Course Syllabus

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ANT 4170W- online course, no synchronous meetings

Household Archaeology:

The Archaeology of Everyday Life

University of Central Florida, Fall 2020

Instructor Contact:

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- Office Hours: 2-3 PM Tuesday and Thursday (send message on chat feature in webcourses or make an appt via email to schedule a zoom or meet in person on campus)

an appt via email to schedule a zoom or meet in person on campus)

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T.A. Contact:

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- Office Hours:
- Phone: 407-823-2227
- E-mail: George.Micheletti@ucf.edu

Credit Hours: 3

Prerequisite(s): Sophomore Standing. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

Course Catalog Description: The archaeological study of households and the everyday lives of people associated with daily activities across time and throughout the world.

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.

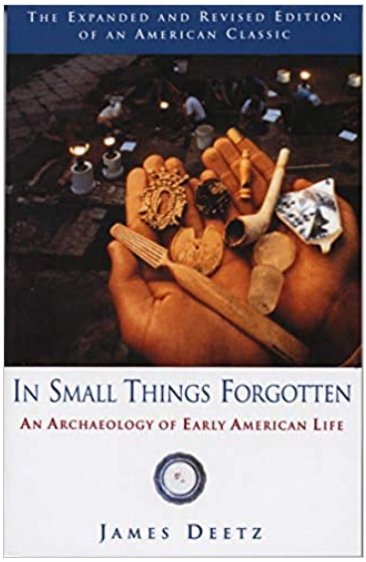
This class will try to demonstrate that the field of household archaeology has led to the development of theoretically rich and empirically substantive understandings of ancient societies. But household archaeology is not without its detractors and these detractors are often quite hostile to household

archaeology. We will also explore anti-household archaeology thought and its origins.

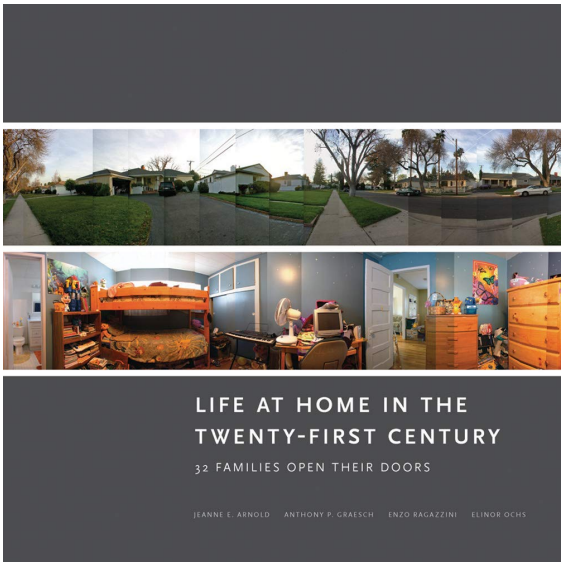
Books required:

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.



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To participants:

The discipline of Archaeology borrows both theory and method from many other disciplines. I encourage

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. Please use this experience and the class materials to support your arguments and also be respectful of 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**	**Percent of Grade**
Module Assignments	200	20
Midterm Exam	100	20
Class Presentation	100	20
Final Exam	100	20
Final Paper	100	20

Grading Scale (%)		
94-100		A
90-93		A-
87-89		B+
84-86		B
80-83		B-
77-79		C+

Grading Scale (%)		
74-76		C
70-73		C-
67-69		D+
64-66		D
60-63		D-
0 - 59		F

Modules and Module Assignments- Modules and Module Assignments will open and close weekly and will correspond to the topic of class that week. Each module will be due on the Friday, 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, 10% will be lost for each day the assignment is late. Each module will usually consist of a discussion and written assignment, but sometimes only one will be present.

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. You will record the presentation and upload it for the class to view. These presentations cannot be turned in late because a peer review is necessary.

Final paper: The final paper will cover the same topic as your presentation and will be an expanded, written version of that research project. The paper will be approximately 8-10 pages, double spaced. The paper can be turned in late for a 10% penalty for each day.

Exams: Midterm and Final exams will consist of a choice of essay questions (2-3) based on readings and relevant materials. These exams will not be cumulative and will be open book and open note and completed online. The exams can be turned in late for a 10% penalty for each day.

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/NIKYajEx4pk)

  (https://youtu.be/NIKYajEx4pk)

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

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.

Covid-19:

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (**https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf** **(https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2FPolicyEmergencyCOVIDReturnPolicy.pdf&data=02**. Students who choose not to wear facial coverings will be asked to leave the classroom by the

instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the **Golden Rule** **(https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgoldenrule.sdes.ucf.edu%2F&data=02%7C01%7CBrigitte.Kovacevich%40ucf.edu%7C7** for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been

class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (**https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CBrigitte.Kovacevich%40ucf.edu%7C739a905777654e8c15650**
)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact **sas@ucf.edu (mailto:sas@ucf.edu)** to discuss specific accommodations for this or other courses.

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

Getting Started Module

- Read the syllabus introduction to the course
- **Introduction Discussion Due Friday August 28th at 11:59 PM**

Module Week 1

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

Read excerpts of the following (see module for more details)

- 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 August 28 @11:59PM**

Week 2: Household Archaeology – Theoretical Background

Module Week 2

- 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."
- Hodder, I and C. Cessford. 2004. Daily Practice and Social Memory at Çatalhöyük. *American Antiquity* 69(1): 17-40.
- Bourdieu, P. 1973. The Berber House in *Rules and Meaning.* Pages 98-110.
- **Discussion: How do you understand Habitus? DUE FRIDAY September 4 @11:59PM**
- **Response Paper-Practicing Practice: What is your daily practice?- DUE FRIDAY September 4 @11:59PM**

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

Module Week 3

- 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.
- Robin, C. 2002. Outside of Houses: The Practices of Everyday Life at Chan Nòohol, Belize in *Journal*

- Robin, G. 2002. Outside of Houses: The Practices of Everyday Life at Chan Nohol, Belize in *Journal of Social Archaeology* 2(2): 245-268.
- Deetz, James (1977) *In Small Things Forgotten*. Chapters 1-2
- Arnold et al. (2012) *Life at Home in the 21st Century,* Chapter 1
- **Discussion: Week 3- DUE FRIDAY Sept 11@11:59PM (mailto:11@11:59PM)**
- **Assignment: Do a personal inventory of your home- DUE FRIDAY Sept 11@11:59PM (mailto:11@11:59PM)**

Week 4: *Material Agency in Archaeology*

Module Week 4

- 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.
- 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 Sept 18 @11:59PM**

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

Module Week 5

- Wall, Diana diZerega. 1994. *The Archaeology of Gender: Separating the Spheres in Urban America.* Plenum Press, New York and London, Chapters 1-3
- Hodder, I. (2004). Women and men at Çatalhöyük. *Scientific American*, *290*(1),76-83.
- 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 Sept 25 @11:59PM**

Week 6: *The Archaeology of Food and Eating*

Module Week 6

- 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

- Arnold et al. (2012) *Life at Home in the 21st Century,* Chapters 3 and 5
- **Personal Food Diary- DUE FRIDAY OCTOBER 2 @11:59PM**
- **Summarize and critique one of the following articles-DUE FRIDAY OCTOBER 2 @11:59PM**
  - 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.

Week 7: *What goes in must come out: Necessaries, Privies, Out Houses, and Bathrooms*

OCTOBER 5

Module Week 7

- 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.

Choose one of the following:

- 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.
- **Discussion: What can Privies tell us about the past? Due Friday October 9 @11:59 PM**
- **Midterm Exam-Due on Friday October 9 on Webcourses @ 11:59PM**

Week 8: *Archaeology of Households: Social Organization, Difference, and Inequality*

Module Week 8

- 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

Read one of the following articles:

  - 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.
  - 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 OCTOBER 16 @11:59PM**
- **Assignment: How would you look for inequality in a household setting? DUE FRIDAY OCTOBER 16 @11:59PM**

Week 9: Household Archaeology in Florida

Module Week 9

- Readings on Florida Cracker Houses-TBA
- In-person tour of cracker houses at Fort Christmas if possible, or virtual tours online
- **Response Paper: Cracker Houses- DUE FRIDAY October 23 @11:59PM**

Week 10: Archaeology of Fraternities and Sororities: The Greek Experiment

Module Week 10

- Wilkie, L. A. 1998: The Other Gender: The Archaeology of an Early 20th Century Fraternity, *Proceedings of the Society for California Archaeology* 11, pp. 7-11.
- Film Clip-*Salamanders*
- **Discussion: Can Fraternities and Sororities be considered households? DUE FRIDAY October 30@11:59PM**

- **Response Paper: Material Culture of Greek Life- DUE FRIDAY October 30@11:59PM**

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

Module Week 11

- 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.
- *Pompeii: History, Life, and Afterlife,* pages 13-96
- Film: "Pompeii: Daily Life of the Ancient Romans," Films for the Humanities and Science

Choose one of the following articles:

  - 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.
- **Research topics and preliminary bibliography DUE FRIDAY November 6 @11:59PM**
- **Response Paper: The challenges of having the "perfect" archaeological record- DUE FRIDAY Nov 6 @11:59PM**

<u>Week 12: *Household Archaeology: Architecture, Sexuality, and Gender*</u>

Module Week 12

- 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.

Choose one article:

  - 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.
  - O'Brien, Elizabeth Barthold. 2005. Illicit congress in the nation's capital: the history of Mary Ann

- 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 Nov 13 @11:59PM**
- **Assignment: Choose one of the above articles to critique- DUE FRIDAY Nov 13 @11:59PM**

Week 13: *The Archaeology of Childhood and Toys*

Module Week 13

- Baxter, Jane Eva. 2008. The Archaeology of Childhood. *Annual Review of Anthropology* 37:159-175.
- Arnold et al. (2012) *Life at Home in the 21st Century,* review pp. 32-39

Choose one of the following articles to read:

- 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.

- **Discussion: Are children invisible in the archaeological record? DUE FRIDAY November 20 @11:59PM**
- **Your Favorite Toys: Make the list and check it twice!- DUE FRIDAY November 20 @11:59PM**

Week 14: Presentations and Conclusions

Module 14

- Work on Research Presentations, 10-15 minutes each

Thanksgiving Break, no assignments due

Week 15: Presentations and Conclusions

Module Week 15

- **Submit Research Presentations, 10-15 minutes each-uploaded to webcourses by Wednesday December 2nd @ 11:59 PM**
- **Online peer assessments of presentations- DUE FRIDAY December 4 @11:59PM**

*****FINAL PAPER DUE Monday, December 7th at 11:59 PM**

*****TAKE-HOME FINAL EXAM DUE Friday, December 11th at 11:59 PM**

Course Summary:

Date	Details	
Fri Aug 28, 2020	Introduction Discussion (https://webcourses.ucf.edu/courses/1360845/assignments/6753657)	due by 11:59pm
	Week 1 Response Paper-Why do household archaeology? (https://webcourses.ucf.edu/courses/1360845/assignments/6677168)	due by 11:59pm
Fri Sep 4, 2020	How do you understand habitus? (https://webcourses.ucf.edu/courses/1360845/assignments/6754624)	due by 11:59pm
	Week 2 Response Paper-What is your daily practice? (https://webcourses.ucf.edu/courses/1360845/assignments/6677169)	due by 11:59pm
Fri Sep 11, 2020	Discussion-Week 3 (https://webcourses.ucf.edu/courses/1360845/assignments/6754955)	due by 11:59pm
	Personal Inventory (https://webcourses.ucf.edu/courses/1360845/assignments/6677164)	due by 11:59pm

Date	Details	
Fri Sep 18, 2020	Things as persons, does your stuff make you who you are? (https://webcourses.ucf.edu/courses/1360845/assignments/6677150)	due by 11:59pm
Fri Sep 25, 2020	Public vs. Private- What does it all mean? (https://webcourses.ucf.edu/courses/1360845/assignments/6677151)	due by 11:59pm
Fri Oct 2, 2020	Article Summary Assignment #1 (https://webcourses.ucf.edu/courses/1360845/assignments/6677153)	due by 11:59pm
	Food Diary (https://webcourses.ucf.edu/courses/1360845/assignments/6677160)	due by 11:59pm
Fri Oct 9, 2020	Discussion Week 7-What can privies tell us about the past? (https://webcourses.ucf.edu/courses/1360845/assignments/6755039)	due by 11:59pm
	Midterm Exam (https://webcourses.ucf.edu/courses/1360845/assignments/6677162)	due by 11:59pm
Fri Oct 16, 2020	Discussion Week 8-Manifestations of Domination and Resistance (https://webcourses.ucf.edu/courses/1360845/assignments/6755091)	due by 11:59pm
	How would you look for inequality in a household? (https://webcourses.ucf.edu/courses/1360845/assignments/6677161)	due by 11:59pm
Fri Oct 23, 2020	Non-Traditional Households or 'Cracker' Houses (https://webcourses.ucf.edu/courses/1360845/assignments/6677163)	due by 11:59pm
Fri Oct 30, 2020	Week 10 Discussion-Are Fraternities Households? (https://webcourses.ucf.edu/courses/1360845/assignments/6755096)	due by 11:59pm
	Week 10-Material Culture of Greek LIfe (https://webcourses.ucf.edu/courses/1360845/assignments/6755099)	due by 11:59pm
Fri Nov 6, 2020	Research Topics and bibliography (https://webcourses.ucf.edu/courses/1360845/assignments/6677165)	due by 11:59pm

Date	Details	
	Response Paper: The challenges of having the "perfect" archaeological record (https://webcourses.ucf.edu/courses/1360845/assignments/6677166)	due by 11:59pm
Fri Nov 13, 2020	What can Household Archaeology tell us about Sexuality? (https://webcourses.ucf.edu/courses/1360845/assignments/6677152)	due by 11:59pm
Fri Nov 20, 2020	Article Summary Assignment #2 (https://webcourses.ucf.edu/courses/1360845/assignments/6755179)	due by 11:59pm
	Discussion Week 13-Are Children Invisible in the Archaeological Record? (https://webcourses.ucf.edu/courses/1360845/assignments/6755188)	due by 11:59pm
	Favorite Toys (https://webcourses.ucf.edu/courses/1360845/assignments/6677157)	due by 11:59pm
Wed Dec 2, 2020	Final Research Project-Presentation (https://webcourses.ucf.edu/courses/1360845/assignments/6677159)	due by 11:59pm
Fri Dec 4, 2020	Peer Assessment of Presentations (https://webcourses.ucf.edu/courses/1360845/assignments/6755263)	due by 11:59pm
Mon Dec 7, 2020	Final Research Project-Paper (https://webcourses.ucf.edu/courses/1360845/assignments/6677158)	due by 11:59pm
Fri Dec 11, 2020	Final Exam (https://webcourses.ucf.edu/courses/1360845/assignments/6754362)	due by 11:59pm
	Extra Credit (https://webcourses.ucf.edu/courses/1360845/assignments/6677154)	
	Extra Credit AIA Lecture TBA (https://webcourses.ucf.edu/courses/1360845/assignments/6677156)	