

# ISLAM IN THE WEST: A MISUNDERSTOOD RELIGION



(K-12 in-service credit- 15 hours)

**INSTRUCTOR: NOURA BADAWI**

<b>INTRODUCTION/WELCOME (WEEK ONE)</b>				
<b>OUTCOME</b>	<b>ASSESSMENT</b>	<b>ACTIVITY</b>	<b>NYS STANDARDS</b>	<b>TIME</b>
Students will be more open and comfortable talking to one another	Post to 'Introduce Yourself' item	Choose a character in a movie or a book that best represents you and explain why.	N/A	<b>20 minutes</b>
Students will understand what the course objectives and expectations.	Post to 'Roadmap' and 'Policy' item	Read 'Roadmap' and 'Policy'	N/A	<b>10 minutes</b>

<b>AN OVERVIEW OF ISLAM (WEEK TWO)</b>				
<b>OUTCOME</b>	<b>ASSESSMENT</b>	<b>ACTIVITY</b>	<b>NYS STANDARDS</b>	<b>TIME</b>
<ul style="list-style-type: none"> <li>▪ Students will gain an understanding of the religion of Islam and its early history.</li> <li>▪ Students will learn the basics of Islam, and what Muslims believe. Learn the appropriate meanings and terminology for identifying Islam and its followers.</li> </ul>	Post to 'Overview' item	<p>Let's start with a basic overview. Some of you may already know some of the information included in the reading.</p> <p>Read "Understanding Islam and Muslims"  <a href="http://www.islamicity.com/Mosque/uiatm/un_islam.htm">http://www.islamicity.com/Mosque/uiatm/un_islam.htm</a>                      (It's pretty long so you may want to tackle it when you have a good chunk of time on your hands.)</p> <p>Name 2-3 points that you think are misunderstood by Americans and explain why.</p>	<p><b>Standard 2 - World History- Key Idea 1:</b>                      The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions.</p>	<b>2.5 hours</b>

<b>ISLAM AND THE WEST- THE EARLY YEARS (WEEK THREE)</b>				
<b>OUTCOME</b>	<b>ASSESSMENT</b>	<b>ACTIVITY</b>	<b>NYS STANDARDS</b>	<b>TIME</b>
<ul style="list-style-type: none"> <li>▪ Students will gain an understanding of Islam &amp; the West's first interactions.</li> <li>▪ Students will learn the state of each civilization at the time of the Islamic and Western world's early interactions, and the consequences of those meetings.</li> </ul>	Post to 'Early Years' item	<p>Read "Islam and the Crusades":  <a href="http://www.umich.edu/~marcons/Crusades/topics/arab/Arab.html">http://www.umich.edu/~marcons/Crusades/topics/arab/Arab.html</a>.</p> <p>Discuss how the world might be different today if the Crusades never occurred. Answer questions such as: was it unavoidable that the Islamic and Western worlds would collide with violence?</p>	<p><b>Standard 2 - World History- Key Idea 1, Alternate:</b>  Students will study world history, cultures and civilizations and the important contribution of individuals and groups.</p> <p><b>Key Idea 2:</b>  Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>	<b>2.5 hours</b>

<b>THE WEST'S PORTRAYAL OF ISLAM- STEREOTYPES AND MISCONCEPTIONS (WEEK FOUR)</b>				
<b>OUTCOME</b>	<b>ASSESSMENT</b>	<b>ACTIVITY</b>	<b>NYS STANDARDS</b>	<b>TIME</b>
<ul style="list-style-type: none"> <li>▪ Students will learn to dispel common stereotypes and misconceptions about Islam.</li> <li>▪ Students will learn about commonly held Western views/beliefs about Islam and whether they are accurate portrayals or not, and learn the sources of these views.</li> </ul>	Post to 'Stereotypes/Misconceptions' item	<p>Read:</p> <ol style="list-style-type: none"> <li>1) Excerpts from Edward Said's "Orientalism": <a href="#">Dr. Said Excerpts</a></li> <li>2) "Struggling Against Stereotypes" (<a href="http://www.pluralism.org/ocg/CDROM_files/islam/struggling.php">http://www.pluralism.org/ocg/CDROM_files/islam/struggling.php</a>)</li> <li>3) "Top Ten Misconceptions About Islam" by Huma Ahmad (<a href="http://johnw.host.sk/articles/islam_pillars/top_ten_misconceptions_about_islam.htm">http://johnw.host.sk/articles/islam_pillars/top_ten_misconceptions_about_islam.htm</a>)</li> <li>4) "The Status of Women in Islam" by Jamal Badawi (no relationship) (<a href="http://www.jannah.org/sisters/womeninislam.html">http://www.jannah.org/sisters/womeninislam.html</a>)</li> <li>5) "Hollywood Widens Slur Targets To Arab And Muslim Americans Since Sept. 11" by Jack Shaheen (<a href="http://news.pacificnews.org/news/view_article.html?article_id=819">http://news.pacificnews.org/news/view_article.html?article_id=819</a>)</li> <li>6) Read a newspaper article (may be on the Internet) or watch a news segment/TV show related to Islam and/or the Middle East and identify any potential stereotypes. Discuss possible reasons why those stereotypes are propagated, and the consequences of having these stereotypes. (Please also feel free to comment on any of the assigned articles for this week.)</li> </ol>	<p><b>Standard 2 - World History- Key Idea 1:</b> This study examines the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p> <p><b>Key Idea 3</b> Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p><b>Key Idea 4:</b> The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>	<b>2 hours</b>

<b>JIHAD VS. TERRORISM- 9/11 AND THE IRAQ WAR (WEEK FIVE)</b>				
<b>OUTCOME</b>	<b>ASSESSMENT</b>	<b>ACTIVITY</b>	<b>NYS STANDARDS</b>	<b>TIME</b>
<ul style="list-style-type: none"> <li>▪ Students will gain an understanding of the principle of jihad in Islam, and learn about today's world conflicts as viewed within the Islamic world.</li> <li>▪ Students will learn about the international conflicts tied to the Western role, and study the involvement of the West in these conflicts. Compare the Western media's perception of violent "Muslim" groups with that of perceptions of violent "Christian" groups.</li> </ul>	Post to 'Jihad Vs. Terrorism' item	Define the meaning of jihad. Identify any possible areas in your life in which you might be participating in a "jihad". (Resources: "Jihad Vs. Terrorism" by Dr. Maher Hathout, websites)	<b>Standard 2 - World History- Key Idea 1:</b> This study examines the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	<b>3 hours</b>

<b>THE NATURE AND NEEDS OF MUSLIM STUDENTS/ FINAL PROJECT (SIX/SEVEN)</b>				
<b>OUTCOME</b>	<b>ASSESSMENT</b>	<b>ACTIVITY</b>	<b>NYS STANDARS</b>	<b>TIME</b>
<ul style="list-style-type: none"> <li>▪ Students will gain an understanding (sensitivity) of Muslim students and ways it can inform practice.</li> <li>▪ Students will learn about the Muslim experience in the West, culture, food, religious observance/holidays, offensive literature (ex. Shabanu).</li> </ul>	Post to 'Lesson Plan' item	Integrate something you learned in this course into a lesson plan. (Resources: notes on Muslim students in Public Education, council on Islamic education, "How to Promote Tolerance in Your Classroom Towards All Students, Particularly Those of Muslim & Middle Eastern Background, Post 9/11 and the War in Afghanistan & Iraq", "Shabanu: To Use or Not to Use", Ramadan and Hajj Information Sheet, Lesson plans on Islam (if time permits)	<b>Standard 1 - History of the United States and New York – Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity, and multicultural context, and the way people are unified by many practices, values, and traditions.</b>	<b>3.5 hours</b>
Students will evaluate course	Post to 'Evaluation' item	Fill out Evaluation Form	N/A	<b>30 minutes</b>