

AMST 355
Class and Culture
M, TH, 3:30-4:50
CAS 228
Spring Semester, 2009
Roger Williams University

Michael R. H. Swanson, Ph. D.
Office: CAS 110
Hours M W F 1:00 - 2:00
TH 9:00 - 11:00 and By Appointment
Phone, (254) 3230
e-mail: amst355@gmail.com

Week of February 2, 2009

In Preparation for Class, *Monday, February 2*

2nd Class Meeting

Read, in *Literature, Class, and Culture*,
Proud to Work for the University (Kovacic) 164 - 169
Introduction 1-15

On the Internet: *Class Matters*,:
[*Shadowy Lines that Still Divide*](#) (Scott and Leonhardt)
[*Introduction*](#) (Keller)

I want you to read these in the order listed, the Kovacic essay first. I'd like to have you see if the materials you read give you some insight into the purpose of the larger project of which they're a part. For example, does reading Kovacic give you an insight into why the editors of the anthology wanted to write an anthology of this nature?

Then, when you have the essay/introduction combos under your belt, see if you can predict the points of view of the authors of the study. What will they want you to take with you *generally*, as well as specifically in the course of the essays. The quotation with which I began the introduction to this course concludes the essay I'm asking you to read first today. I want to start here because I want to address class issues on the Roger Williams University Campus. Who would be the Roger Williams University equivalent of Bogdan Kovacic. Think about the specific job Mr. Kovacic held. Think also about similar jobs on this campus. How do our students interact with our equivalents of Mr. Kovacic? Do students treat them differently than they treat other employees of the University? In what ways? Do those differences signify anything? If you know of an anecdote or story which would illustrate this, be prepared to share it with the class.

Read the Internet Materials with the idea of compiling a list of reasons why it is important to study social class. I'd like you to also compile a list of assertions these articles make about the social class system in the United States: myths we believe about the class system, and ways in which reality may differ, to greater or lesser degree, from those myths. At the top of the index page to the series there are a number of interactive elements, one of which is an interactive graphic survey

entitled “Where do you fit in?” What does it suggest about you? (We’ll also complete our discussion of the film,, assuming we’re not discussed out.)

Start Keeping your Journals. In them, start recording your *reflections* and your *good questions*.

Read*read*read*read*read*read*read – – **Samaritan** – – dear*dear*dear*dear*dear*dear*dearR

Target date for completing it, you’ll remember: **February 20**

In Preparation for Class, **Thursday, February 5**

3rd Class Meeting

Read, in Shipler, ***The Working Poor,***
Introduction, At the Edge of Poverty,

3 - 12

With Shipler, as with our other authors, our first need is to grasp the author’s point of view. So keep this in mind. Why did Shipler choose this particular topic. What does he tell you about his *methodology*. In other words, what kind of research techniques inform the project. Did his *method* have any effect on him *personally*? If so, what? (As you think about this—can you generalize on it into a more universal principle or theory?)

IN Addition.

I’ve prepared a list of all the readings in the Anthology. You’ll notice that the readings are divided into four sections. Here’s what I want you to do:

1. Download the list
2. Read the Introductions to each Section:
 - a. *Bread, Land, and Station, Work and Class* 17-18
 - b. *Clothes Make the Woman: Ths Social Dimensions of Class* 179-80
 - c. *“Between the Workers and the Owners” : Class Conflict* 469-70
 - d. *Classic or Classy: Art and Class* 593 - 94
3. Browse the list and leaf through book, sampling the readings therein
4. Chose the *six* from each section, mark these on the list, and turn the list in. I will use this survey to help decide which of the readings to assign.

I’m keeping the reading assignments reasonably short while I get a feel for the class—how lively the discussions are, and what directions the discussions take. We’ll be continuing to develop a working definition of issues regarding social class. Shipler’s introduction concludes with an anecdote regarding a National Public Radio broadcast. Be sure you understand the point of the anecdote. Can you think of other instances and circumstances where “invisibility” prevails?

If there are issues remaining from Monday’s discussion we’ll pick them up on Thursday.

Read*read*read*read*read*read*read – – **Samaritan** – – dear*dear*dear*dear*dear*dear*dearR

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