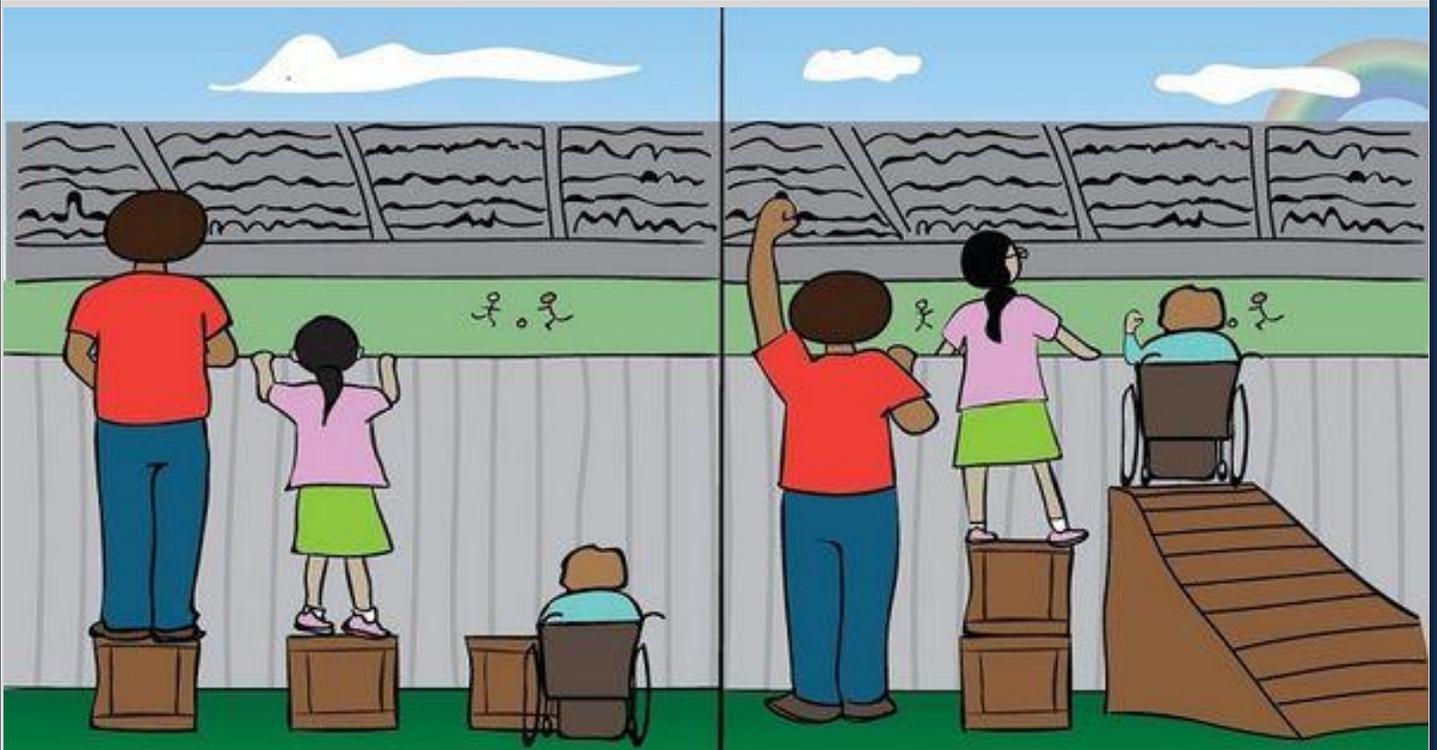


CONNECTIONS

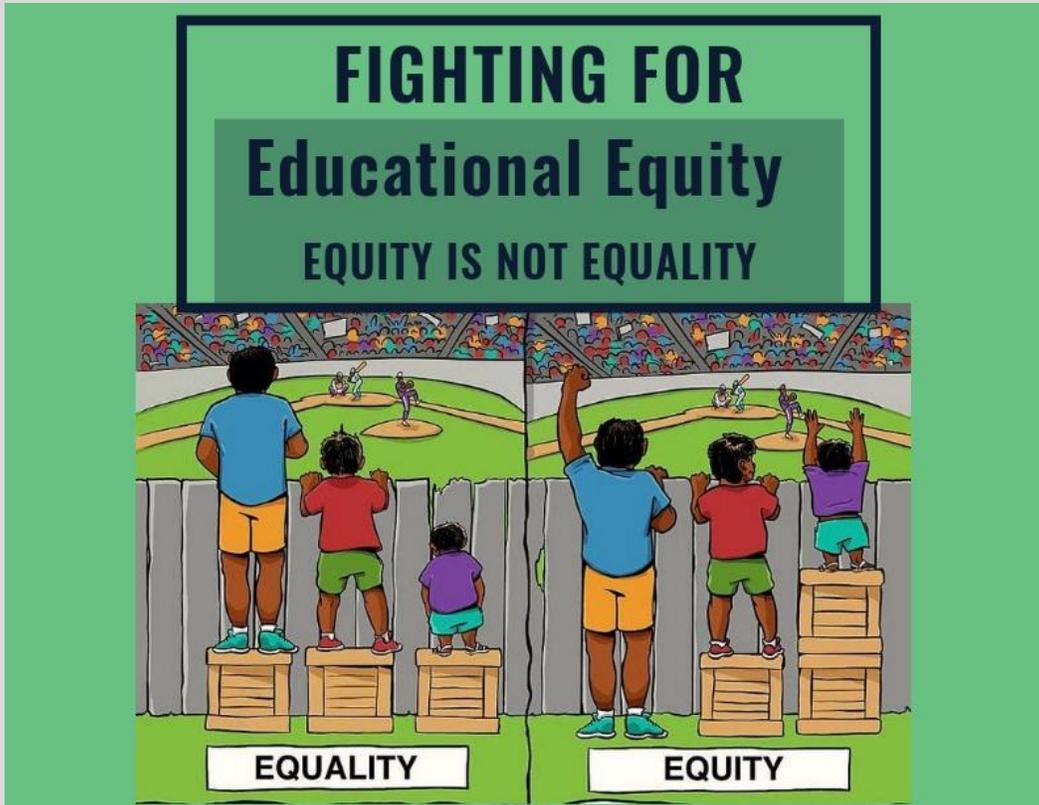
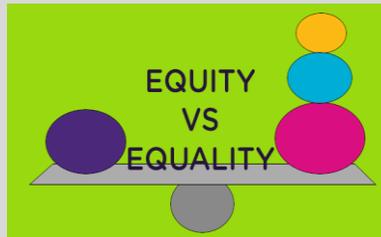
The Business of Relationships

Diversity and Inclusion

Newsletter



“Separate But Equal” Is Not Educational Equity



Equality = SAMENESS

Equality is about SAMENESS, it promotes fairness and justice by giving everyone the same thing.

BUT it can only work IF everyone starts from the SAME place, in this example equality only works if everyone is the same height.

Equity = FAIRNESS

EQUITY is about FAIRNESS, it's about making sure people get access to the same opportunities.

Sometimes our differences and/or history, can create barriers to participation, so we must FIRST ensure EQUITY before we can enjoy equality.

Understanding the Impacts of “Separate but Equal” Doctrine on 21st Education.

For those who have no point of reference or understanding of how the “Separate but Equal” Doctrine still permeates our educational system today, let us take a brief stroll down memory lane. As painful and unpleasant as these historical truths might be,

We cannot conquer what we will not confront.

Plessy v. Ferguson

Plessy v. Ferguson was a landmark 1896 U.S. Supreme Court decision that upheld the constitutionality of racial segregation under the “separate but equal” doctrine. This case emanated from an 1892 incident whereby an African American train passenger Homer Plessy refused to sit in a car for “blacks only.”

The ruling provided legal justification for segregation on trains, buses, and in public facilities such as hotels, theaters, and schools. The Plessy v. Ferguson decision permitted the principle of racial segregation for the next fifty-eight years. Due to this, restrictive Jim Crow legislation and separate public accommodations predicated on race became commonplace. Until, the Supreme Court overruled the Plessy decision in Brown v. the Board of Education on May 17, 1954.

“A system cannot fail those it was never meant to protect.” ~~ W.E.B. Du Bois

Brown v. Board of Education

The United States Supreme Court had a change of heart by deciding in 1954 that “separate was not equal.” The decision emanated from a class action suit filed in

1951 against the Topeka Kansas Board of Education. The claimant was Oliver Brown who filed a lawsuit on behalf of his daughter who had been denied access to Sumner Elementary School, an all-white school near their home. Brown maintained that Topeka's racial segregation violated the Constitution's Equal Protection Clause since the city's black and white schools were not equal to each other. Kansas's federal district court dismissed Brown's claim, ruling that the segregated public schools were "substantially" equal enough to be constitutional under the Plessy doctrine. Brown along with four other families named in the lawsuit decided to appeal the District's Court decision. The NAACP filed the appeal against the Kansas ruling to the Supreme Court. There were several other cases of school segregation from different states scheduled to be heard by the high court, so the Supreme Court decided to combine the cases. States such as Delaware, Washington, Virginia and South Carolina were included. The cases became known as Brown v. Board of Education.

The high court of the United States, ruled on May 17, 1954 that “separate educational facilities are inherently unequal;” overturning Plessy v. Ferguson, Jim Crow laws and the separate but equal doctrine. Essentially, denouncing constitutional sanctions for segregation by race, and made equal opportunity in education the law in the United States. Hence, separating children on the basis of color in U.S. public schools was unconstitutional and a violation of the 14th Amendment.

This was a major legislative blow to segregationists. The Supreme Court's decision dismantled the legal premise for segregated classrooms in Kansas City and twenty other states. Although a major

legislative achievement, the Supreme Court declined to clarify any specific remedies for desegregating schools; instead they asked for additional arguments. The subsequent year, in an annotation known as *Brown v. Board of Education II*, the Supreme Court proclaimed ambiguously that integration must occur "with all deliberate speed."

Sadly, in our American history the Supreme Court's ruling was not realized in its entirety; however, it did place the Constitution on the side of racial equality and energized the burgeoning civil rights movement into a full-blown revolution. The ruling changed the course of race relations in America.

Sixty-six years later marginalized communities are still waiting for educational equity. These issues are complicated with systemic social-economics layers that directly impact how schools have been funded. Educators, we can do our part by opposing policies and practices that can have destructive impacts on school funding directly affecting equitable outcomes for minority students. As educators, a nation, a community, and a fellow human being, we must focus on creating the kinds of learning opportunities necessary to close existing achievement gaps and ensure that all students have the opportunity to become educated, based on our national standards.

Resources

Plessy vs. Ferguson, Judgement, Decided May 18, 1896; Records of the Supreme Court of the United States; Record Group 267; *Plessy v. Ferguson*, 163, #15248, National Archives.

<https://www.ourdocuments.gov/doc.php?flashed=false&doc=52>

History of *Brown v. Board of Education* Re-enactment.

<https://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment>

Landmark Cases: *Brown v. Board of Education* (1954).

https://www.thirteen.org/wnet/supremecourt/rights/landmark_brown.html

The determined father who took Linda Brown by the hand and made history.

<https://www.washingtonpost.com/news/retropolis/wp/2018/03/27/the-determined-black-dad-who-took-linda-brown-by-the-hand-and-stepped-into-history/>

August 1st, 2020 by Ya Vanca Brooks





Imagine these scenarios?

The Impacts of Separate but Equal

Each scenario provides separate accommodations for the people involved. Are they equal accommodations? Did the Supreme Court of the United States consider all possible scenarios when they decided on the ruling of Plessy v. Ferguson case? Reflection and Discussion points:

- 1) “A woman of color is thirsty, so she walks over to the water fountains. There is one fountain for people of color and one for whites. The woman of color uses the fountain for whites because the other one is out of order.” **Separate or Equal?**
- 2) “A man of color has been traveling for many hours. He stops at a diner to eat and use the restroom. This diner only serves whites. If he wants a meal and bathroom accommodations, the black man must travel another two hours to a diner that serves only people of color. The man of color cannot wait more two hours to eat and use the restroom, so he uses the diner's restroom despite the posted signs.” **Separate or Equal?**
- 3) “A black seven-year-old girl must walk two miles to the nearest school for children of color even though there is a school two blocks away. The school two blocks away is only for white students. The girl's parents worry about their daughter walking such a long distance to and from school every day.” **Separate or Equal?**

Scenarios taken from <https://www.landmarkcases.org/plessy-v-ferguson/the-impact-of-the-case-separate-but-equal>

Understanding *BLACK MINDS MATTER* within the framework of Education

CORA Learning organization has prepared a free five-part series on Black Minds Matter in Higher Education/ Racial Equity Awareness. The five-part series is scheduled for 1 p.m.-2:30 p.m. (CST) (11 am -12:30 pm EST) on July 16, 23, 30 and August 6 and 13 (<https://coralearning.org/product/black-minds-matter/>).

Purpose of the Series:

Black Minds Matter is a public series that is designed to raise the national consciousness about issues facing Black students in education. The series intentionally addresses the pervasive undervaluing and criminalization of Black minds. Tangible solutions for promoting the learning, development, and success of Black students are offered.

Learning Outcomes:

- Identify how assumptions of criminality about Black students are manifested in school, college, and university settings.
- Recognize how socially constructed viewpoints of Black intelligence decenter them as learners in educational institutions.
- Embrace asset-based views of Black students rooted in the concepts of equity-mindedness and institutional responsibility.
- Articulate research-based policies and practices that serve to promote the learning, development, and success of Black students throughout the educational pipeline.

Webinars:

- July 16th, 2020 – Black Minds Matter – Part One of Five
<https://www.youtube.com/watch?v=kqcR8rR0NU8&feature=youtu.be&t=1065>
- July 23rd, 2020 – Black Minds Matter – Part Two of Five
<https://www.youtube.com/watch?v=M1dML1IHO6E>
- July 30th, 2020 – Black Minds Matter – Part Three of Five
<https://www.youtube.com/watch?v=75C5EuxyjXU>
- You can view the last two webinars by enrolling in the free course through this link:
<https://coralearning.org/product/black-minds-matter/>

About the Instructors:



Donna Y. Ford, PhD, is a Distinguished Professor of Education and Human Ecology and Kirwan Institute Faculty Affiliate at The Ohio State University's College of Education and Human Ecology. She is in the Educational Studies Dept., Special Education Program. She returned to OSU in Aug. 2019. Professor Ford was formerly an endowed chair at Vanderbilt University in the College of Education. Dr. Ford has been a Professor of Special Education at the Ohio State University, an Associate Professor of Educational Psychology at the University of Virginia, and an Assistant Professor at the University of Kentucky.

ybrooks@rcsj.edu



J. Luke Wood, Ph.D. is Dean's Distinguished Professor of Education and Vice President for Student Affairs & Campus Diversity at San Diego State University. Formerly Wood served as Associate Vice President for Diversity and Innovation. Dr. Wood is also Co-Director of the Community College Equity Assessment Lab (CCEAL), a national research and practice center that partners with community colleges to support their capacity in advancing outcomes for men of color. He has delivered over 1,000 scholarly and conference presentations and more than 150 publications to his credit, including 15 books and 75 peer-reviewed journal articles.

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Scholarly Resources and Academic Tools to Begin the Work of Educational Equity

| | |
|--|---|
| When Students Resist Learning About Racism | https://www.chronicle.com/newsletter/teaching/2020-07-23?utm_source=iterable&utm_medium=email&utm_campaign=campaign_1384086_nl_Afternoon-Update_date_20200723&cid=pm&source=ams&sourceid=5252108 |
| 6 Quick Ways to Be More Inclusive in a Virtual Classroom | https://www.chronicle.com/article/6-quick-ways-to-be-more-inclusive-in-a-virtual-classroom?utm_source=iterable&utm_medium=email&utm_campaign=campaign_1384086_nl_Afternoon-Update_date_20200723&cid=pm&source=ams&sourceid=5252108 |
| PERKINS V AND SPECIAL POPULATIONS – WHAT DOES PERKINSV MEAN FOR SPECIAL POPULATIONS? | https://icsps.illinoisstate.edu/images/pdfs/CTE/Forum_for_Excelsior_Resources/2019_Special-populations-FORUM.pdf |
| Combating Food Insecurity on Community College Campuses | https://icsps.illinoisstate.edu/images/pdfs/CTE/Forum_for_Excelsior_Resources/Food-Insecurity-Forum-Presentation-min.pdf |
| Highly Effective Teaching Practices | https://icsps.illinoisstate.edu/images/pdfs/CTE/Forum_for_Excelsior_Resources/Forum-for-Excellence-Highly-Effective-Teaching-Practices-FA19-2.pdf |
| The National Equity Project: Creating A World that Works for All | https://www.nationalequityproject.org/ |
| Teaching Tolerance Resources | https://www.tolerance.org/magazine/fall-2019/black-minds-matter |

Disclaimer: The views, information and opinions expressed in this publication represent those solely of the individuals involved in its creation (on an individual or collective basis) and do not necessarily reflect the official policies or positions of Rowan College of South Jersey.

THIS MUST NOT BE A MOMENT, BUT A MOVEMENT!!

Let us be **Brave** and do our part to build an inclusive workplace filled with educational equity.

Did you say How? We can start by understanding why inclusion is everyone's responsibility and lay the foundation for your own inclusion journey.

Did you say Why? An attitude of inclusion matters because it allows individuals the opportunity to engage in new perspectives that in turns allows them to work more inclusively; while simultaneously, challenging their own norms.

Did you say Where can we be inclusive? Decide to be purposeful in your everyday actions of inclusion and equity. Actions that can directly advance the movement of inclusion and equity. **Every Individual needs a fair chance to thrive.**





Calendar of Observances – August 2020

- 1) Raksha Bandhan – 8/3/2020
(<https://www.bbc.co.uk/religion/religions/hinduism/holydays/raksha.shtml>)
- 2) Obon – 8/13 – 8/15/2020
(<https://theculturetrip.com/asia/japan/articles/a-brief-history-of-obon-festival/>)
- 3) Marcus Garvey Day – 8/17/2020
(<https://www.history.com/topics/black-history/marcus-garvey>)
- 4) Hijri New Year – 8/19/2020
(<https://www.officeholidays.com/holidays/uae/islamic-new-year>)
- 5) International Day for the Remembrance of the Slave Trade and its Abolition in the Caribbean – 8/23/2020
(<https://en.unesco.org/commemorations/slavetraderemembranceday>)
- 6) Women's Equality Day – 8/26/2020
(<https://nationalwomenshistoryalliance.org/resources/commemorations/womens-equality-day/>)

Diversity and Inclusion Resource Center

- https://www.cnn.com/2020/06/10/thousands-of-scientists-go-on-strike-to-protest-systemic-racism-stem.html?_source=sharebar%7Cemail&_ar=sharebar
- <https://www.youtube.com/watch?v=kUxq>

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A Message from Student Life:

As a department, Student Life is taking on the initiative of reading "White Fragility" by Robin DiAngelo in an effort to combat racial bias from both professional and personal perspectives. A select amount of copies is available to those who would like to join Student Life in this endeavor!

To reserve your copy, please contact Rachael Hacker at rhacker1@rcsj.edu.

A discussion of "White Fragility" will be held via Zoom on Thursday, September 24 from 1:00 p.m. - 2:00 p.m. To register to attend the book discussion, you can also email Rachael Hacker. We'd love to see you there!

Follow Us on Instagram @RCSJDiversity

<https://www.rcsj.edu/Diversity>

Send us your thoughts, comments, publications, planned events, announcements, and your campus wide Diversity initiatives.

CONNECTIONS will be circulated on the 2nd Monday of every month. Please make all submissions by the 1st Monday of the month to ybrooks@rcsj.edu

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RCSJ Has Talent: Student Submission

George Guy III, President of Media and Broadcasting Club at RCSJ

"I'm a 3rd year student in the 3+1 program, majoring in Radio/Television/Film. I'm the president of the new Media/Broadcasting club advised by Judy MacKenzie and I work part time as a student worker for the Athletics division as a video producer under Athletic Director Brian Rowan. I received my associate degree last winter and I'm looking to get my bachelor's by winter 2021. The significance of the video I made was a basically a message calling for unity through hard times. I felt that this message was especially needed given the anger/fear over the pandemic and the spike in racial tension due to recent police brutality cases. I want people to work together to fight for peace because I believe we need people of all kinds for it to truly work. I'm not very good at talking/speaking about these sensitive topics, so I wanted to send a message using the thing I'm pretty good at - videos." - George Guy III

<https://www.youtube.com/watch?v=wnAD4g55754>



August 21, 1959:

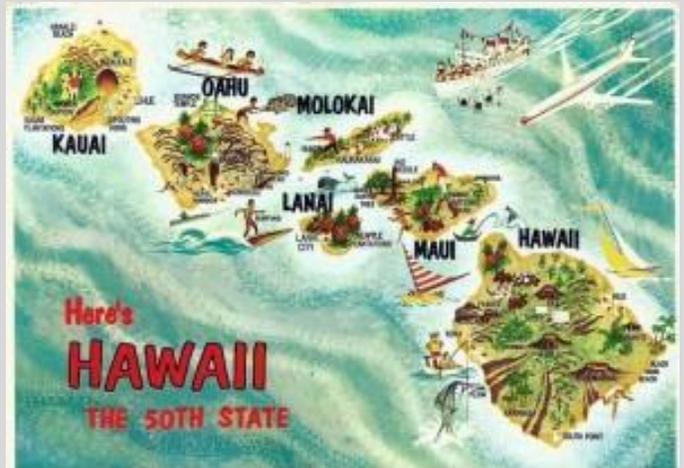
Hawaii becomes 50th state

The modern United States receives its crowning star when President Dwight D. Eisenhower signs a proclamation admitting Hawaii into the Union as the 50th state. The president also issued an order for an American flag featuring 50 stars arranged in staggered rows: five six-star rows and four five-star rows. The new flag became official July 4, 1960.



The first known settlers of the Hawaiian Islands were Polynesian voyagers who arrived sometime in the eighth century. In the early 18th century, American traders came to Hawaii to exploit the islands' sandalwood, which was much valued in China at the time. In the 1830s, the sugar industry was introduced to Hawaii and by the mid 19th century had become well established. American missionaries and planters brought about great changes in Hawaiian political, cultural, economic, and religious life. In 1840, a constitutional monarchy was established, stripping the Hawaiian monarch of much of his authority.

In 1893, a group of American expatriates and sugar planters supported by a division of U.S. Marines deposed Queen Liliuokalani, the last reigning monarch of Hawaii. One year later, the Republic of Hawaii was established as a U.S. protectorate with Hawaiian-born Sanford B. Dole as president. Many in Congress opposed the formal annexation of Hawaii, and it was not until 1898, following the use of the naval base at Pearl Harbor during the Spanish-American War, that Hawaii's strategic importance became evident and formal annexation was approved. Two years later, Hawaii was organized into a formal U.S. territory. During World War II, Hawaii became firmly ensconced in the American national identity following the surprise Japanese attack on Pearl Harbor in December 1941.



National Wellness Month

All during August, National Wellness Month focuses on self-care, managing stress and promoting healthy routines. Create wholesome habits in your lifestyle all month long and see how much better you feel! Research has shown self-care helps manage stress and promotes happiness. Whether you challenge yourself to a new yoga pose or try a different spa treatment, make a small change and impact your health in positive ways.

There are numerous ways to make those small changes, too.

- Increase your water intake.
- Add more fruits and veggies to your meals.
- Monitor your sleep and adjust for better sleep habits
- Join a yoga, walking, or aerobics class.
- Learn to meditate.

These small steps can lead to many more healthy habits in your lifestyle.

HOW TO OBSERVE #WellnessMonth #Wellfie

Proclaim “I choose wellness” with a photo and post on social media. Every August, let’s amplify the message of healthy living, celebrate those providing amazing self-care solutions, and inspire others to create new healthy habits.

Visit www.wellnessmonth.com for a calendar of daily challenges for small ways you can choose to be well

each day. Because we believe that small, daily acts of self-care lead to a lifetime of wellness.



Live Love Spa founded National Wellness Month in 2018 to foster community, connection, and commerce in the Wellness industry. The initiative inspires consumers to focus on wellness and provides a platform for wellness companies to highlight their services and benefits.



ROWAN COLLEGE OF SOUTH JERSEY -
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ENG 203 Literature by Women
ENG 213 Non-Western Literature
ENG 215 Immigrant Voices in American
Literature

ENG 240 Introduction to Children's Literature
ENG 241 Survey of African American Literature
GEO 102 Cultural Geography
HIS 107 African American History
PHI 110 Religions of the World
SOC 101 Principles of Sociology
SOC 102 Sociology of the Family
SOC 104 Social Problems
SPA 202 Intermediate Spanish II

To learn more, contact
your academic advisor by going to rcsj.edu/advisement,
email registration@rcsj.edu, or
call (856) 681-6214.

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AN 103 Cultural Diversity in the U.S.
EN 208 Images of Women in Literature
EN 225 Introduction to Latino Literature
FR 201 Intermediate French I
FR 202 Intermediate French II
GE 101 World Regional Geography
GE 102 Cultural Geography
GE 110 Cultural Geography of North America
HI 103 World History & Culture I
HI 104 World History & Culture II
HI 113 Latin American History
HI 116 The Holocaust
HI 208 African American History
LS 201 Intermediate Spanish I
LS 202 Intermediate Spanish II
MU 115 History of Jazz and Popular Music
RL 102 World Religions
RL 103 Intro to Asian Religions
SO 207 Social Minorities & Intergroup Relations

To learn more, schedule an appointment through Starfish. If you do not have an advisor, please call, 856-691-8600 ext 1336, or email advisement@cc.rcsj.edu.