

## **ED LPA 94\_\_ : Seminar in Global Anti-Semitism (SGA) Spring Semester 2018**

### **Day of the Week, Class Session Dates, Time and Location TBD**

This syllabus will be presented parallel to **ED LPA 9400: Social Theory**

Dr. Sarah Diem Office: 307 Hill Hall Contact: (573) 884-4907 Office Hours: By appointment.  
Please do not hesitate to contact me with questions or concerns.

### **Teaching Intern**

Stefanie B. Rome, (404) 771-2832 [sbrt27@mail.missouri.edu](mailto:sbrt27@mail.missouri.edu)

### **Texts**

1. Levinson, B.A.U., Gross, J.P.K., Hanks, C., Dadds, J.H., Kumasi, K.D., Link, J., & Metro-Roland, D. (2011). *Beyond critique: Exploring critical social theories and education*. Boulder, CO: Paradigm Publishers.
2. Longhofer, W., & Winchester, D. (Eds.). (2016). *Social theory re-wired: New connections to classical and contemporary perspectives* (2<sup>nd</sup> edition). New York, NY: Routledge – Taylor & Francis.
- 3.

\*Additional readings are located on the course Canvas site.

### **Optional Text**

*Publication manual of the American Psychological Association* (6th ed.). (2009). Washington, DC: American Psychological Association.

### **Course Rationale and Objectives**

Almost' eighty years ago, Solomon Schechter, then president of the Jewish Theological Seminary, coined the term, "higher anti-Semitism" for that .. which bums the soul though it leaves the body unhurt". We will examine the theories and perspectives of global scholars who have examined the nature and development of anti-Semitism. We will look at the impact that this distinct type of hostility and prejudice has not only on Jewish citizens of the world but on the world itself.

This type of analysis is very challenging and many of the readings in this course are difficult and complex. We will be reading theorists' original works as well as the application of these works by contemporary scholars. Nonetheless, theories are important in educational research as they serve as frameworks that help us to understand: (a) "what variables are important for understanding some phenomenon, and (b) how those variables are related to each other"

(Thomas & Brubaker, 2000, p. 65). For our purposes, the process of doing theory is more important than the particular setting studied or theory created. Once you learn how to do theory in a setting, you can transfer this learning to other settings.

The objectives of this course are as follows:

- Introduce classical and contemporary social theories that address PK-12 and higher education issues;
- Show how theory shapes our understanding of these issues;
- Work through the limits and possibilities of these theories;
- Explore ways of theorizing; and

### **Instructor**

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- Use theory to frame educational problems of interest.

### **Course Requirements and Grading**

Grades for this class will be based on four factors: 1. **Course Contribution = 10%**

Active participation and attendance are critical. Students will be engaged co-constructors of educational experiences in the course and will have active responsibilities for delivering presentations and designing activities to facilitate learning. Therefore, it is expected that students will do all of the assigned readings and will be ready to participate in class. Classroom participation will be assessed as follows:

- 1) Attendance: Because class discussion is an important part of this course, students are expected to participate through discussion in every class session. Thus, attendance is mandatory. Reasonable excused absences include those due to illness, family emergency, inclement weather, and attendance at a professional meeting. More than one *unexcused* absence will reduce your grade by one letter. If you are absent from a class, you are required to submit a 3-5 page (double-spaced) paper summarizing the week's readings no later than the week after the absence.
- 2) In-class participation: Students are expected to:
  - Read the required material and come prepared to class to talk about the main

points and evidence.

- Arrive to class on time, and stay until the end of class.
- Turn off or mute cell/smartphones.
- Participate in the class discussion regularly.
- Participate with respect, which consists of:
  - o Refraining from talking with other students while the instructor is talking, or while other students are participating in class discussion.
  - o Using your laptop/tablet no more than warranted for regular note taking (no surfing the Internet or emailing during class).
  - o Debating ideas, not people, and allowing everyone a chance to speak.

**2. Written Reflections & Presentations = 20%** The written reflections are 1-2 page (single-spaced) papers in which you will respond to the set of guiding questions listed below. These questions will help you prepare for each week's class discussion. You won't be able to (nor shouldn't) answer all of the questions in your weekly reflections but they should help provide you with some direction as you are contemplating the readings. These reflections should be relevant to the week's topic and should include explicit references to the week's readings (citations should be in APA style). They should be analytical as well as descriptive – please don't just summarize the readings!

*\*\*NOTE: Reflections will be randomly collected from individual students 4 times over the course of the semester (you will be evaluated on 4 reflections). As such, you will want to make sure to complete a reflection every week in case your reflection is collected.*

Weekly reflection guiding questions:

- What do you think are the authors' main purpose in the readings? What social phenomenon is the author theorizing?
- What do you think is the value of the readings? Why is it important to understand the theoretical framework(s) the authors put forward in the readings?
- What did you find most interesting and/or valuable in the readings?
- What did you find particularly challenging and/or difficult to interpret in the readings?
- What would you like to know more about the author(s) and/or theory that were not

covered in the readings for the week?

- How might you use the theory discussed in the week's readings as a lens in which to analyze an education issue?

In addition to the weekly reflections, students will be asked to give group presentations that develop a specific course topic in greater detail. Students are expected to lead the class discussion and provide an in-depth look at the week's topic that goes beyond summarizing the class readings. I encourage you to think critically about the topic you will present, pose scenarios/questions that will ask your classmates to think differently about educational leadership and policy, and come up with innovative ways in which to engage your fellow peers that will help stimulate lively discussions. I will provide the list of presentation dates and members of the various groups.

3. **Mid-term = 30%** A take-home mid-term exam will be handed out two weeks in advance of the due date. The take-home exam will consist of a list of questions that covers the theories/theorists discussed during the first half of the semester. You will be required to respond to one of the questions for the exam. A detailed rubric will be handed out with the exam questions. ***\*\*Mid-terms are due via email by 11:59pm on October 27<sup>th</sup>.***
4. **Final Paper = 40%** In the final paper, students will write a theoretical paper on a chosen educational problem of interest. The paper should be approximately 12-15 pages (double-spaced) and include the following:
  - An introduction of the research problem, including a statement of the problem and a rationale for the choice of topic (a description of why it is important or useful).
  - A relevant review of the literature pertaining to the research topic, including the basic arguments that surround the research topic.
  - The main research problem/question(s) you wish to examine/answer.
  - A description/analysis of the chosen theory, including:
    - o What problem(s) the theory addresses;
    - o How the theory purports to explain the problem(s);
    - o The assumptions implicit in the theory;
    - o The types of methods to which the theory lends itself;
    - o The sorts of data needed to use the theory productively;
    - o What explanations the theory screens out; and
    - o Alternatives to the theory.
  - Conclusions and implications for examining your topic. Students will give 10-minute presentations on their papers during our last class meeting. ***\*\*Final papers are due via email by 11:59pm on December 8<sup>th</sup>.*** **Grading:** Grading of

papers: Great value is placed on the degree to which the assignment was followed as well as **clarity of writing**. I encourage all students to come see me if they need help and/or schedule an appointment with a writing tutor at the MU Writing Center (<https://writingcenter.missouri.edu/>). I am happy to view drafts of papers and provide feedback, or refer you to outside resources on writing.

Grades will be given as follows:

A = 94-100% B+ = 87-89% C+ = 77-79% D+ = 67-69% F = 59% and below

A- = 90-93% B = 84-86% C = 74-76% D = 64-66%

B- = 80-83% C- = 70-73% D- = 60-63%

Incomplete Grade Policy: Any student who receives an “I” grade must complete the course requirements either (1) within one calendar year from the date the “I” grade was given, or (2) before the date of graduation (whichever comes first). When an incomplete is satisfactorily resolved, a grade change will record the appropriately earned grade. If the incomplete is not resolved within one calendar year, the grade change will record a grade of “F” in classes graded “A-F” or a grade of “U” in classes graded “S/U.” As outlined in the University of Missouri Faculty Handbook, a grade of “I” can only be assigned according to the following:

- The completed portion of the student’s work in the course is of passing quality.
- There is such evidence of hardship as to make it unjust to hold the student to the limits of previously fixed for the completion of the work. Late Assignments: No late assignments will be accepted, unless the lateness is due to illness, emergency, etc. **Class Policies and Guidelines Academic Dishonesty Accommodations for Students with Disabilities** If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. **Intellectual Pluralism Statement Title IX** The University of Missouri’s Equal Employment/Education Opportunity policy is compliant with Federal laws prohibiting discrimination requires that faculty, student employees, and staff members report any known, learned, or Diem, Fall 2016 ED LPA 9400 – Social Theory in Education 4

Academic integrity is fundamental to the activities and principles of a university. All members of the academic

community must be confident that each person's work has been responsibly and honorably acquired, developed, and

presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is

successful. The academic community regards breaches of the academic integrity rules as extremely serious matters.

Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any

violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism,

paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the [MU Disability Center](#), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations.

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of [the Office of Students Rights and Responsibilities](#); the [MU Equity Office](#), or [equity@missouri.edu](mailto:equity@missouri.edu).

All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

rumored incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation and/or related experiences or incidents.

To ask questions about the policies and procedures regarding sexual misconduct or to report any form of sex discrimination, please consult the MU Title IX website ([title9.missouri.edu](http://title9.missouri.edu)). For confidential support and assistance, please contact:

- RSVP (Relationship and Sexual Violence Prevention) Center, 573-882-6638/[rsvp.missouri.edu](http://rsvp.missouri.edu);
- MU Student Health Center, 573-882-7481/[studenthealth.missouri.edu/](http://studenthealth.missouri.edu/); or the
- MU Counseling Center, 573-882-6601/[counseling.missouri.edu](http://counseling.missouri.edu) **Academic Inquiry, Course Discussion and Privacy**

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in [section 200.015](#) of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under [section 240.040](#) of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of [section](#)

[200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

### **Professionalism**

Students are expected to act in a professional manner, and to exhibit a professional demeanor in their dealings with the instructor and classmates. This includes in-person interactions as well as those by phone or in writing (including email correspondence).

### **Use of Canvas in Class**

This course uses Canvas, a web-based course management system in which a password-protected site is created for each course. Student enrollments in each course are updated each evening. Canvas can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys.

You will be responsible for checking the Canvas course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Canvas login page.

To log in to Canvas, please use a supported web browser to go to <https://courses.missouri.edu> and click on the Canvas link. You will normally log in with your PawPrint ID and password (the same thing you use to log into MyZou). If you have difficulty logging in to the course or you do not see the course listed, please contact the Mizzou IT Help Desk at (573) 882-5000.

**Tentative Course Schedule (Subject to change to accommodate student needs or guest speakers)**

**Week 1: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism**

**Text: TBD Citation: TBA**

Week 2: Foundations of Studying Modernity – Marx, Durkheim, & Weber (September

1<sup>st</sup>) Longhofer, W., & Winchester, D. (Eds.). (2016). *Social theory re-wired: New connections to classical and contemporary perspectives* (2<sup>nd</sup> edition). New York, NY: Routledge – Taylor & Francis. *Durkheim* (pp. 9-39), *Marx* (pp. 131-151), *Weber* (pp. 229-256, 287-302)

**Week 2: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles Asher Small**

**Text: TBD Citation: TBA**

Levinson, B.A.U., Gross, J.P.K., Hanks, C., Dadds, J.H., Kumasi, K.D., Link, J., & Metro-Roland, D. (2011). *Beyond critique: Exploring critical social theories and education*. Boulder, CO: Paradigm Publishers. *Introduction* (pp. 1-24) & *Chapter 1* (pp. 25-40)

Week 3: The Self & Society (September 8<sup>th</sup>) Longhofer, W., & Winchester, D. (Eds.). (2016). *Social theory re-wired: New connections to classical and contemporary perspectives* (2<sup>nd</sup> edition). New York, NY: Routledge – Taylor & Francis. *Garfinkel* (pp. 85-95), *Mead*, (pp. 453-468), *Goffman* (pp. 482-493)

**Week 3: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles Asher Small**

**Text: TBD Citation: TBA**

Levinson, B.A.U., Gross, J.P.K., Hanks, C., Dadds, J.H., Kumasi, K.D., Link, J., & Metro-Roland, D. (2011). *Beyond critique: Exploring critical social theories and education*. Boulder, CO: Paradigm Publishers. *Chapter 1* (pp. 40-50)

Allan, K. (2011). *Contemporary social and sociological theory*. Thousand Oaks, CA: SAGE. *Chapter 4-5* (pp. 49-91). **(BB)**

Allan, K. (2013). *Explorations in classical sociological theory: Seeing the social world*, 3<sup>rd</sup> edition. Los Angeles, CA: SAGE. *Chapter 6* (pp. 221-236). **(BB)**

Week 4: Gramsci & Cultural Hegemony (September 15<sup>th</sup>) Lemert, C. (Ed.). (2017). *Social theory: The multicultural, global, and classical readings* (6<sup>th</sup> edition). Philadelphia, PA: Westview Press. *Gramsci* (pp. 209-210) **(BB)**

**Week 4: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles**



## **Asher Small**

**Text: TBD Citation: TBA**

Levinson, B.A.U., Gross, J.P.K., Hanks, C., Dadds, J.H., Kumasi, K.D., Link, J., & Metro-Roland, D. (2011). *Beyond critique: Exploring critical social theories and education*. Boulder, CO: Paradigm Publishers. *Chapter 2* (pp. 51-79)

Ambrosio, J. (2013). Changing the subject: Neoliberalism and accountability in public education. *Educational Studies: A Journal of the American Educational Studies Association*, 49(4), 316-333. **(BB)**

Week 5: Habermas & the Frankfurt School (September 22<sup>nd</sup>) Longhofer, W., & Winchester, D. (Eds.). (2016). *Social theory re-wired: New connections to classical and contemporary perspectives* (2<sup>nd</sup> edition). New York, NY: Routledge – Taylor & Francis. *Marcuse* (pp. 303-311), *Habermas* (pp. 312-318)

**Week 5: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles Asher Small**

**Text: TBD Citation: TBA**

Levinson, B.A.U., Gross, J.P.K., Hanks, C., Dadds, J.H., Kumasi, K.D., Link, J., & Metro-Roland, D. (2011). *Beyond critique: Exploring critical social theories and education*. Boulder, CO: Paradigm Publishers. *Chapter 3* (pp. 80-112)

Murphy, M. (Ed.). (2013). *Social theory and education research: Understanding Foucault, Habermas, Bourdieu and Derrida*. New York, NY: Routledge. *Chapters 5 & 6* (pp. 67-97) **(BB)**

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Diem, Fall 2016 ED LPA 9400 – Social Theory in Education 6

Week 6: Bourdieu & Giddens on Structuration (September 29<sup>th</sup>) Longhofer, W., & Winchester, D. (Eds.). (2016). *Social theory re-wired: New connections to classical and contemporary perspectives* (2<sup>nd</sup> edition). New York, NY: Routledge – Taylor & Francis. *Bourdieu* (pp. 184-215)

**Week 6: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles Asher Small**

**Text: TBD Citation: TBA**

Levinson, B.A.U., Gross, J.P.K., Hanks, C., Dadds, J.H., Kumasi, K.D., Link, J., & Metro-Roland, D. (2011). *Beyond critique: Exploring critical social theories and education*. Boulder, CO: Paradigm Publishers. *Chapter 4* (pp. 113-138)

Allan, K. (2011). *Contemporary social and sociological theory*. Thousand Oaks, CA: SAGE. *Chapter 8* (pp. 167-187) & *Chapter 12* (pp. 249-273) **(BB)**

Week 7: Marxist & Neo-Marxist Perspectives in Educational Research (October 6<sup>th</sup>) Choose at least two for discussion in class:

- Anyon, J. (1981). Social class and school knowledge. *Curriculum Inquiry*, 11(1), 3-42. **(BB)**
  - Apple, M.W. (2015). Reframing the question of whether education can change society. *Educational Theory*, 65(3), 299-315. **(BB)**
  - Collins, J. (2009). Social reproduction in classroom and schools. *Annual Review of Anthropology*, 38, 33-48. **(BB)**
  - Dumas, M.J. (2011). A cultural political economy of school desegregation in Seattle. *Teachers College Record*, 113(4), 703-734. **(BB)**
  - Giroux, H. (2015). Democracy in crisis, the specter of authoritarianism, and the future of higher education. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 1(1), 101-113. **(BB)**
  - Lareau, A., & Muñoz, V. L. (2012). “You’re not going to call the shots”: Structural conflicts between the principal and the PTO at a suburban public elementary school. *Sociology of Education*, 85(3), 201-218. **(BB)**
  - Leonardo, Z. (2007). The war on schools: NCLB, nation creation and the educational construction of whiteness. *Race Ethnicity and Education*, 10(3), 261-278. **(BB)**
  - Rikowski, G. (2004). Marx and the education of the future. *Policy Futures in Education*, 2(3 & 4), 565-577. **(BB)**
  - Slaughter, S., Archerd, C.J., & Campbell, T.I.D. (2004). Boundaries and quandaries: How professors negotiate market relations. *The Review of Higher Education*, 28(1), 129-165. **(BB)**
- Week 8: Postmodernism (October 13<sup>th</sup>) Longhofer, W., & Winchester, D. (Eds.). (2016). *Social theory re-wired: New connections to classical and contemporary perspectives* (2<sup>nd</sup> edition). New York, NY: Routledge – Taylor & Francis.

*Foucault* (pp. 319-329, 494- 500) Levinson, B.A.U., Gross, J.P.K., Hanks, C., Dadds, J.H., Kumasi, K.D., Link, J., & Metro-Roland, D. (2011). *Beyond critique: Exploring critical social theories and education*. Boulder, CO: Paradigm Publishers. *Chapter 5* (pp. 139-170) Allan, K. (2011). *Contemporary social and sociological theory*. Thousand Oaks, CA: SAGE. *Chapter 13* (pp. 275-298) (BB) Murphy, M. (Ed.). (2013). *Social theory and education research: Understanding Foucault, Habermas, Bourdieu and Derrida*. New York, NY: Routledge. *Chapter 11* (pp. 171-183) (BB) \*\*Mid-term examination questions distributed. Diem, Fall 2016 ED LPA 9400 – Social Theory in Education 7

**Week 7: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles Asher Small**

**Text: TBD Citation: TBA**

Week 8: Guest Panel – Applying Theoretical Frameworks in Educational Research (October 20<sup>th</sup>) Week 10: NO CLASS (October 27<sup>th</sup>)

**Week 8: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles Asher Small**

**Text: TBD Citation: TBA**

**\*\*Mid-term examinations due via email by 11:59pm.**

Week 9: Feminism & Queer Theory (November 3<sup>rd</sup>) Longhofer, W., & Winchester, D. (Eds.). (2016). *Social theory re-wired: New connections to classical and contemporary perspectives* (2<sup>nd</sup> edition). New York, NY: Routledge – Taylor & Francis. *de Beauvoir* (pp. 367-377), *Smith* (pp. 418-424), *Hill Collins* (pp.425-444), *Butler* (pp. 501-511)

**Week 9: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles Asher Small**

**Text: TBD Citation: TBA**

Levinson, B.A.U., Gross, J.P.K., Hanks, C., Dadds, J.H., Kumasi, K.D., Link, J., & Metro-Roland, D. (2011). *Beyond critique: Exploring critical social theories and education*.

Boulder, CO: Paradigm Publishers. *Chapter 6* (pp. 171-195)

Mayo, C. (2007). Queering foundations: Queer and lesbian, gay, bisexual, and transgender educational research. *Review of Research in Education, 31*, 78-94. **(BB)**

Week 10: Critical Theories of Race (November 10<sup>th</sup>) Longhofer, W., & Winchester, D. (Eds.). (2016). *Social theory re-wired: New connections to classical and contemporary perspectives* (2<sup>nd</sup> edition). New York, NY: Routledge – Taylor & Francis. DuBois (pp. 361-366), Omi & Winant (pp. 378-393)

**Week 10: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles Asher Small**

**Text: TBD Citation: TBA**

Levinson, B.A.U., Gross, J.P.K., Hanks, C., Dadds, J.H., Kumasi, K.D., Link, J., & Metro-Roland, D. (2011). *Beyond critique: Exploring critical social theories and education*. Boulder, CO: Paradigm Publishers. *Chapter 7* (pp. 196-219)

Ladson-Billings, G. (2009). Just what is Critical Race Theory and what's it doing in a nice field like education? In E. Taylor, D. Gillborn, & G. Ladson-Billings (eds.), *Foundations of Critical Race Theory in education* (pp. 17-36). **(BB)**

Matias, C. E., Mitchell Viesca, K., Garrison-Wade, D. F., Tandon, M., & Galindo, R. (2014). "What is critical whiteness doing in OUR nice field like critical race theory?" Applying CRT and CWS to understand the white imaginations of white teacher candidates. *Equity and Excellence in Education, 47*(3), 289-304. **(BB)**

Week 11: NO CLASS – UCEA Convention (November 17<sup>th</sup>) Week 14: NO CLASS – Fall Recess (November 24<sup>th</sup>)

**Week 11: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles Asher Small**

**Text: TBD Citation: TBA**

Week 12: Postcolonialism, Expanding Critical Social Theory, & Concluding Thoughts (December 1<sup>st</sup>) Longhofer, W., & Winchester, D. (Eds.). (2016). *Social theory re-wired: New connections to classical and contemporary perspectives* (2<sup>nd</sup> edition). New York, NY: Routledge

– Taylor & Francis. *Fanon* (pp. 394-401), *Said* (pp. 402-417), *Wallerstein* (pp. 159-168)

**Week 12: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles Asher Small**

**Text: TBD Citation: TBA**

Levinson, B.A.U., Gross, J.P.K., Hanks, C., Dadds, J.H., Kumasi, K.D., Link, J., & Metro-Roland, D. (2011). *Beyond critique: Exploring critical social theories and education*. Boulder, CO: Paradigm Publishers. *Chapter 8* (pp. 220-251)

Rizvi, F. (2007). Postcolonialism and globalization in education. *Cultural Studies « Critical Methodologies*, 7(3), 256- 263. **(BB)**

Week 13: Final Presentations (December 8<sup>th</sup>)

**Week 13: SGA – Introduction to Anti-Semitism; Critical Contemporary Anti-Semitism Studies; Globalization and Antisemitism - Dr. Charles Asher Small**

**Text: TBD Citation: TBA**

**\*\*Final paper presentations \*\*Final papers due via email by 11:59pm.**