

Second-Year Writing Seminar: Race and Gender in Jamestown

**“You are not our protectors...If you were who would there be to
protect us from? – Mary Edwards Walker**

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Phone	594-8828	Office Hours 8:30 a.m. -9:45 a.m. Monday, Wednesday, Friday (Open Hours); 9:00 a.m. – 11:45 a.m. Thursday (By Appointment) Other appointments may be made as needed.	
		Virtual Office Hours: I also hold virtual office hours frequently. Feel free to communicate by IM at anytime. If I am unable to answer immediately, leave your preferred e-mail and I will respond as soon as possible.	
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Course Description:

The Second-Year Writing Seminar encourages students to continue practicing and reflecting upon the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to evaluate, synthesize, and present primary and secondary sources in a research project. This course introduces students to the conventions of academic research and its presentation, in both oral and written forms. In this seminar, students will develop their writing through research on the social and legal history of colonial Jamestown as it relates to the social constructs of race and gender.

**“Women and birds are able to see without turning their heads, and that is indeed a necessary provision for they are both surrounded by enemies” -
James Stephen**

Course Objectives

- To refine the ability to express ideas and arguments through the written word
- To gain a broader understanding and appreciation of the transformation of gender and race roles in colonial Virginia
- To develop a clearer understanding of and commitment to personal values, particularly as they pertain to the definitions and significance of the concepts of race, gender, personhood, power and equality
- To acquire an interest in learning more by asking questions and seeking answers about the nature of our existence as American men and women
- To gain factual knowledge about historical and contemporary theories gender and race

Required Texts

- The Birth of Black America: The First African Americans and the Pursuit of Freedom at Jamestown by Tim Hashaw
- Good Wives, Nasty Wenches and Anxious Patriarchs by Kathleen M. Brown
- Writing Philosophy Papers by Zachary Seech

Resources & Guidelines

Academic Honesty: Academic honesty is fundamental to the mission of a university. Cheating, plagiarism and any other violations of the Honor Code will result in a failing grade on the assignment or the course. (depending on the severity of the offense). All violations will also be reported to the honor council.

The Christopher Newport University Honor Code: *“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”*

Students with Disabilities: If you believe that you have a disability, you should make an appointment to discuss your needs. In order to receive an accommodation, your disability must be on record in Disability Services located in the Academic Advising Center, Student Union, Room 3125 (Telephone - 594-8763; Fax - 594-8765).

Student Success: We want you to succeed at Christopher Newport University; therefore I may notify the Academic Advising Center if you seem to be having problems with this course. Someone may contact you to help you determine what help you need to succeed. You will be sent a copy of the referral form. I invite you to see me at anytime that I can be of assistance in helping you with the course material.

The Submission of Late Work: Any student may turn in an assignment 1-class period late with a 1-letter grade deduction. No prior permission is needed to do so. Any work submitted more than 1 class period late without a documented excused absence will not receive credit.

Requirements

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- Journal: 10%
- Pop-Essays: 15%
- Research Paper: 75%: (Annotated Bibliography on Potential Topic- 5%; 1st Draft – 15%; 2nd Draft – 15%; Final Version – 30%; Oral presentation – 5%)

“Women and cats will do as they please, and men and dogs should relax and get used to the idea.”- Robert A. Heinlein

Schedule of Readings

Week 1: *Basic Gender Concepts and History of Gender Roles:*

<http://www.un-instraw.org/en/index.php?option=content&task=view&id=37&Itemid=76>

<http://www.history.ac.uk/ihr/Focus/Gender/websites.html>

Week 2: *Introduction and Gender and English Identity on the Eve of Colonial Settlement (through page 41); Hashaw Part 1*

Week 3: *The Anglo-Indian Gender Frontier (pp. 42-74); Hashaw pp. 77-100*

Week 4: *Good Wives and Nasty Wenches (pp.75-106); Hashaw pp. 101-124*

Prospectus Due Friday

Week 5: *Engendering Racial Difference (pp. 107-136); Hashaw pp. 125-127*

Week 6: *Vile Rogues and Honorable Men (pp. 137-186); Hashaw pp. 127-151*

Annotated Bibliography Due Friday

Week 7: Race and Gender on Film

<http://www.ryerson.ca/mgroup/filmsex.html>

Spring Recess: March 4th – 11th

Week 8: *From Foul Crimes to Spurious Issue* (pp. 187-211); *Hashaw* pp. 152-167

Week 9: *Born of a Free Woman* (pp. 212-246); *Hashaw* pp. 168-186

First Draft Due Friday

Week 10: *Marriage, Class Formation and the Performance* (pp. 247-282); *Hashaw* pp.187-195

Week 11: *Tea Table Discourses and Slandorous Tongues* (pp. 283-318); *Hashaw* pp.196-203

Week 12: *Anxious Patriarchs* (pp. 319-374); *Hashaw* pp.204- 217

Second Draft Due Friday

Week 13: *Hashaw* pp.218-244

Week 14: *Materials as assigned by instructor*

Final Exam Period: At the final exam on Friday May 4th from 2:00-4:30 p.m., each student will make a 5-7 minute presentation of their thesis and central argument from their research paper. Students will be graded on quality of argument and clarity of expression as well as their ability to respond to questions from the class and the instructor. Final papers will be submitted at this time.

“If you as parents cut corners, your children will too. If you lie, they will too. If you spend all your money on yourselves and tithe no portion of it for charities, colleges, churches, synagogues, and civic causes, your children won't either. And if parents snicker at racial and gender jokes, another generation will pass on the poison adults still have not had the courage to snuff out.” - Marian Wright Edelman

Journal Guide

Each journal will be made up of ten 1-2 page responses to issues addressed in the readings and in class discussions. It may also involve discussion of various points with other students in this course. You may criticize the text, the content, or the tenor of the discussion. I will not be looking for correct grammar and so

forth, but rather for your *immediate* thoughts, intuitions, and feelings about anything in relation to this course. Date your entries and be sure to spread them over the course of the semester. Feel free to be candid. I grade you not on whether you agree with the instructor or the author of the text, but on the depth and expressiveness of your reflections.

“We allow our ignorance to prevail upon us and make us think we can survive alone, alone in patches, alone in groups, alone in races, even alone in genders.”

- Maya Angelou

Pop Essays and Take-Home Short Essays

Students will sometimes be given unannounced, short, in-class essays based on the reading for the day. Essays verify attendance, participation, and mastery of assigned readings. The following are examples of the type of short essays that will be assigned in class for either in-class or take-home writing:

1. In-class essay: What aspects of life in colonial Jamestown initiated the transformation of racial and gender roles originating in Europe.
2. In-class essay: How did the changes to gender and race roles in colonial Jamestown shape the realities of modern American law and culture?
3. Take-home essay: What is the most significant change in gender roles experienced by the settlers of Jamestown and their early descendents? Argue for your answer by supporting your thesis with reliable evidence.

“In the theory of gender I began from zero. There is no masculine power or privilege I did not covet. But slowly, step by step, decade by decade, I was forced to acknowledge that even a woman of abnormal will cannot escape her hormonal identity.” - Camille Paglia

Essay Grading Criteria

I will use the following criteria to evaluate both the short essays and the various drafts of the research paper. I encourage you to ask questions if there are any elements of the criteria that you do not fully understand.

A. Excellent, or very well done.

The content and writing could not be significantly improved because it is well written and clear, and, for the specified purposes of the assignment, is complete and correct. Not only is everything well-written, complete and correct

(or nearly so), the paper shows significant and worthwhile effort beyond what would be merely sufficient to complete the assignment.

(1) Well-written and clear:

(a) The essay contains few, if any, errors in grammar, spelling, and word choice, [endnote 1] and any errors of these kinds that do occur are sufficiently minor that they do not at all hinder communication of the ideas the writer intended to convey.

(b) The intent or thesis of the essay is unambiguously stated and the essay is coherently organized and developed, so that the reader can easily follow the flow of thought throughout the essay. Expository elements use terms, examples, comparisons, criticisms, and the like, as needed, to unambiguously convey a coherent view or explanation of the ideas or arguments being explained.

(2) Complete and correct:

(a) The points made in the paper are all relevant to the thesis and support it. The paper makes all the points essential to the thesis.

(b) Expository elements evince a correct understanding of the material covered, or, where room for disagreement exists, present thoughtful and plausible interpretations of difficult material.

B. Superior, or well done

The content and writing could be improved because it is not as clearly or as well written as it could be and/or is incomplete or contains some errors, but the paper nevertheless demonstrates significant and worthwhile effort beyond what would be merely sufficient to complete the assignment.

(1) May not be as well written or clear as an A essay:

(a) The essay may contain some errors in grammar, spelling, and word choice, [endnote 2] but errors of these kinds that do occur are sufficiently minor that they do not substantially hinder communication of the ideas the writer intended to convey.

(b) The intent or thesis of the essay is not obscure, and the essay is coherently organized and developed, so that the reader can follow the flow of thought throughout the essay. Expository elements use terms, examples, comparisons, criticisms, and the like, as needed, to convey a relatively coherent view or explanation of the ideas or arguments being explained.

(2) The essay may be less complete than an A essay, and may contain some errors:

(a) The points made in the paper are all generally relevant to the thesis and tend to give it solid support. The paper makes most of the points essential to the thesis.

(b) Expository elements evince a mostly correct and a competent understanding of the material covered, or, where room for disagreement exists, present, overall, thoughtful and plausible interpretations of difficult material, even if one or two key elements are not covered or are given questionable treatment.

C. Satisfactory, or adequate.

The writing is generally correct and effective. Inconsistencies in grammar, logic, or tone may be present but reparable without major rewriting. The content and writing could be improved because it is not as clearly or as well written as it could be and/or is incomplete or contains some errors. The paper shows at least the effort that would be sufficient to complete the assignment.

(1) May not be as well written or clear as a B essay:

(a) The essay may contain a number of errors in grammar, spelling, and word choice, and errors of these kinds that do occur may substantially hinder communication of some of the ideas the writer intended to convey. But, overall, the writing is correct and effective, and errors would be reparable without major rewriting.

(b) The intent or thesis of the essay may be somewhat vague or unclear, but the reader can follow the general flow of thought, even if with some difficulty. Expository elements may be missing, some key terms or arguments may be unexplained, or not fully explained. Nevertheless, some key concepts or arguments are explained or are treated consistently enough to convey a relatively coherent grasp of the most of the key ideas or arguments being explained.

(2) The essay may be less complete than a B essay, and may contain some factual errors:

(a) The paper makes one or more of the points essential to development of the thesis, although a number of points essential to the thesis may be overlooked or glossed, and the argument advanced may include more than a few elements that lend little if any support to the thesis. Some important and obvious points may be misunderstood or missing. Some points may be undeveloped or unrelated to each other. Connections may have to be supplied by the reader.

(b) There are some errors in the expository elements, but the paper evinces a generally correct and competent understanding of the material covered. A few expository elements are omitted or glossed, are misunderstood, or are incorrect. Where room for disagreement exists, the essay presents, overall, a defensible interpretation of difficult material, even if a few elements are not covered or are given doubtful treatment.

D. Serious Weaknesses, or unsatisfactory

The paper has a thesis and appears to argue for it, but the essay is a series of scattered or unrelated points. Problems with structure, development, syntax, diction call for a complete re-write. The content of the essay evinces misunderstanding of several key concepts (relative to the purposes of the assignment) or understanding of them is not conveyed, yet some key concepts are covered and are not entirely misunderstood.

Regarding (1) (a) and (b), and (2) (a) and (b): the essay fails to meet even the standards for a C grade, expressed above, but still warrants, over-all, a passing grade because some grasp of relevant course content is demonstrated.

F. Unacceptable.

Very little or no understanding of assignment; incompetence in logic, grammar, or tone.

Research Paper Guide

- Each student may choose their topic so long as their topic (1) addresses the concepts of race and gender and the evolution of those concepts in colonial Virginia; (2) is a question over which reasonable people could disagree; and (3) is sufficiently narrow to be fully developed in a 12-15 page paper. Topics will be discussed and reviewed in the first few weeks of the semester.
- The paper should be around 12-15 pages in length. It should be double-spaced with no larger than 12 point font and 1" margins. It should also follow a standard style manual (Turabian, Chicago, MLA, APA, etc.). Take care over spelling, grammar, style, and computer formatting. Please staple your paper and put your name, date, and class on the first page.
- Use the steps given below as a guide to constructing your paper. After completing the basic steps of research as outlined below, formulate a thesis, which is a statement that can be argued as true or false on the basis of your research and analysis, and write a prospectus.

Select a topic for you annotated bibliography: The issue should be stated in a relatively brief manner and have a narrowly defined focus; this will not necessarily be the final topic from which your thesis will be derived. You may do additional annotated bibliographies if your interests change. Please consult with the instructor in the event that you wish to change your topic.

Writing a prospectus:

A prospectus, for the purposes of this course, is essentially a roadmap of your research project for you and for the instructor. The prospectus should be 750 to 1000 words and should be submitted typed and stapled. Your prospectus should address the following questions:

- What is the topic?
 - The topic should be stated as a question. It should also be academically controversial. That is to say, you should be able to imagine reasonable people agreeing and disagreeing with your thesis. Avoid overly broad topics that cannot be effectively addressed in a 12-15 page term paper.
- Why is it significant?
 - Why does your topic matter? Does it have any valuable contribution to the way we understand the past or how we conduct ourselves in the present? Why did you choose this topic? Why does it matter to you?
- What background material is relevant?
 - What assumptions do you make? Are those well grounded? What terms and definitions will you use?
- What is my thesis statement?
 - Your thesis statement should be a clear answer to the topic question. It should also be defensible with evidence.
- What organizational plan will best support my thesis?
 - What kind of evidence will you need to prove your thesis? What is your plan for gathering and evaluating that evidence? How will you distinguish reliable from unreliable evidence?

Writing an annotated bibliography:

What is it?

An annotated bibliography is an ordered list of books, articles and other reliable sources that will be consulted in the course of your research on this project. The annotation is a brief (1-2 paragraphs) explanation of the nature of the source. What is it about, how is it relevant to your topic etc.? An annotation should accompany each source.

How Many Sources Do I Need?

Your annotated bibliography should address at least 7 sources. No more than one source may be a purely Internet source (i.e. not be simply electronic versions of texts in print.) All sources must be scholarly in

nature. If you are unsure what constitutes a scholarly source, please come and see me and I will help you discern the nature of the sources you are exploring.

What Must be Included?

Author, Title, Place of Publication (URL for internet sources), Publisher, Date of Publication, Page numbers for articles, book chapters etc., and an annotation (@ 150 words per source)

You will not necessarily reference all sources in your final project.