

Acknowledgements

Acknowledgements

Any research is a collective accomplishment. Although the nature of much research suggests a solo performance, it is a mistake to assume that such a complex task is created alone. In fact, this particular research is no exception since it owes not only its process but also its final form to a significant number of people and organizations. Moreover, this particular research is much more in debt to those who helped bring it into being than we can hope to recount. However, while there are countless individuals to reference, some people and organizations deserve particular reference here.

I am forever indebted to Michael Apple—the target of this research. Being at the UW-Madison for three years in constant contact with Michael Apple and attending his doctoral courses and the Friday Seminar was an outstanding personal and professional learning experience at all levels. Michael always treated me with respect and introduced me as a colleague. Undeniably Michael's non-negotiable commitment to a more just and equal democratic society is an example I wish to follow. To the person upon whom this research owes everything, James Beane, I owe a great deal. Every single line, every single idea, every single approach, every single theoretical maneuver in this research was always discussed with Jim and I owe him a lot. Jim was always there when I most needed help, always advising, always discussing, debating, challenging me, opening to me windows of ideas. Thanks to Jim and his accurateness I was constantly able to feel my intellectual weight. I owe to Jim more than I can ever say.

Two other well-known living curriculum legends were crucial for this research: Dwayne Huebner and Herb Kliebard. Dwayne was profoundly important not only in accepting openly to be interviewed and participating with me in debates and discussions while I was in Washington and by e-mail, but also in his insightful advice and criticisms over particular parts of the dissertation. In my encounters with Dwayne, I felt as though I were diving into a lecture diving, trying to 'grab' as much as I could. As for Herb, I am unable to do justice to his input in this research. This research owes so much to him—not

only for his deep knowledge about the field's past, but also about the current 'state of the field', for his critical insight, and for the endless debates and discussions that we have had during these years.

Also, I flag my thanks to José Pacheco, my advisor from Universidade do Minho, and Elias Blanco as the Head of the Departamento de Currículo e Tecnologia of Universidade do Minho for their suggestions and recommendations.

I also want to express my full gratitude to Alan Lockwood. As the Head of the Department of Curriculum and Instruction of the University of Wisconsin - Madison, Alan was very open to allowing me, as a three-year Visiting Professor, full access to the people and resources needed to develop my work at the nation's number one School of Education.

I would also like to extend my sincere appreciation to Donaldo Macedo for his constant support, careful advice and constant words of encouragement. Substantial parts of this work owe a great deal to Donaldo's critical accuracy. I cannot forget the role Boaventura Sousa Santos played in this work and in my three-year stay in Madison. His critical position, his approach towards the new right turn, and above all, his personal advice were profoundly important to me and to my work.

Another scholar quite central in this research was Jurjo Torres Santome. I owe to him great deal for his care, patience and pertinent advice. Our ongoing interactions gave me substantive insight in 'reading' Michael Apple's work using European lenses. My gratitude also goes to António Novoa, Steve Stoer and Manuel Sequeira for their prudent advice and personal care. Also at this particular stage I cannot forget Soares Marques, since he was the one who opened the door for me to carry on my studies.

This work was also possible by the help, advice, friendship, solidarity and support of Barbara Brodhagen, Steve Selden, Lanny Beyer, Ken Zeichner, David Gillborn, Maxine Greene, Gloria Ladson-Billings, and Peter McClaren.

Through the course of this work, the Friday Seminar—an interesting and serious political and pedagogical community—was also very crucial. Almost every single piece from this work was presented, debated and criticized within the Friday Seminar. Despite the fact that I cannot forget the close and insightful interactions that I maintained with Grace Livingstone, Hine Jane Waitere-Ang, Marcus Weaver-Hightower, Bob Regan, Paulino Motter, and Tom Pedroni, I would like to highlight, however within the Friday the debates and discussions that I maintained with Alvaro Hypolito, Luis Gandin, and Youl-Kwan Sung. I also would like to express my appreciation to Julio Pereira, not only for the frequent debates and discussions we had over our work, and also about the educational field in general.

I owe a great deal of gratitude to Universidade do Minho and the Departamento of Currículo e Tecnologia Educativa, to the Department of Curriculum and Instruction and Educational Policy Studies of the University of Wisconsin-Madison and to the Fundação para a Ciência e Tecnologia. Without them this work would not have been possible.

I am also extremely grateful to Isabel Costa for her encouragement, support and probing comments, to which this work owes a lot.

And last, but not least, a great deal of appreciation, respect and love goes to my parents. They are the major reference of my life and this work is for them. I owe them more than I can ever say.