

### Homework #3: *Hamilton* response or close reading

Choose one (1) of the following options:

#### Option 1

In 2-4 full, developed paragraphs, compare the *Federalist Papers* readings to “Non-Stop” from the musical *Hamilton*. Consider the following questions:

- Does the song give you a different perspective on the *Federalist Papers*? If so, how? If not, why not?
- Does the song assume audience knowledge of the *Federalist Papers*? Does reading two of the papers help you understand the song?
- Is it important for *Hamilton* audiences to understand the history of early American Literature and/or history? Why or why not?

This is an informal, academic comparison response. Use Standard English and avoid slang. Do not use “I.” Include an MLA-formatted header. Include citations for the song “Non-Stop” and the readings. If you quote or paraphrase, include in-text citations.

#### Option 2

In 2-4 paragraphs, examine at least one literary device in detail in one of the readings from Week 4. Consider the following questions:

- What is the literary device? What are specific examples of it in the text you’ve chosen? ‘Unpack’ these examples to fully explain their use(s) and significance.
- How does the literary device function? What is the author doing with the device?
- Why is examining this literary device important? What does it suggest or explain about the text?

This is an informal, academic analysis. Use Standard English and avoid slang. Do not use “I.” Include an MLA-formatted header. Include a citation for the text you choose. If you quote or paraphrase, include in-text citations.

You **must** turn in the hard copy to me in class; *emailed submissions will not be accepted*. You **do not** need to turn homework in via Sakai. *Late homework will not be accepted*. The *Hamilton* response is a homework assignment and counts as part of the 10% homework grade for the course.

**Type** your homework and **turn it in** at the beginning of class on **February 21, 2017**.