



**Department of Anthropology
The Archaeology of Sustenance
ANTH-4811
FALL 2019**

CONTACT INFORMATION

**Instructor: Dr. Katie Whitaker
Email: kwhitake@lakeheadu.ca**

DELIVERY MODE/LOCATION

Online

Office Hours: I will have office hours from 1:15 - 2:15pm on Tuesday and Thursday at the Orillia campus. Otherwise please contact me by e-mail.

COURSE DESCRIPTION

Through a cross-cultural, temporal and multidisciplinary approach, the evidence of our species' interest in and control over our food and drink will be examined. From our early use of fire, the invention of pottery and the discovery of salt, sugar and spices, we will take a round the world tour of what humans consume and how those foodstuffs have not only shaped our lives but have also led to massive shifts in our natural environment. Each class will focus on a particular item (such as tea, rice or cinnamon) and we will explore their discovery, use and ultimate impacts on health and culture.

Lectures will be posted by 6pm on the date listed in the syllabus, barring any unforeseen circumstances.

COURSE OBJECTIVES

Be able to analyse and evaluate scholarly work.
Gain an appreciation for the range of culinary experiences in the past.
Become more aware of the history of the food we see on our plates today.

LEARNING OUTCOMES

To recognize and analyse evidence and processes in the archaeological record.

To think and write critically.

To increase and expand your interest in archaeology and anthropology.

REQUIRED MATERIALS

Our course textbook is:

Dufour D, A Goodman and G Pelton. 2012. *Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition*. Oxford University Press; Oxford.

The assigned readings will be your textbook and journal articles, you are expected to read these **BEFORE** the lecture in which they are assigned as they either support the lecture or add a further dimension. The journal articles can be found in the appropriate folder on MyCourseLink. Feel free to post questions in the general discussion section if anything in the reading is unclear.

ASSESSMENTS

****All assignments are due by 6pm on their stated due date unless otherwise noted****

<u>Assessment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Scavenger Hunt	2% BONUS	11:30PM September 13
Comments on Readings	10%	Sunday at 6pm at the end of the week assigned
Lecture Responses	10%	Ongoing
Article Summaries	15%	October 11 by 6pm
Spicy Essay	5% outline; 20% final = 25%	Outline= October 25 by 6pm Final= November 29 by 6pm
Spicy Presentation	10% presentation; 5% answering questions = 15%	Post November 18 by 6pm; answer questions by Nov 22 by 10pm
Questions for Classmates	10%	November 20 by 6pm!
Take-Home Final Exam	15%	Exam Period Dec 5-15

COURSE SCAVENGER HUNT 2% BONUS

On the course website you will find a quiz which is focussed on being aware and understanding the content of the course. The aim is to make sure you are familiar with the course rules with respect to expectations as well as the various documents found in the Content section. You will have unlimited attempts to get 100% on the quiz, but it must be completed by **11:30pm on September 13**. If you achieve 100% you will receive a 2% bump to your final mark.

COMMENTS ON READINGS 10% DUE BY 6PM ONE WEEK FOLLOWING THE DATE THEY ARE ASSIGNED

Just as the questions you pose to your classmates help to foster a sense of group interaction, the aim of this part of the assessment is to ensure you are keeping up with the readings and also gaining further understanding of them. You are free to choose whichever readings you would like however, you must post your meaningful comments and questions on at least **five different readings from five different weeks**. These are due by 6pm one week after they are assigned (ie Sept 17 reading responses are due Sept 24 by 6pm). The readings are all listed within the discussion section, simply click on which reading you would like to comment on and write away. After 6pm that class's readings will be locked.

LECTURE RESPONSES 10%

As it is not possible to have the usual back and forth that you get in an in-class setting, these lecture responses are the opportunity to participate in lectures. In the discussion section of the course site you will see each numbered question for each lecture, the specific questions can be found within each lecture. Make sure you listen to the lecture and do the readings before answering them. I am looking for your own words and opinions. Feel free to add further comments or questions in the general question section of each lecture discussion section. You must post your responses within 1 (one) week by 6pm for them to count (ie. Week 2 Lecture 1 posted Sept 10, responses must be submitted by Sept 17 at 6pm), after 6pm the lecture responses will be locked.

ARTICLE SUMMARIES 15% OCTOBER 11 BY 6PM

Choose one article from those tagged with a # and create two summaries. The first will be a 1 (one) page summary. Make sure you state the thesis/research question and provide an overview of the content of the article. Refer to the first lecture for more details, as well as the Article Summary grading rubrics and Article Checklist for the assessment expectations. You must reference throughout, referring to the article by author last name and year NOT the article title, and if using specific information or quotes you must include a specific page number in your reference. Refer to the Written Assignment and Style Guide for specific details. The second summary is a tweet of that same article. You must follow all of the rules that you would for an original tweet (140 characters (not 280), only use short forms that are considered common knowledge). For this part, your goal is to get right to the point. What was the purpose of the article and what did they find; these are

what you need to determine. There is no need to include a citation within the tweet, though if you include quotes, or specific information you need to, which means learning to paraphrase concisely will save you the characters you need. Please include the number of characters used on the same page as your tweet. Make sure you reference your article in a separately-paged Reference List and create a single overall Title Page. Finally complete and include the Article Checklist. **This is mandatory for the acceptance of your paper** and forms the basis of 50% of your mark, refer to the Article Summary Grading Rubric for the remainder of the assignment expectations. Therefore you will submit a five-page package and are due all together on October 11 by 6pm.

Example of a tweet for: Buckberry JL and DM Hadley. 2007. An Anglo-Saxon execution cemetery at Walkington Wold, Yorkshire. *Oxford Journal of Archaeology* 26: 309-29.

“Did criminals receive different burials in England in the past? Yes, they were buried prone in the 8th century and comingled in the 10th.” (116 characters)

SPICY ESSAY 25% (5% OUTLINE OCTOBER 25, 20% FINAL ESSAY NOVEMBER 29)

Please select your topic from the list below. Only one student per topic, please e-mail me by September 27 at 6pm to confirm your topic. Your outline will be 1 (one) page in length and include a proposed title, a thesis and plan for your essay (ie. how you are going to prove your argument) and three references in complete reference form. **This is due by 6pm on October 25.** The length of your final essay should be 5 pages double spaced not including a title page and your reference page. You must include a completed Essay Checklist and your previously submitted marked outline when you submit your paper. **Your paper will not be accepted without these two items.** You are expected to use a minimum of 5 journal articles and/or edited volumes, outside of those listed in your course outline, though you may use the journal articles in addition to your other sources. Follow the referencing style detailed on the ANTH 4811 MyCourseLink website. Late penalty of 5% per day, after 72 (seventy-two) hours (3 days) your paper will not be accepted. **Your paper is late after 6pm and every 24 hour period will continue from there.**

Take any perspective you would like, however your essay must: be argumentative and not descriptive; must include a description of your spice including origins, history of use and current use around the world (in terms of cuisines and/or cultures). This means you need to write a paper that moves beyond mere description and examines a controversy or major shift in some aspect of daily life for individuals, groups, companies or even countries.

Thesis example: The lucrative sugar industry in Cuba during the first decades of the twentieth century paved the way for monumental societal upheavals including changes to immigration laws, entrenching skin colour and ethnicity in employment opportunities and the rise of collective resistance on plantations.

SPICY PRESENTATION 15% (10% PRESENTATION, 5% CLASSMATE QUESTION RESPONSES)

Your presentation will be a 5 (five) minute summary of your paper. You are expected to follow the same logical flow as your essay with an introduction, main arguments and conclusion, however with your presentation you are able to provide more of the visual representation of your topic than would normally be possible with an essay. You can either film yourself delivering your presentation (with the PowerPoint visible in the frame) or you can record a voiceover for each slide (as I have done with the lectures), either is acceptable. Your final slide must be a complete Reference List. Please do not just read your essay, create a summary where you highlight the main points and provide the examples you feel strengthen and prove your argument, see the Presentation Rubrics for further details on expectations. As your presentation must be uploaded by Nov 18 at 6pm, use your fellow classmate's questions and thoughts to further refine your essay, which is due on November 29 at 6pm. You must respond to your classmate's questions by Nov 22 at 10pm.

TOPIC OPTIONS

**Sichuan pepper oregano pennyroyal basil poppy seed lemongrass wasabi
mint sage habanero pepper caraway seeds rosemary sumac horseradish
cloves curry leaf garam masala ginger paprika sesame seeds tamarind
turmeric mustard nutmeg star anise amok chimichurri mole
piri piri cascabel siracha anardana asafoetida fenugreek
guajillo juniper**

QUESTIONS FOR CLASSMATES 10% NOVEMBER 20 BY 6PM

It is difficult to create an atmosphere where you and your classmates can interact with one another. These questions provide the opportunity to connect and learn from others. You are required to post a minimum of 10 (ten) questions on your classmate's Presentation posts. You are absolutely encouraged to post more questions and comments, as they will ultimately add to the overall knowledge of the class. These are due by 6pm on November 20. Please post on time as being late will not only mean your questions will not count but you will also stress out your classmates who need to respond by a deadline as well.

FINAL 15% TAKE-HOME DECEMBER 6-8

This exam, though based on the entire course, will not simply be a recitation of course content. The exam will be essay questions, in which you will have choice, that require you to extrapolate data and think critically. As a result of the written assignment along with the lectures and the assigned readings, you will have developed these skills throughout the course and as long as you have reviewed all of these components (which will enable you to draw in examples and create a discussion), this should be straightforward. You will have 48 hours to complete the exam

(December 6 at 6pm to December 8 at 6pm, exams received at 6:01pm or later on December 8 will not be accepted).

Lecture Outline

**** Although it appears that this course had a lot of readings, please keep in mind the vast majority are under 8 pages each, in most cases the day's readings will be 20 pages or less. There are often multiple pages of references for each article, so they seem longer then they actually are.****

DATE	LECTURE TOPIC	WEEKLY READINGS
WEEK 1: SEPT 3	Course Introduction	T: Chapter 1, 3 #Clayton and Rowbotham 2008
WEEK 1: SEPT 6	Archaeological methods and data	Wald 2016; #Alexander <i>et al.</i> 2015
WEEK 2: SEPT 10	Historical and ethnographic data	#Super 2002; T: Chapter 49
WEEK 2: SEPT 13	Our earliest ancestors and their menu	T: Chapters 6, 9; van Huis 2017; #Negro <i>et al.</i> 2016
WEEK 3: SEPT 17	Foraging, hunting and gathering	T: Chapters 5, 7, 51; Prado-Nóvoa <i>et al.</i> 2017
WEEK 3: SEPT 20	Food processing, cooking and storing	T: Chapter 8; Fuller and Carretero 2018; Bogaard 2017
WEEK 4: SEPT 24	Plant and animal domestication	T: Chapter 10; Milla <i>et al.</i> 2015; Patel and Meadow 2016
WEEK 4: SEPT 27	Domestication and human health	T: Chapter 11, 24, 28
WEEK 5: OCT 1	Food transport in the ancient world	Livarda and Orengo 2015; Guiry <i>et al.</i> 2015
WEEK 5: OCT 4	Salt and Pepper	Weller 2015; Reed and Leleković 2019
WEEK 6: OCT 8	Sugar	Worthington 2019; Fox 2016
WEEK 6: OCT 11	Chocolate	T: Chapter 31, 42; Graham and Skowronek 2016
WEEK 7: OCT 14 - 18	BREAK	
WEEK 8: OCT 22	Spices I	T: Chapter 29 Harkantiningasih 2013; Dewan 2015
WEEK 8: OCT 25	Spices II	Bates 2019; Haw 2017
WEEK 9: OCT 29	Dairy	T: Chapter 26; Carrer <i>et al.</i> 2016; Fernández <i>et al.</i> 2016
WEEK 9: Nov 1	Rice	Kelly 2015; Sameer, Juzhong and Li 2018

WEEK 10: NOV 5	Noodles	Khatrri and Singh 2019; Kim and Iwashita 2016
WEEK 10: NOV 8	Wheat	T: Chapter 12; Dong 2018; Lightfoot and Stevens 2012
WEEK 11: NOV 12	Tea	Lu <i>et al.</i> 2016; Meegahakumbura <i>et al.</i> 2018
WEEK 11: NOV 15	Beer	Arthur 2014; Stika 2011
WEEK 12: NOV 19	Wine	Jeandet <i>et al.</i> 2015; Kazanis <i>et al.</i> 2017; Thomas 2015
WEEK 12: NOV 22	Beyond Meat: The New Revolution	T: Chapters 20, 54; Agrawal 2017
WEEK 13: NOV 26	Globalization, Starvation and Excess	T: Chapters 17, Unit VII (p302-05), 35, 40; Rath 2017
WEEK 13: NOV 29	Wrap-up	T: Chapter 39, 52
DEC 5-15	Final Exam Period	DEC 6-8 Take-home exam

Journal Articles

Clayton P and J Rowbotham. 2008. An unsuitable and degraded diet? Part two: realities of the mid-Victorian diet. *Journal of the Royal Society of Medicine* 101: 350-57.

Wald C. 2016. The secret history of ancient toilets: by scouring the remains of early loos and sewers, archaeologists are finding clues to what life was like in the Roman world and in other civilizations. *Nature* 533: 456-60.

Alexander MM, CM Gerrard, A Gutiérrez and AR Millard. 2015. Diet, society, and economy in Late Medieval Spain: Stable isotope evidence from Muslims and Christians from Gandía, Valencia. *American Journal of Physical Anthropology* 156: 263-73.

Super JC. 2002. Food and History. *Journal of Social History* Fall: 165-78.

van Huis A. 2017. Did early humans consume insects? *Journal of Insects as Food and Feed* 3: 161-63.

Negro JJ, R Blasco, J Rosell and C Finlayson. 2016. Potential exploitation of avian resources by fossil hominins: An overview from ethnographic and historical data. *Quaternary International* 421: 6-11.

Prado-Nóvoa O, A Mateos, G Zorrilla-Revilla, M Vidal-Cordasco and J Rodríguez. 2017. Efficiency of gathering and its archaeological implications for an European Early Paleolithic population. *Journal of Anthropological Archaeology* 45: 131-41.

Fuller DQ and G Carretero. 2018. The archaeology of Neolithic cooking traditions: Archaeobotanical approaches to baking, boiling and fermenting. *Archaeology International* 21: 109-21.

- Boggard A. 2017. The archaeology of food surplus. *World Archaeology* 49: 1-7.
- Milla R, CP Osborne, MM Turcotte and C Violle. 2015. Plant domestication through an ecological lens. *Trends in Ecology & Evolution* 30: 463-69.
- Patel AK, RH Meadow. 2016. South Asian contributions to animal domestication and pastoralism. In U Albarella, M Rizzetto, H Russ, K Vickers and S Viner-Daniels (Eds.) *The Oxford Handbook of Zooarchaeology* Oxford University Press; Oxford: 280-303.
- Livarda A and HA Orengo. 2015. Reconstructing the Roman London flavourscape: new insights into the exotic food plant trade using network and spatial analyses. *Journal of Archaeological Science* 55: 244-52.
- Guiry EJ, M Staniforth, O Nehlich, V Grimes, C Smith, B Harpley, S Noël and MP Richards. 2015. *Journal of Archaeological Science: Reports* 1: 21-28.
- Weller O. 2015. First salt making in Europe: an overview from Neolithic times. *Dcoumenta Praehistorica* XLII: 185-96.
- Reed K and T Leleković. 2019. First evidence of rice (*Oryza* cf. *sativa* L.) and black pepper (*Piper nigrum*) in Roman Mursa, Croatia. *Archaeological and Anthropological Sciences* 11: 271-78.
- Worthington D. 2019. Sugar, slave-owning, Suriname and the Dutch Imperial Entanglement of the Scottish Highlands before 1707. *Dutch Crossing* 43: 1-18.
- Fox GL. 2016. Transformations, economics, and bitter outcomes: Archaeological investigations at Betty's Hope Plantation – a case study reflecting 300 years of Caribbean sugar production. *Economic Anthropology* 3: 228-239.
- Graham MA and RK Skowronek. 2016. Chocolate on the Borderlands of New Spain. *International Journal of Historical Archaeology* 20: 645-65.
- Harkantiningasih N. 2013. Ceramics along the spice trade route in the Indonesian Archipelago in the 16th – 19th century. *Forum Arkeologi* 26: 29-37.
- Dewan R. 2015. Bronze Age Flower Power: The Minoan use and social significance of saffron and crocus flowers. *Cronika* 5: 42-55.
- Bates J. 2019. Oilseeds, spices, fruits and flavour in the Indus Civilization. *Journal of Archaeological Science: Reports* 24: 879-887.
- Haw SG. 2017. Cinnamon, cassia, and ancient trade. *Journal of Ancient History and Archaeology* 4: 5-18.
- Carrer F, AC Colonese, A Lucquin, EP Guedes, A Thompson, K Walsh, T Reitmaier and OE Craig. 2016. Chemical analysis of pottery demonstrates prehistoric origin for high-altitude Alpine dairying. *PLoS ONE* 11: e0151442-53.

- Fernández CI, N Montalva, M Arias, M Hevia, ML Moraga and SV Flores. 2016. Lactase non-persistence and general patterns of dairy intake in Indigenous and Mestizo Chilean populations. *American Journal of Human Biology* 28: 213-19.
- Kelly KG. 2015. Rice and its consequences in the greater “Atlantic” world. *Atlantic Studies* 12: 273-75.
- Sameer MA, Z Juzhong and M-M Li. 2018. Approaching the origins of rice in China and its spread towards Indus Valley Civilization (Pakistan, India): An archaeobotanical perspective. *Asian Journal of Research in Crop Science* 2: 1-14.
- Khatri S and S Singh. 2019. Oriental wheat noodles versus fortified millet noodles: A review paper. *The Pharma Innovation Journal* 8: 1154-56.
- Kim S and C Iwashita. 2016. Cooking identity and food tourism: the case of Japanese udon noodles. *Tourism Recreation Research* 41: 89-100.
- Dong G. 2018. A new story for wheat into China. *Nature Plants* 4: 243-44.
- Lightfoot E and RE Stevens. 2012. Stable isotope investigations of charred barley (*Hordeum vulgare*) and wheat (*Triticum spelta*) grains from Danebury Hillfort: implications for paleodietary reconstructions. *Journal of Archaeological Science* 39: 656-62.
- Lu H, J Zhang, Y Yang, X Yang, B Xu, W Yang, T Tong, S Jin, C Shen, H Rao, X Li, H Lu, DQ Fuller, L Wang, C Wang, D Xu and N Wu. 2016. Earliest tea as evidence for one branch of the Silk Road across the Tibetan Plateau. *Nature: Scientific Reports* 6: 18955-63.
- Meegahakumbura MK, MC Wambulwa, M-M Li, KK Thapa, Y-S Sun, M Möller, J-C Xu, J-B Yang, J Liu, B-Y Liu, D-Z Li and L-M Gao. 2018. Domestication origin and breeding history of the tea plant (*Camellia sinensis*) in China and India based on nuclear microsatellites and cpDNA sequence data. *Frontiers in Plant Science* 8: 1-12.
- Arthur JW. 2014. Beer through the ages. *Anthropology NOW* 6: 1-11.
- Stika H-P. 2011. Early Iron Age and Late Medieval malt finds from Germany – attempts at reconstruction of early Celtic brewing and the taste of Celtic beer. *Archaeological and Anthropological Sciences* 3: 41-48.
- Jeandet P, SS Heinzmann, C Roullier-Gall, C Cilindre, A Aron, MA Deville, F Moritz, T Karbowiak, D Demarville, C Brun, F Moreau, B Michalke, G Liger-Belair, M Witting, M Lucio, D Steyer, RD Gougeon and P Schmitt-Kopplin. 2015. Chemical messages in 170-year-old champagne bottles from the Baltic Sea: Revealing tastes from the past. *Proceedings of the National Academy of Sciences* 112: 5893-98.
- Kazanis S, G Kontogianni, R Chliverou and A Georgopoulos. 2017. Developing a virtual museum for the ancient wine trade in eastern Mediterranean. *The International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences* XLII-2/W5: 399-405.

Thomas ML. 2015. Oplontis B: a center for the distribution and export of Vesuvian wine. *Journal of Roman Archaeology* 28: 403-411.

Agrawal S. 2017. Geographic aspects of vegetarianism: Vegetarians in India. In F Mariott (Ed.) *Vegetarian and plant-based diets in health and disease prevention*. Academic Press; New York: 93-106.

Rath EC. 2017. Historical reflections on culinary globalization in East Asia. *Gastronomica: The Journal of Critical Food Studies* 17: 82-84.

COURSE POLICIES

Class expectations: You are expected to read this outline in its entirety and follow all guidelines as they are clearly set out. If you have any questions, ask them as soon as possible. I will not necessarily be checking my e-mail the night before an assignment is due so please plan accordingly.

Communication with Dr. Whitaker: Feel free to email me regarding concerns, however please read through the course outline first, as often, the answer can be found here. In composing your email please send it from your Lakehead account, include your course number in the subject field and **write a formal email, addressing myself in a respectful manner (see the beginning of this paragraph), use complete sentences and sign your email with your full name and student number.** I will try to answer emails in a timely manner, usually within 48 hours, though, e-mails will not be returned between 6pm on Friday and 9am on Monday.

Readings: You are expected to complete all readings BEFORE the assigned class.

Late Assignments: You are expected to submit all work on time. If an assignment is late, 5% will be deducted for 24 hours past the due date (specifically received by 6pm) and will not be accepted after three days (72 hours after the deadline). Deadlines are firm and **no extensions** will be given unless there are extenuating circumstances and the appropriate documentation (e.g. doctor's note, obituary) is provided. If an extension is required, Dr. Whitaker must be informed by e-mail at least 24 hours BEFORE the assignment is due. Required documentation will be specific to each case but may include a Lakehead medical certificate or death certificate as appropriate. You must have a response from Dr. Whitaker indicating the granting of an extension as confirmation it has been accepted. If you feel a mark should be reconsidered, please discuss it with Dr. Whitaker. **ALWAYS** keep a backup copy of your work!

Academic Conduct: You are expected, as a university student, to abide by and follow the student code of conduct. This means you will submit only your own, original work. If it is found that you have been less than honest in your submission you may receive a mark of zero for the assignment or the course and may possibly face further penalties. Just don't do it.

GENERAL REGULATIONS

Student Accessibility Services (SAS) (Thunder Bay) and Student Affairs (Orillia) coordinate services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus websites:

Thunder Bay: <http://learningassistance.lakeheadu.ca/>.

Orillia: <http://orillia.lakeheadu.ca/about-us--orillia-student-affairs/>

ACADEMIC DISHONESTY:

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced.

A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

- (a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.
- (b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

A listing of University Regulations can be found at:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregsintro.html>

The code of student behaviour and disciplinary procedures can be found

at: <http://policies.lakeheadu.ca/policy.php?pid=60>

MISSED FINAL EXAMS:

Make-up examinations will only be given with written documentation from a healthcare practitioner using the official Student Health Certificate, available at

<http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf>

Final examinations run from **Dec 5-15 2019**, inclusive. There will be no rescheduling of examinations to accommodate holiday travel or extracurricular activities. No one will be allowed to write examinations prior to the scheduled date.