ENSURING EVERY STUDENT SUCCEEDS, EQUITY AT EVERY LEVEL
CREATING SAFE AND INCLUSIVE SCHOOLS FOR MUSLIM STUDENTS

Equilearn Virtual Roundtable
Dr. Muhammad Khalifa
University of Minnesota
March 27, 2017
AGENDA

Welcome and Introductions

Roundtable Discussion

Review Resources and Wrap Up
COMMITMENTS

STAY ENGAGED

SPEAK YOUR TRUTH

EXPERIENCE DISCOMFORT

EXPECT AND ACCEPT NON-CLOSURE

(Singleton & Linton, p. 18, 2006)
This webinar is interactive - join the discussion live via the audio and/or video features.

To reduce noise distractions, please mute your microphone when you are not speaking.

You may join the discussion and share insights at any time using the chat feature.
TODAY’S FACILITATORS

Muhammad Khalifa, PhD
Associate Professor
University of Minnesota
Guest Speaker

Camille Warren, MPA
Associate Director of Continuous Improvement
Midwest & Plains Equity Assistance Center
Technical Director

Tiffany Kyser, PhD
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Host

Cesur Dagli, PhD
Instructional and Graphic Designer
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ISLAMOPHOBIA

Based on unfounded fears of Muslims (or things that represent Muslims/Islam) based on stereotypes or other misunderstandings.

Deeply connect to colonialism, Western Hegemony, and White Supremacy.

Depicts the Muslim as other.

Decontextualization and Dehistoricization of Islamic theology and practice.

Examples: “And completely destroy everything they have. Do not spare them. Kill men and women, child and infants, oxen and sheep, camels and donkeys.” (1s153)

“Submit yourselves for the Lord’s sake to every authority instituted among men.” (1p213).

Religisization of political conflicts.
ISLAMOPHOBIC IMPACT ON STUDENTS AND TEACHERS

Develop a double or even triple conscious.

Tendency to hide faith. My birth name: Elijah Davis.

An intense pressure to fit in, deny their Islam, respond to stereotypes:
“Reject part of their religion that does not conform to popularized American imaginative: alcohol, hijab, plural marriage, self-defense, dating.”

Educators/leaders will either enact anti-oppression, or they are necessarily oppressive toward Muslim students.

Could you imagine a school where student would be scared, ashamed, embarrassed, or otherwise secretive about being Christian?
POINTS FOR CONSIDERATION

- Muslims bodies and values must be protected.
- Recognize affirmative Muslim epistemologies.
- Recognize the impact of oppression on oppressed people. Ex. Anti-Black racism within Muslim community.
- Check in with Muslim students, in PRIVATE! Defend them in public.
- If you cannot explain/be responsible for Queen Elizabeth, White supremacists, or Christendom oppression, do not expect Muslim to explain terrorism.
- Check policy curriculum for anti-oppressive bias.
THANK YOU FOR YOUR PARTICIPATION!

PLEASE PROVIDE YOUR FEEDBACK

Post-Session Questionnaire

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