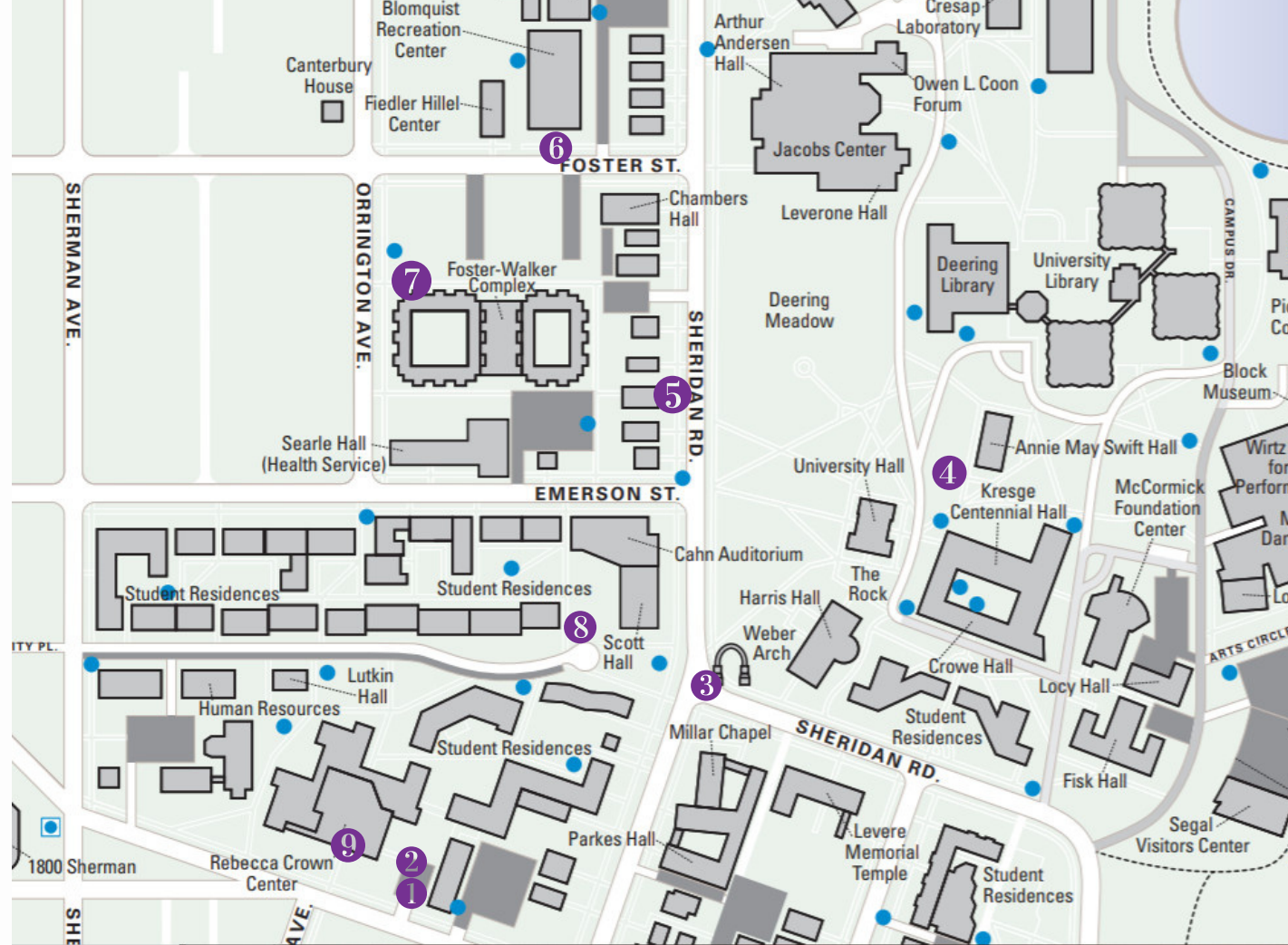


THE BLACK STUDENT EXPERIENCE AT NORTHWESTERN UNIVERSITY

Walking Tour



Thank you for joining us on the Black Student Experience at Northwestern University walking tour! Over the next hour, you will hear stories about the fight for racial equity led by Black students at Northwestern.



These are more than stories, you will hear about lived experiences of Black students based on archival documentation. For some, these stories will be difficult to hear and might not mirror your views of the institution. If that is the case, we invite you to engage with an open mind and with empathy. Use this opportunity to listen and learn. For others, this tour is about truth-telling. It speaks to a broader history of injustice and a fight for equity and inclusion. While it is not all-encompassing, we hope that this tour affirms those experiences, illuminates perspectives overlooked and forgotten, and offers some historical context for the structures that exist today that foster equity and inclusion.

As you travel between each stop, please use that time as an opportunity to reflect on what you hear, you can use the discussion questions in the brochure as a guide.

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Benjamin Jouras, voice-over, undergraduate student, Northwestern University, School of Communication
Charla Wilson, Project Manager, Archivist for the Black Experience, Northwestern University Libraries
Sponsors: Office of the Provost and Office of Institutional Diversity and Inclusion

Tour Sites



Get started by scanning the QR Code below or visiting

<https://sites.northwestern.edu/blackexperiencetour/>



Stop 1: Introduction to the Tour

619 Clark Street, Office of Financial Operations

Stop 2: 1968 Bursar's Office Takeover, An Introduction

619 Clark Street, Office of Financial Operations

Discussion Questions: Have you ever stood up for a cause, possibly unpopular, that was important to you? What were some of the consequences or benefits of that action? Now consider the students from the 1968 protest. Why might they have considered a building takeover as the best course of action? If you are unsure, consider returning to this question at the end of the tour.

Stop 3: Black Students and Evanston

1878 Sheridan Road, The Weber Arch, East side of Sheridan Road at Chicago Avenue

Discussion Questions: In thinking about the “construction of space” and power dynamics, why might Black students have demanded that the University use its influence to address racial inequity in Evanston?

Stop 4: The Department of African American Student Affairs

1880 Campus Drive, Kresge Hall

Discussion Questions: Why might that particular demand have been important to students in 1968? Think about your own education. How might the absence or inclusion of African American history impact your understanding of those disciplines?

Stop 5: The Black House

1914 Sheridan Road

Discussion Questions: Black students needed “a place to call their own.” and a community to belong. Considering what you have heard so far, how might this space and community have supported their student experience? Also, think about other social spaces dedicated to specific groups of people, either on or off-campus. How might a dedicated space support those groups?

Stop 6: Black Athletes

617 Foster Street, Blomquist Recreation Center

Discussion Questions: Discussion Question: How do you think having a figure like Charles “Doc” Glass shaped Black athletes’ student experiences in the 1950s-60s? Bonus Stop: Ryan Field

Stop 7: Black Students and Housing

1927 Orrington Avenue, Foster-Walker Complex

Discussion Questions: Why were some administrators and students resistant to fully integrated campus housing? Can something be acceptable in the past and wrong in the present? What are your thoughts on this?

Bonus Stops: The site of the former International House for women at 1827 Orrington Ave. (the building is no longer exists) and the former Asbury Hall, international house for men at 1830 Sherman Ave.

Stop 8: Black Greek Organizations

601 University Place, Scott Hall, Ana Marcy Miller Scott Garden

Discussion Questions: What are some of the benefits of belonging to a Greek organization? How might the actions of Greek members described have impacted Black student’s social lives at Northwestern?

Stop 9: Student Activism

633 Clark Street, Rebecca Crown Center, Clock Tower

*Audio is not available at this time.

Stop 10: Conclusion of the Takeover

619 Clark Street, Office of Financial Operations

Discussion Questions: Why is it important to study the lives of people who lived in the past? How can that impact the way we understand our campus today?