

ANTHROP 4CC3: ARCHAEOLOGY OF FOODWAYS

Winter 2022



Instructor: Shanti Morell-Hart

Email: smorell@mcmaster.ca

Course Meeting Schedule: Tuesdays, 8:30AM - 11:20AM

Course Meeting Location: Kenneth Taylor Hall, room B107

Office Hours: 12:00-2:00 pm on Tuesdays, or by appointment

Office Location: Chester New Hall, Room 534

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Course Description

How does food factor into daily and ritual life? Which foodways are negotiated through artifacts, features, and practices? What happens to food residues after they become incorporated into the archaeological record, and what methods can we use to study these traces? How is gastronomic heritage established and re-established through ties to ancient foodways?

Tracking ancient foodways is important for a number of reasons. Food has been extensively documented to tie in with identity, memory, and heritage. Food practice is the backbone of society and sociality, and the foundation of every economy. Foodways mark social differences, boundaries, bonds, and contradictions. Every act of eating is a performance of ethnicity, family, community, and self-identity, but every food act also affords the opportunity to maintain or transform these identities. Food history is used to legitimate claims, transform practices, and re-affirm social ties. Foodstuffs can assert and re-assert connections to the past, even as they divide the "authentic" from the "inauthentic."

The class is primarily a seminar, with discussions of assigned readings. The discussions will be complemented by small practicums and field trips.

Course Objectives

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 interpret them. We will also consider the impacts of gastronomic heritage on modern practices, identities, and economies.

Required Materials and Texts

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 (**Monday evenings**). Many of the readings will be posted online on Avenue to Learn, 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. (ISBN: 9781138930582)

Course Evaluation: Overview

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%).

Course Evaluation: Details

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** the required readings before each class. Attendance at all class meetings is expected, and is part of your grade calculation. You will need 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 third to sixth week of class.

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

Reading responses: 30% of total grade. Due each Monday 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. You will post your response in the Discussions area of Avenue to Learn, **before 8 pm on Monday evening**. Individual readings will be divvied up between class members for responses, but everyone is responsible for completing **all** 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: https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_english_updated_2021_final08023c15928949dabd02faafb269fb1c.pdf?sfvrsn=c1f41c1b_2)
- 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)
- Which 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 reading make you reflect on-- in the news, your own daily practice, or your own experiences? (1-2 sentences)

The primary 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: 1) a final paper outline and annotated bibliography (10%), and 2) 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 11th by 8pm.

The outline and bibliography are meant to generate feedback on your initial paper topic idea. 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.

For the annotated bibliography, on a separate page provide 1) 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, 2) 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 at 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: https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_english_updated_2021_final08023c15928949dabd02faafb269fb1c.pdf?sfvrsn=c1f41c1b_2

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

Step 2 - Final paper: 30% of total grade. Due Tuesday, April 12th 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 (these are 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 on Avenue, 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. Tuesday, April 5th during class.

Final research presentations will take place during our last class meeting. You will need to prepare a short (5 min) PowerPoint (or similar graphical) presentation. This will cover your 1) research questions, 2) analysis, and 3) 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, Monday April 4th.** 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 your final papers.

Weekly Course Schedule and Required Readings

(Reminder: Post a 400-word response on Avenue>Discussions to **one** of the assigned readings the evening before our class meeting each week.)

Week 1: Jan.11. 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.18. 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: D'Andrea et al. 2018; Douglas 1975 [2013]; Fischler 1980; Hastorf and Weismantel 2007; Morell-Hart 2015

**** Schedule a 10-minute meeting with me to discuss your paper topic, at some point in the third to sixth week of class****

Week 3: Jan.25. 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; Sutton 2018 [2006]; Sutton and Hernandez 2007

Week 4: Feb.1. Society created through sustenance: How does food define society?

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

Discuss: Allison 2018 [1991]; Bourdieu 2018 [1979]; Kent 1993; Samuel 1999; Sterckx 2005

Week 5: Feb.8. 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; Curet and Pestle 2000; Meigs 1987; Mills 2007; Rozin et al. 1997

Week 6: Feb.15. 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 21-27 ****

Week 7: Mar.1. 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: Franklin 2001; Kasper 2020; Nabhan 2018 [2008]; Sapier-Hen et al. 2015; Wilk 2013 [1999]

Week 8: Mar.8. 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: Boenke 2007; Larsen 2005; Moss 1993; Prowse 2011; Somerville et al. 2012

****Upload your Final Paper Outline to Avenue>Discussions by 8pm on Friday, March 11th ****

Week 9: Mar.15. 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: Campbell 2000; Carrasco 1995; McNeil 2009; Morehart and Butler 2010; Weismantel 1988

Week 10: Mar.22. 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: Chuchiak 2003; Crader 1990; Dietler 2007; Janik 2003; Lev-Tov 2003

Week 11: Mar.29. 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

****Upload your graphical presentation to Avenue>Discussions by 8pm, Monday April 4th****

Week 12: Apr.5. Presentations and Feast.

**** Upload your Final Paper to Avenue>Discussions by 8pm on Tuesday, April 12th ****

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.

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.

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.

Chuchiak IV, John F.

2013 "It is their drinking that hinders them": Balché and the Use of Ritual Intoxicants among the Colonial Yucatec Maya, 1550-1780. *Estudios de Cultura Maya* 24(2003):137-171.

Crader, Diana C.

1990 Slave Diet at Monticello. *American Antiquity* 55(4):690-717.

Curet, L. Antonio, and William J. Pestle

2010 Identifying High-Status Foods in the Archeological Record. *Journal of Anthropological Archaeology* 29(4):413-431.

D'Andrea, A. Catherine, Linda Perry, Laurie Nixon-Darcus, Ahmed G. Fahmy, and Elshafaey A.E. Attia

2018 A Pre-Aksumite Culinary Practice at the Mezber Site, Northern Ethiopia. In *Plants and People in the African Past: Progress in African Archaeobotany*, edited by Anna Maria Mercuri, A. Catherine D'Andrea, Rita Fornaciari, and Alexa Höhn, pp. 453-478. Springer, New York, NY.

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. Schiefenhovel 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.

Kasper, Kimberly

2020 "Preserve and Add Flavor": Barbecue as Resistance in Memphis. In *Black Food Matters: Racial Justice in the Wake of Food Justice*, edited by H. Garth, and A. M. Reese.

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).

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
2006 Homegardens of Mesoamerica: Biodiversity, Food Security, and Nutrient Management. In *Tropical Homegardens: A Time-Tested Example of Sustainable Agroforestry*, edited by B. M. Kumar and P. K. R. Nair. Springer, Netherlands.
- Morehart, Christopher T., and Noah Butler
2010 Ritual Exchange and the Fourth Obligation: Ancient Maya Food Offering and the Flexible Materiality of Ritual. *Journal of the Royal Anthropological Institute* 16(3):588-608.
- Morell-Hart, Shanti
2015 Paleoethnobotanical Analysis, Post-Processing. In *Method and Theory in Paleoethnobotany*, edited by J. D'Alpoim Guedes, J. M. Marston and C. Warinner, pp. 371-390. University Press of Colorado, Boulder, CO.
- Moss, Madonna L.
1993 Shellfish, Gender, and Status on the Northwest Coast: Reconciling Archeological, Ethnographic, and Ethnohistorical Records of the Tlingit. *American Anthropologist* 95(3):631-652.
- Nabhan, Gary Paul
2018 [2008] Rooting Out the Causes of Disease: Why Diabetes is So Common Among Desert Dwellers. In *Food and Culture: A Reader*, 4th ed., edited by C. Counihan and P. Van Esterik. Routledge, London, UK.
- Prowse, Tracy L.
2011 Diet and Dental Health through the Life Course in Roman Italy. *Social Bioarchaeology* (2011):410-437.
- Rozin, Paul, Jonathan Haidt, Clark McCauley, and Sumio Imada
1997 Disgust: Preadaptation and the Cultural Evolution of a Food-Based Emotion. In *Food Preferences and Taste: Continuity and Change*, edited by Helen M. Macbeth, pp. 65-82. Berghahn Books.
- Samuel, Delwyn
1999 Bread Making and Social Interactions at the Amarna Workmen's Village, Egypt. *World Archaeology* 31(1):121-144.
- Sapir-Hen, Lidar, Meirav Meiri and Israel Finkelstein
2015 Iron Age Pigs: New Evidence on their Origin and Role in Forming Identity Boundaries. *Radiocarbon* 57(2):307-315.

Sherratt, Andrew

1991 Palaeoethnobotany: From Crops to Cuisine. *Paleoecologia e Arqueologia II: Trabalhos dedicados a AR Pinto da Silva*:221–236.

Somerville, Andrew D., Mikael Fauvelle, and Andrew W. Froehle

2012 Applying New Approaches to Modeling Diet and Status: Isotopic Evidence for Commoner Resiliency and Elite Variability in the Classic Maya Lowlands. *Journal of Archaeological Science* 40(3):1539-1553.

Sterckx, Roel

2004 Food and Philosophy in Early China. In *Of Tripod and Palate: Food, Politics and Religion in Traditional China*, edited by R. Sterckx, pp. 34-61. 1st ed ed. Palgrave Macmillan, New York.

Sutton, David

2018 [2006] Cooking Skills, the Senses, and Memory: The Fate of Practical Knowledge. In *Food and Culture: A Reader*, 4th edl, edited by C. Counihan and P. Van Esterik. Pp. 88-109. Routledge, New York, NY.

Sutton, David, and Michael Hernandez

2007 Voices in the Kitchen: Cooking Tools as Inalienable Possessions. *Oral History* 35(2):67-76.

Weismantel, Mary J.

1988 Food in Discourse: Everyday Symbols in Ideological Conflict. In *Food, Gender, and Poverty in the Ecuadorian Andes*, pp. 143-167. University of Pennsylvania Press, Philadelphia, PA.

Wilk, Richard R.

2013 [1999] "Real Belizean Food": Building Local Identity in the Transnational Caribbean. In *Food and Culture: A Reader*, 3rd ed., edited by C. Counihan and P. Van Esterik. Pp. 376-393. Routledge, New York, NY.

Young, Michael W.

1971 *Fighting with Food: Leadership, Values and Social Control in a Massim Society*. Cambridge University Press, Cambridge, UK.

Course Policies, Expectations, and General Guidelines

Submission of Assignments:

All assignments will be submitted on Avenue to Learn, in the Discussions area of the course webpage.

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

Late Assignments:

Late assignments will not be accepted without prior permission of the instructor.

Absences, Missed Work, Illness:

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.

<https://www.mcmaster.ca/msaf/index.html>

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.

Avenue to Learn:

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Turnitin.com and 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 web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go www.mcmaster.ca/academicintegrity.

Faculty of Social Sciences 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:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

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

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.

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.

Advisory Statements

Academic Integrity:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty. 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 behaviour 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. For information on the various types of academic

dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty: • plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. • improper collaboration in group work. • copying or using unauthorized aids in tests and examinations.

Authenticity/Plagiarism Detection:

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an Online Element:

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Online Proctoring:

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations:

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online. It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students with Disabilities:

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

Requests for Relief for Missed Academic Term Work:

McMaster Student Absence Form (MSAF): 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":

<https://academiccalendars.romcmaster.ca/content.php?catoid=44&navoid=9020#requests-for-relief-for-missed-academic-term-work>

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO):

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests. Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Copyright and Recording:

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances:

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

AODA:

If you require this information in an alternate/accessible format, please contact Delia Hutchinson at 905-525-9140 extension 24523 or email hutchin@mcmaster.ca

Additional Student Resources

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. <http://sas.mcmaster.ca>

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.

<http://www.mcmaster.ca/hres/index.html>

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.

<http://wellness.mcmaster.ca/counselling.html>

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.

<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

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: <https://library.mcmaster.ca/justask>

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.

<https://library.mcmaster.ca/forms/research-consultation-request>

Images at the top of the syllabus:

http://www.huffingtonpost.com/2014/08/29/creative-kids-lunch-yayyyy_n_5732928.html

<http://www.nps.gov/ethnography/aah/aaheritage/ChesapeakeE.htm>

<http://debiinmerida.blogspot.ca/2012/10/throughout-mexico-celebrations-of-dia.html>

http://www.scalarchives.it/web/ricerca_risultati.asp?nRisPag=36&prmset=on&ANDOR=&xesearch=schuetz&ricerca_s=schuetz&SC_PROV=RR&SC_Lang=fra&Sort=8