

ARKY 593
HOUSEHOLD ARCHAEOLOGY

Winter 2013

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Lectures: MW 12:30 - 13:45
Room: SS 114

Course Objectives

Household archaeology focuses on human perceptions and uses of the built environment, particularly residential architecture. Residential architecture is generally associated with the household, one of the smallest units of co-residence, economic cooperation and social reproduction. Not surprisingly, archaeologists have attempted to understand the evolution of households through the study of domestic architecture. In this course, we review previous attempts at reconstructing the demography, nature and social relationships of households through detailed analyses of the architectural remains. We also examine how the spatial arrangements of objects, activities, and social interactions reflect the ideology and social organization of households.

To achieve these goals, the course will review past and present definitions of the household, particularly as these relate to the basic unit of co-residence. Having established this critical link, we will then examine domestic architecture as a reflection of group sedentism, of household demography and status, of domestic social interaction, and of group ideology. In the process, we will outline the shortcomings of earlier models of spatial organization and evaluate the merits of current approaches to this problem. Throughout the course, we will study the households of both mobile and sedentary groups using examples drawn from ethnographic accounts and archaeological reports from around the world although there will be an emphasis on the Americas.

Textbooks

Douglas, John G., and Nancy Gonlin (editors) 2012 *Ancient Households of the Americas: Conceptualizing What Households Do*. University Press of Colorado, Boulder.

Roth, Barbara (editor) 2010 *Engendering Households in the Prehistoric Southwest*. University of Arizona Press, Tucson.

Although you will be assigned readings from these books, the textbooks are also designed to give students current overviews of topics in household archaeology. Students will also be responsible for readings to be posted on Blackboard.

Course Mechanics

At minimum, the course grade will be based on participation, an annotated bibliography and a term paper. Other potential evaluation criteria (e.g., presentations, critiques, leading discussions) and the weightings for these components will be negotiated on the first day of classes.

Grade Scale:

A+ 95-100; **A** 90-95; **A-** 85-90; **B+** 80-85; **B** 75-80; **B-** 70-75; **C+** 65-70; **C** 60-65; **C-** 55-60; **D+** 50-55; **D** 45-50; **F** <45

POTENTIAL TOPICS OF DISCUSSION

1. What is a household and how does it differ from the family?
2. What are the determinants of residential architecture?
3. What are the differences in the residential architecture of nomadic and sedentary groups?
4. Archaeological approaches to the demography of the household.
5. Is space use inside the dwelling a reflection of gender roles?
6. Site formation processes and the study of households.
7. Space syntax and the organization of domestic space?
8. What are the symbolic determinants of household organization?
9. Archaeological approaches to the structure and symbolism of residential architecture.
10. Archaeological approaches to the study of changes in the composition of the household?
11. Archaeological applications in the study of nomadic groups.
12. Archaeological applications in the study of sedentary groups.

ADDITIONAL CONTENT

Writing across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

Academic Accommodation Policy

The purpose of academic accommodation is to provide students with documented disabilities equal opportunity to master the essentials of a post-secondary education. Students with disabilities at the University of Calgary have met all admission requirements but may have done so with the use of accommodations. Similarly, they are expected to meet all academic and non-academic requirements. Adaptive technology and other academic accommodations do not relieve students of their responsibility to develop the essential skills and abilities expected of all students.

Please refer to the following web link for detailed information:

<http://www.ucalgary.ca/drc/node/71>

Disability Resource Centre Accommodations

It is the responsibility of the student to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at (403) 220-8237.

Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. Students are also required to discuss their needs with the instructor no later than fourteen (14) days after the start of the course.

Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act.

Please refer to the following link for detailed information:

<http://www.ucalgary.ca/legalservices/foip>

Academic Misconduct

Academic dishonesty is an unacceptable activity at the University of Calgary and students are **strongly advised** to read the Student Misconduct section of the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most

common are:

- 1) Presenting another student's work as your own
- 2) Presenting an author's work or ideas as you own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar.

For detailed information on what constitutes academic misconduct, please refer to the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Plagiarism

Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

Emergency Evacuation Assembly Points

In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk Information

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at

SS102, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

- For program planning and advice, contact the Student Success Centre (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact Information for Student and Faculty Representation

Student Union Vice President – Academic

Phone: (403) 220-3911

Email: suypaca@ucalgary.ca

Student Union Faculty Representatives

Sarah Damberger arts1@su.ucalgary.ca 587-7777-5244

Hana Kadri arts2@su.ucalgary.ca 403-667-9220

Kelsy Norman arts3@su.ucalgary.ca 403-861-2624

Student Ombudsman's Office

<http://www.ucalgary.ca/provost/>

Students Union Representatives for the Faculty of Arts

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