

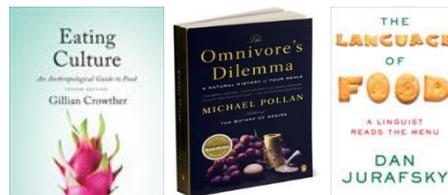
Anthropology of Food Week 3

[🔗](#) = leave page



[Syllabus](#) [🔗](#)

[Calendar](#) [🔗](#)



What's Happening this Week

REM: [Main Due Dates](#) [🔗](#)

1. General Comments for the Week

During Week 3 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.

**This week we ask, “Did cooking make us human?”
and
“just exactly how much food, and what kind of food, do we need to
live a healthy life?”**

We'll see; literally.

2. Live Chat: Open Forum / Office Hours

[Contact Information](#)

Tuesday, 15 September 2020 @ 7:00-8:00 p.m. (CDT)

“ZOOM”

[click ↑ here]

“Chat”

[click ↑ here]

3. Video Explorations

Real People . . . Real Places . . .

[Videos for the Semester](#)

▶ *Did Cooking Make Us Human?*

(52 min, 2010)

Films on Demand Streaming Videos (Duluth campus)

[click ↑ here]

(use with VPN if you need to)

[course viewing guide](#)



Eating Porcupine

4. This Week's Slides

[Class Slides for the Semester](#)

“Other Important Terms”

(.pptx)

[click ↑ here]

“Units of Analysis”

(intro--you can finish this next week)

(.pptx)

[click ↑ here]

as mentioned in the “Orientation”
units of analysis may include:

- one person
- the family
- the community
- a region
- a “culture area”
- a culture / “subculture”
- a nation
- the world
- an item or action itself
- a “cultural metaphor”

5. Readings for the Week

[Readings for the Semester](#)

[Textbooks](#)

6. REM Your Class Project

Informal Proposal Due Next Week

7. Other Assignment Information

[Main Due Dates](#)

[Calendar](#)

Week 3 Calendar

Fake News / Media Bias Chart

Discussion

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

For Fun Trivia

"The human brain encodes what three factors in processing nouns?"

For other optional items for the week check "[Calendar](#)" [🔗](#) or "[Syllabus](#)" [🔗](#)

Questions? Comments?

1. General Comments for the Week

As mentioned above, during Week 3 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.

And **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 Anth 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.)

For this week—for the entire term, for that matter—**focus on the ideas and main concepts and differing points of view.** In the video *Did the Cooking Make us Human?* for example, pay attention to what **Richard Wrangham's ideas** are, *and how he argues in support of them.*

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.

**This week we ask, “Did cooking make us human?”
and
And “just exactly how much food, and what kind of
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We’ll see; literally.**

2. Live Chat: Open Forum / Office Hours

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Tuesday, 15 September 2020 @ 7:00-8:00 p.m. (CDT)

[“ZOOM”](#)

[click ↑ here]

[“Chat”](#)

[click ↑ here]



Live Chat is optional. Transcripts of the discussions will be available in your Chat folder.



3. Video Explorations

Real People . . . Real Places . . .

[Videos for the Semester](#)

🎥 *Did Cooking Make Us Human?*

(52 min, 2010)

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

[click [↑](#) here]

(use with [VPN](#) if you need to)

[course viewing guide](#)

Did Cooking Make Us Human?

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



“We are the only species on earth that cooks its food - and we are also the cleverest species on the planet. The question is: do we cook because we're clever and imaginative, or are we clever and imaginative because our ancestors discovered cooking? This program examines the evidence that our ancestors' changing diet and their mastery of fire prompted anatomical and neurological changes that resulted in taking us out of the trees and into the kitchen.”



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 4th 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]

Hunting in savanna-like landscapes may have poured jet fuel on brain evolution -- [PhysOrg](#) (16 June 2020)

Hunter-gatherer “social media” accelerated our evolution -- [ZME Science](#) (01 March 2020)

A New Breed of Hunters Focuses on the Cooking -- [The New York Times](#) (05 February 2019)

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)

4. This Week's Slides

[Class Slides for the Semester](#) 

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

“Other Important Terms”

(.pptx)

[click  here]



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

“Units of Analysis”

(.pptx) [🔗](#)

[click ↑ here]

Units of Analysis

It is really important that you focus on your unit(s) of analysis when you are doing your **class project**. For a discussion and lots of examples, have a look at the class slides on the units of analysis commonly used in Anthropology

as mentioned in the “Orientation”

units of analysis may include:

- **one person**
- **the family**
- **the community**
- **a region**
- **a “culture area”**
- **a culture / “subculture”**
- **a nation**
- **the world**
- **an item or action itself**
- **a “cultural metaphor”**

5. Readings for the Week

Readings for the Semester [🔗](#)

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

- CHAPTER TWO: SETTLED INGREDIENTS: DOMESTIC FOOD PRODUCTION

- **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**

- (Assignments start in Week 4)

6. Your Class Project

Informal Proposal Due Next Week

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 next week, **Friday, 25 September 2020**. 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 6, Friday, 9 October 2020).

7. Other Assignment Information

[Main Due Dates](#) [↗](#)

[Calendar](#) [↗](#)

Week 3 Calendar

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

The screenshot shows a Canvas calendar interface for September 2020. The calendar is viewed in a weekly grid from Sunday, September 13th to Saturday, September 19th. A sidebar on the left contains navigation icons for Account, Dashboard, Courses, Calendar, and Inbox. The calendar events are as follows:

SUN	MON	TUE	WED	THU	FRI	SAT
13	14	15	16	17	18	19
8:01a AF What's Happening Week 3?	8:01a AF Wk 3 Readings	8:01a AF Wk 3 Video: Did Cooking Make Us Human? (ca 52 min.)	8:03a AF Wk 3 Other Important Terms (.pptx)	Ketchup	AF Wk 3 Discussion: Why is it so much easier to choose a doughnut over some broccoli?	(optional) AF REM How to Turn Your Calendar On/Off
(optional) AF Wk 3 For Fun Food Trivia: The human brain encodes what three factors in processing nouns?		7p (optional) AF Wk 3 Live Chat: Open Forum / Office		AF Wk 3 Units of Analysis (.pptx)		

Annotations on the screenshot include:

- A yellow arrow pointing to the "Agenda" button in the top right corner with the text: "Click 'Agenda' for notebook-style".
- A yellow arrow pointing to the "8:01a AF Wk 3 Video" event on Tuesday with the text: "Videos On-line".
- A blue arrow pointing to the "7p (optional) AF Wk 3 Live Chat" event on Tuesday with the text: "Live Chat Tuesday 7:00 – 8:00 p.m.". Below this, a note states: "The links to the videos are on your Canvas calendar".
- A yellow arrow pointing to the "AF Wk 3 Discussion" event on Friday with the text: "Discussion".
- A yellow arrow pointing to the "8:01a AF Wk 3 Readings" event on Monday with the text: "Readings".

Fake News / Media Bias Chart

***Disclosure:** Items selected from on-line news sources will under normal circumstances be limited to sources classified as legitimate “News” (the green rectangle on the chart) and “Fair Interpretations of the News” (the yellow rectangle on the chart) by the authors of the Media Bias Chart.

When discussing almost anything these days it is important to be aware of fake news and media bias. The Media Bias Chart is a start to sort out the B.S. from information that might actually be useful.



(large original chart)

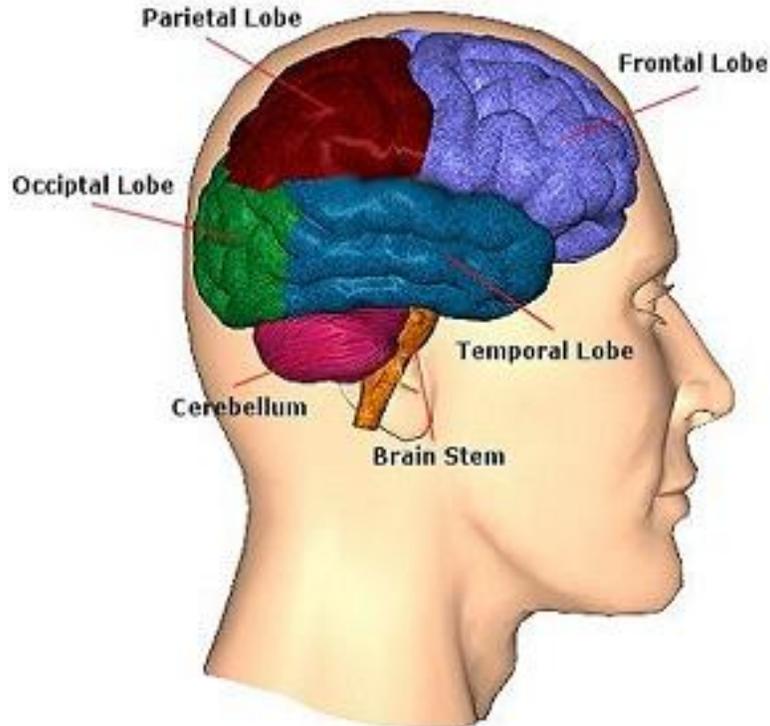
[\[click here for ↑ more information\]](#)

Discussion Topic

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

For Fun Food Trivia for the Week . . .

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



[Answer](#)

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/> 

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

<other contact information> 