MUS 3490: History of Musical Theatre I: 1600–1940; 3.0 credits
Fall 2011, Tuesday-Thursday, 9:30–10:45 AM
Evans Chorale Room, Minor Fine Arts Building

Instructor: Dr. Matthew Hoch
Office: 115 Cooper Fine Arts
Office Phone: 706-676-6384 (cell—please try to avoid my office phone)
E-mail: mhoc@shorter.edu (e-mail is always the best way to contact me)
Office Hours: By appointment; early mornings before class work best

Course description: The history of musical theatre from the recorded beginnings of music and drama in Italy (c.1600) through the American musical comedies of Rodgers & Hart (c.1940). Genres explored will include opera, operetta, burlesque, pantomime, vaudeville, tin pan alley, the minstrel show, revue, and musical comedy. Major figures discussed will include composers, lyricists (including librettists/book-writers), producers, directors, choreographers, performers, and conductors. The literature will be explored within a social-historical context.

Required textbook:

Strongly recommended supplement:

Other good resources:

   DVDs: Broadway: The American Musical (6 episodes)

   Websites: http://www.guidetomusicaltheatre.com/
             http://www.musicals101.com/

Additional handouts/study guides will be distributed in class and via e-mail.
An extended bibliography will be provided over the course of the semester.
Course requirements and expectations:

Regular and prompt attendance in class is expected. I will grant a limited number of excused absences from class if I am notified (via e-mail or phone) in advance of the absence. College policy allows for up to two unexcused absences without penalty to the grade. An excess of two unexcused absences may result in a lowered final grade (one increment for each unexcused absence). “Tardies” are equivalent to one-half of an absence. If absent or tardy, the student is responsible for any missed work.

Please make note of all quiz dates and alert me to any potential conflicts as soon as possible. Make-ups for quizzes (including the final) will only be given in extreme circumstances and with the note of the Dean or a physician.

Please check your e-mail regularly (every day) for additional handouts, notes, or updates to the syllabus. I will always reply to your e-mails as quickly as possible. If I don’t reply within a few days, please assume that I did not receive your e-mail and contact me again.

Grading:

There will be five quizzes, two short analysis papers, and a final exam. Each will be graded. The final grade will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Quiz/Analysis</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quiz #1 (Part 1)</td>
<td>10%</td>
</tr>
<tr>
<td>Quiz #2 (Part 2)</td>
<td>10%</td>
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<tr>
<td>Quiz #3 (Part 3)</td>
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<td>Quiz #4 (Part 4)</td>
<td>10%</td>
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<tr>
<td>Quiz #5 (Part 5)</td>
<td>10%</td>
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<tr>
<td>Analysis Paper #1</td>
<td>15%</td>
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<tr>
<td>Analysis Paper #2</td>
<td>15%</td>
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<tr>
<td>Cumulative Final</td>
<td>15%</td>
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<td>Other Factors*</td>
<td>5%</td>
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**TOTAL:** 100%

*Examples of “other factors” include the following: having stellar attendance, not being tardy, having a positive attitude, showing enthusiasm for the subject matter (either genuine or feigned), participating intelligently in discussions, preparing for class by doing the reading, consistently meeting deadlines, not missing quizzes, not requesting extensions for papers, seeking help outside of class, and “going the extra mile” with assignments or daily work.

Please make careful note of all due dates for all essays and assignments. Late work will not be given full credit and may not be accepted (at the discretion of the instructor).

The final will cover the entire semester and consist entirely of material on the five quizzes.
Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100 percent</td>
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<tr>
<td>A-</td>
<td>90-92 percent</td>
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<tr>
<td>B+</td>
<td>87-89 percent</td>
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<tr>
<td>B</td>
<td>83-86 percent</td>
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<tr>
<td>B-</td>
<td>80-82 percent</td>
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<tr>
<td>C+</td>
<td>77-79 percent</td>
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<tr>
<td>C</td>
<td>73-76 percent</td>
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<tr>
<td>C-</td>
<td>70-72 percent</td>
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<tr>
<td>D+</td>
<td>67-69 percent</td>
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<tr>
<td>D</td>
<td>63-66 percent</td>
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<tr>
<td>D-</td>
<td>60-62 percent</td>
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<tr>
<td>F</td>
<td>0-59 percent</td>
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Shorter College Honor Code:

“I will seek to maintain a high standard of honesty and truthfulness for myself and for the college. I will neither give nor receive any unauthorized aid in my academic work, nor will I permit such action by any member of this community. I will respect the persons and property of the community, and I will not condone discourteous or dishonest treatment of these by my peers.”

Mission Statement:

The Mission of Shorter College is to provide quality higher education, enabling and encouraging student commitment to active life-long learning, personal spiritual values, responsible citizenship, and community and societal leadership in a global context. The College seeks to accomplish this Mission through quality undergraduate liberal arts programs, specialized professional programs, and select graduate programs. Geographically distant locations provide educational opportunities to individuals who are unable to attend classes in a traditional setting. The College affirms a commitment to the Christian faith and strives to integrate Christian values within a nurturing community in its whole process of education.

Disability:

If you have a disability for which you may need accommodations, you are encouraged to contact the Director of Educational Support in FSU 219 (706-233-7323) as early as possible in the semester to discuss your needs.
Student outcomes:

By the end of the semester you should be able to listen to, watch, and examine both familiar and unfamiliar works from early musical theatre literature and...

1. recognize fundamental elements of their structures.
2. describe their principal stylistic features.
3. suggest possible composers and approximate dates of composition.
4. place them in historical and cultural contexts.
5. describe the probable circumstances of their performance.
6. articulate your ideas verbally and in writing.
7. demonstrate critical thinking in your descriptions and analyses.
8. explain what makes the work unique (or not so unique).
8. carry musical, dramatic, and sociological knowledge outside the classroom.

TENTATIVE COURSE SCHEDULE (revised 05/01/11):

The course will follow the chronological approach adopted by the McLamore textbook, and the textbook will be supplemented with additional information and handouts.

We will adhere to this schedule as closely as possible. I will keep you informed of any adjustments that need to be made or supplemental assignments.

In addition to reading assignments, listening or viewing assignments may also be given. Reading and/or listening/viewing assignments are to be done before the class with which they are associated. The vast majority of reading assignments will be from your textbook.

For each lecture or topic, a study guide will be distributed with important dates, terms, resources, and follow-up questions.

Thursday, August 18th: Overview of Course
The Evolution of Music and Drama

Tuesday, August 23rd: CONVOCATION (no class)

Thursday, August 25th: Begin Part One (Chapters 1–4, pp. 1–18)

Tuesday, August 30th: Continue Part One

Thursday, September 1st: Conclude Part One

Tuesday, September 6th: Quiz #1

Thursday, September 8th: Begin Part Two (Chapters 5–7, pp. 19–37)

Tuesday, September 13th: Continue Part Two
Thursday, September 15th: Continue Part Two (through Gilbert & Sullivan)

Tuesday, September 20th: Quiz #2

Thursday, September 22nd: Continue Part Two (Chapters 8–11, pp. 38–54) 
**Song Choice for Paper #1** (by noon via e-mail)

Tuesday, September 27th: NO CLASS (Anton Belov Masterclass)

Thursday, September 29th: Conclude Part Two

Tuesday, October 4th: Begin Part Three (wrap-up operetta)

Thursday, October 6th: Quiz #3

Tuesday, October 11th: NO CLASS (Fall Break)

Thursday, October 13th: NO CLASS (GTC)  
**Paper #1** (by noon via e-mail)

Tuesday, October 18th: Continue Part Three

Thursday, October 20th: Continue Part Three

Tuesday, October 25th: Conclude Part Three

Thursday, October 27th: Quiz #4

Tuesday, November 1st: Begin Part Four (Chapters 16–21, pp. 84–118)  
**Song Choice for Paper #2** (by noon via e-mail)

Thursday, November 5th: Continue Part Four

Tuesday, November 18th: Conclude Part Four

Thursday, November 10th: Conclude Part Four

Tuesday, November 15th: Quiz #5

Thursday, November 17th: Wrap-Up / Review for Final

Tuesday, November 22nd: **Paper #2** (by noon via e-mail)

Monday, December 5th: **FINAL EXAM** (9:00–noon)

*This syllabus is subject to change and adjustment*