Course Description: This course provides an intensive introduction to the topic of gender in archaeology. We begin with a discussion about the difference between sex and gender and an overview of current thinking about sex and gender in anthropology. We then discuss the emergence of an “engendered” archaeology and a case study on how archaeologists have traditionally represented men and women in the Upper Paleolithic. We learn 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 can 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 reflect on how this data is presented to the public and ways we can present nuanced understandings of gender in the past to diverse audiences. Throughout the course we take into account how gender articulates with age, ethnicity, sexuality, and class. Ultimately, this could lead to a better understanding of identity construction in the past. We also consider who is doing archaeology and challenges faced by women, people of color, and people of different ages, sexualities, and social class. By the end of class, we will have identified the major theoretical, methodological, and social challenges of investigating gender and differences with archaeological data.
What I want you to get out of this course

• Identify androcentric bias in archaeological interpretations and reflect on how archaeology contributes to how gender is understood – and misunderstood – in contemporary cultures

• Use feminist theory to critically evaluate the development of archaeological theories, hypothesis testing, and interpretation

• Identify and assess the many ways that material evidence can inform us about gender in the past

• Examine how gender articulates with race, ethnicity, age, class, and sexuality to affect the lives of the past peoples we study

• Identify the issues and challenges faced by women, and non-binary individuals, as well as issues of ethnicity, social class, and sexuality who aspire to professional work in archaeology

Textbooks and Readings

REQUIRED TEXTS
1. Joyce, Rosemary
   2008  Ancient Bodies, Ancient Lives: Sex, Gender, and Archaeology. Thames and Hudson, New York.

2. Spector, Janet

There are two required books for this course. They are available at the Duck Store. You can also purchase from Amazon or other retailers. Copies of both books are on reserve in the Knight Library.

Additional readings will be posted on the course Canvas page weekly modules.
   Canvas.uoregon.edu

Canvas is where you will find:
• Assigned readings for each class
• General course info
• Handouts and other information from class
• Syllabus quiz
• Information on assignments/Midterm and place to submit materials
• Course announcements
• Grades

You are responsible for regularly checking the course page for announcements and course materials. Be sure your Canvas settings allow you to receive emails/announcements about class.
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 class. I will provide theoretical, methodological, and regional background as appropriate, but it is imperative that you keep up with the reading and come prepared for discussion. I expect you to be able to summarize the readings and be prepared with comments and questions for every class. To fully absorb the material, you will need to read it (before class), talk about it (during class), and write about it (in weekly reflection papers and reading summaries). You will pull together larger themes and questions from class in your Midterm exam and Final Paper. 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.*

### Assignments and Evaluation for Undergraduates**

<table>
<thead>
<tr>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance and participation in class</strong></td>
<td>15 (15x1)</td>
</tr>
<tr>
<td><strong>Syllabus Quiz (on Canvas)</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Weekly reflection papers</strong></td>
<td>30 (10x3)</td>
</tr>
<tr>
<td><strong>Reading summaries and discussion questions</strong></td>
<td>25 (5x5)</td>
</tr>
<tr>
<td><strong>Midterm exam (handed in on Canvas)</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Final paper – one paragraph description of final paper topic</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Final paper- 5 bibliographic references on final paper topic</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Final paper</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>
Attendance in class: There are 18 non-exam class meetings throughout the quarter and attendance and participation in each class meeting is worth one (1) point. Your lowest three scores will be dropped (18-3=15 points total). Attendance requires arriving on time and staying through the end of the class meeting. Participation requires engagement in class lecture and participating in discussion (e.g. not falling asleep, using your phone, or being on distracting websites). Students who join the class late or miss more than two classes due to serious illness or unexpected emergency should contact Dr. Carter immediately to discuss accommodations.

Syllabus Quiz: A syllabus quiz on the course syllabus and policies will be posted on Canvas and should be completed by Thursday, October 10th at 11:59 pm. This is worth 5 points.

Weekly Reflection Papers: Each Thursday you will be given a question related to that week’s readings/discussion and provided time to reflect and write a response to be handed in during class. If you are absent from class, you can email Dr. Carter on Thursday for the reflection question and write an emailed response by Friday (the next day) at Noon for half-credit. Students requiring accommodations for written work should discuss alternative arrangements with Dr. Carter. Each reflection paper is worth 3 points (10x3=30 points) and will be graded as follows:

- 3 points = In-depth reflection of question and draws in examples from readings/class discussion.
- 2 points = Moderate reflection of question but missing examples from readings/class discussion.
- 1 point = Superficial reflection on question or off topic.

Reading summaries and discussion questions: Throughout the term students will be required to provide a reading summary and discussion questions for 5 classes. Each of these reading summaries/questions is worth 5 points (5 points x 5 = 25 points). The schedule for which 5 classes you will be providing summaries/discussion questions will be determined within the first two weeks of the term. Each summary should meet the following criteria:

- Briefly summarize the readings for your assigned class and describe the most important theme(s) you observed in the readings. You can also consider important points/questions/challenges brought up by the authors and consider how the readings speak to each other or reflect on other readings/discussion topics from class. A reading summary that only summarizes the readings and does not include synthesis and reflection on the readings will receive a point deduction.
- The reading summary should be approximately 300-500 words total. Reading summaries that do not include all the readings will receive a point deduction.
- Provide three (3) questions for potential class discussion at the end of summary. The word limit does not include these discussion questions. Questions should not be able to be answered by a simple yes/no or asking for fact-based answers from the readings. These kinds of questions will receive a point deduction. Questions should require deeper thought and reflection and may not have a clear answer, but should inspire discussion/debate.
- The reading summary and discussion questions should be submitted on Canvas by 7am the morning of the assigned class.
- Students are expected to discuss their observations and questions during class.
Reading summaries and discussion questions (continued)
You can earn half-credit for these assignments if you provide the summary/questions but are not in class to participate in discussion. Up to half-credit will also be given for reading summary/questions submitted after 7am but within 24 hours of the class meeting. As these materials are strongly tied to timely reading and class discussion, reading summaries/questions will not be accepted more than 24 hours after the class meeting. One (1) reading summary/discussion question assignment can be rescheduled throughout the term due to an illness/emergency/anticipated absence, but requires alerting Dr. Carter as soon as it is clear you will not be able to complete this exercise. Additional missed summaries/discussion questions cannot be made-up at a later date.

Midterm Exam: There will be a take-home mid-term exam worth 50 points that will involve short answer/essay responses to topics/readings from the first half of class. The midterm exam should be submitted on Canvas on October 31 by 11:59pm.

Final Paper: A final paper is due for this course during the Final Exam period. Undergraduate students will write a 7-10-page paper that will include both a narrative in the spirit of What this Awl Means and a reflection/discussion of your narrative.
• Details on the paper will be discussed in class on November 5.
• A one paragraph description of the paper topic is due in-class on November 12 (10 points)
• A preliminary bibliography including 5 sources is due in-class on November 26 (15 points)
• The final paper is due December 9 at 10am (on Canvas) (50 points)
• The final paper can be turned in within 24-hours of the due date (Dec 10 at 10am) for a 10%-point deduction and by December 11th at 11:59pm for a 25%-point deduction. Final papers will not be accepted after this date.
Grading Scale and Performance Expectations
I do not anticipate a curve for this class. The grading scale to be used is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>

If the class is taken P/NP, a C- or higher is required to pass the course.

Expected levels of performance:
- **A+** Quality of student’s performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
- **A** Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
- **B** Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
- **C** Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
- **D** Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
- **F** Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

ACADEMIC INTEGRITY AND PLAGIARISM
The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: researchguides.uoregon.edu/citing-plagiarism.

Plagiarism is a serious academic offense. Read carefully the following guidelines to avoid plagiarism: http://libweb.uoregon.edu/guides/plagiarism/students/?tab=5

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This class, including, material on the Canvas site is for your use in this class. It is not for posting or sale. Notetaking for sale or use of class materials for sale is illegal. Copyright warning: The course Canvas site contains copyrighted works that are included with permission of the copyright owner, or under exemptions provided by U.S. Copyright Law (Sections 110, and/or 107). Copying of any of these copyrighted works is prohibited.
COURSE POLICIES

I WANT YOU TO SUCCEED

The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance.

- If you feel that you have encountered discrimination or harassment, you may approach me and/or contact the Office of Affirmative Action & Equal Opportunity (http://aaeo.uoregon.edu, 541-345-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.
- I support all students regardless of immigration status or country of origin. For more information or resources please visit the UO Dreamers page: https://blogs.uoregon.edu/dreamers.

STUDENTS NEEDING SPECIAL ACCOMMODATIONS

Students needing special accommodations for this course, including but not limited to testing accommodations, should contact Dr. Carter as soon as possible so that we can discuss your options. I am committed to ensuring your full participation and educational opportunity.

Please notify Dr. Carter if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall or through their website at http://aec.uoregon.edu/

LIFE HAPPENS

I understand that sometimes there are unexpected issues that happen throughout the term including serious illness, family emergencies, and employment or childcare challenges. For this reason, I have built in flexibility to the course regarding absences and handing in assignments late. However, should something occur that will cause you to miss large portions of class or require additional accommodations please let me know as soon as possible. I am open to discussing alternative accommodations and it is easier to handle these issues as they happen. Generally, I am unable to make accommodations after the term ends. Please remember you can also contact the Dean of Students if you need additional help: https://dos.uoregon.edu/help

Please be courteous. Cell phones should be silent/off and put away during class.

CAN I USE MY CELL PHONE IN CLASS?

NO!!
What if I need to hand in an assignment late?
Most assignments can be handed in late, but with a deduction in points. Please see pages 4-5 for specifics regarding due dates and point deductions for individual assignments. Students struggling with deadlines are encouraged to reach out to Dr. Carter to discuss their options (see “Life Happens” on page 7).

What if I miss class?
If you miss class, you should:
• Check the syllabus to make sure you have done the assigned readings and other relevant course/assignment deadlines
• Discuss missed course content with your peers
• Check the course Canvas page to review materials any handouts or additional content from class.
• If you missed a reflection question (Thursday class) email Dr. Carter to get this question and hand it in by Friday at Noon.
• Visit Dr. Carter in her student drop-in hours to discuss any additional questions.

PowerPoints
As this class is discussion-based, there will be minimal use of PowerPoints. To ensure your success in class I will frequently provide handouts and other tools to assist with your learning, but any PowerPoints used in class will not be posted online. Instead, you are welcome to review all course materials during my office hours.

Laptops
Laptops are frequently distracting to yourself and your fellow students. However, I understand that some students prefer to use laptops to refer to readings and take notes. If you want to use a laptop in class, I ask that you clear this with me first and state that you will keep your wifi off and stay off distracting websites/games etc. for the duration of class.

I don’t feel comfortable speaking in class.
Learning to respectfully share your thoughts and opinions in a group setting is an important life skill. Numerous studies show that women especially speak less in college classrooms,* depriving them and the class of their perspectives. My goal is to create an environment where everyone feels safe and comfortable speaking. I will provide you with multiple opportunities for participation through activities like small group discussion, think-pair-share, as well as written reflection papers. Through these activities, I hope you will start to feel comfortable using your voice in class.

Course Schedule and Readings

**All readings should be completed before class on the date to which they are assigned**

Required Textbook Abbreviations:
Ancient Bodies, Ancient Lives by Rosemary Joyce: JOYCE
What this Awl Means by Janet Spector: SPECTOR

Readings marked “Graduate Only Reading” are more advanced readings that are required for graduate students, but optional for undergraduates.

WEEK 1
1. Tuesday, October 1: Course introduction

Class Goals
- Introduction to the class and syllabus
- Introduce some anthropological definitions of gender and sex
- Activity: What do we know about gender and gender in the human past? Confronting our existing knowledge and biases.

2. Thursday, October 3: Why gender and archaeology?
   - JOYCE: Introduction

Graduate Only Reading

Class Goals
- Discuss why gender is relevant in archaeology? Why have an archaeology of gender?
- **Weekly Reflection #1**

WEEK 2
1. Tuesday, October 8: Origin stories and androcentric bias

Continued→
Graduate Only Reading

Class Goals
- Identify androcentric biases in the archaeology of the Upper Paleolithic and the study of human evolution.
- Consider how these interpretations influence our understanding of gender in our contemporary society
- Introduce Midterm Exam question exercise.

2. Thursday, October 10: The Materiality of Gender
- JOYCE: Chapter 1

Class Goals
- How do archaeologists identify gender in the past?
- Think about how we represent gender materially in our own lives?
- Activity: Doing Gender with Backpacks
- **Weekly Reflection #2**

WEEK 3

1. Tuesday, October 15: Who is an archaeologist?

Graduate Only Reading

Optional (recommended for graduate students)
Class Goals

- Consider how the people doing archaeological research impact the practice of archaeology.
- Confront the challenges faced by women, queer, and non-binary individuals in practicing archaeology.
- Discuss why gender equity in archaeology is important.
- Consider what other factors impact the practice of archaeology (e.g. class, ethnicity, sexuality).

2. Thursday, October 17: Challenging the Binary

- **JOYCE:** Chapter 2

Graduate Only Reading


Class Goals

- Reflect on how we can move beyond gender binaries in archaeology.
- What are some challenges to this approach?
- **Weekly Reflection #3**

WEEK 4

1. Tuesday, October 22: Archaeology of Men and Masculinity


Graduate Only Reading


Class Goals

- Discuss how an archaeology of men fits (or not) within an “engendered” approach to the past.
- What are themes/challenges of an archaeology of men? How do they relate to feminist approaches to the study of women in the past?
2. Thursday, October 24: Bioarchaeology

Class Goals
   - Identify the different aspects of the human skeleton that can help archaeologists identify the sex. Can any of these traits be used to identify gender?
   - Consider the difficulties archaeologists and physical anthropologists face when trying to identify the sex of a skeleton.
   - Activity: Practice sexing a skeleton
   - **Weekly Reflection #4**

WEEK 5
1. Tuesday, October 29: Mortuary Ritual
   - Arnold, Bettina 2007 Gender in Mortuary Ritual. In Women in Antiquity: Theoretical Approaches to Gender and Archaeology, edited by S. M. Nelson, pp. 107-140. AltaMira Press, Walnut Creek, CA

Graduate Only Reading

Class Goals
   - How do archaeologists use grave goods to identify gender? How confident can we be in these interpretations? What are some benefits and pitfalls?
   - Activity: The Gay Caveman?
   - **Weekly Reflection #5**

2. Thursday, October 31: NO CLASS MEETING – HAND IN MIDTERM EXAM ON CANVAS BY 11:59pm

WEEK 6
1. Tuesday, November 5: What this Awl Means
   - SPECTOR → read the ENTIRE BOOK and come to class prepared to discuss

Class Goals
   - Reflect on Spector’s book. Was it an effective way to present research? How does this represent a feminist approach to archaeology?
   - Introduce Final Paper assignment
2. Thursday, November 7: Gender and Household Space

Graduate Only Reading

Class Goals
- Women have traditionally been associated with the home and domestic spheres. How has archaeology contributed to an understanding of the use of space in a home?
- Discuss on how archaeologists identify gendered space within a household. Are households an effective place to study gender?
- **Weekly Reflection #6**

WEEK 7
1. Tuesday, November 12: Gender and Labor

Graduate Only Reading

Class Goals
- How do archaeologists identify gender roles in the past? How can we tell if a woman made something vs. a man? How important was gender in determining who undertook what activities in the past?

2. Thursday, November 14: Gender and Labor (continued)

Graduate Only Reading

Continued→
Class Goals
• Considering the readings from Tuesday and Thursday’s classes: what is the role/importance of ethnographic and ethnohistoric data in determining gendered divisions of labor. Can we make these determinations without this information? What problems might arise from using these data to make interpretations about the past?
• **Weekly Reflection #7**

WEEK 8
1. Tuesday, November 19: Gender and Power
   - JOYCE: Chapter 3

Graduate Only Reading

Class Goals
• These readings deal with identifying powerful women in the past. What are some challenges of these studies?
• What does it mean to be a powerful woman in the past? Did powerful women have access to the same power sources as men? Are powerful men and women different from one another?

2. Thursday, November 21: Gender and Power Continued

Class Goals
• Film: The Ascent of Woman
• The readings and film for today deal with the changing power of women in the world’s earliest city and state-level society. How did women’s roles and power change over time? How can we see this archaeologically?
• **Weekly Reflection #8**
WEEK 9
1. Tuesday, November 26: Gender and Sexuality
   • JOYCE: Chapter 4

Graduate Only Reading

Class Goals
   • This class explores how archaeologists can study sexuality in the past. What kinds of evidence do we rely on to understand sexuality? What challenges do archaeologists face when trying to understand ancient sexuality?
   • **Weekly Reflection #9**

2. Thursday, November 28: NO CLASS MEETING: THANKSGIVING 🦃🦃🦃

WEEK 10
1. Tuesday, December 3: Gender, Archaeology and the Public **CLASS MEETS AT THE MNCH TODAY**

Graduate Only Reading

Class Goals
   • Today’s class meets at the MNCH. We consider how gender in the past has been presented to the public and will then walk around the museum observing how gender is represented (or not) in their exhibits. Use a critical eye to consider what the museum does well and what could be improved.

2. Thursday, December 5: Where do we go from here?
   • JOYCE: Chapter 5

Class Goals
   • Synthesize the previous 10 weeks of gender and archaeology. What have we learned and what should the future of the study of gender and archaeology be?
   • **Weekly Reflection #10**