ANT380K (31434) HOUSEHOLD ARCHAEOLOGY     Spring 2017
Tuesdays 10am-1pm, SAC 5.124

Instructor: Dr. Maria Franklin
Office: SAC 4.150    Office Hours: Wednesdays 11-noon, or by appt.
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Course Description:

The “household” is one of the most ubiquitous forms of social units across space and time, and the study of how households are organized, what they do, and their roles in past societies now constitute an established, major research agenda in archaeology. As Ruth Tringham has noted, “The aim of household archaeology is to create a context in which humanized reconstruction of the past may be nurtured, through the study of intrasettlement relations.” This emphasis on humanizing the past, bringing back into focus the historical actors who once inhabited sites, has had transformative impacts in archaeology as researchers have questioned the positivist paradigm that has dominated archaeology for decades.

Course Goals and Related Objectives:

The goals of this seminar are to survey household archaeology within the shifting contours of processual and post-processual archaeologies, and to critically evaluate the various theoretical and methodological approaches to household studies. A related goal is for students to then apply what will be their comprehensive knowledge base of household studies toward developing several projects related to their own research. To help meet these goals, the class will consider the seminal studies on households and families, the wide array of evidence for household organization and social relations, practices, and their attendant meanings, attempt to define the current major lines of inquiry in household archaeology, and debate its achievements and shortcomings. Questions concerning the “domestic” nature of households, households as spheres of conflict (especially along gender lines), and its active roles in broader social and economic processes are some of the specific topics that will be addressed.

By the end of the semester, seminar participants will be able to:

1) define and explain key concepts and terms relevant to the study of households
2) demonstrate their comprehension of the literature on household archaeology, including its historical trajectory, methodologies, major questions, and contributions to the discipline
3) relevant to the above, critically assess divergent perspectives and theories of households
4) synthesize readings and draw upon collective discussions and debates to produce a portfolio and presentation based on their project that focuses on analysis and
interpretation at the household level.

An important goal of this seminar is to ensure that participants are able to move forward with writing a research design/prospectus and funding proposal that includes household-level analysis and interpretations. Thus, please be prepared to have some form of data (artifacts, texts, maps) that are relevant to households that can be used for the major assignments.

**Course Requirements:**

1. **Preparation for two class meetings = 20%**

Each student will be assigned two class meetings for which they will prepare questions and topics for discussion based on the readings. The questions/topics (6-7 in total) should be a mix of broader ones that address the general themes of the readings, and more article-specific (or, for books, chapter-specific) ones. You don’t need to have questions for each article or chapter, but pick a couple and come up with 1-2 questions/issues for each.

2. **Portfolio = 40%:** The portfolio is essentially a journal in the form of a “scrapbook” combining text and graphics that represent your conceptualization of the household. To give it focus, please be sure to base it on your specific research interests. Think of the portfolio as a visual guide of your thoughts and interpretations of a household that is intended to serve as a notebook of what you’ve learned from the seminar. You will need to work on the scrapbook over the course of the semester as it will be checked from time to time (due dates below). It’s perfectly fine if it looks like a work-in-progress as you change your ideas over time. How you choose and arrange the content is up to you, but at a minimum, include the topics in the course schedule. You must also include references cited either within or at the end of each topic section of the portfolio, or at the very end of the portfolio.

3. **Workshopping = 20%**

On selected days (see schedule below), time will be set aside to discuss each student’s individual project as a way to facilitate the exchange of ideas, and to provide helpful feedback that will hopefully serve to strengthen each project. These workshopping sessions will be organized around the topic for the week (a separate handout with guidelines will be provided). In order to ensure that the sessions are productive, be prepared to talk for a few minutes about your project within the context of the readings for that day.
4. Presentation = 20%

By the end of the semester, the portfolio and workshopping sessions will have prepared you to give a short presentation on your research. The presentations will be scheduled for the last two days of class, and should be 15 minutes in length.

**Grading Scale:** 93.5-100 = A; 89.5-93.4 = A-; 86.5-89.4 = B+; 83.5-86.4 = B; 79.5-83.4 = B-; 76.5-79.4 = C+; 73.5-76.4 = C; 69.5-73.4 = C-; 66.5-69.4 = D+; 63.5-66.4 = D; 59.5-63.4 = D-; 59.0 and below = F

**Required Texts:**

Please purchase the texts on your own as copies were not ordered via the Co-op. Used copies of all 3 books are for sale online.

Hendon, Julia A.  

Joyce, Rosemary A. and Susan D. Gillespie (editors)  

Robin, Cynthia  
Also available electronically via UT Library.

*In addition to the required texts, please have a photo album or scrapbook to use for your portfolio.

**Canvas:** Grades and readings will be posted on Canvas (canvas.utexas.edu).

**Academic Integrity:**

Scholastic dishonesty will not be tolerated, and will be reported to the Dean of Students. If anyone is caught falsifying excuses in order to make-up a required assignment or plagiarizing, the case will be submitted to SJS for arbitration. Please refer to the Student Judicial Services web site for more information: http://deanofstudents.utexas.edu/sjs/acint_student.php
Services for Students with Disabilities (SSD)

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations.

Observance of Religious Holy Days

Section 51.911 of the Texas Education Code states that a student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy requires students to notify each of their instructors as far in advance of the absence as possible so that arrangements can be made.

SCHEDULE OF TOPICS & READINGS

January 17     Introduction

January 24     1. Overviews of the Literature

Read in the following order:

Tringham, Ruth

Douglass, John G. and Nancy Gonlin
(This book is available electronically via UT.)

Beaudry, Mary C.

Moore, Henrietta L.
1988   *Feminism and anthropology*. University of Minnesota Press, Minneapolis.
Hendon, Julia A.  
(This book is available electronically via UT.)

Pluckhahn, Thomas J.  

Nash, Donna J.  

Carballo, David M.  

Optional:

Allison, Penelope M.  

January 31  2. Households in the Archaeological Record

*Workshop

Chesson, Meredith S. (see “New Perspectives” file for entire book)  

Davidson, James M.  
2004  "Living Symbols of Their Lifelong Struggles": In Search of the Home and Household in the Heart of Freedman's Town, Dallas, Texas. In Household Chores and Household Choices: Theorizing the Domestic Sphere in Historical Archaeology, edited by K. S. Barile and J. C. Brandon, pp. 75-106. University of Alabama Press, Tuscaloosa. (This book is available electronically via UT.)

Hoffman, Brian W.  
Souvatzi, Stella  

van Gijseghem, Hendrik  

Varien, Mark D.  

Voss, Barbara L.  

**February 7  3. What Households Do**

*Workshop*

Atalay, Sonya and Christine A. Hastorf  

Douglass, John G. and Robert A. Heckman  

Gonlin, Nancy  

Henderson, H. Hope  
2012  Understanding Households on Their Own Terms: Investigations on Household Sizes, Production, and Longevity at K’axob, Belize. In *Ancient*

Hodder, Ian and Craig Cessford  

Lucia, Kristin De  

Rosen, Arlene M. (see “New Perspectives” file for entire book)  

Optional:

Gougeon, Ramie A.  

*February 14*  
4. Difference Within & Between Households

*Workshop; DUE: Turn in portfolios.

Carballo, David M.  

Goldstein, Robin Coleman  

Marsh, Erik J.  
Roth, Barbara J.

Springer, Chris and Dana Lepofsky

Whittlesey, Stephanie M.

Yamin, Rebecca

February 21 5. Households in Broader Contexts

*Workshop*

Barnes, Jodi A.

Casella, Eleanor Conlin

Hirth, Kenneth

Mullins, Paul R.

Rodríguez, Verónica Pérez
Voss, Barbara L.

Wood, Margaret

**February 28  6. Conflict**

*Workshop*

Costin, Cathy Lynne

Covey, R. Alan

Hutson, Scott R.

Rodríguez-Alegria, Enrique

Sweitz, Sam R.

Vaughn, Kevin J.

Walker, Mark
March 7 7. Everyday Life

*Workshop: DUE: Turn in portfolios.

Robin, Cynthia

March 14 Spring Break

March 21 8. House Societies

Joyce, Rosemary A. and Susan D. Gillespie (editors)

March 28 No class (SAA conference)

April 4 9. Buildings, Spaces, & Landscapes

*Workshop

Mullins, Paul R. and Lewis C. Jones

Nanoglou, Stratos

Naumov, Goce

Rotman, Deborah L.

Scattolin, María Cristina, Leticia Inés Cortés, María Fabiana Bugliani, C. Marilin Calo, Lucas Pereyra Domingorena, Andrés D. Izeta and Marisa Lazzari
Wernke, Steven A.  

Whitridge, Peter  

**April 11**  
10. Memory

*Workshop: DUE: Turn in portfolios.*

Hendon, Julia A.  

**April 18**  
11. Ritual

*Workshop*

Baird, Douglas, Andrew Fairbairn and Louise Martin  
2016 The animate house, the institutionalization of the household in Neolithic central Anatolia. *World Archaeology* 1-24.

Blackmore, Chelsea  

Boudreaux, Edmond A.  

Dillehay, Tom D.  

Kristiansen, Kristen  
Kuijt, Ian, Emma Guerrero, Miquel Molist and Josep Anfruns

Oetelaar, Gerald A.

**April 25**

Presentations

Course surveys distributed.

**May 2**

Presentations

DUE: Portfolios. Please leave your portfolios at the front desk of the Anthropology Main Office. These will be returned to you.