Anthropology 942 Seminar in Prehistory & Archaeology: Archaeology of Gender
Fall 2014  W 5:30-8:10 SAB 394 Anthropology Conference Room 3rd Floor
Professor Bettina Arnold OFFICE: SAB 229 TEL: 229-4583 HOURS: M 2:00-4:00 or by appointment. E-mail: barnold@csd.uwm.edu

COURSE DESCRIPTION: This course is a graduate-level critical review of approaches to gender in anthropological and archaeological research over the past two decades. We will examine the archaeology of gender from methodological, theoretical, and historical perspectives. The following learning goals are built into the readings and assignments:

1) Students will be introduced to the many ways we can recognize gender archaeologically and will learn how archaeology can contribute to theoretical discussions related to gender in the social sciences and humanities more generally.
2) The political implications of gender studies will provide students with a way to explore how the field of archaeology contributes to how gender is understood, and misunderstood, in contemporary cultures.
3) We will explore the question of whether an "ungendered" archaeology is possible or even desirable.
4) The interdisciplinary implications of such questions in archaeology will be contextualized against a backdrop of more general anthropological theories regarding gender roles, gender ideology and gender politics.

READINGS: There are two textbooks for this course:

Additional readings are on D2L organized by week.

EVALUATION AND GRADING:

Two page weekly critical article summaries and discussion questions: 15% of grade.

One short paper (10 pages minimum): 25% of grade.

Final paper (20 pages minimum): 30% of grade.

Oral Presentation: 30% of grade.

Please see www.uwm.edu/Dept/SecU/SyllabusLinks.pdf for information on Academic Policies and Misconduct.

TOPICS & PAPER/PRESENTATION DUE DATES
Weeks 1-2  Definitions, Concepts and Historical Perspectives on Sex and Gender  
Sept 3 & 10

Weeks 3-4  The Evolution of "Man": Biological Perspectives  
Sept 17 & 24

Week 5  "Desperately Seeking Models": Ethnographic Analogy  
Oct. 1

Week 6  Gender and Symbolism  
Oct. 8  One oral presentation 1st half of class weekly beginning Oct. 8

Weeks 7-8  Space and Gender: Forest, Field, House, Village, City  
Oct. 15 & 22  Final Paper Topics & Preliminary Bibliography due Oct. 22

Weeks 9-10  "Sleep's Sister Death": Bioarchaeology and Mortuary Ritual  
Oct. 29 & Nov. 5  Short Papers due Nov. 5

Weeks 11-13  "Women's Work": Gender and Systems of Production  
Nov. 12 & 19

Week 14  "Romancing the Goddess": Feminist Archaeology & the Public  
Dec. 3  Final Paper drafts due Dec. 3

Week 15  "Indiana Joans": Women in Archaeology  
Dec. 10

Week 16  Final Paper due December 17 by 5pm!

READING ASSIGNMENTS
Weeks 1-2  Definitions & Concepts/Historical Perspectives
Ortner Chapter 1; Sørenson: Chapters 1-2

Additional reading (on D2L):


Weeks 3-4  "The Evolution of Man": Biological Perspectives
Additional reading:


**Week 5**

**Desperately Seeking Models: The Archaeology of Gender and Ethnographic Analogy**

Ortner Chapter 3; Sørenson: Chapters 4 and 9

Additional reading:


3. Luedke, T. 2004 70. Gender and agency in economic models of Great Zimbabwe, in K.A.


**Week 6   Gender and Symbolism**


**Weeks 7-8 Space and Gender**

Sørenson Ch. 8

**Additional reading:**


**Weeks 9-10** "Sleep's Sister Death": Bioarchaeology and Mortuary Ritual
Ortner Chapter 4; Sørenson: Chapters 5 and 7

**Additional reading:**

2. Baxter, J.E. 2005 Ch. 7 Socialization, childhood and mortuary remains, in J.E. Baxter *The Archaeology of Childhood*, pp. 93-108. Walnut Creek: AltaMira. (10)


5. Crass, B. 2001 Gender and mortuary analysis: what can grave goods really tell us? In B. Arnold and N.L. Wicker (eds) *Gender and the Archaeology of Death*, pp. 105-118. Walnut Creek: AltaMira. (9)


**Additional reading:**

**Weeks 11-13**

**Women's Work: Systems of Production**

Ortner Chapters 5 & 6; Sørenson Chapter 6


**Week 14 Romancing the Goddess: "Feminist" Archaeology and the Public**

**Additional reading:**


**Week 15  "Indiana Joans": Women and Gender in Archaeology**
Ortner Chapters 7 & 8

**Additional reading:**


9. [kno wledge.wharto n.upenn.edu](http://kno wledge.wharto n.upenn.edu/article/e-mails-igno red-meetings-denied-bias-at-the-search-stage-limits-diversity/) /

Assignment Guidelines

1. **Critical Article Summaries:** Summaries must be a minimum of two pages long.

   a. Choose three articles each week from the D2L PDFs (the week # is in parentheses after the bibliographic reference in the syllabus).

   b. Critique the approach or problem outlined in the article, identifying the effective arguments as well as those that you feel are unconvincing. Pay particular attention to the following in your summary: What is/are the main point(s) of the article? Are you convinced by the author's/authors' reasoning? Why or why not? What are your recommendations? Is the article worthwhile? Why or why not? How could the arguments have been more persuasive or the approach more productive? Think critically! This involves more than simply shooting holes in someone else's theory or approach. Demonstrate that you are able to see more than one side of an issue. Suggest alternatives.

   c. Generate four open-ended discussion questions each week that identify key or controversial points and are designed to stimulate conversation. Include these at the end of your summaries and be prepared to contribute one or more of the questions during class when called upon.
2. Papers

Goals: 1) Demonstrate the ability to research a topic successfully in depth as demonstrated by identifying and defining a research problem and locating and citing seminal sources on the chosen topic. 2) Produce a summary of the work of those scholars whose research and interpretations have contributed significantly to our understanding of the chosen topic. 3) Provide a critical evaluation of the issues and possible divergent opinions associated with the analysis of the chosen topic, suggesting possible avenues for further investigation.

Format: Papers must be typed (computer or typewriter) with margins of 1" (no more, no less).

Paginate all pages beginning with Page 2!

Papers must be double-spaced.

Make sure your name is on the paper and that the paper has a title.

Short paper: Papers must be a minimum of 10 pages long. You must cite at least 10 sources in constructing your argument. These may be drawn from the D2L articles, but at least three must be sources you have tracked down on your own. Use the Bibliographies from class readings as a starting point for your source search. Other places to find sources include Eureka, WorldCat (see UWM Library Web site for links) and the Anthropological Index On-Line (http://aio.anthropology.org.uk/)

Final Paper: Papers must be a minimum of 20 pages long. You must cite at least 20 sources, at least 15 of which must be sources you have tracked down yourself and NONE of which may be Web sources unless the article comes from a reputable database such as JSTOR and is published in a peer-reviewed journal. You may cite a maximum of five sources from the e-Reserve readings. See data base information above.

When citing sources (whether quoting directly or paraphrasing) within the text, the following rules apply:

The author's last name (include the first initial only if there are two authors with the same last name cited in the paper) followed by the year of the publication, a colon and the page number(s): (Renfrew 1979: 112-15). (This is the standard procedure in anthropological publications). Quotation marks should be used where appropriate, as in the examples below.

Ex. #1 Direct quotation: "The moon is made of green cheese" (McDonald 1989:123).
Ex. #2 Paraphrasing: According to Williams, the moon is made of fried green tomatoes (1988:19-23).

You must include a bibliography with full references at the end of the paper. You may use any of the articles assigned for the class as a template for the bibliography. KEY: Whatever format you choose, BE CONSISTENT!
3. Oral Presentation

Fifteen minute PowerPoint presentation on a topic clearly related to gender archaeology. I will assign dates for your presentations, which do not need to be related to the topic for that week. You may run suggestions for topics by me ahead of time if you wish.

**PowerPoint Dos and Don’ts**

http://gethelp.library.upenn.edu/workshops/biomed/ppt/dodont.html

http://www.hrsonline.org/Education/WomensLeadership/ProfGrowth/EffectivePres/PPT/DoDont/


Good luck! E-mail me at barnold@uwm.edu if you have any questions.