

University of Wisconsin-Madison  
History 201  
3-credit course  
Fall Semester 2020  
September 2 – December 10  
W 11:00 am – 12:55 pm CT  
Class meetings held online only.  
Canvas course URL:  
<https://canvas.wisc.edu/courses/218935>

Instructor: Dr. Megan Stanton  
Email: [mastanton2@wisc.edu](mailto:mastanton2@wisc.edu)  
Student Hours: T 2:00 pm – 4:00 pm CT  
& by appointment

## The Historian's Craft: The World of Alexander Hamilton



*Alexander Hamilton (1755/1757-1804) was a colonist in the British Empire and later a citizen of the United States. He was born and raised in Nevis before he migrated to New York. His world, and that of his compatriots, spanned the Atlantic world and the North American continent. Note that, in this 1774 map by Carington Bowles, the boundaries of several British North American colonies extend westward from the Atlantic Coast to the Mississippi River.*

This seminar course examines the eighteenth-century world of Alexander Hamilton. We consider the American revolutionary era from Hamilton's perspective, but also through the eyes of the men and women who joined patriot and loyalist causes. We learn about Yorktown, the *Federalist Papers*, and dueling, and integrate indebted farmers, freedom suits, and republican mothers into our historical narrative. Course content covers both transatlantic and North American developments of the revolutionary era.

Discussion topics, workshops, and reading assignments examine British North America through social, cultural, and political historical methodologies. We also apply the critical lenses of gender, sexuality, race, and slavery to our understanding of the eighteenth century.

This course introduces us to historical practice. In seminar meetings, as well as individually in reading and written work, we consider primary and secondary sources. Our review of these sources enhances our knowledge of Hamilton and the American revolutionary era. Further, this process helps us to understand how historians interpret and explain the past.

In addition, we situate the popular musical *Hamilton* as another secondary source and interpretive text. The musical puts forward several arguments concerning the life of Alexander Hamilton and the people with whom he rebelled and established a new republic. Over the course of the semester, we identify the musical's arguments and relate them to the interpretations of other secondary sources. Using the musical as a point of departure, we learn about the attention that historians and the public have paid to the Founding Fathers, and familiarize ourselves with criticisms of this attention, too.

This course satisfies the Communication-B requirements of the General Education program at UW-Madison. In other words, this course provides us with opportunities to practice our writing and speaking skills. During class time and in assignments throughout the semester, we analyze primary sources, compare secondary sources, remotely visit the Wisconsin Historical Society Library, present two short oral presentations about our research, and develop a research paper in stages. Through these assignments, we broaden our experience in analyzing evidence and communicating our ideas.



Alexander Hamilton's portable writing desk.

### **Assessment of Assignments**

This course provides frequent opportunities to express our ideas in written and oral form. Assignments are due at the start of our class meeting, on Wednesdays at 11:00 am CT, unless otherwise noted. These assignments are assessed throughout the semester, as follows:

#### **Written Assignments.**

This course supports you in writing an 8-10-page research paper demonstrating your engagement with primary and secondary sources on a topic related to Alexander Hamilton or the American revolutionary era. Your sources may include reading assignments from this syllabus. You must also demonstrate your proficiency in research, however, by including several sources not assigned in class: at least five primary sources that were not assigned in class, and at least two peer-reviewed secondary sources (such as an article from a peer-reviewed history journal or a book published by a university press) that were not assigned in class. Seminars and workshops throughout the semester offer clarification and guidance on all written assignments. Each assignment for this course is designed to assist you in developing your writing skills and your research paper.

- **Biography Assignment, First Draft, due September 30**  
For this 3-page assignment, analyze a small collection of primary and secondary sources to demonstrate your developing skill in evaluating evidence. In your response, identify historians' interpretations of either Alexander Hamilton's or Aaron Burr's military service. Use your own knowledge about Hamilton's or Burr's military service, derived from eighteenth-century letters, to support your evaluation. You will find the reading assignments from our September 16 and September 23 meetings to be necessary to complete this assignment.
- **Biography Assignment, Final Draft, due October 14**  
Use instructor feedback to revise your first draft of the 3-page assignment.
- **Annotated Bibliography, due November 4**  
List at least six primary sources and two secondary sources that you have considered using in your 8-10-page research paper. You may include reading assignments from our syllabus. For each source, write 3-4 sentences describing the specific evidence you have found. (These entries help you assess the quantity of evidence you have gathered so far!)
- **Research Paper, First Draft, due December 2**  
Submit your 8-10-page research paper draft to your instructor. This deadline provides an opportunity to receive feedback on the draft.
- **Research Paper, Peer Review, due December 9**  
Review two of your classmates' first drafts and make recommendations for improvement. You will receive access to your classmates' papers by Thursday, December 3 at 11:00 am.
- **Research Paper, Final Draft, including Revision Summary, due December 15 at 11:00 am CT.** (FYI: Unlike all other due dates, this one falls on a Tuesday.)  
Submit your completed research paper to your instructor. This final draft is assessed for quality of interpretation, argument, and evidence; for writing quality; and for the revision work undertaken from feedback on the first draft.

### Oral Assignments.

Communication does not occur only in written form. This course provides two opportunities to share prepared comments about your research and writing. To support your goals for professional development, you may choose to give a synchronous presentation (in real-time during our class meeting) or to give an asynchronous presentation (pre-recorded and shared with classmates during our class meeting).

- **Oral Presentation 1, scheduled between October 7 and December 2**  
On September 23, we will draw up a schedule for delivering Oral Presentation 1. At that time, you will have an opportunity to indicate when in the semester you wish to give your presentation.  
Topic: In 5 minutes, teach your classmates about 2 of the primary sources you have considered using in your paper. To help your classmates learn about unfamiliar sources, select primary sources that are not assigned in our reading schedule.
- **Oral Presentation 2, on December 9**  
Topic: In 5 minutes, describe your research project. What are your historical interpretation(s)? What sources did you use? What problem(s) or success(es) did you encounter while writing your paper?

## **Participation (and Attendance) Policy**

The URLs for each course meeting are available at <https://canvas.wisc.edu/courses/218935>.

Please attend our remote seminar meetings! This is a Comm-B course, which means that we dedicate time not only to discussion of the American revolutionary era but also to how historians research and write. Regular attendance in our online seminar meetings helps you to build an intellectual community with your classmates, improve your written and oral communication skills, and develop strong papers for this course.

During our first meetings of the semester, we'll discuss a set of criteria for evaluating in-class engagement. Evidence of engagement can include participation in large and small groups. It also can include verbal and written contributions.

We will hold 13 remote seminar meetings over 15 weeks. **You may miss 2 of these meetings without penalty to your grade. If you realize that you must miss a seminar meeting, please email Dr. Stanton to confirm what content you missed.** Should you find yourself facing emergency situations that result in missing more than 2 class meetings, please contact Dr. Stanton as soon as possible to determine what options are available to support you.

## **Late Assignment Policy**

Unless otherwise specified, all assignments are due at the beginning of our class meetings. An assignment due on Wednesday, September 30, for example, is due at 11:00 am CT, at the start of our class meeting that day.

**The following assignments should be turned in on time** in order to support your collaboration with classmates and to comply with UW-Madison exam policies:

- Research Paper, First Draft, due December 2
- Research Paper, Peer Review, due December 9
- Research Paper, Final Draft, due December 15

**You may turn in any two of the other assignments late without penalty to your grade.** You can have an additional 4 days (96 hours) to complete these two late assignments without penalty. To take advantage of this late paper policy, simply email Dr. Stanton to notify her of your plan to submit a late assignment.

Any late assignments that do not comply with the Late Assignment Policy are penalized one letter grade per day.

**Grading**

Participation and Attendance	20%
Written Assignments	
Biography Assignment, First Draft	5%
Biography Assignment, Final Draft	10%
Annotated Bibliography	10%
Research Paper, First Draft	15%
Research Paper, Peer Review	5%
Research Paper, Final Draft	25%
Oral Assignments	
Oral Presentation 1	5%
Oral Presentation 2	5%
<hr/> Total	<hr/> 100%

This course uses UW-Madison's standard grading scale:

A	93-100
AB	88-92
B	83-87
BC	78-82
C	70-77
D	60-69
F	0-59

**COVID-19 Statement of Flexibility**

We are living through many uncertainties during the Fall 2020 semester. As we all discovered earlier this year, large events affecting our communities can alter the plans we've made for ourselves.

This syllabus describes our initial plan for completing History 201. If changing circumstances alter our collective ability to accomplish this syllabus, we will revise our plans. Any alterations made to the syllabus will be designed to enhance our ability to reach learning outcomes, rather than to make our experience of the course more difficult. Rest assured that you will receive notification (by email and in seminar meetings) of any changes made to the syllabus.

**Additional Course Policies****Student well-being, inclusion, and accommodation.**

You matter. We meet online together in order to work through the history of the American revolutionary era, but we bring our full selves and life circumstances with us. Our university has resources that can help you to address a variety of challenges that might affect your well-being or success in this course. For example, UW-Madison offers support for concerns related to your physical and mental health, as well as economic obstacles such as food insecurity. Dr. Stanton is available to help you identify these resources if you need support. Please ask for help when you need it.

Our course is intended to include and welcome all students. If you have a concern, circumstance, or disability that results in barriers to your inclusion or that requires accommodation, please contact Dr. Stanton. If applicable, provide documentation of any condition to the McBurney Disability Resource Center at <https://mcburney.wisc.edu/> to receive official university accommodations.

*This course endorses the following statement from the McBurney Disability Resource Center:* The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [Dr. Stanton] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [including Dr. Stanton], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under the Family Educational Rights and Privacy Act.

*This course endorses the following statement from UW-Madison:* Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

#### Statement of respect

Our course fosters the exchange of serious ideas. All of us possess strong feelings and opinions, and you may find that you disagree at times with your instructor or your classmates about course content. You do not need to pretend to share the views of anyone in our classroom in order to succeed in this course. You do, however, need to express your views with fairness and, whenever possible, with evidence.

In our online class meetings, we will speak and read about topics including race, colonization, nationalism, religion, gender, sexuality, slavery, and many forms of violence and oppression. Some of the greatest benefits of a liberal arts education come from engaging with difficult topics and learning to assess a variety of perspectives, including the ideas of historical actors with whom we do not agree. Our discussion of such difficult topics increases our understanding of how and why specific ideas succeeded in shaping human experience.

#### Academic integrity.

The assignments in this course are invitations for you to receive an assessment of your developing knowledge and communication skills. Your coursework thus should distinguish

between your words and ideas and those of others. Claiming credit for someone else's words or ideas is an example of plagiarism. This is true even if you make slight revisions to these words and ideas, and even if you find the words and ideas in our reading assignments. Dr. Stanton takes academic integrity seriously and respond to it as outlined in university policies when necessary. We dedicate some time to discussion of best practices for academic conduct and attribution. For more information, please talk to Dr. Stanton or consult the Office of Student Conduct and Community Standards at <https://conduct.students.wisc.edu/academic-integrity/>.

### Technology in the remote classroom.

For this course, we use electronic devices to meet together remotely and access materials. Fortunately, our electronic devices have provided us with a wealth of ways to congregate in Fall 2020. Unfortunately, our electronic devices can also distract us from the work we wish to accomplish. Everyone, including your instructor, faces the challenge of distracting devices. Consider reviewing options that assist in limiting the distractions you face while using electronic devices. You may find that some recommendations allow you to achieve a balance of attention to academic, social, work, familial, and personal interests that makes sense for your specific circumstances.

### Your instructor's contact information.

Please call me Dr. Stanton. Outside of our online class meetings, the best way to reach me is by email at [mastanton2@wisc.edu](mailto:mastanton2@wisc.edu). You will receive emails from me related to this course throughout the semester, usually less than twice per week. These emails include important information related to our course. You are responsible for reviewing these emails for updates on course content, meetings, and assignments. I promise to respond to your emails within one business day, and typically sooner.

### Student hours and availability.

I hold student hours on Tuesdays from 2:00 to 4:00 pm CT and by appointment. You can access my remote meetings through our Canvas course page. Student hours are a time I reserve exclusively for meeting with you. You can visit me online to request help with our reading and writing assignments, go over material from class, talk about connections between class material and other topics, practice "zooming" in a low-stakes conversation, discuss any other questions you might have, and so on.

If these student hours do not work with your schedule, I can be available "by appointment." In other words, we would find a different time to meet that works for both of our schedules.

## **University Policies**

### Course content is intellectual property.

*This course endorses the following statement from UW-Madison:* Lecture materials and recordings for History 201 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record any lectures without Dr. Stanton's permission unless

you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

#### Credit hours, course designations, and attributes.

This 3-credit course meets as a group for 3 hours per week (according to UW-Madison's credit hour policy, each class meeting counts as 1.5 hours). The 45-hour-per-credit standard conforms to the standard Carnegie unit of the federal definition that sets a credit hour as a course that meets weekly for a 50-minute period over a 15-week semester, and expects two hours of student work outside of the classroom for every in-class hour. Credit hours include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

<https://kb.wisc.edu/vesta/page.php?id=24558>.

#### UW-Madison's official course description for History 201.

Students conduct original historical research and convey the results to others. Through engagement with archival materials, undergraduates become historical detectives; they practice defining important historical questions, collecting and analyzing evidence, presenting original conclusions, and contributing to ongoing discussions. Students confer individually with and receive feedback from instructors to improve their skills of historical analysis and communication in both written and spoken formats. Requirements include at least 30 pages of writing - including drafts - and two or more formal oral presentations, each totaling at least five minutes. Upon successful completion of this course, students will be prepared to undertake historical research and writing in a variety of courses, including the HIST 600 capstone seminar.

#### History 201 course requisites and designations.

Requisites: Com A or equivalent  
Not open to students who have taken History 201

Course Designation: Gen Ed - Communication Part B  
Breadth - Humanities  
Level - Intermediate  
L&S Credit - Counts as Liberal Arts and Science credit in L&S

#### History 201 learning outcomes for undergraduate students.

- Communicate an in-depth understanding on a topic of students' choice, related to the American revolutionary era, through original research.
- Design and execute a research and writing plan.
- Present coherent research findings in written and oral form.
- Collaborate with classmates during course meetings and through peer review of written work.

- Demonstrate mastery of the perspectives of disparate historical groups living in eighteenth-century North America.
- Demonstrate familiarity with major historical debates concerning the American revolutionary era.

### Digital Course Evaluation.

UW-Madison now uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an email through AEFIS two weeks prior to the end of the semester inviting you to complete the course evaluation anonymously. I will request additional feedback through Canvas. Your feedback helps me to improve my teaching and aids future Badgers in receiving the best educational opportunities possible.

### Readings

Except where otherwise noted, our readings are available electronically on our Canvas course webpage at <https://canvas.wisc.edu/courses/218935>.

Many of the primary sources we read in class are from *The Papers of Alexander Hamilton Digital Edition*, edited by Harold C. Syrett (Charlottesville: University of Virginia Press, Rotunda, 2011). This collection is available to you in the American Founding Era Collection, accessible through the UW-Madison library's website at <http://digital.library.wisc.edu/1711.web/american-founding-era>. Hereafter, the syllabus abbreviates this collection as *PAHDE*.

### Schedule

Our course meets weekly on Wednesdays. The weekly entries in this schedule include any assignments and readings due at the start of that meeting, as well as the discussion and workshop topics to be covered in class.

### September 2

Discussion Topics:

- Course Introduction
- The British Empire
- Eighteenth-Century Letter Writing

Workshop:

- Primary and Secondary Sources
- Historical Contextualization

Remember we made an arrangement when you went away.

—King George in *Hamilton*

**September 9**

## Secondary Readings:

- Maya Jasanoff, *Liberty's Exiles: American Loyalists in the Revolutionary World* (New York: Alfred A. Knopf, 2012), xi-xvi, 21-53.
- READ ONE:
  - Joanne B. Freeman, "How *Hamilton* Uses History: What Lin-Manuel Miranda Included in His Portrait of a Heroic, Complicated Founding Father—And What He Left Out," *Slate*, 11 November 2015.
  - Lyra D. Monteiro, "Race-Conscious Casting and the Erasure of the Black Past in Lin-Manuel Miranda's *Hamilton*," *The Public Historian* 38, no. 1 (February 2016): 89-98.

## Discussion Topic:

- Patriots and Loyalists

## Workshop:

- Historical Questions and Thesis Statements
- Identifying Argument and Evidence in Secondary Sources

Chaos and bloodshed are not a solution.  
—Samuel Seabury in *Hamilton*

**September 16****Guest visitor: Cynthia Bachhuber of the Wisconsin Historical Society.**

## Primary Readings. Read one of the following collections of letters about military service.

- Alexander Hamilton option:
  - Alexander Hamilton to Philip Schuyler, 18 February 1781, in *PAHDE*.
  - Alexander Hamilton to George Washington, 27 April 1781, in *PAHDE*.
  - George Washington to Alexander Hamilton, 27 April 1781, in *PAHDE*.
  - Alexander Hamilton to George Washington, 2 May 1781, in *PAHDE*.
- Aaron Burr option:
  - George Washington to Aaron Burr, 27 June 1777, in *The Papers of George Washington Digital Edition* (Charlottesville: University of Virginia Press, Rotunda, 2008).
  - Aaron Burr to George Washington, 20 July 1777, in *Papers of George Washington Digital Edition*.
  - Aaron Burr to George Washington, 10 March 1779, in *Papers of George Washington Digital Edition*.
  - George Washington to Aaron Burr, 3 April 1779, in *Papers of George Washington Digital Edition*.

## Workshop:

- Guided remote tour of the Historical Society Library and Archive
- Archival Primary Sources

I'm erasing myself from the narrative.  
 Let future historians wonder  
 How Eliza reacted when you broke her heart....  
 I'm burning the memories,  
 Burning the letters that might have redeemed you.  
 —Elizabeth Schuyler Hamilton in *Hamilton*

## **September 23**

Secondary Readings. Read one of the following collections of biographies about military service.

- Secondary Sources about Military Service, Option 1:
  - Henry Cabot Lodge, *Alexander Hamilton* (1882; Boston: Houghton Mifflin Company, 1910), 13-30.
  - Ron Chernow, *Alexander Hamilton* (New York: Penguin Books, 2004), 126-166.
- Secondary Sources about Military Service, Option 2:
  - Nancy Isenberg, *Fallen Founder: The Life of Aaron Burr* (New York: Penguin Books, 2007), 32-53.
  - Gordon S. Wood, *Revolutionary Characters: What Made the Founders Different* (New York: Penguin Press, 2006), 223-242.

Discussion Topic:

- Biography

Workshop:

- Paragraphing
- Scheduling: Sign up to schedule your Oral Presentation 1 between October 7 and December 2.

How does a bastard, orphan, son of a whore and a  
 Scotsman, dropped in the middle of a forgotten  
 Spot in the Caribbean by providence,  
 impoverished, in squalor,  
 Grow up to be a hero and a scholar?  
 —Aaron Burr in *Hamilton*

## **September 30**

Assignment Due:

- Biography Assignment, First Draft

Primary Readings:

- John Rowe, diaries, selected entries from 1760s-1770s. In Massachusetts Historical Society, Boston, MA.

Secondary Readings:

- Serena Zabin, *The Boston Massacre: A Family History* (Boston: Houghton Mifflin Harcourt, 2020), 136-159.

Discussion Topic:

- Protesters in the Streets

## Workshop:

- Academic Integrity
- Scheduling: Sign up to meet with your instructor between October 1 and October 6.

Chaos and bloodshed already haunt us.  
—Alexander Hamilton in *Hamilton*

**October 7**

## Assignment Due:

- Meet with your instructor for 10-15 minutes in a visit scheduled outside of class time between October 1 and October 6.  
*Pro-tip: You will find this meeting particularly valuable if you bring a list of up to 5 primary sources and 2 secondary sources that you have considered using for your research paper.*

## Secondary Readings:

- READ ONE:
  - Bernard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge: Belknap Press of Harvard University Press, 1967), 1-21.
  - Trish Loughran, “Disseminating *Common Sense*: Thomas Paine and the Problem of the Early National Bookseller,” *American Literature* 78, no. 1 (March 2006): 1-28.

## Discussion Topic:

- Readers in the Sheets (of Paper)

## Workshop:

- Strategies for Organizing Qualitative Evidence

I’ve been reading *Common Sense* by Thomas Paine.  
—Angelica Schuyler in *Hamilton*

**October 14**

## Assignment Due:

- Biography Assignment, Final Draft

## Primary Readings:

- READ TWO:
  - Virginia Declaration of Rights, May 1776, Library of Congress.
  - Declaration of Independence, 4 July 1776, Library of Congress.
  - Prince Hall et al., petition to the Massachusetts General Court, 13 January 1777, in Massachusetts Historical Society Boston, MA.
  - John Laurens to Henry Laurens, 23 January 1778, in *The Army Correspondence of Colonel John Laurens in the Years 1777-8* (New York, 1867).
  - Alexander Hamilton to John Jay, 14 March 1779, in *PAHDE*.
  - Alexander Hamilton to George Clinton, 22 May 1781, in *PAHDE*.

## Secondary Readings:

- Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the Making of Revolution in Virginia* (Chapel Hill: University of North Carolina Press, 2011), 133-163.

## Discussion Topic:

- Founding Declarations and Principles

## Workshop:

- Footnotes and Bibliographies

We write essays against slavery.

—John Laurens in *Hamilton*

**October 21**

## Secondary Readings:

- READ ONE:
  - Carol Berkin, *Revolutionary Mothers: Women in the Struggle for America's Independence* (New York: Alfred A. Knopf, 2005), 50-66.
  - Elizabeth A. Fenn, *Pox Americana: The Great Smallpox Epidemic of 1775-82* (New York: Hill and Wang, 2001), 44-79.
  - Robert A. Gross, *The Minutemen and Their World* (New York: Hill and Wang, 1976), 68-108.

## Discussion Topic:

- Experiences of War

## Workshop:

- Oral Presentations and Communication

Stay alive 'til this horror show is past  
We're gonna fly a lot of flags half-mast.

—George Washington in *Hamilton*

**October 28**

## Secondary Readings:

- Annette Gordon-Reed, *The Hemingses of Monticello* (New York: W. W. Norton, 2008), 353-375.

## Discussion Topic:

- Founders Chic

Now I'm the model of a modern major general,  
The venerated Virginian veteran whose men are  
all

Lining up to put me on a pedestal,  
Writin' letters to relatives  
Embellishin' my elegance and eloquence....

—George Washington in *Hamilton*

**November 4**

Assignment Due:

- Annotated Bibliography

Primary Readings:

- READ TWO:
  - Alexander Hamilton, Federalist No. 69, in *The Federalist: A Collection of Essays, Written in Favor of the New Constitution* (New York: 1788).
  - Alexander Hamilton, Federalist No. 75, in *The Federalist: A Collection of Essays, Written in Favor of the New Constitution* (New York: 1788).
  - Alexander Hamilton, Federalist No. 84, in *The Federalist: A Collection of Essays, Written in Favor of the New Constitution* (New York: 1788).

Discussion Topic:

- The Ratification of the Constitution and the Bill of Rights

Alexander joins forces with James Madison and John Jay to write a series of essays defending the new United States Constitution, entitled *The Federalist Papers*. The plan was to write a total of twenty-five essays, the work divided evenly among the three men. In the end, they wrote eighty-five essays, in the span of six months. John Jay got sick after writing five. James Madison wrote twenty-nine. Hamilton wrote the other fifty-one!

—Aaron Burr in *Hamilton*

**November 11**

Writing Day: No class meeting!

How do you write ev'ry second you're alive?

—Company in *Hamilton*

**November 18**

Primary Readings:

- Alexander Hamilton, "Final Version of the Report on the Subject of Manufactures," 5 December 1791, in *PAHDE*. Excerpt.

Discussion Topic:

- American Finance and Rebellion

Look, when Britain taxed our tea, we got frisky. Imagine what gon' happen when you try to tax our whiskey.

—Thomas Jefferson in *Hamilton*

**November 25**

Writing Day: No class meeting!

I try to make sense of your thousands of pages of writings.  
You really do write like you're running out of Time.  
—Elizabeth Schuyler Hamilton in *Hamilton*

**December 2**

Assignment Due:

- Research Paper, First Draft

Primary Readings:

- Alien and Sedition Acts, 1798, Library of Congress.

Secondary Readings:

- READ ONE:
  - Joanne B. Freeman, *Affairs of Honor: National Politics in the New Republic* (New Haven: Yale University Press, 2001), 159-198.
  - Linda K. Kerber, "The Republican Mother: Women and the Enlightenment—An American Perspective," *American Quarterly* 28, no. 2 (Summer 1976): 187-205.
  - Alyssa Mt. Pleasant, "Independence for Whom? Expansion and Conflict in the Northeast and Northwest," in *The World of the Revolutionary American Republic: Land, Labor, and the Conflict for a Continent*, edited by Andrew Shankman (New York: Routledge, 2014), 116-133.

Discussion Topic:

- The Boundaries of the Early American Republic
- Political Culture in the Early Republic

Workshop:

- Historiographic Writing

History obliterates.  
In every picture it paints,  
It paints me and all my mistakes.  
—Aaron Burr in *Hamilton*

**December 9**

Assignment Due:

- Research Paper, Peer Review  
Provide feedback on two classmates' papers by Wednesday, December 9 at 11:00 am CT. You will have access to your classmates' papers through Canvas beginning Thursday, December 3 at 11:00 am CT.
- Oral Presentation 2

## Discussion Topics:

- Wrap-Up

Who lives, who dies,  
Who tells your story?  
—Company in *Hamilton*

**Tuesday, December 15 at 11:00 am CT**

## Assignment Due:

- Research Paper, Final Draft, including Revision Summary.

I wrote my way out,  
Wrote everything down far as I could see....  
And when my prayers to God were met with  
indifference,  
I picked up a pen, I wrote my own deliverance.  
—Alexander Hamilton in *Hamilton*