

AFRAM 19
Racism in the United States

Group Assignment

Directions

1. Formulate groups of two or three students (everyone must complete the assignment in a group)
2. Read the article **thoroughly**-*it's probably helpful to take notes*
3. **Discuss** the reading with your group.
4. Answer the reflective questions (below) as a **group**—one sheet of paper for the entire group (everyone's name and contributions should be included)

Reflective Questions

Please answer each question thoroughly-- use information disseminated and discussed throughout the course to support the group's answers.

1. Is the information discussed in the reading relevant to the current racial climate in America? Explain.
2. Are the solutions identified in the reading realistic and obtainable? Please be specific.
3. What important information if any is missing- that would support with undoing racism in America?
4. Should this reading be utilized in teacher trainings? How does this reading support teachers with better serving students?
5. How does the information discussed in the reading relate to some of the material discussed throughout the course?
6. How would this information be utilized in a U.S. institution to support social change and undoing racism?
(Pick a U.S institution and discuss how the information in the reading could be implemented in the institution to support the institution with serving society in an equitable manner)

Grading

This assignment is designed to evaluate students' ability to think critically about racism and formulate insightful explanations.

100 (total possible points)

- 60% Thoughtful and detailed explanations (to the questions)
- 30% Analysis of reading
- 10% Writing Quality

11/10/15

Afram 19 Racism in US - Group Assignment

1) we believe that it is relevant to the current racial climate in America. we tend not to believe that racism does still exist as the article explains that we don't listen, but we tend to make up excuses to try to make reality of racism not so terrible.

2) we agree that the solutions identified are realistic and obtainable. For example, in the article, #4 explained that we should push ourselves out of our comfort zone to engage with others. In many cases, we as college students come across many different people that we can learn from one another through others experiences because of our different ethnics. Another example is being involve to help prevent racism. we should not be afraid to speak up to make a change or we shouldn't ignore the problem, but we should address the problem.

3) Mostly everything in the article explains clearly how we can or could stop the undoings. This article kind of motivate us to recognize that racism exists and things we could do to try to prevent it. we feel like all the information talked about in the article were important to push ourselves to make a change.

4) The information in Article should be utilize in teacher trainings. we believe that it could be an eye opener for them and they could pass it on to their future students. The reading support the teachers to not be bias. it can also prevent racist prejudices to children since they spend a lot of time in school. Teachers could be a big support to prevent things that may occur during school.

5) we should acknowledge that racism continues to exist and embrace the different ethnicities around us. we shouldn't let the white people who benefit get to us, but push us to try to prevent oppression.

6) Schools should be a main target to support social change and undoing of racism. The reason for this is because our children is the future. we need to teach them and show them, so they can be the change we want to see in the future. if we can teach the children, they could start to acknowledge that racism continue to exist and in order to prevent it, they must face it.

1. Can Fix It

1. The information discussed in the reading is still relevant in our current racial climate. One of the biggest issues we have is that our society isn't well educated about our nation's history of racism, and this lack of awareness creates more problems for PoC.
2. The solutions Ayo presents to readers are realistic and obtainable. What's great about these solutions is that they're small, easy steps people can make in their everyday lives. From simply observing people more and the differences we all face to reading books by PoC, etc.
3. The reading could have presented a back-up plan if these solutions don't work out. For example, a lot of rich whites may not have a lot of exposure to PoC & urban communities, so with this in mind how do they strive to get to know PoC better?
4. Teachers should receive sensitivity training because they don't know how to treat people of color. Apart from teachers, parents also need to be involved more in their children's educational experiences.
5. This reading relates to our course material because it involves strategies for both whites and PoC as we attempt to tackle institutionalized

racism. As we've discussed in class and as the reading discusses, one of the most important things we can all do is admit that racism exists and that certain groups benefit from or are hurt by this system of racism.

6. This information should be used by the U.S. government because our politicians are the ones with the most privilege and power in our society. If they have this information, it could influence how they make laws that would lead to more effective social change. The police should also utilize this information because they see PoC as a negative history, which allows them to mistreat and abuse PoC.

- admit racism exists and white people benefit from this institutionalized racism
- observe how others are treated, take into consideration that PoC may live different \varnothing experiences than whites
- Listen to PoC's experiences, don't minimize these experiences \Rightarrow honor experiences

white people

- take time to get to know the experiences of PoC - books, films, cultural events
 - \hookrightarrow don't use PoC as your teachers, learn on your own
- challenge white people to talk about racism
- speak out against racism in the media, workplace, personal relationships, community

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- don't play into negative white stereotypes, put out more positive images of yourself
 - speak up when a white person makes a racist joke, statement
 - know your history, teach your kids, prepare them for miseducation
 - deconstruct your internalized racism
 - don't treat other PoC as white people treat them, learn about all groups

Afram 19 Racism in the U.S

- 1) My group feels like the reading is very relevant because of what's going on at Yale and Missouri and other institutions. One of my group member said this article is really relevant because he related it to his high school football experience and how you should better educate yourself more
- 2) My group members feel it very realistic because it talks about experiences not opinion you can't speak about opinions, this is helping and combating symbolic racism
- 3) It makes you more aware about what you watch now or how some actor and actress plays certain roles. It helps open up your critical thinking about how you see the world.
- 4) My group feels it should be in teacher trainings with predominantly white students because white students don't see racism. They should bring students of color into private schools more
- 5) It relates alot because it talks about what Dr. Seals talks

about how it's in schools
and starts off in schools. Gives
a strategy for deconstructing and
addressing institutionalized racism.

6) The article could be talk as a
education plan in the fifth and
sixth grade because it helps
them be more aware about what's
going around in there surrounding

Out-of-Class Exercise 1 for November 16, 2015

DUE 10:30am Monday, November 23, 2015.

*The intention of this assignment is to encourage you to examine real-world issues involving health and human physiology, to think critically, and to use **scientific/medical resources or textbooks** for understanding body functioning.*

Think critically and be resourceful as you read the definition of **health disparities** from the Center for Disease Control and Prevention (<http://cdc.gov>) and address the assignment that follows.

Health disparities are preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations. Populations can be defined by factors such as race or ethnicity, gender, education or income, disability, geographic location (e.g., rural or urban), or sexual orientation. Health disparities are inequitable and are directly related to the historical and current unequal distribution of social, political, economic, and environmental resources.

Health disparities result from multiple factors, including

- *Poverty*
- *Environmental threats*
- *Inadequate access to health care*
- *Individual and behavioral factors*
- *Educational inequalities*

Assignment:

Consider the tissues and organ systems covered in Biology 20B (consult the schedule and chapters of the assigned textbook). Identify for detailed discussion a disorder or condition that presents as a health disparity, affecting populations disproportionately. In your written essay response, address the following questions:

- 1) What is the name of the disorder or condition?
- 2) How does this disorder or condition manifest itself (list the organs/tissues affected, symptoms, and describe how it impacts quality of life/ lifespan of the afflicted person)?
- 3) In what way is this disorder or condition an example of a health disparity as defined by CDC above? (who is suffering from this condition the most)
- 4) Why, if known, is the group more likely to contract this disease or condition?
- 5) What kind of research/resources would be helpful to this group to ensure this situation improves?
- 6) If applicable, please also address this question: How do/will health disparities influence you either personally or in your current or future occupation? What can/will you do to help?

NOTE: the end of your written response should list citations of all resources used to support your discussion. This may include magazine articles, internet sources (.orgs, .edu, .gov) and other texts. A minimum of 3 sources is recommended to address the questions appropriately for full credit on this assignment.


Bio 20B

Health Disparity Essay

Lead poisoning is a perfect example of what would fall under the Center for Disease control's definition of a health disparity. Lead poisoning tends to affect people that live in poverty stricken areas, such as West and East Oakland, more than people living in affluent areas. In areas along the 880 corridor, for example, the people who live in these areas are more susceptible because the housing stock is older and in disrepair, the soil is contaminated, and the people tend to be socio-economically disadvantaged. The most common sources of lead in households are lead based paint from doors, windows, and drawers. It can also be found in soil from leaded gasoline fumes along major roadways from when gasoline contained lead, and in industrial areas. Sadly even some water pipes can have lead in them as well. Lead can also be found in older, imported or handmade pots and dishes, makeups, and even imported toys and plastics. Lead poisoning is a health disparity because it is an environmental threat, and effects people from poor neighborhoods, that have limited access to healthcare. These people are more likely to be affected by lead poisoning because the housing is usually older, and most residents cannot afford to have their houses abated, or they are not educated on the dangers of lead poisoning.

Small children are the most at risk for lead poisoning, due to the fact that they are often putting their hands and toys in their mouths after crawling on the floor. Many older houses were painted with lead based paint back when we didn't know the risks of lead poisoning. Years later, when the houses become dilapidated, and paint starts to chip, dust from doors, windows and drawers fall onto the floor where small children are playing.

Lead poisoning can affect children, pregnant women, and adults in different ways. Children are more vulnerable to lead poisoning because they are still developing their brains and nervous systems. Lead exposure can cause many serious health problems for children such as behavior and learning disabilities (ADD, ADHD), impeded growth, memory and concentration problems, headaches, lower IQ, and hearing problems. Lead can accumulate in our bones with calcium. In pregnant women this causes a serious

problem because lead can cross the placental barrier when maternal calcium is used to help form the bones of the fetus. This can result in reduced growth of the fetus and or premature birth. In adults, lead is also harmful and can cause cardiovascular effects, increased blood pressure, hypertension, muscle and joint pain, digestive problems, nerve disorders, and decreased kidney function, as well as reproductive problems in men and women. A new study just released by the University of Pennsylvania School of Nursing shows a correlation between lead exposure in early childhood and sleep problems and excessive daytime sleepiness.

Many people are unaware that low income home owners and renters can get help through the Housing and Urban Development (HUD) funds that are administered by county and municipal governments. Children that have been exposed to lead are also eligible for educational help such as speech therapy. If a child is under three, science indicates that if we provide interventions they can help correct long term learning or behavioral issues. Doctors play a very important role in the prevention of lead poisoning. All children have a well child physical at twelve and twenty four months which includes a blood lead screening, which can lead to blood lead testing if certain risk factors are present. Besides the blood test, I think it's important to educate the public on the dangers of lead poisoning. When I become a health care professional, I will help to educate people as well.

Health disparities influence me personally as a student because I cannot afford health care other than MediCal. This posed a problem for me recently because I have been having problems with my left ear for about a year. When I was finally able to see an ENT specialist he told me that he wanted to place a tube in my ear because I have chronic ear infections. In order to do this, MediCal needs to approve the surgery. Now, months later they still have not approved the surgery, so I have to deal with the chronic ear infections until I can afford better healthcare.

Sources:

<http://www.nursing.upenn.edu/research/Pages/Science-In-Action.aspx?itemID=147>

<http://www.theatlantic.com/magazine/archive/1995/12/an-element-of-doubt/376495/>

<http://www.cehn.org/education/lead>

http://www.unicef.org/wash/files/lead_en.pdf

http://portal.hud.gov/hudportal/HUD?src=/program_offices/healthy_homes

Deleted Items

Drafts (352)

Inbox

Junk E-Mail

Sent Items

Biology 1B

Biology 20A

Biology PTERS

CDCPD

Curriculum

Kids

RHS

SLOs

Scheduling

assessment

Sent: Monday, November 23, 2015 7:18 PM

To:

Cc:

Arja McCray
November 23, 2015Poverty and Obesity

Obesity in America, and in fact the world, has been on the rise at an alarming rate. Since 1995, when all states in the United States had an obesity prevalence rate of 10-19%, to 2010, when all states had either a rate of 20-30%, you can look at a chart and see the rates of obesity sweep over America like a dangerous slow-moving cloud.

Obesity on the surface may seem to be simply a problem of not looking your best, but under it's surface are a host of deadly diseases which spring from the condition. These include Type 2 Diabetes, Hypertension, Cardiovascular Disease, depression, osteoarthritis, and certain cancers, to name a few. The increase of obesity is happening in men, women, and children, across all races, educational levels, and income levels. However, it disproportionately affects impoverished people.

Why is this? There are several reasons that poverty and obesity are linked. Poorer families have restricted budgets for food, and often need to stretch the food budget until the end of the month. Because of this, when making shopping choices, shoppers choose high-fat energy-dense foods. These include sugary cereals, potatoes, processed meat: things that last a long time. Often, even if healthy food could be purchased, it's just not available. The nearest grocery store may be hard to reach if you don't have a car, and walking or riding public transportation requires that you shop for only as much as you can carry. What is widely available are fast food chains and small convenience stores selling lots of processed product, with increased amounts of sodium and sugar.

In addition to nutritious food being out of area, or unaffordable, sometimes food is consumed as an antidote to stress, depression or anxiety. There may be more of these emotions in poorer neighborhoods, over shelter, food, and safety issues, with only crappy food to turn to. Also, rapid fluctuations of weight loss, followed by weight gain, tend to make your basal metabolism rate set point move higher with each successive loss followed by gain. In poorer neighborhoods, it's possible that a lot of food is consumed at the beginning of each month, followed by near starvation toward the end, setting a person up metabolically for permanent weight gain.

In addition to food related reasons for obesity in poorer neighborhoods, there may not be as many opportunities for physical activities. You can't pay for ballet lessons if you are struggling to put food on the table. Also, impoverished schools are less likely to have sports programs. And children may not feel safe playing outside in their own neighborhoods. The TV or video games provide more entertainment/babysitting than in years past, when it was safe to be outside running around all afternoon.

People are trying to bring change to the situation, and indeed the extremely rapid rate of obesity is slowing a bit, but it is still growing. Some things that are being implemented are taking soda machines out of schools. Corporations paid poor schools a lot of money to have their soda machines in the schools, but nationwide that practice is now being stopped. (More affluent?) people are trying to get soda taxes implemented, which will raise the cost of these extremely cheap drinks, and that may thereby affect drink choices. (Unfortunately, when you can't afford milk, perhaps you think you are doing a nice thing for your kids by buying them soda. Paradoxically, you end up hurting them.)

What else is being done to address the problem? Michele Obama made a great strides as first lady in 2012, changing school lunches standards for the first time in fifteen years. The new standards used updated nutrition science to help influence healthier eating habits of some 3 million plus schoolchildren. They require whole grains, green and orange vegetables, and fruit to be included in lunches, along with meat alternatives and no trans fats. New York has a program called "Green Carts," whereby vendors take carts into impoverished neighborhoods bringing fresh fruits and vegetables to the boroughs. MyPlate has been trying to get the message out about ideal food portions by marketing the updated food recommendations of the RDA, which is much heavier on vegetables and whole grains, followed by fruit and protein. Red meat is up at the top of the new pyramid with sweets, which certainly was not the case when I was growing up. (Probably due to the Meat Industries wily ways.) Other things: Kaiser Permanente Oakland has a Farmers Market right outside their doors on Fridays, bringing healthy foods to people who are going to Kaiser for better health. It makes sense to connect the hospital to the farm, even if the patients/customers are not aware of the connection. I know Kaiser is also reaching out to their members through email to encourage healthy eating and exercise, not only thru online help, but by offering various classes.

For me personally, I anticipate working in pediatrics or in the NICU as a nurse, where I will undoubtedly be working with children and mothers who struggle with the ill health effects of diabetes, cvd, hypertension etc. brought about by obesity. Educating them about the benefits of healthy eating and exercise will be part of my job. I think it will be of utmost importance to treat all obese patients with respect and understanding, as there are many, many factors at work against them, and changes of magnitude are difficult for all of us. One of the other things one can do, says my nutrition teacher Ms. Davis, is to lead by example, making small changes toward a healthier you.

Understanding Nutrition, 13th Edition, 2013, Whitney/Rolfes, Cengage Learning
(see Figure 9-1, pg. 262, Chapter 9, for an amazing pictograph of obesity sweeping America.)

Human Anatomy and Physiology, 9th Edition, 2013, Marieb/Hoehn, Pearson Publishing

[http://www.oregon.gov/2014-05-20/What%20if%20you%20are%20not%20sure%20how%20to%20use%20your%20email%20address](#)
[http://www.oregon.gov/2014-05-20/What%20if%20you%20are%20not%20sure%20how%20to%20use%20your%20email%20address](#)
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[http://www.oregon.gov/2014-05-20/What%20if%20you%20are%20not%20sure%20how%20to%20use%20your%20email%20address](#)

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Out-of-Class Exercise 1

Health Disparities – Osteoporosis in Women

When discussing health disparities it is hard for conditions such as osteoporosis not to come to mind; even people with very limited knowledge in the healthcare field will become disheartened and likely have stories to tell about people or family members they know who have become afflicted by this long-term degenerative disease of the skeletal bones.

Osteoporosis refers to a group of diseases in which bone resorption outpaces bone deposit. The bones become so fragile that something as simple as a hearty sneeze or stepping off a curb can cause them to break. The composition of the matrix remains normal but bone mass declines and the bones become porous and light¹ Osteoporosis truly is a debilitating disease that can lead towards a life of inactivity which can progress to muscle atrophy, depression, and a weakened immune system. Osteoporosis is a health disparity for women due to hormonal changes that occur not only in pregnancy but also after menopause.

Menopause imperils women's bones. Bone dwindles rapidly when the hormone estrogen is diminished and menstruation ceases. The lack of estrogen contributes to the release of cytokines that produce inflammation and accelerate bone loss.² In addition to the hormonal disadvantage for women, during pregnancy a mom is “eating for two” which means if she is not supplying adequate calcium in her diet during pregnancy then calcium will be leached from her bones to supply the growing baby. “Peak bone mass” is also reality in that if women don’t build up their bones to their fullest potential by the end of their late 20s they will never be able to build that bone mass later in life; having pregnancies early in life makes it that much harder to achieve bone mass when you are “eating for two”. Osteoporosis, in a similar manner to hypertension, can be thought of as a “silent killer” since blood tests will not reveal abnormal calcium levels in your blood and your body sends out no distress signals of osteoporosis until it is too late.

Your calcium levels in your blood are regulated within very limited windows meaning when you have excess calcium in your blood your body will excrete it or store it in bones; on the other hand when blood calcium levels are low a series of hormones and changes occur to liberate calcium from anywhere it can in your body with your number-one store being your bones! In reality your body is just doing its job of maintaining calcium homeostasis as calcium is needed for *mineralization of bones and teeth; also involved in muscle contraction and*

¹ Human Anatomy and Physiology – Tenth Edition by Elaine N. Marieb; Katja Hoehn referenced from page 192

² Y. Imai and coauthors, Minireview: Osteoprotective action of estrogens is mediated by osteoclastic estrogen receptor-alpha, *Molecular Endocrinology* 24 (2010): 877-885

*relaxation; nerve functioning, blood clotting, and blood pressure.*³ It is true that calcium is needed for nerve impulses which, on paper, seems more important than having “strong bones” but life can go down a very rough path once osteoporosis is diagnosed. Osteoporosis most commonly causes fractures in the neck of the femur and/or compression fractures of the spine; both of these conditions can lead to permanent disability and needing to rely on a wheelchair in addition to the help of family members to maintain normal life routines. Feeling this dependent on others can lead to depression and the lack of physical activity causes muscles to atrophy, can influence weight gain, and can reduce the immune system. Osteoporosis is largely preventable and we need to raise awareness of it before it becomes too late.

New research is done every day to look for cures and more preventative solutions for osteoporosis but there is a lot we already know and thus the real problem comes down to spreading that information to the population. Adequate calcium is a necessity in the diet to building strong bones and in order to absorb calcium we need vitamin D. Vitamin D is absorbed through sunlight in an in-active form and metabolized by the body into its useable form; vitamin D is only found in few foods and so supplements can be appropriate however a large amount of milk is fortified with both calcium and vitamin D for the purposes of bone mineralization. Adolescence is truly a time for body growth and unfortunately our youth is surrounded by cheap and easy food choices that usually lack nutrition. Pregnant women in their twenties or younger must eat a balanced diet that supplies adequate levels of calcium and vitamin D to ensure her pregnancy does not keep her from achieving peak bone mass.

Health disparities influence all of us in one way or another, this assignment was simply looking at how one condition more strongly affects women versus men. I am studying to be a nurse and will likely be working directly with patients that suffer from the pains of osteoporosis. I want to make a difference in this issue by spreading awareness to my friends and family from my mom, sister, niece, and others. It is truly an issue that I could make it to my early twenties without even hearing about factors such as “peak bone mass” and yet they just played the same soda commercial on TV for the 5th time in 30 minutes. We need to strengthen nutrition classes early in schools to ensure everyone has the same information and so that women know the real risk factors for osteoporosis to prevent the disease later in life. Osteoporosis is one of the most preventable diseases around the world and for both men and women it is largely preventable with proper education, a proper diet, staying physically active, getting adequate sun exposure daily, avoiding early pregnancies, and sharing learned knowledge with others.

³ Understanding Nutrition 13e by Ellie Whitney; Sharon Rady Rolfes referenced from page 394

The Artist's Statement

The artist's statement is your explanation of your work. If someone reads the statement while viewing your work, the connection between the two should be clear. Avoid very general "cosmic" statements – focus on the specifics of your art and your experience. Your statement should enhance the viewer's appreciation of your work. In your statement you are creating a framework for where you are taking the viewer.

Sources: life experiences, people, other artists, readings, personal or religious beliefs, other cultures, travel – to name only a few.

Issues : your primary concerns when you are creating your work – these should come from your sources. What are you exploring when you create? What do you want to communicate? This is basically your "personal direction". What are the themes in your art?

Material/Medium: How does your choice of materials or medium relate to your personal direction and to the issues that you feel are at the center of your art – why have you chosen the materials that you use?

An Artist's Statement for graduate school, for a grant, or to accompany a similar formal application should be a piece of traditional formal writing. An Artist's Statement for an exhibition, catalog, portfolio book, or similar presentation of your work can be as creative in format as you desire.

We will begin with a first draft due the week November 23, 2015 . You can choose to address your individual project proposal or a broader version of yourself as an artist for this assignment. Please bring a copy in for each of your classmates to make comments on and return to you. A second draft will be due on November 30. And a final draft will be due on December 7 and accompany the presentation of your individual work on December 14, 2015.

Artist Statement Tips(From Kala Institute Workshop)

- 1. Identify the medium or mediums you work in and what process you use. Also address other issues that are important.**
- 2. Identify your reason for making work and for using the materials that you use.**
- 3. Make connections for your reader by connecting how you use your materials to why you are making work.**

Remember:

- 1. Be honest.**
- 2. Be specific.**
- 3. Use clear, direct, and simple language. Don't be overly complex if it isn't necessary for the explanation of your work.**
- 4. Use the first person- "I".**
- 5. Have someone proofread your statement to help you determine its clarity and its function as a supplement to your work.**
- 6. Check your spelling and grammar! Having someone proofread your writing is very useful for this!**

Links to a few artists websites:

<http://www.mindylighthipe.com/about/>

karenkramerart.com/About

www.margarethavigny.com/statement/index.php

<http://joannbiagini.com/home.html>

www.claudiamarseille.com/artist_bio.html

http://www.juliealvarado.com/gallery_1.php# (click on the Artist Statement link)

Please share any other artist statements you find interesting or useful!



I love to draw. I began drawing in September 2011, when I took a class in beginning drawing. I particularly enjoy botanical drawing, still life, figure drawing and portraiture, and scenes which I observe in San Francisco, among other topics. I enjoy working in graphite, pastels, ink and colored pencil.

For Botanical Drawing, i use graphite and colored pencil, and occasionally ink. I find using colored pencils challenging: my goals are not only to depict plants and flowers realistically, but also to render them in deep, rich colors. I find drawing peaceful and contemplative, and thoroughly enjoy it.

Second draft of artist's statement

11/30/15

Journey from Craftsperson to Artist

I have always been making things, starting at age 6 with illustrated story books with cardboard covers and interior pockets for library checkout cards and hand sewing of doll clothes a little later. My mother sent me to a professional Singer sewing class when I was 10 years old, so I feel very comfortable working with soft materials such as textiles. Both of my grandfathers were tailors, and one of my grandmothers would create her own dresses at home after looking at retail dresses in the store. As a young adult I sewed my own clothes, made traditional quilts, patchwork pillows, and learned tie dying and batik.

After taking many basic fine art classes at the community college level, I began experimenting with mixed media in botanical drawing, adding stitching to watercolor renderings, creating botanical art quilts from drawings of plants, and most recently experimenting with gessoed forms on paper. I enjoy working in a series and have used different media to explore cacti and succulents as botanical subjects. I like to experiment with untried materials or combine known materials in new ways.

My 2-D work involves experimenting with different papers and mediums to render botanical drawings. My 3-D work involves fiber sculpture, building structures and garments from painted silk and indigo-dyed fabric.

I have been most influenced and inspired by Josef Albers' color interaction studies, especially the work with optical illusions, which alter one's perception of color. Color interaction is something I am always exploring, whatever subject matter and materials I am working with.

In terms of my process, I like to allow my work to develop a life of its own in the way an author's protagonist may wander down a path the author could not have initially imagined. So even if I begin with an intention or goal, I am looking for clues in what I have created that will lead me to the next step. I am looking for that balance between active and receptive, intention and allowing.

I see art as a journey of problem solving, something that seems to be intensified by my interest in experimenting with new materials. In one sense, creating art is like doing a science experiment except that aesthetics and composition play a major role. Working outside my comfort zone always seems to produce unexpected, enlivening results.

██████████ - artist statement

Botanical drawing is an art form I use as a tool to help me alleviate and distract from the inner turmoil I deal with due to my disability. I draw to tune into a deeper sense of calm. It is a way to practice being internal and allow my attention to focus completely on whatever is being created on the page. In a sense, this is a meditation for me, allowing the practice of drawing to become a single-pointed focus. In Sanskrit, this is known as ekagraha, which ultimately leads us to Samadhi or union. It always begins with a leap into the unknown. Then there's surrendering, a deep letting go. This means learning to trust the process. As I start each new piece, it means I get to practice yet again, releasing judgment, self-criticism and self-hatred, fear. As I tune into awareness and simply allow the flow, the piece emerges. I begin with this concept—a feeling of letting go into the unknown and hold space for whatever comes forth to express itself.

I currently use pen, ink and graphite. In the beginning, I started with the lightest pencils possible, out of fear of making mistakes [or being seen?]. Yet as I evolve as an artist, my ultimate goal is complete self-expression—allowing my creativity to be seen, and shared. I am currently experimenting with pen & ink, which of course, allows for no erasing; hence it helps cultivate the joy of embracing mistakes as “non-mistakes”, and helps release the demon trickster known as perfectionism! My intention is that whatever emerges on the page can somehow inspire others as much as nature herself heals my soul.

Artist Statement

November 22, 2015

“A Celebration of Nature”

As a small child I spent many hours in the fields by our house in the midwest. I would play by the large oaks and elm trees in the woods and by a large lake. I was always fascinated by the texture of the trees and colors and shapes of the leaves. Comforted by the beauty of my natural surroundings. I learned to draw from my mother, who learned from her father, an architect. She wanted to tame my wild spirit and curiosity by teaching me to be calm by drawing. I was forever exploring the outdoors, mushrooms, wild plants, and small creatures that roamed our fields. Later I studied photography and printmaking and explored more subjects in nature at CCAC . At Merritt College I studied Permaculture, Mycology, Horticulture, and Landscape and plant sketching, all leading to botanical drawing. Everything I appreciate in nature deserved a celebration. Nothing can be more beautiful than nature, for me a place of wonder, exploration, beauty, relaxation, and appreciation. My art is a celebration of nature, an interpretation or representation of form, color, or texture, to the point of realism when scientifically rendered or abstract when emotionally represented. I often use photography to capture my images for my illustrations or paintings.

My mediums for these works are graphite, colored pencils, and water soluble ink intense color pencils on a vellum bristol paper. My paintings are acrylic on conventional canvas. In my paintings I paint from photographs without drawing the image first. I study the light reflected off the subject matter then create from the shadows and negative space to achieve the form. For color I layer and mix a lot of colors based upon the Tertiary color wheel often adding white for the sun lighted areas. For my drawings I used Layering techniques with Gamsol washes using a water brush and oil based Faber Clastell Pencils, to get a smooth blended quality. For color I start with a light wash and build up with light to dark layers of pencil then blend the colors to smooth out the pencil lines. I use contour lines to follow the form and direction lines to emphasis the surface as well as the form of an object. Sometime I use non-directional lines to emphasis the texture of the object. I like to use a slightly textured Strathmore Bristol Vellum Paper for my botanical drawings. My concept is to emulate the texture of the plant and make it as life-like as possible.


First Artist Statement

Draft: November, 2015

I am just beginning my journey with art. With no previous training in painting or drawing I have nonetheless felt a years-long yearning to delve into the rich, mysterious, and expressive tools of an artist and now is my time.

I'm inspired to create both realistic and impressionistic works based on photos and objects from my travels and from simple everyday objects whose interesting shapes, colors and textures ask that I look more closely and see more deeply. Strong colors are characteristic of my work and each work continues my exploration of a variety of mediums including watercolor, pen, ink, and collage.

Beyond the inspiration and the creative tools of the artist, trying to find my expressive voice through art feels like approaching an Easter Brunch Buffet. Would I be happy to start at the beginning with my empty plate or just skip the eggs and meat and start with the fruit and cheese in the middle or head straight to the desserts? Can I sample it all? The joy is in the discoveries along the journey.



I am fascinated with finding the volume and light on common objects. I prefer to work from life, still lifes allow you to take your time as the subjects do not become impatient or have the light change on them as happens with landscapes and figure drawing. That is the reason I have focused on still lifes.

I love the magic of having the objects appear to leave the paper and become dimensional. Working in black and white allows me to focus on how the light interplays with the subject. I do not worry about my subject being pretty but I am more interested in seeing the uniqueness of each item and the way they interact with each other. I also do not aspire perfection; I like to leave my drawings before they are completely finished as to allow the mind fill in some of the gaps.

Working in charcoal, pencil and ink in a monochromatic value allows me to focus on the interplay of the lights and darks of my subjects. I am especially inspired by the work of Morandi, Thiebaud, Kahn, O'Keeffe and Degas.



Artist Statement:

I have four goals when I draw. The first is to complete the drawing in the time allotted. The second goal is to draw with accurate proportion of the human body. The third goal is to create an interesting background. The fourth goal is to add color. The fifth goal is to create something interesting.

I chose figure drawing because I think it is the most challenging drawing possible. When I draw a tree, the branches can be placed anywhere on the trunk. This is not possible when drawing the human body. When I draw the human body, my emphasis is always on the detail such as the texture of the hair, the contours of the body and values so that the body appears three dimensional. I like to draw the details of the body, by adding as much contours to the outside of the drawing of the body as possible, through directional line, cross hatching , and values, to portray the body as realistic as possible.

My favorite materials are black and white charcoal pencils and neo-crayons or a combination of the two. I find I have the best results using charcoal pencils and neo-crayons on colored pastel paper, especially medium brown or dark brown paper, depending on the flesh tones of the models. I have yet to try Stone Henge Paper. What I like about neo-crayons is that they can be used as a dry media which can create a delicate image or they can be dipped in water giving vibrant hues. I have begun exploring gouache as a background using crayons or charcoal pencils to draw on the gouache, adding the desired details. I still have a lot to explore with different media. I am also learning to draw objects so that I can add interesting backgrounds to the drawings of the human body.

Artist Statement of [REDACTED]
Figure Drawing Fall 2015 Merritt

I draw the unseen emotional world. My artwork is about telling my truth. The insecure side of it, mostly.

Growing up in a dysfunctional family, my emotions were invalidated. Now I need to express them and take a stand for myself in the world. I need to have the truth of my feelings appreciated.

I am most in tune with myself when I'm drawing. I draw because it's a way I can let out my aggression, sensuality and insight. I draw because it's a way to create beauty. I draw because it has always come naturally to me.

I like distortion because it is closer to the true energy of the moment. Real feelings aren't symmetrical and we are rarely in perfect balance. Imperfection invites the viewer in and offers them a comfortable chair. It doesn't put me or the subject above the viewer. It is familiar, confidential and humble. I would rather be in its company than an idealized version of what we should be.

My favorite tool is a fine pencil but I also love to draw big and a fine pencil doesn't show up. I had to find something else I could control like a pencil but bigger so I chose dry pastel sticks. Because it's easy to erase mistakes, I get braver.

OUTLINE (30)	Typed, complete, & uses Monroe's Motivational Sequence	30	30
SOURCES (15)	At least 3 credible (primary) sources of information (no blogs, no wikipedia or random .com websites). Uses correct APA form.	15	15
TOPIC (4)	The topic is appropriate for your audience	2	2
INTRODUCTION (10)	Is limited and narrow enough to cover in a 3-5 minute speech	2	2
	Interesting, attention-getting opening that made us want to listen	2	2
	States the proposition or speech thesis clearly	2	2
	Establishes the speaker's credibility	2	2
	Is well organized preview of the main points of the speech	3	3
BODY (30)	Organized by: NEED, SATISFACTION STEP, VISUALIZATION, ACTION	3	3
	Valid arguments, and emotional, logical or ethical appeals	10	10
	Strong evidence (citation of at least 3 sources with author & year)	5	5
	Clear statement of Main Points and Smooth transition sentences	9	9
CONCLUSION (10)	Summary of the main points	6	6
	There is a logical tie back to the main speech thesis	3	3
	There is a direct call to action	2	2
	There is a memorable closing statement	3	3
DELIVERY (36)	Animation and enthusiasm (Energy Level Displayed)	2	2
	Natural conversational tone/Vocal variation - good job	3	2
	Appropriate vocal volume - A little low	5	5
	Vocal rate slow enough to be understood - Nice job	5	4
	Good articulation/enunciation	5	5
	Vocal pauses between thoughts - Very Good	4	4
	Facial expression	4	4
	Consistent eye contact (not reading notes) Excellent	3	3
Natural gestures	5	5	
USE OF AIDS (15)	Relevant and appropriate to the central idea and topics	2	2
	Large enough for entire audience to see (not one sheet passed around; may use handouts)	5	5
	Handling of visual aids	5	2

"Prolonged bullying may cause suicide" - do you have evidence w/ a citation?