

ANTH 253/WMST 253: Women and Gender in Prehistory

T&Th 10:00-11:15, Fitzelle 310, Fall 2011

Instructor: Cynthia Klink

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or By Appointment

Course Description

This course is an introduction to archaeological research and perspectives on women and gender in prehistoric societies and ancient civilizations. The course begins with an overview of basic issues (gender vs. sex, androcentric bias, historical development of gender archaeology, etc.) and archaeological resources useful for engendering the past (burials, human remains, art, etc.). We then examine a range of topics related to gender identity (sexuality, age, alternative genders, etc.), and explore facets of gender in a range of prehistoric cultural contexts (hunter-gathers, complex societies). Select ancient cultures are examined more in-depth.

Course Objectives

The goals of this course are to convey an understanding of gender as a cultural construct, highlight the cross-cultural gender variation evident in past societies, increase sensitivity to and awareness of gender biases and how they may shape interpretations of the past, and encourage more critical interpretation of the archaeological record.

Course Format:

This is a seminar-style course involving reading, discussion, and written assignments. Occasional videos introduce specific cultures or address select issues. Grades will be based on class participation, oral presentations, and written assignments. Students will have the opportunity to explore their own interests further through a final paper based on a topic of their choice.

Prerequisites:

Sophomore standing and any 100-level ANTH course or WMST 130, or permission of instructor.

Required Reading:

A) One **REQUIRED** Textbook:

- Nelson, Sarah (ed.) 2007. *Identity and Subsistence: Gender Strategies for Archaeology*. Altamira Press/Rowman & Littlefield Publishers, Lanham, MD.

B) Additional required readings: There are additional required readings not found in the textbook; these are fully referenced at the end of the syllabus. These will be available to registered students as .pdf files **via ANGEL**.

Methods of Evaluation:

Your final grade will be based on meeting **ALL** of the following requirements. Failure to meet **Any ONE** of the requirements can result in a failing grade.

	Total % of Grade
Class participation (Discussion 22%, Questions on readings 14%)	36%
Oral presentations (2)	14%
Reading response papers (3) (Papers 1 & 2= 9% each; Paper 3=12%)	30%
Independent reading paper	15%
Written evaluation of case study readings	5%

100%

Grade by Total % earned		
A 93-100%	A- 90-92%	
B+ 87-89%	B 84-86%	B- 80-83%
C+ 77-79%	C 74-76%	C- 70-73%
D+ 67-69%	D 64-66%	D- 60-63%
E below 60%		

Participation. This is worth 36% of your course grade and is cumulative over the semester. My evaluation of your participation is based on two components: 1) in-class discussion (22%) and 2) written questions/comments on readings (14%).

In-class discussion. Discussion is based on the amount and quality of your contributions to in-class discussion of course material. It is cumulative over the course of the semester. I expect you to initiate discussion regarding assigned readings and MINIMALLY to contribute on a DAILY basis.

Written questions on readings: You must submit a written list of three potential discussion comments or questions for daily assigned readings fourteen times during the semester. (Note that there are twenty-plus days with assigned readings.) These are due at the start of class on the day of the assigned reading, and may be handwritten. These should show that you have attempted to understand the reading, and include substantive questions or comments (i.e., not “this is confusing” or “interesting”). They are graded on a scale from 0-1, with 0 = did not submit, 0.65 = 1 good question, 0.85 = 2 good questions, and 1 = 3 good questions. Late questions will be downgraded by 50%. (ex: 85% earned becomes 35%), and those more than 1 week late cannot be submitted. **If you submit questions more than fourteen times, I will use only your top 14 scores.**

Oral presentations. Each student will be responsible for two oral presentations based on assigned readings for a class day. These are 14% of your total course grade, each is worth 7%. Some presentations will be done individually, while others will be done in teams of two students. Each day’s presentation should be roughly 10-15 minutes in length, and include: 1) a brief summary of the reading and 2) a thoughtful reaction to the reading, including your own conclusions regarding the issue in question. Presenters will then lead class discussion by posing questions to the others. If your student colleagues do not respond voluntarily, you can (and should!) call on them.

Each student is graded individually based on: 1) the quality, accuracy, and thoughtfulness of their contribution to the presentation; 2) comprehension of the reading(s); and 3) contribution to discussion. Performance is graded on a scale from 0-100%, following the letter grade/percentage scale given above.

If you miss your oral presentation (without an approved absence) you will be both: 1) reassigned another presentation, *provided* that there is an additional presentation available in the class schedule; and 2) automatically downgraded one full letter grade from that earned when the presentation is made up (ex: B+ to C+). If there is no presentation available, the student will automatically earn a zero (0%) for the missed presentation.

Reading response papers. This is worth 30% of your course grade. You must submit three response papers based on the case study readings, each worth from 9-12% of your course grade. For each paper, you will respond to your choice of previously assigned daily readings. Note that you cannot write a paper on the same readings you did for an oral presentation. In general, these will be 4-6 pages in length, and include 1) a summary of the reading(and 2) your evaluation of it and the issue(s) addressed. More specific instructions will be provided later in the course.

Papers will be graded on comprehension of readings chosen, student engagement with the material, intellectual depth of response, and writing quality (including spelling and grammar). Performance is graded on a scale from 0-100%, following the letter grade/percentage scale given above. They are due at the start of class on the day specified in the course schedule. Late assignments will be downgraded one full letter grade (ex: A- to B-), and those more than 1 week late cannot be submitted.

You will be allowed to rewrite and resubmit 1 of the first 2 papers for possible full credit, provided that it was originally submitted on time.

Independent reading paper. This is worth 15% of your course grade. For this 7-8 page paper you will relate what you have learned over the semester to a monograph (book-length work with a single focus) that focuses on sex or gender in the past. In general, you will represent the author’s view and summarize monograph, then reflect on how the monograph relates to concepts and issues discussed in this course. More specific instructions will be provided later in the course.

Your monograph choice must be pre-approved by me. Failure to meet deadline(s) for book choice and topic statement will reduce your paper grade by a third of a letter grade (Ex: A- becomes B+).

Papers will be graded on comprehension of and engagement with the material, intellectual depth of response, and writing quality (including spelling and grammar). Performance is graded on a scale from 0-100%, following the letter grade/percentage scale given above. The paper is due the last day class. Late papers will be downgraded one full letter grade (ex: A- to B-), and cannot be submitted after the start of the final exam time slot.

Evaluation of case study readings. This is 5% of your course grade, and is considered your Final Exam. During the first two weeks of the class, you will be given an excel spreadsheet listing the required case study readings for the semester. Your task is to grade each reading on a 1-5 scale (1=terrible, 5= excellent), and provide a brief commentary on each (such as “pretty well written and interesting ideas –use again” or “I really disliked this when I first read it, but after reading later articles this one turned out to be very helpful”).

Course Policies

Attendance. Attendance is necessary to achieve a good grade and I expect you to attend all class meetings. I require appropriate documentation for an absence to be considered excused (see the College handbook for campus excused absences policies: <http://www.oneonta.edu/collegehandbook/excused-absences.asp>.) I will allow only four UNEXCUSED absences for the entire semester, after which your final course grade will be reduced by a full letter grade (ex: B to C). If you are absent the day something is due, AND have a valid excuse per College policy, you may make-up the task without penalties by rescheduling with me. Note that many videos shown in class are not available in the library or for loan.

Expectations. This is a reading and discussion-intensive class. I expect you to keep up with assigned reading (to be read by class time on the day indicated in the Course Schedule), and be prepared for and regularly participate in classroom discussion.

You are part of a class and your behavior affects the other members of the class. Please arrive to class on time, and do not start packing up your belongings before I dismiss class. These actions are disrespectful of and disruptive to me and other students. In-class discussion must be civil - even if you disagree. Students are expected to refrain from using cellular phones, iPods, etc., during classes. Otherwise, you will be asked to leave the classroom. In sum, actions that interfere with the ability of others to enjoy and learn from this class will not be tolerated.

Writing Policy/Evaluation. I do not accept work that contains excessive (7-10) spelling, grammar, capitalization or punctuation errors per page, as these are incredibly difficult to read and properly evaluate. **All papers must be typed/computer-printed. I prefer you submit these as hardcopy.** You may email me your responses ONLY if: 1) you are having problems printing and 2) you accept responsibility for failed or late delivery to my email account (i.e. If your file does not reach my mailbox, it is considered not submitted; if it is sent late, it is downgraded as late.). Send in a format readable in Microsoft Word.

ANGEL. Announcements, additional required readings, writing and other course material will be available via Angel (<http://angel.oneonta.edu>). It is your responsibility to check Angel regularly for announcements. You need to be officially registered in the class to access course content on Angel. If you have problems with any aspects of Angel contact the Information Technology Help Desk (607) 436-4567.

Academic Honesty. Standards of academic integrity and honesty are essential within the college community. **It is your responsibility to know SUCO’s rules on academic dishonesty.** If you wish to review them, they may be found in SUCO’s Code of Student Conduct, available on the Oneonta website. I will not accept ignorance of the policy as an excuse for breaking it. Any student found cheating will receive a failing grade and may be reported to the Student Conduct Committee for possible further action consistent with College policy, including possible dismissal from the College.

Disability Needs. You must inform me if you require special considerations, either in-class or for exams, due to disability (learning, physical, etc.). Your needs will be accommodated to the extent possible following SUCO policies.

Emergency Evacuation/Shelter-in-Place Procedures:

In the event of an emergency evacuation (i.e., fire or other emergency), classes meeting in this building are directed to reassemble at Fine Arts Theater so that all persons can be accounted for. Complete details of the College's emergency evacuation, shelter-in-place and other emergency procedures can be found at <http://www.oneonta.edu/security/>.

Additional Required Readings: Available on Angel.

1. Gilchrist, Roberta. 1999. *Gender and Archaeology: Contesting the Past*. Routledge, NY. Excerpts: Ch 1: Beyond the Manifesto, pp.1-14, and Ch 2: Feminism and archaeology, pp. 17-30.
2. Brumfiel, Elizabeth. 2007. Methods is feminist and gender archaeology. In: *Women in Antiquity: Theoretical Approaches to Gender and Archaeology*, edited by Sarah Nelson, pp. 1- 28. Altamira Press, Lanham, MD.
3. Sorensen, Marie. 2007. Gender, things, and material culture. In: *Women in Antiquity: Theoretical Approaches to Gender and Archaeology*, edited by Sarah Nelson, pp. 75-106. Altamira Press, Lanham, MD. *Excerpt from chapter on dress.*
4. Scott, Eleanor. 2001. Killing the Female? Archaeological Narratives of Infanticide. In: *Gender and the Archaeology of Death*, edited by Bettina Arnold and Nancy Wicker, pp. 3-22. Altamira Press, Walnut Creek, California.
5. Faerman, Marina and Gila Kahila Bar-Gal. 1998* Determining the Sex of Infanticide Victims from the Late Roman Era through Ancient DNA Analysis. *Journal of Archaeological Science* 25: 861–865
6. Galloway, Patricia. 1997. Where have all the menstrual huts gone? The invisibility of menstrual seclusion in the Late Prehistoric Southeast. In: *Women in Prehistory: North America and Mesoamerica*, edited by Cheryl Claassen and Rosemary Joyce, pp 47-62. University of Pennsylvania Press, Philadelphia.
7. Buckley, Thomas. 1982. Menstruation and the Power of Yurok Women: Methods in Cultural Reconstruction. *American Ethnologist* 9(1): 47-60.
8. Dean, Carolyn. 2001. Andean Androgyny and the Making of Men. IN: *Gender in Pre-Hispanic America*, edited by Cecilia Klein, pp. 143-177. Dumbarton Oaks, Washington, D.C.
9. Robb, John. 1997. Violence and gender in early Italy. In: *Troubled times violence and warfare in the past*, edited by David Frayer and Debra Martin, pp. 111-144. Gordon and Breach, Amsterdam.
10. McNiven, Timothy. 2000. Fear and gender in Greek Art. In: *Reading the Body: Representations and Remains in the Archaeological Record*, edited by Alison Rautman, pp. 124-131. University of Pennsylvania Press, Philadelphia.
11. Voss, Barbara. 2000. Colonial sex: archaeology, structured space, and sexuality in Alta California's Spanish-colonial missions. In: *Archaeologies of Sexuality*, edited by Robert Schmidt and Barbara Voss, pp. 35-61. Routledge, New York.
12. Weismantel, Mary. 2004. Moche Sex Pots: Reproduction and Temporality in Ancient South America. *American Anthropologist* 106,(3):495-505.
13. Bergh, Susan. 1993. Death and renewal in moche phallic-spouted vessels. *RES: Anthropology and Aesthetics* 24: 78-94.
14. Holliman, Sandra, 1997. The third gender in native California: two-spirit undertakers among the Chumash and their neighbors. In: *Women in Prehistory: North America and Mesoamerica*, edited by Cheryl Claassen and Rosemary Joyce, pp 173-188. University of Pennsylvania Press, Philadelphia.
15. Prine, Elizabeth. 2000. Searching for third genders: towards a prehistory of domestic spaces in Middle Missouri villages. In: *Archaeologies of Sexuality*, edited , edited by Robert Schmidt and Barbara Voss, pp.197-219. Routledge, New York

16. Wegilan, Emily. 2001. Grave goods do not a gender make: a case study from Singen am Howentwiel, Germany. In: *Gender and the Archaeology of Death*, edited by Bettina Arnold and Nancy Wicker, pp. 137-155. Altamira Press, Walnut Creek, California.
17. Gettler, Lee. 2010. Direct Male Care and Hominin Evolution: Why Male–Child Interaction Is More Than a Nice Social Idea. *American Anthropologist* 112(1): 7–21.
18. Conroy, Linda. 1993. Female figurines of the Upper Paleolithic and the emergence of gender. In: *Women in Archaeology: a feminist critique*, edited by Hilary du Cros and Laurajane Smith, pp. 153-160. Dept. of Prehistory, Research School of Pacific Studies, Australian National University; Canberra.
19. McDermott, LeRoy. 1996. Self-Representation in Upper Paleolithic Female Figurines. *Current Anthropology* 37: 227-276. Note: Required reading is the original article (pp. 227-248) and author response to comments (pp.267-271).
20. McGuire, Kelly and William Hildebrandt, 1994. The possibilities of men and women: gender and the California Milling Stone Horizon. *Journal of California and Great Basin Anthropology* 16(1):41-59..
21. Brumback, Hetty Jo and Robert Jarvenpa. 1997. Woman the hunter: ethnoarchaeological lessons from Chippewyan life-cycle dynamics. In: *Women in Prehistory: North and Mesoamerica*, edited by Cheryl Claassen and Rosemary Joyce, pp. 17-32. University of Pennsylvania Press, Philadelphia.
22. Joyce, Rosemary. 2008. *Ancient Bodies, Ancient Lives*. Thameses and Hudson, New York. Excerpt: Ch 3 Amazons, queens, and sequestered women, pp. 67-85.
23. Joyce, Rosemary. 2000. A Precolumbian gaze: male sexuality among the ancient Maya. In: *Archaeologies of Sexuality*, edited by Robert Schmidt and Barbara Voss, pp. 263-283. Routledge, New York.
24. Hewitt, Erika. 1999. What's in a name? Gender, power, and Classic Maya women rulers. *Ancient Mesoamerica* 10: 251-262.
25. Storey, Rebecca. 1998. Mothers and daughters of a patrilineal civilization: the health of females among the Late Classic Maya of Copan, Honduras. In: *Sex and Gender in Paleopathological Perspective*, edited by Anee Grauer and Patricia Stuart-Macadam, pp. 133-148. Cambridge University press, Cambridge.
26. Gerry, John and Meredith Chesson. 2000. Classic Maya diet and gender relationships. In: *Gender and Material Culture in Archaeological Perspective*, edited by Donald Moira and Linda Hurcombe, pp. 250-264. St. Martin's Press, New York.
27. Wilfong, T.G. 2010. Gender in Ancient Egypt. In: *Egyptian Archaeology*, edited by Willeke Wendrich, pp. 164-179. Wiley-Blackwell, Malden, MA.
28. Meskell, Lynn. 2000. Re-em(bed)ding sex: domesticity, sexuality, and ritual in New Kingdom Egypt. In: *Archaeologies of Sexuality*, edited by Robert Schmidt and Barbara Voss, pp. 253-262. Routledge, New York.
29. Reeder, Greg. 2000. Same-Sex Desire, Conjugal Constructs, and the Tomb of Niankhkhnum and Khnumhotep. *World Archaeology* 32(2): 193-208.
30. Roth, Ann Macy. 2000. Father earth, mother sky: ancient Egyptian beliefs about conception and fertility. In: *Reading the Body: Representations and Remains in the Archaeological Record*, edited by Alison Rautman, pp. 187-201. University of Pennsylvania Press, Philadelphia.
31. Meskell, Lynn. 2000. Cycles of life and death: narrative homologies and archaeological reality. *World Archaeology* 31(3): 423-441.

Women and Gender in Prehistory - Fall 2011 COURSE SCHEDULE

Schedule may change at Instructor's discretion

Date		Topic	Reading	In-class Activity	Due
25-Aug	Th			Video: Kingdom of women	
30-Aug	T	Development of gender archaeology	Gilchrist 1999* (Ch 1-2)*		
1-Sep	Th		1) Brumfiel 2007* Methods in feminist and gender archaeology, & 2) Sorensen 2007* excerpt on dress		
6-Sep	T	Personhood / Life cycle	Text Ch 1: Gender and Personhood	Video: Missing women	
8-Sep	Th		1) Scott 2001* Killing the female, 2) Faerman 1998* Determining sex of infanticide victims, & 3) Joyce blogs on "are dead babies good evidence of Roman brothels"	Student presentation	
13-Sep	T		1) Galloway 1997* Where have all the menstrual huts gone?, 2) Joyce blog on "Red goddesses in greater Cahokia," & 3) Buckley 1982* Menstruation and the power of Yoruk women	Student presentation	
15-Sep	Th	Masculinity	Text Ch 3: Men, Masculinities	Video: Guardians of the flute	
20-Sep	T		Dean 2001* Andean androgyny and the making of men	Student presentation	
22-Sep	Th		1) Robb 1997* Violence and Gender in Early Italy, & 2) McNiven 2000* Fear and gender in Greek Art	Student presentation	
27-Sep	T	Sexuality	1) Text Ch 2: Sexuality in Archaeology, and 2) Joyce blog on "sex work and archaeology"	Video: TBD	Paper 1 Due
29-Sep	Th	No Class- Break			
4-Oct	T		Voss 2000* Colonial sex - Alta California	Student presentation	
6-Oct	Th		1) Weismantel 2000* Moche sex pots, & 2) Bergh 1993* Death and rewal in Moche phallic vessels	Student presentation	
11-Oct	T	Nonbinary genders	Text Ch 4: Nonbinary genders	Video: TBD	
13-Oct	Th		1) Hollimon 1997* The third gender in Native California, & 2) Prine 2000* Searching for third genders	Student presentation	
18-Oct	T		1) Wegilan 2001* Grave goods don't make gender, & 2) Joyce blog on "Gay caveman"	Student presentation	
20-Oct	Th	Early hunter-gatherers	Text Ch 6: Gender in H/G society	Video: Woman the toolmaker	Independent Reading Paper - Reference and Statement of Interest Due.

25-Oct	T		1) Gettler 2010* Direct male care and hominin evolution, & 2) Joyce blogs on "older women, older men" and "mothers, babies, and the origins of human society"	Student presentation		
27-Oct	Th		1) Conroy 1993* Female figurines in the Upper Paleolithic , & 2) McDermott 1996* Self-Representation in Upper Paleolithic female figurines	Student presentation		
1-Nov	T		1) McGuire and Hildebrandt 1994* The possibilities of men and women, & 2) Brumbach and Jarvenpah 1997* Woman the hunter: ethnoarchaeological lessons	Student presentation		
3-Nov	Th	Complex societies	Joyce 2008* Ch 3 (Amazons, queens, and sequestered women)	Video: Egyptian queens	Paper 2 Due	
8-Nov	T		1) Joyce 2000* Male sexuality among ancient Maya, & 2) Hewitt 1999* What's in a name?	Student presentation		
10-Nov	Th		1) Storey 1998* Mothers and daughters in a patrilineal civilization, & 2) Gerry and Chesson 2000* Classic Maya diet and gender relations	Student presentation		
15-Nov	T		1) Wilfong 2010* Gender in ancient Egypt, & 2) Joyce Blog on "Cleopatra and other Queens"	Video: Egyptian sexuality	Last Date to 1) change book for Independent Reading Paper , & 2) submit re-write of paper 1 or 2.	
17-Nov	Th		1) Meskell 2000* Re-em(bed)ding sex: Egypt, & 2) Reeder 2000* Same sex desire	Student presentation		
11/22&24	T & Th	No Class- Break				
29-Nov	T		1) Roth 2000* Egyptian beliefs - conception and fertility, & 2) Meskell 2000* Cycles of life and death	Student presentation		
1-Dec	Th			Video: Amazon warrior women	Paper 3 Due	
6-Dec	T		TBD	TBD		
8-Dec	Th			Video: TBD	Independent Reading Paper Due.	
13-Dec	T		Final Exam Time Slot: 8:00 am - 10:30 pm	TBD	Evaluation of case study readings Due	

TBD = To be determined.