**Appendix 8**

Supplementary Data File: De Leiuen 2018 thesis

**Concordance lines for GENDER in *Historical Archaeology* 1986 to 2006**

**1988**

the key variable appears to have been gender. The daughters of the original owners

A division of domestic space according to gender and status could not be enforced in

**1990**

including the roles of ethnicity, gender, class, and kinship; patterns of

Their chil-dren, separated by gender, slept in the front two

**1992**

ended to diminish regional, class, or gender distinctions among Spaniards, since

nial New Mexico-the status, and gender-are briefly considered for the role

the encomienda system, class, status, and gender roles as mechanisms effecting inter-

and use of pottery was strongly gender-specific, and this consideration together

equally to analyses of class, age, gender, and all other social relations. When

**1994**

of functional categories and determining the gender and age composition of a site

dating and even less to the gender and age implications of these artifact

com- position in terms of both gender and age, can be positively correlated

reliability as material indi- cators of gender and age. In contrast, open-topped

of use, thimbles as indicators of gender and age are no longer valid.

attention to thimbles as age and gender clothing, bags, and pouches

tailoring, but also the age and gender of the owner. Outside of historic

accepted as the best indicator of gender amongst the limb bones

to use metrical analysis to determine gender in horn cores from other sites,

sexuality, punishment, reform, class, gender, and institutions. Material culture

polit- ical, and social dimensions of gender. A focus on the early 19th

one to investigate the interplay of gender, religion, and other phenomena in

as several different angles. Racism, ethnicity, gender, and class- Schuyler’s (1988) idea about

ber. Tape on file with the author. 1991 Gender, Shellfishing, and the Shell Mound Archaic.

for the church, with divisions based on gender, age, and marital status. Choir category

explore the intersections of race, class, gender, and death in American society. This paper

increasing separation of material culture by gender, rather than ethnicity.

difference in marker size became one of gender rather than of race. category, first no

ene, diet, consumer behavior, landscape, and gender relations.

an urban context (Mrozowski et al. 1989), gender relations in domestic realms (Yents

ideology issues such as power relations, class, gender, and ethnicity. An archaeological

for an exploration of late 19th-century gender roles. Eric Larsen discusses the chan

reinforces, and reflects late 19th-century gender roles. Bottles from one of Harpers

late 19th-century privies reflect the gender role of a mother. Available information

the need to maintain the interrelatedness of gender with other structuring principles of

this larger study, it became apparent that gender is an integral part of medicine.

as an opportunity to question “assumed” gender roles? The 19th-century role of mother

image to explore the relationship be- tween gender and medicine through the material

archaeology’s understanding of 19th- century gender roles and their influence.

century gender roles and their influence. Gender, as its recent definition has

means two important things: (1) differences in gender do not equal the biological differences

ences be- tween males and females, and (2) gender should not be isolated from other aspect

Archaeology’s application of gender should not be limited to the discovery

women in past cul- tures. Questions of gender attribution and identity are necessary

cultural relationships. The exploration of gender roles, or socially accepted behaviors as

are essential to understanding gender as a cultural phenomenon. Historical

objective should be the elaboration of gender as a cultural construct

ation of the sexes. Ideology In examining gender roles and ideals, the concept

hegemonic processes. Cultural ideals, including gender roles, are similarly created through

as a social construction, is tied with gender as well as other social relations

Together, these bottles imply a specific gender role-a mother. 4

“frailty” as ev- idence of prevailing gender roles. Physicians perceived women as

argument suggests that women accepted the gender ideals created out of the dominant ideol

to “mother” and otherwise blur accepted gender roles. Artificial feeding was not new

realms associated with 19th-century gender roles. In demonstrating their differen

trends in feminist thought have challenged gender studies to move beyond “remedial’ to more

a period of large-scale changes in gender roles (Spencer-Wood 1991). The changes

zation, created a period of renegotiation of gender roles and family strategy. This process

a small sample with which to examine gender relations, but as nearly 5 percent of al

in studying social relations. Searching out gender roles and

**1995**

class, gender, and power relations that have drawn

and thus hindered exploration of gender as a cultural construct (Gilchrist 1988:

perspectives on culture, power, gender, institutions, ritual, the body, and

and archaeological studies of gender resonate with concern for power relations,

have framed their dis- course on gender in terms of separateness. Though granted

like race, ethnicity, and class, gender is culturally constructed and situated

on how individuals construct gender through perceiving, categorizing, and

the process and the content of gender

operationalize an archaeology of gender (Conkey and Spector 1984;

and phenomena such as gender, class, ethnicity, and power, paying

The cultures of class and of gender also shaped the profusion of new

of class intersected the culture of gender as society mem-bers sought to

Ginzberg 1990:17). Class and gender influenced these female benevolent

ing of class, religion and morality, gender, econonm ics, social order, capitalist

associations with the culture of gender. The family as model and meta-

of reform even as it shaped gender ideology. The nature of this landscape

categories within status, age, gender, class, occupation, marital status,

functioned in class-, ethnic-, and gender-based hegemonic discourses (Cook 1989).

except in instances also involving gender: “This was be- cause gender relations

gender: “This was be- cause gender relations were bound up in an

Society’s mission and philosophy of gender, morality, and economy “disciplined

as fora for contesting and negotiating gender definitions, roles, and relation- ships

of class than a culture of gender (Alexander 1980). During the 19th cen

the cultures of class and of gender. The men of Philadelphia’s Magdalen

to a changing cul- ture of gender, even as their initial silence on

social activity at once class- and gender-defining in the 19th century (Wall 1994)

and po- litical power, about gender conflict and family ten- sions”

as this study developed- gender and religion. The past five years

witnessed a veritable explosion of gender studies in historical archaeology; thi

urbaniza- tion, industrialization, and gender. The field can 1989), and other aspe

cemetery was founded The age and gender of slaves brought from Africa around

to gather in 1986:254). The age and gender of the slaves would groups larger

common and obvious distinction is by gender, as certain pots are only associated

ated on the basis of gender, e t cetera. some potters, and

European origin may have been on gender, and orientation of the body is

some aspects of material life were gender- related. From this, she developed

sample is small, with a gender bias, it can be assessed criti-

**1996**

ethnic, and gender spatial variability

African Americans gender, and status

**1997**

a more ethnically diverse community. Gender Ratios and lntermarriage Throughout its

concerns for race, class, and gender, and the latest social science

and the effects of ethnicity, gender, and economic class on ceramic

in c lass and gender re la t ions , desp

“studies that explore issues of gender, ethnicity, class, and economic history

reproduction, particularly along class and gender lines. The challenge for the

namics of class and gender. While researchers have often examined

quality that reinforces class and gender messages for their makers, users,

the century, Michigan residents and gender ideals at the local, regional,

Of all citizens, regardless of gender, class, or race. Women The

reproduced socioeconomic status and gender roles. While subsurface excavations we

not always rigid and how gender roles of limited economic means.

ing le pu rpo se , gender-specific Peter Schmitt (1994, pers. com

the comple- mentary nature of gender relations at the prop- the

overview of spa- class and gender (Stine 1992). tial design

spheres, which were linked to gender but not exclusively controlled by

challenging; the former t and gender relations are closely linked- cannot

“in- and lower paid professionals, gender roles may include subsistence production serves to illustrate that gender-specific, as well as sexually-

period inform about class and gender relations at the site. The

of the complementary nature of gender relations at the property

importance of infilling, although class and gender relations are also implicated

eco- nomic issues. Class and gender considerations, such as her status

oc- cupants upheld the ideal gender separations espoused and practiced

reflects the complementary nature of gender relations. The landscape approach

ways in which class and gender relations are expressed in the

permeated by racism, classism, and gender bias.

erican experience including medicine, childcare, gender, family, and community relations. To

rec- ognizing the role of gender ideologies within magical and religious

of recognizing the role of gender ideologies within magical and religious

historically and ethnographically, the gender constructs that shape African- America

did not seem to be gender- exclusive roles, although midwives we

no clear cor- relation between gender and the form of magical

activities within the household by gender and age rank can be

we are to successfully study gender within African-American households, we consider the magical dimension of gender relationships, and, likewise,

tices, then we must consider gender.

care, relationships within the household, gender ideologies, matters of love and

worth. To begin with, there are substantial gender differ- ences between subject and

discussing the relation- ship between gender and identity in colonial New England,

where the divisions of race, class, and gender leave the realm of the abstract and

modern world. to be solved,” like gender issues (“what is the I take a

view of science, and in role of gender in the past?”), then you’re not

alth, style, status, the environment, and gender in 17th-century Boston.

toe and the rounded toe, seemingly without gender differentiation. Additional proof of

**1998**

other concepts or identities, such as gender, race, ethnicity, region, nationalism,

Wall confronts the connections between gender and class by examining how women

Eagleton (1996) calls the great triplet of gender, class, and race. This is clearly

followed by somewhat longer discussions of gender, ethnicity, and race. Most historical

complex intersections between class, race, gender, and ethnicity (Scott 1994; Orser and

- torical archaeology-class grouped with gender, ethnicity, and race, or class as

- viduals, linked either with status or gender and race, shows that many historical

is typically based on age or gender, or defined as a temporary stage

to com- pare the construction of gender and women’s particularly the meanings

respectively, structured the construction of gender in the 19th-century metropolis.

use to study class, ethnicity, and gender in an urban setting. It begins

The separa- tion now was by gender (although who lived in which house

on the part of ration by gender, rather than classification, evokes the

studies have been done of the gender composition of our field (Beaudry 199

with a consciousness of race and gender, has implica- tions for the praxis

“general public” is structured by race, gender, and class and thus made up

the intersections of race, class and gender, and the ongoing formation of the

The theoretical problem of relating gender and class relations has been the

range from positions that subsume gender relations to class relations to posit

arguing for the mutual independence of gender and c la s s relations

problems with the theory that subsumes gender to class in the argument that

emergence of 19th-century middle class gender roles was driven exclusively by the

codes and practices of middle class gender formation by analyzing such mate- ria

architecture. Her study of working class gender formation in this volume points towar

towards the conclusion that differ ent gender trajectories were experienced in work-

of whatever class need to take gender processes into consideration. The rela

acculturative processes influenced largely by gender were the standard adaptive response throSpanish practices: socio-economic status and gender. As in other communities in the

ways in which class, ethnicity, and gender affected the initial formation of col

suggested that economic status and gender were important factors in the creatio

and informed by an interest in gender, class, and ethnicity that was emergin

of socioeconomic status, tenure class, gender, and ethnic variables on site formati

infatuation with labor- class structure and gender roles, and the general saving consume

also be affected by social class, gender, age, marital status, ethnicity, home ownestruggled with identifying g ender in material remains by tying together

aterial remains by tying together artifacts, gender-specific tasks, and documentary sources.

than breaking down simplistic notions about gender-based division of labor. It requires

that yard uses were divided along gender and age lines. Can we see

Moir argues that these zones are gender specific, with women’s activities tend

chain of understanding the importance of gender, gender roles, ethnicity, class, materi

of understanding the importance of gender, gender roles, ethnicity, class, material cult

data can be used to evaluate gender roles, ethnicity, class, and allied conce

the data contained in these documents. Gender roles can be evaluated by examining

literacy, etc.), ethnicity and cultural markers, gender roles and occupations, age and sex

frequency, density, and larger distribution of gender-specific individual artifacts and artifa

sible to propose baseline predictions about gender

range of topics and questions including gender, class, occupation, wealth, ethnicity,

rocess of self-identity, imperial relations, gender, status, power, and personal and colon

identity formation at the intersection of gender, status, and race/ ethnicity specific

categories of daily practices related to gender, status, and race drawn from the

ted according to activities associated with gender, status, and race/ethnicity, rather th

w i th in tensions of gender, status, and race/ethicity, was a

important reflections on the role of gender in creolization. Gertrudis the creole

here is that, in addition to gender, class, and ethnicity, another factor

volume) diagram of race, ethnicity, and gender converging on ob jec t s

of milestones (if not the most gender-sensitive) as has ever been made.

ethnicity, class, status, social structures, gender dynamics, and age. Historical archae

estations of social inequal- ity, ethnicity, gender, and race relations. . . . Building

artifacts at the CCC camp site are gender-neutral; only the lone perfume bottle

of ten surmised from the recovery of gender-specific artifacts (Franzen 1992; McBri

dditional variables in our models, such as gender and site function.

own homes. Divided along the lines of gender and ethnic identity, men and women,

the sewing trades from the perspective of gender and ethnicity, with attention to diff

used the same ma ter ia ls . Gender b ias and in tense competition for

sweated trades because of commonly he ld gender s tereo types . S tanse l l (1982 :132

women didn’t–into a law of gender: Women could not sew vests properly

having occupations, another example of how gender roles and cultural perceptions bias t

were inﬂ uenced by ethnic- ity and gender. In 1855, over half of all Irish

consumption among households divided by gender and ethnicity. Irish families, inclu

can be used to view economics and gender through the lens of ethnicity. They

**2002**

These historians focus on how class, gender, and historical context affect the as

divorced from an immigrant’s class, gender, and historical context. Furthermore,

by ethnicity but also by class, gender, and specific historical contexts (Di

reduced by travel and living expenses. Gender imbalances, minimal amenities, and the

ican capitalists often used ethnic, racial, gender, and job classification schemes to e

involving complex relations of class, gender, ethnicity, and race. Western work

are Margaret Purser ’s (1991) study of gender and class, and Hardesty’s (1998 ) s

struggle took its shape from class, gender, ethnic, and race re la t

hically organized by work tasks, ethnicity, gender, occupation, and class. Scott Baxter

industrial work camps is sex and gender. None of the papers , however, rea

**2003**

research in industrial archaeology, gender, and the archaeo logy of non-

is ion of labor a long gender lines in to the separa

the growth of urban culture, and gender relations. Within the local context,

no cleavage accord- ing to race, gender, culture, or class. As Martin Hall

also pervaded by a description of gender relations that continued to resonate

territory based on patriarchal gender relations, continues to resonate in A

on the subject of race and gender ... in the city.” In doing so,

well-ensconced academic concepts of race, gender, and class. Identity politics has,

difference by identifying race, ethnicity, gender, etc., in the material record. Much

nization, varieties of religious experience, gender relations, idealized social identities,

was not a simple function of gender ratios since the proportion of Spanis

was about the same as English gender proportions in the first decades of

nization, varieties of religious experience, gender relations, idealized social identities,

materials, historical aspects of social and gender issues, and mortality trends. These

and material expression of class and gender is an active process; the meanings

specific messages about their class and gender status. Introduction Landscape , arch

d iscuss ing women , sex, and gender, pointing out that all of these

inhe ren t sex o r gender are often associated with one gender

gender are often associated with one gender or used by one gender to

one gender or used by one gender to express identity (Gilchrist 1991;

reflect visibly the social relations of gender can also contribute to an understandi

into issues of both class and gender since it was entirely owned by

of them planted on the property. Gender relations are also expressed through

may have been used to express gender roles (Ames 1986, 1992; Robertson 1

that has been used to describe gender roles in the Victorian family was

tly conventional expressions of upper class gender inside the house show that even

the social reproduction of class and gender roles (Leone 1983; Gable and Handler conceived notions about gender and class. This does not, however,

the con tex t of conventional gender stereotypes. The current crowded setting

and material expression of class and gender are active processes , taking place n

within these frameworks. Much work on gender remains to be done, both specifically

on women and on the ways gender interacted with other social

**2004**

engaged in dis- courses involving race, gender, and diaspora and

women—people marginalized due to their gender, race, ethnicity, or class. Without a

periphery of preservation activities due to gender and age. In d

these sites could yield information on gender roles, especially the role of African

inco rpo ra te ethnic, racial, gender, and class variation while continuing

our public education about race and gender as cultural constructions.” On more

research ing issues of race , class , gender, and power relations in ways that

graphically diverse, incorporating issues of gender, power, class, ethnicity, race, cultur

than by those who designed them. Gender, ethnicity, social class, age, and oc

a woman, I have experience with gender preju-dice and inequity, yet these

**2005**

Spude looks at the frequencies of gender-specific items in saloons and in

has focused on prostitution as a gender issue. Hill (1993 :2 ) exam ines t

the accused] varies according to the gender of the defendant: courts are more

light on the manifestation of gender in the archaeological record. Saloons

place in the brothels than with gender. The importance of distin- guishing

an increasingly useful tool for elucidating gender studies. Men’s and women’s

our understanding of the manifestation of gender as a whole in the archaeological

rchaeological typology that will select for gender-related variables. It does little go

little good in trying to ascertain gender by using pre-estab- lished categories

would enable the archaeologist to discern gender in the archaeological record. This

in more depth. To select for gender, it is important to sepa- ra

ted w i th a specific gender. A category that has the potential

potential of being an indicator of gender includes artifacts associated with the

(e.g., undecorated dishes), and the gender composition of residential units (

-class saloons. For this study, only gender was of specific interest. To dampen

interest of simplifying the questions about gender. Finally, all remaining artifacts were

ifferences, nor is the category necessarily gender related, but the figures reflect the

and bro the ls are not gender related and that the category cannot

establishments. That this may be a gender-related phenomenon is bolstered by a

seems unlikely that household items are gender re la ted bu t , ra

gories provides stronger evidence of how gender is man ifes ted in the

The most obvious link to gender is in the fre- quency of

corre- lation with tobacco use and gender seems even stronger (Figure 3). The

tween the use of tobacco and gender, and that the brothel setting was

i t has to do with gender. Buttons and coins, in particular,

therefore, is not caused by a gender-related variable but is an occupation-

this artifact category may be a gender-related as well as an occupation-

pharmaceuticals may be a predictor of gender. Armamen ts (mos t ly car

relative fre- quency of armaments was gender related, but, at least in the

this category is indeed affected by gender. It appears that the artifacts gene

Variables that appear to select for gender on a rchaeo log ica l

the l s and saloons are gender-specific items, pharmaceuti- cals, and

by women, but the association with gender in brothels is unclear from this

to relate to residency rather than gender. The s l igh t ly

in a brothel than with the gender of the occupants. The slightly lower

removed from the comparison) may be gender related, but the samples were too

in understanding the manifesta- tion of gender on the archaeological sites left by

on the much broader topic of gender. And the articles in this volume

it crosscuts the relationships among class, gender, and sexu- ality. Prostitution became

to the redefinitions of class and gender among the newly forming middle a

way to examine the construction of gender and to recogn ize and acknow

a contribution to our understanding of gender and sexuality among both the middle

w iden ing chasm based upon gender and c lass be tween affluent

nd social action, cultural constructions of gender, and other ideologies” (Lightfoot and

economic status, military rank/naval rating, gender, ethnicity, and other distinctions pe

soci- eties from the perspective of gender (Conkey and Spector 1984; Scott

of socioeconomic class, ethnic group, and gender —used a specific artifact or class

problems stem from the fact that gender, soc ioeconom ic pos i t

social groups through the perspective of gender. For Scott (1994:8) the triumvirate

For Scott (1994:8) the triumvirate of gender, race, and class are cultural phenom-

in h i s examination of gender in a military setting in Revolutionar artifact types and activity areas with gender, age, and ethnic- ity have not

education level, ethnicity, religion, and gender. Superimposed on this civilian

shoe construction and the wearers’ class, gender, and occupation: (1) construction metho

prov ide inferences about the class, gender, and occupation of the occupants

such as number, occupation, and gender. Taken together, these data

social structures, such as hierarchies and gender roles, is related (although not nece

or the reinforcement of Native hierarchies, gender ro le s , and o the

divided along lines of economics, class, gender, politics, re l ig ion , loca

l ike hierarchies and gender roles (Bragdon 1996:232). Other possi burials to refl ect social position, gender, and status or including objects for

**40 2006**

u rban iza t ion , religious dissent, gender inequality, and other factors. The

social and religious per- secution, gender inequality, and rejection of the divi

many utopian communities did improve gender equality—a theme explored in depth by

chang- ing concepts of social identity, gender, class , and, perhaps, ethnicity, as

e variations in the construction of class, gender, social identity, work discipline, and

relations such as class , family, and gender. Communitarian groups used material

children’s divided ownership of toys by gender, adults may have created their own c

catego- ries could have been based on gender, levels of authority in the community

dults (9 males, 10 females, 13 of unknown gender) and 9 were identified as children o

coffin size, and/or the inclusion of gender-related personal items. Neither age n

er-related personal items. Neither age nor gender was determined for the remainder

no t appear to be any significant gender difference w i th regard to the

ture of a par t icu lar gender. Nevertheless, it will be interesting

ts into the significant impacts of utopian gender ideologies and practices on the trans

ury. First, the context in which utopian gender ideologies developed is discussed

degree of material implementation of utopian gender ideolo- gies concerning cooperative hous

implemented in utopian communities. Gender systems include ideologies, roles, ide

annot be fully understood without analyzing gender (Spencer-Wood 1992, 2002b :206) . A

t empo r a l change in gender systems. An inclusive femi- nist app

nist approach is taken to analyze changing gender power dynam ics in a var ie

t h e larger culture and gender system. This volume considers some cha

to improve women’s status and create gender equality. To analyze change, feminis

feminists research not only the dominant gender system but also alternative gender dominant gender system but also alternative gender ideologies and practices cre- ated by

and men’s utopian visions of gender equality that were implemented to som

some extent in communes. The egalitarian gender ideologies and practices of most utop

uential precursors of major changes in the gender system of the larger cul- ture.

the larger cul- ture. Egalitarian communal gender ideologies were influenced by a varie

culture, and ideology. With regard to gender, a n um b e r o

documented visions of innovative gender systems that were considered more ega

Rio. The extent to which utopian gender ideologies were actually practiced

equality demonstrated that the stereotypic gender inequities in the larger culture (dom

or universal, as claimed in the dominant gender ideology of the 19th century (Spencer

communes , overcom ing the dom inan t gender ideology of passive subordinate women.

historical period women who contradicted gender stereotypes by being active soc ia l

utopian communities. Information on gender ideologies, roles, identi- ties, and

of utopian ideologies. The diversity of gender systems in u top ian soc ie

dependence on men in the mainstream gender system. Describ- ing the

dom inan t Eu roame ican gender sys tem can increase

women an a l terna t ive gender sys tem were 7th-century abbeys or

predominantly drew egalitar- ian gender ideology from Biblical passages stat-

Shakers further symbolized a belief in gender equality by arguing that God descende

Communes espoused a variety of gender ide-ologies with the aim of creating

is ts advoca ted c lass and gender equa l i ty. The Sa in

could change social inequities, including gender inequality. En l igh tenmen t ph

application of utilitarian philosophy to gender: “The degree of emancipation of wom

One woman at New Harmony argued for gender-segregated education on the basis of Western ideology of separate gender spheres. As in the larger cu l

while upholding the belief in separate gender spheres. Communal Gender Practices Compa 40-

separate gender spheres. Communal Gender Practices Compared with Ideologies W h i

concerned with issues related to gender. Most u t o p i a

e d t h e dominant American gender system and planned to reform it in

t communal society included an egalitarian gender system and cooperative labor. The o

ch as Fourierism. Further, actual commune gender practices often differed from utopian

the fo l low ing ma jor gender issues in communes : leadership,

nities, the degree of political and social gender equality in ideology and prac-

Most utopian societies expressed egalitarian gender ideology and actually granted women m

no t completely fulfill the level of gender equality promised in their ideologies

The influence of the dominant Western gender ideology probably accounts for the

At Oneida Community, an ideology of gender equality was only partially implemente

by any ega l i tar ian gender ide - ology (Muncy 1973:104 ,217–218;

mo r e egalitarian gender ideology attracted people who rejected

who rejected the dominant inequitable gender ideology of American culture. Comm

or feminism (Muncy 1973:221–222,232). Gender equality was usu- ally practiced by 1

otivated by religiously based ideologies of gender equality (Smith 1999:30), exemplified

uthoritarian lead- ers. Among the Shakers, gender equality was realized by according eq

irectors led Brook Farm (this volume), but gender equality was advocated. Women as we

communities, alternative, more egal- itarian gender ideologies and practices assume greate

as performed exclusively by women. Strict gender segregation among the Shakers

advocating women’s r igh ts and gender equality

lly practicing alternatives to the dominant gender s y stem o f

pian ideology also influenced the dominant gender p r a c t i c

the larger culture tha t grea ter gender equa l i ty was soc ia

by documented u top ian communa l gender systems tha t d iffer substantially

d iffer substantially from normative family gender systems in the larger culture.

u top ian commun i tar ian gender systems were actually practiced, espe

dwelling house and a sisters’ shop, so gender clustering of buildings was not a ru

Archaeological data can indicate if the gender of autocratic leaders is related to

some cases are re la ted to gender ideo logy. A t Fe l tv

with domestic women in the dominant gender ideology, was located centrally between

the 19th-century dominant Victo- rian gender ideology with women’s elaboration of

to and implementation of the egalitarian gender system of communalism in contrast to 40-

system of communalism in contrast to the gender power dynamics involved in the famili

bor assimilation of the domi - nant Western gender ideology, where males are identified

excavated toy remains also suggest dominant- gender ideology socialization of boys with m

rich innova t ive u top ian gender ideals and systems, such as communal

ro les , and powe r dynamics in gender relationships. Utopian gender a r ran

dynamics in gender relationships. Utopian gender a rrangemen ts , pa r t

by making it acceptable in the dominant gender ideology for women to work. Utopian

the men they hired, inverting normative gender-power dynamics as women dominated the

ividual family and the community, changing gender roles, gender ideology, and the power 4

and the community, changing gender roles, gender ideology, and the power dynamics in ideology, and the power dynamics in the gender system. Many utopian communities est

gender systems than the capitalist gender

t ive gender systems than the capitalist gender system that valued individual competit

unproductive consumption. The egalitarian gender ideologies and systems in utopian com

c e th a t more egalitarian gender systems were possible supported femini

were not permitted in the wider American gender system. Documents show that in most

as they were portrayed in the dominant gender ideology. A fem in is t approach

to gain the power to shape their gender roles and lives. Fem in i s

was often intended to express utopian gender ideology concerning sexual arrangements

d iscussed . Ega l i tar ian gender ideo log ies and practices in utopia

equal to men, contradicting the dominant gender ideology that considered women

is grounds for making more meaning- ful, gender-based interpretations that are based

tempt at investigating relationships between gender and ethnicity from saloon artifacts.

ly e thn ic i ty and gender, remained elusive (Dixon 2002).

y lend themselves to unequivocal ethnic or gender-based interpretations. Yet if remnant

research direction aimed at the topics of gender, African American ancestry, and leisur

sa loons and informed more detail on gender-based asso- ciations with tobacco use

n f l u - enced the above gender-based discussions and expanded personal

allow archaeologists to examine issues of gender and ethnicity using objects that do

lose this self- defi nition as the gender role attached to weaving gradually be

woman’s role that resulted from this gender redefinition of textile production wa