

**Educational intervention**  
**EDUC 325**  
**DUE: Friday, April 5**

**PROMPT:** This past section of the course has turned explicitly to our current educational setting: the U.S. university. We've studied the university broadly as a place where social and economic relations are produced and reproduced and examined a specific current embodiment of the university: the School of Business/Management. We viewed the U.S. university through the prism of "minority difference" and its relationship to student revolt, as well as its ability to *absorb* and therefore defeat such revolts. Now we're viewing it through the prism of a long-time Business School professor who critiques not only the "university as business" model but extends that critique to all of society. With these and other topics in mind, we continue in our own setting to read and intervene in the university's relationship to Ferguson and Parker.

Working alone or, if you wish, with one other student, you're going to stage a public intervention at DePauw University that aligns with our course content. Your intervention can be minor (in which case you should figure out a way to call attention to it), but it has to work to expose and challenge something we don't notice or take for granted. By calling attention to what we don't attend to, your intervention will "shock" people to get them thinking critically about the space and/or time in which you intervene. Then, you'll write a short paper explaining your intervention by bringing in concepts from Ferguson and Parker. The best papers will synthesize the books together in a unique way. Further, the paper will identify the pedagogical logic at work in your intervention. **Your paper will be 500-800 words (and all I need is your name(s) at the top) and will be e-mailed to me as an attached Microsoft Word document.**

**GRADING SCALE: 75 POINTS (OBJECT: 40 POINTS; PAPER: 35 POINTS)**

**A:** The intervention provokes us to consider something present but unnoticed; is thoughtful, effective, and interesting; the paper easily translates the intervention into course literature by accurately and specifically drawing on the two authors; advances the conceptual work done in class; it's clear a great deal of thought and effort went into the project.

**B:** The intervention generally provokes us to notice something previously hidden; is thoughtful and effective, but somewhat basic; the paper translates the intervention into course literature by *mostly* accurately and specifically drawing on the two authors; is faithful to the conceptual work done in class; it's clear a good deal of thought and effort went into the project.

**C:** The intervention provokes us to consider something new about the university; is effective but confusing and/or basic; the paper explains the intervention with reference to the two authors, but concepts aren't engaged deeply and/or are incorrect; the project doesn't align with course content; and/or is late.

**D:** The intervention is confusing; is poorly executed; the paper is generic and doesn't relay much understanding of course content; and/or is riddled with inconsistencies and errors; is clearly thrown together at the last minute; and/or is late.

**F:** The intervention and paper fail.