

# **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:**

\_\_\_\_\_ from \_\_\_\_\_ Wardlaw room \_\_\_\_\_

### **Instructor:**

Dr. Meir Muller and Mr. Devin Randolph

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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 peoplehood).
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 two projects one that will confront racism and one antisemitism in your community (community can be include an electronic or actual community).

## **Listen**

Bobby Donaldson, Associate Professor of History, University of South Carolina [Click here](#) to listen to the presentation

## **Read**

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

If you have not read the *Anne Frank: The Dairy of a Young Girl* please do so as well as a historically accurate description of the Emmett Till murder and aftermath.

## **Instructional Delivery:**

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

## **Course Requirements:** (All students)

### Identity Chart 20 points

Many factors shape who we are as individuals and as communities. Individual and group identities are comprised of multiple factors, some having more significance in particular contexts. An identity chart is a process that individuals select words and phrases to describe themselves as well as the labels that society gives them. You will create identity charts to deepen understanding of “Who am I?”—categories such as your role in a family, hobbies and interests, background (e.g., religion, race, nationality, hometown, place of birth), and physical characteristics. Assistance with charts will be provided along with guidelines.

Aside from sharing your identity charts with peers, you will understand aspects of our identities are consistent over our lives; others change as we gain skills and have different roles in life.

Whereas some aspects of our identities feel very central to who we are no matter where we are; others might feel more like background or depend on the situation.

### Interviews 35 points

Using a structured interview process, interview 25 USC 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). This is a one time, relatively brief interview, using the exact same set of questions for each African American student and each Jewish student.

### Social Media 20 points

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.

### Reference Guide 15 points

Google Doc reference guide. 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.

#### 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 listening 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 and Reference Guides assignments, Graduate Students will also be required to complete the following:

1. Create a project that will confront racism and/or antisemitism in your community (community can be include an electronic or actual community). This assignment is worth 35 points.

#### **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 be 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](http://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
Identity Chart	20
Interviews	35
Social Media	20
Google Doc.	15
Professionalism	10

Graduate Assignment	Points
Identity Chart	20
Interviews	35
Community Projects	35
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

## Tentative Topical Outline

Please recognize that this is a "best guess" of our progress through content revisions may be required as the semester yields weather constraints and/or for other unforeseen issues. Every effort will be made to keep all informed of any changes that occur.

### Week 1

Introduction to course themes and goals.

Conceptual Framework – “Who We Be”

How do Racists Use Race?

The image of the child:

Anne – Who is she? (view of self, family, society and perpetrators)

Emmett – Who is he? (view of self, family, society and perpetrators)

Readings: Mukhopadhyay, Henze, and Moses, *Why Contemporary Races Are Not Scientifically Valid in How Real Is Race*

Videos:

Race as a social construct:

<http://www.vox.com/2015/1/13/7536655/race-myth-debunked> (3:34 minutes)

Anne Frank

<https://www.annefrank.org/en/anne-frank/who-was-anne-frank/> (4:07 minutes)

Emmett Till

<https://www.nytimes.com/2019/02/21/us/remembering-emmett-till-legacy-virtual-reality.html?module=inline> (7:42 minutes)

Reflection: Discuss your reactions to the ideas in the following quote by James Baldwin. What questions does this quote bring up for you? How has schooling and particular classroom practices support coercion and an opting to be white?

*"...No one was white before he/she came to America. It took generations, and a vast amount of coercion, before this became a white country. It is probable that it is the Jewish community --or more accurately, perhaps, its remnants-- that in America has paid the highest and most extraordinary price for becoming white. For the Jews came here from countries where they were not white, and they came here, in part, because they were not white; and incontestably-- in the eyes of the Black America (and not only in those eyes) American Jews have opted to become white..."* James Baldwin from "On Being White and Other Lies"

*"When the first Africans arrived in Virginia in 1619, there were no "white" people, nor, according to colonial records, would there be for another sixty years"* The Invention of the White Race, Theodore W. Allen

### Week 2

Blackness, Jewishness, Race, and the Body – Shifting Concepts

Historical Antecedents and Issues of Racism Formation in the US

Historical Antecedents of Antisemitism Formation in the US

(De) Constructing Black Identity in the U.S.

(De) Constructing Jewish Identity in the U.S.

How might Anne and Emmett see these identities?

## Guidelines for discussing tragedies

### Readings:

Goldstein, *Now it is Time to Show Your True Colors* in *The Price of Whiteness*.

Reflection: Discuss your understanding of race, ethnicity and culture based on the following W.E.B. Du Bois quote

*“It is a peculiar sensation, this double-consciousness, this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of a world that looks on in amused contempt and pity. One ever feels his two-ness, —an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.”*

### Week 3

Perception of the Other (1915-1945) - The Jazz Singer

Lynchings – African Americans and Leo Frank

Anne – Understanding this type of Antisemitism

Emmett – Understanding this type of Racism

### Readings:

Levy, Eugene \_\_\_ *Strangers and Neighbors: Relations between Blacks and Jews in the United States* (page 261)

Video(s): *Video: The Shadow of Hate*

<https://www.youtube.com/watch?v=TZRKpnbjptM> (40 minutes)

*Ethnic Notions* <https://www.youtube.com/watch?v=nynB7nZPvqs>(56 minutes)

Reflection - Is the use of blackface and of allusions to African-American music in The Jazz Singer meant to reflect the double consciousness of the Jew as an outsider in American culture akin to at W. E. B. Du Bois describes with respect to blacks in *The Souls of Black Folk* (1903), or is it emblematic of the Jewish desire to acculturate by demonstrating that the "blackness" of the Jew is artificial and can be successfully removed and transcended? What connections do you make to Rachel Dolezal? Are our school systems supporting the hiding of cultural identities?

### Week 4

Jim Crow—Educational and Social Implications ((1945-1954)

Antisemitism - The Olympics (Jesse Owens and Marty Glickman)

African American liberators and Jewish professors in HBCUs.

Readings: *From Swastika to Jim Crow: Refugee Scholars at Black Colleges*

Reflection - *“It was, and is, the Jew who brought Negroes to the Rhine, brought them with the same aim and with deliberate intent to destroy the white race he hates by persistent bastardisation, to hurl it from the cultural and political heights it has attained, and to ascend them as its masters.”* - Mein Kampf

How might Anne and Emmett read the above quote?

### Week 5

Civil Rights

The Reverend and The Rabbi

Grand Alliance – Freedom Riders, SNCC, NAACP, Rosenwald

Readings: Lerner and West, Jews and Blacks. The Civil Rights Movement, 80-91  
Experience: Visiting a Black Church and Synagogue

Reflection – In what ways did the civil rights movement have substantially different meanings for the Jews and the Blacks that participated in it? What roles did region, religion, education and politics play in shaping the meaning as identification as Black or Jew?

Reflection - How do Black Nationalism and Zionism complicate Black-Jewish relations? Are these identities shunned or supported through school practices? How do they affect the Blacks and Jews in terms of their identification with the American gospel of meritocracy and the traditional way in which that credo has defined mobility and achievement?

### **Week 6**

Jewish Racism and Black Anti-Semitism

Shared crisis of leadership - Crown Heights and Farrakhan

Fire in the Mirror

The Valentines Day Cover of The New Yorker by Art Spiegleman, 1993

Readings: Godtschmidt, Race and Religion Among the Chosen Peoples of Crown Heights. Pages 36-76.

How do you feel about Ice Cube's song "Vaseline" where he raps, "*It's a case of divide and conquer/ cuz you let a Jew break up my crew*" and later, "*Cuz you can't be in the N—a 4 Life crew/with a white Jew tellin you what to do.*" What are the connections between the messages in the children's reads alouds and the rap music.

### **Week 7**

The Roots and Impact of Antisemitism and Racism: Public Memory and the Contested Meaning of Moments/Movements

Readings:

Emma Green, *Why do Black Activists care about Palestine?* Atlantic Monthly Aug. 18, 2016

Anne – Understanding the Nazis

Emmett – Understanding Jim Crow — Educational and Social Implications

Reflection: Discuss your understanding of contested meanings of the word "genocide" as discussed by journalist Emma Green. Secondly, as narratives are formed under various movements the word "genocide" in past 20 years has come to kind of massive, racialized oppression. Discuss your understanding of recognizing and correcting ahistorical narratives

### **Week 8**

The persistence of the internet and social media: Narratives in Antisemitism and Racism

Readings:

Ferguson Thrust Michael Brown Shooting to National Attention "The New York Times By David Carr August 17, 2014

Video: "#IfTheyGunnedMeDown"

In class activity:

Three Images of Michael Brown: This activity expands the previous discussion of the power of visual images and the way they influence our response to news and information. Students will be

divided into groups and use “Image-Analysis” strategy to guide students through a close analysis of an image. Assistance and guidelines will be provided.

By following the steps in this image-analysis procedure, you will develop awareness of historical context, develop critical thinking skills, enhance observation and interpretive skills, and develop conceptual learning techniques. You can use this strategy with any visual media, including a piece of art, photograph, political cartoon, propaganda poster, or video clip.

Reflection: Describe the appropriation and significance of digital media by individuals, institutions, and groups for the dissemination of antisemitic and racist content? How can photos add to our understanding of a person or a news story? How might they detract from or limit that understanding?

## Week 9

### Silenced and the Human Body as Text: Invisible Boundaries and Public Spaces

Across the globe, individuals and societies are confronting profound questions about identity, membership, and living with difference. The term “body” has long designates physical or material frame of human and other living beings. At the same time, deployment of this term, historically has been highly subjective and lacking critical engagement in the study of culture.

#### Reflection: Text-to-Text, Text-to-Self, Text-to-World

- Text-to-Text: How do the ideas in this text remind you of another text (story, book, movie, song, etc)?
- Text-to-Self: How do the ideas in this text relate to your own life, ideas, and experiences?
- Text-to-World: How do the ideas in this text reading relate to the larger world—past, present and future.

*Reading comes alive when we recognize how the ideas in a text connect to our experiences and beliefs, events happening in the larger world, our understanding of history, and our knowledge of other texts. Students will closely read Chapters 7 and 8 of The Blood of Emmett Till by Timothy Tyson and use (The Text-to-Text, Text-to-Self, Text-to-World) strategy develop the habits of making these connections at they read chapters. Key considerations will include discussion of Mamie Till’s decision to leave the casket open and subsequent public, political, and social consequences. Students will read/engage universal themes that might resonate with their own experiences and with the reading.*

## Week 10

### Contemporary Racism and Anti-Semitism

The *politically correct* transformation of racism and antisemitism

How would Anne and Emmett be treated under the New Jim Crow and the 3D issues facing Jewish people?

#### Reflection:

*Anti-Semitism and anti-black racism both largely stem from the ugly culture of white supremacy that has become ever too visible in recent years to those not paying attention. As American Jews, we need to recognize that our liberation from cycles of anti-Semitism is linked to the struggles of liberation of other marginalized groups, because of our positions together as pawns in a larger*

*game of white supremacy. This is the tightrope that has to be walked. White American Jews must realize that they're a target of white supremacy alongside Black people, but understand that it's tactless, divisive, and factually incorrect to compare or equalize their experiences with those of Black people. The whole point of standing together against a common enemy is unity - despite the fact that our stories, our backgrounds, and our lives are vastly different.*

Describe your understanding of the dangers of comparing tragedies and what it means to be an ally?

### **Week 11**

Pedagogy to confront Racism and AS - Critical Race Theory (CRT) and Culturally Relevant Pedagogy (CRP)

What are the bridges and barriers in using CRT and CRP to confront racism and antisemitism? What might these theories look like if Anne or Emmett were students in your classroom?

Reflection: Describe your responses to each of these incorrect statements:

Misconception 1 - Culturally responsive teaching is the same as multicultural or social justice education

Misconception 2 - Culturally responsive teaching must start with addressing implicit bias.

Misconception 3 - Culturally responsive teaching is all about building relationships and self-esteem.

Misconception 4 - Culturally responsive teaching is about choosing the right strategies.

### **Week 12**

Pedagogy to confront Racism and AS - Office of Democratic Institutions and Human Rights (ODIHR)

Watch:

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en#t-1011168](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en#t-1011168)

Review: ODIHR *Words Into Action* PDF

Reflect on Words Into Action conceptual model along with the dangers of a single narrative.

### **Week 13**

Guests from African American and Jewish Communities (Elders or religious leaders or profs)  
Guests speak for 20 mins each and student's questions

### **Week 14**

Presentation of final papers and celebration of learning.

**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.