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## PROVA DE SUFICIÊNCIA EM LÍNGUA INGLESA - 11 de Agosto de 2018

### FOLHA DE TEXTO

Leia o seguinte texto:

#### **Educational and Curricular Restructuring and the Neo-liberal and Neo-conservative Agendas: An Interview with Michael Apple**

There are a number of issues that I think are crucial. In my mind, the most important is what I have called in my most recent books the conservative restoration or “conservative modernization.” That is, the movement more and more to redefine what education is for and how we are to proceed in education both as a practice and as a set of policies. Let me just mention something about each of the groups who are under the umbrella.

First, there are neo-liberals. These are economic modernizers who want educational policy to be centered around the economy, around performance objectives based on a closer connection between schooling and paid work.

A second group are neo-conservatives. In most cases it is important to make a distinction between the neo-liberal economic modernizers and neo-conservatives, although in some nations they do overlap. Neo-conservatives often agree with the neo-liberal emphasis on the economy, but their main agenda is cultural “restoration.”

There is a third group that is increasingly powerful in the United States. Following Stuart Hall, we can name them authoritarian populists. These are often Christian fundamentalists who want a return to what they believe is the Biblical tradition as the basis of knowledge, sacred texts and sacred authority. This part of the alliance is often very mistrustful of multiculturalism in the curriculum. By and large, they too want a return to a pedagogy that is based on traditional relations of authority in which the teacher and adults are always in control. But they get their warrant from inerrantist readings of the Bible. Authoritarian populist religious conservatives are extremely worried about the relationship between schools and the body and about sexuality. They are worried about the relationship between schooling and what they perceive is the traditional family. For them, the traditional family is God-given, as are relations of gender and age. God has put men in

dominant positions of authority and has decreed that religious authority must supercede public policy.

The fourth group that has been influential in setting the agenda in educational policy does not necessarily agree with all of the positions advanced by the previous three elements of the new hegemonic bloc. It does not see itself as having an ideological agenda. This group is made up of members of the professional and managerial new middle class. If I may be permitted to speak perhaps too broadly, these people are, in essence, experts for hire. They are often employed by the state because of their technical expertise in evaluation and testing, efficiency, management, cost-benefit analysis

Adapted: APPLE, M. Educational and Curricular Restructuring and the Neo-liberal and Neo-conservative Agendas: An Interview with Michael Apple. ***Currículo sem Fronteiras***, v.1, n.1, pp. i-xxvi, Jan/Jun 2001.