**ANTH364: Archaeology of Sex and Gender in Oceania**

**University of Hawai‘i – West O‘ahu**

**Instructor**: Dr. Kirsten Vacca (kmvacca@hawaii.edu)

**Email**: kmvacca@hawaii.edu

**Office:** D108

This course brings together theoretical work on sex and gender from gender and women's studies, science studies, philosophy, and the social sciences, with anthropological and archaeological case studies from the forefront of contemporary scholarship. This course emphasizes the experience of people across the Pacific, tracing specific historical traditions, examining how sex and gender constructs were enacted in the past, and how historic events altered the construction and performance of these identities. The course moves backward in time, beginning with contemporary understandings of sex/gendered identities in Polynesia and the Western Pacific before examining ethnographic and oral traditions, and finally incorporating material culture. The synthesis of these different data sets exemplifies not only how sex and gender constructs change through time and across space, but also how anthropologists take a holistic approach to interpreting these cultural practices.

***Prerequisites***

ENG100 is required in order to take this course.

***Structure of Class***

The scheduled class period will include lectures, small group discussions, and larger panel discussions. Lectures on the subject matter of the week listed in the syllabus will be given in the first hour of class on Tuesdays and Wednesdays. The second hour of class on Tuesdays and Wednesdays will be spent in small group discussions on the selected articles. Thursday classes are reserved for panel presentations on the selected articles, followed with class questions. The panel discussions Thursdays that are followed by a class discussion give students practice in critical thinking as they tie the weekly articles together, drawing connections between the assigned articles and weekly topics.

***Basis for evaluation****.* This course is based on a model of learning in which students actively engage with primary research publications in small and large groups during scheduled lecture periods. Core reading for each week should be completed in advance, which forms the basis for lecture/discussions introducing the topics. Additional selected readings will be discussed individually in class **starting with week 4**. Every student will read the common reading and **at least one of the individual readings every week**. Certain students in each reading group will **lead discussion of one of the selected articles** in small group discussions and in a follow-up lecture/discussion **the following day.**Other students not leading discussion will be responsible for **formulating and posting questions on the course website** in advance of lectures based on the discussions and their own reading of selected articles. These students will lead the other students who read the same article but did not write a summary of it in **formulating questions to ask the discussion panels**in the lecture/discussions.

**Group discussion participation grade (30%) including completing**

two required reports on selected readings (one chance for resubmission each) (10%)

posting discussion questions for two additional articles (one chance for resubmission each) (5%)

**lecture/panel discussion participation grade (20%) based on**

participation on discussion panel during lecture (15%)

and formally writing questions for the panel discussion twice (5%)

**group project research, presentation, and reflection (45%) including**

three project benchmark assignments (20%)

teaching staff grading of the group project final presentation (15%)

peer grading (10%)

**final essay including report on selected article** (5%)

***Required reading:***

**Required Text:** Besnier, N., & Alexeyeff, K. (Eds.). (2014). *Gender on the edge: Transgender, gay, and other Pacific Islanders*. Hong Kong University Press.

**PDFs** provided through Laulima

1) For the first three weeks, there are **selected book chapters or articles that everyone is required to** **read** ("common reading" in the syllabus). The following weeks include **1 selected book chapter or articles that everyone is to read**(also labelled “common reading” in the syllabus).

2) **Starting in week 4, and continuing through week 14**, there are 4 articles or selections from books described as "Individual reading" in the syllabus, to be discussed each class. You will choose **one reading per segment** either to summarize and lead discussion in small groups and represent the article in lecture-discussion panels (twice), write and post discussion questions and coordinate questioning in lecture-discussions (twice), or read and participate in questioning in lecture discussions (five times). You are thus responsible for **9 selected individual readings**.

3) You will need to choose **one** **article** (either a peer reviewed journal article or a chapter from an edited scholarly volume) to read for the final presentation and written assignment. The article must be **approved in advance**

4) for project benchmark 1, you will submit questions on the class topic on Laulima. For project benchmark 2, you will **review an additional original research article** **approved in advance**

***Availability of readings:***

Readings are available on Laulima in the "Resources" section and under the weekly lessons. Folders are organized into two groups: *Common readings* are those everyone will read in weeks 1 and 2; *Individual Readings* are groups from which each person will choose for discussion in weeks 2 through

**Attendance:** While attendance is mandatory, we are living in unprecedented times. If you must miss class for any reason, please just let me know as soon as you know and meet with me so that we can work out how you will make up the missed points.

**Late Assignments**: Late assignments **will not** be accepted, unless you have an exception from me. As with attendance, please let me know ahead of time if you think you will not make a deadline and we will work together to come up with a solution.

***Grading:***

The total percentage necessary for each grade are as follows:

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| A = 93-100 | B – 83-86 | C = 73-76 | D = 63-67 |
| 1. = 90-92
 | 1. = 80-82
 | 1. = 70-72
 | 1. = 60-62
 |
| B+ = 87-89 | C+ = 77-79 | D+ = 67-69 | F = > 60 |

***Learning Objectives***

This course will emphasize and fulfill the following University of Hawai’i-West O’ahu student learning outcomes:

* Demonstrate critical thinking by applying gender and feminist theories and/or methods to analyze problems reflexively (GLO7, ILO3, DLO5, CLO4).
* Demonstrate knowledge of empirical anthropological/archaeological research methods and analyses (GLO7, ILO4, DLO4, CLO3).
* Demonstrate ability to synthesis knowledge of archaeological method and theory with gender/feminist theory in development of a project. (GLO7, DLO3, CLO1, CLO4, CLO5, ILO1, ILO4)
* Demonstrate ability to analyze cross-cultural comparative archaeology case studies for appropriate use of methods, theories, and ethics in the analysis of gender constructs (GLO7, ILO2, ILO3, DLO2, DLO3, CLO3).

**Credit Hour Statement:**The UHWO Credit Hour Policy states that students in a 3-credit course are expected to devote a minimum of 9 hours a week (135 hours/semester) on course related work (see UHWO General Catalog).  In accordance with the UHWO Credit Hour Policy, this course was reviewed to assure that the work assigned to achieve the stated student learning outcomes meets the UHWO credit hour policy.  To achieve adequate learning in this course, it is expected that students will need to devote a minimum of 9 hours a week attending scheduled class meetings, completing assigned readings, completing course assignments, studying for scheduled exams and authoring the final exam.

See the University of Hawaii System’s Campus Policies on *academic integrity* **(**[**http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm**](http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm)**)**.  Any cheating on assignments, exams, or quizzes will result in a failing grade for this course.  Any plagiarism will result in a failing grade in this course.  Plagiarism involves copying (including copying and pasting as well as changing around words) others’ work without properly citing the source.

**E-mail Policies**: If you have specific questions regarding the course material, please first refer to the syllabus, and next approach me in class or in office hours. I will try to answer e-mails as promptly as I can, but please be patient and allow for a 48-hour response time. I will not respond to emails from 5pm Friday through 8am Monday.

**COVID-19 Personal Safety Practices**: If you have tested positive, are [symptomatic](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), or were in contact with a positive case, contact the UH West Oʻahu COVID-19 Hotline at (808) 689-2525 or covidwo@hawaii.edu. Be sure to check-in on the UH Health App, LumiSight, prior to each of your campus visits: <https://uh.campus.lumisight.com/>.

You may also access UH West Oʻahuʻs Interim COVID-19 Guidelines at [westoahu.hawaii.edu/covid-19/guidelines/](https://westoahu.hawaii.edu/covid-19/guidelines/).

**Accommodating Students with Disabilities:** *Office for Disability Accommodations*: Any student who requires accommodations because of a physical or learning disability must contact the Office for Disability Accommodations as soon as possible.  Contact Dr. Tom Hirsbrunner in Student Services (hirsbrun@hawaii.edu or at 689-2675).  After you have documented your disability, please make an appointment or see me during office hours to discuss your specific needs.

**Student Support and Resources:**

*The No'eau Center* offers services designed to help students improve their overall academic performance. Tutoring in writing and many other subject areas is offered by appointment, on a walk-in basis, and online via email. Students may schedule an appointment by emailing or calling the center or stopping by to make an appointment at the front desk. Workshops are also offered on topics including literature reviews, research papers, various formatting styles (e.g. MLA, APA, Chicago), how to study for exams, resumes, and interviews. Testing services and ADA accommodations are also available. For more information, stop by the No'eau Center (Library, B203), visit our website ([www.tinyurl.com/noeaucenter](http://www.tinyurl.com/noeaucenter)), or call 808-689-2750.

*UH West O'ahu Computer Lab/Media Service:* The UHWO Computer Lab is located in the Lab Building E140. Students should visit the UHWO Computer Lab website (<http://www2.hawaii.edu/~uhwolab/>) for hours of operation. Email: uhwohelp@hawaii.edu

*UH-West O‘ahu Library & Resource Center:* Located in B115 is open 60 hours per week when school is in session. It is recommended that you visit the first week of classes and acquaint yourself to library hours and services. Contact: 808-689-2710; Applied & Social Sciences librarian, Carina Chernisky, carinac@hawaii.edu

*Student Distance Learning Tools/Tips* (<https://westoahu.hawaii.edu/distancelearning/student-distance-education-tips/>):Check out this link for distance learning tools and tips including help with Laulima, Google Drive, Zoom, and other site frequently used for online coursework.

*Student Tutorial Videos* (<https://westoahu.hawaii.edu/distancelearning/student-tutorial-videos/>): Includes tutorial videos to help you navigate the online tools used at UHWO.

*Counseling Services* (<https://westoahu.hawaii.edu/current-students/health-and-wellness/>): UH West Oʻahu offers free and confidential mental health services for all enrolled students.

*Academic Advising***(**<https://westoahu.hawaii.edu/academics/advising/>): Located in the Student Services Office in Campus Center, advisors assist students with academic planning, program and university graduation requirements, and registration policies and procedures.

*IT* (<https://westoahu.hawaii.edu/it/>): Provides technical assistance. Students are also able to make a reservation for the use of a computer on campus.

**Class Schedule**

**Section One: Thinking about sex and gender: disciplinary approaches**

**Goals**: to establish core vocabulary (sex, gender) and introduce concepts of difference and essentialism; to question the universality of a single sex/gender system; to establish why it is worthwhile to study sex/gender systems in other times and places.

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| **Week 1** | ***Introduction, thinking about sex/gender cross-culturally*** |
|  | **Common Reading**:Springate, Megan E. (2020) A Note about Intersectionality, LGBTQ Communities, History, and Place. In *Identities and Place: Changing Labels and Intersectional Communities of LGBTW and Two-Spirit People in the United States,* pp.1-25.Joyce, Rosemary (2008) *Ancient Bodies, Ancient Lives* Introduction, pp. 6-25. |
| **DUE:** | **Complete pre-course survey by midnight January 14th** |
| **Week 2** | ***Thinking about sex and gender: Theory of sex/gender and sexuality***  |
|  | **Common Readings:**Cipolla, Cyd, Kristina Gupta, David A. Rubin and Angela Willey (2017) Queer Feminist Science Studies and Histories of Difference. In *Queer Feminist Science Studies: A Reader.* Cyd Cipolla, Cristina Gupta, David A. Rubin, and Angela Willey, eds., pp.3-29. Seattle: University of Washington Press.Moral, Enrique (2016). Qu(e)erying sex and gender in archaeology: a critique of the “third” and other sexual categories. *Journal of Archaeological Method and Theory*, *23*(3), 788-809.**Optional Reference Reading:**Currah, P. and S. Stryker, ed. (2014) Postposttranssexual: Key Concepts for a Twenty-First-Century Transgender Studies. *Transgender Quarterly*1(1-2).**In-Class Structured Reading (you *do not* need to read this before class)**:Nelson, S. M. (2006) Introduction: Archaeological Perspectives on Gender. In *Handbook of Gender Archaeology*Edited by Sarah Milledge Nelson. Oxford: AltaMira Press. |
| **Week 3** | ***‘Doing’ sex and gender: biological and archaeological approaches*** |
|  | **Common Readings**:Fausto-Sterling, A. Sexing the Body Ch. 1Agarwal, S. (2012) The past of sex, gender, and health: bioarchaeology of the aging skeleton. *American Anthropologist*114:322-335.Brumfiel, Elizabeth M. (2006) Methods in Feminist and Gender Archaeology: A Feeling for Difference—and Likeness. In *Handbook of Gender in Archaeology,*edited by Sarah Milledge Nelson. New York: AltaMira Press. |
| **Week 4** | **History and Cultures of Oceania** |
|  | **Common Readings**Kirch, Patrick V. 2017 *On the Road of the Winds* Introduction and Ch.9: Big Structures and Large Processes in Oceanic Prehistory |

 **Section two: Contemporary Representations and Performances**

**Goals**: examining ideas archaeologists, art historians, and historians have proposed about sex and gender in diverse cultural traditions, based on the use of different forms of evidence. This second section will focus on historical evidence from ethnohistory and oral traditions.

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| **Week 5** | ***Contemporary Sex and Gender: Eastern Polynesia*** |
|  | **Read for discussion in Lecture by Tuesday** |
|  | **Common Reading:**Alexeyeff, Kalissa and Niko Besnier 2014: Ch. 1 Gender on the Edge: Identities, Politics, Transformations **Individual Readings:**Elliston, Deborah 2014: Ch. 2 Queer History and Its Discontents at Tahiti: The Contested Politics of Modernity and Sexual Subjectivity.Kuwahara, Makiko 2014: Ch. 5 Living as and Living with *Māhū* and *Raerae:* Geopolitics, Sex, and Gender in the Society IslandsIkeda, Linda L. 2014: Ch. 7 Re-Visioning Family: *Māhūwahine* and Male-to-Femaile Transgender in Contemporary Hawai‘i.Pearson, Sarina 2014: Televisual Transgender: Hybridizing the Mainstream in Pasifika New Zealand |
| **Week 6** | ***Contemporary Sex and Gender: Western Polynesia*** |
|  | **Read for discussion in Lecture by Tuesday** |
|  | **Common Reading:**Farran, Sue 2014: Ch. 15 Outwith the Law in Samoa and Tonga**Individual Readings:**Dolgoy, Reevan 2014: Ch. 3 “Hollywood” and the Emergence of a *Fa‘fafine* Social Movement in Samoa, 1960-1980. Schoeffel, Penelope 2014: Ch. 4 Representing *Fa‘fafine:* Sex, Socialization, and Gender Identity in Samoa.Tcherkézoff, Serge 2014: Ch. 6 Transgender in Samoa: The Cultural Production of Gender InequalityGood, Mary K. 2014: Ch. 10 The *Fokisi* and the *Fakaleitī:* Provacative Performances in Tonga |
| **Week 7** | ***Contemporary Sex and Gender: Western Oceania*** |
|  | **Read for discussion in Lecture by Tuesday** |
|  | **Common Reading**:Stewart, Christine 2014: Ch. 14 On the Edge of Understanding: Non-Heteronormative Sexuality in Papua New Guinea.**Individual Readings:**George, Nicole 2014: Ch. 13 In Sickness and in Health: Evolving Trends in Gay Rights Advocacy in Fiji.Teaiwa, Teresia K. 2014: Ch. 12 Same Sex, Different Armies: Sexual Minority Invisibility among Fijians in the Fiji Military Forces and British ArmyDvorak, Greg 2014: Ch. 9 Two Sea Turtles: Intimacy between Men in the Marshall Islands.Presterudstuen, Geir Henning 2014: Men Trapped in Women’s Clothing: Homosexuality, Cross-Dressing, and Masculinity in Fiji. |

***Section 3: Historical Representations: Oral Traditions and Ethnohistories***

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| **Week 8** | ***Sex and gender in the past: Eastern Polynesia*** |
|  | **Read for discussion in Lecture by Tuesday** |
|  | **Common Reading:**.**Individual Readings**:Stevenson, Karen 2014: ‘AIMATA, QUEEN POM AREIV: THWARTING ADVERSITY IN EARLY 19TH CENTURY TAHITI.Thomas, Nicholas 1987: Unstable Categories: Tapu and Gender in the MarquesasMalo, Davida 1898: Hawaiian Antiquities: Gender in Ancient Hawai‘i ***and*** Beaglehole 1972: Journals of Captain James Cook: Gender in Hawai‘iSilva, Noenoe K. Reinterpreting Hawaiian Gender through JH Kānepuʻu’s Work of Legendary Literature,“He Moolelo o Hamanalau.”. |
| **DUE:** | **Project benchmark 1: propose a topic for further research by Thursday** |
| **Week 9** | ***Sex and Gender in the Past: Western Polynesia*** |
|  | **Read for discussion in Lecture by Tuesday** |
|  | **Common Reading:**Taoniu, Rawiri: Polynesian Oral Traditions.**Individual Readings:**Mead, Margaret 1928: *Coming of Age in Samoa* ch. 7: Formal Sex RelationsJames, Kerry 1994: Effeminate males and changes in the construction of gender in Tonga.Herda, Phyllis 1987: Gender, Rank and Power in 18th Century Tonga: The Case of Tupoumoheofo.Schoeffel, Penelope 1987: Rank, Gender and Politics in Ancient Samoa: The Genealogy of Salamāsina O Le Tafaifā |
| **Week 10** | ***Sex and Gender in the Past: Western Oceania*** |
| **DUE:** | **Project benchmark 2: summary of article due Thursday, March 11** |
|  | **Read for discussion in Lecture by Tuesday** |
|  | **Common Reading:**Farrall, Lyndsay 1981: *oral Tradition in Melanesia:* Knowledge and its Preservation in Oral Cultures.**Individual Readings:**Firth, Raymond 1936: *We the Tikopia* ch. 4 Household and FamilyMeigs, Anna S. 1995: *Food, Sex, and Pollution: A New Guinea Religion*. Ch. 3: Imitating the Other SexKaniku, Anne Nealibo 1981: *Oral Tradition in Melanesia:* Milne Bay WomenMalinowski, Bronislaw 1961: *Argonauts of the Western Pacific*. Ch. VII The Departure of an Overseas Expedition. |

**Section three: Approaching sex and gender through archaeology**

**Goals**: to deepen understanding of the range of evidence that can be used to talk about gender/sex in the past, particularly from an archaeological approach grounded in analysis of material culture. To explore how the synthesis of historical texts, oral traditions, and material culture can elucidate the range of variation within masculinity and femininity, ambiguity, duality, and androgeny.

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| **Week 11** | ***Approaching sex/gender through archaeology: Eastern Polynesia*** |
|  | **Read for discussion in Lecture by Tuesday** |
|  | **Common Reading:**Van Gilder, Cynthia 2020: Gender Archaeology in Polynesia**Individual Readings:**Vacca, Kirsten and Michael Kolb 2021: Status and Gender in Hawaiian House Complexes.Van Gilder, Cynthia and Patrick Kirch 1997: Household archaeology in Kipapa and Nakaohu, Kahikinui.Kirch, Patrick and Sharyn Jones O’Day 2003: New archaeological insights into food and status: a case study from pre-contact HawaiiMiddleton, Angela 2007: Silent voices, hidden lives: Archaeology, class and gender in the CMS Missions, Bay of Islands, New Zealand, 1814–1845 |
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| **Week 12** | ***Approaching se/gender through archaeology: Western Polynesia*** |
| **Due:** | **Benchmark 3 Due: Draft of Essay, Thursday** |
|  | **Read for discussion in Lecture by Tuesday** |
|  | **Common Reading**:Burley, David V., and David J. Addison 2014: Tonga and Sāmoa in oceanic prehistory**Individual Reading:**Spennemann, D. H. R. (1990). Changing gender roles in Tongan society: Some comments based on archaeological observations.Shore, Bradd and Sherry B. Ortner, H. Whitehead 1981: Sexuality and Gender in Samoa: Conceptions and Missed Conceptions.. In Sexual Meaning. Pp. 192-215: Cambridge University Press.Hiura, Jaclyn K. 2008: Pu taiana: signifiers of the female role in Marquesan society. Ch. 2: *Pu taiana* and body adornmentHiura, Jaclyn K. 2008: Pu taiana: signifiers of the female role in Marquesan society. Ch. 4: Narrative body: The myth as embedded narrative |
| **Week 13** | ***Approaching sex/gender through archaeology: Western Oceania*** |
|  | **Read for discussion in Lecture by Tuesday** |
|  | **Common Reading:**Jones, Sharyn 2009: *Food and Gender in Fiji: Ethnoarchaeological Explorations.* Ch. 1: Fieldwork: Motivations, Plans, and Realities**Individual Readings**:Marshall, Yvonne 1985: Who made the Lapita pots? A cases study in gender archaeology.De Leiuen, Cherrie 2012: "Gender and Archaeology in Australia, Papua New Guinea, and the South PacificJones, Sharyn 2009: *Food and Gender in Fiji: Ethnoarchaeological Explorations.* Ch. 6 Food in the Lau Islands and Its implications for Ethnoarchaeology and ArchaeologyMontón-Subías, Sandra 2019: Gender, Missions, and Maintenance Activities in the Early Modern Globalization: Guam 1668–98 |

**Section four: Putting theory into practice**

**Goals**: to take the disciplinary approaches presented and put them into practice through the development of group presentations.

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| **Week 14** | *Presentation Preparation* |
| **Week 15** | *Sex, gender, and sexuality: Perspectives*Group Presentations |
| **Week 16** | Group Presentations and Review |

**Peer grading will be due** the Friday of the last week of class

**Presentations of Research—Conference Sessions**

**The final essay of 500-750 words will be due** on the exam day