

María Magdalena Campos-Pons: Behold

September 27, 2024–January 5, 2025 | Ingram Gallery

This exhibition is organized by the Brooklyn Museum and the J. Paul Getty Museum. The exhibition is curated by Carmen Hermo, former Associate Curator, Elizabeth A. Sackler Center for Feminist Art, Brooklyn Museum and Mazie Harris, Associate Curator, Department of Photographs, J. Paul Getty Museum with Jenée-Daria Strand, former Curatorial Associate, Elizabeth A. Sackler Center for Feminist Art, Brooklyn Museum.



María Magdalena Campos-Pons. *De Las Dos Aguas (Of the Two Waters)*, 2007. NSU Art Museum Fort Lauderdale, Florida; promised gift of David Horvitz and Francie Bishop Good. © María Magdalena Campos-Pons. Image courtesy of the artist

María Magdalena Campos-Pons: Behold includes over three decades of the artist's work in photography, installation, video, painting, and performance. Hauntingly beautiful and emotionally charged, *Behold* shows how Campos-Pons's layered identity as a Cuban woman with ancestral roots in the Yoruba culture of West Africa as well as in Spain and China inform her multimedia, sensorial artworks. Evoking the history of diaspora, displacement, and migration, as well as labor and race, and motherhood and spirituality, *Behold* invites us to join with the artist in the vital search for meaning and connectivity.

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Curriculum Connections: *María Magdalena Campos-Pons: Behold*

Tennessee Academic Standards

Fine Arts Standards: Media and Visual Arts

RESPOND: Perceive and analyze artistic work.; Interpret intent and meaning in artistic work.; Apply criteria to evaluate artistic work.

CONNECT: Synthesize and relate knowledge and personal experiences to artistic endeavors.; Relate artistic ideas and works with societal, cultural, and historical context.

Social Studies Standards

Grades K-12 Social Studies Practices

SSP.01: Gather information from a variety of sources, including: printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals), graphic representations (e.g., maps, timelines, charts, artwork), artifacts, and media and technology sources.

Grades 6-8

7.22: Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities.

8.10: Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage.

Grades 9-12

G, H CI.03: Analyze how cultural characteristics (e.g., language, religion, ethnicity, gender roles) link, divide, and/or define regions.

C, G CI.06: Identify how geography shapes culture, economics, politics, and history.

H, P CI.08: Analyze how causal factors (e.g., cultural differences, boundary disputes, imperialism, and religious conflicts) fostered past and current conflicts.

C, H CI.11: Analyze the lasting impact of history on contemporary issues (e.g., Treaty of Versailles, Cold War, ethnic cleansing, urbanization, human rights, immigration, modern medicine).

CI.18: Compare and contrast world religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism), and analyze how they complement or conflict with each other in the contemporary world.

CI.22: Explain multiculturalism, and analyze trends in acculturation and assimilation.

E.47: Describe causes and consequences of trade barriers (e.g., quotas, tariffs, and subsidies) on consumers and producers.

P.44: Examine cultural change, including variations within and across nations, and consider the following factors using psychological research: gender, race, ethnicity, socioeconomic status, and societal norms.

P.45: Explain how social power structures relate to stereotypes, prejudice, and discrimination.

P.46: Examine how perspectives influence stereotypes and the treatment of minority and majority groups in society.

S.14: Identify and evaluate the functions of social institutions (e.g., family, education, religion, economy, government).

C S.16: Explain how social problems can be a result of ineffective institutions (e.g., crime, poverty).

WG.22: Locate, describe, and compare major cultural characteristics in the regions of North, Central, and South America.

WG.38: Define and give examples of voluntary, forced, interregional, and intraregional migration patterns.

C, G, H, P, T WG.39: Analyze past and present trends in human migration and the role of intervening obstacles and opportunities (e.g., economic, social, political, and environmental).

C, E, G, H, P, T WG.40: Describe the impact and challenges of migration on both the sending and receiving countries.