

ANTH 284  
Summer Session I  
June 10-July 8, 2003  
Bryan Hall 310  
and Cabell 210  
MTWTF 8:00-10:15 am

Jillian Galle  
Office Hours: By Appointment in  
Brooks Hall, Room 300  
Mail Box: Basement of Brooks Hall  
Email: [jeg3y@virginia.edu](mailto:jeg3y@virginia.edu)  
Phone: 984-9873

---

## **Syllabus and Reading List**

### **Unearthing the Household: Gender, Class and Ethnicity in Contemporary Archaeology**

This course explores the extent to which theories of gender, class, and ethnicity are useful tools for understanding the archaeological record. The goal of this class is to expose students to different theoretical approaches to the archaeological record through the use of detailed readings, critical discussions, and a hands-on analytical project. Although we discuss how archaeologists use these approaches to interpret city and village life, the unit of analysis for the class project will be the household. Using the household as the unit of analysis, we will test the usefulness of these theories in the context of several 18th- and 19th-century historic sites in Virginia and Tennessee.

As this class is designed to accommodate students with little or no experience with archaeology, it begins with an overview of the major methods and theories in anthropological archaeology. During the first week of class students will be introduced to processual and post-processual approaches to the archaeological record. By the end of the week we will look at how and why the household is an essential unit of analysis for archaeologists. We will discuss how archaeologists understand the economic, social, and physical characteristics of both prehistoric and historic households. The first week of class will be a combination of lectures and class discussions.

The remaining three weeks will be spent exploring how theoretical approaches to gender, ethnicity, and class influence archaeological interpretations. You will be asked to think critically about, and discuss the readings while applying what you have learned to archaeological data from real household sites. Therefore, each of the remaining three weeks will be structured in a similar manner: We'll begin with some of the main archaeological texts on gender, class, and ethnicity. We will then read and critique current archaeological work that investigates gender, class, and ethnic relationships. At the end of each week we will move to the computer lab where each student will be given a dataset from several archaeological sites. You will learn two analytical methods that you will then apply to your dataset. In a written assignment and oral presentation, you will be asked to interpret the data based on the readings and class lectures, with a specific attempt at comparing the households.

## **Course Requirements:**

### *Discussion Notes/Class Participation/Attendance (35%):*

Due to the short and intense nature of summer session, attendance at, and participation in, every class is required. Readings are due before class on the assigned date.

At the end of each class I will provide you with a small “assignment” that will help you to prepare for the following class. I may ask you to bring in a passage from the assigned texts that you wish to discuss or I may ask you to respond to a specific question. 2 to 3 days a week these assignments will require you to prepare written discussion notes. Discussion notes provide an opportunity for you to work critically with the assigned texts prior to class. They will also help you prepare for our daily class discussions. Discussion notes will consist of a single, type written page (double-spaced) that will be handed in at the end of each class. You will be required to complete 8 discussion notes during the session.

*Note on promptness:* The bad news: Class begins promptly at 8 am. I expect every student to arrive to class on time. Since late arrivals are disruptive to discussions and work sessions, your final course grade will be reduced by 1.11% for every class to which you arrive late. This may not seem like much but it adds up. For example: if you are late to class three times your final grade will drop by 3.33%, or one step (i.e. A- to B+). The good news is: You can bring your coffee to class.

### *Project and Presentation (35%)*

Throughout the course we will be working with data from several 18<sup>th</sup> and 19<sup>th</sup> century historic sites. In class you will be introduced to two analytical methods that you’ll use to compare the household data. Based on readings, discussions, and analysis, each student will prepare a typewritten report with graphics that support their interpretations of the households they are working with. Projects are due on Wednesday, July 2 at 8 am. Project presentations will be given in class on Monday, July 7.

### *Final Paper (30%)*

Your “final exam” will take the form of a take-home paper. On Thursday, July 3, I will distribute a series of questions. You will answer one of these questions in a 5-page, type-written. You will not be expected to conduct outside research; you will draw on the course readings and discussions. The questions will be distributed on Thursday, July 3. The paper is due at 8 am on Tuesday, July 8.

## **Grading:**

Your final grade will be calculated in the following manner:

Discussion Notes/Participation/Attendance: 35%

Project and Presentation: 35%

Final Paper: 30%

As noted above, your final course grade will be reduced by 1.11% for every class to which you arrive late.

**Readings:**

The only required book for the class is James Deetz's *In Small Things Forgotten*, the revised edition (1996). It is in the UVa bookstore. All other readings are posted on toolkit or will be handed out in class. Readings on toolkit are denoted with (*tk*). Readings that I will hand out in class are indicated with (*galle*).

## Schedule and Reading List

### Week 1: Introduction to Household Archaeology

**10 June, Tuesday:** Welcome and Introduction to Archaeology.

**11 June, Wednesday:** Households and Household Archaeology I

Carsten, Janet and Stephen Hugh-Jones

1995 Introduction. In *About the House*, edited by J. Carsten and S. Hugh-Jones, pp. 1-21. Cambridge University Press, Cambridge. (tk)

Kramer, Carol

1982 Ethnographic Households and Archaeological Interpretation. In *American Behavioral Scientist* 25(6): 663-675. (tk)

Wilk, Richard and William Rathje

1982 Household Archaeology. In *American Behavioral Scientist* 25(6): 617-639. (tk)

#### *Recommended:*

Bender, Donald

1967 A Refinement of the Concept of Household: Families, Co-Residence, and Domestic Functions. In *American Anthropologist*, New Series 69(5): 493-504. (tk)

**12 June, Thursday:** Households and Household Archaeology II

Beaudry, Mary

1989 Household Structure and the Archaeological Record. In *Households and Communities: Proceedings from the Twenty-First Annual Conference of the Archaeological Association of the University of Calgary*, edited by Scott McEachern, David Scott, and Richard Garvin, pp. 84-92. (tk)

Deetz, James

1996 *In Small Things Forgotten*, expanded and revised edition. New York: Doubleday. In *Small Things Forgotten*. Chapters 1-2, pp.1-67.

#### *Recommended:*

Flannery, Kent and Marcus Winter

1976 Analyzing Household Activities. In *The Mesoamerican Village*, edited by K. Flannery, pp. 34-47. Academic Press, New York. (tk)

**13 June, Friday:** Approaches to 18<sup>th</sup> and 19<sup>th</sup> century Households

Deetz, James

1996 *In Small Things Forgotten*, expanded and revised edition. New York: Doubleday. In *Small Things Forgotten*. Chap. 3-6, pp.68-186.

## **Week 2: Exploring Ethnicity and Identity through the Archaeological Record**

**16 June, Monday: Monticello Archaeology Walking Tour:**

**Please meet at Monticello at 8:30 am.** Wear clothes that you don't mind getting dirty and bring comfortable walking shoes. You may also wish to bring drinking water and bug spray. If it is raining, we will still meet at Monticello for a laboratory tour and ceramics discussion.

Deetz, James

1996 *In Small Things Forgotten*, expanded and revised edition. New York: Doubleday. In *Small Things Forgotten*. Chap. 7-9, pp.187-260.

Samford, Patricia

1996 The Archaeology of African-American Slavery and Material Culture. In *The William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. LIII, No. 1: 87-114. *(tk)*

Walsh, Lorena

1995 Work and Resistance in the New Republic: The Case of the Chesapeake, 1770-1820. In *From Chattel Slaves to Wage Slaves: The Dynamics of Labor Bargaining in the Americas*, edited by Mary Turner. Indiana University Press, Bloomington. *(tk)*

**17 June, Tuesday:** Ethnicity, Identity and Material Culture I: Artifacts as Ethnic Markers? Cases from North American Slavery

Deetz, James

1988 American Historical Archaeology: Methods and Results. In *Science* New Series, Volume 239, Issue 4838: 362-367. *(tk)*

Russell, Aaron

1997 Material Culture and African American Spirituality at the Hermitage. In *Historical Archeology* 31(2): 63-80. *(tk)*

Wilkie, Laurie

1997 Secret and Sacred: Contextualizing the Artifacts of African-American Magic and Religion. In *Historical Archaeology* 31(4): 81-106. *(tk)*

*Recommended:*

Mouer, Daniel et al

1999 Colono Pottery, Chesapeake Pipes, and "Uncritical Assumptions". In *"I, too, Am America": Archaeological Studies of African-American Life*, edited by Theresa Singleton, pp. 83-115. University of Virginia Press, Charlottesville. *(tk)*

**18 June, Wednesday:** Ethnicity, Identity and Material Culture II: Architecture

hooks, bell

1995 Black Vernacular: Architecture as Cultural Practice. In *Art on My Mind: visual politics*. The New Press, New York, pp. 145-151. (tk)

McKee, Larry

1992 The Ideals and Realities behind the Design and Use of 19<sup>th</sup> Century Slave Cabins. In *The Art and Mystery of Historical Archaeology: Essays in Honor of James Deetz*, edited by A. Yentsch and M. Beaudry, pp. 195-213. CRC Press, Inc., Boca Raton. (tk)

Neiman, Fraser

1993 Temporal Patterning of House Plans from the 17<sup>th</sup> Century Chesapeake. In *The Archaeology of 17<sup>th</sup> Century Virginia*, edited by Theodore Reinhart and Dennis Pogue, pp. 251-283. Archaeological Society of Virginia, Richmond. (tk)

**19 June, Thursday:** Introduction to Project Sites

**Meet in Cabell 210**

Heath, Barbara

1999 "Your Humble Servant": Free Artisans in the Monticello Community. In *"I, too, Am America": Archaeological Studies of African-American Life*, edited by Theresa Singleton, pp. 193-217. University of Virginia Press, Charlottesville. (tk)

Thomas, Brian

1998 Power and Community: The Archaeology of Slavery at the Hermitage Plantation. *American Antiquity* 63(4): 531-551. (tk)

**20 June, Friday:** 18<sup>th</sup>-century Consumption

**Meet in Cabell 210**

Galle, Jillian and Fraser Neiman

2003 Patterns of tea and tableware consumption on late eighteenth-century slave quarter sites. Paper presented at the Society for Historical Archaeology Annual Meeting, January 15-19. Providence, Rhode Island. (galle)

Martin, Ann Smart

1989 The Role of Pewter as Missing Artifact: Consumer Attitudes Toward Tableware in Late 18<sup>th</sup> Century Virginia. In *Historical Archaeology* 23(2):1-27. (tk)

*Recommended:*

Rodris Roth

1988 Tea-Drinking in Eighteenth-Century America: Its Etiquette and Equipage. In *Material Life in America, 1600-1860*, edited by Robert Blair St. George, pp. 439-462. Northeastern University Press, Boston. (tk)

**Week 3: Exploring Ethnicity and Identity through the Archaeological Record (cont'd) and Gender Theory and Archaeology**

**23 June, Monday:** Ethnicity, Identity and Material Culture III: Black and White Landscapes

Paynter, Robert

2001 The Cult of Whiteness in Western New England. In *Race and the Archaeology of Identity*, edited by Charles E. Orser, Jr., pp. 125-142. The University of Utah Press, Salt Lake City. (tk)

Upton, Dell

1988 White and Black Landscapes in Eighteenth-Century Virginia. In *Material Life in America, 1600-1860*, edited by Robert Blair St. George, pp. 357-369. Northeastern University Press, Boston. (tk)

**24 June, Tuesday:** Gender Theory and Archaeology I: An Introduction

Conkey, Margaret and Janet Spector

1998 Archaeology and the Study of Gender. In *Reader in Gender Archaeology*, edited by Kelly Hays-Gilpin and David S. Whitley, pp.11-45. Routledge, London. (tk)

Franklin, Maria

2001 A Black feminist-inspired archaeology? In *Journal of Social Archaeology* 1(1): 108-125. (tk)

Wylie, Alison

1991 Gender Theory and the Archaeological Record: Why is There No Archaeology of Gender? In *Engendering Archaeology: Women and Prehistory*, edited by Joan Gero and Margaret Conkey, pp. 31-54. Basil Blackwell Ltd, Oxford. (tk)

*Recommended:*

Scott, Elizabeth

1994 Through the Lens of Gender: Archaeology, Inequality and Those of "Little Note", In *Those of Little Note: Gender, Race, and Class in Historical Archaeology*, edited by Elizabeth Scott, pp. 3-24. The university of Arizona Press, Tucson. (tk)

Scott, Joan Wallach

1986 Gender: A Useful Category of Historical Analysis. In *The American Historical Review* Volume 91, Issue 5: 1053-1075 *(tk)*

**25 June, Wednesday:** Gender Theory and Archaeology II: Applications

Brumfiel, Elizabeth

1996 The Quality of Tribute Cloth: The Place of evidence in Archaeological Argument. In *American Antiquity* 61(3): 453-462. *(tk)*

Mills, Barbara

2002 Acts of Resistance: Zuni Ceramics, Social Identity, and the Pueblo Revolt. In *Archaeologies of the Pueblo Revolt*, edited by Robert Preucel, pp. 85-98. University of New Mexico Press, Albuquerque. *(tk)*

*Recommended:*

Brumfiel, Elizabeth

1992 Distinguished Lecture in Archaeology: Breaking and Entering the Ecosystem—Gender, Class and Faction Steal the Show. In *American Anthropologist* 94(3): 551-567. *(tk)*

**26 June, Thursday:** Gender and Slavery I

**Meet in Cabell 210**

Heath, Barbara

In press Engendering Choice: Slavery and Consumerism in Central Virginia. In *Engendering African-American Archaeology: A Southern Perspective*, edited by Jillian E. Galle and Amy L. Young. University of Tennessee Press, Knoxville. *(galle)*

**27 June Friday:** Gender and the Working Class

**Meet in Cabell 210**

Seifert, Donna

1991 Within Site of the White House: The Archaeology of Working Women. In *Historical Archaeology* 25(4): 82-108. *(tk)*

**30 June, Monday:**

**Meet in Cabell 210**

Purser, Margaret

1991 “Several Paradise Ladies are Visiting in Town”: Gender Strategies in the Early Industrial West. In *Historical Archaeology* 25(4): 6-16. *(tk)*



**1 July, Tuesday:** Gender is just not about Women

**Meet in Cabell 210**

Kryder-Reid

1994 'With Manly Courage': Reading the Construction of Gender in a Nineteenth Century Religious Community. In *Those of Little Note: Gender, Race, and Class in Historical Archaeology*, edited by Elizabeth Scott, pp. 97-114. The University of Arizona Press, Tucson. *(tk)*

**2 July, Wednesday: Projects Due.**

**3 July, Thursday:** The Venable Lane Site

Ford, Ben, Jillian Galle and Drake Pattern

1995 An archaeological Analysis of Gentrification: Turn of the Century Charlottesville. Paper presented at the Society for Historical Archaeology Annual Meeting, January 4-8, Washington, D.C. *(galle)*.

Patten, Drake

1997 Cheers if Protest? The Public, the Post, and the Parable of Learning. In *Historical Archaeology* 31(3), pp. 132-139. *(tk)*

**4 July, Friday: No Class.**

**7 July, Monday: Project Presentations.**

**8 July, Tuesday: Papers Due.**

Dr. Benjamin Ford, Guest Lecture and site tour of Venable Lane

## ANTH 284 Project and Presentation

### Project Description and Requirements:

You have been given data from several excavated slave quarter sites.

- Those who chose the Hermitage, a 19<sup>th</sup> century plantation in Tennessee, will be working with data from two slave dwelling sites, **Cabin 3 West** and the **Triplex Middle**.
- Those who chose Utopia, an 18<sup>th</sup> century quarter site in the Tidewater of Virginia, have been given data from 6 slave dwelling sites. You are required to compare at least two of these dwellings, although comparing more than 2 is recommended.

Using the archaeological data and the artifact index as your main method of analysis, you are asked to look for evidence of ethnicity, gendered activities, and signs of status or differential access to material goods at each dwelling site. Drawing on class readings, lectures, and discussions, you will first decide which artifact groupings you will analyze in your data set. What is the household composition of each dwelling? What sorts of activities took place at each site? Is there evidence of African descent or spiritual/religious practices at the site? Can you see signs of gendered activity spheres? What evidence do you have for these arguments?

Once you have answered these and other questions about each site, you'll then use the Artifact Index calculation that you learned in class to compare the sites. What are the similarities and differences between the households? Did one household have greater access to goods than another? Does one appear to have been the center of certain gendered activities? Be sure to support your arguments with the data.

Your analysis will be written up in a five or more page paper (not to exceed 8 pages). You must graphically support in your arguments and you must also use citations from the class readings to support your claims. Note: Graphics do not count as written pages (Do not turn in a 3 page written paper with 3 pages of graphs—this will not be considered a 5 page paper).

I expect you to turn in a well-written paper with a clear thesis statement that is supported by evidence from the data and from class readings and lectures. I *strongly* encourage you to visit the Writing Center in Bryan 314 for writing assistance (<http://www.engl.virginia.edu/wctr/wcinfo.html>). Summer hours are posted on their door. Since the final project is due on Wednesday, July 2, you should have a complete draft that you can take to the Writing Center on July 1<sup>st</sup>. You will be graded on both the strength of the paper's argument and content as well as grammar and general composition.

This project is 35% of your final grade. Late projects will be docked one full letter grade for each day they are late. Projects will not be accepted after July 4. If you turn your project in on July 4, the highest possible grade you can receive is a C. You will receive an F if you turn your project in after July 4. There will be no exceptions.

You are required to present your project and its conclusions on Monday, July 7.

**PLEASE SEE ME WITH ANY QUESTIONS OR CONCERNS.**