

Dear Acting Head of School Julie Salit and the Board of Trustees,

We, the undersigned, request that you hold space for a conversation about racial justice. We know you share our outrage at the repeated unfair treatment of Black, Indigenous and People of Color (BIPOC) in this country, and that the acts of murder we have collectively witnessed are tragic evidence of the lack of accountability in our systems. We believe that systemic racism needs to be acknowledged, challenged and ultimately changed. For many of us, our experience as Tabor students was formative and we value the time we spent and memories made there. We call on Tabor's help in this quest to address the presence of racism in America's secondary schools. We feel Tabor has the privileged space to do more, and below we have outlined ideas for change, progressive action, and public accountability.

We are at a tipping point in history. America is, literally, on fire. The current state of our nation is a reflection of the injustice, deep sadness, and rage that has been building within the hearts of our brothers and sisters for centuries. It is clear that for many, Black lives do not matter. While Tabor's leadership expressed a benevolent intention to sympathize, we feel that the level of hurt and pain our Black community is experiencing crucially requires us to do more. When tragedies happen, we aim to meet them with equal parts compassion, action, and urgency, and we believe that Tabor has failed to meet the injustice in this country with an equal response of indignation. As we wonder how we, as a society, allowed this to happen, we must begin with an honest appraisal of who we are and look to the places closest to home.

While we appreciate the spirit of Julie Salit's email shared on June 2nd, we felt that it did not explicitly condemn police violence, address the reality of systemic racism, or articulate clearly and specifically support for the Black Lives Matter movement. The letter omitted the specifics of how Tabor Academy's leadership plans to respond with material actions. As a result, the school's intention to stand with the Black community is problematically vague.

Tabor promotes a commitment to diversity in the student body, faculty and academic curriculum. However, we feel the institution is struggling to implement progressive and effective tactics that truly reflect the community's mission:

- To inspire a life-long love of learning
- To instill a passion for the highest standards of achievement
- To encourage personal responsibility
- To foster care for others and committed citizenship

All of these principles are action-oriented. Confronting and acknowledging the existence of racism in Tabor's culture and curriculum entails accountability, sustained effort, and constant vigilance. We are calling on Tabor Academy to embody this active stance by taking clear antiracist steps in order to prevent forms of injustice we are seeing in our country today. We believe that if Tabor wants to reflect these ideas, the institution must use its resources to lead and stand in solidarity with BIPOC communities and support the work of groups fighting for social justice.

We would like to thank Anika Walker-Johnson, Mel Bride, Kimberlee Williams, and Albert Nascimento for the work they have done to bring Diversity, Equity, Inclusion and Community Life into this institution. We know that the DEI work currently being done goes above and beyond anything Tabor has ever attempted, such as the creation of a Diversity Leadership Council and the numerous programs focused on diversity and inclusion sponsored by the Office of Student Life. However, we have been made aware that some of these leaders are leaving Tabor Academy and we want to ensure Tabor is committed to supporting its BIPOC community. We ask that our school demonstrate its commitment toward diversity and inclusion by showing up in a meaningful way for racial justice, right now.

While we were students at Tabor just a short while ago, we saw and experienced overt and covert acts of white supremacy that extended to academic studies. However well-meaning or unwitting, Tabor academics perpetuated a white cultural hegemony in what was taught—and what was not. Our history courses often omitted the devastating importance of Jim Crow laws, the racism central to the ongoing federal War on Drugs and the evolution of institutionalized oppression that continues to make the United States a racially segregated nation. Our studies did not highlight the myriad examples of Black achievement and resilience throughout American history even in the face of unspeakable oppression. The authors and ideas referred and discussed in Tabor's classrooms were mostly white. In crucial ways, Tabor missed an opportunity to educate with Black voices and adequately teach a diverse perspective. To bypass Black and other marginalized voices is to withhold American history. We believe this caused trauma and harm to BIPOC students. In the future, we ask that BIPOC perspectives and a program of antiracism fundamentally inform student learning.

We know Tabor has the will and capacity to grow and learn with us. However, that John Quirk continues to serve as headmaster, despite having received a Continuance Without a Finding (CWOFF) from the courts for a DUI and negligent driving arrest on

January 31, 2020,¹ reinforces our notion that Tabor Academy is comfortable with the alarming reality that white men are not always held responsible for their actions. We believe this is a disservice to the Tabor community and reinforces the sobering inequities of our nation's justice system.

Tabor Academy has never had a person of color serve as headmaster. From our research, the ratio of BIPOC to white individuals within the senior leadership team is 2:17, and we understand both of those individuals of color are in the process of leaving the school, bringing that number to zero.² The ratio of BIPOC to white individuals within the Board of Trustees is 3:19.³ The BIPOC percentage in its student body is 15 percent, while the national average in private prep schools in the United States is 25 percent.⁴ There is not a single person of color employed on the Advancement Team, which works to engage constituents in procuring financial resources and support, including donor relations and fundraising. We find these numbers shocking and they must be addressed.

We write this letter as a call for systemic change.⁵ As alumni, we care deeply about the Tabor community and we would like to see a consolidated effort from Tabor toward the following suggestions. We have added appendices with potential resources. This list warrants additional evaluation from TA's stakeholders and is by no means perfect or exhaustive.

**We would like to acknowledge that we are largely disconnected from the current BIPOC Tabor community at large. While we believe these 'suggestions' offer an important alternative, we understand that they may not in fact reflect the actual needs and wants of Tabor's students and faculty of color. We recommend that you facilitate this conversation and refer to these individuals directly to ensure that any changes are fully supported by them.*

Take Public Action Against Racism

1

<https://wbsm.com/in-turnaround-tabor-academy-headmaster-jonathan-quirk-placed-on-leave-following-dui/>

2 <https://www.taboracademy.org/about-us/leadership/senior-leadership-team>

3 <https://www.taboracademy.org/about-us/leadership/board-of-trustees>

4 <https://www.privateschoolreview.com/average-diversity-minority-stats/national-data>

5 Other Independent Prep. Schools in solidarity: 600+ Taft Alumni (<https://tinyurl.com/lettertotaft>), 2,000+ Phillips Academy & Phillips Exeter Alumni (<https://tinyurl.com/phillipscalltoaction>) as of June 10, 2020

1. Publish a strong and clear antiracist denouncement of **police brutality** and **white supremacy** through a statement to all alumni and current students, including a public apology to the Tabor BIPOC Community.
2. Promote public and continued support of the **BLACK LIVES MATTER** movement.
3. Expand the activities laid out in the Alumni Affinity Debrief email sent on June 4th, and elaborate on specific antiracist actions Tabor Academy will take as a follow up to the email sent on June 2nd.⁶
 - Create a dialogue with the current student body on how Tabor Academy will keep its students of color safe, and care for their mental health and wellbeing during this traumatic time.
 - Create an online space (through the school's website, social media or mass email correspondence) dedicated to the exchange of information and ideas regarding the school's racial reform.
 - Release a transparent report on how Tabor plans on holding itself accountable towards fighting racism.
4. Release a plan of action, in concert with Tabor's Human Resources department, for how Tabor plans to hire for future leadership positions with a commitment to real diversity and inclusion.
5. Affix a statement acknowledging the murders ordered of indigenous people and provide a memorial commemorating indigenous peoples in the region.
6. Release Public Analysis of culture and diversity on Tabor Campus (the last time this survey was done was in 2013 by Diversity Climate Assessment conducted by the DEI (diversity, equity & inclusion) consulting group, Diversity Directions).
7. The school is encouraged to conduct a third-party investigation as to why its diversity leaders have chosen to leave the school consistently and why there is an inadequate presence of BIPOC faculty members.
8. Conduct an investigation on the people Tabor has named spaces after to ensure the school is not honoring those who spread and endorse(d) bigotry. Alongside this, create and release future guidelines for naming spaces on campus.
9. Release data regarding the current and historical racial composition of its student body, faculty, and staff.

Commit to Antiracist Funding and Spending

10. Create a donor option for alumni to give funds directly to the implementation of antiracist & BIPOC-informed curriculum expansion, the DEI department & team,

⁶ <https://tinyurl.com/hopkinsinstapost>

as well as to any other internal racial justice initiatives and supports to its students of color.

11. Create guidelines for gift acceptance. Provide transparency regarding large donors/societies, corporate donations, and stock holdings to ensure that Tabor's alignment with donors and private entities reflect the school's Mission.
12. Increase scholarship funding for students of color to attend Tabor, regardless of their athletic capabilities.
13. Make sure Tabor's Equity and Inclusion initiative is sufficiently funded and ensure programs are student-informed and student-led.
14. Create a Covid-19 Financial Impact Fund focused on maintaining scholarships for students of color.
15. Fund SAT and ACT costs, including tutoring, for students receiving financial aid.
16. Reinvest a percentage of Tabor's unrestricted funds into businesses that embody and promote Black resilience, including those owned by formerly incarcerated persons or initiatives that interrupt the school-to-prison pipeline.

Foster an Antiracist Curriculum

17. Hire more BIPOC teachers and create a transparent long-term action plan to ensure that the Tabor faculty is diverse and inclusive.
18. Foster an antiracist curriculum that strives to help students and faculty unlearn their unconscious biases and acknowledge their privileges (please refer to appendices below for suggestions on resources).
19. Make Critical Race Studies a required class. Require that all students take a course focused on race or racism, power and privilege, and intersectionality between race, class, ethnicity, gender, and sexual orientation each semester, and expand such offerings.
20. Require Tabor students to learn about the Black experience and contribution to American historic, political, economic and artistic narratives that is too often overlooked or omitted. Some examples include the development of "Black Wall Street" in Tulsa, OK in the early 1900s; the founding of the Universal Negro Improvement Association (UNIA) in 1914; the historic election of Shirley Chisholm as the first African American woman in Congress in 1968 and the first African American woman to seek the presidential nomination in 1972; the first African American woman in space, Dr. Mae Jemison, in 1991; and the essential role that African Americans have played in the history of American business and entrepreneurship.

21. Remove any courses that further perpetuate stereotypes about the MENASA region and its diaspora. Replace this with a course on xenophobia and Islamophobia in the United States.
22. Require a social justice audit in order to adjust the curriculum of all courses, including AP courses, to incorporate significant recognition and analysis of racism and other systems of privilege.
23. Purposefully increase the use of texts written by BIPOC authors across departments.
24. Ensure Honors and AP courses have an equitable representation of students of color.
25. Require faculty to obtain Professional Development focused in social justice training and an inclusive and decolonized curriculum. Ie: The Carlow Institute⁷

Actively Strive for a Safe, Supportive, and Nurturing Community for BIPOC Students

26. Immediately reexamine and rewrite the priorities of Tabor's long-term action plan, (Tabor 150 Strategic Plan), particularly *Part IV. Diversity, Inclusion & Citizenship*, to include *specific* plans to support its students of color and students of various sexual orientations and gender identities.
27. Increase efforts to make the Tabor student body more diverse and promote inclusiveness for all students, including ensuring a far more equal representation of BIPOC-to-white students within its student body.
28. Create concerted efforts/programs to ensure that students from all racial and socioeconomic backgrounds thrive at Tabor and are not isolated from the larger community (further support than just simply their advisor, for example, is often needed).
 - Grant BIPOC students access to a wide network of mentors, allies, and peers both at Tabor and beyond.
 - Expand mental health resources for students, including school counselors who are trained to serve BIPOC students.⁸
 - Expand the health center staff to include members who identify as BIPOC.
 - Expand supports for transfer students of color, including mentorship and ally outreach and ongoing support towards the student's well-being and sense of belonging.

⁷ https://www.carlow.edu/Social_Justice_Institutes.aspx

⁸ <https://www.psychotherapy.net/article/racism-white-privilege-psychotherapy>

29. Provide mandatory unconscious bias training for all new students, to be repeated each year. While new faculty already receives this training, it should also be repeated by returning faculty each year. Allyship education and programming should also be repeated yearly for all faculty members, including those holding positions outside of traditional teacher roles (such as those working within the athletics, admissions, and advancement departments).
30. Require that all students participate in Diversity, Equity, and Inclusion book clubs.

Restructure Tabor's Disciplinary Process to Protect BIPOC Students from Hate Crimes and to Create Racial Equity on the Committee

31. Tabor's website does not mention any disciplinary policy, expulsion-based or otherwise, for those who commit racist, sexist, homophobic, or transphobic acts, sexual assault, or other crimes against their peers. The academy must immediately restructure its own disciplinary process, currently known colloquially as the "two-strike program," to include these acts.
 - In order to hold students and faculty accountable for their actions, the academy must create a process through which students can file reports or claims about bigotry on campus no matter how subtle (i.e. microaggressions).
 - The school must also make a continual effort to create equal representation on the disciplinary committee, between BIPOC students and white students.
 - The school is encouraged to source a third-party consulting firm on inclusion and diversity for guidance on this process.
32. All rules and guidelines for the new disciplinary committee and updated school rules should be shared on Tabor's website, for full transparency with the community at large.
33. Rules should prioritize the well-being and growth of students first and foremost, and not protect any rule breaking from faculty in order to protect the school's "Public Image".
 - Faculty need a rulebook of their own that maintains the school's moral code of conduct by upholding a zero tolerance policy for law breaking, a council to decipher mistreatment, and other issues that are typically privately handled.
 - This should be evaluated by officials and match the strict policies the school enforces on its students.

We recognize this is a call for widespread and long-term change. We don't expect it to happen overnight, but we do expect to see a broader, more aggressive, and fully transparent effort, as well as a predicted timeline, to implement and enforce these antiracist measures in years to come. We also understand that an overhaul of this magnitude will require uncomfortable conversations internally, especially with Tabor's white staff and students, and we trust Tabor will frame these issues with sensitivity and honesty. This letter and actionable demands within are not meant to be directed at the DEI only, but rather the entire faculty and board of trustees.

For thousands of people around the world, Tabor is not just an institution of learning. Current and former students are inextricably connected to it, bound in many ways to its teachings, culture, and legacy. You receive young minds at their most malleable and inquisitive. Educating them is a responsibility—and it is time to step up to the demands of this moment. You have the opportunity to make a decision about what you are going to do to better shape current and future minds through the lens of antiracism, bending the arc of history toward justice. As we actively work to unlearn our own racism, we plan to hold Tabor Academy accountable in doing the same. We thank you for listening, and offer support as you take stronger actions towards impactful change.

We look forward to hearing your responses to each of these requests specifically. You can send your response to jazmyne.roulhac@gmail.com, akeck@risd.alumni.edu, karambelasalex@gmail.com, dkkaramb@gmail.com, catherine.f.clancy@gmail.com, katherinemcdonaldme@gmail.com, murphycaroline15@gmail.com, xan.marsella@gmail.com who have helped assemble edits to this document and will share publicly to alumni and student networks.

Sincerely,

(280 signatures as of 10:30 AM EST on June 11th, 2020)

Alexandra Keck '11

Alexandra Karambelas '11

Devin Karambelas '11

Fiona Clancy '11

Izzy Grover '12

Jacqueline Garrity '11

Caroline Murphy '11

Noah Browne '11

Jazzy Roulhac '12

Caroline Burke '11

Eleanor Conroy '11

Jasmine Questel-Gee '11

Ibraheem Yusuf Khadar '11

Katherine McDonald '11

Amanda Georgescu '10

Zorela Georgescu '12

Maxwell Bearse

William Cunningham '11

Eli Sevigny '11

Kate Kanto '11

Xan Marsella '14
Fedora Francois
Doyle Calhoun '12
Alexa Driscoll
Allie Cunningham
Kal heavey
Sarah White
Alyssa Rueb
Kristen Mabie
Kyler Canastra
Charles Ramsden
Carly Cote
CJ Ward
Denzel Solomon '09
Lydia Caputi
India Johnstone
Meaghan MacRae
Riley Calhoun
Allison Griffin Dimond
Cutler Dimond
Jack Gordon
Samantha Muther
Luke Muther
Sarah Sachiye Purdy
Patrick Montolio
Nicole Frances Asante
Charles Dineen
Kristen Boyle
Binjo Emmanuel
Thomas Tarrant
Rebecca Adelstein
Kelly Hanrahan
Grace Douvos
Katherine Mooney
Taylor Kielczewski 2012
Airami Bentz
Corina Radtke '10
Jameisha Moore '12
Channing Walker '12

Ned Mitchell, Co-Head of School, Class
of 2015
Christine White 2014
Anne Walker, Class of 2013
Ryan Muther
Olivia Justice 2022
Ian Horne '12
Carly Browning, 2011
Cyrena Thibodeau '12
Wanjiru Gitonga '20
Lara Nargoizian '10
Trevor Lomba 2013
Savannah Morrissey Martin
MacKenzie MacRae '12
Katie Sweetser, class of 2013
Alexa Smith '18
Solange Elkallassi
Jess Mencunas
Chris Cunningham
Madeleine Gregory
Mara Bey
Allie Dawson
Matthew Genereux
Jessica Lowe
Yasmin Madmoune
Tanner Rosa
Jahmeir Warfield
Jaydah Bedoya
Lina Reid
Allana Gilgeous
Christian M. Gibbs
Estella Struck
Lulu Ward (class of '16)
Jae-lyn Rodriguez
Patricia Roper
Saran Mignott-Cadet
Erin Hill
Nirel Lougbo
kristen feeney

Arthur Cayer
Angela Battiata
Phoebe Dias
connor barley
Sara Gonzalez
Aaliyah Garcia
Ivy Helena Torres
Cliff Celestin
Julia Furneaux
Madison White
Melanie Rosen
Helen Wagner
Caroline Cadieux
Solomon Siskind
Leandra Warren
Mark McKenna
Alexis Speaker
AJ Maestas
Abigail pynchon
Amanda Clark
Keegan Finn
Ashley Kilcoyne
Ashunta Sheriff-Kendricks
Caroline Bracken
Caroline Shaunessy
Ashley Brown
Charlotte Gebhard
Nikeya Kelly
Olivia Pachla
Celeste Popitz
Lulu Russell
Polly Henshaw
Khalil J. Johnson
Nora Benner
Larry James Taylor, Jr. (Class of '91)
Donna Palmer
Beverlee K Groff
Ana Marie Calise
Madeline Paquette

Vaughndre Henry
Heather Snider
Mark Mirasol
Matthew Angus Roth
Chase Cooper
Celia Lincoln
Elijah Coley
Jaclyn Cormier
Adam Fraley
Jacqueline E. Murphy
Lillian Blouin
Laura Krishfield
Liam Manning
Nguyen anh sa
Faye Parker
Allison Knowles
Kate Liberti
Trinity Monteiro
Kathryn Shea
Katherine Cody
Laurie McGovern
Jane Pagano
April Mihalovich
Leah Lynch
Samantha Figueroa
Jayden DePina
Stephanie Soriano
Patricia Garcia
Tanya Mendoza
Felicia Billingslea
Igor Carvalho
Jonathan Mabie
Kayla Aimone
Jen Cunningham
Samantha Davis
Liliana Vazquez
Jordan Pina
Frances Jennings
Sophie Marshall

Leigh Gough
Sarah Mustafa
Ana Castro
Andria Warren
Savannah Leao
Connor West
Finnian Cashel
Eric Bracy
Alyssa Wardwell
Clémence Renaud
Mason A. Strand
Michael Edwards
Gina Trivellini
Margaret Rego
Colton Thomas '14
Elizabeth Birdsall
Vanessa Farinelli
Paige Stathopoulos
Jake Farias
Camille Oswald
Danielle Dillon
Emma Goodman
Danielle Lei '95
Dana Lockard
Jennifer McIntosh
Evan M Redos
Lily Connolly
Orlando Patterson
Katherine Graham
Keturah Wahrman-Harry
Alex Osgood
Andrew M James
Angel S
Leslie Hawla
Meghan Reynolds
Kelly Foley
Meghan Dineen
Mark Blackwell Jr.
Brett Dineen

Isabelle Cheney
Morgan G. Dawicki
Nate Matteson '12
Holly Francis
Aubrey Erin Groves, former Tabor
Academy Faculty
Jenny Miyasaki
Jessica Huff
Sarah Guzman
Nathan Taber
Alexa Cole
Megan Rilkoff
Chelsea Bretcher
Connie Jangro
Alyson Metscher
Olivia Finicchiaro
Dannette Tejada
Swanson Ninan
Tania Sanchez
Rhonda Gittens
India Daniel '18
Tamara Quinones
Grace Dwyer
Kylee Sullivan
Mark & Nita Howland
Cory Baldwin
Sophie Glossinger
Chris Aitken
Asa Smith
Samantha Bobo
Lily Coleman
Jake Farias
Peter Michaelis
Anabella De La Rosa
Kelly Kay
Gwen McCain
Liam Barley '16
Bella Carter
Giulia Palombo Porter '11

Eli Smith '10
Christopher James Henry
Sara cashman
Manuel Antunes
Veronica Hoglund
Justin Nichols '07
Emmanuel Olojede
Annie See On Shaw
Kellie Navarro
Althea R. Dowd, MSW, LCSW ('05)
Matthew Linton
Darya Blout '11
Nariman Walli
Marvin Pierre
Lindsay Williams

Kara (Walsh) Palley '05
Lisa Murphy
Sara DiPesa
Sam Lockley
Emma Glynn
Maia Stern
Clay Mohrman
Hannah Stern
Julia shepley
Rachel Stern
Beta Eaton '06
Greta Wilsterman
Tricia K Smith (in solidarity with alumni)
Taylor spikell

Appendix 1 (White Privilege and Antiracism)

"White Privilege: Unpacking the Invisible Knapsack", *Peace and Freedom Magazine*, July/August, 1989, pp. 10-12, a publication of the Women's International League for Peace and Freedom, Philadelphia, PA.

"White Supremacy Culture" From Dismantling Racism: A Workbook for Social Change Groups, by Kenneth Jones and Tema Okun, ChangeWork, 2001:
https://www.thc.texas.gov/public/upload/preserve/museums/files/White_Supremacy_Culture.pdf

Why I'm No Longer Talking to White People about Race. Reni Eddo-Lodge

White Privilege: The Myth of the Post-Racial Society. Kalwant Bhopal.

White Fragility: Why It's So Hard for White People to Talk About Racism. Robin DiAngelo.

The Autobiography of Malcolm X. Malcolm X, Alex Haley.

Between the World and Me. Ta-Nehisi Coates

The Bluest Eye. Toni Morrison.

Zami: A New Spelling of My Name. Audre Lorde

The Ferguson Report: Investigation of the Ferguson Police Department.

Demarginalizing the Intersection. Kimberlé Crenshaw

The New Jim Crow: Mass Incarceration in the Age of Colorblindness. Michelle Alexander.

Stamped: Racism, Anti Racism, and You: A Remix of the National Book Award-winning Stamped from the Beginning. Jason Reynolds and Ibram X. Kendi

Teaching to Transgress. bell hooks.

Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor. Layla F Saad.

So You Want to Talk About Race. Ijeoma Oluo.

Racism Without Racists: Color-blind Racism and Racial Inequality in Contemporary America. Eduardo Bonilla-Silva.

Everyday Anti-Racism: Getting Real About Race in School. Edited by Mica Pollock.

Colormute: Race Talk Dilemmas in an American School. Mica Pollock.

How to Be an Antiracist. Ibram X Kendi

Thick: A Collection Of Essays. Tressie Mcmillian Cottom

Stamped from the Beginning: The Definitive History of Racist Ideas in America. Ibram X Kendi

Sister Outsider by Audre Lorde

The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide by Meizhu Lui, Barabara Robles, Betsy Leondar-Wright, Rose Brewer and Rebecca Adamson

Appendix 2 (Antiracism and Decolonization)

Braiding Sweetgrass. Robin Wall Kimmerer.

An Indigenous Peoples' History of the United States. Roxanne Dunbar-Ortiz.

Decolonizing the Mind. Ngũgĩ wa Thiong'o.

Pedagogy of the Oppressed. Paulo Freire.

The Master's Tools Will Never Dismantle the Master's House. Audre Lorde.

Decolonizing Trauma Work: Indigenous Stories and Strategies. Renee Linklater.

A People's History of the United States. Howard Zinn.

The Colors of Nature: Culture, Identity, and the Natural World. Allison Hawthorne Deming

The Home Place: Memoirs of a Colored Man's Love Affair with Nature. Drew J. Lanham

Orientalism. Edward Said

Wide Sargasso Sea. Jean Rhys (should be read as a companion piece to *Jane Eyre*)

Invisible Man. Ralph Ellison

A Raisin in the Sun. Lorraine Hansberry

Notes of a Native Son. James Baldwin

The Souls of Black Folk. W.E.B. Du Bois

Black Reconstruction. W.E.B. Du Bois

The Color of Law: A Forgotten History of How Our Government Segregated America. Richard Rothstein

Things Fall Apart. Chinua Achebe

Appendix 3 (Xenophobia and Islamophobia)

The Islamophobia Industry: How the Right Manufactures Hatred of Muslims. Nathan Lean.

Home Fire. Kamila Shamsie.

Exit West. Mohsin Hamid.

Drawing the Global Colour Line: White Men's Countries and the International Challenge of Racial Equality. Marilyn Lake & Henry Reynolds.

Selected Films About the Black Experience in America

Do The Right Thing (1989), dir. Spike Lee

The Black Panthers: Vanguard of the Revolution (2015), dir. Stanley Nelson Jr.

Boss: The Black Experience in Business (2019), dir. Stanley Nelson Jr.

Black America Since MLK: And Still I Rise (2016), dir. Leslie Asako Gladsjo, Talleah McMahon

Whose Streets? (2017), dir. Sabaah Folayan

Selma (2014), dir. Ava duVernay

13th (2016), dir. Ava duVernay

Independent Lens: The First Rainbow Coalition (2020), dir. Ray Sanisteban

Sorry to Bother You (2018), dir. Boots Riley

I Am Not Your Negro (2018), dir. Raoul Peck

Boyz n the Hood (1991), dir. John Singleton

Pariah (2011), dir. Dee Rees

Hoop Dreams (1994), dir. Steve James

American Promise (2013), dir. Michele Stephenson, Joe Brewster

Get Out (2019), dir. Jordan Peele

Malcolm X (1992), dir. Spike Lee

When They See Us (2019), dir. Ava DuVernay

Killer of Sheep (1978), dir. Charles Burnett

Good Hair (2009), dir. Jeff Stilson

Pose (tv series, 2018 - present)