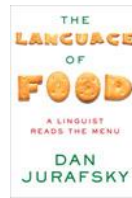
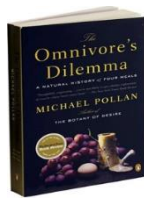
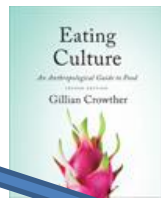




**Best  
over-all  
for the  
semester**



**Direct  
Links  
to Canvas**

- su2024 ["Sunday Memos"](#)
- su2024 [Canvas Modules](#)
- su2024 [Week 8 Module](#)
- su2024 [AF Canvas Simple Syllabus \(URL\)](#)
- su2024 [AF Canvas Simple Syllabus \(.pdf URL\)](#)



Tim Roufs Inspecting Durians in Singapore Market, 2017

## Anthropology of Food Week 8

### Checklist for Week 8

1.0 What's Happening?

2.0 Video Explorations

3.0 Slides

4.0 Readings Semester Readings

\*5.0 Other Assignments

6.0 \*Final Exam

7.0 \*Project

\*8.0 Discussion

9.0 (optional)  
For Fun Trivia

10.0 (optional)  
Extra Credit

11.0 (optional)  
Other

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

(optional)  
Questions / Comments

click links for details)  
= leave page

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

## **1.0 What's Happening Week 8?**

### **Wrapping it All Up**



**This week we wrap up the course, except, of course, for the Final Exam which will be available Thursday-Friday, 25-26 July 2024.**

**This will be a royal week.**

**First we get to see the crown jewels of the semester—your Presentations.**

**Then we get to hear what that famous organic farmer King Charles III has to say about *The Future of Food* in his now-**

**famous “Landmark Speech” at Georgetown University in Washington, DC. King Charles III has been an organic farmer for forty years. What has he recently said about that? . . .**

**‘I was told I was a complete idiot’ about organic farming,  
Charles said day before becoming king**

*-- The Guardian (17 September 2022)*

**Food, by definition, importantly includes water. We’ll check [again] with The Food and Agriculture Organization) of the United Nations (FAO) to see if the King is correct about what’s happening with world water and food, and food waste.**

**And, speaking of waste, we’ll close the week off discussing Food and Art and Food as Art.**

**Before we give the King the last word, we’ll have a look at the film *Vegan* and learn how vegans and vegetarians combine their philosophy of life with their foods.**

## **2.0 VIDEO EXPLORATIONS WEEK 8 . . .**

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

[Videos for the Semester](#)

### ***Vegan***

(57:39 min., 2017)

**[online Access](#)**

-- [Top Documentary Films](#)

[click ↑ here]

If you are off-campus use [Virtual Private Network \(VPN\)](#) connection

[Plant Based News](#)



"The vegan movement is becoming more mainstream by the day. Whether consumers switch to a plant-based diet due to health concerns or out of protest against animal cruelty, vegans are challenging the status quo in the food industry. Corporations and certain political powers are on the ropes, and they're working to shift the tide back in their favor with uninformed and deceptive public relations campaigns. The two-part documentary *Vegan* outlines the battle between the demands of activist consumers and the will of corporate interests."

"The first segment of the documentary (2017) works to dispel many of the most common misconceptions about going vegan. Do you receive enough protein from a vegetarian diet? Is it considerably more expensive than an animal-based eating regimen? Is dairy really the ideal solution for calcium consumption?"

"Food scientists and nutritionists are in overwhelming agreement over the benefits of plant-based eating, and its role in improving susceptibility to heart disease, diabetes and other chronic and life-threatening medical conditions. But some in the industry have been swayed by the well-funded persuasions of corporate pressures and lobbyists."

"In one particularly nefarious tactic outlined in the film, lawmakers make efforts to pass the Dairy Pride Act, an attempt to discard soy and almond milk as viable substitutes for traditional dairy products. Additional laws have been proposed and enacted with the sole purpose of protecting organizations that indulge in animal exploitation and the production of unhealthy processed meats."

"After establishing the debate, and the power struggles that continue to define it, part two of the documentary (2018) looks at where we are now.

With the number of vegans growing by 500% over the past four years, the meat production landscape is at a tipping point. "The future is definitely plant-based," says one commentator featured in the film. In a matter of years, this one-time fringe movement will represent a majority. Attempts to stifle their side of the debate seem increasingly desperate and futile."

"The film contains a wealth of media clips featuring vegan advocates and members of their opposition, and original interviews with medical professionals also chime in with sound scientific evidence in support of a vegan lifestyle."

"*Vegan* elegantly summarizes the moral, economic, environmental and health-related aspects of the vegan debate." -- *Top Documentary Films*

course [\*\*Veganism / Vegetarianism\*\*](#) WebPage

course [\*\*Plant-Based Eating\*\*](#) WebPage

course [\*\*Animal Rights / Animal Welfare\*\*](#) WebPage

course [\*\*World Hunger\*\*](#) WebPage



[Vegan dish with dolma](#) -- [AilinParsa](#)

**The End . . . and The Future . . .**



This week have a listen to what **King Charles III** had to say about the future of food. . . .

The King has mentioned that after he becomes King he will no longer be opining too much on matters such as this, so pay careful attention.

A “Landmark Speech” . . .

 ***The Future of Food*** 

**King Charles III**

(50 min., 2011)

 **View On-line** 

[click  here]

transcript 

If you are off-campus, use Virtual Private Network (VPN)  connection

Rodale Books . . . His Royal Highness Prince Charles's Landmark Speech "On the Future of Food" - NY (14 February 2012) 



‘I was told I was a complete idiot’ about organic farming,  
Charles said day before becoming king

-- The Guardian (17 September 2022)

And what will **the future** bring for food? It’s hard to say, except,

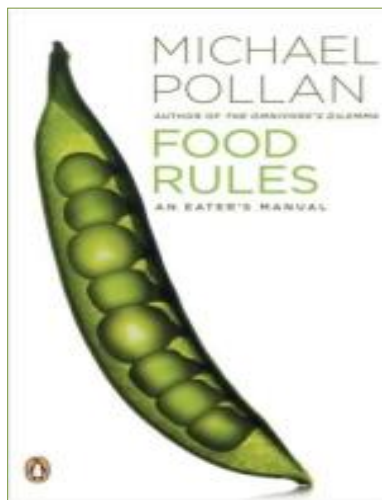
perhaps, for the views of some notable folks on *The Future of Food*, and a few other items related to class this week.

Even **Napoleon** in all his greatness could not have imagined the food world you live in. (It was only a little over two hundred years ago, in 1810, that Nicholas Appert discovered the process of preserving food by canning—for Napoleon’s army.)

And for that matter, your grandparents couldn’t have imagined *your* food world. Even a casual reading of Jean Anderson’s *The American Century Cookbook* (NY: Potter, 1997) will reveal lots of food innovations that have happened in your lifetime (the timeline of food events in this book is one of the best compilations on twentieth-century food events in print—personal opinion).

And speaking of your grandparents, there is no end to Michael Pollan’s *Food Rule #2*:

***“Eat nothing your grandmother wouldn’t recognize as food.”***



## 3.0 WEEK 8 SLIDES . . .

[Class Slides for the Semester](#)

## The Search for Spices

(.pptx) 

[click ↑ here]

**Food Revolutions: Spices**

• **The Search for Spices** (.pptx) 

See also [Spices](#) 

## The Industrial Revolution

(.pptx) 

[click ↑ here]

**Food Revolutions: Industrial**

• **The Industrial Revolution** (.pptx) 

• Early Technology: Transportation, Refrigeration, Canning (.pptx) 


See also [The Scientific Revolution](#), [Food Science](#), [Food Transportation](#), and *Cf.*, [Fernández-Armesto \(2003\)](#)

## The Scientific Revolution

(.pptx) 

[click ↑ here]

**Food Revolutions: Scientific**

• **The Scientific Revolution** (.pptx) 

• Modern-Day Adaptations (.pptx) 

• Highlight: Vegetarian Diets: Then and Now (.pptx) 

See also [The Industrial Revolution](#), [Food Science](#), [Food Chemistry](#), [Bio-Physical Anthropology and Food](#), [Genetically Modified \(GM\) Foods](#), [Nanofoods](#), [Food Safety](#), and [Food Transportation](#)

View: **Three - Five Student Presentations before you take the Final Exam** 

su2024 <<https://canvas.umn.edu/courses/426915/modules/items/11849281>> 

[click ↑ here]

**See Student Presentations in Your  canvas folder**





## If you need to, review the Following Slide Decks for the Final Exam

using the "slide show" mode:

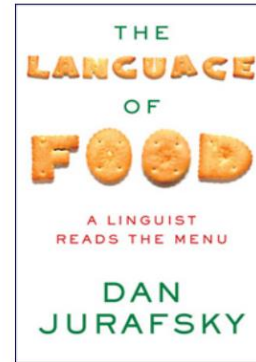
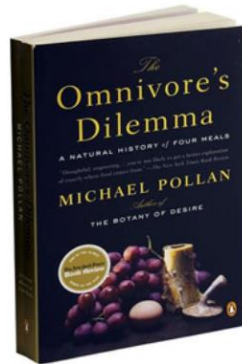
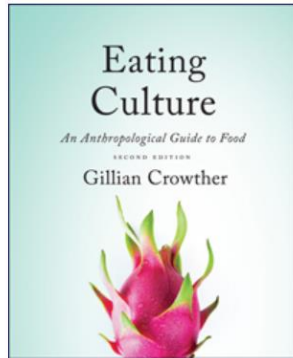
### Main Characteristics of Anthropology

[WebPage Summary](#)

- week 2: **1 The four fields of anthropology** [\(.pptx\)](#)
- week 3: **2 culture** as a primary concept [\(.pptx\)](#)
  - How about a little game of Jeopardy? [\(.pptx\)](#)
- week 3: **3 comparative method** as major approach [\(.pptx\)](#)
- week 6: **4 holism** as a primary theoretical goal [\(.pptx\)](#)
  - Anthropology and its **Parts Chart**
    - Enlarged Chart: ["Anthropology and . . . It's Parts"](#) [\(.pptx\)](#)
- week 6: **5 fieldwork** as a primary research technique [\(.pptx\)](#)

## 4.0 READINGS FOR WEEK 8 . . .

[Readings for the Semester](#)  
[Textbook Information](#)



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

- CHAPTER NINE: LOCAL DIGESTION: MAKING THE GLOBAL AT HOME
- "EPILOGUE: LEFTOVERS TO TAKEAWAY"

## 5.0 OTHER ASSIGNMENT INFORMATION . . .

Main Due Dates[↗](#)

su2024 [Module 8 – Week 8](#)[↗](#)

### Course Survey

(sent to you *via* e-mail from IT)



**The friendly folks from Information Technology Systems & Services sent you an Invitation to Participate in an on-line Course Evaluation.**

**Evaluations are important to me, the Department Head, and the Dean, as well as everyone in our Department. And they are very important in the future development of this course.**

**Please fill the online Course Evaluation out carefully. Please do that one as well as the short one in your Canvas folder.**


**Evaluations are anonymous, and will not be seen by the instructor until final grades for this course have been recorded.**

**Thanks,**

**Tim Roufs**

## **6.0 FINAL EXAM . . .**

**If you have any questions or comments about the Final Exam please let me know.**

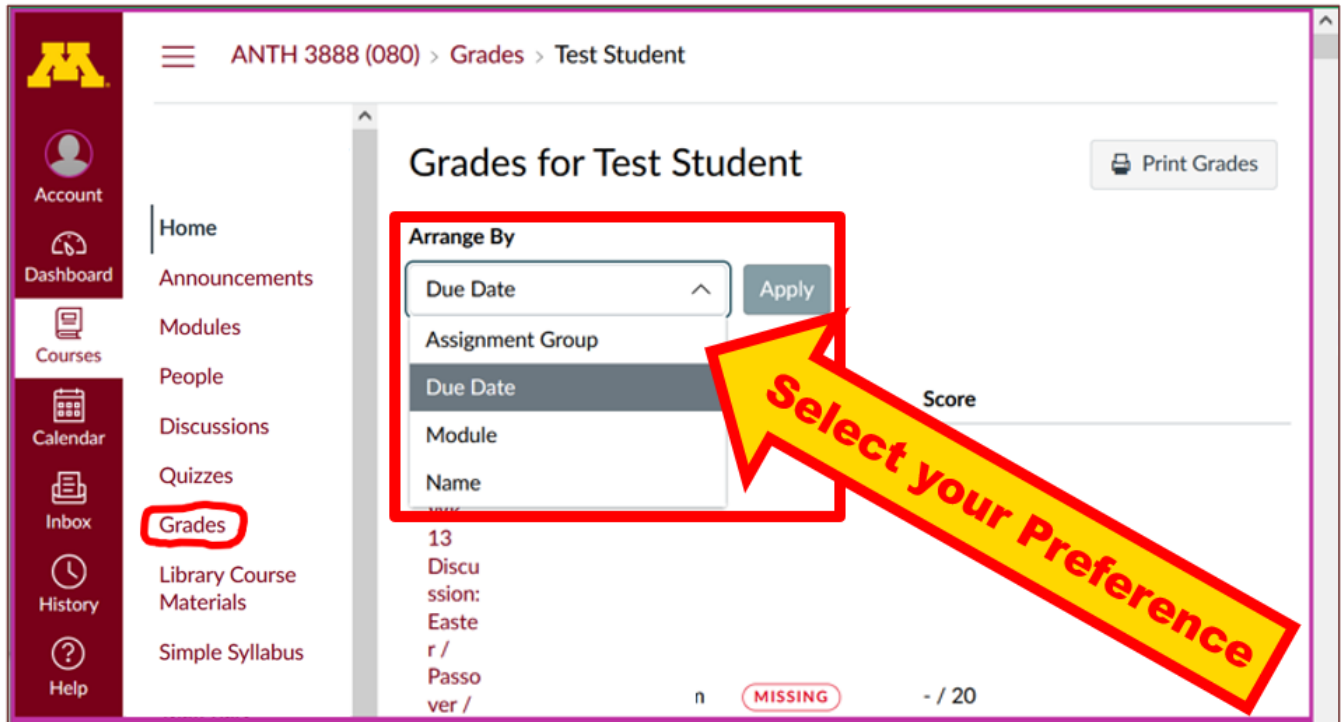
If you took the exam, check for the results are in your  **canvas** Gradebook (check the left-hand Course Navigation column on your “Home” page).

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

The screenshot shows a course management system interface. On the left is a dark red navigation sidebar with icons and labels for: Home, Account, Dashboard, Courses, Calendar, and Inbox. The main content area has a white background with a list of menu items: Home, Announcements, Modules, People, Discussions, Quizzes, Grades, Library Cou, Materials, and Simple Syllabus. The 'Grades' item is circled in red, and a large yellow arrow with the word 'Grades' in red points to it. To the right of the menu is a photograph of a man wearing a hat and glasses, standing in front of a display of durians. A sign in the photo reads '貓山王' (Maoshan King) and '1KG \$28'. Below the photo is a caption: 'Jim Roufs inspecting Durians in Singapore Market, 2017'. At the bottom right of the interface is the text 'Meet Your Professor'.

Set your “Arrange By” preferences in your  Canvas Gradebook:

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



### A Note on Grades and Grading . . .

Profs “grading” exams is a lot like an ump in Major League Baseball calling balls and strikes. The Major League rules are clear <http://www.d.umn.edu/cla/faculty/troufs/anthfood/afgrades.html#strikezone> as are the stated criteria for written projects and exams [http://www.d.umn.edu/cla/faculty/troufs/comp3160/criteria\\_for\\_grading.html](http://www.d.umn.edu/cla/faculty/troufs/comp3160/criteria_for_grading.html).

But, in the end, they are both human judgments.

The biggest difference between a Major League Umpire calling balls and strikes and a professor calling a grade is that you get ejected from the baseball game if you argue balls and strikes (see Section 9.02 Official Baseball Rules [http://mlb.mlb.com/mlb/official\\_info/official\\_rules/foreword.jsp](http://mlb.mlb.com/mlb/official_info/official_rules/foreword.jsp)) and one *should* really question the prof if they didn’t like the call, and that is especially true for midterm exams as one can often learn quite a bit that is helpful for the Final Exam by looking over and discussing a midterm exam.

Maybe a better analogy would be judging **Olympic Figure Skating, or Gymnastics, or Ski Jumping, Diving** and the like . . . <http://www.d.umn.edu/cla/faculty/troufs/anthfood/afgrades.html#gymnastics>.



If your style is to look at charts, the grading “chart” is at <http://www.d.umn.edu/cla/faculty/troufs/anthfood/afgrades.html#gradingpolicies>.

So if, for whatever reason, you didn’t like “the call,” e-mail, or stop by Cina 2015 if you are in the neighborhood.

## 7.0 PROJECT INFORMATION . . .

[Basic Information](#)

[Main Due Dates](#)

### Student Presentations

(Review 3-5 before you take the Final Exam)

su2024 <<https://canvas.umn.edu/courses/426915/modules/items/11849281>>

[click ↑ here]



DUE: **Your Term Paper**

Wednesday, 24 July 2024

DUE: **AF Wk 8 TERM PAPER DROPBOX**

[SUBMIT TERM PAPERS HERE] (Project Part 4)

su2024 <<https://canvas.umn.edu/courses/426915/modules/items/11849317>>

[click ↑ here]



su2024 REM: AF Check the [UNITS OF ANALYSIS](#) (.pptx) that you are using for Your Project-- compare them to the Units of Analysis described in the slides deck

su2024 REM: AF Does your Project take a [HOLISTIC VIEW](#) of your Subject? If You Need to . . . Review Holism (.pptx)

su2024 REM: AF Check Your Project. How does your Project incorporate the ["FOUR FIELD" APPROACH?](#)



*Charles Dickens* (1842)  
*Francis Alexander* (1800-1880)  
Wikipedia

**Details are at . . .**

[https://www.d.umn.edu/cla/faculty/troufs/anthfood/afterm\\_paper.html#title](https://www.d.umn.edu/cla/faculty/troufs/anthfood/afterm_paper.html#title)

[click ↑ here]

As I mentioned last week and throughout the semester a major part of this course is your **research project**—not just for the points, but because researching a topic you are interested in, and presenting your findings to others, and then writing the results up as a formal paper, is one of the best ways to learn things, *and* it gives you valuable practice for presenting your ideas and arguments.

## 8.0 DUE: DISCUSSION WEEK 8 . . .

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

#1

su2024 [Picturing Food Waste](#)

**Pichler writes in his project statement:**

**"The immediate idea behind this series was to picture food products at**

**different stages of decay in order to highlight the issue of food waste. This waste is strongly linked to the culture industry and therefore also to people's ways of life, especially in industrial nations. In the photographs, this is made obvious through the combination of food with accessories of the culture industry focused around food (e.g. dishes, cutlery). Therefore, the pictured food items are portrayed as part of a European culinary culture and history. This culture is closely intertwined with the history of exploitation of European colonies and, as a result, the import of cheap food products from other continents."**



**#2**

**And the crowning piece . . .**

**“My Favorite Anth of Food . . .**

**And My Least Favorite. . . .”**

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

[Food Trivia HomePage](#)

(optional) **“Why Do Americans Refrigerate Their Eggs and Most Other Countries Don't?”**



[Answer](#)

(15:49)

-- [Today I Found Out](#) (15 November 2019) [2.2M views]



**10.0** REM: (optional) **EXTRA CREDIT ...**

[Basic Extra Credit Information](#)

If you have any questions, e-mail [troufs@d.umn.edu](mailto:troufs@d.umn.edu)

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

**REM:**

**If you haven't already done so, have a look at the World Food and Water Clock [including food waste] -- FAO URL [↗](#)**

\*The Food and Agriculture Organization (FAO) of the United Nations [↗](#)

**scroll down once you start the World Food Clock  
to see all of the items featured**



(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.

## 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](#)