First choice: Mr (and Mrs) Misage.

Email: mnmisage@gmail.com

Backup: Mr Smith

LinkedIn Profile: [linkedin.com/in/bradford-smith-8ba675120](https://www.linkedin.com/in/bradford-smith-8ba675120)

I had all three of these people as teachers in high school and I want to examine the relationship between being a high school teacher and the game of deception played by both students and teachers. My first choice, the Misages, both teach the same physics class except Mrs Misage teaches an algebra based pre-requisite to the more generalized and thusly more accurate calculus based class her husband teaches. One of the core questions I want to ask to Mrs Misage specifically is “Does any part of you feel its somehow deceptive to teach an incomplete version of this course, since the strict assumptions required to remain purely algebraic technically misrepresent the world?” To this I expect an answer to the effect of “no,” but I want to then explore deeper the idea of teachers saying things that might not be a lie but are sort of lies of omission. To what extent is it acceptable to tailor our communications to make whatever truth we want to convey easy to understand? This exact topic is in the current political zeitgeist with adults who remember being told in no uncertain terms that XY chromosomes mandate a male sex and XX chromosome female, but that interpretation is disconnected from modern understandings of biology and exists as an instructional tool that helps understand broad concepts of genes and biological sex while being an inaccurate representation of the world. I will contact them via email.

Email I sent:

Dear Mr and Mrs Misage,

Long time no talk! I’m reaching out because I’m currently taking an elective course studying deception in human interaction. As a part of the course there is a project where we get to interview someone who deals with (or engages in) deception either previously or in the present and I would love the opportunity to interview the both of you! I’d love to ask questions about both of your experiences as teachers dealing with student deception, but I’d also love to ask some other questions that tie into your experiences teaching specifically physics, a topic with objective “truth,” and how that relates to both your teaching styles and differences therein.

Does this sound like something that you would be interested in and able to do? (Remotely or in person)

Let me know!

Jackson Paull