

Writing Project 2: Household and Community Case Study



Goal of Exercise: Write a short essay, between 4 and 6 pages in length (plus the bibliography) that explores a single case study—a site or community—in some depth, rather than the broadly comparative arguments you worked on in the first writing project. This week we are discussing how households and communities interact with one another, and how those interactions vary within different political contexts ranging from the band to the state. This is the final assignment designed to help prepare you for your final research projects predicting and testing how households respond, react, and adapt to changing circumstances brought about by different processes of globalization.

We have worked on coming to terms with others' work, a range of academic writers' moves broadly grouped as intertextuality, and actively using evidence to support an argument. This writing project builds on those former assignments by asking you to work on a single case study—perhaps one of the three you read about for this week, though you may use another case study (other than the U.S.)—and to place households in that community within their sociopolitical context. To do so, you need to consider two things: 1) choosing two aspects of household and community organization to explore in your essay (e.g., social organization, economic organization, ideology, or political context), and 2) the theoretical context which unifies your discussion (e.g., the origins of complexity, state core-periphery relations, kinds of states along the continuum from ceremonial to militaristic polities). Don't forget the optional readings listed on the syllabus too as potential sources of case studies, theoretical perspectives, and so on (book chapters listed as "optional" are posted in a Course Documents folder labeled "Recommended (Optional) Readings.")

For example, you might choose to write about the economic and social organization of households in Lukurmata, Bolivia. Within the theoretical context of kinds of states, you could build an argument that Lukurmata households' social organization changed from nuclear to extended family households in order to better meet conflicting labor scheduling demands related to the site's emergence as a secondary center of the ceremonial state of Tiwanaku. Similarly, you could argue that craft specialization at Lukurmata helped to create those scheduling conflicts as nuclear family households cannot farm, herd animals, work on state-owned raised fields or temple construction projects, and produce surplus goods (e.g., fancy pottery) to trade, given limited labor resources. Extended family households at Lukurmata therefore emerged to meet the labor demands associated with the community's emerging status as a politically important regional center.

Project Objectives: Like with writing project 1, I expect you to continue to practice the writing skills we have been working on this semester. These include coming to terms with others' work, actively using concepts, approaches, etc. to forward, counter, compare and contrast a number of texts, and making and testing a claim of your own with evidentiary support. Therefore, you will come up with a central claim that is explained in your introduction to the essay--hypothesizing how two aspects of household-community relations can be fruitfully explored from some theoretical perspective, which must also be explained--and structure the rest of your essay around different lines of evidence tested against that claim. The relative success of your efforts to both explain and to marshal evidence for your claim, and to relate two aspects of household-community relations to a particular theoretical perspective, will be the most important focus of my comments and my assessment at the end of this project.

Submission Guidelines: Please continue to use our standardized file naming formats. Your first draft should be called *Lastname.WP2.D1.doc* (for example, *Beaule.WP2.D1.doc*); the second draft is *Lastname.WP2.D2.doc*, and the final draft is called *Lastname.WP2.D3.doc*. All drafts of your paper should be uploaded to the appropriate Assignments folders in the Unit 3 folder. Once you attach your file, make sure you click on Submit to send it to me, not Save. If you need to replace the file you've submitted, please do so by emailing me the correct one as an attachment with a note asking me to comment on or grade that one.

At some point after I receive your first draft and before your final draft is due, I will make some comments on your essay, and send it back to you to consider as you revise your paper. These comments need to be addressed in your revisions (or if you disagree with or choose not to make suggested changes—that is always the writer's prerogative—please simply indicate in your final reflections which comments you disagree with and why). Note that this feedback from me will be somewhat less extensive than my feedback on your drafts of WP1, in a deliberate effort to decrease your dependence on your professors' reactions, and to correspondingly increase your dependence on your peers and outside readers such as Writing Studio tutors.

Writing Studio Tutors:

You are strongly encouraged to make use of the two forms of feedback offered by the Writing Studio (face-to-face appointments and the e-tutor online feedback system) at some point during this semester. Please consider making a face-to-face appointment with a tutor to go over one of the drafts of this paper if you haven't yet used their services. If you have already seen a Writing Studio tutor for an earlier assignment, you might consider an e-tutor appointment for this assignment or your final research project. Please make sure to say "yes" when asked by your tutor if he or she can email me a quick summary of your session to let me know that you've done so. I strongly encourage each of you to get into the habit of bringing your writing regularly to the Writing Studio throughout your Duke career; this course requirement is simply a means to introduce you to their services, regardless of how talented a writer you are.

Project Calendar:

- **Tuesday, 10/16, noon:** Please upload your first draft (these must be complete drafts, including full citations and a bibliography) to both the Assignments folder in the Unit 3 folder for me, and to your section's Group page under the Communications tab for your small-group workshops, no later than noon.
- **Thursday, 10/18:** Small-group workshops of your first drafts. Please download and make sure you've carefully read and marked up the first drafts of your two group partners' drafts before the workshop. The writers' groups may arrange to meet and workshop your papers for 75 minutes anywhere that's convenient for you. Remember, you're on your Honor to conduct your workshop for the full 75 minutes; most of your feedback will come from this session, so push hard for useful reactions and suggested revisions if you need to! Bring your iPods and microphones to these sessions too.
- **Saturday, 10/20, 8:00 pm:** Please upload the second complete draft of your paper to the Assignments folder by 8:00 pm tonight.
- **Tuesday, 10/23:** Endnote introduction class, meets in Bostock Library teaching classroom during our regular class meeting time. We will learn how to build and format a bibliography and in-text citations quickly and easily using the Endnote software; though I will be out of town, a colleague of mine will be there to answer your questions, help you practice the program's functions, and take attendance on my behalf.
- **Thursday, 10/25, noon:** Submit your final draft to the appropriate Assignments folder on Blackboard no later than noon.

Reflections Requirement: After the References page of your final draft, please take a few minutes to write a paragraph or two that explains to me how you have substantively revised your essay since its first incarnation. I would also like to read about which of the changes you made to your essay were inspired by your peers' comments, my revision suggestions, our in-class discussions, others' reverse outlines of your papers, etc. This is a simple exercise in reflection that helps us to sort out which kinds of feedback were helpful to us as writers, and how we made use of those various sources of feedback. By writing these reflections down at the end of your final draft, you also give me a sense of your thought processes as you moved from the first to final draft.