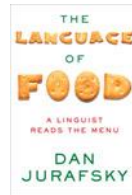
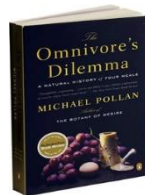
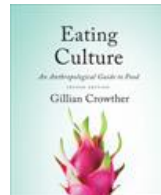


# UNIVERSITY OF MINNESOTA

Duluth Campus

*Department of Studies in Justice, Culture, & Social Change*  
*College of Arts, Humanities, and Social Sciences*

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1123 University Drive  
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ZOOM: <https://umn.zoom.us/my/troufs>  
22 January 2023



Direct Links  
to Canvas



Available on-line in your  canvas folder at <http://canvas.umn.edu/> 

§2023 [Canvas Modules](#) 

[Module 3](#) 

§2023 [AF Simple Syllabus](#) 



Tim Roufs Inspecting Durians in Singapore Market, 2017

## Anthropology of Food Week 3

What's  
Happening?

Video  
Explorations

Project

(optional)  
For Fun Trivia

Live Chat  
Tuesday 7:00-8:00 p.m.

Slides

\*Other  
Assignments

(optional)  
Extra Credit


Readings

Midterm Exam

(optional)  
Other

Questions /  
Comments

\*Discussion

(click links for details)  
 = leave page

**Items DUE this week:**  
**\*enter on-line**  
**\*\*upload file**

## What's Happening Week 3?

The big question this week is, “just exactly how much food, and what kind of food, do we need to live a healthy life?”

We'll see; literally.

### (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](mailto:mailto:troufs@d.umn.edu)

[click ↑ here]



Live Chat is optional.

## VIDEO EXPLORATIONS WEEK 3 . . .

Real People . . . Real Places . . .

[Videos for the Semester](#)

### *Better Brain Health: We Are What We Eat*

(42:25 min, CC, 2019)

 [on-line access](#)

[click  here]

[Top Documentary Films Description](#)



Directed by: Raphaël Hitier

**“We know that certain foods will expand our waistline, but might they also shrink our mental capacity? Food science has taken a turn for the cerebral as researchers are studying the impacts that food can have on the function and vitality of the human brain. Many of the surprising findings are included in the illuminating documentary *Better Brain Health: We Are What We Eat*. “**

**“Even prior to our birth, the nourishment we receive determines the development of our brain. In one study of 23,000 pregnant women, it was discovered that the pre-natal consumption of large amounts of sweet, sugary foods resulted in higher incidents of stress, anti-social behaviors and other cognitive issues later in the child's life. Dietary deficiencies have produced similar consequences in laboratory mice. “**

“It has been shown that the consumption of omega-3s in the form of seeds, nuts, oily fish and vegetable oils improve upon the electrical properties of nerve cells in the brain. But so few consumers actually receive the nutritional benefits of these foods in their daily diet. “

“The industrialized world relies heavily on processed foods, including those that are composed of astronomical volumes of high fructose corn syrup. Research indicates that these foods produce disturbing imbalances within the brain, which often express themselves in the form of aggression, listlessness and agitation. In one study, hamsters on a strict corn-based diet even resorted to cannibalism. “

"Can nutrition play a role in curbing society's scourge of crime? In one of the film's most fascinating segments, we visit a researcher in the Netherlands who has embarked on an ambitious study in search of the answer."

"The film presents an international panel of nutrition experts who speak to the power of a proper diet in regulating our mood, impulse control and decision making. Their conclusions are supported in a series of inventive laboratory experiments."

*"Better Brain Health: We Are What We Eat* presents an in-depth view of a growing field of research that continues to uncover new possibilities and conclusions. Along the way, we understand the importance of nutrition and learn how we might be capable of retraining our brains to seek out healthier alternatives." -- Top Documentary Films

## WEEK 3 SLIDES . . .

[Class Slides for the Semester](#)

Main Characteristics of Anthropology		
<small>WebPage Summary</small>		
week 2:	1 The <b>four fields of anthropology</b>	<small>(.pptx)</small>
week 3:	2 <b>culture</b> as a primary concept	<small>(.pptx)</small>
	• How about a little game of Jeopardy?	<small>(.pptx)</small>
week 3:	3 <b>comparative method</b> as major approach	<small>(.pptx)</small>
week 6:	4 <b>holism</b> as a primary theoretical goal	<small>(.pptx)</small>
	• Anthropology and its <b>Parts Chart</b>	<small>(.pptx)</small>
	<small>© Enlarged Chart "Anthropology and .... It's Parts"</small>	
week 6:	5 <b>fieldwork</b> as a primary research technique	<small>(.pptx)</small>

## Main Characteristics of Anthropology: CULTURE as a primary concept

(.pptx) [🔗](#)

[click ↑ here]

## How about a little game of Jeopardy?

(.pptx) [🔗](#)

[click ↑ here]

Main Characteristics of Anthropology		
<small>WebPage Summary</small>		
week 2:	<b>1</b> The <b>four fields of anthropology</b>	(.pptx) <a href="#">🔗</a>
week 3:	<b>2</b> <b>culture</b> as a primary concept	(.pptx) <a href="#">🔗</a>
	• How about a little game of Jeopardy?	(.pptx) <a href="#">🔗</a>
week 3:	<b>3</b> <b>comparative method</b> as major approach	(.pptx) <a href="#">🔗</a>
week 6:	<b>4</b> <b>holism</b> as a primary theoretical goal	(.pptx) <a href="#">🔗</a>
	• Anthropology and its <b>Parts Chart</b>	(.pptx) <a href="#">🔗</a>
	◦ Enlarged Chart: <a href="#">"Anthropology and ... It's Parts"</a>	(.pptx) <a href="#">🔗</a>
week 6:	<b>5</b> <b>fieldwork</b> as a primary research technique	(.pptx) <a href="#">🔗</a>

## Main Characteristics of Anthropology: COMPARATIVE METHOD as major approach

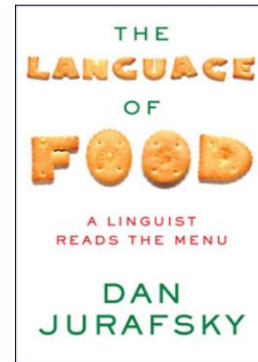
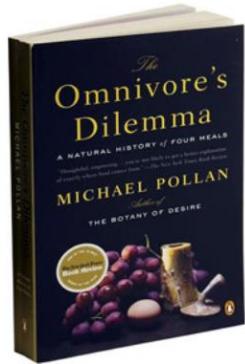
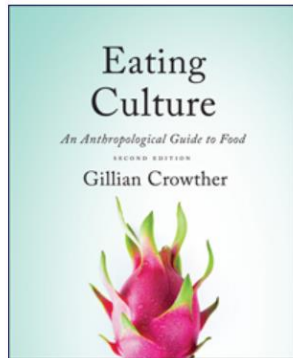
(.pptx) [🔗](#)

[click ↑ here]

## READINGS FOR WEEK 3 . . .

[Readings for the Semester](#) [🔗](#)

[Textbook Information](#) [🔗](#)



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

- CHAPTER TWO: SETTLED INGREDIENTS: DOMESTIC FOOD PRODUCTION

- **Omnivore's Dilemma, Michael Pollan**

- Ch. 15 "The forager"
- Ch. 16 "The omnivore's dilemma"
- Ch. 17 "The ethics of eating animals"

(We're starting this book here, with Michael Pollan's discussion of "The forager" and "The ethics of eating animals" as next Week we begin having a closer look at hunting / gathering / foraging as a way people get their food in nonindustrialized societies)

- **The Language of Food, Dan Jurafsky**

- (Assignments start in [Week 4](#))

## OTHER ASSIGNMENT INFORMATION ...

[Main Due Dates](#)

s2023 **Module 3 – Week 3**



## MIDTERM EXAM . . .

**Remember, the exams are open-book tests**—so bear in mind that you *do not* have to memorize these names and facts. So familiarize yourself with the materials, but don't spend too much time trying to commit the details to memory. (If you haven't read the materials about the Anthropology of Food exams yet, it might be a good idea to do that before too long. You can find that information at

[http://www.d.umn.edu/cla/faculty/troufs/anthfood/afexams\\_midterm.html](http://www.d.umn.edu/cla/faculty/troufs/anthfood/afexams_midterm.html).)

## PROJECT INFORMATION . . .

[Basic Information](#)

[Main Due Dates](#)

**Keep thinking about your Class Project, about something *that you, personally, are interested in*. Pick out 1-3 things that interest you, that are related to the class, that you think might make a good Class Project.**

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

**Your class Project is your Term Paper,  
plus a short “work-in-progress” presentation.**



*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, 4 September 2023**. 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)]. . . .

It is an *informal* statement. A more formal statement will come later on (in Week 7, Saturday, 25 February 2023).

## **DUE: DISCUSSION WEEK 3 . . .**

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

**“How 'yal doin'?” and How does one really know how your doin'?”**



**"Why is it so much easier to choose a doughnut over some broccoli?  
This is what's going on in your brain . . ."**

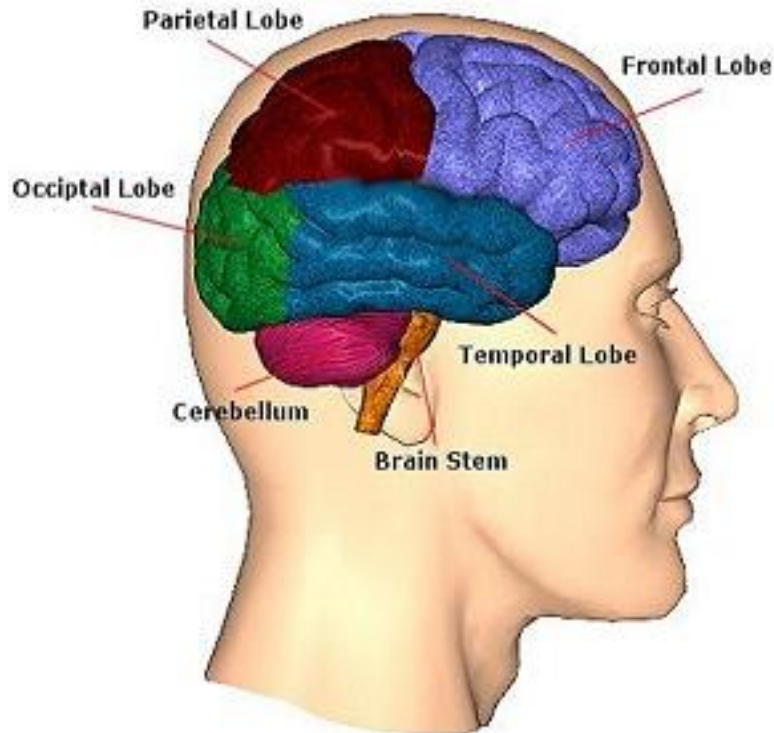


BBC (4:50, 20 July 2020)

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

[Food Trivia HomePage](#) 

**“The human brain encodes what three factors in processing nouns?”**



[Answer](#)

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

[Basic Extra Credit Information](#)

Extra Credit is available in this class.  
We'll have a closer look at Extra Credit after the Midterm Exam.

**OTHER (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](mailto: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/>>

<<https://umn.zoom.us/my/troufs>>

<[other contact information](#)>