

# HIS 434/534-01: Hamilton's America: Gender & Race in the Revolutionary Era

TTH 3:30-4:45 in MHRA 1211

Professor: Dr. Mandy L. Cooper

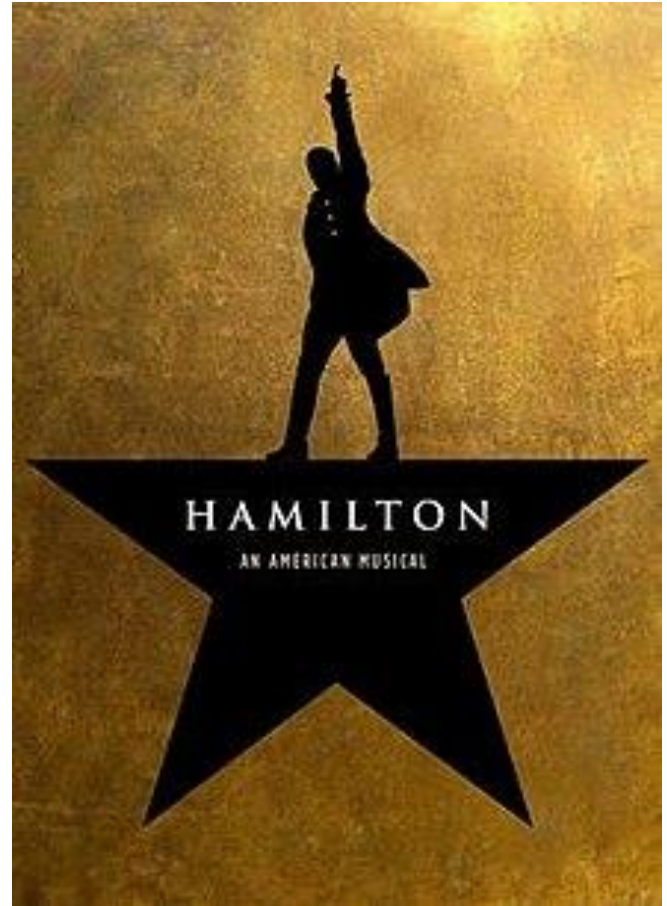
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Office Hours: Tuesdays, 2-3 in MHRA 2145,

Wednesdays, 10-12 via Zoom & by appointment

*UNCG is located on the traditional lands of the Keyaumee and Saura. Let us venture to honor them with our work together.*

The Broadway musical “Hamilton” has popularized study of Alexander Hamilton and the rapidly changing world in which he lived. Yet, it has also raised questions regarding the central ideas, acts, and figures of the founding of the United States. This class focuses on a central question in the history of the American Revolution: “a revolution for whom?” We will move beyond the Founders to examine the Revolution from the perspective of women, Native Americans, African Americans, and loyalists, beginning in the late colonial period and continuing through the early American Republic. Finally, we’ll examine the stories that we continue to tell of the American Revolution, questioning who takes center stage in those stories—and why that matters.



## Learning Goals for this Course:

*Historical Comprehension* (Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods):

- Acquire a basic knowledge of the history of the American Revolution, its legacy, and the uses of its memory
- Gain a better understanding of the intersections of race, ethnicity, class, and sexuality in the lives of Americans during the Revolutionary era

*Historical Analysis* (Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view):

- Analyze the intersections of race, class, and gender over time and space
- Develop skills in analyzing primary sources and historical topics – and apply those skills to develop strong analytical arguments
- To analyze scholarship and a variety of media to create original arguments in writing.

*Historical Interpretation* (Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing):

- Demonstrate the ability to communicate analytical ideas effectively – both in discussion and in writing

- Construct a historical argument
- Evaluate a scholarly argument and critique scholars' interpretations of history
- Participate in an academic discussion

*Historical Research* (Conduct original research by investigating and interpreting primary and secondary sources):

- Develop, research, and write a final project that is grounded in primary sources and supported by scholarly literature

### **Course Readings:**

Readings will consist of book chapters, articles, and primary sources. Book chapters and primary sources will be posted on Canvas or linked on the syllabus, and articles can be found on JSTOR. We will go over how to find and access articles through JSTOR in class.

**Class Structure:** This class is discussion-based. There will be short lectures for each class to give context for the readings, but the majority of class will be devoted to discussing the secondary and primary source readings for the day. Your response and discussions should reveal your knowledge of the assigned reading.

### **Reading Assignments:**

Students should complete the assigned readings for a particular lecture before class. You will need to thoroughly read the book chapters and/or articles (posted on Canvas) and come to class prepared to discuss what you have read. We will discuss strategies for reading analytically (and quickly!) in class. The readings give you an idea of what we will go over in class, but I will be covering other topics and using my own methods to organize lectures. If you miss a lecture, the readings will serve you well, but you should also ask a classmate if he/she would be willing to share a copy of their notes for that day. The primary sources are brief (generally only one to two pages each), and we will go over them in class together. Students are expected to come to class having done the required reading and prepared to thoughtfully engage in the lecture, discussion, and primary source exercises. All primary sources are hyperlinked on the syllabus unless otherwise noted.

### **Research Project 1:**

Your first assignment for this course is a small research project designed to help you think outside of the traditional box of written/text-based primary sources. Find a physical object (either unique or representative) that dates from the Revolutionary era. What might it have been used for? Who by? Describe and explain the object in its context. Make a case for the ways in which it reveals or illuminates some element of the culture that produced it. You will receive more information on this assignment in class.

### **Response Paper:**

Each student will sign up to write a brief response paper (2-3 pages) for one day of class that critiques Hamilton's portrayal of the day's topic. In addition to the regular readings for that day, students will be responsible for reading a selected chapter from *Historians on Hamilton*. *Historians on Hamilton* is on course reserves at the library. Please be aware that the library only has one copy of this book, and multiple students will be signed up to write a response for the same day of class. Because of this, I strongly suggest that you start early. I recommend visiting the library early in the semester to scan/photograph/copy the chapter that you will be responsible for reading.

**Blog:**

Throughout the semester, each student will keep a weekly blog on course readings, discussions, and lectures. These blogs should be no more than 1-2 paragraphs long and should focus on your response (your thoughts, analysis, and questions) to the week's readings, lectures, and discussions. For these blogs, you may include current events, images, popular culture, etc. if you see a relation to the course material. You are required to cite your sources. Each week's blog is due on Friday by 5PM. Throughout the semester, you should also periodically comment on the blogposts of your classmates. We will be using the discussion forums on Canvas for our blogs. Please remember that what you put online is forever. You will receive more information on this assignment in class.

**Final Project:**

Students will complete a final project for the course. This project should be based on substantial research—the amount of research that would make for a deeply researched 8-10 page research paper. But the final product can take any number of forms:

- A traditional research paper of 8-10 pages for undergraduate students or 12-15 pages for graduate students.
- An exhibit
- A rap or series of raps that provide a different perspective than that provided in *Hamilton* on some aspect of the American Revolution. For example, a rap could convey an experience and point of view of a character not represented in the musical, such as one of Hamilton's servants; an enslaved, freed, or self-emancipated African American; one of Hamilton's elite or plebeian political opponents; or a politically connected banker or speculator.
- A website.
- A comic strip or comic book.
- A visual essay, presenting and interpreting images from the Revolutionary era on a given topic.

Final projects can take other forms as well.

Whatever form the final project takes, it must meet the following criteria:

- It must be about a narrow topic during the era of the American Revolution.
- It must convey a clear and specific interpretation.
- It must be based on research in at least two secondary sources (articles and/or books by historians) and a significant body of primary sources (for example, one person's letters, a diary, newspaper discussion of a particular controversy or event, etc.).
- It must treat the secondary sources as more than a source of information. In addition (and more importantly), it must treat those sources as interpretations that the project tries to go beyond in some way.

To put the previous point in another way: your project must attempt to say something new—to revise the interpretation you find in the secondary sources on your topic, or to discuss an issue that the secondary sources do not address.

As preliminary steps to completing their final projects, students must submit the following to be critiqued by their assigned groups:

- 3 topic choices & proposed final project format.
- a 1-2 page discussion of at least two secondary sources (articles and/or books by historians) on their topic

- and a 1-2 page preliminary interpretation of a portion of the primary sources for their project.

**Exams:**

There will be one exam, a midterm. Students will be provided with essay topics in advance.

**Graduate Students – Book Review:**

In addition to the above assignments, graduate students will also complete a book review (900 words) of a book that students will choose from a provided list)

**Grading Scheme for Undergraduate Students:**

Participation: 15%

Research Project 1: 15%

Blog: 15%

Response Paper: 15%

Final Project: 25%

Midterm Exam: 15%

**Grading Scheme for Graduate Students:**

Participation: 15%

Book Review: 10%

Research Project 1: 10%

Blog: 10%

Response Paper: 15%

Final Project: 25%

Midterm Exam: 15%

**Attendance Policy:**

You are expected to attend class. Please be aware that it will be very difficult for you to succeed in this course if you do not attend class in person. However, given the circumstances of the COVID-19 pandemic, if you encounter extenuating circumstances that mean that you will miss class, you should speak to me personally to make arrangements to ensure that you do not fall behind.

**Late Work:**

All papers and assignments are due by the start of class on the date listed on the syllabus. You must submit the midterm and final exam on the dates listed on the syllabus.

**Academic Integrity:**

Plagiarism and academic dishonesty will not be tolerated. Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, webpages) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation. Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find the full Academic Integrity Policy, here: <https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>.

### **Academic Support & Disability Accommodations:**

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - <https://ods.uncg.edu/>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

### **COVID-19 Policies:**

As we return for spring 2022, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. These actions include, but are not limited to:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of COVID-19
- Staying home when ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill
- Completing a [self-report](#) when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive
- Staying informed about the University's policies and announcements via the [COVID-19](#) website

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting. Students may move their chairs in class to facilitate group work, as long as instructors keep seating chart records. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings are also available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health services, will review requests for accommodations.

### **Contra Power Statement:**

As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. **Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.**

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or [mechappe@uncg.edu](mailto:mechappe@uncg.edu)
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

### **Classroom Conduct:**

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

### **Health and Wellness:**

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu)

### **Religious Observance:**

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify both myself and your TA in advance of the date of the religious observance.

### **Policy on Children in Class:**

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom.

The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1) I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

### **Writing Center:**

The Writing Center provides support for all types of writing assignments. Since you pay for the Writing Center via your student fees, you should take advantage of it to improve your writing. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

### **Speaking Center:**

Besides providing help for in-class presentations, the Speaking Center has useful resources and tips for students who are shy about speaking up in class or section. ([speakingcenter.uncg.edu](http://speakingcenter.uncg.edu))

### **Office Hours:**

I am always happy to discuss any questions or concerns you have regarding this course. I am always available during office hours, and you are welcome to schedule an appointment outside of those times by emailing me.

### **History Department Websites:**

History Department website: <https://his.uncg.edu>

Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

### **Syllabus Updates:**

Please note that readings and due dates are subject to change. I will notify you of any changes to the course schedule in class.

## **Course Schedule**

Tuesday, Jan. 11      Introductions  
In-Class Activity: Woody Holton, “American Revolution an Early Republic,” in *American History Now*  
Further Context: Michael D. Hattem, “Revolution Lost? Vast Early America, National History, and the American Revolution,” *William and Mary Quarterly* 78, no. 2 (April 2021): 269-274.

### **Part 1: Overview: The Revolution We Know (Or Do We?)**

Thursday, Jan. 13      Road to Revolution  
Reading: EITHER Nicole Eustace, “A Passion for Liberty—the Spirit of

Freedom: The Rhetoric of Emotion in the Age of Revolution,” in *Passion is the Gale: Emotion, Power, and the Coming of the American Revolution* OR Woody Holton, “Tobacco Growers versus Merchants and Parliament,” in *Forced Founders: Indians, Debtors, Slaves & the Making of the American Revolution in Virginia*

Primary Sources:

- [New York Merchants Non-importation Agreement; October 31, 1765](#)
- [Circular Letter of the Boston Committee of Correspondence; May 13, 1774](#)
- [Patrick Henry, “Give Me Liberty or Give Me Death” \(1775\)](#)
- [Virginia Declaration of Rights \(1776\)](#)

**Friday, Jan. 14 – Last day to add/drop course for tuition & fees refund**

Tuesday, Jan. 18      Revolution!  
Reading: Alan Taylor, “Allies” in *American Revolutions: A Continental History, 1750-1804*

Primary Sources:

- [Thomas Paine calls for American independence, 1776](#)

Thursday, Jan. 20      Legislation & Compromises in Making a New Nation  
Reading: Alan Taylor, “Republics,” in *American Revolutions: A Continental History, 1750-1804*

Primary Sources:

- [The Articles of Confederation and Perpetual Union, 1781](#)
- Constitutional Convention, Debates on Slavery (1787)  
NOTE: This source will be posted on Canvas
- [Thomas Jefferson, Notes on the State of Virginia \(1785\)](#)
- [Constitutional Ratification Cartoon, 1789](#)

Tuesday, Jan. 25      Politics & Economics in a New Nation  
Reading: Joanne Freeman, “Duelling as Politics” in *Affairs of Honor*  
HoH reading: Joanne Freeman, “‘Can We Get Back to Politics? Please’: Hamilton’s Missing Politics in *Hamilton*”

Primary Sources:

- [George Washington, “Farewell Address,” 1796](#)

**\*\*\*Topic choices and proposed project format due.**

**Part 2: A Revolution for Whom?**

Thursday, Jan. 27      Women & the Home Front  
Reading: Ellen Hartigan-O’Connor, “The Republic of Goods,” in *The Ties that Buy: Women and Commerce in Revolutionary America*

Primary Sources:

- [Women in South Carolina experience occupation, 1780](#)

Tuesday, Feb.1      Women & Politics in the Revolutionary Era  
Reading: Linda Kerber, “The Republican Mother: Women and the Enlightenment—An American Perspective,” *American Quarterly* 28, No. 2, (Summer 1976): 187-205.



- HoH reading: Catherine Allgor, “Remember...I’m Your Man?: Masculinity, Marriage, and Gender in *Hamilton*”  
 Primary Sources:  
 - [Abigail and John Adams Converse on Women’s Rights, 1776](#)  
 - [Sentiments of an American Woman, by Esther de Berdt Reed & the Ladies Association of Philadelphia](#)
- Thursday, Feb. 3      Women & Politics in the Revolutionary Era, Part 2  
 Reading: Cassandra Good, “The Power of Friendship,” in *Founding Friendships: Friendships between Men and Women in the Early American Republic*  
 Primary Sources:  
 - [Mary Smith Cranch comments on politics, 1786-87](#)
- Tuesday, Feb. 8      A Revolution in Fertility  
 Reading: Susan E. Klepp, “Women’s Words,” in *Revolutionary Conceptions: Women, Fertility, and Family Limitation in America, 1760-1820*  
**\*\*\*Research Project 1 Due**
- Thursday, Feb. 10    Native Americans, Part 1  
 Reading: Colin Calloway, “Corn wars and civil wars: the American Revolutions comes to Indian country,” in *The American Revolution in Indian Country*  
 Primary Sources:  
 - [Oneida Declaration of Neutrality, 1775](#)  
 - [The War for Independence Through Seneca Eyes: Mary Jemison Views the Revolution, 1775–79](#)
- Tuesday, Feb. 15    Native Americans, Part 2  
 Reading: Colin Calloway, “Chota: Cherokee beloved town in a world at war,” in *The American Revolution in Indian Country*  
 Primary Source:  
 - [“The Disturbances in America give great trouble to all our Nations”: Mohawk Joseph Brant Comes to London to See the King, 1776](#)
- Thursday, Feb. 17    Native Americans, Part 3  
 Reading: Kathleen Duval, “Alexander McGillivray” and “Confederacies,” in *Independence Lost: Lives on the Edge of the American Revolution*  
 Primary Sources:  
 - [A Confederation of Native peoples seek peace with the United States, 1786](#)  
 - [“The Print of My Ancestors’ Houses are Every Where to be Seen”: Little Turtle Balks at Giving Up Land to General Anthony Wayne, 1795](#)
- Tuesday, Feb. 22    Enslaved People, Part 1  
 Reading: Ira Berlin, “Revolutionary Generations,” in *Generations of Captivity: A History of African-American Slaves*  
 HoH reading: Lyra D. Monteiro, “Race-Conscious Casting and the Erasure of the Black Past in *Hamilton*”  
 Primary Sources:

- ["Natural and Inalienable Right to Freedom": Slaves' Petition for Freedom to the Massachusetts Legislature, 1777](#)

- ["Having Tasted the Sweets of Freedom": Cato Petitions the Pennsylvania Legislature to Remain Free \(1781\)](#)

- Thursday, Feb. 24      Enslaved People, Part 2  
Reading: Cassandra Pybus, "Liberty or Death," and "Fleeing the Founding Fathers," in *Epic Journeys of Freedom: Runaway Slaves of the American Revolution and their Global Quest for Liberty*  
HoH reading: Leslie M. Harris, "The Greatest City in the World?" Slavery in New York in the Age of Hamilton"  
Primary Source:  
[-Boston King recalls fighting for the British and securing his freedom, 1798](#)
- Tuesday, March 1      Enslaved People, Part 3  
Reading: Erica Armstrong Dunbar, "The Fugitive," and "The Negotiator" in *Never Caught: The Washington's Relentless Pursuit of Their Runaway Slave, Ona Judge*  
Primary Sources:  
-Petition of Belinda, an African Slave, to the Massachusetts Legislature for Reparations for Slavery, 1787
- Thursday, March 3      **No Class – Midterm Exam Due**
- Friday, March 4 – Last day to withdraw without a WF grade***
- Tuesday, March 15      Free People of Color, Part 1  
Reading: Warren E. Milteer, Jr., "The Revolution of Freedom" in *Beyond Slavery's Shadow*
- Thursday, March 17      Free People of Color, Part 2  
Reading: Warren E. Milteer, Jr., "The Backlash," in *Beyond Slavery's Shadow*
- Tuesday, March 22      Loyalists, Part 1  
Reading: Rebecca Brannon, "The American Revolution: South Carolina's First Civil War," and "Uneasy Neighbors to Trusted Friends: How Loyalists and Their Allies Built Reconciliation" in *From Revolution to Reunion*  
**\*\*\*Secondary Source Discussion Due**
- Thursday, March 24      Loyalists, Part 2  
Reading: Maya Jasanoff, "The Spirit of 1783" in *Liberty's Exiles* AND Sarah Pearsall, "The Farewell Between Husband and Wife: The Politics of Family Feeling," in *Atlantic Families*
- Tuesday, March 29      Elite & Ordinary Americans  
Reading: Rhys Isaac, "Preachers and Patriots: Popular Culture and the Revolution in Virginia," in Young, ed. *The American Revolution*, 125-156.  
HoH reading: Renee C. Romano, "*Hamilton*: A New American Civic Myth"  
Primary Sources:

- [William Manning, "A Laborer," Explains Shays Rebellion in Massachusetts: "In as Plain a Manner as I Am Capable"](#)

- ["We Are All Equally Free": New York City Workingmen Demand A Voice in the Revolutionary Struggle](#)

### Part 3: The Stories We Tell – Who Matters & Why?

- Thursday, March 31 Founders Chic  
Reading: David Waldstreicher and Jeffrey L. Pasley, "*Hamilton* as Founders Chic: A Neo-Federalist, Anti-Slavery, Usable Past?"  
Assignment: Find a source from the past couple of years (the more recent, the better!) that represents "Founders Chic." Post it to the discussion forum on Canvas & explain how it represents Founders Chic.
- Tuesday, April 5 Memories of the Revolution in the 19<sup>th</sup> Century  
Reading: Michael D. Hattem, "Citizenship and the Memory of the American Revolution in Nineteenth-Century Political Culture," *New York History* 101, no. 1, (Summer 2020): 30-53.  
**\*\*\*Primary Source Discussion Due**
- Thursday, April 7 Originalism?  
Reading: Jack N. Rakove, "The Perils of Originalism," in *Original Meanings: Politics and Ideas in the Making of the Constitution*  
Assignment: Bring in a newspaper article or something similar from the last 6 years that discusses originalism/original intent. Post it to the discussion forums by Wednesday at 5PM.
- Tuesday, April 12 The Stories We Tell on Stage and Screen  
Watch: Excerpts from *1776* and *Hamilton*  
*HoH* reading: Andrew M. Schocket, "*Hamilton* and the American Revolution on Stage and Screen"
- Thursday, April 14 Who Tells Your Story?  
Reading: Joseph M. Adelman, "Who Tells Your Story?: *Hamilton* as a People's History"  
Assignment: Look up the 10 most popular books on the American Revolution on Amazon (or somewhere similar). What are they about? Who are the authors?
- Tuesday, April 19 The Revolution & Historical Memory Today  
Assignment: Visit the Museum of the American Revolution website, or find the website for another public history site that tells the story of the Revolution in some way. Spend some time looking around. How do they interpret the Revolution? Post your website and a brief paragraph to the discussion forums by Monday at 5PM.
- Thursday, April 21 The Revolution & Historical Memory Today, Part 2  
Assignment: Find a newspaper article, social media post, etc. from the last

6 years that uses the Revolution/a specific memory of the Revolution to make an argument. Post the article to the discussion forums by Wednesday at 5PM.

Tuesday, April 26      Review & Wrap-Up

**Final Projects Due Tuesday, May 3 by 6:30PM.**