

## **HON 295-001: Self, Schooling, and the Social Order**

Fall semester, 2014

3 credit hours

T/Th 11:45-1:00PM

HVC Conference Room

### **Instructor**

Aaron Stoller, Ph.D.

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Office hours: T/Th 10:45-11:45AM, or by appointment

### **Course website**

For digital copies of course materials, including syllabus and assignments, visit: [go.ncsu.edu/hon295](http://go.ncsu.edu/hon295)

### **Course description and rationale**

Paulo Freire argued that there are only two approaches to education: either it is used to bring about conformity or it becomes the practice of freedom. Freire, who was an educator, philosopher, and activist, imagined that education was a site of social and cultural resistance and, therefore, should become a form of freedom from the oppression of social norms and culturally defined roles. Different theorists and critics have imagined education otherwise: as a space where students become democratic citizens, as a method to socialize persons into an overly administrated society, as a space designed to cultivate personal identity, or as a way to train obedient workers. All of these imaginaries are a way of viewing the unique interrelationship between the self, schooling, and the social order.

The purpose of this course is to examine several of these imaginaries through the lens of revolutionary texts in education. This course will, then, have a dual motion. We will first survey major social theories as a way of understanding how societies and selves are related and structured. Secondly, and within the context of those theories, we will read breakthrough texts in education: texts that challenge, redefine, and question not only the role schooling plays in society, but also how schooling serves as a way to produce particular types of social agents.

### **Student learning outcomes**

Students who complete this course will be able to:

1. Analyze the interrelationship between identity, schooling, and American society.
2. Articulate the normative social patterns governing schooling at NC State University.
3. Interpret the institution of American schooling from one major social theoretical position.
4. Compare and contrast major social scientific and humanist theories.
5. Evaluate how schooling serves as a vehicle to reinforce or overturn social structures and class-based systems of oppression.
6. Identify the ways in which schooling structures produce human identities and social agents.
7. Design an ethnographic study to examine the ways in which identity, schooling and social structures are interrelated and co-determining.
8. Describe the ethics and politics of conducting social scientific fieldwork.

### **General Education Program (GEP) Information**

This course meets the following GEP requirements: Social Sciences & U.S. Diversity. Students should review their degree audit to ensure they receive the proper credit for this course.

# General Education Program (GEP) Information

## GEP category

Social Sciences

## GEP category objectives and outcomes

**GEP Objective #1:** Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.

**Outcome 1:** Analyze the interrelationship between identity, schooling, and American society.

**Outcome 5:** Evaluate how schooling serves as a vehicle to reinforce or overturn social structures and class-based systems of oppression.

**Outcome 6:** Identify the ways in which schooling structures produce human identities and social agents.

### **Means of assessment**

- a) Throughout the course, students will be required to participate in and lead class discussions, as well as to turn in argument maps and response questions, which will require students to analyze the interrelationship between identity, schooling, and American society from a variety of theoretical, historical, and philosophical perspectives. For example, at various points during the semester, each student will be required to develop and present a concept map based on that week's reading which outlines the author's main theoretical argument, conclusions, and guiding assumptions.

**GEP Objective #2:** Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.

**Outcome 2:** Articulate the normative social patterns governing schooling at NC State University.

**Outcome 7:** Design an ethnographic study to examine the ways in which identity, schooling, and social structures are interrelated and co-determining.

### **Means of assessment**

- a) Students will design and implement a semester-long research project, in response to the question: "what kinds of social agents does NC State produce?" The research project will require students to become observer-participants, in order to locate the guiding social patterns at NC State in relationship to the framing question. Students will submit a research proposal (including initial hypotheses and a research methods section) and four sets of field notes, and will deliver a public talk on their findings.

**GEP Objective #3:** Use theories or concepts of the social sciences to analyze and explain theoretical and/or real-world problems, including the underlying origins of such problems.

**Outcome 3:** Interpret the institution of American schooling from one major social theoretical position.

**Outcome 4:** Compare and contrast major social scientific and humanist theories.

### **Means of assessment**

- a) For their final assignment, students will write an essay in the form of a dialogue, in which students will deeply examine the theoretical positions and practical implications of the thought of one of the four primary scholars engaged in the course. The essay will be self-designed, and students will be allowed to examine a pragmatic topic in education via a theoretical lens of their choosing. For example, students may choose to examine the design of the curriculum, the role of schooling in society, the nature of pedagogy, or the ways in which schooling structures produce particular types of social agents.

GEP category

U.S. Diversity

GEP category objectives and outcomes

**GEP Objective #1:** Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.

**Outcome 2:** Articulate the normative social patterns governing schooling at NC State University.

**Outcome 6:** Identify the ways in which schooling structures produce human identities and social agents.

**Means of assessment**

- a) Students will design and implement a semester-long research project, in response to the question: “what kinds of social agents does NC State produce?” The research project will require students to become observer-participants, in order to locate the guiding social patterns at NC State in relationship to the framing question. Students will submit a research proposal (including initial hypotheses and a research methods section) and four sets of field notes, and will deliver a public talk on their findings.

**GEP Objective #2:** Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.;

**Outcome 1:** Analyze the interrelationship between identity, schooling, and American society.

**Outcome 3:** Interpret the institution of American schooling from one major social theoretical position.

**Outcome 5:** Evaluate how schooling serves as a vehicle to reinforce or overturn social structures and class-based systems of oppression.

**Means of assessment**

- a) For their final assignment, students will write an essay in the form of a dialogue, in which students will deeply examine the theoretical positions and practical implications of the thought of one of the four primary scholars engaged in the course. The essay will be self-designed, and students will be allowed to examine a pragmatic topic in education via a theoretical lens of their choosing. For example, students may choose to examine the design of the curriculum, the role of schooling in society, the nature of pedagogy, or the ways in which schooling structures produce particular types of social agents.

## Course schedule

| Date  | Reading due  | Assignment(s) due   |
|---|--|---|
| Aug 21  | n/a  | n/a   |
| <b>Introduction to theory and method</b>          |  |   |
| Aug 26  | <ul style="list-style-type: none"> <li>Lemert, C. (2010). What is social theory? in <i>The Routledge Companion to Social Theory</i> (pp. 3-19)*</li> <li>Chaplain, Charlie (1936). <i>Modern Times</i> (motion picture)<sup>§</sup></li> <li>Robinson, K. (2010) <i>Changing Educational Paradigms</i> (video clip)<sup>§</sup></li> <li>Read the syllabus<sup>§</sup></li> </ul>  | <ul style="list-style-type: none"> <li>List 5-7 cultural characteristics of Modern life you witness in the two videos.</li> </ul>   |
| Aug 28  | <ul style="list-style-type: none"> <li>Durkheim, E. (1982). What is a social fact? <i>The rules of the sociological method</i> (pp. 50-59)<sup>§</sup></li> <li><b>Section II only:</b> Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. <i>Readings in the philosophy of social science</i> (pp. 145-150)<sup>§</sup></li> <li>Read the assignment packet, with particular attention to all parts of "Assignment 2"<sup>§</sup></li> </ul> | <ul style="list-style-type: none"> <li>Reading response questions</li> <li>All groups reserve meeting time with instructor.<sup>1</sup></li> </ul>  |
| <b>Anarchist theory</b>                           |  |   |
| Sept 2  | <ul style="list-style-type: none"> <li>Bakunin, M. (1895). "State and Society" in <i>Michael Bakunin: Selected Writings</i> (pp. 136-154)*</li> <li><b>Supplemental (optional) reading:</b> Sheehan, S. (2003). "Anarchos" in <i>Anarchism</i>. (pp. 25-56)<sup>§</sup></li> </ul>   | <ul style="list-style-type: none"> <li>Reading response questions</li> <li><b>Groups meet with instructor</b></li> </ul>  |
| Sept 4  | <ul style="list-style-type: none"> <li>Falbel, A. (2002). "The Mess We're In: How Ivan Illich Revealed to Me That the American Dream Is Actually A Nightmare" in <i>The Challenges of Ivan Illich</i>. (pp. 129-141).*</li> <li>Spring, Joel (2010). "Schooling for Consumption" in <i>Critical Pedagogies of Consumption</i>. (p. 83-96).*</li> </ul>   | <ul style="list-style-type: none"> <li>Reading response questions</li> <li><b>Groups meet with instructor</b></li> </ul>  |
| Sept 9  | Illich, I. (1972). <i>Deschooling Society</i> , Ch.1-2 (pp. 1-33)  | <ul style="list-style-type: none"> <li>Reading response questions</li> <li><b>Assignment 2.a: Research Proposal</b></li> </ul>  |
| Sept 11   | Illich, I. (1972). <i>Deschooling Society</i> , Ch. 3-5 (pp. 34-72)  | <ul style="list-style-type: none"> <li>Reading response questions</li> </ul>  |
| Sept 16   | Illich, I. (1972). <i>Deschooling Society</i> , Ch. 6-7 (p. 72-116)  | <ul style="list-style-type: none"> <li>Reading response questions</li> </ul>  |
| <b>Pragmatic theory (symbolic interactionism)</b> |  |   |
| Sept 18   | <ul style="list-style-type: none"> <li>Dewey, J. (1927). "The Search for the Great Community" in <i>The Public and its Problems</i> (pp. 325-350)*</li> <li><b>Supplemental (optional) reading:</b> Stuhr, John. (1998). Dewey's Social and Political Philosophy in <i>Reading Dewey</i> (p. 82-99)<sup>§</sup></li> </ul>   | <ul style="list-style-type: none"> <li>Reading response questions</li> </ul>  |
| Sept 23   | <ul style="list-style-type: none"> <li>Dewey, J. (1903) "Democracy in Education" <i>The Elementary School Teacher, Vol IV (4)</i>, pp. 193-204.*</li> <li>Dewey, J. (1909) "The Moral Significance of the Common School Studies" in <i>Teachers, Leaders and Schools</i> (pp. 81-87)*</li> <li>Dewey, J. (1937). "Freedom" in <i>Teachers, Leaders, and Schools</i> (pp. 223-229)*</li> </ul>  | <ul style="list-style-type: none"> <li>Reading response questions</li> </ul>  |
| Sept 25   | Dewey, J. (1938/1997). <i>Experience and Education</i> , Chs 1-3 (pp. 17-51)   | <ul style="list-style-type: none"> <li>Reading response questions</li> </ul>  |
| Sept 30   | Dewey, J. (1938/1997). <i>Experience and Education</i> , Chs 4-5 (pp. 51-72)   | <ul style="list-style-type: none"> <li>Reading response questions</li> <li><b>Assignment 2.b: Field notes (#1)</b></li> <li><b>Assignment 2.c: Critical commentary (question #1)</b></li> </ul> |

<sup>1</sup> To schedule appointment, have one member of your group select a time (in which ALL group members can attend) by visiting: [go.ncsu.edu/stollerappointment](http://go.ncsu.edu/stollerappointment)

|                        |   |   |
|------------------------|---|---|
| Oct 2                  | Dewey, J. (1938/1997). <i>Experience and Education</i> , Chs 6-8 (pp. 67-91)  | • Reading response questions  |
| Oct 7                  | Open discussion day & review of field notes (TBD)   |   |
| Oct 9                  | FALL BREAK – NO CLASS   |   |
| <b>Marxist theory</b>  |   |   |
| Oct 14                 | <ul style="list-style-type: none"> <li>• Marx, K. &amp; Engels, F. (1847). “Wage Labor and Capital” in <i>The Marx-Engels Reader</i> (pp. 203-217)*</li> <li>• Marx, K. &amp; Engels, F. (1893). <i>The Communist Manifesto</i> (Ch. 1, “Bourgeois and Protetarians”) in <i>The Marx-Engels Reader</i> (pp. 473-483)*</li> <li>• <u>Supplemental (optional) reading</u>: Seidman, S. (2013) “The Revolutionary Theory of Karl Marx” in <i>Contested Knowledge: Social Theory Today</i> (pp. 22-35)<sup>§</sup></li> </ul> | • Reading response questions  |
| Oct 16                 | <ul style="list-style-type: none"> <li>• Au, W. (2007). Epistemology of the oppressed (p. 1-14)<sup>§</sup></li> <li>• Roberts, P. (1998). “Knowledge, Dialogue, and Humanization: The Moral Philosophy of Paulo Freire.” <i>Journal of Educational Thought</i>, 32(2), pp. 95-117<sup>§</sup></li> <li>• <u>Supplemental (optional) reading</u>: Jacobi, A. (1975). “The growth of consciousness: Marx to Freire” in <i>A Primary of Libertarian Education</i> (pp. 61-80)<sup>§</sup></li> </ul>                        | • Reading response questions  |
| Oct 21                 | Freire, P. (1970/2000). <i>Pedagogy of the Oppressed</i> , Preface and Chs. 1-2 (p. 35-86)  | <ul style="list-style-type: none"> <li>• Reading response questions</li> <li>• <b>Assignment 2.b: Field notes (#2)</b></li> <li>• <b>Assignment 2.c: Critical commentary (question #2)</b></li> </ul> |
| Oct 23                 | Freire, P. (1970/2000). <i>Pedagogy of the Oppressed</i> , Ch. 3 (p. 87-125).   | • Reading response questions  |
| Oct 28                 | Freire, P. (1970/2000). <i>Pedagogy of the Oppressed</i> , Ch. 4 (p. 125-183)   | • Reading response questions  |
| <b>Feminist theory</b> |   |   |
| Oct 30                 | <ul style="list-style-type: none"> <li>• De Beauvoir, S. (1949). <i>The Second Sex</i>, Intro (pp. 3-17)*</li> <li>• hooks, b. (2000) <i>Feminism is for everybody</i> (Intro, Ch. 1-2; p. vii - 12)*</li> </ul>  | • Reading response questions  |
| Nov 4                  | <ul style="list-style-type: none"> <li>• Martin, J.R. (1981) The Ideal of the Educated Person in Educational Theory (p. 97-109)*</li> <li>• Martin, J. R. (1991). The contradiction and the challenge of the educated woman. <i>Women's Studies Quarterly</i>, 6-27.*</li> <li>• <u>Supplemental reading</u>: Acker, S. (1987). Feminist theory and the study of gender and education. <i>International review of education</i>, 33(4), 419-435.<sup>§</sup></li> </ul>   | <ul style="list-style-type: none"> <li>• Reading response questions</li> <li>• <b>Assignment 2.b: Field notes (#3)</b></li> <li>• <b>Assignment 2.c: Critical commentary (question #3)</b></li> </ul> |
| Nov 6                  | NO CLASS: National Honors Conference  |   |
| Nov 11                 | <ul style="list-style-type: none"> <li>• Noddings, N. (1988). An ethic of caring and its implications for instructional arrangements. <i>American journal of education</i>, 215-230.*</li> <li>• Noddings, N. (2001). Care and coercion in school reform. <i>Journal of Educational Change</i>, 2(1), 35-43.*</li> </ul>  | • Reading response questions  |
| Nov 13                 | <ul style="list-style-type: none"> <li>• Doell, R. (1991). “Whose research is this?” in <i>(En)Gendering knowledge: feminists in the academe</i>. Hartman, J. and Messer-Davidow, E. (Eds). University of Tennessee Press: Knoxville. (pp. 121-139).*</li> <li>• Frechet, D. (1991). “Toward a Post-Phallic Science” in <i>(En)Gendering knowledge: feminists in the academe</i>. Hartman, J. and Messer-Davidow, E. (Eds). University of Tennessee Press: Knoxville. (pp. 205-221).*</li> </ul>                          | • Reading response questions  |
| Nov 18                 | • <i>Schooling as text</i> presentations  | <b>Assignment 2.d, Groups 1, 2</b>  |

|   |   |                                    |
|---|---|------------------------------------|
| Nov 20  | • <i>Schooling as text</i> presentations  | <b>Assignment 2.d, Groups 3, 4</b> |
| Nov 25  | <ul style="list-style-type: none"> <li>• Mayberry, M., &amp; Rees, M. N. (1997). Feminist pedagogy, interdisciplinary praxis, and science education. <i>NWSA Journal</i>, 57-75.<sup>§</sup></li> <li>• Rose, S. (1989). The protest as a teaching technique for promoting feminist activism. <i>NWSA Journal</i>, 486-490.<sup>§</sup></li> <li>• <u>Supplemental (optional) reading</u>: McLaren, P. (2003). Critical pedagogy: A look at the major concepts. <i>The critical pedagogy reader</i>, 69-96<sup>§</sup></li> </ul> | • Reading response questions       |
| Nov 27  | THANKSGIVING BREAK  |                                    |
| Dec 2   | Open discussion day/contemporary issues in schooling (TBD)  |                                    |
| <b>Final paper due on the day of scheduled exam time at 5PM</b> |   |                                    |

\* available only in course reader

§ available only online at the course website: [go.ncsu.edu/hon295](http://go.ncsu.edu/hon295)

## Assignments and grading

### Grading scale

This course uses Standard NCSU Letter Grading:

|               |              |              |              |            |
|---------------|--------------|--------------|--------------|------------|
| 97 ≤ A+ ≤ 100 | 87 ≤ B+ ≤ 90 | 77 ≤ C+ ≤ 80 | 67 ≤ D+ ≤ 70 | 0 ≤ F ≤ 60 |
| 93 ≤ A ≤ 97   | 83 ≤ B ≤ 87  | 73 ≤ C ≤ 77  | 63 ≤ D ≤ 67  |            |
| 90 ≤ A- ≤ 93  | 80 ≤ B- ≤ 83 | 70 ≤ C- ≤ 73 | 60 ≤ D- ≤ 63 |            |

### Assignments overview

All assignments (described in detail in the assignments packet, which will be distributed in class) are to be typed and printed unless otherwise noted. They are due at the beginning of class on the day denoted on the syllabus.

1. Participation (including reading response questions) (20%)
2. School as Text project
  - a. Research proposal (10%)
  - b. Field notes (20%)
  - c. Critical commentary (10%)
  - d. Presentation (20%)
3. Author dialogue (20%)

## Course materials

### Books:

Dewey, J. (1997). *Experience and education*. New York, NY: Touchstone. (Original work published in 1938). \$10.00

Freire, P. (2000). *Pedagogy of the oppressed: 30th anniversary edition*. New York, NY: Continuum Intl Pub Group. (Originally published in 1970). \$25.00

Illich, I. (1971). *Deschooling society*. New York. \$8.00

Required course packet which includes the required articles listed on the course schedule<sup>2</sup> (~\$60.00).

## Requisites and Restrictions

### Course prerequisites

None.

### Restrictive statements

Restricted to UHP students. Open to other students by permission of the University Honors Program.

## Course policies, requirements, and other statements

### Policy on Incomplete Grades

As stated by the university grading policy, "An IN must not be used as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course. In this class, a grade of "IN" will only be given (1) in response to a written student request [e-mail is fine] submitted to the instructor before 4pm on the last day of classes [insert date]; (2) at the instructor's discretion; and (3) because of a serious interruption of a student's work not caused by his/her own negligence. The university's policy on incompletes can be found at: [policies.ncsu.edu/regulation/reg-02-50-03](http://policies.ncsu.edu/regulation/reg-02-50-03).

### Policy on Extra Credit

NO extra credit will be given for any reason. The time to improve your grade is while you are taking the course. If there are concepts or aspects of the readings or assignments you don't understand, seek clarification of what you don't understand in class, by e-mail, or even better at my office hours before taking exams or turning in assignments.

### Policy on Late Assignments

Unless extenuating circumstances apply, all work is due in typed format at the beginning of class on the day noted on the syllabus. All other late work will be marked down one fraction of a letter grade (e.g., A to A-, B- to C+, etc.) per 24 hours, as counted at the start of class on the day assigned, with the first mark-down taken immediately. Absences due to serious illness or personal emergency will be excused from this policy. Also note that if you are absent from class, turning in reading response questions are not necessary and will not be accepted.

### Policy on Academic Integrity

You should be fully aware of NC State's policies on scholastic dishonesty. Any infractions of this policy will be prosecuted. If you have any questions concerning the policy (e.g., citing of sources, etc.), please feel free to come and speak with me about it. Your signature on any assignment or exam will be assumed to be accompanied by your agreement with the Honor pledge: "I have neither given nor received unauthorized aid on this test or

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<sup>2</sup> Course packets can be purchased from the following location: <https://students.universityreaders.com/store/>

assignment.” For further details concerning matters of academic integrity, please refer to the Code of Student Conduct policy (POL11.35.1): [policies.ncsu.edu/policy/pol-11-35-01](http://policies.ncsu.edu/policy/pol-11-35-01).

### *Policy on Attendance and Tardiness*

Since ideas emerge and develop in the continuing class conversation, if you are not here, arrive late or leave early you may quickly lose contact with the conversation. I have a simple attendance policy. All students are allowed three absences, with no differentiation made between excused and unexcused. The “spirit” of the policy is that you will not be absent from class unless you have a serious illness, and that three absences should account for such occurrences. After you have exhausted your three absences, your grade will be lowered one fraction of a letter grade (e.g., A to A-, B- to C+, etc.) for each absence thereafter. If you arrive more than 10 minutes late or leave more than 10 minutes early without discussion with the instructor prior to the day of the class meeting, you will be marked as absent.

### *Policy on Technology Use*

Because this is a seminar, laptops, iPads, and e-Readers can easily become a hindrance to class discussion. Such devices are allowed during class, but only for the purposes of note-taking and referencing the course readings for the day. Internet use of all types is strictly prohibited. If the instructor finds that you are using technology for purposes other than note-taking or reading assigned course materials, you will be asked to leave and counted as absent for the day. All other mobile technologies (e.g. iPods and cellphones) are to be turned off (not silenced or set to vibrate, but turned off) at the beginning of class. If you are caught texting at any point during class, you will be asked to leave and counted as absent for the day. If you forget to turn off your cell phone and it rings or vibrates, you will be given one opportunity to turn it off (not silence it or set it to vibrate). If it rings or vibrates after the first warning, you will be asked to leave and counted as absent for the day. If you have a justifiable need to use a mobile device (such as a seriously ill family member or friend) please contact me directly regarding arrangements.

### *Requirements for Credit-Only (S/U) Grading*

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>. Please note that while students may opt to take the course for credit-only, they will only receive HON credit if the course is taken for a letter-grade.

### *Requirements for Auditors*

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

### *Statement for Students with Disabilities*

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State’s policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1): [policies.ncsu.edu/regulation/reg-02-20-01](http://policies.ncsu.edu/regulation/reg-02-20-01).

### *Statement on Anti-Discrimination*

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State’s policies and regulations covering discrimination, harassment, and



retaliation may be accessed at [http://www.ncsu.edu/policies/campus\\_environ](http://www.ncsu.edu/policies/campus_environ) or [http://www.ncsu.edu/equal\\_op](http://www.ncsu.edu/equal_op). Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

### *Statement on Educational Freedom*

In *Deschooling Society*, Ivan Illich (1971) argued that, "in school we are taught that valuable learning is the result of attendance; that the value of learning increases with the amount of input; and, finally, that this value can be measured and documented by grades and certificates. In fact, learning is the human activity which least needs manipulation by others... yet school makes [students] identify their personal, cognitive growth with elaborate planning and manipulation" (p. 29). As a general rule, you should be extremely skeptical of what initially appears to be true, including the truths uttered by the instructor.

### *Statement on Course Evaluations*

Online class evaluations are standard at NCSU. Near the end of term, students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any particular instructors. Evaluation website: <https://classeval.ncsu.edu>. Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu) More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/>

### *Statement of Transportation*

It is possible that you may choose a topic for your research project that requires travel (e.g., using resources at another library). In that case, you would be responsible for arranging and paying for the associated travel costs, and you would assume responsibility for all risks associated with that travel.

### *Statement of Extra Expenses*

It is possible that you may choose as the topic for your research project an example that requires additional expenses (e.g., photocopying). In that case, you would be responsible for the extra expenses. If your presentation requires copies to be made for distribution to the students in the course, these can be made in the UHP office. However, please allow plenty of time (1 day minimum) for copies to be made.