

EDUC 635: Anne and Emmett: Confronting Antisemitism, Racism and Otherness through Pedagogy

Undergraduate and Graduate Credit Syllabus

Undergraduate and Graduate Bulletin Description:

EDUC 635 (3). Undergraduate and Graduate Credit Syllabus. Syllabus creation for undergraduate and graduate credits in the same course.

Class Meeting Schedule: Monday 4:45-7:30 on Zoom <https://us02web.zoom.us/j/8030001818>

Instructor:

Dr. Meir Muller and Mr. Devin Randolph

Contact Information: Dr. Meir Muller, meir@sc.edu, 803-513-9615, Wardlaw 104

Office hours by appointment

Contact Information: Devin Randolph, 803-378-8800

Office hours by appointment

Course Overview:

Using the lives of Emmett Till and Anne Frank as microcosms for antisemitism and racism these two types of hatred will be studied. Consideration will be given to the historical antecedents of the specific form of each hatred and the contemporary manifestations confronted by the Black and Jewish communities.

Upon successful completion of this course, students will be able to:

Demonstrate an ability to be fully conversant in the complex issues of contemporary anti-Semitism and racism along with the ability to use multiple educational theories to confront these irrational illegitimate hatreds in and out of school settings.

Learning Outcomes:

As a result of successful completion of this course, undergraduate students will be able to:

1. Describe at least three ways that antisemitism has shifted over time (religion, race and anti-Zionism).
2. Describe at least three ways that racism has shifted in the United States (slavery, Jim Crow, New Jim Crow...)
3. Explain ways in which antisemitism and racism converge and diverge.
4. Evaluate minimally three ideologies, stereotypes, or beliefs that informs racism, antisemitism, and otherness.
5. Evaluate minimally two ways mainstream print or television media depict or portray Blacks and Jews (since 2015).
6. Discuss the impact of social media on antisemitism and racism.

By the end of this course, graduate students will be able to do all of the above and:

Create a field study to gain firsthand information and information from primary and secondary sources which will provide a deeper understand of Black and Jewish people.

Required Articles

Links of required articles and recordings will be provided on Blackboard (<https://blackboard.sc.edu>)

Instructional Delivery:

This course will include lecture, seminar/discussion, and small group work.

Course Requirements: (All students)

Google Doc reference guide 10 point - Each student will be assigned three primary terms to define that are central to understanding racism and/or antisemitism and three secondary terms to add to the definition of another student. These will include a written definition, a historical example, and an on-line source. Students, using an engaging prompt or question, will share their terms on one night of class and if possible, include a personal connection. Due dates will assigned for presentations. By 11/2 secondary posts should be completed.

Interviews 25 points - Draft questions due 9/21 and two to three-page reflection due 10/12
Using a structured interview process, interview 5 UofSC students (not in this class) to understand their knowledge of racism and antisemitism including school/educational related topics. Assistance with questions will be provided along with interview guidelines. You will analyze the interviews for themes and patterns to make sense of what you learned reflecting on student's content knowledge and attitudes (including privilege, biases and values).

Social Media 35 points – Individual written report due 11/16 and oral presentation 11/30
The rise of the Internet and social media brought with it various outcomes. On the one hand, it enabled individuals and groups to connect on a global level and to have instant access to information and knowledge. However, it also allowed for the spread and dissemination of extremely negative and hostile content, including racism and antisemitism. One such example was the issues invoked by the hashtag #IfTheyGunnedMeDown. Students will work in groups examining this social media campaign, particularly Twitter, to deeper into the use of hashtags by focusing on the emergence of either the #Ferguson or the #BlackLivesMatter hashtag in the aftermath of the events in Ferguson. (You might also consider other hashtags, such as #BlueLivesMatter or #AllLivesMatter.) Groups will identify at least two news reports about the hashtag as background information, including an article on the controversies surrounding these hashtags more generally. Additionally, do primary research using the advanced search functions on Twitter to review posts with the hashtag.

Reflections 20 points (throughout the semester)

These informal writing assignments will be required throughout the semester. Some will be assigned as at home writings needing to be emailed prior to class and others will be done in class as exit slips. There will be about ten of these throughout the semester each being worth 2 points.

Participation & Professionalism 10 points

You have been admitted to a professional program. We have expectations for the ways that people in specific professions (lawyers, doctors, and teachers) should act and interact with others. It is critical that you act in a professional manner, both within your field placements and your university classroom. Professionalism in your field placements will be addressed by your supervisor and coaching teacher. Professionalism in the university classroom involves several components:

- **Being prepared for class.** The expectation is that you come to class having read all of the course readings for the week. You should have sections of the articles highlighted and/or have notes about each of the readings every week. You should be prepared to come to class with specific questions, comments and critiques of the required readings. This expectation is similar to the way you will need to come to school each day with your lesson plans and materials prepared.
- **Class participation.** In class, you should be engaged with the class discussions and activities. For example, if we are doing a hands-on activity, the expectation is that you should be working on that activity. You should be contributing to small group and whole class classroom discussions (either activity based or reading based) multiple times per class. Additionally, you should be making connections between the assigned course readings and your experiences, both as a K-12 student and as a pre-service teacher in the field. Finally, you should listen to your colleagues and responding to their statements in class. This is comparable to the expectation, as a teacher, that you participate in faculty meetings, trainings, and be engaged with your students on a daily basis.
- **Interactions with Colleagues & Instructor.** As you transition from student to teacher, you need to start shifting your thinking about your interactions with colleagues and your instructor. Rather than

just thinking about your cohort-mates as your friends, you should begin thinking of them as your work colleagues. Similarly, you should begin thinking of your university faculty the way you would a principal, assistant principal or district administrator in a school system. You should be responding to classmates and your instructor in class, out of class group work, and email interactions in a way that you would expect teachers to.

- **Being on Task.** The expectation is that you be on task during our class period. It is inappropriate for you to be doing work for other courses, on your computer (unless you are taking course notes), or texting/playing games on your cell phone. If a school principal were to walk into your classroom while you are supposed to be teaching and finds you texting, on Facebook, or online shopping you would be written up and potential fired. It is important that you begin to exhibit these, and all types of professional behavior, in your university coursework.

GRADUATE STUDENTS ONLY

In lieu of the above social media assignment, Graduate Students will be required to complete the following:

Field Study— (35% of grade)— You will engage in a field study to gain firsthand information or information from primary and secondary sources which will give you a deeper understand of Black and Jewish people, both in terms of their respective and overlapping lived experiences. A detailed rubric will be supplied.

Administrative Requirements

Attendance

It is expected that all students actively engage in all in-person and on-line sessions of this class. It is also expected that you arrive to class on time and stay for the duration of the class. A great deal of what we are *learning* in class will come from our discussions and activities. If you are not in class, you are not learning. Students are responsible for contacting classmates to find out what was missed due to absence(s). In this class, the final grade will be lowered by ten percent of the total number of class points for more than one absence with or without an excuse required.

Late assignments and rewrites

Late assignments will be accepted only in the case of an emergency and will not accepted if more than one week late. If a student scores less than an A, assignments can be resubmitted within a week for a maximum of half the points missed.

Academic Honesty

The Honor Code is a set of principles established by the University to promote honesty and integrity in all aspects of the campus culture. It is the responsibility of every student at the University of South Carolina to adhere steadfastly to truthfulness and to avoid dishonesty in connection with any academic program. A student who violates, or assists another in violating the Honor Code, will be subject to University sanctions.

The Honor Code delineates the values set forth in the tenets of the Carolinian Creed (www.sc.edu/creed).

Policies relating to students with disabilities

Students with disabilities are encouraged to contact the instructor to discuss any accommodations needed to fulfill course requirements. In order to receive reasonable accommodations from the instructor, students must have certified eligibility through The Student Disability Resource Center. Any student with a documented disability should contact The Student Disability Resource Center at 777-6142 to make arrangements for appropriate accommodations.

VIII. Evaluation and Grading

Undergraduate Assignment	Points
Google Doc Reference	10
Interviews	25
Social Media	35
Reflections	20

Professionalism	10
-----------------	----

Graduate Assignment	Points
Google Doc Reference	10
Interviews	25
Field Study	35
Reflections	20
Professionalism	10

Grading Scale

92-100	A
89-91	B+
85-88	B
81-84	C+
77-80	C
74-76	D+
70-73	D
<70	F

Academic Integrity

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation, including but not limited to improper citation of sources, using another student's work, and any other form of academic misrepresentation, will result in a minimum academic penalty of your failing the assignment. You will be referred to the Office of Academic Integrity for possible additional disciplinary measures. Remember that the first tenet of the Carolinian Creed is: "I will practice personal and academic integrity."

Attendance Policy

This is a graduate level course where participation is expected. Hence, absence in excess of 10% of class meetings will result in the lowering of the earned total by one letter grade for each absence in excess of 10%.

Disability Services

Any student with a documented disability should contact the Office of Student Disability Services at 803-777-6142 to make arrangements for appropriate accommodations.