

APPLICATION CHECKLIST & BUDGET FORM

Presidential Faculty/Student Collaboration and Publication Grant

Deadline February 24th

Please use this checklist and budget. Include with your completed application. For more information about Presidential Faculty/Student Collaboration and Publication grants, please see <https://gustavus.edu/kendallcenter/grant-opportunities/presidential-grant.php>.

Faculty Information

Name: Kristian Petersen

Email: kristianpetersen@mac.com

Dept: Religion

Rank: Visiting Instructor

Student Information

Name: Claire Curran

Email: claire.elizabeth.curran@gmail.com

Major: Religion – Minor: Peace Studies

Year: 2013

Checklist

Project Details

- ☒ Brief description of the proposed project including its collaborative nature
- ☒ Clear statement of anticipated outcomes
- ☒ Likely placement for publication or performances
- ☒ Anticipated research completion date

Participant Details

- ☒ Names and brief biographies of all participants
- ☒ Explanation of how this project fits into the career of the faculty
- ☒ Explanation of how this project fits into the educational trajectory of the student
(include year of graduation; student eligibility is limited to full-time returning students)

X Presidential Budget Proposal Form

YES – If successful, my proposal can be used as an example to assist future applications.

Check to give permission. This decision will not influence the application evaluation.

Submission Instructions

Electronic — Submit a single document containing the entire application to rsc-proposals@gustavus.edu.

Paper — Submit one (1) copy of completed application to the John S. Kendall Center for Engaged Learning (SSC 119).

1. A brief description of the proposed project

When one hears the words “Islam” or “Muslim” people often immediately think of negative images, such as oppressed women, 9/11, or violence and terrorism. Why? Why don't people recall instances of interfaith cooperation or artistic expression? Many have argued that the

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media has preserved negative portrayals of Muslims and reinforced misconceptions about Islam. For the remainder of our lives most people will generally be exposed to developments about Islam through the media. Therefore, it is essential to acquire a more nuanced understanding of contemporary Islamic movements through the media in order to present Muslims in a more comprehensive manner. A thorough depiction of modern events depicted in a comprehensive manner will reveal the full spectrum of opinions and positions about Islam and Muslims.

The goal of presenting Islam and Muslims in a more critical and nuanced manner motivates this proposed project, entitled *Islam and the Media 2012: A Critical Year in Review*. This project will present major reported events that revolve around Islam and Muslims over the year 2012. It will trace how topics related to Islam and Muslims, from the perspectives of both religious insiders and outsiders, have been communicated through popular media outlets, such as **major U.S and international news sources** (*The Christian Science Monitor*, *New York Times*, *Washington Post*, *Wall Street Journal*, *San Francisco Chronicle*, *Los Angeles Times*, *Chicago Tribune*, *USA Today*, *Time Magazine*, *The Guardian*, *The Telegraph*, *Al-Jazeera*, *Al-Arabiya*, *Today's Zaman* (Turkey), *Hürriyet Daily News* (Turkey), *Dawn* (Pakistan), *Al-Ahram* (Egypt), *The Jakarta Post* (Indonesia), *The Star* (Malaysia), *The Jerusalem Post*, *Times of India*, *The People's Daily* (China), and *China Daily*), **popular blogs** (*On Faith* (Washington Post), NPR, *Belief Blog* (CNN), *Religion Dispatches*, *The Immanent Frame*, *Qantara*, *Muftah*, *Green Prophet*, *Arabist*, *AltMuslim*, *Mashallah News*, *Elan*, *Religion New Service*, *Religion News Blog*, and *Huffington Post*), and in **public scholarship** (*Carnegie Middle East Center*, *Fair Observer*, *Our Shared Future*, among others). Our goal is to trace the public discourse about Islam and Muslim in order to delineate how that shapes peoples' opinions on the subject.

2. A clear statement of anticipated outcomes

Presenting our findings in a visually appealing, engaging, and informative manner is of great importance. Our collection and analysis of data will be presented in three parts: 1) an interactive timeline, 2) an interactive digital map, and 3) a comprehensive analytical essay.

The interactive timeline will reveal the unfolding of coverage and the increasing and decreasing importance of particular stories. Viewers will be able to witness the trajectory of themes and topics as they gain greater public coverage and reflection, and when they begin to lose the interest of readers. This will also display the reoccurrence of stories as they fluctuate in and out of the public eye. The inspiration for presenting our findings in this manner come from a resource from *The Guardian*, "Arab spring: an interactive timeline of Middle East protests" (accessible here <http://gu.com/p/2nf4k>). I have contacted the creators of the *ABC Visualisation Editor*, which is the programming software to produce this timeline, and they have agreed to make it available for free to those who can put it to good use.

An interactive digital map will allow readers to view where events related to Islam and Muslims have occurred in the passing year. The hope is that the general public will become more aware of the diversity of Islam throughout the globe by seeing where issues related to Islam and Muslims physically take place. More particularly, it is intended to demonstrate two points related to the makeup of the Muslim community: 1) while Muslims are overwhelmingly Asian (over 60 percent according to Pew research) much of the media coverage revolves around the Middle East, and 2) Islam is an American religion that significantly shapes contemporary American culture and society. The map will be created through Google mapping technology, which is free and open source, allowing it to be published on any website. My Curriculum Vitae can serve as an example of a digital interactive map (accessible here http://homepages.gac.edu/~kpeter15/Gustavus/Curriculum_Vitae.html).

This project will also provide brief critical summaries of stories. In both the map and time line particular events will include these short explanatory sketches and links to relevant media

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sources on that story so that readers can access the reporting themselves. Coverage will be limited to stories that focus on Islam and Muslims as a religion and religious community. Therefore, the political changes happening in the Middle East will not draw extensive coverage in the report but stories related to self-identified members of the Muslim Brotherhood being elected in official political roles will be included; or French policies related to immigrants from North Africa will not be extensively included but legislation that effects Islamic beliefs or practices, such as the banning of circumcision or veiling practices will be extensively covered.

During the summer of 2012, Claire and I will go over sources we find through our own personal research and begin collecting them and inputting them into the software database. We will divide relevant events up between us and write the descriptive summaries as sources provide us with several sources. We will meet to write these together in order to insure we present the material in a consistent manner. During the fall semester I will take over locating, cataloging, and writing about unfolding events. Finally, in December 2012, Claire and I will get together and determine what several of the most important stories related to Islam and Muslims were in the media and produce an introductory analytical essay about 2012 as a whole unit. This co-authored comprehensive essay relating what we witness over 2012 will introduce and frame the interactive tools.

3. Names and brief bios for all participants

Kristian Petersen is a Visiting Instructor in the Department of Religion at Gustavus Adolphus College. His research interests include Theory and Methodology in the Academic Study of Religion, Critical Islamic Thought, Muslims in the West, Literary and Institutional Sufism, Chinese Religions, Human Rights, Interfaith Dialogue, and Comparative Religions. He specializes on the development of Islam in China and Sino-Islamic intellectual history. His publications can be found in *Philosophy East and West*, *Journal of Muslim Minority Affairs*, *American Journal of Islamic Social Sciences*, *Journal of Oriental and African Studies*, and *Religious Studies Review*. He is the host of New Books in Religion and New Books in Islamic Studies and steering committee member for the Contemporary Islam Group at the American Academy of Religion.

Claire Curran is a Junior Religion Major and Peace Studies Minor. Her primary area of academic interest is interfaith cooperation, specifically the intersection of interfaith dialogue and social justice activism. Claire is the intern for Vocational Reflection and Integrative Learning in the Center for Servant Leadership (CSL); she organizes meaningful opportunities for engagement in vocational reflection and community building. Claire is also the founder of MOSAIC, the interfaith student organization on campus that seeks to build interfaith cooperation on campus by promoting respect of different religious traditions, engaging in mutually enriching relationships with people of different faith and acting on our shared values of mercy, compassion and justice. Claire is a Newman Civic Fellow, recognized for her work promoting interfaith cooperation at Gustavus. In the future, Claire hopes to engage diverse religious communities in grassroots campaigns to promote social justice and environmental sustainability.

4. An explanation of how this project fits into the careers of both faculty and students; the student should complete a separate statement

Kristian Petersen

The *Islam and the Media 2012: A Critical Year in Review* project serves my career goals in two interrelated ways. As a scholar, a richly researched but also an engaging and interesting publication will bring widespread attention to my role as a scholar of Islam and the public discourses on religion more generally. Generating accessible knowledge about Islam in order to

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inform and education the general public stimulates my research and motivates my scholarly productions. This project allows me to survey a broad subject across an extended period of time and present it in a manner that will be appealing to various individuals, thus, enabling me to achieve these goals. As a teacher, this project will allow me to serve as both a model and inspiration for my students. Every semester, my students have an assignment called the *Media in the New Media Age Project*. The assignment is designed to expose students to a variety of voices about religion and to assist them in navigating through contrasting opinions in the media. This media analysis of religion encourages students to reflect critically on media coverage of world events and to apply critical thinking to their understanding of religiously related phenomena. It consists of a course long blogging assignment where students find media sources on religion and analyze the way the particular tradition is framed and discussed in the resource. These blog assignments serve as research for the final project, which is left open to individual interpretation and students are encouraged to produce any number of creative projects that communicate their thoughts, such as audio podcasts, video presentations, digital slideshows, annotated infographics, or others. It is intended to advocate creativity and the use of personal strengths and interests when presenting their research. It is hoped that these skills will prove advantageous in future professional environments and reveal the personal transformative power inherent within individuals for social change and the promotion of shared values in a global environment. The publication of my project can serve as a model for new ways for presenting information in a meaningful and appealing manner while being critical and analytical simultaneously.

Claire Curran

The role media plays in shaping public opinion is something I have become acutely attuned to in the past two years. In my work with the Interfaith Youth Core (IFYC), I watch in despair as the Park 51 Community Center was slandered as the “Ground Zero Mosque” and accused of being funded by terrorists. This past January Term, I studied the impact of media framing in my class, “The Politics of Language.” It is clear that the news has often fostered and contributed to Islamophobia as well as numerous other forms of intolerance. I would welcome the opportunity to contribute to such a meaningful research project that synthesizes the portrayal of both Islam and Muslims in the media from around the world. As a Religion Major, I am fascinated by world religions and would greatly appreciate the opportunity to better comprehend how others portray, understand, and define Islam and Muslims. After graduation, I hope to work as a grassroots community organizer with a focus in engaging faith communities in political and social action. Interfaith cooperation is successful only when it is rooted in authentic understanding, appreciation, and respect for other religious and philosophical traditions. This research opportunity would help me to better engage diverse faith communities by providing me with a richer understanding of the ways in which Muslims are portrayed in the media and the ways in which they seek to define themselves. This research would be fulfilling academically in alignment with my Religion Major, but also personally, in my hope to use this knowledge and new technical skills to enrich my work with MOSAIC, the interfaith student organization at Gustavus, and my future career endeavors in which I hope to use religion as a powerful force for positive social change.

5. A complete budget for the project should be submitted using the standardized budget form for Presidential Grants. (on the web page for the John S. Kendall Center for Engaged Learning). BELOW

6. Likely placement for publication or performance

The project is intended as public scholarship on religion for a general educated audience

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and will be published in a venue that focuses on religiosity in all its various forms, possibly CNN's Belief Blog (<http://religion.blogs.cnn.com>), Washington Posts On Faith blog (<http://www.washingtonpost.com/national/on-faith>), or NPR. The Associate Editors of Religion Dispatches (<http://www.religiondispatches.org>) who oversee articles related to Islam, Haroon Moghul and Hussein Rashid, have expressed interest in publishing our project with them.

7. Anticipated research completion date.

To date, I have collected about 150 independent sources relating to Islam and Muslims since January 1st, 2012. I anticipate having over 1,000 sources by the end of the year. During the summer 2012 the bulk of production will begin in producing these digital tools. I will continue to collect sources and then during the summer we will begin entering this information into the digital timeline and map. The final product will be published in early January 2013 after all of the sources have been entered into the databases and Claire and I can reflect on the year's events and write up a essay.

8. Bibliography

- Christopher Allen, *Islamophobia* (\$30)
- Moustafa Bayoumi, *How Does It Feel to Be a Problem: Being Young and Arab in America* (\$12)
- Matti Bunzl, *Anti-Semitism and Islamophobia: Hatreds Old and New in Europe* (\$13)
- John Esposito, *Islamophobia: The Challenge of Pluralism in the 21st Century* (\$22) – 2 copies
- John Esposito, *Who Speaks For Islam?: What a Billion Muslims Really Think* (\$16)
- Ather Farouqui, *Muslims and Media Images: News Versus Views* (\$35) – 2 copies
- Norman G. Finkelstein, *Image and Reality of the Israel-Palestine Conflict* (\$16)
- Lina Khatib, *Filming the Modern Middle East: Politics in the Cinemas of Hollywood and the Arab World* (\$29)
- Zachary Lockman, *Contending Visions of the Middle East: The History and Politics of Orientalism* (\$29)
- Melani McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East since 1945* (\$25)
- Tariq Ramadan, *Western Muslims and the Future of Islam* (\$14)
- Edward Said, *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World* (\$10) – 2 copies
- Tim Jon Semmerling, "Evil" Arabs in American Popular Film: Orientalist Fear (\$23)
- Jack Shaheen, *Guilty: Hollywood's Verdict on Arabs After 9/11* (\$14)
- Jack Shaheen, *Reel Bad Arabs: How Hollywood Vilifies a People* (\$19)
- Stephen Sheehi, *Islamophobia: The Ideological Campaign Against Muslims* (\$12) – 2 copies
- Andrew Shryock, *Islamophobia/Islamophilia: Beyond the Politics of Enemy and Friend* (\$25)
- Sami Zubaida, *Beyond Islam: A New Understanding of the Middle East* (\$28)

BUDGET INFORMATION

Faculty Stipend (\$300 per week, up to \$2,400)

Student Summer Stipend (\$400 per week, up to \$3,200)

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Student Summer Campus Housing (\$43.75 per week, up to 8 weeks)

Total Budget Maximum (\$6450 for all categories)

ITEM		AMOUNT
Equipment (e.g., transcription machine, camera, cassette recorder – but not to include computer hardware)		\$
1:	Cost:	
2:	Cost:	
3:	Cost:	
Materials (e.g., books, printing, software, lab supplies)		\$ 480
1: Books on Media Analysis and Islam in Media	Cost: \$480	\$480
2:	Cost:	
3:	Cost:	
Travel Costs (cannot include conference travel, see http://gustavus.edu/finance/travel.php for allowable travel expenses)		\$
Airfare:		
Mileage: Number of miles @ \$0.55/mile		
Lodging:		
Meals:		
Stipends & Housing		\$ 5950
Faculty Stipend	\$300 per week, up to \$2,400	\$2,400
Student Summer Stipend	\$400 per week, up to \$3,200	\$3,200
Student Summer Campus Housing	\$43.75 per week, up to 8 weeks, \$350	\$350
TOTAL EXPENSES		\$ 6430
AMOUNT REQUESTED		\$ 6430

Have you applied for, or received funding from, another source to help support this project?

We have not obtained any other funding.