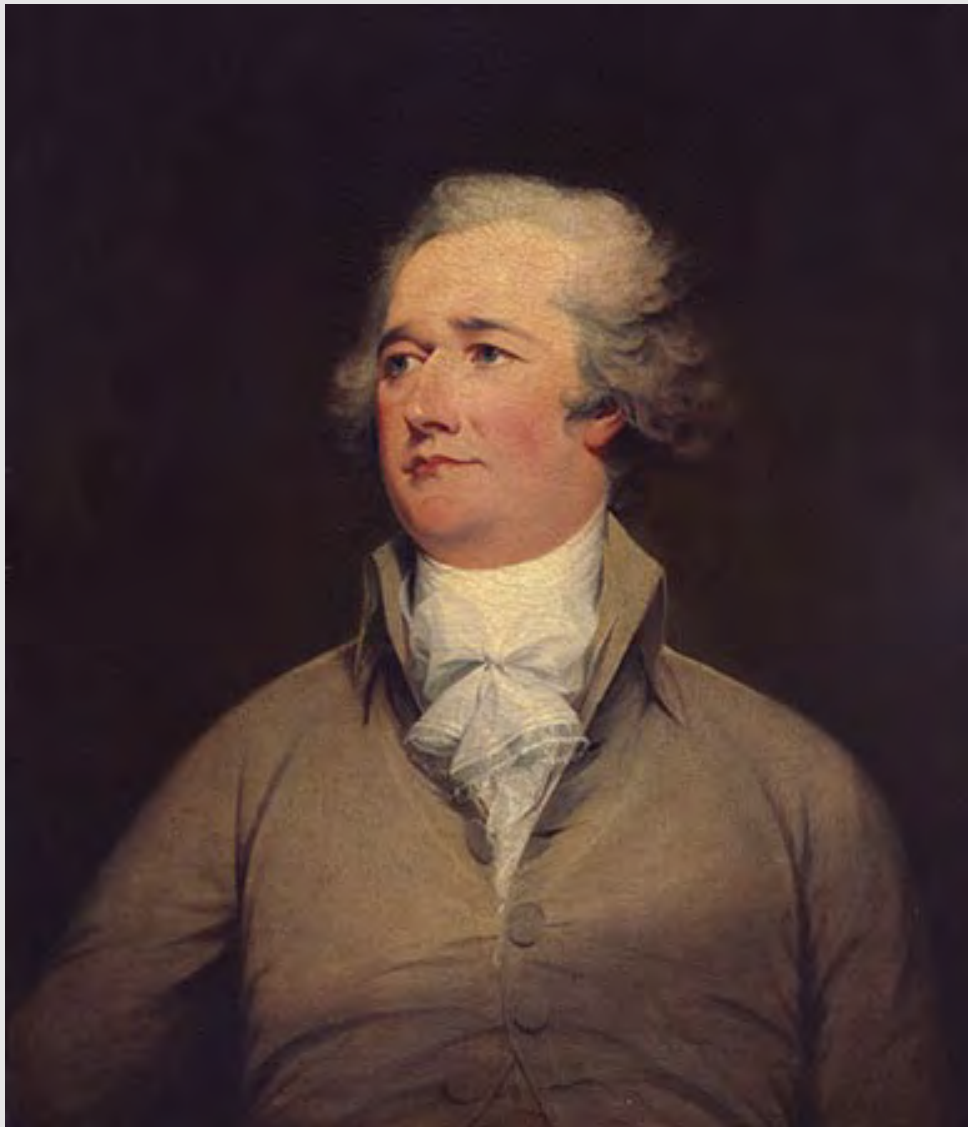


THE AGE OF HAMILTON



SAM HOUSTON
STATE UNIVERSITY

HIST 4378
REVOLUTIONARY AMERICA
SPRING 2018
MWF 12:00-12:50
CHSS 232

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Digging into Hamilton's America

Viewing the Formation of a Nation through the Eyes of an Immigrant

In the last few years, the Broadway play *Hamilton: An American Musical*, has taken the nation by storm. A racially diverse cast, catchy hip-hop tunes, and a culturally relevant message has made the production both critically acclaimed and immensely popular. Thanks to Lin-Manuel Miranda, Alexander Hamilton is, as the kids say, “hot.”

But what about Hamilton's world? A Broadway musical is not meant to be a historical treatise, as any production is destined to take literary license. Nor does the play seek to tell the entire story of revolutionary America. This course will put flesh on Miranda's skeleton—and in some cases, attempt to perform drastic reconstructive surgery on our cultural myths. My hope is that you'll see the nation's founding like you never have before.

We will be using two different—and somewhat competing—lenses for this class. First, we will be focusing on those individuals generally overlooked in our national histories—the oppressed, marginalized, and forgotten. However, we will also be focusing on a famous figure, Hamilton, whose writings will ground every discussion.



“...these united Colonies are, and of Right ought to be Free and Independent States...”

By the end of this semester, students are expected to:

- Acquire a substantial knowledge of America's complex revolution by reading primary and secondary sources.
- Demonstrate competence of the historian's craft by outlining key themes and methods historians have used to engage the revolutionary era.
- Perform rigorous writing assignments that cultivate substantial argumentative and persuasive perspectives.

Buckle up and enjoy a fun—if rigorous—semester!

CAPSTONE REQUIREMENTS

Since this course is currently categorized as a 4000-level course, it is required that I teach it as a capstone seminar. That means a couple of things. First, class sessions will be based around discussion and debates rather than lectures. I will certainly bring information and structure our dialogues, but you cannot rely on me for all analysis. Please come prepared to every class having read the assigned texts and energized to add your opinions.

Second, writing assignments will make up nearly all of your overall grade. (There will be no exams.) However, unlike a typical capstone seminar, which is focused around one major research paper, we will create a portfolio of smaller assignments that, added together, perform the same amount of work. You will have an option to revise every assignment after original submission.



Course Assignments

Attendance & Reading

As with any college course, learning and progression are dependent upon class participation and attendance. Therefore, markings of attendance and reading will make up a considerable portion of the student's overall grade. A sheet will be passed around every class period which will record both your attendance and the percentage of reading you have completed. Students must never mark the roll on behalf of anyone else, present or absent. The choice to disobey this rule, if discerned, results in failure of the course. This emphasis on attendance and preparation rewards the diligent student by granting twenty percent of one's grade merely by preparing for and attending every class period. You are allowed to miss three classes without punishment, and three more can be made up through extra credit. More than six unexcused absences results in failure of the course.

Submitting Written Work

All written work will be submitted through blackboard. I will not excuse late work if you do not alert me beforehand. If you anticipate that you will not be able to submit your work on time, for whatever reason, please let me know well in advance. Work turned in one day late will be reduced ten points; work turned in later receive no credit.

The Play

Throughout the semester, the Broadway play will be featured as a background text. On the first Friday of the semester you will be expected to prepare a "Fandom Research Report," in which you examine some facet of how America has digested

the play. (More details found on the instructional sheet.) Then, specific songs will be attached to particular weeks, themes, and reading.

Reading Reports

Students will be expected to read three monographs related to the themes discussed in class. I will provide a worksheet that includes specific questions to be answered based on material in the book. This will make sure you are ready to discuss the book in class.

Taxes Debate & Op-Ed

After studying the debates over taxes & representation during the 1760s and early 1770s, including published pamphlets, students will be broken up into two sides: those who support Parliament's power and those who do not. You will write a two-page opinion essay arguing for your side, largely drawn from historical evidence. Then, in class, I will moderate a debate in which everyone will participate.

Annotated Documents

At two points in the semester students will submit an Annotated Document assignment. This involves choosing a text from *The Essential Hamilton*, transcribing it into a Word Document, and then writing an introduction as well as explanatory annotations, similar to what you would find in a documentary history. This will allow you to learn the skills of primary source analysis and contextualization. See instructions sheet for details.



Classroom Etiquette

Let's face it: our snapchatting generation is not good at classroom etiquette. We like to think of ourselves as multi-tasking experts able to tweet, work on homework, message our friends, and listen to lectures all at the same time. But in reality, this just leads to ineffective class time. While I welcome laptops/iPads/dodats in the classroom, I ask that they only be used for notes.

Relatedly, please turn phones on silent, and please resist the urge to text. While my insights are brilliant enough to merit immediate dissemination, but make sure you wait until after class.

Students are expected to show up on time, stay until the end of class, and participate.

Failure to follow these rules will result in a stiff penalty.



Course Assignments (cont.)

Point Breakdown

CLASS ATTENDANCE	50
READING	50
FANDOM REPORT	10
TAXES OP-ED	40
ANNOTATED DOCS (2)	100
CONSTITUTION DEBATE	50
RESEARCH OUTLINE	10
ANNOTATED BIB	30
DRAFT TO CLASSMATE	15
DRAFT FEEDBACK	20
<u>RESEARCH ANALYSIS</u>	<u>125</u>
TOTAL	500

Research Paper

The entire course will culminate in a major research project of your choice. The topic is up to the student, but must be related to themes discussed during the semester. The project will be tiered, meaning that there will be various elements completed throughout the next few months. You will first have to find a list of possible primary and secondary sources and create an annotated bibliography—basically an outline of what historians have said about your topic, and what is left to be explored. You will move on to a written analysis of your project. Your early draft will be shared with an assigned classmate, and each of you will provide feedback to the other. The final draft will be submitted to me two weeks before the end of the semester, allowing me time to grade it, return it to you, and provide you a week to perform any revisions. Please consult the detailed instruction sheet for more specific information.

you will become experts on its origins, creation, and ratification. The class will be broken up into four individual groups, each dedicated to arguing for one of four options Americans faced in 1787: absolute acceptance, acceptance with minor revision, acceptance with substantial revisions, and rejection. You will come up with ten minutes of material to share with the rest of class. Grades will be determined by creativity, substance, and persuasiveness.

Extra Credit

Small amounts of extra credit will be available throughout the term and will be entirely comprised of extra reading. Students will be provided with an approved reading list (books and articles that are not on the list, but are approved by me, will also be eligible), and for every one hundred pages read there will be five extra credit points rewarded. Credit will be assessed by the student visiting my office and discussing the book or article, specifically relating how the text has enriched his or her understanding of American religious history. discuss the book in class.

Constitution Presentations

We will be spending two weeks on the Constitution, which means

Class Texts

Required Texts:

Joanne Freeman, ed., *The Essential Hamilton* (Library of America)

Robert Gross, *The Minutemen and Their World* (Hill & Wang)

David Waldstreicher, *Slavery's Constitution: From Revolution to Ratification* (Hill & Wang)

Joanne Freeman, *Affairs of Honor: National Politics in the New Republic* (Yale UP)

Optional Texts

Lin-Manuel Miranda, *Hamilton: The Revolution* (Hachette)

- Discusses background to the play. Is helpful for dissecting how the songs relate to the history.

Thomas K. McCraw, *The Founders and Finance: How Hamilton, Gallatin, and Other Immigrants Forged a New Economy* (Harvard UP)

- Most helpful background to Hamilton and early American finance.



SCHEDULE

TEH = *The Essential Hamilton*

Date	Reading	Song	Assignment
	<u>INTRODUCTION</u>		
1/17	<u>Wed:</u> SNOW DAY	-Alexander Hamilton (White House Performance)	
1/19	<u>Fri:</u> "Questlove on 'Hamilton' and Hip Hop" -Rebecca Martinez, "Mi Tierra, my Testimony"		
	<u>COLONIAL ORIGINS</u>		
1/22	<u>Mon:</u> Lyra Montiero, "Race-Conscious Casting and the Erasure of the Black Past in <i>Hamilton</i> "; Annette Gordon-Reed, "Hamilton The Musical: Blacks and the Founding Fathers"; James McMaster, "Why <i>Hamilton</i> is not the Revolution you think it is"	-Yorktown (The World Turned Upside Down)	-Fandom Research Report
1/24	<u>Wed:</u> T.H. Breen, "An Empire of Goods: The Anglicization of Colonial America";	-The Schuyler Sisters	
1/26	<u>Fri:</u> Letter to Edward Stevens (TEH 3); "To the Royal Danish American Gazette" (TEH 4)	-Alexander Hamilton -Wrote My Way Out (Mixtape)	
	<u>RIGHTS OF ENGLISHMEN</u>		
1/29	<u>Mon:</u> Woody Holton, "The Ohio Indians and the Coming of the American Revolution in Virginia"; Steve Pincus, "Patriots and the Imperial Crisis of the 1760s"	-My Shot	
1/31	<u>Wed:</u> Samuel Seabury, <i>Free Thoughts on the Proceedings of the Continental Congress</i> (Blackboard); Hamilton, <i>A Full Vindication of the Measures of Congress</i> (TEH 7)	-Farmer Refuted	
2/2	<u>Fri:</u> None.		-Taxes Debate -Op-Eds Due

Date	Reading Assignment	Song	Assignment
	<u>DECLARATIONS</u>		
2/5	<u>Mon:</u> None	-The Story of Tonight	
2/7	<u>Wed:</u> David Armitage, "The World in the Declaration of Independence"	-You'll Be Back	
2/9	<u>Fri:</u> Extracts from Thomas Paine, <i>Common Sense</i> ; original draft of <i>Declaration of Independence</i>	-Valley Forge (Mixtape)	
	<u>WAR</u>		
2/12	<u>Mon:</u> Gross, <i>Minutemen and Their World</i> , 1-108; Letters to Laurens, E Schuyler, and M Schuyler (TEH 45, 50, 70, 72, 73)	-Right Hand Man -Guns and Ships	
2/14	<u>Wed:</u> Gross, <i>Minutemen and Their World</i> 109-204; Letters to P Schuyler, McHenry, and Washington (TEH 74, 77, 83), and Continentalist No. III (TEH 78)	-History Has Its Eyes on You -Ten Duel Commandments	-Reading Report Due
2/16	<u>Fri:</u> Trip to library		
	<u>CRITICAL PERIOD</u>		
2/19	<u>Mon:</u> Jessica Roney, "1776, Viewed From the West"	-What Comes Next?	
2/21	<u>Wed:</u> Letters to Duane and J Hamilton (TEH 53, 85)	-Dear Theodosia	
2/23	<u>Fri:</u> Alan Taylor, "Republics"		-Outline of Research Topic Due

Date	Reading Assignment	Song	Assignment
	<u>CONSTITUTION</u>		
2/26	<u>Mon:</u> Hamilton's Plan of Government (TEH 89), Speech in Constitutional Convention (TEH 91), Letter to Washington (TEH 106), Private Conjectures (TEH 107)		
2/28	<u>Wed:</u> Federalist Essays (TEH 110, 114, 122, 128, 137, 145); Anti-federalist Essays (blackboard)	-Non-Stop	
3/2	<u>Fri:</u> Library Scavenger Hunt		-First Annotated Document Due
	<u>SLAVERY</u>		
3/5	<u>Mon:</u> Waldstreicher, <i>Slavery's Constitution</i> , 1-56.	-No John Trumbull (Mixtape)	
3/7	<u>Wed:</u> Waldstreicher, <i>Slavery's Constitution</i> , 57-157.	-Cabinet Battle #3 (Mixtape)	-Reading Report Due
3/9	<u>Fri:</u> None	-My Shot (Mixtape)	-Constitution Presentations
3/12 - 3/16	<u>SPRING BREAK</u>		
	<u>RELIGIOUS LIBERTY</u>		
3/19	<u>Mon:</u> Christopher Grasso, "Deist Monster: On Religious Common Sense in the Wake of the American Revolution"		
3/21	<u>Wed:</u> Primary Sources Related to Religious Disestablishment		
3/23	<u>Fri:</u> None		-Annotated Bibliography Due

Date	Reading Assignment	Song	Assignment
	<u>A NEW NATION</u>		
3/26	<u>Mon:</u> Excerpts from Thomas McCraw, <i>The Founders and Finance</i> ; Letters to Washington, Lafayette, and Lee (TEH 161, 163, 169, 171)	-What'd I Miss?	
3/28	<u>Wed:</u> Hamilton's "Report on Public Credit" (TEH 171) and "Opinion on the Constitutionality of a National Bank" (TEH 186)	-Washingtons On Your Side (Mixtape)	
3/30	<u>Fri:</u> NO CLASS		-Second Annotated Document Due
	<u>PARTY POLITICS</u>		
4/2	<u>Mon:</u> Willentz, Excerpts from Thomas McCraw, <i>The Founders and Finance</i>	-The Room Where it Happens	
4/4	<u>Wed:</u> Letters to Carrington and Unknown Correspondent (TEH 219, 242), An American No. I (235), Pacifus No. 1 (TEH 249), Tully No III (TEH 258)	-Cabinet Battle #1	
4/6	<u>Fri:</u> Hamilton's Draft on Neutrality (TEH 243), Memorandum on the French Revolution (TEH 262), Letters to Church, Washington, King, and Troup, (TEH 260, 261, 264, 269, 270), Memorandum on US Seal (TEH 271), Draft of Washington's Farewell (273)	-Cabinet Battle #2 -Washington on Your Side -One Last Time	
	<u>GENDER AND FAMILY</u>		
4/9	<u>Mon:</u> Rosemarie Zagarri, "The Rights of Man and Woman in Post-Revolutionary America"	-Take a Break	-Draft of Research Analysis due to Classmate
4/11	<u>Wed:</u> Letters to P. Hamilton, A. Hamilton, W. Hamilton, M. Washington, W. Jackson, P. Hamilton, and Rush (TEH 218, 258, 290, 324, 328, 330, 342), The "Reynolds Pamphlet" (TEH 293)	-We Know -Hurricane -The Reynolds Pamphlet -Blow Us All Away -Stay Alive	
4/13	<u>Fri:</u> NO CLASS		-Research Analysis Feedback Due

Date	Reading Assignment	Song	Assignment
	<u>THE ELECTION OF 1800</u>		
4/16	<u>Mon:</u> Letters to Sedgwick, McHenry, Jay, Sedgwick, Adams, Bayard (TEH 321, 323, 325, 327, 342)	-I Know Him -The Adams Administration -An Open Letter	
4/18	<u>Wed:</u> Letters to Morris, Rutledge, Bayard, Morris, Pinckney, E. Hamilton, and Pickering (TEH 331, 331, 335, 340, 346, 347, 348)	-The Election of 1800	
4/20	<u>Fri:</u> Joanne Freeman, <i>Affairs of Honor</i> , 1-61		-Research Analysis Due
	<u>THE DUEL</u>		
4/23	<u>Mon:</u> Joanne Freeman, <i>Affairs of Honor</i> , 62-198	-Your Obedient Servant -Best of Wives and Best of Women	
4/25	<u>Wed:</u> Joanne Freeman, <i>Affairs of Honor</i> , 199-288; Documents Related to the Duel (TEH 351-372)	-The World was Wide Enough	-Reading Report Due
4/27	<u>Fri:</u> None	-Immigrants, We Get the Job Done (Mixtape)	
	<u>CLASS PRESENTATIONS</u>		
4/30	<u>Mon:</u> Student presentations	-Who Lives, Who Dies, Who Tells Your Story	
5/2	<u>Wed:</u> Student presentations	-Who Tells Your Story (Mixtape)	
5/4	<u>Fri:</u> Class wrap-up		-Final Portfolios Due

Blackboard

I hope that many of you are familiar with blackboard. If not, this will quickly change. We will be using blackboard as the digital hub for our class. Course materials—including the syllabus, grades, assignment information, announcements, and study guides—will be housed within that program. Further, a number of the readings this semester are found in blackboard. If you click on the “Readings” tab you will find folders for every designated week. Within those folders you will find the texts.

You are free to print out the readings, but you can also ask me for the name of the books from which they come and I’ll be happy to give you reference information.

If you have difficulty accessing the website please let me know. As a test of your attentiveness to this syllabus: if you email me before the first day of class with either a gif or link to a youtube video that accurately depicts your excitement level for this class, you will receive 5 extra-credit points.

UNIVERSITY POLICIES

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. A copy of the University policy is available on the Sam Houston State University website. If you need clarification about what constitutes plagiarism, do not hesitate to ask or see me during office hours.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

SKILL OBJECTIVES

Critical Thinking: Students will be taught to think critically and analytically, and to ask appropriate questions about different historical societies and cultures, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.

Communication: To include effective development, interpretation and expression of ideas through written, oral and visual communication. Communication skills will be addressed in this class through class participation, the reading and discussion of historical texts, attending lectures, and/or watching films. Students will learn through the use of historical materials to critically evaluate the time periods in which these materials originated.

Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making. Personal responsibility will be addressed in this course as students articulate how to make sound ethical judgments based on the development of their personal value system. By studying how individuals in the past drew upon their cultural belief systems to make ethical choices students will learn how their personal choices based upon ideas, values, and beliefs influence their larger society and culture today.

Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Social Responsibility will be addressed in this course as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will thus learn about their own social responsibilities in improving current American society.