

Course Syllabus

~~Your first and immediate task is to complete FIRST DAY ATTENDANCE by completing the Introduction Discussion post: [Welcome to About Face in U.S. Theatre! First Day Tasks!](https://usflearn.instructure.com/courses/1680550/discussion_topics/8973576) (https://usflearn.instructure.com/courses/1680550/discussion_topics/8973576)~~

Semester: Spring 2022

Class Meeting Days/Times:

Course work is fully online with 2 required MTeams meeting scheduled with Dr. Kochman to discuss essay #1 and essay #2. Students are expected to complete Canvas Modules including

Discussions online every week **and** check announcements multiple times per week for relevant information and updates.

Instructor: Dr. Deborah Kochman

Office Hours: Beginning 02/01 - Tuesdays, 3pm - 4pm AND by appointment (email me 3 days/times you are available)

E-Mail: [dkochman@usf.edu \(mailto:dkochman@usf.edu\)](mailto:dkochman@usf.edu)

ALL EMAIL communication - USF email ONLY @ [dkochman@usf.edu \(mailto:dkochman@usf.edu\)](mailto:dkochman@usf.edu)

(mailto:dkochman@usf.edu) **COURSE DESCRIPTION:** This course is an analysis of selected works of written, visual, and performing arts representing artists of diverse periods, cultures, genders, and races in U.S. theatre. The course is intended to broaden or establish an appreciation of the arts and ideas about race and representation in U.S. Theatre.

HOW TO SUCCEED IN THIS COURSE

Successful students should follow several practical tips before each online session:

1. Check Canvas and emails daily for announcements
2. Close down other programs and apps before class begins
3. When possible, plug in to a wired internet connection, rather than rely on WiFi
4. If new to Canvas, read [this guide](#) 

<https://community.canvaslms.com/community/answers/guides/canvas-guide/getting-started/pages/student>

COURSE TOPICS:

This course explores how and why race is a key component in theatre and performance, particularly the use of black face, red face, and yellow face from the 19th-century to the present day. The course follows a historical trajectory from U.S. minstrel shows to Edward Forrest's red-face performance in *Metamora* in

the late 19th-century to the mid-20th century “golden age” of musical theatre to the present day, including works by Larissa FastHorse, David Henry Hwang, Young Jean Lee, and Jacky Sibblies Drury as well as Lin Manuel Miranda’s *Hamilton* to examine how performances of race and ethnicity structure the American theatre aesthetic and political work.

STUDENT LEARNING OUTCOMES

1. Students will be able to critically evaluate information in light of its logical consistency, evidence, and justification of conclusions, analyze and explain relationships between presented information and concepts; uncover underlying assumptions and arguments, and consider multiple hypotheses and interpretations before formulating opinions
2. Students will produce well-organized, well-developed papers that reflect appropriate use of language to achieve a specific purpose and addresses a specific audience.
3. Students will be able to explain or demonstrate artistic or human expression.
4. Students will demonstrate an understanding of the diversity of human experiences, particularly focused on the performance of race in U.S. theatre
5. Students will demonstrate an understanding of the complexity and dynamic nature of local and global processes (e.g., social, political, economic systems).
6. Students will demonstrate the ability to describe historical events and multiple interpretations of historical events using arguments supported by appropriate historical evidence.
7. Students will be able to explain foundational knowledge of Western performance traditions.
8. Students will develop their ability to use concepts and vocabulary for writing and talking about performances and play texts.
9. To aid students in developing individual areas of expertise.

REQUIRED TEXTS

Class lectures, weekly readings, videos, and other materials will be posted in Canvas Modules or available in electronic format through USF Library, including but not limited to the following (not listed in any particular order). All course materials will be available through Canvas or via the USF library.

- *Theatre and Race*, Harvey Young (pdf excerpts in Canvas)
- *Playing Indian*, Philip Deloria (pdf excerpts in Canvas)
- *Yellowface: Creating the Chinese in American Popular Music and Performance 1850s-1920s*, Krystyn R. Moon (pdf excerpts in Canvas)
- *Yellow face*, David Henry Hwang (ebook through library and YouTube video)
- *The Thanksgiving Play*, Larissa Fasthorse (pdf in Canvas)
- *Fairview*, Jackie Subblies Drury (ebook USF library)
- *The Shipment*, Young Jean Lee (ebook USF library)
- A laptop and regular access to the Internet
- **Microsoft Office 365** (Microsoft Word, Powerpoint, Excel, etc.) Free download from USF; see here: <https://www.usf.edu/it/documentation/office365/personal-download.aspx> 

<https://www.usf.edu/it/documentation/office365/personal-download.aspx>

- **MS Teams** - Free download from USF Student Toolkit; see here:
<https://www.usf.edu/it/documentation/office365/microsoft-teams.aspx> 
<https://www.usf.edu/it/documentation/office365/microsoft-teams.aspx>
- **Academic planner**

Important Note #1: *Students should learn how to access the texts and videos listed above by signing into the USF Library system through Canvas. Locate the ebooks by simply searching the USF book holdings. Locate the videos by first accessing the Digital Theatre+ database and then searching the title of the play. (I will review this at the beginning of Week 1).*

Important Note #2: *Additional readings (i.e., short articles, excerpts from various textbooks), powerpoint lectures, and videos will be posted to Canvas Modules.*

Academic Continuity

During any semester, there is a possibility the course may be disrupted, whether due to continued pandemic measures and/or weather-related closures. **Be sure to check course announcements and email daily for updated information.**

Communication

- **Announcements:**

I regularly use the Canvas course Announcement feature to communicate with the entire class. **Be sure to check course announcements and email daily.** For individual matters, I use email. See email expectations below.

- **Email:**

Your Email to Me: You may email me at any time (dkochman@usf.edu). Use your **USF OUTLOOK** email address only! **DO NOT USE CANVAS Messages to contact me.**

My Email/Responses to You: I read and respond to email Monday through Friday 9am to 5pm. You should expect a response from me within 24 hours, but on occasion, it could take a little longer. If more than 24 hours transpires and you have not heard from me – email me again. If time permits, I respond to email on weekends and after hours the hours stated above.

- **Composing email to your professors:**

All email should be professionally composed, which means:

- 1) a greeting (ex. Dear Dr. Kochman or Hello Professor Kochman),
- 2) the course prefix and number in the subject and topic of your email

(ex. THE2000 Absence on 10/31 or HUM1020 Essay #1 clarification), and

3) your name in closing.

See web sources listed below for further guidance:

- <https://academicpositions.com/career-advice/how-to-email-a-professor> 
(<https://academicpositions.com/career-advice/how-to-email-a-professor>)
- <https://medium.com/@!portwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087> 
(<https://medium.com/@!portwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>)
- <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay> 
(<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>)

Grading Scale

Grading Scale (%)

94 – 100	A	74 – 76	C
90 – 93	A-	70 – 73	C-
87 – 89	B+	67 – 69	D+
84 – 86	B	64 – 66	D
80 – 83	B-	60 – 63	D-
77 – 79	C+	0 – 59	F

COURSE FORMAT, GRADING, EVALUATION, AND ATTENDANCE POLICIES

Points are earned for each assignment and contribute to a percentage of your final grade following the grading scheme below. **(Full assignment instructions will be posted to CANVAS modules and assignments; the descriptions below are an overview.)**

CATEGORY & DESCRIPTION	POINTS
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Attendance & Participation - MODULES (16 @ 25points each)

Students will receive credit for attendance and class participation by participating in required MSTEams meetings (if applicable) AND through timely participation in asynchronous delivery of course material in Canvas Modules (16), which include Powerpoint lectures, reading materials, videos, quizzes, and/or Canvas Discussion boards. **(This means: Show up when required, participate in online class lectures/discussions and actively engage with each course Module)** 400

Essay #1 - Close reading – DUE 02/26

Students will write an essay focused on a piece of dramatic literature, theatre, performance art, or pop culture icon/influencer/performer we are not discussing in class and choose a “moment,” an image, or convention of the particular genre that the student believes is crucial to the image of race/performance of race and the question(s) race poses to us as spectators/readers/scholars in U.S. culture. See the assignment prompt for full instructions. The project must be a minimum of 1650-1700 words. 150

Essay #2 – Research -Analysis Paper (research required) – DUE 04/16

Students will write a critical analysis-research essay focused on a piece of dramatic literature, theatre, or performance art, or pop culture icon/influencer/performer and their body of work as the individual or work relates to the image of race/performance of race. Research is required! The paper must cite at least six (6) scholarly sources. (See assignment prompt for specific performances and/or email me for approval of one of your choice.) Project must be a min. of 2300 words. 250

Presentation of Research (Essay #2)

Powerpoint presentation with audio recording presenting topic, thesis, research/scholarship explored in Essay #2 (10-12 mins) and Feedback to Peers 100

Final reflection essay(s) – min. 1000 words (Due Finals week)

100

TOTAL POINTS**1000**

Rubrics for all writing assignments will be included with the assignment instructions on CANVAS (sample rubric attached at the end of this document).

Late Work: Late work is NOT accepted without medical or legal documentation of an absence or university approved accommodation.

IMPORTANT DATES

1. Dates of scheduled exams: no midterm exam; Final during finals week per USF schedule
2. Assignments and due dates: see generally above and course schedule posted in CANVAS
3. *Drop/Add Deadline* 01/14/2022
4. *MLK holiday* 01/17/2022
5. *Mid-term Grading Opens* 02/21/2022
6. *Mid-term Grading Closes* 03/08/2022
7. *Spring Break* 03/14/2022 – 03/20/2022
8. *Test Free Week* 03/2/2022 – 03/29/2022
9. *Drop/Add Deadline w/o academic penalty* 03/26/2022
10. *Final Examination Week* 03/30/2022 – 04/05/2022

COURSE SCHEDULE (AS OF 01/03/2021)

ABOUT FACE – SPRING 2022

Assignment and Class Schedule

Schedule subject to modification by the instructor based on class performance

Or due to emergency circumstances declared by government and/or university officials

READ CANVAS ANNOUNCEMENTS REGULARLY

Week Date

&

ALL WEEKLY MODULES

Week 1 01/10 –
01/15

INTRODUCTIONS & SYLLABUS REVIEW

[Drop-Add 01/14]

Module 1 Online lecture, reading, and discussion post: Introductions

Week 2 01/16 –
01/22

THEATRE & RACE

Module 2 Online lecture, reading, and discussion post:

Theatre and Race by Harvey Young (excerpt)

Week 3 01/23 –
01/29

Black Face and Minstrelsy - I

Module 3 Online lecture, reading, and discussion post

Reading include excerpts from *Burnt Cork: Traditions and Legacies of Blackface Minstrelsy* (pdfs posted to Canvas)

Week 4 01/30 –
02/05

Black Face and Minstrelsy - I

Module 4 Online lecture, reading, and discussion post

Reading include excerpts from *Burnt Cork: Traditions and Legacies of Blackface Minstrelsy* (pdfs posted to Canvas)

Intro to Essay #

Week 5 02/06-
02/12

Race in American Musical Theatre – I

Module 5 Online lecture, reading, and discussion post:

Module 6 Discussion Post - Essay #1 Object and Interest/Questions

ESSAY #1 – CONFERENCE WEEK

Week 6

02/13 –

02/19

[Mid-term grading opens 02/21]

Module 7 Essay #1 - MS Teams One-2-One Conferences

Week 7

02/20-

02/26

Playing Indian**Metamora, John Augustus Stone, Metamora, & Red Face**

Module 8: Online lecture, reading, and discussion post: Playing Indian and Red Face

The Indian Problem at FSU (paper/lecture) by D. Kochman***TURNITIN: ESSAY #1 CLOSE READING –******DUE ON OR BEFORE SATURDAY, 02/26 at 11:59pm***

Week 8

02/27-

03/05

Playing Indian - The Thanksgiving Play (or new selection TBA)

Module 9 Online lecture, reading, and discussion post: It's Okay To Laugh

The Thanksgiving Play by Larissa FastHorse (this object may change)

Introduction to Essay #2 Critical Analysis – Research essay

Week 9

03/06-

03/12

YELLOWFACE

[03/08 – Mid-term Grading Closes]

Module 10 Online lecture, reading, and discussion post: Asians In Yellow Face

Yellow Face by David Henry Hwang (Remember: It's okay to laugh!)

Module 11 Essay #2: Object and Three Initial Research Questions

Week 10
03/13-
03/19

SPRING BREAK**03/13-03/19**

WORK ON ESSAY #2 RESEARCH and PREP FOR CONFERENCE #2

Week 11
03/20-
03/26

ESSAY #2 CONFERENCE WEEK

[03/26 – last day to withdraw w/o academic penalty]

Module 12 Essay #2 MS Teams One-2-One Conferences

Week 12
03/27-
04/02

Race in American Musical Theatre – IIModule 13: Online lecture, reading, and discussion post: *Hamilton*: Elevating or Erasing?

Week 13
04/03-
04/09

PEER REVIEW

Module 14: Peer Review

Week 14
04/10-
04/16

RESEARCH PAPERS DUE ON/BEFORE 04/16**PRESENTATIONS DUE ON/BEFORE 04/23****TURNITIN: RESEARCH ESSAY #2****On or BEFORE SATURDAY, 04/16 @ 11:59PM**

PRESENTATIONS OF RESEARCH ESSAY #2 DUE NO LATER THAN 04/23

Week 04/17-
15 04/23

ABOUT FACE: FACING IT

Module 15: Online lecture, reading, and discussion post: *Fairview* by Jackie Sibblies Drury

PRESENTATIONS OF RESEARCH ESSAY #2 DUE NO LATER THAN 04/23

Week 04/24 –
16 04/30

FEEDBACK TO PEERS' PRESENTATIONS**Test Free Week**

Module 16: Feedback to Peers' Presentations Due on/before 04/30

REVISIONS TO ESSAY #1 DUE ON OR BEFORE: 04/30

04/30-
FINAL 05/05

FINAL EXAM WEEK

FINAL ONLINE SUBMISSION - REFLECTION ESSAY – DATE TBA (following USF final exam schedule)

ESSAY #2 REVISIONS DUE – on or before 5pm on 05/05

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that **apply to all courses at USF**. Be sure to review these online at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>  (<https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>).

Student Recordings

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the [USF Student Conduct Code](https://usf.app.box.com/v/usfregulation60021)  (<https://usf.app.box.com/v/usfregulation60021>).

<https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx> 

(<https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>)

Course Policies: Grades

Late Work Policy: Late work will receive the grade of zero -0-. |

Late work IS NOT accepted without documentation of a medical or legal issue.

There are no make-ups for in-class writing, quizzes, activities, or the final exam.

If you plan to be absent, CONTACT ME to make arrangements to submit your work.

If you are unexpectedly absent due to a medical, legal, or other emergency, contact me via email to let me know (dkochman@usf.edu). We will discuss any necessary documentation, and I will decide new deadlines for missed work and provide you with an email outlining the new plan.

Bottom line: Stay in communication with me, so I can help you successfully complete this course!

Extra Credit Policy:

Extra credit may be offered after mid-term grades and before finals.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

For graduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Essay Commentary Policy: Offer specifics about your policy on essays.

Please note that feedback is provided to each student for each research or analysis essay in 3 ways:

- **Comment bubbles/margin comments on the paper.** Comment "bubbles" appear to the right side/right margin of the paper in Turnitin documents (or word documents if you had to email me your work for some reason). Comments bubbles on Turnitin documents should be visible using the Speedgrader. If you do not see the comment bubbles, seek help from services in eLearning or plan to meet with me via MSTeams. **Everyone has comments/feedback on their paper.**

- **Grading rubric.** The grading rubric is a word document attached to my message to you with your grade; it is specific to you/your paper. You should receive the message and attachment via Canvas gradebook messages. If you do not find your grading rubric, let me know. Some of you also receive attached handouts to help with revisions.
- **End Note** (my summary note to you specific to your paper). This note is at the top of the grading rubric (before the table/grid). I send the same message to you through Canvas (with the grading rubric). If you do not see this end note/message, let me know.

If you do not see all the feedback, contact me asap because I give all three forms of feedback to each student – students need the feedback to complete successful revisions.

Final Examinations Policy: All final exams are to be scheduled in accordance with the University's final examination policy.

Course Policies: Technology and Media

Canvas:

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or [help@usf.edu \(mailto:help@usf.edu\)](mailto:help@usf.edu).

Recordings:

In this class, software may be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

WhatsApp, GroupMe, and Student-to-Student Communication:

While students may use digital communication tools (WhatsApp, GroupMe, etc.) to communicate with fellow students, it is important to remember that academic integrity policies still apply in these environments. Informing others about the contents of tests is prohibited by [the official regulation](https://usf.app.box.com/v/usfregulation3027)  (<https://usf.app.box.com/v/usfregulation3027>), as is receiving unauthorized information about an examination. Students are expected and required to immediately report instances of such violations to the instructor.

Course Policies: Student Expectations

Title IX Policy:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, **who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking**. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>  (<https://www.usf.edu/title-ix/gethelp/resources.aspx>). *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu (<mailto:va@admin.usf.edu>).*

Course Hero / Chegg Policy:

The [USF Policy on Academic Integrity](http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf)  (<http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf>) specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy:

Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

End of Semester Student Evaluations:

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy for in person class meetings:

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Turnitin.com:

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment.

For a more detailed look at this process visit

<http://www.turnitin.com> ↗ [\(http://www.turnitin.com/\)](http://www.turnitin.com/).

Essays are due at turnitin.com at the stated day and time in the assignment prompt.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](https://www.usf.edu/student-affairs/student-accessibility/)  [\(https://www.usf.edu/student-affairs/student-accessibility/\)](https://www.usf.edu/student-affairs/student-accessibility/)

[SAS website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/resources/student-accessibility-services/)  [\(https://www.stpetersburg.usf.edu/student-life/resources/student-accessibility-services/\)](https://www.stpetersburg.usf.edu/student-life/resources/student-accessibility-services/)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the **[Office of Student Success website](https://www.usf.edu/student-success/undergrads/)**  [\(https://www.usf.edu/student-success/undergrads/\)](https://www.usf.edu/student-success/undergrads/).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu. (<mailto:help@usf.edu>)

[IT website for the Tampa campus.](https://www.usf.edu/it/about-us/helpdesk.aspx)  [\(https://www.usf.edu/it/about-us/helpdesk.aspx\)](https://www.usf.edu/it/about-us/helpdesk.aspx)

[IT website for the St. Pete campus.](https://lib.stpetersburg.usf.edu/c.php?g=728128&p=5199235)  [\(https://lib.stpetersburg.usf.edu/c.php?g=728128&p=5199235\)](https://lib.stpetersburg.usf.edu/c.php?g=728128&p=5199235)

[IT website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/academics/academic-resources/technology-services/index.aspx)  [\(https://www.sarasotamanatee.usf.edu/academics/academic-resources/technology-services/index.aspx\)](https://www.sarasotamanatee.usf.edu/academics/academic-resources/technology-services/index.aspx)

Center for Victim Advocacy

The **[Center for Victim Advocacy](https://www.usf.edu/student-affairs/victim-advocacy/contact-us/index.aspx)**  [\(https://www.usf.edu/student-affairs/victim-advocacy/contact-us/index.aspx\)](https://www.usf.edu/student-affairs/victim-advocacy/contact-us/index.aspx) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](https://www.usf.edu/student-affairs/counseling-center/about-us/contact-us.aspx)  [\(https://www.usf.edu/student-affairs/counseling-center/about-us/contact-us.aspx\)](https://www.usf.edu/student-affairs/counseling-center/about-us/contact-us.aspx)

[Counseling Center website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/wellness/about/schedule-appointment.aspx)  [\(https://www.stpetersburg.usf.edu/student-life/wellness/about/schedule-appointment.aspx\)](https://www.stpetersburg.usf.edu/student-life/wellness/about/schedule-appointment.aspx)

[Counseling Center website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/campus-life/health-and-safety/counseling-and-wellness-center/index.aspx)  [\(https://www.sarasotamanatee.usf.edu/campus-life/health-and-safety/counseling-and-wellness-center/index.aspx\)](https://www.sarasotamanatee.usf.edu/campus-life/health-and-safety/counseling-and-wellness-center/index.aspx)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu (<mailto:asctampa@usf.edu>).

[Tutoring website for the Tampa campus.](https://www.usf.edu/undergrad/academic-success-center/tutoring/courses-tutored.aspx)  [\(https://www.usf.edu/undergrad/academic-success-center/tutoring/courses-tutored.aspx\)](https://www.usf.edu/undergrad/academic-success-center/tutoring/courses-tutored.aspx)

[Tutoring website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/student-success-center/tutoring/index.aspx)  [\(https://www.stpetersburg.usf.edu/student-life/student-success-center/tutoring/index.aspx\)](https://www.stpetersburg.usf.edu/student-life/student-success-center/tutoring/index.aspx)

[Tutoring website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/academics/academic-resources/tutoring.aspx)  [\(https://www.sarasotamanatee.usf.edu/academics/academic-resources/tutoring.aspx\)](https://www.sarasotamanatee.usf.edu/academics/academic-resources/tutoring.aspx)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu (<mailto:writingstudio@usf.edu>).

[Writing studio website for the Tampa campus.](https://www.usf.edu/undergrad/academic-success-center/writing-studio/)  [\(https://www.usf.edu/undergrad/academic-success-center/writing-studio/\)](https://www.usf.edu/undergrad/academic-success-center/writing-studio/)

<https://www.usf.edu/undergrad/academic-success-center/writing-studio/>) **Writing studio website for the St. Pete campus.** <https://www.stpetersburg.usf.edu/student-life/student-success-center/writing/writing-tutoring.aspx>)
Writing studio website for the Sarasota-Manatee campus. <https://www.sarasotamanatee.usf.edu/academics/academic-resources/tutoring.aspx>)

Course Summary:

Date	Details	Due
Mon Jan 10, 2022	 Welcome to About Face in U.S. Theatre! First Day Tasks! https://usflearn.instructure.com/courses/1680550/assignments/11732107	due by 9pm
Wed Jan 19, 2022	 Module 1 Discussion: About Face Overview and Foundations https://usflearn.instructure.com/courses/1680550/assignments/11774823	due by 11:59pm
Wed Jan 26, 2022	 Module 2: Discussion Theatre and Race (initial response due 01/26) https://usflearn.instructure.com/courses/1680550/assignments/11822349	due by 11:59pm
Wed Feb 2, 2022	 Module 3: Discussion - Blackface I (initial post due 02/02) https://usflearn.instructure.com/courses/1680550/assignments/11872329	due by 11:59pm
Mon Feb 7, 2022	 SIGN UP HERE for Required Conference for Essay #1 (02/13 thru 02/19) - sign up by 02/07 https://usflearn.instructure.com/courses/1680550/assignments/11872327	due by 11:59pm
Wed Feb 9, 2022	 Module 4 Discussion Blackface II https://usflearn.instructure.com/courses/1680550/assignments/11893903	due by 11:59pm
Sun Feb 13, 2022	 Module 6 Discussion Essay #1 Prep for Conference #1 - DUE NO LATER THAN 11:59 02/13 https://usflearn.instructure.com/courses/1680550/assignments/11904783	due by 11:59pm
Wed Feb 16, 2022	 Module 5 Discussion Race in American Musical Theatre I	due by 11:59pm

Date	Details	Due
	https://usflearn.instructure.com/courses/1680550/assignments/11903951	
Sat Feb 19, 2022	 Module 7 - Essay #1 Conference Attendance https://usflearn.instructure.com/courses/1680550/assignments/11909755	due by 11:59pm
Sat Feb 26, 2022	 Essay #1 Close Reading DUE 02/26 https://usflearn.instructure.com/courses/1680550/assignments/11879711	due by 11:59pm
Sat Mar 5, 2022	 Module 8 Discussion Playing Indian - "Indian Problem" at FSU https://usflearn.instructure.com/courses/1680550/assignments/11957319	due by 11:59pm
Wed Mar 9, 2022	 Module 9 Discussion Playing Indian - The Thanksgiving Play https://usflearn.instructure.com/courses/1680550/assignments/11957321	due by 11:59pm
Mon Mar 21, 2022	 Module 11 Discussion Essay #2 Object and 3 Initial Research Questions https://usflearn.instructure.com/courses/1680550/assignments/11989571	due by 11:59pm
Mon Mar 21, 2022	 Module 12 Discussion Essay #2 - Pre-Writing 2 OPTIONS Conference or Written Research Proposal https://usflearn.instructure.com/courses/1680550/assignments/11993403	due by 11:59pm
Wed Mar 23, 2022	 Module 10 Discussion Yellowface & DHH's play "Yellow face" https://usflearn.instructure.com/courses/1680550/assignments/11988879	due by 11:59pm
Thu Mar 24, 2022	 Module 12 - Essay #2 PreWriting Option #1 or Option #2 - points entere here https://usflearn.instructure.com/courses/1680550/assignments/11993419	due by 11:59pm
Sat Apr 2, 2022	 Module 13 Discussion Race & American Musical Theatre II ~ Hamilton : Elevating or Erasing? https://usflearn.instructure.com/courses/1680550/assignments/12019235	due by 11:59pm

Date	Details	Due
Tue Apr 5, 2022	 Module 14 Discussion Peer Review - Drafts Due 04/05 - Response to Peer Due 04/09 (https://usflearn.instructure.com/courses/1680550/assignments/12023763)	due by 11:59pm
Sat Apr 16, 2022	 Essay #2 - Analysis/Research Essay (https://usflearn.instructure.com/courses/1680550/assignments/11989567)	due by 11:59pm
Thu Apr 21, 2022	 Extra Credit - Celeste Davis event on 04/14 (https://usflearn.instructure.com/courses/1680550/assignments/12059999)	due by 11:59pm
Sat Apr 23, 2022	 Essay #2 Presentations and Feedback Discussion (https://usflearn.instructure.com/courses/1680550/assignments/12024083)	due by 11:59pm
Sat Apr 23, 2022	 Module 15 Discussion Facing It: "Fairview" by Jackie Sibblies Drury (https://usflearn.instructure.com/courses/1680550/assignments/12024061)	due by 11:59pm
Fri Apr 29, 2022	 Presentation of Essay #2 Analysis-Research essay - Online (https://usflearn.instructure.com/courses/1680550/assignments/11993363)	due by 11:59pm
Fri Apr 29, 2022	 Course Evaluations - Reminder - (Not a graded assignment) (https://usflearn.instructure.com/courses/1680550/assignments/12083295)	due by 11:59pm
Sat Apr 30, 2022	 Extra Credit - This is My Brave on 04/22 (https://usflearn.instructure.com/courses/1680550/assignments/12059827)	due by 6pm
Sat Apr 30, 2022	 REVISIONS to Essay #1 Close Reading - DUE ON OR BEFORE 04/30 NO EXCEPTIONS (https://usflearn.instructure.com/courses/1680550/assignments/11996953)	due by 11:59pm

Date	Details	Due
Thu May 5, 2022	 Extra Credit - Screening & Response to the documentary. 13th - Due 05/05 5pm (https://usflearn.instructure.com/courses/1680550/assignments/12105295)	due by 5pm
	 Extra Credit - Screening & Response to the documentary. 13th - Due 05/05 5pm - NEW PROMPT (to correct Turnitin issue) (https://usflearn.instructure.com/courses/1680550/assignments/12119801)	due by 5pm
	 Final "Exam" - Reflective Essay(s) - DUE on or before 5pm Thursday 05/05 (https://usflearn.instructure.com/courses/1680550/assignments/12106951)	due by 11:59pm
	 REVISIONS - Essay #2 - Research/Analysis Essay - Due on or before 5pm on 05/05 (https://usflearn.instructure.com/courses/1680550/assignments/12105381)	due by 11:59pm