

**Pocahontas, Jamestown, and Early Virginia**  
**Fall 2013**

FSP132-03 M Th 12:30-1:50 SOCI 232  
FSP132-04 M Th 2:00-3:20 SOCI 228

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Office Location: SOCI 210

Office Hours: Thursday 3:30-5:30 pm and by appointment via email.

The story of Jamestown is America's creation story, but most of what Americans think about Jamestown is wrong. The story of Smith and Pocahontas—long at the heart of the Jamestown story—was fabricated by Smith well after the fact. In this seminar, we will examine the myths of Jamestown along with the facts, and we will consider the various perspectives of Native Americans, English colonists, and men, women, and children then and now. We will watch films like Disney's *Pocahontas* to understand how and why the myth lives today, and we will read the works of historians and anthropologists who have studied Jamestown, including the archaeologists currently excavating the site. We will also read the original accounts of John Smith and others who were there at the beginning. Along the way, we will learn about trade and exchange, war and violence, sex and love, cannibalism and torture, understand and misunderstanding, and how English-speaking America came to be.

**FSP LEARNING GOALS**

- to foster intellectual curiosity in the students
- to improve the students' ability to think critically about their world, their culture, and their own beliefs
- to foster a student culture of intellectual engagement outside the classroom,
- to encourage students to take greater responsibility for their own learning,
- to introduce students to the concept of a well-rounded education based on a breadth of knowledge that goes beyond their immediate professional or academic field,
- to introduce students to college-level assignments and college-level expectations in terms of writing, reading, research, and oral presentations, and
- to accomplish the appropriate Liberal Learning domain goals and any appropriate interdisciplinary concentration goals for the course.

**SKILL DEVELOPMENT**

**1. Close reading, critical reading, and questioning.**

**Close reading** refers to the ability to carefully analyze and interpret a passage from a text. To do this, read the text carefully and see what you notice about it: What jumps out at you? What do you find interesting, compelling, or odd? Do you see patterns or contradictions in the text? What confuses you, what don't you get? Next, you need to puzzle these out: *Why* did that jump out at you? *Why* is that interesting, or odd? How could you try to make sense of the patterns, inconsistencies, and parts that confused you? Your goal is to see how much you can tease out of the text, what assumptions you can uncover, what associations you can unpack. Close reading *explicates* a text—it spells out

things implied or hidden beneath the surface. You will develop your close reading skills through class participation and writing, where your close reading of texts will provide *evidence* that supports the *claims* you make about the text (that is, your *argument*).

**Critical reading** of involves learning to discern an author’s argument and learning to question the author’s assumptions. Critical analysis or criticism involves evaluation of a text or question, not fault-finding. The goal of critical analysis is not to show the good and bad aspects of a text, but rather to arrive at a deeper understanding of the text. You will develop your questioning skills through leading a seminar with a partner, in which you and your partner will pose “good” questions for the seminar to discuss. Before you do this, you will have many opportunities to practice formulating questions and discussing them. Finally, you will develop both of these skills in forming the argument for your papers, for in doing so, you must ask good questions and then offer critical analysis in support of your argument.

**Questioning** refers to your ability to ask “good” questions about the texts—questions that require sustained thought and critical analysis to answer, not questions of fact. These will emerge from your close reading of the texts—things that puzzled or provoked you are fertile ground. Good questions are not about what the text was about, they are about how you understand or interpret the text. Good questions are usually open-ended and fairly simple, but nonetheless get to the heart of the issue.

## 2. **Discussion: listening, speaking, and cooperation.**

It’s one thing to be full of great ideas, but it’s another thing to share them effectively with others in a way that supports the learning of everyone in the group. Communication here refers to ability to share ideas with others through your listening, speaking, and writing skills, while community and teamwork refer to your ability to work cooperatively in groups to create a supportive learning environment.

**Listening.** The difference between sitting passively and listening actively to everyone is huge. If you are planning out what you want to say while someone else is speaking, then you are not actively listening. Our communication is imperfect. What you heard might not be what someone meant, so keep that in mind when responding to others.

**Speaking.** Good participation requires more than just raising your hand and speaking; it requires you to respond to what others have said carefully. When you speak about complex topics, like we do in class, you think on your feet *through* your words. It is hard to communicate clearly with others about the complex topics we discuss in class, and that is precisely why it is so important to take advantage of the opportunity to practice in this class.

**Cooperation.** Finally, cooperation refers to how your presence, demeanor, words, and actions contribute to creating a cooperative learning community and how well you work on teams. Research shows that people learn best when they feel comfortable, so this is not just a matter of manners—it directly impacts everyone’s learning. Any career you choose will involve significant amounts of teamwork and cooperation, and your ability to behave professionally will profoundly impact your ability to advance in your chosen career.

## 3. **Writing, developing an argument, and using evidence.**

Paper writing will emphasize how well you can develop an argument, or thesis, and support it with evidence from the text. Rewriting is the essence of this kind of writing, because in order to make a coherent, focused argument, we all need to revise and polish our writing. In addition to developing an argument, you will engage in synthesis while you write. Synthesis refers to your ability to pull together the various course materials and your learning over the semester into an understanding of how it makes sense together.

#### **4. Research.**

This course will introduce you to primary and secondary source research methods. You will undertake a small group research project and write a short research-based paper. You should understand the research methods historians use and how to conduct primary and secondary source research.

### **LEARNING ENVIRONMENT**

You may be used to thinking of teaching as a process of transferring information from the teacher to the student. In this class, the focus will be on student exchange with one another. We will create a **cooperative learning community** in which each person is treated with respect and feels welcome to share their thoughts and questions. It is essential to treat others in the class with respect to create this kind of learning environment, and your contribution to the creation of this climate of respect will count towards your grade for the course.

### **GRADING**

**Class participation: 20%.** Your participation in class will be graded on a daily basis. Be sure to speak in every class. More is not necessarily better, but it usually doesn't hurt! Frequent tardiness or absence will severely impact your participation grade.

**Discussion Leading: 5%.** You will lead discussion (in teams) twice during the semester. See below for details.

**Paper 1 (1200-1500 words): 15%.**

**Position Paper 1 (Emperor's New Groove, 400-600 words): 5%.**

**Position Paper 2 (The New World, 400-600 words): 5%**

**Paper 2 (1200-1500 words): 15%.**

**Peer evaluations: 5%.** You will write two short evaluations and critiques of classmates' papers.

**Group research project and presentation: 10%.** Details on the group project will be available later in the semester.

**Final Paper (1200-1500 words): 20%.** The final paper will be based on your group research project.

### **GRADE PENALTIES**

**Late Papers** will be penalized 1/3 of a letter grade per day.

**Word Count** failure to include a word count on the title page will result in a 1/3 of a letter grade penalty.

**Word Limits** will be strictly enforced and penalized 1/3 of a letter grade for every 100 words outside of the range allowed.

## **COURSE ATTENDANCE POLICY**

Attendance is mandatory. If you will be absent, you must contact me in advance and have a good reason if you wish it to be excused. If excused, your participation grade for the day will not be affected. If unexcused, you will receive a grade of F for the day. If you miss the quiz, from either unexcused absence or tardiness, you will receive a grade of F. If your absence is excused, you may make up the quiz the next day. Note: it is your responsibility to complete the notebook for the day whether or not the absence is excused.

## **DISCUSSION LEADING**

You will lead discussions in groups twice during the semester. As discussion leaders, you will set up the discussion for the day by forming questions and selecting passages to discuss. As a discussion leader, your job is only to get conversation going and to keep it moving. **This is not a presentation!** A great way to form your “good questions” is to start with what you don’t understand, what you’re confused about, or what you have mixed feelings about, and to use that to generate questions for discussion. Your job is to pose questions and problems for the class to consider—not to talk to us but to get us to talk. Questions should lead to debate instead of clear answers. You should allow the discussion to go in different directions from what you had intended, without letting it get out of control (i.e. on topics only marginally related to the reading). You will be graded on the questions and passages on your handout, your ability to be supportive and to encourage everyone to talk, and in your ability to facilitate the discussion. Occasional silence is OK—don’t rush to fill it too quickly!

**As a discussion leader, your responsibilities include the following:**

1. Formulate four “good questions” for discussion. Good questions are open-ended, with no right or wrong answer; simple, not overly complex; and debatable with material from the text or the course, without additional outside knowledge.
2. Find 2 passages for discussion.
3. Prepare a printout of your questions and passages for each member of your class. **Your printout must include the names of the discussion leaders, the date, course number, and your questions and where to find the passages (i.e. author, title, page number of the passage). Failure to do so may result in a lower grade.**
4. It is your responsibility to encourage everyone to speak at least once.

## **CLASSROOM POLICIES**

- **Always bring the assigned reading to class.** Failure to bring these will result in a lower grade for participation for the day.
- Actively listen when others are speaking.

- Speak in discussion **every day** without exception. This is crucial practice for leaving TCNJ as a confident public speaker!
- **Computers, tablets, e-readers, and phones are not allowed in class.**
- **Phones *must* be silenced and stay in your pocket or bag throughout the ENTIRE class. Do NOT respond to text messages or use your phone for ANY reason.**

## EMAIL

I check my email several times a day, and I will do my best to get back to you promptly during normal business hours (9-5, M-F), or at least within 24 hours. If more than 48 hours elapses, try emailing me again. Email is best used to let me know about absences and make appointments for office hours, or for questions with very short answers. Questions that require longer answers are best handled in person, as it often takes too much time to write a thorough response.

## GRADING CRITERIA

### 1) Essays. Essays will be graded primary on two criteria: **argument and evidence.**

**A range:** The thesis is clear and insightful; it is original, or it expands in a new way on ideas presented in the course. The argument is not only unified and coherent, but also complex and nuanced. A papers have a clear overall argument that is broken down into paragraphs that form logical units. Paragraphs have a clear topic sentence that serves as a mini-thesis for that paragraph and relate back to the main thesis. The evidence presented in support of the argument is carefully chosen and deftly handled. The meaning of quotations and evidence is clearly explained and related to the argument.

**B range:** The paper develops an argument and presents evidence in support of its points. The argument shows comprehension of the material and manifests critical thinking about the issues raised in the course, but it may not be presented as clearly as in an A range paper and it does not have the complexity, the insight, or the integrated structure of an A range paper. The paper makes good use of evidence from the texts in support of its arguments, but the evidence may not come from a sufficient variety of sources, may not be clearly related to the argument or adequately explained, or may not be handled carefully. The paper is reasonably well written and proofread.

**C range:** The paper does not have a clearly developed argument or bring in good evidence in support of its points. For example, it may offer a thesis of some kind, but it presents no evidence to support this thesis; or it may present an incoherent thesis; or it may simply repeat points made in class without an overall argument. Such a paper is usually poorly organized, written and proofread.

**D range or below** A paper will fall below a “C” if it lacks more than one of the basic components of an argumentative essay.

### 2) Discussion.

You will be held to a high standard of participation in discussion to encourage vigorous intellectual exchange, the expression of various viewpoints, and the ability to speak effectively and cogently **while maintaining the highest degree of respect for the other people in the room.** Participation will be evaluated on the following guidelines, which stress the quality rather

than the quantity of contributions. **The highest grades will go to those who most effectively create a positive learning environment in which everyone feels comfortable to exchange ideas.** I grade your participation every day, primarily by evaluating your active listening and spoken words but also your preparation, attitude, and respectfulness of others.

**A range:** The student is fully engaged and highly motivated. This student is well prepared, having read the assigned texts, and has thought carefully about the texts' relation to issues raised in the course. This student's ideas and questions are substantive (either constructive or critical); they stimulate class discussions. This student listens carefully, responds to the contributions of other students, and is highly respectful of the other people in the room.

**B range:** The student attends participates consistently in discussion. This student comes to section well-prepared and contributes quite regularly by sharing thoughts and questions that show insight and a familiarity with the material. This student refers to the materials discussed in lecture and shows interest in other students' contributions. The student may have occasional lapses in classroom etiquette and respect (such as texting or checking phones, not being aware of how their behavior affects others, or not always listening carefully when others speak).

**C range:** The student meets the basic requirements of section participation. This student is usually prepared and participates once in a while but not regularly. This student's contributions relate to the texts and offer a few insightful ideas but do not help to build a coherent and productive discussion. The student is not engaged with others in the classroom or exhibits either frequent or serious lapses in classroom etiquette and respect (including making disagreements personal, not paying attention, often coming unprepared, etc.)

Failure to fulfill satisfactorily any of these criteria will result in a grade of "D" or below.

## **TCNJ POLICIES**

**Final Exam Policy:** TCNJ's final examination policy is available on the web:  
<http://www.tcnj.edu/~academic/policy/finalevaluations.htm>

**Attendance Policy:** Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. At the first class meeting of a semester, instructors are expected to distribute in writing the attendance policies which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, studio practice, field experience, or other activities which may take place during class sessions. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should arrange with their instructors for such class absences well in advance. The Office of Academic Affairs will verify, upon request, the dates of and participation in such college functions. In every instance, however, the student has the responsibility to initiate arrangements for make-up work.

Students are expected to attend class and complete assignments as scheduled, to avoid outside conflicts (if possible), and to enroll only in those classes that they can expect to attend on a regular basis. Absences from class are handled between students and instructors. The instructor may require documentation to substantiate the reason for the absence. The instructor should

provide make-up opportunities for student absences caused by illness, injury, death in the family, observance of religious holidays, and similarly compelling personal reasons including physical disabilities. For lengthy absences, make-up opportunities might not be feasible and are at the discretion of the instructor. The Office of Academic Affairs will notify the faculty of the dates of religious holidays on which large numbers of students are likely to be absent and are, therefore, unsuitable for the scheduling of examinations. Students have the responsibility of notifying the instructors in advance of expected absences. In cases of absence for a week or more, students are to notify their instructors immediately. If they are unable to do so they may contact the Office of Records and Registration. The Office of Records and Registration will notify the instructor of the student's absence. The notification is not an excuse but simply a service provided by the Office of Records and Registration. Notifications cannot be acted upon if received after an absence. In every instance the student has the responsibility to initiate arrangements for make-up work.

TCNJ's attendance policy is available on the web:

<http://www.tcnj.edu/~recreg/policies/attendance.html>

**Academic Integrity Policy:** Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. TCNJ's academic integrity policy is available on the web: <http://www.tcnj.edu/~academic/policy/integrity.html>.

**Americans with Disabilities Act (ADA) Policy:** Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. TCNJ's Americans with Disabilities Act (ADA) policy is available on the web: <http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

## **REQUIRED BOOKS AND MATERIALS:**

Reading packet available through [www.universityreaders.com](http://www.universityreaders.com).

Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (New York: W. W. Norton, 1975)

Karen Ordahl Kupperman, ed., *Captain John Smith: A Select Edition of His Writings* (Chapel Hill: University of North Carolina Press, 1988)

Camilla Townsend, *Pocahontas and the Powhatan Dilemma* (New York, 2004)

William M. Kelso, *Jamestown: The Buried Truth* (Charlottesville: University of Virginia Press, 2006)

## **COURSE SCHEDULE**

In this reading schedule, the readings have been divided into two primary types: documents (D:) and interpretations (I:). Documents are original sources from the time period we are studying. Interpretations are works written by scholars that offer an interpretation of the past. Items marked with an asterisk (\*) are located in the course reading packet available through [www.universityreaders.com](http://www.universityreaders.com).

### **Week 1: Introductions**

**Aug. 27**

**No reading**

### **Week 2: English Plans for Colonizing the New World**

#### **2.1 English Plans for Colonization**

**Sept. 3**

I: Morgan, 3-43

\*D: Richard Hakluyt (the younger), "Discourse on Western Planting, 1684" (excerpt)

#### **2.2 Roanoke**

**Sept. 5**

\*D: "An account of the particularities of the employments of the English men left in Virginia by Sir Richard Grenville under the charge of Master Ralph Lane," by Ralph Lane, 1585-86.

\*D: "The fifth voyage of M. John White into the West Indies and parts of America called Virginia," 1590.

### **Week 3: Tsenacomoco**

#### **3.1 Tsenacomoco**

**Sept. 9**

I: Morgan, 44-70

I: Townsend, ix-24

#### **3.2 Film: Emperor's New Groove**

**Sept. 12**

### **Week 4: Jamestown overview**

#### **4.1 Silverman's critique**

**Sept. 16**

**\*\*\*Position paper due (2 pages, double spaced)**

\*I: Helaine Silverman, "Groovin' to Ancient Peru" *Journal of Social Archaeology* 2:3 (2002), 298-322, p. 61-86 in packet.

#### **4.2 Film: Nightmare in Jamestown**

I: Morgan, 71-91

### **Week 5: Smith's Story**

#### **5.1 Towards Jamestown**

**Sept. 23**



I: Townsend, 25-65

I: Kupperman, 1-23

**5.2 Myth of the Rescue**  
**Sept. 26**

D: Kupperman, 57-73, 81-108

**Week 6: Smith as President**

**6.1 Smith as President**  
**Sept. 30**

I: Townsend, 66-84

D: Kupperman, 108-31

**6.2 Smith's Descriptions of Powhatan Culture**  
**Oct. 3**

D: Kupperman, 135-170

**Week 7:**

**7.1 Paper 1 Workshop**  
**Oct. 7**

D: Kupperman, 171-203

**7.2 Begin Film: The New World**  
**Oct. 10**  
**\*\*\* Paper 1 Due**

**Week 8: The Starving Time and War**

**8.1 Finish Film, discussion**  
**Oct. 14**

I: Townsend, 85-158

**8.2 Starvation, War, and a Kidnapping**  
**Oct. 17**  
**\*\*\* Position Paper 2 Due**

\*D: "A True Relation," by George Percy, 1609-1612, p. 113-25 in packet.

**Week 9: A Marriage and a Massacre**

**9.1 Pocahontas and Rolfe**  
**Oct. 21**

I: Townsend, 159-178

\*D: John Rolfe's Letter to Sir Thomas Dale," 1614, p. 125-130 in packet.

**9.2 The “massacre” of 1622  
Oct. 24**

I: Morgan, 92-130

\*D: "Two Tragic Events: 1. The Seafight of Capt. Anthony Chester, 1621 2. The Indian Massacre, 1622," 1620, 1622. Read only top of p. 135-137 in packet.

**Week 10: Archeology 1**

**10.1 No Class  
Oct. 28**

**10.2 Introduction to Historical Archaeology  
Oct. 31**  
I: Kelso, 1-43

**Week 11: Archaeology 2**

**11.1 Archaeology of James Fort  
Nov. 4**  
I: Kelso, 44-124

**11.2 Finding People  
Nov. 7**  
I: Kelso, 125-190

**Week 12: Disney’s Pocahontas**

**12.1 Film: Disney’s *Pocahontas*  
Nov. 11**

**12.2 Debate and paper workshop  
Nov. 14**

**Week 13: Group Project Workshops 1**

**13.1 Group Project workshop  
Nov. 18**  
\*\*\* Paper 2 Due

**13.2 Group Project workshop  
Nov. 21**

**Week 14: Group Project Workshops 2**

**14.1 Group Project workshop  
Nov. 25**

**14.2 No Class  
Nov. 28**

**Week 15: Group Presentations 3**

**15.1 Group Presentations**  
**Dec. 2**

**15.2 Group Presentations**  
**Dec. 5**

**\*\*\*Final Paper and Revised Paper due at Final Exam time.**