Course Syllabus

Jump to Today ✎ Edit

Course Information

Course ID & Section: ANT 4171-0W60

Credit Hours: 3

Semester/Year: F2022

Location/Time: online asynchronous

Professor Contact

Instructor: Dr. Michael Callaghan

Office: HPH 409L

Office Hours: T, TH 9-10:30

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GTA Contact

Instructor: Nilver Tovar

Office: HPH 309

Office Hours: TBA

E-mail: webcourses inbox

University Catalogue Description

The archaeological study of households and the everyday lives of people associated with daily activities across time and throughout the world. **Prerequisite(s)**: Sophomore Standing. Corequisite(s): None.

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

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 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.

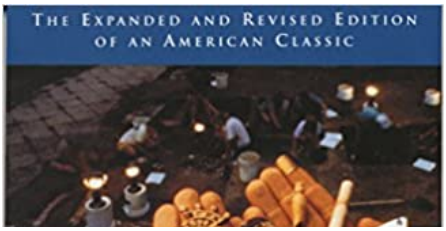
Learning Outcomes

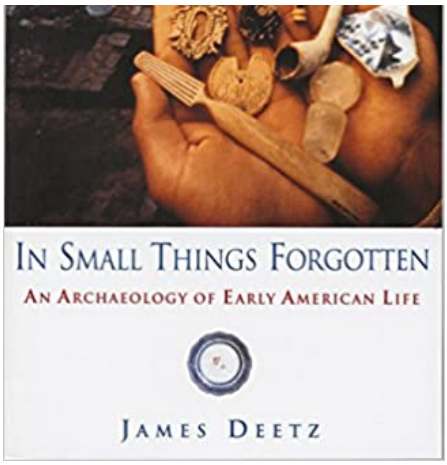
- Evaluate the importance of the study of households and everyday life in the field of archaeology.
- Critically assess the effectiveness of studies relating to households and everyday life by sharing reflections and interpretations in class discussions and reading response papers.
- To synthesize and evaluate work on households in a particular cultural region or time period in a final project.

Required Texts

There are two (2) required texts for this course:

1. 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**.
2. 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. **Available at the bookstore.**





Additionally, supplemental readings will be available in weekly modules.

Course Requirements

Summary

This course begins on **August 22, 2022** and ends on **December 11, 2022**. Over this period, you will be expected to:

- complete the introduction discussion at the start of the course
- review learning module materials, including any assigned media, learning activities and readings
- complete weekly assignments and discussions
- complete a midterm and optional final exam
- complete a final research papet
- complete a recorded research presentation

Modules and Module Assignments

Modules and Module Assignments will open and close weekly and will correspond to the topic of class that week. Assignments in each module will be due on the Friday by 11:59pm. 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, but you will be deducted 10% for each day the assignment is late. Each module usually consists of a discussion and written assignment, but sometimes only assignment will be due.

Exams

The midterm and optional 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. The final exam is optional for those who feel they need to boost their grade at the end of the semester.

Research Presentation

This assignment will ask you to record a presentation on a selected topic that the rest of the class will view. You will be given a list of possible topics and more explicit instructions a few weeks into the course. The presentation will be roughly 10 minutes and can be a powerpoint with lecture, a short film, or the format of your choice. These presentations will be due the last weeks 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.

Research Paper

The research 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.

How will I be evaluated and graded?

Your final grade for the course is weighted and will be based on your performance on the following:

Assessment:	**Points Possible**	**% Final Grade**
Module Assignments	200	20%
Midterm Exam	100	20%
Final Exam	100	20%
Research Presentation	100	20%
Research Paper	100	20%
TOTAL	600	100%

You can access your grades for assignments and exams through the "Grades" link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been posted. If you have any questions about your score **after a grade has been released**, please notify me or your graduate

any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

The following +/- grading scale will be used in this course:

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

Incomplete grades for this course are only given in situations where **unexpected and documented medical or family emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the "I" grade will automatically be recorded as an "F" on your transcript.

What if I'm part of an authorized activity?

Students who represent the university in an authorized event or activity (e.g., student-athletes, ROTC members, etc.) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at **https://policies.ucf.edu/documents/4-401.pdf. (https://policies.ucf.edu/documents/4-401.pdf,)**

What if I'm making a religious observance?

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:

https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf (https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)

What if I'm actively deployed in the military?

Students who are deployed active duty military and/or National Guard personnel and require accommodation **should contact me as soon as possible** after the semester begins and/or after they receive notification of deployment to make related arrangements. I require documentation of deployment and will **NOT** make accommodations for missed work after assignments are due.

What if I miss an assignment due to an "unauthorized" reason?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

To be fair to everyone in the course **only work submitted on time will be graded unless late submission is properly approved** by the professor. It is your responsibility to check the course schedule for assignment due dates. Approval for make-up work **will NOT not be granted for more than 1 week of class**. If you miss more than 1 week of work and feel you cannot catch up, you must decide to withdraw or not receive credit.

Is there Extra Credit?

During a usual semester I often offer extra credit through lectures about anthropology, or engaging with anthropology in some other meaningful personal and experiential way. These opportunities are subject to availability. As opportunities present themselves I will give you more details.

I DO NOT offer extra credit for final grades. I also do not "round-up" scores that are on the edge of grades.

FINAL GRADES ARE FINAL.

Are there any COVID-19 protocols for this course?

This is an online course, so we won't be meeting face-to-face but I wanted to provide some information

on COVID. Students who believe they may have a COVID-19 diagnosis should not being going out if they are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID. CDC guidance for COVID-19 symptoms is located here: **https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)**

Please consult the latest CDC guidelines for isolation: **https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html (https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html)**

While masks are not currently required on-campus, wearing a mask is always an option. Please respect one another's choices regarding masks and do your best to avoid making assumptions about beliefs or health status.

Is the course accessible for students with disabilities?

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <**http://sas.sdes.ucf.edu/ (http://sas.sdes.ucf.edu/)**> (Ferrell Commons 185, **sas@ucf.edu (mailto:sas@ucf.edu)**, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

If you receive learning accommodations through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your SAS-approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams** within the SAS facilities.

How is respect for diversity maintained?

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to

contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at **https://letsbeclear.ucf.edu** (https://letsbeclear.ucf.edu/) and **http://cares.sdes.ucf.edu/** (http://cares.sdes.ucf.edu/).

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – **http://oie.ucf.edu/** (http://oie.ucf.edu/) & **askanadvocate@ucf.edu** (mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – **http://sas.sdes.ucf.edu/** (http://sas.sdes.ucf.edu/) & **sas@ucf.edu** (mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – **www.diversity.ucf.edu** (http://www.diversity.ucf.edu/)
- UCF Compliance and Ethics Office – **http://compliance.ucf.edu/** (http://compliance.ucf.edu/) & **complianceandethics@ucf.edu** (mailto:complianceandethics@ucf.edu)
- Ombuds Office – **http://www.ombuds.ucf.edu** (http://www.ombuds.ucf.edu/)

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise juvenile comments, or becomes disruptive **will be blocked from participating in online and open class discussions**. If you do encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain your concerns so we can address the issue further through class discussion or privately during office hours.

How is academic integrity maintained?

Students should familiarize themselves with UCF's Rules of Conduct at <**https://scai.sdes.ucf.edu/student-rules-of-conduct/** (https://scai.sdes.ucf.edu/student-rules-of-conduct/)>. 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.
8. Soliciting assistance with academic coursework and/or degree requirements.

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)** .

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* < **https://goldenrule.sdes.ucf.edu/** **(https://goldenrule.sdes.ucf.edu/)** >. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

In this course, 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.

How do I communicate with the professor?

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two or three times per week. You may also use your UCF Knight's Email account to communicate with the professor and/or the GTA. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily

use the UCF Knights Mail system, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours**. Please keep in mind that I may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and professor and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. I will not respond to messages sent by other means, such as your Smartphone or iPad.

Finally, my primary means of communicating with the whole class is through the Announcements function in canvas. Please make sure you have **Announcement notifications turned on**. Your announcements should be set to "on" by default. Consult this link if you're having trouble: **https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-Announcements-as-a-student/ta-p/417 (https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-Announcements-as-a-student/ta-p/417)**

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website: **http://guides.ucf.edu/content.php?pid=137016&sid=1173345. (http://guides.ucf.edu/content.php?pid=137016&sid=1173345)**

You are expected to have compatible versions of Adobe Reader (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. If you wish to schedule any meetings, you must also have access to Zoom. Please visit the following websites to access and install or upgrade to the most current versions of these products:

http://get.adobe.com/reader/ (http://get.adobe.com/reader/)

https://sdl.ucf.edu/support/webcourses/zoom/

https://cdl.ucf.edu/support/webcourses/zoom/ (https://cdl.ucf.edu/support/webcourses/zoom/)

What should I know about copyright and third-party software?

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Unauthorized use of websites and internet resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Unauthorized use of technology for graded work

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework,

quizzes, tests, etc.

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process; Just because

The completion of graded work in an online course should be considered a formal process. Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

Unauthorized distribution of class notes

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University’s Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Can I record class lectures (FL HB 233)?

This is not a face-to-class and we do not have lectures, so you are not free to record, copy, and post any of the material in this class. In face-to-face courses, students may, without prior notice, record video or audio of any lecture or any class in which the student is called for the in-class or online activity

audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited.

Recordings may not include the image or voice of other students in the class, may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. ***Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule and may be cause for disciplinary action.*** Lectures used for other purposes, or recordings that are published without the permission of the instructor, ***may allow the faculty member to seek "...damages plus court costs and reasonable attorney fees, with the total recovery not to exceed $200,000"*** **(FL Senate 2021:6-7 lines 150-151).** **(https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF)**

What's the "Stop WOKE Act" (FL HB 7) and does it apply to this course?

House Bill 7 (HB 7) amends a current Florida non-discrimination law (Fla. Stat. 1000.05: Florida Educational Equity Act) to provide that an educational institution, including UCF, may not subject any student or employee to training or instruction that "espouses, promotes, advances, inculcates, or compels such student or employee to believe" any of eight "specified concepts" (each based on race, color, sex, or national origin - see link below for more details) because such action would be *per se* discriminatory under the amended statute.

Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain

ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Please refer to this site for more information on HB 7 at UCF: **https://fctl.ucf.edu/teaching-**

resources/classroom-management/faq-on-hb7-and-instruction-and-training/ (https://fctl.ucf.edu/teaching-resources/classroom-management/faq-on-hb7-and-instruction-and-training/)

What if there is an Emergency on campus?

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- 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.

What is the course assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. You will be notified of any changes through Announcements in WebCourses.

Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Week	Topic	Readings
1	Introduction: Defining the Domain of the Household	Flannery, ch 2 (1976) (https://webcourses.ucf.edu/courses/1417642/files/94615583/dow download_frd=1) ; Wilk and Rathje (1982) (https://webcourses.ucf.edu/courses/1417642/files/94615832/dow

		download_frd=1) ; De Montmollin (1988) (https://webcourses.ucf.edu/courses/1417642/files/94615582/dow download_frd=1) ; Hendon (1996) (https://webcourses.ucf.edu/courses/1417642/files/94615951/dow download_frd=1)
2	Household Archaeology: Theoretical Background	Bourdieu (1977) pages 78-87 (https://webcourses.ucf.edu/courses/1417642/files/94615567/dow download_frd=1) (for whole chapter click here (https://webcourses.ucf.edu/courses/1417642/files/94615586/dow download_frd=1)); Bourdieu (1973) pages 98-110 (https://webcourses.ucf.edu/courses/1417642/files/94615859/dow download_frd=1) ; Hodder and Cressford (2004) (https://webcourses.ucf.edu/courses/1417642/files/94615950/dow download_frd=1) ; Ortner (1984) (https://webcourses.ucf.edu/courses/1417642/files/94615891/dow download_frd=1)
3	Space and Place	Deetz (1977: ch. 1-2; Arnold et al. (2012) ch. 1 De Certeau (1984) (https://webcourses.ucf.edu/courses/1417642/files/94615617/dow download_frd=1) ; Robin (2002) (https://webcourses.ucf.edu/courses/1417642/files/94615839/dow download_frd=1) Optional: Lefebvre (1958) (https://webcourses.ucf.edu/courses/1417642/files/94615573/dow download_frd=1)
4	Material Agency in Archaeology	Deetz (1977) ch. 3; Arnold et al. (2012) ch 2 and 9 Olsen (2003) (https://webcourses.ucf.edu/courses/1417642/files/94615559/dow download_frd=1) Optional: Neuman and Butters (2017) (https://webcourses.ucf.edu/courses/1417642/files/94630406/dow download_frd=1) ; Knappet and Malafouris (2008); (https://webcourses.ucf.edu/courses/1417642/files/94615867/dow download_frd=1)
		Deetz (1977) ch 5; Arnold et al. 2012 ch. 5

5	Public vs. Private? Male vs. Female? Implications for Household Archaeology	Deetz (1977) ch 5; Arnold et al. 2012 ch. 5 Wall (1994) ch 1-3 (https://webcourses.ucf.edu/courses/1417642/files/94615574/dow download_frd=1) Optional: Allison (1999) (https://webcourses.ucf.edu/courses/1417642/files/94615953/dow download_frd=1) ; Bowser and Patton (2004) (https://webcourses.ucf.edu/courses/1417642/files/94615952/dow download_frd=1)
6	The Archaeology of Food and Eating	Deetz (1977) ch. 6; Arnold et al. (2012) ch. 3 and 5 Wall (1994) ch 5 (https://webcourses.ucf.edu/courses/1417642/files/94615904/dow download_frd=1) and ch 6 (https://webcourses.ucf.edu/courses/1417642/files/94615762/dow download_frd=1) **Choose 1 (one):** Welch and Scarry (1995) (https://webcourses.ucf.edu/courses/1417642/files/94615553/dow download_frd=1) ; Voss (2019) (https://webcourses.ucf.edu/courses/1417642/files/94615651/dow download_frd=1) ; Coleman (2008) (https://webcourses.ucf.edu/courses/1417642/files/94615633/dow download_frd=1) ; Moorehart and Helmke (2008) (https://webcourses.ucf.edu/courses/1417642/files/94615910/dow download_frd=1) ; Ardren and Miller (2020) (https://webcourses.ucf.edu/courses/1417642/files/94615830/dow download_frd=1)
7	What goes in must some out: Necessaries, Privies, Out Houses, and Bathrooms	**Optional:** Arnold et al. (2012) ch. 6; Wheeler (2000); (https://webcourses.ucf.edu/courses/1417642/files/94615933/dow download_frd=1) Stevens and Ordonez (2005) (https://webcourses.ucf.edu/courses/1417642/files/94615962/dow download_frd=1) ; Ordonez and Welter (1998) (https://webcourses.ucf.edu/courses/1417642/files/94615937/dow download_frd=1) ; Crist (2003) (https://webcourses.ucf.edu/courses/1417642/files/94615534/dow download_frd=1)
		Deetz (1977) ch. 7-9

8	Social Organization, Difference, and Inequality	Deetz (1977) ch. 7-9 Skim: Arnold et al. (2012) ch. 4 and 7 **Ferguson (1999)** **(https://webcourses.ucf.edu/courses/1417642/files/94615926/dow download_frd=1)** ; **Hutson (2002)** **(https://webcourses.ucf.edu/courses/1417642/files/94615868/dow download_frd=1)** ; **Heath and Bennett (2000)** **(https://webcourses.ucf.edu/courses/1417642/files/94615836/dow download_frd=1)** Optional: **Orser (2002);** **(https://webcourses.ucf.edu/courses/1417642/files/94615913/dow download_frd=1)**
9	Household Archaeology in Florida	**Haase (1992)** **(https://webcourses.ucf.edu/courses/1417642/files/94615906/dow download_frd=1)** Optional in-person tour of Cracker Houses at Fort Christmas or possible
10	Archaeology of Fraternities and Sororities: The Greek Experiment	**Wilkie (1998)** **(https://webcourses.ucf.edu/courses/1417642/files/94615539/dow download_frd=1)** ; **Wilkie (2010)** **(https://go.openathens.net/re url=https%3A%2F%2Fwww.degruyter.com%2Fcalifornia%2Fview**
11	"The Pompeii Premise": Is there a True "perfect" Archaeological Record?	**Allison (2001)** **(https://webcourses.ucf.edu/courses/1417642/files/94615953/dow download_frd=1)** ; **Sweely (1999)** **(https://webcourses.ucf.edu/courses/1417642/files/94615580/dow download_frd=1)**
12	Architecture, Sexuality, and Gender	**Choose two (2):** **Wilkie (2000)** **(https://webcourses.ucf.edu/courses/1417642/files/94615546/dow download_frd=1)** ; **Meskell (2000)** **(https://webcourses.ucf.edu/courses/1417642/files/94615746/dow download_frd=1)** ; **Voss (2000)** **(https://webcourses.ucf.edu/courses/1417642/files/94615861/dow download_frd=1)**

13	Childhood and Toys	Arnold et al. (2012) review pp. 32-39 **Baxter (2008)** (https://webcourses.ucf.edu/courses/1417642/files/94615895/dow download_frd=1) ; **De Lucia (2010)** (https://webcourses.ucf.edu/courses/1417642/files/94615860/dow download_frd=1)
14	**THANKSGIVING WEEK**	Research and Writing
15	Final Projects	Peer Assessments of Presentations

Course Summary:

Date	Details	Due
Fri Aug 26, 2022	**ASSIGNMENT 1: Why do household archaeology?** (https://webcourses.ucf.edu/courses/1417642/assignments/7682966)	due by 11:59pm
	DISCUSSION 0: Introduction Discussion (https://webcourses.ucf.edu/courses/1417642/assignments/7682946)	due by 11:59pm
Fri Sep 2, 2022	**ASSIGNMENT 2: What is your daily practice?** (https://webcourses.ucf.edu/courses/1417642/assignments/7682967)	due by 11:59pm
	DISCUSSION 1: How do you understand habitus? (https://webcourses.ucf.edu/courses/1417642/assignments/7682945)	due by 11:59pm

Date	Details	Due
Fri Sep 9, 2022	DISCUSSION 2: Maps vs. Tours of your Hometown (https://webcourses.ucf.edu/courses/1417642/assignments/7682944)	due by 11:59pm
Fri Sep 16, 2022	ASSIGNMENT 3: Personal Inventory (https://webcourses.ucf.edu/courses/1417642/assignments/7682961)	due by 11:59pm
	DISCUSSION 3: Things as persons, does your stuff make you who you are? (https://webcourses.ucf.edu/courses/1417642/assignments/7682949)	due by 11:59pm
Fri Sep 23, 2022	DISCUSSION 4: Public vs. Private - What does it all mean? (https://webcourses.ucf.edu/courses/1417642/assignments/7682948)	due by 11:59pm
Fri Sep 30, 2022	ASSIGNMENT 4: Food Diary (https://webcourses.ucf.edu/courses/1417642/assignments/7682955)	due by 11:59pm
	ASSIGNMENT 5: Article Critique (https://webcourses.ucf.edu/courses/1417642/assignments/7682950)	due by 11:59pm
Fri Oct 7, 2022	EXAM: Midterm Exam (https://webcourses.ucf.edu/courses/1417642/assignments/7682957)	due by 11:59pm
Fri Oct 14, 2022	ASSIGNMENT 6: Manifestations of Domination and Resistance (https://webcourses.ucf.edu/courses/1417642/assignments/7682956)	due by 11:59pm
Fri Oct 21, 2022	ASSIGNMENT 7: Non-Traditional Households or 'Cracker' Houses (https://webcourses.ucf.edu/courses/1417642/assignments/7682958)	due by 11:59pm
Fri Oct 28, 2022	ASSIGNMENT 8: Material Culture of Greek LIfe (https://webcourses.ucf.edu/courses/1417642/assignments/7682965)	due by 11:59pm

Date	Details	Due
Fri Nov 4, 2022	ASSIGNMENT 9: The challenges of having the "perfect" archaeological record (https://webcourses.ucf.edu/courses/1417642/assignments/7682963)	due by 11:59pm
	RESEARCH PROJECT: Topic (https://webcourses.ucf.edu/courses/1417642/assignments/7682962)	due by 11:59pm
Fri Nov 11, 2022	DISCUSSION 5: What can Household Archaeology tell us about Sexuality? (https://webcourses.ucf.edu/courses/1417642/assignments/7682947)	due by 11:59pm
	RESEARCH PROJECT: Thesis Statement and Bibliography (https://webcourses.ucf.edu/courses/1417642/assignments/7682964)	due by 11:59pm
Fri Nov 18, 2022	ASSIGNMENT 10: Favorite Toys (https://webcourses.ucf.edu/courses/1417642/assignments/7682951)	due by 11:59pm
Fri Dec 2, 2022	RESEARCH PROJECT: Final Paper (https://webcourses.ucf.edu/courses/1417642/assignments/7682953)	due by 11:59pm
	RESEARCH PROJECT: Presentation (https://webcourses.ucf.edu/courses/1417642/assignments/7682954)	due by 11:59pm
Wed Dec 7, 2022	RESEARCH PROJECT: Peer Review of Presentation (https://webcourses.ucf.edu/courses/1417642/assignments/7682959)	due by 11:59pm
Fri Dec 9, 2022	EXAM: Final Exam (https://webcourses.ucf.edu/courses/1417642/assignments/7682952)	due by 11:59pm