

WG-S Meeting 3
Talking Points
Nov 10

Things NOT to Worry About Now

1. *Finish by December!* Let's reassess where we are after a few more meetings. It would be OK to send the Senate a "rough draft for feedback" at its Dec 16 meeting.
2. *We need a goal statement now!* It will emerge after many iterations.

Things to Partly Worry About Now

Faculty Time

Who will deliver the requirement?

Rollout Time

How long will it take to enact?

Money

Where will it come from?

We need to think outside the box and question the box, but not so much as to set the stage for a “thank you very much” dead end at the President/Provost/Dean level.

Don't Talk About Implicit Bias Without Talking About Structural Racism

Most work on implicit bias focuses on increasing awareness of individuals in service of changing how they view and treat others.

This is important, but insufficient to advancing greater equity of opportunity, experience, and outcomes in our institutions and communities.

Rather, in order to lead to meaningful change, any exploration of implicit bias must be situated as part of a much larger conversation about how current inequities in our institutions came to be, how they are held in place, and what our role as leaders is in perpetuating inequities despite our good intentions.

How much to we Agree?

1. Knowledge can affect behavior. Thus a well-taught course with appropriate content course can have as much behavioral impact as (say) the IDP.
2. The requirement will complement, not supplant, the IDP.
3. Since Cornell is a global university the requirement should have a global dimension if we are to exploit one of our greatest attributes.
4. We cannot ask the faculty to approve a course requirement without providing a detailed syllabus.

Idea: Living Off of Existing Minors ^s

The [Africana Minor](#)

[ASRC 1500](#) (Introduction to Africana Studies)

The [American Indian and Indigenous Studies Minor](#)

[AIISP 1100](#) (Indigenous North America)

[AIISP 1110](#) (Indigenous Issues in Global Perspectives)

The [Asian American Studies Minor](#)

[AAS1100](#) (Introduction to Asian American Studies)

The [Feminist, Gender, and Sexuality Studies Minor](#)

[FGSS 2010](#) (Introduction to Feminist, Gender, and Sexuality Studies)

[FGSS 3000](#) (Feminist Theory)

The [Latina/o Minor](#)

One of: [LSP 2010](#) (Latinos in the United States), LSP 2100 (Introduction to Latina/o/x Studies), [LSP sssss](#)
[1802](#) (Introduction to Latinos in US History), or LSP 2720 (Introduction to Latina/o/x Performance).

Will knowledge of the syllabi of these courses shed light on the content of the requirement?

How Might Success Here Affect Our Thinking About the Requirement?

IM7. Embed decolonized readings in every possible course at Cornell, including but not necessarily limited to the social sciences and humanities.

Such curricular offerings must go beyond diffuse and vague “diversity” course requirements, such as the social difference requirement in the College of Arts and Sciences.

DRAFT Zero of a Goal Statement—Please Improve!

The goal of the requirement is to ensure that every Cornell graduate knows enough about structural racism and colonization so that they can effectively act on the forces that perpetuate bias, inequality, and injustice both in their own lives and in the lives of others.