ANT 556
GENDER AND ANTHROPOLOGY

Fall 2008, 3 credit hours

Seminar meets Tuesdays 1-3:30 pm in Anthropology Building Seminar Room 106.

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NAU Office hours: Tuesdays 9-11 am and by appointment
MNA Office: Colton Research Center, Admin Bldg, northwest corner. 774-5211 x267.
MNA Office hours Weds. 10-12 and by appointment
E-mail is usually the best way to reach me.
I have e-mail access from home, both offices, and the library.

Prerequisites: senior or graduate standing with one previous upper-division or graduate anthropology course; enrollment in women's and gender studies graduate certificate, major or minor; anthropology, AIS, or sociology graduate program enrollment; or permission of instructor.

Course Description: The seminar will explore and critically evaluate recent efforts to incorporate questions about gender into anthropological theory and practice, including evolution of sex differences, sexual divisions of labor, social constructions of gender, and gender hierarchies. We must deal simultaneously with two kinds of topics: 1) what we know and what we don't know, what we can and what we can't learn about women, men, and other gender categories, and the ideas of "masculine" and "feminine" in different cultures and from prehistory to present, and 2) how anthropologists develop and use their array of methods and theories to learn about past and present gender variation, and how politics influence this process. Intersection of gender and other kinds of social difference, such as age, sexual orientation, ethnicity, and race, will be key to understanding how anthropologists study gender.

Course objectives: 1) to develop critical thinking about social and biological differences, past and present, 2) to develop understanding of the roles of sex and gender differences in long-term human history, 3) to understand the intersectionality of gender, class, race, sexuality, and age in human cultures and history, 4) to develop reading, writing, and critical thinking skills

Course structure: The instructor or a student discussion leader may introduce each topic with a brief lecture, then moderate seminar-style discussion, or we will launch directly into discussion of readings. Students will read extensively, write summaries of articles and a book review, prepare questions for discussion, help lead discussion, complete a term paper (outline, draft, peer review, and final), and present an oral summary at semester's end. Specific topics to be covered are
somewhat negotiable, and we will make efforts to respond to current events and to emerging developments in Anthropology and Women’s and Gender Studies. Structure is interactive and flexible, but rigorous.

**Textbook and required materials:** no required textbook. Journal articles and book chapters are listed in the schedule of topics and assignments. We will work hard to make everything available in PDF form via Vista, or as hard copies in a readings box in the Anthro Dept.

recommended:
- *Gender in Cross-Cultural Perspective*, edited by C. Brettell and C. Sargent, Fourth Edition (2005, Prentice-Hall). Used copies should be available online. Earlier editions have a few different chapters but are also very good.

Occasionally, we will have readings assigned by student discussion leaders. When possible, these will be placed on Vista, but we may need to provide hard copies or pdf files for circulation in the Anthropology Department and/or Women’s and Gender Studies office. Students from Arts and Letters and other SBS departments should expect to keep in touch about readings via the course’s Vista e-mail system.

**On-line tools: Vista**
Every NAU class has a “Vista” page. We will use this system to access most of our readings, the syllabus and syllabus updates, and announcements. We may also decide to use on-line discussions and chat sessions from time to time. We can add web links to useful resources, and instructions for assignments. When communicating with your instructor and classmates about this class, please use the Vista e-mail system. Vista uses a separate spam-free mailbox for all your e-mail, making it easier for me to find your messages and respond to them. I usually check my Vista mail daily on weekdays. If your message cannot wait, use my regular e-mail address.

To begin using Vista on your own computer, you must perform a “browser check” to make sure you have all the right Java updates installed. This is your first assignment! If you are unable to configure your own computer to use Vista, you should use a computer on campus. The instructor will not answer technical questions about Vista or computers. Students must use the Academic Computer Help Desk at 523-5554.

You can hand in written assignments by submitting them through Vista e-mail (attach them as Word or Wordperfect files) or as hard copies. Double spaced, typed, spell-checked, one or 1.5 inch margins…you know the drill, or should.

**Course outline:**
Weeks 1-2, Introduction, definitions
Week 3, Non-human primates
Week 4, Sex and Human Evolution
Week 5, Gender and Prehistory
Week 6, Gender and the Practice of Anthropology
Week 7, Divisions of Labor
Week 8, Gender and Language
Week 9, Social Constructions of Gender
Week 10, Culture, Sexuality, and the Body
Week 11, Power, Hierarchy, and States
Week 12, Families, Children, Kinship
Week 13, Gender, Ritual, and Religion
Week 14, Gender, Race, and Class in Colonial Contexts
Week 15-16 Student Presentations and Discussion

Evaluations and deadlines:
Assignments
1) complete weekly reading assignments BEFORE class. If I have any evidence at all that any student is not doing this, I will assign “preflights” in which students must write a paragraph about the readings the day before class. Discussion leaders may wish to assign preflights to help get discussion going each week.
2) take part in class discussion; lead discussion when assigned. Leading discussion does not mean lecturing or presenting detailed notes. It means getting the whole class to take part in summary, synthesis, evaluation, critique, questions, thinking about future research, etc. If you have notes you would like students to read, please post them to a Vista discussion.
3) check syllabus carefully each week. If you miss a class, ask colleagues if changes were made.
4) prepare and hand in/send in two questions for discussion each week. Send these to the discussion leader and instructor first thing on Monday morning so we can prepare a well-structured discussion.
5) write one page (maximum) written summary/synthesis of readings, as assigned (total of 4). May be re-written twice for enhanced credit and to improve writing skills.
6) write one book review, 2-4 concise pages.
7) term paper, not to exceed 20 pages including references and illustrations. (minimum 10 pages text). Must submit outline, draft, and final version on time for full credit.
8) 10 minute oral summary, followed by class questions or discussion
9) read draft of another student's term paper and provide constructive criticism (peer review)

Examinations: if none are needed, then none will be assigned. If writing skills are problems for more than a few students, I will institute short quizzes on grammar, punctuation, style, etc. based on Anthropology Department standards—and results will count toward final grades.

Grading system: 30% class participation (attendance, structured activities, and unstructured discussion), 30% term paper, 30% other writing assignments (4 summaries, a book review, and one constructive critique of another student paper), 10% oral presentation of term paper overview and discussion. Grades will be scaled approximately as follows: A >90%, B > 80%, C > 70%, D > 50%, F < 50%.
Course Policies:

1) attendance is required. Missing more than one class will endanger your grade. Missing more than two will result in a lower grade.
2) incompletes will only be given for medical emergencies (student or immediate family). Incompletes must be arranged before the last assignment is due. You may even fax an incomplete agreement form from the emergency room. If I do not have an incomplete agreement form in hand when I turn in grades, you will receive a failing grade and will have to appeal it later.
3) statement on plagiarism and cheating: Students are advised to read and understand the relevant section of the Student Handbook concerning academic dishonesty, plagiarism, and cheating. The minimum punishment in this course for academic dishonesty will be zero points for the assignment. NOTE: handing in the same paper for two classes is prohibited unless you and both professors compose and sign a short contract specifying the amount and kind of work to be completed (assumed to be double the amount you would do for just one class). Completing a thesis chapter for your term paper may be permissible with permission from the instructor and your thesis committee. Copying your own text from previous assignments (“plagiarizing yourself”) is also prohibited, but you may cite yourself using correct citation style and format.
4) due dates for every assignment will be assigned in class, and late assignments will not receive full credit.
5) any term paper project using human subjects, including interviewing, is subject to approval by NAU’s Internal Review Board.
6) see attached statements of university policies re: safe working and learning environment
7) the success of this course depends on constructive, cordial student interaction and cooperation. Discussions will be polite. Criticism will be constructive. Students will not monopolize conversation nor interrupt when another is speaking. When leading discussion, students will LEAD discussion, not read lengthy notes to the class.
8) written assignments will conform to the accepted styles of the student’s major discipline. For archaeologists, this is American Antiquity style. For sociocultural anthropologists, it is American Anthropological Association/American Anthropologist style. Students concentrating in other disciplines will please provide the instructor with a web link to their appropriate style guide.
7) NO tape, digital, or video recording in class.

Schedule of Topics and Assignments:

Week 1: Aug 26. What are anthropology, bioanthropology, prehistory, archaeology, linguistic anthropology, sex, gender, critical theory, and feminism? How will we explore relationships among these topics throughout the semester? Introduction of class members and instructor. Reach consensus (not the same thing as unanimous agreement) about class rules, standards, and format.

Week 2: The Breadth of Gender and Anthropology

Ramadan begins

READ:


Suggested: Chapters 1-2 in *Ambiguous Images: Gender and Rock Art.*

**Assignment to turn in:** Access the course on Vista. Run the “Browser Check” function. Print this out, put your name on it, and put it in my mailbox or in campus mail to me at Box 15200.

**Week 3: Sept. 9. Sex and Non-human Primates.**

Read:


**WRITE:**

• Turn in short paper #1: a short (one page) position paper that summarizes the issues raised by several of the readings (this week only, or both this week and last week) and presents your own opinion.

• two “big picture” questions for discussion this week. Link the questions we are asking about non-human primates with the questions we are asking about humans (see readings for week 1). You might wish to meet in small groups and formulate your questions as a team. Send your questions to the discussion leader at least a full day before class.

**Week 4: Sept. 16**

**Mexican Independence Day**

**Sex and human evolution**

Read:


WRITE: two questions for discussion, alone or with a group and send them to the discussion leader 2 days before class.
PICK a book to review, due in a few weeks (see list of choices, appended; or pick another one and discuss it with me).

Week 5: Sept. 23. Gender and Prehistory
Read:


Suggested: Chapter 3, 7, OR 10 in *Ambiguous Images: Gender and Rock Art*, by Kelley Hays-Gilpin.

WRITE: two questions for discussion, and send them to the discussion leader 2 days before class. Turn in Short Paper #2. Summary of one article/chapter from this week or last week OR a position paper that summarizes the issues raised by several of the readings and presents your own opinion. Two questions for discussion, alone or with a group. Explore term paper topics with your colleagues and instructor.

Week 6: September 30.

Rosh Hashanah

Gender and the Practice of Anthropology
Read:

compare with:


WRITE: 2 questions for discussion.
Outline for Term Paper, and list of major references/sources

Week 7: Oct. 7. "Sexual" divisions of labor


WRITE two questions for discussion, alone or with a group.
You should have a draft book review now. Optional: turn in draft review for comments, or exchange drafts with a colleague.


the day after Columbus Day aka Lost Italian Day

Read:


WRITE:
• Turn in Short Paper #3. Summary/critique of one article or chapter from this week or last week OR a position paper that summarizes the issues raised by several of the readings and presents your own opinion.
• two questions for discussion, alone or with a group.


Read:
pick two:

pick two:


WRITE: 2 questions for discussion

Turn in Book Review

Week 10: Oct. 28

4 days to Halloween

Culture, Sexuality, and the Body

Read:
• Lacquer, Thomas. 1987. Orgasm, Generation, and the Politics of Reproductive Biology. In the Gender and Sexuality Reader, edited by R.N. Lancaster and M. di Leonardo, pp. 219-

- Revisit Barres 2006 with the author’s transgendered identity in mind.
- Suggested: Lal, Vinay. 1999. Not This, Not That: The Hijras of India and the Cultural Politics of Sexuality. In: Out Front: Lesbians, Gays, and the Struggle for Workplace Rights *Social Text* 61:119-140. [This is a bit long, but very well-written, and written from a non-Western point-of-view]

Write: 2 questions for discussion.
You should have all the research for your term paper done now.

Week 11: November 4

Election Day

Power and Hierarchies: Origins of Gender Hierarchy and Gender in Complex Societies


Optional:
- Cohen, Mark Nathan and Sharon Bennett. Skeletal Evidence for Sex Roles and Gender Hierarchies in Prehistory. In *Reader in Gender Archaeology*.
- Nelson, Sarah M. Gender Hierarchy and the Queens of Silla, In *Reader in Gender Archaeology*.

WRITE:

- Turn in Short Paper # 4. Summary/critique of one article from this week or the last few weeks OR a position paper that summarizes the issues raised by several of the readings and presents your own opinion.
- two questions for discussion, alone or with a group.
- Work on term paper. By now, you should be working on a rough draft.

Week 12: Nov. 11

Veteran’s Day, Remembrance Day (Canada)

Families, Children, and Kinship

Read:
• TO BE ANNOUNCED: Aaron Denham will give us a preview of an article or conference paper about his fieldwork in Africa.

Archaeology of Childhood and Children—Pick one.
• one or more chapters in Invisible People and Processes: Writing Gender and Childhood into European Archaeology, section on Writing Children and Childhood, edited by Jenny Moore and Eleanor Scott, Leicester University Press, England, 1997
• one or more chapters in Children in the Prehistoric Puebloan Southwest, edited by Kathryn A. Kamp, 2002, University of Utah Press. Suggested: Chapter 3, by C. Piper, from an NAU master’s thesis; chapters 5 and 6 on children learning to make pottery; chapter 10 on the antiquity of Pueblo women’s puberty rites by K. Hays-Gilpin.
• one or more chapters in Children and Material Culture, edited by J.S. Derevenski, 2000, Routledge.

WRITE: 2 questions for discussion.
You should have a complete rough draft of your term paper done. This means all the parts should be done, and organized well. For next week, polish your prose, fine-tune the organization, and assemble references and any illustrations you want to use.

Week 13: Nov. 18
Gender, Ritual, and Religion
Read:
• Revisit Davis-Floyd from last week
• Father Earth, Mother Sky: Ancient Egyptian Beliefs about Conception and Fertility, Ann Macy Roth, 2000, In Reading the Body, edited by Alison Rautman, pp. 187-201.

Pick two:

WRITE: term paper draft due, bring 2 copies. Include references cited section. If you include illustrations, provide at least draft illustrations.

Two questions for discussion.

Week 14 Nov. 25
Gender, Race, and Class in Colonial Contexts
Read:
Pick four: two from socio-cultural anthropology and two archaeological cases.
Socio-cultural:
Archaeology:
• What This Awl Means: Feminist Archaeology at a Wahpeton Dakota Village. Janet Spector. Whole book (on reserve) or read summary in Reader in Gender Archaeology.
• The Archaeology of Women in the Spanish New World, Bonnie McEwan, Historical Archaeology 25:4:33-41.
• chapters from Those of Little Note: Gender, Race, and Class in Historical Archaeology, edited by E.M. Scott, 1994, University of Arizona Press

**WRITE:** peer review due of 1 fellow student's paper, two questions for discussion.

Week 15 December 2 (end of semester week), student presentations
Week 16 December 9 (finals week), student presentations
Final version of term papers due December 11 at 5 pm.

**MORE INFORMATION**

**Book review:** The goal of the book review project is to read, understand, and critique a full-length monograph on the subject of gender and anthropology (any subfield, including ethnohistory) that focuses on a particular area of the world, a particular case study, or a cross-cultural comparison of a particular topic. If you do not see your area of interest represented, see me about it. Most edited volumes are diffuse in focus and make critical reviewing difficult, but we can discuss the possibility. I am willing to entertain reviews of edited volumes that clearly focus on a particular area or time period (I can suggest edited volumes on Africa and the Maya area, for example), and some topical volumes are reasonably well-focused (for example, mortuary studies, children in prehistory, history of women in archaeology).

It would be a good idea to pick a book that has something to do with your term paper, but it isn’t required. See me about this if nothing here obviously fits, and you would like to link the two projects.

**Archaeologists—Pick one from the following list (or see the instructor about other possibilities):**

Bruhns, Karen Olsen and Karen E. Stothert

Eller, Cynthia

Gilchrist, Roberta

Joyce, Rosemary
   2000  *Gender and Power in Prehispanic Mesoamerica,* University of Texas Press, Austin.

Silverblatt, Irene,

Spector, Janet
Taylor, Timothy  

Wall, Diana diZerega  

Wilkie, Laurie A.  

**Biological Anthro/Human Evolution**

Erect men/undulating women: the visual imagery of gender, race and progress in reconstructive illustrations of human evolution / Melanie G. Wiber.

**Socio-cultural**

Counihan, Carole M.  

Knight, Chris  
1991  *Blood Relations: Menstruation and the Origins of Culture*

MacKenzie, Maureen Anne  
1991  *Androgynous objects: string bags and gender in central New Guinea*

**Other books that look interesting (from Cline Library keyword search)**


*Kinship to kingship: gender hierarchy and state formation in the Tongan Islands* / Christine Ward Gailey.  


*Whose development?: an ethnography of aid* / Emma Crewe and Elizabeth Harrison. London ; New York : Zed Books ; New York : Distributed exclusively in the USA by St. Martin's Press,
c1998.

**Examples of term paper topics:** the goals of this term paper project are to develop and refine critical thinking, research, and writing skills, and to learn something interesting that can be shared with the group. The examples focus on archaeology, because this has been the focus of the class in the past. Obviously, ethnology, ethnohistory, biological anthropology, and linguistic anthropology provide many additional possibilities.

**Library Research:**

prehistory: The earliest known human burials with grave goods are of Neandertals. Were male and female Neanderthals differentiated by their grave goods? First, can we tell this from the existing literature? If we do have published information on grave goods, what does differentiation by sex or lack of differentiation by sex tell us about gender (as a social construct) in these early humans? dare we say early human "society"? If there is not published information, write a research design to show why this question is important and how you would find answers.

ethnoarchaeology: Many Plains tribes have two art styles used in hide painting, a geometric style used by women and a representational style used by men. What is the distribution of this gender dualism in art on the Plains? Does it correlate with a particular kind of social organization or division of labor, or with the historical relationships among particular groups? Is there anything to be learned here that can be used to help archaeologists interpret prehistoric art? Other similar ideas: is there gender dualism in Pueblo art? if so, how far back does it seem to go in Anasazi art? if not, was there gender dualism in the past and when did the dualism disappear or become more complicated? again, why is this of interest?

archaeological methods: a great deal of recent ethnography addresses the roles of intersex and “berdache” individuals in Native North American cultures. Archaeologists have written very little about how we might identify the activities, roles, or bodies of such individuals in prehistory. What has been written about this topic, do you think identifying such individuals is feasible and important? Or are these the wrong questions--do you think archaeologists are working with adequate models of sex and gender, and if not, what needs to change?

**Critique** some “popular” texts and discuss how interpretations of the past affect present day public education, politics, or scholarship in fields other than archaeology. For example:

Compare a few old introductory archaeology texts with new ones and explain what changes there have been in regard to gender, age, ability, and class--are there still biases? Does only language change or are there substantive changes? Do illustrations change or stay the same even when language changes?

Critique a "popular press" version of prehistory--Time-Life Emergence of Man series (1972), Early man (1965), also National Geographic--especially examine illustrations (who is active, who isn't, body posture--are all the women kneeling while men stand poised for the kill?, etc.) Contrast w/Nancy Tanner's "On Becoming Human."
Original Research:

If you are involved in ongoing archaeological research, and your project has some potential to address the kinds of questions we are asking in this course, you may use your own data and research design. Beware of taking on more than can be handled in a short, 1 semester paper!

You may also do a "modern material culture" study about how gender and activity areas, dress, subsistence behavior, domestic inventory, etc. vary by gender in our society. Is there an application of the method or conclusions to archaeology or to socio-cultural anthropology practiced outside our local culture? To complete this successfully, you have to get beyond just showing that men and women in our society do things differently. You would need to document and explain a link to larger issues of power, access to resources, social structure, the role of responsibilities to dependent children, and so on.

Note that any research involving human subjects requires an Internal Review Board approval, and this is very difficult (but possible) to do in one semester.