

ARCHAEOLOGY OF FOODWAYS – SYLLABUS

ANTH 4025, Section 001, Spring 2021

Lecture hours: Tuesdays, Thursdays 10.30-11.50am CST

Lecture room: Howe-Russell-Kniffen 245

Zoom room: <https://lsu.zoom.us/j/98645023651?pwd=Q2dabzhVQ2lPV3RYNXNnM0JFdi9Sdz09>

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Office: Howe-Russell-Kniffen 250

Offline office hours: Thursdays, 1-3pm CST

Online office hours: Thursdays, 1-3pm CST

(<https://lsu.zoom.us/j/92942095275?pwd=aHJZaW9NR2dCRmFuRmtXWDZOakN0Zz09>)

Course Description from LSU Catalog

Exploration of foodways through the material remains preserved in the archaeological record. Examination of the variability of foodways in the past from early human consumption patterns to the emergence of food production and ancient civilizations.

Course Overview

Food pervades all aspects of our existence. It is at the center of every economy and guides multiple levels of decisions and interactions. Although universal, food is extremely diverse in forms, chainworks, tastes, and meanings. Beyond production and sustenance, the acts of cooking, eating and drinking bind people together through symbolism, shared experiences, and status. Through both inclusionary and exclusionary strategies, food and drink serve to define identity, strengthen social bonds, and enact memory. This course explores the archaeology of foodways through time and space, and their role in different ancient and contemporary societies. Embracing perspectives and methodologies from social archaeology, zooarchaeology, and paleoethnobotany, we seek a historical understanding of the development of foodways. Our journey begins with the appearance of hominin ancestors some 5 millions ago to the rise of food production and complex, urban societies. We also examine the cultural variations associated with foodways, including the strategic endowment of food, its symbolism, as well as prescriptions and proscriptions. The course also focuses on some of the methods employed in the anthropological and archaeological study of food and drink. We tackle issues of commensal/food politics, the political economy of nutrition, and the management and access to resources. We elaborate on patterns of production and food exchange, and investigate how food impact social interactions and the development of more complex and intensive forms of economic organization.

Outcomes

Upon completion of this course you should remember basic facts about ancient foodways and the methods developed by archaeologists and anthropologists to study those. You should be familiar with the history of ideas on food archaeology and be in a position to analyze and evaluate archaeological datasets and academic writings. You should also be able to critically review scientific publications on food archaeology and express yourself in a clear, informative, and well-written format.

Organization

In order to achieve the abovementioned outcomes, this course includes a series of lectures, readings, written assignments, and some occasional films. Lectures present and discuss elements from different sources. You are required to read specific sections of the textbook as well as journal articles and book chapters before each lecture, as well as summarize your readings in writing. Evaluations consist of written assignment covering materials from the assigned readings and lectures.

Readings

Required textbook:

Gremillion, K. J. 2011. *Ancestral Appetites: Food in Prehistory*. Cambridge University Press, Cambridge. (free e-version available via the LSU library catalog [here](#))

Additional required readings from are posted on Moodle.

Learning Objectives

The learning objectives of the Bachelor of Arts major in Anthropology at LSU are to instill our students:

1. A capacity to construct and to evaluate arguments in light of anthropological evidence
2. An understanding of continuity and change in humans and their cultures
3. An awareness of the diversity of humans and their cultures

4. An ability to examine a variety of sources critically and to analyze them in terms of their contexts
5. The capacity to evaluate humans and their culture in light of anthropological evidence
6. An awareness of complexity of humans and their culture

This course supports these learning objectives to the maximum extent possible.

Evaluations

Evaluations include five brief reading summaries (each counting for 7% [for a total of 35%]), a personal reflection on food (10%), a take home midterm exam (15%), research paper on a topic of your choosing (20%), and a take home final exam (15%). Specific instructions for each graded item are available below and on Moodle under the appropriate module. Class participation will count for 5% of the final grade. You can miss up to two classes with no documentation and still get the full 5%. Half a point will be lost for any additional unjustified absence (e.g., missing four classes will get you 4/5, six classes 3/5, and so forth).

Guidelines Assignments

Please make sure to properly cite your sources. Information on what constitutes plagiarism can be found here (<http://plagiarism.org/>). Please use the Chicago Manual Style as a writing guideline (<http://www.chicagomanualofstyle.org/home.html>). The written assignments will be graded based on their content, clarity, organization, coherence, as well as format including spelling, grammar, and overall presentation. For each assignment, make sure to include a separate cover page, with your name, course number, assignment name, word count and date. Unless otherwise specified, all assignments should be double-spaced (12pt, Times New Roman). For each assignment, it is important that you respect the word count and clearly indicate it on the cover page. Try to be as close to the maximum word limit as possible!

For each of the five **reading summaries**, you need to summarize the readings from each module. The essays should be well structured, clearly written, informative, accurate, and between 800 and 900 words. Try summarizing the content of each of the sources and synthesising those into a coherent narrative. Make sure to include all the sources of a given module (e.g., for Module 1 that would mean summarizing and citing Hastorf 2017 [Ch 1 through 3], Harris 1987, and Harris 1998 [Ch 3]). This is very important and critical for a good grade. Each of the reading summaries will be due on the Sunday following the completion of a given module.

For the **personal reflection on food** you are asked to reflect on what the place of food in your life. How does food define you, connects you to other living beings, the world you live, technology, place, space, time, etc. As for the format of the assignment, you can choose between (1) a 1-2 page essay, (2) a visual essay/poster, or (3) a 1-2 minutes video. Please post your assignment under the appropriate graded item before Wednesday **JANUARY 20**. Part of the assignment involves reviewing your classmates' reflections and discuss those in class.

The **research paper** consists of an essay on a topic of your choosing **related to food archaeology**. It could be (1) a cultural historical summary of a food plant or animal or meal, (2) an investigation of a shift in subsistence strategies or consumption patterns or a culinary encounter, the development of a special regional cuisine or food tradition, (3) a discussion of the materialities of certain foodways and their practices, or (4) a critical reflection on the discipline of food archaeology itself, its methods, techniques, problems, limitations and potential. Whatever topic you choose, the essay should critically analyze several sources and you are responsible for doing a thorough bibliographic research. The essay should provide a critical account of the views expressed. You should frame the research in its broader socio-historical context. The paper should be typed, double spaced, and range between 2,250 and 2,500 words for undergraduate students (and 2,750 and 3,000 words for graduate students). Please use Times New Roman 12pt font. The paper will be due in .pdf format on **APRIL 22**.

For the **midterm** and **final exams**, instructions and questions are posted on Moodle. Both are "take-home" exams and consists of questions based on the class lectures and bibliography (i.e., the readings). Please follow the same editorial and stylistic guidelines for the exams as for the other written assignments. You are expected to cite the appropriate literature for each question and list your sources in a bibliography at the end. Please do not count the bibliography in the word count. The midterm is due on **MARCH 14**, and the final on **APRIL 29**.

Please upload a .pdf version of each of the assignments in the dedicated graded item on Moodle.

For all written assignments, grades will be determined based on three equally weighed criteria: (1) how comprehensive the paper is, (2) how much information is provided in the limited number of pages that demonstrates a mastery of archaeological research, and (3) the quality of the organization and clarity of the writing style. Be critical, imaginative, and include as much information as you can within the word limit. A high level of scholarly effort is expected in order to earn a high grade.

Grading

Final grades will be determined by calculating the total points for the undergraduate and graduate evaluations, respectively. The final grade scale will go as follow:

A+ 98-100%	B+ 88-89%	C+ 78-79%	D+ 68-69%	
A 93-97%	B 83-87%	C 73-77%	D 63-67%	F Below 60% (failure)
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

LSU Code of Student Conduct and Academic Integrity

Students should respect academic integrity in the completion of the exams and the preparation of their written assignments. Improper use of sources and plagiarism will not be tolerated. Please be advised that all instructors are required to report cheating to the University's Committee of Student Conduct (Code of Student Conduct, 1990, Article 4.1), and all incidents will be investigated. If you are unfamiliar with LSU Code of Student Conduct, please consult the following link:

<https://www.lsu.edu/saa/students/codeofconduct.php#:~:text=3.2%20Purpose%20of%20the%20LSU%20Code%20of%20Student,property%2C%20and%20promote%20academic%20integrity%20including%20class%20attendance.>

Special Needs

Students with special needs/disabilities should consult with the Office of Disability Services, and then talk to the instructor during the first week of classes about methods for accommodating those needs.

How to Prepare, Behave, and the Like

Do the readings and be prepared. Learning, memorizing and understanding are multi-sensorial experiences. Read carefully each chapter and take notes during lectures. The notes will help in the production of the written assignments. Figure out what are the main arguments and the reasons why certain facts are important to them. Ask questions, participate, and work on your craft as a thinker and a writer! On my end, I will try to provide engaging lectures and as much feedbacks as possible on your written assignments.

Timetable for Modules, Assigned Readings, and Planned Activities

Module 1 (Jan 12-21) Defining & Theorizing Foodways

Readings:

Hastorf 2017, Ch. 1, 2, 3

Harris 1987

Harris 1998 Ch. 3

READING SUM MOD 1 DUE JAN 24

Module 2 (Jan 26-Feb 4) Methods in Paleonutrition & Food Archaeology

Readings:

Hastorf 2017, Ch. 4

Reitz & Wing 2008, Ch. 5

Sutton et al. 2010, Ch. 1, 2, 3

READING SUM MOD 2 DUE FEB 7

Module 3 (Feb 9-25) Human Evolution & Early Diets

NO CLASS FEBRUARY 16

Readings:

Gremillion 2011, Ch. 1, 2

Henry & Wood 2006

Shipman 2010

Wrangham 2007

READING SUM MOD 3 DUE FEB 28

Module 4 (March 2-4) Variations in Foraging Strategies

Readings:

Gremillion 2011, Ch. 3

Speth et al. 2010

Wiessner 1996

MIDTERM EXAM DUE MARCH 7

Module 5 (March 9-25) Early Food Production & Social Complexity **NO CLASS MARCH 25**

Readings:

Gremillion 2011, Ch. 4, 5, 6, 7, 8

Hastorf 2017, Ch. 5

Scott 2017, Ch. 1, 2

READING SUM MOD 5 DUE MARCH 28

Module 6 (March 30-April 8) Foods, Feasts & Politics

Required Readings:

Dietler & Hayden 2001

Dietler 2001

Hastorf 2017, Ch. 6

READING SUM MOD 6 DUE APRIL 11

Bibliography

Counihan, Carole M. 1999. *The Anthropology of Food and Body: Gender, Meaning, and Power*. London: Routledge.

Dietler, Michael. 2001. Theorizing the Feast: Rituals of Consumption, Commensal Politics, and Power in African Contexts. In *Feasts: Archaeological and Ethnographic Perspectives on Food, Politics, and Power*, edited by M. Dietler and B. Hayden, pp. 65-114.: Smithsonian Institution Press, Washington, D.C.

Dietler, Michael, and Brian Hayden. 2001. Digesting the Feast: Good to Eat, Good to Drink, Good to Think. In *Feasts: Archaeological and Ethnographic Perspectives on Food, Politics, and Power*, edited by M. Dietler and B. Hayden, pp. 1-20. Smithsonian Institution Press Washington, D.C.

Harris, Marvin. 1987. Foodways: Historical Overview and Theoretical Prolegomenon. In *Food and Evolution*, edited by M. Harris and E.B. Ross, pp. 57-90. Temple University Press, Philadelphia.

Harris, Marvin. 1998. *Good to Eat: Riddles of Food and Culture*. Waveland Press, Long Grove, IL.

Hastorf, Christine A. 2017. *The Social Archaeology of Food: Thinking about Eating from Prehistory to the Present*. Cambridge University Press, Cambridge.

Henry, Amanda G., and Bernard Wood. 2006. Whose Diet? An Introduction to the Hominin Fossil Record. In *Evolution of the Human Diet: The Known, the Unknown, and the Unknowable*, edited by P. S. Ungar, pp. 11-28. Oxford University Press, Oxford.

Reitz, Elizabeth J., and Elizabeth S. Wing. 2008. *Zooarchaeology (Second Edition), Cambridge Manuals in Archaeology*. Cambridge University Press, Cambridge.

Shipman, Pat. 2010. Animal Connection and Human Evolution. *Current Anthropology* 51 (4): 519-538.

Speth, John D., Khori Newlander, Andrew A. White, Ashley K. Lemke, and Lars E. Anders. 2010. Early Paleoindian Big-Game Hunting in North America: Provisioning or Politics? *Quaternary International* xxx: 1-29.

Sutton, Mark Q., Kristin D. Sobolik, and Jill K. Gardner. 2010. *Paleonutrition*. The University of Arizona Press: Tucson.

Wiessner, Polly. 1996. Introduction: Food, Status, Culture, and Nature. In *Food and the Status Quest: An Interdisciplinary Perspective*, edited by P. Wiessner and W. Schiefenhövel, pp. 1-18. Berghahn Books, Oxford.

Wrangham, Richard. 2007. The Cooking Enigma. In *Evolution of the Human Diet: The Known, the Unknown, and the Unknowable*, edited by P.S. Ungar, pp. 308-323. Oxford University Press, Oxford.

Module 7 (April 13-22) Foods, Bodies & Identities

Required Readings:

Counihan 1999, Ch. 1, 4

Dietler 2010 Ch. 7

Hastorf 2017, Ch. 7, 8

RESEARCH PAPER DUE APRIL 22

FINAL EXAM DUE APRIL 29