

January 30, 2017
~~May 15, 1942~~

INSTRUCTIONS
TO ALL PERSONS OF

JAPANESE

ANCESTRY

MUSLIM

FAITH



**AMERICA:
DON'T LET HISTORY
REPEAT ITSELF.**

**A REPORT FROM THE
SUMMIT ON (DE)INSTITUTIONALIZING
ISLAMOPHOBIA ON COLLEGE CAMPUSES**

USC
Rossier
School of Education
*Center for Education,
Identity and Social Justice*



On Sept. 8, 2017, the Center for Education, Identity and Social Justice hosted their inaugural event, the Summit on (De)Institutionalizing Islamophobia on College Campuses. This report contains information about the Summit.

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SUMMIT PHOTOGRAPHY BY:
Liane Hypolite and Bo Lee

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#NoMuslimBanEver

- On Jan. 27, 2017, Donald Trump issued Executive Order 13769, titled “Executive Order: Protecting the Nation from Foreign Terrorist Entry into the United States.”
- On March 6, 2017, Donald Trump issued Executive Order 13780, titled “Executive Order Protecting the Nation from Foreign Terrorist Entry into the United States.”
- On Sept. 24, 2017, Donald Trump issued a proclamation titled “Enhancing Vetting Capabilities and Processes for Detecting Attempted Entry Into the United States by Terrorists or Other Public-Safety Threats.”

MESSAGE FROM DEAN KAREN SYMMS GALLAGHER



The Center for Education, Identity and Social Justice formally launched on Feb. 1, shortly after the announcement of the first iteration of the Muslim Travel Ban. It seems that each passing week there has been at least one example of institutionalized discrimination out of Washington, including the threats to end Deferred Action for Childhood Arrivals (DACA) for DREAMERS, proposals to exclude transgender service members from the military and the announcement of the Muslim Travel Ban 3.0.

Sadly, examples of institutionalized oppression and exclusion are not new phenomena. In fact, the posters for the September “Summit on (De)Institutionalizing Islamophobia on College Campuses” show the linkages between the internment of Japanese-Americans during World War II and the threats to Muslims in America today. Indeed, institutionalized racism seems woven into our national political fabric—from the resurgence of Jim Crow in the South in the first few decades of the 20th century to the redlining by banks and federal agencies in the 1930s right here in the neighborhoods surrounding this university.

We can draw some solace in knowing that change and resistance often come from within these very same institutions. Through successful appeals or stays, attorneys general and activists are using the courts to challenge overreach by the executive branch. And those of us in the academic community use our research to influence policy, but we too are part of large and complex institutions that need to change and transform to better serve both students and faculty as well as our larger society. So “(De)Institutionalizing Islamophobia” also requires changes within universities and college structures.

At the USC Rossier School of Education, we strive to stay true to our vision—of creating a world where every student, regardless of personal circumstance, is able to learn and succeed. We are dedicated to conquering the wicked problems of our time. We do that through our degree programs and by bringing the important work of our research to policy and practice, like the Summit on (De)Institutionalizing Islamophobia.

True to the Center’s mission, the Summit highlighted research on how multiple identities shape who we are and how they intersect and challenge the academic community to interact and engage in meaningful actions to work toward social justice. The Center taps into the breadth and depth of many areas of expertise to leverage the service of strategies, solutions and resolutions. Attendees talked about acknowledging and sustaining a sense of community within and across student groups. They shared and problem-solved across disciplines and fields and have taken their new knowledge back to their institutions in order to better understand the diversity and intersectionality within the Muslim community and to do their parts to deinstitutionalize Islamophobia on college campuses.

I hope this report inspires you to ask yourself how you can continue the commitment to be civically engaged on your campus and to contribute to developing a socially just and inclusive educational environment alongside the Center for Education, Identity and Social Justice.

A handwritten signature in black ink that reads "Karen Symms Gallagher".

Dean Karen Symms Gallagher PhD
Emery Stoops and Joyce King Stoops Dean
USC Rossier School of Education

MESSAGE FROM THE CO-DIRECTORS

As co-directors, we launched the Center for Education, Identity and Social Justice on Feb. 1, 2017, to facilitate productive and meaningful interactions among students, educators and community members.

With the growing institutionalization of Islamophobia under the guise of national security, our Center took action to seek intersectional solidarity and to work with communities to ensure we support one another. We aim to humanize communities that are under attack today.

At the Summit, we highlighted those who are doing this work, and Muslim women in particular. We asked higher education and student affairs professionals, scholars and student leaders how they can better serve Muslim college students. And the attendees walked away with knowledge, support and commitments to take to their respective organizations to (De)Institutionalize Islamophobia.

The heart of our work is straightforward and simplistic in its endeavors: to extricate bias and unequal distribution of power within educational institutions. This endeavor requires participation from all of us.

Thank you to our panelists for sharing their scholarship, expertise, time and energy. Thank you to our attendees for their engagement and commitments.

No matter how steep the hill may be, we will keep pushing forward together.



Darnell Cole PhD
Co-Director

Darnell Cole is an Associate Professor of Education at the USC Rossier School of Education with an emphasis in higher education and education psychology. His areas of research include race/ethnicity, diversity, college student experiences and learning.

Shafiqah Ahmadi JD
Co-Director

Shafiqah Ahmadi is an Associate Professor of Clinical Education at the USC Rossier School of Education. She is an expert on diversity and legal protection of underrepresented students, including Muslims, bias and hate crimes, and sexual assault survivors.

WHY DID FACULTY, STAFF AND STUDENTS ATTEND THE SUMMIT ON (DE)INSTITUTIONALIZING ISLAMOPHOBIA ON COLLEGE CAMPUSES?

BECAUSE...

In the first half of 2017, the number of anti-Muslim hate crimes in the United States rose

91%

compared with the same period in 2016

SOURCE: COUNCIL ON AMERICAN-ISLAMIC RELATIONS

THEREFORE

90

Faculty, staff and students registered to attend the Summit

FROM

20

Higher education institutions and nonprofit organizations.

From the voices of attendees:

"As a result of the current state of political polarization, hate and violence, and [due to] the climate on college and university campuses, I am interested in better understanding the legal, policy, safety and political issues our students are facing, as well as better understanding ways to support our students and the community."

"I am just interested in learning more about this topic with a higher ed lens. We do not typically hear or learn about our Middle Eastern [Muslim] student population in higher ed outside of the news and media."

"Following the 2017 Presidential election, I am aware that the new administration has made changes/are trying to make changes that will impact these students and their families. Ultimately, I want to challenge myself to grow in areas that I do not have much experience in to help these students succeed at our institution and in their future careers/lives."

"To better serve our Muslim students and also build awareness of Muslims, particularly among our American student population. As a Jesuit, Catholic institution we are comfortable discussing our faith and promote interfaith dialogue."



LAW AND POLICY PANEL



Parwana Anwar JD (above, left)
Trial and Criminal Defense Attorney,
Law Offices of Parwana Anwar, PLC

Zulaikha Aziz JD (above, center)
Human Rights Attorney and Assistant Professor of the
Practice, School of International Relations at USC

Marwa Rifahie JD (above, right)
Civil Rights Attorney at Council on American-Islamic
Relations, Los Angeles (CAIR-LA)



This panel addressed the legal issues and policies affecting today's Muslim college students, including:

- First Amendment rights for Muslim students on college campuses
- Interpretations and of the Muslim ban
- Criminalization of Muslim students

The year 2017 has illuminated the extent to which Muslim college students' experiences are impacted by the national legal and political climate. Fostering an inclusive campus climate today requires administrators to have greater legal competency to provide equity and protection for Muslim students. From the criminalization of Muslim students' exercise of First Amendment rights to the current Muslim travel ban, colleges and universities are in a position to ensure socially just and inclusive enforcement of the law.

The Summit's first panel featured three attorneys versed in constitutional and international law and the legal implications of the Trump administration's actions. Highlighting the political background of the Muslim ban, Zulaikha Aziz JD explained that the executive branch is given a wide discretion on foreign policy and immigration enforcement, allowing the Trump administration to implement undeterred orders. The on-going judicial contestation of the Muslim ban is bolstered by international conventions barring discrimination. Thus, Aziz emphasized the importance of our obligation to uphold international human rights law. In response to state sponsored violations of human rights, Aziz urged institutions to think about how to support and provide protections to Muslim and immigrant students.

Marwa Rifahie JD (USC Gould '11) and Parwana Anwar JD highlighted critical incidents to elucidate how Muslim college students are subjected to a double standard on campus free speech regulations. Although engaging in similar free speech activities as their peers, Muslim students have been penalized through campus conduct codes and the criminal justice system such as with the Irvine 11. The president of Cal State Long Beach recently condemned student involvement in the boycott, divestment and sanctions movement yet ignored a death threat toward Muslim students. Institutional free speech and bias policies are inequitably applied to Muslim students in a manner that increases the harm toward the Muslim community. Rather than criminalizing Muslim students, campuses can proactively ensure their legal protection.

Higher education institutions can proactively inform students, staff and faculty of their legal rights. Administrators can create policies that detail the extent to which the institution can provide legal support and how it will respond to the external political and legal climate. Partnerships with legal clinics can provide student services for legal rights awareness, specifically with respect to international human rights, civil rights, immigration rights and visa support.

-Summary written by Jude Paul Matias Dizon and Bo Lee

INTERSECTIONALITY AND DIVERSITY PANEL

This panel explored a thoughtful and empirically based understanding of the diversity and intersectionality within the Muslim community, including:

- Stigma and stereotypes around Muslim students on college campuses
- What student affairs professionals should be aware of as they work with Muslim college students
- Recommendations for higher education institutions to breakdown the monolithic portrayals of Muslim college students

A common challenge for Muslim college students is navigating stigmas and stereotypes. Their experiences are shaped by false perceptions of a monolithic identity and widespread ignorance of the diversity of the Muslim community. Fostering a socially just campus requires a greater understanding of our Muslim college students and their experiences. Panelists Professor Shabana Mir PhD and Professor Najeeba Syeed JD challenged administrators to re-examine how we practice diversity within higher education.

A key issue around the Muslim community is the lack of knowledge and awareness others have of them. Mir utilized her ethnographic research to highlight how Muslim college students are often placed in the unfair position of speaking on behalf of their religious communities, acts that negate the diversity of the Muslim community and overlook their intersectional identities. Even if Muslim students are born here, they have a transnational identity. In reducing the Muslim community to a singular religious identity, other identities are rendered invisible. For example, Syeed explained that African-American Muslims face the multiplicity of intersectional harassment.

Islamophobia is rooted in ignorance and hate. This fear and lack of knowledge of Islam has caused a lot of Muslim and Middle Eastern students to be subjected to surveillance on college campuses, which results in sustained trauma for students, according to Syeed. In defense, Muslim students are then expected to cover or downplay their differences in order to pass. The students have to reject their Muslim identity in order to be acknowledged. However, meeting the “perfect” or “acceptable” Muslim does not help institutions and society overcome Islamophobia.

Both Mir and Syeed addressed the importance of camaraderie and coalition building for Muslim students. Syeed emphasized the importance of relationship building in times of peace. Mir encouraged educators to teach students how to understand their own experiences and differences in order to connect with others. They encourage higher education professionals to make a concerted effort to acknowledge race, gender, ethnicity and other identities when conducting conversations with and about Muslim students.

-Summary written by Mabel Sanchez and Bo Lee



Shabana Mir PhD (above, left)

Assistant Professor and Coordinator, General Education at American Islamic College

Najeeba Syeed JD (above, right)

Associate Professor of Interreligious Education at Claremont School of Theology



MAKING COMMITMENTS TO (DE)INSTITUTIONALIZE ISLAMOPHOBIA ON COLLEGE CAMPUSES

During the workshop facilitated by Co-Directors and Professors Shafiqah Ahmadi and Darnell Cole, each attendee worked to create an on-campus commitment to interrupt one aspect of Islamophobia at their respective organizations.



ONE EXAMPLE OF ISLAMOPHOBIA I WANT TO INTERRUPT ON MY CAMPUS IS...



WHAT RESOURCES AND MATERIALS DO I NEED?



WHAT ARE MY ACTION STEPS?



WHAT IS A REALISTIC TIMELINE?




**WHAT ARE POTENTIAL OBSTACLES?
WHAT CAN I DO TO OVERCOME THESE OBSTACLES?**



WHERE DO I HAVE SUPPORT FOR THIS CHANGE?

Commitment Themes

- Institutional policy changes regarding religious holidays and accommodations
- Improve campus climate, including awareness of Christian privilege and limited understanding of Islam
- Dedicate space, staff and resources to support Muslim students
- Need for dialogue and relationship building across differences
- Set a campus definition and acknowledgment of Islamophobia and create interventions
- Raise visibility of Muslim students through data and programming



The mission of the Center for Education, Identity and Social Justice is to facilitate productive and meaningful interactions among students, educators and community members. In particular, we examine how multiple identities such as religion, ethnicity, race, gender, sexual orientation and disability intersect to foster shared values and democratic ideals.

The Center conducts rigorous research, provides workshops and trainings, develops curricula and learning tools and engages the community in social justice activities and events. We rely on qualitative and quantitative methodologies and legal analysis to identify and extricate bias and unequal distributions of power within educational institutions.

Our professional development training modules are guided by our vision of socially just and inclusive educational environments, where students, staff and faculty are prepared to be civically engaged citizens.

Our training modules are grounded in primary and secondary research. We are currently offering training modules at various institutions and organizations. In order to find out more about our training modules and how to bring them to your group, please contact us at socialjustice@usc.edu.

Training Modules

- **Data Disaggregation and Mixed Methods Analysis**
- **Discrimination**
- **First Amendment**
- **Fourth Amendment**
- **Gender, Gender Identity & Expression**
- **Hate Speech**
- **Intersectionality**
- **Power & Oppression**
- **Race & Racism**
- **Religion**
- **Title VI, VII, VIII, IX**

THANK YOU

We appreciate the time and attention of our attendees, who dedicated their energy and resources to participating in our Summit and working to (De)Institutionalize Islamophobia on College Campuses.

We would like to thank our panelists—all Muslim women professionals—for sharing their expertise, scholarship and experiences with us.

We are grateful for your contributions.



Recommended Readings

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OUR SUMMIT TEAM



Pictured from left to right:

Christopher Newman, Faculty Affiliate, Associate Professor, University of San Diego
Liane Hypolite, Doctoral Student
Noor Traina, Undergraduate Intern
Sama Shah, Undergraduate Intern
Shafiqah Ahmadi, Co-Director, Associate Professor of Clinical Education
Darnell Cole, Co-Director, Associate Professor of Education
Alex Atashi, Project Specialist
Mabel Sanchez, Doctoral Student
Bo Lee, Project Specialist
Jude Paul Matias Dizon, Doctoral Student

Not pictured:

Nooshin Valizadeh, Faculty Affiliate, Lecturer

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