

HONR 207: HONORS SEMINAR IN DIVERSITY, PLURALISM, AND DIFFERENCE THE ARCHAEOLOGY OF SEX AND SEXUALITY

Spring 2013
Class: TR 11:30-12:45
Office Hours: TWR 12:45-1:45

Dr. James Aimers, Department of Anthropology
Classroom: Wadsworth 204
Office: Sturges 13H

Course Summary:

This course traces the emergence of archaeological approaches to sex and sexuality from within gender studies and feminism in archaeology. After examining the intellectual foundations of this development, students will examine specific prehistoric and protohistorical studies. Studies of a purely historical or ethnographic nature will be limited in order to examine and evaluate in detail examples of purely prehistoric case studies, which are still rare. The experience of non-heterosexual anthropologists and archaeologists in the field and the academy will also be considered. The class will evaluate some of the theoretical and methodological challenges of developing an archaeology of non-normative sexuality more generally. Students will research these issues in groups and individually.

Learning Outcomes:

In this class students will demonstrate

1. familiarity with the development of the study of sex and sexuality in archaeology from feminism and gender studies
2. critical analysis of theoretical and methodological issues in the study of sex and sexuality in archaeology
3. the ability to work in groups to summarize and present advanced archaeological research on sex and sexuality
4. the application of their background knowledge to a problem centered on sex and sexuality in the archaeological record.

Means of Assessment:

Participation (including final exam discussion)	10%
Answers to questions on core readings (questions provided in advance)	15%
Key concept contribution from Joyce (2004) <i>Embodied Subjectivity</i>	5%
Group presentation on one week of readings	10%
Annotation of an article or chapter assigned to your group (500 words)	10%
Group wiki space on assigned week of readings (maximum 500 words per student)	10%
Research project conference presentation (10-15 minutes)	20%
Research project abstract posted to wiki (500 words)	10%
Final exam, take-home portion(500 words)	10 %

Assignments:

Required vs Resource Readings: You should read the required readings before we begin discussing them in class. Each week (normally on Tuesday) I will collect written answers from all students. Answers can be in any format, but double-spaced and typed, not handwritten. I will grade a sample of these each week. Resource readings are readings that may be useful if you would like more background on a topic, for example for your research project.

Key concept contribution from Joyce (2004) *Embodied Subjectivity*: Each student will be assigned a term or concept from Joyce's article. A short but authoritative definition or explanation should be posted to the key concepts section of the Gender and Sexuality wiki space and linked to the term in the article on the wiki. A reference librarian would be very useful for this assignment.

Group presentation on one week of readings: Each group will be responsible to convey the content of six readings from one week to the class. You can do this in any format you like (e.g., Powerpoint presentation, open discussion). I much prefer presentations that provide an integrated overview of the readings over presentations which discuss each reading individually. Evidence of additional research on the week's topic will be rewarded in the group's grade.

Annotation of an article or chapter assigned to your group (500 words): Most groups will have 4 students, and each student should annotate one of the week's six readings in the Annotated Bibliography section of the Gender and Sexuality space on the Geneseo wiki. The annotation should summarize the article and show some evidence of critical thought. Evidence of critical thought could include comparing or contrasting the ideas of the author to the work of others, placing the piece in a broader context, or noting areas where the research is lacking or could be extended.

Group wiki space on assigned week of readings (maximum 500 words per student). Each group should provide a written overview of the week's readings. A group of 4 students should not produce more than 2000 words or so. This should all be on a single page on the wiki and presented as the work of the group.

Research project conference presentation (10-15 minutes). The last classes of the course will be run like conference meetings with a 15 minute formal presentation by each student followed by about 5 minutes of discussion. You may choose to do this for GREAT Day, in which case you will not have to present in class again but will be asked to reflect on what you would have changed about your presentation if you did it again.

Research project abstract posted to wiki (500 words): A summary of your research presentation. You may attach the full text of your presentation as an appendix.

Final exam take-home portion (500 words). I will ask you to reflect on the content of the course through a broad, synthetic question about the archaeology of sex and sexuality.