Anthropology of Food Week 4

"Mobile Ingredients: Global Food Production"
*The Meaning of Food: “Food & Culture”*

**Video Exploration:**
*Holy Cow*

**Catch Up**

**Speaking of cows . . .**
It’s hard to imagine domesticated agriculture and domestication in general, without cows. They are truly a remarkable, helpful animal as we will see Tuesday in the film *Holy Cow*.

Check out the [Cattle / Cows / Beef](#) class WebSite.

And speaking of cows, and beef . . .

According to Nicholas Kristof, “A revolution is unfolding in the food world, resulting in the first alternatives to meat that taste like the real thing. Veggie burgers used to seem like a blend of tofu and cardboard, but in the last few years food scientists have come up with first-rate faux chicken strips and beef crumbles” (*The New York Times*, 19 September 2015).

“If the alternatives to meat are tasty, healthier, cheaper, better for the environment and pose fewer ethical challenges, the result may be a revolution in the human diet.”

If you are interested in laboratory-grown hamburger, and plant-based “meat”, have a look at Kristof’s NYT column . . .
The (Fake) Meat Revolution

**Could AI help to create a meat-free world?**
-- BBCFuture (15 December 2017)

**A veggie burger that bleeds? Now the ‘clean meat’ revolution is cooking on gas**

**Will Veggie Burgers & Fake Meat Substitutes Ever Top the Real Thing**
-- THRILLIST (05 January 2017)

And the class

Food Science WebPage

Cattle / Cows / Beef WebPage

It’s important to keep track of the various historic Food Revolutions. . . .

Speaking of food and revolutions, Marie-Antoinette did not say, “*Let them eat cake*” or even, as it would have been the case “*Qu'ils mangent de la brioche*” (or at least there is no evidence that she ever said that, and there is credible circumstantial evidence that she didn’t—for e.g., she was still thirteen years old when the phrase appeared in literature, and even then "[Let them eat cake] was said 100 years before her by Marie-Thérèse, the wife of Louis XIV. It was a callous and ignorant statement and she, Marie Antoinette, was neither. . . .”—Lady Antonia Fraser (biographer), 2002. “Cake eaters” and those who are interested in famous cake eaters might find <http://en.wikipedia.org/wiki/Let_them_eat_cake> interesting. It’s short cake.

From the historical/pre-historical perspective, the commonly discussed revolutions in food matters are . . .
1. The Cognitive Revolution  

2. The “Neolithic“ or Agricultural Revolution

3. The Scientific Revolution, and

4. The Industrial Revolution.

But from the point of view of Anthropology of Food you need to add *to those the revolutions* those discussed by Felipe Fernández-Armesto in *Near a Thousand Tables: A History of Food* (NY: The Free Press, 2003). . . . Fernández-Armesto’s work is among the most innovative in social science food literature in recent years (personal opinion) and it has been translated into 26 languages (fact).

1. Invention of Cooking

2. Discovery that Food is More Than Sustenance
3. The “Herding Revolution”

4. Snail Farming

5. Use of Food as a Means and Index of Social Differentiation

6. Long-Range Exchange of Culture

7. Ecological Revolution of last 500 years

8. Industrial Revolution of the 19th and 20th Centuries

Interested in food history and/or prehistory?

Have a look at . . .

The Food Timeline

Food Facts and Food Timeline Index
And this week, take a little time to catch up . . .

Speaking of catching up, it’s also time to start thinking about the midterm exam (which will be Thursday, 15 February 2018). 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.

Be sure to contribute your question(s) to the Midterm Exam by the end of Week 4, this Saturday, 3 February 2018. 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.

Up until now, the slide sets for Weeks 1-4 largely followed the Orientation and Introduction schedule. This pattern will change in a couple of weeks, but for now it seems to be an efficient way of covering some basic background and establishing an analytical framework that we will attempt to put to use after the midterm, when we begin focusing a bit more on examples of food behaviors found in numerous video materials (and in numerous cultures throughout the world). And, hopefully, it also provides some interesting illustrative material to supplement the discussion in the text.
Share your ideas, including study-questions with your classmates. Discuss them on-line with the others in class . . .

Your Class Project

This week we’ll also explore class projects a little bit. 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*. 
It’s a good time to have at least a quick look at the information for your class project, which you can find at <http://www.d.umn.edu/cla/faculty/troufs/anthfood/afproject.html#title>. Your class Project is your Term Paper, plus a short “work-in-progress”.

Your **Informal Project Statement**, or Project Proposal, is due by the end of Week 4, **Saturday, 3 February 2018**. 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)]. . . .

Links to the details are in the Week 4 canvas syllabus and on your canvas. Note that this is a simple *informal* proposal. It is an *informal* statement. A more formal statement will come later on (in Week 6).
Assignments and Events

... this week are listed on your (1) "Calendar", your (2) "Syllabus", and in the (3) "Assignments" section of your canvas folder.
(2) “Syllabus”

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Sun Jan 28, 2018</td>
<td>AF For Fun Food Trivia: How do you say “blueberry pie” in Ojibwa / Chippewa?</td>
</tr>
<tr>
<td>Mon Jan 29, 2018</td>
<td>AF Wk 4 Readings</td>
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<td></td>
<td>AF View: Online National Geographic “Extreme Cuisine” Short Videoclips</td>
</tr>
<tr>
<td>Tue Jan 30, 2018</td>
<td>AF Day 6 Agenda: Video: Holy Cow</td>
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<tr>
<td>Thu Feb 1, 2018</td>
<td>AF Day 7 Agenda: Terms and Units of Analysis</td>
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<tr>
<td></td>
<td>AF Greetings from Punxsutawney!</td>
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<tr>
<td>Fri Feb 2, 2018</td>
<td>AF Discussion: American Indian Fishing and Whaling Rights, and Inuit Seal-Trading Rights (Wk 4) due by 11:59pm</td>
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<tr>
<td></td>
<td>AF Discussion: Covert Entomophagy (Wk 4)</td>
</tr>
<tr>
<td>Sat Feb 3, 2018</td>
<td>AF Due: Midterm Exam Question</td>
</tr>
<tr>
<td></td>
<td>AF Due: Project Part 1: Informal Proposal (By the end of Wk 4) due by 11:59pm</td>
</tr>
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(3) “Assignments”

- Explore Canvas (0% of Total)
- Getting Started (0% of Total)
- Reading Assignments (0% of Total)
- Discussions (Forums) (0% of Total)
- Project + Presentation + Term Paper (0% of Total)
- For Fun Trivia (0% of Total)
- Optional Extra Credit (0% of Total)
- Daily Agenda (0% of Total)
And for fun, **a trivia question this week . . .**

🔍 How do you say "blueberry pie" in Ojibwa / Chippewa?

(Answer)

If you have any **questions** right now, please do not hesitate to post them on the 📡 canvas Course “Chat”, or e-mail roufs@d.umn.edu, or stop in before or after class across the hall in Cina 215 [map].

Best Regards,

Tim Roufs
<http://www.d.umn.edu/~roufs/>