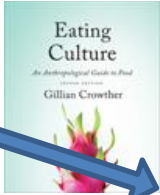
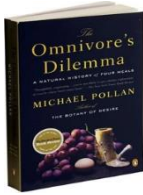
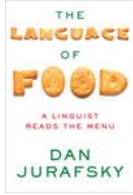


Best over-all for the semester

Direct Links to Canvas

su2024 ["Sunday Memos"](#)

su2024 [Canvas Modules](#)

su2024 [Week 7 Module](#)

su2024 [AF Canvas Simple Syllabus \(URL\)](#)

su2024 [AF Canvas Simple Syllabus \(.pdf URL\)](#)



Tim Roufs Inspecting Durians in Singapore Market, 2017

Anthropology of Food Week 7

Checklist for Week 7

- | | | | |
|---|--|------------------------------|--|
| 1.0 <u>What's Happening?</u> | 2.0 <u>Video Explorations</u> | 3.0 <u>Slides</u> | 4.0 <u>Readings Semester Readings</u> |
| *5.0 <u>Other Assignments</u> | 6.0 * <u>Final Exam</u> | 7.0 * <u>Project</u> | *8.0 <u>Discussion</u> |
| 9.0 (optional) <u>For Fun Trivia</u> | 10.0 (optional) <u>Extra Credit</u> | 11.0 (optional) <u>Other</u> | click links for details)
= leave page |
| (optional) <u>Live Chat</u>
Tuesday 7:00-8:00 p.m. | (optional) <u>Questions / Comments</u> | | Items DUE this week:
*enter on-line
**upload file |

1.0 What's Happening Week 7?

This week is a busy, but interesting, week.

The big event of the week is that **Your Presentation is due this week**, as are (optional) **Extra Credit papers** and your contributed question for the **Final Exam**.

In the first of this week's video we'll see the daily fight agricultural laborers endure to put food on our tables. In the film *Under Contract* we'll see how the process of meat production—now often called “chickenizing” after practices established in the U.S.A. chicken industry—continue to marginalize agricultural workers around the world. This is a hard-fact part of examining how people get their food in industrial cultures, and in exploring the social, corporeal, sacred/religious, psychological, political, economic, and cultural aspects of food—that's the holistic anthropology approach (you remember that from “Main Characteristics of Anthropology”, Weeks 1 and 2).

And hopefully, by now, you will be **applying your analytical anthropological skills** that you have been developing and honing throughout the course—including your perception skills which you should check with the **Selective Perception Tests**.

2.0 VIDEO EXPLORATIONS WEEK 7 . . .

Real People . . . Real Places . . .

[Videos for the Semester](#)

“How People Get Their Food in Industrial Societies”

 **Under Contract**

(ca. 75 min., 2017)

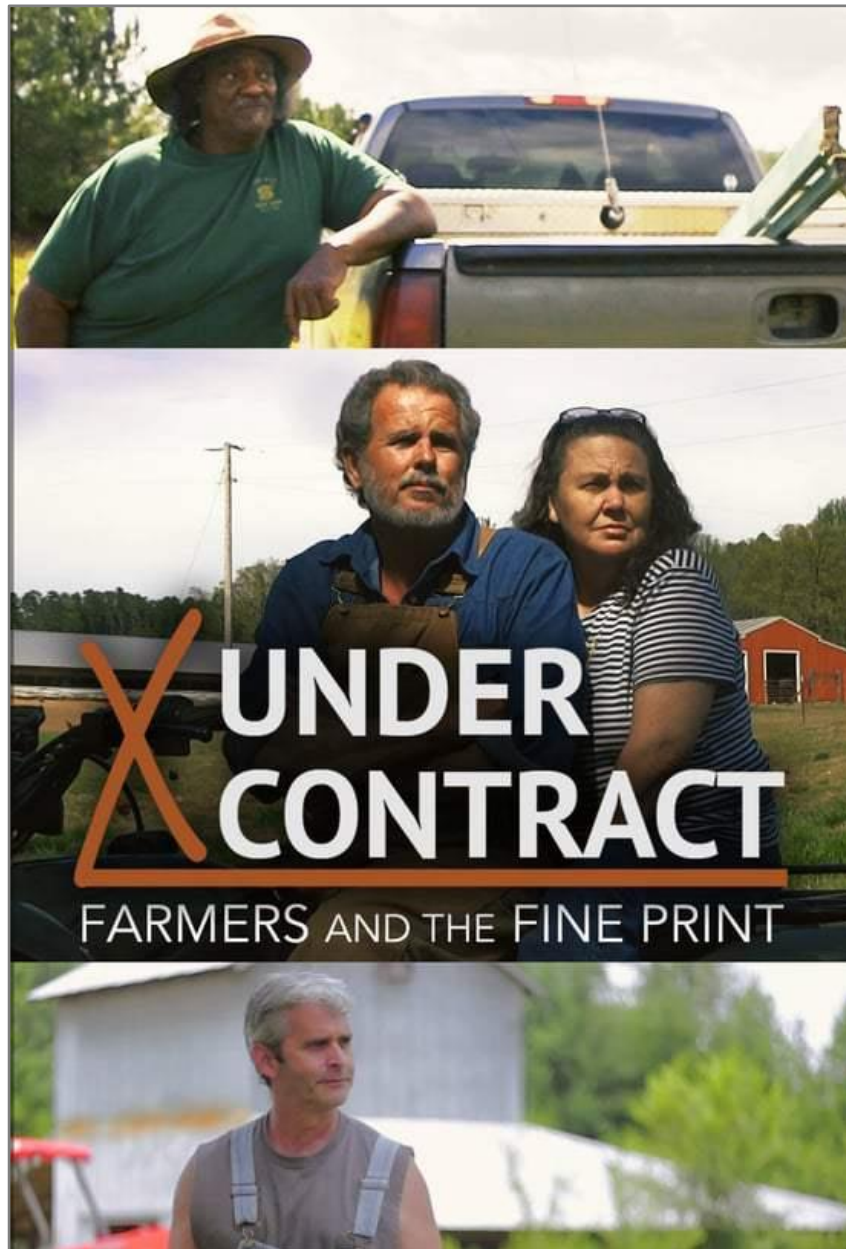
[on-line access](#)

[[click ↑ here](#)]

[course viewing guide](#)

[Under Contract Viewers Guide](#)

Siena Chrisman, RAFI-USA (PDF)



“For the first time in a full-length documentary, contract farmers tell their stories and industry experts reveal how the corporate production model pits farmer against farmer. Under Contract: Farmers and the Fine Print takes audiences on a road trip across the American South and to Southern India to understand what’s happening to farmers living under contract and what we can do to change our food system for the better.”

“The story of the contract farmer is the story of what’s changing in rural America. Power in agriculture is changing hands, but few people know what’s happening to the farmers producing our food. Under Contract tells this story through the lens of global poultry farming. In the U.S. alone, 97% of the chicken produced is raised by family farmers under contract with large companies. Around the world and all across agriculture, contract farming is taking hold. But farmers who sign contracts often face unfair challenges and hidden risks under the terms that are offered by large firms. Under Contract provides a timely glimpse into the little understood fine print of modern agriculture.”

3.0 WEEK 7 SLIDES . . .

[Class Slides for the Semester](#)

Review and continue these slides using the "slide show" mode:

Food Revolutions:

A Little Background

[\(WebPage\)](#)

[click ↑ here]

Food Revolutions: A Little Background

• **A Little Background** [\(WebPage\)](#)

The Neolithic "Agricultural" Revolution

[\(.pptx\)](#)

[click ↑ here]

Food Revolutions: Neolithic / "Agricultural"

• **The Neolithic "Agricultural" Revolution** [\(.pptx\)](#)

- Domestication [\(.pptx\)](#)
 - * Tehuacán Valley, Mexico [\(.pptx\)](#)
- A Protein Primer [\(.pptx\)](#)
- Nutritional Consequences: Foragers and Agriculturalists [\(.pptx\)](#)
- Social and Political Consequences of the Agricultural Revolution [\(.pptx\)](#)

See also Neolithic¹, Plant Domestication², Animal Domestication³, Early Agriculture⁴, Hunting / Gathering / Foraging⁵, and Prehistoric Dentistry⁶

**The Big Question:
Was the “Invention of Agriculture All a Huge Mistake?”**

**Nutritional Consequences of the Agricultural Revolution:
A Comparison of Foragers and Agriculturalists
(Indian Knoll and Hardin Village)**

(.pptx) 

[click  here]


Social and Political Consequences of the Agricultural Revolution

(.pptx) 

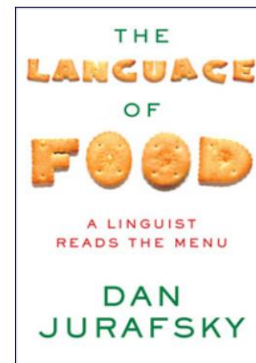
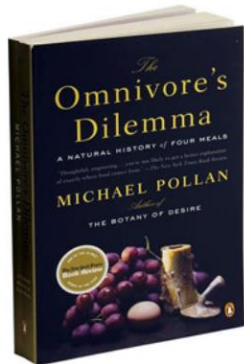
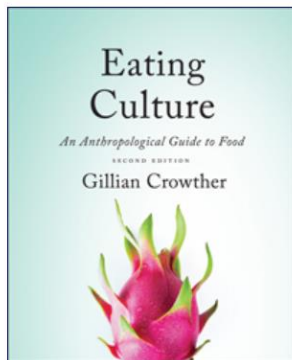
[click  here]



4.0 READINGS FOR WEEK 7 . . .

[Readings for the Semester](#) 

[Textbook Information](#) 



• **Eating Culture, Second Edition, Gillian Crowther**

- CHAPTER SEVEN: EATING-OUT AND GASTRONOMY
- CHAPTER EIGHT: GLOBAL INDIGESTION: RESETTING THE AGENDA FOR FOOD SECURITY

5.0 OTHER ASSIGNMENT INFORMATION . . .

[Main Due Dates](#)

su2024 [Module 7 – Week 7](#)

Take the Student Survey

For this week our course developer, has prepared a Canvas survey of the class. Please help us by filling it out honestly, and promptly. Your views are very important in the future development of this course.

Student Survey Feedback

su2024 <<https://canvas.umn.edu/courses/426915/modules/items/11849274>>

REM: If you haven't yet done so, it would be a good idea if you would take the (optional) . . .

Selective Attention Tests

(2 X <2 min.)



Take the Two (Very Short)
Selective Attention Tests.

(Be sure to take both tests. Read the instructions carefully.)

First, take the . . .

Selective Attention Test

<<http://www.youtube.com/watch?v=vJG698U2Mvo>>

Read and follow the directions carefully.

(Be sure to also count the *bounce* passes.)



When you are finished with the Selective Attention Test, watch .

..

The Monkey Business Illusion

http://www.youtube.com/watch?v=IGQmdoK_ZfY

(It too is short: 1:42)

Again, read and follow the directions carefully.

(And as with The Selective Attention Test, be sure to also count the *bounce* passes.)



6.0 FINAL EXAM . . .

DUE: **FINAL EXAM** *Question . . .*

nlt 11:59 p.m. Wednesday, 17 July 2024

DUE: AF SUBMIT Final Exam *Question* in this **DROPBOX**

(after annotation these will be your STUDY QUESTIONS) [↗](#)

su2024 <<https://canvas.umn.edu/courses/368870/modules/items/9985161>>

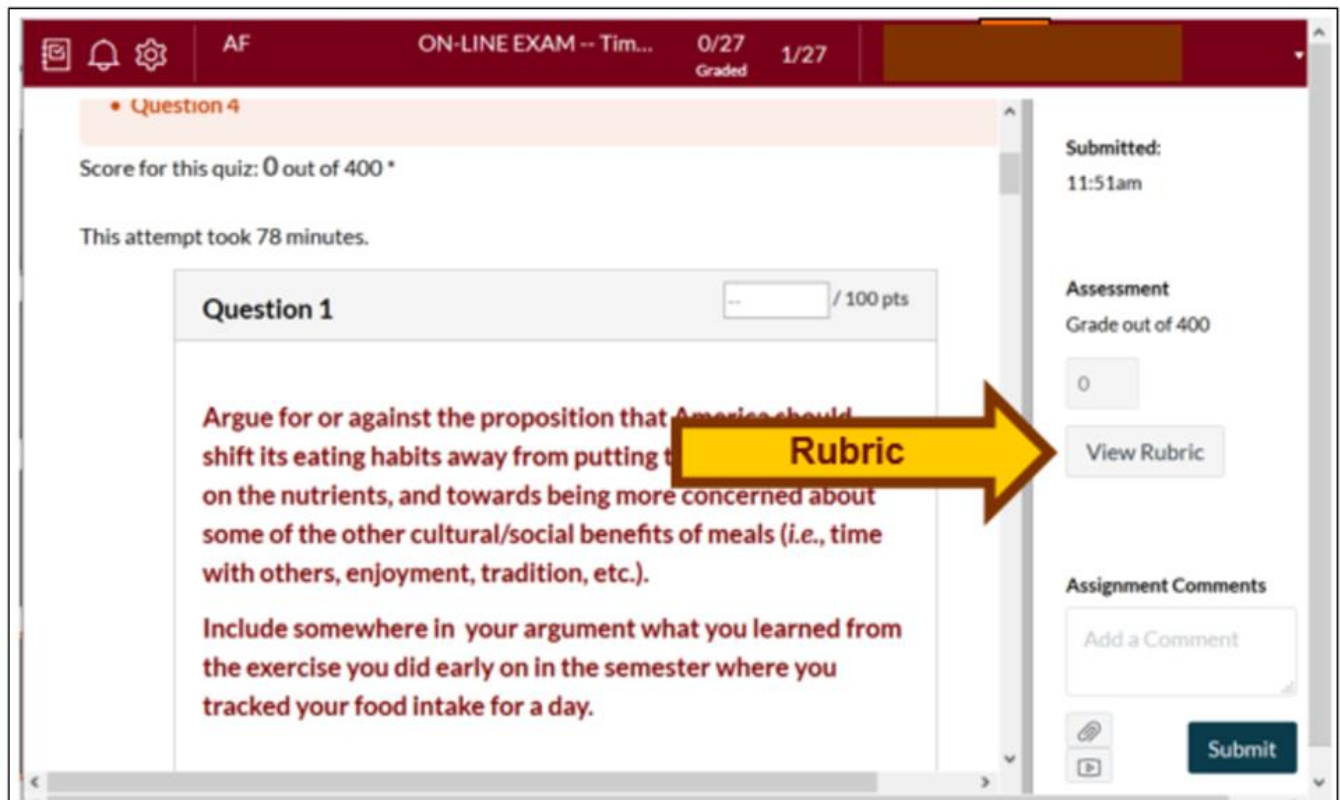
Go back and look over your [Midterm Exam](#),
including your answers.

[Midterm Exam General Information](#)

<http://www.d.umn.edu/cla/faculty/troufs/anthfood/afexams_midterm.html> [↗](#)

Please pay attention to what the numbers mean in terms of the final course letter grade. Click **“View Rubric”** on the exam page for details.

REM: Links on screenshots are not “hot” (active)




The screenshot displays a Canvas LMS interface for an online exam. At the top, a dark red header bar contains navigation icons (mail, notifications, settings) and the course identifier 'AF'. The main header area shows 'ON-LINE EXAM -- Tim...', '0/27 Graded', and '1/27'. Below the header, a section titled 'Question 4' indicates a score of '0 out of 400' and a completion time of '78 minutes'. The main content area features 'Question 1' with a score of '0 / 100 pts'. The question text asks the student to 'Argue for or against the proposition that America should shift its eating habits away from putting too much emphasis on the nutrients, and towards being more concerned about some of the other cultural/social benefits of meals (i.e., time with others, enjoyment, tradition, etc.)' and to include a personal experience from a food tracking exercise. On the right side, a sidebar shows 'Submitted: 11:51am', 'Assessment Grade out of 400', a score of '0', and a 'View Rubric' button. At the bottom right, there is an 'Assignment Comments' section with an 'Add a Comment' input field and a 'Submit' button. A large yellow arrow with the word 'Rubric' points to the 'View Rubric' button.

Review . . .



[Writing Essays for Exams](#)

If you have any questions about the [Final Exam](#), please let me know, or bring them up in  [canvas](#).

7.0 DUE: PROJECT INFORMATION . . .

[Basic Information](#)

[Main Due Dates](#)

As I mentioned throughout the semester a major part of this course is your **research project**—not just for the points, but because researching a topic you are interested in, and presenting your findings to others, and then writing the results up as a formal paper, is one of the best ways to learn things, *and* it gives you valuable practice for presenting your ideas and arguments.

Student Presentations

(Review 3-5 before you take the Final Exam)

su2024 <<https://canvas.umn.edu/courses/426915/modules/items/11849281>> 

[click  here]



8.0 DUE: DISCUSSION WEEK 7 . . .

(optional) [Online Discussions Information, Rubric, and Sample Posts](#)

Speaking of
Race (and Gender, and Class),

be sure to have a look at the now-classic . . .

**Michael W. Twitty's Now-classic Open Letter
to Paula Deen from *Afroculinaria***

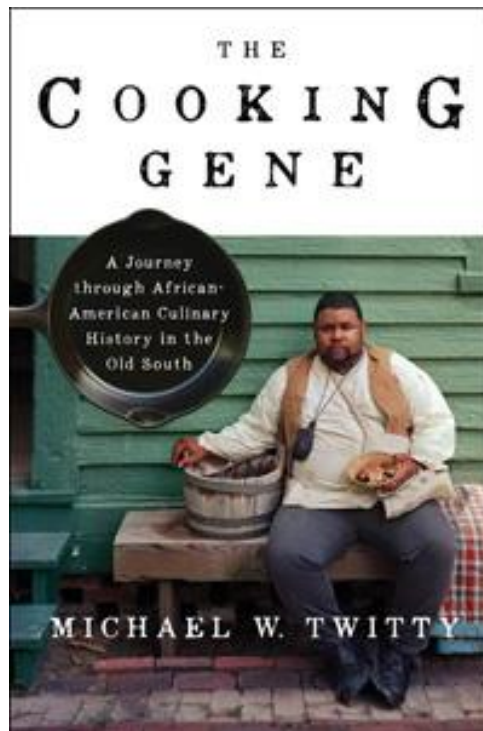
Twitty's letter is a well-written—now quite famous—piece.

and, more on Michael Twitty,

This Historian Wants You To Know The Real Story Of Southern Food

-- Michael Twitty, [NPRTheSalt](#) (01 October 2016)

Michael Twitty's book is also a classic: *The Cooking Gene: A Journey Through African-American Culinary History in the Old South* (NY: Harper-Collins Amistad, 2017) . . .



9.0 (optional) **FOR FUN FOOD TRIVIA . . .**

[Food Trivia HomePage](#)

This week it's Cashews and Potatoes . . .

#1

(optional) **“If cashews are *not* nuts, and they irritate your skin much like poison ivy does, what are they?”**



[We are Nuts](#)

[Answer](#)

#2

(optional) **“What was the average consumption of potatoes per person in Ireland before the great potato famine of 1845?”**



Famine Memorial, Dublin, Ireland

[Answer](#)

10.0 (optional) **EXTRA CREDIT . . .**

[Basic Extra Credit Information](#)

Extra Credit [Case Study](#) (up to 100 points) su2024

DROPBOX

Extra Credit [Lecture Report](#) (up to 30 points)

DROPBOX

e.g., Prof. Bina Agarwal, "Can We Make Food Good For All?" (128 min.) su2024

Extra Credit [Video Review](#) (up to 30 points) su2024

DROPBOX

e.g., Video/*The Grind*

Extra Credit [Event Review](#) (up to 30 points) su2024

DROPBOX

**You may submit three extra credit activities,
one [Review](#), one [Lecture Report](#) and one [Case Study](#)**

**Extra credit will not be accepted later than the end of Week 7,
Sunday, 21 July 2024.**

11.0 OTHER (OPTIONAL) . . .

(optional) Study Abroad? Explore the World? Do it. . . .

Check it out at [<https://studyabroad.d.umn.edu/>](https://studyabroad.d.umn.edu/)

(optional) **LIVE CHAT: OPEN FORUM / OFFICE HOURS . . .**

[Contact Information](#)

Tuesday, @ 7:00-8:00 p.m. (CDT)

“ZOOM”

[click ↑ here]

or

e-mail anytime: <mailto:troufs@d.umn.edu>

[click ↑ here]



Live Chat is optional.

QUESTIONS? / COMMENTS . . .

If you have any **questions or comments** right now, please do not hesitate to post them on the  canvas “Discussions”, or e-mail troufs@d.umn.edu, or ZOOM <https://umn.zoom.us/my/troufs>. (E-mail is fastest, and most generally best as quite often URLs need be sent.)

Best Wishes,

Tim Roufs

[<http://www.d.umn.edu/~troufs/>](http://www.d.umn.edu/~troufs/)

[<https://umn.zoom.us/my/troufs/>](https://umn.zoom.us/my/troufs/)

[<other contact information>](#)