

AMST 334  
Urban America  
ROGER WILLIAMS UNIVERSITY  
GHH 108  
M, Th 3:30 - 4:50  
Spring, 2011

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Week of March 28

For *Monday, March 28*

More time with Studs.

Read (and listen to)  
Eva Barnes, pp. 57-72  
George Drossos, pp. 93 - 97

As was the case for last Thursday's assignment, links to the sound files are on the class website, both to the individual files and to the page at Studs Terkel's website, for those who find it more convenient. My crystal ball is on the blink. I'm not sure how you're reacting to Studs Terkel yet—how long the readings are taking, or how long the discussions will take. Consequently, today and Thursday I'm going to have everyone work on those parts of the book for which the interview files are available. If you developed a favorite method last class, then just go ahead and continue that method. But I do want you to both read *and* listen. I'd prefer you to listen with your entire attention, rather than multi-task, but I'll leave that to your discretion.

What I want us to do is to begin to assess and "interpret" these individuals as city dwellers. They represent different ages, races, levels of income, levels of education, life experiences—all sorts of different. Each has had to make accommodations with urban life in one way or other. Some I think we would have to say have been more successful "urbanites" than others. Others have been successful in some dimension and unsuccessful in others. I'd like to have us talk about this. You might prepare for this by putting some notes in your individual journals. I'd like that. If I get too talky, just tell me to shut up. I want to hear more you and less me.

Whatever time we have beyond our Terkel chats, I want to devote to ongoing reports on how your city projects are coming, or to time for group meetings, or time for a bit of each. This kind of multitasking I like. Don't forget to keep prowling around your cities just because we're doing Studs work in class.

For *Thursday, March 1*

You Guessed it: Studs and Cities.

Read (and listen to)

Benny Bearskin, 103-112

Judy Hough, 271-277

Jimmy White, 361-368

Lilly Lowell, 368 - 375

We have an interesting and diverse cast of characters for this class period. Benny Bearskin is a Native American: one of many who make Chicago their home. Judy Hough is a schoolteacher (I expect a number of you are aiming for careers in this field, and it will be interesting to consider her role in an inner city environment). Jimmy and Lilly are teenagers—something that some of you still are, and that others of you recently were. I have a feeling that most of your life experiences are quite different—we'll see how you feel about the comparison between theirs and yours.

Looking ahead. I've been dividing up the rest of the cast of characters from *Division Street* among you all. Further class readings will consist only of the *Prologue* and *Epilogue*. I'll explain what you'll all be doing for and with the class later.