

DRAFT

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College of Social and Behavioral Sciences/Department of Anthropology

ANT 556

GENDER AND ANTHROPOLOGY

Fall 2008, 3 credit hours

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

Instructor: Dr. Kelley Hays-Gilpin

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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.
- *Reader in Gender Archaeology*, edited by Kelley Hays-Gilpin and David Whitley (1998, Routledge).
- *Ambiguous Images: Gender and Rock Art*, by Kelley Hays-Gilpin (2005, AltaMira).
- *Women in Human Evolution*, edited by Laurie D. Hager (1997, Routledge).
- *Gender at the Cross-Roads of Knowledge: Feminist Anthropology in the Postmodern Era*, edited by M. di Leonardo. (Univ. of California Press, 1991).

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:

- Hays-Gilpin, K. 2000. Feminist Thought in Archaeology. *Annals of the American Academy of Political and Social Sciences* 571: 89-106.

- Gal, Susan. 1991. Between Speech and Silence: The Problematics of Research on Language and Gender. In *Gender at the Cross-Roads of Knowledge: Feminist Anthropology in the Postmodern Era*, edited by M. di Leonardo, pp. 175-203. Univ. of California Press.
 - Warren, K.B. and S.C. Bourque. 1991. *Women, Technology, and International Development Ideologies: Analyzing Feminist Voices*. In *Gender at the Cross-Roads of Knowledge: Feminist Anthropology in the Postmodern Era*, edited by M. di Leonardo, pp. 278-311. Univ. of California Press.
 - Leibowitz, Lila, 1975, Perspectives on the Evolution of Sex Differences. In *Toward and Anthropology of Women*, edited by R. Reiter, pp. 20-35. Monthly Review, New York.
- 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:

- Zuk, Marlene. 2005. Animal Models and Gender. In *Gender in Cross-Cultural Perspective*, Fourth Edition, edited by C. B. Brettell and C.F. Sargent, pp. 7-16. Pearson Prentice-Hall.
- Fedigan, Linda. 1994. Is Primatology a Feminist Science? 1994. In *Women in Human Evolution*, edited by Lori D. Hager, pp. 56-75. Routledge, London.
- Sperling, Susan. 1997. Baboons with Briefcases vs. Langurs in Lipstick: Feminism and Functionalism in Primate Studies. In *Gender at the Cross-Roads of Knowledge: Feminist Anthropology in the Postmodern Era*, edited by M. di Leonardo, pp. 204-234. Univ. of California Press.
- de Waal, Franz B.M. 1995. Bonobo Sex and Society. *Scientific American*. Online at <http://www.geocities.com/willc7/bonobos.html> L.M.

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:

- Ehrenberg, Margaret. 1989. The Role of Women in Human Evolution, pp. 41-50 in *Women in Prehistory*, University of Oklahoma Press, Norman.
- Peach, Lucinda. 2005. Gender and War: Are Women Tough Enough for Military Combat? In *Gender in Cross-Cultural Perspective*, Fourth Edition, edited by C. B. Brettell and C.F. Sargent, pp. 24-30. Pearson Prentice-Hall.
- Hager, Lori D. 1997. Sex and Gender in Paleoanthropology, by in *Women in Human Evolution*, pp. 1-28. Routledge, London.

- Scheper-Hughes, Nancy. 1986. Death without Weeping: Has Poverty Ravaged Mother Love in the Shantytowns of Brazil? *Natural History* 98(10):8-16. Same as 1989 Lifeboat Ethics: Mother Love and Child Death in Northeast Brazil in *Gender in Cross-Cultural Perspective* reader.
- Zihlman, Adrienne. 1989. Woman the Gatherer: The Role of Women in Early Hominid Evolution, Adrienne Zihlman. In *Gender and Archaeology: Critical Reviews for Research and Teaching*, edited by Sandra Morgen, pp. 21-40. American Anthropological Assoc., Washington, D.C. and in *Reader in Gender Archaeology*, edited by K. Hays-Gilpin and D. Whitley, pp. 91-106. Routledge, London.
- Falk, Dean. 1997. Brain Evolution in Females: An Answer to Mr. Lovejoy. in *Women in Human Evolution*, pp. 114-136, 1997, Routledge, London.

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:

- Galloway, Patricia. 1997. Where Have All the Menstrual Huts Gone? The Invisibility of Menstrual Seclusion in the Late Prehistoric Southeast. In *Women in Prehistory: North America and Mesoamerica*, edited by Cheryl Claassen and Rosemary A. Joyce, pp. 47-62. Also in Hays-Gilpin and Whitley *Reader in Gender Archaeology*.
- Wadley, Lyn. 1998. The Invisible Meat Providers: Women in the Stone Age of South Africa. In *Gender in African Prehistory*, edited by Susan Kent, pp. 69-81. AltaMira Press, Walnut Creek.
- Whitley, David. 1994. By the Hunter, for the Gatherer: Art, Social Relations and Subsistence Change in the Prehistoric Great Basin. *World Archaeology* 25(3):356-373.
- VanPool, Christine, and Todd VanPool. 2006. Gender in Middle Range Societies: A Case Study in Casas Grandes Iconography. *American Antiquity* 71(1):53-75.

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:

- Koblitz, Ann Hibner. 2006. Male Bonding around the Campfire: Constructing Myths of Hohokam Militarism. *Men and Masculinities* 9(1):95-107.

compare with:

- Wilcox, David, Gerald Robinson, and J. Scott Wood. 1999. Perry Mesa: A 14th Century Gated Community in Central Arizona. *Plateau Journal* 3(1):44-61. Museum of Northern Arizona.
- optional: Wilcox, David, and Jonathan Haas. 1994. The Scream of the Butterfly: Competition and Conflict in the Prehistoric Southwest. In *Themes in Southwestern Prehistory*, edited by George J. Gumerman, pp. 211-238. School of American Research Press, Santa Fe.
- Rogers, Richard. 2007. From Hunting Magic to Shamanism: Interpretations of Native American Rock Art and the Contemporary Crisis in Masculinity. *Women's Studies in Communication* 30(1):78-110.

compare with article from last week: Whitley, David. 1994. By the Hunter, for the Gatherer: Art, Social Relations and Subsistence Change in the Prehistoric Great Basin. *World Archaeology* 25(3):356-373.

- Wasson, Christina. 2006. Making History at the Frontier. In 'Making History at the Frontier: Women Creating Careers as Practicing Archaeologists,' edited by Christina Wasson. *NAPA Bulletin* 26:1-19. American Anthropological Association.
- Lutz, Catherine. 1995. The Gender of Theory. In *Women Writing Culture*, edited by Ruth Behar and Deborah A. Gordon, pp. 249-266. University of California Press, Berkeley.

WRITE: 2 questions for discussion.

Outline for Term Paper, and list of major references/sources

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

- Washburn, Sherwood, and C.S. Lancaster. 1968 (!). The Evolution of Hunting AND Hunting: An Integrating Biobehavioral System and Its Evolutionary Importance, William S. Laughlin. In R.B. Lee and I. DeVore, eds, *Man the Hunter*, pp. 293-320.
- Linton (Slocum), Sally. 1971. Woman the Gatherer. In *Women in Perspective*, S.E. Jacobs, ed.; reprinted in *Toward an Anthropology of Women*, R. Reiter, ed. 1975, 36-49).
- Estioko-Griffin, A. & P. B. Griffin. 1981. Woman the Hunter: The Agta.
- Draper, Patricia. 1975. !Kung Women. In *Toward an Anthropology of Women*, R. Reiter, ed., pp. 77-109.
- Barres, Ben A. 2006. Does Gender Matter? *Nature* 442:133-136.
- Murcott, A. 1983. "It's a Pleasure to Cook for Him": Food, Mealtimes, and Gender in Some South Wales Households. In *The Public and the Private*, edited by Eva Gamarnikow ... [et al.], pp. 78-90. Heinemann Educational Books Ltd., London.

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.

Week 8: Oct. 14. Gender and Language.

the day after Columbus Day aka Lost Italian Day

Read:

- Watson, Rubie. 1986. The Named and the Nameless: Gender and Person in Chinese Society. *American Ethnologist* 13:4.
- Gal, Susan. 1991. Between Speech and Silence: The Problematics of Research on Language and Gender. In *Gender at the Cross-Roads of Knowledge: Feminist Anthropology in the Postmodern Era*, edited by M. di Leonardo, pp. 175-203. Univ. of California Press.

- Speer, Susan A. Introduction: Feminism, Discourse and Conversation Analysis. In *Gender Talk: Feminism Discourse and Conversation Analysis*, edited by Susan A. Speer. Routledge, London.
- Hoffman, Katherine E. Voicing the Homeland: Objectification, Order, Displacement. Chapter 5 in *We Share Walls: Language, Land, and Gender in Berber Morocco*. Blackwell, London.
- McElhinny, Bonnie. 2003. Fearful, Forceful Agents of the Law: Ideologies about Language and Gender in Police Officers. *Pragmatics* 13:253-284.

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.

Week 9: October 21. Polarity, Plurality, or Spectrum? Sex and the Social Construction of Gender

Read:

pick two:

- Gilmore, David. 2000. The Manhood Puzzle. Chapter 1 in *Manhood in the Making: Cultural Concepts of Masculinity*, pp. 9-29. Yale University Press, New Haven.
- Herdt, Gilbert H. 1982. Fetish and Fantasy in Sambia Initiation. Chapter 2 in *Rituals of Manhood: Male Initiation in Papua New Guinea*, pp. 46-98. University of California Press, Berkeley. Read pp. 51-56.
- Lamb, Sarah. 1997. The Making and Unmaking of Persons: Notes on Aging and Gender in North India. *Ethos* 25(3)279-302.

pick two:

- Williams, Walter L. 1986. Amazons of America: Female Gender Variance, Chapter 11 in *The Spirit and the Flesh*, 1986, Beacon Press, Boston.
- LaFramboise, Teresa D., Anneliese M. Heyle, and Emily J. Ozer. 1990. Changing and Diverse Roles of Women in American Indian Cultures, in *Sex Roles* 22:455-476.
- Albers, Patricia C. 1989. From Illusion to Illumination: Anthropological Studies of American Indian Women. In *Gender and Anthropology: Critical Reviews for Research and Teaching*, S. Morgen, ed., pp. 132-149, 1989, American Anthropological Association, Washington, D.C.
- Epple, Carolyn, 1998. Coming to Terms with Navajo Nadleehi: A Critique of “Berdache,” “Alternate Gender,” and “Two-Spirit.” *American Ethnologist* 25:267-290.

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-

243. Routledge, 1997. And in *The Making of the Modern Body*, edited by C. Gallaher and T. Lacquer, pp. 1-41, California.
- Dreifus, Claudia, 2001. Exploring What Makes Us Male or Female: A Conversation with Anne Fausto-Sterling, *New York Times*, Science Section, Tuesday January 2.
 - Claassen, Cheryl. 2000. Homophobia and Women Archaeologists. *World Archaeology* 32(2):173-179.
 - Revisit Barres 2006 with the author's transgendered identity in mind.
 - Gottlieb, Alma. 2002. Afterword (to journal issue called Blood Mysteries: Beyond Menstruation as Pollution). *Ethnology* 41(4):381-390.
 - 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

- Allison, Anne. 1991. Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus. *Anthropological Quarterly* 64:195-208.
- The Roots of Inequality, by Barbara Bender. In *Domination and Resistance*, edited by D. Miller et al., pp. 83-95, 1989, Unwin Hyman.
- Silverblatt, Irene. 1988. Women in States. *Annual Review of Anthropology*
- Nash, June. 1978. The Aztecs and the Ideology of Male Dominance. *Signs* 4(21):349-362

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*.
- Dommasnes, Liv Helga. Women, Kinship, and the Basis of Power in the Norwegian Viking Age, 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:

- Gawande, Atul. 2006. The Score: How Childbirth Went Industrial. *The New Yorker* 2006-10-09, online at:
http://www.newyorker.com/archive/2006/10/09/061009fa_fact?printable=true
- Davis-Floyd, Robbie E. 1987. Obstetrics Training as a Rite of Passage. *Medical Anthropology Quarterly* 1(3):288-318.
- Browner, Carole H. 1986. The Politics of Reproduction in a Mexican Village. *Signs* 11(4):710-724.
- TO BE ANNOUNCED: Aaron Denham will give us a preview of an article or conference paper about his fieldwork in Africa.
- di Leonardo, Micaela. 1987. The Female World of Cards and Holidays: Women, Families, and the Work of Kinship. *Signs* 12(3):440-453.

Archaeology of Childhood and Children—Pick one.

- Roveland, Blythe. 1997. Archaeology of Childhood. *Anthropology Newsletter* 38:4:14-16.
- Dawe, Bob. 1997. Tiny Arrowheads: Toys in the Toolkit. *Plains Anthropologist* 42:161:303-318.
- Babes in the 'Hood: Concepts of "Personhood" and the Spatial Segregation of Infants from Adults in Archaeological Burial Practices, Louise M. Senior, 1994. Paper presented at the 59th Annual Meeting of the Society for American Archaeology, Anaheim. Unpublished manuscript.
- A Child is Born. The Child's World in Archaeological Perspective, Grete Lillehammer, 1989. *Norwegian Archaeological Review* 22:2:91-105.
- 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
- S. Fowles, 2005, Our Father (Our Mother): Gender Ideology, Praxis, and Marginalization in Pueblo Religion. In *Engaged Anthropology: Research Essays on North American Archaeology, Ethnobotany, and Museology. Papers in Honor of Richard I. Ford*, edited by Michelle Hegmon and B. Sunday Eiselt, pp. 27-51. Papers, Museum of Anthropology 94. University of Michigan Press, Ann Arbor.
- The Uses of Archaeology for Women's History: James Mellaart's Work on the Neolithic Goddess at Catal Huyuk, by Ann Barstow, 1978, *Feminist Studies* 4:1:7-18.

- 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:

- Diversity of the Upper Paleolithic "Venus" Figurines and Archaeological Mythology, Sarah M. Nelson, 1990. In *Gender in Cross-Cultural Perspective*, Brettell and Sargent, eds., pp. 67-73, in 2nd Edition, 1997; pp. 82-87 in 3rd Edition. Prentice Hall. [not in 4th edition]
- Female Figurines in the European Upper Paleolithic: Politics and Bias in Archaeological Interpretation, by Margaret Beck. In *Reading the Body*, edited by Alison Rautman, pp.202-214. 2000, University of Pennsylvania Press.
- No Possible, Probable Shadow of Doubt, Alice Kehoe, 1991, *Antiquity* 65:129-131.
- Rewriting the Past to Save the Future: A Review of *The Chalice and the Blade: Our History, Our Future*, by Beth Grindell, 1993, *Arizona Anthropologist* 10:119-129.

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:

- Good Science, Bad Science, or Science as Usual? Feminist Critiques of Science, by Alison Wylie, in *Women in Human Evolution*, edited by Lori Hager, 1997, Routledge.

Pick four: two from socio-cultural anthropology and two archaeological cases.

Socio-cultural:

- Mills, Mary Beth. 1997. Consuming Desires, Contested Selves: Rural Women and Labor Migration in Thailand. *American Ethnologist* 24(1)
- Anzaldúa, Gloria E., 2003. "La Conciencia de la Mestiza: Towards a New Consciousness", pp. 179-187 in *Feminist Thought Reader: Local and Global Perspectives*. Eds. Carole R. McCann and Seung-Kyung Kim. Routledge: New York.
- Have We Got a Theory for You! Feminist Theory, Cultural Imperialism and the Demand for "The Woman's Voice," Maria Lugones and Elizabeth Spelman, *Women's Studies* 1983:378-390.

Archaeology:

- *What This Aul Means: Feminist Archaeology at a Wahpeton Dakota Village*. Janet Spector. Whole book (on reserve) or read summary in *Reader in Gender Archaeology*.
- Colonization and Women's Production: The Timucua of Florida, Ruth Troccoli, 1992. In *Exploring Gender Through Archaeology: Selected Papers from the 1991 Boone Conference*, Cheryl Claassen, ed., pp. 95-102.
- Gender and Historical Archaeology: Eastern Dakota Patterns in the 19th Century, Mary K. Whelan, 1991. *Historical Archaeology* 25(4):17-32.
- The Archaeology of Women in the Spanish New World, Bonnie McEwan, *Historical Archaeology* 25:4:33-41.
- *Moon, Sun, and Witches: Gender Ideology and Class in Inca and Colonial Peru*, Irene Silverblatt, 1987, Princeton University Press, Princeton.
- chapters from *Those of Little Note: Gender, Race, and Class in Historical Archaeology*, edited by E.M. Scott, 1994, University of Arizona Press

- *The Archaeology of Mothering: An African-American Midwife's Tale*, by Laurie A. Wilkie, 2003, Routledge.

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

1999 *Women in Ancient America*. University of Oklahoma Press, Oklahoma.

Eller, Cynthia

2000 *The Myth of Matriarchal Prehistory*. Beacon Press, Boston.

Gilchrist, Roberta

1993 *Gender and Material Culture: The Archaeology of Religious Women*. Routledge, London.

Joyce, Rosemary

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

Silverblatt, Irene,

1987 *Moon, Sun, and Witches: Gender Ideology and Class in Inca and Colonial Peru*, Princeton University Press, Princeton.

Spector, Janet

1993 *What This Awl Means: Feminist Archaeology at a Wahpeton Dakota Village*. Minnesota Historical Society Press.

Taylor, Timothy
1996 *The Prehistory of Sex: Four Million Years of Human Sexual Culture*. Bantam, New York.

Wall, Diana diZerega
1994 *The Archaeology of Gender: Separating the Spheres in Urban America*. Plenum Press, New York.

Wilkie, Laurie A.
2003 *The Archaeology of Mothering: An African-American Midwife's Tale*, Routledge, London.

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.
1999 *The anthropology of food and body: gender, meaning, and power*. Routledge London.

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)

Fruit of the motherland : gender in an egalitarian society / Maria Lepowsky. New York : Columbia University Press, c1993.

Gender issues in field research / Carol A.B. Warren. Newbury Park : SAGE Publications, c1988

The gender of the gift / Marilyn Strathern. Berkeley : University of California Press, c1988.

Kinship to kingship : gender hierarchy and state formation in the Tongan Islands / Christine Ward Gailey.
Austin, Tex. : University of Texas Press, 1987.

Reproducing the state / Jacqueline Stevens. Princeton, N.J. : Princeton University Press, c1999.

Visible women in east coast Malay society : on the reproduction of gender in ceremonial, school and market / Ingrid Rudie. Oslo : Scandinavian University Press, 1994

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.