

**ANTH 294-01: Women and Gender in Prehistory** (Special Topics in Anthropology)

Spring 2009

**Class Meets:** MWF 1-1:50, Fitzelle 313

**Instructor:** Cynthia Klink, Fitzelle 312, klinkcj@oneonta.edu, 436-3308

**Office hours:** Wed. 2 – 3 pm

**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, farmers & pastoralists, ancient states & empires). Select ancient cultures (Egypt, Aztec, Moche, Maya, etc.) 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, classroom 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 by creating an annotated bibliography on a topic of their choice.

**Prerequisites:**

Sophomore standing and a 100-level Anthropology course (any), 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:**

The course grade is based on class participation, oral presentations, and written assignments, as follows. **THERE IS NO EXTRA-CREDIT.**

|   | <b>Total % of Grade</b> |
|---|-------------------------|
| Class participation<br>(Discussion 18%, Questions on readings 7%) | 25%                     |
| Oral presentations (3)  | 21%                     |
| Article write-ups (6)   | 30%                     |
| Annotated bibliography<br>(Written 19%, Oral 5%)                  | 24%                     |

100%

| <b>Grade by % of points earned:</b> |           |           |
|-------------------------------------|-----------|-----------|
| 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 25% of your course grade and is cumulative over the semester. My evaluation of your participation is based on two components: 1) in-class discussion (18%) and 2) written questions on readings (7%).

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 contribute frequently (daily) to class discussions on reading materials.

You must submit a written list of three potential discussion questions for seven of the nine “introductory” chapter 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. You may submit questions for all nine of these readings, and I will use only your top seven scores. Late questions will be downgraded by 50%.

Oral presentations. Each student will be responsible for three oral presentations based on assigned readings (case studies). These are 21% of your total course grade. Presentations will typically be done in teams of two students. For each presentation, the student(s) will begin the class with a brief summary of the reading, give a thoughtful reaction to the reading, and then lead class discussion by posing questions to the others. Your presentation should not be a simple repeat of the reading. If your student colleagues do not respond voluntarily, you can (and should!) call on them. **At the end of the class period, each student presenter must submit a list of three written discussion questions they have had prepared.**

Each student is graded individually based on: 1) the quality of the team presentation, 2) the quality and amount of their OWN verbal contribution, and the quality of their own three prepared discussion questions. I will grade your performance on a scale from 0-100%, following the letter grade/percentage scale given above. If you miss your oral presentation 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.

Article write-ups. These are worth 30% of your course grade. You must submit written evaluations of six (6) of the required additional readings (case studies). These should list the complete reference (format to be specified), and be about 2 pages long. Written content must include both: a) a summary of the author’s goal and the article contents; and b) your comments and evaluation. Further details will be provided.

Write-ups 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 (write-up # 6 must be submitted by the last day of class). These are evaluated based on content and quality of your intellectual response, as well as writing quality, and graded on the letter grade/percentage scale given above.

**Of write-ups 1-5, you will be allowed to rewrite and resubmit one (1),** for possible full credit, provided that it was originally submitted on time.

Annotated Bibliography. You can pursue your own interests within gender archaeology by compiling an annotated bibliography on a relevant topic of your choice. This project is worth a total of 24% of your course grade and has two components, a written bibliography (19%) and oral presentation (5%).

Written content must include: a) an introductory topic statement (paragraph); b) three long (2 page) article write ups; c) three short (1 paragraph) article write-ups, and d) a closing statement about your research (2-3 paragraphs). All readings must be properly referenced (format to be specified). Evaluation will be based on content and quality of the work submitted and graded on the letter grade/percentage scale given above. Further details will be provided.

The oral presentation should be about 10 minutes long, during which you summarize your research topic, briefly recap articles you found particularly useful, and summarize insights you’ve gained.

**All topics and readings for the bibliography must be pre-approved by Professor Klink.** See the course schedule for deadlines related to this project.

## Course Policies

Expectations. Attendance is necessary to achieve a good grade and I expect you to attend all class meetings. 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 required to bring the assigned reading** (textbook, hard copy of PDF) **to class.**

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. **If you wish to use a laptop during class, you must receive the instructor's permission.**

Attendance. Attendance will be taken every day and I will consider attendance in resolving borderline grades. Students who do not attend class on a regular basis will be involuntarily withdrawn. Absences due to illness or personal/family problems may be excused, with appropriate documentation, but you are still responsible for the material that was covered. 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. There will be occasional videos shown in class and these are not available in the library or for loan. If you wish to view a video outside of class, you may schedule a time with me to watch it in my office.

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. **The Article write-ups and Annotated Bibliography 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.

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**Additional Required Readings:** Available on Angel.

1. Nanda, Serena and Richard Warms 2007. Ch 10 - Gender. In: Cultural Anthropology, by Serena Nanda and Richard Warms, pp. 258-283. Thomson Wadsworth, Belmont, CA.
2. 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.

3. Stevensen, Judith. 2000. Shaman images in San rock art: a question of gender. In: *Representations of Gender from Prehistory to the Present*, edited by Moira Donald and Linda Hurcombe, pp. 45-66. St. Martin's Press, NY.
4. 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.
5. 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.*
6. 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.
7. Arsenault, Daniel. 1991. The representation of women in Moche iconography. In: *The Archaeology of Gender: Proceedings of the Twenty-second Annual Conference of the Archaeological Association of the University of Calgary*, edited by Dale Walde and Noreen Willows, pp. 313-326. University of Calgary, Alberta.
8. Joyce, Rosemary. 2000. Girling the girl and boying the boy: the production of adulthood in ancient Mesoamerica. *World Archaeology* 31(3):473-483.
9. 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.
10. 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.
11. 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.
12. Gero, Joan 2004. Sex pots of ancient Peru: post-gender reflections. In: *Combining the Past and the Present: Archaeological Perspectives on society*, edited by Terje Oestigaard, Nils Anfinset, and Tore Saetersdal, pp. 3-22. B.A.R. International Series 1210.
13. 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.
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. 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.
16. Sorensen, Marie. 2000. Ch 10 - The beginning: on becoming gendered. In: *Gender Archaeology*, by Marie Sorensen, pp. 182-202. Blackwell Publishers Inc., Malden, MA.
17. Soffer, O., J.M. Adavasio, and D.C. Hyland. 2000. The "Venus" figurines: textiles, basketry, gender and status in the Upper Paleolithic. *Current Anthropology* 41(4):511-537.

18. Hamlin, Christine. 2001. Sharing the load: gender and task division at the Windover site. In: *Gender and the Archaeology of Death*, edited by Bettina Arnold and Nancy Wicker, pp. 119-135. Altamira Press, Walnut Creek, California.
19. Jackson, Thomas. 1991. Pounding acorns: women's production as social and economic focus. In: *Engendering Archaeology*, edited by Joan Gero and Margaret Conkey, pp. 301-325. Basil Blackwell, Oxford.
20. Petersen, Jane. 2000. Labor patterns in the southern Levant in the Early Bronze Age. In: *Reading the Body: Representations and Remains in the Archaeological Record*, edited by Alison Rautman, pp. 38-54. University of Pennsylvania Press, Philadelphia.
21. Claassen, Cheryl, 2002. Mothers' workloads and children's labor during the Woodland Period. In: *In Pursuit of Gender: Worldwide Archaeological Approaches*, edited by Sarah Nelson and Myriam Rosen-Ayalon, pp. 225-234. Altamira Press, Walnut Creek, California.
22. Nelson, Sarah. 2004. Ch 7 – The larger community: power and prestige. In: *Gender in Archaeology*, 2<sup>nd</sup> ed., by Sarah Nelson, pp. 105-121. Altamira Press, Walnut Creek, CA.
23. Davis-Kimball, Jeannine. 2001. Warriors and priestesses of the Eurasian nomads. In: *The Archaeology of Cult and Religion*, edited by Elena Antonacci Sanpaolo, François Bertemes, Peter F Biehl, and Harald Meller, pp. 243-259. Archaeolingua Alapítvány, Budapest.
24. Nelson, Sarah. 2003. The queens of Silla: power and connections to the spirit world. In: *Ancient Queens: Archaeological Explorations*, edited by Sarah Nelson, pp. 77-92. Altamira Press, Walnut Creek, California.
25. Troy, Lana, 2003. She for whom all that is said is done: the ancient Egyptian queen. In: *Ancient Queens: Archaeological Explorations*, edited by Sarah Nelson, pp. 93-116. Altamira Press, Walnut Creek, California.
26. Brumfiel, Elizabeth, 1991. Weaving and cooking: women's production in Aztec Mexico. In: *Engendering Archaeology*, edited by Joan Gero and Margaret Conkey, pp. 224-251. Basil Blackwell, Oxford.
27. Sorensen, Marie. 2000. Ch 9 – Contact: the short-lived triangle. In: *Gender Archaeology*, by Marie Sorensen, pp. 168-181. Blackwell Publishers Inc., Malden, MA.
28. Vierra Powers, Karen. 2000. Andeans and Spaniards in the contact zone: a gendered collision. *American Indian Quarterly* 24(3):511-536.
29. Harrison, Rodney. 2002. Archaeology and the colonial encounter: Kimberley spearpoints, cultural identity and masculinity in the north of Australia. *Journal of Social Archaeology* 2(3):352-377.

**Course Schedule: Women & Gender in Prehistory - SUCO Spring 09**

| Wk | Day | Date   | Topic                             | Reading   | In-class Activity             | Due  |  |
|----|-----|--------|-----------------------------------|---|-------------------------------|--|--|
| 1  | W   | 14-Jan | Course Intro                      |   |                               |  |  |
|    | F   | 16-Jan | Anth perspectives on gender       | Nanda and Warms 2007* - Ch 10 Gender                    | Video: Masaii women           |  |  |
| 2  | M   | 19-Jan |                                   |   |                               | Qs on Nanda & Warms 2007   |  |
|    | W   | 21-Jan | Development of gender archaeology | Gilchrist 1999 (Ch 1-2)*                                |                               | Qs on todays reading   |  |
|    | F   | 23-Jan |                                   | Stevensen 2000* San rock art                            |                               | <b>Write-up 1</b> (Stevenson 2000)   |  |
| 3  | M   | 26-Jan | Doing gender archaeology          | Brumfiel 2007* and Sorensen 2007*                       |                               | Qs on todays reading   |  |
|    | W   | 28-Jan |                                   | Brumback and Jarvenpa 1997* Ethnoarchaeology            | Student presentation          |  |  |
|    | F   | 30-Jan |                                   | Arsenault 1991* Representation Moche women              | Student presentation          |  |  |
| 4  | M   | 2-Feb  | Personhood/Life cycle             | Text Ch 1: Gender and Personhood                        |                               | Qs on todays reading (#1)  |  |
|    | W   | 4-Feb  |                                   | Joyce 2000* Girling the girl                            | Student presentation          |  |  |
|    | F   | 6-Feb  |                                   | Galloway 1997* Menstrual huts                           | Student presentation          | <b>Write up 2</b>  |  |
| 5  | M   | 9-Feb  | Sexuality                         | Text Ch 2: Sexuality in Archaeology                     |                               | Qs on todays reading (#2)  |  |
|    | W   | 11-Feb |                                   | Roth 2000* Egyptian beliefs - conception and fertility. | Student presentation          |  |  |
|    | F   | 13-Feb |                                   |   | Video: Egyptian sexuality     |  |  |
| 6  | M   | 16-Feb |                                   | Meskill 2000* Re-em(bed)ding sex: Egypt.                | Student presentation          |  |  |
|    | W   | 18-Feb |                                   | Gero 2004* Sex pots of ancient Peru                     | Student presentation          | <b>By today, must have met with me outside of class to discuss Annotated Bibliography topic.</b> |  |
|    | F   | 20-Feb | Masculinity                       | Text Ch 3: Men, Masculinities                           | Video: Guardians of the flute | Qs on todays reading (#3)  |  |
| 7  | M-F | 23-Feb | <b>No Class- Break week</b>       |   |                               |  |  |
| 8  | M   | 2-Mar  |                                   | <i>To be determined</i>                                 |                               |  |  |
|    | W   | 4-Mar  |                                   | Joyce 2000* A Precolumbian gaze                         | Student presentation          | <b>Write up 3</b>  |  |
|    | F   | 6-Mar  | Nonbinary genders                 | Text Ch 4: Nonbinary genders                            | Video: Samoa fa'afaline       | Qs on todays reading (#4)  |  |
| 9  | M   | 9-Mar  |                                   | Holliman 1997* 3rd gender in native California          | Student presentation          |  |  |
|    | W   | 11-Mar |                                   | Wegilan 2001* Grave goods don't make gender             | Student presentation          | <b>Bibliography topic</b>  |  |
|    | F   | 13-Mar | Early hunter-gatherers            | Sorensen 2000* Ch 10 -The beginning                     |                               | Qs on todays reading (#5)  |  |

*All aspects of syllabus subject to change at Instructor's discretion.*

| Wk | Day | Date   | Topic   | Reading   | In-class Activity                                    | Due   |  |
|----|-----|--------|---|---|--|---|--|
| 10 | M   | 16-Mar |   | Soffer et al 2000* The "Venus" figurines                      | Student presentation                                 |   |  |
|    | W   | 18-Mar |   | Text Ch 6: Gender in H/G society                              |  | Qs on todays reading (#6)                             |  |
|    | F   | 20-Mar |   |   | Video: Woman the toolmaker                           |   |  |
| 11 | M   | 23-Mar |   | Hamlin 2001* Sharing the load                                 | Student presentation                                 | <b>Write up 4</b>                                     |  |
|    | W   | 25-Mar |   | Jackson 1991* Pounding acorn                                  | Student presentation                                 |   |  |
|    | F   | 27-Mar | Early food producers                            | Text Ch 7: Early farming societies                            |  | Qs on todays reading (#7)                             |  |
| 12 | M   | 30-Mar |   | Petersen 2000* Labor patterns in the southern Levant          | Student presentation                                 |   |  |
|    | W   | 1-Apr  |   | Claassen 2002* Mothers' workloads                             | Student presentation                                 |   |  |
|    | F   | 3-Apr  |   |   | Video: Amazon warrior women                          | <b>List of 4 references for bibliography</b>          |  |
| 13 | M-F | 6-Apr  | <b>No Class- Break week</b>                     |   |  |   |  |
| 14 | M   | 13-Apr | Ancient complex societies                       | Nelson 2004* Ch 7 - The larger community                      |  | Qs on todays reading (#8)                             |  |
|    | W   | 15-Apr |   |   | Video: Siberian Ice Maiden                           |   |  |
|    | F   | 17-Apr |   | Davis-Kimball 2001* Warriors and Priestesses                  | Student presentation                                 | <b>Write up 5</b>                                     |  |
| 15 | M   | 20-Apr | Ancient states/empires                          | Nelson 2003* The queens of Silla                              | Student presentation                                 |   |  |
|    | W   | 22-Apr |   |   | Video: Women Pharoahs                                | <b>List of <u>all</u> references for bibliography</b> |  |
|    | F   | 24-Apr |   | Troy 2003* The ancient Egyptian queen                         | Student presentation                                 |   |  |
| 16 | M   | 27-Apr |   | Brumfiel 1991* Weaving and cooking - Aztec                    | Student presentation                                 |   |  |
|    | W   | 29-Apr | European colonialism                            | Sorensen 2000* Ch 9 – Contact.                                | Video: Sarah Bartman the Hottentot Venus             | Qs on todays reading (#9)                             |  |
|    | F   | 1-May  |   | <i>To be determined</i>                                       |  |   |  |
| 17 | M   | 4-May  |   | Vierra Powers 2000* Andeans and Spaniards in the contact zone | Student presentation                                 |   |  |
|    | W   | 6-May  |   | Harrison 2002* Colonial encounter: masculinity in Australia   | Student presentation                                 | <b>Write up 6</b>                                     |  |
| 18 | M   | 11-May | <b>Final Exam Time Slot: 11:00 am - 1:30 pm</b> |   | <b>Student presentations (bibliography projects)</b> | <b>Annotated Bibliography due</b>                     |  |

*All aspects of syllabus subject to change at Instructor's discretion.*