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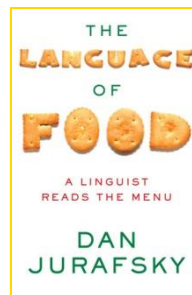
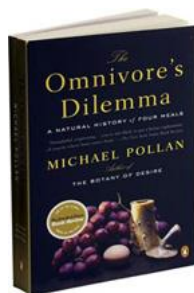
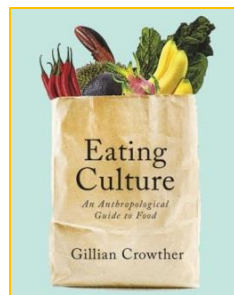
Anthropology of Food Week 4



## "Mobile Ingredients: Global Food Production" *The Meaning of Food: "Food & Culture"*

Video Exploration:  
*Holy Cow*

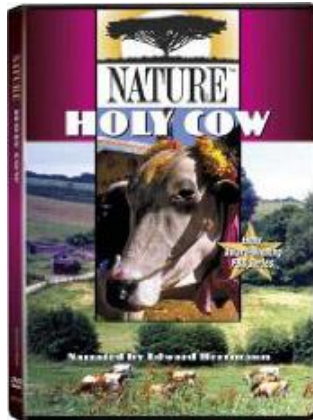
Catch Up



# Speaking of cows . . .



It's hard to imagine domesticated agriculture and domestication in general, without cows. They are truly a remarkable, helpful animal as we will see Tuesday in **the film *Holy Cow***.



Check out the [Cattle / Cows / Beef](#) class WebSite.

## And speaking of cows, and beef . . .

According to [Nicholas Kristof](#), “**A revolution is unfolding in the food world, resulting in the first alternatives to meat that taste like the real thing.** Veggie burgers used to seem like a blend of tofu and cardboard, but in the last few years food scientists have come up with first-rate faux chicken strips and beef crumbles” (*The New York Times*, 19 September 2015).

**“If the alternatives to meat are tasty, healthier, cheaper, better for the environment and pose fewer ethical challenges, the result may be a revolution in the human diet.”**

If you are interested in **laboratory-grown hamburger**, and **plant-based “meat”**, have a look at Kristof’s NYT column . . .

## **The (Fake) Meat Revolution**

-- [Nicholas Kristof, \*The New York Times\*](#) (19 September 2015)

## **Could AI help to create a meat-free world?**

-- [BBCFuture](#) (15 December 2017)

## **A veggie burger that bleeds? Now the ‘clean meat’ revolution is cooking on**

### **gas**

-- Brian Kateman, [The Guardian](#) (18 April 2017)

## **Will Veggie Burgers & Fake Meat Substitutes Ever Top the Real Thing**

-- [THRILLIST](#) (05 January 2017)

And the class

## **Food Science WebPage**

## **Cattle / Cows / Beef WebPage**

# **It’s important to keep track of the various historic Food Revolutions. . . .**

Speaking of food and revolutions, Marie-Antoinette did not say, “**Let them eat cake**” or even, as it would have been the case “*Qu'ils mangent de la brioche*” (or at least there is no evidence that she ever said that, and there is credible circumstantial evidence that she didn’t—for e.g., she was still thirteen years old when the phrase appeared in literature, and even then “[Let them eat cake] was said 100 years before her by Marie-Thérèse, the wife of Louis XIV. It was a callous and ignorant statement and she, Marie Antoinette, was neither. . . .”—Lady Antonia Fraser (biographer), 2002. “Cake eaters” and those who are interested in famous cake eaters might find [http://en.wikipedia.org/wiki/Let\\_them\\_eat\\_cake](http://en.wikipedia.org/wiki/Let_them_eat_cake) interesting. It’s short cake.

**From the historical/pre-historical perspective, the commonly discussed revolutions in food matters are . . .**

## 1. The Cognitive Revolution

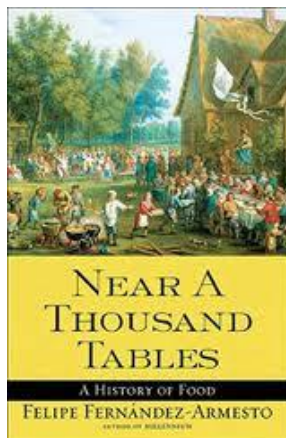
(Harari, Yuval Noah. *Sapiens: A Brief History of Humankind*. London: Vintage Books, 2011.

## 2. The “Neolithic“ or Agricultural Revolution

## 3. The Scientific Revolution, and

## 4. The Industrial Revolution.

But from the point of view of Anthropology of Food **you need to add to those the revolutions** those discussed by Felipe Fernández-Armesto in *Near a Thousand Tables: A History of Food* (NY: The Free Press, 2003). . . . Fernández-Armesto’s work is among the most innovative in social science food literature in recent years (personal opinion) and it has been translated into 26 languages (fact).



### 1. Invention of Cooking

### 2. Discovery that Food is More Than Sustenance

### 3. The “Herding Revolution”

### 4. Snail Farming

### 5. Use of Food as a Means and Index of Social Differentiation

### 6. Long-Range Exchange of Culture

### 7. Ecological Revolution of last 500 years

### 8. Industrial Revolution of the 19<sup>th</sup> and 20<sup>th</sup> Centuries

**Interested in food history and/or prehistory?**

**Have a look at . . .**

### [The Food Timeline](#)

#### [Food Facts and Food Timeline Index](#)

spelt	6000BC	
maize & tortillas	6000BC	
dates	6000BC	
honey & chickpeas	5000BC	4000BC
arugula, chicory & lettuce	5000BC	yeast breads: pitta & focaccia
ginger & galangal	5000BC	
buckwheat & quinoa	5000BC	
Cucumbers & squash & chayote	5000BC	
chili peppers, avocados & taro	5000BC	3000BC
potatoes	5000BC	ice cream
milk & yogurt, & sour cream	5000BC	
pigeons	4600BC	
grapes, watermelons & sorghum	4000BC	
oranges, citrons & Buddha's hand	4000BC	2300BC
pomegranates	4000BC	Ancient Egypt
popcorn	3600BC	
chicken domestication	3200BC	1700BC
butter & palm oil	3000BC	Mesopotamia banquets & recipes
barley & cassava (manioc)	3000BC	
peas & carrots	3000BC	
onions & garlic	3000BC	
apricots & spices	3000BC	900BC
soybeans   &	2838BC	polenta
tea	2737BC	
olive oil	2500BC	
seaweed & duck	2500BC	
muskmelon	2400BC	

**And this week, take a little time to catch up . . .**



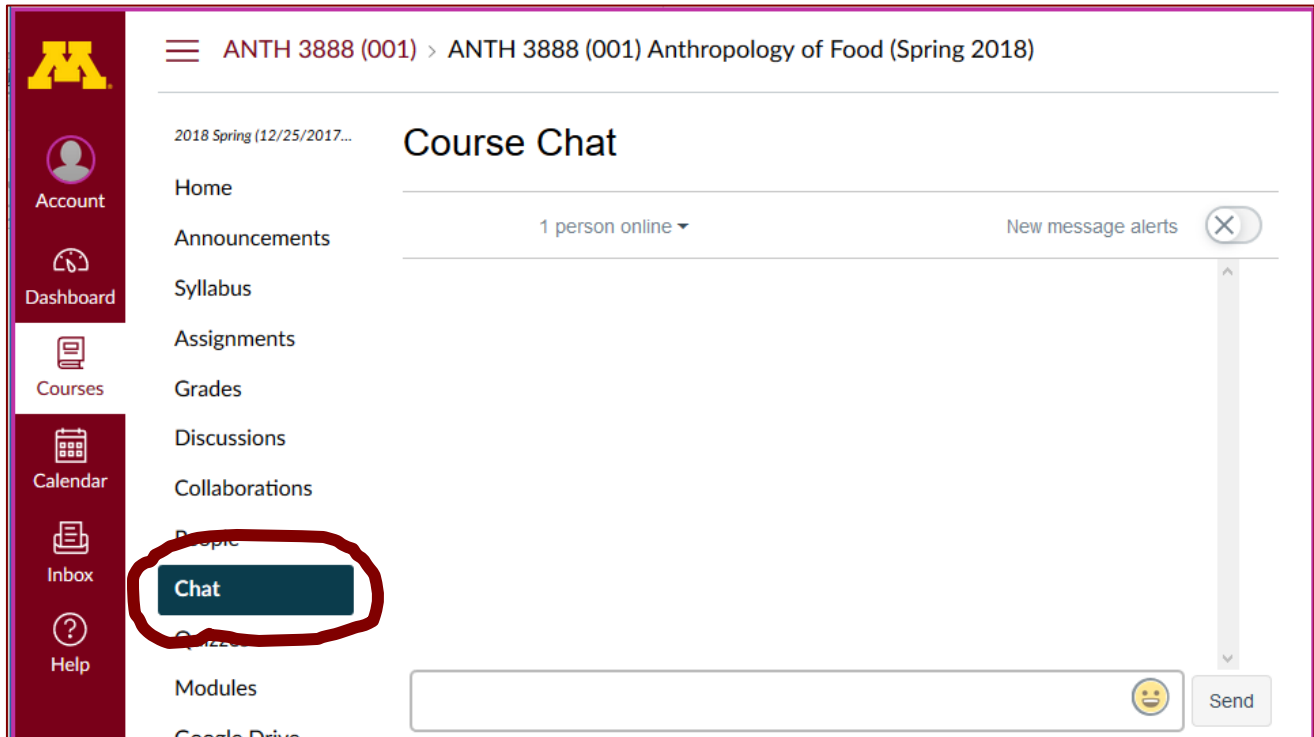
**Speaking of catching up, it's also time to start thinking about the midterm exam** (which will be Thursday, 15 February 2018). A good activity to start your review would be looking over Ch. 1, "Setting the Anthropological Table". And if you are a visual learner, you might have a(nother) look at the Week 1 [slide sets](#).

Be sure to **contribute your question(s) to the Midterm Exam by the end of Week 4, this Saturday, 3 February 2018**. I will review those questions, commenting on them in order to try to make them a good source for reviewing for the Midterm Exam. That is, you will be able to **use those questions as study questions**.

As I mentioned last week and the week before, be sure to **focus on the ideas and main concepts, and differing points of view**, and do not be preoccupied with only trying to memorize facts and assorted pieces of information.

Up until now, the slide sets for Weeks 1-4 largely followed the Orientation and Introduction schedule. **This pattern will change in a couple of weeks, but for now it seems to be an efficient way of covering some basic background and establishing an analytical framework that we will attempt to put to use after the midterm**, when we begin focusing a bit more on examples of food behaviors found in numerous video materials (and in numerous cultures throughout the world). And, hopefully, it also provides some interesting illustrative material to supplement the discussion in the text.

Share your ideas, including study-questions with your classmates.  
Discuss them on-line with the others in class . . .



## Your Class Project

This week we'll also explore class projects a little bit.

**For your Class Project, start with something  
*that you, personally, are interested in, and*  
we'll work things out from there.**

**This Project is something  
with which you should be able to have *fun*.**

**It's a good time to have at least a quick look at the information for your class project**, which you can find at <http://www.d.umn.edu/cla/faculty/troufs/anthfood/afproject.html#title>. Your class Project is your Term Paper, plus a short “work-in-progress”.



*Demosthenes Practising Oratory* (1870)

**Details of Presentation**





*Charles Dickens* (1842)

**Details of Term Paper**


Your ***Informal Project Statement***, or Project Proposal, is due by the end of Week 4, **Saturday, 3 February 2018**. Basically that's a short *informal* summary personal statement of what you are interested in doing, how you think you might go about it, and what resources you are thinking about using. It can be as simple as the following:

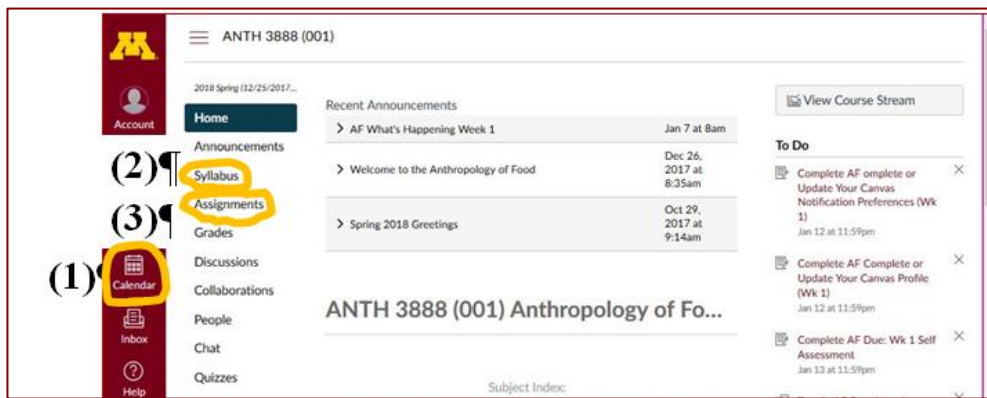
“For my project I’m thinking about X, or Y, and these are the items I’m thinking about using [add short list]. This is why I’m interested in this/these project(s) [add your reason(s)]. . . .

Links to the details are in the Week 4  **canvas** syllabus and on your  **canvas**. Note that this is a simple *informal* proposal. It is an ***informal*** statement. A more formal statement will come later on (in Week 6).



# Assignments and Events

... **this week** are listed on your **(1) "Calendar"**, your **(2) "Syllabus"**, and in the **(3) "Assignments"** section of your  **canvas** folder.



## (1) "Calendar"

<p>28</p> <p>AF For Fun Food Trivia: How do you say "blueberry pie" in Ojibwa / Chippewa?</p>	<p>29</p> <p>1a AF Wk 4 Readings</p> <p>AF View On-line: National Geographic "Extreme Cuisine" Short Videoclips</p>	<p>30</p> <p>9a AF Day 6 Agenda: Video: Holy Cow</p>	<p>31</p>	<p>1</p> <p>9a AF Day 7 Agenda: Terms and Units of Analysis</p>	<p>7a AF Greetings from Punxsutawney!</p> <p>AF Discussion: American Indian Fishing and Whaling Rights, and Inuit Seal-Trading Rights (Wk 4)</p> <p>AF Discussion: Covert Entomophagy (Wk 4)</p>	<p>AF Due: Midterm Exam Question</p> <p>AF Due: Project Part 1: Informal Proposal (By the end of Wk 4)</p>
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## (2) “Syllabus”

Sun Jan 28, 2018	AF For Fun Food Trivia: How do you say "blueberry pie" in Ojibwa / Chippewa?	
Mon Jan 29, 2018	AF Wk 4 Readings	
	AF View On-line: National Geographic "Extreme Cuisine" Short Videoclips	
Tue Jan 30, 2018	AF Day 6 Agenda: Video: Holy Cow	
Thu Feb 1, 2018	AF Day 7 Agenda: Terms and Units of Analysis	
	AF Greetings from Punxsutawney!	
Fri Feb 2, 2018	AF Discussion: American Indian Fishing and Whaling Rights, and Inuit Seal-Trading Rights (Wk 4)	due by 11:59pm
	AF Discussion: Covert Entomophagy (Wk 4)	due by 11:59pm
Sat Feb 3, 2018	AF Due: Midterm Exam Question	due by 11:59pm
	AF Due: Project Part 1: Informal Proposal (By the end of Wk 4)	due by 11:59pm

## (3) “Assignments”


▸ Explore Canvas . . .	0% of Total
▸ Getting Started	0% of Total
▸ Reading Assignments	0% of Total
▸ Discussions (Forums)	0% of Total
▸ Project = Presentation + Term Paper	0% of Total
▸ For Fun Trivia	0% of Total
▸ Optional Extra Credit	0% of Total
▸ Daily Agenda	0% of Total

And for fun, a trivia question this week . . .



 How do you say "blueberry pie" in Ojibwa / Chippewa?

(Answer)

If you have any **questions** right now, please do not hesitate to post them on the  canvas Course “Chat”, or e-mail [troufs@d.umn.edu](mailto:troufs@d.umn.edu), or stop in before or after class across the hall in Cina 215 [\[map\]](#).

Best Regards,

Tim Roufs

<http://www.d.umn.edu/~troufs/>