



**Department of Anthropology
ANTH 4811 WBO Special Topics: Mummies!
Winter 2025**

CONTACT INFORMATION

**Instructor: Dr. Whitaker
Email: kwhitake@lakeheadu.ca
Office Location: Sessional Desk Area 1
Office Hours: Tuesday 1:30-2:15 or by appointment over zoom**

DELIVERY MODE/LOCATION

**Course Location: OA 2008
Campus: Orillia
Times: Tu and Th 2:30 – 4:00 pm**

COURSE DESCRIPTION

Although first uncovered by antiquaries during the Medieval period, and used for a variety of questionable purposes, the fascination the world has had with mummified remains have not only steadily grown but have also fully invaded pop culture. Using a multidisciplinary approach, mummies (natural, accidental, and planned) will be examined from a variety of perspectives to assess the world views connected to them as a burial right, the changing technologies related to burial methods and analysis and the range of information that has been uncovered.

This course will explore the wide variety of mummified remains that archaeologists continue to uncover and will delve deeply into the information that can be gained and the technologies that have enabled this access to information. We will also explore the ethics of removal and reburial and the recent studies that have created the first voice of a mummy and the discovery of the first pregnant mummy (or not?!). We will also be very cognisant of breaking news of new discoveries or new assessments, and they will help to anchor the course to mummy information as it happens.

COURSE OBJECTIVES

Be able to analyse and evaluate scholarly work.
Have a solid understanding of mummification processes
Be able to identify the various factors involved in purposeful burial decisions

LEARNING OUTCOMES

To understand the range of ways a body can be transformed
To think and write critically.
To appreciate the complex relationship between humans, culture and our environment

REQUIRED MATERIALS

The assigned readings will be journal articles and book chapters (there are no textbooks to purchase), you are expected to read these **BEFORE** the class in which they are assigned. The readings can be found under course Content on the course website. We may not always delve deeply into these; however, feel free to ask questions if anything is unclear.

ASSESSMENTS

*** All assessments must be submitted by 11:59pm unless otherwise stated ***

**** The use of any type of AI program (ie Chat GPT) is absolutely NOT ALLOWED and will result in an automatic zero for the assessment ****

<u>Assessment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Attendance	10%	Ongoing
Participation	5%	Ongoing
Reading and Discussion Seminar	20%	Ongoing
Topic Presentation Outline	10%	February 14 by 11:59 pm
Topic Presentation (submitted)	20%	March 21 by 11:59 pm
Take-Home Final Exam	35%	April 7-17

Assessment Details

Attendance 10%

Attendance will be taken every class, considering that **lecture slides and notes will NOT be posted**, you are encouraged to attend and participate in order to get full marks. Marks will be based on the following criteria: attending 90% or more classes receive 10%, attending 70-89% of classes receive 6%, attend 50-69% of classes receive 3%, attend less than 50% and you will receive no credit.

Participation 5%

Participation heavily relies on your engagement in class, so to get credit you need to talk. As this is an upper year course, you are expected to come to class fully prepared to discuss the topic and assigned readings. Your grade will be assigned based on the frequency of participation, the depth of your questions and responses, engagement during both the class discussions and the student-led seminar discussions and the submission of a discussion question based on the readings for each seminar you are NOT leading. Records will be maintained every class to determine your overall mark.

Reading and Discussion Seminar 20%

In groups of 2-3 (two to three), during the first week of class you will pick from the optional lectures marked with a *. As a group you will pick 1 (one) additional article to assign the class directly related to the weekly topic. This must be submitted to me 1 (one) week BEFORE your seminar (by the Thursday before your seminar) so I can upload it to the course site and so your fellow students have time to read it. Please write out the full citation in the required format (American Antiquity - just copy the format your reading list uses) for the article when you email me.

Your group will begin the seminar with a 10-15 (ten to fifteen) minute Power Point/Google Slides/Canva presentation that briefly summarises the assigned readings (the ones I have assigned and the one you assigned). **All group members are required to have read all articles and must be able to discuss them.** Be sure to provide a complete reference (in the required format, American Antiquity) for all readings on a **final Reference List slide**, as well as any relevant images/maps/tables to better explain the sources. See the Seminar Rubrics for details on expectations and requirements (10%). When introducing and discussing each article refer to the author last name(s) and year (ie. Smith 2015), NOT the article title, journal title or anything else. This is how you show proper respect to people that conduct research.

After the summary your group will run a 15-20 (fifteen to twenty) minute discussion on the readings and the wider topic of the week. This will include creating a series of leading questions (questions that cannot be answered with simple yes or no responses) that will be submitted to me on the Wednesday before the class. Your questions should not take the form of *testing questions*, but rather ones that may have multiple interpretations to start a discussion. I will also ask you a random sampling of your classmate's submitted questions that will directly pertain to the readings. All group members are expected to participate in the discussion and be able to answer questions about all of the articles. You are also free to do an activity if that will aid in the discussion. Part of your mark will be based on your ability to continue and sustain discussion for the 15-20 minutes (10%).

Group work can be difficult and stressful if everyone does not pull their weight. The night before your presentation, each group member will email me specific details about what they contributed to the group. If there are no glaring differences, all group members will receive the same mark. If there are differences with respect to the perceived amount of work contributed, marks will be reassessed on an individual basis. Please see the Seminar Rubrics for more details regarding expectations.

If this is not your week to lead, you must email me a discussion question based on one of the assigned readings **by 10:00 pm on Wednesday before class**. This goes towards your participation mark.

Topic Presentation Outline 10% February 14 11:59 pm

Topic: Please email me with your top three topics (from the list on the course site) and have a confirmation email from me **before 10:00 pm on January 19**. The topic is a starting off point. From here you will be using this topic for the outline assessment AND a presentation assessment so do some research and ensure you have enough scholarly peer-reviewed information to do both assignments.

Your outline will include two parts; the first includes a proposed title (be creative), and a 250-word detailed plan for your presentation. Your topic is purposely general so you can decide which direction you want to go, but you must get more specific and discuss your topic in depth in a particular way. This is not a general overview-type assignment. Be sure to include the specific aspects of the topic you will be exploring and some of the examples you will be examining. Referencing, in the form of in-text citations, are expected.

The second part is a literature review. Using 3 (three) sources that have been **published in 2010 or more recently** (journal articles and book chapters from books with editors only; NO encyclopedias, no websites, no book reviews as journal articles) that you have consulted for your presentation, provide a 150-word summary of each **making sure you touch on what the aims of the study were, the findings and explain how they will support your topic**. Separate each into its own paragraph, title each paragraph as Source One (then Two, Three with nothing else in the title) and refer to and reference your source by author last name(s) and year of publication (Smith 2018) (**DO NOT include titles anywhere in the literature review**). DO NOT refer to the source as “the article”, in fact don’t say “the article” anywhere, it is never needed, always show respect for authors and their work.

You will also include a complete Reference List that will include the full citation for each of the sources you summarised in the required format. Finally, you must copy, paste, and complete the Presentation Outline Checklist into your single Word file. Therefore, your complete Presentation

Outline package will include a title page, the first part of the outline, the second part of the outline, a Reference List, and a completed Checklist. **This is due, as a single document by 11:59 pm on February 14 . Save your single Word file as Last Name Presentation Outline (ie. Whitaker Presentation Outline).** I will not accept your assignment if it does not include the completed checklist (this means you must read it and follow it – do NOT blindly check things off) and if it is not in the required file format (Word). Your paper is late after 11:59 pm and every 24-hour period will continue from there. You will lose 5% per 24-hour period and it will not be accepted after 72 (seventy-two) hours.

Please see the example posted on the course site.

Topic Presentation 20% March 21 at 11:59pm (you are submitting a presentation and a script)**

Based on your chosen topic, you will create an 5 to 7 (five to seven) minute **PowerPoint/Canva** presentation, with audio either on each slide or continuously across all slides. Only I will be watching and listening to your presentation. **You MUST use your own voice** unless you have a specific accommodation from SAS that says you may use an alternate voice, and we will have a meeting to discuss this. You must save your presentation with the name **Your Last Name Presentation (ie. Whitaker Presentation)**. **Please do not upload to YouTube or Google Drive and provide a link. Do not save your file as a pdf, it will delete your audio. You must directly upload a file to the course site so I can download it.** It will not work otherwise, if I cannot download it you will receive a zero for this assignment, I promise posting a link has not worked for me in the past and there will be no exceptions to this very clear rule.

You must have a minimum of 5 (five) peer-reviewed scholarly sources (no encyclopedias, no book reviews, no books that do not have editors, no websites). You can certainly use the sources you used for your presentation outline, or you can use new ones if you decide to go in a new direction. You do not need to cite the images you will use but be sure there are enough to inform your audience, photographs, geographic maps, tables, graphs, and others may be helpful. **Your final slide will be a Reference List in the required referencing format (American Antiquity).**

For presentations you want text to be minimal (and at least 20pt in size) with most focus on visuals. Finally, **do not use Wikipedia or other non-peer reviewed websites or sources unless it is expressly for the purposes of images.** Please contact me if you are unsure of an appropriate source before you lose marks for using it. Additionally, see the Topic Presentation Rubrics for assessment expectations.

In addition to submitting your presentation, you will also submit your script. This can be just one continuous document, but you must show where your information is from, so you must include citations using the required referencing format of American Antiquity. I will use the overall reference list in your presentation as the reference list, so no need to include another one here, but everything cited in your script must be in your reference list. The reading list is in this format and the Written Assessment Style Guide provides additional details on formatting. Please **save your script file as Your Last Name Presentation Script (Whitaker Presentation Script).**

Final Take-Home 35%

The exam will consist of essay questions that require you to extrapolate data and think critically. As a result of 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. **No outside reading or research is allowed (you will not pass the exam if you use outside research).** There will be a review during the last class, and you are free to discuss any concerns and questions you have with me. You will include a title page, a single Reference List, and a completed Final Exam Checklist, all in one file. **Please save your single Word file as Last Name Final Exam (ie. Whitaker Final Exam).** The take-home exam will take place during the final exam period, **from April 7-17 and will last 48 hours and you will submit it on the course site under Assessments.** This **cannot** be submitted late and there are no extensions.

Lecture Outline

DATE	LECTURE TOPIC	READINGS
January 7	Introduction to Course and Burials	Sayer (2010)
January 9		
January 14	Methodologies	Piombino-Mascali and Gill-Frerking (2020); Denton (2008)
January 16		
Make sure Presentation Topic is confirmed before January 19		
January 21	Favourable Conditions for Mummification	Monslave (<i>et al.</i> 2008); Leccia (<i>et al.</i> 2018)
January 23*		
January 28	Accidental Mummification	Vahdati Nasab (<i>et al.</i> 2019); Ventura (<i>et al.</i> 2022)
January 30*		
February 4	Purposeful Mummification	D’Anastasio (<i>et al.</i> 2021); Carascal (<i>et al.</i> 2021)
February 6*		
February 11	Children	Wilson (<i>et al.</i> 2007); Zesch (<i>et al.</i> 2024)
February 13*		
February 14	Topic Presentation Outline Due by 11:59pm	

Reading Week February 17-21		
February 25	Animals	Elliott (2023); Buckley (<i>et al.</i> 2004)
February 27*		
March 4	Unexpected Mummies	Mead (1907); van Beek (<i>et al.</i> 2023)
March 6*		
March 11	New Assessments of Old Discoveries	Peyroteo-Stjerna (<i>et al.</i> 2022); White (<i>et al.</i> 2023)
March 13*		
March 18	Media and Pop Culture	Wojtala (2019); Nystrom (2018)
March 20*		
March 21	Topic Presentation Due by 11:59pm	
March 25	Ethics	Moissidou (<i>et al.</i> 2015); Andersen (2018)
March 27		
April 1	Egyptology in the 21 st century	Nelson (2019)
April 3	Catch-up, wrap-up and review	David (2008)
Final Take Home – During Exam Period April 7-17		

Readings (in the order in which they are assigned, also they are in the required referencing format – American Antiquity).

Sayer D

2010. Who's afraid of the dead? Archaeology, modernity and the death taboo. *Archaeology and Contemporary Society* 42: 481-91.

Pionbino-Mascali D and H Gill-Frerking

2020. The mummy autopsy: Some ethical considerations. In *Ethical Approaches to Human Remains: A Global Challenge in Bioarchaeology and Forensic Anthropology*, edited by K Squires, D Errickson and N Márquez-Grant. Springer; Switzerland: 605-25.

Denton J

2008. Slices of mummy: a histologist's perspective. In *Egyptian Mummies and Modern Science*, edited by R David and P Lambert-Zazulak. Cambridge University Press; Cambridge: 71-82.

Monslave MV, E Humphrey, DC Walker, C Cheung, W Vogl and M Nimmo

2008. Brief Communication: state of preservation of tissues from ancient human remains found in a glacier in Canada. *American Journal of Physical Anthropology* 137: 348-55.

Leccia C, V Alunni and G Quattrrehomme

2018. Modern (forensic) mummies: A study of twenty cases. *Forensic Science International* 288: 330.e1-e9.

Vahdati Nasab H, A Aali, M Kazzazi, M Pollard and T Stöllner

2019. Reappraisal of the number of salt mummies identified in Chehrābād Salt Mine, Zanzan, Iran. *Bioarchaeology of the Near East* 13:1-25.

Ventura L, I Vaccarelli, M Iannella, : Castellani, G D'Altri and M Traversari

2022. The mummies in the Church of Santa Maria delle Grazie, Calascio: A new site in the Inner Abruzzo Region, Central Italy. *Collegium Antropologicum* 46: 295-300.

D'Anastasio R, J Cilli, I Icaro, C Tanga and L Capasso

2021. The human remains of the funerary complex of Neferhotep (XVIIIth-XXth Dynasty, Valley of the Nobels, Luxor, Egypt): Taphonomy and anthropology. *Anthropological Science* 129: 223-32.

Carascal MB, IKC Fontanilla and MCA De Ungria

2021. The Ibaloi fire mummies: The art and science of mummification in the Philippines. *Anthropological Science* 129: 197-202.

Wilson AS, T Taylor, MC Ceruti, JA Chavez, J Reinhard, V Grimes, W Meier-Augenstein, L Cartmell, B Stern, MP Richards, M Worobey, I Barnes and MTP Gilbert

2007. Stable isotope and DNA evidence for ritual sequences in Inca child sacrifice. *Proceedings of the National Academy of Science* 104: 16456-16461.

Zesch S, S Panzer, A Paladin, ML Sutherland, S Lindauer, R Friedrich, T Pommerening, A Zink and W Rosendahl

2024. The multifaceted nature of Egyptian mummification: Paleoradiological insights into child mummies. *PLoS ONE* 19: 1-24.

Elliott C

2023. Cats, commerce and cemeteries: The mummified felines of Beni Hasan. *The Journal of Egyptian Archaeology* 109: 147-58.

Buckley SA, KA Clark and RP Evershed

2004. Complex organic chemical balms of Pharaonic animal mummies. *Nature* 431: 294-299.

Mead CW

1907. *Peruvian mummies and what they teach: a guide to exhibits in the Peruvian Hall*. American Museum of Natural History; New York: 1-24.

van Beek R, C Quik, S Bergerbrant, F Huisman and P Kama

2023. Bogs, bones and bodies: the deposition of human remains in northern European mires (9000 BC – AD 1900). *Antiquity* 97: 120-40.

Peyroteo-Stjerna R, LN Stutz, HL Mickleburgh and JL Cardoro

2022. Mummification in the Mesolithic: New approaches to old photo documentation reveal previously unknown mortuary practices in the Sado Valley, Portugal. *European Journal of Archaeology* Open Access: 1-22.

White KN, D Chiasserini, R Loynes, AR David, BE van Dongen, K Drosou, R Forshaw, S Fraser, P Causey-Freeman, J Metcalfe, E Murphy, M Regan, PJ Reimer, DG Tosh, A Whetton and AJ Freemont

2023. Enhancing mummy 'paleobiographies' through the use of multidisciplinary techniques and approaches. *Journal of Archaeological Science: Reports* 47: 1-10.

Wojtala M

2019. The presence of Egypt in pop culture. In *Egypt yesterday and today: Between tradition and modernity*, edited by K Myśliwiec, K Pachniak, K Nabożna and E Wolny-Abouelwafa. Institute of Mediterranean and Oriental Cultures; Warsaw: 87-100.

Nystrom KC

2018. Contributions of mummy science to public perceptions of the past. In *Bioarchaeologists Speak Out: Deep Time Perspectives on Contemporary Issues*, edited by JE Buikstra. Springer; Switzerland: 257-82.

Moissidou D, J Day, DH Shin and R Bianucci

2015. Invasive versus non-invasive methods applied to mummy research: will this controversy ever be solved? *BioMed Research International* 192829: 1-7.

Anderson J

2018. Problems and challenges with exhibiting donated mummies. *University Museums and Collections* 10: 95-102.

Nelson A

2019. Mummies, memories, and marginalization: the changing social roles of a mummy from ancient to modern times. In *Bioarchaeology of Marginalized People*, edited by ML Mant and AJ Holland. Academic Press; London: 11-32.

David AR

2008. The International Ancient Egyptian Mummy Tissue Bank. In *Egyptian Mummies and Modern Science*, edited by R David and P Lambert-Zazulak. Cambridge University Press; Cambridge: 237-46.

Reference Style

Within the text, you need to identify sources for all information you use, except for that which is common knowledge or your original thoughts. You must cite sources (including page numbers) for any relatively specific information that you are referring to (e.g., Harris 1991: 285), not just when citing or paraphrasing. If you are using a citation in a very general way, such as referring to the entire work, then only the author's name and publication date is required (e.g., Harris 1991).

Please use **American Antiquity** style. This is the required format, and no other format will be accepted. These citations should appear within the text in the appropriate place (directly before or after the information used or quoted). Do not use footnotes or endnotes. Just copy the exact format your reading list is in.

Every reference or source of information that you actually utilize must appear in the References Cited section (use that heading). **I do not want a Bibliography of sources consulted but not used.** Follow the required format for the References Cited section of your paper, see some examples below. Pay attention to what is indented and capitalized below, as well as the order of presentation. Provide working URL addresses for all web-based materials, but this is not needed for a journal article you access electronically. Above all, be consistent.

For a journal article or chapter in an edited volume:

Harrison R, J Smyth and E Breithoff

2017. Archaeologies of the Contemporary World. *Annual Review of Anthropology* 46: 201-221.

Last name first initial, first initial last name and first initial last name

Year Period Article title Period *Journal title (in italics)* Period Volume number Colon Page range Period

Spector J and M Whyte

1991. What This Awl Means: Towards a Feminist Archaeology. In *Engendering Archaeology*, edited by J Gero and M Conkey. Blackwell; London: 388-406.

Last name first initial and first initial last name

Year Period Article title Period In *Book title (in italics)* Comma edited by First initial Last name and First initial Last name Period Publisher Semi colon Place of Publication Colon Page Range Period

See your reading list for additional examples, and also the Written Assessment Style Guide which is posted on our course site. If you are using the electronic version of a regular journal, you need provide only the usual attribution, **not the URL or publisher OR the DOI.**

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 email the night before an assignment is due, so please plan accordingly. Although we will be discussing evolution throughout this course, we will be maintaining a scientific focus. We will not be debating the merits or the accuracy of evolution in comparison to religious thought. You are free to have whatever opinions you may have on the matter but please leave these non-scientific opinions at the door, as this is not the appropriate forum for them. This class will be a respectful place; no insulting language or actions will be tolerated.

There is absolutely no photography or lecture recording permitted in this class.

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. If, in fact, your answer can be found within the course documents, I will direct you there to find your answer, as .

In composing your email, you must send it from your Lakehead account, please DO NOT send an email from your personal email account (I am not allowed to reply to personal email accounts), include your course number in the subject field and write a formal email, addressing myself in a respectful manner (see the beginning of this section), use complete sentences and sign your email with your name and student number. Please do not simply attach assignments to blank emails or write as though you are sending a text to your friend (**this drives me crazy**). I will try to answer emails in a timely manner, usually within 48 hours, though I will not be checking or responding to emails from 6:00 pm on Friday to 9:00 am on Monday.

Readings: You are expected to complete all readings BEFORE the assigned class. We may discuss the readings in class, but your lectures will not follow them so come to class prepared to ask and answer questions.

Attendance: It is HIGHLY recommended you attend all classes. It is expected you will show up and participate in every class. Lecture notes and power point presentations WILL NOT be provided so it is up to you to ensure you are keeping up with the pace of the course. Please see me as soon as possible if you feel you are getting behind.

Late Policy: You are expected to submit all work on time and be in class. If an assignment is late, 5% will be deducted for every 24 hours past the due date (received by 11.59pm) and will not be

accepted after three days (72 hours after the deadline). The Anthropology Department will not accept assignments in person or by email. Deadlines are firm, and **no extensions** will be given unless there are extenuating circumstances, and the appropriate documentation is provided.

If an extension is requested, Dr. Whitaker must be informed by email at least 24 hours BEFORE the assignment is due. **Please note: stating that you have a lot of other course work is not grounds for an extension, and honestly, no professor wants to hear this.** Required documentation will be specific to each case as appropriate. You must have a response from Dr. Whitaker indicating the granting of an extension as confirmation it has been accepted. **ALWAYS** keep a backup copy of your work!

Regrading Assignments: If you feel you deserve a different mark on an assignment, please use the following procedure: **take 24 hours to step back and consider your assignment.** Read through all of the comments (you will need to download your assignments from me to see my comments) and think about what aspects you understand and agree with and where you have concerns. After 24 hours compose a written explanation of why you feel you deserve a different mark by specifically referring to areas within your paper, comments made, and the grading rubric for your specific assignment. Do not discuss your work in relation to other students', but rather within the context of the work you have put into it and the assignment expectations. Marks are not given based on how much perceived effort you put in, but rather the conformation to assessment and class expectations. Email your explanation as an attachment and also include a copy of your marked assignment. You can expect a response within 72 hours, however, keep in mind your mark could remain the same, be increased, or decreased upon a secondary review.

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. **The standard definition of plagiarism is copying four or more words in a row without quote marks. A consistent pattern of "paraphrasing" by changing only one or two words also constitutes plagiarism.**

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>