SEEING THE HIDDEN
HEARING THE SILENCED

THIRD WORLD TRANSITION PROGRAM 2014
“We’re so erased. … If you’re a person of color, if you’re a woman, if you’re from a poor family, if you’re from a rural family, if you’re from a family who worked like dogs and never got any respect or a share of the profits - you know that 99 percent of your stories ain’t been told. …

And yet we still have to be taught to look, and to tell our stories. … Despite the utter absence of us, it’s still an internal revolution to say wait a minute, we are not only worthy of great art, but the source of great art.”

+ Junot Diaz
Dear First Years,

Welcome to TWTP 2014! We want to convey how glad we are that you’ve chosen to begin your Brown experience with the Third World Transition Program. We hope that at TWTP you’ll find a smaller, more intimate setting for you to develop community and camaraderie before the entire class of 2018 arrives for orientation. Additionally, we hope that TWTP is a place where we feel safe enough to ask questions about and share experiences with frequently avoided topics like race, nationality, gender, sexuality, religion, and class.

Many of us come to the table with preconceived ideas of what these words mean and how we relate to them. During TWTP, we encourage you to share and talk about what you know from your lived experiences and to listen to others—to believe your new classmates when they share their narratives. While it is instinctive to search for the common thread that ties all experiences together, this process often leads to overlooking difference for the sake of comfort and unity; however, when we sit with complexity and contradiction, we challenge ourselves to grow.

A quick look at news headlines demonstrates how a failure to recognize and address difference can lead to inequality, turmoil, and tragedy. Our conversations here will not solve these problems, but they may spark ideas that can. At its core, TWTP is an earnest and honest dialogue about difference, but its ultimate goal is to develop a willingness to listen to those who are silenced and see those who are hidden. We hope that this experience cultivates deeper compassion in your studies, work, relationships, and life during and after Brown.

Ever true,

Manuel Contreras ’16
TWTP Coordinator 2014

Will Furuyama ’15
TWTP Coordinator 2014
Dear TWTP Participants, Family, and Friends,

On behalf of the Third World Center, I would like to welcome you to the 45th annual Third World Transition Program! This year’s coordinators, Manuel Contreras ’16 and Will Furuyama ’15, have worked tirelessly and diligently to coordinate an intense, interactive program. This year’s theme is “Seeing the Hidden, Hearing the Silenced.” There will be a number of opportunities for you to engage this theme throughout the next few days. My hope is that you take the time to exchange your stories, develop a critical consciousness of different parts of your identity, and build meaningful relationships with diverse others.

Many students and alumni have commented that TWTP was a pivotal moment in their leadership journeys. You will be exposed to multiple perspectives. You will be asked to open yourself to new experiences. You will be challenged to expand your comfort zone. I encourage you to engage in honest dialogues, ask thoughtful questions, and act in compassionate ways.

I am excited to meet you as you embark on this new adventure. I am sure the Third World Transition Program will be one of many memorable experiences you will have during your time at Brown University. Good luck on your first year!

All my best,

Mary Grace A. Almandrez, Ed. D.

Mary Grace A. Almandrez, Ed. D.

Director of the Third World Center and Assistant Dean of the College
ABOUT THE TWC

What is the Third World Center?
The Third World Center emerged in response to the needs of students following protests in 1968 and 1975. Established in 1976, the Third World Center 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 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). Students here continue 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.

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. From the challenge of breaking ethnic, racial, socioeconomic, or other barriers students bring to Brown experiences that bring education to life.

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, heterosexism, religious discrimination, cissexism, 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 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.
## TWTP Schedule

**Tuesday, August 26**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00am - 5:00pm</td>
<td>Registration &amp; Check-in</td>
<td>Sayles Hall</td>
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<tr>
<td>2:00pm - 4:45pm</td>
<td>Third World Center Open House</td>
<td>Third World Center, 68 Brown Street</td>
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<tr>
<td>9:00am - 4:00pm</td>
<td>Financial Aid Open House</td>
<td>J. Walter Wilson, 2nd Floor, 69 Brown Street</td>
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<tr>
<td>2:00pm - 2:45pm</td>
<td>“Letting Go”: A Workshop by Dean Maria Suarez</td>
<td>Rhode Island Hall, Room 108</td>
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<tr>
<td>3:00pm - 3:45pm</td>
<td>Support Networks at Brown</td>
<td>Rhode Island Hall, Room 108</td>
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<tr>
<td>5:00pm - 6:30pm</td>
<td>TWTP Welcome Dinner</td>
<td>Sharpe Refectory, Corner of Thayer &amp; George Streets</td>
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<tr>
<td>6:30pm - 8:00pm</td>
<td>Bid Farewell to Parents</td>
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<tr>
<td>8:15pm - 10:00pm</td>
<td>Welcome to TWTP 2014!</td>
<td>Sayles Hall</td>
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**Wednesday, August 27**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30am - 8:50am</td>
<td>Breakfast</td>
<td>Verney-Woolley Dining Hall</td>
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<tr>
<td>9:00am - 10:30am</td>
<td>The Power of Narrative</td>
<td>Sayles Hall</td>
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<tr>
<td>10:35am - 12:05pm</td>
<td>Sexism Workshop</td>
<td>Sayles Hall</td>
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<tr>
<td>12:15pm - 1:15pm</td>
<td>Lunch</td>
<td>Verney-Woolley Dining Hall</td>
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<tr>
<td>1:30pm - 3:00pm</td>
<td>Classism Workshop</td>
<td>Sayles Hall</td>
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<tr>
<td>3:05pm - 4:35pm</td>
<td>Heterosexism Workshop</td>
<td>Sayles Hall</td>
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<tr>
<td>4:45pm - 5:45pm</td>
<td>TWTP Olympics</td>
<td>Pembroke Green</td>
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<tr>
<td>6:15pm - 7:15pm</td>
<td>Dinner</td>
<td>Verney-Woolley Dining Hall</td>
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</tbody>
</table>
THURSDAY, August 28
7:30am - 9:00am
Breakfast
Verney-Woolley Dining Hall

9:05am - 10:45am
Religious Discrimination Workshop
Sayles Hall

11:00am - 12:00pm
Faculty Panel
Sayles Hall

12:30pm - 1:30pm
Lunch with President Paxson
55 Power Street

2:00pm - 3:30pm
Cissexism Workshop
Sayles Hall

3:45pm - 5:15pm
Racism Workshop
Sayles Hall

5:30pm - 7:30pm
Multiethnic Dinner
Ruth J. Simmons Quadrangle

FRIDAY, August 29
7:30am - 9:00am
Breakfast
Verney-Woolley Dining Hall

9:00am - 12:00pm
Free Time!
Informal Sports - Pembroke Green

12:00pm - 1:00pm
Lunch
Verney-Woolley Dining Hall

1:30pm - 3:00pm
Imperialism Workshop
Sayles Hall

3:00pm - 4:00pm
Jason Sperber ’98 & Michelle Quiogue ’96 MD ’00 Alumni Speaker
Sayles Hall

4:15pm - 6:15pm
Resistance Tour
Sayles Hall - Congdon Street Church

6:15pm - 7:15pm
Dinner
Verney-Woolley Dining Hall

7:30pm - 9:30pm
TWTP Wrap-Up & Class Spirit Competition
Sayles Hall
Mary Grace Almandrez, Director of the TWC/Assistant Dean of the College
Shane Lloyd, Assistant Director for First Year & Sophomore Programs
Joshua Segui, Assistant Director for Co-Curricular Initiatives
Anne Marie Ponte, Coordinator for Co-Curricular Initiatives

### TWTP Coordinators

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<tr>
<th>TWTP Coordinators</th>
<th>MPC Coordinators</th>
<th>Friend Coordinators</th>
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<tbody>
<tr>
<td>Manuel Contreras ’16</td>
<td>Kimberley Charles ’16</td>
<td>Efe Cudjoe ’15</td>
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<tr>
<td>Will Furuyama ’15</td>
<td>Floripa Olguin ’16</td>
<td>Justice Gaines ’16</td>
</tr>
</tbody>
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### Minority Peer Counselors (MPC) ’17

| Fernando Ayala            | Mia Gold         | Jacinta Lomba      | Myacah Sampson    |
| Metcalf Hall              | Miller Hall      | W. Andrews Hall    | Keeney Quad       |
| Victor Bramble            | JoVaun Holmes    | Genesis Medina     | Hassani Scott     |
| Keeney Quad               | Emery Hall       | Morriss Hall       | Champlin Hall     |
| Marielle Bugayong         | Alex Karim       | Elisabeth Perez    | Chris Tran        |
| Woolley Hall              | Keeney Quad      | Woolley Hall       | Keeney Quad       |
| Jieyi Cai                 | Chloe Kibble     | Kristin Ramcharan  | Andrew Vann       |
| Keeney Quad               | Wayland House    | Keeney Quad        | Matthew Wood      |
| Danii Carrasco            | Aditya Kumar     | Regine Rosas       | Keeney Quad       |
| Keeney Quad               | W. Andrews Hall  | Keeney Quad        |                  |
| Attyayah Douglas          | Ali Lakdawala    | Taylor Ross        |                  |
| Keeney Quad               | E. Andrews Hall  | Wayland House      |                  |
| Maya Finoh                | Ryan Lee         | Yansy Salmeron     |                  |
| Woolley Hall              | W. Andrews Hall  | Keeney Quad        |                  |

### Workshop Facilitators

| Krishan Aghi ’15          | Camera Ford ’16  | Sami Overby ’16    | Nico Sedivy ’17   |
| Heterosexism              | Classism         | Cissexism          | Cissexism         |
| Leila Blatt ’15           | Lehidy Frias ’17 | Sydney Peak ’15    | Jea Yun Sim ’17   |
| Racism                    | Religious Discrimination | Imperialism | Religious Discrimination |
| Jessica Brown ’16         | Joshua Jackson ’16 | Hector Peralta ’16 | Darian Surratt ’15 |
| Religious Discrimination  | Heterosexism     | Classism           | Racism            |
| Monica Chin ’17           | Paige Morris ’16 | Radhika Rajan ’15  | Sana Teramoto ’16  |
| Sexism                    | Heterosexism     | Racism             | Cissexism         |
| Sarah Day Dayon ’15       | Floripa Olguin ’16 | Aanchal Saraf ’16 |                  |
| Imperialism               | Sexism           | Imperialism        |                  |
The Minority Peer Counselor (MPC) is a TWC staff member who works actively to support Brown’s philosophy by promoting personal growth, social responsibility, and intellectual development through community-based interactions in a first-year residence hall unit, with a special emphasis on mentoring and supporting students of color.

The five Heritage Series Programs (Asian/Asian American, Black, Latino, Multiracial, and Native) investigate issues of race generally and have a specific focus on the politics of their particular communities. All students who identify with a community and/or who are interested in learning more about the historical and ongoing issues facing that community are encouraged to attend.

The three Student Initiatives foster community among the various student of color affinity groups on campus. In addition to being aware of community needs and communicating those needs to the administration, each initiative also maintains a close relationship with their respective alumni of color affinity group (specifically, the Inman Page Black Alumni Council, the Brown University Latino Alumni Council, and the Asian/Asian American Alumni Alliance).
WORKSHOP DESCRIPTIONS

Cissexism
Facilitators: Nico Sedivy, Sami Overby, and Sana Teramoto

Description: The cissexism workshop seeks to develop a stronger understanding of trans* identities, complicate prevalent understandings of gender, create a better understanding of systemic cissexism, create a safe space for the sharing of gender and cissexism related experiences of oppression, and promote more informed allies.

Classism
Facilitators: Camera Ford and Hector Peralta

Description: The classism workshop seeks to understand how socioeconomic status operates in the Ivy League. 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.

Heterosexism
Facilitators: Krishan Aghi, Joshua Jackson, and Paige Morris

Description: This workshop aims to understand the diversity within the queer umbrella beyond monosexual and homosexual/homoromantic identities. It will address queer as a social identity instead of a behavioral label and talk about how heterosexism operates to uphold heterosexuality as the ideal and the ways that this works to dehumanize and thus enact violence upon queer individuals.

Imperialism
Facilitators: Aanchal Saraf, Sarah Day Dayon, and Sydney Peak

Description: The imperialism workshop will work to understand how empires justify their claims to the resources of others often utilizing other systems of oppression to conquer and maintain control of other populations. This workshop will focus its attention on US Empire and how it continues to operate in the modern day.

Racism
Facilitators: Darian Surratt, Leila Blatt, and Radhika Rajan

Description: This workshop approaches race and racism from multiple angles seeking to unpack common tropes that uphold systems that perpetuate violence against people of color. It seeks to better understand the implications of how we understand race and racism, shift from the common lens of inter/intrapersonal racism to one that understands it as a structural problem, and finally highlight the physical harm and violence that racism enacts against individuals and communities.

Religious Discrimination
Facilitators: Jea Yun Sim, Jessica Brown, and Lehidy Frias

Description: This workshop aims to discuss the diversity of religions and religious identities at Brown. It additionally hopes to tackle how the privileging of certain religious groups as well as tropes associated with other religious groups work to create a system of institutional (dis)advantage that is frequently used as a rationale for structural violence.

Sexism
Facilitators: Floripa Olguin and Monica Chin

Description: This workshop, through the lens of women of color feminism (womynism), hopes to understand how sexism affects women. It will discuss patriarchy as well as how it operates differently for women of different races. Additionally, it works to unpack the legacies of feminism and how women of color have been able to access a movement that has been represented by white women.
Besenia Rodriguez ’00
Associate Dean of the College for Upperclass Studies

Besenia Rodriguez earned her A.B. in African American Studies and Education from Brown University and her M.A., M.Phil., and Ph.D. in African American and American Studies from Yale University.

While at Yale, Dean Rodriguez developed expertise in 20th century anti-racist and anti-imperialist movements, comparative racial formations, and black Latin American cultural and political history. Her work has been published in Radical History Review, Souls: A Critical Journal of Black Culture, Politics and Society, and the anthology Transnational Blackness: Navigating the Global Color Line. She has taught courses on U.S. cultural history, critical theory, and on globalization, education, and digital culture.

Before coming to Brown, Dean Rodriguez worked as Director of Student Services at Pepperdine University’s Graduate School of Education and Psychology and as a Mellon Mays program administrator at Queens College-CUNY and at Yale. She also worked for the Human Rights Research Fund and Fundación Amistad, two non-profit organizations based in New Haven and New York, respectively.

In an interview with Kendra Cornejo ’15 for HerStoryAtBrown, Dean Rodriguez reflects on her time at Brown, as an activist, scholar, and womyn of color:

“Dean Rodriguez describes an abundance of coalition building when she was an undergraduate, which was mainly made possible through the foundation built upon by the Third World Center. While there were students who affiliated with groups based on ethnicity, the groups focused on producing change at Brown were really coalitions across racial, ethnic and gender lines. Coalitions such as RESIST and Third World Action served as models of change agents, by keeping the interest of a broad spectrum of students of color across class lines at the forefront of their demands. She ascribes these coalitions’ ability to bring together a diverse range of students needs and concerns as the key to their success.”

As an advisor and role model, Dean Rodriguez represents someone who has emotionally and intellectually woven together social justice and academic pursuits, and continues to support students on their personal journey to also do so. With weekly open hours as a dean, high levels of campus involvement, and a loving attitude, Dean Rodriguez has proved an invaluable resource on this campus for students of color.
The Faculty Panel allows incoming first-years to connect with outstanding professors at Brown and learn more about their role as instructors, mentors, and researchers. Faculty are chosen because of their strong commitment to their academic work and to their students - qualities that are highly valued by students at Brown. Professors Hamlin and Shibusawa will share their journey as they transitioned from college to graduate students, and to their current roles at Brown. They will also provide insight on navigating Brown, forming relationships with professors, and will answer questions that students have.

Françoise N. Hamlin
Associate Professor of History and Africana Studies

Professor Françoise Hamlin teaches undergraduate and graduate courses in twentieth century African American history, African American Women’s history, southern history, U.S. history, the sixties and cultural studies. Her current research contends with children activists in the black freedom struggle of the 1950s to the 1970s. At Brown University, she has taught courses like “Rethinking the Civil Rights Movement,” and the “The Black Freedom Struggle since 1945.” Her book, *Crossroads At Clarksdale: The Black Freedom Struggle in the Mississippi Delta after World War II* (UNC Press, 2012) is a critical analysis on the trajectory of the mass movement through a local study, also tackling the roles of leadership, gender, and concepts of success and progress.

Naoko Shibusawa
Associate Professor of History and American Studies

Professor Naoko Shibusawa is a 20th century U.S. cultural historian, affiliated with the History department and American Studies department. Her current book project explores the orientalism in Cold War homophobia and seeks to understand why sexual practices became important to national security during this period. At Brown University, she has taught courses like “Cold War and the War on Terror,” “Culture and the U.S. Empire,” and “U.S. Foreign Relations since 1890.” Professor Shibusawa studies the U.S. empire and political cultural, transnational Asian American history, how commonplace ideologies in American culture have supported U.S. domestic and foreign policy, and how non-state actors have reproduced and reinforced state goals.
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<td>Aarish Rojiani</td>
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Karine Liu - Washington Township, NJ
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Maya Menefee - Roseville, CA
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Monica Yang - Maplewood, MN
Muhammad Nasir - Lahore, Pakistan
Naomi Chasek-Macfoy - Brooklyn, NY
Neidy Hernandez - Gardena, CA
Nicole Ubinas - New York, NY
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Pearl Gore - Cameron, AZ
Peter Clarke - Brooklyn, NY
Petros Dawit - Alexandria, VA
Pieter Brower - Greensboro, NC
Radhouene Zouabi - Bizerte, Tunisia
Robert Ju - Basking Ridge, NJ
Roxana Sanchez - Inglewood, CA
Ruth-Gaelle St Fleur - Port-Au-Prince, Haiti
Sadie Hope-Gund - New York, NY
Sahil Prasad - Sacramento, CA
Samaneh Mahbub - Dhaka, Bangladesh
Sara Solano - New York, NY
Ser Jin Park - Austin, TX
Seung Lee Lee - Wilmette, IL
Shanti Mechery - Warwick, RI
Sholei Croom - Morristown, NJ
Sohum Chokshi - Roselle, IL
Sonia Mittal - New York, NY
Suzannah Howe - Newton, MA
Taite Puhala - East Granby, CT
Tara Bozzini - Lafayette, CA
Tiffany Chen - Basking Ridge, NJ
Timothy Ittner - Jefferson City, MO
Timothy Jeng - Rancho Cucamonga, CA
Tino Delamerced - Cincinnati, OH
Trevor Anesi - Carson, CA
Trushitha Narla - Chicago, IL.
Tyler Hakomori - Los Angeles, CA
Tyler Johnson - Tuba City, AZ
Ugochi Ihenatu - Towson, MD
Vandhana Ravi - Bangalore, Karnataka
Wasita Mahaphanit - Portland, ME
Wendy Gonzalez - Los Angeles, CA
William Martinez - Los Angeles, CA
Xiaoshu Zheng - New Orleans, LA
Yannick Alphonso-Gibbs - San Rafael, CA
Yasmine Suliman - Hawthorne, CA
Yelena Denisenko - Staten Island, NY
Yixuan Wang - Shaker Heights, OH
Yiyu Zhao - Beijing, China
Yuta Arai - Sunnyvale, CA
Yuvan Wickramasinghe - San Marino, CA
Yuzuka Akasaka - Allen, TX
Zachary Woessner - Sterling, IL
Zoe Sackman - Vashon, WA
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 2018, are now an integral part of it.

Timeline:

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 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 asking for 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 (Honor Our Neighbors Origins and Rights).

1996 Members of the Students for Admissions and Minority Aid (SAMA) take over University Hall to advocate for need blind admissions. Joanna Fernandez 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 FEP, LASO, and ME-ChA, 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.

2006-07 In response to an incident of police brutality on Brown’s campus, students organize to form CoPAIT (Coalition for Police Accountability and Institutional Transparency). 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.

2014 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.
**Social Justice Terms**

**Ableism:** A term used to describe normal assumptions and practices that often lead to unequal treatment of people with apparent or assumed physical, intellectual, or behavioral differences.

**Ally:** Describes someone who supports a group other than one’s own (in terms of racial identity, gender, faith identity, sexual orientation, etc.) by acknowledging the disadvantage and oppression of other groups and investing in the strengthening of their own knowledge and awareness of oppression.

**Classism:** The institutional, cultural, and individual set of practices and beliefs that assign differential value to people according to their socioeconomic class; and an economic system which creates excessive inequality and causes basic human needs to go unmet.

**Cisgender:** Individuals who have a gender identity and body concept that is socially congruent with their sex and gender designation.

**Cissexism:** The system of oppression that privileges cisgender people over trans* people. Cissexism is the set of beliefs and attitudes that normalizes being cisgender and marginalizes trans* identities.

**Culture:** A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication.

**Denial:** Refusal to acknowledge the societal privileges that are granted or denied based on an individual’s ethnicity or other grouping. Those who are in a stage of denial tend to believe “people are people. We are all alike regardless of color of our skin.” In this way, the existence of a hierarchical system of privileges based on ethnicity or race can be ignored.

**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.

**Empowerment:** When target group members refuse to accept the dominant ideology and their subordinate status and take actions to redistribute social power more equitably.

**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:** The individual, institutional, and societal/cultural beliefs, and practices based on the belief that heterosexuality is the only normal and acceptable sexual orientation.

**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:** The way that one country exercises power over another through settlement, sovereignty, or indirect mechanisms of control.

**LGBTQ+:** An acronym and umbrella term that stands for and represents lesbian, gay, bisexual, transgender and queer persons. The plus denotes all other identities that depart from mainstream gender and/or sexual roles.

**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.
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 complex system of beliefs and behaviors, grounded in a presumed superiority of the white race, or any other dominant group. These beliefs and behaviors are conscious and unconscious; personal and institutional, and result in the oppression of people of color and benefit the dominant groups. A simpler definition is racial prejudice + power = racism.

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.

Sexism: The individual, institutional, and societal/cultural beliefs and practices that privilege men and subordinate women.

Social 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.

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.

Wrong: A resource or position that everyone has equal access or availability to regardless of their social group memberships.

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.

Standards: With internalized racism, the standards for what is appropriate or “normal” that people of color accept are white people’s or Eurocentric standards. We have difficulty naming, communicating and living up to our deepest standards and values, and holding ourselves and each other accountable to them.

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.
Joshua Jackson ‘16
*Facilitator*
“My advice for you all is to come to Brown understanding that just because we got to the same place, does not mean we got here the same way. Sometimes we share similar struggles, and then sometimes we don’t-- I hope that we do not allow our differences to divide us. You may find yourself comparing yourself to your peers, judging your success based off of those around you. But I believe success is personal and is whatever you define it to be.

Please be kind to yourself and do not beat yourself up when you struggle or make a mistake. Please seek to get to know yourself and cherish your narrative and background, and do the same for those around you.”

Ryan Lee ’17
*MPC*
“Take it easy - on yourself and on each other. You’ve been working hard for the past 10+ years and you have the rest of your life to succeed, whatever that entails. Take time to build relationships, because beyond the where-are-you-from and what-are-you-studying, it’s indispensable to have each other to lean on when life gets a little too real. Regardless if something “works out” or not, you will survive. Your health and well-being are a priority.”

Chinezi Ihenatu ’15
*TWTPteam*
“A lot of aspects of college might seem intimidating, but they are more bark than bite. On a campus where everyone seems to be the most amazing and put-together people in the world, it’s easy to psyche yourself out of going after what you want. It’s easy to be afraid that you’re not good enough to apply for a specific position or try out for a specific group. Know this: you’re good enough. And to be a bit more cliché, college is about trying new things. Go do it!”

Elisabeth Perez ’17
*MPC*
“Learn to manage your time earlier on in the year, otherwise you’ll find yourself falling behind in your work fairly quickly!”

Jacinta Lomba ’17
*MPC*
“College will make you feel vulnerable, and I’m encouraging you to see that as a good thing. Lean into the discomfort, allow it to change you and improve you. You’ll find yourself feeling more alive and more invested in things that matter. Trust me.”
Attayah Douglas ’17
*MPC*
“For me, one of the most exciting aspects of Brown is the opportunity to be surrounded by students who are constantly questioning, creating, and most importantly, surpassing the limits of what they’ve ever thought they could do. It can be intimidating, but use your fellow students as a catalyst to reflect on ways in which you can challenge yourself and adorn your environment; but do so in the way that you know how, do so when you feel ready, and do so happily!”

Anamaria Meneses Leon ’16
*TWC Office Assistant*
“Talk to upperclassmen about anything even if they’re not your Meiklejohn or C. I’ve learned the most from people who were not assigned as my mentors (although not discrediting the wonderful Cs and Meiklejohns)!”

Genesis Medina ’17
*MPC*
“Take advantage of the activities and clubs going on all around campus even if you don’t know much about the subject or activity. They’re great opportunities to do new things and also to meet more people on campus. It’ll help you have a more well-rounded experience of the campus and you might meet some of your closest friends outside of your comfort zone.”

Andrew Vann ’17
*MPC*
“Do not be afraid to lose yourself in the woods, the journey at this point in your life is so much more about academic learning or socialization, it really is all about growing pains. When you find you may have lost yourself and you no longer know who you are do not shy away, accept the challenge and know that, here at Brown, you will never have to face this struggle alone.”

Edwin Silva ’16
*TWTP team*
“I’ve learned that we can be far harsher and crueler critics to ourselves than anyone else will ever be. So learn to honestly love yourself and know that you are worthy of praise, love, affection, and support.”

Leila Blatt ’15
*Facilitator*
“Forgive yourself. You’re not gonna get it all “right” in this coming year, trust me, as a senior, you may never get it “right.” You may not take all the right classes or meet all the right friends or get involved in all the right activities or pick the right concentration (am I riiumg?). But if you forgive yourself of your missteps, if you accept that your time at Brown is a process, a long, challenging, rewarding process, you’ll figure out what you need when you need it. And please, take the time to figure out what’s gonna work for you on this campus!”
Efe Cudjoe ’15
Friend Coordinator
“During my freshman year, whenever people told me that college would fly by I never actually believed them. Now that I am a senior I can honestly say that what they said, was quite true. As I am preparing for my final year, I fear that there is something that I could have done during my time, at Brown, that I didn’t do. As such, I encourage each of you to pursue all of your interests, passions and dreams and most importantly leave nothing for “tomorrow.” Because if you do, before you know it tomorrow will turn in to senior year and you will be left wondering “where did the time go?” Seize the day, laugh often and take advantage of all of the opportunities that this wonderful university has to offer!”

Maya Finoh ’17
MPC
“The biggest piece of advice I can give you as you enter your first year of college is to explore. Take advantage of your first year at Brown and do something that excites you-- you never know what new passion or friendship can develop from just taking a chance!”

Adi Kumar ’17
MPC
“Don’t spend too much time obsessing over resumes, transcripts, and how your activities look on paper. Follow your passions, work hard, and trust that you will achieve the results you deserve.”

Mia Gold ’17
MPC
“Be open to spontaneity and leaning into discomfort. Try lots of restaurants in Providence - it’s a great foodie city. Along with that, get off campus for some adventures! LOVE YOUR UNIT & GO TO UNIT WARS!!!! Don’t worry about being nervous at first. Everyone else is also trying to make friends and find their niche. The first few weeks/months of college should be a learning experience. Take time to breathe, examine who you are now, and observe how you grow and change throughout the year. “

Isabelle Thenor ’16
TWTPteam
“Go with the flow. The only constant thing is change.”
Matt Wood ’17
MPC
“This will be one of the most formative times of your life, so don’t be afraid to challenge yourself, and try something that was normally not you before you came to Brown. And from first-hand experience, I know you all will encounter multiple people or situations that you never had before, so please use your resources that are seemingly limitless here, especially the upperclassmen. Because sometimes they know just exactly what you need, and they won’t be here forever. And lastly, find a self-care method that works for you, because figuring this out early will keep you so much happier.”

Ali Mujtaba
Lakdawala ’17
MPC
“Speak Out! Or our voices will remain unheard...”

Sana Teramoto ’16
Facilitator/MPCC
“It’s never too late to do anything! It’s never too late to change your concentration; it’s never too late to leave a student group; it’s never too late to make new friends; it’s never too late to step inside the TWC; it is literally NEVER TOO LATE! I know from my experience that sometimes, things seem like they are already set in place and that it’s too late to change things. But please don’t feel like you’ve missed your chance! As long as you are willing to put yourself out there, it’s never too late to do something different! Your life at Brown is limited, so take that chance and make the best of your college experience! Don’t be afraid to take that first step, and don’t be afraid to ask for help :)

Sarah Day Dayon ’15
Facilitator
“Love radically. Be critical of what you love and love those who you are critical of. See the humanity in others. Question what you’ve been taught. Challenge yourself and those around you. Take care of yourself. Ask questions. Learn to say no. And while they may be far and few, know that we have amazing women of color faculty/administrators/staff on this campus. Seriously, I would not be here if it weren’t for their mentorship.”
# RESOURCES

## Academic Support from the Dean of the College

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

Brown’s advising programs are designed to help students get the help they need to succeed. The College offers many resources in support of academic work in math, science, writing and in navigating the Brown experience more generally. Students looking for individualized help in coursework can find help at the Office of Co-Curricular Advising and Tutoring.

## Coordinator of Sexual Assault Prevention and Advocacy: Bita Shooshani

*3rd floor of Health Services | (401) 863-2794*

Bita is available to help students affected by sexual violence and abuse in a relationship. Confidential services include support for a survivor or the friends of a survivor, help exploring options to address the incident (such as filing a complaint, if that is the student’s choice) and educational programs for the student community. When you speak to Bita, you do not have to pursue any specific course of action and no action will be taken unless it’s something you choose.

## Curricular Resource Center (CRC)

*Stephen Robert ’62 Campus Center (Faunce) rm. 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 advising 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.

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

*Stephen Robert ’62 Campus Center (Faunce) rm. 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.

## Dean of the College Open Hours

*http://www.brown.edu/academics/college/open-hours | (401) 863-9800*

Open hours are designed for quick questions, exploratory conversations, and emergencies. Students are seen in order, upon arrival. However, we also encourage you to arrange individual appointments with deans, especially if the issue you wish to discuss falls under a dean’s particular area of responsibility, or requires an extended conversation.
Libraries

http://library.brown.edu/ | (401) 863-2165

The Brown University Library, in support of the University’s educational and research mission, is the local repository for and the principal gateway to current information and the scholarly record. As such, it is simultaneously collection, connection, and classroom, primarily for the current and future students and faculty of the University, while also serving other colleagues in the University community and our regional, national, and global communities of learning and scholarship.

Counseling and Psychological Services

J. Walter Wilson rm. 516 | (401) 863-3476

Psychological Services provides assessment, brief psychotherapy, and crisis intervention to all Brown students. When a student calls for an appointment, an intake is scheduled with one of the therapists on staff. At the end of this initial visit, the student and the clinician decide whether to schedule further appointments. If the student is interested in ongoing therapy beyond seven sessions, the clinician makes a referral to therapists in the community. When appropriate, a medication consultation is scheduled with one of our staff psychiatrists.

Sarah Doyle Women’s Center (SDWC)

26 Benevolent Street | (401) 863-2189

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.

Student and Employee Accessibility Services (SEAS)

20 Benevolent Street | (401) 863-9588

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.
All social change is speculative fiction because we’ve never seen a world without poverty, never seen a world with total equality, never seen a world without prisons...therefore activism IS speculative fiction, it’s visionary fiction because we are writing a world we’ve never seen but a world we’d like to live in.

It’s hard and unapologetic but it’s hopeful because it can cause us to move; it wakes up and shows us that change is possible.

+ Octavia Butler

Manuel Contreras ’16 & Will Furuyama ’15
TWTP 2014 Coordinators
“If you are not angry, you are either a stone or you are too sick to be angry. You should be angry. You must not be bitter. Bitterness is like cancer. It eats upon the host. It doesn’t do anything to the object of its displeasure. So use that anger, yes. You write it. You paint it. You dance it. You march it. You vote it. You do everything about it. You talk it. Never stop talking it.”

+ Maya Angelou