# Course Syllabus

Jump to Today Edit

**ANT 4170M**

Household Archaeology:

The Archaeology of Everyday Life

University of Central Florida, Spring 2019

Mondays 12:30-1:45, Location BA2 O207

Dr. Brigitte Kovacevich

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Office Hours: Tuesday 3:00-4:00 PM, Wednesday 10:00-11:00 AM and by appointment

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**Books required**:

Deetz, James (1977 [1996]) In Small Things Forgotten, Expanded/Revised Edition, Anchor Books.

(Available at the bookstore, if buying online, make sure it is expanded edition).

Arnold, Jeanne E., Anthony P. Graesch, Enzo Ragazzini, and Elinor Ochs (2012) Life at home in the twenty-first century: 32 families open their doors. Cotsen Institute of Archaeology Press.

**Course Description**:

In a few short decades the field of household archaeology has emerged and exploded within contemporary archaeology. On an empirical level this may be because archaeological remains of houses are ubiquitous in the archaeological record: what site doesn't have houses? On a theoretical level this may be because studies of households lead us to focus on the archaeological record as a peopled place. Thus despite its short history, household archaeology has taken a leading role in epistemological shifts which place people and their practices and differences at the center of archaeological interpretations of the past, rather than subsuming these into the "noise" of passive and depersonalized depictions of ancient social systems.

Households and daily life are critical aspects of human existence. Despite the pervasiveness of households in human societies, social theorists have not always examined households in a systematic fashion and consequently have tended to model human societies as large-scale systems, structures, or institutions devoid of human action and agency. The study of households directly evokes the activities, social relations, gender relations, and interpersonal relations of people in the past. It draws our attention from the extraordinary people in society, often leaders or important men, whose agency tends to be acknowledged by social theorists, to all people, inclusive of leaders and ordinary people. Through the study of households we can begin to model the roles that all people played in their societies.

This class will try to demonstrate that the field of household archaeology has led to the development of theoretically rich and empirically substantive understandings of ancient societies. But household archaeology is not without its detractors and these detractors are often quite hostile to household archaeology. We will also explore anti-household archaeology thought and its origins.

**To participants:**

The discipline of Archaeology borrows both theory and method from many other disciplines. I encourage you to draw on your own unique background for this class. Come to class prepared, support your arguments and respect your classmates. Look for the kernel of a useful idea as well as ferreting out the problems in ideas and texts.

**Course Requirements:**

Students will be graded based on their scores on the following requirements:

| Assessment | Points Possible | % of Final Grade |
|---|---|---|
| Class Participation/Attendance | 160 | 10% |
| Module Assignments | 120 | 20% |
| Midterm Exam (Online) | 100 | 20% |
| Article Summary | 40 | 10% |
| Class Presentation | 100 | 20% |
| Final Exam (Online) | 100 | 20% |
| Total | 620 | 100% |

Class attendance and participation: Because this is an intermediate level lecture/seminar course, much of the responsibility for learning rests on the class participants. Students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary—this is how learning happens! These marks will be based on your demonstrating that you read assigned materials, thought about them, and were willing to share your thoughts with the rest of the class during discussions. Attendance is, of course, crucial, and routine absence from classes will result in a low score in class participation. If you do miss a class, you can make up the attendance points by summarizing the readings in two double-spaced pages within a week of the absence and emailing it to me (by the next face-to-face class), if it is for an excused absence (i.e., family emergency, illness, etc.) with proof or verification. Your

"academic activity" for the first week will be your attendance, so if you miss the first class, be sure to contact me so that I know you are enrolled and active so that you can receive your financial aid.

Article Summaries: Each of you will be asked to present a summary of an article to the class twice during the semester. You will critically examine the article and create a handout/summary for the class (that I will print out), along with your critical thoughts (good and/or bad). You will also make two questions for discussion after your presentation of the article. If you miss the day that you are scheduled for an article summary, you will get 0 points for the summary and 0 points for attendance. **The articles listed on the syllabus under "articles for summaries" are for only the person assigned to the article, the rest of the class does not need to read that article (although it is certainly welcome).**

Modules and Module Assignments- Modules and Module Assignments will open and close weekly and will correspond to the topic discussed in class that week. Each module will be due on the Friday following the face-to-face class at 11:59 PM, please see the schedule for closing of modules below. Modules can be found on webcourses through the link on the home page and also in the tabs on the left-hand column of webcourses when you are in our course. In some cases it will be possible to turn in module assignments late, one point (or in the case of exams, one letter grade) will be lost for each day the assignment is late. Discussion posts must be made before the next class as we may discuss them there.

Student Presentations: This assignment will ask you to present a selected topic to the rest of the class. You will be given a list of possible topics and more explicit instructions a few weeks into the course. The presentation will be about roughly 10 minutes and can be a skit, a lecture, a debate, an interactive discussion, or the format of your choice. These presentations will take place on the last days of class. This project will serve as the basis for your final paper which will be used as your final exam.

Exams: Midterm and Final exams will consist of a choice of essay questions based on readings and relevant materials. These exams will not be cumulative and will be open book and open note and completed online.

**Assignment and Exam Schedule:**

| Week/Module | # of Exam Points | Assignment Points | Closing Date for Module |
|---|---|---|---|
| 1 | 0 | 10 | Friday, January 11, 11:59 PM |

| | | | |
|---|---|---|---|
| **2** | 0 | 10 | Friday, January 18, 11:59 PM |
| **3** | **0** | **10** | **Friday, January 25, 11:59 PM** |
| **4** | 0 | 10 | Friday, February 1, 11:59 PM |
| **5** | 0 | 5 | Friday, February 8, 11:59 PM |
| **6** | **0** | **10** | **Friday, February 15, 11:59 PM** |
| **7** | 0 | 10 | Friday, February 22, 11:59 PM |
| 8- Midterm Exam | 100 | 0 | Friday, March 1, 11:59 PM |
| **9** | 0 | 20 | Friday, March 8, 11:59 PM |
| **10** | **0** | **0** | **Spring Break, Nothing Due** |
| 11 | 0 | 10 | Friday, March 22, 11:59 PM |
| **12** | **0** | **5** | **Friday, March 29, 11:59 PM** |
| **13** | 0 | 10 | Friday, April 5, 11:59 PM |
| **14** | **0** | **0** | **Nothing Due** |
| **15** | 0 | 10 | Friday, April 19, 11:59 PM |
| Final Exam | 100 | 0 | Tuesday, April 30, 11:59 PM |
| **Total Points** | **200** | **120** | 320 |

**LEARNING OUTCOMES**

The learning outcomes for this course will ask students to accomplish the following goals by the end of the semester:

1. To evaluate the importance of the study of households and everyday life in the field of archaeology.

1. To critically assess the effectiveness of studies relating to households and everyday life by sharing reflections and interpretations in class discussions and reading response papers.

1. To synthesize and evaluate work on households in a particular cultural region or time period in a final project.

**ETHICAL ISSUES**

**Disability Accommodations**: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Religious Observance**: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

**Excused Absences for University Extracurricular Activities**: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

**Emergencies** on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)** >.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**http://www.ehs.ucf.edu/AEDlocations-UCF (http://www.ehs.ucf.edu/AEDlocations-UCF)** > (click on link from menu on left).

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**https://my.ucf.edu (https://my.ucf.edu/)** > and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<
  **You CAN Survive an Active Shooter (https://youtu.be/NlKYajEx4pk)**

  **(https://youtu.be/NlKYajEx4pk)**
  >).

**Deployed Active Duty Military Students:** Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**Academic Integrity**

Students should familiarize themselves with UCF’s Rules of Conduct at <**http://osc.sdes.ucf.edu/process/roc (http://osc.sdes.ucf.edu/process/roc)** >. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class

notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <**http://academicintegrity.org** **(http://academicintegrity.org/)** >.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <**http://wpacouncil.org/node/9** **(http://wpacouncil.org/node/9)** >.

**Academic Conduct Policy**: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

**Preliminary Class Schedule**

**subject to change--see webcourses weekly modules for most up to date reading list**

**Week 1: Introduction- Defining the Domain of Household Archaeology**

**January 7**

- Introduction and Orientation
- Film "The Hearth" Out of the Past Series, Annenberg CPB

**Module Week 1**

- Flannery, K. 1976. Chapter 2 in The Early Mesoamerican Village. Academic Press, New York. Pages 13-47.
- Wilk, R.R. and W. Rathje. 1982. Household Archaeology. American Behavioral Scientist 25(6): 617-639.

- De Montmollin, O. 1988. Settlement Scale and Theory in Maya Archaeology in Recent Studies in Preclombian Archaeology. BAR International Series, Oxford. Pages 63-104.
- Hendon, J.A. 1996. Archaeological Approaches to the Organization of Domestic Labor:

  Household Practice and Domestic Relations. Annual Review of Anthropology 25: 45-61.

- **Assignment: Reaction Paper-Why Household Archaeology?-DUE FRIDAY JAN 11 @11:59PM**

## Week 2: Household Archaeology – Theoretical Background

### January 14: Practice Theory

- Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge University Press, Cambridge.

Read pages 1-30 “The Objective Limits of Objectivism, Section I: Analysis,” and pages 78-87 “Structures, habitus, and practices.”

- Articles for Critique (**only read and summarized by the person assigned for the day**):
  - Johnson, M. 1989. Conceptions of Agency in Archaeological Interpretation. Journal of

    Anthropological Archaeology 8: 189-211.

  - Hodder, I and C. Cessford. 2004. Daily Practice and Social Memory at Çatalhöyük. American Antiquity 69(1): 17-40.

### Module Week 2

- Bourdieu, P. 1973. The Berber House in Rules and Meaning. Pages 98-110.
- **Response Paper-Practicing Practice: What is your daily practice?- DUE FRIDAY JAN 18 @11:59PM**

## Week 3: The Marginalization of Households and Everyday Life and the Impact on Archaeology

### January 21

- De Certeau, M. 1984. Introduction to The Practice of Everyday Life. In Everyday Life Reader, edited by Ben Highmore, pp. 63-75, Routledge, New York.

- Lefebvre, Henri. 1958. Work and Leisure in Everyday Life. In Everyday Life Reader, edited by Ben Highmore, pp. 225-236, Routledge, New York.

- Articles for Critique:
  - Robin, C. 2002. Outside of Houses: The Practices of Everyday Life at Chan Nòohol, Belize in Journal of Social Archaeology 2(2): 245-268.
  - Donley-Reid, L.W. 1990. A Structuring Structure: The Swahili House in Domestic Architecture and the Use of Space: An Interdisciplinary Cross-Cultural Study. Cambridge University Press, Cambridge. Pages 114-126.

**Module Week 3**

- Deetz, James (1977) In Small Things Forgotten. Chapters 1-2
- Arnold et al. (2012) Life at Home in the 21st Century, Chapter 1
- **Assignment: Do a personal inventory of your home- DUE FRIDAY JAN 25 @11:59PM**

**Week 4:** Material Agency in Archaeology

**January 28**

- Deetz, James (1977) In Small Things Forgotten. Chapter 3
- Arnold et al. (2012) Life at Home in the 21st Century, Chapters 2 and 9
- Knappett, Carl, and Lambros Malafouris, eds. Material agency: towards a non-anthropocentric approach. Springer Science & Business Media, 2008.

- Articles for Critique
  - Malafouris, Lambros. "At the potter's wheel: an argument for material agency." Material agency. Springer US, 2008. 19-36.
  - Knappett, Carl. "The neglected networks of material agency: artefacts, pictures and texts." Material Agency. Springer US, 2008. 139-156.

**Module Week 4**

- Olsen, Bjørnar. 2003. "Material Culture after Text: Re-Membering Things". Norwegian

Archeological Review 36.2 (2003): 87-104.

- **Discussion: Things as persons, does your stuff make you who you are?- DUE FRIDAY FEB 1 @11:59PM**

**Week 5: Public vs. Private? Male vs. Female? Implications for Household Archaeology**

**February 4**

- Wall, Diana diZerega. 1994. The Archaeology of Gender: Separating the Spheres in Urban America. Plenum Press, New York and London, Chapters 1-3

- Articles for Critique:
  - Johnson, M. 1996. Chapter 7: Redefining the Domestic. In An Archaeology of Capitalism, pages 155-179.
  - Hodder, I. (2004). Women and men at Çatalhöyük. Scientific American, 290(1),76-83.

**Module Week 5**

- Deetz, James (1977) In Small Things Forgotten. Chapter 5
- Arnold et al. (2012) Life at Home in the 21st Century, Chapter 5
- **Discussion: Public vs. Private- What does it all mean?- DUE FRIDAY FEB 8 @11:59PM**

**Week 6:** Archaeology of Households: Social Organization, Difference, and Inequality

**February 11**

- Deetz, James (1977) In Small Things Forgotten. Chapters 7-9
- Arnold et al. (2012) Life at Home in the 21st Century, Chapters 4 and 7

- Articles for Critique
  - Baker, H.D. 2001. Degrees of Freedom: Slavery in Mid-First Millennium B.C.

Babylonia. World Archaeology 33(1): 18-26.

- Epperson, T. W. 2000. “Panoptic Plantations: The Garden Sights of Thomas Jefferson and George Mason.” In J.A. Delle, S.A. Mrozowski, and R. Paynter (eds) The Lines that Divide: Historical Archaeologies of Race, Class, and Gender, pages 58-77.

**Module Week 6**

- Ferguson, Leland. "Struggling With Pots in Colonial South Carolina" pp. 28-37. in Radall H.

McGuire and Robert Paynter (eds) The Archaeology of Inequality. Blackwell Publishing.

- Charles E. Orser Jr. 2002. "The Continued Pattern of Dominance: Landlord and Tenant on the Post Bellum Cotton Plantation". pp. 40-51 in Radall H. McGuire and Robert Paynter (eds) The Archaeology of Inequality. Blackwell Publishing.
- Barbara J. Heath and Amber Bennett. 2000. "The Little Spots Allow'd them": The Archaeological Study of African-American Yards. Historical Archaeology 34(2):38-55.
- **Discussion: Manifestations of dominance and resistance- DUE FRIDAY FEB 15 @11:59PM**

**Week 7:** The Archaeology of Food and Eating

**February 18**

- Deetz, James (1977) In Small Things Forgotten. Chapter 6
- Wall, Diana diZerega. 1994. The Archaeology of Gender: Separating the Spheres in Urban America. Plenum Press, New York and London, Chapters 4-6

- Articles for Critique:
  - Cutright, R. E. (2010). Food, Family, and Empire: Relating Political and Domestic Change in the Jequetepeque Hinterland. Comparative Perspectives on the Archaeology of Coastal South America. R. E. Cutright, E. López-Hurtado and A. Martin. Pittsburgh, Center for Comparative Archaeology, University of Pittsburgh.
  - Coleman, R. 2008. “Hearths, Grinding Stones, and Households: Rethinking Domestic Economy in the Andes.” In C. Robin and E. Brumfiel (eds) Gender, Households, and Society: Unraveling the Threads of the Past and the Present, pages 37-48.
  - Morehart, C.T. and C.G.B. Helmke. 2008. “Situating Power and Locating Knowledge: A Paleoethnobotanical Perspective on Late Classic Maya Gender and Social Relations.” In C. Robin and E. Brumfiel (eds) Gender, Households, and Society: Unraveling the Threads of the Past and the Present, pages 60-75.

**Module Week 7**

- Arnold et al. (2012) Life at Home in the 21st Century, Chapters 3 and 5
- **Personal Food Diary- DUE FRIDAY FEB 22 @11:59PM**

**Week 8:** What goes in must come out: Necessaries, Privies, Out Houses, and Bathrooms

**February 25**

- Arnold et al. (2012) Life at Home in the 21st Century, Chapter 6
- Wheeler, Kathleen. 2000. View From the Outhouse: What We Can Learn From the Excavation of Privies. Historical Archaeology. 34(1): 1-2.
- Wheeler, Kathleen. 2000. Theoretical and Methodological Considerations for Excavating Privies. In Historical Archaeology. 34(1): 3-19.

- Articles for Critique:
- Stevens, Sarah C. and Margaret T. Ordonez. 2004. Fashionable and Work Shoes from a Nineteenth Century Privy. Historical Archaeology 39(4):9-25.
- Ordonez, Margaret T. and Linda Welter. 1998. Textiles From the Seventeenth-Century Privy at the Cross Street Back Lot Site. Historical Archaeology. 32(3):81-90.
- Crist, Thomas A. 2003. Babies in the Privy: Prostitution, Infanticide, and Abortion in New York City's Five Points District. Historical Archaeology 39(1):19-46.

**Module Week 8**

- **Midterm Exam-Due on Friday March 1st on Webcourses**

**Week 9: Household Archaeology in Florida**

**March 4**

- Readings on Florida Cracker Houses-TBA
- Field Trip to Fort Christmas

**Module Week 9**

- **Response Paper: Cracker Houses- DUE FRIDAY MARCH 8 @11:59PM**

**Week 10: SPRING BREAK**

**Week 11:** Archaeology and the "The Pompeii Premise": Is there a true "perfect" archaeological record?

**March 18**

- Allison, P. M. (2001). Using the material and written sources: turn of the millennium approaches to Roman domestic space. American journal of archaeology, 181-208.
- Sheets, P. 2000. Provisioning the Ceren Household: The Vertical Economy, Village Economy, and Household Economy in the Southeastern Maya Periphery. Ancient Mesoamerica 11: 217-230.

- Articles for Critique:
  - Sweely, Tracy L. (1999) "Gender, Space, People, and Power at Ceren, El Salvador." In Manifesting Power: Gender and the Interpretation of Power in Archaeology, edited by Tracy L. Sweely, pp. 155-171. Routledge, London.
  - Brown, Linda. 2000. Discard to Divination: Demarcating the Sacred Through the Collection and Curation of Discarded Objects. Latin American Antiquity, Vol. 11, No. 4 (Dec., 2000), pp. 319-333.

**Module Week 11**

- Pompeii: History, Life, and Afterlife, pages 13-96
- Film: "Pompeii: Daily Life of the Ancient Romans," Films for the Humanities and Sciences
- **Response Paper: The challenges of having the "perfect" archaeological record- DUE FRIDAY MARCH 22 @11:59PM**

**Week 12:** Household Archaeology: Architecture, Sexuality, and Gender

**March 25**

- Prine, Elizabeth. 2000. Searching for Third Genders: Towards a Prehistory of Domestic Space Middle Missouri Villages. In Archaeologies of Sexuality, edited by Robert A. Schmidt and Barbara L. Voss, pp. 197-219, Routledge, New York and London.
- Meskell, L. M. 2000: Re-em(bed)ding sex: Domesticity, sexuality, and ritual

in New Kingdom Egypt, in Archaeologies of Sexuality, R. Schmidt and B. Voss, eds., pp. 253-262, London, Routledge Press.

- Articles for Critique:
  - Voss, B.L. 2000. Colonial Sex: Archaeology, Structured Space, and Sexuality in Alta

    California's Spanish-Colonial Missions. In. R.A. Schmidt and B.L. Voss (eds)

    Archaeologies of Sexuality, pages 35-60.
  - Seifert, Donna J., Elizabeth Barthold O'Brien, and Joseph Balicki. 2000. Mary Ann Hall's First Class House: The Archaeology of a Capital Brothel. in Archaeologies of Sexuality, edited by Robert A. Schmidt and Barbara L. Voss, pp. 117-128, Routledge, New York and London.

**Module Week 12**

- O'Brien, Elizabeth Barthold. 2005 Illicit congress in the nation's capital : the history of Mary Ann Hall's brothel. Historical archaeology {Bethlehem : Society for Historical Archaeology.}Vol. 39, no. 1 (2005), p. 47-58
- Meyer, Michael D.; Gibson, Erica S.; Costello, Julia G. 2005 City of angels, city of sin :

archaeology in the Los Angeles red-light district ca. 1900. Historical archaeology {Bethlehem : Society for Historical Archaeology.}Vol. 39, no. 1 (2005), p. 107-125

- Ketz, K. Anne.; Abel, Elizabeth J.; Schmidt, Andrew J. 2005 Public image and private reality : an analysis of differentiation in a nineteenth century St. Paul bordello. Historical archaeology {Bethlehem : Society for Historical Archaeology.}Vol. 39, no. 1 (2005), p. 74-88
- **Discussion-What can Household Archaeology tell us about Sexuality?- DUE FRIDAY MARCH 29 @11:59PM**

**Week 13:** The Archaeology of Childhood and Toys

**April 1**

- Likely, Wadsworth 1949. Toys Reflect Man's Culture. The Science News-Letter 56(25):394-395.
- Davis, Emily C. 1936. Toy Town 5,000 Years Ago. The Science News-Letter 30(819): 394-396.
- Baxter, Jane Eva. 2008. The Archaeology of Childhood. Annual Review of Anthropology 37:159-175.

- Articles for Critique:
  - Kamp, Kathryn A. 2001. Prehistoric Children Working and Playing: A Southwestern Case Study in Learning Ceramics. in Journal of Anthropological Research 57(4):427-450.
  - Ardren, Traci (2006) Setting the Table: Why Children and Childhood Are important in an Understanding of Ancient Mesoamerica. In The Social Experience of Childhood in Ancient Mesoamerica, edited by Traci Arden and Scott, Hutson, pp. 3-24. University Press of Colorado.
  - Joyce, Rosemary A. 2000: Girling the girl and boying the boy: The

production of adulthood in ancient Mesoamerica. World Archaeology

31:473-483.

**Module Week 13**

- Arnold et al. (2012) Life at Home in the 21st Century, review pp. 32-39
- **Your Favorite Toys: Make the list and check it twice!- DUE FRIDAY APRIL 5 @11:59PM**

**Week 14: Presentations and Conclusions**

**April 8**

- Research Presentations, 10-15 minutes each

**Module Week 14**

- **Online peer assessments of presentations- DUE FRIDAY APRIL 12 @11:59PM**

**Week 15: Presentations and Conclusions**

**April 15**

- Research Presentations, 10-15 minutes each

**Module Week 15**

- **Online peer assessments of presentations- DUE FRIDAY APRIL 19 @11:59PM**

**Week 16: Presentations and Conclusions**

**April 22**

- Research Presentations, 10-15 minutes each

**Module Week 16**

- **Online peer assessments of presentations- DUE FRIDAY APRIL 26 @11:59PM**

*****TAKE-HOME FINAL EXAM DUE Tuesday, April 30th at 11:59 PM**

# Course Summary:

| Date | Details | |
|---|---|---|
| Fri Jan 11, 2019 | Week 1 Response Paper-Why do household archaeology? (https://webcourses.ucf.edu/courses/1315652/assignments/6029763) | due by 11:59pm |
| Fri Jan 18, 2019 | Week 2 Response Paper-What is your daily practice? (https://webcourses.ucf.edu/courses/1315652/assignments/6029765) | due by 11:59pm |
| Fri Jan 25, 2019 | Personal Inventory (https://webcourses.ucf.edu/courses/1315652/assignments/6029757) | due by 11:59pm |

| Date | Details | |
|---|---|---|
| Fri Feb 1, 2019 | Things as persons, does your stuff make you who you are? (https://webcourses.ucf.edu/courses/1315652/assignments/6029737) | due by 11:59pm |
| Fri Feb 8, 2019 | Public vs. Private- What does it all mean? (https://webcourses.ucf.edu/courses/1315652/assignments/6029735) | due by 11:59pm |
| Fri Feb 15, 2019 | Manifestations of dominance and resistance (https://webcourses.ucf.edu/courses/1315652/assignments/6029751) | due by 11:59pm |
| Fri Feb 22, 2019 | Food Diary (https://webcourses.ucf.edu/courses/1315652/assignments/6029749) | due by 11:59pm |
| Fri Mar 8, 2019 | Midterm Exam (https://webcourses.ucf.edu/courses/1315652/assignments/6029753) | due by 11:59pm |
| | Non-Traditional Households or 'Cracker' Houses (https://webcourses.ucf.edu/courses/1315652/assignments/6029755) | due by 11:59pm |
| Fri Mar 22, 2019 | Response Paper: The challenges of having the “perfect” archaeological record (https://webcourses.ucf.edu/courses/1315652/assignments/6029759) | due by 11:59pm |
| Fri Mar 29, 2019 | What can Household Archaeology tell us about Sexuality? (https://webcourses.ucf.edu/courses/1315652/assignments/6029733) | due by 11:59pm |
| Fri Apr 5, 2019 | Favorite Toys (https://webcourses.ucf.edu/courses/1315652/assignments/6029743) | due by 11:59pm |
| Mon Apr 15, 2019 | Final Research Project-Presentation (https://webcourses.ucf.edu/courses/1315652/assignments/6029747) | due by 11:59pm |
| Fri Apr 19, 2019 | Extra Credit (https://webcourses.ucf.edu/courses/1315652/assignments/6029741) | due by 11:59pm |
| Tue Apr 30, 2019 | Final Research Project-Paper (AKA Final Exam) (https://webcourses.ucf.edu/courses/1315652/assignments/6029745) | due by 11:59pm |
| | Article Summary Assignment #1 (https://webcourses.ucf.edu/courses/1315652/assignments/6029739) | |
| | Article Summary Assignment #2 (https://webcourses.ucf.edu/courses/1315652/assignments/6032393) | |
| | Roll Call Attendance (https://webcourses.ucf.edu/courses/1315652/assignments/6029761) | |