Course Description:
"Passing and Slumming" will explore British and American literature and film that represents characters crossing racial, class, or gender lines by "passing" as a member of a social group other than their own or by "slumming" within a social group considered "beneath" them. What is the fascination in texts ranging from Dr. Jekyll and Mr. Hyde to The Great Gatsby and in films ranging from Imitation of Life to The Talented Mr. Ripley with those who transgress the policed boundaries of race, class, and gender? On the other hand, why do so many texts express a desire on the part of characters to live among social groups that are marginalized and stigmatized by mainstream society? How does texts explore anxieties about social upward and downward mobility? How does the meaning of and attitude toward passing and slumming change across time and space? For instance, in what ways does nineteenth-century British literature employ narratives of "passing" and "slumming" to explore the desires and anxieties surrounding class mobility and imperial cosmopolitanism? In U.S. fiction and film, what relationship do "passing" and "slumming" have to the American Dream?

Learning Outcomes:
Upon successfully completing this course
- Students will understand and appreciate the intellectual rigor and academic excellence that defines an LMU education
- Students will be able to engage critically and reflectively in scholarly discourse.
- Students will learn to read critically and carefully:
- Students will exercise critical thinking in oral discussion and writing
- Students will be able to evaluate sources for quality (e.g., by learning to differentiate between scholarly and popular sources).
- Students will acquire research skills including use of library catalog and electronic databases to retrieve books or articles, whether in print or online.

Tentative Nature of the Syllabus:
If necessary, the readings, assignments, and due dates are subject to revision by the instructor; students are responsible for any changes or modifications distributed in class or posted on MYLMU Connect. I will communicate with the entire class using MYLMU Connect, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address.
Grading:
Grading Scale: A=94-100; A-=90-93; B+=87-89; B=84-86; B-=80-83; C+=75-79; C=70-74; C-=65-69; D=60-64. Your grade will reflect your achievements, not your effort in this class both inside and outside the classroom. If you are concerned about your grade, come to see me so we can discuss reading, study, and writing strategies. I will not discuss grades by email or over the phone.

Required Texts:
F. Scott Fitzgerald, *The Great Gatsby* (Scribner)
George Orwell, *Down and Out in Paris and London* (Harvest)
John Howard Griffin, *Black Like Me* (Signet)

These texts and these particular editions are REQUIRED. In other words, I will not allow you to take my class unless you demonstrate that you have purchased, borrowed, or rented these texts for the entire semester. You need to acquire print versions of all assigned readings. Readings marked with an * will be made available either as pdfs or on our Course Website. You must print out these texts and bring them to class. If you arrive at class and realize you do not have your assigned reading, you should leave class and retrieve it.

Four Imperatives:
1. Come to Class
2. Stay in the classroom for the entire duration of the class (1 hour and 15 minutes)
3. Do the Reading for Every Class
4. Bring All Required Readings to Class

Take a moment to consider honestly whether you can follow these basic rules. There can be a variety of more or less legitimate reasons why a student in any given semester cannot fulfill these requirements in one or more of his/her classes. If you honestly believe that you will be unable to fulfill these requirements in *this class*, please switch classes. These are fundamental requirements and our class will not succeed unless every student meets them.

How to contact me:
Outside office hours, the best way to contact me is by email. And please do not hesitate to do so. But you need to allow me 24 hours to respond. While I am keen to help students outside of the classroom, I will only respond to emails that have these THREE basic features:

1. “Passing and Slumming” written in the Subject Heading
2. The salutation: “Dear Dr. Ryan:”
3. An appropriate sign-off: “Best, David” or “Sincerely, Jessica Barton” etc.
While we are all used to writing casual emails to our close friends and family, you are emailing me in a professional capacity. I expect the tone and language of your email to reflect that.

Course Work/Requirements:
- Class participation: 10%
- Postings on class discussion board: 10%
- Three Film Worksheets: 15%
- Information Literacy—Four Assignments: 10%
- Bibliography/Literature Review and Proposal: 10%/10%
- Research Paper (9-13 pages excluding notes/works cited): 15%
- Significant revision of Research Paper: 20%

Attendance: I take attendance. You may miss two classes. Unless your subsequent absences are due to a religious observance or a medical condition (in which case you will need to provide a doctor’s note), I will mark your final grade down one ½ grade: Thus, a B+ final grade will become a B. I will mark 2 late appearances as an absence. I take attendance for you AND YOUR REQUIRED TEXT for that day. In other words, you OR YOUR TEXT may miss a couple of classes. In the event of you not bringing your book to class for a third time, I will request that you leave the class.

Class participation: Come to class expecting me to call on you. Most classes will mix lecture with class discussion of the readings. To open discussion, I may ask a student a question of detail in a text or point out a specific passage that I want us to look at together. Therefore, your reading preparation should be active: Read aloud as it were, noting down key features of the text, underlining keywords and passages. Informed and focused discussion can only happen if you have completed the required reading assignment before each class. After each class, I will grade your level of participation for that class. Participation Grades: 
  - F=Absent; D=Unprepared and/or disengaged or missing part of the class (late arrival and/or early departure); C=Attentive throughout but making limited contributions to the discussion; B=Actively engaged throughout, and making meaningful contributions to the discussion; A=Actively engaged throughout and making not only meaningful but astute contributions that move the discussion forward and/or combine insights into a coherent whole.

Postings: On Tuesday afternoons, I will post 3-5 questions to the class blog. Class members will be expected to post a contribution (a minimum of 15 sentences) by 6 pm on Wednesday AT THE LATEST. Feel free to contribute as often as you like. You can either respond to one or more of the posted questions, write down your own reactions/insights regarding the assigned reading, or respond to another student’s posting. If you have media that you think illustrates or enriches your discussion, feel free to post that. The discussion board should be a venue where students talk to one another and respond to each other’s comments respectfully. For that reason, I expect everyone to review the other contributions to the discussion board before each class. You will be graded out of your best 10 postings.
Three Worksheets: I will expect these worksheets to be completed and emailed to me the evening before our in-class discussion of the films.

Library Assignment: Information Literacy entails the ability to locate, evaluate, and use information effectively and ethically, developing the critical thinking skills that form the basis of lifelong learning. We will be spending some time in the course on information literacy. During the course of the term students are required to work through the Lion’s Guide to Research & the Library tutorial which is made up of four online modules accessible through MyLMU Connect. Following each module you will take an online quiz on the material covered. The four quizzes may be taken only one time each. The modules and completion dates are:

1. Using Information Ethically (module & quiz)
2. Starting Your Assignment (module & quiz)
3. Types of Information (module & quiz)
4. Finding and Evaluating Information (module & quiz)

The modules may be found through MyLMU. Just follow these steps:

- Login to MyLMU Connect at http://mylmuconnect.lmu.edu
- Click on the course title to enter the course page.
- Click on the “Information Literacy” link in the course menu on the left-hand side of the page.
- Click the link for the Information Literacy tutorial Module you have been assigned. The tutorial will open in a new window.

Research Project: This course will culminate with you researching, writing, and revising a conference paper inspired by our readings and/or our class discussions. You will need to discuss your topic with me in person and during my office hours. I must approve this essay topic before you write it. You can email me your initial idea, but we will need to spend some time discussing it.

A. An Annotated Bibliography: The average bibliography should have at least 6-8 entries. These entries should be articles in academic journals or book chapters in longer studies. Each entry will be followed by a paragraph summarizing the main points of the piece.

B. A Review of the Literature: You will also complete a 2-3 page review of the scholarly material that you found in your research for the topic. While the goal of the Annotated Bibliography is to identify the main points of each item of scholarship, the review is an opportunity for you to put your chosen scholars in conversation with one another and to clarify how your work will offer something new on this subject.

C. A Proposal: You will write a proposal for your conference paper (250 words). Your proposal “pitches” your paper: It will describe your project and the stakes of your project, make it sound worth sponsoring, and provide a working thesis.
D. Research Project (10-13 pages): For all papers in this class, I expect in-text citation according to the MLA documentation style and a Works Cited which provides full citation for the selected text(s). Typos, misspellings, inappropriate formatting, and grammatical errors will affect your grade. I'll distribute a “Writing Guidelines” handout well in advance of the research paper's deadline.

E. Significant Revision: Based on my reading of your research paper, I will send out a “reader's report” offering suggestions for further research, refinement of your argument, etc. 20% of your overall grade will depend on a substantial revision of the paper that demonstrates that you have attempted to address any concerns and to incorporate any suggestions I make.

Class Workload:
The workload expectations for this course follow LMU’s credit-hour policy. In a three-credit course, students are expected to spend at least 2.5 hours in class and at least 6 hours per week studying outside of class.

University and Class Policies:
Special Accommodations: Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodation should contact the DSS Office (Daum Hall 2nd Floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit www.lmu.edu/dss for additional information. Note that neither instructor can grant these aforementioned accommodations unless directed to by LMU’s DSS Office. Late Submissions: I will only consider offering extensions in extreme situations. I reserve the right to grant these extensions fully at my discretion and on a case-by-case situation. In other words, just because I grant an extension to X, it does NOT mean I will grant them to Y. Generally, I will not grant an extension unless one is requested at least a week in advance of a due date. Extra Credit: I do not offer and will not consider requests for extra credit. Academic Dishonesty and Plagiarism: It is never permissible to turn in any work that has been copied from another student or copied from a source (including the internet) without properly acknowledging the source. If I find any student has plagiarized any written work submitted for this course (summaries, posts, worksheets, or papers), I will fail this student from the course. Loyola Marymount University's Community Standards Booklet clearly states what constitutes Academic Dishonesty. Every student at LMU is expected to read and understand these guidelines: “It is the student’s responsibility to make sure that his/her work meets the standards set forth in the Honor Code. If the student is unclear about how these definitions and standards apply to his/her work, it is the student’s responsibility to contact the instructor to clarify the ambiguity.” In other words, if you have any questions about the code, come see me. If you plagiarize,
I will fail you even if you have not educated yourself on the standards set forth in the honor code. You can find the same information regarding Academic Dishonesty in the Undergraduate Bulletin. The Undergraduate Bulletin is available online.

**Electronic Devices:** Unless specifically directed, I do not permit the use of electronic devices (including cell phones and laptop computers) in class. All electronic devices must be turned off and put out of sight during class-time. When class begins, I want electronic devices to be out of sight. I do not want to have to ask you to put these devices away. Please don’t force me to play the role of a high-school teacher.

**Absolutely No Texting:** I will ask any student reading or writing texts after the class has started to leave for that session and will assign them a 0 for participation for that day.

**Racist/Sexist/Homophobic Language:** We will be reading texts that include deeply offensive racist/sexist/homophobic language. When reading out a passage or a quote from a text that includes bigoted and offensive language, a reader has the option to quote the text verbatim or to omit those words that the reader finds offensive. For the purposes of this class, both options will be considered entirely legitimate and our class will adopt a policy of absolute non-judgment on the reader’s decision about which option he/she chooses. In all subsequent discussion of the passage or text, class participants will not use offensive terms or epithets (including those found in the text).

**Schedule of Classes:**

Aug 27: Introduction
Aug 29: *Strange Case of Dr. Jeckyll and Mr. Hyde* (pages 7-32)
   [Library tutorial on “Using Information Ethically” due]
Sept 3: *Strange Case of Dr. Jeckyll and Mr. Hyde* (32-62)
   [Library tutorial on “Starting your Assignment” due]
Sept 5: Arthur Conan Doyle, “The Speckled Band” and “A Scandal in Bohemia”
Sept 10: Writing Workshop: The Expectations of Academic Discourses
Sept 12: *Pudd’nhead Wilson* (1-30)
Sept 17: *Pudd’nhead Wilson* (30-79)
Sept 19: *Pudd’nhead Wilson* (79-122)
Sept 24: “When Is a Caucasian Not a Caucasian?” (from Nella Larsen’s *Passing*, 105-107); Don Pierson, “Does it Pay to “Pass”? (from *Passing*, 107-108); Langston Hughes, “Passing” (from *Passing*, 281-83) and “Who's Passing for Who?”* [Library tutorial on “Types of Information” due]
Sept 26: Nella Larsen, *Passing* (1-35)
Oct 1: *Passing* (35-59)
   [Deadline to meet Writing Instructor to brainstorm research project]
Oct 3: *Passing* (59-82)
   [Library tutorial on “Finding and Evaluating Sources Due”]
Oct 8: Writing Workshop: Reading Literary Criticism Readings tbd.
Oct 10: Film Analysis: Douglas Sirk, *Imitation of Life* [Film worksheet due]
   [Deadline to meet Dr. Ryan to discuss your research project]
Oct 15: Writing Workshop: Mapping out your Research Project
Oct 17: The Great Gatsby
Oct 22: The Great Gatsby
Oct 24: The Great Gatsby [Bibliography Due]
Oct 29: The Talented Mr. Ripley [Film worksheet due]
Oct 31: Down and Out in Paris and London (55-125)
Nov 5: Down and Out in Paris and London (125-168) [Literature Review/Proposal Due]
Nov 7: Down and Out in Paris and London (168-213)
Nov 12: Down and Out in Paris and London (168-213)
Nov 14: Black Like Me (78-200)
Nov 19: Black Like Me (78-200)
Nov 21: Session on hipsters: Readings tbd.
Nov 26: Online Passing: Readings tbd. [Research Paper due in class]
Nov 28: Thanksgiving
Dec 3: Writing Workshop: Revising, Editing, Citing
Dec 5: Film Analysis: The Crying Game [Film worksheet due]
Dec 13: [Revised paper due under Dr. Ryan’s office door by noon]