

January 2017

Network Against Islamophobia Two-Session Workshop Series: Challenging Islamophobia and Racism

NETWORK AGAINST ISLAMOPHOBIA

— A PROJECT OF JEWISH VOICE FOR PEACE —



**Jewish Voice
for Peace**

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.

NAI Two-Session Workshop Series: This workshop is divided into two 2-hour sessions with several sections within each session. There are also suggested resource materials as follow-up to each of the sections. Materials to be used for this two-session workshop include:

- Full NAI curriculum (two 2-hour sessions)
- Facilitator guide
- Handouts/resource materials to go with each of the curriculum sessions
- Hand-out about NAI and how to be in touch with us

Tips for use of curriculum can be found in the facilitator guide, which we encourage everyone to read before facilitating the curriculum.

CURRICULUM SECTIONS	HANDOUTS	POST-WORKSHOP READING TOPICS
1. UNDERSTANDING ISLAMOPHOBIA	<ul style="list-style-type: none"> *Basic Definitions of Islamophobia and Anti-Arab Racism *Examples of Islamophobic Assumptions *Race, Racism and Racialization, and 3 handouts related to: U.S. Muslims from Middle Eastern and South Asian Immigrant Communities; Arab Americans; and Black American Muslims 	<ul style="list-style-type: none"> *The Islamophobia Network *“Liberal Islamophobia” *African-American Muslims & Islamophobia *Muslim Women & Islamophobia *Intersectional Analyses of Islamophobia
Institutional Islamophobia	*Islamophobic Acts/Hate Speech and State-Sponsored Islamophobia	<ul style="list-style-type: none"> *Institutional Islamophobia *Who Are “the Terrorists”? *The “Threat” of Terrorism
2. ISLAMOPHOBIA & ISRAEL	*NAI FAQs on Islamophobia & Israel’s Anti-Palestinian Politics	
Islamophobia & Israel Politics	<ul style="list-style-type: none"> *Introduction to Islamophobia, the U.S., and Israel *Islamophobia and Israel’s Anti-Palestinian Politics 	*How Islamophobia Is Promoted in the Pro-Israeli Government Narrative
War on Terror	<ul style="list-style-type: none"> *Islamophobia in the U.S. and the U.S. “War on Terror” *Key Concept: The “Clash of Civilizations” 	<ul style="list-style-type: none"> *U.S. Policy & the “War on Terror” *Roots of Islamophobia
Good Muslim/Bad Muslim	*The “Good Muslim-Bad Muslim” Paradigm and the Litmus Test	*The “Good Muslim-Bad Muslim” Paradigm
Follow the Money	*Following Where the Money Goes	*Who Funds Islamophobia & Right-wing Israel Projects?
3. ORGANIZING AGAINST ISLAMOPHOBIA	<ul style="list-style-type: none"> *Organizing Against Islamophobia *Ten Commitments to Challenge Islamophobia and Racism *NAI Poster Canvassing Toolkit *What Does Solidarity Look Like? Questions & Lessons in Organizing against Islamophobia *Post-Workshop Readings and Videos on Islamophobia in the United States *Some of Many Groups to Work with and Support in Muslim and Other Impacted Communities 	<ul style="list-style-type: none"> *NAI website *Chanukah Actions 5766

Curriculum

SESSION ONE, PART 1

Understanding Islamophobia

GOALS: TO DEVELOP AN UNDERSTANDING OF THE MANY MANIFESTATIONS OF ISLAMOPHOBIA, 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
- Two-minute Jews Against Islamophobia (JAI) [video](#) on Jews Speaking Out:
- Handout #4: Liberal Islamophobia (to be added)
- Handout #5: Race, Racism and Racialization
- Handout #6: Race, Racism, and Racialization of U.S. Muslims from Middle Eastern and South Asian Immigrant Communities
- Handout #7: Race, Racism, and Racialization and Arab Americans
- Handout #8: Islamophobia, Racism, and Black American Muslims
- Colorlines [video](#)

I. Introductions and Opening (10 minutes)

FACILITATORS:

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

II. How do we define and understand “Islamophobia” and anti-Arab racism? (20 minutes)

FACILITATORS:

15 minutes: Write the word “Islamophobia” on the center of chart paper or board. Ask participants for phrases or thoughts that come to mind when they hear the word and jot down their responses on the chart paper. Guide a discussion about these definitions and thoughts. Then review handout of basic definitions of Islamophobia and anti-Arab racism (#1) to add to what has already been said. Also pass out handouts on Liberal Islamophobia (#4, to be added) and Race, Racism and Racialization (#5) related to U.S. Muslims from Middle Eastern and South Asian Immigrant Communities (#6), Arab Americans (#7), and Black American Muslims (#8).

5 minutes: show two-minute JAI [video](#) on “Jews recommit to standing out against Islamophobia” and guide short popcorn responses from the group. (Video can be found on YouTube.)

III. What are manifestations of Islamophobia that we have seen, learned about, or experienced in our lives? What are some of the Islamophobic assumptions we hold, and why do we hold them? (25 minutes)

FACILITATORS:

10 minutes: Share and briefly review Handout #2: Some Examples of Islamophobic Assumptions.

10 minutes: Divide the group into pairs (or fours, depending on size of group) for a discussion (using the hand-out as a guide) that draws on personal experiences and/or what participants have learned from friends or colleagues about how Islamophobia is promoted. For example, participants can discuss their own Islamophobic assumptions about Islam or about Muslims, and/or the assumptions they’ve heard from others, in the media, and in public discourse.

5 minutes: Return to larger group to debrief.

IV. What is the relationship between and/or difference between Islamophobic acts/ hate speech and state-sponsored Islamophobia? (20 minutes)

FACILITATORS:

Frame the discussion by explaining that the purpose of this exercise is to think about the differences and see the connections between and among individual acts of Islamophobia and systemic Islamophobia. It maybe helpful to give examples from Handout #3: Islamophobic Acts/Hate Speech and State-Sponsored Islamophobia before breaking up into smaller groups.

SMALL GROUPS:

In groups of 3-4, discuss and generate examples of different forms of Islamophobia based on these two general areas: Islamophobic acts/hate speech and state-sponsored Islamophobia. Use butcher paper to

create a visual or chart to show connections or examples. Groups use their visual to report back to the larger group.

After group discussion, review Handout #3: Islamophobic Acts/Hate Speech and State-Sponsored Islamophobia together to see if participants can identify additional examples.

V. Terrorism as Muslim-Americans' Responsibility (10 minutes)

FACILITATORS:

Show [video](#) (2 minutes):

Guide group conversation on major U.S. political parties asking American Muslims to be responsible for combating terrorism:

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

Give participants FAQ Handout on U.S. Islamophobia and Israel politics to read for next session (if there are two sessions). If both sessions are done at one sitting, this handout should be given to participants in advance of the first session.

Islamophobia and Israel

GOAL: TO GAIN A DEEPER UNDERSTANDING ABOUT THE RELATIONSHIP BETWEEN ISLAMOPHOBIA AND ISRAEL POLITICS, PARTICULARLY HOW IT IS PROMOTED AND MANIFESTS ITSELF.

- [FAQ](#) on U.S. Islamophobia and Israel politics

Materials:

- Handout #9 (and power-point): 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 (*This handout will not be for the discussion but is for participants to take home)

I. The Connections and Intersections between Islamophobia and **Israel** (15 minutes)

FACILITATORS:

Use handout #9 (and Power Point), and overview on handouts #10-14: Islamophobia, the US, and Israel, with clarifying questions and brief discussion on the three outlined areas:

- a) Islamophobia and Israel's anti-Palestinian politics
- b) Islamophobia in the U.S. and the U.S. "war on terror"
- c) The "good Muslim-bad Muslim" paradigm and the Israel litmus test

II. Three Key Areas (25 minutes)

FACILITATORS:

Divide participants into three groups for an in-depth discussion (each group will have one of the three issues to address). Have participants choose the issue they are most interested in and also let them know that they will have a chance to choose a second issue the beginning of the next session. Ask each group to read the description of their issue and to discuss the following questions about it:

- Have you had experience with this issue?
- Does it raise any particular questions or challenges for you?
- What might be the consequences (politically and to your work) of the issue you are discussing?

- What else would you want to know in relation to this issue?

GROUPS:

Use the handout and take notes on the conversation and responses.

After group conversations, come back to the large group and share key points from the conversation.

III. Closing (5 minutes)

FACILITATORS:

Guide closing discussion on feedback, thoughts, questions, and homework.

Islamophobia and **Israel**

GOAL: TO CONTINUE THINKING ABOUT AND UNDERSTANDING MORE DEEPLY THE RELATIONSHIP BETWEEN ISLAMOPHOBIA, ISRAEL POLITICS, AND US POLICIES.

Materials:

- Handouts on Islamophobia and Israel from last session

I. Continued In-Depth Discussion of the Three Areas and Summary of Key Points (30 minutes)

FACILITATORS:

Divide participants into three groups for an in-depth discussion (each group will have one of the three issues to address). Have participants choose an issue they are interested in (a different one than they chose in the previous session). Ask each group to read the description of their issue and to discuss the following questions about it:

- Have you had experience with this issue?
- Does it raise any particular questions for you?
- What might be the consequences (politically and to your work) of the issue you are discussing?
- What else would you want to know in relation to this issue?

GROUPS:

Use the handout and take notes on conversation and responses.

After group conversations, come back to large group and share key points from the conversation.

Organizing Against Islamophobia and Racism

GOALS: TO BE AS THOUGHTFUL AND PRINCIPLED IN OUR ORGANIZING; TO WORK WITHIN OUR OWN COMMUNITIES TO CHALLENGE ISLAMOPHOBIA AND RACISM AND ALSO TOGETHER WITH GROUPS FROM WITHIN MUSLIM COMMUNITIES AS WELL AS OTHER IMPACTED GROUPS THAT ARE ORGANIZING IN SO MANY WAYS TO CHALLENGE ISLAMOPHOBIA AND ANTI-ARAB RACISM; TO MEANINGFULLY INTEGRATE OUR WORK AGAINST ISLAMOPHOBIA INTO OUR WORK FOR JUSTICE IN PALESTINE/ISRAEL AND TO BE PART OF THE BROADER MOVEMENT FOR JUSTICE AND AGAINST ALL FORMS OF INJUSTICE AND SYSTEMS OF OPPRESSION.

Materials:

- [NAI website](#)
- [Chanukah Actions 5766](#)
- Handout #15: Organizing Against Islamophobia
- Handout #16: Commitments to Challenge Islamophobia and Racism
- Handout #17: NAI Poster Canvassing Toolkit
- Handout #18: What Does Solidarity Look Like? Questions & Lessons in Organizing against Islamophobia
- 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
- Post-it notes

I. Moving Forward: Possibilities and Challenges (25 minutes)

FACILITATORS:

Pass out post-it notes to each person. Share the 4 questions and have participants write their responses on separate post-it notes and then post them in the assigned space for each question. After everyone has posted, either have someone read over all the responses to each question, or participants can walk around and look at the responses.

Guide discussion and invite people to share more about what they wrote or what stood out to them.

- What are examples of ways to challenge Islamophobia? What work are you already a part of that addresses Islamophobia?
- Why do you want/think it's important to do this work?
- What are your questions and/or challenges for doing this work?
- How can we think about being proactive, rather than only reacting to Islamophobic incidents?

II. Working Together: Coalitions against Islamophobia and Working within the Jewish Community (45 minutes)

FACILITATORS:

Generating concrete examples, pass out Handout #15: Organizing Against Islamophobia, and share concrete examples of work that has been done: Chanukah signs/action; examples from members (5 minutes)

In small groups, participants share examples of work they have done or hope to do and discuss the following questions, taking notes to report back to the larger group. Encourage participants to draw upon what they wrote up for the homework. Also, make clear that, given the limited time, this section on organizing is just a beginning, and follow-up discussions can focus more in-depth on how to further and concretely develop this work (30 minutes)

Guiding Questions for Working in Coalitions:

- What are some of the guiding principles you think are important to keep in mind when working in coalition with Muslim and anti-Islamophobia groups?
- What relationships do you already have/would like to have?
- What would be your explicit goals for building stronger relationships with Muslim communities and other groups and communities working to challenge Islamophobia?
- What are some of the issues you might work on locally that would relate to and could build from the connections and intersections that are increasingly deepening between and among communities?
- What concrete next steps can we take to begin or strengthen this work?

Guiding Questions for Working within Jewish and other communities:

- What are our goals and challenges for working within our communities to challenge Islamophobia and anti-Arab racism?
- How do we honor and build upon the multiple Jewish experiences, histories, and locations as we engage in our work?
- How might we begin to address some of those challenges?
- How might we decide which spaces and/or communities we would like to enter?
- What concrete next steps can we take to begin or strengthen this work within our communities?

Each group take a couple of minutes to share highlights from their discussion (10 minutes)

III. Closing (20 minutes)

FACILITATORS:

Guide discussion on questions, next steps, comments or concerns. With the group, think about concrete ideas and plans for continued work or thoughts about how to engage with Islamophobia (10 minutes)

Choose a handful of the Guiding Principles from Chanukah Actions 5776 to post around the room. Invite participants to stand next to the one that resonates with them the most. Go around the room and have each person share one thought or action related to that principle that they are taking with them (10 minutes)

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: Groups to Work with and Support in Muslim and Other Impacted Communities. Encourage participants to take special note of Muslim community leader and activist, Kalia Abiade's video, [Fighting Islamophobia in This Time](#), in Handout #19 (5 min)