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## ANSO 211-01, Women in Prehistory and Women Prehistorians, Fall 2007

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## Anthropology/Sociology 211



# Women in Prehistory and Women as Prehistorians

CLASS PERIOD – M, W, F 11-11:50

PROFESSOR -- Susan Kus

Office Hours – M, W 1-2 PM; TH 3:15-4:00 PM; or by appointment

CLASSROOM--102 Clough

OFFICE -- 109 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, and his more techno-savvy progeny like Lilly Rush [Cold Case], Catherine Willows [CSI], Calleigh Duquense [CSI Miami] Abby Sciuto [NCIS], Stella Bonasera [CSI New York], Det. Olivia Benson [Law and Order: Special Victims Unit], and Dr. Temperance Brennan [Bones], reconstructed and reconstruct 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.*

In this course 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 viewing of several 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. & R. Kelly Archaeology Down to Earth, 3<sup>rd</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. *Atlantic Monthly* 287(1):18-21.

(1) Brumfiel, Elizabeth

1996 Figurines and the Aztec State: Testing the Effectiveness of Ideological Domination. In *Gender and Archeology*, edited by Rita Wright, pp.143-166. Philadelphia, University of Pennsylvania.

(2) Brumfield, Elizabeth

1996 The Quality of Tribute Cloth: The Place of Evidence in Archaeological Argument. *American Antiquity* 6(3):453-462.

Claassen, Cheryl

2000 Homophobia and Women Archaeologists. *World Archaeology* 32(2):173-179.

Conkey, Margaret and Joan Gero

1993 Tensions, Pluralities, and Engendering Archaeology: An Introduction to Women and Prehistory. In *Engendering Archaeology: Women and Prehistory*, edited by Joan Gero and Margaret Conkey, pp. 3-30. Oxford, Blackwell.

Conkey, Margaret and Jane Spector

1998(1984) Archaeology and the Study of Gender. In *Reader in Gender Archaeology*, edited by Kelley Hays-Gilpin and David Whitley, pp. 11-45. New York, Routledge..

Damm, Charlotte Brysting

2000 Time, Gender and Production: A Critical Evaluation of Archeological Time Concepts. In *Gender and Material Culture in Archaeological Perspective*, edited by Moira Donald and Linda Hurcombe, pp. 110-122. New York, St. Martin's Press.

Dowson, Thomas

2000 Why Queer Theory? An Introduction. *World Archaeology* 32(2):61-165.

**Ehrenberg, Margaret**

1989 Chapter 5: The Celtic Iron Age. In *Women in Prehistory*, pp. 142-171. Norman, University of Oklahoma Press.

**Falk, Dean**

1998 Brain Evolution in Females: An Answer to Mr. Lovejoy. In *Reader in Gender Archaeology*, edited by Kelley Hays-Gilpin and David Whitley, pp. 115-136. New York, Routledge.

**Gero, Joan**

1993 Genderlithics: Women's Roles in Stone Tool Production. In *Engendering Archaeology: Women and Prehistory*, edited by Joan Gero and Margaret Conkey, pp. 163-193. Oxford, Blackwell.

**Handsman, Russell**

1993 Whose Art was found at Lepenski Vir? Gender Relations and Power. In *Engendering Archaeology: Women and Prehistory*. Joan Gero and Margaret Conkey, eds. Pp. 329-365. Oxford: Blackwell.

**Hdry, Sarah Blaffer**

2003[2001] Mothers and Others. In *Applying Anthropology: An Introductory Reader*, edited by Aaron Podolefsky and Peter Brown, pp. 25-31. New York, McGraw-Hill.

**(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*, edited by Alison Rautman, pp. 25-37. Philadelphia, University of Pennsylvania

**(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*, edited by Cheryl Claassen and Rosemary Joyce, pp. 173-188. Philadelphia, University of Pennsylvania.

**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. [this text will be made available to you.]

**Koehler, Lyle**

1997 Earth Mothers, Warriors, Horticulturists, Artists, and Chiefs: Women Among the Mississippian and Mississippian-Oneota Peoples, A.D. 1211 to 1750. In *Women in Prehistory: North America and Mesoamerica*, edited by Cheryl Claassen and Rosemary Joyce, pp. 211-226. Philadelphia, University of Pennsylvania.

**Kus, Susan**

2006 In the Midst of the Moving Waters: Material, Metaphor and Feminist Archaeology. In *Feminist Anthropology: Past, Present and Future*, edited by Pamela Geller & Miranda Stockett, pp. .... Philadelphia, University of Pennsylvania Press.

**(1) Meskeil, Lynn**

2000 Writing the Body in Archaeology. In *Reading the Body: Representations and Remains in the Archeological Record*, edited by Alison Rautman (ed.), pp. 13-2. Philadelphia, University of Pennsylvania

**(2) Meskeil, Lynn**

1995 Goddesses, Gimbutas and "New Age" Archeology. *Antiquity* 69(262):74-86.

**Molleson T.**

1994 The eloquent bones of Abu Hureyra. *Scientific American* 271(2):70-75.

**Nelson, Sarah Milledge**

2003 *Ancient Queens*. Walnut Creek, California: Altamira.

**Owen, Linda**

2000 Lithic Functional Analysis as a Means of Studying Gender and Material culture in Prehistory. In *Gender and Material Culture in Archaeological Perspective*, edited by Moira Donald and Linda Hurcombe, pp. 185-205. New York, St. Martin's Press,

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

**Sassaman, Kenneth**

2000 Lithic Technology and the Hunter-Gatherer Sexual Division of Labor. In *Reader in Gender Archaeology*, edited by Kelley Hays-Gilpin and David Whitley, pp. 159-171. New York, Routledge.

**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*, edited by Alison Rautman, pp. 77-92. Philadelphia, University of Pennsylvania Press.

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

2000 The 'Venus' figurines: Textiles, Basketry, Gender, and Status in the Upper Paleolithic. *Current Anthropology* 41(4):511-537.

**Sorenson, Marie Louise Stig**

2000 Chapter 2.. In *Gender and Archaeology.*, pp. 16-40. Cambridge, Polity Press.

**Smuts, Barbara**

2003(1987) What are Friends for? In *Applying Anthropology: An Introductory Reader* edited by Aaron Podolefsky and Peter Brown, pp.15-20. New York, McGraw-Hill.

**Tringham, Ruth**

1993 Households with Faces: The Challenge of Gender in Prehistoric Architectural Remains. In *Engendering Archaeology: Women and Prehistory*, edited by Joan Gero and Margaret Conkey, pp. 93-131. Oxford, Blackwell.

**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*, edited by Joan Gero and Margaret Conkey, pp. 255-275. Oxford, Blackwell.

**(1) Wylie, Alison**

1993 Gender Theory and the Archaeological Record: Why is there No Archaeology of Gender? In *Engendering Archaeology: Women and Prehistory*, edited by Joan Gero and Margaret Conkey, pp. 31-54. Oxford. Blackwell.

**(2) Wylie, Alison**

1998 The Interplay of Evidential Constraints and Political Interests: Recent Archaeological Research on Gender. In *Reader in Gender Archaeology*, edited by Kelley Hays-Gilpin and David Whitley, pp. 57-84. New York, Routledge.

**Zihlman, Andrienne**

1998 Woman the Gatherer: the role of Women in Early Hominid Evolution . In *Reader in Gender Archaeology*, edited by Kelley Hays-Gilpin and David Whitley, pp. 91-105. New York, Routledge.



**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*, edited by Moira Donald and Linda Hurcombe. pp. 209-221. New York, St. Martin's Press..

**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 22	The course – what is archaeology and who is an archaeologist? <u>Exercise 1</u> : “Gendered objects and gendering objects” handed out (due Mon Aug 27)	
Aug 24	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 27	Archaeological reasoning <b>Exercise 1 due – in-class discussion of exercise</b>	Thomas (Ch 2), Fugawiland (Chs. 3-4)
Aug 29	Archaeology as anthropology	Fugawiland (Chs. 5-8)
Aug 31	Class discussion of Fugawiland Bring questions about Fugawiland to class For next class session (Wed Sept 5 <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 3	<b>LABOR DAY</b>	
Sept 5	Space, time and form Discuss Fugawiland exercises pp. 94-102 and excavation strategy, do exercise on pp. 103-112 for next time	Thomas (Ch. 3 & 4)
Sept 7	Archaeological fieldwork Discuss Fugawiland exercises pp. 103-112; <b>REMINDER final report on Fugawiland is due Mon. Sept 10<sup>th</sup></b>	Begin reading Spector – <u>What this Awl Means</u> - Complete for class discussion on Wed Sept 19 <sup>th</sup>
<b>Week 4</b>	<b>Archaeological analysis &amp; who wants to be the next “Scully” or “Bones”</b>	
Sept 10	Archaeological fieldwork (cont.) Film – “Other People’s Garbage” <b>Fugawiland final report due</b> <u>Exercise 2</u> Seriation handed out (due Fri Sept 14 <sup>th</sup> )	
Sept 12	Chronological control <u>Exercise 3</u> “Forensic Anthropology and sexing skeletons” handed out and will be completed in class on Friday, Sept 14 <sup>th</sup>	Thomas (Chs. 5 & 6)
Sept 14	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 17	Middle Range Theory <u>Exercise 4</u> “Analysis of material culture and gender” handed out (Due Mon Sept 24 <sup>th</sup> )	Thomas (Ch. 7) – be sure to read this chapter with your full attention
Sept 19	<b>Finally</b> , focusing in on feminism, theory, and archaeology Class discussion of <u>What this Awl Means</u>	
Sept 21	Continuing discussion of <u>What this Awl Means</u> and Analysis of Material Culture	Thomas (Chs. 8 & 9)
<b>Week 6</b>	<b>Analysis of Material Culture where Gender Counts</b>	
Sept 24	Archaeological Analysis (cont.) <b>Exercise 4 presented in class</b>	
Sept 26	Film - The Iceman	

Sept 28	<b>Exam 1</b> (take home, due Wednesday Oct 3 <sup>rd</sup> )	
<b>Week 7</b>	<b>Gender and archaeology</b>	
Oct 1	The original call to attention – a critical article	*Conkey and Spector
Oct 3	Class discussion <u>Exercise 5</u> – Life as a woman in archaeology (due Nov 26 <sup>th</sup> ) <u>Exercise 6</u> – Prehistoric women in comics and popular reconstructions	* Conkey and Gero, * Sorensen
Oct 5	Taking stock and discussion of what is coming next <b>FINAL BOOK REPORT TOPIC APPROVED BY TODAY</b> <b>Report is due Friday, Nov 30<sup>th</sup></b>	*Wylie (1), * Wylie (2)
<b>Week 8</b>	<b>Becoming female (Lucy and our early foremothers) and Becoming “woman”</b>	
Oct 8	Becoming human and Lucy our foremother	*Zihlman
Oct 10	Evolutionary pressure on the female	*Falk, *Smuts, *Hrdy
Oct 12	Film clip from !Kung	
<b>Week 9</b>	<b>Women of the Ice Age</b>	
Oct 15	<b>FALL RECESS</b>	
Oct 17	The Upper Palaeolithic - how feminist is Jean Auel <b>Film showing</b> of Clan of the Cave Bear (TBA)	*Soffer, et. Al.
Oct 19	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 22	Woman the tool maker and user	*Gero, * Sassman, *Owen
Oct 24	A woman's work is never done?	*Damm
Oct 26	Mesolithic	*Zvelebil
<b>Week 11</b>	<b>Woman the gardener and the agriculturalist</b> <b>FIELD TRIP TO CHUCALISSA TBA</b>	
Oct 29	Origin(s) of Agriculture	Thomas (Ch. 10)
	<b>HALLOWEEN FUN</b> Come to class dressed as your favorite artifact or favorite archaeologist	
Oct 31	Women's role in origins and innovation	*Watson and Kennedy, * Koehler
Nov 2	“Our bodies, ourselves,” and feminism affects archaeological research in questions and answers	*Tringham *Molleson
<b>Week 12</b>	<b>Woman the goddess and woman the avenger</b>	
Nov 5		Thomas ( Ch. 11)
Nov 7	Androcentrism is confronted by gynocentrism The goddess of Marija Gimbutas	*Allen, *(2) Meskell
Nov 9	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 12	States and hierarchy	*Savage, *Pollock and Bernbeck
Nov 14	Powerful women	Individual chapters assigned from <u>Ancient Queens (Nelson ed.)</u>
Nov 16	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 19	Exam 2	
Nov 21	THANKSGIVING	
Nov 23	THANKSGIVING	
<b>Week 15</b>	<b>Archaeology and gender – contemporary studies and theory</b>	
Nov 26	Women archaeologists talk about their time, careers, etc. Exercise 5 and Exercise 6 due	*Kus, *Claassen
Nov 28	Gender theory head on	*(2) Hollimon, *Joyce
Nov 30	Gender theory, Queer Theory and the Future <b>FINAL PAPERS DUE</b>	*Dowson
<b>Week 16</b>	<b>Bringing closure</b>	
Dec 3	Class presentation of final papers	
Dec 5	Final remarks	
<b>FINAL EXAM Monday, December 12<sup>th</sup> at 1 PM</b>		

What is REALLY wrong with this picture?

# Women in Prehistory and Women Prehistorians

## *FINAL PAPER*

Suggested length for this paper is 9-12 pages (however, if you are free to exceed this limit.) <http://www.saa.org/Publications/StyleGuide/styFrame.html> Use the American Antiquity style guide. Be aware that this style guide is different from that of American Anthropologist that you may be or have used in anthropology courses. 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.

You have the choice between two options for the paper topic.



OR



Women Prehistorians

### (1) Women in Prehistory

This choice involves the investigation of women in a specific place and time (e.g., women in the Aztec empire, the Inca Empire, Sumeria, Iron age Israel, classical Greece, the Mississippian period of the American Southeast, a prehistoric pueblo society). Part of your paper should present the “historical reconstruction” of women’s lives in a particular cultural context. You should include a discussion of the middle-level and the high-level theory that underpins the choice of material objects used to investigate and reconstruct women’s activities, place, status, etc. and gendered ideology within the specific cultural context you are investigating. Further you should address the question of theory as it influences the questions

asked and the interpretations offered of the archeological data from the culture and period you are investigating.

## (2) Women as Prehistorians

Choose an early female pioneer in archaeology (e.g., Kathleen Kenyon) or a contemporary archaeologist (e.g., Soffer, Gero, Conkey) and investigate her career and her work as an archaeologist. Consider the following points in your discussion:

- ☒ Give a short biography of the archaeologist when possible.
- ☒ Include a complete bibliography of the works of the archaeologist as an appendix. You should also include a descriptive summary of the author's published works and research topics and directions.
- ☒ Read a significant sampling of the author's works. Supply a descriptive commentary on and a critique of the author's research.
- ☒ If your author is contactable by email or snail mail, consult with me on the letter and questions that you would like to ask of the archaeologist to clarify points about her career, her experiences as a female in the discipline, her appreciation of the current place of gender studies in archaeology, and/or her future directions for research.



In the case of both paper topics, you will be judged not only on content but also on your demonstration of how sophisticated a consumer of archeology and archaeological research you are.

You are asked to consult with me individually on your choice of paper topic by Friday, October 5<sup>th</sup>. You are also asked to supply a preliminary bibliography by Monday, October 29<sup>th</sup>.