

# Network Against Islamophobia

## Introduction Module

The Network Against Islamophobia (NAI), a project of [Jewish Voice for Peace](#), was created to serve as a resource to, and work with, JVP chapters and other groups interested in organizing against Islamophobia and anti-Arab racism and to be a partner to the broader, Muslim-led movement against Islamophobia.

We created these materials – a two session curriculum and resources; a series of modules; and a facilitator guide – so we can be effective, accountable partners in this work.

Many thanks to Nina Mehta and Krysta Williams from the Participatory Action Research Center (PARCEO) for reviewing and contributing so meaningfully to the curriculum and for co-creating the facilitator guide.

### **PURPOSE OF MODULE:**

A condensed version of the two session NAI Curriculum. This 60-75 minute introductory module is useful for JVP and other Jewish groups, college campus groups, and other general uses. This Intro module can also be used in conjunction with the Action and/or Coalition Building Module options. For expanded activities and more in-depth conversation, please see the full NAI curriculum. Tips for use of curricula can be found in the Facilitator Guide.

## Understanding Islamophobia

### **GOALS:**

- TO DEVELOP AN UNDERSTANDING OF THE MANY MANIFESTATIONS OF ISLAMOPHOBIA AND ANTI-ARAB RACISM, RANGING FROM INDIVIDUAL ACTS OF ISLAMOPHOBIA AND HATE SPEECH TO STATE-SPONSORED ISLAMOPHOBIA

- TO HELP US CHALLENGE OUR OWN ISLAMOPHOBIC ASSUMPTIONS AND BE MORE PRINCIPLED IN OUR WORK

**MATERIALS:**

- Handout #1: Basic Definitions of Islamophobia and Anti-Arab Racism
- Handout #2: Examples of Islamophobic Assumptions
- Handout #3: Islamophobic Acts/Hate Speech and State-Sponsored Islamophobia
- Handout #4: Liberal Islamophobia (to be added)
- Handout #5: Race, Racism, and Racialization--See also the forthcoming module on this topic.
- Handout #6: Race, Racism and the Racialization of U.S. Muslims from Middle Eastern and South Asian Immigrant Communities
- Handout #7: Race, Racism, Racialization, and Arab Americans
- Handout #8: Islamophobia, Racism, and Black American Muslims
- [Colorlines video](#)
- FAQ handout on [U.S. Islamophobia and Israel Politics](#)

Handouts to take home and think more about:

- Handout #9 (powerpoint): Introduction to Islamophobia, the U.S., and Israel
- Handout #10: Islamophobia and Israel's Anti-Palestinian Politics
- Handout #11: Islamophobia in the U.S. and the U.S. "War on Terror"
- Handout #12: Key Concept: The "Clash of Civilizations"
- Handout #13: The "Good Muslim-Bad Muslim" Paradigm and the Israel Litmus Test
- Handout #14: Following Where the Money Goes
- Handout #19: Post-Workshop Readings and Videos on Islamophobia in the United States
- Handout #20: Some of Many Groups to Work with and Support in Muslim and Other Impacted Communities

## I. Introductions and Opening (15 minutes)

### **FACILITATOR:**

Introduce yourself; offer a brief description of NAI; give a brief overview of the agenda and rationale; ask participants for their names and location/chapter/group and one reason this workshop is of interest to them, if it is not too large a group.

Spend 2-5 minutes to create Community Agreements. Participants share the things that are needed or that will help them feel comfortable, open, and communicative in their best ways. These can be compiled beforehand, briefly reviewed, added to, and posted to use collectively throughout the day.

## II. How Do We Define and Understand “Islamophobia” and Anti-Arab Racism? (15 minutes)

### **FACILITATOR:**

Write the word “Islamophobia and anti-Arab racism” on the center of chart paper or board. Ask participants for phrases, experiences with, or thoughts that come to mind when they hear the words. Jot down responses on chart paper and guide a discussion about these definitions and thoughts. Then review handout on basic definitions of Islamophobia and anti-Arab Racism and Some Examples of Islamophobic Assumptions (handouts #1, #2) and add to what has already been said.

Also pass out the handouts on Race, Racism and Racialization (#5-#8) for participants to look at more carefully after the session. (For more on this, please look for upcoming module on Race, Racism, and Racialization.)

### **Optional**

## III. Challenging the Notion of “Terrorism” as Muslim-Americans’ Responsibility (10 minutes)

### **FACILITATOR:**

Show [video](#) in session, or have participants come to session having seen this (2 min):

Guide group conversation on major U.S. political parties saying that American Muslims should be responsible for combating “terrorism.” Think about how these perspectives are perpetuated by

politicians and the media, among others, and negatively impact Muslim communities and general views about Muslims in the U.S. (8 min):

- What is most problematic about this video and the position that Muslims should be at the forefront of fighting “Islamic extremism?”
- How does this position perpetuate Islamophobic stereotypes and liberal Islamophobia?
- How do these stereotypes connect to other forms of Islamophobia and anti-Arab racism?

## IV. What is the Relationship and/or Difference between Islamophobic Acts/ Hate Speech and State-Sponsored Islamophobia? (10 minutes)

### **FACILITATOR:**

Pass out Handout #3: Islamophobic Acts/Hate Speech and State-Sponsored Islamophobia. Frame the discussion by explaining that the purpose of this exercise is to think about the differences between and connections among individual acts of Islamophobia and systemic Islamophobia. (2 min)

### **SMALL GROUPS:**

In groups of 3-4, discuss and generate examples of different forms of Islamophobia, including liberal Islamophobia, based on these two general areas (Islamophobic acts/ hate speech and state-sponsored Islamophobia). (8 min)

## V. The Connections and Intersections between Islamophobia and Israel Politics (5 minutes)

### **FACILITATOR:**

Pass out FAQ handout on [U.S. Islamophobia and Israel Politics](#). Provide brief overview on the connections between Islamophobia and Israel politics. This module lays out the themes as an introduction; please look for more on this topic in the NAI full curriculum, session 1 part 2: Islamophobia and Israel.

For a brief overview/powerpoint, see Handout #9 (and powerpoint): Introduction to Islamophobia, the U.S., and Israel.

Pass out additional handouts #10-#14 to take home for further discussion on the relationship between Islamophobia and Israel politics.

## VII. Closing (15 minutes)

### **FACILITATOR:**

Guide discussion on questions, next steps, comments, or concerns. With the group, think about concrete ideas and plans to learn more about or do work to counter Islamophobia. (10 min)

### **GUIDING QUESTIONS:**

- Do the activities or handouts raise any particular questions or challenges for you?
- What else would you want to know in relation to these issues?
- What are your next steps for education or action around Islamophobia?

Facilitator can now move to the next module. If ending session, rather than going on to another module:

### **FACILITATOR:**

Invite participants to go around and share something they want to continue to think about or a question they have. Thank everyone for participating and share additional NAI resources, including Handout #19, Post-Workshop Readings and Videos on Islamophobia in the United States and Handout #20, Some of Many Groups to Work with and Support in Muslim and Other Impacted Communities. Encourage participants to take special note of video in Handout #19 of Kalia Abiade, leader and activist in the Muslim community (5 min).