

## Internet Technology in Support of the “Literacy Component” of the Educational Requirement

Technology will be critical to the delivery of the literacy half of the educational requirement. The [Humanities Pod](#), a new podcast produced under the auspices of the [Society for the Humanities](#), captures the spirit of what needs to be done. It features informal conversations with Society Fellows, Cornell Faculty, community collaborators, and special guests. Episodes are thirty minutes in length; the first two deal with dispossession and the founding of Cornell University. In this recent [Cornell Sun article](#), the Society’s Interim Director, Professor Annette Richards, speaks to the importance of the podcast:

Bringing visibility to the humanities at Cornell is important because the humanities are crucial to what Cornell is and does...That’s not always obvious, especially at a time when the humanities are in many ways less visible than scientific research and sometimes seem to be undervalued.

This is precisely the challenge that our shared initiative needs to overcome. A significant number of faculty across campus have research expertise in areas that are critical to understand if Cornell is to play a part in a global reach for a racially just and equitable future. *We need to make the work of these colleagues highly visible and accessible to students, faculty, and staff across the campus.*

The importance of the podcast approach is not lost on our students. Those taking Professor Carole Boyce Davies’s [ASRC 3206](#) (Black Women and Political Leadership) refine their understanding of the topic through interviews and the production of [their own podcast](#) that details the work of a particular leader. Engaging students in this way has [multiple benefits](#). As one of them said, “it allowed us to add our own voice to this larger conversation in an important, contemporary medium.”

[Dark Laboratory](#), [What Makes us Human?](#), and other Cornell-based podcasts listed [here](#) point to the value of this mode of disseminating faculty research in the humanities. Happily, we are hardly starting from ground zero in terms of building a tradition of video-based outreach, e.g., [Fictive Witness: Accounting for Integration](#) (Noliwe Rooks), [Reparations, Knowledge, and the Decolonial University](#) (Carole Boyce Davies), [Taking a Hard Look: Is Cornell a Land-Grab University](#) (Kurt Jordan, Jon Parmenter), [He Said, She Listened: Mansplaining, Gaslighting, and Epistemic Entitlement](#) (Kate Manne), etc. The teach-in video resources produced in conjunction with a recent [Toni Morrison Event](#) included seven clips that could each be the basis for interesting faculty-student dialog. *We need a systematic and ongoing effort to make contributions like these available for classroom use and discussion.*

Dissemination needs to go beyond the boundary of the campus. The South Asia and Southeast Asia Programs through the Einaudi Center a Cornell Public Service Center offer an [Afterschool Language and Culture Program](#) that engages volunteers from the community. With funding from the US Department of education, it reaches out to rural and underserved schools. And while much of the relevant scholarship sits within the humanities, there must be a concerted effort to draw upon expertise across the university. A civil engineer who understands the sociology of the Flint water system, an immunologist understands the connections between race and vaccination programs, a historian who understands the rooting of the filibuster in voter suppression: all must be drawn in and given “low overhead” opportunities to share their expertise through professionally produced videos. The Library’s [Chats in the Stacks](#) program as well as various webinar series sponsored by some of these [centers and programs](#) are a fertile ground for video-based instructional material relevant to the antiracism initiative.