

Anthro 4CC3: Archaeology of Foodways

Instructor: Shanti Morell-Hart

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Course Meeting Schedule: Mondays, 11:30am-2:20pm

Course Meeting Location: Kenneth Taylor Hall, room B102

Office Hours: 11:00-1:00 pm on Tuesdays, or by appointment

Office Location: Chester New Hall, Room 534

Course Description

What is the role of food in daily and ritual life? What aspects of foodways are negotiated through artifacts, features, and practices? What happens to food residues after they become incorporated into the archaeological record, and what are the methods used to study these traces? How is gastronomic heritage established and re-established through ties to ancient foodways?

Tracing the history of foodways is important for a number of reasons. Food has been extensively documented to tie in with identity, memory, and heritage. Food is the backbone of society and sociality, and the foundation of every economy. Food marks social differences, boundaries, bonds and contradictions. Every act of eating is a performance of ethnicity, family, community and self-identity, but simultaneously affords an opportunity to maintain or transform them. Food history is used to legitimate claims, transform practices, and re-affirm social ties. Food can assert and re-assert connections to the past, even as it serves to divide the "authentic" from the "inauthentic."

In this course, we will address foodways of ancient communities, drawing on examples from around the world. We will explore different types of food traces and modes of analysis, as well as theoretical frameworks used to understand ancient foodways. We will also consider the impacts of gastronomic heritage on modern practices, identities, and economies.

The class is primarily a seminar, with discussions on assigned readings. These discussions will be complemented by small practicums and field trips. You will be evaluated on consistent participation in class discussions (20%), a set of reading responses (30%), a final paper (40%), and a final research presentation (10%).

Textbooks and Required Readings

Many of the readings will be posted online on Avenue to Learn. All of the required readings for each week-- with the exception of our very first meeting-- must be completed before the first class meeting of each week (i.e., **due Wednesday evenings by 8 pm**), but there is one required book available for purchase online or in the campus bookstore:

Counihan, Carole and Penny Van Esterik
2018 *Food and Culture: A Reader*, 4th ed. Routledge, London.

Course Requirements

This class meets once per week. Classes will be divided between discussions and activities. Your grade in the course will be based on your performance in completing the following assignments:

Class participation: 20% of total grade.

Class participation is based partially on attendance, and partially on contributions to discussion. You are expected to complete **all** of the required readings before each class. Attendance at all class meetings is expected, and is part of your grade calculation. It is necessary for you to participate in class discussion through substantive questions and comments in the classroom, and/or through posting to the online discussion forums. Online dialogue can be a response to previous postings, or the posting of a new discussion topic.

The goal of class discussion is to draw out your own interests in the course materials, and to regularly and critically engage you, along with your peers, with the central themes of the course.

ALSO REQUIRED: Schedule a 10 minute meeting with me during office hours to discuss your paper topic, within the second to fifth week of class.

ALSO REQUIRED: Feedback on the final presentation of one of your peers.

Reading responses: 30% of total grade. Due each Sunday by 8pm.

You will be responsible for submitting a 400 word (roughly 1-page, double-spaced) response to **one** of the assigned readings the evening before our class meeting each week. These are to be posted in the Discussions area of Avenue to Learn, **before 8 pm (usually Sunday evening)**. Individual readings will be divvied up between class members for responses, but everyone is responsible for completing **all** of the assigned readings for each week's discussion.

Each reading response should include the following:

A) Basic information:

- Full citation of the assigned reading at the very beginning of the response (author, year, publication, publisher, etc., following the SAA Style Guide: [SAA Style Guide - July 2018](#))
- A set of 5 keywords (list), just below the citation
- Identify the subject, the time period(s), and the location(s) of the study. (1 sentence)

B) Assessment:

- What do you think is the theoretical position of the author(s)? That is, what *kinds* of questions are the authors asking (e.g., ecological questions, ritual questions, questions of gender, etc.)? (1 sentence)

- What are the primary research objectives/thesis statements/questions asked of the data by the author(s)? That is, what *specific* questions are the authors asking? Is the author reacting to anything (e.g. missing information, outdated research, a contrary theoretical position)? (3 sentences)
- What types of materials/data/evidence are used to address these objectives? (1 sentence)
- What else would you like to see the author address? Where did the article fall short? (Short critique, or a request for more or different types of evidence.) (2 sentences)
- What questions do you have about the reading? (1-2 sentences)
- *OPTIONAL*: What are your suggestions for re-interpretation, using the same data set or material? How would you have done the study differently?

C) Reflection:

- What is one key thing you drew from this reading? (1 sentence)
- What does this make you reflect on-- in the news, your own daily practice, or your own experiences? (1-2 sentences)

The goal of these reading responses is to prepare you for class discussion, with your personal and critical reflections on assigned material at the ready. A secondary goal is to leave you with a set of your own annotations on class readings.

Final paper: 40% of total grade.

Your final paper will be broken up into two components: final paper outline and annotated bibliography (10%), and the final paper itself (30%).

ALSO REQUIRED: Schedule a 10 minute meeting with me to discuss your paper topic, at some point in the third to sixth week of class.

Step 1 – Outline and annotated bibliography: 10% of total grade. Due Friday, March 6th by 8pm.

This is a 2-page assignment that includes a 1-page (single-spaced) outline (roughly 250 words), and a 1-page (single-spaced) list of sources with a brief annotation for each source.

The outline must include: 1) your main thesis questions and objectives, 2) the general layout of your paper and structure of your argument, and 3) the contributions from source material you will be using. In your outline, the authors and dates of the readings you plan to cite will go in parentheses next to every applicable outline subheading. Also provide 4) a rough page number estimate for each major section of your paper.

On a separate page, provide an alphabetical list of 10 sources you plan to use in your paper: articles, book chapters, databases, and/or other scholarly materials. For each source, include a brief (1-sentence) description of how the material will contribute to your paper.

You can use as many class resources as you'd like, but least 5 of your readings must come from sources outside of assigned class readings. All of your sources should be scholarly in nature, and listed with full bibliographic reference information. Make sure to follow the SAA Style guide for your bibliographic information: [SAA Style Guide - July 2018](#)

I will post an example of a final paper outline on Avenue, and talk over the template in class.

Step 2 - Final paper: 30% of total grade. Due Thursday, April 9th by 8pm.

This is a 3000 word narrative (roughly 10-pages, double-spaced, 12-pt font, 1-inch margins). Be sure to include a title page and bibliography on separate pages (and outside the word count). Again, you will need to use at least 10 sources, 5 of which must be outside of class readings.

I will post an example of the evaluation sheet I will use for your final paper online, and talk over the format in class, so that you have an idea of how to structure your paper.

After completing your final paper, please consider updating relevant Wikipedia articles on your paper topic(s), especially if you have chosen a more obscure topic with little or no information already on Wikipedia!

Final Research Presentation: 10% of total grade. *Monday, Mar.30 during class.*

Final research presentations will take place during the last week of the term. You will need to prepare a short (5 min) PowerPoint (or similar graphical) presentation. This will cover your research questions, analysis, and preliminary interpretations as you have prepared them for your final paper. Basically, imagine condensing the text of your paper into 1.5 pages, and then craft roughly 4 slides to graphically illustrate your research, using relevant images. **Upload your presentation to the folder on Avenue by 8pm, Sunday Mar.29.** The goal of the presentations is to make you conversant in your own hard work!

As a reminder: part of your Class Participation grade is providing feedback on the presentation of one of your peers. This feedback will help them (and you!) polish the final paper.

Course Policies, Expectations and General Guidelines

Grades:

Grades will be based on the McMaster University grading scale:

Letter¹	%	GPA¹	Verbal²	Definition²
A+	90-100	12	Distinction	Strong evidence of original thinking; good organization; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base
A	85-89	11		
A-	80-84	10		
B+	77-79	9	Superior	Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature
B	73-76	8		
B-	70-72	7		
C+	67-69	6	Average	Student who is profiting from his/her university experience; understanding of the subject matter, ability to develop solutions to simple problems in the material
C	63-66	5		
C-	60-62	4		
D+	57-59	3	Marginal	Some evidence of familiarity with subject matter and some evidence that critical analytic skills have been developed
D	53-56	2		
D-	50-52	1		
F	0-49	0	Failure	Little evidence of even superficial understanding of subject matter, weakness in critical and analytic skills; with limited or irrelevant use of literature

[1] See section on General Academic Regulations in McMaster University Undergraduate Calendar 2013/2014;

[2] Definitions by University of Toronto Faculty of Arts and Science

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Academic Integrity Statement:

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically so that it can be checked for academic dishonesty.

Requests for Relief for Missed Academic Term Work:

The University recognizes that students periodically require relief from academic work for medical or personal situations. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work."

The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work:

[http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief for Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work)

For missed academic work worth up to 25% of the course weight, use the MSAF mechanism to report absences due to medical or personal situations that last up to three calendar days. You may submit requests for relief using the MSAF only **once** per term. As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. It is your responsibility to immediately follow up with each of your instructors (normally within two working days) regarding the nature of the accommodation. Failure to do so may negate the relief.

[Relief for Missed Academic Term Work](#)

If you are absent for more than 3 days, have missed academic work worth more than 25% of the final grade, or exceed one request per term you **MUST** visit your Associate Dean's Office. You may be required to provide supporting documentation. It is the prerogative of the instructor in each of your courses to determine the appropriate relief for missed term work.

Privacy Protection:

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

E-mail Communication Policy:

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

[UTS support for Email forwarding](#)

*Forwarding will take effect 24-hours after students complete the process at the above link

Course Modification:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Special Accommodations

If you have any special accommodations, such as additional resource requirements and/or adjustments to your schedule due to Indigenous or spiritual observances, athletic events, or religious holidays, send me an email detailing your needs within the first two weeks of the course. It is not necessary to explain the context or background— just describe your necessary accommodations clearly.

Religious, Indigenous and Spiritual Observances (RISO):

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Student Accessibility Services:

Student Accessibility Services (SAS) supports students who have been diagnosed with a disability or disorder, such as a learning disability, ADHD, mental health diagnosis, chronic medical condition, sensory, neurological or mobility limitation. Students who require academic accommodation should contact SAS as early in the term as possible. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#). Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. [Academic Accommodation of Students with Disabilities](#)

AODA:

If you require this information in an alternate/accessible format, please contact Marcia Furtado at 905-525-9140 extension 24423 or email furtam1@mcmaster.ca

Additional Student Resources

Office of Human Rights and Equity Services:

McMaster recently launched MACcessibility, part of the Office of Human Rights and Equity Services, to help advance the University's goal of building an inclusive community with a shared purpose. HRES works with campus and community partners to ensure that McMaster University is a place where all students, staff and faculty are treated equitably and respectfully in all areas of campus life.

[McMaster Office of Human Rights and Equity Services](#)

Personal Counselling and Mental Health at the Student Wellness Center:

If you believe that you are in imminent danger or that harm to yourself or someone else exists, immediately call the police for assistance. For other situations of emotional distress, please contact a health or wellness specialist. The SWC offers individual counselling at the SWC, group programming at the SWC, community referrals, crisis referrals, and connections to community/campus resources.

[McMaster Counselling and Wellness Center](#)

Writing Support Services:

If you need help researching, structuring, writing, or proofreading your paper, contact Writing Support Services early in the term and consult with them often. Trained upper-year and graduate Writing Assistants are available to provide help with particular assignments or specific questions related to academic writing.

[Writing Support Services for Students](#)

Research Help:

A Service Desk is located near the entrance of each library on campus. Students may drop by in person, call or email to get help finding library resources. Students may also get online research help by using the "Ask a Librarian" virtual reference service: [Library - Just Ask service](#)

Research Consultations:

Faculty, students and staff who require in-depth information on resources may request a one-on-one consultation with a librarian. Before making a request, ask for help at one of the Service Desks. [Library Research Consultation Request](#)

Images from top of syllabus:

[Huffington post from August 29 2014 - creative-kids-lunch-yayyyy](#)

[NPS gov - ethnography aaheritage - Chesapeake](#)

[Debiinmerida Blogspot from October 2012 - Mexico celebrations](#)

[Scal archives](#)

Course Schedule

(**Reminder:** You are responsible for posting a 400 word response on Avenue to **one** of the assigned readings the evening before our class meeting each week.)

Week 1: Jan.6. Course Introduction: What is an archaeology of foodways?

Introduction to the syllabus and each other. Overview of course themes. Selection of readings for responses.

Read: Julier et al. 2018

Week 2: Jan.13. Anthropological approaches to the study of food, cuisine, and society.

Topics: *"From crops to cuisine"* (Sherratt 1991). Theorizing foodways: overviews and critical approaches. Diet vs. subsistence vs. foodways. Nature and nurture; nature and culture. Methods of analysis.

Discuss: Fischler 1980; Douglas 1975 [2013]; Hastorf and Weismantel 2007; Morell-Hart 2015; Parker Pearson 2003

Week 3: Jan.20. The materiality of food and the sociality of foodways.

Topics: The practice of foodways. Relationships between implements, places, and activities. Doxa, orthodoxies, and heterodoxies. Food as actor and actant.

Discuss: Bray 2003; Bennett 2007; Jones 1999; Lyons and D'Andrea 2003; Sutton 2013

Week 4: Jan.27. Society created through sustenance: How does food define society?

Topics: *"Fighting with food"* (Young 1971). Categories and complications: hunters, gatherers, cultivators, pastoralists, fishers. Incultation and learning.

Discuss: Allison 2013 [1991]; Bourdieu 2013 [1979]; Kent 1993; Samuel 1999; Sterckx 2005

Week 5: Feb.3. Sustenance created through society: How does society define "food"?

Topics: The making of a foodway. The construction of "food," tastes, and preferences. Traditions, practices, and recipes. Uniting and dividing through cuisine: nationalism, ethnocentrism, and religiocentrism.

Discuss: Atalay and Hastorf 2006; Meigs 1987; Mills 2007; Rozin et al. 1997; Visser 1986 AND 1991

Week 6: Feb.10. Food, power, and the political economy.

Topics: Feasts, markets, and kitchens. Sumptuous foods vs. quotidian foods. Food as gift, food as trade good, food as tithe. Foodways and status. Presentation and performance.

Discuss: Brumfiel 1991; Dietler 1996; Frink 2007 [*focus on the core article; after-comments are optional*]; Johannessen 1993; Lewis 2007

**** MID TERM RECESS: February 15-23 ****

Week 7: Feb.24. Are you what you eat? Memory, identity, and heritage.

Topics: Cultural taboos and social mores. Revitalization and maintenance of food traditions. Dynamic inheritance and improvisation; ossification and persistence. Tastes: likes and dislikes. Biographies and distributions of foodstuffs.

Discuss: Boenke 2007; Franklin 2001; Nabhan 2013 [2008]; Sapier-Hen et al. 2015; Wilk 2013 [1999]

Week 8: Mar.2. Are you what you eat? Embodiment, physicality, and materiality.

Topics: *“Always hungry, never greedy”* (Kahn 1986). Physiological factors: allergies and insensitivities, pathologies and toxicity, hunger and fasting. Food as medicine. Axes of identity performed through food: age, gender, class, social role.

Discuss: Bynum 2013 [2008]; Larsen 2005; Moss 1993; Prowse 2011; Somerville et al. 2012

**** Paper topic outline due by 8pm on Friday, March 6th ****

Week 9: Mar.9. Meal as metaphor, sustenance as sign.

Topics: The language of food: symbolic and structuralist approaches to foodways. Food as icon, index, and symbol. Sustenance, spirituality, and ritualized practice.

Discuss: Barthes 2013 [1961]; Campbell 2000; Carrasco 1995; McNeil 2009; Weismantel 1989

Week 10: Mar.16. Transformations in foodways: sociocultural factors.

Topics: Scales of transformation: household to culture, recipe to paradigm. Market shifts, migration, warfare, tithe, tax, prohibition. Colonial encounters. Extraction and enslavement. Resistance, resilience, and hybridity.

Discuss: Boyd 2002; Crader 1990; Dietler 2007; Janik 2003; Lev-Tov 2003

Week 11: Mar.23. Transformations in foodways: environmental factors.

Topics: Scales of transformation: microclimates to global climates, extirpation to extinction, hunger to famine. Food insecurities: climate change, drought, crop failure, blight. Food securities: biodiversity, sustainability, resilience.

Discuss: Anderson et al. 1995; Fitzpatrick and Keegan 2007; Logan 2013; Minnis 1991; Montagnini 2006

Week 12: Mar.30. Presentations and Feast

**** Final Paper due by 8pm on Thursday, April 9th ****

Course Readings

Allison, Anne

2018 [1991] Japanese Mothers and *Obentos*: The Lunch-Box as Ideological State Apparatus. In *Food and Culture: A Reader*, 4th ed., edited by C. Counihan and P. Van Esterik. Pp. 48-66. Routledge, New York, NY.

Anderson, David G., David W. Stahle and Malcolm K. Cleaveland

1995 Paleoclimate and the Potential Food Reserves of Mississippian Societies: A Case Study from the Savannah River Valley. *American Antiquity* 60(2):258-286.

Atalay, Sonya and Christine A. Hastorf

2006 Food, Meals, and Daily Activities: Food Habitus at Neolithic Çatalhöyük. *American Antiquity* 71(2):283-319.

Barthes, Roland

2018 [1961] Toward a Psychosociology of Contemporary Food Consumption. In *Food and Culture: A Reader*, 4th ed., edited by C. Counihan and P. Van Esterik. Pp 13-21. Routledge, New York, NY.

Bennett, Jane

2007 Edible Matter. *New Left Review* 45(May June 2007):133-145.

Boenke, Nicole

2007 Human Excrement from a Prehistoric Salt Mine: A Window onto Daily Life. In *The Archaeology of Food and Identity*, edited by K. C. Twiss, pp. 50-68. Center for Archaeological Investigations, Southern Illinois University, Carbondale, IL.

Bourdieu, Pierre

2018 [1979] Distinction: A Social Critique of the Judgement of Taste. In *Food and Culture: A Reader*, 4th edl, edited by C. Counihan and P. Van Esterik, pp. 141-150. Routledge, New York, NY.

Boyd, Brian

2002 Ways of Eating/Ways of Being in the Later Epipalaeolithic (Natufian) Levant. In *Thinking Through the Body: Archaeologies of Corporeality*, edited by Y. Hamilakis, M. Pluciennik and S. Tarlow. Springer.

Bray, Tamara L.

2003 Inka Pottery as Culinary Equipment: Food, Feasting, and Gender in Imperial State Design. *Latin American Antiquity* 14(1):3-28.

Brumfiel, Elizabeth M.

1991 Weaving and Cooking: Women's Production in Aztec Mexico. In *Engendering Archaeology: Women and Prehistory*, edited by J. Gero, pp. 224-251. Blackwell.

Bynum, Carol Walker

2013 [2008] Fast, Feast, and Flesh: The Religious Significance of Food to Medieval Women. In *Food and Culture: A Reader*, 3rd ed. Edited by C. Counihan and P. Van Esterik. Pp. 245-264. Routledge, New York, NY.

Campbell, Ewan

2000 The Raw, the Cooked and the Burnt. *Archaeological Dialogues* 7(02):184-198.

Carrasco, David

1995 Cosmic Jaws: We Eat the Gods and the Gods Eat Us. *Journal of the American Academy of Religion* (3):429-463.

- Crader, Diana C.
1990 Slave Diet at Monticello. *American Antiquity* 55(4):690-717.
- Dietler, Michael
1996 Feasts and Commensal Politics in the Political Economy: Food, Power and Status in Prehistoric Europe. In *Food and the Status Quest: An Interdisciplinary Perspective*, edited by W. Schiefenovel and P. Wiessner, pp. 87-125. Berghahn, Providence.

2007 Culinary Encounters: Food, Identity, and Colonialism. In *The Archaeology of Food and Identity*, edited by K. C. Twiss, pp. 218-242. Center for Archaeological Investigations, Southern Illinois University, Carbondale, IL.
- Douglas, Mary
2018 [1975]. Deciphering a meal. In *Food and Culture: A Reader*, 4th ed., edited by Carole Counihan and Penny Van Esterik. Pp. 29-47. New York, NY: Routledge.
- Fitzpatrick, Scott M. and William F. Keegan
2007 Human Impacts and Adaptations in the Caribbean Islands: An Historical Ecology Approach. *Earth and Environmental Science Transactions of the Royal Society of Edinburgh* 98(1):29-45.
- Fischler, Claude
1980 Food habits, social change and the nature/culture dilemma. *Social Science Information* 19(6):937-953.
- Franklin, Maria
2001 The Archaeological Dimensions of Soul Food: Interpreting Race, Culture, and Afro-Virginian Identity. In *Race and the Archaeology of Identity*, edited by C. E. Orser, pp. 88-107. University of Utah Press, Salt Lake City, UT.
- Frink, Lisa (Liam)
2007 Storage and Status in Precolonial and Colonial Coastal Western Alaska. *Current Anthropology* 48(3):349-374.
- Fullagar, Richard, Judith Field, Tim Denham and Carole Lentfer
2006 Early and mid Holocene tool-use and processing of taro (*Colocasia esculenta*), yam (*Dioscorea* sp.) and other plants at Kuk Swamp in the highlands of Papua New Guinea. *Journal of Archaeological Science* 33(5):595-614.
- Harris, Marvin
2013 [1985] The Abominable Pig. In *Food and Culture: A Reader*, 3rd ed., edited by C. Counihan and P. Van Esterik. Pp. 59-71. Routledge, New York, NY.
- Hastorf, Christine A. and Mary J. Weismantel
2007 Food: Where Opposites Meet. In *The Archaeology of Food and Identity*, edited by K. C. Twiss, pp. 308-331. Center for Archaeological Investigations, Southern Illinois University, Carbondale, IL.
- Janik, Liliana
2003 Changing paradigms: food as a metaphor for cultural identity among prehistoric fisher-gatherer-hunter communities of northern Europe. In *Food, Culture and Identity in the Neolithic and Early Bronze Age*, edited by M. Parker Pearson, pp. 113-125. BAR International Series 1117. British Archaeological Reports, London, UK.

- Johannessen, Sissel
1993 Food, dishes, and society in the Mississippi Valley. In *Foraging and Farming in the Eastern Woodlands*, edited by C. M. Scarry, pp. 182-205. University of Florida Press, Gainesville, FL.
- Jones, Andrew
1999 The World on a Plate: Ceramics, Food Technology and Cosmology in Neolithic Orkney. In *Food Technology and its Social Context: Production, Processing and Storage*, edited by K. Thomas, pp. 55-77. vol. 31(1), *World Archaeology*.
- Julier, Alice, Carole Counihan, and Penny Van Esterik
2018 Introduction: The Continuing Salience of Food and Culture. In *Food and Culture: A Reader*, 4th ed., edited by C. Counihan and P. Van Esterik. Pp. 1-13. Routledge, New York, NY.
- Kahn, Miriam
1986 *Always Hungry, Never Greedy*. Cambridge University Press, Cambridge.
- Kent, Susan
1993 Variability in Faunal Assemblages: The Influence of Hunting Skills, Sharing Dogs, and Mode of Cooking on Faunal Remains at a Sedentary Kalahari Community. *Journal of Anthropological Archaeology* 12:323-385.
- Larsen, Clark Spencer
2005 Reading the Bones of La Florida. *Scientific American* (Mysteries of the Ancient Ones).
- LeCount, Lisa J.
2001 Like Water for Chocolate: Feasting and Political Ritual among the Late Classic Maya at Xunantunich, Belize. *American Anthropologist* 103(4):935-953.
- Lev-Tov, Justin
2003 'Upon what meat doth this our Caesar feed...?': A Dietary Perspective on Hellenistic and Roman Influence in Palestine. *Zeichen aus Text und Stein: Studien auf dem Weg zu einer Archäologie des Neuen Testaments*:420-446.
- Lewis, Krista
2007 Fields and Tables of Sheba: Food, Identity, and Politics in Early Historic Southern Arabia. In *The Archaeology of Food and Identity*, edited by K. C. Twiss, pp. 192-217. Center for Archaeological Investigations, Southern Illinois University, Carbondale, IL.
- Logan, Amanda
2013 Human Experience Cha(lle)nging Our Questions: Toward an Archaeology of Food Security. *SAA Archaeological Record* (November).
- Lyons, Diane and A. Catherine D'Andrea
2003 Griddles, Ovens, and Agricultural Origins: An Ethnoarchaeological Study of Bread Baking in Highland Ethiopia. *American Anthropologist* 105(3):515-530.
- McNeil, Cameron L.
2009 Death and Chocolate: The Significance of Cacao Offerings in Ancient Maya Tombs and Caches at Copan, Honduras. In *Pre-Columbian Foodways: Interdisciplinary Approaches to Food, Culture, and Markets in Ancient Mesoamerica*, edited by J. E. Staller and M. D. Carrasco, pp. 293-314. Springer, New York, NY.
- Meigs, Anna S.
1987 Food as a Cultural Construction. *Food and Foodways* 2(1):341-357.

- Mills, Barbara J.
2007 Performing the Feast: Visual Display and Suprahousehold Commensalism in the Puebloan Southwest. *American Antiquity* 72(2):210-239.
- Minnis, Paul E.
1991 Famine Foods of the Northern American Desert Borderlands in Historical Context. *Journal of Ethnobiology* 11(2):231-257.
- Montagnini, Florencia
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