

ANTHROPOLOGY 448 – GENDER and ARCHAEOLOGY
Fall 2014 - Dr. Madonna L. Moss
Time & Place: noon to 1:50 PM, Mon. & Wed., 104 Condon Hall

Professor Moss's Contact Information:

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Feminist archaeologies... disrupt the depersonalized, passive, and overgeneralized models of society of previous archaeological theorizing.

Cynthia Robin *Anthropology News* November 2002:48

REQUIRED TEXT is available at the University of Oregon Bookstore:

Joyce, Rosemary A. 2008 *Ancient Bodies, Ancient Lives: Sex, Gender, and Archaeology*. Thames and Hudson, New York.

ANTH 448 Readings available on Blackboard course website.

COURSE DESCRIPTION - This course starts with an analysis of how archaeologists have traditionally represented women and men in prehistory. Although study of the archaeological record is one of the few ways to learn about gender relations in the remote past, conventional assumptions about gender have permeated interpretations. We start by learning how to identify androcentric thinking in archaeology and assess how feminist scholarship is pertinent to the study of the past. Through case studies and examples from various parts of the world, we consider the material evidence that informs us about gender. These approaches demonstrate how we can study, write, and represent gender in the past in more complex and less stereotypical ways. We examine how gender articulates with age, ethnicity, sexuality, and class. Ultimately this could lead to a better understanding of identity construction in the past. By the end of the class, we will have identified the major theoretical, methodological, and social challenges of investigating gender and difference with archaeological data.

FORMAT and PHILOSOPHY - This is not a lecture class in which I will present authoritative claims to expert knowledge. The challenge of "engendering the past" is a recent direction in archaeology, and everyone will need to actively participate to fulfill the potential of this discussion class. I provide theoretical, methodological, and regional background as appropriate, but it is imperative that you keep up with the reading and come prepared to discuss. I expect you to be able to summarize the readings and be prepared with comments and questions for every class. Bring the readings to class, ready to engage in discussion. To fully absorb the material, you will need to read it, think about it, talk about it, and write about it. The class format is designed to accomplish each of these tasks, allowing you to intellectually interact with the material on an on-going basis. Class participation is vitally important. I hope the perspectives and information presented in this class will provide you with a new view of the past, a valuable, long-term perspective on cultural diversity and change, and an increased awareness of the way archaeologists construct knowledge of the past.

LEARNING OUTCOMES Students will learn how to:

- identify androcentric bias in archaeological interpretations and in public portrayals of archaeological interpretations
- analyze how the history of archaeology (particularly in the U.S.) has been shaped by sexism
- use feminist theory to critically evaluate (in writing and speaking) the development of archaeological theories, hypothesis testing, and interpretation
- evaluate how gender articulates with race, ethnicity, age, and sexuality to affect the lives of the past peoples we study
- evaluate how gender articulates with race, ethnicity, age, and sexuality to affect the contemporary practice of archaeology today
- identify (and prepare for) the challenges faced by women, ethnic, social class, and sexual minorities, and others who aspire to professional work in archaeology, starting with student and trainee phases

My role is to mediate between the literature, my own experience and knowledge on the one hand and an active participating class on the other. Just like the people of the past, you are not "faceless blobs" (borrowing a phrase from Ruth Tringham). You each have your own body of knowledge and experience you bring to class.

GRADING - Grades are based on a percentage of 200 possible earned points.

Attendance		20
Participation		30
Textbook Essay	due 10/20 in class	50
Joyce Essay	due 11/12 in class	50
Take-home Exam	due 12/6 at noon	50

Evaluation of class participation will be based on attendance and quality of contributions to class discussion. Evidence of high quality contributions include: making relevant comments, drawing others into discussion, asking clarifying questions, moving discussion forward, using evidence to support a position, presenting factual information, making analogies, and recognizing and identifying contradictions. Negative behavior includes making irrelevant comments, not paying attention, distracting others, interrupting, monopolizing a conversation, or making a personal attack. If any student feels s/he would like to contribute to class dialog and did not have sufficient opportunity in class, s/he is welcome to send me a short email or talk to me in person.

Guidelines for reading and preparing for class discussion

A good reader's process varies with the type of text. Some of the texts we will read this term are difficult because they belong to scholarly conversations that you may not have encountered before. Some articles address aspects of

archaeological and social theory and use some jargon. The sentence structure of many articles embeds references to primary sources which you may not have read, making it difficult to follow all the details of an argument. To assist you, during class discussions, I will do my best to help contextualize the writings we read with background on the history of archaeology and anthropology as appropriate. However, I will rely on you to identify problems you are experiencing by speaking up in class.

We will generally refer to the readings by author(s), publication date, and topic. You will need to know this information about each reading. For each article, first read the introduction, skim the content by looking at subheads and illustrations, then read the conclusion. Then, go back and read the article in full, preferably in one sitting. Take notes on the main topic and theoretical orientation of the article, and on the type of data or case studies used to support the author's arguments. What are the author's conclusions? Do you agree with these, or can you offer other explanations or interpretations? Interrogate the text by deciding what to accept and what to doubt. As you read along, interact with what you are reading; I recommend writing in the margins of your text to assist you in summarizing key points, expressing your agreement or disagreement, and making comparisons to other readings as well as class discussions. *ALWAYS* bring the readings assigned for the day to class, so you can continue to annotate your texts, add to your notes, and deepen your understanding.

Please keep up with the reading, otherwise, you will not be able to take advantage of or contribute to class discussions, and you will handicap yourself with respect to your performance in writing papers.

Guidelines for Writing Papers

Papers should be the product of original research and thinking, and they should be well-organized, clearly written, and appropriated referenced. Although I am predominantly concerned with content, inattention to the fundamentals of writing always detracts from your ability to communicate ideas. Format and style will always affect an instructor's evaluation of your written work.

1. Content - I expect and require that your work is the product of original thinking, research, and synthesis. Papers should follow an orderly, logical progression and include an introduction, a main body, and conclusion (at a minimum). "Being well organized" means that each paragraph should build upon the previous one(s) and that within paragraphs, sentences follow an orderly progression of ideas. Because most people write on word processors or computers, we can take advantage of this technology to produce several drafts of each paper. Your initial drafts can take the form of brain-storming and note-taking, but beyond this stage, you must take care to thoughtfully construct your arguments, systematically support them with evidence, present them in a logical order in clear prose. You will want to situate your essays within the larger body of literature we are reading along with topics discussed in class. You will also need to compare sources and synthesize ideas. I highly value original syntheses and innovative ideas, so please try to achieve some depth in your analysis.

2. Format and Style - At the top of the first page, include an interesting, informative, and creative title (not just "Textbook Essay"), along with your name, my name (Professor Moss), and the date. Papers should always be double-spaced, typewritten, and generally with one-inch margins. Please do not submit papers in plastic or other types of folders, please do not paper-clip your paper. I prefer that you simply staple your paper securely. Number all pages. Follow the anthropological conventions for citations. You must cite the source for a specific idea, paraphrases, and verbatim quotes, using page numbers (for example, Gero 1996:252). If you quote a passage longer than four lines, single-space and indent five spaces on each side. Since you are writing short papers for this class, you should avoid frequent and lengthy quotes, unless absolutely necessary. Learn to paraphrase, but be careful to preserve the author's intended meaning. If you refer to the general topic discussed in a paper, you can refer to it without the page number reference (for example, Gero 1996). When you want to refer to the author by name, for example as the subject of a sentence, you can say, "Gero (1996) takes issue with the generally accepted idea that archaeological field recording is free from gender bias." Please adhere to the citation style used in the texts. Always include a "References Cited" section. This is not a list of books and articles you've read, but those you have cited in your paper. Everything you cite should be on this list, and nothing should be on this list that you do not cite. Please pay attention to punctuation, spelling, and capitalization.

Make a copy of everything you hand in to me, in order to protect yourself from inadvertent loss. Always proofread your work after you have printed it for the final time. Do not assume that everything is fine once you've sent your

latest draft to the printer. If you find one or two minor mistakes please correct them on the hard copy if you cannot print again. Another way to improve your writing is to consult the writing lab staff at the Center for Academic Learning Services. Allow sufficient time to make additions, editions, and other adjustments. Submit your work on time.

Textbook Essay

Identifying Gender Bias in Archaeology Textbooks, to be discussed on October 20.

Read a chapter from a relatively recent (post 2005) archaeology textbook with the following questions in mind. Select one or several of these questions and write a 5 page type-written essay discussing your analysis. You can use an archaeology textbook you've already read for another class.

- Does the author give equal attention to the roles, activities, and experiences of women and men in discussing past lifeways and developments?
- In what contexts is the author explicitly gender-specific? How many times does the author refer to males and females or women and men with respect to particular subjects or activities?
- When the author describes human characteristics, skills, capabilities, activities, etc., are the generalizations valid or appropriate for both men and women or are they implicitly gender-specific? Give specific examples.
- What gender-specific characteristics, traits, attitudes, or aptitudes does the author explicitly or implicitly assume to be universal, that is, true for all human groups at all time periods? Of these, which do you think are more likely to be culturally specific? How could you test these ideas?
- If you have identified gender bias in the text, what alternative scenarios can you propose to replace androcentric portrayals? How would you revise androcentric or ethnocentric sections of the text?

COURSE READINGS ON BLACKBOARD are listed under "Course Documents" in weekly folders. They are listed below in alphabetical order.

Agarwal, Sabrina (2012) The Past of Sex, Gender, and Health: Bioarchaeology of the Aging Skeleton. *American Anthropologist* 114(2):322-335.

Alberti, Benjamin (2007) Archaeology, Men and Masculinities. In: *Identity and Subsistence: Gender Strategies for Archaeology*, edited by S. M. Nelson, pp. 401-434. Altamira Press, Walnut Creek, CA.

Alberti, Benjamin (2013) Queer Prehistory: Bodies, Performativity, and Matter. In *A Companion to Gender Prehistory*, edited by Diane Bolger, pp. 86-107. John Wiley & Sons, Hoboken, NJ.

Arnold, Betina (2007) Gender in Mortuary Ritual. In *Women in Antiquity: Theoretical Approaches to Gender and Archaeology*, edited by Sarah M. Nelson, pp. 107-140. AltaMira Press, Walnut Creek, CA.

Barrett, Autumn (2014) Childhood, Colonialism and Nation-Building: Child Labor in Virginia and New York. In *Tracing Childhood: Bioarchaeological Investigations in Early Lives in Antiquity*, edited by Jennifer L. Thompson, Marta P. Alfonso-Durruty, and John J. Crandall, pp. 159-182. University Press of Florida, Gainesville.

Baxter, Jane Eva (2002) Popular Images and Popular Stereotypes: Images of Archaeologists in Popular and Documentary Film. *The SAA Archaeological Record* 2(4)16-17, 40.

Blom, Deborah E. and Kelly J. Knudson (2014) Tracing Tiwanaku Childhoods: a Bioarchaeological Study of Age and Social Identities in Tiwanaku Society. In *Tracing Childhood: Bioarchaeological Investigations in Early Lives in Antiquity*, edited by Jennifer L. Thompson, Marta P. Alfonso-Durruty, and John J. Crandall, pp. 228-245. University Press of Florida, Gainesville.

Christensen, Kim (2010) Archaeology and Activism of the Past and Present. In *Archaeologists as Activists: Can Archaeologists Change the World?*, ed. by M. J. Stottman, pp. 19-35. University of Alabama Press, Tuscaloosa, AL.

- Claassen, Cheryl (2000) Homophobia and Women Archaeologists. *World Archaeology* 32(2):173-179.
- Clancy, Kathryn B. H., Robin G. Nelson, Julienne N. Rutherford, and Katie Hinde (2014) Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault. *PLOS One* 9(7):e102172.
- Conkey, M. W. and J. Spector (1984) Archaeology and the Study of Gender. *Advances in Archaeological Method and Theory*, edited by M. Schiffer, 7:1-38.
- Conkey, M.W. and S.H. Williams (1991) Original Narratives: the Political Economy of Gender in Archaeology. In *Gender at the Crossroads of Knowledge*, ed. by M. deLeonardo pp. 102-139. University of California Press, Berkeley.
- Conkey, M.W. (2013) The Future of Gender in Prehistoric Archaeology. In *A Companion to Gender Prehistory*, edited by Diane Bolger, pp. 108-120. John Wiley & Sons, Hoboken, NJ.
- Dawdy, Shannon Lee (2012) Sexualizing Space: the Colonial Leer and the Genealogy of Storyville. In *The Archaeology of Colonialism*, edited by B.L. Voss and E.C. Casella, pp. 271-289. Cambridge University Press, Cambridge.
- Geller, Pamela L. (2005) Skeletal analysis and theoretical complications. *World Archaeology* 37(4):597-609.
- Gellar, Pamela L. (2009) Bodyscapes, Biology, and Heteronormativity. *American Anthropologist* 111(4):504-516.
- Gellar, Pamela L. (2011) The Sacrifices We Make of and for Our Children: Making Sense of Pre-Columbian Mayan Practices. In *Breathing New Life into the Evidence of Death: Contemporary Approaches to Bioarchaeology*, edited by Aubrey Baadsgaard, Alexis T. Boutin, and Jane E. Buikstra, pp. 79-105. SAR Press, Santa Fe, NM.
- Gero, Joan (1985) Socio-Politics and the Woman-at-Home Ideology. *American Antiquity* 50(2):342-350.
- Gero, Joan (2004) Sex Pots of Ancient Peru: Post-Gender Reflections. In *Combining the Past and the Present: Archaeological Perspectives on Society*, edited by T. Oestigaard, N. Anfinset, T. Saetersdal, pp. 3-22. BAR International Series 1210. Oxbow Press, Oxford.
- Gero, Joan (2009) Squeaks from the Underground: Archaeology by Gender. *Voices* 9(1):25-27.
- Gero, Joan and Dolores Root (1990) Public Presentation and Private Concerns: Archaeology in the Pages of National Geographic. In *The Politics of the Past*, ed. by P. Gathercole and D. Lowenthal, pp. 19-37. Routledge, NY.
- Gifford-Gonzalez, Diane (1993) You Can Hide, But You Can't Run: Representation of Women's Work in Illustrations of Paleolithic Life. *Visual Anthropology Review* 9(1):23-41.
- Gifford-Gonzalez, Diane (2007) On Beasts in Breasts: Another Reading of Women, Wildness and Danger at Catalhöyük. *Archaeological Dialogues* 14(1): 91-111.
- Gilchrist, Roberta (2000) Unsexing the Body: the Interior Sexuality of Medieval Religious Women. In *Archaeologies of Sexuality*, edited by Robert A. Schmidt and Barbara L. Voss, pp. 89-103. Routledge, London.
- Hollimon, S.E. (2007) The Archaeology of Nonbinary Genders in Native North American Societies. In *Identity and Subsistence: Gender Strategies for Archaeology*, ed. by S.M. Nelson, pp. 435-450. Altamira Press, Walnut Creek, CA.
- Nowell, April and Melanie L. Chang (2014) Science, the Media, and Interpretations of Upper Paleolithic Figurines. *American Anthropologist* 116(3):562-577.

Pearson, Marlys and Paul Mullins (1999) Domesticating Barbie: an Archaeology of Barbie Material Culture and Domestic Ideology. *International Journal of Historical Archaeology* 3(4):225 -259.

Reyman, Jonathan E. (1994) Gender and Class in Archeology: Then and Now. In *Equity Issues for Women in Archeology*, edited by Margaret C. Nelson, Sarah Nelson, and Alison Wylie, pp.83-90. Archeological Papers of the American Anthropological Association No. 5

Robin, Cynthia (2006) Gender, Farming, and Long-term Change: Maya Historical and Archaeological Perspectives. *Current Anthropology* 47(3):409-434.

Skogstrand, Lisbeth (2010) Is Androcentric Archaeology Really about Men? *Archaeologies: Journal of the World Archaeological Congress*.

Sofaer, Joanna (2013) Bioarchaeological Approaches to the Gendered Body. In *A Companion to Gender Prehistory*, edited by Diane Bolger, pp. 227-243. John Wiley & Sons, Hoboken, NJ.

Sundstrom, Linea (2003) Steel Awls for Stone Age Plainswomen: Rock Art, Religion, and the Hide Trade on the Northern Plains. *Plains Anthropologist* 47(2):99-119.

Voss, Barbara L. (2012) The Scale of the Intimate: Imperial Policies and Sexual Practices in San Francisco. In *The Archaeology of Colonialism*, edited by B.L. Voss and E.C. Casella, pp. 173-192. Cambridge University Press, Cambridge.

Weismantel, Mary (2004) Moche Sex Pots: Reproduction and Temporality in Ancient South America. *American Anthropologist* 106(3):495-505.

Yamin, Rebecca (2005) Wealthy, Free, and Female: Prostitution in Nineteenth Century New York. *Historical Archaeology* 39(1)4-18.

Personal Devices: All small portable electronic devices should be turned off and stowed away. I would prefer that laptop and notebook computers also be stowed because their presence can be incompatible with good face-to-face interaction. In the interests of saving paper, however, I will allow students to use computers to consult electronic readings, but ask that computer cases be lowered when we are not consulting specific passages. Newspapers, other reading materials, etc., that are not relevant to class should be out of sight by the time class begins. I reserve the right to disallow use of a laptop, iPad, etc., if it is used for a purpose unrelated to class.

Academic Honesty: Although study groups and other forms of intellectual interaction outside of class are encouraged, each student is expected to produce independent written work. All written work should be in your own words and a product of your original work. Plagiarism can result in a failing course grade. Be very careful to avoid plagiarism and learn how to quote and paraphrase effectively (see <http://library.uoregon.edu/guides/plagiarism/students/index.html> for excellent advice).

What You Can Expect from Your Professor: I will start class on time and take attendance. I will carefully plan each class and do my best to "give you your money's worth." I will provide constructive feedback on your performance in class and on your writing assignments. I will do my best to be open-minded in responding your ideas. I hope to infuse the course with the joy of learning.

Disability: If you have a documented disability and anticipate needing accommodation in this course, please contact me soon. Please also request that the Counselor for Students with Disabilities send a letter verifying your disability.

Undergraduate Advising: If you are interested in: major and minor advising in anthropology, preparing a multi-year course plan, satisfying general university requirements/ explaining degree audits, graduation checks, brainstorming minors or double majors, internship options, applying to graduate school, career options for anthropology majors, etc., you may want to meet with Diane Baxter, Undergraduate Coordinator, 373 Condon Hall dbaxter@uoregon.edu

TOPICS and CLASS SCHEDULE - Blackboard Readings are highlighted in red.

Date	Topic	Readings
9/29	Introduction	
10/1	Why is gender relevant? What is androcentric bias in archaeology?	Conkey & Spector 1984; Baxter 2002; Clancy et al. 2014
10/6	Gender Stereotyping	Gifford-Gonzalez 1993; Gero & Root 1990
10/8	Who has traditionally practiced archaeology and how has this affected the discipline?	Gero 1985, 2009; Reyman 1994; Claassen 2000
10/13	Origin Narratives & Archaeological Storytelling – field trip to gendered spaces	Conkey & Williams 1991
10/15	Archaeology, Men, and Masculinities	Alberti 2007; Skogstrand 2010
10/20	Textbook Essay Due in Class	discussion of textbook essays
10/22	Approaches and Methods	Joyce, introduction & chapter 1, Nowell & Chang 2014
10/27	Follow-up to Joyce	Robin 2006; Geller 2005
10/29	The Trouble with Categorical Approaches	Joyce, chapter 2; Hollimon 2007
11/3	Gender and Hierarchy	Joyce, chapter 3; Arnold 2007
11/5	Sex in the Past	Joyce, chapter 4; Weismantel 2004; Gero 2004
11/7	CHRISTINE HASTORF visit! Department Colloquium – 4 pm, 204 Condon	See http://anthropology.berkeley.edu/users/christine-hastorf
11/10	Follow-up to Joyce	Gilchrist 2000; Yamin 2005
11/12	Joyce Essay Due in Class	Joyce, chapter 5
11/17	The New Bioarchaeology	Gellar 2009; Agarwal 2012; Sofaer 2013
11/19	Archaeology of Children	Gellar 2011; Barrett 2014; Blom & Knudson 2014
11/24	Gender Ideology	Pearson & Mullins 1999; Gifford-Gonzalez 2007
11/26	Take Home Exam distributed & discussed	
12/1	Gender and Colonialism	Sundstrom 2003; Voss 2012; Dawdy 2012
12/3	Looking to the Future: Activism, Feminism, Queer(y)ing	Christensen 2010; Conkey 2013; Alberti 2013
12/6	Exam due at noon	

