SUNY Buffalo November 10, 2013

Prof. Michael Apple

Professor of Teaching, Learning and Policy Studies, University of Wisconsin-Madison.

Moderator:

Dr. Yoav Horowitz

Chair and Professor of Philosophy of Education, Faculty of Education, Haifa University

Chair and Professor of Teaching, Learning and Policy Studies, University of Wisconsin-Madison.

The event will take place on:

Friday, November 1

3:00 PM - 5:00 PM

At the Auditorium of the Faculty of Education, Haifa University.

The event will be held in Hebrew.

Preceded by the dedication of a plaque in honor of Ilan Goren-Zab, the first director of the faculty.

For further information, please contact:

Yoav Horowitz

Chair and Professor of Philosophy of Education, Faculty of Education, Haifa University

12:00-14:00

30.05.13

יום חמישי

אודיטוריום מוזיאון הכט, אוניברסיטת חיפה

הרצאת הזיכרון תינתן בשפה האנגלית

בניאים הבדלים: שוקים, תרגולטים ואחרי שוקים בהזון

המרצה:

פרופ' מייקל אפל

פרופסור בסקום לתכניות לימודים, הוראה ולימודי

מדיניות חינוכית, באוניברסיטת וויסקונסין-מדיסון.

מייצרים הבדלים: שווקים, תרגולטים ואחרי שוקים בהזון

umnos:

מרצה גוים בחינוך (הפקולטה לחינוך, אוניברסיטת חיפה)

בתוך:

פרופסור יותם חותם

(הפקולטה לחינוך, אוניברסיטת חיפה)

ברכות:

פרופסור לילי אורלנד-ברק

(דיקן הפקולטה לחינוך, אוניברסיטת חיפה)

על המורשת של אילן:

פרופסור עזי ברק

(בשם הפקולטה לחינוך, אוניברסיטת חיפה)

י"ר ומרבה:

פרופסור וחן אלכסנדר

(דיקן הסטודנטים ופרופסור لديילוסטוף של החינוך, הפקולטה לחינוך, אוניברסיטת חיפה)

יום חמישי, 30.05.13, כ"א בסיוון,澍"ב, בשעה 12:00-14:00

אודיטוריום מוזיאון הכט, אוניברסיטת חיפה
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 (2013); 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.