

**MUS 3500: History of Musical Theatre II: 1940–present day, 3.0 credits**  
**Spring 2012, 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:** mhoch@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 1940 to the present day. Genres explored will include the standard “book” musicals of Broadway with additional discussion of West End theatre, Off-Broadway musicals, concept musicals, dance revues, “jukebox” musicals, and through-composed “mega-musicals.” Major figures discussed will include composers, lyricists (including book writers), producers, directors, choreographers, performers, and conductors. The literature will be explored within a social-historical context.

**Required textbook:**

McLamore, Alyson. *Musical Theater: An Appreciation*. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.

**Strongly recommended supplements:**

Bell, John and Steven R. Chicurel. *Music Theory for Musical Theatre*. Lanham, MD: Scarecrow Press, 2008.

Everett, William A. and Paul R. Laird. *Historical Dictionary of the Broadway Musical*. Lanham, MD: Scarecrow Press, 2008.

The seven-volume history of the musical by Ethan Mordden (Palgrave Macmillan and Oxford, 1997–2005).

**Other good resources:**

**DVDs:** *Broadway: The American Musical* (6 episodes)  
Directed by Michael Kantor. PBS, 2004.

**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 (or projects), and a final exam. Each will be graded. The final grade will be determined according to the following formula:

|                   |             |
|-------------------|-------------|
| Quiz #1 (Part 5): | 10%         |
| Quiz #2 (Part 6): | 10%         |
| Quiz #3 (Part 7): | 10%         |
| Quiz #4 (Part 8): | 10%         |
| Quiz #5 (Part 9): | 10%         |
| Paper/Project #1: | 15%         |
| Paper/Project #2: | 15%         |
| Cumulative Final: | 15%         |
| Other Factors*    | 5%          |
| <b>TOTAL:</b>     | <b>100%</b> |

\*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:**

|    |        |         |
|----|--------|---------|
| A  | 93-100 | percent |
| A- | 90-92  | percent |
| B+ | 87-89  | percent |
| B  | 83-86  | percent |
| B- | 80-82  | percent |
| C+ | 77-79  | percent |
| C  | 73-76  | percent |
| C- | 70-72  | percent |
| D+ | 67-69  | percent |
| D  | 63-66  | percent |
| D- | 60-62  | percent |
| F  | 0-59   | percent |

**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.

### **Contemporary Broadway & Off-Broadway:**

In addition to those covered in the McLamore textbook, the following (additional) contemporary composers and lyricists will be studied this semester:

Richard Maltby, Jr. & David Shire  
Stephen Flaherty & Lynn Ahrens  
Jason Robert Brown  
William Finn  
Craig Carnelia  
David Friedman  
Adam Guettel  
Andrew Lippa  
John Bucchino  
Georgia Stitt  
Marc Shaiman  
David Yazbek  
Tom Kitt  
Benj Pasek & Justin Paul  
Zina Goldrich & Marcy Heisler  
Michael Kooman & Christopher Dimond  
Kate Kerrigan & Brian Lowdermilk  
Jimmy Roberts & Joe DiPietro  
Joshua Salzman & Ryan Cunningham  
Robert Lopez & Jeff Marx  
Damon Inrabartolo & Jon Hartmere, Jr.  
...and others!

## **TENTATIVE COURSE SCHEDULE, SPRING 2010 (revised 12/01/09):**

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.

|   |   |
|---|---|
| Tuesday, January 10 <sup>th</sup> :   | Overview of Course  |
| Thursday, January 12 <sup>th</sup> :  | Begin Part Five (Chapters 22–24, pp. 119–139)   |
| Tuesday, January 17 <sup>th</sup> :   | Continue Part Five  |
| Thursday, January 19 <sup>th</sup> :  | Conclude Part Five  |
| Tuesday, January 24 <sup>th</sup> :   | <b>Quiz #6</b>  |
| Thursday, January 26 <sup>th</sup> :  | GMEA – Class may be cancelled.<br><b>Choice for Paper/Project #1 (by noon via e-mail)</b>   |
| Tuesday, January 31 <sup>st</sup> and<br>Thursday, February 2 <sup>nd</sup> : | NO CLASS (ACTF—Break a leg!)<br>Please use this time to study<br>and work on your projects. |
| Tuesday, February 7 <sup>th</sup> :   | Begin Part Six (Chapters 25–28, pp. 140–171)  |
| Thursday, February 9 <sup>th</sup> :  | Continue Part Six   |
| Tuesday, February 14 <sup>th</sup> :  | WINTER BREAK – NO CLASS   |
| Thursday, February 16 <sup>th</sup> :   | Conclude Part Six<br><b>Paper or Project #1 due (by noon via e-mail)</b>                    |
| Tuesday, February 21 <sup>st</sup> :  | <b>Quiz #7</b>  |
| Thursday, February 23 <sup>rd</sup> :   | Begin Part Seven (Chapters 29–31, pp. 172–197)  |
| Tuesday, February 28 <sup>th</sup> :  | Continue Part Seven   |

|   |  |
|---|--|
| Thursday, March 2 <sup>nd</sup> :                                       | NO CLASS (SETC—Break a leg!)   |
| Tuesday, March 6 <sup>th</sup> and<br>Thursday, March 8 <sup>th</sup> : | SPRING BREAK – NO CLASS  |
| Tuesday, March 13 <sup>th</sup> :                                       | Conclude Part Seven  |
| Thursday, March 15 <sup>th</sup> :                                      | <b>Quiz #8</b>   |
| Tuesday, March 20 <sup>th</sup> :                                       | Begin Part Eight (Chapters 32–38, pp. 198–252)   |
| Thursday, March 22 <sup>nd</sup> :                                      | Dr. Hoch at SER-NATS in Florida – NO CLASS<br><b>Choice for Paper/Project #2 (by noon via e-mail)</b>    |
| Tuesday, March 27 <sup>th</sup> :                                       | Continue Part Eight  |
| Thursday, March 29 <sup>th</sup> :                                      | Conclude Part Eight  |
| Tuesday, April 3 <sup>rd</sup> :  | <b>Quiz #9</b>   |
| Thursday, April 5 <sup>th</sup> :                                       | Begin Part Nine (Chapters 39–45, pp. 253–304)  |
| Tuesday, April 10 <sup>th</sup> :                                       | Continue Part Nine   |
| Thursday, April 12 <sup>th</sup> :                                      | Conclude Part Nine   |
| Tuesday, April 17 <sup>th</sup> :                                       | <b>Quiz #10</b>  |
| Thursday, April 19 <sup>th</sup> :                                      | Conclusion<br>Review of course material for Final<br><b>Paper or Project #2 due (by noon via e-mail)</b> |
| <b>Monday, April 30<sup>th</sup>:</b>                                   | <b>FINAL EXAM (9:00–noon)</b>  |

**THIS SYLLABUS IS SUBJECT TO CHANGE AND ADJUSTMENT**