

PAPER #1: THE MEANING AND MEMORY OF THE AMERICAN REVOLUTION
(1-3 typed pages, 1" margins, 12-pt. Times New Roman, double-spaced)
Please use .doc or .docx format.

OVERVIEW

For your first paper, you will reflect on the era of the American Revolution; its meaning and promise for both George Robert Twelves Hewes and Alexander Hamilton; and its afterlife in public memory. More specifically, you will:

- Describe two or more meanings that the American Revolution held for George Robert Twelves Hewes (see Part I of *Shoemaker* for thoughts on how to address this point);
- Describe two or more meanings that the American Revolution held for Alexander Hamilton (see the scanned chapters from Ron Chernow's *Hamilton* on Canvas for more information on the historical Alexander Hamilton);
- Describe two or more ways in which Americans of the 1830s used Hewes's life story to reshape public understanding of the Revolution fifty years after it ended (see Part II of *Shoemaker* for thoughts on how to address this point).
- Describe two or more ways in which Americans of the 2010s used Hamilton's life story to reshape public understanding of the Revolution two centuries after it ended (see the critical essays on *Hamilton* for ideas on how to address this point).

Each of the bullets above should be the subject of at least one paragraph. Your response to each point of the prompt should address WHY you think and feel the way you do. You should include references (direct or paraphrased) to Young's *The Shoemaker and the Tea Party*, *Hamilton: An American Musical*, Chernow's *Alexander Hamilton*, and the critical essays on *Hamilton*. And your position on each of these points should be clearly and concisely reflected in your introductory paragraph.

SOURCE AND CITATION GUIDELINES

- Please use only required course materials to support your argument (including Young's *Shoemaker and the Tea Party*, *Hamilton: An American Musical*, selected chapters from Ron Chernow's *Alexander Hamilton*, the critical essays on *Hamilton*, and *The American Yawp*). There is a great deal of misinformation about Alexander Hamilton circulating on the internet, and I would prefer that you stick with vetted sources.
- Please cite all materials using parenthetical citations. The parenthetical citations should appear at the conclusion of a sentence but prior to the final period. Citations should include the author's last name (if available) or the name of the work, as well as the page number (if available) or song title (if relevant). For ex.: (Young 24), (*Hamilton*, "My Shot"), (Romano n.p.).

STYLE GUIDELINES

Stylistically, a successful essay will:

- have a title that addresses / summarizes the argument and themes of the paper;
- have **a strong, incisive, and well-defined thesis**;
- have a graceful, well-crafted introduction and conclusion;
- **have strong paragraph topic sentences that summarize the content of the following paragraph, and demonstrate strong, clear links to the overall argument of the paper**;
- be effectively organized;
- show signs of close and careful proofreading.

With that in mind, I'd like to offer several tips for writing and organizing your papers effectively:

- Do not try to sound smart (i.e. write in an affected academic fashion). Bloated vocabulary will only make you sound desperate (and more often than not, students who try to inflate their vocabulary end up using words incorrectly). You may even consider writing your essays by hand before typing them. Students often write more clearly and effectively when they trade in the keyboard-and-screen for pen-and-paper.
- Outline your argument first, then translate it into prose. This will help you figure out the structure of your essay before you have to worry about word choice, grammar, and spelling. Please do not dismiss this as a juvenile exercise! Many, if not most, pieces of professional writing begin with detailed outlines.
- Read your essay aloud to yourself. If and when you stumble over a sentence or phrase, rewrite it. Repeat this process until you stop stumbling.
- Most importantly, consider making use of UF's many writing-related resources. These include the UF Writing Studio: <http://writing.ufl.edu/writing-studio/>.

Your instructor will be happy to discuss the contents of your papers and read **polished** drafts **during office hours**.

Paper #1 will be worth one-third of your overall paper grade. Grading requirements are available for consultation on the Paper #1 rubric.