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a. One major positive aspect of my educational background (and by positive, I mean conducive to my overall academic success) was the hidden curriculum of the school I attended from kindergarten to middle school. The school, a prime example of Bowles and Gintis’ correspondence theory, was dedicated to preparing kids of a high socioeconomic background for management positions and other high-ranking positions within the productive apparatus that they were to occupy in the future. As such, the school placed great emphasis on liberal studies and strove to equip students with critical thinking and problem-solving skills that would aid them in their future occupations. Students were constantly encouraged to come up with creative solutions to difficult problems and urged to speak their minds and express themselves. The effect that this form of education had on my intellectual tendencies and personal values was immeasurable. It shaped my intellectual attitude and enabled me to think critically without mindlessly submitting to authority and subscribing to institutionally ingrained ideas and beliefs. In short, the bourgeois primary education I received taught me how to think for myself and form my own opinions, a gift worth more than anything. If I had spent my early stages of education in a school primarily dealing with low SES, blue-collar households, it would’ve been likely that I would end up a drone conditioned to be obedient and responsive to authority. Reactionary in essence.