

## Anthropology/Sociology 211



# Women in Prehistory and Women Prehistorians

CLASS PERIOD – M, W, F 8-8:50

PROFESSOR -- Susan Kus

Office Hours – M, W 9-10 AM; T 9:30-10:30 AM; or by appointment

CLASSROOM--102 Clough

OFFICE -- 105 Clough

### COURSE STATEMENT

To be a good archaeologist one must be a combination of a rigorous scientist, a clever detective and a sensitive humanist. The major challenge of archaeology is to piece together a story of past societies from minimal and often badly preserved material evidence in much the same way that Sherlock Holmes reconstructed past activities at the scene of a crime. However, rather than pursuing arch-villains, archaeologists are pursuing the roots of our cultural and social heritage. This is why an archaeologist is also motivated by a need to understand what it is to be human and to understand how it is we got to where we are today, culturally and socially speaking. As the famous British archaeologist, Sir Mortimer Wheeler said:

*In a simple direct sense, archaeology is a science that must be lived, must be 'seasoned with humanity.' Dead archaeology is the driest dust that blows.*

The study of archaeological methods and theory will be pursued through a focus on women in prehistory, gender in archaeological theory, and women archaeologists. This course seeks to reconstruct women's lives and roles in a range of ancient societies as they contributed to subsistence, technological innovation, symbolic and ritual activity and as they shared in or were denied social, political, and religious authority and power. It will also consider the intellectual history of gender studies in archaeology and the contributions of women archaeologists to anthropological archaeology.

### COURSE REQUIREMENTS

Class attendance is required. Besides assigned readings, this course will require the completion of a "virtual archaeological field season of survey and excavation" (Fugawiland), the completion of a series of 6 short exercises, participation in class discussion, the possible viewing of films outside regularly scheduled class time, (possibly a field trip), a final book report and three exams. The failure to successfully complete any of the assignments or exams will result in a failing grade for the course.

Absences and/or failure to participate in class can lower your grade significantly. In the case of 3 absences, your grade will be lowered by a 3<sup>rd</sup> (i.e., from a B+ to a B) and will continue to drop with each additional absences. However, in the case of 6 or more absences a failing grade will be normally be assigned for the course.

Incompletes are not normally given in this class. In the rare case where an incomplete may be in order, the student must obtain permission from the instructor and complete all paper work for the Registrar before the day of the final exam.

## GRADING

Fugawiland exercise.....	10%
6 exercises @ 5% each .....	30%
(failure to complete any exercise is grounds for failure in the course)	
Exam 1 .....	10%
Exam 2 .....	15%
Final Exam .....	10%
Final Paper.....	15%
Class Participation and Discussion.....	10%

## REQUIRED READINGS

### BASIC TEXTS

Thomas, D.H. Archaeology Down to Earth, 2<sup>nd</sup> edition

Spector, J. What this Awl Means: Feminist Archaeology at a Wahpeton Dakota Village.

Price, T. D. & A. Gebauer Adventures in Fugawiland, 3<sup>rd</sup> ed

### RESERVE READING

Allen, Charlotte

2001 "The Scholars and the Goddess," in The Atlantic Monthly, January.

(1) Burmfiel, Elizabeth

1996 "Figurines and the Aztec State : Testing the Effectiveness of Ideological Domination." In Gender and Archeology. Wright (ed.), Philadelphia, University of Pennsylvania, pp. 143-166.

(2) Brumfield, Elizabeth

1996 "The Quality of Tribute Cloth: The Place of Evidence in Archaeological Argument." American Antiquity 61(3), pp. 453-462.

Conkey, Margaret and Joan Gero

1993 "Tensions, Pluralities, and Engendering Archaeology: An Introduction to Women and Prehistory," in Engendering Archaeology: Women and Prehistory, Gero & Conkey (eds.), Oxford, Blackwell, pp. 3-30.

Conkey, Margaret and Jane Spector

1998(1984) "Archaeology and the Study of Gender," in Reader in Gender Archaeology, Hays-Gilpin & Whitley (eds.), New York, Routledge, pp. 11-45.

Damm, Charlotte Brysting

2000 "Time, Gender and Production: A Critical Evaluation of Archeological Time Concepts," in Gender and Material Culture in Archaeological Perspective, New York, St. Martin's Press, pp. 110-122.

Ehrenberg, Margaret

1989 Chapter 5 "The Celtic Iron Age," in Women in Prehistory, U. of Oklahoma Press, pp. 142-171.

**Falk, Dean**

1998 "Brain Evolution in Females: An Answer to Mr. Lovejoy," in Reader in Gender Archaeology, Hays-Gilpin & Whitley (eds.), New York, Routledge, pp. 115-136.

**Gero, Joan**

1993 "Genderlithics: Women's Roles in Stone Tool Production," in in Engendering Archaeology: Women and Prehistory, Gero & Conkey (eds.), Oxford, Blackwell, pp. 163-193.

**Handsman, Russell**

1993 "Whose Art was found at Lepenski Vir? Gender Relations and Power in Archaeology," in Engendering Archaeology: Women and Prehistory, Gero & Conkey (eds.), Oxford, Blackwell, pp. 329-365.

**Hdry, Sarah Blaffer**

2003(2001) "Mothers and Others," in Applying Anthropology: An Introductory Reader, Podolefsky & Brown (eds.), McGraw-Hill, pp. 25-31.

**(1) Hollimon, Sandra**

2000 "Sex, Health, and Gender Roles among the Arikara of the Northern Plains," in Reading the Body: Representations and Remains in the Archeological Record, Alison Rautman (ed.), Philadelphia, U. of Penn., pp. 25-37.

**(2) Hollimon, Sandra**

1997 ""The Third Gender in Native California: Two-Spirit Undertakers among the Chumash and their Neighbors," in Women in Prehistory: North America and Mesoamerica, Claasen & Joyce (eds.), pp. 173-188.

**Joyce, Rosemary**

2005 "Remarks" at the Presidential Forum, Society of American Archaeology Meetings, Salt Lake City, Utah, March 31<sup>st</sup>, posted on the SAA web site.

**Koehler, Lyle**

1997 "Earth Mothers, Warriors, Horticulturists, Artists, and Chiefs: Women Among the Mississippian and Mississippian-Oneota Peoples, A.S. 1211 to 1750," in Women in Prehistory: North America and Mesoamerica, Claasen & Joyce (eds.), pp. 211-226.

**Kus, Susan**

n.d. "In the Midst of the Moving Waters: Material, Metaphor and Feminist Archaeology," in The Past and Future Impact of Feminist Theories within Anthropology, Stockett & Geller (eds.), University of Pennsylvania Press.

**(1) Meskeil, Lynn**

2000 "Writing the Body in Archaeology," in Reading the Body: Representations and Remains in the Archeological Record, Alison Rautman (ed.), Philadelphia, U. of Penn., pp. 13-21.

**(2) Meskelly, Lynn**

1995 "Goddesses, Gimbutas and "New Age" Archeology," in Antiquity, March, v. 69, # 262, pp. 74-86.

**Molleson T.**

1994 "The eloquent bones of Abu Hureyra," in Scientific American, Aug. 271 (2), pp. 70-75.

**Nelson, Sarah Milledge**

2003 Ancient Queens, Altamira.

**Owen, Linda**

2000 "Lithic Functional Analysis as a Menas of Studying Gender and Material culture in Prehistory, in Gender and Material Culture in Archaeological Perspective, New York, St. Martin's Press, pp. 185-205.

**Pollock, Susan and Reinhard 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 Archeological Record, Alison Rautman (ed.), Philadelphia, U. of Penn., pp. 150-164.

**Sassaman, Kenneth**

2000 "Lithic Technology and the Hunter-Gatherer Sexual Division of Labor," in Reader in Gender Archaeology, Hays-Gilpin & Whitley (eds.), New York, Routledge, pp. 159-171.

**Savage, Stephen**

2000 "The Status of Women in Predynastic Egypt as Revealed through Mortuary Analysis," in Reading the Body: Representations and Remains in the Archeological Record, Alison Rautman (ed.), Philadelphia, U. of Penn., pp. 77-92.

**Soffer, Olga, J. M. Adovasion & D.C. Hyland**

2000 "The 'Venus' figurines: Textiles, Basketry, Gender, and Status in the Upper Paleolithic," in Current Anthropology, 41, pp. 511-537.

**Sorenson, Marie Louise Stig**

2000 Chapter 2, "Gender and Archaeology: A History," in Gender and Archaeology, Cambridge UK, Polity Press, pp. 16-40.

**Smuts, Barbara**

2003(1987) "What are Friends for?," in Applying Anthropology: An Introductory Reader, Podolefsky & Brown (eds.), McGraw-Hill, pp. 15-20.

**Tringham, Ruth**

1993 "Households with Faces: The Challenge of Gender in Prehistoric Architectural Remains," in Engendering Archaeology: Women and Prehistory, Gero & Conkey (eds.), Oxford, Blackwell, pp. 93-131.

**Watson, Patty Jo and Mary Kennedy**

1993 "The Development of Horticulture in the Eastern Woodlands of North America: Women's Role," in Engendering Archaeology: Women and Prehistory, Gero & Conkey (eds.), Oxford, Blackwell, pp. 255-275.

**(1) Wylie, Alison**

1993 "Gender Theory and the Archaeological Record: Why is there No Archaeology of Gender?," in Engendering Archaeology: Women and Prehistory, Gero & Conkey (eds.), Oxford, Blackwell, pp. 31-54.

**(2) Wylie, Alison**

1998 "The Interplay of Evidential Constraints and Political Interests: Recent Archaeological Research on Gender," in Reader in Gender Archaeology, Hays-Gilpin & Whitley (eds.), New York, Routledge, pp. 57-84.

**Zihlman, Andrienne**

1998 "Woman the Gatherer: the role of Women in Early Hominid Evolution," in Reader in Gender Archaeology, Hays-Gilpin & Whitley (eds.), New York, Routledge, pp. 91-105.

**Zvelebil, Marek**

2000 "Fat is a Feminist Issue: On Ideology, Diet and Health in Hunter-Gatherer Societies," in Gender and Material Culture in Archaeological Perspective, New York, St. Martin's Press, pp. 209-221.

**COURSE TOPICS AND READING ASSIGNMENTS**

(readings are to be completed on or before the assigned days)

DATE	LECTURE TOPIC	READING
<b>Week 1</b>	<b>Introduction</b>	
Aug 24	The course – what is archaeology and who is an archaeologist? <u>Exercise 1</u> : Materiality and “being in the world” handed out (due Mon Aug 29)	
Aug 26	History of Prehistory <b>Choose research partners</b>	Thomas (Preface, Ch 1), Fugawiland (Intro, Chs. 1 & 2)
<b>Week 2</b>	<b>So you want to be an archaeologist?</b>	
Aug 29	Archaeological reasoning <b>Exercise 1 due – in-class discussion of exercise</b>	Thomas (Ch 2), Fugawiland (Chs. 3-4)
Aug 31	Archaeology as anthropology	Fugawiland (Chs. 5-8)
Sept 1	Class discussion of Fugawiland Bring questions about Fugawiland to class For next class session (Wed Sept 7 <sup>th</sup> ) (1) complete exercises on pp. 94-102) and (2) Work out excavation strategy (pp. 102-103) with research partner(s)	
<b>Week 3</b>	<b>Getting Dirty</b>	
Sept 5	<b>LABOR DAY</b>	
Sept 7	Space, time and form Discuss Fugawiland exercises pp. 94-102 and excavation strategy, do exercise on pp. 103-112 for next time	Thomas (Ch. 5)
Sept 9	Archaeological fieldwork Discuss Fugawiland exercises pp. 103-112; <b>REMINDER final report on Fugawiland is due Mon. Sept 12<sup>th</sup></b>	Begin reading Spector – <u>What this Awl Means</u> - Complete for class discussion on Wed Sept 21 <sup>st</sup>
<b>Week 4</b>	<b>Archaeological analysis &amp; who wants to be the next “Scully” or “Bones”</b>	
Sept 12	Archaeological fieldwork (cont.) Film – “Other People’s Garbage” <b>Fugawiland final report due</b> <u>Exercise 2</u> Seriation handed out (due Fri Sept 16 <sup>th</sup> )	
Sept 14	Chronological control <u>Exercise 3</u> “Forensic Anthropology” handed out and will be completed in class on Friday, Sept 16 <sup>th</sup>	Thomas (Chs. 3 & 4)
Sept 16	In class completion of <u>Exercise 3</u> <b>Exercise 2 due</b>	*(1) Meskell, *(1) Hollimon
<b>Week 5</b>	<b>Finding Women in prehistory</b>	
Sept 19	Middle Range Theory <u>Exercise 4</u> “Analysis of material culture and gender” handed out (Due Mon Sept 26 <sup>th</sup> )	Thomas (Ch. 6) – be sure to read this chapter with your full attention
Sept 21	<b>Finally</b> , focusing in on feminism, theory, and archaeology Class discussion of <u>What this Awl Means</u>	
Sept 23	Analysis of Material Culture	Thomas (Chs. 7-8)
<b>Week 6</b>	<b>Analysis of Material Culture where Gender Counts</b>	
Sept 26	Archaeological Analysis (cont.) <b>Exercise 4 presented in class</b>	
Sept 28	Film - The Iceman	

Sept 30	<b>Exam 1</b> (take home, due Wednesday Oct 5 <sup>th</sup> )	
<b>Week 7</b>	<b>Gender and archaeology</b>	
Oct 3	The original call to attention – a critical article	*Conkey and Spector
Oct 5	Class discussion <u>Exercise 5</u> - Email contact with prominent women archaeologists (due Nov 28 <sup>th</sup> )	* Conkey and Gero, * Sorensen
Oct 7	Taking stock and discussion of what is coming next <b>FINAL BOOK REPORT TOPIC APPROVED BY TODAY</b> Report is due Wednesday, Nov 30 <sup>th</sup>	*Wylie (1), * Wylie (2)
<b>Week 8</b>	<b>Becoming female (Lucy and our early foremothers) and Becoming "woman"</b>	
Oct 10	Becoming human and Lucy our foremother	*Zihlman
Oct 12	Evolutionary pressure on the female	*Falk, *Smuts, *Hrdy
Oct 14	Film clip from !Kung	
<b>Week 9</b>	<b>Women of the Ice Age</b>	
Oct 17	<b>FALL RECESS</b>	
Oct 19	The Upper Palaeolithic - how feminist is Jean Auel <b>Film showing</b> of Clan of the Cave Bear (TBA)	*Soffer, et. Al.
Oct 21	Lepinski Vir – the wonders of the end of the Upper Palaeolithic	*Handsman
<b>Week 10</b>	<b>Woman the gatherer, the hunter and the tool-maker</b>	
Oct 24	Woman the tool maker and user	*Gero, * Sassman, *Owen
Oct 26	A woman's work is never done?	*Damm
Oct 28	Mesolithic	*Zvelebil
<b>Week 11</b>	<b>Woman the gardener and the agriculturalist</b> <b>FIELD TRIP TO CHUCALISSA TBA</b>	
	<b>HALLOWEEN FUN</b> Come to class dressed as your favorite artifact or favorite archaeologist	
Oct 31	Origin(s) of Agriculture	Thomas (Ch. 9)
Nov 2	Women's role in origins and innovation	*Watson and Kennedy, * Koehler
Nov 4	"Our bodies, ourselves," and feminism affects archaeological research in questions and answers	*Molleson *Tringham
<b>Week 12</b>	<b>Woman the goddess and woman the avenger</b>	
Nov 7		Thomas ( Ch. 11)
Nov 9	Androcentrism is confronted by gynocentrism The goddess of Marija Gimbutas	*Allen, *(2) Meskell
Nov 11	Women in war <b>Film viewing</b> Boudica (PBS) TBA	*Ehrenberg
<b>Week 13</b>	<b>Women and the state – the powerful and the powerless</b>	
Nov 14	States and hierarchy	*Savage, *Pollock and Bernbeck
Nov 16	Powerful women	Individual chapters assigned from <u>Ancient Queens (Nelson ed.)</u>
Nov 18	Conquistadors; Western patriarchy confronts New World states	(1) Brumfiel, (2) Brumfiel

<b>Week 14</b>	<b>Reflection on women in prehistory, and then relaxation</b>	
Nov 21	<b>Exam 2</b>	
Nov 23	<b>THANKSGIVING</b>	
Nov 25	<b>THANKSGIVING</b>	
<b>Week 15</b>	<b>Archaeology and gender – contemporary studies and theory</b>	
Nov 28	Women archaeologists talk about their time, careers, etc. Exercise 5 due	Thomas (Ch. 12 pp. 333-348), *Kus
Nov 30	Gender theory head on	*(2) Hollimon, *Joyce
Dec 2	Gender theory and the future	
<b>Week 16</b>	<b>Bringing closure</b>	
Dec 5	Class presentation of final papers <b>FINAL PAPERS DUE</b>	
Dec 7	Final remarks	
<b>FINAL EXAM Monday, December 12<sup>th</sup> at 8:30 AM</b>		



## FINAL PAPERS

A/S 211 Women in Prehistory and Women Prehistorians  
Fall 2005

Suggested length for this paper is 10-12 pages. The core of the paper will focus on a recent book-length professional publication in archaeology and should concern gender research in archaeology in an area that is of personal interest to you. The book should be chosen in consultation with me. The paper should follow the style guide for the journal, American Antiquity, which is to be found in Volume 57, no. 4, October 1992 at the end of the issue. You can also find the American Anthropological Association Style Guide (in most cases this is virtually identical to the American Antiquity style guide) on the Web site of the Writing Center of Rhodes College. Be clear on how to cite information and quotes in the body of the paper. **You will be penalized if you do not conform to such style guidelines.**

Papers should conform roughly to the following outline:

I. Introduction: What is the question or issue in prehistory that you are addressing? Why is the question or issue concerning gender of interest in terms of our understanding of human development and/or the nature of cultural behavior and/or the nature of archaeological research? If applicable, what is the way researchers have gone about trying to answer or study the question or issue (e.g., methods, information sources, basic assumptions)?

II. Book Report: This section should be a lengthy resume and critical discussion of the book upon which you have focused your attention. If you are reading a book written by a single author or a co-authored book, you should discuss the thesis, organization, etc. of the work. If you are reading an edited volume you should include both a discussion of the overarching and unifying theme of the book as well as a brief discussion of the individual articles in the book.

III. Extended Conclusion (several paragraphs): As part of your final remarks add some personal statement on what you learned in researching your topic. That is, have you learned anything interesting about archaeology and archaeologists while doing this paper? About the challenges of doing gendered archaeology? About the importance of gender studies for the field of Archaeology

\* Your ability to integrate into this discussion what you have learned in class from lectures, discussions and readings will play a critical role in the grading of this paper.

You should have a topic chosen and **approved by Fri Oct 7<sup>th</sup>**.

The papers are **due Monday, Dec. 5<sup>th</sup>**. Keep a copy of your paper for use in class presentations beginning **Monday, December 5<sup>th</sup>**.