



**Anthropology 4813  
Nutritional Archaeology  
Winter 2019**

**Instructor:** Dr. Jessica Metcalfe  
**Class Times:** Monday & Wednesday 8:30 - 10:00 am  
**Location:** BB 2002  
**Office hours:** Mon & Wed 10:00-11:00 am, or by appointment  
**Office:** BB 2001 D, 807-343-8276  
**Contact:** jessica.metcalfe@lakeheadu.ca

Note: the best way to reach me is by email or by attending my office hours. I typically check email several times a day during work hours but will not typically answer emails on evening or weekends.

**Course Description/Overview**

Food is necessary for human survival, but also impacts almost every facet of human culture, including identities, ideologies, economies, environments, symbolic systems, and interpersonal relations. This course will introduce methodological and theoretical approaches to understanding past foodways. We will examine such topics as early hominin diets, plant and animal domestication, development of cooking, dairying, and fermentation, hunter-gatherer land management, weaning, trade, feasting, and gender. Throughout the course, we will consider two broad questions: (1) Is there an 'ideal' human diet? (2) What can the study of food and nutrition tell us about our ancestors and ourselves?

**Course Learning Objectives**

Upon successful completion of this course, students will be able to

- Recognize some of our cultural biases regarding food and diet
- Describe the diversity of human diets and foodways over time and space
- Describe and assess a variety of methodological and theoretical approaches for studying past human diets
- Synthesize, critique, and discuss scholarly literature, including primary data and case studies
- Lead a seminar discussion

**Course Website**

- Can be used to access lecture slides, readings, and course materials
- Can be used to submit assignments when specified
- Access through Lakehead University website 'Quicklinks' (top right corner), 'For Students > **myCourseLink**

**Required Readings:** see list below. All required readings will be posted on the course website.

### Course Grades Breakdown

Item	Due Date	% Value
1. Food diary & reflection	Jan 22	10
2. Research proposal & annotated bibliography	Feb 10	10
3. Student seminar	Mar 2 & 4	25
4. Research paper outline	Mar 16	10
5. Final research paper	April 6	35
6. Participation		10
<b>TOTAL</b>		<b>100</b>

**1. Food Diary and Reflection (10%).** For five days, you will record all of the foods you eat, where you consumed the food, and who you consumed the food with. You will estimate the proportions of fruits/vegetables, protein-rich foods, whole grain foods, processed/refined foods, and beverages to your diet. Finally, you will reflect on nutritional and social aspects of your eating habits.

**2. Research Proposal & Annotated Bibliography (10%).** Early in the term, you will submit a proposed topic and annotated bibliography as a first step in preparing your final research paper. You do not need to have a developed thesis statement at this point, but you should be working towards one.

**3. Student Seminar (25%).** Each student will select a plant or animal food and become an 'expert' on its history. You will teach the class about the deep history of your plant or animal in a brief (10 minute) oral presentation. You will also lead a seminar discussion about your chosen plant or animal, based on a research article (selected by you) that will be assigned as a reading for all the students in the class. Each student is required to meet with the instructor to discuss their seminar topic and to obtain approval for the research article they have selected. Each student must send their chosen article to the rest of the class (and the instructor) by Feb. 24 at the latest.

**4. Research Paper Outline (10%).** Students will provide an outline of their research paper that shows progression in their research towards developing a thesis statement and cohesive research paper. The outline should include an explicit working thesis statement and notes on the overall organization of the paper, with appropriate references for each section noted. Each student must meet briefly with the instructor in person to discuss their outline.

**5. Final Research Paper (35%).** Your final paper should develop an original thesis related to nutritional archaeology. The topic of your paper must be approved by the instructor (see research proposal and research paper outline assignments). If you wish to significantly change your topic after submitting these previous assignments, you must discuss it in person with the instructor. Final research papers should be approximately 8-10 pages in length (2000-2500 words), typed and double-spaced. Papers must be

submitted in hard copy form (no electronic submissions) on April 6. Late penalties will apply, and papers will not be accepted if submitted more than one week late.

**6. Participation (10%).** This is a reading and discussion-based course. Students are expected to attend all classes and read all assigned materials as a background to weekly lectures and discussions. In addition to attendance, effective class participation includes asking questions, making comments, providing respectful critiques and creative suggestions, listening to others, thinking about what others have said, contributing ideas based on your experience and the readings, and engaging with in-class activities. In-class work (activities, quizzes, assignments) and homework assignments may also contribute to the class participation grade.

**Late Policy.** Late Assignments will receive deductions of 5% per calendar day (including weekends and holidays). Assignments more than one week (7 days) past a deadline will not be accepted (unless excused in advance by the instructor) and will receive a grade of zero for the assignment.

## General Information

**Support for Students** – there are many resources available to support our students. These include but are not limited to:

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone](#) (Writing and Math Tutoring Centre)

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca> (SC0003, 343-8047 or [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca))

**Plagiarism** is defined in [University Regulation IX](#) with additional examples in Article I, Section 1 of The Code. Sanctions associated with Academic Misconduct are defined in Article II of The Code and Enforcement Procedures are outlined in Article III of The Code. Students wishing to learn more about Academic Misconduct are encouraged to read the [University and relevant Faculty Regulations](#) and The Code (noted above) and access other resources on the [Teaching Commons](#) website.

## Course Overview (subject to modification) and Readings Schedule

Please complete the readings before the class to which they are assigned.

	<b>Monday</b>	<b>Wednesday</b>
<b>Week 1</b> Jan 6, 8	<b>Course introduction &amp; overview</b> Why study ancient diets? <ul style="list-style-type: none"> <li>Dufour &amp; Piperata (2018)</li> </ul>	<b>Introduction to human nutrition</b> <ul style="list-style-type: none"> <li>Lindeberg (2010)</li> <li>Lean (2015)</li> </ul>
<b>Week 2</b> Jan 13, 15	<b>'Paleolithic' / Hunter-gatherer nutrition</b> <ul style="list-style-type: none"> <li>Konner &amp; Eaton (2010)</li> </ul>	<b>Primate &amp; early hominin diets</b> <ul style="list-style-type: none"> <li>Aiello &amp; Wheeler (1995)</li> <li>Hohmann (2009)</li> </ul>
<b>Week 3</b> Jan 20, 22	<b>Genus <i>Homo</i></b> <ul style="list-style-type: none"> <li>Ungar et al. (2006)</li> <li>Wrangham &amp; Carmody (2010)</li> </ul>	<b>Neandertal diets</b> <ul style="list-style-type: none"> <li>Bocherens (2009)</li> <li>Hardy (2010)</li> </ul> <b>Food diary due</b>
<b>Week 4</b> Jan 27, 29	<b>Hunting</b> <ul style="list-style-type: none"> <li>Cordain et al. (2000)</li> <li>Milton (2000)</li> <li>Speth (2013)</li> </ul> <b>Select seminar topics (in class)</b>	<b>Broad Spectrum Revolution / Intensification</b> <ul style="list-style-type: none"> <li>Power &amp; Williams (2018)</li> <li>Speth (2010)</li> </ul>
<b>Week 5</b> Feb 3, 5	<b>Hunter-gatherer resource management</b> <ul style="list-style-type: none"> <li>Lightfoot et al. (2013)</li> <li>Lyons et al. (2018)</li> </ul>	<b>Plant &amp; animal domestication</b> <ul style="list-style-type: none"> <li>Stetter et al. (2017)</li> <li>Larson &amp; Fuller (2014)</li> </ul>
<b>Week 6</b> Feb 10, 12	<b>Agriculture's origin &amp; consequences</b> <ul style="list-style-type: none"> <li>Bowles &amp; Choi (2019)</li> <li>Diamond (2002)</li> </ul> <b>Proposal &amp; annotated bibliography due</b>	<b>Old World Agriculture</b> <ul style="list-style-type: none"> <li>Boivin et al. (2012)</li> <li>Jones et al. (2011)</li> </ul>
<b>Reading Week</b> Feb 17, 19	<b>No class</b>	<b>No class</b>
<b>Week 7</b> Feb 24, 26	<b>New World Agriculture</b> <ul style="list-style-type: none"> <li>Iriarte (2007)</li> <li>Sayre (2007)</li> </ul>	<b>Diet, health and disease</b> <ul style="list-style-type: none"> <li>Larsen (1995)</li> <li>Marklein et al. (2019)</li> </ul>
<b>Week 8</b> Mar 2, 4	<b>Student Seminars Day 1</b>	<b>Student Seminars Day 2</b>
<b>Week 9</b> Mar 9, 11	<b>Microbial archaeology</b> <ul style="list-style-type: none"> <li>Davenport et al. (2017)</li> <li>Rivera-Perez et al. (2016)</li> </ul>	<b>Gender</b> <ul style="list-style-type: none"> <li>Buffalohead (1983)</li> <li>Waguespack (2005)</li> </ul>
<b>Week 10</b> Mar 16, 18	<b>Childhood &amp; weaning</b> <ul style="list-style-type: none"> <li>Humphrey (2010)</li> <li>Tsutaya (2017)</li> </ul> <b>Research Paper Outlines due</b>	<b>Dairy</b> <ul style="list-style-type: none"> <li>Ségurel &amp; Bon (2017)</li> <li>Salque et al. (2013)</li> </ul>
<b>Week 11</b> Mar 23, 25	<b>Alcohol &amp; other beverages</b> <ul style="list-style-type: none"> <li>Green (2010)</li> <li>Dietler (2006)</li> </ul>	<b>Traditional Foods of Northwestern Ontario</b> <ul style="list-style-type: none"> <li>Boyd et al. (2014)</li> </ul>
<b>Week 12</b> Mar 30, Apr 1	<b>Feasting, Fasting &amp; Food Taboos</b> <ul style="list-style-type: none"> <li>Dietler (2011)</li> <li>Meyer-Rechow (2009)</li> </ul>	<b>Class Feast &amp; Feedback</b>
<b>April 6</b>	<b>Research Papers due (no classes)</b>	