



**Anthropology 4013 WA
Archaeology of Food
Winter 2022**

Instructor: Dr. Jessica Metcalfe
Class Times: Monday & Wednesday 10:00 – 11:30 am
Location: BB 2002
Office hours: Mon & Wed 9:00-10:00 am or by appointment
Office: BB 2001 D
Contact: jmetcal1@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 always answer emails on evening or weekends. *Do not send messages through mycourselink as they will not be forwarded to me.*

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 fermenting, 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, orally and in writing

Course Website

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

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

Course Grades Breakdown

Item	Due Date	% Value
1. Participation	Throughout	15
2. Food diary assignment	January 31	15
3. Experiential archaeology assignment	February 28	20
4. Food history presentation	March 21 or 23	20
5. Final exam (take-home)	Exam period	30
TOTAL		100

1. Participation. This is a reading and discussion-based course. Your participation grade will be based on attendance and evidence that you have read the assigned materials (i.e., contributions to in-class and online discussions of the readings). Effective class participation includes asking questions, making comments, providing respectful critiques and creative suggestions, listening and responding to classmates, contributing ideas based on your experience and the readings, and engaging with in-class activities. In-class activities and ungraded homework assignments may also contribute to the class participation grade.

2. Food Diary. 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 both nutritional and social aspects of your eating habits.

3. Experiential Archaeology Assignment. You will engage in a home-based experiment designed to (1) teach you about an ancient and widespread food preparation/preservation technique, and (2) be a starting point for reflection on embodied experiences of food preparation that are relevant to understanding past human practices and relationships with food.

4. Food History Presentation. Each student will choose a topic: **either a food resource** (e.g., a particular plant, mammal, fish, or bird species, or eggs, mushrooms, seaweed, honey) **or a category of food preparation/preservation** (e.g., bread-making, alcohol-making, cheese production, pit roasting, noodle-making, etc.). You will teach the class about the deep history of your topic via an oral presentation. To support your presentation, you will choose a research article relevant to your topic that will be assigned as a reading for the whole class and will serve as a basis for class discussion. Only one student may select any given topic, so **email the instructor ASAP to reserve your chosen topic**. You must also **email your selected reading to the instructor at least a week prior to the presentation**, so that the class has time to read the article prior to your presentation.

5. Final Exam. The final exam will be take-home format, due during exam period. Questions will be written / essay style.

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.

Important Dates:

- First day of classes: Monday Jan 10
- Study Break: Monday Feb 21 – Friday Feb 25
- Drop/Withdraw date: Friday March 11
- Last day of classes: Friday Apr. 8
- Exam period: Monday April 11 – Saturday April 24 (no exams April 15-18)
- Marks due: Thursday April 28

General Information

Regulations – from the Lakehead University [Academic Calendar](#)

It is the responsibility of each student registered at Lakehead University to be familiar with, and comply with all the terms, requirements, regulations, policies and conditions in the Lakehead University Academic Calendar. This includes, but is not limited to, Academic Program Requirements, Academic Schedule of Dates, University and Faculty/School Policies and Regulations and the Fees and Refund Policies and Schedules.

Academic Integrity

A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one’s own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students are strongly advised to familiarize themselves with the Student Code of Conduct - Academic Integrity ("[The Code](#)") - and, in particular, **sections 26 and 83 through 85**. Non-compliance with the Code will NOT be tolerated in this course and the Code will be adhered to in terms of disciplinary action. The Code provides a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

Copyright

Students should be aware that all instructional, reference, and administrative materials prepared for this course are protected in their entirety by copyright. Students are expected to comply with this copyright by only accessing and using the course materials for personal educational use related to the course, and that the materials cannot be shared in any way, without the written authorization of the course instructor. If this copyright is infringed in anyway, students may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.

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

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Lakehead International](#)
- [Indigenous Initiatives](#)

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](#) (SC0003, 343-8047 or sas@lakeheadu.ca)

As a university student, you may sometimes **experience mental health concerns or stressful events** that interfere with your academic performance and negatively impact your daily activities. All of us can benefit from support during times of struggle. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, **Student Health and Wellness** is there to help. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at lakeheadu.ca/shw. Remember that getting help is a smart and courageous thing to do for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.

Video/Audio Recording: In the context of remote instruction and participation, video and audio recordings of class activities may be made to ensure access by students who were unable to attend class. The recordings are confidential and are intended only for the use of the course students and instructors. They may otherwise not be used or disclosed. During recording, to protect others' privacy, each student should ensure that no one else is present in the location where they are being recorded without that non-student's consent. The recordings are made under the authority of sections 3 and 14 of *The Lakehead University Act, 1965*. Questions about the collection of the images and sounds in the recordings may be directed to Dr. Todd Randall, Dean of Science and Environmental Studies, Lakehead University, 955 Oliver Rd, Thunder Bay, Ontario.

Course Overview (subject to modification) and Readings Schedule

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

Assignments are listed in red

Part I: Introduction to the Course

Jan. 10: **Why study ancient diets? Course introduction & overview**

No required readings

Jan 12: **What is a healthy diet?**

No required readings

Jan 17: **Introduction to human nutrition**

Lindeberg, S., 2010. Chapter 3: Ancestral human diets. In: Lindeberg, S. (Ed.), *Food and Western Disease: Health and Nutrition from an Evolutionary Perspective*, Wiley-Blackwell, UK, pp. 30-55.

Part II: Human Diets in Evolutionary Perspective

Jan 19: **Early *Homo***

Ungar, P.S., Grine, F.E., Teaford, M.F., 2006. Diet in early *Homo*: a review of the evidence and a new model of adaptive versatility, *Annual Reviews of Anthropology* 35, 209-228.

Jan 24: ***Homo erectus* and Neandertals**

Hardy, B.L., 2010. Climatic variability and plant food distribution in Pleistocene Europe: Implications for Neanderthal diet and subsistence, *Quaternary Science Reviews* 29, 662-679.

Jan 26: **Paleolithic ‘Broad Spectrum Revolution’**

Power, R.C., Williams, F.L.E., 2018. Evidence of increasing intensity of food processing during the Upper Paleolithic of Western Eurasia, *Journal of Paleolithic Archaeology* 1, 281-301.

Speth, J., 2010. Boiling vs. roasting in the Paleolithic: broadening the “broadening food spectrum”, *Journal of the Israel Prehistoric Society* 40, 63-83.

Part III: Hunter-Gatherer Foodways

Jan 31: **Hunting**

Cordain, L., Miller, J.B., Eaton, S.B., Mann, N., Holt, S.H., Speth, J.D., 2000. Plant-animal subsistence ratios and macronutrient energy estimations in worldwide hunter-gatherer diets, *The American Journal of Clinical Nutrition* 71, 682-692.

Speth, J.D., 2013. Thoughts about hunting: Some things we know and some things we don't know, *Quaternary International* 297, 176-185.

Food diary assignment due

Feb 2: Indigenous resource management

Salmón, E., 2000. Kincentric ecology: Indigenous perceptions of the human-nature relationship, *Ecological Applications* 10, 1327-1332.

Lyons, N., Hoffmann, T., Miller, D., Huddleston, S., Leon, R., Squires, K., 2018. Katzie and the wapato: An archaeological love story, *Archaeologies* 14, 7-29.

Feb 7: Hunter-gatherer gender roles I

Waguespack, N.M., 2005. The organization of male and female labor in foraging societies: Implications for early Paleoindian archaeology, *American Anthropologist* 107, 666-676.

Buffalohead, P.K., 1983. Farmers warriors traders: a fresh look at Ojibway women, *Minnesota History* 48, 236-244.

Feb 9: Hunter-gatherer gender roles II

Haas, R., Watson, J., Buonasera, T., Southon, J., Chen, J.C., Noe, S., Smith, K., Llave, C.V., Eerkens, J., Parker, G., 2020. Female hunters of the early Americas, *Science Advances* 6, eabd0310.

Feb 14: Anishinaabe plant knowledge

Geniusz, M.S., 2015. Traditional Anishinaabe teaching about plants. In: *Plants have so much to give us, all we have to do is ask: Anishinaabe botanical teachings*, University of Minnesota Press, Minneapolis, pp. 11-29.

Geniusz, M.S., 2015. Medicinal plants. In: *Plants have so much to give us, all we have to do is ask: Anishinaabe botanical teachings*, University of Minnesota Press, Minneapolis, pp. 175-223.

Feb 16: Guest lecture by Dr. Charles Levkoe: The Indigenous Food Circle

Levkoe, C., Ray, L., McLaughlin, J., 2019. The Indigenous Food Circle: Reconciliation and resurgence through food in Northwestern Ontario, *Journal of Agriculture, Food Systems, and Community Development* 9, 101-114.

Study Break: Feb 21 – 25. No classes.

Part IV: Domestication and Agriculture

Feb 28: Domestication of plants and animals

Stetter, M.G., Gates, D.J., Mei, W., Ross-Ibarra, J., 2017. How to make a domesticate, *Current Biology* 27, R896-R900.

Larson, G., Fuller, D.Q., 2014. The evolution of animal domestication, *Annual Review of Ecology, Evolution, and Systematics* 45, 115-136.

Experiential archaeology assignment due

Mar 2: Transitions to agriculture

Diamond, J., 2002. Evolution, consequences and future of plant and animal domestication, *Nature* 418, 700-707.

Bowles, S., Choi, J.-K., 2019. The Neolithic agricultural revolution and the origin of private property, *Journal of Political Economy* 127, 2186-2228.

Mar 7: Old World agriculture and exchange

Boivin, N., Fuller, D.Q., Crowther, A., 2012. Old World globalization and the Columbian exchange: comparison and contrast, *World Archaeology* 44, 452-469.

Mar 9: Dairy

Rosenstock, E., Ebert, J., Scheibner, A., 2021. Cultured milk: fermented dairy foods along the Southwest Asian–European Neolithic trajectory, *Current Anthropology* 62, S256-S275.

Mar 14: Indigenous New World agriculture

Sayre, M., 2007. Chronicling Indigenous accounts of the 'rise of agriculture' in the Americas. In: Denham, Iriarte, & Vrydaghs (Eds.). *Rethinking Agriculture: Archaeological and Ethnoarchaeological Perspectives*, Routledge, New York, pp. 231-240.

Mar 16: Health & sustainability

Fisher, C., 2019. Archaeology for sustainable agriculture, *Journal of Archaeological Research* 28, 393-441.

Part V: Food Preparation and Practices

Mar 21: Food history presentations I

Readings TBA

Mar 23: Food history presentations II

Readings TBA

Mar 28: Infants and children

Humphrey, L.T., 2010. Weaning behaviour in human evolution, *Seminars in Cell & Developmental Biology* 21, 453-461.

Mar 30: Drinking

Arthur, J.W., 2014. Beer through the Ages, *Anthropology Now* 6, 1-11.
Green, J.S., 2010. Feasting with foam: Ceremonial drinks of cacao, maize, and pataxte cacao. In: Staller, & Carrasco (Eds.). *Pre-Columbian Foodways: Interdisciplinary Approaches to Food, Culture, and Markets in Ancient Mesoamerica*, Springer New York, New York, NY, pp. 315-343.

Apr 4: Food taboos

Meyer-Rochow, V.B., 2009. Food taboos: their origins and purposes, *Journal of Ethnobiology and Ethnomedicine* 5, 18.

Apr 6: **Feasting and Fasting**

Dietler, M., 2011. Feasting and fasting. In: *The Oxford Handbook of the Archaeology of Ritual and Religion*, pp. 179-194.

Exam Period: Monday April 11 – Saturday April 24 (no exams April 15-18).

Take-home final exam deadline TBD

Final Grades submission: Thursday April 28