

Brown Center for Students of Color
2018 Third World Transition Program
August 28 – August 31, 2018

WALKING OUT WALKING ON



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WALKING OUT WALKING ON

“Somewhere I read of the freedom of assembly. Somewhere I read of the freedom of speech. Somewhere I read of the freedom of press. Somewhere I read that the greatness of America is the right to protest for rights. And so just as I said, we aren’t going to let dogs or water hoses turn us around. We aren’t going to let any injunction turn us around. We are going on.”

—Martin Luther King, Jr. in his final speech, “I’ve Been to the Mountaintop” (1968)



“Angela Davis must go free,” Franklin said. “Black people will be free. I’ve been locked up (for disturbing the peace in Detroit) and I know you got to disturb the peace when you can’t get no peace. Jail is hell to be in. I’m going to see her free if there is any justice in our courts, not because I believe in communism, but because she’s a Black woman and she wants freedom for Black people. I have the money; I got it from Black people — they’ve made me financially able to have it — and I want to use it in ways that will help our people.”

—Aretha Franklin on Angela Davis, *Jet Magazine* (1970)

“The changes we have to have in this country are going to be for liberation of all people—because nobody’s free until everybody’s free.”

—Fannie Lou Hamer at the National Women’s Political Caucus in Washington in 1971

“I began by saying that one of the paradoxes of education was that **precisely at the point when you begin to develop a conscience, you must find yourself at war with your society.** It is your responsibility to change society if you think of yourself as an educated person. And on the basis of the evidence – the moral and political evidence – one is compelled to say that this is a backward society.”

—James Baldwin, “A Talk to Teachers” (1963)

Welcome Letter from Joshua Segui

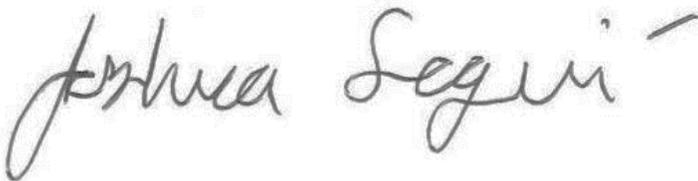
Dear TWTP Participants, Family, and Friends,

On behalf of the Brown Center for Students of Color, I would like to welcome you to the 49th annual Third World Transition Program! This year's theme, "Walking Out, Walking On," asks us to reflect on the walkout of 1968 as we chart our path forward. The "walk out" refers to a historic protest at Brown planned and led by Black women in order to demand that the University increase Black student enrollment. The number of Black students at Brown increased fivefold between 1969 and 1972. We can't help but feel inspired thinking of historic moments like these. Moments of risk, bravery, and triumph. Honor the Black students who fought for future generations of Black students and for us all when they said, "racism in all its diverse forms, must be eradicated from Brown." Never forget that the walk out was a culmination. Rarely do you hear about the intentionality, strategy, and creativity required to persevere. The months of organizing and debate is where the victory was won.

This year's TWTP coordinators, Nana Adu '19, and Uchechukwu Onwunaka '19, have worked tirelessly and diligently to set the stage for an intense participatory experience. You, however, must choose whether or not to be self-reflective, to share your thoughts and lived experiences, to respectfully challenge your peers, and to humbly engage with new ideas.

The next few days will also be an introduction to the Brown Center for Students of Color. We recognize the legacy and leadership of the students who came before you and are excited to see how you will make this space your own. We encourage you to speak with the various student leaders that you will meet about the spaces on and off campus that empower them. Students and alumni consistently comment that TWTP was a pivotal moment in their leadership journeys. I am excited to meet you as you embark on this new adventure. Good luck on your first year!

All my best,



Joshua Segui, JD
Director of the Brown Center for Students of Color



BROWN

Welcome Letter from TWTPC's

Dear First Years,

Welcome to Brown University and to the Third World Transition Program (TWTP) 2018! We are so excited that you have finally arrived on campus, and that you've chosen TWTP as one of your first experiences of community building here at Brown for the next three days.

This year's TWTP theme is "Walking Out, Walking On" in commemoration of the 50th Anniversary of the 1968 Student Walkouts that began with Black Women walking out of Pembroke College. It is critical to remember the walkouts not as a moment of the past but instead a dynamic force of the present paving the way for many of the institutional changes that permitted students of marginalized backgrounds to not only attend, but have a chance at thriving at institutions of higher education such as Brown. None of us arrive to Brown and TWTP on our own. We are here as a result of the communities that have and continue to invest heavily in us. We hope that TWTP provides an opportunity to not only honor and learn from the legacies of activism that preceded us but also looks towards our shared futures as we each work to create a future where we are all free.

TWTP is a treasured and important experience for many that attend, allowing participants to reflect on their own identities such as race, gender, class, ability, nationality, and sexuality, to name a few, and the role that these identities play in their lives and in our society. The conversations we will be engaging in over the next few days may bring up feelings of joy, empowerment, and discomfort, but we want to challenge you to use these moments of discomfort as opportunities for learning and growth. Take these opportunities to ask yourself why do you feel discomfort? What can I learn from these moments of discomfort?

As you begin your journey here at Brown, we want to take this opportunity to share a few words that made us feel a little more certain of ourselves when we first came to TWTP and Brown—***you belong here.*** We hope that the conversations you have here at TWTP you will carry with you far and beyond the walls of Sayles Hall. We hope that they serve as sources of support, comfort, and empowerment as well as an affirmation that everything you have done to get where you are is enough and that you are enough. While you are here, go out of your way to build intentional community with others—with people who will love, challenge and support you in achieving the change you seek both in yourself and in the larger world.

Remembering the legacies of those who fought for us to be here and those who have made it possible to do this work, we are honored to welcome you into this space.

In love and solidarity,

Nana Adu '19 and Uchechukwu "Uche" Onwunaka '19

About the BCSC

What is the Brown Center for Students of Color?

The Brown Center for Student of Color (originally named the Third World Center) emerged in response to the needs of students following protests in 1968 and 1975. Established in 1976, the BCSC was primarily designed to serve the interests and meet the needs of all students of color, as well as promote racial and ethnic pluralism in the Brown community. It provides an area where all students can explore cultural heritages and learn about race and ethnicity as components of American identity.

What is TWTP?

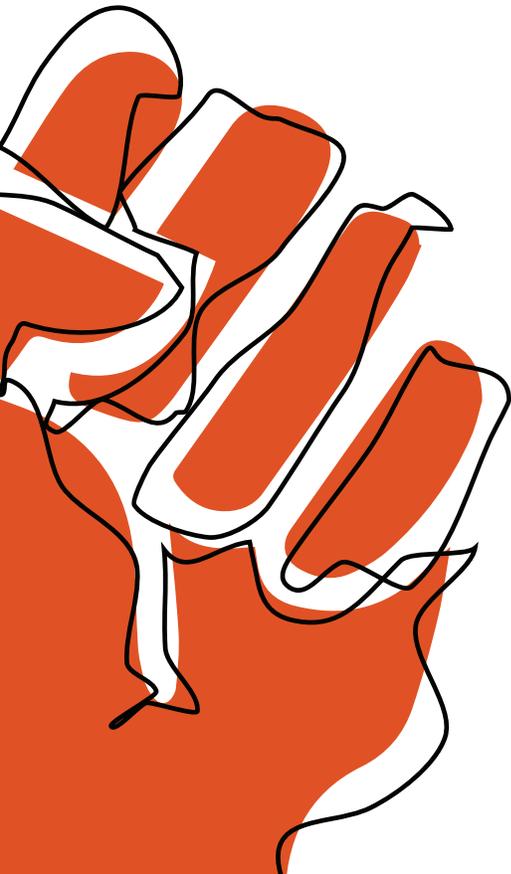
Attending Brown University is not an accomplishment achieved solely through individual efforts. There is a history behind each person's journey to this campus, and many students bring rich histories of individual sacrifice and collective struggle that paved their way to Brown. Students bring their education at Brown to life as they draw from previous experiences of breaking ethnic, racial, socioeconomic, or other barriers in their education while developing and refining their skills to engage their own identities and the identities of others.

While TWTP welcomes new students to Brown and provides an introduction to the support structures and resources available to them, the real focus of the program is an exploration of systems of oppression that exist in our society today, including racism, classism, sexism, cissexism, heterosexism, ableism, and imperialism. Through an examination of the problems that divide our society, we seek to break down the barriers that separate us in order to build understanding and community. We also call on all participants to reconsider their history and aspects of their identity in order to better understand themselves and the similarities and differences between themselves and their peers. Participants are also introduced to the activism, resilience, and legacy of the Third World (see below) community at Brown. The discussions, workshops, and events of TWTP not only welcome students to Brown, but cultivate a campus culture that seeks to bring about a more equitable and just community.

What does "Third World" mean?

Students first began using the term "Third World" instead of "minority" because of the negative connotations of inferiority and powerlessness associated with that term. Although the term "Third World" may have negative socioeconomic connotations outside of Brown, students continue to use the term in the context that originated in the Civil Right Movement. Frantz Fanon, author of *The Wretched of the Earth* (1961), urged readers to band together against oppression and colonialism by pioneering a "Third Way", meaning an alternative to the first world (U.S. & Western Europe) and the second world (USSR & Eastern Europe). TWTP continues to use the term following a cultural model of empowerment and liberation to describe a consciousness which recognizes the commonalities shared by diverse communities.

Using the term "Third World" reminds students of the power they have in coalescing, communicating, and uniting across marginalized communities to create a safer and more equitable place for all individuals. This consciousness at Brown reflect a right, a willingness, and a necessity for people of color and others to define themselves instead of being defined by others.



2018 TWTP Schedule

Day 1 Tuesday, August 28

- 8:00AM – 5:00PM** Registration & Check-In
Faunce Arch & J. Walter Wilson Lobby
- 9:00AM – 4:00PM** Financial Aid Open House
J. Walter Wilson, 2nd Floor
- 1:00PM – 1:45PM** Parent/Family Introduction to TWTP
Rhode Island Hall, Room 108
- 2:00PM – 3:00PM** Support Network Panel
Rhode Island Hall, Room 108
- 2:00PM – 4:30PM** Brown Center for Students of Color Open House
68 Brown Street
- 5:00PM – 6:30PM** TWTP 2018 Welcome Dinner
Sharpe Refectory
- 6:30PM – 8:00PM** Bid Farewell to Parents
On Your Own
- 8:15PM – 10:00PM** Welcome to TWTP 2018
Sayles Hall, College Green

Day 2 Wednesday, August 29

- 7:30AM – 8:45AM** Breakfast
Verney-Woolley Dining Hall
- 9:00AM – 10:30AM** The Power of Narrative
Sayles Hall, College Green
- 10:35PM – 12:05PM** Racism Workshop
Sayles Hall, College Green
- 12:20PM – 1:20PM** Lunch
Verney-Woolley Dining Hall
- 1:35PM – 3:20PM** Ableism Workshop
Sayles Hall, College Green
- 3:35PM – 5:20PM** TWTP Olympics
Pembroke Field
(Rain Location: Alumnae Hall)
- 5:30PM – 6:20PM** Dinner
Verney-Woolley Dining Hall
- 6:00PM – 7:30PM** LGBTQ Center Open House
Stephen Robert '62 Campus Center, Room 321
- 6:00PM – 7:30PM** Sarah Doyle Woman's Center Open House
26 Benevolent Street
- 8:00PM – 9:00PM** Racism Confidential
BCSC Formal Lounge
- 8:00PM – 9:00PM** Interrogating White Privilege
BCSC Informal Lounge
- 9:00PM – 10:00PM** Ableism Confidential
BCSC Formal Lounge
- 10:00PM – 11:00PM** Islamophobia Confidential
BCSC Formal Lounge



2018 TWTP Schedule

Day 3 Thursday, August 30

- 8:00AM – 9:15AM** Breakfast
Verney-Woolley Dining Hall
- 9:30AM – 11:45AM** Sexism & Cissexism Workshop
Sayles Hall, College Green
- 12:00PM – 1:00PM** Lunch with President Paxson
55 Power Street
(Rain Location: Sayles Hall)
- 1:15PM – 2:30PM** Classism Workshop
Sayles Hall, College Green
- 2:45PM – 4:10PM** Faculty Panel
85 Waterman, Room 130
- 4:15PM – 5:25PM** Jason Sperber '98 & Michelle Quiogue '96 MD'00
Alumni Speaker
Sayles Hall, College Green
- 5:35PM – 7:30PM** Multiethnic Dinner
Ruth J. Simmons Quadrangle
- 8:00PM – 9:00PM** Classism Confidential
FLi Center (Sciences Library, 5th Floor)
- 9:00PM – 10:00PM** Cissexism Confidential
LGBTQ Center; Stephen Robert '62 Campus Center, Room 321
- 10:00PM – 11:00PM** Sexism Confidential
Sarah Doyle Women's Center; 26 Benevolent Street

Day 4 Friday, August 31

- 7:30AM – 9:00AM** Breakfast
Verney-Woolley Dining Hall
- 9:15AM – 10:45AM** Heterosexism Workshop
Sayles Hall, College Green
- 10:55PM – 12:25PM** Imperialism Workshop
Sayles Hall, College Green
- 12:35PM – 1:35PM** Lunch
Verney-Woolley Dining Hall
- 1:45PM – 4:35PM** Resistance: A Living History
Sayles Hall to Congdon St. Church
- 4:45PM – 5:45PM** Self-Care Event
BCSC Formal Lounge
- 5:45PM – 6:45PM** Dinner
Verney-Woolley Dining Hall
- 6:45PM – 7:45PM** Heterosexism Confidential
LGBTQ Center; Stephen Robert '62 Campus Center, Room 321
- 7:45PM – 9:30PM** Wrap Up & Class Spirit Competition
Sayles Hall, College Green



BCSC Staff '18

Professional Staff

Joshua Segui, JD | *Director*

Kristy Kumar | *Assistant Director, Co-Curricular Initiatives*

Anne Marie Ponte | *Coordinator, Co-Curricular Initiatives*

Olivia McNeill | *Assistant Director, First Year and Sophomore Programs*

Maurisa Li-A-Ping | *Coordinator, First Year and Sophomore Programs*

Niyolpaqui Moraza-Keeswood '16 | *Coordinator, Native American and Indigenous Studies*

Workshop Facilitators

Classism

Evelyn Santos '19
Leslie Benavides '20
Mayo Saji '20
Peter Simpson '20

Racism

Ly Dang '19
Maliya Rodriguez '21
Meghan Mozea '19

Sexism & Cissexism

Adriana Rodriguez '21
Akire Hawkins '20
Ale Gonzalez '20
Tobe Obiaya '21

Abelism

Carmen Ferran '20.5
Jayleen Paula '19
Maryam Ahmad '19
Sara Alavi '21

Heterosexism

Andy Pham '19
Anne Zhao '19
Eileen Cruz '20

Imperialism

Karina Bao '21
Mariela Pichardo '20
Querube Suarez-Werlein '19.5

Heritage Series Coordinators

Asian American Heritage Series

Catherine Li '21
May Niiya '20

Multiracial Heritage Series

Erika Underland '21

Southwest Asian and North African (SWANA) Heritage Series

Asmaa Elbenni '20
Bashar Zaidat '21
Ruth Miller '19
Keanu Hunter '21

Black Heritage Series

Alexis Newell '20
Roysworth Grant '21

Latinx Heritage Series

Melanie Anaya '21
Stefany Garcia '20

Native American Heritage Series

Ruth Miller '19
Keanu Hunter '21

Student Initiative Coordinators

Asian/American Student Initiative

Takami Nishimoto '21

Latinx Student Initiative

Adriana Rodriguez '21
Laura Muñoz '21

TWTP Coordinators

Nana Adu '19
Uchechukwu "Uche" Onwunaka '19

Community Care Coordinators

Donia Torabian '20
Gabriel Gonzalez '20
Helya Azadmanesi-Samimi '19.5

Social Media Coordinator

Briana Nunez '19

Minority Peer Counselor Coordinator

Noëll Cousins '20

Minority Peer Counselors (MPCs)

Akire Hawkins '20	Kaycie Sweeney-Mulhern '21
Alexis Roman '21	Kaylah Paras '21
Alonnie Johnson '21	Keanna Hunter '21
Amanda Moreno '21	Luqmaan Bokhary '21
Bailee Peralto '21	Manuel Avalos '19
Cassandra T-Pederson '21	Maria Nicole Bolaños '21
Diana Cruz '21	Nam Do '21
Gabrielle Tanksley '21	Nicaurys Rodriguez '21
George Kubai '21	Ozomatli Zarate '22
Georgeara Castaneda '21	Quentin Thomas '21
Ijahala Pottinger '20	Rainbow Chen '21
Jai Chavis '21	Samantha Scott '21
Jessica Owusu-Afari '21	Symone Houston '21
Julius Gingles '21	

Social Justice Peer Education Coordinators

Maryam Ahmad '19
Tiara Sharma '20

Social Justice Peer Educators (SJPE)

Brian Elizalde '19	Sara Alavi '21
Lindsay Moore-Fields '21	Sophie Kupetz '19
Mayo Saji '20	Xochi Cartland '21

Media Team

Graphic Designers

Javier Syquia '21
Katherine Sang '21

Photographers

Huayu Ouyang '20
Tolu Sogade '19

Office Assistants

Ella Joshi '21
Gio Santiago '19

Sylvia Ren '21
Yasmin Toney '19

Black Student Initiative

Wassa Bagayoko '21

Graduate Students of Color Initiative

Laura Garbes

Self Care at TWTP

“Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.”

– Audre Lorde, *A Burst of Light*, 1988

Resources

Although TWTP will be an educational, fun, and exciting time, it can also be an eye-opening and difficult time. The conversations we have during TWTP are not always going to be easy or comforting. There may be things we talk about that make you feel uncomfortable, upset, and numb. **First, it is okay to feel any of these ways or any other way.** Second, we (the TWTP Team) are here to provide resources for self-care.

What is Self-Care?

Although it will look different for each individual person, self-care can be summed up as the practice of catering to your own individual needs whether they be physical, mental, emotional, spiritual, or all of the above. Self-care is an intentional way of avoiding burn-out, connecting with yourself, and finding resilience in an unstable world. Self-care is also political. Finding healing and happiness in a world that wants to deny you of both, especially if you hold any marginalized identities, is a brave and brilliant act of resistance. Ultimately, we treasure ourselves through care to ensure we continue to resist against racism, classism, heterosexism, cissexism, and other “-isms” attempting to devalue our work and command our lives.

However, self-care can be hard. It can be hard to be patient, compassionate, and loving with yourself, especially if society has told you that you deserve none of the above. If you find it easier to take care of others than it is to take care of yourself, remember that self-care is intertwined with community-care. To take care of yourself is to take care of any community that you may be a part of. Participating in self-care allows you to be more able to show up as your best self for others and it lessens the work on others who may care for you and themselves at the same time. By envisioning self-care and community-care as a process of self and collective transformation, we ask you to utilize these resources, quotes and readings to continue reflecting upon how you prioritize, interpret, and carry out these themes.

Breathing Room

At the beginning of every TWTP workshop, someone from the TWTP team will announce where the Breathing Room is. This room is meant for exactly what its name implies: breathing. If you find yourself needing to disengage from a workshop because it was just too much, the Breathing Room is where you can go to find relief. Whether you are feeling sadness, anger, grief, or whatever emotion, the Breathing Room is a place where you can go to take care of yourself and address your needs. This room will be staffed by members of the TWTP Team and will offer a variety of activities that you can partake in until you feel ready to go back to the workshop or until the workshop is over.

In year’s past, this space used to be called the “Self-Care Room”. However, we have decided to change the name because of how inaccessible we believe the concept of “self-care” to be for someone who is still trying to learn what that means for them. Figuring out what self-care is to you is a constant process that will likely evolve as you do. For these reasons, we chose to call this space the Breathing Room this year because breathing is more tangible. We all breathe. Yet, we often overlook how much power there is in a single breath. No matter what you come into this room thinking or feeling, just don’t forget to breathe.

Confidentials

Some of the TWTP workshops also host confidential discussion spaces for individuals who hold certain identities. These confidential spaces are intended to provide a more intimate setting for people with some shared identity to talk, build community, and offer each other support. See the TWTP Schedule for Confidential times and locations.

“You can’t dump one cup of sugar into the ocean and expect to get syrup. If everybody sweetened her own cup of water, then things would begin to change.”

– Florynce Kennedy

Physical Self-Care

1. Remember to take your medication(s).
2. Eat food that you enjoy.
3. Dress according to temperature/weather.
4. Get moving: go on a walk, run, swim; go to the gym; do yoga.
5. Rest even more when you start to feel sick.
6. Breathe in deeply.
7. Feel the sun on your skin (and wear sunblock).
8. Take breaks (in between studying, meetings, etc.).
9. Pick your nose.
10. Use a face-mask (either naturally made or one that is bought).

Physical Self-Care

1. Record your thoughts, ideas, and goals.
2. Write 1-5 things that you are grateful for in your phone or a journal daily.
3. Doodle, paint, or draw your thoughts and feelings
4. Ask for help: meet with a dean, speak with a mental health professional, and attend wellness sessions.
5. Disengage from the news, social media, etc.
6. Keep a compliments/nice things photo album with happy memories screenshots of compliments, etc.
7. Clean your living/work space.
8. Pick up a new habit/hobby/project.
9. Let yourself say “no.”

Emotional Self-Care

1. Allow yourself to scream when angry and to cry when sad.
2. Let yourself truly feel your emotion before you try and solve them.
3. Remember to laugh.
4. Spend time with those who affirm you.
5. Take a break from social settings by relaxing alone.
6. Check-in with your emotions.
7. Watch puppy/kitten videos.
8. Smile and laugh at yourself in the mirror.
9. Remind a loved one that you care about them.
10. Be silly.

Spiritual Self-Care

1. Help someone out.
2. Make time and space for your faith.
3. Practice forgiveness, especially with yourself.
4. Return to a hobby that you enjoyed as a child
5. Read books written by people who have been where you are, and who are where you want to go.
6. Consume media made by people who share your identities.
7. Try a meditation practice.
8. Enjoy nature: watch the sunset, gaze at the stars, get lost in a garden, watch the ducks in the river.
9. Write creatively (poems, short stories, etc.)
10. Read a book that you enjoyed as a child; remember why you loved it.

“Self-Care is only understandable within the circle of building community, and caring for our collective future.”

– Judith Leblanc, *Colorlines* Interview, 2016



Other Self-Care Resources

Books and Readings

- My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies by Resmaa Menakem
- The Body Keeps the Score by Bessel van der Kolk
- All About Love: New Visions by bell hooks
- Salt by Nayyirah Waheed
- Uses of the Erotic by Audre Lorde

Facebook

- A group for Healing and Empowering and Celebrating (*Student Group on Facebook*)
- QTPOC Mental Health

Websites

- RestForResistance.com
- LetsEraseTheStigma.com
- LetsAtBrown.org/about
- HarrietsApothecary.com
- LetsQueerThingsUp.com/tag/self-care/

Instagram Accounts

- @OnBeingInYourBody

Podcasts

- Healing Justice

's Self-Care Plan!

The form consists of a large dashed-line box at the top containing the title "'s Self-Care Plan!". Below this are four dashed-line boxes arranged in a 2x2 grid. The top-left box is labeled "MIND", the top-right box is labeled "BODY", the bottom-left box is labeled "SUPPORTIVE PEOPLE IN MY LIFE", and the bottom-right box is labeled "I WANT TO ACCOMPLISH". In the center of the bottom two boxes is a larger dashed-line box labeled "SPIRIT".



Self Care Plan by Social Work Tech | Ignacio Pacheco
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RACISM

Workshop Facilitators: Ly Dang '19, Maliya Rodriguez '21, Meghan Mozea '19

Definitions

Racism: a form of oppression based on the socially constructed hierarchy around race; this form of oppression is exhibited by the racial group in power over racial groups that do not have institutional power.

Ideological: a set of beliefs held within a society that assume that certain racial groups are superior, while other racial groups are deemed inferior

Institutional: unequal treatment, discrimination, and violence perpetrated by social institutions (like academia and the government) as a matter of policy based on race

Interpersonal: racism that occurs between people - when one holds prejudices (negative attitudes) towards someone of another racial group; stems from ideological racism and is used on a personal level to actively discriminate against non-dominant racial groups.

Internalized: racism that occurs within ourselves; that is, prejudiced attitudes we hold towards our own racial groups; racism constantly perpetuated by the dominant group can cause members of the non-dominant group to look at their own race and attributes, such as culture, skin color, etc. as inferior.

Colorism: when people are prejudiced against or discriminate against people with darker skin due to the negativity associated with darker skin; favoring lighter skin over darker skin; value is given to one based on their proximity to whiteness and distance from blackness in terms of skin color and physical features

Islamophobia: unwarranted fear or prejudice directed at people who are, or are perceived to be Muslim; such fear/prejudice is used to rationalize the use of violence against Muslims

Orientalism: representation of Middle Eastern, North African, and Asian cultures as exotic, uncivilized, backwards, and dangerous; coined by scholar Edward Said for the imitation and depictions of "Eastern" cultures through colonial and imperialist attitudes.

Mass Incarceration & Prison-Industrial Complex: the overlapping interests of authorities and people in power within industries that utilize policing, surveillance, and imprisonment as solutions to political, social, and economic issues. the prison-industrial complex allows for people in power to maintain their authority through their economic, social, and racial privileges that disproportionately target communities of color.

School-to-Prison Pipeline: result of the continued over-policing and zero-tolerance policies of educational spaces that funnel predominantly students of color into a cycle of schools to detention centers and prison systems.

White Supremacy: a historically-based and institutionally perpetuated ideology that empowers & privileges whiteness while exploiting and oppressing people of color to keep whiteness in a position of power



Readings

The Hate U Give – Angie Thomas

The New Jim Crow – Michelle Alexander

My Bondage and My Freedom – Frederick Douglass

White Fragility – Robin DiAngelo

Online Resources

Everyday Feminism | EverydayFeminism.com

Black Girl Dangerous | BGDblog.org

Native American Calling | NativeAmericaCalling.com

The Last Real Indians | LastRealIndians.com

Reappropriate | Reappropriate.co

Angry Asian Man | AngryAsianMan.com

Remezcla | Remezcla.com

South Asian Americans Leading Together | SAALT.org/category/blog/

The Arabist | Arabist.net/colophon/

Resources at Brown

Brown Center for Students of Color

UFLiCenter

Brown University Emergency Funds

Dean Vernicia Elie | *Assistant Dean of Financial Advising*

Dean Maitrayee Bhattacharyya | *Senior Associate Dean of the College for Diversity*

Counseling and Psychological Services (CAPS)

Office of Institutional Equality & Diversity

Student Groups

African Students Association (AfriSA)

Asian/American Political Alliance

Black Student Union (BSU)

Bluestockings Magazine

Brown Immigrant Rights Coalition

Brown Organization of Multiracial and Biracial Students (BOMBS)

Brown University Arab Society

Central American United Student Association (CAUSA)

Filipino Alliance

Latin American Students Organization

Native Americans at Brown (NAB)

Students of Caribbean Ancestry (SOCA)

Student Labor Alliance (SLA)

Students Against the Prison Industrial Complex (SAPIC)



ABLEISM

Workshop Facilitators: Carmen Ferran '20.5, Jayleen Paula '19, Maryam Ahmad '19, Sara Alavi '21

Definitions

Disability: The literal definition of disability is the state of being unable to do something. In our society, this term more specifically refers to the state of being unable to do something that most “normal” people are able to do. For our workshop, ability is the capacity to do something and disability is the absence of the capacity to do something that is expected by society – this is a negative definition that defines people on the basis of what they cannot do.

Ableism: System of oppression constructed to marginalize, stigmatize, and deny agency to people on the basis of their perceived lack of “normal” abilities.

Accessibility: The provision of multiple means of participation and use that enable people with differing capacities and needs to take part in activities and take advantage of resources.

Eugenics: The study of or belief in improving the genetic features of the human population through selective breeding, sterilization, or genocide; a contemporary example includes the exclusion of sperm donors who have been diagnosed with autism, ADHD, dyslexia and OCD.

Medical Model: Defines disability as any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered “normal” for a human being; under this model, it is the individual, and not society, that has the problem, and different interventions aim to provide the person with the appropriate skills to rehabilitate or deal with it.

Social Model: Views disability as a consequence of environmental, social, and institutional barriers that prevent people with impairments from maximum participation in society; it is best summarized in the definition of disability from Disabled Peoples’ International (DPI): “The loss or limitation of opportunities to take part in the normal life of the community on an equal level with others, due to physical or social barriers.” As an example, if the problem lies with society and the environment, then society and environment must change; if a wheelchair user cannot use a bus, the bus must be redesigned.

Disability Justice Framework: All bodies are unique and essential, and all bodies have strengths and needs that must be met; people with disabilities are powerful not despite the complexities of their bodies, but because of them. All bodies are caught in these bindings of ability, race, gender, sexuality, class, nation state and imperialism, and cannot be separated. This idea was explored in Sins Invalid’s disability justice statement: “These are the positions from where we struggle. We are in a global system that is incompatible with life. There is no way stop a single gear in motion — we must dismantle this machine.”

Incarceration and Disability:

Carceral Ableism: A form of ableism that institutionalizes, confines, and/or imprisons people with disabilities. It is rooted in the idea that some bodies are inferior to others, and that “inferior” people should be contained and segregated from society; carceral ableism takes place in carceral spaces, or spaces in which individuals are confined, subject to surveillance, or otherwise deprived of essential freedoms, such as prisons, immigration centers, and psychiatric institutes in which people are held against their will.

Abolition: action of ending a system, practice or institution; more specifically, the dissolution of the prison-industrial complex and other carceral spaces that target people with disabilities; furthermore, abolition necessitates reimagining the ways that we care for and relate to each other recognize the humanity and value in all.

Further Reading

“On Being a Cripple” – Nancy Mairs,

“Changing the Framework: Disability Justice,” – Mia Mingus in *Leaving Evidence* (February 12, 2011)

Academic Ableism: Disability and Higher Education
– Jay Timothy Dolmage

A Disability History of the United States – Kim E. Nielsen

Disability Incarcerated – Liat Ben-Moshe

“I am not your inspiration, thank you very much” “I am not your inspiration” – Stella Young (TED talk)

“Our fight for disability rights - and why we're not done yet” – Judith Heumann (TED talk)

Additional Resources

Student and Employee Accessibility Services (SEAS)

Counseling and Psychological Services (CAPS)

Project Let's Erase the Stigma (LETS) is a peer mental health advocacy organization that runs independent of CAPS.

Zencare.co is a very useful website to find psychologists, psychiatrists, therapists, counselors, dietitians, and support groups in the Providence area. It provides relevant information on specialties, approaches and insurance.

Courses at Brown

AFRI1060Z | Race, Sexuality, and Mental Disability History

AMST0190N | Health as Morality in American Life

ANTH1515 | Anthropology of Mental Health

HIST1830M | From Medieval Bedlam to Prozac Nation: Intimate Histories of Psychiatry and Self

PHP1680I | Pathology to Power: Disability, Health and Community

SIGN0100 | American Sign Language I, II

SOC1550 | Sociology of Medicine



CISSEXISM & SEXISM

Workshop Facilitators: Adriana Rodriguez '21, Akire Hawkins '20, Ale Gonzalez '20, Tobe Obiaya '21

Definitions

Sex: sex refers to a number of physical and biological features of an individual. These can include things like genitals, chromosomes, and gonads. Though sex is constructed as a binary, sex characteristics do not fall neatly within these lines nor are there only two variations of each kind of sex characteristic.

Intersex: people who have physical and biological features that do not neatly fit into two categories for sex characteristics. At birth, many intersex people have their bodies operated on or changed without their consent so that they will “adhere better” to the binary system of sex and gender.

Gender: the relationship between personal self-identification and cultural understandings of social roles and anatomy.

Sexism: a system of oppression that privileges men and masculinity while devaluing and exploiting women and femininity. Prejudice and violence that arises out of sexism is termed *misogyny*.

Cissexism: a system of oppression that enforces the gender binary by privileging and normalizing cisgender people whilst also punishing, invalidating, and exploiting transgender people. Prejudice and violence that arises out of cissexism is termed *transphobia*. Cissexism and sexism are parts of *patriarchy*.

Patriarchy: a social and political system that confers power to men and otherwise organizes society according to gender roles.

Feminism: the belief (and practice) in the social, political, economic, and cultural equality of all genders. There are multiple approaches towards feminism, and it is important to note that one size of feminism does not fit all.

Intersectionality: a term describing how social identities such as race, gender, class, sexuality, ability, citizenship status, and more overlap to create experiences that are greater than the sum of those identities. The term was coined by Black feminist scholar [Kimberlé Crenshaw](#).

Cis(gender): people who identify wholly as the gender they were assigned at birth.

Trans(gender): people who do not identify wholly as the gender they were assigned at birth. There are many transgender identities beyond the categories of man and woman, though many transgender people identify wholly as men or women.

Non-Binary: often used as an umbrella term and identity that refers to a person who does not identify as either woman or man, but instead identifies as being somewhere in the middle of the spectrum, more than one gender, no gender, or something else. Non-binary people may or may not also identify as transgender.



Gender expression: the way a person externally manifests gender, through markers such as body language, clothing, and behavior. Gender expression does not necessarily correspond to gender identity.

Gender non-conforming: a term describing someone who does not completely fit societal gender expectations for appearance. Such a person may act, dress, or behave in ways not expected of the gender they were assigned at birth.

Misogynoir: the intersection of misogyny and anti-blackness, in which both race and gender play a part in discrimination and violence directed at Black women. The development of the term is credited to Black queer feminist Moya Bailey as well as womanist Trudy Hamilton.

Transphobia/Transmisia: Fear, hatred, disbelief, or mistrust of people who are transgender, thought to be transgender, or whose gender expression doesn't conform to traditional gender roles. Transphobia takes many forms, ranging from negative attitudes to physical violence.

Transmisogyny: the intersection of transphobia and misogyny, which makes trans women and other people who are assigned male at birth but who identify with femininity, targets of discrimination, invalidation, and violence. This term was coined by trans writer Julia Serano.

Transmisogynoir: the intersection of transphobia, misogyny, and anti-blackness that targets Black trans women and other trans/non-binary Black people who align with femininity.

Self-determination: the right a person has to define their gender identity for themselves.

Body Politics: Understanding of the body as a politicized aspect of human existence. Bodies can be a reason for a person's marginalization or privilege throughout various contexts- gender, sexuality, conventional attractiveness, etc.

Fatmisia/Fatphobia: A system of oppression that privileges thin bodies over fat bodies. Because fatness is strongly correlated with laziness, unattractiveness, and unhealthiness, fat people are discriminated against both an interpersonal and systemic scale.

Thin Privilege: The acceptance and privilege that accompanies societal ideas of thinness being "normal." Thin privilege allows thin people to live without systemic discrimination and mistreatment because of their weight; for example, their physical health seldom being questioned despite their actual physical fitness.

Cissexism Do's and Dont's

Do accept and respect the gender, names, and pronouns of those around you. This includes respecting everyone's rights to use whatever label(s) they choose.

Do respect the choices trans people make in relation to their presentation. This includes respecting personal clothing choices as well as choices to or to not pursue different kinds of surgery. Whatever their choices are, they have their reasons.

Do ask any trans friends or family how they would like you to support them.

Do pay particular attention to information and stories presented by trans people. Some resources and information available are written by people who are not trans from an outsider perspective.

Don't assume you can tell if someone is transgender or cisgender. Many may not appear "visibly trans" or "visibly cis".

Don't "out" someone as trans without their permission. If someone tells you they are trans this does not mean they are open with everyone about being trans or even with everyone in their life. This also implies clarifying with that person in what contexts such information is known or ok to be shared.

Don't assume you can use all trans people as informational resources if they do not offer themselves as such. While they may wish to talk to you about their issues, this does not entitle you to information about their life or about transgender issues generally.

Cissexism Do's and Dont's (Continued)

Do challenge transphobic language or humor in public spaces. If you see any transphobic statements, whether a trans person is present or not, challenge the remarks. Educate others how the remarks are offensive. Take time to consider strategies to confront anti-trans statements.

Don't try to generalize the experiences of all trans people based on the experiences of one trans person you may have read about or known. Trans people have diverse experiences and cannot be all lumped together in how they may feel, think, or behave about a given topic.

Don't generalize categories of sex by just saying "male" and "female." Sex involves many characteristics and does not fit neatly into two categories. If you mean something specific, then say that e.g. people with uteruses, people with vaginas, people with penises.

Don't ask invasive questions. Do not ask anyone for their deadname (birth name or non-chosen name), pre-transition photos, operation or hormone status, genitals, or how they have sex. Don't assume you can tell if someone is transgender or cisgender. Many may not appear "visibly trans" or "visibly cis".

Resources at Brown

Sarah Doyle Women's Center

26 Benevolent Street

The Sarah Doyle Women's Center (SDWC), established at Brown in 1974, seeks to provide a comfortable yet challenging place for students, faculty, and staff to examine the multitude of issues around gender. The SDWC and the LGBTQ Center share staff and resources to support students around issues of gender and sexuality.

Gail Cohee, Director | Gail_Cohee@brown.edu
Felicia Salinas-Moniz, Assistant Director | Felicia_Salinas@brown.edu

LGBTQ Center

(Stephen Robert '62 Campus Center, Room 321)

The LGBTQ Center, established at Brown in 2004, provides a comprehensive range of education/training, cultural, social and educational programming, support services and advocacy services to the entire Brown Community. The Center works to create and maintain an open, safe, and inclusive environment for lesbian, gay, bisexual, transgender, queer and questioning students, faculty, and staff, their families and friends, and the campus community at large.

The LGBTQ Center and the Sarah Doyle Women's Center share staff and resources to support students around issues of gender and sexuality.

Kelly Garrett, Program Director | Kelly_Garrett@brown.edu

Je-Shawna Wholley, Program Coordinator | Je-Shawna_Wholley@brown.edu

TRANS@Brown Resources

<https://www.brown.edu/campus-life/support/lgbtq/transbrown>

Kelly Garrett, Program Director | Kelly_Garrett@brown.edu

Je-Shawna Wholley, Program Coordinator | Je-Shawna_Wholley@brown.edu

Queer Alliance

The mission of the Queer Alliance is to facilitate the building of a diverse, inclusive, visible and active queer community at Brown. The QA is an umbrella organization that is the hub of queer-related organizing efforts on and off campus. The QA is divided into three broad departments of programming: Community, Outreach and Advocacy. It is the job of the Department Chairs to encourage and facilitate queer leadership and organizing on campus to serve the spectrum of needs and identities in the queer community. For more information email queer@brown.edu.

Counseling and Psychological Services (CAPS)

J. Walter Wilson, Room 512

Counseling and Psychological Services (CAPS) provides crisis intervention, short-term individual therapy, group therapy, community outreach, and referral services. Our staff has many years of experience in dealing with a broad range of emotional, social, identity, and adjustment-related issues. We offer consultation to students, faculty and staff who are concerned about the well-being of students.

Phone: 401-863-3476

CAPS - Support Group for Gender Nonconforming Individuals

This group is designed to be a safe space to talk, explore, support, challenge, and just be present in your gender identity without having to explain/educate/fear judgment. Often people who are questioning or exploring their gender identity can experience stress, anxiety, isolation - as well as excitement, curiosity, and empowerment. This group will be a place to express yourself at present and to connect with others in the spirit of openness and connection.

Resources at Brown (Continued)

SHARE (Sexual Harassment & Assault Resources & Education)

The SHARE (Sexual Harassment & Assault Resources & Education) Advocates in BWell Health Promotion are confidential resources on campus that can provide support to any student from any part of the University (undergraduate, graduate, and medical students) affected by issues or experiences related to: Sexual Assault; Sexual and/or Gender-based Harassment; Domestic/Dating Violence; Relational Abuse; Stalking

Phone Numbers:
401.863-2794, Health Promotion
401.863-3953, Health Services
401.863-6000, Sexual Assault Response Line

To make an appointment with a SHARE Advocate, you can make a request online, or call the office at 401.863-2794.

SHAG

The Sexual Health Awareness Group (SHAG) is a peer education program from Health Promotion. SHAG is comprised of Brown students who promote sexual health on campus through workshops, a confidential texting Q&A service, and other outreach projects.

The IX Office

J. Walter Wilson, Room 319 – 323

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.”

<https://www.brown.edu/about/administration/title-ix/>

Contact: 401-863-2216, titleixoffice@brown.edu

Brown Center for Students of Color

68 Brown Street

The Brown Center for Students of Color (BCSC) serves as a gathering place for communities of color. Students are encouraged to build meaningful relationships across difference, develop racial and ethnic consciousness, and enact change at Brown and beyond. The BCSC advances the University’s mission of educating and preparing students to discharge the offices of life with usefulness and reputation by empowering students of color, cultivating leadership, facilitating critical reflection, fostering informed action, and promoting social justice.

Resources off Campus

Planned Parenthood

175 Broad Street, Providence, RI 02903

<https://www.plannedparenthood.org/health-center/rhode-island/providence/02903/providence-health-center-3362-90220>

Phone: 401-421-9620

Languages: English; Spanish; Interpretation by telephone available for other languages.

Sojourner House

386 Smith Street, Providence, RI 02908

Sojourner House aims to promote healthy relationships by providing culturally sensitive support, advocacy, and education for victims and survivors of domestic and sexual violence; and to effect systems change.

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

Office: 401-861-6191, Email: info@sojournerri.org

To talk to an advocate, Call the Helpline at 401-765-3232

Coyote RI

Coyote RI is a New England-based group founded by Bella Robinson and based on Coyote core principles.

Indoor sex work was decriminalized in Rhode Island in 1979. However in 2009 Rhode Island voted back in to criminalize all prostitution, so we call back into action Coyote Rhode Island (Call Off Your Old Tired Ethics). We believe adult providers can make the best choices for themselves without interference from law enforcement on the one hand nor do-gooders who want to “help” us against our will on the other hand. Our goal is to reducing harm by education and decriminalizing indoor consensual sex work between consenting adults.

Further Information

Bluestockings Magazine | bluestockingsmag.com

[Facebook.com/estereotipas/](https://www.facebook.com/estereotipas/)

Happy Birthday, Marsha!

Audre Lorde

Bell hooks

Janet Mock

This Bridge Called My Back

Women, Race, and Class

Do Muslim Women Need Saving?

Everyday Feminism

CLASSISM

Workshop Facilitators: Leslie Benavides '20, Evelyn Santos '19, Peter Simpson '20, Mayo Saji '20

"If it is inaccessible to the poor it is neither radical nor revolutionary."

Definitions

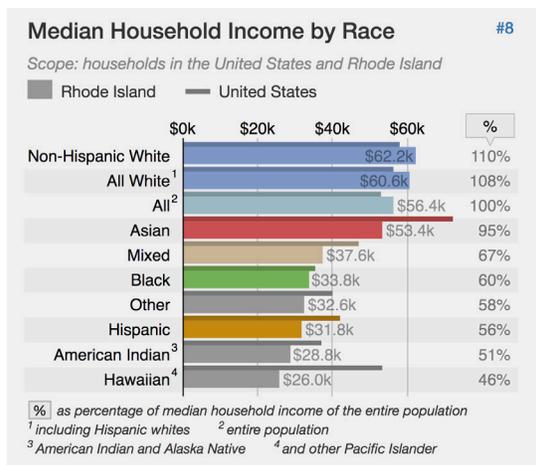
Classism: The individual, cultural, and institutional set of practices and beliefs used by society to assign values to people according to their socioeconomic status. This economic system creates massive inequality and unmet basic human needs.

Capitalism: Capitalism is an economic system characterized by innovation and investment to increase wealth and profit for investors. Since capitalism is driven by the desire for profit, working class folks and the environment are often exploited to keep the costs of production low.

Social Class: A group of people who occupy a similar position in an economic system which is often determined by a difference in resources (money, land, assets), power, and authority. It is a divisive system created by capitalism.

Educational Privilege: A social and economic advantage possessed by those with access to higher education despite background, identity, and oppressions have educational privilege. Educational privilege can be earned or unearned. For some people, educational privilege is unearned, meaning some people are bound to attend and thrive in institutions of higher education due to their other privileges. For other folks, gaining educational privilege is a hard-earned struggle, due to the oppressions they faced while growing up.

Statistics



Brown has more students in the top 1% (\$630K) than from the entire bottom 60% (<\$65K). *The Equality of Opportunity 2017

Source: <https://statisticalatlas.com/state/Rhode-Island/Household-Income>



On-Campus Resources

The U-FLI Center is a communal, learning, and advocacy space for members of the Brown community who identified with the undocumented, first-gen college, and/or low-income student experience and is located in the 5th floor of the Sciences Library. The director of the FLI Center is Julio Reyes (julio_reyes@brown.edu).

First-Gen Low Income Partnership (FLIP) Library is a free textbook-borrowing initiative housed in the U-FLI Center.

Vernicia Elie, Assistant Dean of the College for Financial Advising, works separately from Financial Aid offices and more closely with low-income, first-gen, international, and undocumented students. Contact Information: vernicia_elie@brown.edu, (401) 863-5671

Brown University UFunds vary and can assist in emergency funds for covering winter gear, emergency flights home, food insecurity, medical bills, and other expenses. (Don't let the word emergency scare you! Ask for what you need.) Other funds such as the LINK award and UTRA can assist in funds for unpaid summer internships.

First-Gens@Brown is an entirely student-run affinity group on campus, which provides social, academic, financial, and wellness resources. Join the group Facebook (if you identify as a first generation college student and/or a low-income student) for updates, events, and resources [First-Gens@Brown]

DACA Renewal Application: Coordinated by Dean Vernicia Elie for all students (including graduate and medical students)

The Swearer Center (located at 25 George Street) has internship and work-study opportunities that are available to all students, regardless of citizenship status.

For more information, visit the How to Brown Guidebook

Off-Campus Resources

Brown Class Confessions on Facebook: A group used for anonymous confessions and solidarity.

Further Readings: I am not Better than My Mami by Prisca Dorcas

Ways to Start Talking More About Class at Brown

1. Own up to your class privileges
 - a. Be aware of what resources you have access to and the social class you hold.
 - b. Recognize economic, social, and cultural capital differences between yourself and others, and TALK ABOUT IT.
 - c. Do not attempt to relate to people with less class privilege than you have without indicating your class privilege. This can be incredibly misleading.
2. ...More to come at the Classism Workshop!



HETEROSEXISM

Workshop Facilitators: Andy Pham '19, Anne Zhao '19, Eileen Cruz '20

Definitions

These definitions are not set in stone, and vary with personal interpretation. Social movements are constantly changing and conceptualizing new and more nuanced definitions.

Heterosexism: system of social and institutional structures that reinforce the belief that heterosexuality is privileged and the norm while marginalizing, stigmatizing, and invalidating LGBTQ+* identities

Homophobia: fear, hatred, discomfort with, or mistrust of LGBTQ+* people and culture

Queer: umbrella term for people that identify as non-heterosexual and/or non-cisgender, encompassing all of those who do not fit within the categories of LGBT (lesbian, gay, bisexual, transgender). The term genderqueer, an umbrella term for those who identify beyond the gender binary, was created based on the idea of “queering” gender.

Though it has been used as a derogatory word, queer was reclaimed through the 80s and early 90s as a radical symbol of rebellion by queer folks. Queer Nation, an activist organization founded in the midst of the AIDS epidemic, wrote in 1990: “So we’ve chosen to call ourselves queer. Using ‘queer’ is a way of reminding us how we are perceived by the rest of the world. It’s a way of telling ourselves we don’t have to be witty and charming people who keep our lives discreet and marginalised.”

TLGBQ+ (aka LGBT, LGBTQ+): trans, lesbian, gay, bisexual, queer, + more - an acronym used as an umbrella term for the non-heterosexual and non-cis community; moving the T to the front of the acronym, a request from those in the trans community, passively highlights the work of trans women (especially trans women of color) within the queer liberation movement whose efforts and existences are often overlooked.

Two Spirit: term used by certain Native tribal nations indigenous to what is currently North America for those who are not cisgender and/or heterosexual, but do not fit into western constructs of “TLGBQ+” identity; those who identify as two spirit lived long before European invasion and will continue to live on long after.

Homonationalism: in the context of the United States, homonationalism is the use of TLGBQ+ politics in favor of nationalist ideology, which abandons intersectional activism by aligning with racist, anti-migrant, or capitalist ideology.

**We recognize that gender and sexuality are separate (but related) concepts, and use LGBTQ+ instead of TLGBQ+ in definitions that only encompass sexual orientation*



Media

Facilitator Favorites

Andy: Steven Universe (TV); The Song of Achilles (Book); Kevin Abstract (Music); Moosopp (Digital Artist)

Eileen: One Day at a Time (TV); Brooklyn 99 (TV); And That's Why We Drink (Podcast), Brujos (Web Series)

Anne: The Internet (Music); Pose (TV); Brown Girls (Web Series); Juliet Takes A Breath (Book)

TWTP Team Favorites

Use this link to view all our team's favorites:
<https://tinyurl.com/yd983kq4>

Homelessness

It's estimated that about 7% of youth in the United States are LGBTQ, while 40% of youth experiencing homelessness are LGBTQ.

BUT 46 states (except CT, DC, NV, NY, and SD) lack a plan to end youth homelessness that contains a strategy for addressing homelessness among LGBTQ youth

Half of all teens get a negative reaction from their parents when they come out to them. More than 1 in 4 are thrown out of their homes. Rejection is the most frequently cited reason LGBTQ youth experience homelessness

BUT This is not the only reason. According to service providers, additional reasons include aging out of the foster care system, poverty, and conflict in the home. Often, it's not one thing that causes homelessness, but a combination of many. Nearly all (99%!!) of homelessness service providers report working with LGBTQ youth

BUT Only the District of Columbia requires training about sexual orientation, gender identity and expression, healthy sexual development, or issues specific to LGBTQ youth for staff working in runaway and homeless youth system

Source: State Index on Youth Homelessness, by the True Colors Fund in partnership with the National Law Center on Homelessness.

Incarceration

Lesbians, gay men, and bisexuals make up about 3.5 percent of the U.S. general population but 5.5 percent of men in prisons are gay or bisexual and 33.3 percent of women in prison are lesbian or bisexual. This corresponds to an incarceration rate of:

- 1,882 per 100,000 LGB people overall
- 2,368 per 100,000 gay or bisexual men
- 1,399 per 100,000 lesbians or bisexual women

The general incarceration rate is 612 per 100,000 U.S. adults over age 18.

Compared with straight inmates, LGB people were more likely to have been sexually victimized as children, to have been sexually victimized while incarcerated, to have experienced solitary confinement and other sanctions, and to report current psychological distress.

Source: The Williams Institute, UCLA School of Law.

Study: Incarceration Rates and Traits of Sexual Minorities in the United States: National Inmate Survey, 2011–2012.

Resources On Campus

BWell Health Promotion

<https://www.brown.edu/campus-life/health/services/promotion/>

LGBTQ Center

<https://www.brown.edu/campus-life/support/lgbtq/>

List of Gender Inclusive Bathrooms

<https://www.brown.edu/campus-life/support/lgbtq/transbrown/gender-inclusive-restrooms>

Sarah Doyle Women's Center (SDWC)

<https://www.brown.edu/campus-life/support/sarah-doyle-center/>

Sexual Assault Peer Education (SAPE)

<https://www.brown.edu/campus-life/health/services/promotion/sape>

Sexual Health Awareness Group (SHAG)

<https://www.brown.edu/campus-life/health/services/promotion/sexual-health-sex-101/shag>

Queer Alliance Student Group

<http://students.brown.edu/queer-alliance/>

Online Resources

ACLU Library: LGBT Youth & Schools Resources

<https://www.aclu.org/library-lgbt-youth-schools-resources-and-links>

CDC: Lesbian, Gay, Bisexual, and Transgender Health (includes resources for parents, guardians, and family members)

<https://www.cdc.gov/lgbthealth/youth-resources.htm>

Gay, Lesbian & Straight Education Network (GLSEN)

<https://www.glsen.org/>

National Center for Transgender Equality

<https://transequality.org/>

IMPERIALISM

Workshop Facilitators: Querube Suárez Jaén '19.5, Karina Bao '21, Mariela Pichardo '20

Definitions

Imperialism is the effort of a specific ethnic group to create their vision of utopia, through forceful expansion of territory and the subjugation of the original inhabitants of the land and of others outside the imperial ethnic group, in order to support the lifestyle and values of those within the imperial group. This vision of utopia is white supremacist, patriarchal, heteronormative, and able bodied, and reinforces itself through overt and covert violence towards those who possess identities outside of these.

Colonialism is a common imperialist practice of acquiring control over a territory, often occupying it with settlers and/or military forces to then exploit its resources, land, and people.

Settler Colonialism is a particular form of colonialism where waves of settlers from the colonizing power migrate to a colonized territory, often in search of economic opportunity. However, indigenous communities already living on the land are displaced and killed in the process. Settler colonialism depends on a politic of “death and displacement.”

Neocolonialism, which maintains power hierarchies over former colonies without direct administrative control, is perpetuated through unequal free trade agreements and present-day international institutions.

Are international institutions such as the UN, IMF, and World Bank truly democratically controlled with equal influence from all countries?

Neoliberalism is a theory that argues “individual liberty and freedom can best be protected and achieved by an institutional structure, made up of strong private property rights, free markets, and free trade—a world in which individual initiative can flourish. The implication of that is that the state should not be involved in the economy too much, but it should use its power to preserve private property rights and the institutions of the market and promote those on the global stage if necessary” (David Harvey).

Capitalism is an economic and political system predicated on an unending cycle of profit, where a country’s trade and industry are controlled by private owners, rather than by the state.



Suggested Readings

All About Love – Bell Hooks

Harvest of Empire: A History of Latinos in America
– Juan Gonzalez

Silencing the Past: Power and the Production of History – Michel-Rolph Trouillot

The West and the Rest: Discourse & Power –
Stuart Hall

The Wretched of the Earth – Frantz Fanon

This Bridge Called My Back: Writings by Radical Women of Color

Discourse on Colonialism – Aimé Césaire

Resources at Brown

Office of Chaplains and Religious Life

Brown Immigrant Rights Coalition

Brown Center for Students of Color

UFLi Center

LBTQIA Center

Local Resources

A.M.O.R. - Alliance to Mobilize Our Resistance
amorri.org/

Colectivos Sin Fronteras
[Facebook.com/RIsinfronteras/](https://www.facebook.com/RIsinfronteras/)

D.A.R.E. - Direct Action for Rights & Equality
DareToWin.org/

PrySM - Providence Youth Student Movement
<http://www.prysm.us/>

Refugee Dream Center
[Facebook.com/RefugeeDreamCenter/](https://www.facebook.com/RefugeeDreamCenter/)

Quotes from Frantz Fanon

“I do battle for the creation of a human world—that is, a world of reciprocal recognition.”

“Imperialism leaves behind germs of rot which we must clinically detect and remove from our land but from our minds as well.”

“When we revolt it’s not for a particular culture. We revolt simply because, for many reasons, we can no longer breathe.”

“The settler makes history and is conscious of making it. And because he constantly refers to the history of his mother country, he clearly indicates that he himself is the extension of that mother country. Thus the history which he writes is not the history of the country which he plunders but the history of his own nation in regard to all that she skims off, all that she violates and starves.”



COMMUNITY AGREEMENTS

“I” Statements

When you speak, speak from your own experience, and avoid making generalizations about other people. Instead of saying “Everyone loves chocolate,” say “I love chocolate.”

Make Space, Take Space

Be conscious of how much you are speaking during these conversations. If you notice that you have been speaking a lot, make space for others to speak. If you have not been speaking as much, challenge yourself to take up more space. Also, be conscious of your own identity and how that may position you in certain conversations. If the conversation pertains to a topic that does not directly impact you, make space for those who are affected by the issue to speak.

Respect the Silence

For some people, silence is an important part of their thought process. If there is a silence during a dialogue, let it be. Respect that some folks may need the silence to process their thoughts or speak up

Name Impact, Own Impact

If someone makes a statement that feels harmful or with which you disagree and you feel able/inclined, name the impact that the statement had on you. If you are the individual who said the statement, own the impact you had, regardless of your intentions behind the statement.

Question Your Laughter

There are times where certain content may prompt you to laugh. During moments like these, take the time to reflect upon why you’re laughing, and how you may be perpetuating systems of oppression based on your own positionality.



ALUMNI SPEAKER

Dr. J. MacCalla, Chief Executive Officer, Zyrobotics



Dr. J. MacCalla is an executive with over 30 years involvement in outreach programs involving elementary, high school, and college students interested in science and technology. This includes MESA, MEBP, NSBE, and the LABPE EXCEL Program. She has extensive expertise in teaching, coordination, training and program development. She also has extensive experience as a manager, consultant, engineer, and advisor for technical companies and government agencies. Prior to Zyrobotics, she was the CEO of Automated Switching and Controls Inc., a communications & controls company with over \$8M in annual contracts with city & state transit. Before that Dr. MacCalla was President of Advanced Systems Concepts Inc., overseeing approximately \$3M in DOD contracts for military communications and control systems. As Chairman of the

LA Metropolitan Transit Authority Foundation she managed their \$100M endowment, and was a board member of the California High Speed Rail Commission and a member of the California S&T Policy Fellowship Review Board. She was a faculty member in the School of Engineering at California State Polytechnic University of Pomona and Spelman College and has taught courses at University of Southern California and West Coast University. She has also published over 20 papers covering applications in communications, control and assistive technologies. Dr. MacCalla received her BS in Applied Math from Brown University, MS in Electrical Engineering from Stanford University and a Ph.D. from the University of Southern California. She has taught electrical engineering and construction management courses, directed undergraduate and graduate research projects, and developed course curriculum in project based teaching. She is currently the Chief Executive Officer of Zyrobotics, LLC, which is focused on developing AI-powered STEM tools and learning games for early childhood education.

FACULTY & PROFESSIONAL STAFF OF COLOR PANEL



Vernicia Elie | Assistant Dean for Financial Advising

Dean Vernicia Elie is entering her third year at Brown University in the inaugural role as Assistant Dean of the College for Financial Advising. In her role she provides campus expertise, consultation, and coordination to support students who have the highest demonstrated financial need. She has developed, implemented and currently oversees E-Gap Funds (an emergency and gap funding portal and application system) and provides advising services for students around financial concerns that may intersect with academic, social, and personal issues. As an academic dean, she has first and second year advisees and holds open hours for all students interested in meeting about their path to graduation and their intellectual pursuits at Brown and beyond.



Theophilus Benson | Assistant Professor, Computer Science

Theophilus Benson is an assistant professor in the Department of Computer Science at Brown University. His group works on designing frameworks and algorithms for solving practical networking problems with an emphasis on speeding up the internet, improving network reliability, and simplifying network management. Dr Benson received his BS from Tufts University, and his MS and PhD degrees from University of Wisconsin -- Madison in 2012 where he also received multiple IBM Fellowships. He is the recipient of an NSF CAREER award, Yahoo ACE Award and multiple Faculty awards from Google, Yahoo, and Facebook. His work has received best paper awards including one at IMC and an applied network research prize.



Françoise Hamlin | Associate Professor, History & Africana Studies

Françoise Hamlin is an Associate Professor of History and Africana Studies. She earned her doctorate in African American Studies and American Studies at Yale, and two prior degrees from UK institutions. She authored *Crossroads at Clarksdale: The Black Freedom Struggle in the Mississippi Delta after World War II* and co-edited, *These Truly Are The Brave: An Anthology of African American Writings on Citizenship and War*. New research focuses on young people, trauma, and activism. She has won national and international research and book awards, as well as major mentoring and teaching awards. For first years, this year she's teaching *1968: A Year in Review* (fall – one time only); and the *Black Freedom Struggle Since 1945* in the spring.



Marquis T. Gatewood | Associate Dean of Students

Marquis T. Gatewood is a native Texan from Houston. Prior to Brown, Marquis was the Associate Director of Multicultural Services at Texas A&M University and completed his tenth year in university housing as the Director of Residence Life and Conference Housing at the University of St. Thomas (Houston, Texas). He is a proud graduate of Stephen F. Austin State University (BA), the historically black college and university Texas Southern University (eMPA), and obtained his doctorate of education in Interdisciplinary Leadership from Creighton University. Areas of particular interest include black male identity, leadership, first-generation college students, and building community for any student who may feel invisible.



Charles Morton | Lecturer, Chemistry

Charles Morton joined Brown University in 2016 as a Lecturer in the Department of Chemistry. Previously he completed a post-doc using mathematical models to study the dynamics of solid tumor growth at the Center of Cancer Systems Biology at Tufts Medical School. Charles earned his Ph.D. in Applied and Systems Pharmacology and Toxicology from MIT's Department of Biological Engineering, where he studied the metabolism and distribution of custom DNA-damaging anti-cancer drug candidates. Originally from Los Angeles, Charles headed east to do his undergrad work at MIT, earning a BS in Chemical Engineering with a minor in Biomedical Engineering.

THIRD WORLD HISTORY AT BROWN

This section presents an abridged version of Third World history at Brown. Where we are today is attributable to the struggles and perseverance of those who came before us. The history grows, and you, the Class of 2022, are now an integral part of it.

1955 The Brown chapter of the National Association for the Advancement of Colored People (NAACP) is founded.

1968 Several Black women from Pembroke College march to Congdon Street Baptist Church, where they camp for three days in an attempt to force the University to increase the number of Black students in the entering class to 11%. The result is a 300% increase in Black student enrollment. 1969 The Transitional Summer Program is established as a result of the 1968 protest and student demands. It begins as a two-phase program: seven weeks for academic enrichment and one week for socialization and other non-academic activities.

1970 The Asian American Students Association (AASA) is established by a small group of students as a political voice for Asian Americans.

1972 Third World student protests ask the University to recommit to the demands of the 1968 Congdon walkout.

1973–4 Chicanos de Brown is founded and is a precursor to the Latin American Students Organization which is founded a year later.

1973 The Minority Peer Counseling (MPC) Program is created by African American students at Brown. By the 1980s, students from African, Latino, Asian, Native American, and multiracial descent are involved in the program.

1975 With the threat of budget cuts, a coalition of Asian, Black, and Latino students mobilizes to occupy University Hall with demands focusing on increasing financial aid for students of color and timetables for increased recruitment.

1975 The Transitional Summer Program is renamed the Third World Transition Program (TWTP).

1976 The Third World Center (TWC) opens in the basement of Churchill House.

1978–79 First director of the TWC is Calvin Hicks.

1985 Approximately 350 Third World students rally to demand that the University resolve issues raised by students of color in previous years. This is the first time that Blacks, Asians, and Latinos work together in large numbers.

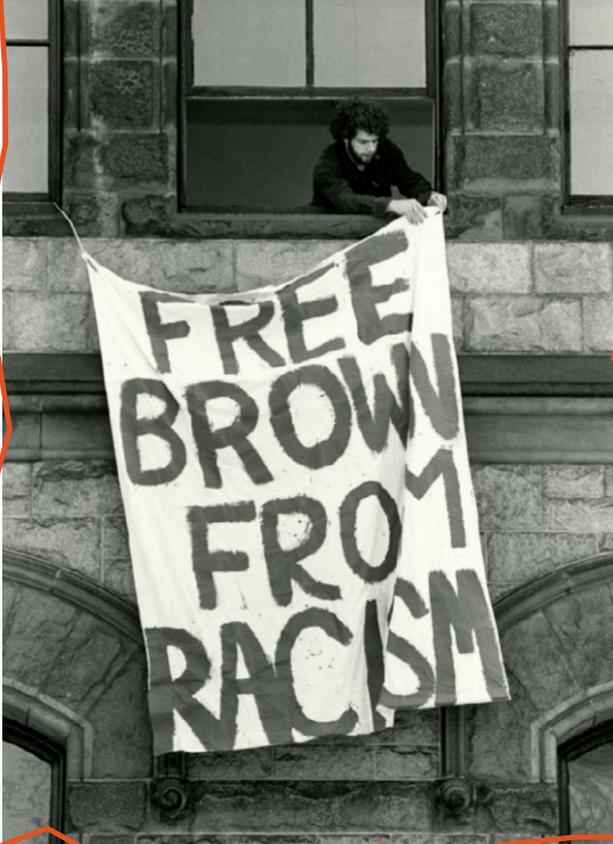
1987 The TWC is relocated to Partridge Hall, one of the 1985 protest's demands.

1988 Protests demanding an Ethnic Studies department and recommitment to the 1968, 1975, and 1985 demands begin and last until the following year.

1988 The Center for the Study of Race and Ethnicity in America (CSREA) is established with the purpose of expanding study, teaching, and research on people of color at Brown and nationwide.

1989 The Native American Advocacy Group (NAAG) is established as Native Americans at Brown (NAB).





1992 Native Americans at Brown change their name to Native American Advocacy Group (NAAG), which becomes an affiliate of Honor Our Neighbors Origins and Rights (HONOR).

1996 Members of the Students for Admissions and Minority Aid (SAMA) take over University Hall to advocate for need blind admissions. Joanna Fernandez '96 is a key Latina alumna in this takeover.

1996 Ethnic Studies becomes a concentration.

2000 The Brown University Latino Alumni Council (BULAC) is founded to create alumni connections with Brown and Latino undergraduate students.

2001 African American Studies becomes a department and is renamed Africana Studies.

2001 Dr. Ruth Simmons is named president of Brown University, making her the first African American president of an Ivy League University and the first Black president of Brown.

2001 The 1st Annual Pow Wow is organized.

2002 The Asian/Asian American Alumni Alliance (A4) is established with the intention of building stronger relationships between Brown and alumni, students and faculty.

2004 Latino organizations La Federacion de Estudiantes Puertorriquenos (FEP), Latin American Student Association (LASO), and El Movimiento Estudiantil Chicana/o de Aztlán (M.E.Ch.A.), join

forces to present the “Latino Initiatives for Progress” on March 11 to the administration.

2005 The Southeast Asian Coalition (SEACO) is created as a space for Southeast Asian students on campus, particularly those underrepresented by existing student organizations.

2006–7 In response to an incident of police brutality on Brown’s campus, students organize to form Coalition for Police Accountability and Institutional Transparency (CoPAIT). This launches an initiative to reform University security and reporting policy.

2011 Dean Mary Grace Almandrez is appointed as the eighth director of the Third World Center.

2013 In response to New York Police Commissioner Ray Kelly’s invitation to speak at Brown about ‘stop and frisk,’ which disproportionately targets young Black and Latino men, students and community members organized. The talk is cancelled.

2014 The TWC is renamed Brown Center for Students of Color (BCSC) with the tagline: Visualize. Vocalize. Mobilize.

2015 After significant organizing led by Natives at Brown, the three-day weekend encompassing Columbus Day, formerly known as “Fall Weekend,” is renamed Indigenous Peoples’ Day.

2015 The 10th Latinx Ivy League Conference is held at Brown, but is interrupted and rescheduled for the spring when a conference attendee is assaulted by a DPS officer, sparking student outrage.



SOCIAL JUSTICE TERMS

Ableism The system of oppression constructed to marginalize, stigmatize, and deny agency to people on the basis of their perceived lack of “normal” abilities.

Anti-Racism The active process of identifying and eliminating racism by changing systems, organizational structures, policies, practices and attitudes in order to redistribute and share power equitably.

Cisgender People who identify wholly as the gender they were assigned at birth; can be shortened to cis.

Cissexism The system of oppression that privileges and normalizes cisgender people while punishing and exploiting transgender people, treating them as deviant, wrong, and unacceptable.

Classism The institutional, cultural, and individual set of practices and beliefs that society uses to assign different values to people according to their socioeconomic status; and an economic system which creates excessive inequality and causes basic human needs to go unmet.

Colorism A system that privileges lighter skinned individuals over darker skinned individuals within a community of color. In a larger context, this system also determines who has access to social capital and economic resources based upon skin color.

Discrimination The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and/or other social identities.

Ethnicity A social construct which divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base.

Heterosexism A system of oppression that privileges heterosexual identities, relationships and characteristics while marginalizing, stigmatizing, and invalidating queer ones.

Homophobia The fear, hatred, or intolerance of lesbians and gay men and/or behaviors that fall outside of traditional gender roles. Homophobic acts can range from name calling to violence targeting LGBTQ+ people.

Imperialism A system of power in which a nation extends its authority, culture and way of life to dominate, subordinate and define colonized societies.

Intersectionality A concept that describes how different systems of oppression (e.g. racism, sexism, classism, etc.) are not only related, but are also bound to one another, and cannot be examined in isolation. Intersectionality recognizes the specific ways in which these systems interact to shape individuals’ experiences with oppression.

Islamophobia A contrived fear or prejudice directed at a perceived or real Muslim threat through the maintenance and extension of existing disparities in economic, political, social and cultural relations, while rationalizing the necessity to deploy violence as a tool to fix those communities.

Oppression The manifestation of social inequalities which works along four levels: 1) internalized oppression represents a set of beliefs, prejudices, and ideas that individuals have about the superiority or inferiority of certain categories of social identity; 2) interpersonal oppression is the expression of discriminatory beliefs between individuals; 3) institutional oppression is discriminatory treatment, unfair policies and practices, inequitable opportunities, and impacts within organizations and institutions; and 4) structural oppression is the complex interwoven system in which public policies, institutional practices, cultural representations, and other norms work together to perpetuate group inequality.

Prejudice A prejudgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

Privilege A right that only some people have access or availability to because of their social group memberships (dominants). Because hierarchies and/or privilege exist, even within the same group, people who are part of the group in power often deny that they have privilege even if evidence of differential benefit is obvious.

Queer An umbrella term used as an identifier by sexual and gender minorities, who are not heterosexual and/or cisgender. Although the word 'queer' has been used as a derogatory term in the past, in recent history it has been reclaimed as an in-group identifier. However, it may be offensive to some people, depending on their generation, geographic location, and other social identities. This word is commonly used at Brown by LGBTQIA+ folks.

Race A social construct that artificially drives people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups.

Racial Equity The condition that would be achieved if one's racial identity no longer predicted how one fares. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race.

Racism A form of oppression based on the socially constructed concept of race exercised by the dominant racial group (whites) over non-dominant racial groups. Racism operates on internalized, interpersonal, and institutional levels.

Sexism The system of oppression which privileges and empowers men while devaluing and exploiting women. Misogyny is a part of sexism and involves the widespread hatred of and contempt for women and womanhood.

Social Justice A vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility towards and with others and the society as a whole.

Social Power Access to resources that enhance one's chances of getting what one needs or influencing others in order to lead a safe, productive, fulfilling life.

Structural Violence Psychological, physical, and emotional harm that results from unjust and exploitative institutions and systems. Structural violence is born out of an unequal distribution of and access to goods, resources, and opportunities, which historically has favored wealthy, white Americans and translates into the way social, economic, and political systems are formed.

Transmisogyny A term coined by trans writer Julia Serano, meaning the intersection of transphobia and misogyny, which makes trans women and other people who are assigned male at birth but who identify with femininity, targets of discrimination, invalidation, and violence.

White Privilege Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

White Supremacy A historically based, institutionally perpetuated system of exploitation and oppression of people of color by white people, for the purpose of maintaining and defending a system of wealth, power, and privilege.



STUDENT ADVICE



Sara Alavi '21 - Ableism Workshop Co-Facilitator

Set aside specific, scheduled time to take care of yourself, decompress, and take a deep breath. You'll be surprised at how quickly that time can slip away if you're not diligent about it!



Jai Chavis '21 - Minority Peer Counselor

This might sound cliché but don't be afraid to let toxic and/or unhealthy "friends" fall away and make sure to not fall out of touch with good friends!



Cassandra T-Pederson '21 - Minority Peer Counselor

Be open to changing concentrations or being undecided - Brown's curriculum is a perfect opportunity to explore new subjects; don't be afraid to use resources like group tutoring, CAPS, advising if you need help - (you are not any less smart/capable if you need to reach out for help)



Briana Nunez '19 - Social Media Coordinator

The most important person in your life should always be you! Take care of yourself, but more importantly enjoy yourself and get to know yourself while you are here.

STUDENT ADVICE



Adriana Rodriguez '21 - Sexism & Cissexism Co-Facilitator

It's important to know that it's easy to get lost, or at least feel lost, here. You're surrounded by hundreds of kids who were top of their class, did dozens of extracurricular activities, and who might know exactly what they want out of life.,(or maybe you even are one of those kids). Regardless, it can feel like everywhere you turn, someone is better than you, smarter than you, etc., but if you spend your time worried about what your friends or peers are doing, you'll be miserable. Remember that you are here for YOURSELF, so compete with yourself, learn for yourself, and do things (both academic and social) for yourself!



Gabriel Gonzalez '20 - Community Care Coordinator

Always remember that simply existing in a system that was not created for you is amazing. You are more than enough.



Alexis Roman '21 - Minority Peer Counselor

Be conscious of how you forgive yourself. You absolutely deserve it, but it doesn't happen on its own. Accept your growth and don't reject your pain (or perceived "setback"), for they are both part of how you are becoming.



Meghan Mozea '19 - Racism Workshop Co-Facilitator

Remember the things that you love and that ground you and hold onto them, even with the changing environment around you.

RESOURCES

Dean of the College

University Hall, 3rd Floor | (401) 863-9800

Academic deans are available to discuss a wide range of topics that intersect with students' academic lives, including development of intellectual focus, co-curricular opportunities, leavetaking, and academic difficulty. Deans hold open hours Monday through Friday and are also available by appointment.

Curricular Resource Center (CRC)

Stephen Robert '62 Campus Center (Faunce) Room 228 | (401) 863-3013

The CRC is a place where students help each other engage with Brown's curriculum and utilize its academic resources. The CRC's director and student coordinators facilitate specific programs and advising efforts, such as the independent studies and independent concentration proposal process, and provide information about gap years and time off from college. A center of the Dean of the College, the CRC is a great starting point for students seeking academic advice from other students and a community of support.

Counseling and Psychological Services (CAPS)

J. Walter Wilson, Suite 512 | (401) 863-3476

Counseling and Psychological Services provides crisis intervention, short-term individual therapy, group therapy, community outreach, and referral services. Our staff has many years of experience in dealing with a broad range of emotional, social, identity, and adjustment-related issues. We offer consultation to students, faculty and staff who are concerned about the well-being of students. Our appointments are free of charge, our contacts with students are confidential, and we are available to all currently registered students.

Lesbian, Gay, Bisexual, Transgender, & Queer (LGBTQ) Center

Stephen Robert '62 Campus Center (Faunce) Room 321 | (401) 863-3062

The LGBTQ Center provides a comprehensive range of education/training, cultural, social and educational programming, support services and advocacy services to the entire Brown community. The Center works to create and maintain an open, safe, and inclusive environment for lesbian, gay, bisexual, transgender, queer and questioning students, faculty, and staff, their families and friends, and the campus community at large.

Sarah Doyle Women's Center (SDWC)

26 Benevolent Street | (401) 863-2189 | sdwc@brown.edu

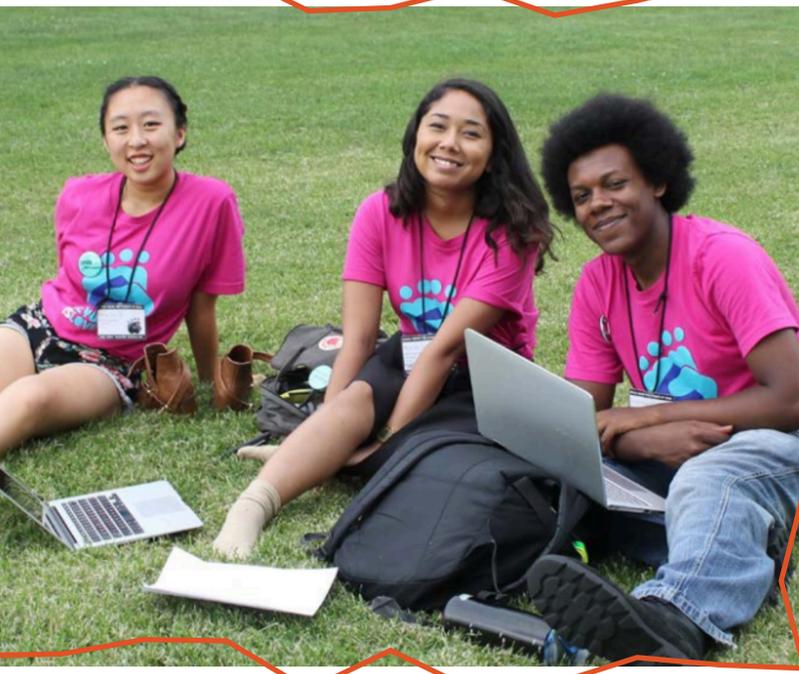
The SDWC seeks to provide a comfortable, yet challenging place for students, faculty and staff to examine the multitude of issues around gender. The SDWC offers programs and services for all members of the Brown community, and is a site for research into and exploration of gender issues that extend into and beyond the classroom.

First-Generation College & Low-Income Student Center (FLi center)

Sciences Library, 5th Floor | (401) 863-5675 | firstgen@brown.edu

The FLiCenter is a communal academic and social space for members of the Brown community who identify with the first-generation college and/or low-income student experience. By providing students, faculty, and staff with a dedicated space that affirms their intersectional identities, the FLiCenter aims to contribute to the endurance and success of the first-generation college and low-income communities at Brown. We aim to center the narratives of all people who identify with any aspect of this experience, including international, undocumented and DACA, transfer, and graduate and medical students.





Student And Employee Accessibility Services

20 Benevolent Street | (401) 863-9588 | seas@brown.edu

SEAS coordinates and facilitates services for students, faculty, staff and visitors with physical, psychological and learning disabilities. The SEAS office is also available to meet with anybody who may be wondering if they have a disability or seeking an evaluation or additional information to assist them.

Office of Financial Aid

J. Walter Wilson 2nd floor | (401) 863-2721

The Office of Financial Aid provides comprehensive support and services to ensure that no student who belongs at Brown will encounter cost as a barrier. Financial Aid counselors are available to answer any questions during business hours.

Office of the Chaplains and Religious Life

J. Walter Wilson Room 410 | (401) 863-2344

OCRL seeks to ensure that a diversity of beliefs have voice and vitality throughout the University community. The chaplains offer pastoral care and advisement for any member of the Brown community. To support religious diversity and increase religious literacy, OCRL hosts various services such as interfaith dialogue and multifait collaboration.

University Title IX Program Officer: Rene Davis

University Hall Room 319 | (401) 863-2386

The Title IX Program Officer is responsible for ensuring compliance with Title IX, overseeing training and education, and gathering and reporting

information to the campus community. The Title IX Program Officer and Deputy Title IX Coordinators are available to answer any questions related to the Policy, Complaint Process, available resource and reporting options, and remedial and safety measures.

Office of Institutional Diversity and Inclusion

University Hall Room 417 | (401) 863-2216

The Office of Institutional Diversity and Inclusion serves as a critical leader, resource and support in promoting and sustaining more inclusive and diverse learning and working environments at all levels at Brown.

Dean of Students: Mary Grace Almandrez

20 Benevolent Street | (401) 863-1800 | Mary_Grace_Almandrez@brown.edu

Mary Grace Almandrez is the Associate Vice President for Campus Life as well as the Dean of Students. Her responsibilities include important administrative processes like medical leave of absence, administrator on-call system, and responding to and supporting students in crisis.



Student Support Services (Office of Student life)

Grad Center E | (401) 863-3145 | OSL@brown.edu

The Student Support Services staff is available to assist students with a wide-range of issues and concerns that might arise during their time at Brown. The Student Support Services office supports the Administrator-On-Call system, which provides 24-hour crisis services for undergraduate, graduate, and medical students with personal or family emergencies. Deans are available by appointment to consult with individual students about their personal questions/concerns during the university’s working hours.

BWell Health Promotion

Health Services, 3rd floor | (401) 863-2794 | brown.edu/bwell

BWell Health Promotion is a part of Health Services that aims to provide strong, effective and culturally relevant health promotion that supports individual and community wellbeing and a healthy learning environment. BWell facilitates interactive workshops, offers individual counseling and referrals, and coordinates special events on a wide range of health topics, including nutrition, alcohol

and other drug use, sexual assault response & prevention, safer sex, sexually transmitted infections, stress management, and general wellness.

Sexual Harassment & Assault Resources and Education (SHARE) Advocates

Health Services, 3rd Floor | (401) 863-2794 | brown.edu/campus-life/health/services/promotion/sexual-assault-dating-violence-get-help-help-friend/share-advocates

SHARE Advocates are confidential resources on campus that can provide support to any student affected by issues or experiences related to sexual assault, sexual and/or gender-based harassment, domestic/dating violence, relational abuse, and stalking. Confidential services include support for a survivor or the friends of a survivor, help filing a complaint (if that is the student’s choice), and help navigating resources at Brown and in the community.

Advocates: Alana Sacks & Elliot Ruggles

Office of International Student & Scholar Services (OISSS)

J. Walter Wilson, Suite 510 | (401) 863-2427 | oisss@brown.edu

The mission of the Office of International Student and Scholar Services (OISSS) is to facilitate the integration of international students and scholars into the Brown community. In that, OISSS serves as a resource to admitted international students, faculty and researchers and their families as well as academic departments, and other administrative offices on and off campus. OISSS provides advising services with respect to immigration and visa matters, work permission, orientation, cultural adjustment and personal concerns. OISSS provides consulting services to hiring academic departments, and handles the immigration related aspects of the hiring process for nonimmigrant faculty, researchers, and staff.



REMINDERS FOR YOUR TIME AS A BROWN STUDENT

Alongside the TWTP Resources page, this list of questions/concerns and answers about academic and social life is meant to show you some of the reasons you would seek out any of the particular resources Brown has to offer. Key offices and positions are bolded and you can easily find more information by doing an online search for the phrase and 'Brown' (e.g. "Academic Support Services Brown").

"College is so different; I'm not sure how I should be balancing my social and academic life."

Striking a balance is important so that you can focus not only on your relationships and with social obligations, but on yourself, your desires, and your needs. If you are having trouble striking that right balance, you may consider talking to your Residential Peer Leaders or Meiklejohn as they have all been there before and worked to figure it out. You might also try to talk to an Academic Coach through Academic Support Services, as they are trained to help you approach academic life and make it work for you.

"The Brown Bookstore seems very expensive. What are some cheaper alternatives for getting class materials?"

The bookstore is expensive, but there are many legal, cheap ways you can get the materials you need to succeed. For physical copies of books, consider the First-Generation Low-Income Partnership (FLIP) Lending Library run through the First-Generation College and Low-Income Students' Center where students donate their used textbooks. Also be sure to take advantage of the library's resources. Even if the book is not available in the main library catalog you can use WorldCat to request a copy of the book, article, CD, DVD, etc. be delivered to the Brown library and held for you. Lastly, if there is an available copy of a book, but it cannot be checked out of the library, consider using the book scanner located in the Rockefeller Library to scan a high quality, searchable pdf of the book or needed chapters for your personal use.

"I feel like Brown made a mistake, it really feels like everyone else is so much more prepared and farther ahead than I am."

First, it makes sense there are differences in preparedness throughout any incoming class since some people went to much more well-resourced high schools than others. Those differences have to do with a larger system of educational inequality, not with you or your inherent worth as a student. There is nothing wrong with you. All you can do is try your best to achieve your academic and personal goals, taking account of the skills and knowledge you do have.

"I feel like I'm not exactly 'fitting in' here. I thought Brown was 'diverse.'"

According to Brown's Institutional Research Factbook, 41.9% of students identify as white, 55% receive no financial aid, and 89% are not First-Generation college students, and as such, things tend to feel targeted toward those students. If you are feeling left out, it can be helpful to seek out others who share your experiences and interests through the different identity centers (Brown Center for Students of Color, LGBTQ Center, First-Generation College and Low-Income Students Center, Sarah Doyle Women's Center) and student groups (Black Student Union, Latin American Students' Association, Native Americans at Brown, Brown Muslim Students' Association, etc.). There you may be able to find others who have also felt excluded and generate new, more affirming connections.



“People have suggested I go to professors’ office hours and try to talk to them, but my professors are so intimidating I don’t even know where to start.”

Professors are just people, and what they teach and write about are likely the same topics they are quite interested in talking about. You can use the Researchers@Brown portal to find a professor’s classes and publications and then you can ask them about these things in their office hours. This works especially well if you are also interested in the thing you ask them about. Bonus!—Forming relationships with professors can greatly help you pursue your personal and professional goals in the long run.

“People sometimes talk about Brown in terms of following your dreams and desires, but that just doesn’t seem realistic to me. Should I be doing something else?”

The important thing is thinking of what you want and need and being realistic about what it will take for you to work toward them. For help from other students who have already started this process, you can talk to the Fellowships, Internships, and Research experiences (FIRE) Coordinator at the Curricular Resource Center (CRC) and the Peer Career Advisers at the CareerLAB.

“There are things I want to learn, but it seems like there aren’t classes for that.”

You can talk to the Independent Study Coordinators at the CRC for more information on creating your own classes independently or in a group. You can also talk to the FIRE Coordinator at the CRC for information on pursuing an independent research project or working with a professor.

“Why is everything so hard? I feel like I should be doing much better than this.”

It’s easy to set high academic expectations for yourself, but remember that Brown’s environment is built to be rigorous and challenging even for students who excelled at well-resourced high schools. To help keep up with the challenging academic environment, you can: get help with writing and revising written assignments from the Writing Center; seek peer-mentoring in Science, Technology, Math, and Engineering concentrations through the Science Center’s New Scientist Program and Women in Science and Engineering (WiSE) Program; and find tutoring resources through the Academic Support Services website.

“No, I mean I genuinely can’t do this work and I don’t know what I’m supposed to do.”

In addition to the previously mentioned resources, it might be helpful to consider other factors affecting your ability to achieve your academic goals. Student and Employee Accessibility Services (SEAS) can be helpful if you want to seek academic accommodations. Academic Coaches at Academic Support Services can help you develop a work plan and figure out the best ways for you to study and learn. Deans housed under the Office of the Dean of the College, especially Academic Deans can be helpful in pointing you toward additional resources.

“I genuinely feel like I’ve got to get out of here. Who can I talk to?”

Academic, economic, and social difficulties can compound in ways that bring tremendous stress to our lives. A first step can be to visit Counseling and Psychological Services (CAPS) and schedule an appointment with someone who can talk to you about how to approach these stressors. You might also want to consider taking time away from Brown. You can discuss taking a semester or year from Brown with the Leavetaking Coordinators, older students who have already taken leave, at the CRC, as well as with the Academic Deans housed under the Office of the Dean of the College. Some students also find a pleasant break from Brown by studying abroad. Get in contact with an adviser from the Office for International Programs for more information.

“I feel overwhelmed already. Can I really make it through Brown?”

Brown is a corporation meant to take your money, but at the same time, students have worked since its founding to increase support and resources for students. None of us can tell you what your future holds, but we can encourage you to try your best and take advantage of the resources that do exist in order to help you accomplish your goals. We can trust you and your fellow students to work together to help each other move toward these goals and we can hope that you too will find ways to make sure there are more resources and more support for the students who come after you. That is why we have TWTP in the first place.

RESISTANCE: A LIVING HISTORY TOUR MAP



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