

# CURRICULUM GUIDE

## **Religion, Diversity and Conflict: The Park51 Controversy**

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The controversy surrounding the Park51 Cultural Center in lower Manhattan has been at the forefront of the media and the nation's consciousness recently. Chances are, your students have encountered this issue and are thinking about it. And chances are this issue is going to reach your classroom this fall – especially around 9/11.

Tanenbaum's *Religion and Diversity Education* program specializes in multi-cultural/coexistence education that includes religion as a component of identity to be recognized and respected. We therefore tackled this divisive debate by creating resources for educators to help turn the Park51 controversy into a lesson in coexistence. Included with this Curriculum Guide are balanced materials and resources to address this contentious conflict.

The materials are designed to help educators encourage students to think critically about Park51 specifically and conflict in general, to ask hard questions, to learn about conflicts in life and to identify and use civil ways to resolve them.

Tanenbaum believes that a major purpose of education is to prepare our students to become thoughtful global citizens who recognize that they have a civic responsibility to engage others with respect, especially when disagreements arise.

In the case of Park51, while the issue itself is of great import, the ways in which conflict has been manifested through language and behavior point to a greater need for education and critical thinking skills for working through contentious issues. Amid the wisdom and thoughtfulness on all sides of the argument, we also find ignorance, a lack of understanding and curiosity and hatefulness, which can, has and will lead to violence and phobic behavior.

We offer these materials to educators to be considered as the beginning of an ongoing process. They are intended to provide guidance rather than directives. Educators know their environments and students best, and are in the unique position of working toward the imperative of coexistence and cultivating global citizenship among their students.

We are proud to join you in this effort.

Respectfully,

Tanenbaum Center for Interreligious Understanding  
*Religion and Diversity Education Program*

## TEACHING CONTROVERSIAL ISSUES

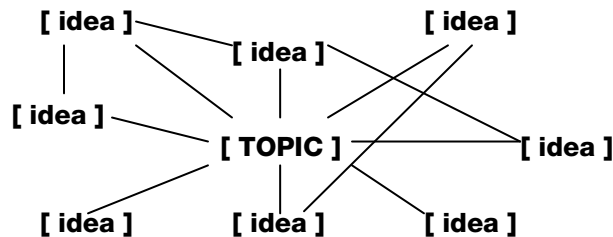
In preparation for teaching and addressing controversial issues, educators can use the following chart to help articulate their own **goals** in addressing a given **topic**, the **risks** they may face in doing so and the **methodologies** they will use to best serve their population and the complexity of the topic.

| Topic | Goals | Risks | Methodology |
|-------|-------|-------|-------------|
|       |       |       |             |

There are often subtopics within a greater topic. In the case of Park51, the “Park51 Controversy” would be the main topic, but underlying that issue are a number of individual issues including religion, 9/11 and stereotyping to name a few. Depending on where the educator plans to take the lesson, all issues should be charted, together with their goals, risks and teaching methodologies.

## WEBBING WITH STUDENTS

Webbing is an example of a methodology that can be used to discuss a controversial issue. The educator writes the topic on a blank board and asks students to provide ideas, thoughts, facts, etc. that come to their minds in relation to the topic. At this point in the activity, anything can be said. The educator “webs” what students say, connecting related ideas with a bar:



Following this activity, the educator can create a table and facilitate a discussion around the ideas presented in the webbing activity, which then leads to further exploration (ex: research and discussion into the ideas under “What We Think We Know” and “Need to Find Out More”):

| What We Know | What We Think We Know                          | Need to Find Out More                                                                                                                      |
|--------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| [ Facts ]    | [ Ideas provided that students are unsure of ] | [ Ideas provided that have very little evidence. This column may include some of the same ideas from the “What We Think We Know” column. ] |

Many ideas from the “What We Think We Know” and “Need to Find Out More” columns will likely be less factually based. This is an opportunity to flesh out various worldviews, feelings, positions and

interests represented. It is also an opportunity to consider messages that have been heard and stated as facts but where a critical analysis is needed to ascertain their reality.

When discussing Park51, the attached Fact Sheets on [Park51 and the Cordoba Initiative](#), [September 11, Muslims in America](#) and [Opposition to Places of Worship in America](#) will likely be of use.

## **EXAMINING CONFLICT**

The exploration of conflict and how to address it is a critical element of Tanenbaum's *Religion and Diversity Education* curricula. While singular events help illustrate elements of conflict, it is important to understand these elements and how each of us can think critically about the way we – and others – approach conflict situations.

In the following pages of this Curriculum Guide, Tanenbaum has provided Instructor notes and Student worksheets and handouts for activities to explore conflict in this manner. The activities are:

- Five Approaches to Conflict
- Conflict Approach Styles Inventory
- Elements of Conflict
- Conflict Volcano

After deconstructing conflicts of all types through these activities, educators will be able to apply these activities to Park51 and all the issues surrounding that controversy

For example:

Educators can provide students with multiple perspectives on Park51 through news articles and op-eds from a variety of sources. Students can read different articles to examine how conflict has been approached and infer the various parties' worldviews, feelings, positions and interests.

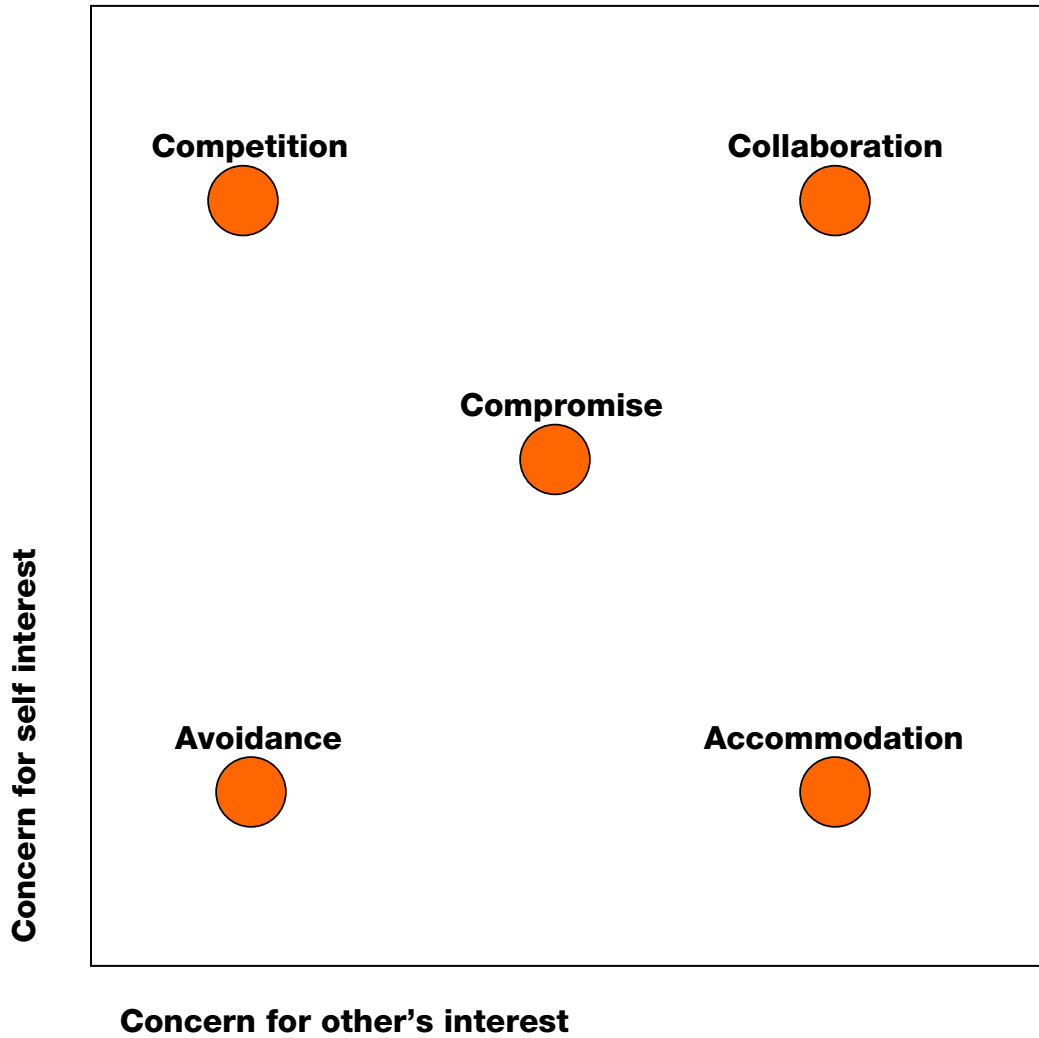
Please see our [Resources sheet](#) for links to some of these articles, and more.

Name

Date

Handout

## FIVE APPROACHES TO CONFLICT



# How We Approach Conflict

## INSTRUCTOR GUIDE

### Objectives:

1. To help students connect the concept of the five Conflict Approaches to their own experiences.
2. To help students deepen their understanding of their own approaches to conflict.
3. To give students an opportunity to think critically about the strengths and challenges of their approach to conflict, and to consider the possibilities in alternative approaches.

### Conflict Approaches:

*Avoidance:* One chooses to ignore the conflict, act like it doesn't exist, try to avoid it or take a detour around the situation.

*Accommodation:* One chooses to do something to satisfy the interests of the other in the conflict and ignore his/ her own interests.

*Competition:* One chooses to pursue his/ her own interests at the expense of the interests of the other—I win, you lose.

*Compromise:* One chooses to split it down the middle—and both parties gain and lose equally.

*Collaboration:* One chooses to find out what the other person's interests are, define their own interests, and try to satisfy both parties' interests.

### Procedure:

- 1) Tell the students that they will be completing a questionnaire which will help them to understand their own preferred approach to handling conflict.
- 2) Hand out the *Conflict Approach Styles Inventory* handout to each student. Provide them with 10 minutes to complete the questionnaire, or more if necessary.
- 3) Once all the students have completed the questionnaire, distribute the *Scoring for Conflict Approach Styles Inventory* handout.
- 4) As a class, go through the scoring and determine for each student his or her preferred approach to conflict resolution.
- 5) Remind students of the five Conflict Approaches and their definitions.

- 6) Explain that we are going to work more on understanding the Conflict Approaches by looking at our own typical approaches to conflict.
- 7) Ask them to think about conflicts that they have experienced and which approach seems to describe how they tend to approach most conflicts most of the time.
- 8) Have the students divide into groups based on the approach to conflict that best described them based on the *Conflict Approach Styles Inventory*.
- 9) Ask each small group to discuss the following questions, and to prepare to report back on their responses to the large group. If there are groups of one, they can either pair with other groups or have them work separately—they should still answer for their own conflict style.
  - In what situations is your approach most appropriate or useful?
  - What are the strengths of your approach?
  - What are the weaknesses of your approach?
  - What do others need to understand about your approach?
- 10) Ask each group to designate one representative, and have that person report back for the group on the questions they discussed.
- 11) Come back together as a class. Discuss what you have learned through this activity. Suggested questions below:
  - What are your thoughts on the experience of looking at your own and others' conflict styles?
  - If you could try any different Conflict Approach, which would it be? Why?
  - What did you learn about yourself in this exercise?
  - How might you approach conflict differently next time, with this new knowledge?
  - Might these conflict styles function as a guide to help understand when best to adopt a particular style, to understand your own responses, or to understand the approach of people or groups you are in conflict with? How would you use it?
  - How is our approach to conflict shaped by our social identifiers, including religion, ethnicity, race, culture, gender, class, etc.?

Name

Date

Worksheet

## Conflict Approach Styles Inventory

### Instructions

Consider situations in which you are in conflict with another person. Think about how you usually behave in such instances.

Following are several pairs of statements describing two possible responses to conflict. For each pair, please circle the statement that is most characteristic of you. In some cases, neither the A nor B response may be exactly descriptive of your behavior, but please select the one which you would be more likely to adopt.

### When I differ with another person, my more typical reaction would be to:

1.     A. Ask others to take responsibility for arriving at the problem solution.  
  
       B. Point out those things on which we both are in agreement rather than directly negotiate the things on which there is disagreement.
2.     A. Split the difference between us.  
  
       B. Deal with both of our wishes, if possible.
3.     A. Push toward my goals in most cases.  
  
       B. Smooth things over and maintain positive relations.
4.     A. Split the difference between us.  
  
       B. Sometimes give up my own desires in favor of the other person's wishes.
5.     A. Ask the other person to help resolve the situation.  
  
       B. Try to avoid stress and strain between us.
6.     A. Keep from getting into an unpleasant situation.  
  
       B. Win my point.
7.     A. Defer the encounter until I have had some time to think it over.

- B. Give up some points if the other person gives up a like number of equally important points.
8. A. Push toward my goals in most cases.  
B. Attempt to get all of the problems identified as soon as possible.
9. A. Feel that the differences are relatively inconsequential.  
B. Try to get my position accepted.
10. A. Push toward my goals in most cases.  
B. Split the difference between us.
11. A. Get all the problems identified as soon as possible.  
B. Smooth things over and maintain positive relations.
12. A. Avoid taking positions that could create conflict in many cases.  
B. Agree to some of his/her points if he/she will do the same for me.
13. A. Propose a halfway point between the two positions.  
B. Push to get my points accepted by the other person.
14. A. Explain my ideas and ask the other person for his/hers.  
B. Try to convince the other person of the merits of my views.
15. A. Try to smooth things over and maintain positive relations.  
B. Avoid stress and strain between us.
16. A. Avoid creating hurt feelings in the other person.  
B. Try to convince the other person of the merits of my views.
17. A. Push toward my goals in most cases.  
B. Try to avoid stress and strain between us.
18. A. Let him/her maintain his/her position if it pleases the other person.  
B. Agree to some of his/her points if he/she will do the same for me.
19. A. Get all of the problems identified as soon as possible.  
B. Defer the encounter until I have had time to think it over.



20. A. Immediately work through differences.  
B. Try to equalize the gains and losses for both of us.
21. A. Be especially considerate of the other person's wishes.  
B. Try a direct confrontation of the problem situation.
22. A. Find a solution that is halfway between his/her and my position.  
B. Assert my position firmly.
23. A. Be concerned with satisfying all our needs.  
B. Ask others to take responsibility for arriving at the problem's solution.
24. A. Try to meet wishes if the other's position is very important to him/her.  
B. Try to get him/her to settle for a compromise.
25. A. Try to convince the other person of the merits of my view.  
B. Be especially considerate of the other person's wishes.
26. A. Propose a halfway point between the two positions.  
B. Be concerned with satisfying all our needs.
27. A. Avoid taking stands that would create conflict.  
B. Let him/her maintain his/her position if it pleases the other person.
28. A. Push toward my goals in most cases.  
B. Ask the other person to resolve the situation.
29. A. Propose a halfway point between the two positions.  
B. Feel that many differences are inconsequential.
30. A. Avoid creating hurt feelings in the other person.  
B. Communicate the problem to the other person so the two of us can resolve it.

Adapted from "Supervising and Evaluating Members". United Way's AmeriCorps Training and Technical Assistance Project A Trainer's Guide, April 1995.

|             |             |
|-------------|-------------|
| <b>Name</b> | <b>Date</b> |
|-------------|-------------|



## Conflict Approach Styles Inventory

|              | <b>Collaborate</b><br>Problem<br>Solve | <b>Compete</b><br>Force | <b>Compromise</b><br>Split the<br>Difference | <b>Accommodate</b><br>Smooth | <b>Avoid</b><br>Withdraw |
|--------------|----------------------------------------|-------------------------|----------------------------------------------|------------------------------|--------------------------|
| <b>1</b>     |                                        |                         |                                              | B                            | A                        |
| <b>2</b>     | B                                      |                         | A                                            |                              |                          |
| <b>3</b>     |                                        | A                       |                                              | B                            |                          |
| <b>4</b>     |                                        |                         | A                                            | B                            |                          |
| <b>5</b>     | A                                      |                         |                                              |                              | B                        |
| <b>6</b>     |                                        | B                       |                                              |                              | A                        |
| <b>7</b>     |                                        |                         | B                                            |                              | A                        |
| <b>8</b>     | B                                      | A                       |                                              |                              |                          |
| <b>9</b>     |                                        | B                       |                                              |                              | A                        |
| <b>10</b>    |                                        | A                       | B                                            |                              |                          |
| <b>11</b>    | A                                      |                         |                                              | B                            |                          |
| <b>12</b>    |                                        |                         | B                                            |                              | A                        |
| <b>13</b>    |                                        | B                       | A                                            |                              |                          |
| <b>14</b>    | A                                      | B                       |                                              |                              |                          |
| <b>15</b>    |                                        |                         |                                              | A                            | B                        |
| <b>16</b>    |                                        | B                       |                                              | A                            |                          |
| <b>17</b>    |                                        | A                       |                                              |                              | B                        |
| <b>18</b>    |                                        |                         | B                                            | A                            |                          |
| <b>19</b>    | A                                      |                         |                                              |                              | B                        |
| <b>20</b>    | A                                      |                         | B                                            |                              |                          |
| <b>21</b>    | B                                      |                         |                                              | A                            |                          |
| <b>22</b>    |                                        | B                       | A                                            |                              |                          |
| <b>23</b>    | A                                      |                         |                                              |                              | B                        |
| <b>24</b>    |                                        |                         | B                                            | A                            |                          |
| <b>25</b>    |                                        | A                       |                                              | B                            |                          |
| <b>26</b>    | B                                      |                         | A                                            |                              |                          |
| <b>27</b>    |                                        |                         |                                              | B                            | A                        |
| <b>28</b>    | B                                      | A                       |                                              |                              |                          |
| <b>29</b>    |                                        |                         | A                                            |                              | B                        |
| <b>30</b>    | B                                      |                         |                                              | A                            |                          |
| <b>TOTAL</b> |                                        |                         |                                              |                              |                          |

# Elements of Conflict

## INSTRUCTOR GUIDE

### Objectives:

- 1) To introduce students to the elements of conflict.

### Note:

This activity can be prepared by two students prior to class to be performed in front of the class, or all the students can break into pairs and create their own role plays that they will take turns performing.

There is a *Sample Role Play* handout which can be used, if the students are having trouble creating their own role-play.

### Procedure:

- 1) Deliver an overview of the “Elements of Conflict,” covering the following themes.
  - Conflict is a very complex phenomenon.
  - It is sometimes useful to break down conflict into its component parts.
  - This can be helpful because it helps us to focus on expressing clearly the issues that are critical, emotional, and maybe non-negotiable, as well as those things that are negotiable or flexible.
- 2) Explain that in order to help understand how these different parts of a conflict fit together and relate to each other, it can be helpful to think of conflict as a volcano.
- 3) Hand out the *Elements of Conflict Volcano* handout.
- 4) Clarify the handout by explaining that above the ground, we only see a small element of the volcano. This reflects the behavior we see in a person during the conflict. Beneath the surface of the earth, we find the bulk of the volcano, full of the real energy of the volcano. This reflects the underlying positions and interests that are fueling the conflict.

### If you have prepared a role play with two students:

- 5) Explain that the class will be observing a conflict role-play, to give the class a case from which all can begin to understand the elements of conflict. Two volunteers will role-play a conflict that they have developed together. The rest of the class will observe the conflict and look for different elements within the conflict. The entire class will then debrief the role-play to identify the elements.

### Or, ask two students to volunteer to perform the sample role play.

- 6) After the role play, either prepared or acted from the sample role play, move to a flipchart with the following written on it.

|           | Positions | Interests | Feelings | Worldview |
|-----------|-----------|-----------|----------|-----------|
| Party One |           |           |          |           |
| Party Two |           |           |          |           |

- 7) As a class, fill in the chart for each of the characters in the role play.
- 8) Have students get into groups of two to develop their own conflict scenario. Explain that they need to show conflict, not resolution. The conflict should be: a) clear; b) realistic; and c) easily demonstrated in 5-10 minutes for the class. The goal of the role play is to show the basic elements of their conflict, with a focus on what each party is demanding (called “positions”), why each person wants what she or he wants, what motivates that person (called “interests”).
- 9) Distribute *The Elements of Conflict* handout to each student. They should each complete the worksheet for the conflict they develop with their partner.
- 10) Work with the students to clarify the basic background of their scenarios, the positions and interests of their characters as well as who will say what. In the demonstration, the role players will need to meet and “have a conflict”, and have an opportunity to play out the conflict to a point of escalation.
- 1) Decide why they are meeting. For example, in the case of two teens in conflict over a rumor at school, perhaps they are they running into each other before class.
  - 2) The role players need to keep in mind that they need to actually say any information they want the audience to understand—they should not “hide” information, but should naturally convey it during the conflict role play with the other person, keeping in mind that the goal is to show the critical elements of the conflict (not keep the audience guessing about what is going on).

# Elements of Conflict Overview

## FIRST ELEMENT OF CONFLICT: POSITIONS

- Point to the top of the volcano—this is the “position” in conflict. When two people are in conflict and they are asked, “What do you want?” the people in conflict often answer by stating their POSITIONS. *Positions are the things that people want or demand in the conflict.*
- Positions are the “*what*” of a conflict.
- Positions are generally *negotiable* items, like how much money should be paid for a piece of land or where a meeting should be held.

## SECOND ELEMENT OF CONFLICT: INTERESTS

- Interests are the things that actually motivate people in the conflict.
- Interests are the *basic human needs that underlie and create positions.*
- Interests are the “*why*” of conflicts.

*Illustrate the concept:* Like a volcano, many conflicts have the most significant elements, which are the interests, hidden beneath the surface.

One of the critical jobs of a good facilitator, negotiator, mediator or peacemaker is to help people in conflict go *deeper* than positions, and begin talking about their INTERESTS.

For example, under the *position* of deserving a raise at work lie the *interests* of security, safety, and stability.

Under the *position* of demanding an apology lies the *interest* of respect.

## THIRD ELEMENT OF CONFLICT: FEELINGS

- *FEELINGS* are also critical to conflict and conflict resolution. If people don’t have strong feelings about an issue or conflict, it is unlikely to be important enough to address or resolve. Feelings can both be useful and difficult when trying to resolve a conflict, and as a good facilitator or negotiator trying to resolve the conflict, it is important to learn to work in emotional situations.
- *Illustrate* that feelings can be thought of as the explosions that erupt from the top of the volcano. For example, people might raise their voices, physically move or even cry as they are talking about their feelings.

#### **FOURTH ELEMENT OF CONFLICT: WORLDVIEW**

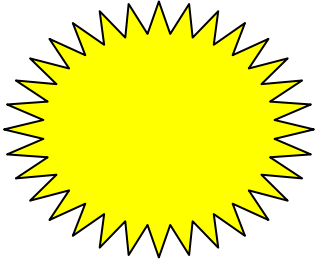
- *WORLDVIEW* is made up of those elements of our culture and ourselves that create a “view of the world” and shape how a person views reality. This may include religion, ethnicity, gender, family history and other social identifiers, as well as personal morals and ethics. Our worldview is essentially how one thinks the world is or should be. We must also identify and take worldview into consideration whenever we are involved in a negotiation or conflict process. Sometimes the worldview is negotiable, but often it is not. For example, a person may believe that everyone in the world should have access to clean water, and they are in conflict with a company because the company’s practices pollute the environment.
- *Illustrate* that we can think of worldview as the sun that shines on the volcano—its effect is felt but it’s difficult to see it specifically.

Name

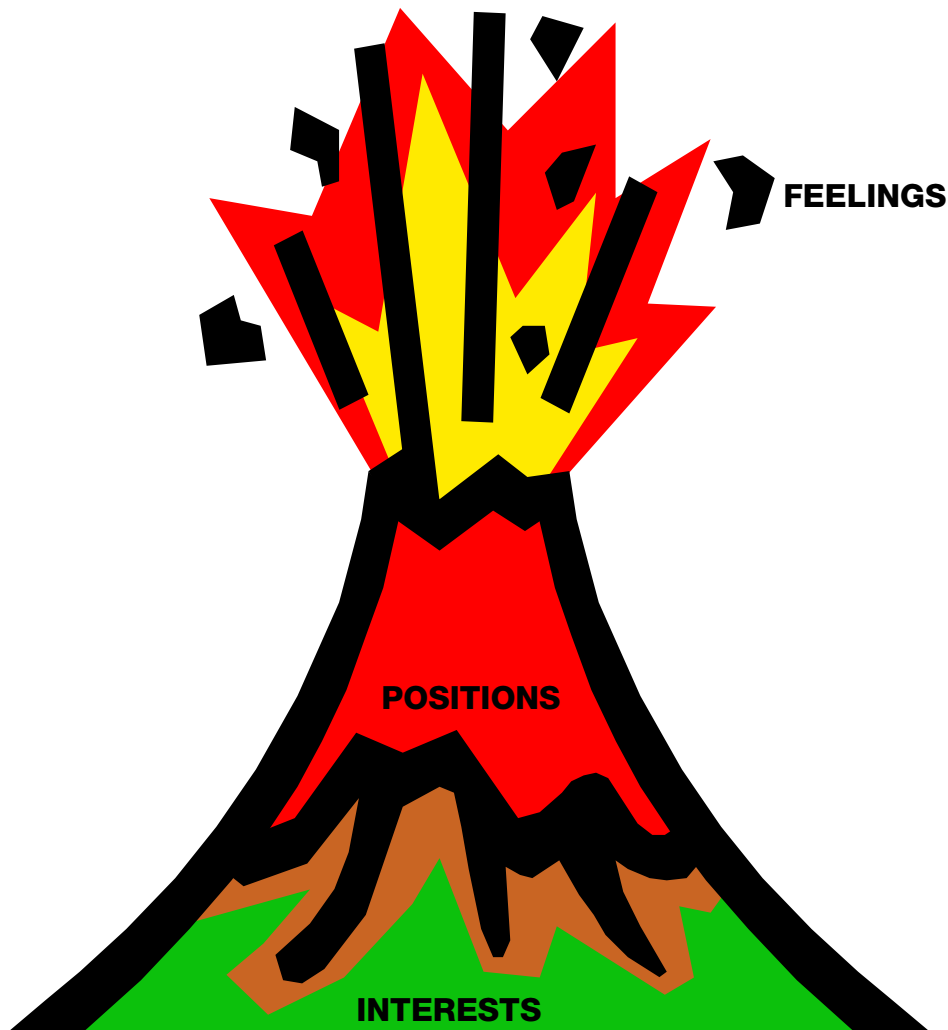
Date

Handout

# Elements of Conflict Volcano



**WORLDVIEW**



|      |      |
|------|------|
| Name | Date |
|------|------|

## The Elements of Conflict

**Instructions:**

Label each Party with one of the characters in the role play. Fill in the sections for that character with the elements of conflict according to the conflict.

|           | Positions | Interests | Feelings | Worldview |
|-----------|-----------|-----------|----------|-----------|
| Party One |           |           |          |           |
| Party Two |           |           |          |           |



Name

Date

Handout

## Sample Role-Play

**SCENARIO:** [Read by trainer] Shaun and his friends are hanging out at his house. Chris, a guy who lives across the street, comes up to the house, angry and talking loudly. He says some stuff from his house is missing, including an MP3 player and an expensive jacket. He thinks Shaun and his friends know something about it. Shaun says he doesn't know anything, but Chris keeps saying he thinks Shaun knows where his things are.

**CHRIS [talking to Shaun]**

Two days ago, you and your friends were hanging out at my house. Well, today, when I went to get my MP3 player that you were using, it was gone. I also noticed that my new jacket is missing. Now I'm here to find out what happened to my stuff! I think you know what happened.

**SHAUN [responding to Chris]**

Yeah, we were hanging at your place. And I did use your MP3player. But I didn't take it, and I don't know where your stuff is now.

**CHRIS:** Well, I saw you holding my MP3 player. And your friend was looking at my jacket. I think you know what happened, and I want my gear back! That stuff was expensive. I trusted you to come into my home, and I didn't think you'd disrespect me like this.

**SHAUN:** You're the one being disrespectful. Why don't you take this problem somewhere else?

## FURTHER LESSONS.

### Phobias:

Given the anti-Islam and anti-Muslim sentiments (often called Islamophobia), that have bubbled to the surface in the Park51 controversy, it may be useful to facilitate a discussion or journaling around phobias and stereotyping, from the relatively benign to those that can lead to hatred and violence.

Some questions to consider with students:

- *What is a phobia?*
- *Where do phobias come from?*
- *Are phobias “curable”?*
- *Are phobias always irrational?*
- *What are some phobias that you know about?*
  
- *What is a stereotype?*
- *Are stereotypes always wrong? Are they always right?*
- *Are there phobias that are based on stereotypes?*

A Tanenbaum article on Islamophobia is included on the Resources page.

### Who is a Muslim American?

One aspect of Tanenbaum's pedagogy, *The Seven Principles for Inclusive Education*, is that society and culture are constantly changing. People often appear very different from how they may have appeared in the past, and how they are represented in stereotypes. It is important for students to recognize the evolving nature of culture, how people and group identities evolve and change, and the inaccuracies that can result when one relies on previously assumed images. For example, ceremonial dress is for ceremonies. Make sure that students don't confuse the actions and dress celebrating an important day for a cultural or religious group, with the usual daily actions and dress of that same group. Here is a glimpse of some of the most well known, respected and accomplished Muslim Americans, some of whom are well-known to young people:

- **Ahmed Zewail** Egyptian-American scientist and 1999 Nobel Prize recipient in Chemistry; nominated to President Obama's Presidential Council of Advisors on Science and Technology.
- **Dave Chappelle** Comedian and star of Comedy Central, he converted to Islam in 1998.
- **Dr. Elias Zerhouni** served as the 15<sup>th</sup> director of the National Institute of Health (NIH) from 2002-2008, and in 2009 was appointed as U.S. Scientific Envoy.
- **Dr. Mehmet Oz** Host of the *Oz Show* and author of six New York Times best sellers, ranked by *Time* magazine in 2008 as 44th on its list of the 100 Most Influential People and included by *Esquire* magazine on its list of the 75 Most Influential People of the 21st Century.

- **Eve** Hip-hop artist, clothing designer, actor. She is one of the first women of Hip-Hop and has been nominated for numerous awards through the American Music Awards, BET, and other organizations.
- **Farah Pandith** Special Representative to Muslim Communities for the U.S. Department of State and official advisor to President Obama on Muslim matters.
- **Fareed Zakaria** Editor of Newsweek International, and political commentator, journalist, bestselling author, and TV host specializing in international affairs.
- **Hakeem Olajuwon** Former basketball player with the Houston Rockets and Toronto Raptors, inducted in 2008, into the Basketball Hall of Fame.
- **Imam Abdur-Rasheed Muhammad** The U.S. Army's first Muslim chaplain. His appointment was in response to an expanding number of Muslim-Americans in the military which numbers in the thousands.
- **Kareem Abdul Jabbar** Iconic basketball player who, during his career with the Milwaukee Bucks and L.A. Lakers, scored more points than any other player in the league.
- **Keith Ellison** The first Muslim congressman, elected to represent Minnesota in 2006.
- **Laila Ali** Former two-time Female Super Middleweight Champion and daughter of Muhammad Ali.
- **Lupe Fiasco** Rapper, producer, philanthropist and CEO of 1st and 15th Entertainment, born Wasalu Muhammad Jaco.
- **Mohamed El-Erian** Co-director one of the world's most successful investment companies: Pimco, and former head of Harvard's endowment.
- **Mos Def** Rapper and actor born Dante Terrell Smith. Mos Def became a Muslim at age 19 after getting to know Muslim rappers including **Ali Shaheed Muhammad** and **Q-Tip** of the group **A Tribe Called Quest**. Mos Def has helped to popularize socially conscious Hip-Hop and challenge the promotion of violence in gangster rap.
- **Moustapha Akkad** Syrian American film producer and director, best known for producing the *Halloween* film series and directing *Mohammad, Messenger of God* and *Lion of the Desert*. He was killed in 2005 in Amman, Jordan by a suicide bomber.
- **Muhammad Ali** Former American boxer and three-time World Heavyweight Champion, who is widely considered one of the greatest heavyweight championship boxers of all time.
- **Prof. Hany Mawla** The first Muslim appointed to New Jersey's superior court in its family division in Somerset County.
- **Rashad Hussein** Special envoy to the Organization of the Islamic Conference.
- **Rima Fasih** Miss USA 2010.
- **Shaquille O'Neal** NBA player, rapper and actor.
- **Tarik Farid** CEO of Edible Arrangements.

Students can research these Muslim Americans and others and report back to the class in an effort to dispel negative stereotypes.

Two other resources that may be of use when educating about Muslim Americans are the [Muslims in America](#) fact sheet that is part of this curriculum, and a poster that is available from the nonprofit organization, Intersections, detailing a *Timeline of Muslim Events in America*. Information about Intersections is available on the [Resources](#) sheet.