**The Ohio State University**

**First-Year Seminar Program**

**Course Proposal**

**Course Information**

1. Attach a syllabus that includes the following (sample syllabi can be found at <http://firstyearseminars.osu.edu>):
* the course goals
* a brief description of the content
* the distribution of meeting times
* a weekly topical outline
* a listing of assignments
* grade assessment information (A-E or S/U)
* required textbooks and/or reading list
* the academic misconduct and disability services statements (sample statements can be found at

<http://asccas.osu.edu/curriculum/asc-syllabus-elements>)

**Instructor Information**

1. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s). The paragraph will be included in materials for first-year students.

**Elizabeth Hewitt, Department of English**

Proposer’s Name and Primary Academic Unit (please print)

**Associate Professor**

Proposer’s Title

**Hewitt.33@osu.edu**

Proposer’s e-mail Address

**March 3, 2019**

Submission Date

**Robyn Warhol**

Approval of Department Chair of Academic Unit (please print)

**Please return this form and any attachments to First-Year Seminar Program, 100 Denney Hall, 164 Annie & John Glenn Avenue, ATTN: Todd Bitters or e-mailed to** **bitters.4@osu.edu****.**

**Artsci 1138 Freshman Seminar**

**Our Ten-Dollar Founding Father: Poetry and Politics in Hamilton’s World**

Prof. Elizabeth Hewitt

Department of English

Denney Hall 530 | Hewitt.33@osu.edu

Office Hours: <http://hewitt33.youcanbook.me>

**Course Description.** This seminar will use Lin-Manuel Miranda’s musical and Alexander Hamilton’s own writing as a lens to study the early political and poetic history of the United States. We will read early American political writing (including the *Declaration of Independence* and parts of the Constitution) and early poetry and fiction in tandem with the romantic story that Miranda spins in his musical. Our project will be to think about how writers constructed an American political mythology in the 18th century, and to think about how the popular musical of the 21st century responds to that mythos. We will also think about broad intellectual questions involving the intersection of politics, economics, history, and literature. How is literary writing different than historical, political or economic writing? Why do certain stories about American founding get retold while others are forgotten? Why do we focus on biography in telling the story of a nation? What kinds of stories about the early nation do we discover when we turn to the popular media of the 18th century?

**Course Requirements.**

**Attendance**. You are required to attend each class having read the assigned material for the day and be ready for discussion. (25% of grade)

**Commonplace Notebook** The best way to train yourself into good reading practices is to learn how to take careful reading notes. As practice for this skill (which will serve you well your entire life), you are required to adopt the 18th century practice of keeping a commonplace notebook that records your observations about each weekly reading assignment. Your observations should include: paraphrases or restatements of the large argument or shape of the text; citations of crucial passages; questions that you have about the reading; other commentary about the issues raised for you by the text. You will be required to submit a weekly notebook. (50% of grade)

**Periodical Archive Project.** As we will discover, the eighteenth century was the era of the magazine, and much of the work we will read was originally published in American magazines. You will be required to locate a periodical essay (or poem, or section of a novel, or report, etc.) in one of the major American magazines and we will present our findings in the last weeks of the semester. (25% of grade)

**Course Policies**.

**Academic honesty.** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. I will report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct.](http://studentaffairs.osu.edu/csc/)

**Students with disabilities.** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS (**slds@osu.edu) is located in 098 Baker Hall, 113 W. 12th Avenue.

**Mental Health Services**. As a student you may experience a range of issues that can cause barriers to learning (strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation). These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu/) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org/).

**Electronic media policy.** Laptops and tablets are permitted, so long as they are being used for course-related activities. Please be courteous to your colleagues and me and do not browse. Mobile phones are not permitted. Violations of this policy will result in a E for your participation grade.

**Biographical Statement**. I have been a professor in the Department of English at The Ohio State University for almost 20 years. My scholarly focus is on antebellum American literature and I have just finished writing a book that studies Alexander Hamilton and the financial disputes of the 1790s. I regularly teach classes on early American literature, African American literature, poetry, science fiction, and historical popular culture.

**Weekly Schedule**.

**Week One**: Introduction

**Week Two**: “Young, scrappy, and hungry”

 Early writing by Hamilton, including his first published essay, “Account of a Hurricane”

**Week Three**: “You’ll be Back”

Drafts of *Declaration of Independence*; Thomas Paine “American Crisis”; Hamilton, selections from “A Full Vindication of the Measure of Congress”

**Week Four:** “You’ll be Back” (reprise)

Selected poetry by Phillis Wheatley, Philip Freneau, and Mercy Otis Warren

**Week Five**: “Write like you’re running out of time”

Hamilton and Madison, *The Federalist* essays No. 1, 15, and 10

**Week Six:** “Write like you’re running out of time” (reprise)

 Hamilton, *Federalist* No. 84; *Bill of Rights*

**Weeks Seven and Eight:** “The room where it happens”

Hamilton, “Opinion on the Constitutionality of the Bank”; Jefferson, “Opinion on the Constitutionality of the Bank”

**Week Nine:** “The American experiment begins”

 Jefferson, *from Notes on Virginia;* Benjamin Banneker, Letter to Jefferson

**Week Ten:** “Never be satisfied”

 Hannah Webster Foster, *The Coquette*

**Week Eleven:** “Never be satisfied” (reprise)

 *The Coquette* (continued)

**Week Twelve:** “He’s never gon’ be President now”

 Hamilton, “The Reynolds Pamphlet”

**Week Thirteen**: Archive Presentations

**Week Fourteen:** Archive Presentations