

## Islamophobia - Evdokia

- roots in the concept since the middle ages, term dates to the early 20th century
- global phenomenon
- Islamophobia should not be confused with or used to censor rational discourse about the Muslim faith or history
- deprives Muslims from being employed, isolation

To understand, we need to break it down

Three components

1. Prejudice - primary disliking another based on own misconceptions, they have their own understandings and do not often interact with the group, they feel threatened
2. Otherness - the process of excluding an individual or group on the basis that they have another agenda
3. Hatred

## Summer 21 - London Attack

- Domestic attack in Canada, four members were identified as a domestic terrorist group
- Prompted a community to get together in MB to talk about experiences
- Many limitations to the way research were conducted
  - Online survey with 190 responses
  - Interviews with 9 community leaders and influencers
  - Unable to travel beyond Winnipeg
- Results → (there is overlap within a result)
  - total sample responded 62% subject to islamophobia
  - Females subject to more frequent “attacks” → faith is more visible in association with hijab
  - 73% in public spaces, 43% in schools, 43% at school, 40% online, 16% at home
  - 75% verbal attack, 51% racial profiling, 12% physical assault
- Important to engage with a problem at an early age
  - Personalities shaped when it comes to receiving messages

- School is an appropriate place to start with social change
- She has graphs on safety
- Effect on mental health
- Women experience → misogyny and sexism, layers of hate

### Islamophobia in Education

- 43% reported experiencing islamophobia in school
- Incidents perpetrated by peers and teachers
- Girls are disproportionately affected → physical display of faith plays into this
- Lack of institutional support and acknowledgement, not a lot of training with any staff

It can be difficult to report a hate crime, the victims would need to testify in court.

When it comes to minors, it can be especially difficult. It can be hard to come to a resolution that is culturally relevant within the school and community.

Example: student created a clock that the teacher assumed was a bomb, the student, “Ahmed,” is POC and was Muslim, was arrested in front of his peers. He was 14 or so years old, he was handcuffed in front of the school, and he was called a terrorist.

- Evidence of islamophobia and stereotyping
- Assumed from him being a young Muslim man of colour, he posed a threat
- Little to no familiarity, lack of education or misinformation leads to stereotyping

### Islam Stereotypes

- Islam is inherently violent → recent colonial history and media exaggerations
- A misconception that Islam perpetrates cruelty and fanaticism → traced to crusades and when euro powers were in Muslim-majority lands

Islamophobia is a product of imperialism and colonization. It is a form of racism, we need to adopt an anti-racist approach.

ignorance/misinformation, hatred, intolerance, lack of resources for non-Muslims

Celebrating diversity: What We Are Looking at Now

- How to celebrate diversity and address hate and intolerance in our school communities
- Teaching diversity - neurological, societal, human
- Create a learning climate where all children feel celebrated, safe, respected and valued

Research (2007) indicates that children can exhibit racist attitudes as early as preschool  
Ramarajan and Runell

- Teaching is political, how do we empower students?
- We want them to be happy and healthy democratic citizens
- Putting together a toolkit that will be a website → resources with readings on various topics related to teaching and Islam, the needs of students especially
  - Rec reading for professionals - diversify regardless of subject matter
  - Activity rec
  - Book study rec
  - Enhance student's cultural competence in disciplines
  - Sensitive topics
  - Community resources
  - Launching in 2023 sometimes → Manitoba Islamic association will have it, may do a press release as well

Approaching Islamophobia beyond the classroom

1. Start learning - the leading cause of islamophobia is misinformation, we need to know our students, where they are coming from, and what they believe in so we can cater to their interests and include background knowledge
2. Think - think critically, visit a local mosque and ask questions, frame questions positively
3. Build connections - go to mosques when they hold events
4. Stand in solidarity - listen when experiences are shared, commit to working collaboratively, actively listen when people express suffering and don't always validate with "I know you feel"
5. Interrupt misinformation - when you see someone being victimized, offer kindness

Teaching is political, we are not there to babysit our students. Currently in Manitoba, an individual from U of m received a grant from the fed gov to create a resource to help teachers combat white supremacy.