This course represents an overview of gendered approaches to understanding the past. We consider the development of this area of inquiry, a historical trajectory starting with critiques concerning the invisibility of women in the past, to explicit theory-building with a feminist bent, to case studies about women, and finally, to a consideration of gender as a relationship between men, women, children. The readings in this course are organized topically for the first 7 weeks, followed by 3 weeks of regional case studies from the New World.

The course is organized as a seminar, which means that you (the students) are responsible for leading and participating in discussion revolving around the readings. You are expected to attend class and to participate in discussion every week. Two students each week will be designated as discussion leaders, and will prepare a set of questions based on the readings that will spark discussion. As discussion leader, it will be your job to keep discussion going, provide adequate coverage of the week’s readings, and steer the discussion if it gets off track. Participation in the seminar accounts for 25% of your grade.

In addition to reading and discussion, you will be expected to write three 6-page essays dealing with issues relevant to the readings. The first two essays will be responses to a structured question that I will hand out a week before the essay is due. The final essay will be more open, allowing you to choose a topic of interest to you. All essays MUST engage the readings from the course in relevant ways.

Essay Due Dates
Essay 1 (25%) → Friday, Oct 23rd, by 5pm
Essay 2 (25%) → Friday, Nov 13th, by 5pm
Essay 3 (25%) → Friday, Dec 4th, by 5pm
COURSE READING SCHEDULE

Week 1 (Oct 1): INTRODUCTION/HISTORY (125 pages)


Week 2 (Oct 8): THEORY AND CRITIQUE (109 pages)

Wylie, 1991, Gender Theory and the Archaeological Record: Why is there no Archaeology of Gender, in Engendering Archaeology, 31-56.


Week 3 (Oct 15): LABOR (118 pages)


Nelson, 2004, Gender in Archaeology, Chapter 5, 64-87.

**Week 4 (Oct 22): SPACE & STATUS (157 pages)**


Nelson, 2004, Gender in Archaeology, Chapters 6-7, 88-121


Ashmore, 2006, Gender and Landscapes, in Handbook of Gender in Archaeology, 199-218.

**Week 5 (Oct 29): IDENTITY (130 pages)**

Nelson, 2004, Gender in Archaeology, Chapters 8-9, 122-149


Voss, 2006, Sexuality in Archaeology, in Handbook of Gender in Archaeology, 365-400.

Alberti, 2006, Archaeology, Men, and Masculinities, in Handbook of Gender in Archaeology, 401-434.

**Week 6 (Nov 5): FOOD PRODUCTION (129 pages)**


Peterson, 2006, Gender and Early Farming Societies, in Handbook of Gender in Archaeology, 537-570.

Week 7 (Nov 12): BIOARCHAEOLOGY & MORTUARY ANALYSIS (116 pages)

Cohen and Bennett, 1993, Skeletal Evidence for sex roles and gender hierarchies in prehistory, in Sex and Gender Hierarchies, 273-296.


Crass, 2001, Gender and Mortuary Analysis: what can grave goods really tell us? In Gender and the Archaeology of Death, 105-118.

Holliman 2001, Warfare and Gender in the Northern Plains: Osteological Evidence of Trauma Reconsidered, in Gender and the Archaeology of Death, 179-194.


Arnold, 2006, Gender and Archaeological Mortuary Analysis, in Handbook of Gender in Archaeology, 137-170.

Week 8 (Nov 19): SOUTHEASTERN USA Case Studies (97 pages)

Sassaman, 1992, Gender and Technology at the Archaic-Woodland “transition”, in Exploring Gender through Archaeology, 71-79.


Week 9 (TBA – must reschedule b/c falls on Thanksgiving): WESTERN UNITED STATES Case Studies (111 pages)


Week 10 (Dec 3): MESOAMERICA AND SOUTH AMERICA Case Studies (125 pages)


