

## **Seminar: Household Archaeology**

ANG6186 / 4E20 Class # 27270

Monday: 10:40 am – 1:40 pm

***Synchronous Online***

***Academic Term:*** Fall 2020

### ***Instructor:***

Gabriel Prieto

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Office Hours: Tuesday 3:15 – 5:15 pm. / Thursday 2:00 – 3:00 pm

Office location: B350, Turlington Hall/ via ZOOM meetings.

### **Course Description:**

Credit Hours: ANG6186: 3-3

In the last decades, the archaeology of households has been opening a new dimension to the study of ancient societies. The emphasis on household studies is due to its importance as a locus of social action related to social identity, memory, power, position and complexity. In this course, we will study household relationships as a way to explore interaction and the dynamism of ancient societies. We will also emphasize that is the result of structured and durable dispositions produced historically as the product of an organized action. In general, the core of household is the kinship system that organizes and shapes the social organization of a given community. Through household analysis one can study social morphology, social dynamics and economic interactions. The topics chosen for this class, will emphasize a historic development of the “household” concept, theoretical and methodological issues and a series of broader anthropological problems related with gender, ethnicity, political economy, kingship, subsistence practices among others.

Students are encouraged to read the assigned papers, book chapters and to actively discuss in class.

### Course Learning Goals:

By the end of the semester, the students will be able to:

- Outline a general overview of household studies in archaeology.
- Identify the major theoretical and methodological trends currently used in archaeology to approach the problem of households in the past.
- Distinguish the most important theoretical positions regarding household in archaeology.
- Analyze the case studies developed in this course for their own research agendas.
- Measure the impact of household studies in archaeology.
- Appreciate the potential of household studies in advance archaeological studies.

### ***Required Textbooks :***

New Perspectives on Household Archaeology (Edited by Bradley J. Parker and Catherine P. Foster). First Edition 2012.

### **Important Dates:**

MIDTERM PAPER: October 15<sup>th</sup>

FINAL PAPER: December 10<sup>th</sup>

## ***Course Schedule***

Monday, August 31<sup>st</sup>: General Introduction, course objectives.

Monday, September 7<sup>th</sup>: The History of Household Archaeology

### **Required readings:**

- Allison 1999; Ashmore and Wilk 1988; Flannery 1976; Netting and Wilk 1984; Robin 2003

Monday, September 14<sup>th</sup>: Theoretical Aspects

### **Required readings:**

- Blanton 1994; Bourdieu 1973; Hendon 2004; Hirth 1993; Robin 2002; Tringham 1994; Yanagisako 1979

Monday, September 21<sup>st</sup>: The House: definition

### **Required readings:**

- About the House (Carsten and Hugh-Jones 1995). Intro + Chapters 6, 5, 10 and 11.

Monday, September 28<sup>th</sup>: An Ethnographic Perspective on Households

### **Required readings:**

- Mayer 2001, Ch. 1, Ch. 5; Mayer 1977; Custred 1977; Isbell 1977; Laslet and Wall 1972

Monday, October 5<sup>th</sup>: Methodological Aspects in Household Archaeology

### **Required readings:**

- Ault and Nevett 1999; Blanton 1994, Ch. 2; deMontmollin 1988; Flannery 1976; Graham 1993; LaMotta and Schiffer 1999; Manzanilla and Barba 1990; McKee 1999; Parker et al. 2018

Monday, October 12<sup>nd</sup>: Households as Primary Producers

### **Required readings:**

- Ciolek-Torrello 2012; Gonlin 2012; Henderson 2012; Neff 2012

Monday, October 19<sup>th</sup>: The Importance of Food and Subsistence at the Household Level

**Required readings:**

- Cutright 2013, 2015;

Monday, October 26<sup>th</sup>: Households as the Center of Economic Dynamics

**Required readings:**

- Costin 1991; Hendon 1996; Hirth 2009; Santley and Kneebone 1993; Webster and Gonlin 1988

Monday, November 2<sup>nd</sup>: Households and Political Economy

**Required readings:**

- Stanish 1992 (Book on Ancient Andean Political Economy)

Monday, November 9<sup>th</sup>: Urban Households

**Required readings:**

- Textbook Ch. 14 and 15; Manzanilla 2009; Becker 2009; Chapdelaine 2009; Isbell 2009

Monday, November 16<sup>th</sup>: Households and Gender

**Required readings:**

- Brumfiel 1991; Gero 1991; Hastorf 1991; Nevett 1994; Tringham 1991; Tringham 1995; Wall 1994

Monday, November 23<sup>th</sup>: Ideological Expressions in Houses and Households

**Required readings:**

- Rapoport 1990; Sanders 1990; Wilk 1990; Hodder 1994

Monday, December 7<sup>th</sup>: Student Presentations

- Only student presentations (final paper)

## *Attendance Policy, Class Expectations, and Make-Up Policy*

Communications: via email or zoom meetings (an appointment should be made during office hours)

Class Comportment: It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors.

Security:

- Don't share your password with anyone .
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

General Guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☹.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail.

E-mail Netiquette:

When you send an email to your instructor or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.

Message Board Netiquette and Guidelines:

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.

- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

**Grading in this course takes place within the following parameters.**

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- Grading in this class is consistent with UF policies available at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> (Links to an external site.)
- *Assignment Values: Point values/percentages for each assignment are available in the List of Graded Work page*
- Policy on Late and Make-up Work: All grades in this course are earned throughout the semester. They are not negotiated individually at the end of the semester. Do not request a grade adjustment based on work other than what is described in this syllabus.
- Grade Return Timing: Grades will be available within two weeks of submission (assignments and exams)
- Point Range for this Class:

<b>Letter Grade</b>	<b>Range:</b>	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%

Letter Grade	Range:	
F	< 61.0 %	to 0.0%

**This course is aligned with the UF policies below.**

- **Contact Hours:** "Contact Hours" refers to the hours per week in which students are in contact with the instructor, excluding office hours or other voluntary contact. The number of contact hours in this course equals the number of credits the course offers.
- **Workload:** As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.
- **Accommodation for Student with Disabilities:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.
- **Statement Regarding Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from [the Gatorevals website \(Links to an external site.\)](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [the evaluation system. \(Links to an external site.\)](#) Summaries of course evaluation results are available to students at the [public results website \(Links to an external site.\)](#).
- **Statement Regarding Course Recording:** Our class sessions may be audio visually recorded for students in the class to refer back to and for use of enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are unwilling to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Additional Course Policies and Information**

*UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](https://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.*

**Additional UF Policies and Resources:**

Please, refer to Canvas portal of this course.