

## **ED 589: Wild Food Adventure**

Instructor of Record: Katrina Blair

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Course Credit: 2.0 graduate credits

Dates & Times: Monday, August 6, 2018  
5:30 pm to 8:30 pm  
Tuesday, August 7  
through Friday, August 10, 2018  
9:00 am to 6:00 pm, all days

### **GRADUATE COURSE DESCRIPTION:**

This course is designed for teachers and students who wish to further their knowledge about edible wild plants and source-verified foods, with an emphasis in the following categories: wild and cultivated plant identification; culinary preparation; traditional and contemporary cultural uses of foods; and achieving balanced nutrition and health through diet. Each day we learn from a guest Native scholar or chef to further our cultural knowledge of various food pathways. This course will help students and educators meet the needs of a growing regional movement towards incorporating more foraged and cultivated foods in diet and in natural medicines.

### **STUDENT LEARNING OUTCOMES:**

Upon completion of this course, the student will be able to:

1. Identify at least 15 wild edible plants that are used by local cultures for nutrition and medicine.
2. Communicate and teach the benefits of foraged, cultivated, and source-verified foods.
3. Prepare a variety of traditional and contemporary meals that incorporate wild and source-verified foods.
4. Identify elements of indigenous cultures associated with traditional uses of plants and food sources.
5. Develop workshops and programs that educate the public about indigenous cultures and associated traditional foods.

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

### Optional Texts:

- Blair, Katrina (2014). *The Wild Wisdom of Weeds: Thirteen Essential Plants for Human Survival*. Chelsea Green Publishing. White River Junction, VT. ISBN-978-1-60358-516-3.
- Moore, Michael (2003). *Medicinal Plants of the Mountain West*. Museum of New Mexico Press. Santa Fe, NM. ISBN-0-89013-454-5
- Frank, Lois Ellen (2002). *Foods of the Southwest Indian Nations*. Ten Speed Press. Berkeley, CA. ISBN-978-1-58008-398-0

### Course Material Hand-Outs:

- The Wealth of Our Wild Plants
- Wild Food Supplements
- Alive and Wild Foods Recipes
- Indigenous Foods and Importance to Cultural Preservation

## COURSE REQUIREMENTS:

In order to receive a Passing grade, the participant must complete the following course requirements:

1. Class participation and attendance: Students are expected to read assigned material prior to class and participate in class discussions; and participate in demonstration lessons, practice sessions, and development of food nutrition plans.
2. Assignments: There will be four assignments including:
  - a. Presentation to class: A ten-minute presentation to our class about one food item and its uses in both traditional and contemporary cultures.
  - b. Journal Response: Personal journal entries will summarize each day's learning session with personal goals and ideas inserted.
  - c. Food Preparation: Collaborate on the preparation of three meals (group project).
  - d. Integration paper: 4-6 pages that summarize the value of wild and indigenous foods, particularly as it relates to cultures of today.

**GRADE DISTRIBUTION AND SCALE:**

**Grade Distribution:**

Attendance	10%
Participation	10%
Presentation to Class	15%
Journal Response	35%
Integration Paper	30%

**Grade Scale:**

Grading will be Pass/Fail: A minimum score of 80% will be required to pass. The following Grading Rubric will be used for each item (except for Attendance) listed in “Grading Distribution.”

**Grading Rubric:**

	<b>Excellent 4</b>	<b>Good 3</b>	<b>Needs Improvement 2</b>	<b>Not Acceptable 1</b>
<b>1) Participation in Food Preparation</b>				
Collaboration	Student fully engaged in all food-related activities, demonstrations, and helps with preparation of 3 or more meals. Collaborates with group to share information about relevant subjects. Willing to ask questions to further self and group’s learning experience.	Student participates in all food-related activities and helps with 3 meal preparations. Demonstrates some knowledge and willingness to learn. Engages with group discussion where relevant.	Student participates in most activities and helps with 1-2 meal preparations. Lacks engagement with the group.	Student does not participate in any food-related activities.
<b>2) Presentation to Class</b>				
Topic	A clear statement of the food item or topic is delivered, along with a brief outline of content.	A clear statement of the food item or topic is delivered.	The food item or topic is present, but must be uncovered or reconstructed from the oral presentation.	There is no food item or topic.
Demonstration and/or Visual Aids	Student clearly demonstrates a technique or presents a concept around using a particular food.	The demonstration or concept is obvious, and student explains the topic. Student provides either real or	Student demonstrates a technique but it must be derived how it relates to the food topic. Students	No demonstration or visual aids are presented.

	Student provides either real or illustrated visual aids to show the food and explain the the topic with a thorough understanding.	illustrated visual aids to show the food and explain the topic with some understanding.	provides either real or illustrated visual aids to show the food item but without an explanation of how it relates to the topic.	
Content	At least 3 characteristics are discussed about the food item. Explains uses in both traditional and contemporary cultures.	Two characteristics are discussed about the food item. Explains uses in both traditional and contemporary cultures.	One characteristic is discussed about the food item. Explains uses in a general manner.	No characteristics are discussed.
<b>3) Journal Response</b>				
Content	Journal entries clearly address each daily assignment and describe in detail what was learned. Uses illustration (drawings or photographs) to support concept of assignment.	Journal entries address each daily assignment with bits of detail about what was learned. Some illustration used to support concept of assignment.	Journal entries address each daily assignment. Little to no illustration used in assignments.	Journal entries are not consistent with daily assignments.
Synthesis	Student clearly summarizes content learned throughout the day. Uses both academic and own ideas to reflect on personal and cultural	Student summarizes content and can paraphrase concepts learned throughout the day. Uses concepts to reflect on own food habits.	Student paraphrases concepts learned throughout the day but lacks integration with their personal learning.	Concepts to be integrated are not clear and/or relevant.
<b>4) Integration Paper</b>				
Topic or Question to be Explored	Topic is clearly stated, interesting, and relevant. It also expresses original thought.	Topic is interesting and relevant.	Topic is slightly off-subject and must be extracted from the content.	Topic is totally irrelevant.
Examples	Examples are original, relevant, insightful, and well-used.	Examples are relevant and well-used.	Examples are only somewhat relevant, and/or not well-used.	Examples are missing, irrelevant an/or misused.
Support	The topic is clearly presented with support of cited authors and acknowledgment of experts in the field.	The topic is presented with support from a general knowledge base of authors and experts.	The topic is presented with acknowledgement to 1 or 2 authors or experts.	The topic is delivered without acknowledgment to any previous authors or experts in the field.

<p>Conclusion</p>	<p>Student considers both obvious and unobvious benefits to the food or food concept being presented. Counter-arguments, and/or opposing positions are also presented. Student provides original and/or thoughtful responses.</p>	<p>Student considers obvious benefits to the food or food concept along with counter-arguments, and/or opposing positions.</p>	<p>Student considers only obvious benefits without counter-arguments and/or opposing positions.</p>	<p>No conclusions are presented.</p>

## CLASS SCHEDULE:

### DAILY TOPICS OF DISCUSSION (locations TBD)

Session 1 – Monday, August 6, 2018, 5 pm – 9 pm:

Evening Session: Introductions; Presentation about Local Wild Living and Essential Plants. (Location: Pueblo Bonito Inn, Santa Fe)

Working Dinner (Location: Il Piatto Restaurant, Santa Fe)

*Assignment: Journal entry: Essential Plants for Human Survival  
(Overnight Pueblo Bonito Inn, Santa Fe)*

Session 2 – Tuesday, August 7, 2018, 9 am – 8 pm:

Morning Session: Plant Walk 1: Culinary Herb Garden Tour; Location: (TBD in Santa Fe)

Plant Walk 2: Mountain Plants Tour. (Location: Santa Fe National Forest)

Working Lunch (Location TBD)

Afternoon Session: Discussion of Various Food Pathways. (Location: Pueblo Bonito Inn)

Evening Session: Creating Fine Cuisine Using Foraged Foods. Enjoy Four-Course Meal. (Location: Arroyo Vino Restaurant with chefs Karlos Baca and Colin Shane)

*Assignment: Journal entry: Using Foraged Foods in Fine Cuisine  
(Overnight Pueblo Bonito Inn, Santa Fe)*

Session 3 – Wednesday, August 8, 2018, 9 am – 8 pm:

Morning Session: Plant Walk: Plant Identification and Cultural Uses  
(Location: Santa Fe National Forest)

Break-Out Session 12-3 pm: Working Lunch and Cultural Tour of Downtown Santa Fe

Afternoon/ Evening Session: Creating Fine Cuisine Using Multi-Cultural Foods  
Enjoy Three-Course Meal. (Location: Red Mesa Cuisine with chefs Lois Ellen Frank and Walter Whitewater)

*Assignment: Journal entry: Food Pathways as Defining Culture  
(Overnight Pueblo Bonito Inn, Santa Fe)*

Session 4 – Thursday, August 9, 2018, 9 am – 8 pm:

Morning Session: Traditional Foods of Northern Rio Grande Pueblos  
(Location: Ohkay Owingeh Pueblo with chefs Norma and Hutch Naranjo)

Afternoon Session: Tour of Puye Cliff Dwellings (Location: Santa Clara Pueblo, Tribal Lands)

Evening Session: Creating and Enjoying a Traditional Feast

(Location: Ohkay Owingeh Pueblo with chefs Norma and Hutch Naranjo)

*Assignment: Journal entry: Food as Ritual Importance to Pueblo Life  
(Overnight: Casa Escondida, Chimayo)*

Session 5 – Friday, August 10, 2018, 9 am – 4 pm:

Morning Session: Tour of Mesa Prieta Ancient Rock Art Panels  
(Location: Wells Petroglyph Preserve)

Noon Session: Lecture about Ancestral Pueblo Traditions, Symbols, and Dances  
by Severin Fowles (Location: Zulus Restaurant, Dixon)

Afternoon Session: Experience Picuris Pueblo Feast Day Dances  
(Location: Picuris Pueblo)

*Assignment: Journal Entry: How Wild Foods are Fundamental to Pueblo Culture and  
Cosmology*

*(Overnight: Casa Escondida, Chimayo)*

Final Assignment: Integration Paper due Friday, August 17, 2018.

Submit to instructor, Katrina Blair via email: [katblair@frontier.net](mailto:katblair@frontier.net)

And to coordinator, Kate Thompson via email: [kthompson@crowcanyon.org](mailto:kthompson@crowcanyon.org)

