

LAIS/ANTH 368: Home, Hale, Casa: Households in Cross-Cultural Perspective (Spring 2026)

Time and Location: TBD

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As the basic unit of social and economic organization, the household is where culture is lived in and practiced, transformed, and passed down over the generations, both in Latin America and elsewhere. Our gendered, ethnic, class, economic, and social behavioral patterns are shaped through our experiences in



this private but critical cultural setting. Taking theoretically broad perspectives from readings in archaeology, cultural anthropology, history, urban studies, women's studies, and sociology, we will tackle issues concerned with household architecture, forms of the family, wealth and status differences, the organization of labor, gender and age-based social divisions, symbols and the sacred, 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, shape migration patterns, and respond to

natural disasters and socio-political change. Our course will also benefit from taking place in Seville, as we will have the opportunity to conduct site visits where we will explore a variety of Roman, Medieval, Islamic, early modern, and contemporary households, including, but not limited to, the nearby Roman archaeological site of Italica and the famous Alcazar.

Latin American and Iberian Studies Certificate

Home, Hale, Casa: Households in Cross-Cultural Perspective counts toward both the LLEA BA and the Latin American and Iberian Studies minor. Though not required, you are encouraged to explore the program; feel free to ask me for more information, or see the website here:

<http://manoa.hawaii.edu/llea/spanish/lais-certificate/>

Student Learning Objectives

From analyses of readings to personal experiences as residents of or visitors to Latin America, Spain, and the World, each of you has much to add to our collective exploration of historical issues. Our course's learning objectives are specific to an historical and anthropological approach. By the end of the semester, you will be able to:

- 1) describe a variety of forms of household organization found in cultures from Latin America and elsewhere from prehistory through today;
- 2) use a long-term perspective in the analysis of the complex relationships between gender norms,

kinship organization, political economy, and religion as they are manifested on the household and community levels;

- 3) analyze the dynamic interaction of Indigenous and European cultures in Colonial contexts and their continuing impact.

UHM Institutional Learning Objectives

UHM has identified a series of Institutional Learning Objectives. You can find out more about the UHM ILOs at <https://manoa.hawaii.edu/ovcaa/policies/pdf/M5.321.pdf>, but I have selected a few that are particularly pertinent to this course:

- 1) develop understanding of the world (1a)
- 2) improve your abilities to think critically and creatively (2a),
- 3) conduct research (2b), communicate and report on research (2c)
- 4) develop respect for other peoples and cultures (3h)

Assigned Readings and Videos

All readings will be provided. These are posted as pdf files on our course Lamakū site in a folder called “Readings” under Resources. We have one textbook: *A Prehistory of Home*, by Jerry Moore. It is available online at the library and I have put PDFs of each chapter in the Lamakū Resources folder. All other readings (articles and book chapters) are scanned and posted for you in Lamakū and listed in full at the end of this syllabus. You are expected to complete all required readings on the day that they are posted on the schedule and to participate in our class discussions.

We will also watch a few documentaries and films. I will provide links to streaming resources.

Assessment

Your final grade will be assessed according to your completion of the following tasks. Additional information on specific tasks will be provided in Lamakū.

Grading

Your final grade in this class will be tallied based upon your completion of all the required components listed below.

Class participation (10%): The primary focus of this course is on material discussed in class. The assigned readings are a *starting point* for class discussions, but the readings cover only a portion of what you are expected to master for your paper and exams. In other words, it is not possible to do well in this course without participating regularly and consistently in class. Understanding the material is only possible if you complete the assigned readings before each class. That is why participation in class discussions is a full 10% of your course grade, and must be earned every class. To earn your participation points, you are required to participate regularly in our class discussions, and to use details from the assigned readings as often as possible when you do so.

Class discussion leader assignment (10%): To encourage all of you to come fully prepared to engage with the materials and with each other, and to give you some of the responsibility for the quality and intensity of our discussions, each student will be in charge of guiding part of the discussion during the semester. You will receive instructions for how to do so. This discussion leader assignment is worth 10% of your grade; you earn full credit for completing the task as assigned and on time.

Blog (20%): Because this course is heavily reliant on the readings, class discussions and site visits, every

week you will write a reflection on what you have learned.

Exams: 30% of your course grade will be based on two exams. Each draws from our assigned readings, lectures and discussions. Study guides will be posted on Lamakū one week beforehand.

Site visit reports: 10% of your grade will be based on our site visits to households in Seville and in the surrounding areas that we will visit, such as the Roman archaeological site of Italica. You are required to write two short site reports, each worth 5%. Instructions will be posted on Lamakū.

Research project (20%): Finally, there is a short independent research project (6-8 pages) focused on a relevant topic of your choice. In order to share this with your fellow classmates, you will provide a short video or slide presentation to the class. The paper is worth 15% and the presentation is worth 5%. Instructions will be posted on Lamakū.

Final grades are calculated as follows:

Class participation 10%
Class Discussion Leader 10%
Midterm exam 15%
Blog 20%
Site reports 10% (5% x 2)
Research Project and Presentation 20%
Final exam 15%

Extra credit: There will be a number of opportunities for extra credit. Examples might include additional site visit reports or you might choose to take an in-class discussion and pursue the topic in more depth in a short paper (2 pages).

There are many films and documentaries and other resources about the topics we touch on in this course that you can watch and write about; in those cases, your short essays (1-2 pages) should briefly describe the resource, then focus on tying examples from it into our discussion and the assigned readings. Extra credit essays (about videos, lectures, articles, or other relevant things) are due no later than our last day of class. You may earn up to 3 points for extra credit activities. The more in-depth your essay or review, the more extra credit you can potentially earn. Most extra credit essays will earn you 1 point added to your final course grade. All extra credit should be written in a Google doc and the link uploaded to your Dropbox on Lamakū.

Time management

In terms of organizing your time, keep in mind that according to UH policy you are expected to dedicate 9 hours a week for each 3-credit course.

Late Work

Late work will not be accepted. Technology failures are not a valid excuse for turning in late work. Make sure you prepare your work well in advance to prevent problems. If you know of other academic activities that will prevent you from turning in your work on time, make sure to let me know so that we can make proper arrangements to turn in your work. No make-ups will be allowed without documentation of an excused absence or written documentation of technical problems. Also keep in mind that if you get sick or encounter any other kind of emergency that will impact your ability to engage in the course, you have to let me know as soon as possible.

Academic Integrity

The words you use in this course and the work you present as your own must BE your own. To be 100% clear, using AI in this course is considered plagiarism. If I detect the use of AI (such as chatGPT) or any paraphrasing apps (such as Quillbot) you will get a zero in the activity and may open yourself to further action. These chatGPT and Quillbot are just examples: the tools or methods of cheating don't matter because those are constantly evolving; what does matter is the cheating. Don't risk it. Do your own work.

There is no value that is more central to academic discourse in general, and academic writing in particular, than intellectual honesty. Materials on the University's policies regarding academic honesty are posted here [Student Conduct Code](#). It provides conduct guidelines, as well as students' rights and responsibilities. Please read the student code of conduct carefully. It is your responsibility to make sure that you fully understand what is expected of you. Plagiarism, or any other form of cheating, represents a most serious breach of the contract between students and teachers (and between students and their classmates). Unless I indicate otherwise, all work done for class (written assignments, quizzes, exams, etc.) must be prepared in their entirety by the person whose name appears on it. Any information gathered from any source—including the Internet—and used in an assignment must be correctly acknowledged and cited. Not doing so constitutes a case of plagiarism and will be subjected to the sanctions. Do not ever simply copy and paste text from an article, a website, a book, an online discussion post, my questions, or any other source. You can quote any or all of these sources, but to properly give them credit, you should put quotation marks around others' words or paraphrase them, and cite your sources with in-text citations and a full bibliography at the end of your papers. For the discussion posts, in-text citations only are required. You may use any citation system that you'd like (MLA, APA, Chicago, Harvard, etc.) but use it consistently.

Remember: just because you found it for “free” online or through AI it doesn't mean you can freely copy and paste it into your work or paper without acknowledging the source and the person(s) that created said work. This also applies to pay sites (a.k.a term paper mills) that offer research papers and other resources not normally available to nonsubscribers. No AI is acceptable, even if you cite it, so make sure that you don't post AI words as your own. There may be times when AI could be an appropriate tool in a course, possibly in a creative project, but in this course you are expected to do all of your own thinking and to do your own work. That's the whole point of this course: to think and to learn. Unauthorized use of these tools will be considered cheating; you will receive a 0 on the task and may encounter additional penalties. Any incident of suspected academic dishonesty will be reported to the Office of Judicial Affairs for review and possible adjudication. Please review the section on cheating and plagiarism. http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/#IV

Do not put your academic integrity, reputation, and future in peril just to save some time. If you don't know how to do something or if you are struggling with a particular task, come to office hours or simply ask me. I want you to succeed and I'm here to help.

Class Schedule

This class schedule is tentative. It will be adjusted according to the host institution's calendar and the local holiday schedule.

DATE	TOPIC	READINGS
Week 1	Introduction	Moore 2012: Chapter 1
	Starter Homes	Moore 2012: Chapter 2
Week 2	Mobile Homes	Moore 2012: Chapter 3
	Durable Goods	Moore 2012: Chapter 4
Week 3	Model Homes	Moore 2012: Chapter 5
	Apartment Living	Moore 2012: Chapter 6
		Walk tour of old Seville
Week 4	Gated Communities	Moore 2012: Chapter 7
	Noble Houses	Moore 2012: Chapter 8
Week 5	Archaeological case study: Roman Spain	Site visits: Italica and the Archaeological Museum of Seville
	Sacred Homes	Moore 2012: Chapter 9
Week 6	Archaeological case study: Polynesia	Kirch 2000
	Archaeological case study: Mesoamerica	Gillespie 2000
Week 7	Home Fires	Moore 2012: Chapter 10
	Home fires: Archaeological case study	Tringham 2000
Week 8	Going Home and Conclusion	Moore 2012: Chapters 11 & 12
	Midterm	
Week 9	Materiality and Social Memory	Joyce 2000
	Historical case study: Medieval Spain	Dodds 1992 Site visit: the Alcazar
Week 10	Historical case study: France	Tulchin 2007
	Historical case study: Italy	Canepari 2014
Week 11	Engendering the household	Lyons 1998
	Extended family household dynamics	Bengston 2005
Week 12	Households in Colonial contexts: Economic tasks	Wiewall 2012

	and choices Households in Colonial contexts: slavery, empire and racism	Battle 2004
Week 13	Households in Colonial contexts: empire and racism Conflicted roles and Neglected voices (Hawai'i)	Jacobs 2005 Film: <i>Rabbit-Proof Fence</i> (2002) Grimshaw 1983
Week 14	Responding to disasters: natural disasters: volcanic eruptions Responding to disasters: social di/stress: the Spanish Civil War	Sheets 1999 TBD Extra credit opportunities: Thera eruption documentary; Pompeii documentary
Week 15	Responding to social di/stress Extended Family household dynamics	Leinaweaver 2007 Optional Film: <i>The Official Story</i> (1985) Bengston 2005
Week 16	Assessing globalization's impact Looking forward in Latin America	Little 2000 Chant 2002
Final	Final Exam	

Course Bibliography

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Note: Even though this syllabus represents my best effort in projecting the course, I reserve the right to modify any aspect of it as the need arises.