

## ABSTRACT

This work presents an analysis on the higher education in Brazil and Portugal, through the analysis of the curriculum politics in course since the last years of the XX century and at the first years of the XXI century, mainly the National Projects (*Diretrizes Nacionais*) for graduation courses, in Brazil, and the Bolonha Process, in Portugal. The contextualization and the characterization of the statement content of these politics is the starting point for a subsequent comparative analysis based in the argumentative analysis in which curriculum politics in these two countries are drawn from similar parameters, hewed up by the higher education vision and about its role in the formation and preparation of new generations for the world organization of the contemporary work. Once described and compared, these politics are the back drop for the analysis of the organization practices of the curriculum in two universities – Brazilian and Portuguese. Larger institutional practices are analyzed which, in turn, constitute in internal politics and projects, the markers of the course actions as well as the practices of two courses in each teaching institution. This analysis allows a view on how politics of each national reality materializes effectively in the curricular organization practices and, also, how these practices are articulated to the politics, reinforcing them or offering them alternatives. On the other hand, the seizure of the analytical dynamic between the practices and the politics enables the possibility of comparing the meso level with the macro level in their multiple and diversified connections. The study uses a methodology based in the qualitative analysis, comparative method, documental research, semi-structured interviews (n=42) and content analysis.

**Key words:** higher education, curriculum politics, curriculum practices.