



**Department of Anthropology
The Archaeology of Food
ANTH-4013 WAO
Winter 2026**

CONTACT INFORMATION

**Instructor: Dr. Katie Whitaker
Email: kwhitake@lakeheadu.ca
Office Hours: Tuesday 4:00 pm – 5:00 pm or over Zoom by appointment**

DELIVERY MODE/LOCATION

**Course Location: OA-2018
Campus: Orillia
Times: Tues/Thurs 11:30 pm - 1:00 pm**

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 later 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.

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

The assigned readings will be 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. There are no costs associated with textbooks for this course.

ASSESSMENTS

*** All assessments must be submitted in Word with the required file name, and are due by 11:59 pm, unless otherwise stated ***

**** The use of any type of AI program (ie Chat GPT and pdf summary programs) is absolutely NOT ALLOWED and will result in an automatic zero for the assessment ** Remember these programs are stupid – you are not 😊**

You are learning how to read and critically engage with scholarly work, it takes time to develop these skills, but they are important not just to this class, but also to learn how to tell the difference between quality information in general and information with little or no substance.

<u>Assessment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Scavenger Hunt	1% BONUS	January 20 by 11:59 pm
Attendance	5%	Ongoing
Food Memories	15%	January 25 by 11:59 pm
Spicy Outline	15%	February 15 by 11:59 pm
Spicy Presentation + Responses	25% + 5%	Post March 15 by 11:59 pm; answer questions by March 19 by 11:59 pm
Questions for Classmates	5%	Ask March 15 - 17 by 11:59 pm
Take-Home Final Exam	30%	April Exam period April 10-19

Course Scavenger Hunt 1% 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 10 (ten)

attempts to get 100% on the quiz, but it must be completed by **11:59 pm on January 20**. If you achieve 100% you will receive a 1% bump to your final mark.

Attendance 5%

Attendance will be taken every class; this is because I do not teach the readings and I do not post or provide lecture notes or slides so since the only way to get lecture material is to come to class you can earn part of your mark just by showing up. If you plan on passing this course, you are highly encouraged to come to class. Marks will be based on the following criteria: attending 90% or more classes receive 5%, attending 70-89% of classes receive 3%, attend 50-69% of classes receive 1.5%, attend less than 50% and you will receive 0 (zero).

Food Memories 15%

For this written assignment I would like you to reflect on the place of food in your life. How has food defined you, connected you to others, the world around you, technology, your culture(s) family and ancestors, places, spaces and time? This goes far beyond mere sustenance, and can be connected to any emotions, but I am looking for an honest and thoughtful reflection of how food (beyond just the need to eat for basic human needs) has affected your life. Your reflection should be in the first person, approximately 800-1000 words and have a logical flow with an introduction and conclusion. Include a title page with a unique title and please consult the Food Memories rubrics for details about assessment expectations. Your Word file is due in the appropriate Assignment folder on our course site by 11:59 pm on January 25. 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, 3 (three) days) late. ***This should not have to be stated, but any use of generative AI will result in a zero – this assignment is based on your own life – please use your own brain ☺**

Spicy Presentation Outline 15%

Topic: Please email me your top 3 (three) topic choices from the list below, starting **after class** on January 6 and by **January 18 at 10:00 pm**. Do a bit of research (Google Scholar is a great starting point) to see what sources are available and what information comes up, make sure you have enough for your full presentation. You must receive a confirmation email from me to lock in your topic, only one per student. If you fail to confirm your topic with me by the deadline, you will lose 5% from your final presentation mark, do not start your outline without confirming your topic with me. I highly suggest you email me as soon as possible to increase your chances of getting the topic you would like.

The main body of your outline will be 2 (two) pages in length and include the following information: a description of your spice including origins, common and taxonomic names, history of use and current use around the world (in terms of cuisines and/or cultures). Briefly touch on archaeological and genetic evidence of the domestication and use of your spice as relevant. Be sure to include in-text citations throughout this description to show the peer-reviewed sources you are getting your information from.

You will also include 3 (three) **scholarly peer-reviewed** sources (only three, do not include more), and a brief 50 (fifty) word description for each of how the publication will help your presentation. Each will be in its own paragraph and have a title: Source One, Source Two, Source Three. **Do not include anything else in the titles.** Be sure to cite properly by referring to author last names and publication years (ie Smith 2021), never “the research” or “the article” when discussing someone’s work. Do not include the article or journal titles in these paragraphs.

Finally, on a separate page, include a proper alphabetised Reference List containing your three sources in the required referencing format, American Antiquity. Your Reading List, in this syllabus, is in this format and the details for how to follow the format can be found at the end of the syllabus and in the Written Assessment Style Guide. A high level of scholarly effort is expected in order to earn a high grade.

Download, copy and paste, read through and complete the Spicy Presentation Outline Checklist. The details in the checklist account for 50% of your mark and deal with all the little details and requirements everyone always forgets so please pay attention to each item before you check it off. Please save your single Word or PDF file (do not send in the checklist separately), as Your Last Name Presentation Outline (ie. Whitaker Presentation Outline) and submit it to the correct Assignments folder on the course site on February 15 by 11:59 pm. I will not accept your assignment if it does not include the completed checklist. 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, 3 (three) days) late.

Spicy Presentation + Responses 25% + 5%

Based on your chosen topic, you will give a 5 (five) minute **PowerPoint** presentation, that you will upload to the **Spicy Presentation section of the Discussion** section of the course website on **March 15 by 11:59 pm**. You must save your presentation with the name **Your Last Name Spicy Presentation (ie. Whitaker Spicy Presentation)**. You can insert audio files into each slide or have them playing over your whole presentation, you must use your own voice unless you have a specific academic accommodation that discusses the specific need for an alternative recorded voice in recorded presentations. **Please do not upload to YouTube or Google Drive and provide a link, it needs to be in PowerPoint so I can download it.**

You must introduce your topic and provide a detailed description of your spice, including the discovery, taxonomic and evolutionary history, archaeological and historical evidence and range of use across both the world and through time. Devote one slide to exploring how your spice has affected the world, being sure to include specific evidence to support your perspective. A final slide (after your conclusion) will be a Reference List with a **minimum of 5 (five) scholarly peer-reviewed references** consulted in required referencing form (American Antiquity, no other format is accepted). You do not need to cite

the images you will use but be sure there are enough to inform your audience, geographic maps will likely be helpful, your presentation should contain more visuals than text (your audio should cover this). Finally, **do not use Wikipedia or other non-peer reviewed websites or sources (no encyclopedias or books without editors) 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 Spicy Presentation Rubrics for assessment expectations. A high level of scholarly effort is expected in order to earn a high grade.

In lieu of audience questions, your classmates will post questions, and you will respond to them by **March 19 at 11:59 pm**, answers posted after this time will not count. If required, you may need to do extra research to answer the questions as simplistic comments that do not fully answer the question will not get you marks.

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 paprika sesame seeds tamarind
turmeric garlic mustard star anise amok chimichurri mole
piri piri cascabel siracha anardana asafoetida fenugreek
guajillo juniper

Questions For Classmates 5%

These questions provide the opportunity to connect and learn from others since we are not doing in-class presentations. You are required to post a minimum of 10 (ten) well thought out questions in response to the Spicy Presentations. You are absolutely encouraged to post more questions and comments, as they will ultimately add to the overall knowledge of the class. Your questions must be posted between March 15 at 11:59 pm to March 17 at 11:59 pm directly in the Discussion section in which the presentation can be found. **Questions posted after these times will not count.**

I hope it doesn't need to be said, but just in case, be respectful and kind to one another.

**** Be sure to read any previously posted questions so you do not ask the same thing. Repeat (either by you to different classmates or repeat of another classmates') questions will not count towards your 10 (ten) question minimum. ****

Final Take-Home Exam 30%

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

Lecture Outline

DATE	LECTURE TOPIC	READINGS
January 6	Course Introduction	Clayton and Rowbotham 2008; Ulijaszek 2024
January 8	Archaeological methods and data	Wald 2016; Alexander <i>et al.</i> 2015
January 13	Historical and ethnographic data	Super 2002; Quintana Morales <i>et al.</i> 2022
January 15	Our earliest ancestors and their menu	van Huis 2017; Negro <i>et al.</i> 2016; Dodat <i>et al.</i> 2024
January 18	Spicy Topic choice due by 10:00 pm	
January 20	Foraging, hunting and gathering	Prado-Nóvoa <i>et al.</i> 2017; Davis and Douglass 2021; Pokorny <i>et al.</i> 2023
January 22	Food processing, cooking and storing	Fuller and Carretero 2018; Bogaard 2017
January 25	Food Memories assignment due by 11:59 pm	
January 27	Plant and animal domestication	Milla <i>et al.</i> 2015; Patel and Meadow 2016
January 29	Domestication and human health (Over ZOOM)	Larsen 2023; Lewis <i>et al.</i> 2023
February 3	Food transport in the ancient world	Livarda and Orengo 2015; Guiry <i>et al.</i> 2015
February 5	Salt and Pepper (Recorded Lecture)	Weller 2015; Reed and Leleković 2019
February 10	Sugar	Worthington 2019; Fox 2016
February 12	Chocolate	Tierney 2021; Lanaud <i>et al.</i> 2024
February 15	Spicy Outline due by 11:59 pm	
Spring Break February 16-20		
February 24	Spices I	Harkantiningasih 2013; Dewan 2015
February 26	Spices II	Bates 2019; Haw 2017
March 3	Dairy	Carrer <i>et al.</i> 2016; Fernández <i>et al.</i> 2016

March 5	Rice	Kelly 2015; Sameer, Juzhong and Li 2018
March 6	Final Day to Drop	
March 10	Noodles	Khatri and Singh 2019; Kim and Iwashita 2016
March 12	Wheat	Dong 2018; Lightfoot and Stevens 2012
March 15	Spicy Presentation due by 11:59 pm	
March 17	Tea	Lu <i>et al.</i> 2016; Meegahakumbura <i>et al.</i> 2018
March 19	Beer	Arthur 2014; Stika 2011
March 24	Wine	Jeandet <i>et al.</i> 2015; Kazanis <i>et al.</i> 2017; Thomas 2015
March 26	Beyond Meat: The New Revolution	Agrawal 2017; Springmann 2024
March 31	Globalization, Starvation and Excess	Rath 2017; Rapinski <i>et al.</i> 2023
April 2	Wrap-up	Cohen 2022
April 10-19	Take Home Final Exam Period	

Journal Articles (in American Antiquity format and lecture order)

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.

Uliaszek S

2024. Nutritional anthropology in the world. *Journal of Physiological Anthropology* 43: 1-5.

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.

Quintana Morales EM, OE Craig, ME Prendergast, S Walshaw, C Cartaciano, O Mwebi, E Nguta, V Onduso, J Fleisher and S Wynne-Jones

2022. Diet, economy, and culinary practices at the height of precolonial Swahili urbanism. *Journal of Anthropological Archaeology* 66: 1-12.

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.

Dodat P-J, E Albalat, V Balter, C Couture-Veschambre, M Hardy, J Henrion, T Holliday and B Maureille

2024. Diverse bone-calcium isotope compositions in Neandertals suggest different dietary strategies. *Journal of Human Evolution* 193: 1-10.

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.

Davis DS and K Douglass

2021. Remote sensing reveals lasting legacies of land-use by small-scale foraging communities in the Southwestern Indian Ocean. *Frontiers in Ecology and Evolution* 9: 1-14.

Pokorny P, P Šída, M Ptáková and I Světlík

2023. A little luxury doesn't hurt: Swiss stone pine (*Pinus cembra* L.) – an unexpected item in the diet of central European Mesolithic hunter-gatherers. *Vegetation History and Archaeobotany* 32: 253-262.

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.

Larsen CS

2023. The past 12,000 years of behaviour, adaptation, population, and evolution shaped who we are today. *Proceedings of the National Academy of Sciences* 120: 1-4.

Lewis CM Jr, MY Akinyi, SN DeWitte and AC Stone

Ancient pathogens provide a window into health and well-being. *Proceedings of the National Academy of Sciences* 120: 1-8.

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. *Documenta Praehistorica* XLII: 185-96.

Weller O

2015. First salt making in Europe: an overview from Neolithic times. *Documenta Praehistorica* XLII: 185-196.

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.

Tierney AEP

2021. From golden eggs to trampled treasure: the 2019 Cadbury Chocolate Scandal. In H Williams, P Reavill, N Carr and J Raine (Eds.) *The Public Archaeology Treasure*. Archaeopress; Oxford: 64-77.

Lanaud C, H Vignes, J Utge, G Valette, B Rhone, MG Caputi, NSA Nieto, O Fouet, N Gaikwad, S Zarrillo, TG Powis, A Cyphers, F Valdez, SQO Nunez, C Speller, M Blake, F Jr Valdez, S Raymond, SM Rowe, GS Duke, FE Romano, RGL Solórzano and X Argout

2024. A revised history of cacao domestication in pre-Columbian times revealed by archaeogenomic approaches. *Nature Scientific Reports* 14: 1-16.

Harkantiningih 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.

Springmann M

2024. A multicriteria analysis of meat and milk alternatives from nutritional, health, environmental, and cost perspectives. *Proceedings of the National Academy of Science* 121: 1-9.

Rath EC

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

Rapinski M, R Raymond, D Davy, T Herrmann, J-P Bedell, A Ka, G Odonne, L Chanteloup, PJ Lopez, É Foulquier, EF da Silva, N El Deghel, G Boëtsch, V Coxam, F Joliet, A-M Guihard-Costa, L Tibère, J-A Nazare and P Duboz

2023. Local food systems under global influence: The case of food, health and environment in five socio-ecosystems. *Sustainability* 15: 1-22.

Cohen N

2022. Roles of cities in creating healthful food systems. *Annual Review of Public Health* 43: 419-37.

Course, Department and University 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 death throughout this course, we will be maintaining a scientific focus. You are free to have whatever opinions you may have on the matter but please leave 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.

In composing your email, you must send it from your Lakehead account, please DO NOT send an email from the course site or your personal email (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 full 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**). Send me an email and follow all the communication rules in this paragraph and attach the cutest image of a living Buff Laced Polish Chicken for a 0.5% bump to your final mark. All of this criterion must be followed, the email must be received by 11:59 pm on January 31, 2026, to qualify, no exceptions or extensions.

I will try to answer emails throughout the term 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. If you have

not received a response within 72 hours I may not have received your email, so please send it again or speak to me in class.

Readings: You are expected to complete all readings BEFORE the assigned class. We may discuss the readings in class, but your lectures will not repeat 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 11:59 pm) 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!

As a special note, the assessments “Questions for Classmates” and “Spicy Presentation + Responses” CANNOT be handed in late as they mess up things for other students. If any of these are late you will receive a mark of ZERO. If there is an issue you MUST contact me at least 24 hours in advance of a deadline and you will be given an alternative WRITTEN assignment in lieu of this 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.

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 using **in-text citations** (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 (Paspin 2017:23)). Do not use footnotes or endnotes.

Every reference or source of information that you actually utilize must appear in the References Cited or Reference List section (use one of these headings). **I do not want a Bibliography which is 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. Above all, be consistent. Just copy the format your reading list is in.

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. 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.**

Academic Conduct: You are expected, as a university student, to abide by and follow the Student Code of Behaviour. 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.**

Recording: No form of mechanical or electronic recording device, including cell phone cameras, may be used in this class without the express written approval of the instructor. This includes but is not limited to audio recordings, video recordings, and still photographs.

It is the responsibility of all students to read, familiarize themselves with, and abide by all university regulations and services as presented in the official University Calendar for the current academic year.

Gender Inclusivity: This course will be held in a respectful and supportive environment for people of all gender identities and expressions. I've received a class roster based on official enrollment information. If you go by a different name, please feel free to let me know. You're also welcome to share your pronouns, if you'd like.

Everyone is encouraged to refer to classmates using the names and pronouns they share. If you're comfortable, you're welcome to let the class know how you'd like to be addressed.

Content and Copyright: Please be advised that the intellectual property rights in the material referred to on this syllabus [and posted on the course site] may belong to the course instructor or other persons. You are not authorized to reproduce or distribute such material, in any form or medium, without the prior written consent of the intellectual property owner. Violation of intellectual property rights may be a violation of the law and Lakehead University policies and may entail significant repercussions for the person found to have engaged in such act. If you have any questions regarding your right to use the material in a manner other than as set forth in the syllabus, please speak to your instructor.

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>