

Ford Hall 2015 Syllabus

Instructor: Concerned Students 2015

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Hashtags: #IAmFordHall2015, #FordHall2015

Description: This syllabus serves to communicate the urgency of cultivating an informed community to stand in solidarity with Brandeis Concerned Students 2015. It is also shared as a pedagogical tool to teach while simultaneously circumventing the uncompensated labor that people of color perform in the perpetual defense of their humanity.

Goals: To provide literary resources with which the Brandeis community might build a foundational dialogue in the collective effort to facilitate racially aware, sensitive, and protected classrooms, social spaces, faculty, staff, and students.

General Requirements:

By coming into and being a part of this space:

- This is an intentionally leaderful space. This means, that we are all continuously in conversation with employing the responsibility of the growth, protection, and education of our own communities. We ask that you be mindful by contributing to this space in a way that is resourceful as well respectful. Additionally we should be mindful of the fact that defensiveness and guilt are not productive modes in which to perform dialogue.
- This is not a voyeuristic space. Though we all are in observance of all interactions and dialogue we understand that this is a movement and not an exhibition of Black bodies performing social justice. To be present is to learn and take part.
- We understand that many of you may enter this space seeking more detail about Ford Hall 2015. There is an official list of demands, call of action and frequently asked questions document available on our Facebook page (Brandeis Students of Color Demands 2015) that provides answers to this. Please constantly reference this, as our student leaders have carefully created this so that you stay well informed.
- If anything remains unclear to you, please be mindful of the way in which you interject your questions in this safe-space. Interrogative questions often asserts privilege and power so we require that you practice active listening skills as it will help you adopt the language of the Ford Hall 2015 community.

Required Readings

Exploring Historical Context:

Ford Hall 1969

<https://lts.brandeis.edu/research/archives-speccoll/exhibits/ford/occupation/index.html>

Ford Hall 2015

<https://medium.com/@FordHall2015>

Mizzou Coverage

[*Analysis: At The University Of Missouri, An Unlearned Free Speech Lesson*](#)

Kindly Explaining White Privilege:

[*White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh*](#)

[*The Origins of "Privilege" BY JOSHUA ROTHMAN*](#)

On Concepts of "Reverse Racism":

[*7 reasons why reverse racism doesn't exist*](#)

On Becoming an Ally:

[*So You Call Yourself an Ally: 10 Things All 'Allies' Need to Know*](#)

[*The Seduction of Safety, on Campus and Beyond Roxane Gay*](#)

On How Can I Help?:

[*Six Ways You Can Stand in Solidarity with Fort Hall 2015*](#)

On Intersectionality:

[*Age, Race, Class, and Sex Women Redefining Difference: Words of Fire an Anthology of African American Thought by Audre Lorde*](#)

[*The-White Savior Industrial Complex by Teju Cole*](#)

On American Exceptionalism:

[*Transatlantic Cultural Exchange: African American Women's Art and Activism in West Germany*](#)
by Gerund, Katharina

Additional Readings:

“List of Demands” presented to Brandeis University by Concerned Students 2015. November 19, 2015. 1:30pm.

Crenshaw, Kimberlé. “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color.” *Stanford Law Review* 43.6 (1991): 1241–1299. Web.

Gerund, Katharina. *Transatlantic Cultural Exchange: African American Women's Art and Activism in West Germany*. 2013. Print.

Charles, Camille Zubrinsky. “The Dynamics of Racial Residential Segregation.” *Annual Review of Sociology* 29 (2003): 167–207. Web.

Lynch, Lisa. “A Message to the Brandeis Community.” Email sent from Lynch to Brandeis community at large. Nov. 22, 2015. Web.

The Student Occupation of Ford Hall, January 1969, Brandeis University,
<https://lts.brandeis.edu/research/archives-speccoll/exhibits/ford/occupation/index.html>