**Broadway’s Hidden Agenda: Singing about Social Issues in the American Musical**

INT 200 – Sections 03A and 04A

College of St. Benedict & St. John’s University

Spring 2020—Block D 1:00-4:00

BAC A106



Professor Amelia Cheever

Email: acheever@csbsju.edu

Office Location: BAC 183

Phone: 320-363-5785

Office Hours: T 10:00-11:30 W 9:00-10:30

**Overview**

Most People never explore the deep themes that run beneath the surface of the splashy Broadway musical. Audiences do not take the time to connect the emotional response to songs like “Seasons of Love” from Rent or “My Shot” from Hamilton with the social issues that are present in the musical. Our class is going to explore the issues that are raised in musicals, we will connect them to the events happening in the world during the time the musical was written and why they still resonate today. Through discussion and papers, our class will discuss theories that express why these themes make a good musical, why people become emotionally invested in the stories and issues and why they endure the test of time. Here are some of the areas we will cover in this course. We will examine how race has been a recurring theme in the Broadway musical from South Pacific in 1949 to Hairspray from 2002. Next we will discuss issues of personal identity, sexuality, mental illness and Aids through the musicals Spring Awakening, Next to Normal and Rent.

 **Learning Goals**

The three learning goals attached to Learning Foundations are:

Information Literacy: Identify, evaluate and responsibly use information.

Beginner: Students access appropriate information through common search strategies, accurately cite the source, and articulate the value of accurate citation.

Metacognition: Optimize one’s own thinking and learning processes.

Beginner: Students identify their intellectual abilities and dispositions, problem solving processes, and learning strategies.

Write: Construct ideas, opinions and information in appropriate written forms.

Intermediate: Students demonstrate consideration of the context, audience, and purpose of their writing and use compelling content to clearly support ideas. The consistently organize their arguments using relevant evidence. The language is clear and straightforward, with few errors.

  **Inclusivity Statement:**

 As with any group, we are a diverse group of people coming from different places, religious beliefs, backgrounds and political affiliations. We will be talking about topics that can be sensitive. Through community building we will work towards a safe, positive classroom so that everyone can feel welcome and respected when expressing their point of view.

**Required Texts**

They Say, I Say: The Moves that Matter in Academic Writing by Gerald Graff and Cathy Birkenstein

The Little Seagull Handbook by Richard Bullock, Michal Brody and Francine Weinberg

**Canvas**

Canvas is the electronic academic tool that professors use to organize their courses. You can watch videos that pertain to your course, listen to music for a music class, read articles that are posted to the site, have class discussions on line and follow links to many resources that your professors will use as content in their classroom. All work MUST be turned in through the Canvas site.

**Please check Canvas every day!**

**Grading: 400 Total Points**

Musical Worksheet 5 points or 1.25%

Revision Reflection 5 points or 1.25%

Library Assignment: 10 points or 2.5%

Metacognition Response 10 points or 2.5%

Common Reading Questions 20 points or 5%

Group Research Project: 20 points or 5%

Online Discussions: 25 points or 6.25%

Library Module Quizzes 50 points or 12.5%

Daily Discussion Questions: 75 points or 18.75%

Essay #1:

Rough Draft: 10 points or 2.5%

Final Draft: 50 points or 12.5%

Essay #2:

Thesis Statement/Article 10 points or 2.5%

Rough Draft/Peer Review 10 points or 2.5%

Final Draft 100 points or 25%

Grading Scale:

 A 94-100% C 73-78%

AB 89-93% CD 69-72%

 B 83-88% D 63-68%

 BC 79-82% F 62% and less

Attendance:

We expect students who return to campus to attend their courses in person, either every day or according to a rotation schedule developed by the faculty member; students should adhere to this rotation schedule.  If a student must be in isolation or quarantine or has developed signs and symptoms, the student must attend class remotely if well enough to do so. If there is another reason a student living on campus or in off-campus student housing cannot attend class in person, that student must receive permission from his/her instructor to do so.  Students must be prepared to attend class during its scheduled time period whether participating in person or remotely.  Remote attendance will be treated the same as in-person attendance. “

Reminders about campus safety procedures – here are some links to the COVID-19 page

Health and Safety Practices:  <https://www.csbsju.edu/covid-19/health-and-safety-practices>

Daily Health Screening:  <https://www.csbsju.edu/covid-19/health-and-safety-practices/daily-health-screening>

Masks: <https://www.csbsju.edu/covid-19/health-and-safety-practices/masks>

Quarantine and Isolation: <https://www.csbsju.edu/covid-19/health-and-safety-practices/quarantine-and-isolation>

Safety protocols for classrooms, labs, etc.: <https://www.csbsju.edu/covid-19/health-and-safety-practices/protocols-for-safe-behavior-and-community-expectations>

**Zoom Ettiquette**

When on Zoom, make sure that your camera is facing away from your roommate, we don’t want to be distracted by what they are doing. We also don’t want to invade their privacy if they are changing.

When you are in class, I expect you to be working at a stable workspace, not in a car, or at a job, or at the store or in a doctor’s office. This is a class, and you need to be focused on the class and not multi-tasking.

Your camera must be on.

If you do not engage in good zoom etiquette, you will loose points for that days work.

**Engagement:**

Please come to class on time, having watched the musical, read the readings an/or finished the online quizzes or discussions on the lesson. Bring your textbooks, a notebook and a writing utensil to class so that you can take detailed notes. We will be engaging in discussion as a way to understand and connect the musicals to current events in our world today. Being unprepared will make your work on your essays more difficult. Have an open mind. You may not like theater or musicals, but they are a unique way to explore situations that humans encounter.

The Block schedule equates 1 week of course instruction to 1 day. We meet for 3 hours a day, and for each hour you can expect 2 hours worth of homework to complete. This means that you will need to dedicate 6 hours outside of class each day to your coursework for the next day. It is important to remember that you are working on an entire week’s worth of content each and every day. I have reduced the amount of musicals we will watch since some days you would need to watch 2 musicals and that seemed like a lot to accomplish with all the other items we need to cover.

**Arte Event:**

You are required to attend 1 Arte Event for this class. Along with that event, there will be a response paper that you will be required to submit to Porfolium. We will disucss which events will qualify for this assignemnt in class.

**The Hive:**

CSB/SJU utilizes The Hive, a digital platform which links faculty, advisors, student services and students in a connected community. I will be using the system to communicate with you about your academic progress and get you help if you need it. Throughout the term, you may receive messages regarding your attendance, course grades or academic performance. ​It is important that you check your CSB/SJU email and/or your messages in The Hive regularly. Please follow through on any recommended actions you receive via the Hive. ​You may also be contacted directly by an Academic Advisor, your Faculty Advisor or other Campus Support Professional. To learn more about the hive please visit: <https://www.csbsju.edu/the-hive/students>

**The Writing Center:**

 The Writing Center is open weekdays and some evenings and even weekends; the staff consists of over twenty-five peer tutors from 19 major and minor programs. You can get more information about services, hours, tutors, and appointments by visiting the Writing Center website on the CSB/SJU homepage: Just choose “Writing Centers” from the A to Z Index or if you are reading this online, click here: <http://www.csbsju.edu/writingcenters/>

 To make an appointment, click on “Online scheduler”; then look for “First time here? Click here to register.” If you have any difficulty, you can call 5499 at CSB or 2711 at SJU. Or you can just stop in, HAB 103 at CSB or Alcuin 349 at SJU. When you keep a Writing Center appointment, ask the tutor to send me a confirmation note so that I am aware of the extra time you are investing in your writing.

 **Library/Librarians:**

 This is a resource that will be invaluable to you during your academic career. Research Librarians **LOVE** to help people find information, they live to help you find the resources you need in order to write and create academic work. USE them, they really want to help! They can help you locate an article that you need, or a book on an obscure topic. Bonnie Finn, BFINN001@CSBSJU.EDU and Kelly Kraemer, KKKRAEMER@CSBSJU.EDU will be working with our class this Block.

**Intellectual Property:**

Materials in this course, including the syllabi, lecture notes, discussion guides, assignments, and tests, are the intellectual property of the instructor and are protected by US copyright law. Course materials, including recordings of instructional material made by or for students with accommodations, are for the educational use of the student and may not be shared or distributed without permission of the instructor.

Students may not make audio or video recordings of any class sessions unless the student has an approved accommodation from Student Accessibility Services, has requested permission of the instructor, and has signed a recording agreement. Recording or distribution of any course content without permission of the instructor is a violation of copyright and educational privacy law

 **Academic Honesty**

**Academic misconduct**

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the College/University or subverts the educational process.  Academic misconduct impedes the development of the student engaging in misconduct and undermines the community of learners that is a necessary component of a residential, Benedictine, liberal arts education. Academic misconduct includes but is not limited to:

* Cheating: copying the work of another student, receiving unauthorized assistance during an exam, submitting an assignment from one course for another course or other similar acts
* Plagiarism: the act of appropriating and using the ideas, writings, or work of another person as one's own without giving credit to the person who created the work
* Fabricating information: submitting falsified information as if it were genuine, providing false excuses as a means of gaining extensions or special circumstances for assignments
* Intentionally damaging the coursework of others
* Assisting others in acts of academic misconduct (e.g. giving exam questions or course materials to other students or agencies without the consent or knowledge of the instructor)
* Actions indicating a general disregard of institutional policies regarding academic honesty and misconduct

For the full Academic Policy please use the following link:

<https://www.csbsju.edu/academics/2020-2021-catalog/academic-policies-and-regulations/rights>

<https://www.csbsju.edu/academics/2020-2021-catalog>

 **Student Accessibility Services (SAS)**

Your experience in this course is important to me. I am dedicated to removing barriers and creating a more accessible classroom environment.

If you registered with Student Accessibility Services and have been determined eligible to receive academic accommodations, I encourage you 1) email me a copy of your accommodation letter and 2) schedule a time for us to meet, in person, to discuss your needs in this course. Be advised that while I am committed to honoring approved accommodations, students are responsible for requesting them in a timely manner.

Any student who feels they may need an accommodation based on a documented medical condition, mental health condition or learning disability (or suspects they may have one), is encouraged to contact our [Student Accessibility Services](http://csbsju.edu/student-accessibility-services/information/resources-for-students/registering-with-student-accessibility-services)(320-363-5160 or sas@csbsju.edu). Student Accessibility Services is located in room 105 of the Henrita Academic Building at CSB.  You are welcome to contact me if you have additional questions regarding Student Accessibility Services and classroom accommodations.

* **Statement on Sexual Misconduct and Human Rights**

The purpose of this Policy is to maintain an environment that is free from the physical and emotional threat of sexual misconduct, including sexual harassment, sexual assault, and other forms of sexual violence. The College of Saint Benedict (CSB) and Saint John's University (SJU) will not tolerate sexual misconduct in any form.

CSB and SJU are committed to compliance with all applicable anti-discrimination laws and do not unlawfully discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, age, marital status, disability, familial status, status with regard to public assistance, or other legally protected category or characteristic, in their programs and activities. Harassment based upon an individual's legally protected status is a form of prohibited discrimination.

In accordance with Title IX, this Policy addresses the institutions' prohibition of sexual misconduct, including sexual harassment, sexual assault, and other forms of sexual violence. Sexual harassment, sexual assault, and all other forms of sexual misconduct are forms of sex discrimination. Not only are they prohibited by this Policy, but they are also prohibited by various federal and state laws, including Title IX of the Educational Amendments of 1972 and the Minnesota Human Rights Act. Allegations of sex discrimination that do not involve sexual misconduct will be handled in accordance with the Human Rights Policy.

As institutions which espouse Catholic and Benedictine values, every community member's awareness of and respect for the rights and human dignity of all persons undergirds community life. These values demand that we strive to create an environment where the sacredness of each person is honored. Sexual assault, sexual harassment, and other sexual misconduct violate the sacredness of the person, weaken the health of the community, and are antithetical to the missions of our institutions.

The College of Saint Benedict and Saint John's University will investigate and promptly seek the equitable resolution of all allegations of sexual misconduct, take steps to prevent the recurrence of sexual misconduct, and to correct its effects on victims and others.

The following link will provide you with the full policy.

<https://www.csbsju.edu/human-rights/sexual-misconduct/sexual-misconduct-policy>

**Title IX**

The College of Saint Benedict and Saint John's University prohibit any and all discrimination and harassment on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation including gender identity, marital status, civil union status, age, physical or mental disability, military status, or unfavorable discharge from military service in regard to the administration of educational programs, admission of students, employment action, athletics or other sponsored activities.

The following link will provide you with the complete policy.

<https://www.csbsju.edu/joint-student-development/title-ix>

 **Learning Explorations Daily Schedule**

**Spring 2021**

**Class 1: Apr 20 or 22**

Work to do before class

Watch:   South Pacific    (link on Canvas)

Read:   1.  *You've got to be Carefully Taught:  The Politics of Race in Rodger's and Hammerstein's South Pacific*

2.  *South Pacific*

3.  *Reviving James Michener:  The Relevance of South Pacific*

Complete: Learning Foundations:  Library Orientation Module (including quiz)

Learning Foundations:  Developing a Topic Module (including quiz)

South Pacific Online Discussion

In Class:

1:00-1:50 Introductions

2:00-2:50 Discussion on  Musicals and South Pacific

3:00-4:00 Discussion/group work on South Pacific articles

**Class 2: Apr 23 or 26**

Work to do before class

Watch:   Hairspray   (link on Canvas)

Read:   "*Good Morning Baltimore"  Whiteness, Blackness and Othering in the 2007 Musical Hairspray*

Complete: Learning Foundations Module:  Understanding Source Types (including quiz)

                    Learning Foundations Module:  Searching a Database (including quiz)

 Hairspray Online Discussion

In Class:

1:00-1:50 Librarians

2:00-2:50 Discussion on Musical and article

3:00-4:00 Work on Essay #1

**Class 3: Apr 27 or 29**

Work to do before class

Due:   Rough Draft of Essay #1

Complete: Learning Foundations Module: Evaluating Sources

 Learning Foundations Module: Citing Sources

In Class:

1:00-1:30 Group Project

1:30-2:20 Work with Librarians

2:30-4:00 Peer Review of Rough Draft and in class Revision Reflection

**Class 4: Apr 30 or May 3**

Work to do before class

Due:  Essay #1

Watch:   Your group musical ( Rent, Next to Normal or Spring Awakening-links on canvas)

Read: *Into the Echo Chamber*

In Class:

1:00-1:20 Group Presentation Meetings and research work:

1:30-2:20 Continue work on presentation/discussion questions

2:30-4:00 Into the Echo Chamber discussion

**Class 5: May 4 or 6**

Work to do before class

Watch: Rent

Read:   Article
Complete: Rent On-Line Discussion

 Thesis Statement Essay #2

 Article for Essay #2

In Class
1:00-1:50 Group Presentation Rent
2:00-2:50 Discussion on Musical

3:00-4:00 Work on final paper

**Class 6: May 7 or 10**

Work to do before class

Due: Essay #2 Rough Draft
Watch: Next to Normal

Read: *Mental Illness, The Musical, Aims for Truth*
Complete: Next to Normal On-line Discussion

In Class:
1:00-1:50 Group 3 Presentation Next to Normal
2:00-2:50   Next to Normal Discussion
3:00-4:00 Peer Review

**Class 7:  May 11 or 13**

Work to do before class

Watch: Spring Awakening

Visit: Writing Center

Complete: Spring Awakening On-line Discussion

 Arte Reflection

In Class:
1:00-1:50 Group 3 Presentation Spring Awakening
2:00-2:50 Spring Awakening Discussion
3:00-4:00 Writing Reflection and Course Evaluation

**May 14:**

**Due 6pm: Essay #2**