The Faculty of Education at the University of Haifa cordially invites you to

THE FIRST ANNUAL ILAN GUR-ZE'EV MEMORIAL LECTURE

PRODUCING DIFFERENCE: MARKETS, STANDARDS, AND INEQUALITY IN EDUCATION

Guest Speaker:
Professor Michael W. Apple
Bascom Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin, Madison.

Moderator:
Dr. Yotam Hotam
(Faculty of Education, University of Haifa)

Greetings:
Professor Lily Orland-Barak
(Dean, Faculty of Education, University of Haifa)

A Note on Ilan's Legacy
Professor Azy Barak
(on behalf of the Faculty of Education, University of Haifa)

Chair and Discussant:
Professor Hanan Alexander
(Dean of Students and Professor of Philosophy of Education, University of Haifa)

Thursday, May 30, 2013 between 12:00-14:00 pm
Hecht Hall, The University of Haifa
Abstract

Throughout the world, specific kinds of educational reform are now increasingly dominant. Neoliberal and neoconservative policies are being imposed. In this lecture, I raise serious questions about current educational “reform” efforts now underway in a number of nations. I document some of the most significant hidden differential effects of a number of connected strategies: neoliberal inspired market proposals with their emphasis on what I will call “thin democracy” based on individual consumer choice rather than “thick democracy” based on full collective participation; neoconservative efforts to restore dominant knowledge to the center of education; and new middle class managerial inspired regulatory proposals.

In the process, I also suggest that the rhetorical flourishes of the discourses of critical pedagogy-- a tradition that continues to play a role in challenging parts of neoliberal and neoconservative policies in education-- need to come to grips with these changing material and ideological conditions. Critical pedagogy—the radical tradition(s) that seek to interrupt class, race, and gender dominance in policy and practice--can not and will not occur in a vacuum. Unless we honestly face these profound rightist transformations and think tactically about them, we will have little effect either on the creation of a counter-hegemonic common-sense or on the building of a counter-hegemonic alliance.

Michael W. Apple is the John Bascom Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin, Madison. He also holds professorial appointments at the University of Manchester, the University of London Institute of Education, and East China Normal University in Shanghai. A former elementary and secondary school teacher and past-president of a teachers union, he has worked with educational systems, governments, universities, and activist and dissident groups throughout the world to democratize educational research, policy, and practice. Professor Apple has written extensively on the politics of educational reform and on the relationship between culture and power. Among his recent books are: The Routledge International Handbook of Critical Education (2009); Global Crises, Social Justice, and Education (2010); Knowledge, Power, and Education (2103); and Can Education Change Society? (2013). His books and articles have won numerous awards and have been translated into many languages.

Professor Apple has been selected as one of the fifty most important educational scholars in the 20th Century. His books Ideology and Curriculum and Official Knowledge were also selected as two of the most significant books on education in the 20th Century. He has been awarded a Lifetime Achievement Award by the American Educational Research Association, the UCLA Medal for "Outstanding Academic Achievement," and a number of honorary doctorates by universities throughout the world. Professor Apple has worked on educational reform, lectured, and taught in a considerable number of countries throughout the world, where his material has been very influential in the development of more critically democratic educational policies and practices.