



Course Syllabus: Ending Anti-Semitism in America

Number of Credits: 1

Course Instructors: Miriam Woods, Jordan Mix, and Leo Peterson

Course Description: With approximately 5.7 million people who actively practice the faith, the United States has the world's second largest population of Jewish people in the world (World Jewish Population, 2016). With a history marked with genocide during the Holocaust in World War II, the Jewish people have been resilient in their efforts to find a safe home in the United States. Even with the defeat of Nazism, acts of Anti-Semitism linger across the United States today, from our classrooms to our communities. One of the most noteworthy being the 2018 Squirrel Hill shooting. Because one of the primary functions of public education is to develop a well-informed citizenry, educators have an ethical responsibility to advocate for Jewish students and develop an awareness to fight against anti-Semitism in their classrooms.

This course will cover the Jewish faith, its traditions, and the experience of Jewish students in today's educational setting. The course will highlight how microaggressions, acts of discrimination, and violent acts of Anti-Semitism manifest in the United States. At the end of the course, participants will develop an implementation plan to advocate for Jewish students and other students of religious minorities in their classrooms.

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

- Identify key concepts facts about Jewish faith
- Demonstrate an awareness of the role Judaism can play in the life of a student and their learning process
- Create a plan to support faith traditions of each student
- Develop an implementation plan to address anti-Semitic rhetoric in schools and youth.

Resources: No texts are required to purchase in order to complete this course.

GSA's are shown to be a best practice in increasing awareness in discriminatory school policies, reducing bullying, and ensuring students feel safe and supported in their schools and communities.

This course was designed with insight from Tifereth Israel Synagogue and the Jewish Federation of Greater Des Moines.

Weisman, J. (2018). **Semitism: Being Jewish in America in the Age of Trump**. ISBN-10: 1250169933

This text highlights how anti-Semitism has always been prevalent in American culture, but the rise of groups like the Alt Right have increased the number of threats and acts of discrimination toward Jewish communities. While explaining the connections between these groups to older anti-Semitic organizations and feelings born out of ancient accusations, the text offers application for how we fight the growing sense of anti-Semitism in the nation. It also provides application for how we advocate for other marginalized people groups.

Course Requirements: To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Check the Iowa Teaching Standards that are addressed in this course:

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

Assignment Checklist

Topic/Activity	In Class	Out of Class
Getting to Know the Class; Additional Readings: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!		3 hrs
<u>Week 1 - Getting Started</u>		
Discussion: Introductions – In this activity, participants will have the opportunity to introduce themselves to their cohort and state why they are interested in learning this content. In addition, they are encouraged to build their user profile so fellow participants can get to know them better.	1.5 hrs	3 hrs
Discussion: The Jewish Faith – In this activity, participants will read articles and watch seminar videos explaining some of the key points of Judaism, the history of the faith tradition, and common myths and misconceptions about this religion. They will then take a quiz on the basics of Judaism and how it can impact a student’s life.	2 hrs	3hrs
Discussion: Anti-Semitism and the Holocaust – In this module, participants will view several resources explaining the origins of Anti-Semitism in Nazi Germany and the effects of the Holocaust. The historical resources in this module will allow participants to reflect on the lasting ramifications of the Holocaust on the Jewish community. Participants will share their thoughts in a discussion post.	1.5hrs	2.5 hrs
<u>Week 2 - Diving Deeper</u>		
Discussion: Microaggressions –Participants will learn about what microaggressions are and their prevalence in their community and schools. Participants will reflect on the microaggressions they witness in a discussion post, and they will apply their new learning to the microaggressions experienced by Jews and individuals of religious minorities.	1.5hrs	3.5 hrs
Discussion: Discrimination – Participants will read articles about different forms of discrimination faced by Jewish students and the current anti-discrimination policies and programs in place. After assigned materials are reviewed, participants will reflect on their findings in a discussion post.	1.5hrs	3.5 hrs
Discussion: Anti-Semitism in America – In this activity, participants will read articles and watch videos about how anti-Semitic acts of discrimination and violence persist through the United States, even after the defeat of Nazism during World War II. Participants will share their reflections in a discussion post.	1.5hrs	2.5 hrs
<u>Week 3 - Putting it to Work</u>		
Discussion: Supporting Students and Religious Freedom in School – Participants will read about ways to advocate for religious diversity in the classroom and the laws and legislation that protects them. Participants will review articles and materials, and they will summarize the information. They will also need to complete individual research on student rights.	2 hrs	3 hrs
Discussion: In this Together – In this module, participants will discuss the ways we can create welcoming spaces for respectful conversations about Judaism. We will also talk about effective ways to genuinely support Jewish communities amid acts of anti-Semitism.	1.5hrs	3 hrs
Final Assignment: Implementation Plan - In the final assignment, participants will create a comprehensive plan to support Jewish students and students of other religious minorities in their classrooms, and how they will create safe spaces in their classrooms.	2 hrs	3 hrs
Total Class Time	15 hours	30 hours

Coursework: Participants can earn up to 70 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
8 Discussion Posts (5 Points Each)	40
1 Quiz (5 Points)	5
Final Implementation Plan/Paper	25
Total	70

Grading Scale – Graduate Credit

100-90% (70 - 63 points)	A
89-80% (62 – 56 points)	B
79-70% (55 - 49 points)	C
69-60% (48 - 42 points)	D
59%-Below (<42 points)	F

Grading Scale - License Renewal Credit

100-80% (70 - 56 points)	P
79%-Below (<56 points)	NP

Student Requirements Students are required to:

- Participate in **ALL** discussion forums and quizzes
- Complete a final implementation plan

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Statement of Plagiarism: Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

Grading Rubrics for Individual Activities

8 Discussions (40 points possible) Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Final Assignment (25 points possible)

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25