University of Central Florida, Spring 2018

Mixed Mode Course

Face-to-Face Meeting: Tuesdays 3-4:20 PM in BA2 0207

Professor: Dr. Michael Callaghan

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Office Hours: Tuesdays 1:30-3PM, Thursdays 9:30-12 PM, and by appointment

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Course Perspective:

This course brings together theoretical work from gender and women's studies, science studies, philosophy and the social sciences on sex and gender, with archaeological case studies from the forefront of contemporary scholarship. Course topics will include (but are not limited to) biological sexing, masculinity, motherhood, sexuality, youth and age, gender, race and ethnicity. A central question will be: how do archaeologists employ their expertise in the study of material remains to approach questions often considered accessible only through texts or direct observation of behavior? Students will also gain an understanding of the distinct historical developments of sex/gender systems in different world traditions.

This is a seminar-style course designed to introduce students to the advances in archaeological research on gender, sexuality and social identity in the last 25 years. We will examine the issue of “engendering” archaeology from a critical perspective. Why is a study of gender important in the investigation of past societies? How do we recognize gender archaeologically? How can we see other social identities such as age or class? Has anyone looked at the social construction of masculinity? This course will explore, but not answer completely, all of these questions. We will utilize a wide variety of data including artifacts, architecture, human osteology (the study of human remains), art, ancient texts, ethnohistoric sources and ethnographic analogy. This course is appropriate for any student interested in ancient cultures and/or the social construction of identity.

Course Objectives

1) To learn why it is important for archaeologists to consider gender when describing life in the past and how archaeologists can reconstruct gender roles and gender ideologies in past societies through the study of archaeological sites and artifacts.

2) To gain knowledge and perspective on the highly varied roles and contributions of men and women in cultures from around the world and throughout history by critically reading archaeological case studies.

3) To achieve an appreciation for the continuity or discontinuity between traditional and contemporary patterns of roles and status of different sexes and genders and how other categories such as age, class, and ethnicity can affect these patterns and/or be more salient categories of difference than sex or gender.

4) To increase awareness of how subdominant groups negotiate power, status, and identity in hierarchical and/or hegemonic structures and how social and political change may be introduced in such systems.

5) To acquire a critical appreciation of the varying biological/ecological/cultural arguments for issues of supposed norms of sexuality, gender, dominance, child rearing, mothering, sexual division of labor, etc.

6) To examine critically popular notions and representations of gender roles in our own and past cultures.

Learning outcomes

The learning outcomes for this course will ask students to accomplish the following goals by the end of the semester:

1. To evaluate the importance of the study of gender and sexuality in the field of archaeology.

2. To critically assess the effectiveness of studies relating to gender by sharing reflections and interpretations in class discussions and reading response papers.

3. To synthesize and evaluate archaeological work on gender in a particular cultural region or time period in a final paper.

Course Texts/Readings:

Nelson, Sarah Milledge. 2004. *Gender in Archaeology,* Second Edition. Altamira Press, Walnut Creek, CA.

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

These books will be available at the bookstore. There are additional required readings, which will be on available to download from Webcourses. Please let me know if you have any problem finding or obtaining the readings.

Course Requirements:

Students will be graded based on their scores on the following requirements:

Assessment	Points Possible	% of Final Grade
Class Participation/Attendance	150	10%
Module Assignments	150	20%
Midterm Exam (Online)	100	20%
Article Summaries	20	10%
Class Presentation	80	20%
Final Exam (Online)	100	20%
Total	700	100%

Class participation: Because this is an intermediate level lecture/seminar course, much of the responsibility for learning rests on the class participants. Students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary—this is how learning happens! These marks will be based on your demonstrating that you read assigned materials, thought about them, and were willing to share your thoughts with the rest of the class during discussions. Attendance is, of course, crucial, and routine absence from classes will result in a low score in class participation. We have 10 class meetings, there are 10 possible points for each day, 5 just for showing up and 5 for talking and discussing. I will keep track of those that participated in the discussions. Hint-comments like "I agree" will not get you many points! If you would like to know your participation grades throughout the semester, please contact me. If you do miss a class, you can make up the attendance points by summarizing the readings in two double-spaced pages within a week of the absence, if it is for an excused absence (i.e., family emergency, illness, etc.) with proof or verification.

Article Summaries: Each of you will be asked to present summaries of articles to the class at least once during the semester. You will critically examine the article and create a handout/summary for the class, along with your critical thoughts (good and/or bad). You will also post several questions for class discussion the night before your summary by 11:59 PM.

Modules and Module Assignments- Modules and Module Assignments will open and close weekly and will correspond to the topic discussed in class each module will be due on the Monday following the class at 11:59 PM, please see the schedule for closing of modules below. Modules can be found on webcourses through the link on the home page and also in the tabs on the left-hand column of webcourses when you are in our course. Modules will close on the Mondays before class and will not be reopened under any circumstances (unless there is a software glitch that affects the entire class). Please don't ask me for extensions on modules as the assignments corresponds to the weekly content. I do understand that there may be emergency circumstances that may keep you from completing a module (i.e., death in the family, serious illness, etc.) but be prepared to show proof of such an emergency.

Student Presentations: This assignment will ask you to present a selected topic to the rest of the class. You will be given a list of possible topics and more explicit instructions a few weeks into the course. The presentation will be about 10-15 minutes and can be a skit, a lecture, a debate, an interactive discussion, or the

format of your choice. These presentations will take place on the last days of class.

Exams: Midterm and Final exams will consist of essay questions based on readings and relevant materials. These exams will not be cumulative and will be open book and open note and complete online.

Assignment and Exam Schedule:

Week/Module	Assignment Points	Closing Date for Module
1	10	Monday, January 15, 11:59 PM
2	5	Monday, January 22, 11:59 PM
3	10	Monday, January 29, 11:59 PM
4	5	Monday, February 5, 11:59 PM
5	10	Monday, February 12, 11:59 PM
6	10	Monday, February 19, 11:59 PM
7	10	Monday, February 26, 11:59 PM
8 (Midterm)	**100**	**Monday, March 5, 11:59 PM**
9	20	Monday, March 12, 11:59 PM
10	10	Monday, March 19, 11:59 PM

11	10	Monday, March 26, 11:59 PM
12	10	Monday, April 2, 11:59 PM
13	20	Monday, April 9 11:59 PM
14	10	Monday, April 16, 11:59 PM
15	10	Monday, April 23, 11:59 PM
Final Exam	**100**	**Friday, April 27, 11:59 PM**

ETHICAL ISSUES

Disability Accommodations: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these

rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

<u>TENTATIVE** Course Schedule</u>**

** Please note, readings listed under "articles for critique" will be read by only one student and presented to the rest of the class. In general we will have 1-3 readings that we will all read for the face-to-face meetings.

<u>Week 1-Introdution</u>

January 9

- Introduction and Orientation

Module 1 (Due January 15)

- Feminism in Popular Culture

    - Sandberg, Sheryl, 2010 (TED video, 15m): http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html
    - Slaughter, Ann Marie. 2012. Why Women Still Can't Have it All. *The Atlantic* July/August 2012:85-102.
    - Walker, Rebecca. 1992. Becoming the Third Wave. *Ms* January 1992:2-4.
- Film: *I was a Teenage Feminist*
- Activity-Response Paper-Do we need feminism?

Week 2-What is Gender and How Do We Study It?

January 16

- Sex, Gender, Sexuality and Feminism
    - Stockard, Jean, and Miriam M. Johnson. 1992. Biological Influences on Gender. In *Sex and Gender in Society*, 2nd Pearson Education, Saddle River.
    - Fausto-Sterling, Ann. 1993. The Five Sexes: Why Male and Female Are Not Enough. *The Sciences* March/April 1993:20-24.
    - Butler, Judith. 1988. Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory. *Theatre Journal*, 40(4):519-531.

Module 2 (Due January 22)

- How and Why to Engender Archaeology
    - Joyce, Introduction
    - Nelson, chapters 1 and 3
    - Conkey, Margaret and Janet Spector. 1984. Archaeology and the Study of Gender. In *Advances in Archaeological Method and Theory,* 1-38, reprinted in *Reader in Gender Archaeology,* pp. 11-45, 1998, Routledge, London.
- Introduction to Archaeology
    - Archaeology 101. Archaeological Institute of America.
    - Joyce, chapter 1
- Activity: Archaeology of an Office

Week 3-Primates

January 23

- Sex and Gender in Non-Human Primates
    - Nelson, Chapter 4
- Zuk, Marlene. 2005. Animal Models and Gender. In *Gender in Cross-Cultural Perspective*, fourth edition, edited by Caroline B. Brettell and Carolyn Sargeant, pp. 7-16. Pearson Education, London.
- Articles for critique:
    - Zihlman, Adrienne. 1993. Sex Differences and Gender Hierarchies Among Primates: An Evolutionary Perspective. In *Sex and Gender Hierarchies*, edited by Barbara Diane Miller, pp. 32-56. Cambridge University Press, Cambridge.
    - Wright, Patricia Chapple. 1993. Variations in male-female dominance and offspring care in non-human primates. In *Sex and Gender Hierarchies*, edited by Barbara Diane Miller, pp. 127-145. Cambridge University Press, Cambridge.

Module 3 (Due January 29)

- *Film: The Changing Ape*
- Activity-Androcenric vs. Critical Reading of Primate Behavior

Week 4-Man the Hunter?

January 30

- Women in Human Evolution
    - Washburn, Sherwood L., and C.S. Lancaster. 1966. The Evolution of Hunting. In *Man the Hunter*, edited by Richard B. Lee and Irven DeVore, pp. 293-303. Aldine, Chicago.
    - Zihlman, Adrienne. 1998. Woman the Gatherer: The Role of Women in Human Evolution. In *Reader in Gender in Archaeology*, edited by Kelley Hays-Gilpin and David S. Whitley, pp. 91-106. Routledge, London.
- Articles for critique:
    - Falk, Dean. 1998. Brain Evolution in Females: An Answer to Mr. Lovejoy. In *Reader in Gender in Archaeology*, edited by Kelley Hays-Gilpin and David S. Whitley, pp. 115-138. Routledge, London.

- Brumbach, Hetty Jo, and Robert Jarvenpa. "Woman the hunter: Ethnoarchaeological lessons from Chipewyan life-cycle dynamics." *Women in Prehistory: North America and Mesoamerica, University of Pennsylvania Press, Philadelphia* (1997): 17-32.

Module 4 (Due February 5)

- Adavasio, James. Who Brings Home the Bacon? In *Invisible Sex: Uncovering True Roles of Women in Prehistory: 75-88.* Walnut Creek, California (2007).
- Activity-Response paper-Weighing the Evidence in "Who Brings Home the Bacon"

<u>Week 5-Upper Paleolithic</u>

February 6

- Goddesses and Erotica in the Upper Paleolithic
  - Nelson, Chapter 8
- Joyce, introduction (pp. 6-18), chapter 2 (pp. 46-57)
- Russell, Pamela. 1998. The Paleolithic Mother-Goddess: Fact or Fiction? In *Reader in Gender in Archaeology*, edited by Kelley Hays-Gilpin and David S. Whitley, pp. 261-268. Routledge, London.
- Articles for critique:
  - McCoid, C. H., and L. R. McDermott. 1996. Toward Decolonizing Gender: Female Vision in the Upper Paleolithic. *American Anthropologist* 98:319-326. Hays-Gilpin, Kelley. 2004. Engendering and Degendering Paleolithic Europe's Cave Paintings. In *Ambiguous Images: Gender and Rock Art*, edited by Kelley Hays-Gilpin, pp. 43-63. Altamira, Oxford.

Module 5 (Due February 12)

- Review Nelson Chapter 4 pp. 61-63
- Joyce, pp. 46-57
- Activity-Discussion-Interpreting Figurines

Week 6-Division of Labor

February 13

- Gender and the Division of Labor
  - Nelson, chapter 5
  - Brandt, S. and K. Weedman. 2002. Woman the Toolmaker. *Archaeology* Sep/Oct:50-53.
- Articles for critique:
  - Gero, Joan. 1991. Genderlithics: Women's Role in Stone Tool Production. In *Engendering Archaeology*, edited by Joan Gero and Margaret Conkey, pp. 163-193. Basil Blackwell, Oxford.
  - Watson, Patty Jo and Mary C. Kennedy. 1998. The Development of Horticulture in the Eastern Woodlands of North America. In *Reader in Gender in Archaeology*, edited by Kelley Hays-Gilpin and David S. Whitley, pp. 159-172. Routledge, London.
- In class short film: *Woman the Toolmaker*

Module 6 (Due February 19)

- Gendered Labor
  - Schmidt, Peter. 1998. Reading Gender in the Ancient Iron Technology of Africa. In *Gender in African Prehistory*, edited by Susan Kent, pp. 139-162. Altamira, Oxford.
- Film: *Tree of Iron*
- Activity-Response Paper-Comparing the Gendered Division of Labor Then and Now

Week 7-Households and Families

February 20

- Gender and Household Archaeology
  - Joyce, chapter 3 (pp. 77-85)
  - Nelson, chapter 6
- Articles for critique:

  - Hendon, Julia. 2007. The Engendered Household. In *Women in Antiquity: Theoretical Approaches to Gender and Archaeology,* edited by Sarah M. Nelson, pp. 141-168. Altamira Press, Lanham.

- Tringham, Ruth 1991. Households with Faces: The Challenge of Gender in Prehistoric Architectural Remains in *Engendering Archaeology: Women and Prehistory.* Blackwell Oxford.

Module 7 (Due February 26)

- Wilkie, L. A. 1998: The Other Gender: The Archaeology of an Early 20th

Century Fraternity, *Proceedings of the Society for California Archaeology*

11, pp. 7-11.

- Activity-Gendered Households on Campus-Fraternities and Sororities-Field Trip and Write-Up

<u>Week 8-Craft production</u>

February 27

- Gender and Craft Production in Complex Societies
  - Hutson, Scott R., Bryan K. Hanks, and K. Anne Pyburn. 2013. Gender, Complexity, and Power in Prehistory. In *A Companion to Gender Prehistory*, first edition, edited by Diane Bolger, pp. 45-67. John Wiley and Sons.
  - Costin, Cathy L. 1996. Exploring the Relationship Between Gender and Craft in Complex Societies: Methodological and Theoretical Issues of Gender Attribution. In *Gender and Archaeology,* edited by Rita Wright, pp. 111-142. University of Pennsylvania, Philadelphia.
- Articles for critique:
  - Mills, Barbara J. 1995. Gender and the Reorganization of Historic Zuni Craft Production: Implications for Archaeological Interpretation. *Journal of Anthropological Research* 51(2):149-172.
  - Brumfiel, Elizabeth M. 1991. Weaving and Cooking: Women's Production in Aztec Mexico. In *Engendering Archaeology: Women and Prehistory*, edited by Joan M. Gero and Margaret W. Conkey, pp. 224-251. Basil Blackwell, Oxford.

Module 8-Midterm Exam (Due March 5)

Week 9-Authority and Power

March 6

- Gender, Authority, and Power
  - Joyce, chapter 3 (pp. 67-77)
  - Nelson, chapter 7
- Articles for critique:
  - Ardren, Traci. 2002. Death Becomes Her: Images of Female Power from Yaxuna Burials. In *Ancient Maya Women*, edited by Traci Ardren, pp. 68-88. AltaMira Press, Walnut Creek.
  - Hewitt, Erika 1999. What's in a Name?: Gender, Power and Classic Maya Women Rulers. *Ancient Mesoamerica* 10:251-262.

Module 9 (Due March 19)

- Marcus, Joyce. 2001. Breaking the Glass Ceiling: The Strategies of Royal Women in Ancient States. In *Gender in Pre-Hispanic America*, edited by Cecelia Klein, pp. 305-340. Dumbarton Oaks Library and Research Collection, Washington, D.C.

- Activity-Discussion-Political Power of Men and Women Now and in the Past.

Week 10-NO CLASS SPRING BREAK

Week 11-Gender Ideology

March 20

- Gender Ideology
  - Nelson, chapter 8
- Articles for critique:
  - McCafferty, Geoffrey G., and Susan D. McCafferty. 1999. The Metamorphosis of Xochiquetzal: A Window on Womanhood in Pre- and Post-Conquest Mexico. In *Manifesting Power: Gender and the Interpretation of Power in Archaeology*, edited by T. L. Sweely, pp. 103-125. Routledge, London.
  - Pollock, Susan, and Richard Bernbeck. 2000. And They Said, Let Us Make Gods in Our Image: Gendered Ideologies in Ancient Mesopotamia. In *Reading the Body: Representations and Remains in the Archaeological*

Record, edited by Alison E. Rautman, pp. 150-164. University of Pennsylvania Press, Philadelphia.

- Brumfiel, Elizabeth. 1996. Figurines and the Aztec State: Testing the Effectiveness of Ideological Domination. In *Gender and Archaeology*, edited by Rita Wright, pp. 143-166.

Module 10 (Due March 26)

- Hays-Gilpin, Kelley A. (2001) "Gender Ideology and Ritual Activities." In *Women and Men in the Prehispanic Southwest: Labor, Power, and Prestige*, edited by Patricia L. Crown, pp. 91-135. School of American Research Press, Santa Fe, New Mexico.
- Activity-Response Paper-What are our gendered rituals?

<u>Week 12-Children</u>

March 27

- The Archaeology of Childhood
  - Baxter, Jane E. 2005. *The Archaeology of Childhood*. Altamira, Oxford.
- Material Culture Fieldtrip: Toys at Target

Module 11 (Due April 2)

- Joyce, Rosemary A. 2000b: Girling the girl and boying the boy: The production of adulthood in ancient Mesoamerica. *World Archaeology* 31:473-483.
- Activity-Write-Up-Performing Gender at Target

<u>Week 13-Multiple Genders</u>

April 3

- Moving beyond Two-Sex/Two-Gender Systems
  - Joyce, chapter 2 (pp. 57-66)

  - Midnight Sun 1988: "Sex/gender systems in Native North America" Pp. 32-47 in *Living the Spirit*, W. Roscoe ed. New York: St Martin's Press.

- Articles for critique:
    - Prine, E. 2000: Searching for third genders: towards a prehistory of domestic space in Middle Missouri villages, in *Archaeologies of Sexuality*, pp. 197-219.

- Hollimon, Sandra. 2007. The Archaeology of Non-Binary Genders in Native North America. In *Handbook of Gender in Archaeology*, edited by Sarah M. Nelson, pp. 435-450. Altamira, Walnut Creek.

Module 12 (Due April 9)

- Library Research Day for Presentations
- Activity-Obojobo Quiz on Information Literacy

<u>Week 14-Masculinity</u>

April 10

- Making Masculinity
    - Alberti, Benjamin. 2006. Archaeology, Men, and Masculinities. In *Handbook of Gender in Archaeology*, edited by Sarah M. Nelson, pp. 401-434. Altamira, Walnut Creek.
    - Joyce Chapter 4, pp. 86-106
- Articles for critique:
    - Winter, Irene J. 1993. Sex, Rhetoric, and the Public Monument: The Alluring Body of Narim Sin. In *Sexuality in Ancient Art*, edited by N. B. Kampen, pp. 11-26. Cambridge University Press, Cambridge.
    - Joyce, Rosemary, 2000. A Precolumbian Gaze: Male Sexuality among the Ancient Maya. In *Archaeologies of Sexuality,* edited by Barbara Voss and Robert Schmidt, pp. 263-283. Routledge, London.

Module 13 (Due April 16)

- Knapp, A. Bernard. 1998. Boys Will Be Boys: Masculinist Approaches to a Gendered Archaeology. In *Reader in Gender Archaeology,* edited by Kelley Hays-Gilpin and David S. Whitley, pp. 359-363. Routledge, London.

- Activity-Discussion-Material Culture of Alternative Masculinities

Week 15-Women and Men in Archaeology: Then and Now

April 17

- **Student Presentations**

Module 14 (Due April 22)

- Women and Men in Archaeology: Then and Now
  - Joyce, chapter 5
  - Nelson, chapters 2 and 10
- Articles for critique:

  - Anonymous. 1994[1971]. The Female Anthropologist's Guide to Academic Pitfalls. In *Equity Issues for Women in Archeology*, edited by Sarah M. Nelson, Margaret C. Nelson, and Alison Wylie, pp. 5-6. Archeological Papers of the American Anthropological Association Number 5. Wiley-Blackwell, Arlington.

- Gero, Joan. 1994. Excavation Bias and the Woman-at-Home Ideology. In *Equity Issues for Women in Archeology*, edited by Sarah M. Nelson, Margaret C. Nelson, and Alison Wylie, pp. 37-42. Archeological Papers of the American Anthropological Association Number 5. Wiley-Blackwell, Arlington.

- Activity-Revisit and revise (if needed) your response from Module 1

Week 16-Conclusions and Presentations

April 23

- **Student Presentations**

FINAL EXAM- Friday, April 27 due online at 11:59 PM