

Part 5: Understanding Anti-Muslim Racism in Policy

Lesson 5.2

Essential Question

How do US foreign and domestic policies advance and reinforce anti-Muslim racism and sentiments?

Enduring Understanding

US policies like racial profiling, community surveillance, and targeted policing reinforce anti-Muslim racism.

Learning Outcomes

Students will know:

- US domestic and foreign policies advance and reinforce anti-Muslim racism.
- Every day, Muslims are subjected to racial profiling at airports, in daily policing, and in prisons. These institutional and individual practices sustain anti-Muslim racism.
- The global war on terror and its subsequent rhetoric has led to increased fears and unconstitutional policies (like the Muslim Ban) that reinforce anti-Muslim racism.

Students will be able to:

- Analyze how state and federal policies can discriminate and profile Muslims, intentionally or unintentionally.
- Debate the benefits and drawbacks of local and national surveillance programs.
- Explain the causes and effects of the global war on terror.
- Interpret maps and graphs to build knowledge on US foreign policies.

Standards:

- **SS.CV.5.9-12:** Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.
- **ISBE.SS.CV.2.6-8:** Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
- **CCSS.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Vocabulary:

- PATRIOT Act
- CVE (Countering Violent Extremism)
- Muslim Ban
- Surveillance

Time:

50-60 Minutes

Materials

- Connect and Redirect to Respect description
- Big Paper/ Post-it or Anchor chart paper or whiteboard space
- Primary source excerpts (PATRIOT ACT, Countering Violent Extremism (CVE), and Muslim Ban)
- Markers/ dry-erase markers

Procedure

- 1. Opener: Display Connect and Redirect to Respect description**
 - a. Ask students: *What are the pros/cons of surveillance in CPS?*
 - b. Supporting questions: How would this affect security/personal privacy? How could this affect how your teachers/administration see you? How could this be used profile students?
- 2. Connection**
 - a. Teacher reminds students of what they learned about community surveillance in the previous lesson and how these policies are made possible through laws passed by the government.
- 3. Introduce [Silent Discussion/Big Paper](#) activity.**
 - a. Teachers can set up chart paper (or 11x17 copy paper or whiteboard space) at various locations in the classroom for students to write on (if available).
 - b. Excerpts from the PATRIOT ACT, Countering Violent Extremism (CVE), and Muslim Ban policies should be placed in the center of the chart paper or whiteboard space (see Appendix).
- 4. Students will work silently in small groups** (of 3-4 students) to silently analyze and comment on each piece before moving on to the next.
 - a. Some guiding questions to help students focus their thinking: *What does this policy entail? What are the pros/cons of this? Could this be a tool to enact racism? How does this support or abuse the rights guaranteed by the Constitution? How could this be used to enact racism?*

5. **Teachers should indicate to students when it is time to rotate** (will vary depending on students in the class). When students return to their original piece, they should discuss comments and reactions their classmates wrote down.
 - a. Prompt students to: *summarize the policy, describe which myths/narratives organize the policy, identify institutional racism, and think about how this might impact different communities.*
6. **Group Discussion**
 - a. Teacher should reflect on the content of the small-group discussions, highlighting important points that students brought up. Teacher should also bring up the key/talking points that did not come up. *See list of key talking points below.
 - b. Teachers should also use this space to draw connections between institutional racism (covered in Lesson 1), how it affects the lives of Muslims in America (Lesson 2), and how these biases are enacted through domestic policy.
7. **Reflection**
 - a. At the end of class, bring students back together for a quick reflection. You can ask students to share with the whole class or have them reflect with a Quick Write/Journal Prompt.
 - b. Return the previous lesson exit slip (or have students re-read their responses in their journal). Ask students: *Think about how you responded to this question previously? What new information have you gathered? Has reading these primary documents affected how you see anti-Muslim racism/sentiment manifested itself in US domestic policy?*

Alternative Methods

- **Panel Discussion/Debate:**
 - Provide students with documents that address the pros and cons of community surveillance ([CNN](#), [New York Times](#)). Teachers can choose to randomly assign students a side or can have students pick their own argument. Have students analyze each article for evidence. Encourage students to list talking points and consider counterarguments.
- **Know Your Rights:**
 - Provide students with the ACLU "[Know Your Rights](#)" handout. Students should work with a partner to read and analyze the handout. Use a 3-2-1 exit ticket to get students to think about their reading. (3 things they learned, 2 things they want to know more about, 1 question they still have).

Additional Resources for Teachers and Students (see Appendix):

- [Anti-Sharia Bills in the United States, Southern Poverty Law Center](#)
- [Rauner Halts Syrian Refugees in Illinois, Chicago Tribune](#)
- [Justice Department and City of Des Plaines, Illinois Settle Lawsuit Over Alleged RLUIPA Violations](#)
- [Patriot Act: Key Controversies](#)

Talking Points (Lesson 5.1 & 5.2)

- Anti-Muslim racism appears in a variety of policies including unwarranted surveillance (both in communities and on social media), unlawful profiling by police and other state agents, exclusionary immigration policies, as well as more individualized attacks such as anti-mosque actions and limitations on the freedom of religion.
- Sometimes the way the state enacts anti-Muslim racism is through the facilitation of individualized actions and hate crimes (either through how police power is (un)used or through the justice system)
- Consequences of these discriminatory policies include community fear and mistrust of police, unwarranted suspicion and stigma, and censorship of religious speech or political activism.
- Policy Information:
 - **Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT)**
 - The Patriot Act was passed in October 2001, immediately after the September 11 attacks to increase law enforcement’s surveillance and investigative powers, such as conducting warrantless phone taps in the name of national security. The Patriot Act came with ten main provisions, with many different sections, which have allowed federal officials greater authority in, and funding for, tracking and intercepting communications, intensifying border security, monitoring international students, and sharing information between law enforcement agencies
 - The US began sunseting several sections, in part because of public criticism of these measures, although many of the tactics authorized by the Patriot Act are enabled through other policies and programs – so even though a section has been sunset, it doesn’t mean the practice has stopped.
 - **Section 213, known as Sneak and Peek:** The “Sneak and peek” provision authorizes the delayed notice of the execution of criminal search warrants. This means that law enforcement agents could come into your house while you’re at work and conduct a search. This is in direct opposition to the Fourth Amendment protection against unreasonable searches and seizures.
 - **Section 215, known as the “Tangible Things” or “Business Records” provision** (sunset December 2018): Permitted the bulk collection of “...tangible things (including books, records, papers, documents, and other items)” that could be relevant to a government investigation, with a lower threshold and more expansive reach than a warrant based on probable cause. This included the collection of cell site location and other telephony data without notifying the FISA court – the Foreign Intelligence Surveillance Court. Section 215 was one of the most controversial Patriot Act provisions because it indiscriminately swept up data of all US citizens (in violation of the Fourth Amendment against warrantless search and seizure) and that metadata can reveal the most intimate details of a person’s life.
 - **Countering Violent Extremism (CVE)**
 - National security framework posed as a liberal alternative to FBI stings, mosque surveillance, and preemptive prosecutions. Formalized by

- President Obama and extended by President Trump (first developed by President Bush).
- CVE tasks social service providers like teachers and guidance counselors with identifying, reporting, and working with individuals perceived to be vulnerable to terrorist radicalization. In this approach, warning signs of radicalization include increased religiosity, changes in behavior, and even common immigrant experiences such as “acculturation-related stress” and “homesickness.”
 - This is controversial because there is no evidence-based method to identify at-risk individuals and calls on social service providers to act as terrorist watchdogs and therefore extensions of the police. Furthermore, CVE disproportionately targets Muslim, Somali, and other immigrant communities as uniquely susceptible to terrorism.
- **Executive Order 13796: Muslim Ban 1.0**
 - The Muslim Ban is an executive order, which is an official statement from the President that directs government agencies in how to use their resources. Presidents increasingly have used executive orders to achieve their key policy goals, including Trump’s immigration enforcement.
 - This Executive Order barred citizens of seven Muslim-majority countries for a period of 90 days and suspended the US refugee system for 120 days.
 - Trump argued that “extreme vetting” would “keep radical Islamic terrorists” out of the United States.
 - Muslim Ban 3.0 was upheld by the Supreme Court in June 2018.
 - Muslim Ban 3.0 blocks travel to the United States from six predominantly Muslim countries **indefinitely** (not for 90 days) and now also includes North Koreans and certain Venezuelan government officials.
 - **Connect and Redirect to Respect**
 - In 2014, Chicago Public Schools (CPS) received a multimillion dollar grant through the National Institute of Justice (NIJ) to pilot an innovative and new approach to reducing violent and promoting safety among CPS students. The Connect and Redirect to Respect (CRR) program aims to keep students safe by using information gathered via social media to identify students engaging in risky behaviors—such as instigating conflict, signaling involvement in a gang, or brandishing a weapon. Once an intelligence analyst identifies a student, a Chicago Police Department gang enforcement divisions officer is sent to the school to conduct an intervention. As “interventions” not “enforcement,” students have fewer rights, such as calling their parents or having a lawyer present. Almost every intervention involved a student who denied participating in a gang and was low-level (no imminent threat, no weapon, etc.). Although CPS officials denied routing this information to populate the gang database, Commander Chris Kennedy said: “I would hate to say, ‘No, absolutely not, never,’ because any scenario could build. But in general circumstances, we are not using this as a means to input as a dossier to keep on anyone.” it was possible that information from the interventions could inform the gang database. For more information, [WBEZ](#) and [ProPublica](#) both wrote reports on CRR.