Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Women’s Studies Program

2. Course prefix, number and complete title: WMST 639 Gender, Ethnicity, and Class in Archaeological Research

3. Course description (not more than 50 words): This course explores theoretical and methodological issues in engendering archaeology; ideological biases in the interpretation of roles attributed to women, men, and underrepresented groups in the past; the impact of cultural transformations on underrepresented groups and gender relations; and how to formulate research questions concerning these issues.

4. Prerequisite(s): Graduate Classification Cross-listed with ANTH 639

5. Is this a variable credit course? Yes ☐ No ☐ If yes, from _______ to _______.

6. Is this a repeatable course? Yes ☐ No ☐ If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? Yes ☐ No

7. Has this course been taught as a 489/689? Yes ☐ No ☐ If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Graduate Certificate in Women’s Studies

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST</td>
<td>639</td>
<td>Gender, Ethnicity, and Class in Archaeology</td>
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</tbody>
</table>

Lect. | Lab | SCH | Subject Matter | Content Code | Admin. Unit | Acad. Year | FICE Code |
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<td>0</td>
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<td>0</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>10</td>
<td>0</td>
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</tbody>
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Do not complete shaded area.

Approval recommended by:

Claudia Nelson 6/26/07
Head of Department

Chair, College Review Committee 7-23-07

Head of Department (if cross-listed course) 6/26/07
Date

Dean of College 2-15-08

Submitted to Coordinating Board by:

Director of Academic Support Services

Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-504
Anth 639 and WMST 639  
Gender, Ethnicity, and Class in Archaeological Research  
**PROPOSED SYLLABUS**  
Instructor: Suzanne Eckert  

Office: Anthro 308D  
Office Hours: *no*  
Phone: 862-4839  
Email: sleckert@tamu.edu

Class Description and Objectives

The archaeological record is extraordinarily rich and varied, and yet for most of its history as a field of study, archaeology has failed to recognize gender, ethnicity, and class as viable research topics. This course examines archaeological research on women and other underrepresented groups. We will explore the ways in which a consciousness of gender, ethnicity and class can offer a more in-depth understanding of the archaeological record and how such studies challenge traditional archaeological culture histories as well as impact method and theory.

We will begin the course with a consideration of the interdisciplinary nature of an engaged approach to archaeology by examining theories of sex and gender roles from multiple fields of study. We will then move onto examining how gender studies have been expanded to include the study of other underrepresented groups. A fundamental aspect of these discussions is defining what is meant by gender, ethnicity, race, and class. After understanding theoretical frameworks for gender studies, discussions will turn to understanding methods of recognizing gender and other underrepresented groups in the archaeological record. This course will end with a consideration of case studies from both New World and Old World archaeological research. The benefits and limitations of an engaged approach to archaeology will be considered in light of these case studies.

At the completion of this course, students should be able to understand the following: theoretical and methodological issues in engaging archaeology; ideological biases in the interpretation of roles attributed to women, men and underrepresented groups in the past; and the impact of major cultural transformations (such as the development of new technologies or the origins of agriculture) on underrepresented groups and gender relations. Students should also be able to formulate their own research questions concerning an engaged approach to archaeological studies.

Textbook


Scott, Elizabeth (editor) 1994 *Those of Little Note: Gender, Race and Class in Historical Archaeology*. University of Arizona Press, Tucson


A selection of journal articles and book chapters will also be required. See list at end of this syllabus for possible examples of such readings.
Requirements

The course will focus on topics covered in the readings supplemented by class discussions. You are required to attend classes. Failure to attend class regularly and participate in discussions will be reflected in your grade. In addition to attending and actively participating in class, you are required to lead at least one class discussion, as well as turn in numerous assignments focused on a final class project. Requirements for these assignments will be described in further detail in handouts made available to you in the first few weeks of class.

Final grades will be based on overall performance according to the following point scale:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and class participation</td>
<td>60</td>
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<tr>
<td>Lead class discussion</td>
<td>60</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>20</td>
</tr>
<tr>
<td>Abstract</td>
<td>20</td>
</tr>
<tr>
<td>Paper outline</td>
<td>20</td>
</tr>
<tr>
<td>Draft paper</td>
<td>20</td>
</tr>
<tr>
<td>Paper presentation</td>
<td>100</td>
</tr>
<tr>
<td>Final paper</td>
<td>100</td>
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<tr>
<td>TOTAL POSSIBLE</td>
<td>400</td>
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</table>

Letter grades will be assigned as follows:

- A = 360 points and above
- B = 320 to 359 points
- C = 280 to 319 points
- D = 240 to 279 points
- F = 239 points and below

Policies and Procedures

Student Rights and Responsibilities. Texas A&M University has outlined the specific rights that students are guaranteed and the responsibilities students have as community members. If you have any questions regarding such issues, consult the latest issue of the TAMU Student Rules (http://student-rules.tamu.edu). TAMU has also specifically outlined the procedures for hearing cases of student misconduct, grievances, and academic dishonesty issues. All students are expected to uphold the Aggie Honor Code: an Aggie does not lie, cheat, or steal or tolerate those who do. For more information on the rights and responsibilities of all students, please contact the Office of the Aggie Honor System (www.tamu.edu/aggiehonor).

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings and other works which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is cheating, and as such, breaks the Aggie Honor Code. An act of plagiarism, at best, will result in a 0 on the assignment. An act of plagiarism, at worse, will result in an F in the course and notification of the student's
behavior to the Office of the Aggie Honor System. If you have any questions regarding plagiarism, consult the "Student Resources on Academic Integrity and Plagiarism" at http://library.tamu.edu/tamulib/content/renderer/children/0,2875,1724_1001620.00.html or the "Scholastic Dishonesty" section of the TAMU Student Rules at http://student-rules.tamu.edu.

If at any time you have questions concerning this course, Anthropology in general, or other issues that are not answered in the lectures or readings PLEASE arrange to see me outside of class. If you have an unresolved conflict concerning myself, or the class, you should first contact me in an attempt to resolve the problem. If the results are unsatisfactory, you should next contact the Anthropology Department’s Academic Advisor.

Make-up Attendance Policies: If you miss a day of class, and its corresponding activity (group activity, film, quiz) without a legitimate excuse, you will be assigned a zero for that day and any of its activities. Legitimate excuses for missing class are defined in the TAMU Regulations (http://studentrules.tamu.edu/rule7.htm). Documentation must be submitted for an excused absence. Acceptable documentation is listed under Student Rules 7.1.6.2.a & b.

If your reason for missing class fulfills one of the conditions listed in the regulations, you should notify me as soon as possible and then provide documentation for your excuse by the end of the next working day after your absence. You will then be allowed to make-up any missed activity within 30 days from your last date of absence.

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall Room B118 or call 845-1637.

**Schedule**

**THEORETICAL BACKGROUND**

1 **** Definitions, Concepts and Historical Perspectives

2 **** What is Gender, Why is Gender

3 **** The Feminist Critique, Critique of the Feminists

4 **** Biological Perspectives of Sex and Gender

5 **** Seeking Models using Ethnographic Analogy

FINDING GENDER, ETHNICITY AND CLASS IN THE ARCHAEOLOGICAL RECORD

6 **** Gender and Skeletal Analysis

7 **** Grave Goods and Burial Practice

8 **** The Assumptions We Make About Tools

9 **** Craft and Control of Craft

10 **** The House and the Household

**CASE STUDIES**
11 **** Ancient Greece: the "women's world" as portrayed on Greek vases
12 **** Mesoamerica: Gender and Class among the Aztec
13 **** Race, Gender and Class at the W.E.B. DuBois Boyhood Homesite
14 **** Gender and Class in New Mexico during the Spanish Period
The Benefits and Limitations of an Engendered Archaeology

Texts and Readings

Textbooks


Other Readings

Scott, Elizabeth (editor) 1994 Those of Little Note: Gender, Race and Class in Historical Archaeology. University of Arizona Press, Tucson


Draper, P. 1975 !Kung women: contrasts in sexual egalitarianism in foraging and sedentary contexts, in


Farmingdale, New York


Oyuela-Caycedo, A. 1991 Ideology and structure of gender spaces: the case of the Kaggaba Indians, in

D. Walde and N. Willows (eds) The Archaeology of Gender, pp. 327-335.


