This course represents an overview of gendered approaches to understanding the past. In addition to consideration of current gender equity issues, we consider the development of this area of inquiry, a historical trajectory starting with critiques concerning the invisibility of women in the past, to explicit theory-building with a feminist bent, to case studies about women, and finally, to a consideration of gender as a relationship between men, women, children. The readings in this course are organized topically for the first several weeks, followed by 2 weeks of regional case studies from the New World.

The course is organized as a seminar, which means that you (the students) are responsible for leading and participating in discussion revolving around the readings. You are expected to attend class and to participate in discussion every week. Two students each week will be designated as discussion leaders, and will prepare a set of questions based on the readings that will spark discussion. As discussion leader, it will be your job to keep discussion going, provide adequate coverage of the week’s readings, and steer the discussion if it gets off track. Participation in the seminar accounts for 25% of your grade.

In addition to reading and discussion, you will be expected to write three 6-page essays dealing with issues relevant to the readings (75% of your grade – 25% each essay). The first two essays will be responses to a structured question that I will hand out a week before the essay is due. The final essay will be more open, allowing you to choose a topic of interest to you. All essays MUST engage the readings from the course in relevant ways. [A student may also choose a final paper option (15-20 pages) in lieu of the three essays only if that student has a dataset that has clear applicability to exploring gender-related issues – you are required to discuss this with me and get my approval no later than one week prior to the due date for the first essay (May 3rd). If I do not approve it, then you are required to write the three short essays.]

Essay Due Dates
Essay 1 (25%) ➔ Friday, January 29th, by 5pm
Essay 2 (25%) ➔ Friday, February 26th, by 5pm
Essay 3 (25%) ➔ Friday, March 18th, by 5pm
Final Paper Option ➔ also due by 5pm on March 18th.

Grading Scale:

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\begin{array}{c|c|c}
\text{Grade} & \text{Percentage} \\
A+ & 97-100 & C & 73-76 \\
A & 93-96 & C- & 70-72 \\
A- & 90-92 & D+ & 67-69 \\
B+ & 87-89 & D & 63-66 \\
B & 83-86 & D- & 60-62 \\
B- & 80-82 & F & 59 and below \\
C+ & 77-79 &
\end{array}
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COURSE READING SCHEDULE

Week 1 (Jan 7): Contemporary Gender Equity Issues in Archaeology

Week 2 (Jan 14): INTRODUCTION/HISTORY

Week 3 (Jan 21): THEORY AND CRITIQUE
- Wylie, 1991, Gender Theory and the Archaeological Record: Why is there no Archaeology of Gender, in Engendering Archaeology, 31-56.
- Arnold, 2012, Gender, Temporalities and Periodization in Early Iron Age West-Central Europe. Social Science History 36(1): 85-112

Week 4 (Jan 28): LABOR
- Nelson, 2004, Gender in Archaeology, Chapter 5, 64-87.
- Foster et al., 2013, Gender, Labour Division and the Skeleton: A case study from the Teouma Lapita cemetery. Pacific Archaeology: Documenting the Past 50:76-90.

Week 5 (Feb 4): SPACE & STATUS
• Nelson, 2004, Gender in Archaeology, Chapters 6-7, 88-121
• Ashmore, 2006, Gender and Landscapes, in Handbook of Gender in Archaeology, 199-218.

Week 6 (Feb 11): IDENTITY
• Nelson, 2004, Gender in Archaeology, Chapters 8-9, 122-149
• Voss, 2006, Sexuality in Archaeology, in Handbook of Gender in Archaeology, 365-400.
• Alberti, 2006, Archaeology, Men, and Masculinities, in Handbook of Gender in Archaeology, 401-434.

Week 7 (Feb 18): FOOD PRODUCTION
• Claassen, 1991, Gender, Shellfishing, and the Shell Mound Archaic, in Engendering Archaeology, 276-300.
• VanDerwarker and Detwiler, 2002, Gendered Practice in Cherokee Foodways: A Spatial Analysis of Plant Remains from the Coweeta Creek site, 21-28
• Peterson, 2006, Gender and Early Farming Societies, in Handbook of Gender in Archaeology, 537-570.
• Crabtree, 2006, Women, Gender, and Pastoralism, in Handbook of Gender in Archaeology, 571-594.

Week 8 (Feb 25): BIOARCHAEOLOGY & MORTUARY ANALYSIS
• Cohen and Bennett, 1993, Skeletal Evidence for sex roles and gender hierarchies in prehistory, in Sex and Gender Hierarchies, 273-296.
• Crass, 2001, Gender and Mortuary Analysis: what can grave goods really tell us? In Gender and the Archaeology of Death, 105-118.
• Holliman 2001, Warfare and Gender in the Northern Plains: Osteological Evidence of Trauma Reconsidered, in Gender and the Archaeology of Death, 179-194.
• Arnold, 2006, Gender and Archaeological Mortuary Analysis, in Handbook of Gender in Archaeology, 137-170.

Week 9 (March 3): NORTH AMERICAN Case Studies

Week 10 (March 8): MESOAMERICA AND SOUTH AMERICA Case Studies
• Joyce, 2000, Girling the Girl and Boying the Boy: the Production of Adulthood in Ancient Mesoamerica, in World Archaeology 31(3):473-483.