

Short Paper #3

Due: Monday April 13 hard copy in class. (Emailed by 9 a.m. if absent.)

Mechanics: Paper should shoot for three full pages. Double-spaced, 12 pt. Times New Roman font, one-inch margins, with title. Citation style should be MLA, with in-text parenthetical citations that look like this (129). Include Works Cited at end of your paper.

Author's Note: On a separate piece of paper, write a short, one paragraph "Author's Note" that discusses the writing of the paper and the paper's strengths and weaknesses. *In this Author's Note, specifically focus on what has changed (if anything) between the writing of the last couple short papers and writing this one. Have you improved on anything you noticed as a weakness at the beginning of the semester? If not, why not? What do you think you learned from writing this paper (conceptually, or skill-wise). If nothing, interrogate what would need to change for the experience to improve and for you to benefit from it.*

Purpose: These short papers are meant to be a chance for sustained, direct engagement with our class texts. They should critically engage ideas found in the texts and include both exegesis and textually-supported positions on questions found in or inspired by the text. The short length provides an opportunity for practicing focused, succinct writing: these papers should be tight, and should not include extraneous summary or flowery/"fluffy" introductions or conclusions. The focus should be on the ideas of the text rather than your own opinions—you can express your assessment of the text's ideas, but avoid expounding your own theories as to what the true nature of personal identity is, for example.

Prompts:

1. Compare Rousseau and Dewey on the nature and role of freedom in education.
2. Where, how, and why does Freire draw on Hegel's Master-Slave Dialectic in Ch. 2 of *Pedagogy of the Oppressed*?
3. Compare Foucault and Plato's (*Republic*) conception or use of power and describe the role of power in each *as it relates to the formation of identity (subjectivity)*.
4. Interrogate/analyze one of Gatto's "seven lessons" of the hidden curriculum using a complex understanding of power that draws on at least two other thinkers from this unit (Rousseau—strength vs. weakness, Dewey—social control, Foucault—networks of relations).
5. Choose your own!* Look to your reading responses and blog posts for ideas. You may not copy your writing from a blog post, but you may explore an idea from a post in your paper if you are including new details and textual support.

**You must clear your topic with me by 11 a.m. Friday, April 10 if selecting your own, preferably by coming to office hours on Friday or by setting up an appointment with me during the week.*