MOST CITED SOURCES OF INFORMATION IN EDUCATION ON THE RACIAL ISSUE: A SCIENTOMETRIC STUDY IN MINAS GERAIS UNIVERSITIES

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ABSTRACT

We seek to demonstrate which are the most cited sources in the theses and dissertations defended in the state of Minas Gerais, in institutions maintained by the Federal Government, which have as their theme the racial issue, racism and affirmative action in the area of education. To this end, we use scientometrics to externalize metric information. We conducted the research through the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (CAPES), and we used Microsoft Office Excel® to prepare spreadsheets. In Brazil, the relationships of subjects with each other and with the world attest to a deterioration in disinformation. It is essential to remember that Information Science has claimed its fundamental role in the promotion of science and technology and that it continues to perform its social function. The official Brazilian history is characterized by the erasure, subjugation and disinformation to the detriment of the black population, and reflecting how racism, as well as its forms of expression, is something intended in Information Science, being vital to complexify the informational practices of groups and individuals. Metric Information Studies excel in statistical properties in discovering cohesive relationships and principles to informational objects. Scientometrics is an example of a metric study of information, being able to measure the scientific notoriety of universities and research centers. The research universe comprised dissertations and theses defended between 2003 and 2021. We used the search terms, "racism"; "blacks"; "blackness"; "black movement"; "race relations"; "racial question"; "affirmative action"; "Quota Law", "Racial Quotas" and "Quotas". In all, 102 scientific communications and 7,061 sources were used. As a result, it was found that the most used sources were "Epistemologies of the South", followed by "Rediscussing miscegenation in Brazil: national identity versus black identity" and "Overcoming racism in school". The racial issue involves the entire Brazilian society and, in this social context of oppression, the actions promoted by groups, movements, and the academic community seek to demonstrate and confront the cruel face of racism. In this sense, knowing more

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relevant sources is important for the anti-racist struggle. We can contribute to the expansion of the theme in Information Science.

Keywords: Metric studies. Scientometrics. Racial issue.

INTRODUCTION

This research has as its central theme the racial issue and affirmative actions (AA), using the academic production of Higher Education Institutions (HEIs) maintained by the Federal Government of Brazil in the State of Minas Gerais (MG), with a focus on the doctoral and master's courses in Education, made available through the Catalog of Theses and Dissertations (CTD) of the Coordination for the Improvement of Higher Education Personnel (CAPES). To this end, we used scientometrics to reveal metric information related to the topic in the period from 2003 to 2021.

Thus, we seek to know which are the most used sources, presented in the production of theses and dissertations in education on the racial issue within the scope of HEIs in MG.

According to Silva (2021), the debate on the anti-racist struggle is urgent, and neutrality is not possible. The university reflects the harmony with society, which also leads to the expression of the contradictions, thoughts and struggles present in social contexts (Coêlho, 1980).

According to the IBGE Census (Brazilian Institute of Geography and Statistics, 2022), the population that is called brown is the largest in the country, with 45.3%; whites are 43.5%; blacks are 10.2%; indigenous people are 0.6% and yellow 0.4%. For the IBGE, the black population corresponds to the sum of browns and blacks, totaling 55.5%. As for the indicators referring to educational factors, in the 2019 study on "Social inequalities by color or race in Brazil", blacks are the population with the lowest literacy rate. With a timid improvement between 2016 and 2018. The area of education is the most impacted by AA policies focused on historical reparation in favor of blacks, and this justifies the choice of the area for the development of the research.

The choice of the CAPES Catalogue of Theses and Dissertations (CTD) as a database is due to its extensive collection, which dates back to 1987. In addition, this Coordination, which promotes Brazilian graduate studies, responsible for 75% of graduate scholarships in the country, made available, in 2023, 103.2 thousand scholarships (Brasil, 2024). This fact demonstrates the relevance and importance of CTD in the context of research and academic training in Brazil.

The year 2003 was chosen because it was the first in which scientific production on the subject was found in the state, available at the CTD of CAPES, which allowed the copying of data for analysis.

The objective is to know which are the sources that deal with the theme, which are most cited by research in education carried out by the Graduate Programs (PPGs) of the HEIs maintained by the Federal Government in MG. In addition, this procedure was necessary to carry out a survey of the theses and dissertations defended in the PPGs in the years 2003-2021 that reflect the themes; identify, through a scientometric study, the sources that are most cited in these productions.

We will now move on to the theoretical basis of the themes, how CI has addressed the racial issue, entering into the metric studies of information and scientometrics, by explaining the methodology, and the most cited sources.

THEORETICAL FRAMEWORK

Valério, Garcia (2013) expose that there is a concern in the scope of the CI, on the part of some intellectuals who are interested in humanitarian issues, such as inequalities and diversities between groups, who express a concern in identifying and developing research that has as its object social issues, including those that Afro-descendants experience.

According to Moura (2021), the corroboration of the core nature of racism and its reverberations in Information Science pleads for an understanding of the way in which colonial markers of repression, frequent in the colonial arrangement, express the knowledge produced. We perceive the colonial discourse by fixing those regulatory narratives using the discourses of power and domination. The epistemology of ignorance manifests itself in the maintenance of whiteness in positions of power, which conceives and promotes knowledge considered valuable. The colonial discourse and the epistemology of ignorance, therefore, consist of knowledge projects that adduce the discrediting of signs as well as the annihilation of knowledge and cultural favoring in defense of whiteness.

Aquino (2007) points out that information is the fundamental component for knowledge, however, in societies in which social exclusion, prejudice, racism, xenophobia, discrimination and homophobia prevail, information acquires the status of an article of value. In Brazil, the relationships of subjects with each other and with the world attest to a deterioration in disinformation. It is essential to remember that the CI has invoked its fundamental role in the promotion of science and technology and that it continues to perform its social function. In addition to the themes related to the informational demands of users, new urgencies have been modeled and added, guided by information and

knowledge. In this sense, research that emphasizes topics such as racism, anti-racism and affirmative action policies needs to be stimulated in the IC.

Costa and Melo (2021) invite us to think about racism within the revivification of the colonial process, placing the perspective of decolonization as something articulated and thought within Library and Information Science (BCI), fundamental to problematize collective and individual informational practices. It is understood that these fields must have epistemological conditions for the search for emancipation from various types of oppression and domination, by articulating interdisciplinarity as a policy for the construction of liberating actions and thoughts.

Costa and Melo (2021) state that the official history of Brazil is marked by erasure, subjugation, and misinformation regarding the conception of a large portion of the population of black people, configuring itself as a structuring bias.

By depreciating the relevance and social role of this people, there is a masking and devaluation of the demand for historical reparation. Reflecting on racism in the reformulation of the colonial mode presents the perspective of decolonization as something harmonized and intended within Library and Information Science (BCI), essential to enrich the informational practices of groups and individuals (Costa and Melo, 2021).

Many achievements were materialized at the national level in the anti-racist struggle, among them we mention the Federal Constitution of 1988, known as the "Citizen Constitution", for being more pluralistic and democratic, and the creation of the Palmares Cultural Foundation (FCP), an institution focused on increasing racial equality, promotion, dissemination and preservation of the culture, history and social values of the Brazilian black population, recognizing cultural diversity and its contributions to the country's constitution (Moura, 2021).

In the same sense of achievements, we can say that affirmative action (AA) has become fundamental for the Brazilian population. Piovesan (2007, p. 40) argues that affirmative actions are "compensatory policies adopted to alleviate and remedy the conditions resulting from a discriminatory past" and that they have the public purpose indispensable for the existence of a democratic project, which is to guarantee plurality and social diversity. Concrete measures that make the right to equality possible are considered, considering that the basis for equality is respect for difference and diversity. Through them, it is possible to move from formal equality to material and substantive equality.

According to Santos (2018), AA refer to initiatives (private and/or public) that aim to modify social realities marked by structural inequalities, aimed at the insertion of groups with histories of social exclusion. When promoted by the government, they seek a better allocation of resources and social goods. They can be identified as redistributive public policies when applied to education, identifying themselves as compensatory policies that respond to the desires of disadvantaged groups to fight against educational inequalities.

The AA proposal is based on an analysis of the ideal of equal rights. However, this formal equality does not ensure opportunities for those who do not have access to it as well as for those who are socially privileged (Jaccoud and Beghin, 2002).

AA policies emerged in India in 1919 (aimed at the weakest social group in that society, the Dalits known as "untouchables", aiming to promote improvements in living conditions compared to the dominant group, the Brahmin). In the USA, however, the term became popular. American history already had public policies that sought to correct the asymmetries in quality of life conditions, perceived between whites and blacks, which have been present since post-abolition.

The term "affirmative action" was used in 1960 by U.S. President Lyndon Johnson, designating policies that aimed to change the scenario of ethnic inequalities. The fields in which there were more OA policy practices were the educational system and the labor market (Wedderburn, 2005; Jesus, 2011; Santos, 2018).

Other countries such as Canada, Malaysia, Australia, and South Africa followed the U.S. methodology, creating similar models. In Europe, these actions were known as "positive discrimination", which began to become popular from 1976, especially in France. What permeates all these measures is the need to create opportunities of access for certain groups that had a history of inequality, so that, through the action of the State, they could have guarantees to these social goods, in order to guarantee them equality among all (Piovesan, 2007).

The first Brazilian discussions regarding public policies aimed at the rise of the black population took place in 1993, when Abdias do Nascimento presented, in the Chamber of Deputies, Bill No. 1,332, which dealt with compensatory action aimed at implementing the principle of social equality of blacks in relation to other ethnic segments of the Brazilian population that fought for affirmative action, however, the project was not approved (Santana, 2015).

Affirmative action was discussed again in 1996, during an international seminar held in Brasilia, entitled "Multiculturalism and racism: the role of affirmative action in contemporary democratic states", promoted by the Ministry of Justice (Guimarães, 2005).

Due to the different ways in which racism and racial discrimination are presented in Brazil, as well as the different phenomena involved in the issue, there is a need to enable a set of instruments to promote action to combat discrimination and the integration of blacks in Brazilian society (Santos, 2007).

The AA aims to act as an instrument of the State to promote this integration. With the introduction of the theme through the discussions that arose from the "Rio Charter" and the discussions arising through the Durban Conference, there was no deep clarification that the theme required, leaving the debate polarized between those who defended it and those who took a position against specific public policies for blacks to enter higher education. especially through quotas. There was no discussion, for example, about what AA are, and that they were not limited to quotas (Santos, 2007).

For Piovesan (2007), discrimination prevents political, civil and social rights from being fully exercised. Thus, it is necessary that discrimination actions be punished, and in order to face prejudice, it is necessary to apply the right to equality, but this alone is not enough to guarantee that there is full equality. It is necessary to unite compensatory policies with the prohibition of discrimination. Thus, more than punitive legislation, it is necessary to encourage the inclusion of vulnerable groups through AA policies.

In this context, affirmative actions are positioned as a powerful instrument of social inclusion. These actions consist of special and temporary measures that, seeking to remedy a discriminatory past, aim to accelerate the process of equality, with the achievement of substantive equality for vulnerable groups, such as ethnic and racial minorities, women, among other groups (Piovesan, 2007, p. 40).

According to Jaccoud, Beghin, (2002), AA policies can be of three types:

- Repressive actions: are those that are projected to be contrary to conducts and behaviors, aiming to combat the discriminatory act – direct discrimination – based on existing criminal legislation. This type of policy has as its point of action the discrimination that is implicit, which occurs in a veiled way, resulting in racial exclusion. The tools in these actions are the legislative apparatus (Jaccoud, Beghin, 2002); an example of this type of AA is Law No. 7,716, of January 5, 1989, which became known as the Caó Law;

- Affirmative actions: aim to combat the result of discrimination, act by combating the process of elimination/silencing of groups, of valued spaces of social life, seek to certify the opportunity of access to discriminated groups, expanding their participation in different sectors of institutional, political, cultural, economic and social life. They have a temporary characteristic, aiming to reverse a historical picture of discrimination and exclusion (Jaccoud, Beghin, 2002). An example of this action would be Law No. 12,990, of June 9, 2014;

- Valorizative actions: are those that aim to combat historically negatively constructed stereotypes and consolidated through the practice of prejudice and racism. Their objective is the recognition and appreciation of ethnic plurality as a mark of Brazilian society, valuing the Afro-Brazilian community, highlighting its contribution and its historical role in the construction of the nation. They have a permanent and unfocused character, concentrating both on the racially discriminated population, as well as being the object of action by the entire population, making it possible to recognize its ethnic and cultural diversity (Jaccoud, Beghin, 2002); an example of action is Law No. 10,639, of January 9, 2003.

Once we have recalled a little about how IC has approached the subject, and about the conceptualizations and history of AAs, we will address a little about Metric Studies.

METRIC STUDIES OF INFORMATION

The Metric Information Studies (EMI) in IC, according to Saracevic (2009), stand out in the statistical properties of discovering cohesive relationships and principles to informational objects, processes and structures, indicating regularities and symmetries in their dynamics and distributions and thus establishing standards and formulating laws.

According to Oliveira (2018), quantitative techniques in IC are part of the group of knowledge pertinent to the analysis of information and scientific production, are supported by the "Sociology of science" and apply quantifications and techniques from areas such as statistics, mathematics and computing. Since they should be observed beyond the cold data, that is, only numerical values, these should be analyzed in line with the context in which they emerged. In this sense, scientific behavior should also be considered, based on bibliometric indicators, social, historical, and epistemological analyses of the conjuncture in which the data originated.

Curty and Delbianco (2020) expose the interdisciplinarity of EMI, by operating numerous theories from the most varied areas of knowledge, encompassing bibliometric laws, Lotka's law, Bradford's laws, and Zipf's Law, which contributed to the settlement of the EMI field.

Among these Metric Studies, we will conceptualize what scientometrics and citation analysis are.

Scientometrics

Macias-Chapula (1998, p. 134) portrays scientometrics as "the study of the quantitative aspects of science as a discipline or economic activity". Cunha and Cavalcante (2008, p. 81) describe scientometrics as "a discipline that aims to measure scientific and technological research (PCT) activities through inputs (labor, investment) and products (equipment, products, publications)".

For Silva and Bianchi (2001, p. 6), scientometrics is the measurement of technological and scientific growth that comprises the quantitative evaluation and analysis of the interdependencies of productivity, activity and scientific progress, based on the execution of numerical methodologies to study scientific quantification. This study is capable of measuring the scientific notoriety of universities and research centers, and has the potential to be used in scientific policy programs, through its analyses, discerning areas in which it is essential to employ more capital (human and financial) and understand the advancement of the scientific field.

Citation analysis

For Macias-Chapula (1998), citation is the most used way to recognize and attribute credits in science. The analysis of citations is carried out in bibliometric and scientometric studies, and can also be applied in the evaluation of research works in various areas, being considered effective for scientific recognition, for the evaluation of research and researchers.

Citation analysis is a quantitative research method used by EMI to measure the visibility and impact of authors within a scientific community, analyzing which doctrines of thought have greater acceptance within that community. It also makes it possible to identify the sources of information used, making it possible to know how scientific communication develops in that community, mapping theories and methodologies in the area in question.

The results of citation analysis studies can be important tools for understanding scholarly communication, which will highlight the peculiarities of the knowledge production process, and the development of qualitative analyses (Vanz and Caregnato, 2003).

Rosas, Almeida and Silva (2020) state that, in order for new scientific knowledge to be possible, it is necessary to incorporate previous knowledge. Through the citation of diverse works, it is possible to visualize this method of new knowledge, with a constant flow that goes through the processes of production, registration, organization and socialization and introjection, which is expressed through citation. In this helical process, infinite knowledge is produced. The citation of previous knowledge in the text, in a list of references, aims to guide the dynamics of how that new knowledge was constructed.

We will now get to know the methodological process used in the research.

METHODOLOGY

The research has a quantitative approach method, of an applied nature. As for the objectives, it is exploratory and descriptive, and as for the procedure, it is characterized as bibliographic. The approach used was that of scientometrics. The research universe comprised dissertations and theses defended between 2003 and 2021. Research conducted between September 1st and 15th, 2022. The data was entered into *Excel*®.

For the bibliographic survey, we used the databases available through the CTD of CAPES and the institutional repositories of the HEIs of Minas Gerais. First, there was a bibliographic survey in the CTD of CAPES, in which we used the following keywords: racism, black, blackness, black movement, racial issue, affirmative actions, quota law, racial quotas and quotas. Considering that, among the search terms, there were composite elements, the graphic sign of quotation marks was used to avoid retrieving the terms in isolation. Figure 1 demonstrates the methodological procedure.

Figure 1: Methodological procedure
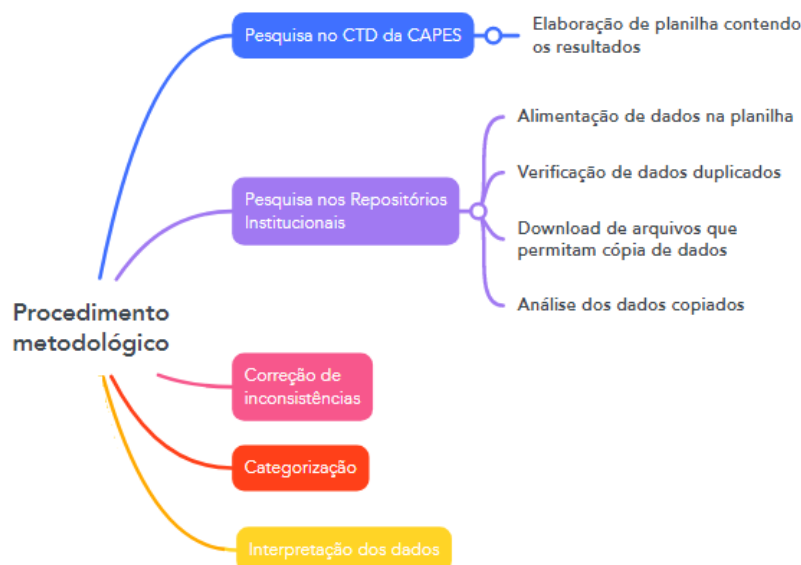
Source: Prepared by the authors (2023).

We move on to the results achieved.

RESULTS

In the first search, we returned 188 scientific communications, removing those that were duplicated, those that did not address the topic or did not allow copying of the data for analysis. From the adjustments and reductions, we had 102 scientific communications as the final object of the research, as shown in Table 1.

Table 1: Universe of the research

Scientific communications	Quantity
Number of documents returned	188
Duplicate documents	41
They did not address the topic or did not allow copying	31
Quantity of single documents	147
Documents selected for the research	**102**

Source: Prepared by the authors (2023).

In Graph 1, we can see the quantitative growth of scientific communications related to the theme.

Graph 1 - Survey curve over the years
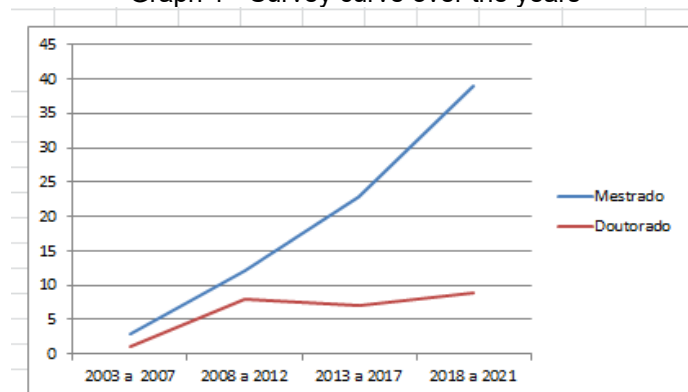
Source: Prepared by the authors (2023).

A total of 7,061 sources were analyzed, the five most cited are shown in Table 2.

Table 2: List of the most cited sources

Sources	Quantity
Epistemologies of the South	35
Rediscussing miscegenation in Brazil: national identity *versus* black identity	30
Overcoming racism at school	30
Social Psychology of Racism: studies on whiteness and whitening in Brazil	26
Education Writings	25

Source: Prepared by the authors (2023).

DISCUSSION

We noticed a greater amount of master's research, with great growth after 2012, being an upward curve. As for doctoral studies, we noticed a growth until 2010, with a small drop rising again after 2015.

As for the most cited sources, let us begin with the first, Epistemologies of the South.

Santos and Meneses (c2010); Paiva (2015); Santos, Araújo and Baumgarten (2016) comment that Epistemologies of the South, organized by Boaventura de Sousa Santos and Maria de Paula Meneses, discusses the coloniality of knowledge and the abyssal thinking of modern epistemology. Abyssal thinking is realized by the unilateral definition of margins that delimit the experiences and knowledge that are useful, with those that are on one side being those recognized and considered significant, and those on the other side of the line are considered worthless or harmful, suffering erasure or suppression. There is a hierarchy about epistemologies that reflect a pattern in which epistemologies (alternative, insurgent, subaltern, and resistance) have been suppressed with the process of colonization. This thinking is currently in force beyond the end of political colonialism. To combat it, they

propose an epistemological initiative based on the ecology of knowledge and intercultural translation. It is considered by many scholars to be a dossier on the epistemology of the South. In addition to the organizers themselves, it also brings texts produced by great thinkers, such as Nilma Lino Gomes, Kabengele Munanga, Anibal Quijano, among others, who make this book fundamental when it comes to discussing topics of social relevance and that contemplates silenced and subjugated populations.

Rediscussing miscegenation in Brazil: national identity versus black identity debates racial and social inequalities, their origins and consequences for the formation of the country. This document rescues the racist doctrines that emerged in the nineteenth and twentieth centuries, especially the European ones, which inspired the Brazilian philosophical and sociological currents. In addition, it is based on several theorists on the subject, sometimes separately and, at other times, the ideas of one are intertwined with the other, consolidating strengths and demonstrating the contradictions of these doctrines. There is a differentiation of racism in Brazil, South Africa and the United States, tracing differences and indicating the way in which each of these practices has modified the social reality in their contexts (Munanga, 2005).

Overcoming racism at school, the book was prepared by Kabengele Munanga, through the actions of the "Diversity at the University Program", which aims to defend social inclusion and combat social, racial and ethnic exclusion, through the promotion of subsidies for the construction of public policies with this purpose. In this context, it addresses racism within basic education in order to reduce prejudice, focusing on the fundamental characteristic of the construction of Brazil through the miscegenation of ethnicities and cultures Munanga, 2004; Lima, Carmo, Souza & Feitosa, 2019).

The Ministry of Education (MEC) published the work as a way to provoke a broad discussion between teachers and students, as it was noticed that many did not have the opportunity to participate in the debate on racial diversity or did not give due importance to the theme. It is essential that the discussion about racial discrimination and strategies for deconstructing prejudice begins within educational institutions. Thus, the book is important, especially considering the lack of this dialogue in Basic Education schools (Munanga, 2004; Lima, Carmo, Souza & Feitosa, 2019).

FINAL CONSIDERATIONS

The racial issue involves the entire Brazilian society and, in this social context of oppression, the actions promoted by groups, movements, and the academic community seek to demonstrate and confront the cruel face of racism. Thus, knowing more relevant sources is important for the anti-racist struggle. We can, therefore, contribute to the expansion of the theme in the IC.

Society, including its actors and institutions, is intrinsically involved in the phenomenon of racism, which manifests itself endemically in the global social structure. This persistence stems from the historical legacy of colonialism and imperialism, whose power dynamics still influence contemporary relations. Racism and anti-racist initiatives are arenas of political and social dispute, in which the search for justice becomes essential to enable mechanisms of reparation and equity.

EMI focuses on statistical properties and the discovery of relationships and associated principles of information objects, structures; while processes seek to discover regularities and relationships in their distributions and dynamics to observe predictive regularities and formulate laws. In this way, scientometrics, one of the possible studies of EMI, allows measuring scientific growth, informational flows, and the dissemination of knowledge. The most cited sources were: Epistemologies of the South (35); Rediscussing miscegenation in Brazil: national identity versus black identity (30); Overcoming racism at school (30).

We can infer that this investigation contributes to the expansion of the theme of racism in Information Science by strengthening the analysis of transversal themes within the area, also by articulating two important themes for IC, such as scientific communication and the application of metric studies to analyze an area of knowledge, in this case education. However, research has its limits, and thus we can suggest, as future works, the approach to the question of which authors and works within the CI are more aligned with the theme and which universities have more published works on the racial issue within the CI.

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