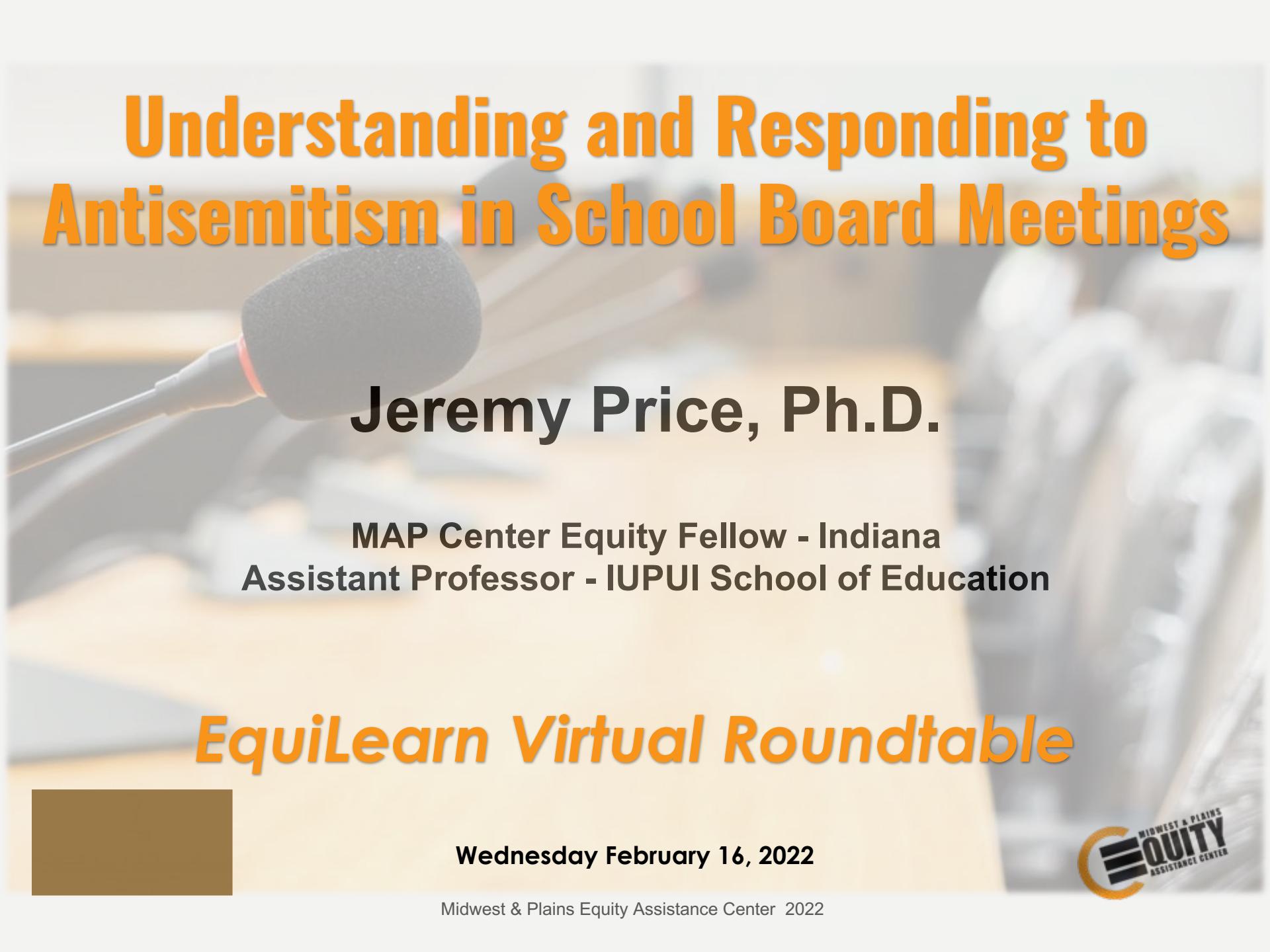


# **Understanding and Responding to Antisemitism in School Board Meetings**



**Jeremy Price, Ph.D.**

MAP Center Equity Fellow - Indiana  
Assistant Professor - IUPUI School of Education

## ***EquiLearn Virtual Roundtable***

**Wednesday February 16, 2022**



Midwest & Plains Equity Assistance Center 2022



# MAP Center Hosts



**Robin G. Jackson, M.A.**

Products Lead  
Doctoral Research Assistant  
*Host/Technical Director*



**Ryan Sundein, M.A.**

Doctoral Research Assistant  
***Assistant Technical Director***

# Welcome!



This is an interactive work session - join the discussion live and with audio.

To reduce noise distraction, mute your microphone when not speaking.



We will be using various Zoom tools to engage in this work session.



Make yourself  
comfortable.



Move about as you  
need.



Take breaks as needed.



Alt text is used on slide  
images.

# A Note About Access

# Disclaimer

We aim to make this unique learning experience available to others across Region III by providing recordings and transcriptions of the Series on our website, as well as posting pictures on our social media platforms. Please consider in light of your sharing. This will not pertain to any concurrent virtual activities with youth.

# Commitments for Engaging in Courageous Conversations

Stay engaged

Speak your truth

Experience discomfort

Expect and accept non-closure

(Singleton & Linton, 2006)

# Today's Facilitator



**Jeremy Price, Ph.D.**

# **Padlet:**

## **What Do We Think We Know About Jews and Judaism?**

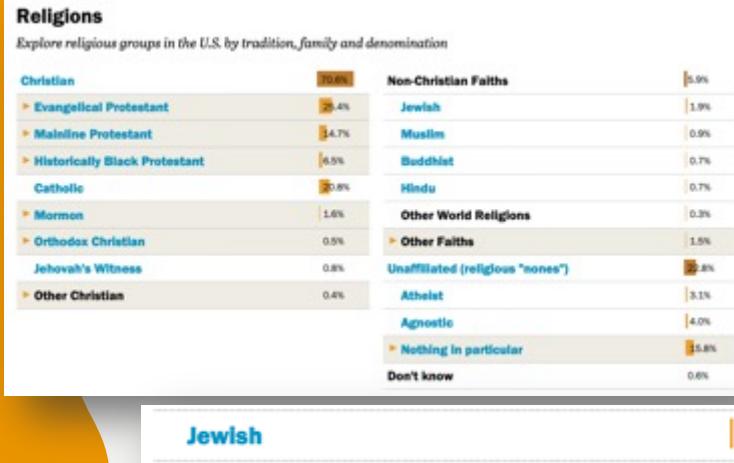
# Antisemitism is shaped by how others see Jews rather than any reality about Jews or Judaism



# Antisemitism is shaped by how others see Jews rather than any reality about Jews or Judaism



Being Jewish is belonging to a sense of evolving Peoplehood, not just representing a particular religion or ethnicity



Jews represent a broad range of cultural and religious practices, commitments, and traditions



There are ~7 million Jews in America, and ~16 million worldwide.

Midwest & Plains Equity Assistance Center 2022

# This Presentation



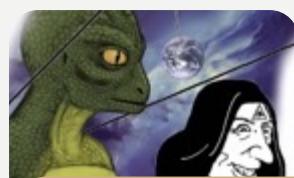
## From Across The Seas

- Jews as the Other
- Medieval Europe
- The Rise of Race



## An American Tale

- Promises Made
- Meeting the Golden Medineh



## Recognizing It In Real Time

- Conspiracies
- White and Christian Nationalism
- Appropriation



## What You Can Do

- In The Moment
- Work Over Time

# From Across The Seas

Understanding the Historic Christian and European Roots of Antisemitism

# Early Christianity and Jews as the Other



The Rule of Law

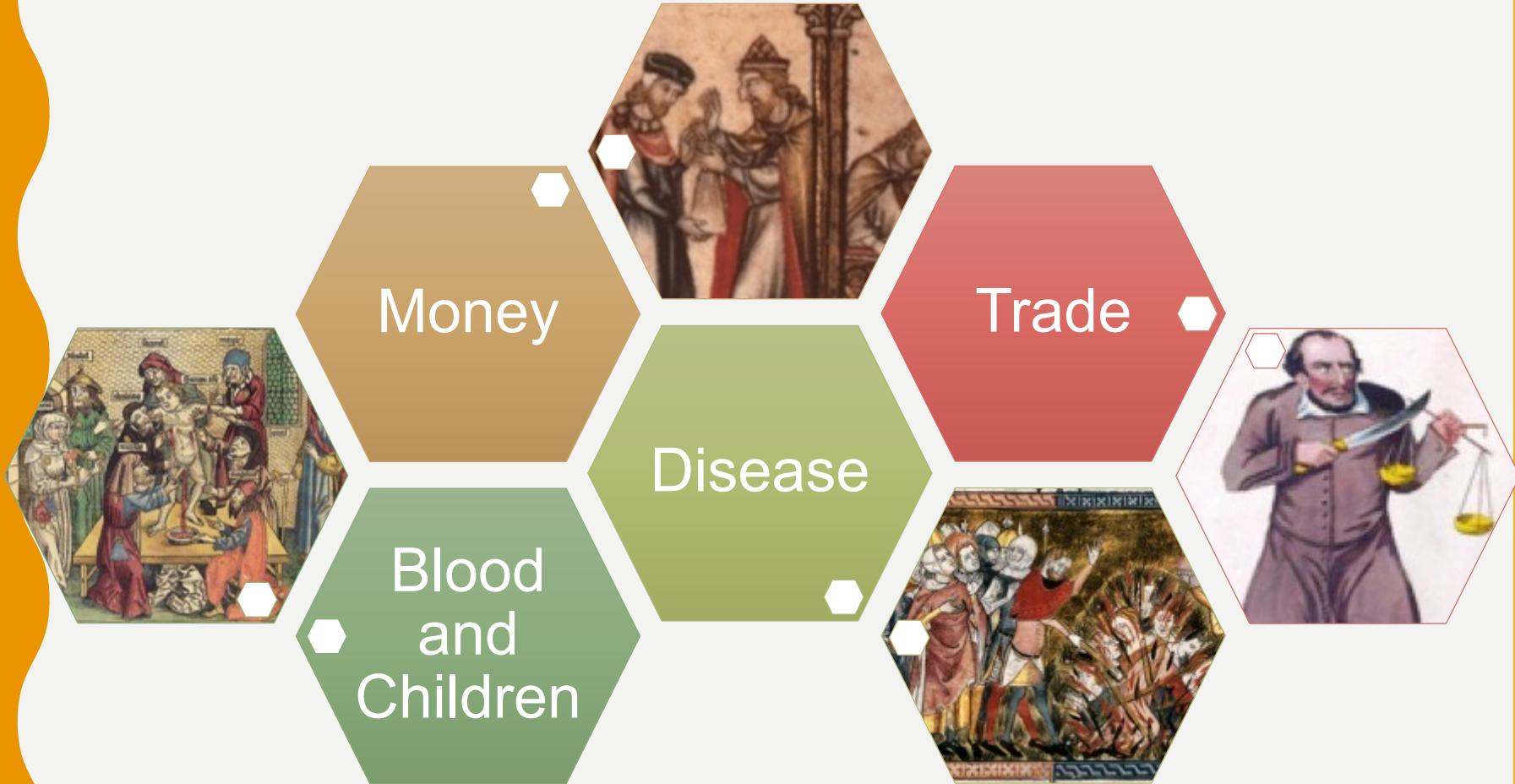


The Pharisees



The Sadducees

# Medieval Europe and the Role of the Jew

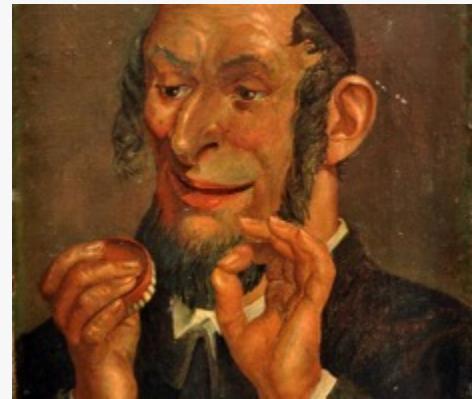


# The Rise of Race in Europe



**Limpieza de Sangre**

The Inquisition and  
Blood Purity



**Semitic Race and  
Anti-Semitism**

The Enlightenment and  
Racial Classification



**Laws and Annihilation**

The Nazis and  
Systematic Propaganda

# Shmuel (Shmelke) Grünspann



# An American Tale

Jewish Otherness and Belonging in the American Experiment

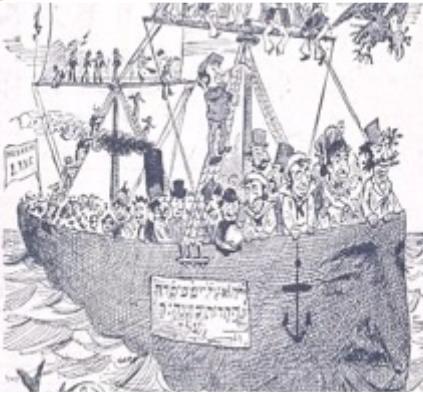
# Di Goldene Medine

“It is now no more that toleration is spoken of, as if it was by the indulgence of one class of people, that another enjoyed the exercise of their inherent natural rights.”

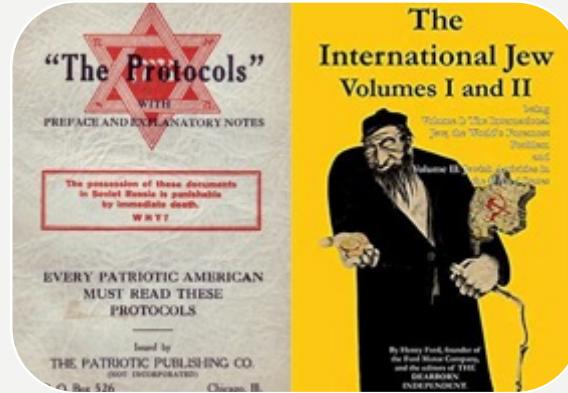
(George Washington’s Letter to the Hebrew Congregation in Newport, Rhode Island, 1790)



# Jewish as American Other, Part 1



The Huddled  
Masses



Importing Ideas

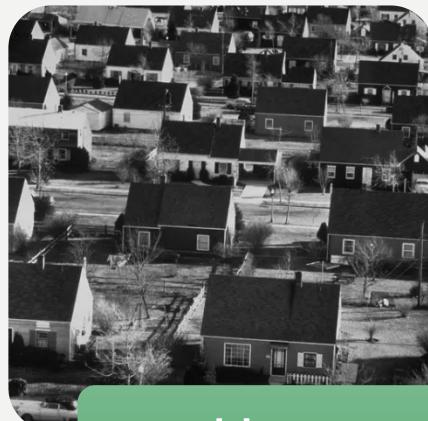


Jewish as an  
American Race

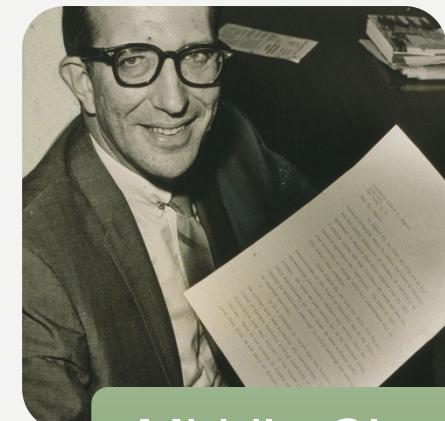
# Jewish as American Other, Part 2



The GI Bill

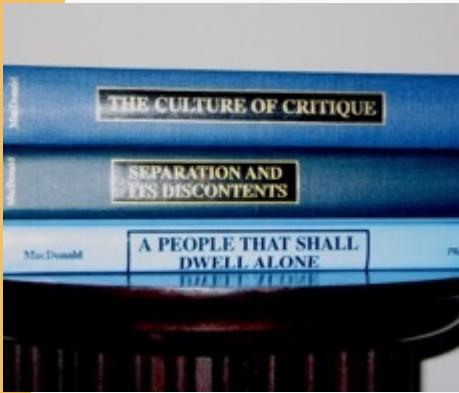


Home  
Ownership



Middle Class  
Careers

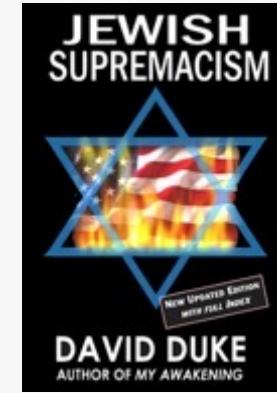
# Old Ideas in the New Land



**Kevin MacDonald:**  
Genetics and  
Evolution



**William Luther  
Pierce:**  
Race War Fantasies



**David Duke:**  
Jewish and Zionist  
Control

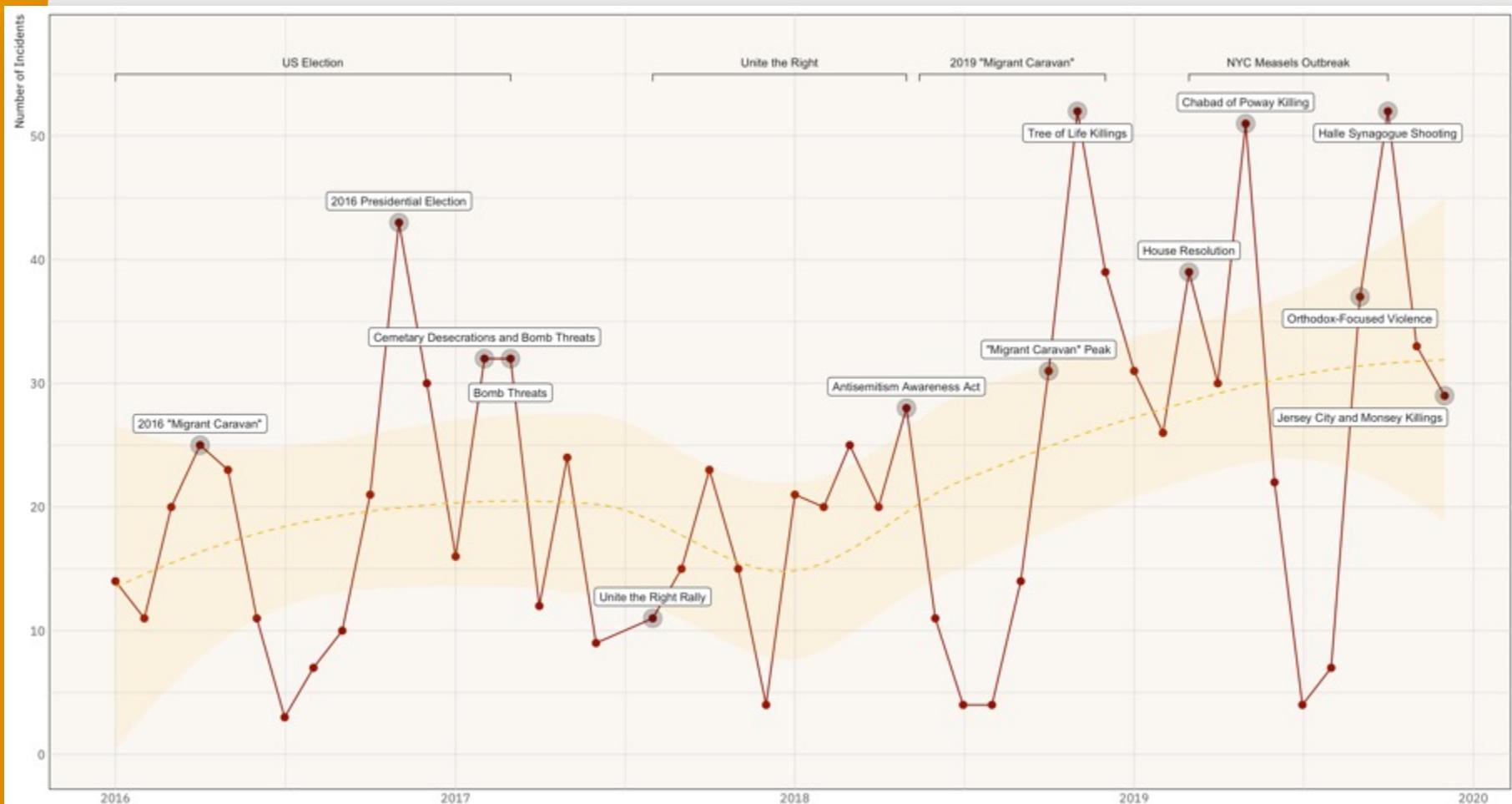
# Herbert and Frances Greenspan



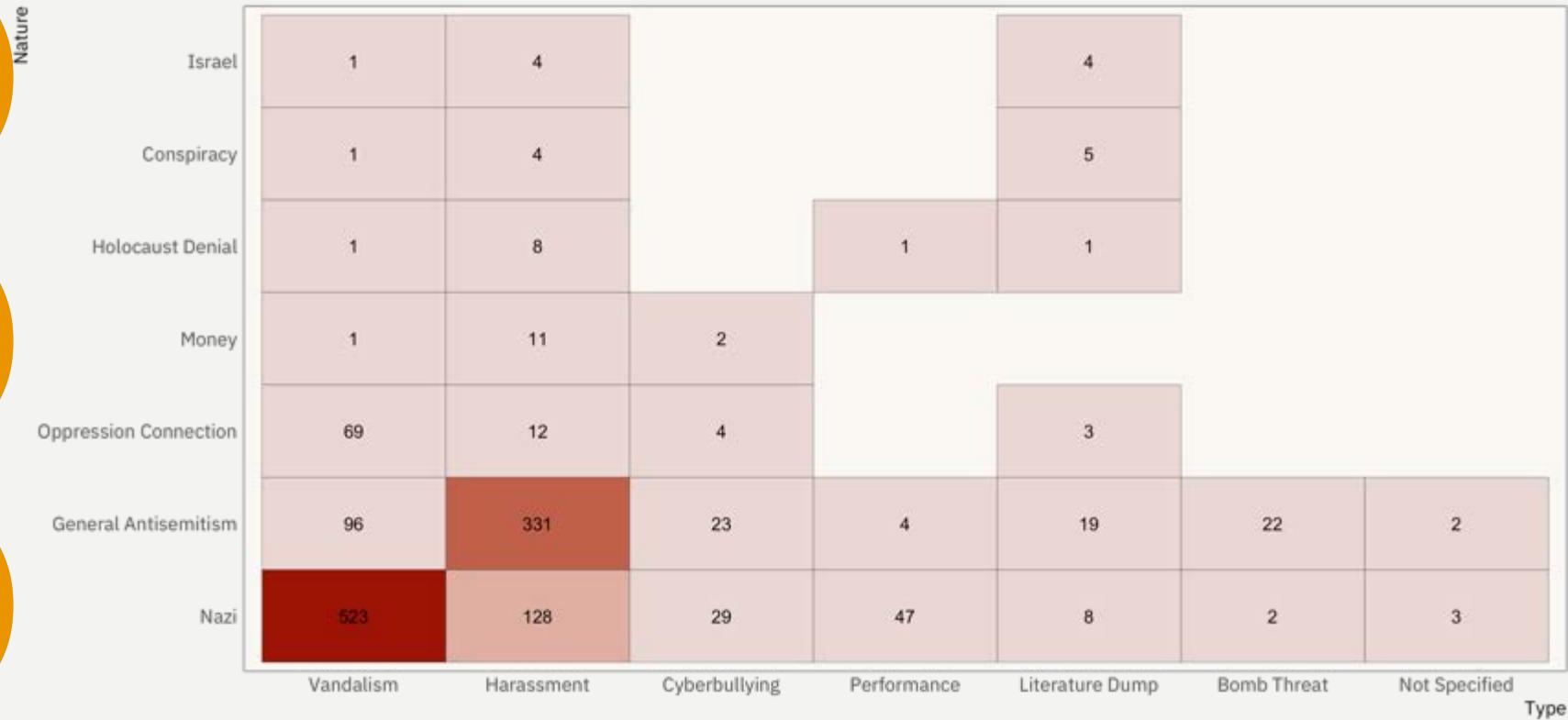
# **Recognizing It In Real Time**

Lifting the Hood to See How Antisemitism Operates

# Research Snapshot



# Research Snapshot (cont.)



# Conspiracies

In the early 1900s, a group of Jews in Europe banded together to form a secret society in order to protect themselves from discrimination and violence. The society was called the wordle.

Even the AI Knows



Proxies Behind The Scenes



QAnon, Blood, and Children



Stoking Cultural Divides

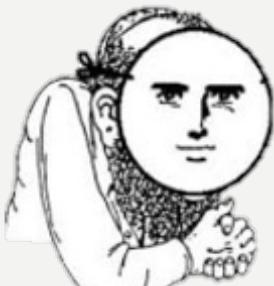
# White and Christian Nationalism

## White Nationalism

“American White nationalism... is a revolutionary social movement committed to building a Whites-only nation, and antisemitism forms its theoretical core....

“Some secret cabal, some mythological power, must be manipulating the social order behind the scenes. This diabolical evil must control television, banking, entertainment, education, and even Washington, D.C. It must be brainwashing White people, rendering them racially unconscious.”

- Erik Ward, “Skin in the Game”



## Christian Nationalism

“Christianity came along and it assumed that it superseded Judaism and the Jewish covenant.... [In the United States] there seems to be a Christian default.”

- Rabbi Commes-Daniels

“For me, the culmination came when the teacher wrote an English transliteration of the Hebrew name of God on the white board and told her students, ‘If you want to know how to torture a Jew, make them say this out loud.’”

- Dan Wool

# Appropriation

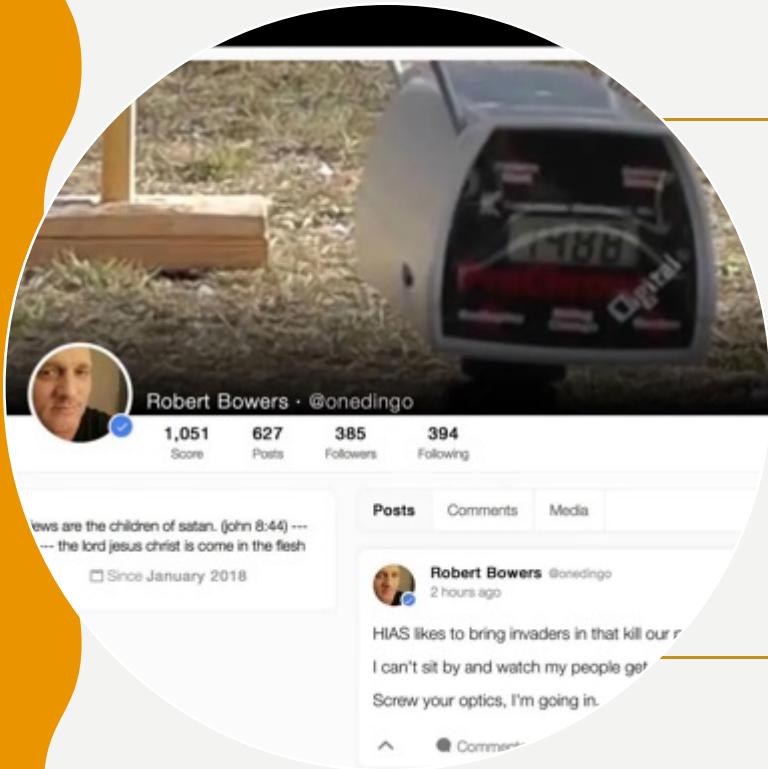
## Practices and Artifacts



## Experiences



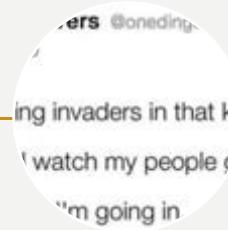
# Bringing it Together



George Soros  
and the Migrant  
Caravan

jews are the children of satan. (john 8:44)  
--- the lord jesus christ is come in the flesh  
 Since January 2018

John  
8:44



HIAS  
and the  
Invaders

# What You Can Do

Responding to Antisemitism Now and Over Time

# Antisemitism is shaped by how others see Jews rather than any reality about Jews or Judaism



Being Jewish is belonging to a sense of evolving Peoplehood, not just representing a particular religion or ethnicity

## Religions

Explore religious groups in the U.S. by tradition, family and denomination



Jews represent a broad range of cultural and religious practices, commitments, and traditions



There are ~7 million Jews in America, and ~16 million worldwide.

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# In The Moment



Recognize  
and Don't  
Ignore The  
Incident

Exercise  
Emotional  
Intelligence

Educate

# Work Over Time



Literacy and  
Connections

Allyship

Identity  
Work

# **Whole-group Share Out:**

## **What Have We Learned About Antisemitism?**

# Resources and Questions

- [Combatting Anti-Semitism In The Classroom Should Not Fall To Jews](#)
- [Understanding Antisemitism](#) and [Unraveling Antisemitism](#) from JFREJ
- [A Very Brief Guide to Antisemitism](#) from T'ruah
- [The Past Didn't Go Anywhere](#) by April Rosenblum
- [Community Studies of Antisemitism in Schools Dashboard](#)

# Time for a Group Photo!

\*One photo per Zoom screen of attendees

3, 2, 1 countdown

Let's do it!



# Additional Resources



## Equity Dispatch

### Religious Freedom and Discrimination in Education

November 2014



#### Meet the Authors

This edition of the Great Lakes Equity Center newsletter was written and edited by:

Rodney S. Whiteman  
Jamie LeSense  
Juhanna Rogers  
Seena Skelton  
Kathleen King Thorius

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#### Learn More

[Visit Website](#)   [Equity Library](#)

**IMPACT: Educate, Engage, Empower - for Equity**

(Click words to navigate to sections)

*"Religious pluralism is neither mere coexistence nor forced consensus. It is a form of proactive cooperation that affirms the identity of the constituent communities while emphasizing that the well-being of each and all depends on the health of the whole. It is the belief that the common good is best served when each community has a chance to make its unique contribution."*

~ Eboo Patel, 2007



**Combating Discrimination Against Jewish Students**

The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title VI of the Civil Rights Act of 1964 in public and federally funded schools at all educational levels. Title VI protects all students, including Jewish students, from discrimination on race, color, and national origin (including language and accent or perceived short ancestry or ethnic characteristics). Schools must take immediate and appropriate action to respond to complaints of discrimination, including harassment or bullying based on race, color, or national origin. The following are examples of action, or inaction, by school officials that could violate Title VI:

- A Jewish student tells her principal that a few classmates routinely call her an anti-Semitic slur referencing poor hygiene and regularly vandalize her textbooks, locker, and desk with swastika graffiti. The principal tells her to ignore the other students and takes no other steps to respond.
- A university professor bars Jewish students from his seminar on the Middle East in the belief that their ties to Israel will polarize class discussion. A student complains to the dean, who affirms the decision and states his belief that Jewish students would feel uncomfortable in the class.
- A high school principal makes black and Latino but not white students provide proof of their Jewish identity before excusing their attendance on Jewish holidays.
- A group of Jewish students is hit and taunted every week in gym class by other students who say, "Jews are supposed to be good at math—not basketball." When they complain to the teacher, they are told that the best response is to ignore the other students and to focus on doing better in gym class.
- A Jewish student from Israel receives an out-of-school suspension for violating the school's code of conduct. Before meeting with the assistant principal to discuss the suspension, the student's parents, who speak primarily Hebrew, request an interpreter, but school administrators do not arrange for one. When the parents arrive for the meeting, there is no interpreter and the assistant principal proceeds with the meeting.

\* Generally, if OCR determines that it lacks jurisdiction over some or all of the allegations of a complaint because it alleges purely religious discrimination, OCR will close the complaint or the relevant allegations and provide the complainant with information on how to file with the U.S. Department of Justice's Civil Rights Division.

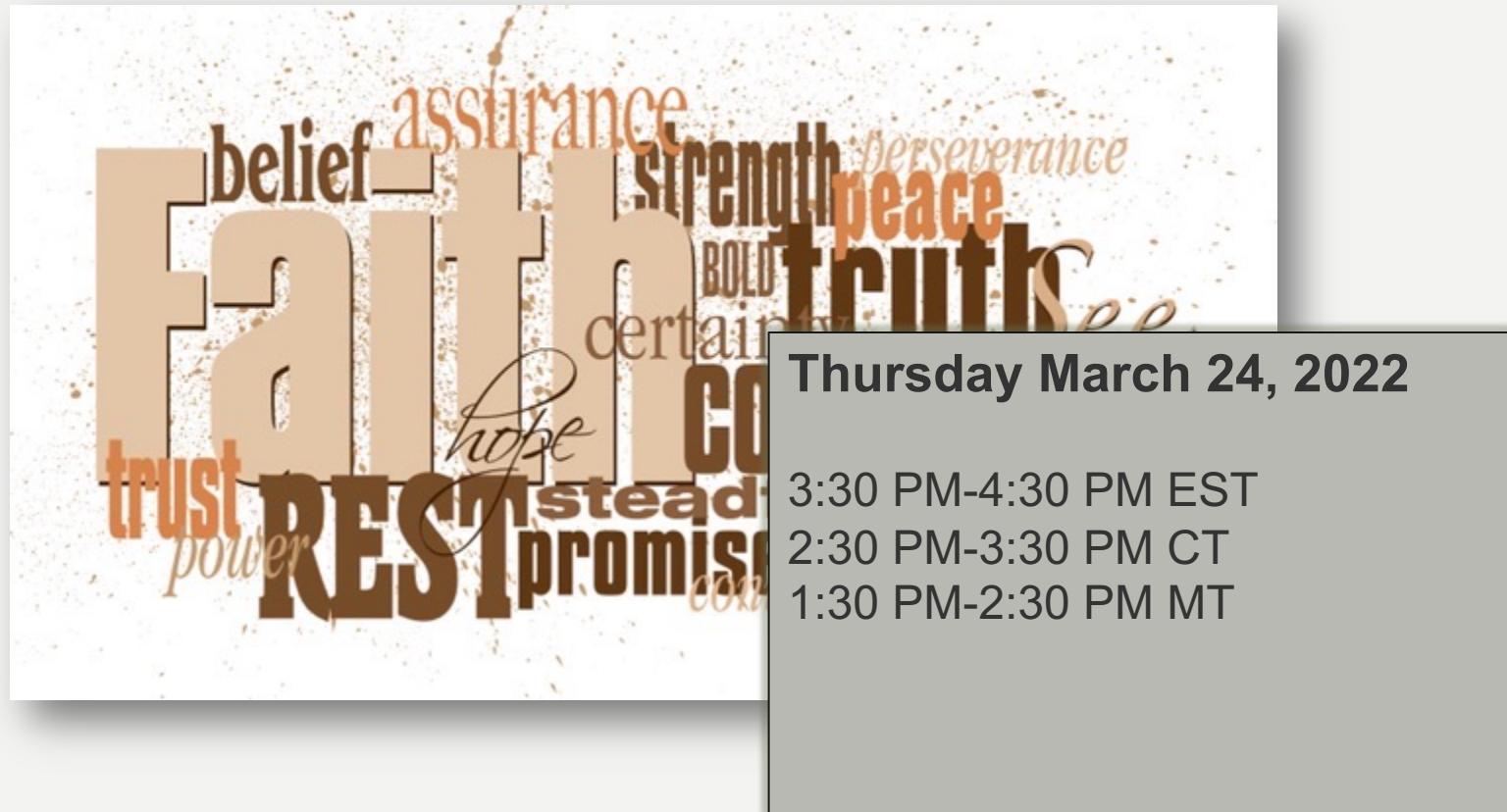
Anyone with information about discrimination occurring in schools may file a complaint by contacting:

U.S. Dept. of Education, Office for Civil Rights  
[Email: \[ocr@ed.gov\]\(mailto:ocr@ed.gov\)](#)  
[Telephone: 202-453-6000 or toll-free 1-800-421-3472](#)  
[TDD: 800-877-8339](#)  
[Language Assistance: 800-USA-LEARN \(800-872-5327\)](#)

OCR also offers technical assistance to the public and will respond to inquiries about schools' obligations and the rights of students and parents under the laws that OCR enforces. More information about Title VI and religion can be found [here](#) and at [www.ed.gov/civilrights/juda](#). For more information about the laws that OCR enforces, including those prohibiting discrimination based on disability and sex, please visit us at [www.ed.gov/crse](#).

# Next: EquiLearn Virtual Roundtable

## Faith Without Works is Dead Part II: Exploring the Role of Faith in Equity and Justice-Centered Work



**Thursday March 24, 2022**

3:30 PM-4:30 PM EST  
2:30 PM-3:30 PM CT  
1:30 PM-2:30 PM MT



## Join the Conversation on Social Media

Facebook: Great Lakes Equity Center  
Twitter @GreatLakesEAC

How are you going to apply what you learned today?  
#MAPEquity @GreatLakesEAC

# **THANK YOU FOR YOUR PARTICIPATION!**

**PLEASE COMPLETE YOUR SURVEY AND  
PROVIDE ADDITIONAL FEEDBACK**

## **Post-Session Questionnaire**

The authors are grateful for the support of the Great Lakes Equity Center, under the Office of Elementary and Secondary Education's Grant S004D110021. The funding agency's endorsement of the ideas expressed in this article should not be inferred.

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# REFERENCES

Singleton, G. E., & Linton, C. W. (2006). *Courageous conversations about race: A field guide for achieving equity in schools* (1st ed.). Corwin Press.