

BROWN CENTER FOR STUDENTS OF COLOR



*2019 THIRD WORLD TRANSITION PROGRAM
AUGUST 27 – AUGUST 30
BROWN UNIVERSITY*

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HOMECOMING

2019 CELEBRATES THE 50TH ANNIVERSARY OF THE FOUNDING OF THE THIRD WORLD TRANSITION PROGRAM (TWTP). LIKE BEYONCE, WE ARE MOVED TO RETURN TO OUR ROOTS AND ASK HOW OUR HISTORIES INFORM FUTURE POSSIBILITIES. AT TWTP 2019, IN ADDITION TO (RE)FAMILIARIZING OURSELVES WITH FOUNDATIONAL SOCIAL JUSTICE CONCEPTS AND BUILDING COMMUNITIES + COALITIONS OF COLOR, WE POSE THE FOLLOWING QUESTION: HOW DID WE GET HERE?

WE ARE HERE AS A RESULT OF 50+ YEARS OF STUDENT ACTIVISM. WE WERE (AND CONTINUE TO BE) MARGINALIZED BASED ON OUR IDENTITIES, BUT WE ALSO FOUGHT (AND CONTINUE TO FIGHT) FOR RESPECT AND LOVE. WE TURN TO OUR ANCESTORS FOR GUIDANCE AND WISDOM.

“I am not free while any woman is unfree, even when her shackles are very different from my own” — **AUDRE LORDE**

“You have to act as if it were possible to radically transform the world. And you have to do it all the time.” — **ANGELA DAVIS**

“This country is a nation of thieves. It stole everything it has, beginning with black people. The U.S. cannot justify its existence as the policeman of the world any longer. I do not want to be a part of the American pie. The American pie means raping South Africa, beating Vietnam, beating South America, raping the Philippines, raping every country you’ve been in. I don’t want any of your blood money. I don’t want to be part of that system. We must question whether or not we want this country to continue being the wealthiest country in the world at the price of raping everybody else.” — **STOKELY CARMICHAEL**

“We don’t think you fight fire with fire best ; we think you fight fire with water best. We’re going to fight racism not with racism, but we’re going to fight with solidarity. We say we’re not going to fight capitalism with black capitalism, but we’re going to fight it with socialism... We’re going to fight their reactions with all of us people getting together and having an international proletarian revolution.” — **FRED HAMPTON**

“Today I believe in the possibility of love; that is why I endeavor to trace its imperfections, its perversions.” — **FRANTZ FANON**, *Black Skin, White Masks*

“Our mothers And grandmothers... moving to music not yet written” — **ALICE WALKER**

DEAR FIRST YEARS,

Welcome to Brown University and the Third World Transition Program 2019! We're incredibly excited that y'all are here and that we get to learn, share, and grow with y'all over the next couple of days!

This year is the 50th anniversary of the TWTP program, and in thinking about the program's past and future, the team decided that "Homecoming" should be this year's theme (bee emojis). "Homecoming" invites us to return to our roots, and remind ourselves of who we are and where we've come from. Because of the violence that has characterized the history of the United States, many of us have complicated understandings of "home" and what it means to return to our roots. At TWTP, our aim is not just to co-create a home for ourselves within the university, but also to provide you with a political and ideological home in Third Worldism. Third Worldism and Third World solidarity have been at the root of a great deal of the political organizing that has shaped Brown, the US, and the globe. "Homecoming" is our attempt to honor the radical and revolutionary legacy of the work done in the name of the Third World.

At TWTP, you'll have the opportunity to engage in conversations about race, gender, class, and a whole host of other axes upon which power is inequitably distributed. We encourage you to reflect on your own experiences with dis/empowerment and the role that these axes of power have played in society more broadly. The conversations that are about to take place are sure to evoke a range of emotions: everything from joy and enthusiasm to discomfort and defensiveness. We challenge you to reflect on moments of discomfort and defensiveness, and use them as opportunities for learning and growth. Ask yourself why it is that you feel the way that you do, and what it is that you can learn from your feelings?

As you begin your journey here at Brown, we want to take this opportunity to share some Beyoncé lyrics that we think might be useful to ruminate on as you began to navigate this new and outlandish place - **"If you feel insignificant, you better think again. Better wake up because you're part of something way bigger."** We want to remind you of your individual importance and power but, perhaps even more so, we want to remind you of the strength that exists in community and what becomes achievable when we come together in love. We are stronger together!

And with that, welcome home!

With love,

May Niiya '20 and Noëll Cousins '20



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.

THIRD WORLD HISTORY

This section presents an abridged timeline 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 2023, 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 (CS-REA) 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 re-named 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 under-represented 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.

TWTP SCHEDULE

DAY 1

TUESDAY, AUGUST 27

09:00AM - 04:00PM

Registration & Check-in

Faunce Arch

10:00AM - 03:00PM

Financial Aid Open House

Financial Aid Office, Page-Robinson Hall

01:00PM - 02:30PM

Parent/Family Introduction to TWTP and Support Network Panel

Friedman Hall, Room 102

02:00PM - 04:30PM

BCSC Open House

Brown Center for Students of Color

05:00PM - 07:00PM

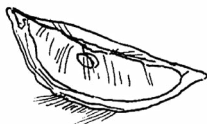
2019 TWTP Welcome Dinner and Alumni Speaker

Sharpe Refectory

08:00 - 09:00 pm

Meet the TWTP Team!

Sayles Hall



DAY 2

FRIDAY, AUGUST 28

07:30AM - 09:00AM

Breakfast

V-Dub

09:30AM - 10:30AM

Welcome to TWTP!

Sayles Hall

10:30AM - 11:00AM

Community Care Workshop

Sayles Hall

11:15AM - 12:45PM

Imperialism Workshop

Sayles Hall

01:00PM - 2:15PM

Lunch and Student Organizing Fair

Quiet Green (Rain Location: Sayles Hall)

02:30 - 04:00PM

Capitalism Workshop

Sayles Hall

04:15PM - 06:15PM

TWTP Olympics

Pembroke Field

06:15 - 07:15PM

Dinner

Sharpe Refectory

07:30PM - 8:30PM

Muslim Student Confidential

TBD

08:30PM - 09:30PM

Undocumented, First-Generation, and Low-Income Student Confidential

U-FLi Center

DAY 3
TUESDAY, AUGUST 29

07:00AM – 09:00AM

Breakfast

V-Dub

09:00AM – 10:30AM

Resource Fair

Main Green (Rain Location: Alumnae Hall)

11:00PM – 12:30PM

Racism Workshop

Sayles Hall

12:30PM – 02:00PM

Lunch

V-Dub

2:00PM – 3:30PM

Sexism Workshop

Sayles Hall

4:00PM – 06:00PM

50th Anniversary Intergenerational Dialogue

Alumnae Hall

06:00PM – 08:00PM

50th Anniversary Celebration

Ruth J. Simmons Quad (Rain Location: Sayles Hall)

08:00PM – 09:00PM

Sexism Confidential

Sarah Doyle Center for Women and Gender

09:00PM – 10:00PM

PoC Confidential

Brown Center for Students of Color

DAY 4
TUESDAY, AUGUST 30

07:00AM – 09:00AM

Breakfast

V-Dub

10:00AM – 11:30AM

Hetero/Cissexism Workshop

Sayles Hall

11:30AM – 01:00PM

Lunch

V-Dub

01:00PM – 02:30PM

Ableism Workshop

Sayles Hall

02:30PM – 05:00PM

Resistance: A Living History Tour

Begin at Sayles Hall, End at Congdon Street Baptist Church

05:00 – 06:00PM

Dinner

V-Dub

06:00PM – 07:00PM

Ableism Confidential

TBD

07:00 – 08:00PM

Hetero/Cissexism Confidential

LGBTQ Center

08:00PM – 9:00PM

Closing & Class Spirit Competition

Sayles Hall

BCSC STAFF

PROFESSIONAL STAFF

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

MEDIA COORDINATOR

Ivy Hobson '22

TWTP COORDINATORS

Noëll Cousins '20

May Niiya '20

COMMUNITY CARE COORDINATORS

Jo-Ann Huynh '20

Ope Olagunju '22

Nico Ore-Giron '20

MPC COORDINATORS

Loretta Eboigbe '20

Akire Hawkins '20



WORKSHOP FACILITATORS

RACISM

Manuel Avalos '19 MPA '20

Tzion Jones '22

Aliko LeBlanc '22

Jimmy Richmond '22

HETEROSEXISM & CISSEXISM

Gregory Hill '22

Jessica Jiang '20

Heidy Mejia-Puerta '22

Corn Ozuna '22

ABLEISM

Georgeara Castañeda '21

Evan Dong '22

Vanessa Garcia '20.5

Jenny Lee '21

SEXISM

Maryclare Chinedo '22

MJ Lee '22

Kevin Ouyang '20

Cassie T-Pederson '21

CLASSISM

Zanagee Artis '22

Ingrid/Santi Hernandez '21

Ciara Sing '22

Kathleen Wu '20

IMPERIALISM

Harini Balakrishnan '20

Shivani Guturu '20

Jessica Owusu-Afari '21

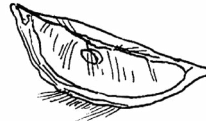
Beka Yang '21

MINORITY PEER COUNSELORS (MPCs)

Akash Altman '20	Kunovenu Haimbodi '22	David Onbanjo '22
Jaimar Alvarez '22	Muram Ibrahim '22	Bailee Peralto '21.5
Madeleine Amavilah '21	Ray Jackson '21	Daviana Perez '22
Ralphina Andres '22	Alonnie Johnson '21	Aquielle Person '22
Audrey Buhain '22	Fatoumata Kabba '22	Issra Said '22
Kris Cho '22	Aditya Kapur '22	Sydney Smith '22
Xochi Cartland '21	Mamaswatsi Kopeka '22	Gabrielle Tanksley '21
Aïcha Enouiti '22	Catherine Li '21	Leticia Wood '22
Zinab Eisa '22	Joseph Lofton '20.5	Josue Zepeda Sanic '22

HERITAGE SERIES COORDINATORS

ASIAN AMERICAN HERITAGE SERIES	BLACK HERITAGE SERIES	LATINX HERITAGE SERIES
Nicole Kim	Kevin Boyce	Estrella Rodriguez
Amanda Ngo	Ciara Sing	Jorge Sanchez-Garcia
MULTIRACIAL HERITAGE SERIES	NATIVE AMERICAN HERITAGE SERIES	SWANA HERITAGE SERIES
Anna Aguto	Jenna Knueppel	Mohannad Jabrah
Somerset Gall	Daniel Motley	Nadine Najah



NURTURING ALIGNMENT COORDINATORS

Helya Azadmanesh-Samimi
Jasmine Cardichon
Ingrid/Santi Hernandez
Ella Joshi
Whitney Yu

OFFICE ASSISTANTS

Jacob Cousin
Sapphire Faruque
Tzion Jones
Emily Nomura
Ijahala Pottinger

MEDIA TEAM

GRAPHIC DESIGNERS

Manuela Amoah
Sindura Sriram

PHOTOGRAPHERS

Danielle Emerson
Rebecca Ho
Fabiana Sarkis

MULTIMEDIA SPECIALIST

Mali Dandridge

SELF-CARE @ TWTP

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 years 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.

“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

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).



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.

EMOTIONAL SELF-CARE

- 1. Allow yourself to scream when angry and to cry when sad.
- 2. Let yourself truly feel your emotions 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.

SELF-CARE IS ONLY UNDERSTANDABLE WITHIN THE CIRCLE OF BUILDING COMMUNITY, AND CARING FOR OUR COLLECTIVE FUTURE. – JUDITH LEBLANC

MENTAL 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, or 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.”

's Self-Care Plan!

MIND

BODY


SPIRIT

SUPPORTIVE PEOPLE IN MY LIFE

I WANT TO ACCOMPLISH

MORE RESOURCES

- 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
- Healing Justice podcast
- QTPOC Mental Health Facebook group
- RestForResistance.com
- LetsEraseTheStigma.com
- LetsAtBrown.org/about
- HarrietsApothecary.com
- LetsQueerThingsUp.com/tag/self-care/



Self Care Plan by Social Work Tech | Ignacio Pacheco

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COMMUNAL DEFINITIONS

ABLEISM: Discrimination that targets bodies that are not able-bodied and people who are neurodivergent, creating unequal circumstances in education, housing, incarceration, and any other sphere of life.

ACCESSIBILITY: A commitment to designing buildings, environments, and communities inclusively for disabled people.

BORDER IMPERIALISM: A concept developed by Harsha Walia that describes how borders are constructed and maintained to intensify imperialistic practices. Through borders, empires surveil, punish, and selectively exclude those deemed unworthy or non-belonging by using its own logic as law. According to Walia, processes that characterize border imperialism include:

- ***Displacement and secured borders:*** Imperialist powers' coercive extractions displace people, while the borders of imperialist states are increasingly militarized; "simultaneous unfreedom of migrants and freedom of capital across borders".
- ***Criminalization and the carceral network:*** Criminalizing migrants because of the state's definition of migrants as inherently deviant/"illegal" ensures profits for companies that receive contracts for border militarization and migrant detention.
- ***Racialized hierarchies:*** Racialized hierarchies of national and imperial identity anchor and shape the understanding of citizenship and belonging within the nation-state as well as within the grid of global empire.
- ***Labor precarity:*** State-mediated denial of permanent residency to a growing number of migrants ensures an exploitable, marginalized, and expendable pool of labor for capitalist interests.

CAPITALISM: An economic system characterized by innovation and investment to increase wealth and profit for investors without regard to working class people and the environment. This leads to corporate exploitation to keep the costs of production low.

CISSEXISM: A system of oppression that enforces the gender binary by privileging and normalizing cisgender identities, while stigmatizing and perpetuating violence against those whose identities differ from the norm. Cissexism operates through social and institutional structures such as marriage laws, the gender binary, the practice of assigning sex at birth, etc.

Prejudice and violence that occurs when someone does not conform to the gender binary or cissexist expectations is termed **TRANSPHOBIA**. More specifically, **TRANSMISOGYNY** refers to violence that targets trans women and transfeminine people, located at the intersection of transphobia and misogyny. This term was coined by trans writer Julia Serano.

CLASSISM: The individual, cultural, and institutional set of practices and beliefs used by society to assign values to people according to their socio-economic statuses. Classism is fueled by capitalism's tendency to create massive inequality and unmet basic human needs.

COLONIALISM: An imperialist practice of controlling a territory, often occupying it with military forces and/or settlers to then exploit its resources, land, and people.

DISABILITY: The state of being unable to do something, with the standard being set by able-bodied and/or neurotypical people.

DISABILITY JUSTICE: A framework that embraces how all bodies are unique and essential, and how all bodies have their strengths and needs. Disability justice says that all bodies have value and are worth celebrating simply because they exist.

EDUCATIONAL PRIVILEGE: A social and economic advantage possessed by those with access to higher education regardless of their other experiences with marginalization. For some people, educational privilege is unearned, meaning some folks are bound to attend and thrive in institutions of higher education. For other people, educational privilege is earned, meaning folks achieve higher education despite facing greater barriers to entry.

ETHNICITY: A shared heritage defined by common language, religion, cultural practices, and/or nationality.

FASCISM: A form of ultranationalism fixated on the myth of national rebirth and the purging of perceived decadence and degeneracy (i.e. Black people, Jewish people, trans people, etc.) in the new nation.

FEMINISM: An academic/philosophical framework and politic that seeks to engage with gender, womanhood, and power. Different feminisms can have vastly different origins, political end-goals, and tools of analysis.

GENDER: The complex spectrum of a person's identity, expression, behavior, thoughts and characteristics.

GENDER BINARY: A system of classification in which only two distinct genders exist: man and woman. These two gender categories have been socially constructed across time, such that each gender category has become associated with a particular set of characteristics (i.e. behaviours, modes of dress, social roles, etc.) that are seen as normal. Violence is enacted upon people who deviate from the norm, so that the gender binary is maintained. **ASSIGNED SEX** refers to the often binary label that someone is given at birth, based on medical factors such as genitals, chromosomes, and hormones.

GENDER EXPRESSION: The way a person conveys their gender through aspects such as body language, clothing, and behavior. Gender expression

does not necessarily correspond to gender identity.

GENDER NON-CONFORMING (GNC): A term describing someone who does not completely fit societal gender expectations. Such a person may act, dress, or behave in ways not expected of the gender they were assigned at birth.

HETEROSEXISM: A system of social and institutional structures that reinforce the belief that heterosexuality is privileged and the norm while marginalizing, stigmatizing, and invalidating non-heterosexual – specifically same-gender – attraction and relationships. Heterosexism is reinforced by **HOMOPHOBIA**, which refers to the hatred, mistrust, or prejudice against those who experience same-gender attraction.

Imperialism: The expansion of a nation's authority over other nations through the acquisition of land or the imposition of economic and political domination.

INTERSECTIONALITY: A framework for understanding how multiple forms of discrimination can compound to create unique experiences for people at the intersection of axes of oppression. This term was coined by Black feminist legal scholar Kimberle Crenshaw to capture the experiences of Black women under anti-discrimination laws.

INTERSEX: An umbrella term for people whose sexual and/or reproductive anatomy do not fit the typical definitions of female or male.

LGBTQ+: Lesbian, gay, bisexual, transgender, queer and more – an acronym used as an umbrella term for the non-heterosexual and non-cisgender community.

MEDICAL MODEL OF DISABILITY: Assumes that the individual – not the society – is flawed and defines disability as the inability to perform a task due to an impairment based on a “normal” scale of human ability. The medical model seeks to provide interventions or rehabilitations for the individual in the defined society.

NEOLIBERALISM: The economic and political system that has dominated since the 1980s, characterized by free market trade, deregulation of financial markets, individualization, and a shift away from welfare provision.

NEURODIVERSE: Displaying or characterizing neurologically atypical patterns of thought, behavior, etc, with roots in movements led by autistic activists.

QUEER: A reclaimed slur sometimes used as an umbrella term for people who identify as non-heterosexual and/or non-cisgender, also 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.

RACE: A constructed division of humankind based on phenotype (e.g. skin color, hair type) and social cues (e.g. behavior, speech, dress) created with the express purpose of legitimizing the global dominance of white people over non-white people.

RACISM: A system of oppression that upholds white supremacy. Racism can be understood as ideological, institutional, interpersonal, and internalized. For example, racism manifests institutionally in the prison industrial complex, migration issues, and disparities in wealth, health, and education. Interpersonally, racism is often defined as the possession of prejudice and power, meaning “reverse racism” does not exist.

SETTLER COLONIALISM: A form of colonialism where settlers from the metropole migrate to a colonized territory, claim it as their own, and seek to disappear Indigenous populations in order to exploit the land and its resources. Indigenous communities already living on the land are displaced, isolated, and killed in the process. Settler colonialism “destroys in order to replace.”

SEXISM: The individual, institutional, and societal/cultural beliefs and practices that privilege men and subordinate women. Sexism can manifest in femme people’s lack of bodily autonomy, undervalued labor, and hyper-surveillance, etc.

SOCIAL CONSTRUCT: An artificial concept, system, or idea that is collectively accepted by society in order to achieve a goal.

SOCIAL MODEL OF DISABILITY: Assumes that society – not the individual – is flawed and defines disability as a result of environmental, social, and institutional barriers that hinder people with impairments from holistically participating in society. The social model tells us that if the issue lies within the society and environment, then the society and environment must change (e.g. if a wheelchair user cannot access a university building, the building must be redesigned).

SOCIOECONOMIC STATUS: The categorization of individuals in an economic system based on their socio-economic resources (wealth, social network, culture or religion, politics, and/or level of education), derived power or privilege, and authority.

TRANSGENDER: An umbrella term that describes someone who does not completely identify as the gender they were assigned at birth. Transgender people may identify with a binary gender (man or woman), neither, both, or something else. The term **NONBINARY** describes people who do not identify exclusively with a binary gender – this can include being in the middle of the spectrum, having a fluctuating gender, having no gender, or a variety of other experiences.

As an umbrella term, we use **TRANSFEMININE** to describe people who are AMAB (assigned male at birth) who identify with femininity, including non-

binary people, and **TRANSMASCULINE** as an umbrella term for people who are AFAB (assigned female at birth) who identify with masculinity. The term **TWO SPIRIT** is used by certain tribal nations indigenous to North America to describe people who are not cisgender, but do not fit into western constructs of LGBTQ+ identity.

WEALTH: Money and any non-monetary possessions and relationships, insofar as they can generate money. A great deal of the wealth possessed by the richest Americans is inherited. As a result of Black enslavement and Indigenous removal, people of color were unable to participate in the intergenerational accumulation of wealth accustomed to white folks. This has led to huge racial wealth disparities.

WHITE-SAVIOR INDUSTRIAL COMPLEX: A term coined by Teju Cole that describes a system in which white people or organizations claim to save or help underprivileged and racialized people (especially Black people) in a way that overlooks their needs, strips them of autonomy, and ultimately serves the sentimental needs of the “savior.” According to Cole, “The white savior supports brutal policies in the morning, founds charities in the afternoon, and receives awards in the evening.”

IMPERIALISM

*HARINI BALAKRISHNAN '20, SHIVANI GUTURU '20,
JESSICA OWUSU-AFARI '21, BEKA YANG '21*

READINGS:

- *Undoing Border Imperialism* by Harsha Walia
- *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex* edited by INCITE! Women of Color Against Violence
- *Unsustainable Empire* by Dean Itsuji Saranillio
- “Neocolonial Providence: Nonprofits, Brown, and the Company Town”
- “Decolonization is not a metaphor” by Eve Tuck and K. Wayne Yang
- “The Third World: A Response to Oppression” by Kanji (via Gidra newspaper)
- “The White-Savior Industrial Complex” by Teju Cole
- “The Making of the Migration Crisis” by Harsha Walia



Access a digital version of this page, with clickable links to and PDFs of the resources, at this QR code.

STUDENT GROUPS:

- Brown Immigrant Rights Coalition (BIRC)
- Students for Justice in Palestine at Brown University (SJP)
- Brown University Divest

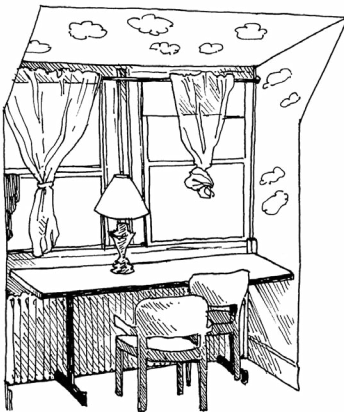
- Jewish Voice for Peace (JVP)
- Brown Refugee Youth Tutoring & Enrichment (BRYTE)
- RailRoad (abolitionist, anti-carceral student group)
- Brown Student Labor Alliance

COMMUNITY ORGANIZATIONS:

- Alliance to Mobilize Our Resistance (AMOR)
- Providence Youth Student Movement (PrYSM)
- The FANG Collective

RESOURCES AT BROWN:

- **CENTER FOR THE STUDY OF RACE AND ETHNICITY IN AMERICA (CSREA):** The CSREA is comprised of leading scholars of race and ethnicity and tackles important issues including social inequality, police profiling, implicit bias, ethnostereotyping, and immigration policies through rigorous and accessible research, scholarship, education, performance, and art.
- **CENTER FOR THE STUDY OF SLAVERY AND JUSTICE (CSSJ)**
- **AFRICANA STUDIES DEPARTMENT:** Dedicated to the critical examination of the theoretical, historical, literary, and artistic developments of the various cultures of Africa and the African Diaspora, Africana Studies encourages rigorous scholarship, community empowerment, and a truly global understanding of the reach and implications of the Africana world.
- **ETHNIC STUDIES DEPARTMENT:** Established in 1945 as a doctoral program in “American Civilization”, Ethnic Studies is renowned for its transnational approach, innovative research on race and ethnicity, and critically and publicly engaged scholarship and courses.



- Sexual Assault Response Line: 401-863-6000

ONLINE RESOURCES:

- ACLU Know Your Rights: <https://www.aclu.org/know-your-rights/im-migrants-rights/>
- What Is Imperialism? Definition and Historical Perspective by Robert Longley: <https://www.thoughtco.com/imperialism-definition-4587402>



“I THINK THE NOTION OF DREAMING IN A TIME WHERE WE ARE TOLD THAT IT IS FOOLISH, FUTILE, OR NOT USEFUL IS ONE OF THE MOST REVOLUTIONARY THINGS WE CAN DO. TO HAVE OUR LIVES DETERMINED BY OUR DREAMS OF A FREE WORLD — INSTEAD OF REACTIONS TO A STATE-IMPOSED REALITY — IS ONE OF THE MOST POWERFUL TOOLS OF DECOLONIZATION. I DREAM OF A COMMUNITY AND A WORLD WHERE OUR LIVES CAN BE DETERMINED BY OUR OWN MEANS. TO LIVE IN A WORLD WHERE OUR ACTIONS ARE GUIDED BY MUTUAL RESPECT, AND THE UNDERSTANDING THAT OUR STRUGGLES FOR DECOLONIZATION ARE DIFFERENT YET CONNECTED.” (RUBY SMITH DÍAZ)

Dreaming, as Ruby Smith Díaz describes above, can be a revolutionary practice. When you envision a society that sees helping people as central, versus gaining control of land and profits, what do you see? What about the status quo right now seems the most hopeless or impossible, and what decolonial dreams can you imagine in their place?

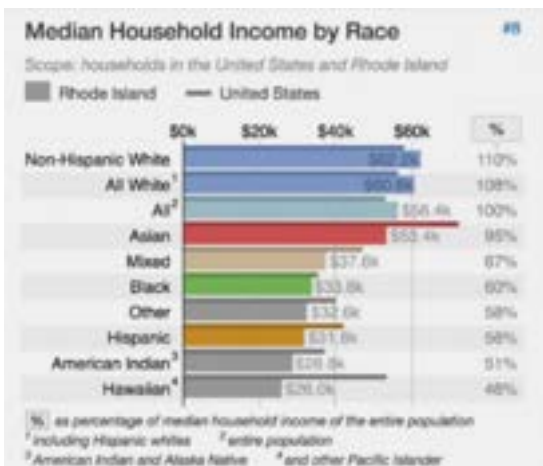
CAPITALISM

*ZANAGEE ARTIS '22, INGRID HERNANDEZ '21,
CIARA SING '22, KATHLEEN WU '20*

The classism workshop seeks to understand how socioeconomic status operates at Brown. It also hopes to unpack the ways that lenses of meritocracy and capitalism affect our understandings of class mobility and opportunity. Additionally, it seeks to understand the way that institutions, such as the government and large corporations, shape economy and thus socioeconomic status.

STATISTICS:

- Brown has more students in the top 1% (\$630K) than from the entire bottom 60% (<65K).
- Low income students are still going to college at a lower rate than their peers were in 1972.
- Wealthy people are x7 more likely to have a degree by age 24 than poor people.
- Between 1983 and 2010, The top quintile's net wealth increased 120%. The middle quintile's net wealth increased 13%. The bottom quintile's net worth decreased.



What are the ramifications of these numbers, considering that getting a college degree is necessary for a middle class job?

READINGS:



Access a digital version of this page, with clickable links to and PDFs of the resources, at this QR code.

- “I Am Not Better Than My Mami” by Prisca Dorcas
- “My Guilt As A First-Generation American Student” by Paola Munoz
- “What is it like to be poor at an Ivy League school?” by Brook Lea Foster
- “Gentrification is a Feminist Issue” by Cherise Charleswell
- Class Matters, New York Times Series
- “Saying NO to Class Privilege...” by Jezebel Delilah

STUDENT GROUPS:

- Student Labor Alliance (SLA)
- Brown + RISD Democratic Socialists of America
- Sunrise
- Environmental Justice @ Brown
- Thoughts Prayers Actions (TPA)

RESOURCES AT BROWN:

- **VERNICIA ELIE, DEAN OF FINANCIAL ADVISING** works extensively with low-income, first generation, international, and undocumented college students. She can direct you towards any resources available, and you can talk to her about everything, from how to adjust to college to how to get funding for a winter coat. Dean Elie coordinates the DACA Renewal Application for all students (including graduate and medical students).
- **MAITRAYEE BHATTACHARYYA, SENIOR ASSOCIATE DEAN OF THE COLLEGE FOR DIVERSITY** works extensively with the Sidney Frank Scholars Program and international, low-income, and first-gen students of color.
- **FIRST GENERATION & LOW-INCOME STUDENT CENTER (U-FLI CENTER):** Located on the 5th floor of the SciLi, the U-FLI Center is a space dedicated to supporting first-gen, low-income, and undocumented students. You can come here to work, to relax (there's a study lounge with comfy couches), or to hang out (come say hi to the student staffers!).
- **U-FLI, BROWN MEAL SHARE, AND FREE STUFF@BROWN FACEBOOK GROUPS:** If you have Facebook, these are good groups to join to ask questions and stay updated about free/low cost activities and necessities, such as food, meal credit sharing, books and winter clothes!
- **FIRST GEN LOW INCOME PARTNERSHIP (FLIP) LENDING LIBRARY:** Textbooks are expensive. The FLIP Lending Library, located in the first floor of the Rockefeller Library (Finn Reading Room), was created by students to address rising costs. Come check out a textbook for free, for as long as you want!
- **BROWN UNIVERSITY EMERGENCY FUND (EGAP IN UFUNDS):** Don't let the word 'emergency' scare you off. Your situation doesn't need to be life-threatening for you to ask for help. This fund can cover a wide variety of costs including winter gear, medical bills, emergency flights home, and food.

RECOMMENDED CLASSES:

- **POLS 1200** | Reimagining Capitalism
- **HIST 0150A** | History of Capitalism
- **SOC 1872E** | Global Sociology: Capitalism, Colonialism, and the Making of the Modern World
- **HIST 0654A** | Welfare States and a History of Modern Life

ONLINE RESOURCES:

- Black Girl Dangerous: blackgirldangerous.org
- Guerrilla Feminism: guerrillafeminism.org
- Brown Class Confessions Facebook Page
- Brown U-FLI website: brown.edu/ufli/home
- All of these resources and more can be found in the First-Gen guidebook, "How to Brown." Go to the QR code to find it!

“If it’s inaccessible to the poor, it’s neither radical nor revolutionary.” — **JONATHAN HER-
RERA**

“Meritocracy is the belief that if you are a good, intelligent, hard-working person, you will succeed in this society and live a happy life. If, on the other hand, you are lazy, bad, and disobedient, you will fail and experience nothing but grief. Meritocracy teaches poor and working class children of color self-hatred and to blame themselves for their family’s struggles and the violence they are consistently assaulted with by this society. It capitalizes on injustice, normalizes inequity, and protects the political and economic mobility of people who exploit the system. It teaches us to perceive oppressors, like police officers and gentrifiers, as potential victims and to empathize with them... even while they kill and rob us.” — **JEZEBEL DELILAH X**

“Peace is not solely the absence of war; while there is poverty, racism, discrimination, and exclusion, it will be difficult for us to reach a world of peace.” — **RIGOBERTA MENCHÚ
TUM** (translated from Spanish)



“Poverty isn’t a money problem for poor people; poverty (in the richest country in the world) is a problem with our distribution of resources. Poverty is the problem of inequality. Poverty is a problem because the rich hoard their resources. Poverty is a problem because corporations hoard cash while Americans remain unemployed. Poverty is a problem because of unethical job creators. The problem isn’t because poor people are poor; the problem is because the rich never think they are rich enough.” — **BUD MEYERS**

“Rising economic tides do not reliably lift all boats... In 2000, after a decade of remarkable economic prosperity, the poverty rate among African Americans and Latinos taken together was still 2.6 times greater than that for white Americans.” — **ALAN JENKINS**

“Poverty entails fear and stress and sometimes depression. It meets a thousand petty humiliations and hardships. Climbing out of poverty by your own efforts that is something on which to pride yourself, but poverty itself is romanticized by fools.” — **JK ROWLING**

“A rich man’s body is like a premium cotton pillow, white and soft and blank. Ours are different. My father’s spine was a knotted rope, the kind that women use in villages to pull water from wells; the clavicle curved around his neck in high relief, like a dog’s collar; cuts and knicks and scars, like little whip marks in his flesh, ran down his chest and waist, reaching down below his hip bones into his buttocks. The story of a poor man’s life is written on his body, in a sharp pen.” — **ARAVIND ADIGA, THE WHITE TIGER**

RACISM

MANUEL ÁVALOS '19, TZION JONES '22,
ALIKO LEBLANC '22, JIMMY RICHMOND '22

THE FOUR I'S OF OPPRESSION:

- **IDEOLOGICAL:** The basic core idea that a certain group of people is somehow better than another, and therefore has the right to control the other. Qualities like strength, intelligence, superiority, capability, and normality are self-assigned to the dominant group while weakness, stupidity, inferiority, incapability, and abnormality are assigned to the other group.
- **INSTITUTIONAL:** These ideologies get embedded into the institutions of society, laws, education, police practice, media, political power, etc. There is also a filtering and selection of news and language by this group in power.
- **INTERPERSONAL:** Acts of violence against each other based on these institutionalized ideas, which give members of the dominant group permission and reinforcement to act out against members of the oppressed – racist jokes, stereotyping, beatings, harassment, threats, etc. Interpersonal racism is also sometimes unconscious because how embedded these ideas of superiority are in their minds.
- **INTERNALIZED:** The point at which individuals in the oppressed group begin to internalize these negative ideas about themselves and their group of people because of the oppression they have grown up with and grown used to. This creates horizontal violence (violence between members of the same community).

READINGS:

- *Are Prisons Obsolete?* by Angela Davis
- *Between the World and Me* by Ta-Nehisi Coates
- *Black Skin, White Masks* by Frantz Fanon
- “Decolonization is Not A Metaphor” by Eve Tuck
- *Kindred* by Octavia Butler
- *The New Jim Crow* by Michelle Alexander
- *White Guilt* by Shelby Steele

MOVIES:

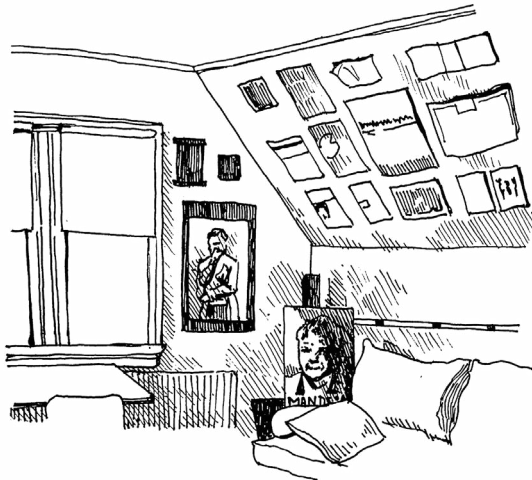
- *Do the Right Thing* (1989)
- *White Man's Burden* (1995)
- *13th* (2016)
- *When They See Us* (2019)

STUDENT GROUPS:

- African Students Association (AfriSA)
- Asian/American Political Alliance (A/APA)
- Black Student Union (BSU)
- Black United States Individuals Living and Thriving (BUILT)
- Bluestockings Magazine
- Brown Asian Sisters Empowered (BASE)
- Brown Immigrant Rights Coalition (BIRC)
- Brown Muslim Students Association (BMSA)
- Brown Organization of Multiracial and Biracial Students (BOMBS)
- Central American United Student Association (CAUSA)
- Jewish Voice for Peace (JVP)
- Latin American Students Organization
- The National Association for the Advancement of Colored People (NAACP)
- Native Americans at Brown (NAB)
- Students for Justice in Palestine (SJP)
- Students of Caribbean Ancestry (SOCA)
- Students Organize for Syria (SOS)

RECOMMENDED CLASSES:

- **AFRI 0090** | An Introduction to Africana Studies
- **AFRI 0210** | Afro Latin Americans and Blackness in the Americas
- **AFRI 1020D** | Race, Rights, and Rebellion
- **ETHN 1200B** | Contemporary Indigenous Education in North America
- **ETHN 1200I** | History and Resistance in Representations of Native Peoples
- **ETHN 1200J** | Asian Americans and the Struggle for Social Justice
- **URBN 1260** | Housing in America
- **AFRI 1930** | Race, Difference and Bio-medical Research
- **ETHN 0190B** | Bad Capital: Race, Technology, and Asian America
- **HIST 1965H** | Europe and the Invention of Race
- **HIST 1977I** | Gender, Race, and Medicine in the Americas



SEXISM

MARYCLARE CHINEDO '22, MJ LEE '22,
KEVIN OUYANG '20, CASSIE T-PEDERSON '21

READINGS:

- *This Bridge Called My Back: Writings by Radical Women of Color*
- *Sister Outsider* by Audre Lorde
- *Feminism is for Everybody* by bell hooks
- *Sula* by Toni Morrison
- *The Gender Knot: Unraveling our Patriarchal Legacy* by Allan Johnson
- *Revolting Prostitutes: The Fight for Sex Workers' Rights* by Juno Mac and Molly Smith
- *Women-Identified Women: Trans Women in 1970s Lesbian Feminist Organizing* by Emma Heaney
- *Toward a Feminist Theory of the State* by Catharine Mackinnon
- *Scientific Racism and the Emergence of the Homosexual Body* by Siobhan Somerville
- *The Problem With a Fight Against Toxic Masculinity* by Michael Salter

STUDENT GROUPS:

- Brown Asian Sisters Empowered (BASE)
- Feminists at Brown (F@B)
- NARAL Pro-Choice Brown University
- Society of Women Engineers (SWE)

COMMUNITY ORGANIZATIONS:

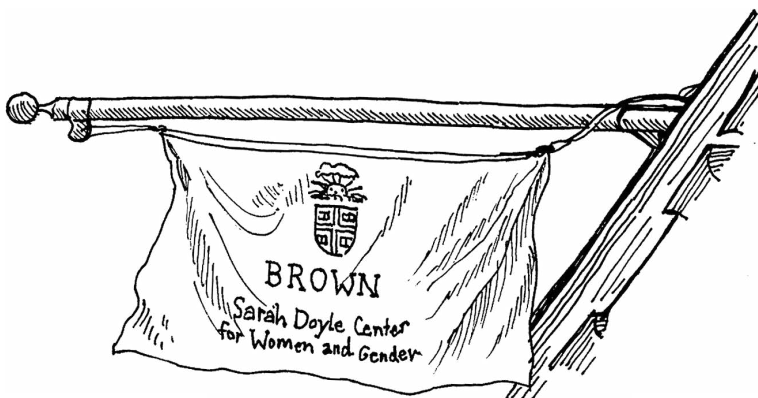
- Sojourner House
- Planned Parenthood
- Blackstone Valley Advocacy Center
- Call Off Your Old Tired Ethics (COYOTE) RI
- Project Weber/RENEW

RESOURCES AT BROWN:

- **THE SARAH DOYLE CENTER FOR WOMEN AND GENDER:** Established in 1974, SDC seeks to provide a comfortable yet challenging place for students, faculty, and staff to examine the multitude of issues around gender. SDC 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.
- **SEXUAL HARASSMENT & ASSAULT RESOURCES & EDUCATION (SHARE):** Advocates in BWell Health Promotion are confidential resources on

campus. Located in Health Services at 13 Brown St., they provide free support to students affected by any form of sexual, gender-based, and relationship violence. The SHARE Advocates, along with CAPS clinicians, serve as on-call clinicians for the 24-hour Sexual Assault Response Line.

- **THE SEXUAL HEALTH AWARENESS GROUP (SHAG):** A peer education program from BWell Health Promotion. SHAG is comprised of Brown students who promote sexual health on campus through workshops, a confidential texting Q&A response service and other outreach projects.
- **SEXUAL ASSAULT PEER EDUCATION (SAPE):** Working with BWell Health Promotion, SAPE is one of the prominent programs on Brown's campus working to educate the community on sexual, relationship, and gender-based harm and to support efforts for prevention and individual and community healing.
- **SEXUAL ASSAULT RESPONSE LINE:** (401) 863-6000



RECOMMENDED CLASSES:

- **PHIL 0200F** | Language, Race, and Gender
- **POLS 1360** | US Gender and Politics
- **GNSS 0120** | Introduction to Gender and Sexuality Studies
- **POLS 1823Z** | Gender and Public Policy
- **AMST 1905O** | Reading and Righting Histories of Violence

ONLINE RESOURCES

- Everyday Feminism: <https://everydayfeminism.com/>
- Contrapoints: <https://www.youtube.com/user/ContraPoints>
- Gender Revolution: A Journey with Katie Couric: <https://www.netflix.com/title/80186731>

HETEROSEXISM & CISSEXISM

GREG HILL '22, JESSICA JIANG '20.5,
HEIDY MEJIA-PUERTA '22, CORN OZUNA '22

STUDENT GROUPS:

- Queer Alliance
- TNT: The Next Thing
- Us! We love y'all and are here to help you thrive as much as we are able to do so. Please, if y'all need anything, hit us up. If we can't help you, we'll do our best to guide you to someone who can.



Access a digital version of this page, with clickable links to and PDFs of the resources, at this QR code.

COMMUNITY ORGANIZATIONS:

- Planned Parenthood
- Sojourner House
- Call Off Your Old Tired Ethics (Coyote) RI
- Youth Pride Inc.
- Project Weber/RENEW
- Transgender, Gender Non-Conforming, and Intersex (TGI) Network
- Trans Club of New England (TCNE)
- AIDS Care Ocean State
- AIDS Project RI
- Rhode Island Pride

RESOURCES AT BROWN:

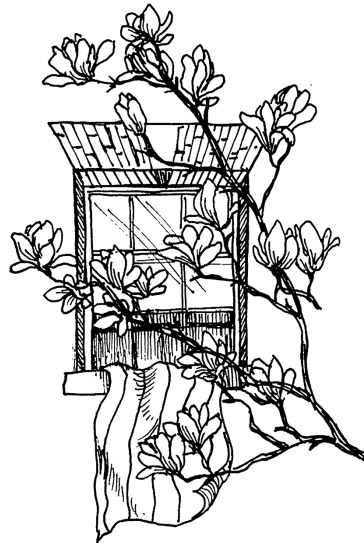
- **THE LGBTQ+ CENTER:** Established in 2004, the Center works to create and maintain an open, safe, and inclusive environment for lesbian, gay, bisexual, transgender, queer and questioning students, faculty, and staff, their families and friends, and the campus community at large. The LGBTQ Center and the Sarah Doyle Women's Center share staff and resources to support students around issues of gender and sexuality.
- **TRANS@BROWN RESOURCES** and **LIST OF GENDER INCLUSIVE BATHROOMS** (at QR code)
- **CAPS SUPPORT GROUP FOR GENDER NONCONFORMING INDIVIDUALS:** This group is designed as 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.
- **ACLU LGBT YOUTH & SCHOOLS RESOURCES:** <https://www.aclu.org/library-lgbt-youth-schools-Resources-and-links>

CISSEXISM DO'S AND DON'TS

- **Do** accept and respect the gender, names, and pronouns of those around you.
- **Do** respect the choices trans people make in relation to their presentation such as clothing and medical decisions. 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 and respect 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.
- **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 about why and how the remarks are offensive. Take time to consider strategies to confront anti-trans statements.
- **DON'T** assume you can tell if someone is transgender or cisgender. There is no such thing as being "visibly transgender".
- **DON'T** "out" someone as transgender without their permission. It could put them in potentially dangerous situations. If someone tells you they are trans, this does not mean they are open with everyone in their life or in general about being trans. If you're ever uncertain or confused, spend time clarifying with that person in what contexts such information is known or okay to be shared.
- **DON'T** assume you can use all trans people as informational resources. 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 in general.

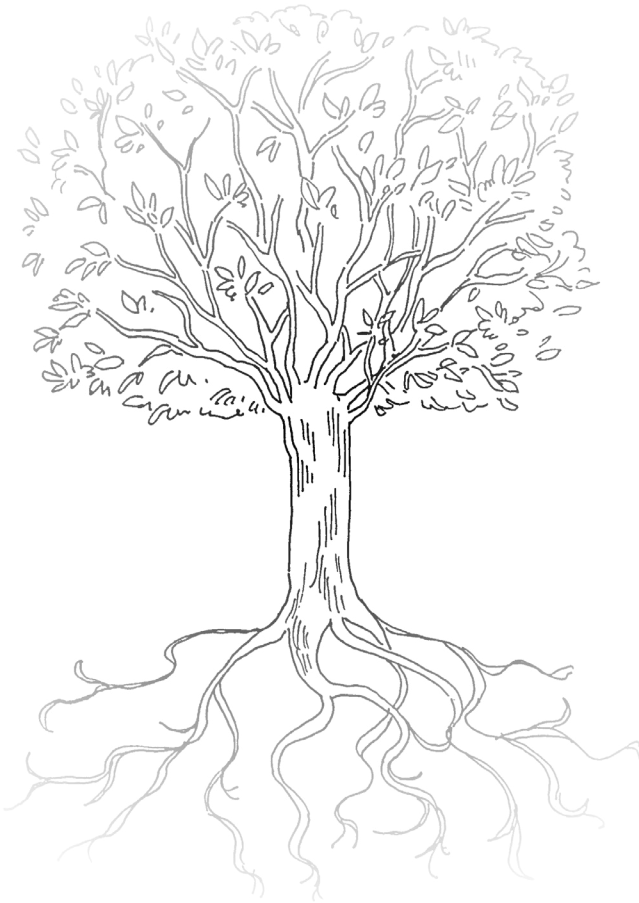
- **DON'T** try to generalize the experiences of all trans people based on the experiences of one trans person. Trans people have diverse experiences and cannot be all lumped together in how they may feel, think, or behave about a given topic.
- **DON'T** generalize categories of assigned sex or gender by just saying "male" and "female." Assigned sex and gender involve many characteristics that do not fit neatly into two categories. If you want to reference a specific medical category, 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/if they have sex.



CHOSEN FAMILY TREE ACTIVITY

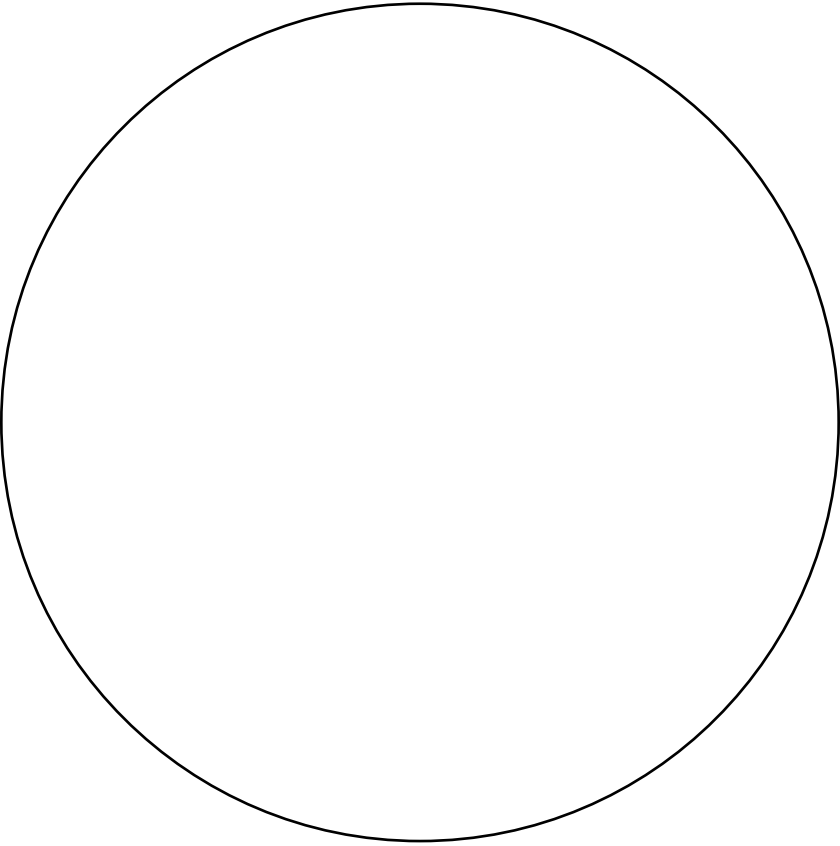
Often we think of family trees as lineal diagrams of descent that describe how closely related we are with various members of our biological family. However, we want to reframe family and inheritance as more than biological and nuclear. Think about:

- Who do you consider part of your history? Whose legacy do you want to carry on? Even if these ancestors feel far removed (in time, place, or otherwise), to whom do you owe your existence today?
- Who helped raise you? Who helped teach you the lessons you carry close to your heart?
- Who do you care for, both near and far?



Family, even chosen family, can be difficult and complicated – let yourself feel the feelings that come up for you. Record them here if you like. Remember that we are here for you too, and that there are people in this new and unfamiliar place waiting to become part of your life.

MY PLATE ACTIVITY



Imagine the things you need from yourself and those around you in order to feel fulfilled, as if you were filling a plate with different foods for a meal. Whether encouragement, humor, love, or so on, we encourage you to “help yourself” according to your personal preferences.

ABLEISM

GEORGEARA CASTAÑEDA '21, EVAN DONG '22,
VANESSA GARCIA '20, AND JENNY LEE '21

READINGS:

- *Care Work: Dreaming Disability Justice* by Leah Lakshmi Piepzna-Samarasinha
- *The Protest Psychosis: How Schizophrenia Became a Black Disease* by Jonathan Metzl
- “Disability and Sexuality: Claiming Sexual and Reproductive Rights” by Renu Addlakha
- “Disabling Justice?: The Exclusion of People with Disabilities from the Food Justice Movement” by Natasha Simpson
- “What is the Stigma of Mental Illness?” by Patrick W. Corrigan
- “Asian Americans, Disability, and the Model Minority Myth” by Yoon-mee Chang
- “Academic Ableism and Open Access(ibility?)” by Jay Dolmage



Scan this QR code to access a folder that contains all the readings and media listed in this section.

“THESE ARE THE POSITIONS FROM WHERE WE STRUGGLE. WE ARE IN A GLOBAL SYSTEM THAT IS INCOMPATIBLE WITH LIFE. THERE IS NO WAY TO STOP A SINGLE GEAR IN MOTION — WE MUST DISMANTLE THIS MACHINE.”

— SINS INVALID’S DISABILITY JUSTICE STATEMENT

SOCIAL MEDIA HANDLES:

@SinsInvalid, @VilissaThompson, @samdylanfinch, @autistichoya, @DepressedWhileBlack, @mattbc, @mia.mingus (IG preferred), @Azza_Alt, @kriphopnation @SeeMiaRoll, @DisVisibility, @katperez84 @SusanBoyle @DrTempleGrandin @Bprizant1

CLIPS:

- “I am not your inspiration” TED talk by Stella Young
- “Our fight for disability rights — and why we’re not done yet” TEDTalk by Judith Heumann
- “I got 99 problems ... palsy is just one” TED Talk by Maysoon Zayid
- “Disabled but Not Really” TED Talk by Wesley Hamilton
- “What Is Your Individual Disability Policy” TED Talk by Georgina Mum-ba
- My Body Doesn’t Oppress, Society Does
- The Power of 504 (short documentary)

- Arvind Nandakumar – “That’s Just Your Autism Speaking” (Button Poetry)
- Blythe Baird – “When the Fat Girl Gets Skinny”* (Button Poetry, content warning: eating disorders, fatphobia)

STUDENT GROUPS:

- Art to Reduce Mental Health Stigma (ARMS)
- Disability Justice at Brown
- Brown Meditation Community (BMC)
- Project LETS

RESOURCES AT BROWN:

- **STUDENT AND EMPLOYEE ACCESSIBILITY SERVICES (SEAS):** 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.
- **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):** 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. Appointments are free of charge and contact between students and CAPS staff is confidential.
- **ZENCARE** (finds local therapists): <http://zencare.co>

RECOMMENDED COURSES:

- **TAPS 1280E** | Neurodiversity and Performance
- **ANTH 1242** | Bioethics and Culture
- **PHP 1680I** | Pathology to Power: Disability, Health and Community
- **ANTH 0300** | Culture and Health
- **SIGN 0100** | American Sign Language I, II



DESIGN YOUR SUPERHERO!

We all look up to our favorite superheroes. Yet, why can't we see ourselves as our own? Coming to Brown, you'll find that you'll need to know exactly what your superpowers are and what your kryptonites are. Below, draw yourself as a superhero, listing whatever strengths and needs you see yourself holding. **Self-awareness is the first layer of your incredible super suit!**

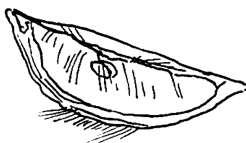
TWTP ALUMNI SPEAKER



GAVRIEL CUTIPA-ZORN is a New York City-based educator, writer, and scholar. He is dedicated to creating knowledge to build connections between immigrant rights and Palestine solidarity movements through engagements in theater and agriculture. He is a former TWTP participant, Minority Peer Counselor, and Brown University graduate, where he received his B.A. in Africana Studies and History. While at Brown, he co-founded the Brown Immigrant Rights Coalition and Brown Students for Justice in Palestine.

He is a PhD candidate in American Studies at Yale University, where his research and teaching engage histories of surveillance, militarization, and agribusiness during the second half of the twentieth century. His doctoral dissertation project examines how transnational circuits of policing between the United States, Central America, and the Middle East have shaped contemporary tactics of surveillance and militarization. He has received fellowships from the Social Science Research Council, the Mellon Foundation, and the MacMillan International Center.

He can be found playing piano, going to plays, cooking, and running when it's not winter.



STUDENT ADVICE

YOU BELONG HERE! YOU MAKE THIS PLACE BETTER!

Set intentions! Why did you come to Brown? What are you looking to get out of your time here? What makes you feel full and where can you find more of it?

There will—undoubtedly—be moments when you falter on this journey. Be honest with yourself about when you need to ask for help. Recollect. Refer to your role models. Who can you call? What song can you listen to? What do you love to eat? Then get back on the horse... and live out your dreams.

Be skeptical. Don't be afraid to challenge ideas that don't seem right or just to you. If you feel a certain way about something, your response is important and legitimate so share it.

You won't get to know someone from a first conversation, so take people up on offers for lunch or to study together. You'll be surprised what you learn about people and regret that you never gave them a chance. Everyone is interesting.

Not everything has to be a part of the plan. Just because something doesn't align with your goals, or is outside of your comfort zone doesn't mean it isn't worthwhile. Be spontaneous and take advantage of unique opportunities.

Let the person you thought you were fall away. That sounds so extra and kind of scary, but when I was starting at Brown, I wish I'd had someone tell me it was OK to break free from who I was made out to be by my community at home. Take time to celebrate yourself and the individual you are becoming!

Of course, hold onto the essence of what you're passionate and angry about, and let that guide you towards the communities, classes, and mentors who will nurture that essence—but don't navigate these first few months at Brown striving for club titles or clinging to academic interests out of safety, or routine. Make yourself vulnerable to true self-discovery!

Take the time and space you need to find out what works for you here, practice being gentle with yourself, and listen to your needs. Transitioning can be a taxing process—emotionally, physically, mentally, etc. It's okay to not be okay. On those not okay days (and even on those more than okay days!), you have a whole community of folks here from TWTP and all sorts of mentors around you who are eager to help and uplift you!

Find a community of people who you can lean on for support and validation. Brown can be an enriching place for personal growth but can also be toxic so it is important to find folks who are invested in your growth and well-being. Make sure to be that person for others too.

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

PAGE-ROBINSON HALL, 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, AND QUEER RESOURCE (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 CENTER FOR WOMEN AND GENDER (SDC)

26 BENEVOLENT STREET • (401) 863-2189 • SDWC@BROWN.EDU

The SDC seeks to provide a comfortable, yet challenging place for students, faculty and staff to examine the multitude of issues around gender. The SDC 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.

UNDOCUMENTED, FIRST-GENERATION COLLEGE & LOW-INCOME STUDENT CENTER (U-FLI CENTER)

SCIENCES LIBRARY, 5TH FLOOR • (401) 863-5675 • FIRSTGEN@BROWN.EDU

The UFLiCenter 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 (SEAS)

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

PAGE-ROBINSON HALL, 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 (OCRL)

Page-Robinson Hall, 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 multifaith collaborations.

University Title IX Program Officer: Rene Davis

Horace Mann, Room 309 • (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 (OIDI)**HORACE MANN • (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: RASHID ZIA**UNIVERSITY HALL • (401) 863-2573 • RASHID_ZIA@BROWN.EDU**

Rashid Zia is the Dean of Students. His 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.



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

- 1968 WALKOUT**: Congdon Street Baptist Church
- 1970 RITES & REASON FOUNDED**: Brown Office Building
- 1976 TWC FOUNDED**: Churchill House
- 2014 BCSC NAMED**: Purdie Hall
- 2016 INDIGENOUS PEOPLE'S DAY**: Fauce House
- 2013 RAY KELLY PROTEST**: Lat Art Center

Other notable locations on the map include the John Carter Brown Library, Rockefeller Library, College Green, and various academic buildings such as the College Chapel and the Lincoln Field.

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