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The original presentation was shared via ICNA CSJ Webinar Series, “Stop bullying,” on May 9, 2018 and the recording is accessible here: <http://youtu.be/zcl1Jbhl1-c>

If you have any questions about the work itself, please feel free to contact:

W. Y. Alice Chan

alicechan.org

alice.chan@mail.mcgill.ca

[@awychan](#)

An aerial photograph of a city street, likely in San Francisco, showing a winding road with several cars. The road is flanked by buildings and greenery. A large, semi-transparent dark grey triangle is overlaid on the left side of the image, containing the title text.

Existing models of change: A look at solutions to religious bullying in the US today

W. Y. Alice Chan | alicechan.org | alice.chan@mail.mcgill.ca | @awychan | May 2018
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Agenda & Objectives

What is
religious
bullying?

Inform

Preventative
Solutions

Encourage &
Inspire

Responsive
Solutions

Reiterate



Women's Interfaith
Alliance of Central
Georgia

RELIGIOUS FREEDOM CENTER
FREEDOM FORUM INSTITUTE



1. Religious bullying

Understanding the phenomenon



Bullying

Manifestations

Physical

Verbal

Social

Cyberbullying

Content

Racial

Sexual-orientation

Disability

Language

Religious or other belief

Etc.



Effects

Lower self-esteem, poor mental health, depression, social anxiety, sluggishness, difficulty sleeping, poor appetite, increased likelihood of suffering self-injury or that perpetrated by others, inattentiveness, poor academic performance, truancy, alcohol consumption, drug use, and suicidal ideation

Short and long-term detrimental effects to the bully, the bullied, and witnesses of bullying.

Intra- and inter-generational.

Religious Bullying

Occurs when a religious or religiously unaffiliated person:

- 1) Intentionally degrades another person emotionally, mentally, or physically
- 2) Based on the bullied individual's actual or perceived religious or religiously unaffiliated identity, or the tenets of one's belief.
- 3) It creates or maintains a power imbalance between the parties.

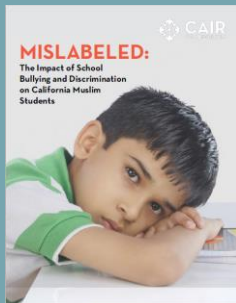
- ❖ Within religious groups
- ❖ Between religious groups
- ❖ Between religious and non-religious

“...intentionally degrades...”

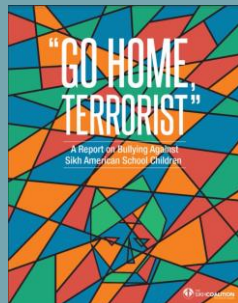
“...actual or perceived religious or religiously unaffiliated identity, or the tenets of a belief”

“...a power imbalance...”

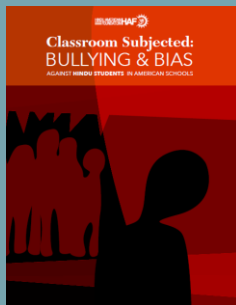
Religious bullying Statistical Data



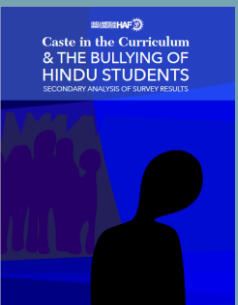
[Council of American-Islamic Relations](#)



[Sikh Coalition](#)



[Hindu American Foundation](#)



2014-2016 US reports:

Sikhs and Hindus:
1 in 3 students have been
bullied for their beliefs.

Muslims: 1 in 2 Muslim
students in California have
been bullied.

2017 US study:

Parents who reported their
school-age children were
bullied:

42% of Muslim parents*

23% of Jewish parents

10% of parents among the
general public

*25% of bullying stems from
teachers or school officials.

Social-Ecological Framework

Bronfenbrenner, 1979

Microsystem,
e.g. School,
home

Mesosystem,
e.g. Community

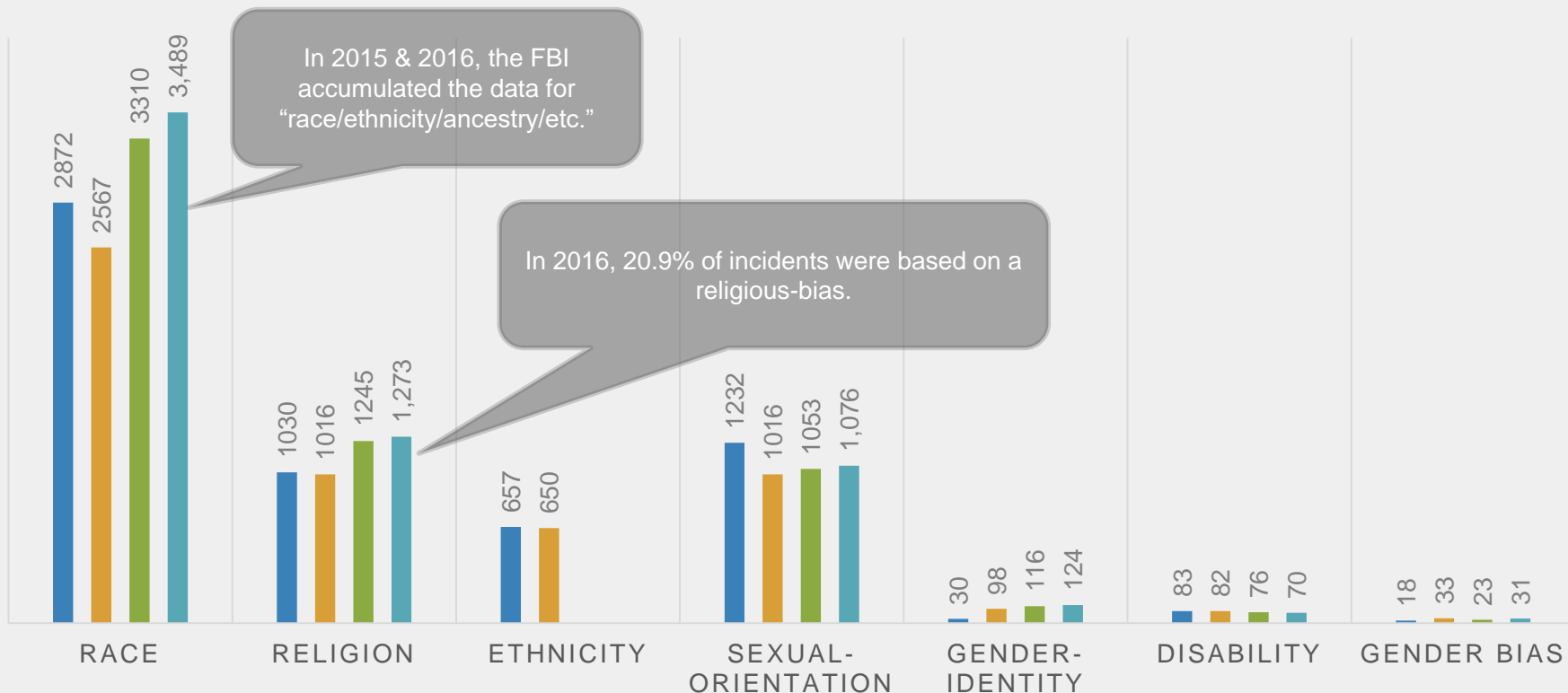
Exosystem,
e.g.
Government

Macrosystem,
e.g. Culture, values,
beliefs

FBI: REPORTED HATE CRIME INCIDENTS FROM 2013-2016, BASED ON SINGLE-BIAS MOTIVATION

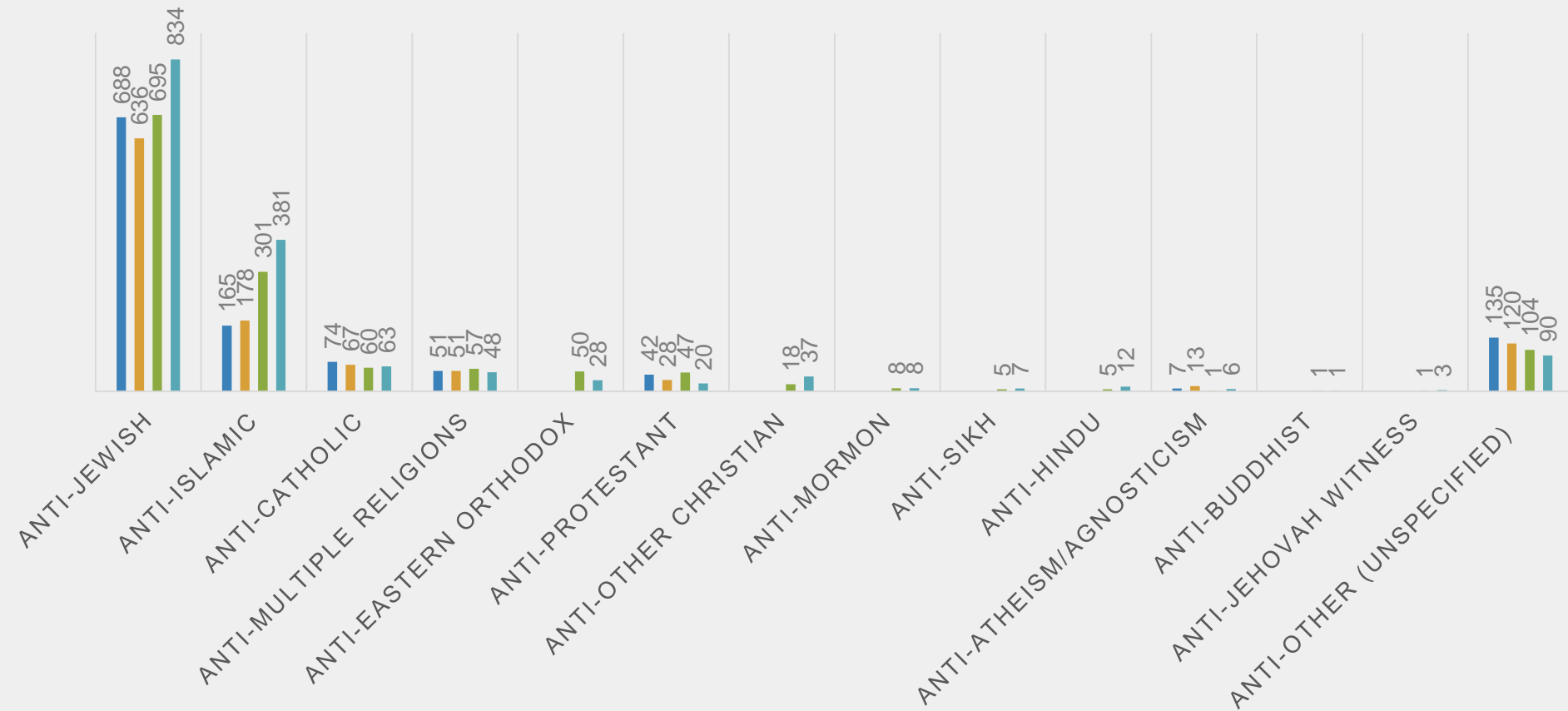
■ 2013 ■ 2014 ■ 2015 ■ 2016

Number of Incidents

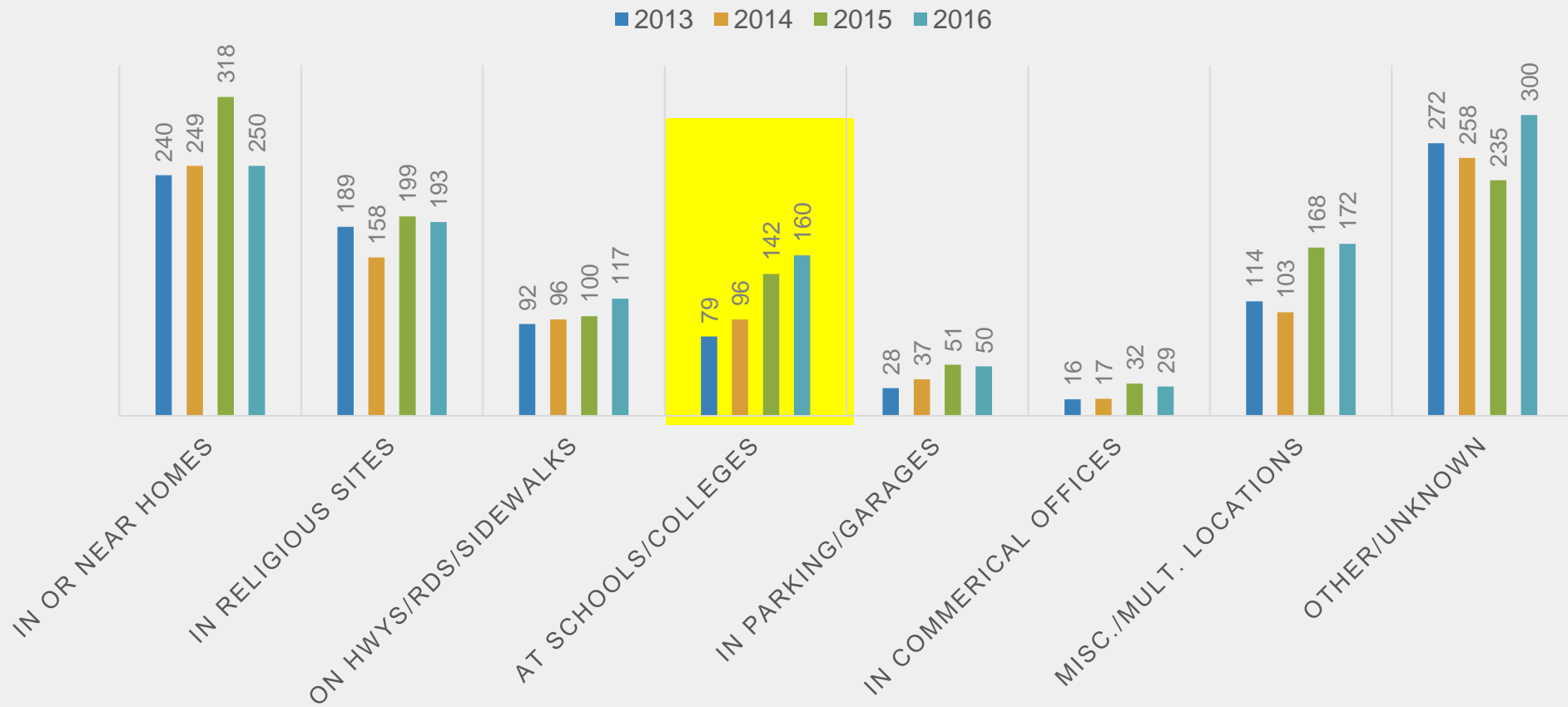


FBI: REPORTED HATE CRIME OFFENSES FROM 2013-2016 BASED ON ANTI-RELIGION MOTIVATION

■ 2013 ■ 2014 ■ 2015 ■ 2016



FBI: REPORTED HATE CRIMES FROM 2013-2016 BY LOCATION OF INCIDENTS BASED ON RELIGIOUS BIAS



For more statistical detail:

On religious bullying:

- 2014: Sikh. Coalition's ["Go home terrorist." A report on bullying against Sikh American school children](#)
- 2015: Council on American-Islamic Relations' [MISLABELED: The impact of school bullying and discrimination on California Muslim students](#)
- 2016: Balaji, M., et al.'s [Classroom subjected: Bully & bias against Hindu students in American schools](#), for the Hindu American Foundation.
- [American Muslim Poll 2017: Muslims at the crossroads](#). Institute for Social Policy and Understanding.

On religious discrimination:

- [American Muslim Poll 2018: Pride and Prejudice](#). Featuring the First-Ever National American Islamophobia Index. Institute for Social Policy and Understanding

On hate crimes per state:

- <https://www.fbi.gov/investigate/civil-rights/hate-crimes>





How to address religious bullying?

Religious Literacy: *What is it? ... and why consider it?*



Externally
diverse



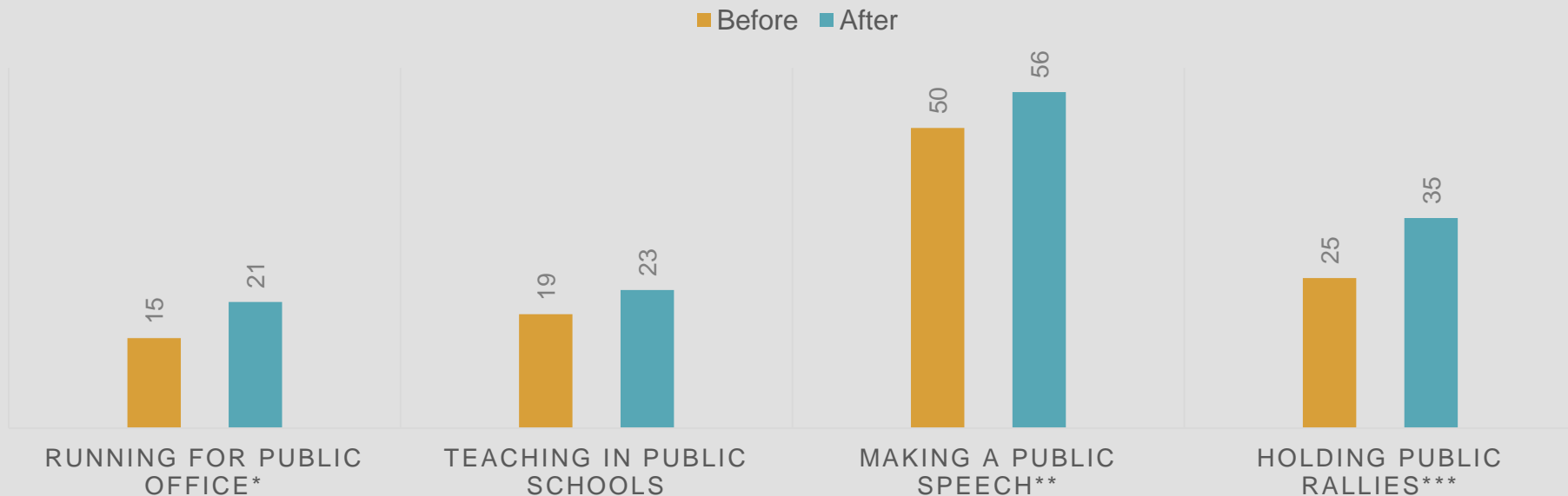
Internally
diverse



Influential
historically
and today
and not static

(Jackson, 1997, 2004, etc.; Miedema, 2014; Moore, 2007; Prothero, 2007)

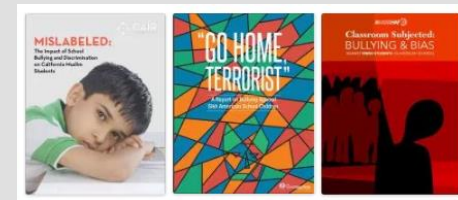
PERCENTAGE OF STUDENTS WHO WOULD PERMIT THE SPECIFIED FIRST AMENDMENT RIGHTS TO THEIR "LEAST-LIKED" GROUP, BEFORE AND AFTER THE COURSE



Tolerance of "least-liked" groups. (Note: On *t*-tests comparing target group with previous test, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$; $N =$ between 345 and 365. (Lester 2013, p. 117)

Religious literacy programs

Positive *and* negative.



Positive

Students who found the course beneficial:

- Modesto: 57% (n=16)
- Greater Montreal: 81% (n=13)

Negative

Other religious literacy courses with inaccuracies have promoted negative perceptions instead.

With a sound curriculum, **adequate teacher training**, administrative support, and **a passionate teacher who aims to neutrally teach about religion**, religious literacy can foster the respectful attitude, understanding, and knowledge about other beliefs and practices that can potentially deter religious bullying from occurring.



2. Preventative Solutions

Exploring existing models of change



Students

Teachers

Colleges

Religious
and
Community
Leaders

NGOs

Academics

1. Students: Student Voice

Sikh Kid 2 Kid

For youth, by youth.

Educates local teachers.

<http://sikhkid2kid.com/>

One Hindu Youth, Southern State (HAF interview)

Informed one teacher, and other teachers followed.

Generation Global

Programming for students

<https://generationglobal.org/>



2. Teachers: Community education

Mr. John
Camardella,
Prospect High
School, Mount
Prospect, IL

Mr. Chris
Murray, NBCT,
Walter Johnson
High School,
Bethesda, MD

Ms. Sharon
Froeba, Day of
Respect,
Modesto, CA

PASSION LED US HERE

Support parents

[Chicago Tribune,
2017](#)

Supports
students

[NBPTS, 2016](#)

Supports the
community

[http://www.pbs.org/
video/day-respect-
y4mp4o/](http://www.pbs.org/video/day-respect-y4mp4o/)



3. Colleges: Interfaith Initiatives

Interfaith Youth Core

To support the
students

<https://www.ifyc.org/>

Convergence

To help
universities and
colleges in
Canada and the
US improve their
climates through
policy and
practice

<https://convergenceoncampus.org/>

Multifaith Centres and Institutes at many Colleges

E.g., Boniuk
Institute for
Religious
Tolerance, Rice
University,
Houston, TX

https://boniuk.rice.edu/diversity_in_houston.aspx



4. Religious and Community Leaders: Interfaith initiatives

California:
Stanislaus
County
Interfaith
Council

Video they shared
with the Modesto
City's School
District teachers:
<https://vimeo.com/182842797>

Georgia:
Women's
Interfaith Alliance
of Central Georgia

Faith Alliance of
Metro Atlanta
(FAMA), works
with Islamic
Speakers Bureau
Atlanta

Pennsylvania:
The Interfaith
Center of
Greater
Philadelphia

A plethora of
online resources:
www.interfaithcenterpa.org/resources



ANGELINA MARTIN/The Journal

5. NGOs

ICNA: “Stop bullying” webinar series

Newsletter: <http://icnacsj.org/newsletters/>

ING: Programming for many groups. Interfaith at work. Christian works here. Story of her work [here](#).

Newsletter: <https://ing.org/newsletter-signup/>

Tanenbaum Center: Programming for the public

Newsletter: <https://tanenbaum.org/stay-informed/>

Interfaith Center of New York, NYC: Programming for various professionals.

Newsletter: <http://interfaithcenter.org/past-newsletters/>

6. Academics: Education

Harvard Religious Literacy Project:

Religious Literacy:
Having the right framework
<https://rlp.hds.harvard.edu/harvard-x-course>

(Public and parents)

Promoting Relationships and Eliminating Violence Network (PREVNet):

The importance of Healthy Relationships
<https://www.preynet.ca/>

(Policy makers, parents, teachers)

Religious Freedom Center:

Religious Studies Companion Document for the NCSS C3 Framework: Having the right curriculum.
[Info here.](#)

(Teachers)



Social-Ecological Framework

Bronfenbrenner, 1979

Microsystem

Mesosystem

Exosystem

Macrosystem

3. Responsive Solutions



RESPONSES BASED ON LOCATION OF INCIDENT



**Refer to local and state laws on bullying and cyberbullying: <https://cyberbullying.org/bullying-laws>
State and school district procedure differs in each context.*



Conclusion

- Religious bullying is complex
- Many groups are seeking preventative solutions
- Consider a local initiative near you:

Which type of solution is appropriate for you? Can you be a part it?



Thank you!

Any questions?

You can find me at:
alice.chan@mail.mcgill.ca
[@awychan](#)
alicechan.org

References

Slide 6: PREVNet. (n.d.). Types of bullying. <http://www.prevnet.ca/bullying/types>; De Lara, E. (2016). *Bullying scars: The impact on adult life and relationships*. New York, NY: Oxford University Press; Nansel, T. R., Craig, W., Overpeck, M. D., Saluja, G., Ruan, J., & the Health Behaviour in School-Aged Children Bullying Analyses Working Group. (2004). Cross-national consistency in the relationship between bullying behaviors and psychosocial adjustment. *Archives of Pediatric and Adolescent Medicine*, 158, 730-736; Pan, S. W. & Spittal, P. M. (2013). Health effects of perceived racial and religious bullying among urban adolescents in China: A cross-sectional national study. *Global public health: An international journal for research, policy, and practice*. 8(6), 685-697. <http://dx.doi.org/10.1080/17441692.2013.799218>; Totten, M. & Quigley, P. (2003). Bullying, School Exclusion And Literacy. Canadian Public Health Association. Retrieved http://www.cpha.ca/uploads/progs/_/safeschools/discussion_paper_e.pdf.

Slide 7: Observations from Chan's doctoral study and the following references. Kirman, J. (2004). "Using the them of bullying to teach about human rights in the social studies." *McGill Journal of Education*, 39(3), 327-341; PREVNet. (n.d.). Facts and Solutions. Retrieved from <http://www.prevnet.ca/bullying/facts-and-solutions>; Stopbullying.gov. (n.d.). Religion and Faith. Retrieved from <http://www.stopbullying.gov/at-risk/groups/index.html>

Slide 8: Balaji, M., Khanna, R., Dinakar, A., et al. (2016). *Classroom subjected: Bully & bias against Hindu students in American schools*. Washington, DC: Hindu American Foundation <https://www.hafsite.org/resources/classroom-subjected>; Council on American-Islamic Relations (2015). *MISLABELED: The impact of school bullying and discrimination on California Muslim students* <https://ca.cair.com/sfba/wp-content/uploads/2015/10/CAIR-CA-2015-Bullying-Report-Web.pdf>; Mogahed, D. & Chouhoud, Y. (2017). *American Muslim Poll 2017: Muslims at the crossroads*. Institute for Social Policy and Understanding. https://www.ispu.org/wp-content/uploads/2017/06/AMP-2017_Full-Report.pdf; Sikh Coalition. (2014). "Go home terrorist." A report on bullying against Sikh American school children. <https://issuu.com/thesikhcoalition/docs/go-home-terrorist/3>



References (continued)

Slide 9: Bronfenbrenner, U. (1979). *The Ecology of Human Development : Experiments by Nature and Design*. Cambridge, US: Harvard University Press.

Slide 10 & 11: 2016: <https://ucr.fbi.gov/hate-crime/2016/topic-pages/incidentsandoffenses>; 2015: https://ucr.fbi.gov/hate-crime/2015/home/topic-pages/incidentsandoffenses_final; 2014: https://ucr.fbi.gov/about-us/cjis/ucr/hate-crime/2014/topic-pages/incidentsandoffenses_final; 2013: https://ucr.fbi.gov/hate-crime/2013/topic-pages/incidents-and-offenses/incidentsandoffenses_final/

Slide 12: 2016: <https://ucr.fbi.gov/hate-crime/2016/topic-pages/locationtype>; 2015: https://ucr.fbi.gov/hate-crime/2015/topic-pages/locationtype_final; 2014: https://ucr.fbi.gov/hate-crime/2014/topic-pages/locationtype_final; 2013: https://ucr.fbi.gov/hate-crime/2013/topic-pages/location-type/locationtype_final

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Slide 16: Lester, E. (2013). *Teaching about religions: A democratic approach for public schools*. Ann Arbor, MI: University of Michigan Press.

Slide 17: Chan's doctoral study findings.

Slide 23: Martin, A. (2018). "Interfaith supper unites local religions." *Turklock Journal*. (May 7, 2018). Retrieved from <https://www.turlockjournal.com/news/local/interfaith-supper-unites-local-religions/>



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The background of the slide is a close-up photograph of green, heart-shaped leaves. A diagonal line from the top-left to the bottom-right splits the image. The area to the right of this line is brightly lit, showing vibrant green leaves with prominent veins. The area to the left is in deep shadow, with the leaves appearing in various shades of dark green and black.

Appendix



U.S. Department of Education

Search...

Student Loans

Grants

Laws

ARCHIVED INFORMATION

U.S. Department of Education Takes Actions to Address Religious Discrimination

JULY 22, 2016

Contact: Press Office, (202) 401-1576, press@ed.gov

As part of ongoing efforts to encourage respect for students of all faiths and beliefs, the [U.S. Department of Education](#) today shared a series of actions that confront discrimination and promote inclusive school environments.

The steps include a new website on religious discrimination, an updated civil rights complaint form, an expanded survey of America's public schools on religious-based bullying, technical assistance for schools, and recent outreach on confronting religious harassment in education.

"Students of all religions should feel safe, welcome and valued in our nation's schools," said Assistant Secretary for Civil Rights Catherine E. Lhamon. "We will continue to work with schools and communities to stop discrimination and harassment so that all students have an equal opportunity to participate in school no matter who they are, where they come from or which faith, if any, they subscribe to."

Responding to
religious bullying in
America

<https://www.ed.gov/news/press-releases/us-department-education-takes-actions-address-religious-discrimination>

Office of Civil Rights “bars discrimination based on race, color, and national origin, including a person’s actual or perceived shared ancestry or ethnic characteristics or citizenship or residency in a country with a dominant religion or distinct religious identity. That includes membership in a religion that may be perceived to exhibit ethnic characteristics, as often experienced by Hindu, Jewish, Muslim, and Sikh students.”

Title VI of the Civil Rights Act of 1964

Responding to religious bullying

Bullying based on a religious belief can be addressed using [Title IV of the Civil Rights Act](#):

“...prohibits discrimination on the basis of religion in public schools and institutions of higher learning. The Educational Opportunities Section works to ensure that all persons regardless of their religion are provided equal educational opportunities. The Section’s work includes addressing discrimination and harassment on the basis of religion, and spans all religious affiliations.”

Bullying that occurs based on a perceived religious belief due to an ethnic or racial identity can be addressed using [Title VI of the Civil Rights Act](#):

“Simple justice requires that public funds, to which all taxpayers of all races [colors, and national origins] contribute, not be spent in any fashion which encourages, entrenches, subsidizes or results in racial [color or national origin] discrimination.”

When does harassment violate Title VI?

A school, college, or university violates Title VI when:

- (1) harassing conduct on the basis of race, color, or national origin is sufficiently serious as to limit or deny a student's ability to participate in or benefit from the educational program, i.e., creates a hostile environment;
- (2) a responsible employee of the school knew, or should have known, about the harassment; and
- (3) the school failed to take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent the harassment from recurring, and, as appropriate, remedy its effects.

<https://www2.ed.gov/about/offices/list/ocr/docs/know-rights-201701-religious-disc.pdf>

Actions/inactions that violate Title VI:

A Sikh student wears his turban to school. A teacher tells the student he needs to remove the turban for his own safety, given recent violence targeting Muslims in the region. The student informs the teacher that he is Sikh. When he refuses to remove his turban, he is suspended.

During a lesson about 9/11, classmates of a Muslim middle school student call him a terrorist and tell him to go back to his country. The teacher tells the class that only some Muslims are terrorists, and asks the student why Muslims have not denounced the terrorist attacks of 9/11. The student complains to a school official about the statements by his teacher and classmates, but the school official take no steps to respond.

The effects of bullying coincide with the factors that push one towards violent extremism

Effects of bullying	<i>Push</i> factors towards violent extremism
Lower self-esteem, poor mental health, depression, social anxiety, sluggishness, difficulty sleeping, poor appetite, increased likelihood of suffering self-injury or that perpetrated by others, inattentiveness, poor academic performance, truancy, alcohol consumption, drug use, and suicidal ideation	<ul style="list-style-type: none">• A threat to individual & collective identity• Marginalization from mainstream society• Hatred of and looking for revenge against a group• Underlying, enduring and systemic inequalities

A full list of push and pull factors are available via:

Ghosh, R., Chan, W. Y. A., Manuel, A., & Dilimulati, M. (2016). Can education counter violent religious extremism? *Canadian Foreign Policy Journal*. <http://dx.doi.org/10.1080/11926422.2016.1165713>

Ghosh, R., Manuel, A., Chan, W. Y. A., Dilimulati, M. & Babaei, M. (2016). *Education & Security: A Global Literature Report on Countering Violent Religious Extremism (CVE)*. Tony Blair Institute for Global Change.

https://institute.global/sites/default/files/inline-files/IGC_Education%20and%20Security.pdf

#YouthWagingPeace

A youth initiative to understand how youth see the connection between bullying, marginalization, discrimination and violent extremism and what to do about it, through art, sports, etc.

2000+ youth worldwide speaking up against violent extremism

Across 50+ countries

<http://mgiep.unesco.org/youth-waging-peace>

