

Anthro 749: Gastronomic Heritage

Instructor: Shanti Morell-Hart

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Meeting Times: Thursdays, 2:30 - 5:20pm

Meeting Location: Chester New Hall, Room 307

Office Hours: Wednesdays, 10:00am-12:00pm, or by appointment

Office Location: Chester New Hall, Room 534

Course Description

How is gastronomic heritage established and re-established through ties to ancient foodways? Where do archaeology and history contribute to the ossification and legitimation of culinary traditions and practices? How are these culinary positionings tied to broader social issues? There are many stakes tied to such questions—nutritional, religious, ethnic, institutional, governmental, and touristic, among others. Establishing the historicity of particular foodways is important for a number of reasons. Food can assert and re-assert connections to the past, even as it serves to divide the "authentic" from the "inauthentic." Cooking and consumption become more socially charged through historical affirmations, inviting nostalgia and the reiteration of sociocultural ties as well as dislocation from the unpalatable and inauthentic. Food marks social differences, boundaries, bonds, and contradictions. Food history is used to legitimate claims, increase value, transform practices, and re-affirm social ties. Archaeologists and food historians are sometimes cast as stewards of tradition or accomplices to culinary imperialism, and archaeogastronomy may be used to develop food security as well as to promote malnourishment.

This course is primarily a seminar, with discussions on assigned readings.

Course Objectives

In this course, we will address relationships between food history and gastronomic heritage, drawing on examples from around the world and across media, including cookbooks, international policy reports, and video game representations. We will examine culinary dimensions considered "traditional" by local communities and federal agencies, the archaeological and historical sources of such narratives, and 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 (i.e., **due Wednesday evenings by 8 pm**). Our course readings will be posted online to Avenue to Learn.

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

Our course 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: Feedback on the final presentation of one of your peers.

Reading responses: 30% of total grade. *Due each Wednesday 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, each Wednesday 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: https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_updated-july-2018c5062f7e55154959ab57564384bda7de.pdf?sfvrsn=8247640e_6)
- 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 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: 1) paper topic narrative, outline, and annotated bibliography (10%), and 2) the final paper itself (30%). I encourage you to craft a paper topic directly related to your graduate research and/or publishable in its own right!

Step 1 - Paper topic, outline, and bibliography: 10% of total grade. Due by 8pm on Friday, Oct.28th

The paper topic narrative and outline are meant to provide you feedback on your initial final paper topic idea. The paper topic narrative is a 250-word abstract (roughly 1-page, double-spaced) that includes: 1) your main thesis questions and objectives, 2) the kinds of source material you will be using, and 3) a list of five key words that would describe your paper.

The outline 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 and brief annotations. In your outline, the authors and dates of the readings you wish to cite will go in parentheses next to every applicable outline subheading. Also provide a rough page number estimate for each major section of your paper.

In the alphabetized list of sources and annotations, you will need to provide complete citation information, and a brief (1-sentence) description of how each source will contribute to your paper. You will need to include a minimum of 15 readings you are going to cite in your paper. At least 10 of these readings must come from sources outside of assigned class readings. Make sure to use the SAA Style guide for your bibliographic information:

https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_updated-july-2018c5062f7e55154959ab57564384bda7de.pdf?sfvrsn=8247640e_6

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 by 8pm on Friday, Dec.2nd

This is a 5500-word narrative (roughly 20 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 15 sources, at least 10 of which must be outside of class readings, and at least 10 of which must be scholarly and peer-reviewed in nature.

Your paper topic must explore some aspect of the relationship between gastronomic heritage and contemporary society. You'll need to address: 1) How is the past linked to the present through food? 2) What impact does a historicized dish, practice, or ingredient have on contemporary formulations of heritage or commercial enterprise? 3) Why is historical context important for a contemporary dish, practice, or ingredient, to perform identity, create nationalism, sell products, etc.?

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.

Final Research Presentations: 10% of total grade. *During class, Thursday Dec.1st*

Final research presentations will take place during the end of the term. You will need to prepare a 15-minute PowerPoint (or similar) presentation. This will cover your research questions, analysis, and interpretations as you have prepared them for your final paper. Basically, imagine condensing the text of your paper into 9 pages, and then craft roughly 10 slides to graphically illustrate your research. Consider this paper a good candidate for a future conference presentation!

Weekly Course Schedule and Required Readings

(**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, not including the optional readings marked with *asterisks.)

Week 1: Sep.8. Course Introduction: What is gastronomic heritage?

Topics: Overview of course; introduction to the syllabus and each other. Selection of readings for responses.

Read: *Morell-Hart (in press) Ch.1

Week 2: Sep.15. Fluid Dynamics of Heritage

Topics: Heritage as concept; tangible and intangible heritage; scales of heritage; issues in heritage; the role of archaeology in patrimony; the past as 'laboratory'; dynamic inheritance.

Discuss: Harrison 2010; Holtorf 2006; *Logan 2013; Labadi 2010; Lowenthal 2015; Meskell 2002; *UNESCO 2003

Week 3: Sep.22. Gastronomy and Heritage

Topics: Archaeogastronomy; relationships between heritage and food; archaeological contributions; food and tradition; active vs. passive stakeholdership.

Discuss: Galla 2003; Hruby 2008; Matta 2019; *Morell-Hart (in press) Ch.2; *O'Connor 1984; Sapir-Hen 2015

Week 4: Sep.29. Foodways: A Cross-Discipline

Topics: The construction of "food"; theorizing foodways; methods of analysis; embodiment and identity; sustenance and sociality; food as actor and actant.

Discuss: Allison 2018 [1991]; Janeja 2010; Meigs 1987; Mennell 2013 [2008]; *Richardson 2014; Weismantel 1988

Week 5: Oct.6. Identity, Tradition, and the Plasticity of Food

Topics: The making of a foodway: traditions, practices, and recipes; the preservation of identity through food; at-risk heritage; culinary imperialism; nationalism, ethnocentrism, and religiocentrism constructed through cuisine.

Discuss: Appadurai 2013 [1988]; Brandes 1997; Franklin 2001; *Jiang 2015; Messer 1997; *Morell-Hart (in press) Ch.3

**** MID TERM RECESS Oct.8 - Oct.16 ****

Week 6: Oct.20. Narratives of Authenticity: Tourism and Historical Cuisine

Topics: Authority, genuineness, and perceptions of authenticity; authenticity through historicity; touristic endeavors and initiatives; scales of food tourism from local to global; locales of food tourism from physical to virtual.

Discuss: Abarca 2004; *Ferdinand Moginon et al. 2012; *Morell-Hart (in press) Ch.4; Sammells 2010; Son and Xu 2013; Taylor 2001

Week 7: Oct.27. Narratives of Authenticity: Commercialization and Gastronomic Recreations

Topics: Heritage foods as commercial products; craft, science, terroir; reproductions and recreations; marketing; tailoring sustenance from PaleoDiets to Aztec Diets; dietary justifications rooted in historical narratives; culinary appropriation.

Discuss: Beer 2008; Burstedt 2002; Knight 2011; *Morell-Hart (in press) Ch.5; Wilk 2006; *Zimmern 2012

**** Paper proposal and outline due by 8pm on Friday, Oct.28 ****

**** Optional Westfield Heritage Village visit on Sunday, Oct.30 ****

<https://westfieldheritage.ca/>

Week 8: Nov.3. Health, Sustainable Efforts, and Ancient Foods

Topics: Sustainability, traditional cultivation, and resource revitalization; historical tracking and biological studies; Global Crop Diversity Trust; health issues and dietary concerns; decolonizing the diet.

Discuss: Abdalla 1995; Harrison 2017; Mailer and Hale 2015; Peña 2012; Soleri and Cleveland 2007;

*Taylor 2013

Field trip TBA

Week 9: Nov.10. Food Security and Public Policy in the Long Durée

Topics: The materiality of catastrophe, collapse, and resilience; food security, crop diversity, and the Long Now Project; genetic diversity: heirloom plants vs. GMOs; local and national initiatives.

Discuss: Montagnini 2006; *Morell-Hart (in press) Ch.6; Newton et al. 1997; Shiva 2002; *Spector 2013; Stannard 2004

Week 10: Nov.17. Biogeographies, Empires, and Corporations

Topics: Global markets; international initiatives; biographies and distributions of foodstuffs; biological species as good ingredients and bad interlopers; geographical indicators and patents; landraces and folk varieties; intangible heritage and UNESCO.

Discuss: Alonso 2013; Goody 2018 [1982]; *Hall 2013; Mintz 2018 [1979]; *Morell-Hart (in press) Ch.7; Salomonsson 2002

Week 11: Nov.24. How to Do Things with Foods

Topics: Food and language; temporally exotic foodways; archaeogastronomic repurposing; questioning culinary imperialism and "authenticity;" the role of archaeogastronomy in gastronomic heritage; collaboration and stakeholding.

Discuss: Minnis 1991; Minnis 2013; *Morell-Hart (in press) Ch.8; *Platt 2008; Smith 2006; Spielmann et al. 2011

Week 12: Dec.1. Presentations and Feast

**** Final Paper due by 8pm on Friday, Dec.2 ****

Course Readings

(UNESCO), United Nations Educational Scientific and Cultural Organization

2003 Text of the convention for the safeguarding of Intangible Cultural Heritage (ICH), Article 2. 32nd Session of the United Nations Educational Scientific and Cultural Organization (UNESCO), Paris, France.

Abarca, Meredith E.

2004 Authentic or Not, It's Original. *Food and Foodways* 12:1-25.

Abdalla, Michael

1995 The Fate of Assyrian Traditional Culinary Technologies. In *Disappearing Foods: Studies in Foods and Dishes at Risk: Proceedings of the Oxford Symposium on Food and Cookery 1994*, edited by Harlan Walker, pp. 5-10. Prospect, Oxford, UK.

Allison, Anne

2013 [1991] Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus. In *Food and Culture: A Reader*, edited by Carole Counihan, and Penny Van Esterik, pp. 154-172. Routledge, New York, NY.

Alonso, Abel Duarte

2013 Tannat: The Positioning of a Wine Grape as Symbol and "Referent" of a Nation's Gastronomic Heritage. *Journal of Heritage Tourism* 8(2-3):105-119.

Appadurai, Arjun

2013 [1988] How to make a National Cuisine: Cookbooks in Contemporary India. In *Food and Culture: A Reader*, edited by Carole Counihan, and Penny Van Esterik. Routledge, London, UK.

Beer, Sean

2008 Authenticity and Food Experience -- Commercial and Academic Perspectives. *Journal of Foodservice* 19:153-163.

Brandes, Stanley

1997 Sugar, Colonialism, and Death: On the Origins of Mexico's Day of the Dead. *Comparative Studies in Society and History* 39(2):270-299.

Burstedt, Anna

2002 The Place on the Plate! *Ethnologia Europaea* 32:145-158.

European Commission, The

2006 Cultural Heritage.

http://ec.europa.eu/culture/portal/activities/heritage/cultural_heritage_en.htm, accessed.

Ferdinand Moginon, Debbie, Toh Poh See, and Mazni Saad

2012 Indigenous Food and Destination Marketing. In *Current Issues in Hospitality and Tourism Research and Innovations*, edited by A. Zainal, S.M. Radzi, R. Hashim, C.T. Chik, and R. Abu, pp. 355-358. CRC Press.

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 Charles E. Orser, pp. 88–107. University of Utah Press, Salt Lake City, UT.

Galla, Amareswar

2008 The First Voice in Heritage Conservation. *International Journal of Intangible Heritage* 3.

Goody, Jack

2013 [1982] Industrial Food: Towards the Development of a World Cuisine. In *Food and Culture: A Reader*, edited by Carole Counihan, and Penny Van Esterik. Routledge, New York, NY.

Hall, John

2013 Zut alors! Archaeologists uncover ‘Heston Blumenthal-style’ feast at 8,000-year-old dig site that proves Brits were the first to eat frogs’ legs - not the French. *The Independent* October 16, 2013.

Harrison, Rodney

2010 What Is Heritage? In *Understanding the Politics of Heritage*, edited by Rodney Harrison, pp. 5-42. Manchester University Press, Manchester, United Kingdom.

2017 Freezing Seeds and Making Futures: Endangerment, Hope, Security, and Time in Agrobiodiversity Conservation Practices. *Culture, Agriculture, Food and Environment* 39(2):80-89.

Holtorf, Cornelius

2006 Can Less Be More? Heritage in the Age of Terrorism. *Public Archaeology* 5(2):101-110.

Hruby, Julie

2008 You Are How You Eat: Mycenaean Class and Cuisine. In *DAIS: The Aegean Feast. Proceedings of the 12th International Aegean Conference*, edited by Louise A. Hitchcock, Robert Laffineur, and Janice Crowley. University of Texas at Austin, Austin, TX.

Janeja, Manpreet K.

2010 The Actants of a Normal Foodscape. In *Transactions in Taste: The Collaborative Lives of Everyday Bengali Food*, pp. 16-42. Routledge, New Delhi, India.

Jiang, Jess

2015 How the Desperate Norwegian Salmon Industry Created a Sushi Staple. *National Public Radio*. <http://www.npr.org/2015/09/18/441530790/how-the-desperate-norwegian-salmon-industry-created-a-sushi-staple>, accessed 2015.

Knight, Christine A.

2011 “Most People Are Simply Not Designed to Eat Pasta”: Evolutionary Explanations for Obesity in the Low-Carbohydrate Diet Movement. *Public Understanding of Science* 20(5):706-719.

Labadi, Sophia

- 2010 World Heritage, Authenticity, and Post-Authenticity. In *Heritage and Globalisation*, edited by Sophia Labadi, and C Long. Routledge, London, United Kingdom.
- Logan, Amanda L.
2013 Human Experience Cha(lle)nging Our Questions: Toward an Archaeology of Food Security. *SAA Archaeological Record* (November 2014):20-23.
- Lowenthal, David
2015 Benefits and Burdens of the Past. In *The Past is a Foreign Country-Revisited*, pp. 80-144. Cambridge University Press.
- Mailer, Gideon, and Nicola Hale
2013 Decolonizing the Diet: Synthesizing Native-American History, Immunology, and Nutritional Science. *Journal of Evolution and Health* 1(1):1-41.
- Matta, Raúl
2019 Heritage Foodways as Matrix for Cultural Resurgence: Evidence from Rural Peru. *International Journal of Cultural Property* 26(1):49-74.
- Meigs, Anna S.
1987 Food as a Cultural Construction. *Food and Foodways* 2(1):341-357.
- Mennell, Stephen
1997 [1987] On the Civilizing of Appetite. In *Food and Culture: A Reader*, edited by Carole Counihan, and Penny Van Esterik, pp. 315-337. Routledge, New York, NY.
- Meskell, Lynn
2002 The Intersections of Identity and Politics in Archaeology. *Annual Review of Anthropology* 31(1):279-301.
- Messer, Ellen
1997 Three Centuries of Changing European Tastes for the Potato. In *Food Preferences and Taste: Continuity and Change, Vol 2*, edited by Helen M. Macbeth, pp. 101. Berghahn Books.
- Minnis, Paul E.
1991 Famine Foods of the Northern American Desert Borderlands in Historical Context. *Journal of Ethnobiology* 11(2):231-257.

2013 Utilitarian Archaeology: "Mining" the Past for the Future. In *Archaeology and Sustainability*, edited by Scarlett Chiu, and Cheng-hua Tsang, pp. 55-65. Center for Archaeological Studies, Research Center for Humanities and Social Sciences, Academia Sinica Taipei, Taiwan.
- Mintz, Sidney
2013 [1979] Time, Sugar, and Sweetness. In *Food and Culture: A Reader*, edited by Carole Counihan, and Penny Van Esterik. Routledge, New York, NY.
- 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.
- Morell-Hart, Shanti
(in review) *Gastronomic Heritage: Stakes in Antiquity*. McGill-Queen's University Press, Kingston, ON.
- Newton, A.C., T. Akar, J.P. Baresel, P.J. Bebeli, E. Bettencourt, K.V. Bladenopoulos, J.H. Czembor, D.A. Fasoula, A. Katsiotis, and K. Koutis
1997 Cereal Landraces for Sustainable Agriculture. In *Sustainable Agriculture Volume 2*, pp. 147-186. Springer.
- O'Connor, Terry P.
1984 Archaeogastronomy. *Interim* 10(1):26-27.
- Peña, Devon G.
2012 Restoring Heritage Cuisines and Indigenous Agroecosystems to Address Obesity, Malnutrition, and Trauma. *Environmental and Food Justice* (Turtle Island First Foods: Deep Food for Native Health):1-13.
- Platt, Adam
2008 To Die For. *New York Magazine* April 27.
- Richardson, Jill.
2014 What Your Organic Market Doesn't Want You to Know: The Dark Truth about Quinoa. http://www.salon.com/2014/04/24/what_your_organic_market_doesnt_want_you_to_know_the_dark_truth_about_quinoa_partner/.
- Salomonsson, Karin
2002 The E-economy and the Culinary Heritage. *Ethnologia Europaea* 32(2):125-144.
- Sammells, Clare A.
2010 Ode to a Chuño: Learning to Love Freeze-Dried Potatoes in Highland Bolivia. In *Adventures in Eating: Anthropological Experiences in Dining from around the World*, edited by H.R. Haines, and Clare A. Sammells, pp. 101-125. University Press of Colorado.
- 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.
- Shiva, Vandana
2002 Globalisation of Agriculture, Food Security and Sustainability. In *Sustainable Agriculture and Food Security: The Impact of Globalization*, edited by Vandana Shiva, and Gitanjali Bedi, pp. 11-70.
- Smith, Laurajane

- 2006 The Discourse of Heritage. In *Uses of Heritage*, pp. 11-43. Routledge, London, United Kingdom.
- Soleri, Daniela, and David A. Cleveland
2007 Tejate: *Theobroma cacao* and *T. bicolor* in a Traditional Beverage from Oaxaca, Mexico. *Food and Foodways* 15:107-118.
- Son, Aram, and Honggang Xu
2013 Religious Food As a Tourism Attraction: The Roles of Buddhist Temple Food in Western Tourist Experience. *Journal of Heritage Tourism* 8(2-3):248-258.
- Spector, Kaye
2013 Mexico Bans GMO Corn Effective Immediately. *EcoLiving* October 16, 2013.
- Spielmann, Katherine, Margaret Nelson, Scott Ingram, and M.A. Peoples
2011 Sustainable Smallscale Agriculture in Semi-arid Environments. *Ecology and Society* 16(1):26-47.
- Stannard, Clive, Niek van der Graaff, Alan Randell, Peter Lallas, and Peter Kenmore
2004 Agricultural Biological Diversity for Food Security: Shaping International Initiatives to Help Agriculture and the Environment. *Howard Law Journal* 48(1):397-430.
- Taylor, John P.
2001 Authenticity and Sincerity in Tourism. *Annals of Tourism Research* 28(1):7-26.
- Taylor, Kevin
2013 Eating indigenously changes diets and lives of Native Americans. *Al Jazeera America* October 24, 2013.
- 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.
2006 From Wild Weeds to Artisanal Cheese. In *Fast Food/Slow Food*, edited by Richard R. Wilk. Altamira Press, Walnut Creek, CA.
- Zimmern, Andrew
2012 Cooking Up a Red Herring. *Sky* (August):43-44.

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>