



Cornell University Student Assembly

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Type of Action:	Recommendation
Status/Result:	New Business

S.A. Resolution #16

In Support of the Cornell University Caribbean Students' Association's Demands

ABSTRACT: This resolution asks for the Student Assembly to support the demands of the Cornell University Caribbean Students' Association (CSA).

Sponsored by: Matthew Arthur '21, Aurora McKenzie '21, Justin Lowe '23, Elijah Gallimore-Repole '22, Catherine Huang '21, Uchenna Chukwukere '21

Whereas, Cornell is a private university in New York which houses 4 statutory colleges, all of which receive partial funding from the State of New York;

Whereas, the population in 2020 of Cornell undergraduate students from New York was 4,887 with a total undergraduate enrollment of 14,743, amounting to an approximate 33% of Cornell undergraduates hailing from New York;

Whereas, the population in 2020 of undergraduate students from New York belonging to a statutory college was 2,880, with the total enrollment across these colleges being 6,647, amounting to 43%;

Whereas, no data is supplied regarding the population of New York students from specific regions within the state, including New York City, an assumption can be made that a reasonable fraction of all New York Students are from New York City, considering that the population of New York City is approximately 43% of that of New York State;

Whereas, data on the Caribbean population in New York state is not readily available;

Whereas, approximately 1,161,177 million NYC residents are immigrants from the Caribbean, representing 35% of the entire foreign-born/immigrant population of New York City, and 14% of the entire population of New York City;

Whereas, in addition to the approximate 1.16 million NYC residents that are Caribbean immigrants, the entire population representing NYC residents of Caribbean descent, including both immigrants and those born in the U.S, is undoubtedly higher although this data is not readily available;

Whereas, as a university partially funded by New York State, Cornell has a responsibility to cater to the interests of its constituents, including within New York City, which comprises a sizable population relative to that of the entire State;

Whereas, data representing the population of persons from New York City attending Cornell is not readily available, but the population of NYC relative to that of NY may serve as a proxy for the population of students from New York City attending Cornell;



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46 **Whereas**, data representing the population of Caribbean persons in New York State is not readily
47 available, but the population of Caribbean persons in New York City may serve as a proxy
48 for the population of Caribbean persons in New York State;
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50 **Whereas**, Cornell has a moral imperative to not only cater to its Caribbean students who are grossly
51 misrepresented amongst the student body demographic, there is also a moral imperative
52 owed to its founder whose vision called for the pursuit of instruction in any study by any
53 person wishing to do so;
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55 **Whereas**, the objective of “*Any Person, Any Study*,” was formed in response to the lack of access to
56 education for minority groups;
57
58 **Whereas**, the population of Caribbean persons was nearly desolate in 1865, Ezra Cornell’s vision
59 would have applied to the current Caribbean Students at Cornell who are now requesting
60 that Caribbean representation in academic spaces, amongst others be rightfully
61 acknowledged;
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63 **Whereas**, Cornell has an economic imperative to cater to not only the needs of its Caribbean
64 students who are already misrepresented amongst the population of the student body, but to
65 the evidently large Caribbean community in New York, whose labor yields capital for the
66 state in the form of taxes, a portion of which is subsequently awarded to Cornell for the
67 upkeep and maintenance of its statutory colleges;
68
69 **Be it therefore resolved**, in order to improve the lack of representation of the Caribbean in
70 academic spaces amongst others, the members of the Caribbean Students’ Association at
71 Cornell present the demands in appendix A to the University Administration;
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73 **Be it further resolved**, the Undergraduate Student Assembly will recognize these demands, and
74 support the efforts of Caribbean students, staff, and faculty, in moving these demands into
75 practice;
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77 **Be it finally resolved**, that the Student Assembly calls on the University to meet these demands,
78 and in doing so subsequently acknowledge the vision of its founder to provide a space for
79 unabated provision of *any* study, which would inherently include study of the Caribbean
80 region and its constituents as demanded by the Caribbean students of Cornell;
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86 **Respectfully Submitted,**
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88 Matthew Arthur ‘21



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90 Aurora McKenzie '21

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92 Elijah Gallimore-Repole '22

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94 Justin Lowe '23

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96 Catherine Huang '21

97 *President, Student Assembly*

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99 Uchenna Chukwukere '21

100 *Vice President of Finance, Student Assembly*

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103 *(Reviewed by: Executive Committee, 6-0-1, 11/18/2020)*

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105 *Appendix A:* Cornell University must acknowledge the history and contributions of the Caribbean
106 and its people. The Caribbean is not a monolithic space, and this institute of higher learning must
107 honor that to improve intersectionality and support the social and academic health of students. In
108 order to improve the lack of formalized Caribbean education programs available on campus and
109 recognition of Caribbean identities, these are the following demands in the short-term:

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111 1. The creation of a Caribbean Studies minor (separate and apart from the Latin American
112 Studies Program of the Einaudi Center, and minors available through LSP and ASRC).

113

114 2. Hiring of academic and advising staff members with direct academic ties to the
115 Caribbean through their primary research, including the Anglophone, Francophone,
116 Creole, Dutch and Spanish-Speaking countries (specifically *Caribbeanists*)

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118 3. Increased research funding opportunities within the Caribbean with Cornell academic
119 staff and otherwise. Through the College of Arts and Sciences, an independent study can
120 be established as an equivalent to a major or alternatively credits for the college or a
121 minor.

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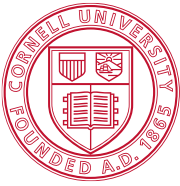
123 4. Review of the present curriculum with introductions to the Caribbean and Latina/o/X
124 Studies and improve intersectionality, both within the United States and locally at
125 Cornell.

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127 5. Recognize June as *National Caribbean-American Heritage Month* and add to the official
128 University calendar.

129

130 6. Include “Caribbean” and allow students the ability to choose the country(s) that
131 represent their cultural heritage, as an ethnicity and region on applications prior to
132 acceptance (i.e. Common Application) and applications during enrollment at Cornell (i.e.



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133 an application for an on-campus job)

134

135 The following are our long-term demands:

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137 7. The Anti-Racism Center and programs about history, racism and colonialism to be
138 established by Cornell should include an adequate module on the Caribbean's
139 contribution to represent the interconnectedness with the region.

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141 8. A Caribbean Studies Center or Institute accessible for staff and students alike.

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143 9. Increased funding for the Africana, Latina/o/X, and LATA Einaudi studies programs
144 a. dedicated to Caribbean Studies as indicated above.

145

146 Part Two

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148 The following demand is exclusively related to the CXC examinations:

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150 10. We encourage Cornell University to form an articulation agreement with the Caribbean
151 Examination Council (CXC) which would use their standardized examination scores as
152 credit for incoming freshmen and transfers. Otherwise, an alternative is to publish
153 Caribbean Advanced Proficiency Examination (CAPE) and the Caribbean Secondary
154 Examination Council (CSEC) equivalency charts thus making incoming Caribbean
155 nationals eligible for transfer credit provided they received a certain grade in their
156 examinations and or were credited with an associate degree.

157

158 *Supported by:*

159 *The Caribbean Students' Association*

160 *The Latina/o/X Studies Program*

161 *The Latin American Studies Program*

162 *Dr. Carole Boyce-Davies, Ph.D, Faculty Advisor of CSA, Professor of English and Africana Studies*

163 *Dr. Tao Leigh Goffe, Ph.D., Assistant Professor of Literary Theory and Cultural History in Africana Studies and*

164 *Feminist, Gender, and Sexuality Studies*

165 *La Asociación Latina*

166 *Pan-African Student Association*

167 *The Black Students United*

168 *South Asian Council*

169 *Native American and Indigenous Students At Cornell*

170 *Cornell Caribbean Students' Association Dance Ensemble*

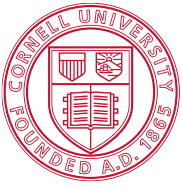
171 *Womxn of Color Coalition*

172 *International Students Union*

173 *Quisqueya: Dominican Students Association*

174 *Cornell Cricket Club*

175 *LatinX 4 Social Justice - Cornell University Chapter*



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- 176 *The Caribbean Student Association of Columbia University Brandeis University's Caribbean Culture Club*
177 *Students of Caribbean Ancestry at Brown University*