Foraging for Native Foods and Medicines.
Fort Belknap Community Garden
Before...

And...

.....After!
Growing...

...in Prayer...

...with the land.
New friends

New learning.
Introduction
To address complex issues of food, health, agriculture on reservations, we (Baker, Dratz, Dunkel, Hunts, Sands) designed a 3-phase process of Western culture scientists exchanging/learning about Native Science and reservation issues while inspiring young tribal college students about the interconnections of these 2 knowledge bases.

Hypothesis Tested
Tribal college students interested in food, nutrition health, consumer issues can successfully engage with senior scientists and with their own reservation community to help solve wicked problems on their reservations.

Materials and Methods
• National search for tribal college interns
• Peer Refereed literature searches
• CITI training
• IRB Completed at MSU; Blackfeet, Little Big Horn College; Navajo; Shoshone Bann

Results
8 research projects completed by 2 cohorts, 4 each, including:
• tribal member perceptions about their own buffalo herd;
• Historical uses of ancient grains;
• Lab study underway on glycemic index of ancient potato variety.
Huckleberry Gold potato planted in 15 locations on 5 reservations.
Cohort #1 culminating experience was presenting research to policy makers in D.C. at USDA NIFA, USDA Office of Tribal Relations; select members of Congress and Senate. For cohort #2 presenting research at national Native Foods Conference at Mystic Lake, MN.

Summary/Conclusions
Considerable learning took place on the part of both the MSU scientists and the tribal college students.
Continue this program with these 3 stages.
Stage 1: 6-week summer on-campus residency with students exposed to wide variety of lab/field experiences, field trips to local reservations, observe successful food sovereignty projects in action.
Stage 2: an entire academic year with students earning monthly stipends while formulating their own research project with support of faculty/their own Native community.
Stage 3: summer session when students implemented their research projects and presented research to policy makers in D.C. or at the Native Foods conference in MN.

Recommendations
• Publish research on the model to inspire, engage, listen.
• Obtain funding for the next cohort
• Develop into sustainable program.

Acknowledgments
Hiram Larew, ret. USDA NIFAdirector of International Programs.

Literature Cited

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