



# CMCU WORKSHOPS

Professional Development sponsored by Al-Waleed bin  
Talal Center for Muslim-Christian Understanding  
(CMCU), Georgetown University

## Abstract

Prince Alwaleed bin Talal Center for Muslim Christian Understanding at Georgetown University offers no-cost teacher workshops related to teaching about Islamic beliefs and practices, world religions in the world history/geography curriculum, cultural exchange, Muslim demographics and contemporary issues.

(All content retrieved from the CMCU Workshops website at <http://cmcuworkshops.net/>)

Susan Douglass - CMCU Workshops

[Susan.Douglass@georgetown.edu](mailto:Susan.Douglass@georgetown.edu)

July 7, 2019

This page intentionally left blank

# Table of Contents

<b>A. Professional Development Workshops – Introduction .....</b>	<b>A-1</b>
<b>B. Presenter Biography .....</b>	<b>B-1</b>
<b>C. Workshop FAQs.....</b>	<b>C-1</b>
<b>D. Planning Info (Overview) .....</b>	<b>D-1</b>
Design a Customized Workshop from Presentation Modules.....	D-1
To schedule an ACMCU Workshop:.....	D-2
Conditions for Participation:.....	D-2
<i>Planning Info – Basic Modules .....</i>	<i>D-3</i>
Module A: Building a Comfort Zone: Teaching about Religions in the Public (or Private) School Classroom (20-30 minutes) .....	D-3
Module B: The World in the Classroom: Structural context for teaching about world religions (20-30 minutes).....	D-3
<i>Planning Info – Core Modules .....</i>	<i>D-4</i>
Module 1: Basic Beliefs and Practices of Islam (40–50 minutes) [either elementary or secondary grades] .....	D-4
Module 2: Geographic issues: Maps and the Name Game (40–50 minutes).....	D-4
Module 3: Historical Issues in Teaching about Islam (90–100 minutes) .....	D-4
<i>Planning Info – Cross-Curricular Modules.....</i>	<i>D-5</i>
Module 4: Contemporary Hot-Button Issues (90–100 minutes) .....	D-5
Module 5: Elementary Classroom Activities for Teaching about Islam and Muslims (90-100 minutes).....	D-5
Module 6: Islam in the Media: Fostering Critical Thinking (45–60 minutes).....	D-5
Module 7: Seven Centuries of Islamic Spain in Europe (45-60 minutes).....	D-6
Module 8: Mini Module Mix and Match: Teaching about Cultural Interactions between East and West: Case Studies from the Arts, Technology and Trade (15-20 minutes each segment; three = 1 module) .....	D-6
Module 9: The Indian Ocean in World History: Cultural Interactions across the Eras (60 or 90 minutes) ...	D-7

This page intentionally left blank

# Center for Muslim Christian Understanding (CMCU)

## Workshops – About

---

### A. Professional Development Workshops – Introduction

Islam is a subject about which whole libraries have been written, yet many teachers perceive it as one of the most difficult topics in the curriculum. It has been required in state standards for well over a decade, along with content on all the world religions, and in the wake of the September 11, 2001 and increased US involvement in Muslim regions of the globe, knowledge about Islam and Muslims is at a premium. It is a daunting task for teachers to prepare material that fits into the limited time available, that meets constitutional guidelines for teaching about religion, is correlated to standards, and is appropriate for various grade and ability levels.

These professional development workshops sponsored by the Prince Alwaleed Bin Talal Center for Muslim-Christian Understanding will address the needs of teachers on all of these levels, giving them confidence that they are on solid legal and pedagogical ground, providing content knowledge and helping them integrate the content into their curriculum and standards. Every topic in the flexible, customizable workshops is paired with teaching material that is readily available and is correlated to national and state academic standards. The teaching resources meet accepted guidelines for constitutionally appropriate instruction about religion. The lessons are designed to help learners engage with excellent scholarship in the field, so that in addition to content knowledge, they develop the critical thinking and geography skills required in every state and district program.

# CMCU Workshops – About

---

## B. Presenter Biography

Susan Douglass received her PhD in world history from George Mason University in 2016. She holds an M.A. in Arab Studies from the Georgetown University Center for Contemporary Arab Studies, and a B.A. in History from the University of Rochester. She has conducted teacher workshops nationwide for over two decades and developed the education outreach program for the Alwaleed bin Talal Center for Muslim Christian Understanding at Georgetown University in 2007. These workshops for educators, professional, and civic groups have been held in over 50 cities in the US and Canada.

Susan's prior work included service as Senior Researcher for the United Nations Alliance of Civilizations initiative, as Affiliated Scholar with the Council on Islamic Education from 1994-2006. At George Mason University's Ali Vurak Ak Center for Global Islamic Studies, she has served as Senior Research Associate and Grant Project Manager, working on two major grant projects, including the National Endowment for the Humanities Bridging Cultures/Muslim Journeys Bookshelf project with the American Library Association, and the British Council/Social Science Research Council *Our Shared Past* initiative.

Major publications include *World Eras: Rise and Spread of Islam, 622-1500* (Thompson/ Gale, 2002), the children's book, *Ramadan* (Carolrhoda Books, 2002), the national study *Teaching About Religion in National and State Social Studies Standards* (Freedom Forum First Amendment Center and Council on Islamic Education, 2000), and a forthcoming article on Islamic Education for Oxford University Press.

She has contributed to curriculum projects such as San Diego State University and the National Center for History in the Schools' *World History for Us All*, the Smithsonian Freer Gallery teaching guide *Arts of Islam, Children and Youth in History* at the Center for History and New Media, teaching resources for the documentary films *Cities of Light*, *Islamic Art: Mirror of the Invisible World*, and *Muhammad: Legacy of a Prophet*. She designed and developed the online resource *The Indian Ocean in World History*.

# CMCU Workshops – About

---

## C. Workshop FAQs

### 1. What does the ACMCU Educational Outreach Program offer, when, and to whom?

- Georgetown’s ACMCU offers half-day and full-day professional development workshops to public & private schools, outreach centers and other community organizations in the United States and Canada.
- Workshop content is based on customizable presentation modules linked to teaching resources.
- The programs are offered year-round by arrangement to suit organizations’ needs, in your state, city or district.
- ACMCU acts as a co-sponsor of the workshop, but local organizations provide the venue, advertise the event and register attendees. One organization is sufficient to host the program, but many successful workshops have gathered together multiple sponsors, such as a school and a university center or education department, or a community organization. School systems and university centers often provide professional development clock hours or credits as an incentive for educators’ attendance.

### 2. What is the cost of the program to hosting institutions?

- The ACMCU pays the presenter’s honorarium, travel and accommodations, and provides attendees with a Teacher Resource CD. A lunch allowance is provided by arrangement.

### 3. What are the responsibilities of the hosting institution?

- The host organization takes care of advertising and registering a minimum of 25 confirmed attendees, provides the venue (a comfortable room for the program), A-V hookups by arrangement, limited photocopies for the immediate workshop activities, and light refreshments for program breaks.

### 4. How can the ACMCU Educational Outreach Program meet my school or institution’s professional development goals?

- Academic standards across the country require teaching about the world’s religions and cultures, as well as those religions and cultures represented in the United States and Canada. Before embarking on content, it is important to build a “comfort zone” in teaching about religion by learning about the constitutional guidelines and their implications for classroom activities and instructional materials. In addition, teachers interact daily with students, parents and colleagues of diverse backgrounds. Acquiring both working knowledge and teachable content knowledge is the objective of the program. Instructional methodologies are illustrated in the variety of lessons featured in the modules.

## **5. What professional development areas are covered by the ACMCU Educational Outreach Program?**

- The program modules offered cover a wide range of curricular areas related to academic standards in social studies, history, geography, world religions that relate to Islam and Muslim history within a world history context (i.e. cross-cultural interactions among multiple societies and across disciplines). Two brief introductory modules on teaching about religion and frameworks for teaching about the world can be included. All of the modules can also be modified to suit specific program goals.

## **6. How can my organization schedule a workshop?**

- Visit the Georgetown ACMCU website at <http://acmcu.georgetown.edu/workshops> and read about the program details, content modules, and requirements. Download a Workshop Request Form and fill it out, attaching it to an e-mail to [SusanD@cmcuworkshops.net](mailto:SusanD@cmcuworkshops.net). Organizers are also welcome to e-mail or call at 703- 442-0638 to answer any questions. Initiating the process via e-mail, however, avoids “telephone tag.” E-mails are usually answered the next day. As planning proceeds, we will be in phone contact.

## **7. How do we develop the workshop program agenda?**

- Once the type of workshop and the date are set, organizers study the module descriptions and discuss them with colleagues. For this stage, a phone conversation to clarify and fine-tune the content is helpful. In filling out the workshop request form, make initial selections of the presentation modules. A checklist of modules and guide for choosing are provided. Don’t worry about program timing yet.

## **8. How do I advertise the event and register attendees?**

- Most organizations create a flier with their own logo and other features reflecting their mission. A brief bio of the presenter is available, and organizations may use both their own sponsoring organization and the Georgetown ACMCU as co-sponsorship. Workshop announcements/fliers are typically sent to e-mail lists or bulletin boards and posted in physical locations.

## **9. When should the host organization begin registering attendees, and what registration information should be gathered on attendees?**

- Registration should begin at least one month before the event to register the minimum number of 25 confirmed attendees. It is best to exceed the minimum to ensure good attendance. It is important to know a week ahead of time at least how many are registered, so as to prepare handouts and make sure seating and refreshments are adequate. If the hosts are casting a wide net for teachers and other education professionals (counselors, administrators, etc.), it will help ensure a successful program if the registration process collects information on the grade level and subject taught, and a few words about the interests of the registrant in attending. Some organizations enter this information into a list or spreadsheet and provide it to the presenter. It is essential to know what the audience needs and expects to gain. If the group is a known faculty team, this is not necessary.



**10. Can the ACMCU program provide lunch? For how many attendees, and at what cost?**

- An allowance of ca. \$11/person is provided for lunch for full-day workshops only and is aimed at a group size of between 25-35. If the group is larger, approval is necessary. The organization must provide receipts and will be reimbursed by check after the event has been invoiced, or by prior arrangement.

**11. What tasks does the host organization need to do to conduct a successful workshop? Use this checklist:**

\_\_\_ Availability of the presenter must be confirmed via e-mail or phone at least a month in advance. The venue must be booked and confirmed for the workshop date before registration can begin. It is best to have an alternate date in mind when planning starts.

\_\_\_ Once date and venue are confirmed, it is important to begin planning and advertising the program in a timely manner. If an insufficient number of attendees has registered by two weeks before the program, it may be cancelled.

\_\_\_ Indicate the nearest airport and suggest accommodations in a reasonably priced hotel near the venue and confirm arrangements for the presenter's transportation from hotel to venue on that day.

\_\_\_ Lunch catering and break refreshments have been priced and ordered, pickup or delivery arranged to coincide with lunchtime, keeping food handling safety in mind.

\_\_\_ Handouts have been received from presenter (mail or download) and copies made.

\_\_\_ The program and timing have been set, the room arranged with seating/tables, board/paper + markers, and A-V equipment, or hookups arranged as discussed with presenter.

\_\_\_ Encourage attendees to come on time and begin promptly at start time. It is the host's responsibility to assign someone to welcome the attendees and introduce the presenter (bio can be downloaded or requested from presenter in short form).

\_\_\_ End on time and make arrangements to clear the venue as required by building management.

This page intentionally left blank

# CMCU Workshops – About

---

## D. Planning Info (Overview)

Islam is a subject about which whole libraries have been written, yet many teachers perceive it as one of the most difficult topics in the curriculum. It has been required in state standards for well over a decade, along with content on all the world religions, and in the wake of the September 11, 2001 and increased US involvement in Muslim regions of the globe, knowledge about Islam and Muslims is at a premium. It is a daunting task for teachers to prepare material that fits into the limited time available, meets constitutional guidelines for teaching about religion, is correlated to standards, and is appropriate for various grade and ability levels.

These professional development workshops sponsored by the Prince Alwaleed bin Talal Center for Muslim Christian Understanding at Georgetown University’s Edmund A. Walsh School of Foreign Service will address the needs of teachers on all of these levels, giving them confidence that they are on solid legal and pedagogical ground, providing content knowledge, and helping them integrate the content into their curriculum and standards. Every topic in the flexible, customizable workshops is paired with teaching material that is readily available, and is correlated to state standards. The teaching resources meet First Amendment Center guidelines for constitutionally appropriate instruction about religion. The lessons are designed to help learners engage with excellent scholarship in the field, so that in addition to content knowledge, they develop the critical thinking and geography skills required in every state and district program.

### Design a Customized Workshop from Presentation Modules

These workshops are not one-size-fits-all. Professional development coordinators, curriculum specialists, and outreach coordinators can select from the modules to create a half-day, full-day, or even multiple day professional development program. Four groups of modules—consisting of basic modules, core modules, and cross-curricular modules—offer a menu of presentation material that is tailored to the needs of the teacher population to be served within the allotted professional development time. Workshop modules are described on this menu under the linked pages with those labels. These modules are accompanied by documentation and teaching resources that will enable workshop attendees implement the material in the classroom and share what they learned with their colleagues and administrators. Go to Descriptions of Basic, Core, and Cross-Curricular Modules after reading this page.

**How to Select Presentation Modules:** Using pages two and three of the Workshop Request Form, organizers of full-day workshops select from the following categories of presentation modules: one or both basic modules, two to five content modules per one-day workshop. Three listed topics in the Mini-modules count as one module. See the Chart “SAMPLE WORKSHOP TIMING AND CONTENT” for suggested program scheduling and module combinations for elementary and secondary teachers. Half-day and multiple-day workshops or institutes may include more or fewer content modules and will be developed in consultation with the organizers.

### To schedule an ACMCU Workshop:

Visit <http://cmcu.georgetown.edu> and download the ACMCU Workshop Request Form in MS Word format. Fill in the form and attach it to an e-mail message to SusanD@CMCUworkshops.net, or fax the form to (202) 687-8376 (email is preferred so an electronic copy is available for planning). To confirm, send your contact information in an email to the above address and we will email and/or call you to confirm and discuss the agenda, details, and any questions you may have. Please allow at least three weeks' notice to get the dates you want. Planning months in advance for your professional development calendar is welcomed.

Please see the Workshop FAQs section of this document for further details.

### Conditions for Participation:

**Professional development workshops are fully funded and free of charge:** The Center for Muslim Christian Understanding offers these workshops at no cost to the hosting institution. ACMCU even provides a lunch allowance for the participants, by arrangement with the workshop hosting institution and local caterers.

**Hosting organization's responsibilities:** The hosting organization is responsible for providing an audience of at least 25 registered participants. The host is also responsible for providing a venue for the workshop, and the usual AV equipment such as overhead projector, LCD projector, video/DVD player, by arrangement. The host may also provide the customary break refreshments for participants. Assistance with identifying local accommodations convenient to the venue site and/or airport will be appreciated.

**Cancellation:** If the host needs to cancel the workshop for any reason, at least two weeks' notice is required.

**Handouts and Teaching Resources:** All presentation modules are linked to online and print lesson plans and teaching resources. Each participant will receive access to the ACMCU teaching resource website with online resource links, downloadable lesson plans, videos and selected PowerPoint presentations. Institutional hosts are also asked to provide photocopies of materials for hands-on use during the workshop. Any additional materials will be supplied by the presenter.

# CMCU Workshops – About

---

## Planning Info – Basic Modules

### Module A: Building a Comfort Zone: Teaching about Religions in the Public (or Private) School Classroom (20-30 minutes)

**Overview:** The purpose of the session is to place teachers on confident, solid ground in the area of teaching about religion. By learning about the constitutional background on religion in public schools, and discovering that it is not only allowed, but required in most states, this workshop will give teachers the tools to counter the uncertainty of other teachers, parents, and even administrators. The First Amendment Center guidelines for teaching about religion are enumerated and their implications for classroom practice are introduced. Extensive documentation is provided on the workshop CD.

- Constitutional issues and background of teaching about religion in the US
- Is teaching about religion tolerated, encouraged, or required by states?
- Principles and Guidelines
- A standards-based framework for teaching about the world religions

### Module B: The World in the Classroom: Structural context for teaching about world religions (20-30 minutes)

**Overview:** Most secondary content on religion falls within a few course types at the secondary level. Under the principle of “natural inclusion” this means content on Islam may be included in history, geography, fine arts and literature courses. Systematic discussion of world religions takes place in most world history or geography courses. This module presents four common course models and lays out their advantages and disadvantages for teaching a complex topic such as religion. Trends in the structure of history education and the scholarship of teaching and learning history are discussed in order to provide context for the subject of the content modules.

- Types of courses where content falls and why does it matter?
- What kind of course framework can best carry the load?
- What are the trends in world history and geography surveys?

# CMCU Workshops – About

---

## Planning Info – Core Modules

### Module 1: Basic Beliefs and Practices of Islam (40–50 minutes) [either elementary or secondary grades]

**Overview:** This module provides the most basic information on the standard requirements for learning about a world religion, in terms of Islam’s beliefs and practices, terminology, and meaning in an individual, spiritual, worldly and social context. What it means to be a Muslim, and how Islam relates to other monotheistic faiths.

- The meaning of the Islamic creed and articles of belief
- The five pillars have many dimensions
- Islam as a moral and ethical system
- Islam as an Abrahamic faith tradition

### Module 2: Geographic issues: Maps and the Name Game (40–50 minutes)

**Overview:** Engaging in study of what is often erroneously called “the Muslim World” begins with defining the region geographically. No other world region is as elastic in scope and as varied in the names given to it. Starting from the essential elements of the National Geography Standards on which nearly all state standards are based, participants explore their application to this world region. Using a variety of maps and data, teachers learn how to avoid simplistic and misleading notions to ensure greater understanding and skill development. This module is not only for geography teachers. The module shows how to incorporate geography as a dynamic component of the world history course.

- Defining the region in maps and terminology
- Comparative geography of Muslim regions over time
- Surprising statistics and surveys on Islam in America, polling data on global attitudes
- Activities for the geography and history classroom

### Module 3: Historical Issues in Teaching about Islam (90–100 minutes)

**Overview:** This module provides historical content and places it in the context of the world eras in which it took place. The subtopics cover most of the historical content on Islam and Muslim civilization that are required by state standards. The workshop discusses how the content can be problematized and points to approaches that allow students to engage with primary and secondary source material in a manner that helps cultivate historical thinking skills so highly valued in every state standards document. Lesson material is included for every topic.

- Origins of Islam
- Rise and Spread of Islam
- Islam and hemispheric interactions
- Early modern and contemporary historical issues

# CMCU Workshops – About

---

## Planning Info – Cross-Curricular Modules

### Module 4: Contemporary Hot-Button Issues (90–100 minutes)

**Overview:** Among the hot topics in teaching about Islam, issues of contemporary Islam are the ones most often asked about by students. Terms such as jihad, shari’ah, madrassa, hejab, and fatwa have become household words, and abstractions such as extremist, terrorist, fundamentalist, militant, and Islamist ricochet through contemporary discourse. Teachers need to be equipped not only to provide answers to their students’ questions. The module discusses approaches to these difficult topics, access to primary and secondary sources, and activities to help students engage critically with these issues.

- What is Shari’ah?
- Islam and women
- Islam and terrorism
- Islam and human rights

### Module 5: Elementary Classroom Activities for Teaching about Islam and Muslims (90-100 minutes)

**Overview:** At the elementary level, content about Islam and other world religions is relevant to studies of diversity in communities, holidays around the world, and introductory history lessons. This module includes three common history topics from grade 3-6 curricula, a set of lessons on Muslim holidays, and suggestions for cross-curricular teaching through literature and art activities. Each of the subtopics is associated with teaching materials.

- Muslim Celebrations around the World
- Poetry, Music, and Stories
- Art activities
- Mansa Musa and West African history for grades 3-6
- Muslim Cities Then and Now for grades 3-6
- Traders and Explorers in Wooden Ships for grades 3-6

### Module 6: Islam in the Media: Fostering Critical Thinking (45–60 minutes)

**Overview:** Media literacy education often slips through the cracks, and even well organized teachers may feel that their students could use more practice in evaluating what they read, see, and hear about current events. This module shows how a needed skill can be combined with required content through classroom work on a high-interest topic of critical importance to our time. Beginning by introducing available models for media literacy education, the module gets participants working on several problems using recent examples of print, visual and broadcast journalism, utilizing recognized methods of examination.

- Available curricula for media education and unpacking the news
- Planet Islam, or “Where is the Muslim World?”
- Islam on the Internet – a field guide
- Images of Muslims: Typing and Stereotyping
- Dragging words through the mud: misunderstanding terms
- Polling information from Muslim countries

### Module 7: Seven Centuries of Islamic Spain in Europe (45-60 minutes)

**Overview:** Al-Andalus, the Arabic name for Islamic Spain, is a topic that appears in most world history standards, and an important dimension of European geography and culture. It was a place characterized by mingling of Muslims, Christians and Jews living under a framework of legal and religious tolerance. On the far western edge of the lands under Muslim rule, connections to trade, arts, sciences and industry brought a high level of civilization to the region, which brought forth large cities. This module features the documentary film *Cities of Light* with its free, standards-based, online resources for teachers. Teaching tools such as maps, timelines, guides and background pieces are introduced. Participants will explore the multimedia resources in the arts, sciences, and material culture of Spain that have enriched our own world in surprising ways.

- Historical maps, timelines and geographic background on the Iberian Peninsula
- Historical Background on the Abrahamic faiths
- Tolerance and Intolerance in the History of Al-Andalus
- Exploration of Material Culture and Sciences of Al-Andalus Andalusian Poetry
- Legacies and Transfers of Knowledge from Islamic Spain to Europe
- Poetry, Prose, and the Arts
- How Do Modern Historians Assess Islamic Spain’s Significance?

### Module 8: Mini Module Mix and Match: Teaching about Cultural Interactions between East and West: Case Studies from the Arts, Technology and Trade (15-20 minutes each segment; three = 1 module)

**Overview:** Teaching about cultural interactions as a distinct topic of study is one of the hallmarks of innovative world history education. Integration of the arts and sciences into history instruction is widely valued, both because it is enriching, entertaining and rich in skill development. These modules explore objects, places, literary forms and individuals that exemplify interactions among human societies. Students hone their skills at analyzing primary sources while they gain insights into the inter-cultural connections that made the modern world. These models also introduce the creative scholarship of individual historians.

1. The Story of Classical Knowledge and Its Transfer to Europe
2. Across the Eras into Your Shopping Cart: global cash crops and world history



3. Teaching through the Prism of Travel Accounts
4. Images of the Orient: Nineteenth Century European Travelers to Muslim Lands
5. Paper Trail: Transfer of Paper-making Technology and Its Impact
6. Arts of the Renaissance: Islamic Influence in Ceramics, Carpets, Glass, and Metalwork

### Module 9: The Indian Ocean in World History: Cultural Interactions across the Eras (60 or 90 minutes)

**Overview:** The module explores the online teaching resource on the Indian Ocean in World History [www.indianoceanhistory.org](http://www.indianoceanhistory.org) on which the presenter was lead developer. The site was reviewed in the online journal *World History Connected* at <http://worldhistoryconnected.press.illinois.edu/8.1/maunu.html> and on the Center for History and New Media *World History Sources: Finding World History* at <http://chnm.gmu.edu/worldhistorysources/r/360/whm.html>.

The session models use of this resource by sampling primary and secondary source documents and artifacts, and engaging workshop participants to use and discuss these examples from a variety of eras in history from prehistory to the present. The site serves upper elementary and secondary classrooms in world history, geography and cultures courses that are required in most curricula. It consists of a visual interface with a map for each era on which icons linked to primary source excerpts and historical accounts of each era, with images for each type of icon:

- objects, documents, travel literature, trade goods
- routes of migration and trade
- geographic features & phenomena
- scientific and historiographical methods of exploring the past

To facilitate exploration of the material, the objects on the map are linked to skills lessons, and other support materials are available on the site, in addition to bibliographies and sources for further exploration of the topic.

The Indian Ocean Basin is an emerging topic in world history and geography curriculum, but one that has few teaching resources in texts or elsewhere, and none with complete chronological range. Lessons highlight primary source exploration that fosters use of evidence and critical thinking skills. Working with the direct evidence of early global trade and migration links helps paint a realistic picture of world history, while the session demonstrates how to use this topic as a platform for integrating history, geography, arts and science.