

AMST 355  
Class and Culture  
T, TH, 12:30-1:50  
GHH 206  
Fall Semester, 2010  
Roger Williams University

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## Week of September 21, 2010

For Tuesday, September 21

**Read,** In *Shipler*,  
Chapter 2: *Work Doesn't Work*

pp. 39 - 76.

Chapter two provides narratives of three different women in three different locations: **Christie** in Akron, Ohio, **Debra**, of Cleveland, Ohio, and **Caroline**, who moved around a lot, but whose tale is largely centered in Vermont and New Hampshire. As you read their stories, I'd like to have you consider the points of similarity and points of difference between them. As before, also make note of the things that surprise you about them: their accomplishments, their defeats, their successes, their disappointments. Also, try to get a sense of what kinds of things accounted for their setbacks. Take note of their budgets and what kinds of expenses they have on a daily and weekly basis. *Record your observations in your journals.*

### **Internet Exercise.**

What kind of work might be out there for these women today? You will note that one of these three women is computer savvy, and, indeed, has education beyond the high school level. Two internet sources where she (or, for that matter, the other two women) might look are **Craig's List** and **Monster.com**. Craig's List is organized by community, and not every community is listed. Cleveland Ohio is, however. Browse through the list of full and part time jobs for which Debra might qualify, and check out the wages offered. Akron Ohio is represented on Monster.com. To find the posts there, go to the home page and click on the select job category and select location drop-down lists and then the search button. What kind of jobs are available and at what salary level? Look at both full and part time jobs and at permanent and temporary ones. Make a list of those for which they might apply, and consider how many hours per week they'd have to work to meet their expenses. Record this in your journal, as well.

For Thursday, September 23

**Read**, in *Shipler*,  
Chapter 3, *Importing the Third World*

pp. 77 - 95

The United States has long been called a Nation of Immigrants, and many immigrant groups have begun their American saga in the working poor class. Some students in this class may have parents, grandparents, or great grandparents who would fall into this category. We saw some of the life of an immigrant community in the film, *Da Feast*.

This chapter introduces us to immigrants more recent than the Italians enjoying the *Dance of the Giglio*, however: immigrants from third world countries in both hemispheres. We'll begin to investigate some of their stories.

The bit of poetry with which Shipler begins this chapter is from a sonnet by Emma Lazarus entitled *The New Colossus*. Click on the Statue of Liberty to read more about it. The other links on the website connect to information about Emma Lazarus and to the hand-written manuscript version of the poem. Below is a video of the song based on the poem.

**Read also**, in *Literature, Class, and Culture*:

"So Mexicans are Taking Jobs from Americans"  
Jimmy Santiago Baca,

p. 138

### **Internet Exercise**

One of the "hot topics" politically speaking is "Immigration Reform". I'd like to have you do a little research on this topic. Here, I'm suggesting you use two sources, Google News for current news stories, and Yippy by vivissimo for broader-based stories. The method will be the same as last time we used for the Project Finance assignment. I want everyone to find one unique story from each search source (first come first served). I've made a new Blackboard Blog on Immigration.

Place your sources there, and this time, add a paragraph or two summary for each. Browse and read the entries and summaries of your classmates. See if you can determine which segments of the American population are lining up on which sides of the debate.