Anthropology 341 - Food Origins  
Spring 2021  
Synchronous Discussion – Monday & Wednesday, 4:15-5:45pm  
Synchronous Section – Thursdays

Ms. Sophie Miller (pronouns: she/they)  
Instructor of Record  
Office and Office Hours: Zoom Office Hours, Fridays, 11.30am-1:30pm, and by appointment.  
Email: smiller3@uoregon.edu

Course Description: The course introduces foundational methods, theories, and current understandings of domestication and the origin of agriculture worldwide. Focusing on both domestic animals and plants from key geographic locations around the globe, students will explore over 10,000 years of human history and food origins using archaeological and scientific data. This course will explore the ways in which information is derived from archaeological and genetic data on domesticated species and how this information can be used in reconstructing the agricultural origins of various cultural groups and environmental settings throughout the recent human past. This knowledge will be applied to discuss current issues on sustainability and biodiversity. Students are expected to demonstrate core knowledge on the transition to agriculture in discussions in class, worksheets and activities in sections, through written exams, weekly reinforcement quizzes, and presentations.

This remote course will be run using the flipped classroom model, with recorded lectures posted weekly and thematically for students to work through at their own pace. Focusing on detailed content and materials, lectures will be supported with weekly reinforcement quizzes designed to engage short- and long-term memory and encourage active participation with course materials. Lectures will provide information on the early practices of human hunting and foraging, how and why some hunter-gatherers became farmers/herders, and the aftermath of this transition – including long-term social, cultural, and environmental changes.

The synchronous classroom time will involve discussion and contextualization, acting as both an opportunity to engage in more detail and to ask clarifying questions and explore ideas/misunderstanding. Material covered in the all sessions will be on the exam and on the reinforcement quizzes. Students are encouraged to work through the recordings and assigned readings ahead of the appropriate classroom synchronous session, in order to gain the most out of these discussions, and attendance and participation in class is expected.

Section will be synchronous, and students are expected to attend class prepared to engage and learn. Section material will explore in more detail the methodologies used to provide the data for food origin narratives and will be an opportunity for students to engage in more thoughtful examination and discussion about the physical and theoretical approaches to studying the archaeology of food/agriculture. Section participation is graded and part of course requirements; see the course policy regarding section attendance for further information.

This course satisfies SCIENCE (SC) requirement. Science (SC) group-satisfying courses will introduce students to the foundations of one or more scientific disciplines or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses will introduce students to the process of scientific reasoning.
Learning Outcomes: Following the successful completion of this course, student will be able to:
- Describe the timing and nature of the major transformations from early hunter-gatherers to agricultural communities.
- Explain the biological processes of domesticated species, both plants and animals.
- Evaluate the evidence used to support reconstructions of early agriculture.
- Explain the cultural role of domesticated species in major archaeological sites and regions.
- Describe regional environmental conditions/changes before and after the emergence of agriculture.

How to Work Through This Course:
This course is a synchronous remote course that is organized into weekly modules. We will be employing a flipped classroom approach for this course. The recorded lectures will be posted in each module and we will spend our remote class time discussing and analyzing the course content. Each weekly module will be available Sunday at 11:59 pm (Pacific Time), and you will be responsible for watching the lecture videos, completing the course readings, attending remote class sessions and section, and submitting your weekly lecture reinforcement quizzes, and taking an exam (Weeks 3, 6 and 10) by at latest Sunday at 11:59 pm.

At the beginning of each module is a summary of the key deadlines that describes precisely what you need to complete that week. Please make sure you regularly check your course Canvas page to keep up to date with all course materials.

Inclusion Statement:
The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance. If you feel that you have encountered discrimination or harassment, please inquire at the Office of Affirmative Action & Equal Opportunity (http://aaeo.uoregon.edu, 541-346-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.

I am a responsible employee. For information about my reporting obligations as an employee, please see Employee Reporting Obligations. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information on safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.

Accommodations:
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course structure that result in disability related barriers to your participation. You may also wish to contact the Office of Accessible Education (346-1155, uoaec@uoregon.edu). Their advisers can help you acquire a letter verifying your disability.

Academic Integrity for Remote Learning:
Academic misconduct includes unauthorized help on assignments and examinations and the use of sources without acknowledgments (plagiarism). Academic misconduct is prohibited at UO. I will report all suspected cases of academic misconduct to the Office of Student Conduct & Community Standards. Plagiarism is a serious academic offense. Please read the following guidelines to avoid plagiarism: http://libweb.uoregon.edu/guides/plagiarism/students/?tab=5
Guidelines for Best Practices Using Zoom:
- Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video as well as troubleshooting by visiting the UO Service Portal.
- Try to be on time when the meeting starts. It can be distracting to have participants join late.
- There is no obligation to turn on your camera, but do not use this as an excuse to not participate or be physically/mentally present for class.
- Please be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.
- Animals are independent agents, and their interruption often cannot be helped. Try to remove yourself from distracting pets, but I recognize this is not always possible.
- Do not attend class while driving, this is dangerous and there will be consequences for repeat offenses. If you cannot attend class regularly due to driving/other commitments, please consider taking a different class.
- Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you. If you are unmuted during class without contributing, you will be muted by the Instructor.
- Use a microphone or speak closely to your computer microphone so that others can hear you.
- Use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community.
- Note that as the sole Instructor and GE, I will be unable to monitor all questions and conversations occurring during lecture chat. Please moderate yourselves appropriately and save unanswered questions for office hours, designated class time, or emails.
- Do not spam the chat with questions about course and syllabus content.
  - Identifying yourself with your real/preferred name and pronouns (these can be added to your zoom name)
  - Respect the privacy of your classmates and what they share in class.
  - Your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for other’s contributions.
  - Be aware that typing in ALL CAPITAL letters indicates SHOUTING!
  - Remember not everyone is savvy in remote learning, including your instructor and GE and be patient with each other.
  - Certain breaches of netiquette will be considered disruptive behavior.
- Help everyone learn. Be mindful in listening others’ opinions and awareness of one’s own tendencies (e.g., do I contribute too much or too little?). Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience.

Technical Difficulties:
If you run into technical difficulties and are unable to upload/submit your assignments, please email them directly to the Instructor to timestamp your completion of the assignment, then continue to work on getting them uploaded through canvas. Emailed assignments will follow the same late penalties described above. If you are unable to join a laboratory zoom session, see the instructions for making up missed laboratories.

Grading Scale: This course is graded on a point scale. Grades will be assigned according to the total points earned in the class. Please calculate your grade based on your total points not percentage to avoid confusion. I do not anticipate a curve for this class.
If the class is taken P/NP, a C- or higher is required to pass the course

Expected levels of performance:
A+: Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
D: Quality of performance is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

Incomplete Policy:
Students are strongly discouraged from taking an incomplete in the course. Incompletes will only be given if:
- the student has completed course assignments with a total potential worth of at least 300 points (75% of the course)
- the student has unusual, unforeseeable extenuating circumstances that prevent them from being able to complete the course assignments during the term
- Students wishing to take an incomplete in the course are expected to proactively consult with Ms. Miller about their situation. Incompletes are given solely at the Instructor's discretion.

Course Materials:
- Lectures for this course are in the form of narrated slideshow presentations. Lectures will introduce you to each topic, and each lecture is typically around 15-30 minutes long.
• Readings for this course include book chapters and journal articles. All articles and book chapters are available as PDFs through canvas. You do not need to purchase a book for this class.
• Remote Class Sessions will be interactive discussions of the course content.
• Remote Laboratory Sessions will be explorations of archaeological methods and theories related to agriculture and domestication. Attendance for these sessions is graded.

Course Assignments and Late Policies:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points and Frequency</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>60 points each x 3 exams</td>
<td>180</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>50 points</td>
<td>50</td>
</tr>
<tr>
<td>Class Presentations</td>
<td>50 points</td>
<td>50</td>
</tr>
<tr>
<td>Lecture Reinforcement Quizzes</td>
<td>3.5 points each x 16 lectures</td>
<td>56</td>
</tr>
<tr>
<td>Section Participation</td>
<td>8 points each x 8 sections</td>
<td>64</td>
</tr>
</tbody>
</table>

Exams: Three non-cumulative open book exams will be given, the first during the third week of class, the second during week six, and the fourth during week ten. Exams will be available to take from Wednesday after class through Sunday at 11:59 pm. More information on the exam will be provided in Week 2.

Section Participation: There will be ten section meetings and you can makeup attendance for two missed classes with no late penalty. Please note - two section meetings (see weekly schedule) are for class presentations and you must attend these. There will be no opportunity to make-up attendance for these sections.

Lecture Reinforcement Quizzes: Lecture reinforcements are weekly graded assignments designed to track your engagement with the lecture material. Lecture reinforcements must be completed through canvas and consist of three-five questions (per quiz) drawn from topics covered in recorded lectures and readings. Lecture reinforcements are open book and open note; while you may choose to work collaboratively with other students enrolled in the class this term, each student must submit their own answers. You are highly encouraged to take your own notes when working through the lectures and discussions.

Lecture reinforcements become available when the weekly module is released (Sunday, 11:59pm) and close at the end of the week (Friday, 11:59pm). You may take them at any point during the week, at your own pacing and availability, but you may not retake a quiz once you have submitted it. You will only have 30 minutes to complete the reinforcement once you begin the assignment. Please make sure to manage your workload appropriately and ensure you have sufficient time to complete each reinforcement prior to the end of the week. Late assignments will not be accepted, and lecture reinforcements will not be reopened after they have closed (any exceptions require approval from the instructor).

A lecture reinforcement will be assigned for each of the twenty recorded lecture classes, although only your sixteen highest grades will be counted (you do not need to complete the assignment to drop the score; if you complete all 20, your four lowest graded will be automatically dropped). For this reason, you may not make up a missed lecture reinforcement.

If you have problems accessing the lecture reinforcements through canvas, please contact the resources on this site http://blogs.uoregon.edu/canvas/support/. In most cases I will not be able to assist you with technical problems. Please make me aware of problems that could affect your lecture reinforcement grade during the window in which the lecture reinforcement is available. Ensure you have a stable and consistent internet connection prior to beginning your reinforcement as a dropped or unstable connection is not a sufficient excuse to retake quizzes once you have started.

Annotated Bibliography: Students are responsible for producing an annotated bibliography individually for their own research for their class presentation (more information will be provided in Week 2). The
Submission deadline is on Sunday 05/02 (by 11:59 pm) to Canvas> Assignments> Annotated Bibliography. Assignments Module ‘Research Project’ will cover how to build an annotated bibliography and a PowerPoint presentation. The annotated bibliography should summarize at least 5 references in total, including 3 references that are your own search (meaning not from lecture or section readings and do not overlap with other students’ references if you are working a group). Each bibliographic ‘entry’ will summarize key contents of readings and its relevance to your presentation about 500 words.

Class Presentations: Each student will select and research their own research project (topics to be approved by instructor). Students may work in groups, but these groups require Instructor approval. Students will present their PowerPoint in during section on Week 8 (05/20) and Week 9 (05/27). PowerPoint files (.ppt, .pptx, .pdf) should be uploaded by Thursday, 05/19 (11:59 pm) to Canvas> Assignments> Presentation. The focus of this assignment is improving your research and presentation skills as well as building deeper knowledge on a selected subject. More information on this assignment will be provided on Week 2. The presentation subjects are broadly defined but should be relevant to course materials. See the assignment module for more information.

Late Assignment Policies
The follow scale for late penalties applies to all reading analyses.

• up to 10 minutes late: grace period, no penalty
• up to 2 hours late: 5% penalty
• up to 24 hours late: 10% penalty
• up to the final day of the course: 20% penalty

Exams may not be taken after the deadline. If you miss an exam, you may complete an alternative essay assignment with a 20% penalty.

Penalties are taken off the maximum possible score (e.g., 10% penalty on a 20-point assignment is 2 points). No assignments may be turned in after the final course deadline.

Laboratory Attendance
You may make up as many as two missed laboratory sessions with no late penalty by completing a written version of the laboratory exercise. If you anticipate missing more than two sessions, please make an appointment to speak with Ms. Miller.
# Weekly Schedule*

*subject to change

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Weekly Theme/Lecture Subjects</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/29</td>
<td>Animals-Plants-Humans:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Symbiosis of crop domestication &amp; animal husbandry</td>
<td>Hastorf 1998; Dobney and Larson 2005; Zeder 2008; Larson and Fuller 2014</td>
</tr>
<tr>
<td>03/31</td>
<td>• Domestication Pathways</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Methods of researching domestication and agriculture</td>
<td></td>
</tr>
<tr>
<td>04/01</td>
<td>Archaeological Methods (Worksheet 1)</td>
<td></td>
</tr>
<tr>
<td>04/05</td>
<td>History of Food Origins:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Primary origins and global spread</td>
<td>Harris 2007; Larson et al. 2014; Boivin et al. 2016</td>
</tr>
<tr>
<td>04/07</td>
<td>• Modes of subsistence</td>
<td></td>
</tr>
<tr>
<td>04/08</td>
<td>• History of research on agricultural origins</td>
<td></td>
</tr>
<tr>
<td>04/12</td>
<td>Theories of transition to food production:</td>
<td></td>
</tr>
<tr>
<td>04/14</td>
<td>• Population-resource imbalance models</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ecological, evolutionary perspectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Social relation perspectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Post-processual, ideological models</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam 1 Due (Sunday, 11:59pm)</strong></td>
<td></td>
</tr>
<tr>
<td>04/15</td>
<td>Archaeobotany (Worksheet 3)</td>
<td></td>
</tr>
<tr>
<td>04/19</td>
<td>Paleolithic/Epipaleolithic Southwest Asia:</td>
<td></td>
</tr>
<tr>
<td>04/21</td>
<td>• Broad Spectrum Revolution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transition to intensified resource exploitation/early experiments in plant/animal domestication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Case study: Abu Hureyra, Hallan Çemi</td>
<td></td>
</tr>
<tr>
<td>04/22</td>
<td>Taste and Toxicity (Worksheet 4)</td>
<td></td>
</tr>
<tr>
<td>04/26</td>
<td>Holocene Southwest Asia I:</td>
<td>Weiss et al. 2004; Abbo et al. 2005; Weiss and Zohary 2011; Zeder 2011</td>
</tr>
<tr>
<td></td>
<td>• Cultural and biological perspectives</td>
<td></td>
</tr>
<tr>
<td>04/28</td>
<td>• Evidence of early plant management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Case study: Ohalo II, Mureybit</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Annotated Bibliography Due (Sunday, 11:59pm)</strong></td>
<td></td>
</tr>
<tr>
<td>04/29</td>
<td>Agriculture and Gender (Worksheet 5)</td>
<td></td>
</tr>
<tr>
<td>05/03</td>
<td>Holocene Southwest Asia II:</td>
<td>Redding 2005; Zeder 2005; Arbuckle 2014; Arbuckle 2015; Munro et al. 2017</td>
</tr>
<tr>
<td></td>
<td>• Cultural and biological perspectives</td>
<td></td>
</tr>
<tr>
<td>05/05</td>
<td>• Archaeological evidence of early animal management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Case studies: Ganj Dareh, Ali Kosh, Hallan Çemi</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam 2 Due (Sunday 11:59pm)</strong></td>
<td></td>
</tr>
<tr>
<td>05/06</td>
<td>Food and Identity (Worksheet 6)</td>
<td></td>
</tr>
<tr>
<td>05/10</td>
<td>Hunter-Gatherer &amp; Farmer Interactions in Asia:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Theories on agricultural dispersal beyond origins</td>
<td>Crawford 2009; Jones &amp; Liu 2009; Cohen 2011; Zhao 2011; Aikens &amp; Lee 2013</td>
</tr>
<tr>
<td>05/12</td>
<td>• Socio-economic consequences of agricultural adoption</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Emergence of agriculture in China</td>
<td></td>
</tr>
</tbody>
</table>
**Weekly Readings:**

### WEEK 1: READINGS

**Dobney, K., and G. Larson**

**Hastorf, Christine A.**


**Zeder, Melinda A.**

### Section – Required

**Beisaw, April M.**

**Reitz, Elizabeth J., and Elizabeth S. Wing**

### WEEK 2: READINGS

**Boivin, Nicole L., Melinda A. Zeder, Dorian Q. Fuller, Alison Crowther, Greger Larson, Jon M. Erlandson, Tim Denhami, and Michael D. Petraglia**

Harris, David R  
2007  

Larson, Greger, and Dorian Q. Fuller  
2014  

### Section – Required

Reitz, Elizabeth J., and Elizabeth S. Wing  
2008  
*Zooarchaeology, Second Edition*.

Zeder, Melinda, A.  
2012  

### WEEK 3: READINGS

Bender, Barbara  
1978  

Bettinger, Robert, Peter Richerson, and Robert Boyd  
2009  

Cohen, Mark N  
1975  

Hayden, Brian  
2009  

O’Brien, Michael J., and Kevin N. Laland  
2012  

### Section – Recommended

Pearsall, D. M. and Hastorf, C.  
2011  

### Section – Recommended

Kilian, Benjamin, William Martin, and Salaminim Francesco  
2010  

Zhang, Jianping, Houyuan Lu, Minxuan Liu, Xianmin Xiao, Kongsan Shao, and Naqin Wu  
2018  
WEEK 4: READINGS


Section – Required


WEEK 5: READINGS


Section – Required


Section – Recommended

*Brumfiel, Elizabeth M.*


*Schmidt, Peter*

WEEK 6: READINGS

Arbuckle, Benjamin S.

Arbuckle, Benjamin Stanley

Munro, Natalie D., Guy Bar-Oz, Jacqueline S. Meier, Lidar Sapir-Hen, Mary C. Stiner, and Reuven Yeshurun

Redding, Richard W.

Zeder, Melinda A.

Section – Required


Smith, Bruce D.

Wang, J., L. Liu, T. Ball, L. Yu, and F. Xing
2016 Revealing a 5,000-y-old beer recipe in China. PNAS 113(23): 6444-6448.

Section – Recommended

Goldstein, David J, National Park Service, and Patrick Ryan Williams

WEEK 7: READINGS

Aikens, C. Melvin, and Gyoung Ah Lee

Cohen, David Joel

Crawford, Gary W.
Jones, Martin K., and Xinyi Liu  

Zhao, Z.  

**Section – Required**


Politis, G G, and N J Saunders  

**Section – Recommended**

Twiss, Katheryn  

---

**WEEK 8: READINGS**

Yang, Dongya Y., Li Liu, Xingcan Chen, and Camilla F. Speller  

Fuller, Dorian Q., Jacob van Etten, Katie Manning, Cristina Castillo, Eleanor Kingwell-Banham, Alison Weisskopf, Ling Qin, Yo Ichiro Sato, and Robert J. Hijmans  

Jia, Xin, Guanghui Dong, Hu Li, Katherine Brunson, Fa Hu Chen, Minmin Ma, Hui Wang, Chengbang An, and Keren Zhang  

Liu, Xinyi, Martin K. Jones, Zhijun Zhao, Guoxiang Liu, and Tamsin C. O’Connell  

Section - no assigned readings.

---

**WEEK 9: READINGS**

Bryant, Vaughn M.  

Ranere, Anthony J., Dolores R. Piperno, Irene Holst, Ruth Dickau, and José Iriarte  
Yacobaccio, Hugo D., and Bibiana L. Vilá  
2016 A model for llama (Lama glama Linnaeus, 1758) domestication in the southern Andes.  

**Section** - no assigned readings.

---

**WEEK 10: READINGS**

Smith, Bruce D.  
2011 The cultural context of plant domestication in eastern North America.  
*Current Anthropology* 52(SUPPL. 4):S471–S484. DOI:10.1086/659645.

Speller, Camilla F., Brian M. Kemp, Scott D. Wyatt, Cara Monroe, William D. Lipe, Ursula M. Arndt, and Dongya Y. Yang  

**Section – Required**

Guttmann-Bond, Erika  
2010 Sustainability out of the past: How archaeology can save the planet.  

Stinner, D.  

**Section – Recommended**

Fisher, Chelsea  
2020 Archaeology for Sustainable Agriculture.  

Shaw, Julia  