multiculturalism, the concept of difference is often supported by the linguistic turn and the centrality of culture as a tool of social analysis to demonstrate the discursive construction of marginalized and thrown away subject positions in public life. In combating discrimination based on the conceptualization of identities, sometimes movements essentialise other forms of being, allowing an exclusion from exclusion. In the understanding of difference that operates in the theoretical production that thinks the subjectivity from processes, and not from identity/identities, the ballast is the screening of the limit, the "pure difference", difference by itself, and not difference in relation to something. So, there is no subject. That is, when we think of processes of subjectivation, there is in identity a movement that goes both from the outside to the inside, and from the inside to the outside. On the other hand, in pure difference we have processes of subjectivation that fold the outside to the inside. Therefore, we will problematize this relationship between the perspectives of identity and difference and consequences for an “ontology” of the subject, as well as the implications for the field of education, thinking a pedagogy of difference.