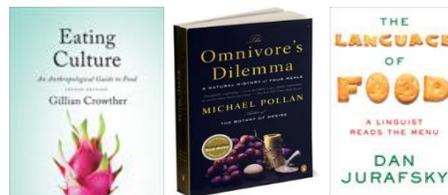


Anthropology of Food Week 3
(Module 3)

"Settled Ingredients: Domestic Food Production"

Diet and Human Evolution: Archaeology / Prehistory

Hunter-Gathering or Foraging, and the Emergence of Food Production



Direct Links
to Canvas

Available on-line in your  canvas folder at

<http://canvas.umn.edu/> 

[Syllabus](#) 

[Calendar](#) 

What's Happening this Week

THIS WEEK'S HIGHLIGHTS

(click links for details)

 = leave page



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.

Live Chat: Open Forum / Office Hours

[Contact Information](#) 

Video Explorations

Real People . . . Real Places . . .

[Videos for the Semester](#) 

Human Nutrient Needs

Eating Porcupine

This Week’s Slides

[Class Slides for the Semester](#) 

Readings for the Week

[Readings for the Semester](#) 

REM: [Textbooks](#) 

Other Assignment Information

[Main Due Dates](#) 

[Calendar](#) 

Week 3 (Module 3) Calendar

REM: **Your Class Project**

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?" [🔗](#) s2021

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

Questions? Comments?

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.

Live Chat: Open Forum / Office Hours

[Contact Information](#) 

Tuesday, 26 January 2021 @ 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.

Video Explorations

Real People . . . Real Places . . .

[Videos for the Semester](#)

This week . . .

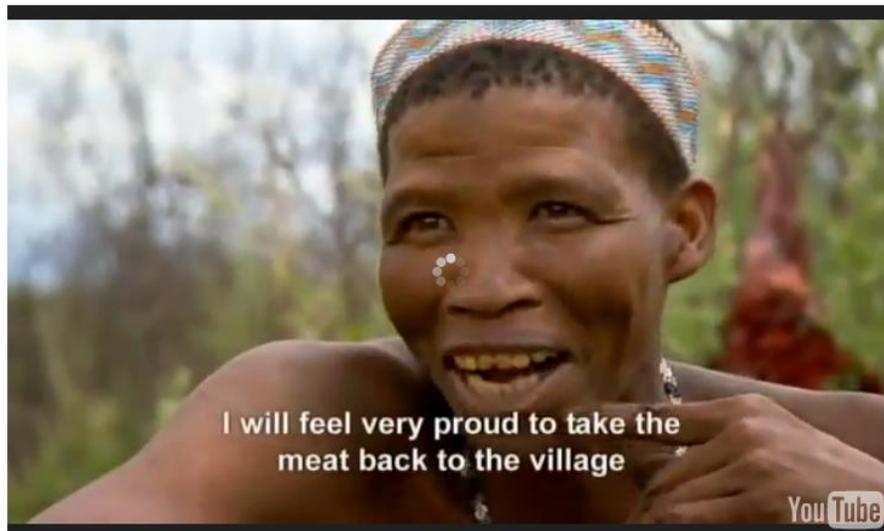
we begin our Video Explorations with

Did Cooking Make Us Human?

(ca. 52 min.)

Did Cooking Make Us Human?

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



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

[course viewing guide](#)

And what *are* our Human Nutrient Needs?

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

[\(.pptx\)](#)

[click  here]



[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]

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)

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 of American Anthropology** (from Weeks 1 and 2).

This Week's Slides

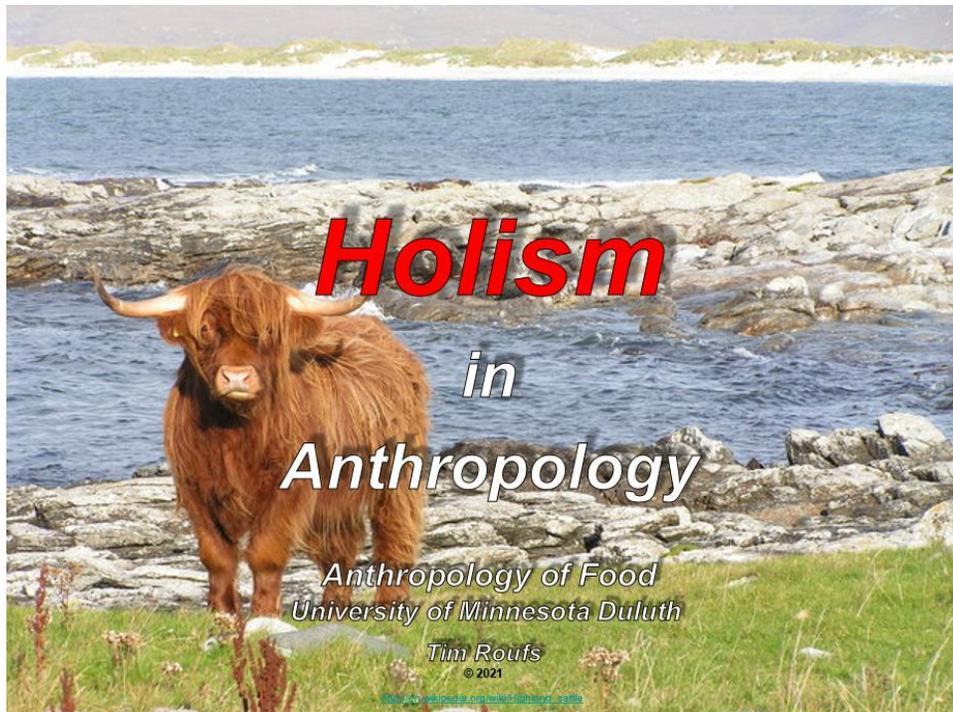
[Class Slides for the Semester](#) 

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

“Holism”

(.pptx)

[click  here]



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]

At least start looking at these this week. You can finish them next week.

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”**

Readings for the Week

[Readings for the Semester](#)

REM: [Textbooks](#)

- ***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](#))

Other Assignment Information

[Main Due Dates](#)

[Calendar](#)

Week 3 Calendar

(Module 3)

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

The screenshot shows a Canvas calendar for January 2021. The left sidebar contains navigation icons for Courses, Calendar, Inbox, and History. The calendar grid shows events for each day from the 24th to the 30th. Annotations with arrows point to specific elements: 'REM Syllabus Version' points to the sidebar; 'What's Happening' points to the 'What's Happening Week 3?' event; 'Readings' points to the '8:01a AF Wk 3 Readings' event; 'REM Agenda Version' points to the 'Agenda' button in the top right; 'Live Chat' points to the 'Live Chat Tuesday 7:00 - 8:00 p.m.' event; 'Video On-line' points to the '8:01a AF Wk 3 Video: Did Cooking Make Us Human? (ca. 52 min.)' event; 'Discussion' points to the 'AF Wk 3 Discussion: Why is it so much easier to choose a doughnut over some broccoli?' event; and 'The links to the videos are live in Canvas' points to the video event.

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 Week 4, **Saturday, 6 February 2021**. 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, 27 February 2021).

Discussion Topic

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

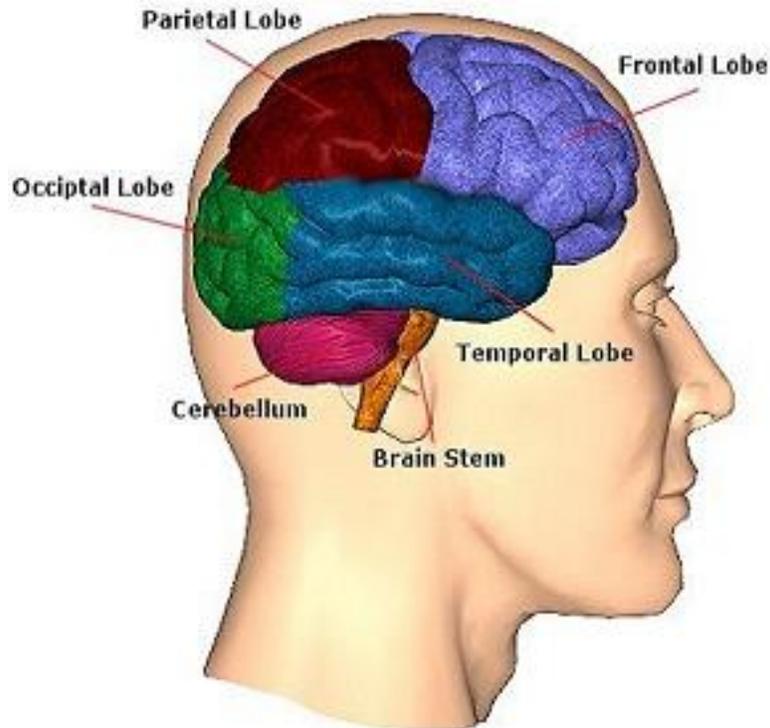


BBC (4:50, 20 July 2020)

For Fun Food Trivia for the Week . . .

Week 3

“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](#) 