

World Religions in Greater Indianapolis Teaching Module

Teacher Name: Jonathan Arbuckle **Humanities Discipline:** Anthropology **Date:** May 12, 2016

World Religion: Islam

Teaching Module Title: Islam Part 2

Teaching Module Goals:

1. Explore core Anthropological themes of cultural relativism and ethnocentrism.
2. Focus issues and examples related to Islamophobia post 9/11.
3. Do we see these issues in the greater Indianapolis area and can Anthropology help reduce Islamophobia in our communities? If so, how?

Assigned Readings and/or Websites:

Bowker: World Religions, pages 176-195

Curtis: Muslims in America, selected readings

Class outline/Study Questions and/or Discussions Prompts/Assessments for Students:

1. Opening Exercise:

Distribute copies of the preface of Muslims in America and post-it notes to students. Have students read the preface and instruct them to write on post-it notes the word or phrase that stands out the most. Once finished, put students into groups of four and have them discuss their words/phrases and choose which one is most impactful to the group. Once finished, have a volunteer from each group bring their group's selected post-it to the board. Use the words/phrases to start the conversation about the class topics.

2. General Class Lecture/Discussion

- a. Cultural Relativism
- b. Ethnocentrism
- c. Using the opening exercise, discuss how cultural relativism and ethnocentrism relate to what students selected and why.
- d. Islamophobia in our own communities
 - i. Small Group Research. Put students in small groups (4 or less). Instruct students to research and select a local example of Islamophobia in the media. Students should discuss the example, summarize the example, highlight any aspects of ethnocentrism and/or cultural relativism, and summarize how Anthropological knowledge may help the situation. Students will then present to the class.
- e. Exit Ticket

Before students leave, on a sheet of paper, have them summarize what they think are the most important take-aways from the class content/discussion and also hypothesize what they can do as an individual to help reduce and discourage Islamophobia.