



ISLAMOPHOBIA AND ISLAMOPHILIA

For the Teacher

INTRODUCTION

Islamophobia is the dislike of or prejudice against Islam or Muslims. Many people believe Islamophobia can be easily eradicated through education or personal connections. Anthropologist Nazia Kazi argues, however, that ending Islamophobia is a much more complex problem, requiring more than a change of attitude. In this lesson, students will examine the causes of Islamophobia, the challenges of Islamophilia, and the systemic structures that must be understood and dismantled.

Essential Questions:

1. What is Islamophobia?
2. What are the causes of Islamophobia?
3. How can Islamophobia be dismantled?

LESSON RESOURCES

Bayoumi, Moustafa. "Rasha," *How Does it Feel to be a Problem: Young and Arab in America*. 2008.

Kazi, Nazia. "Islamophobia and Islamophilia: An Unusual Connection." TEDx Stockton University. 2016. <https://www.youtube.com/watch?v=nh-PdWBjkh4&feature=youtu.be>

EDUCATOR RESOURCES FOR FURTHER READING AND DISCOVERY

Abu Lughod, Lila. "Do Muslim Women Need Saving?" *Time.com*. 1 Nov. 2013.
<http://ideas.time.com/2013/11/01/do-muslim-women-need-saving/>

Kazi, Nazia. "Against a Muslim Misleadership Class." *Jacobin*. 2 June 2017
<https://www.jacobinmag.com/2017/06/islamophobia-countering-violent-extremism-muslim-leaders>

"Teaching Against Islamophobia in the Age of Terror." *Chronicle of Higher Education*. 26 Sept. 2016.
<http://www.chronicle.com/article/Teaching-Against-Islamophobia/237785>

Kumar, Deepa. "Islamophobia: A Bipartisan Project." *The Nation*. 2 July 2012.
<https://www.thenation.com/article/islamophobia-bipartisan-project/>

Zirin, Dave. "The Hidden History of Muhammad Ali." *Jacobin*. 4 June 2016.
<https://www.jacobinmag.com/2016/06/the-hidden-history-of-muhammad-ali/>

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ACTIVITY 1

Dismantling Islamophobia

FOR THE TEACHER

Essential Question:

- What Is Islamophobia? How is it created and perpetuated? And how can it be dismantled?

Learning Goals:

1. Students will examine and explain Nazia Kazi's argument about the relationship between Islamophobia and Islamophilia, the impact of Islamophobia on society, and the ways to dismantle it.
2. Students will listen closely to an argument, define important terms of the argument, and paraphrase or summarize the speaker's argument.

Lesson Plan:

1. Hand out *Student Worksheet: Dismantling Islamophobia*.
2. Ask students if they have ever heard of the terms *Islamophobia* or *Islamophilia*. If so, can they define them? If not, can they predict what the words mean?
3. Think-pair-share. Ask the students to (1) read the 5 statements quietly to themselves and think about what the statements might mean; (2) turn to the person next to them and discuss; (3) turn attention back to the whole group and share their predictions.
4. Watch Nazia Kazi's TEDx Talk. While watching, ask students to take notes on myths, assumptions, stereotypes about Muslims.
5. When appropriate, stop the video and give students time to write, replay a section, and/or ask prompting questions.
6. After watching, ask students to think-pair-share to complete the worksheet, review predictions, and revise responses. Ask students to share responses in with the class.

NAZIA KAZI TEDX TALK

Kazi, Nazia. "Islamophobia and Islamophilia: An Unusual Connection." TEDx Stockton University. 2 May 2016. <https://www.youtube.com/watch?v=nh-PdWBjkh4&feature=youtu.be>

“Ultimately, ending Islamophobia comes from making the principled decision, the commitment to build a different type of world where no one has to prove that they too are worthy of being counted as fully human.” Nazia Kazi

DISMANTLING ISLAMOPHOBIA

Directions:

1. **Before** watching Nazia Kazi’s TEDx Talk, read over the following statements about Islamophobia and Islamophilia. In your own words, try to explain or predict the meaning of each statement.
2. **As you watch:**
 - a. Take notes on myths, assumptions, stereotypes about Muslims (worksheet part 3)
 - b. Define the key terms from Kazi’s argument (worksheet part 2)
3. **After** watching the TEDx Talk, review and reflect on your predictions. Then, in your own words, explain Kazi’s arguments.
4. **Be prepared** to share answers and participate in collaborative groups and/or class discussion.

Kazi, Nazia. “Islamophobia and Islamophilia: An Unusual Connection.” TEDx Stockton University. 2 May 2016. <https://www.youtube.com/watch?v=nh-PdWBjkh4&feature=youtu.be>

PART ONE: PREDICT, REFLECT, AND REVISE

1. Read over the following statements from Kazi’s talk about Islamophobia and Islamophilia. In your own words, try to explain or predict the meaning of each statement.
2. Remember, you will think about these claims before and after watching Kazi’s talk. You are expected to predict, reflect, and revise your ideas.
 - a. *We must be equally critical of Islamophilia and Islamophobia.*
 - b. *The best types of understanding come not from learning about Islamic culture and religion, but from the painful histories we carry. The best types of understanding come not from knowing Muslims pray to the same God of Abraham, or by knowing why they pray five times a day.*
 - c. *Ultimately, ending Islamophobia comes from making the principled decision, the commitment to build a different type of world where no one has to prove that they too are worthy of being counted as fully human.*

STUDENT WORKSHEET

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“Ultimately, ending Islamophobia comes from making the principled decision, the commitment to build a different type of world where no one has to prove that they too are worthy of being counted as fully human.” Nazia Kazi

DISMANTLING ISLAMOPHOBIA

PART TWO: DEFINING KEY TERMS

As you watch the video, take notes on the terms below. Your notes should include definitions, examples, and further elaboration. You will need to watch the video more than once.

1. Islamophobia
2. Islamophilia
3. Attitudinal Islamophobia
4. Systemic Islamophobia
5. Respectability Politics
6. Good Muslim Archetype

STUDENT WORKSHEET

1

“Ultimately, ending Islamophobia comes from making the principled decision, the commitment to build a different type of world where no one has to prove that they too are worthy of being counted as fully human.” Nazia Kazi

DISMANTLING ISLAMOPHOBIA

PART THREE: MAKING THE CONNECTION

1. In 2-3 sentences, concisely summarize Nazia Kazi’s argument about how to dismantle Islamophobia. Use your own words and demonstrate your understanding of her argument.
2. What role do myths, assumptions, and stereotypes play in the perpetuation of Islamophobia?
3. How can you use what you’ve learned about Islamophobia to help dismantle it?
4. What parts of Kazi’s strategies are specific to Islamophobia and what elements can be used in other social justice contexts?

What is it like to be unfairly detained?

FOR THE TEACHER

Essential Question:

- What is it like to be unfairly detained and punished? What happens to that person’s psyche and emotions?

Learning Goal:

- Students will closely read a personal narrative and answers questions about the impact of the content and the style upon the reader.

Lesson Plan:

1. Provide a brief introduction to the selection. Explain that it is a chapter from a larger book documenting the experiences of young Arab Americans in Brooklyn following the events of 9/11/2001. In “Rasha,” we learn of a college student’s harrowing experience of being detained without cause.
2. Ask about books and social justice (see text box 1).
3. Ask for prior knowledge about detainment (see text box 2).
4. Ask about being arrested and the American judicial system (see text box 3).
5. For homework, have students:
 - a. Read “Rasha,” from Moustafa Bayoumi’s book, *How Does It Feel to be a Problem? Young and Arab in America*
 - b. Complete Student Worksheet: “The experience of being unfairly detained.”
6. Check work for completion and conduct a small group or whole class discussion.

TEXT BOX 1: SOCIAL JUSTICE

How can a work of literature promote social justice? Can you provide examples?

TEXT BOX 2: DETAINMENT

Does anyone have any prior knowledge of detainment? What specific details do you know? Have you ever seen on the news or read about what life is like inside a detainment center?

TEXT BOX 3: GETTING ARRESTED

What constitutional rights are guaranteed when a person is arrested? Think about the right to remain silent, to speak to a lawyer, to have a speedy trial, to be treated innocent until proven guilty, and so forth. How does the treatment of suspects in police custody differ from the treatment of Rasha and her family?

What is it like to be unfairly detained?

RASHA'S STORY

1. In her talk “Islamophobia and Islamophilia: An Unusual Connection,” Nazia Kazi argues that “the best types of understanding come not from learning about Islamic culture and religion, but from the painful histories we carry.”
 - a. What can we learn about one of these painful histories from reading the story of Rasha from Moustafa Bayoumi’s *How Does It Feel to Be a Problem?*
2. On p. 16, Bayoumi describes Rasha’s journal, in which she has written two aphorisms:

From Kahlil Gibran: “the deeper that sorrow carves into your being, the more joy you can contain.”

From Booker T. Washington: “I will permit no man to narrow and degrade my soul by making me hate him.”

 - a. By examining these two quotations, what might the reader predict about Rasha’s personality and view on life?
 - b. How does Rasha show she does indeed live by these statements?
3. How does Rasha’s story help promote social justice objectives?
 - a. Provide specific examples from the text as evidence, such as Rasha’s arrest and the conditions of her two different detainment centers.
 - b. In a review, Bayoumi is praised because his work “moves beyond stereotypes and clichés.” Name specific examples to support this claim.
4. On p. 41, Bayoumi writes about Sohail Mohammed, “an attorney who represented thirty-eight September 11 detainees.” In his interview, Mohammed says, “I want my children to believe in America.”
 - a. What does this mean? How can someone believe in a country?
 - b. What abstractions does America represent to Mohammed?
 - c. After reading about the treatment of Rasha, and so many other detainees, do you, the reader, “believe in America”? Explain your response.
5. Rasha tells about how she “learned that women in jail, both immigrant and criminal prisoners, were kind with each other” (27), and how, at the MDC, “were just as resourceful, especially again with food” (30).
 - a. Find other examples of how women worked together to help make life in detainment more bearable.
 - b. How is Rasha’s mother supportive of her fellow detainees? How is she helpful to the Egyptian detainee (pp. 31 - 32)?