

SYLLABUS

Ethnoarchaeology: Households and Communities

When & Where: Monday 5:30-8:10 PM in Sabin 149.

Instructor: Jean Hudson (judson@uwm.edu); office in Sabin 353; office hours Thurs 2-4 pm (confirm by appt); (also available Wed noon-1pm in Sabin 398)



Course Description

Ethnoarchaeology combines ethnographic fieldwork with archaeological research questions. It can take many forms, but common to most of them is an attention to material culture of living groups of people to better understand material remains from archaeological contexts. Thus one of its ultimate goals is a better understanding of human lives in the past. In this class we will use the lens of ethnoarchaeology to focus our look at households and communities. Our goal is to better understand these social definitions of living spaces in their archaeological expressions, including an appreciation of their diversity and how that is materialized.

Learning Goals

This class is designed to help you build:

- knowledge of human cultures and the natural world
- critical and creative thinking skills
- effective communication skills

Upon successful completion of this class you should be able to:

- perform an effective anthropological literature search
- compare & contrast specific cases of material expressions of household life
- evaluate ethnoarchaeological models
- build a logical and persuasive argument, both verbally and in writing, that:
 - clearly states the issue to be discussed & its larger relevance
 - uses specific cited cases to support & critically evaluate the issue
 - synthesizes multiple sources & perspectives
 - provides a clearly stated concluding assessment that returns to the original issue

Credit Hours and Work Load

This 3-credit course meets for 3 hours of seminar per week for 15 weeks. Students should expect to put in at least 6 additional hours a week reading and working on assignments to achieve the learning goals of this course.

Readings and Where to Find Them

All readings are available online at no additional cost either via library links to ebooks or journals, or in pdf form on our D2L site. Each week we will have a set of shared readings. Full citations are detailed in the Class Schedule. Each student will also do extensive additional readings as part of their literature search and literature review; included in this will be one ebook which they will summarize for the class during the week it is assigned (these books are italicized on the Class Schedule). We will review the literature review topic options during our first class and assign individual responsibilities. These readings will be focused on journals and books for which there is free access through the library holdings and interlibrary loan. Note that interlibrary loan requests require advance planning.

Attendance

Attendance is required. Attendance and participation in seminar counts for 25% of the course grade. We meet only once a week; please make it a priority.

Assignments

Each week you will prepare a summary and response sheet for each of the readings. These will follow the provided template and must be dropboxed on D2L prior to the start of class. They will serve to help you organize your thoughts about the readings so you will be well-prepared to participate in seminar.

Each week you will advance the work on your final project, a literature review on an assigned topic that you will share with the class via a professional 15-minute powerpoint presentation and will develop into a 15 page (1.15 line spacing, 12 point font, 1" margins) manuscript suitable either as a background chapter in a thesis or dissertation or as a first draft for a publication-quality journal article. References Cited will be in American Antiquity format and are not included in the 15 page limit. This work will be built in stages, following a series of interim deadlines, as specified in the Class Schedule. The powerpoints will be presented during our last class meeting. The literature reviews will go through a draft and revision cycle, as noted in the Class Schedule. The final version is due, via D2L dropbox, no later than midnight of our official exam day. The literature review is your final project; there is no final exam for this course.

Grading

- 25% summary and response worksheets on readings (dropboxed before class)
- 25% attendance and participation in seminar
- 50% final project (20% interim deadlines + 30% powerpoint + 50% final literature review manuscript)

Grading rubrics include the following:

- **0-1-2 scoring system for reading worksheets and participation in class.**

- 0 = nothing submitted or submitted late; or absent from class
- 1 = worksheet partially or superficially done; or present in class but not sharing from readings
- 2 = complete & on-time & demonstrates understanding of readings; present in class & actively sharing ideas, questions, or insights from readings

- **0-1-2-3-4 scoring system for powerpoints and interim final project deadlines**

0 = nothing submitted

1 = submitted late or partial effort or comprehension of key data/concepts not demonstrated

2 = on time but incomplete or demonstrates minimal comprehension of key data/concepts

3 = complete & on-time & demonstrates good comprehension of key data or concepts

4 = complete & on-time & demonstrates excellent comprehension of key data or concepts;
logic is clear; sources are cited & evaluated & synthesized

- **0-6-7-8-9-10 scoring system for final version of literature review**

0 = nothing submitted by the deadline

6 = lacks organization, clarity, synthesis, cited use of relevant sources, thoughtful evaluation of sources, linkage between interpretive statements & supporting data; demonstrates major errors in data, spelling or grammar; interim feedback not addressed

7 = lacks organization, clarity, synthesis; cites relevant sources but does not evaluate them thoughtfully; linkage between interpretive statements & supporting data is under-developed; repeated errors in data and/or spelling & grammar; interim feedback not addressed

8 = presentation is clear in terms of logic, spelling, & grammar; there is a coherent style of presentation & explicit linkage between interpretive statements & supporting data; relevant sources are cited & some effort is made to evaluate them; the paper is characterized by solid description but lacks original synthesis

9 = presentation is clear in terms of logic, spelling, & grammar; there is a coherent style of presentation & consistently explicit linkage between interpretive statements & supporting data; relevant sources are cited & evaluated thoughtfully; there is some effort at original synthesis as well as solid description

10 = presentation is clear in terms of logic, spelling, & grammar; there is a coherent style of presentation & consistently explicit linkage between interpretive statements & supporting data; relevant sources are cited & evaluated thoughtfully; original synthesis is evident in the choice of sources & the way in which they are brought together to address the original issues

The final course grade is based on the following:

A = 96% or above; A- = 90-93%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = less than 60%

UNIVERSITY POLICIES may be found at: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

In class we will review what constitutes **plagiarism and how to avoid it**. If you have any questions about what constitutes proper academic use of sources be sure to raise them in class or with me individually.

Being able to participate as an equal in respectful, well-supported discussion is an important skill, both in academia and in the rest of life. **Respect your classmates and yourself. Participate as an equal.**

CLASS SCHEDULE – ETHNOARCHAEOLOGY – HUDSON - FALL 2017

Week	Topics	Assignments
1) Sept 11	Introduction What is ethnoarchaeology? Materialization of daily life; what evidence survives?	<p>David & Kramer (2001) Ethnoarchaeology in Action. Cambridge University Press, Cambridge. Pages 1-115.</p> <p>Chapter 1: Ethnoarchaeology: nature, origins, history Chapter 2: Theorizing ethnoarchaeology and analogy Chapter 3: Fieldwork and ethics Chapter 4: Human residues: entering the archaeological context</p> <p>IN-CLASS EXERCISE – Annotating Readings: Our Template IN-CLASS EXERCISE – Literature Search: Sources, Scope, Vocabulary DROPBOX - YOUR LITERATURE REVIEW TOPIC, DRAFT TITLE & ABSTRACT</p>
2) Sept 18	Household archaeology Reading house space Looking at architecture	<p>Wilk and Rathje (1982) Household Archaeology. <i>American behavioral scientist</i> 25.6 (1982): 617-639.</p> <p>Steadman (2015) Archaeology of Domestic Architecture and the Human Use of Space. Left Coast Press, Walnut Creek. Pages 39-66; 163-191.</p> <p>Chapter 3: Reading the House: Populations, Proxemics, Syntax of Space Chapter 7: Household Archaeology and Architecture</p> <p>SHARE IN CLASS - Annotations for our readings SHARE IN CLASS – Annotation for one of your topic readings thus far</p>
3) Sept 25	People in their life space Dwellings compared	<p>Binford (1983) People in the their Lifespace</p> <p>Steadman (2015) Archaeology of Domestic Architecture and the Human Use of Space. Left Coast Press, Walnut Creek. Pages 69-138.</p> <p>Chapter 4: Mobile Architecture Hunter-Gatherers Nomadic Pastoralists Chapter 5: From First House to City Suburb</p> <p>SHARE IN CLASS - Annotations for our readings SHARE IN CLASS – Annotation for one of your topic readings thus far</p>
4) Oct 2	Trash rules Reading floors	<p>Hayden & Cannon (1983) Where the garbage goes: Refuse disposal in the Maya Highlands. <i>Journal of anthropological archaeology</i> 2(2): 117-163.</p> <p>Beck and Hill (2004) Rubbish, Relatives, and Residence: The Family Use of Middens. <i>Journal of Archaeological Method and Theory</i> 11(3): 297-333.</p> <p>Sheets (1998) Place and time in activity area analysis: a study of elevated contexts used for artifact curation at the Ceren site, El Salvador. <i>Revista Española de Antropología Americana</i> 28:63-98.</p> <p>LaMotta & Schiffer (1999) Formation Processes of House Floor Assemblages. In P. Allison, editor, <i>The Archaeology of Household Activities</i>. Routledge, London. Pages 19-29.</p> <p>SHARE IN CLASS - Annotations for our readings SHARE IN CLASS – Annotation for one of your topic readings thus far</p>
5) Oct 9	Geoarchaeology Micro remains Chemistry	<p>Friesem 2016 Geo-Ethnoarchaeology in action. <i>Journal of Archaeological Science</i> 70: 145-157.</p> <p>Rondelli et al 2014 Anthropoc activity markers and spatial variability: an ethnoarchaeological experiment in a domestic unit of Northern Gujarat (India). <i>Journal of Archaeological Science</i> 41 (2014): 482-492.</p> <p>Ullah (2012) Particles of the Past: Microarchaeological Spatial Analysis of Ancient House Floors. In Parker & Foster, editors, <i>New Perspectives on Household Archaeology</i>. Eisenbrauns. Pages 123-138.</p> <p>Matthews (2012) Defining Households: Micro-Contextual Analysis of Early Neolithic Households in the Zagros, Iran. In Parker & Foster, editors, <i>New Perspectives on Household Archaeology</i>. Eisenbrauns. Pages 183-216.</p> <p>SHARE IN CLASS - Annotations for our readings SHARE IN CLASS – Annotation for one of your topic readings thus far DROPBOX – LITERATURE SEARCH NARRATIVE & FULL CITATIONS FOR 25 SOURCES (AMERICAN ANTIQUITY FORMAT)</p>

6) Oct 16	Non-anglophone ethnoarchaeologies	<p>Marciniak and Yalman (2014) Contesting Ethnoarchaeologies Chapter 1 by Marciniak & Yalman: Introduction Chapter 13 by Wobst: Non-Anglophone Ethnoarchaeologies each person responsible for one other chapter from this book SHARE IN CLASS - Annotations for our readings SHARE IN CLASS – Annotation for one of your topic readings thus far IN-CLASS EXERCISE: citation networks</p>
7) Oct 23	Houses in the past (a sample)	<p>Liu (2004) Household Subsistence and Ritual. Chapter 3 in <i>The Chinese Neolithic</i>. Cambridge University Press, Cambridge. Benfer (2008) Early Villages. In <i>Encyclopedia of Archaeology</i>. Academic Press, Salt Lake. Pages 366-380. Samuels (2006) Ozette Household Production. In E. Sobel, D. Gahr, and K. Ames, editors, <i>Household Archaeology on the Northwest Coast</i>. International Monographs in Prehistory #16. Nomoto (1999) Ainu Home and Settlement. In W. Fitzhugh and C. Dubreuil, editors, <i>Ainu, Spirit of a Northern People</i>. Arctic Studies Center, National Museum of Natural History, Smithsonian Institution, 227-233. SHARE IN CLASS - Annotations for our readings SHARE IN CLASS – Annotation for one of your topic readings thus far</p>
8) Oct 30	Ethnoarchaeological houses in communities	<p>David 1971 The Fulani Compound and the Archaeologist. <i>World Archaeology</i> 3(2): 111-131. Horne 1994 Village Spaces: Settlement and Society in Northeastern Iran. Smithsonian Institution Press, Washington. Chapter 1 – Introduction Chapter 5 – Village Spaces Chapter 8 - Assessing the Fit Kramer (1982) <i>Village Ethnoarchaeology: Rural Iran in Archaeological Perspective</i>. Columbia University Press, New York. [Ann will review] SHARE IN CLASS - Annotations for our readings SHARE IN CLASS – Annotation for one of your topic readings thus far</p>
9) Nov 6	Ceramics	<p>DeBoer & Lathrap (1979) Making and Breaking of Shipibo-Conibo Ceramics. In C. Kramer, editor, <i>Ethnoarchaeology: Implications of Ethnography for Archaeology</i>. Deal (1998) Pottery Ethnoarchaeology in the Central Maya Highlands. U of Utah Press, Salt Lake City. Arnold (2003) <i>Domestic Ceramic Production and Spatial Organization: a Mexican Case Study in Ethnoarchaeology</i>. Cambridge U Press. [Cheri] SHARE IN CLASS - Annotations for our readings SHARE IN CLASS – Annotation for one of your topic readings thus far</p>
10) Nov 13	Food Remains - Plants	<p>Hastorf (1990) The Effect of the Inka State on Sausa Agricultural Production and Crop Consumption. <i>American Antiquity</i> 55(2):262-290. Parker & McCool (2015) Indices of Household Maize Beer Production in the Andes. <i>Journal of Anthropological Research</i> 71:359-400. Graham & Smith (2012) Integrating Household Archaeology and Archaeobotany. In Parker & Foster, editors, <i>New Perspectives on Household Archaeology</i>. Eisenbrauns. Pages 247-265. SHARE IN CLASS - Annotations for our readings SHARE IN CLASS – Annotation for one of your topic readings thus far</p>
11) Nov 20	Food Remains - Animals	<p>Stahl & Zeidler (1990) Differential Bone-Refuse Accumulation in Food-Preparation and Traffic Areas on an Early Ecuadorian House Floor. <i>Latin American Antiquity</i> 1(1):150-169. Jones (2009) <i>Food and Gender in Fiji: ethnoarchaeological explorations</i>. Lexington Books. Binford (1978) <i>Nunamiut Ethnoarchaeology</i>. Academic Press, New York. SHARE IN CLASS - Annotations for our readings SHARE IN CLASS – Annotation for one of your topic readings thus far</p>
12) Nov 27 Thanksgiving	Interim Synthesis	<p>DROPBOX BEFORE CLASS – ORGANIZATIONAL PPT SLIDE SHARE IN CLASS – PPT SLIDE THAT ORGANIZES YOUR LITERATURE REVIEW</p>

13) Dec 4	Gender roles	<p>Brumbach & Jarvenpa (2006) Comparative Ethnoarchaeology Gender</p> <p>Parker (2011) Bread Ovens, Social Networks and Gendered Space: An Ethnoarchaeological Study of Tandır Ovens in Southeastern Anatolia. <i>American Antiquity</i> 76(4):603-627.</p> <p>Jarvenpa and Brumbach (2006) <i>Circumpolar Lives and Livelihood: A Comparative Ethnoarchaeology of Gender and Subsistence</i>. University of Nebraska Press, Lincoln. [Maria will review]</p> <p>Searcy (2011) <i>Life-Giving Stone: Ethnoarchaeology of Maya Metates</i>. U of Arizona Press, Tucson. [Emily will review]</p> <p>DROPBOX BEFORE CLASS – FULL DRAFT OF YOUR LITERATURE REVIEW.</p>
14) Dec 11	Presentations & discussion	<p>DROPBOX BEFORE CLASS - POWERPOINT PRESENTATION OF YOUR LITERATURE REVIEW – WE WILL PRESENT & DISCUSS THESE IN CLASS</p> <p>RETURN OF YOUR LITERATURE REVIEW DRAFTS.</p>
Friday, Dec 16	OFFICIAL EXAM DATE	LAST DAY TO SUBMIT THE FINAL VERSION OF YOUR LIT REVIEW

Stay alert to any **announcements in class or on the D2L news wall** that might modify this schedule or the syllabus, or provide information about free lectures or other events & associated extra credit options.

ebooks you can access via our library:

- Allison (1999) *The Archaeology of Household Activities*
- Broderick (2016) *People with Animals: Perspectives and Studies in Ethnozooarchaeology*
- David and Kramer (2001) *Ethnoarchaeology in Action*
- Deal (1998) *Pottery Ethnoarchaeology in the Central Maya Highlands*
- Jones (2009) *Food and Gender in Fiji: Ethnoarchaeological Explorations*
- Marciniak and Yalman (2013) *Contesting Ethnoarchaeologies: Traditions, Theories, Prospects*
- Parker and Foster (2012) *New Perspectives on Household Archaeology*
- Politis (2007) *Nukak: Ethnoarchaeology of an Amazonian People*
- Searcy (2011) *Life-Giving Stone: Ethnoarchaeology of Maya Metates*