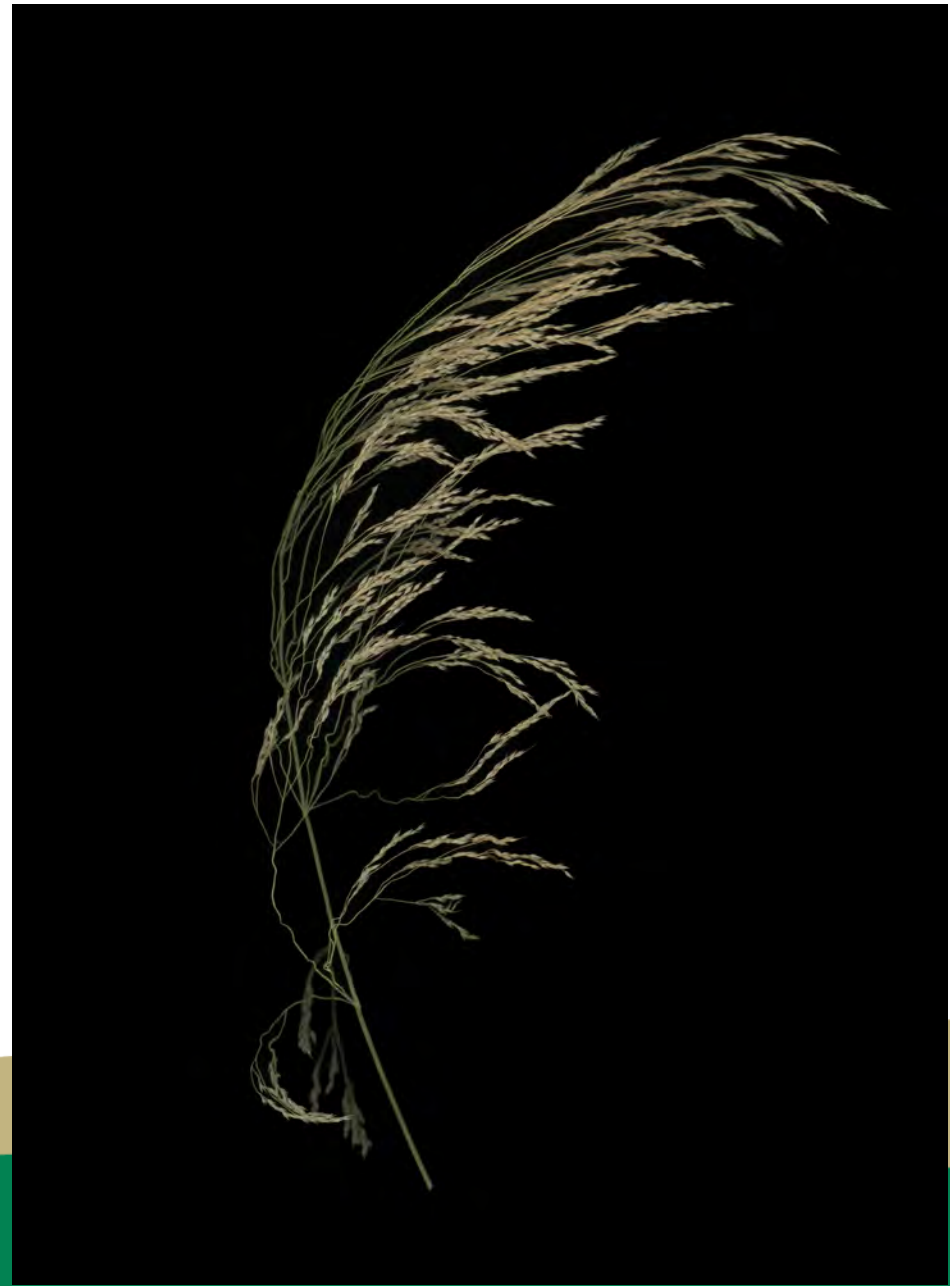


ARTISTIC OUTCOMES & GOALS

My work as an artist involves making art through teaching. I identify the cutting edge of my own research, build a scenario to pursue it, and then invite 35 students to engage in that research alongside me. This work culminates in artistic products brought to specific publics--shows, visual artworks, videos, and a digital exhibition.



[Placeholder: Swallowtail]

A collaboration between Sac State Photo x California State Parks, Capital District
Led by Professors Eliza Gregory and Amy Elkins within the framework of Photo 165, our senior studio course within the Photography BFA program.

Key Collaborators:

Emma Silverman, Sienna Weldon, Taylor Moore, Ileana Maestas, Kyle Floyd and many other CA State Parks Staff contributed time planning, teaching and supporting students on site. Al Striplen, Dixie Rogers, Meyo Marrufo served as consultants on the project. Jacky Calanchini presented to the class on Homeland History and Tribal Ecological Knowledge. Petee Ramirez presented to the class on Tribal Ecological Knowledge. Amy Reed led us in a sound-art workshop on site.

OVERVIEW

I partnered with California State Parks, Capital District to coordinate a semester long series of experiences and art making activities examining relationships to land using Sutter's Fort & The State Indian Museum (and the park they sit in) as the site of investigation. We did activities at the site, listened to presentations on homeland history and Tribal Ecological Knowledge, worked with contemporary Native artists, and visited the State Parks Collections Center. The work culminated in two exhibitions--one at Verge Center for the Arts, and one at the State Indian Museum.

STATE PARKS' OUTCOMES & GOALS

CA State Parks, Capital District was eager to engage in this work. The partnership was initiated through a meeting they orchestrated to invite local artists and teachers to collaborate with them. They wanted to innovate around how people connect to the site and tell stories about the history and the present of the park.

PEDAGOGICAL OUTCOMES & GOALS

I am using ideas from David Sobel and Place-Based Education to promote my students' active engagement in their community. We are addressing issues of colonial trauma, past and present, and gesturing toward the earliest stages of a truth and reconciliation process. We are building professional connections for students with potential future clients, and opening doors to employment with the CA State Parks system. We are making art works that get presented publicly, as a way to draw attention to the issues we are investigating, and as a way to empower student artists to put their ideas forward. We are also learning how to make artwork about and in the world. We model professional communication and behavior, while also taking our technical skills with picture-making out into real-world scenarios. State Parks contributed enormous resources to the project in terms of staff time, exhibition space, and knowledge.

COMMUNITY IMPACT

Many of us don't know the precolonial history of the place we live. Our existing curricula in K12 and higher education do not center ideas of colonialism. This project bring people into dialogue with these issues.