WRI 175/176, Archaeology of Sex and Gender — Dr. Carolyn Dillian
Spring 2010 — Office: South Baker Hall, Room E010
Monday & Wednesday 8:30-9:50/11:00-12:20 — Office Hours: Mon. 2-4pm and by appointment
Classroom Location: Hargadon Hall G002 cdillian@princeton.edu and www.princeton.edu/~cdillian

The Archaeology of Sex and Gender

While it's easy to assume that obsession with sex is a recent development in human history, gadgets and potions designed to enhance the human sexual experience are not new phenomena: Lydia Pinkham's vegetable compound, first marketed in 1875, claimed to increase fertility and cure sexual ills, and cultures have created charms and figures to enhance sexual performance for millennia. In this Writing Seminar, we explore how sex, sexuality, and gender are negotiated through material culture, and are expressed in both private and public forums today. What can we learn about our ancestors' intimate practices from the objects they fashioned and the spaces they built? How can we infer the sexual identities of people who left no written records? We address these questions by examining concrete evidence of human sexuality: the Venus figurines from prehistoric Europe; the physical space of a nineteenth-century Washington, D.C., brothel; and the sexual or gender significance of a category of artifacts, such as medical instruments and household tools.

This is a writing course in which you will learn to develop ideas and use evidence to present and support arguments about the past. However, it will ask you to go beyond your standard writing process, and take risks both in what you write and how you write it. The seminar will prompt you to be thoughtful and self-reflective about both the things you write and the process you go through to arrive at a final essay. I hope that throughout this semester you will progress as both a thinker and a writer, and gain skills that will help you at Princeton and beyond.

Course Goals:

1. To gain an understanding of archaeology and the interpretation of material culture.
2. To develop methods of persuasion and written argument.
3. To experience inquiry and research at the University level.
4. To develop increased awareness of readers' needs and interpretive strategies as a means to communicate more effectively and directly.

Required texts: Available at Princeton University Store (U. Store).

Diana Hacker (2009) *A Pocket Style Manual,* 5th ed. (with the MLA update), Bedford/St. Martin's

Robert Schmidt and Barbara Voss (2000) *Archaeologies of Sexuality.* Routledge, New York.
NOTE: this text is also available electronically through the Princeton library if you do not wish to purchase the book (do a title search on "Archaeologies of Sexuality" and click ONLINE)

The Writing Center: www.princeton.edu/writing/appt

Located in Whitman College, The Writing Center offers student writers free one-on-one conferences with experienced fellow writers trained to consult on assignments in any discipline. The Writing Center is one of Princeton's most popular academic resources, holding over 3,000 appointments each year. I strongly urge you to sign up for an appointment. To do so, visit the Writing Center's website at www.princeton.edu/writing/appt. Writing Center Fellows also hold drop-in hours Sunday through Thursday evenings during the semester. Enter through South Baker Hall.

Academic Support at Princeton (ASAP): www.princeton.edu/asap

Academic Support at Princeton (ASAP) is an online portal to the many academic support services available to Princeton undergraduates. Through ASAP, you can access subject tutoring, study halls, writing conferences, workshops on academic skills, library assistance, and more.

Program-Wide Policies:

• ***Attendance:*** Your active engagement in writing workshops and other in-class activities is integral to the Writing Seminar experience, which is grounded in a strong community of readers and writers. For this reason, you are normally expected to attend every class, with two absences considered cause for concern, and more than four absences grounds for not being permitted to complete the course. However, there is an important exception to the usual attendance policy for Spring 2010. If you have flu-like symptoms, you should strictly adhere to University guidelines and **self-isolate to protect others from the virus.** This is especially important because many members of the University community are at high risk for serious complications due to chronic medical conditions or compromised immunity. In the unlikely event that you miss so many class sessions that your standing in the course is in question, your professor, the Writing Program Director, and your Director of Studies will talk with you about your options. Please note that a late arrival to class of more than 15 minutes will count as an absence.

• ***Completion of Work***: Writing Seminars are organized as a planned sequence of assignments, with each piece of writing building on previous writing. For this reason, you must complete all four of the major assignments to pass the course, and you must complete them within the schedule of the course, not in the last few days of the semester. If you fail to submit the final version of a major assignment by the final due date in that unit, you will receive an e-mail from your professor specifying (1) the new date by which you must submit the late work and (2) any late penalties that will apply (these will be waived in the case of documented medical problems and family emergencies). The e-mail will be copied to your Dean and Director of Studies, as well as the Writing Program Director. If you fail to meet the new deadline, you may not complete the course.

• ***Acknowledgment of Original Work***: This course follows Princeton University policies on plagiarism, stated in *Rights, Rules, Responsibilities* and discussed at greater length in *Academic Integrity at Princeton*. According to these policies, you must properly cite your sources to distinguish your ideas from others'. You must also write the following pledge at the end of all drafts and revisions and then sign your name: "This paper represents my own work in accordance with University regulations." Suspicions of plagiarism will be reported to the Committee on Discipline and may have serious consequences.

• ***Acknowledgment of Feedback and Support***: In keeping with common scholarly practice, you should express your indebtedness in an Acknowledgments section or footnote to anyone who gave you feedback on drafts or contributed informally to your thinking on your topic—for example, your classmates, roommates, and family members. Exceptions are the professor of this course and Writing Center Fellows.

Writing Seminar Policies:

• ***Conferences:*** We will have three conferences over the course of the term to discuss your writing and ideas: two 30- to 45-minute individual draft conferences and (in the third unit) an optional individual conference on your research proposal and a group conference on your draft. I expect you to be prepared for these conferences—to have reviewed your writing and to have developed a plan of attack. Missed conferences may not be rescheduled. Please note that there will be no mandatory conference to discuss the draft of the Dean's Date assignment, though I will be available for consultation.

• ***Late Drafts:*** If you submit a draft after the due date, you will sacrifice your opportunity to meet in conference with me and will not receive written comments. You still have the option to attend my office hours to discuss the paper, but I will not be available outside these scheduled hours.

• ***Late revisions:*** Your grade on the essay will go down 1/3 beginning one minute after the deadline, up to 5:00pm the next day. At 5:01 that next day, your grade will be lowered another third, a process that will continue until I receive your essay. If you are unable to get a paper copy to me due to medical or other emergencies, you may submit on time via Blackboard.

• ***Office Hours:*** I'm also happy to meet with you during office hours or by appointment to discuss writing, reading, or any other issues pertaining to this seminar. Just ask or e-mail me, or drop by my office during my regularly scheduled office hours.

• ***E-Mail:*** In an effort to hold in-class announcements to a minimum, I will be using e-mail to relay most of the nuts and bolts of the course, which, logistically, is quite complex. I ask that you check your e-mail every day. You are responsible for any information that I pass along via this medium.

Your Writing:

• ***Essay Format:*** Writing assignments *must be typed.* For drafts and revisions, please follow the format of the sample essay that I'll hand out. Drafts and revisions that deviate from this format will not be accepted. Also, always:

- Use Times New Roman 12, double-spaced.
- Set your margins at 1" or 1.25".
- Use your word-processing program's automatic pagination function to number your pages.
- Proofread your writing for typographical, grammatical, and punctuation errors. If you consistently make these kinds of errors, your grade will drop.
- Avoid computer disaster by regularly saving your work and periodically printing out drafts.

• ***Submission Method:*** You will be submitting all writing for this course, unless otherwise specified, via our course Blackboard site at http://blackboard.princeton.edu. Simply log on and select our writing seminar. Blackboard is relatively intuitive to use, but feel free to contact the Blackboard help desk if you need assistance: 8-0737 or blackboard@princeton.edu. Papers should be saved to the Secure Dropbox.

Please name your documents by combining your Net ID with the assignment abbreviation (e.g. "R1" for "Revision of Essay #1"). Thus, Tiger Princeton's draft of Essay #3 would be named tigerpD3.doc.

When submitting to the Secure Dropbox, please note that you may submit as many documents per assignment as you'd like (e.g., a draft and a separate cover letter), but Blackboard will allow you to submit *only once*. If you make a mistake and want to re-submit, e-mail me. I'll clear your original submission out of the system, enabling you to re-submit.

• ***Course Portfolio:*** At the end of the semester, you will turn in a portfolio of all the writing you did in the course—so please save the copies with comments!

Grading and Evaluation:

• ***Grading***: Because your writing is likely to improve as you learn, assignments written early in the semester will contribute less to your final grade than will later assignments. You will have one opportunity for extra credit, to be announced later in the semester. I will assign grades as follows:

Essay 1: 15%
Essay 2: 25%
Essay 3: 35%
Dean's Date Assignment: 5%
Pre-drafts: 5%
Responding to student writing: 5%
Oral presentation: 5%
Class participation and discussion: 5%

• ***Grading Standards***: When grading, I evaluate the words on the page before me and do not factor in improvement or effort, or any other subjective criteria. The effort you put into an assignment will most certainly be evident in the essay you submit. These are the general standards to which I hold essays. Plusses and minuses represent shades of difference:

A = both ambitious and successful. The paper presents a strong, interesting argument with grace and confidence.
B = ambitious but only partially successfully, or a paper that achieves modest aims well.
C = significant problems in articulating and presenting an argument, or seems to lack a central argument entirely.
D = fails to grapple seriously with ideas or texts, or fails to address the expectations of the assignment.
F = similar to a D paper, but is significantly shorter than the assigned length.

Important dates:

Assignment	Due Date (Blackboard and in class unless otherwise noted) Assignments are due by the start of class
Pre-Draft 1.1	Monday, February 8
Draft Essay 1	Monday, February 15
Final Essay 1	Wednesday, February 24
Pre-Draft 2.1	Wednesday, March 3
Draft Essay 2	Wednesday, March 10
Final Essay 2	Monday, March 29
Pre-Draft 3.1	Wednesday, March 31
Pre-Draft 3.2	Monday, April 5
Draft Essay 3	Friday, April 23 (on Blackboard ONLY by 11:59pm)
Final Essay 3	Wednesday, May 5 (on Blackboard ONLY by 11:59pm)
Pre-Draft 4.1	Monday, April 26
Dean's Date Assignment	Monday, May 10 (on Blackboard or at my office by 4pm)

Course Assignment Overview:

Pre-Draft 1.1: Pretend you are an individual living in, working in, or frequenting Mary Ann Hall's brothel. Write a letter to a friend and break the news to them that you are living/working/frequenting [at] a brothel. Explain what your life is like and what your daily involvement is with the sex trade. Talk about objects that you use on a regular basis (basing this on the archaeological assemblage from Mary Ann Hall's house). Your letter should be 2 pages long (double-spaced). Because it is a personal letter, based on your (pretend) experience, you do not need citations.

Essay 1: Interpretation of material culture (5-6 pages)
Write an essay that explores one practice or activity related to prostitution (perhaps something unexpected) in the past using evidence from the archaeological record (i.e. the artifacts recovered) of brothels in the 19th century. Use specific archaeological objects including those used in class, and artifacts discussed or illustrated in Seifert et al. and Costello to support your argument. Your finished essay will probably be 5 to 6 pages long.

Pre-Draft 2.1: Research one ethnographically documented hunter-gatherer tribe that serves as a good model for what you think Upper Paleolithic life might have been like. Include the following: name of tribe, where they live, why they serve as a good proxy for the Upper Paleolithic, and a discussion of the practices and/or material culture of the tribe that is related to your thesis about Venus figurines. This should be structured like a regular academic essay with logical structure, good transitions, and an intro and conclusion. Your paper should be 2 pages long (double-spaced) with a bibliography of scientific source(s) and proper internal citations. Try to avoid using websites, but instead, visit the library and peruse the hunter-gatherer literature.

Essay 2: Identifying Women and the Goddess (7-8 pages)
Venus figurines have been discovered in multiple sites in Europe and the Middle East, but archaeologists remain uncertain about their true meaning. What do you think these Venus figurines meant or how were they used? Why do you think this? What would this use (or belief) have done for Upper Paleolithic hunter-gatherers? (for example: Did it offer an adaptive advantage? Did it help explain the unknown? Did it affect relationships between genders?) Support your argument with archaeological evidence from the Upper Paleolithic, including specific examples of Venus figurines that you describe and discuss. You are also required to use the Direct Historical Approach (observations of modern people that are used to understand how prehistoric people might have behaved or what they might have believed). Use the in-class lecture and PowerPoint as a source of data (cite as a personal communication with Dr. Dillian), as well as the assigned readings, to support your argument. You must also use one outside source: a published reference on your hunter-gatherer proxy (see Pre-Draft 2.1). Your finished essay will probably be 7 to 8 pages long.

Pre-draft 3.1: Write an academic abstract that, in 100 words, outlines the basic idea of what you intend to discuss in your research paper. Your abstract should include your thesis, a few sentences about your evidence, and a simple concluding statement. For examples, review the articles about Venus figurines that we read in Unit 2. Please write your thesis statement below your abstract.

Pre-draft 3.2: Obtain one piece of primary source documentation pertaining to your research topic. Write at least one page that summarizes this primary source documentation. As part of your assignment, include the following: proper reference and citation, history or context of the source (the who, what, where, and why this document was published or this information was produced), your interpretation about this piece of evidence, and acknowledgement (if applicable) of the research librarian or manuscripts staff member who assisted you.

Essay 3: The Stuff of Sex (9-11 pages)
Choose a specific artifact or artifact type and argue how that object could have been used in peoples' negotiations of gender or sexuality in the past (maybe non-western ideas of gender). Think about unstated symbolic meanings of objects. You must be prepared to provide primary documentation regarding the object and its use in the past. Your paper should be between 9-11 pages long.

Pre-draft 4.1: Visit two museum websites of your choosing and evaluate how material culture is interpreted to the general public. In two pages, compare and contrast the two websites with specific emphasis on elements that are effective or ineffective. Remember that museums offer *interpretations* - Can you determine a central theme or argument?

Dean's Date Assignment: Interpretive pamphlet
You are a curator at the Museum of the Archaeology of Sex and Gender. Create an exhibit pamphlet for your upcoming exhibit (your exhibit is based on the material culture you examined in Essay 3). Make sure that your overall argument is apparent. Use the suggested format, or create your own.

Schedule and Reading Assignments

Week 1:
Reading assignment:
Schmidt and Voss "Archaeologies of Sexuality: An Introduction"
Gero and Conkey "Tensions, Pluralities, and Engendering Archaeology" (Blackboard)
Deetz "In Small things Forgotten" (Blackboard)

February 1: Introduction to the class and Essay 1
February 3: Historic Artifacts

Week 2:
Reading assignment:
Seifert et. al "Mary Ann Hall's First-Class House" (Ch. 6 in Schmidt & Voss)
Costello "Red Light Voices" (Ch. 9 in Schmidt & Voss)
Online Resource – Mary Ann Hall site excavation (Blackboard Links)
Student Writing – "Spectacle" (Blackboard)

February 8: Elements of the Academic Essay
Pre-Draft 1.1 due in class February 11, 2008
February 10: Thesis and Motive

Week 3:
Reading assignment:
Gero "Genderlithics" (Blackboard)
Prine "Searching for Third Genders" (Ch. 11 in Schmidt & Voss)
Student papers for workshopping

February 15: Prehistoric Artifacts
Draft of Essay 1 due in class February 15, 2010
February 17: Workshopping student papers

Week 4:
Reading assignment:
Student papers for workshopping
Feder "The Upper Paleolithic Great Leap Forward" in *The Past in Perspective* (Blackboard)
Optional Venus Figurine Readings (Blackboard)

February 22: Workshopping student papers
February 24: Essay 2 Lecture
Final of Essay 1 due in class February 24, 2010

Week 5:
Reading assignment:
Booth et al. "Introductions" (Blackboard)
Meskell "Re-em(bed)ing Sex" (Ch. 14 in Schmidt & Voss) OR
Joyce "A Precolumbian Gaze" (Ch. 15 in Schmidt & Voss)

March 1: Princeton University Library (Firestone)
March 3: Introductions and Conclusions
Pre-Draft 2.1 due in class March 3, 2010

Week 6:
Reading assignment:
Princeton Honor Code (your copy – bring to class)
SAA Style Guide (Blackboard)

March 8: Using the SAA citation style
Bring SAA Style Guide to class!
March 10: The Honor Code – preventing plagiarism
Bring Honor Code (*Rules, Rights, Regulations)* to class!
Draft of Essay 2 due in class March 10, 2010

Spring Break: March 15-19, 2010

Week 7:
Reading assignment:
Student papers for workshopping

March 22: Workshopping student papers
March 24: Workshopping student papers

Week 8:
Reading assignment:
Wilkie "Magical Passions" (Ch. 7 in Schmidt & Voss)

March 29: Research trip to Firestone Library
Final of Essay 2 due in class March 29, 2010
March 31: Essay 3 Thesis Exercise, Academic Abstracts
Pre-Draft 3.1 due in class March 31, 2010

Week 9:
Reading assignment:
Voss "Colonial Sex" (Ch. 2 in Schmidt & Voss)

April 5: Evidence
Pre-Draft 3.2 due in class April 5, 2010
April 7: Visit to the University Art Museum

Week 10:
Reading assignment:
Conkey "Meanwhile, Back at the Village" (Ch. 16 Schmidt & Voss)

April 12: Lecture, status and gender
April 14: Public presentation of archaeological science

Week 11:
Reading assignment:
None

April 19: Essay 3 presentations
April 21: Essay 3 presentations
Draft of Essay 3 due on Blackboard, FRIDAY, April 23 by 11:59pm

Week 12:
Reading assignment:
Student papers for workshopping

April 26: Workshopping student papers
Pre-Draft 4.1 due in class April 26, 2010
April 28: Workshopping student papers
Extra Credit assignment due in class April 28, 2010
Final of Essay 3 due on Blackboard, WEDNESDAY, May 5 by 11:59pm

Dean's Date Assignment due by 4pm, Monday, May 10 on Blackboard OR in my mailbox.

ALSO on May 10:

End-of-Term Reflection* due by 4pm in my mailbox in Whitman College (Writing Center)

Your **Course Portfolio** is also due at this time in my **mailbox in Whitman College (Writing Center)**. The Course Portfolio is a folder containing the pre-drafts, drafts, and revisions of all four essays. I'll add to your Portfolio any writing of yours that I haven't yet handed back (e.g. your Essay #3&4).