

Eating New Mexico

Introduction

In this class, students can expect to experience the diverse flavors of New Mexico through an exploration of the working landscapes and people that produce our local food, and to examine the historic and contemporary food cultures of New Mexico, from farm to fork. Students will engage critical local and national perspectives on food systems; tour farms, commercial kitchens, and restaurants; sample foods, and document the intersections of food, culture, and economy.

Expectations

Prior to the course, students will be expected to read the literature associated with the syllabus and to turn in several questions related to the readings. The majority of class time will be spent in the field, and readings will be discussed during visits to associated destinations.

During the five days of the class, students can expect to visit a number of different food production and distribution facilities. Additionally, students will engage in hands-on activities at a number of these places. Each day, students should come prepared to be in the field (literally and figuratively). During site visits, you will be expected to ask questions and document the visit.

Students are expected to:

- Be at class everyday.
- Document and write a short blog post about one stop each day.
- Have completed the day's reading before class begins and submitted three questions based on the reading.
- Complete a final project by July 31.

Items you should bring with you each day:

- Water
- Hat
- Sunscreen
- Gardening gloves
- Sunglasses
- Clothes that are comfortable and can get dirty
- Comfortable, closed-toed shoes
- Snacks
- Notebook and pen or pencil
- Smart phone or tablet (a digital camera will work if you don't have one of these devices)

Objectives

The word cuisine generally means a style of cooking characterized by distinctive ingredients, techniques and dishes, and usually associated with a specific culture or geographic region. The main goal of this course is to begin to articulate, from farm to fork, a definition of *Rio Grande Cuisine*, and to share these observations, conversations, and meditations via the digital publication / blog RioGrandeCuisine.com.

Additionally, the experiences of the week should:

- Expose students to individuals and businesses engaged in regional food production, distribution, and consumption.
- Help students understand more thoroughly how the regional food systems of the Middle Rio Grande fit into a broader conversation about localization/regionalization of food systems in the US.
- Encourage students to document the work of host individuals and businesses as a way to begin to describe and explore a regional cuisine, and in a manner suited for a public audience.

Final Projects (Due Friday, July 31)

Students will produce a final project on a subject of their choosing inspired by class excursions, reflecting their area of study and personal strengths, and in some manner addressing Rio Grande Cuisine. Projects can take a number of forms, but should be produced in a fashion that can be presented online and to a public audience.

For example, a student might make a short video, produce a photo essay, write a series of blog posts with photographs, write an investigative or academic article, create an instructional guide, draw a series of images describing a system or design. Final material will be published on RioGrandeCuisine.com as part of an ongoing exploration of regional cuisine and food systems.

Students are encouraged to be as specific as possible with their projects, and as a result, will be asked to answer the following questions to help hone the topic and the results. The answers to these questions will become the *scope of work* (DUE JUNE 15).

What is the question you will address with your project?

Who is your audience?

What types of media do your audience typically engage with?

What will you produce for your project?

What are the steps you will need to take to produce these materials?

What are the tools you will need to produce these materials?

How will you present them on RioGrandeCuisine.com?

Projects will be evaluated based on:

The appropriateness of the topic

Ability to complete the project in a timely fashion

Ability to complete the project as defined by the *scope of work*

Evaluation

Students will be evaluated based on the following criteria:

40% - Attendance & Participation (this includes reading materials)

Students are expected to attend class everyday. Any missed class time will be reflect a relative reduction of percentage points to the final grade. (If you miss one day, you will miss 8% of total points for the class.) Students are also expected to complete all reading before classes begin and to submit three questions based on the reading.

20% - Daily documentation

Students are expected to photograph (at least three images) and write a short reflection (300 - 400 words) on one part of each day's activities, then post them to the website.

Posts must be completed and scheduled by Monday, June 15 for full credit.

20% - Final project

Students must complete a *scope of work* by Monday, June 15. Projects must be completed and posted online by Friday, July 31 for full credit.

Class Schedule

Day 1 – Agricultural Production

9:00 - Meet at classroom

10:30 - Vida Verde Farm (Abq North Valley)

12:00 - Lunch (bring a lunch)

12:45 - Rio Grande Community Farm

2:15 - Skarsgard Farms

3:45 - DeSmet Dairy

5:30 - Meet back at classroom

Readings:

The Third Plate, Dan Barber

<http://grist.org/series/farm-size-matters/>

<http://skarsgardfarms.deliverybizpro.com/home.php>

<http://riograndefarm.org/>

<http://desmetdairy.com/>

Questions:

What are the pros and cons (both for consumers and farmers) of different scales of production?
different business models?

What are the different types of markets farmers can access based on their scale of production,
and why is this important in a conversation about food systems?

Day 2 – Distribution

9:30 - Roadrunner Food Bank

11:00 - La Montanita Co-op Distribution Center

12:00 - Lunch

1:30 - Ben E. Kieth

3:00 - Skarsgard Farms Warehouse

4:30 - DeSmet Dairy Milk Pick-up

5:00 - Classroom Day End Wrap up

Readings:

<http://www.ams.usda.gov/AMSV1.0/foodhubs>

<http://www.ams.usda.gov/AMSV1.0/getfile?dDocName=STELPRDC5097504> (Pages 1 - 18)

<http://www.ngfn.org/resources/food-hubs> (Watch video, browse the page)

<http://www.ngfn.org/resources/ngfn-database/knowledge/FoodHubResourceGuide.pdf> (Pages 1 - 27)

<http://12.000.scripts.mit.edu/mission2014/problems/inadequate-food-distribution-systems>

Chapters 1 & 6 - Eat Here by Brian Halweil

<http://www.rafb.org/>

<http://coopdistribution.coop/>

<http://www.benekeith.com/>

Questions:

How does the mode of distribution impact production and consumption of food?

What are some of the fundamental challenges of food distribution? How do these challenges change according to scale and distance?

Day 3 – Value-Added Production

9am - Tour of Old Windmill Dairy

11:30 - Tour of Heidi's / Mixing Bowl Commercial Kitchen

12:30 - Food Truck Round Up @ Talin Market (Lunch)

2:00 - Tour of Bocadillos

3:00 - La Cosecha CSA

5:30 - Tractor Brewery Day End Wrap Up

Readings:

<http://www.slowfood.com/international/1/about-us> (please read all subsections of About Us)

<http://www.schoolofartisanfood.org/about-us/artisan-food>

<http://civileats.com/2014/01/31/what-does-artisanal-mean-anyway/> (Listen to conversation at the end of article also)

<http://theoldwindmilldairy.com/>

<http://www.heidisraspberryjam.com/>

<https://www.facebook.com/abqfoodtrucks>

<http://mixingbowlnm.org/>

<http://www.bocadillosnm.com/>

<http://www.getplowed.com/>

Questions:

What is artisan food? Why is it important in New Mexico?

Day 4 – Consumption

9:00 - Classroom Check in

10:00 - Talin Market

11:00 - La Montanita Co-op Market

12:00 - Classroom - Make lunch together / Discuss projects

3:00 - Nob Hill Farmers Market

4:00 - Project Share

(Please fill out volunteer form: https://docs.google.com/forms/d/1-sna2DWUXr_HWMoaJXGr6QFZNxcLoPiBd1vz7_hzZzs/viewform)

Reading:

<http://time.com/3483888/the-truth-about-home-cooking/>

http://www.nytimes.com/2008/10/12/magazine/12wwln-lede-t.html?_r=0

<http://www.npr.org/2011/08/22/139707078/alice-waters-40-years-of-sustainable-food> (Also listen to Fresh Air episode.)

<http://www.feedingamerica.org/hunger-in-america/our-research/hunger-in-america/hia-2014-executive-summary.pdf>

<http://www.feedingamerica.org/hunger-in-america/our-research/map-the-meal-gap/2013/map-the-meal-gap-2013-exec-summm.pdf>

<http://www.usda.gov/factbook/chapter2.pdf>

<http://talinmarket.com/>

<http://lamontanita.coop/>

<http://www.psabq.org/>

<http://farmersmarketsnm.org/>

Questions:

How does restaurant and celebrity chef culture inform the sorts of food choices people make?

How do issues of hunger and regional food systems relate?

What are the implications (social, economic, environmental) of choosing food grown in New Mexico? of choosing processed foods made in New Mexico?

Day 5 – Disposal / Waste

9:00 - The Grove for Breakfast

10:30 - Soilutions

12:00 - UNM Food Service & Lunch

1:30 - Knowaste, Visit by John Shaski

3:00 - Classroom Wrap Up / Finalize project work

5:30 - Old Town Farm / Ponderosa Brewery end of week celebration

Readings:

<http://www.npr.org/2012/09/21/161551772/the-ugly-truth-about-food-waste-in-america>

<http://www.foodrecoverynetwork.org>

http://soilutions.net/?page_id=47

<http://knowaste.net/>

<http://www.epa.gov/foodrecovery/>

<http://www.npr.org/sections/thesalt/2015/04/10/398345233/lunch-not-landfill-nonprofit-rescues-produce-rejected-at-u-s-border> (Listen to story.)

http://www.foodwastealliance.org/wp-content/uploads/2014/11/FWRA_BSR_Tier3_FINAL.pdf

Questions:

Why does so much food go to waste?

What cultural practices contribute to high volumes of food waste?

What opportunities does creative food waste recovery present?