

unresolved can demonstrate your integrity as a writer, showing that you are not easily satisfied with viewing complex subjects in simple yes-or-no terms.

Exercises

1. Read the following passage by Jean Anyon, an education professor at Rutgers University, Newark. As you'll see, she summarizes the arguments of several other authors before moving on to tell us what she thinks. Does she agree with those she summarizes, disagree, or some combination of both? How do you know?

Scholars in political economy and the sociology of knowledge have recently argued that public schools in complex industrial societies like our own make available different types of educational experience and curriculum knowledge to students in different social classes. Bowles and Gintis, for example, have argued that students in different social-class backgrounds are rewarded for classroom behaviors that correspond to personality traits allegedly rewarded in the different occupational strata—the working classes for docility and obedience, the managerial classes for initiative and personal assertiveness. Basil Bernstein, Pierre Bourdieu, and Michael W. Apple, focusing on school knowledge, have argued that knowledge and skills leading to social power and regard (medical, legal, managerial) are made available to the advantaged social groups but are withheld from the working classes, to whom a more “practical” curriculum is offered (manual skills, clerical knowledge). While there has been considerable argumentation of these points regarding education in England, France, and North America, there has

Three Ways to Respond

been little or no attempt to investigate these ideas empirically in elementary or secondary schools and classrooms in this country.

This article offers tentative empirical support (and qualification) of the above arguments by providing illustrative examples of differences in student *work* in classrooms in contrasting social-class communities. . . .

JEAN ANYON, “Social Class and the Hidden Curriculum of Work”

2. Read one of the essays at the back of this book, underlining places where the author agrees with others, disagrees, or both. Then write an essay of your own, responding in some way to the essay. You'll want to summarize and/or quote some of the author's ideas and make clear whether you're agreeing, disagreeing, or both agreeing and disagreeing with what he or she says. Remember that there are templates in this book that can help you get started; see Chapters 1–3 for templates that will help you represent other people's ideas, and Chapter 4 for templates that will get you started with your response.