A confluence of historical scholarship, campus-based activism, and media attention over the past decade has brought U.S. universities into national focus around fraught ethical issues. Researchers have uncovered how lauded institutions of higher education built their endowments through racial/colonial violence, including the ownership of enslaved African Americans and the classification of indigenous peoples into objects of scientific study. Amidst ongoing struggles for racial and indigenous justice, such histories raise urgent questions about the ethical responsibilities of universities in response to these legacies. In this two-part talk, I situate how my dissertation project engages in this conversation and discuss my methodological approach, which draws from anti-colonial feminisms and settler colonial studies. I will describe my process of developing a humanities dissertation project that examines and unsettles the racial/colonial entanglements of higher education.