

LEAD EWRT 1A-34S
Composition and Reading
Fall 2017
TuTh 1:30-3:45
Classroom: L36

Brian Malone, Ph.D.
malonebrian@fhda.edu
Office: F41i (just find the F4 building)
Office Hours: MW 12:30-1:30 PM
TuTh 9-10 AM
And by appointment!

COURSE AT A GLANCE:

<p>How do I get help from Brian?</p> <p>Email me anytime: malonebrian@fhda.edu</p> <p>My office hours (in F41i) are a great time to talk to me. Office Hours: Monday and Wednesday: 12:30-1:30 PM Tuesday and Thursday: 9-10 AM And by appointment.</p> <p>Appointments are not required, but if you want to reserve an appointment during my office hours: http://brianmalone.setmore.com/bookappointment</p>	<p>What texts do I need?</p> <ol style="list-style-type: none"> 1. The <i>Hamilton</i> Original Broadway Cast soundtrack. 2. The online annotations for all of the <i>Hamilton</i> songs: http://atlanticrecords.com/HamiltonMusic/ 3. A Course Reader (available at the De Anza Bookstore). <p>You also need to check Canvas regularly. Canvas is available in your student portal.</p> <p>For more info on texts and Canvas, see p. 3 of this syllabus.</p>
<p>What work do I have to do?</p> <ol style="list-style-type: none"> 1. You cannot pass this class if you do not write all four papers and submit them on turnitin.com. 2. A midterm and final exam. 3. Five written journals. 4. Three group presentations. 5. At least 10 daily quizzes. <p>For more info on workload and assignments, see pp. 4-5.</p>	<p>What about attendance? Lateness?</p> <p>Missing more than four classes puts you in danger of failing the course.</p> <p>Class begins on time (with a quiz!). If you are more than fifteen minutes late, you will be marked tardy. Two tardies equal one absence.</p> <p>For more info on these policies, see p. 3.</p>
<p>How will the grades be calculated?</p> <p>Paper 1: 100 pts Paper 2: 125 pts Paper 3: 125 pts Paper 4: 150 pts Midterm: 100 pts Final Exam: 100 pts Journals: 100 pts total (5 journals @ 20 pts each) Presentations: 100 pts total (25 pts each for 2 soundtrack, 50 pts for Arts(s) of Resistance) Daily Quizzes: 100 pts (10 best quizzes out of 12 @ 10 pts each) Total: 1000 pts</p> <p>Note: A total of at least 720 points is required to pass this class.</p> <p>For more info on grading, see p. 5.</p>	<p>How should I behave in class?</p> <ol style="list-style-type: none"> 1. Don't be late. 2. No phones, computers, or other devices. 3. By week 3, everyone talks in every class. 4. Treat your classmates with respect. 5. Bring your Course Reader to class. 6. Do NOT submit work that is not yours. <p>For more info on classroom policies, see pp. 5-6.</p>

“Who Tells Your Story”: Genre, Race, and Social Justice in *Hamilton: An American Musical*

Course Overview

Lin-Manuel Miranda’s 2015 musical about the life of American founding father Alexander Hamilton (that guy on the \$10 bill) has become a cultural sensation. The musical draws on contemporary musical genres (hiphop, R&B, pop, etc.) and features a cast of performers of color. I’m a big fan of the musical. I think it’s smart, well-written, catchy, charismatic, and fun. But I also think we can learn things by thinking carefully about *Hamilton*—not just about history, but also about race, gender, politics, social justice—and writing!

In this class, we will talk a bit about the history of the United States (but not in a boring way!). We will spend a lot of time thinking about the role of race, gender, and sexuality in our contemporary lives. We will talk about politics and how art can work in the service of a more just world. But at the center of all of these conversations, we will return again and again to Lin-Manuel Miranda’s *Hamilton*. We will spend the entire quarter getting to know this musical line-by-line. If you don’t want to spend all quarter talking about one musical or if you don’t love music (especially hiphop), this is probably not the course for you.

LEAD

This particular EWRT 1A supports the LEAD (Latina/o Empowerment at De Anza) leadership development community. LEAD was started in 2005 by De Anza students. LEAD is a student club as well as a series of classes designed to help develop academic, leadership, and networking skills for students who are interested in Latina/o authors, Latina/o social justice issues, and community service. You do not have to be Latina/o to enjoy or learn from a LEAD class. Your mentors in this class has taken LEAD classes and can help you understand what our community is all about. The LEAD website can be found here: <http://www.deanza.edu/lead/>

The Structure of a LEAD class

The *Familia*. Throughout the quarter, you will be working with a stable group of people: your *familia*. This course will emphasize collaboration, and your *familia* will be there to work with you on each of your academic and service projects. *Familia* members often become invaluable sources of support in students’ personal lives as well.

Required Integrated Service Learning

This class incorporates 12 hours of integrated service learning. You will fulfill this requirement by creating performance projects for a campus event called “The Art(s) of Resistance.” Your *familia* will write and perform a brief performance that connects the history of the Hamilton period to our own time. We will be collaborating on this event with several other classes at De Anza. Whether or not you consider yourself artistic or a performer, there will be a way for you to participate. And it’s going to be great fun!

“The Art(s) of Resistance” will take place on **Thursday, November 30**, during our regular class time. **Attendance at this event is NOT optional; it is required for you to pass the course.**

Student Learning Outcome Statements (SLOs)

In this course, you will learn to:

- Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.
- Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.

Required Texts

1. You must find some way to regularly access the *Hamilton* Original Broadway Cast Recording. There are several options for this: you can purchase it on iTunes (\$19.99), you can listen to it for free on Spotify, you can borrow it from someone you know, or you can probably think of other options. (YouTube is unlikely to be a reliable option.)

2. You need reliable online access to the lyrics and annotations for all of the songs on the *Hamilton* soundtrack. You can find these here:

<http://atlanticrecords.com/HamiltonMusic/>

3. Course Reader (available at the De Anza College Bookstore).

You are also required to have a dedicated notebook for this course that you bring to every class.

You should bring the Course Reader and notebook with you on the second day of class.

Canvas

This course uses the Canvas course management system. The Canvas page for this course is available by logging into <https://deanza.instructure.com> using your MyPortal login credentials (your student ID and password that you use to register). Our course name will appear as: **EWRT 1A: Hamilton**. You can find all course materials (syllabus, assignments, handouts) on the Canvas page, as well as the Gradebook where all your points will be recorded. This means you can check your grade at any time! I will show you how to access Canvas during the first week of class.

Attendance and Lateness

I recognize that there are often challenges in getting to class on time (including parking-related difficulties). Believe me, I have similar issues driving from Santa Cruz. However, I expect you to be on time and ready to learn at the start of each class. If you miss **more than four** class meetings, you will not pass the class. (I've discovered that missing more than four classes significantly degrades the quality of your work—even if you “make up” the assignments.)

We will begin each class on time. If you are more than fifteen minutes late, you will be marked tardy. **Two tardies equal one absence.** If I recognize a pattern of lateness (even by five minutes), you and I will have a serious talk about how that might translate into one or more absences.

Please contact me in the event that an emergency or any other situation keeps you from attending class. I expect you to let me know if you are having a difficult time attending class, rather than simply not showing up.

Workload

This is a writing course and as such, you are asked to produce a fair amount of writing both in class and at home (the course outline requires at least 6000 words—which translates to approx. 25 pages!). There will also be a fair amount of reading (the course outline requires 300-700 pages; we will read approx. 400). You should set aside time in your busy schedule **every day** to complete this work. It's not easy, I know. But I'm asking you to plan ahead and make a commitment to this course. And when you finish this course, *you are going to be so darn proud of yourself!*

Students with family responsibilities should contact me regarding missed or late work. We can probably work things out—but only if you get in touch with me ASAP.

Assignments

All writing assignments will be posted on the Canvas site for our course. You will receive a paper copy of many of the major assignments in class (but if you lose it, check the Canvas site).

Soundtrack “Reading.” For almost every class, there is at least one track (and usually several) from the *Hamilton* original cast recording that you should listen to **actively**. Active listening is different from the passive listening that we normally engage in. By active listening, I mean that you should:

1. Concentrate on the task as you would any other difficult reading. No distractions.
2. Read a brief synopsis of which characters are singing and the context for the song. I recommend using the Wikipedia page for “Hamilton (musical)” (see the “Synopsis” section). Make sure you know roughly what is going on in each song before you listen to it.
3. As you are listening, you should follow along and read the lyrics as they are sung. Use the Atlantic Records website for the official lyrics: <http://atlanticrecords.com/HamiltonMusic/>
4. See those highlighted sections in the lyrics? Those are annotations (explanations) of the lyrics. You do not need to read them all, however, you should use them to make sure you understand the vocabulary, references, and history in each song. You’ll want to skim most of them.

Note well: The lyrics (especially vocabulary, plot, and historical references) are fair game for the daily quizzes.

Reading. In addition to the “listening” for each class, there will also be one or two assigned readings from the Course Reader. You should read these (and annotate them) before coming to class. The material in these readings is also fair game for daily quizzes.

Daily Quizzes. Twelve (12) times during the quarter, we will begin class with a brief reading quiz (based on the soundtrack and assigned readings). These quizzes will happen right at 1:30 and I will not warn you in advance. There is no make up for a missed quiz. Your 10 best scores on these quizzes will count toward your final grade. You are not allowed to use your Course Reader or any printed material for these quizzes, but **you are allowed to use your handwritten notes.**

Papers. As per the requirements for this course, there are 4 required take-home essays. **You cannot pass this class if you do not write all four essays** (regardless of how you do on the other assignments). Each essay will require that you write a draft on which you will receive

feedback from a group of your classmates. I will accept late essays, but only if arrangements are made before the due date. Each essay must be submitted to **turnitin.com** (more on this later).

Exams. There is a midterm and a final exam (as required in the course outline). These will require an essay, but will also include vocabulary, short answer, and listening identifications.

Journals. There are 5 shorter written assignments required over the course of the quarter. These will be posted on the Canvas page.

Presentations. You will do three group presentations over the course of the quarter. You are required to participate in both the planning and presenting. There are two types:

1. Soundtrack Presentation: Your group will help the class make sense of the songs that are assigned for that day. You will do this twice: once for Act I and once for Act II. You will sign up for these during Week 1.

2. “The Art(s) of Resistance” Presentation: In Week 10, your group will present an original performance of some type that illustrates and educates your peer about some aspect of Revolutionary War history and its connection to our world. We’ll talk more about this.

Grading

Your final grade will be calculated as a percentage out of 1000 total points. There is no C- grade at De Anza, so this means you will need to score at least 720 total points to pass this class. Here is how the points will be assigned:

Paper 1 100 pts

Paper 2 125 pts

Paper 3 125 pts

Paper 4 150 pts

Midterm 100 pts

Final Exam 100 pts

Journals 100 pts total (5 journals @ 20 pts each)

Presentations 100 pts total (25 pts each for 2 soundtrack, 50 pts for Art(s) of Resistance)

Daily Quizzes 100 pts (10 best quizzes out of 12 @ 10 pts each)

Total 1000 pts

Classroom Environment

On-time and Prepared. Do not be late. Bring your Course Reader and notebook. Come prepared and ready to talk.

Participation. This class works best when we hear everyone’s voice. And so, starting in Week 3, I expect **every student** to participate in discussion in some way **every day**. This means that, by Week 3, I will begin calling on students if I feel like we haven’t heard their voice. But don’t worry: I will build plenty of opportunities for easy participation into every class. Also, be mindful about whether your own frequent participation is crowding out other voices.

Safe Space. Consider this classroom a safe space and please do your part to keep it a safe space. For starters, you should feel free to share your ideas and express yourself without judgment from us. **There are no stupid questions!** If anything is ever unclear, feel free to ask. You never know;

others might have the same question. You will learn very quickly that **I do not make fun of students**, so do not fear asking questions in class.

Mutual Respect. In this course, we will discuss sensitive topics regarding race, class, gender, and sexuality. Everybody in this class has a right to be heard. Please be mindful that each person brings a different perspective based on her/his own experience. If you wish to disagree with a specific argument or claim, you must do so intelligently and respectfully. If you are respectful and intelligent, **I will have your back**—regardless of whether I personally agree with you.

Constructive Feedback. We will be doing a large amount of group work in which you will be asked, among other things, to evaluate your peers' work. You should aim to be as constructive as possible in your feedback. Remember that our goal is to learn from each other.

Phone and Computer Policy. I expect you to actively engage with the course material and be prepared to share your ideas. I also expect you to be fully mentally present. This means no **computers, cell phones, tablets or other gadgets** that may distract you--unless we are using them for class purposes (which we will on occasion).

Emergency Contact. I understand that some of you always need to remain reachable by children, babysitters, caregivers, family members, etc. Put your phone on vibrate and then step outside the classroom if you need to take/make a call or text. In the classroom, you should consider your cell phone as a communication device for *emergencies*.

Plagiarism and Academic Integrity

Academic integrity means being honest and open about the work you do for school. It means standing behind your own work and giving credit to the proper people when you borrow work from other sources. Academic dishonesty, also known as plagiarism, is when you use another person's words without giving that person credit. **You will submit your four papers using turnitin.com, which is an online app that catches plagiarism** (and believe me, it does so quite well). Remember that plagiarism is a punishable offense and can result in serious disciplinary action.

If you are having trouble developing your own words or ideas, or you find it difficult to correctly give credit to your sources, **please come see me for help!**

(Adapted from Chesa Caparas. See what I did there?)

Administrative Deadlines

Saturday, October 7: Last day to add.

Sunday, October 8: Last day to drop for full refund.

Sunday, October 8: Last day to drop with no record of grade.

Friday, October 20: Last day to request pass/no pass grade.

Friday, November 17: Last day to drop with a "W."

Additional Resources

Undocumented Students

This is a challenging time to be an undocumented student. First, I want to be very clear that **you belong here**—in this class, at De Anza, and in the broader community. There are many, many people who believe this and we will do everything we can to support you.

Second, I want to call your attention to De Anza's **Resources for Undocumented Students**.

Check out this website: <https://www.deanza.edu/students/undoc-students.html>

And let me know if you have any questions or concerns. I can help!

Student Success Center

Meet with tutors and attend workshops in the Student Success Center:

<https://www.deanza.edu/studentsuccess/>

There is also free online tutoring available to all De Anza students! Login to MyPortal, go to the Students tab, and find the Smarthinking link. You can work with a tutor live (hours vary by subject) or post a question or piece of writing for a response. For more information, go to

<http://deanza.edu/studentsuccess/onlinetutoring/index.html>

Writing and Reading Center

Any student may receive assistance at the Writing and Reading Center, ATC 309:

<https://www.deanza.edu/studentsuccess/wrc/>

De Anza College DSPS Syllabus Statement

De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from **Clockwork** early in the quarter to review how the accommodations will be applied in the course.

Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center.

- **Exams** must be booked at least **five (5) business days in advance** of the instructor approved exam date/time.
- **Finals exams** must be scheduled **seven (7) business days/weekdays** in advance of the instructor approved exam date/time.
- Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations and you will be required to take your exam in class.
- [Contact the DSS](#) if you cannot find or utilize your [MyPortal](#) Clockwork Portal.
- DSS strives to provide accommodations in a reasonable and timely manner, some accommodations may take additional time to arrange. We encourage you to work

with DSS and your faculty as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

DSS Location: RSS Building, Suite 141

Phone: 408-864-8753

On the web: <http://www.deanza.edu/DSS/>

Email: DSS@deanza.edu

De Anza College Mental Health Statement

Life at college can get very complicated. You may sometimes feel overwhelmed or lost. You may experience stress, anxiety or depression, or struggle with relationship difficulties.

Many of these issues can be effectively addressed with a little help.

Psychological Services helps students cope with difficult emotions and life stressors. Psychological Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. **The services are FREE and completely confidential.**

Find out more at <http://deanza.edu/psychologicalservices/> or by calling 408-864-8868.

Food Pantry

The De Anza College Food Pantry is available to any De Anza student who qualifies for assistance. To be eligible, students must have a student ID and meet the [income guidelines](#) for the Emergency Food Assistance Program (EFAP).

The Food Pantry is located in the [Outreach Office](#) (Seminar 3 Building).

Food Pantry Hours

Monday - Friday

8 a.m.- 4:30 p.m.

Questions? Contact the Outreach Office at outreach@deanza.edu or 408.864.8327.

Or visit this website: <https://www.deanza.edu/students/foodpantry.html>

Schedule of Readings and Major Assignments

Note: 1. Regular quizzes are NOT listed on this schedule (because they are a surprise!)

2. Readings and assignments are listed on **the day they are DUE**.

Week/Day	Soundtrack “Reading”	Reading	Assignment Due
Wk1 Sep 26			
Sep 28	1.1 Alexander Hamilton	1. Ron Chernow, “Prologue: The Oldest Revolutionary War Widow” (6) 2. Chernow, Hamilton’s immigration narrative (3)	
Wk2 Oct 3		1. bell hooks, “Why Study Popular Culture?” and “Critical Thinking as Transformation” (2) 2. Jeff Chang, “Necropolis” (13)	Journal #1
Oct 5	1.2 Aaron Burr, Sir 1.3 My Shot 1.4 The Story of Tonight	Rebecca Mead, “All About the Hamiltons” (19)	
Wk3 Oct 10	1.6 Farmer Refuted 1.7 You’ll Be Back 1.8 Right Hand Man	Warren Hoffman, “Overture: All Singin’, All Dancin’, All White People?” (23)	Paper 1 Draft
Oct 12	1.5 The Schuyler Sisters 1.9 A Winter’s Ball 1.10 Helpless 1.11 Satisfied	1. <i>Hamilton: The Revolution</i> , Chapter VIII (2) 2. <i>Hamilton: The Revolution</i> : Chapter XI (2)	Paper 1 Final Draft
Wk4 Oct 17	“Art(s) of Resistance” Kick-off Event	1. Whitt and Reid-Cleveland, “Exploring the Intersection of Hip-hop and Social Justice” 2. Crunk Feminist Collective, “Hip Hop Generation Feminism: A Manifesto” 3. DJ Kool Herc, “Introduction”	
Oct 19	1.12 The Story of Tonight (Reprise) 1.13 Wait for It	Chernow, Burr biographical sketch (4)	Journal #2
Wk 5 Oct 24	1.14 Stay Alive 1.15 Ten Duel Commandments 1.16 Meet Me Inside 1.17 That Would Be Enough	1. hooks, “The Power of Representation” (1) 2. <i>Hamilton: The Revolution</i> , Ch. XVII (2) 3. Solnit, “City of Women” (3)	
Oct 26	1.18 Guns and Ships 1.19 History Has Its Eyes on You 1.20 Yorktown (The World Turned Upside Down) 1.21 What Comes Next	Peitzman, “Who Tells Their Story?”	Paper 2 Draft
Oct 28 Saturday			Paper 2 Final Draft due on Canvas by 11:59 PM.

Wk 6 Oct 31	1.22 Dear Theodosia 1.23 Non-Stop	<i>Hamilton: The Revolution</i> , “Tomorrow there’ll be more of us” (missing scene from soundtrack) (1)	Journal #3: Study Guide
Nov 2			Midterm Exam
Wk 7 Nov 7	2.1 What’d I Miss 2.2 Cabinet Battle #1 2.3 Take A Break 2.4 Say No to This	1. Harris, “The Hamilton-Pence Incident Was More Than Just a Distraction.” 2. <i>Hamilton</i> cast statement to Pence.	
Nov 9	2.5 The Room Where It Happens 2.6 Schuyler Defeated 2.7 Cabinet Battle #2	1. Chernow, Hamilton and slavery (7) 2. “Cabinet Battle #3”	
Wk 8 Nov 14	2.8 Washington On Your Side 2.9 One Last Time 2.10 I Know Him 2.11 The Adams Administration	Lyra Monteiro, “Race-Conscious Casting and the Erasure of the Black Past in Lin-Manuel Miranda’s <i>Hamilton</i> ” (10)	Journal #4
Nov 16	2.12 We Know 2.13 Hurricane 2.14 The Reynolds Pamphlet 2.15 Burn	Annette Gordon-Reed, “ <i>Hamilton: The Musical</i> : Blacks and the Founding Fathers” (4)	
Wk 9 Nov 21	2.16 Blow Us All Away 2.17 Stay Alive (Reprise) 2.18 It’s Quiet Uptown	Ishmael Reed, “‘ <i>Hamilton: the Musical</i> ’: Black Actors Dress Up like Slave Traders...and It’s Not Halloween” (8)	Paper 3 Draft
Nov 23	THANKSGIVING! NO CLASS!		
Wk 10 Monday Nov 27			Paper 3 Final Draft due on Canvas
Nov 28		Nicole Hardson-Hurley, “When Seats are Left Empty at the Greatest Show in the World” (5)	
Nov 30	“Art(s) of Resistance” Event in the Campus Center		
Dec 1 Friday			Journal #5 due on Canvas
Wk 11 Dec 5	2.19 Election of 1800 2.20 Your Obedient Servant 2.21 Best of Wives and Best of Women	1. Hamilton, “To Elizabeth Hamilton” (1) 2. <i>Hamilton: The Revolution</i> , Ch. XVIII (2)	
Dec 7	2.22 The World Was Wide Enough 2.23 Who Lives, Who Dies, Who Tells Your Story	1. Hamilton, “Statement Regarding the Duel with Burr” (3)	Paper 4 Draft
Dec 10 Sunday			Paper 4 Final Draft due on Canvas.
Wk 12 Tuesday, Dec 12			Final Exam 1:45-3:45 PM