



Tim Roufs Inspecting Durians in Singapore Market, 2017

## Anthropology of Food Week 4

1.0 **What's Happening?**

5.0 **Other Assignments**

9.0 (optional)  
**For Fun Trivia**

(optional)  
**Live Chat**  
Tuesday 7:00-8:00 p.m.

2.0 **Video Explorations**

\*6.0 **Midterm Exam**

10.0 (optional)  
**Extra Credit**

(optional)  
**Questions / Comments**

3.0 **Slides**

\*7.0 **Project**

11.0 (optional)  
**Other**

4.0 **Readings**  
Semester Readings

\*8.0 **Discussion**

click links for details)  
= leave page

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

## 1.0 What's Happening Week 4?

This week we ask the question, “Did cooking make us human?”

**Week 4 of Anthropology of Food** we're traveling back into prehistoric times. You will see some of these materials also in Chapter Two of *Eating Culture*, “Settled Ingredients: Domestic Food Production,” and in Chapter Four, “Cooks and Kitchens.”

Remember that **archaeology is one of the four main branches (“four fields”) of American Anthropology** (from Weeks 1 and 2). The four fields are Archaeology/Prehistory, Biocultural, Sociocultural, and, Linguistics.

*Next week* we're going to have a look at how people get their food in non-industrial societies . . . by **Hunting-Gathering or Foraging . . . featuring**

(1) the classic film *The Desert People*,

(2) Ch. 2 of *Eating Cultures*, “**Hunter-Gathering or Foraging**,” and

(3) the chapters from Michael Pollan's *Omnivore's Dilemma on foraging* (Chs. 15-17).

**It's part of the overall topic of Food Revolutions and the Emergence of Food Production**

**Food Revolutions**

Fake Meat

**Food Timeline**

## 2.0 VIDEO EXPLORATIONS WEEK 4 . . .

**Real People . . . Real Places . . .**

[Videos for the Semester](#)

*Horizon:*

### ***Did Cooking Make Us Human?***

(ca. 52 min.)

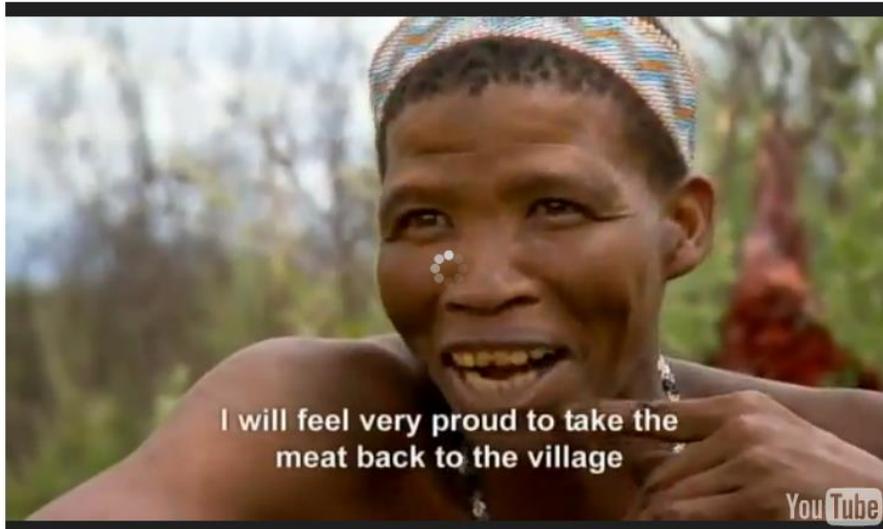
 [On-line Access](#)

[click ↑ here]

(UMD AVON link updated 2022.08.08)

### **Did Cooking Make Us Human?**

BBC, Horizon, Charles Colville, Helen McCrory (narrator)



Available at: [Films on Demand Streaming Videos \(Duluth campus\)](#)

[course viewing guide](#)



Trying the Hadza hunter-gatherer berry and porcupine diet  
-- BBCNews 23 July 2017

**The first porcupine I ever ate**  
was with some of the last of the very traditional hunters and gatherers of the Leech Lake Reservation. [Paul Buffalo](#) (born first in 1898/9 and again on White Oak Point on the 4<sup>th</sup> of July in 1900) and I—in the mid-1960s—shared a porcupine, boiled whole, with his brother “Joe Sky” Nason in a small log cabin in the woods west of Deer River. “Joe Sky” killed it with a wooden club explaining that he just had a hankerin’ for some old time food—very much **like we will see this week in the BBC video *Did Cooking Make us Human?*** Paul Buffalo’s family lived following the traditional seasonal food cycle until WWI, about 1915.

I had the right-front leg and shoulder of the porcupine, which, when I first saw it, was sticking up out of the pan about four

inches, hairy paw attached. The cooked porcupine had a *really* strong flavor, for my tastes, but the old-time lumberjacks who chewed snuff, chewing tobacco, and plug tobacco most of their lives *loved* porcupine—because it was a food that they could still taste after having ruined their taste buds with a life of chewing snus and plug tobacco (sometimes at the same time). In traditional times *Anishinabe* peoples in northern Minnesota did not generally “hunt” (actually more like *collect*) porcupine. No, they generally left porcupines alone *because* porcupine were very easy to catch—one could do it with just a stick—and porcupine was thus a sort of “survival” food in case they didn’t get other meats (which wasn’t very often). In the classical anthropology film *The Hunters* the small Khoisan\* hunting party of four, of a group which had been without meat in their camp for a month, eventually “collected” two porcupine after coming home empty-handed two or three times.

\*[aka the Kalahari Bushmen, !Kung, San, and other names]

### **Hunter-gatherers as models in public health**

-- [OBESITYreviews](#) (02 December 2018)

### **Trying the Hadza hunter-gatherer berry and porcupine diet**

– [BBCNews](#) (27 July 2017)

### **'Hadza': the last hunter-gatherer tribe in Tanzania – in pictures**

-- [The Guardian](#) (22 October 2018)

### **Prehistoric women were hunters and artists as well as mothers, book reveals**

-- [The Guardian](#) (29 April 2022)

**During Week 4 of Anthropology of Food we're traveling back into prehistoric times.** You will see some of these materials also in Chapter Two of *Eating Culture*, “Settled Ingredients: Domestic Food Production,” and in Chapter Four, “Cooks and Kitchens.”

If you find some of the **names of the prehistoric apes and early**

**humans** (and their home locations) confusing, don't let that bother you. **Not so long ago a whole major species was added to the list: *Homo naledi***[.](#) The class materials this week will walk you through these foreign-sounding topics, *sans Homo naledi*, and provide a little more illustration to the points that the text makes. The video *Did Cooking Make Us Human?* will also review some of the main prehistoric players in the ancient food scene.

### 3.0 WEEK 4 SLIDES . . .

[Class Slides for the Semester](#)

Some of the **slide sets** for this and the next couple of weeks are **fairly long, but bear with them as the programs as they provide important information.**

## The Biocultural Framework

Once you have mastered the basic information and conceptual framework relating to the Anthropology of Food—an approach centered on the **“Biocultural Framework for the Study of Diet and Nutrition”** which is one of the main items of the week—we will have an intensive look at a series of food-related issues from around the world.

### **The Biocultural Framework**

(.pptx)

[click ↑ here]

### **Nutritional Status**

(.pptx)

[click ↑ here]

## And what *are* our Human Nutrition Needs?

Have a look at these slides using the "slide show" mode:

### Human Nutritional Needs

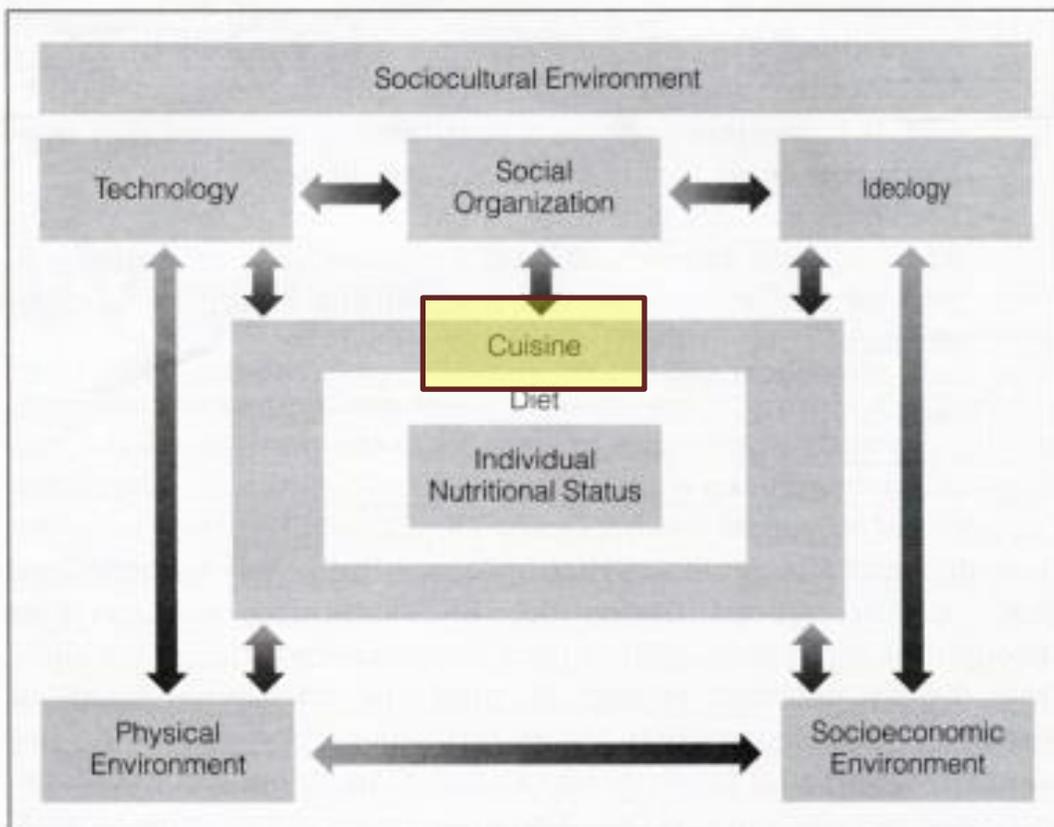
[\(.pptx\)](#)

[click ↑ here]

REM: Links on screenshots are not "hot" (active)

**Figure 1.1**

*Biocultural Framework for the Study of Diet and Nutrition*



Source: Authors

## Human Nutrient Needs

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

The screenshot shows a presentation slide with a yellow header. The main content is a list of terms and topics under the heading 'TERMS:'. The items are: 'Nutritional Status', 'Biological Makeup', 'Human Nutrient Needs', 'Diet', 'Cuisine', and 'The Environments' (which includes sub-points for Physical, Sociocultural, and Economic and Political). At the bottom, there is a small note about figures from 'The Cultural Feast'.

## Diet and Human Evolution: An Introduction

(.pptx)

[click ↑ here]

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

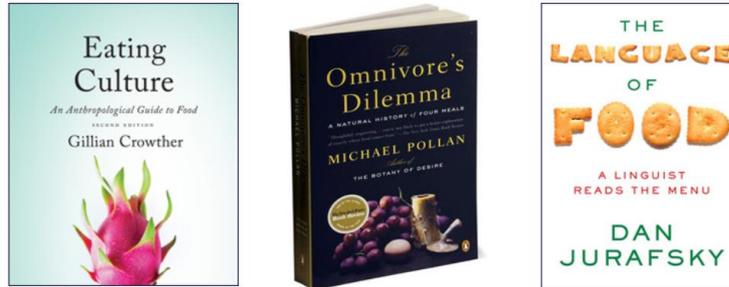
### Diet and Human Evolution

The screenshot shows a presentation slide with a yellow header. The main content is a list of topics under the heading 'Diets of Extinct Humans / Paleontology'. The items are: 'Teeth', 'Skulls and Jaws', and 'The Postcranial Skeleton'. There is a callout box with the text: 'If you want to have a closer look at the primate chart in the slides: "Prehistoric and Contemporary Primates"'. Below this, there is a list of topics: 'Adaptation', 'Using Chemistry to Infer the Diets of Extinct Hominini', 'Our Place in Nature', 'A Brief Who's Who of the Early Hominines', 'What Did Early Hominines Eat?', 'What Can We Say About the Diets of Fossil Homo', and 'Highlight: Lactose Intolerance'. At the bottom, there are two bullet points: 'Federal Agencies Regulating Food' and 'USDA Food Guide Pyramid'.

## 4.0 READINGS FOR WEEK 4 . . .

[Readings for the Semester](#)

[Textbook Information](#)



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

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

- CHAPTER THREE: MOBILE INGREDIENTS: ROOTS, ROUTES, AND REALITIES OF INDUSTRIALIZED AGRICULTURE

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

- Ch. 18 "Hunting: the meat"
- Ch. 19 "Gathering: the fungi"
- Ch. 20 "The perfect meal"

(We're continuing this book here, with Michael Pollan's discussion of Hunting and Gathering, and in Ch. 2 of *Eating Culture* we have a closer look at hunting / gathering / foraging as a way people get their food in nonindustrialized societies)

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

- "Introduction"
- Ch. 1 "How to Read a Menu"

## 5.0 OTHER ASSIGNMENTS INFORMATION . . .

[Main Due Dates](#)  
s2024 [Module Week 4](#)

### Catch Up

**This week take a little time to catch up . . .**



**REM: The Course in a Nutshell**[↗](#)

**DUE: MIDTERM EXAM . . .**

**It's time to start thinking about the midterm exam** (which will be available **Week 6, 12-17 February 2024**). 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](#).[↗](#)

### **6.0 DUE: Midterm Exam Question**

[General Midterm Exam Information](#)[↗](#)

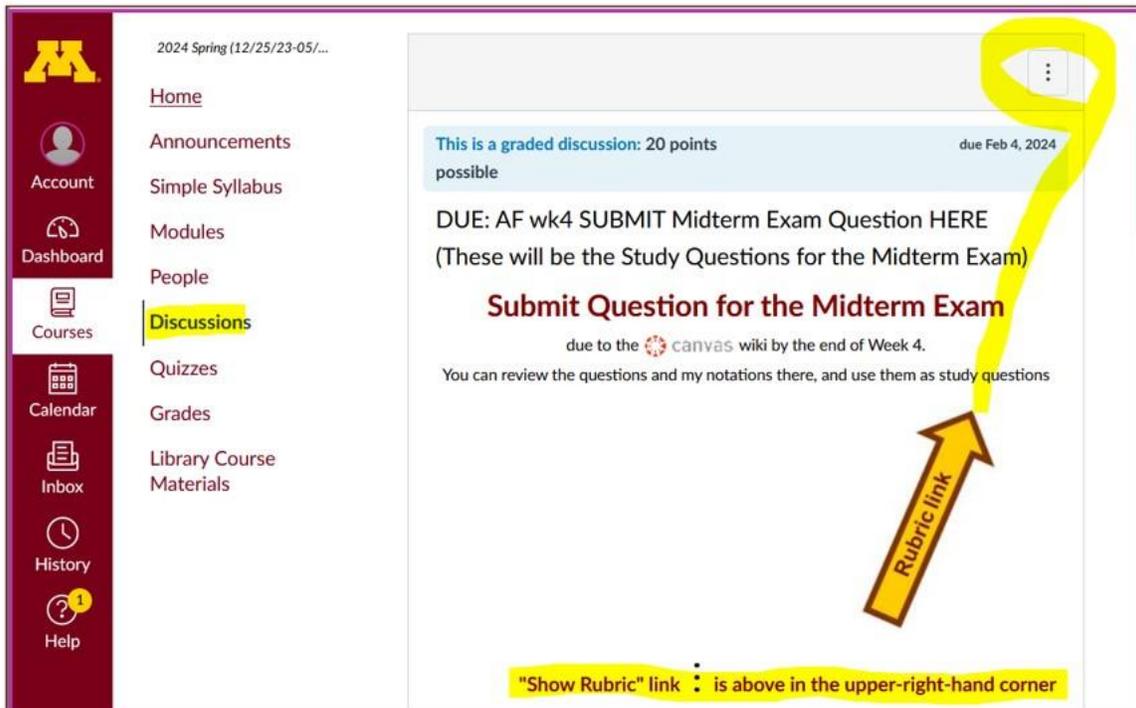
Be sure to **contribute your question(s) to the Midterm Exam by the end of Week 4, this Sunday, 4 February 2024**. I will review those questions, commenting on them in order to try to make them a good source for reviewing for the Midterm Exam. That is, you will be able to **use those questions as study 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.

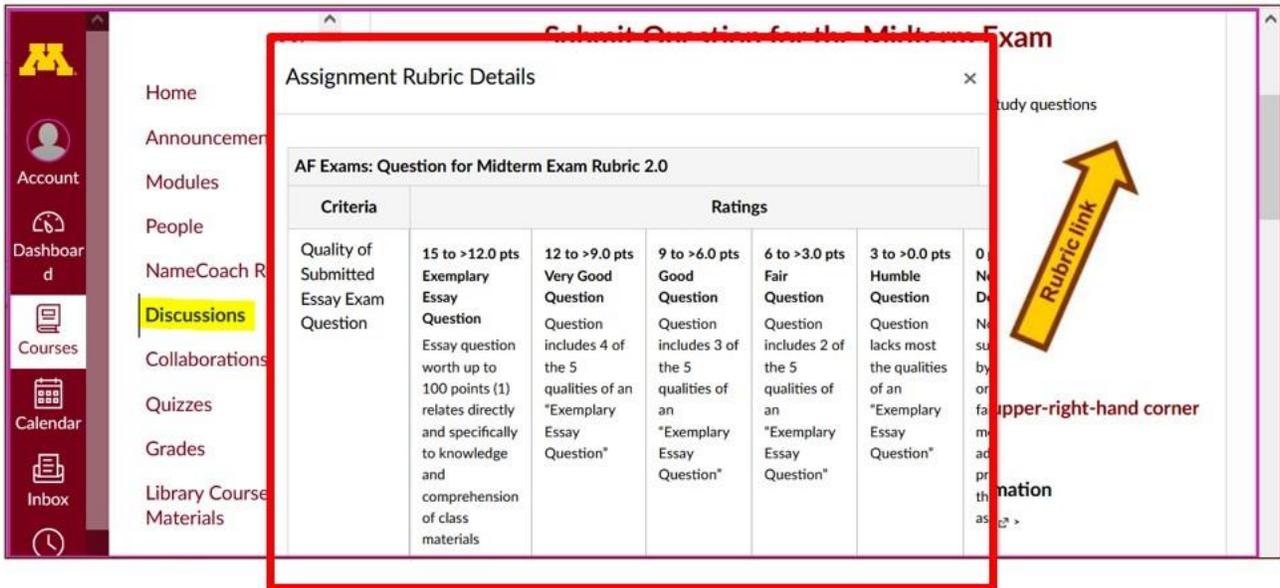
NOTE: To see the details of the **Exam Question Rubric** click on the pull-down menu in the upper-right-hand corner of the Assignment . . .

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



And the pull-down Rubric information appears at the bottom of the screen. . .

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



## 7.0 DUE: PROJECT INFORMATION . . .

[Basic Information](#)

[Main Due Dates](#)

### Your Informal Proposal is due this Week

*Pick out 1-3 things that interest you, that are related to the class, that you think might make a good Class Project.*

*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.*

*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 this week, **Sunday, 4 February 2024**. 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. Links to the details are in the Week 4  canvas syllabus and on your  canvas . Note that this is a simple *informal* proposal. A more formal statement will come later on (in Week 7, Sunday, 25 February 2024).

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

2024 Spring (12/25/23-05/...

Home

Announcements

Simple Syllabus

Modules

People

Discussions

Quizzes

Account

Dashboard

Courses

Calendar

Inbox

History

Help

### DUE: AF wk4 Project Part 1: Informal Proposal

Due Feb 4, 2024 by 11:59 PM

Submitting a file upload

**Start Assignment**

#### Project Statement, or Project Proposal (up to 20 points)

The *informal* statement can be very straightforward. It's a simple statement (on a Word document) of . . .

The *informal* statement can be very straightforward. It's a simple statement (on a Word document) of . . .

"Here's what I'm interested in doing. . . .

Here's why I'm interested in that. . . .

Here's what I think will be useful for that project. . . .

## 8.0 DUE: DISCUSSION WEEK 4 . . .

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

### Food and Climate Change





By Richard Black, [BBC News \(Links to an external site.\)](#), 24 March 2010

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

[Food Trivia HomePage](#)

**Week 4 First Question**

**“How do you say ‘blueberry pie’ in *Anishinabe* / *Ojibwa* / *Chippewa*?”**



[Answer](#)

Week 4 Second Question

**“How many gallons of sap does it take to make one gallon of maple syrup?”**



[Answer](#)

**10.0** (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.

**11.0 OTHER (OPTIONAL) . . .**

(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](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](#)