

## HOUSEHOLDS: PAST AND PRESENT

Section 01: Tues, Thurs 1:15-2:30 pm, LSRC B105  
 Section 02: Tues, Thurs 10:05-11:20 am, LSRC B105  
 Office hours: Tuesdays 11:45 am-12:45 pm (Art Bldg),  
 Thursdays 11:45 am-12:45 pm (West campus),  
 and by appointment

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As the basic unit of social and economic organization, the household is the context within which culture is passed down and transformed. Our gendered, ethnic, class, economic, and social behavioral patterns are shaped through our experiences in this most private, but critical cultural setting. Taking theoretically broad perspectives from readings in archaeology, cultural anthropology, urban studies, women's studies, environmental engineering and sociology, we will tackle issues concerned with household architecture, forms of the family, wealth and status differences, the organization of labor, and gender and age-based social divisions, among others. Culturally specific responses to broader sociocultural change will also be explored, such as how households and communities design and modify food production systems (e.g., irrigation and nomadic herding/hunting strategies) or shape migration patterns.

Through our readings, writing projects, and class discussions, we will practice increasingly sophisticated methods of deconstructing and critically evaluating arguments. We will also employ peer-critique workshops of student work that aim to critically test models of human sociocultural organization with multiple lines of evidence. Writing assignments include two short and one longer essay testing hypotheses against archaeological remains and contemporary household patterns, and a conference-style presentation or research poster. Students will collect data for a final research project through direct observation and interviews, or archival research on some aspect of the archaeology or anthropology of households. This final project is also our collective opportunity to apply archaeological case studies to contemporary examples of the variable impacts on households of large-scale sociocultural changes associated with globalization (e.g., agricultural strategies, immigration, elder care, gender roles, or wealth differentiation).

### ***Course Philosophy & Design:***

Writing 20 is the only course taken by all entering freshmen at Duke; though the topic of each section varies considerably, all Writing 20 courses share several common goals:

- 1) Engage with the work of others
- 2) Articulate a position
- 3) Situate your writing within specific contexts

Together these three goals (for more details see <http://uwp.aas.duke.edu/writing20/students/goals.html>) provide the overarching intellectual focus of our coursework, as well as the objectives that each writing task or larger multi-tiered writing project is designed to fulfill. During each writing project, all students in Writing 20 are offered opportunities to further develop their skills in several writing practices, particularly researching, workshoping, revising and editing. The skills you will hone in the critical reading of texts, responding to and applying others' work, drafting and revising your own written work, and making your research public, will allow you to not only enter, but also to make meaningful and ongoing contributions to the intellectual life



of the academy. Regardless of your intended field of study, these skills are variably transferable to research and writing in the sciences and humanities, though the mechanics may differ significantly between your literary criticism essay and your chemistry report.

### ***So why households and why archaeology?***

Studies of the impact of large-scale changes such as developmental projects have much to learn from their prehistoric counterparts. Many Andean nations, for example, have taken on enormous national debts in recent decades to construct very large agrarian irrigation systems in the same regions where archaeologists have documented ancient, abandoned ones. Without reference to the reasons why those agricultural systems and the complex ancient societies that built them collapsed, these project engineers' goals of sustainable intensive agriculture may be doomed from the start. It is also crucial that we try to understand the cultural context of such predictable disasters, including the organization of modern American and non-American households, their relationships with the communities and nations they are part of, their needs and expectations, and the historical and cultural circumstances that shaped these factors. Whether one is designing and implementing a project such as Green Revolution seed supply changes, or analyzing large-scale suffering after the collapse, failure, or simple abandonment of an event like the Indonesian tsunami, the household is the basic social and cultural unit where decisions are made and reactions are shaped. As such, the household perspective contributes a critical perspective to discussions about how and why people respond to change or stress, whether natural or man-made.

### ***The Writing Component:***

Given these goals, and the additional objectives that all Writing 20 courses have, we will proceed through a number of progressively complex course units designed to provide you with opportunities to acquire and hone your scholarly abilities in critical reading and writing. In **Unit 1: Scientific Arguments**, we will practice critical reading, deconstructing, and mapping scientific arguments. Using reading selections from household theory and archaeological methodology, we will compose short response papers and abstracts to practice the critical skills of economizing words, countering and forwarding others' contributions to academic research. **Unit 2: The Social and Economic Organization of Households**, focuses on two writing tasks, including framing your position within an ongoing academic debate, and using our and others' written work to formulate hypotheses (central and sub-claims) about household-level decisions and choices. **Unit 3: Household and Community** makes use of a range of case studies from village and chiefdom to city and state to explore how the degree of social complexity affects households' roles, options, and choices within various kinds of political systems.

The final third of the course applies these lessons to particular case studies that directly connect ancient households with modern case studies of communities impacted by large-scale global processes. In **Unit 4: Households in a Global Context**, you will define, defend, contextualize, and develop a research project of interest to you and your classmates. As part of the research process, each student will participate in an anonymous peer review process that gives you additional feedback from individuals who are not in the same class, thus expanding the audience of your work. In this final project, you will use archaeological case studies as analogies to analyze data about household actions and responses to different aspects of globalization and other large-scale socioeconomic changes. The final section of the course is **Unit 5: Presenting Your Work in Public**. You will first be asked to analyze your data in various ways. We will also learn to use the power of sophisticated graphical presentation to communicate information in concise and visually captivating manners. These will be important additions to your future written work, as well as the foundation for your individual contribution to our joint Household Archaeology Conference at the end of the semester, when we will proudly display the results of our research projects in the form of 15-minute oral presentations or professional research posters. Together, these writing projects give you opportunities to work toward our shared course objectives, while simultaneously exploring the ways that the household and archaeological perspectives can contribute to our understanding of the world from others' perspectives.

**Course Practices:**

A variety of in-class activity formats will help us to further our collective goals as a class, as well as contribute to your individual objectives as academic writers. These include:

- *Small-group workshops:* Groups of between two and four students will work together on their texts, focusing on drafting, revision, and editing challenges
- *Large-group workshops:* We will tackle common issues in drafting and revision, among other topics, as a class – examples or excerpts from students' writing will be the focus of these workshop sessions
- *Peer review:* As part of revision work, we will discuss and practice giving and receiving feedback to your academic peers (students in your and the other section of the course).
- *Making use of outside resources:* I have built time into our schedule for trips to the library stacks, computer labs, and in-class exploration of other resources offered by Duke or the world beyond the university. You will also be strongly encouraged to work with Writing Studio tutors in face-to-face sessions and through the e-tutor program. These and related resources can be of tremendous utility to you as a writer, student, and curious intellectual more generally.
- *Oral feedback:* To more completely and effectively capture oral feedback provided during small- and large-group workshops, individual and group conferences, and Writing Studio visits, we will be using Audacity software, iPods and microphones to record, edit, and submit reflective feedback on your work and your peers' writing. If used to their full potential, these can be powerful tools in reflective writing and revision processes.

**Assigned Readings:**

There are two books assigned for this course:

*Rewriting: How to Do Things with Texts*, by Joseph D. Harris (2006). Logan, UT: Utah State University Press

*The Craft of Research (Second Edition)*, by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (2003). Chicago: University of Chicago Press.

Those additional assigned readings that are **book chapters**, including both mandatory and optional texts, are scanned and posted for you as pdf files in Blackboard's Course Documents folders (<https://courses.duke.edu/webapps/portal/frameset.jsp>). The full references for assigned and suggested **journal articles** are included in the course bibliography as part of this syllabus; because they are available online through the library's electronic databases, you are expected to locate and print them yourself. Note that you must be either on-campus or logged onto the network using your NetID to access these files. Full bibliographic references for all readings are included in this syllabus (most can be acquired through the JSTOR database); students are expected to download, print, and read all assigned articles and book chapters before class. (*Remember: book chapters are posted on Blackboard, but you must locate Journal articles in the library's databases yourself.*)

You should bring assigned readings, as well as your notes or detailed outline of each selection, to our class sessions as both important reminders and references to have on hand. These readings, as well as the chapters in your two reference books, will be useful for your research projects and papers. As part of the research process, you will be asked to identify your own sources for the final research project and conference contribution. I am happy to help you identify additional texts relevant to your research interests and paper topics if you have trouble identifying good sources; sizeable bibliographies in Course Documents, the "Additional Recommended Readings" bibliography at the end of this syllabus, and references cited in the bibliographies of class readings (the "citation thread" method of research), are all good places to start. A research consultation with a librarian is another excellent option available to you at any point during the research and writing process.

**Semester Narrative:**

Grades will be based on one larger and several short writing projects. These assignments are designed to give you opportunities to practice both writing and critical review within several modes of communication commonly employed in the sciences. You will also be asked to outline the rhetorical structure of others' arguments, and compose a short response paper and abstracts. These initial assignments will

simultaneously allow you to critically evaluate which reading and note-taking strategies work best for you, and provide you with a set of tools to explore the relative strengths and weaknesses of others' arguments. In your lengthier writing projects, you will be asked to explore the relations between theory, model, hypotheses, and evidence embodied in several related texts in increasingly sophisticated manners.

As the course progresses, the list of writing and rhetorical skills that I will expect you to practice in your writing will grow longer. Each writing project, therefore, gives you the chance to produce and revise increasingly complex arguments (also an increasingly difficult and time-consuming challenge). The acquisition of these various skills will prepare you to conduct your own project as an "armchair archaeologist." As part of your final project, you will have the opportunity to collect original data through interviews, archival research, or some other means to test your hypotheses against qualitative and quantitative data sets. Finally, each group of student researchers will present the results of their research projects in the form of oral presentations or research posters. In this manner, you will be introduced to several critical modes of communication as well as various rhetorical styles employed in academic discourse through these progressively complex writing projects. Finally, you will be asked to complete various small tasks throughout the term, such as providing and responding to audio feedback files, providing written feedback and cover letters to peer reviewers, reverse outlining others' drafts, and so forth. Simply completing these tasks as assigned and on time, and being prepared each day to contribute to and participate in class discussions and workshops, are required to will earn you full credit for the final 15% of your course grade.

Your work in each of the five units of the class contributes to the final course grade as follows:

UNIT 1: Argument outline, Response paper, and Abstracts	10%
UNIT 2: Socioeconomic organization paper (Writing Project 1)	15%
UNIT 3: Household and community paper (WP2)	20%
UNIT 4: Data analysis, final research paper (WP3)	30%
UNIT 5: Households Conference presentation or poster (WP4)	10%
Class participation: Reflections and feedback files, peer reviews and cover letters, intertextuality and data analysis exercises, etc.	<u>15%</u>
Total:	100%

### ***Attendance Policy:***

Attendance and active participation at each class meeting are essential, particularly during both small and large group workshops. If you must miss a class at some point, you should contact me as soon as possible via email or come in during my office hours to review what you missed. It is your responsibility to find out what you missed that day and to obtain copies of any materials distributed in class. If you know in advance that you will be away when an assignment is due, please contact me as soon as possible so that we can discuss the possibility of a different due date.

The primary focus of this seminar is on *your writing*; therefore, your presence in class is imperative. As you will discover, Writing 20 is a *process*-oriented course. The learning that you do in this course will be directly tied to your involvement in this process, not merely to your production of each of the discrete assignments that you are given. Though you are allowed two absences without penalty (these two absences should be sufficient to cover such events as personal illness or family emergency), you will be penalized for any unexcused absence from a class session during which your written work is to be workshopped by either a small group or the class as a whole. (Please note that major religious holidays are excused absences, though you should notify me of your intended absence well in advance, and request details about the official procedures for obtaining an official excuse, if necessary.) If you miss an additional class period beyond a second absence (without my prior approval), your final grade will be lowered by one grade designation for *each additional class* missed (i.e., a 'B+' would become a 'B', etc.). I also expect that you will arrive to class on time and ready to begin work, with hard copies of the readings, your paper drafts, and your iPod and microphone in hand. You will be allowed two late arrivals (more than 5 minutes after class has begun) or early departures (more than 5 minutes before the class has been dismissed) for the semester. *Each*

*additional late arrival or early departure will count as a class absence, either toward or in addition to your two allowed unexcused absences.*

***Academic Integrity:***

There is no value that is more central to academic discourse in general, and academic writing in particular, than intellectual honesty. One of the primary aspects of such honesty is the recognition of the role that the thoughts and words of others play in the formation of one's own ideas and opinions and, especially, in the construction of one's own written arguments. While the model of scholarly "conversation" and the free exchange of ideas to which we will aspire in this course rightly suggests that one ought to learn from, and draw upon, the work of others, this in no way implies that one can simply appropriate such work without proper acknowledgement of its source. The name for such unacknowledged appropriation is "plagiarism."

Materials on the University's policies regarding plagiarism are posted at the following URL's: [www.lib.duke.edu/libguide/citing.htm](http://www.lib.duke.edu/libguide/citing.htm) and [www.lib.duke.edu/libguide/plagiarism.htm](http://www.lib.duke.edu/libguide/plagiarism.htm). Please read these materials carefully before beginning the first Writing Project. Duke's library website also offers fantastic online resources for how to cite sources and construct bibliographies; the URL is <http://library.duke.edu/research/guides/citing/>. Also, I will be sure to address issues relating to the avoidance of plagiarism as they arise. And if you have any questions regarding plagiarism or how to avoid it, please discuss them with me. There is no shame in needing clarification of these issues. However, once we have begun our own writing, you will be held responsible for abiding by accepted conventions. Thus, it is in your own best interest to make sure that you fully understand what is expected of you. Besides being an Honor Code violation, plagiarism represents a most serious breach of the contract between students and teachers (and between students and their classmates), and if I find that you have willfully plagiarized someone else's words (or ideas), you will be failed for the course. Most instances of plagiarism arise from ignorance about what constitutes plagiarizing, not from deliberate attempts to pass off another's work as your own. While I do not require you to follow any particular citation system (APA, MLA, etc.), you are required to choose one and to use it consistently within each writing assignment.

***Document Format Guidelines and Late Assignments:***

All documents that you produce and/or post to the website for this course must be in Microsoft Word. You will be given a sheet with instructions for the course website with the first Writing Project assignment. Keep these instructions and follow them carefully when creating documents and posting them to the course website. If you lose these instructions, note that it is also posted under Course Documents. Also, each assignment sheet contains specific file naming instructions for each draft of your assignments. It is critical that you carefully follow those instructions exactly when posting your work to Blackboard and your audio recordings to iTunes U.

If you become ill or run into problems during the semester that might realistically prevent you from turning in a draft of an assignment on time, please get in touch with me before the deadline to arrange for an extension, if possible. Paper draft deadlines will be strictly enforced (if an assignment is posted or turned in late, and for each day afterward that I have not received it or any part of it, you will be penalized one grade designation—e.g., a B+ to a B—on that assignment), but I am quite willing to work with you should extenuating circumstances arise.

***The Writing Studio:***

The main office of the Writing Studio is located in room 112, Perkins Library (daytime and evening hours). Satellite centers are also located in the Academic Advising Center (daytime hours), and on the second floor landing of Lilly Library (evening hours). Whatever your natural abilities as a writer, the Writing Studio is an invaluable resource for you to use in improving the quality of your writing—in relation both to particular writing projects and the craft of writing in general. The trained writing tutors at the studio are available to consult with you on all aspects of the writing process. You can familiarize yourself with the many ways in which they can provide you with assistance by going to the Studio's website, at <http://uwp.aas.duke.edu/wstudio/>. You can also make an appointment with a tutor online, or conduct a tutoring session completely online via the e-tutor program. A link to their website is also posted on

Blackboard under External Links. Finally, note that the Writing Studio website includes a long list of very helpful handouts, each of which is available for download here:  
<http://uwp.aas.duke.edu/wstudio/resources/handouts.html>.

### **Course Bibliography:**

Adams, E. Charles (1983). "The architectural analogue to Hopi social organization and room use, and implications for prehistoric northern Southwestern culture." *American Antiquity* 48(1): 44-61.

Bengston, Vern L. (2005). "Beyond the nuclear family: The increasing importance of multigenerational bonds," in *Public and Private Families: A Reader*, edited by Andrew J. Cherlin. Boston: McGraw-Hill Higher Education, pp. 229-240.

Bermann, Marc (1997). "Domestic life and vertical integration in the Tiwanaku heartland." *Latin American Antiquity* 8(2): 93-112.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams (2003). *The Craft of Research (Second Edition)*. Chicago: University of Chicago Press.

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Falconer, Steven E. (1995). "Rural responses to early urbanism: Bronze Age household and village economy at Tell el-Hayyat, Jordan." *Journal of Field Archaeology* 22(4): 399-419.

Fan, Maureen (2007). "In rural China, a bitter way out." *Washington Post*, May 15, 2007, page A10. Retrieved August 10 from <http://www.washingtonpost.com/wp-dyn/content/article/2007/05/14/AR2007051401506.html>

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Flannery, Kent V. (2002). "The origins of the village revisited: From nuclear to extended households." *American Antiquity* 67(3): 417-433.

Friesen, T. Max (1999). "Resource structure, scalar stress, and the development of Inuit social organization." *World Archaeology* 31(1): 21-37.

Harris, Joseph D. (2006). *Rewriting: How to Do Things with Texts*. Logan, UT: Utah State University Press

Hastorf, Christine A. (1990). "The effect of the Inka State on Sausa agricultural production and crop consumption." *American Antiquity* 55(2): 262-290.

Hendon, Julia A. (1996). "Archaeological approaches to the organization of domestic labor: Household practice and domestic relations." *Annual Review of Anthropology* 25: 45-61.

Kamp, Kathryn A. (1987). "Affluence and image: Ethnoarchaeology in a Syrian village." *Journal of Field Archaeology* 14(3): 283-296.

Kintigh, Keith W. (2005). "Writing archaeology: Analyses and archaeological argumentation." *The SAA Archaeological Record* 5(4): 33-35.

Kitcher, Philip (1998). "Believing where we cannot prove," in *Introductory Readings in the Philosophy of Science*, 3<sup>rd</sup> edition, edited by E.D. Klemke, R. Hollinger, and D.W. Rudge. Amherst, NY: Prometheus Books, pp. 76-98.

LaMotta, Vincent M. & Michael B. Schiffer (1999). "Formation processes of house floor assemblages," in *The Archaeology of Household Activities*, edited by Penelope M. Allison. New York: Routledge, pp. 19-29.

Lyons, Diane (1998). "Witchcraft, gender, power and intimate relations in Mura compounds in Dela, northern Cameroon." *World Archaeology* 29(3): 344-362.

Mintz, Steven (2005). "From patriarchy to androgyny and other myths: Placing men's family roles in historical perspective," in *Public and Private Families: A Reader*, edited by Andrew J. Cherlin. Boston: McGraw-Hill Higher Education, pp. 36-43.

Wilk, Richard R. (1984). "Households in process: Agricultural change and domestic transformation among the Kekchi Maya of Belize," in *Households: Comparative and Historical Studies of the Domestic Group*, edited by Robert McC. Netting, Richard R. Wilk, & Eric J. Arnould. Berkeley: University of California Press, pp. 217-244.

Wolf, Arthur P. (1984). "Family life and the life cycle in rural China," in *Households: Comparative and Historical Studies of the Domestic Group*, edited by Robert McC. Netting, Richard R. Wilk, & Eric J. Arnould. Berkeley: University of California Press, pp. 279-298.

Ziman, John (1998). "What is science?," in *Introductory Readings in the Philosophy of Science*, 3<sup>rd</sup> edition, edited by E.D. Klemke, R. Hollinger, and D.W. Rudge. Amherst, NY: Prometheus Books, pp. 48-53.

#### ***Additional Recommended Readings:***

Brumfiel, Elizabeth M. (1996). "The quality of tribute cloth: The place of evidence in archaeological argument." *American Antiquity* 61(3): 453-462.

Cancian, Francesca M. (2005). "From role to self: The emergence of androgynous love in the 20<sup>th</sup> century," in *Public and Private Families: A Reader*, edited by Andrew J. Cherlin. Boston: McGraw-Hill Higher Education, pp. 153-167.

Cott, Nancy F. (2005). "An archaeology of American monogamy," in *Public and Private Families: A Reader*, edited by Andrew J. Cherlin. Boston: McGraw-Hill Higher Education, pp. 26-36.

Damp, Jonathan E. (1984). "Architecture of the early Valdivia village." *American Antiquity* 49(3): 573-585.

Furstenberg, Frank F. Jr. (2005). "Family change and family diversity," in *Public and Private Families: A Reader*, edited by Andrew J. Cherlin. Boston: McGraw-Hill Higher Education, pp. 369-381.

Hayashida, Frances M. (2005). "Archaeology, ecological history, and conservation." *Annual Review of Anthropology* 34: 43-65.

Hoffman, Susanna M. (1999). "After Atlas shrugs: Cultural change or persistence after a disaster," in *The Angry Earth: Disaster in Anthropological Perspective*, edited by Anthony Oliver-Smith & Susanna M. Hoffman. New York: Routledge, pp. 302-325.

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Lawrence, Susan (1999). "Towards a feminist archaeology of households: Gender and household structure

on the Australian goldfields," in *The Archaeology of Household Activities*, edited by Penelope M. Allison. New York: Routledge, pp. 121-141.

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Meadows, Karen (1999). "The appetites of households in early Roman Britain," in *The Archaeology of Household Activities*, edited by Penelope M. Allison. New York: Routledge, pp. 101-120.

Moseley, Michael E. (1999). "Convergent catastrophe: Past patterns and future implications of collateral natural disasters in the Andes," in *The Angry Earth: Disaster in Anthropological Perspective*, edited by Anthony Oliver-Smith & Susanna M. Hoffman. New York: Routledge, pp. 59-71.

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Wilk, Richard R. & Robert McC. Netting (1984). "Households: Changing forms and functions," in *Households: Comparative and Historical Studies of the Domestic Group*, edited by Robert McC. Netting, Richard R. Wilk, & Eric J. Arnould. Berkeley: University of California Press, pp. 1-28.