

Module 17: The Muslim and African Ban (2017)

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Note to Educators

The Teaching Beyond September 11th curriculum project seeks to capture the events of the two decades (2001-2021) following 9/11 as a means for youth to understand the post-9/11 global order. Developed by a team of educators from the University of Pennsylvania in collaboration with inter-/national scholars, practitioners, and community activist leaders, each stand-alone module is grounded in at least one of six identified themes and is anchored in an event in a particular year following 9/11. The curriculum does not need to be taught sequentially. Lessons within a module may be taught sequentially or individually unless specified.

The curriculum is ideal for advanced high school and early college students. Educators are encouraged to adapt lessons to meet the needs of their classroom and student academic level. The curriculum framework at the end of this document highlights guiding questions for students to grapple with and enduring understandings that we wish for students to glean from these lessons.

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Module 17. The Muslim and African Ban

Primary Theme: **US Domestic Policy**

Year in focus: **2017**

Grades: **11 and 12, freshman college**

Entry points (subject area): **US History, Global History, Social Studies, Government & Politics, International Relations**

Module Context

2017 marked the 16th year since the US began the War on Terror and the first year of the Trump presidency. Trump ran on an anti-immigrant and Islamophobic platform, promising to ban Muslims and other groups from emigrating to the US. His fifth executive order – just one week into his presidency - made good on this promise with the passage of Executive Order 13769: *Protecting the Nation from Foreign Terrorist Entry into the United States*, otherwise known as the Muslim and African Ban. At its height, this ban impacted over a dozen countries around the world, almost all of which were Muslim majority or have large Muslim populations. While there were many legal challenges to the ban, the Supreme Court upheld it. Trump was a one-term president; the ban was overturned when Biden assumed the Office of the President in 2021. However, the impact of the ban continues.

Module Goal

Students will be able to use their independent learning to explain the pathway to the Muslim and African Ban (what led up to it) and the various ways it was supported (by individuals, organizations, and Islamophobic narratives and rhetoric). Further, students will understand why referring to the ban by the moniker “the travel ban” rather than “the Muslim and African Ban” obscures the intent and impact of the ban.

Module Overview

The three lessons in the module provide students with an understanding that the ban didn't start with Donald Trump—it comes out of almost two decades of policies from the War on Terror as well as a much longer history of Islamophobia in the United States. Students will trace the history of the ban and how it has impacted individuals and communities, and also gain an understanding of the many individuals and groups who pushed for the ban. The lessons can be taught as stand-alone lessons (depending on the background knowledge of the students). Students will gain a deeper understanding of the ban if at least lessons 1 and 2 are taught. If all three lessons are taught, a final culminating reflective essay activity is described at the end of lesson 3.

Lesson 1 - What is the Muslim and African Ban?

This lesson will explore what led to Executive Order 13780 of March 6, 2017 (*Protecting the Nation from Foreign Terrorist Entry into the United States*), at the time commonly known as the Muslim Ban or Travel Ban. Students will understand that using the moniker “travel ban” obscures the intent of the ban and minimizes the harm on targeted countries/communities. Further, students will gain insight into how a network of individuals and organizations played a key role in getting the ban enacted as national policy.

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Lesson 2 - Narratives around the Muslim and African Ban

In this lesson, students will consider the narratives around the Muslim and African Ban. Specifically, they will gain an appreciation of how the three dominant narratives of national security, the economy, and US values obscured the first-person narratives of those impacted by the ban and therefore encouraged support for the ban.

Lesson 3 - Impacts of the Muslim and African Ban

This lesson will examine the progression and impact of the ban. Students will understand the timeline of the ban and the direct impacts that the policy had on individuals targeted by the ban.

Curriculum Connections

Module 2: Surveillance of Muslims

Module 4: Civil Liberties after 9/11

Module 7: Understanding Islamophobia

Module 16: Rising Youth Activism in the US

Lesson 1. What is the Muslim and African Ban?

Overview, Background Resources and Materials Needed

This lesson will explore what led to Executive Order 13780 of March 6, 2017 (*Protecting the Nation from Foreign Terrorist Entry into the United States*), commonly known as the Muslim Ban or Travel Ban. Students will understand that using the moniker “travel ban” obscures the intent of the ban and minimizes the harm on targeted countries/communities. Further, students will gain insight into how a network of individuals and organizations played a key role in getting the ban enacted as national policy.

Background reading for educators before Lesson 1

It would be beneficial for educators to review the student handouts before the lesson. These resources may also be used as a supplementary reading list for students in higher level courses:

1. The Bridge Initiative. **Background of the ban:** <https://bridge.georgetown.edu/research-publications/reports/the-muslim-and-african-Ban/>
2. The Bridge Initiative. **Infographic on the ban by the numbers:** <https://bridge.georgetown.edu/research/the-muslim-and-african-bans-by-the-numbers/>
3. The Bridge Initiative. **Report on how Trump and Biden talked about the ban during the 2020 presidential elections:** <https://bridge.georgetown.edu/research/not-who-we-are-and-opening-the-floodgates/>

Key Terms in Lesson 1

Muslim and African Ban: Popularly known as the Muslim Ban, this Executive Order 13769 was signed by President Donald Trump in January of 2017. Formally named “Protecting the Nation from Foreign Terrorist Entry into the United States,” the original law prevented the entry of individuals from seven Muslim majority countries (Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen).

Executive Order: A signed directive or document from the President that is treated like a law and can impact key operations of the federal government. An example is Executive Order 9066 signed by President Roosevelt that imprisoned Japanese American citizens in concentration camps during World War II.

Refugee: An individual or a group of people fleeing a home country due to violence, fear, or persecution. Refugees are protected under international law allowing them the same rights as other foreign nationals in the host country.

Sharia: Islamic law that guides Muslim life and practice

Materials Needed for Lesson 1

1. Slide deck for Lesson 1
2. [PBS News Hour Video](https://www.pbs.org/newshour/show/muslim-ban-advocates-want-biden-to-do-more-to-prevent-discriminatory-policies) (to be played in class; included in slide deck)

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3. Bridge Initiative Factsheets (one factsheet [distributed randomly] per student)
 - a. Module 17, Lesson 1: *2-page* Stephen Miller Factsheet (1 per student in small groups)
 - b. Module 17, Lesson 1: *3-page* Center for Immigration Studies Factsheet (1 per student in small groups)
 - c. Module 17, Lesson 1: *2-page* Center for Security Policy Factsheet (1 per student in small groups)
4. Module 17, Lesson 1: Educator Key / Anticipated Student Responses

Lesson 1. What is the Muslim and African Ban?

Learning Plan

Opening – 10 minutes

Open the lesson by asking students **general questions about the Muslim and African Ban**.

Possible Questions:

- Who has heard of it?
- What terms have you heard used for it?
 - Possible student responses: “Muslim Ban,” “Travel Ban,” “Muslim and African Ban”
- What do you know about it?

(Lesson 1 slide deck, slide 2). Project **map slide** from Lesson 1 slide deck and then timelines naming countries in the ban.

Be sure to highlight that the list of countries added to the various iterations of the ban may seem quite arbitrary though in fact, it aligns well with many of Trump’s disparaging comments about certain countries, for example, his comments regarding El Salvador, Haiti, and Mexico.

(Lesson 1 slide deck, slide 2). Project **timeline of ban**. Specific points worth highlighting:

- The **original list** included Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen.
- In the **expanded iteration**, several countries were added, namely: Eritrea, Nigeria, Tanzania, and Chad from the African continent, and also Kyrgyzstan, Myanmar, North Korea, and Venezuela from the other parts of the world.
- Iraq was removed from the list and Chad was also eventually dropped. Sudan was first removed and then later re-added.
- **Explain to students that 13 of the 15 countries targeted by the Ban are either Muslim majority countries or have significant Muslim populations.**
- Nearly half of the countries targeted by the Ban are in the African continent, which aligns with Trump’s racist comments against Black/African immigrants, as well as the fact that well over 1/3 of the global population of Muslims lives on the African continent.
- Lawyers and scholars have argued the addition of non-Muslim majority countries North Korea and Venezuela served to **insulate the Ban from legal and judicial scrutiny**, as a policy that was not discriminatory against just Muslims. This is despite the overwhelmingly documented intent of the Ban as a ban on Muslims and non-white immigrants more broadly, the fact that the nationals from Venezuela targeted only a few government officials and their immediate families, and the fact that immigration and travel from North Korea to the U.S. is so minimal that the Ban is functionally symbolic in targeting North Korea and Venezuela.

Key concepts overview – 10 minutes

(Lesson 1 slide deck, slide 4). Play video to introduce and summarize the **4+ years of the ban** and its impact on various individuals: [PBS NewsHour video](#) [7:04, transcript, no CC]

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Ask students for their thoughts and reactions following the video. As a segue, you may wish to ask how a ban like this could have been passed.

Application – 25 minutes

Explain to students that the class will now look back at how the ban came into being.

Randomly hand each student one of three Bridge Initiative factsheets (or assign on computers/tablets). These factsheets will be on individuals and organizations who have played an instrumental role in pushing for the implementation of the ban. They include **Stephen Miller, Center for Security Policy,** and **Center for Immigration Studies.**

(Lesson 1 slide deck, slide 5). Optionally show slide from slide deck showcasing these individuals/organizations. [for educator's own reference, see also background resources].

Instruct students to go through the assigned factsheet on their own or in pairs/small groups (with the same factsheet). [15 mins]

Using the remaining class time, guide students to answer the following question:

Name 2-3 ways in which the individual/organization helped push for the ban (educator key with anticipated student responses provided in handout section).

Debrief – 5 minutes

In closing, highlight for students that decades of policies after 9/11 – coupled with the much longer history of Islamophobia in the United States – allowed for the passage of the Muslim and African Ban.

Lesson 1. What is the Muslim & African Ban?

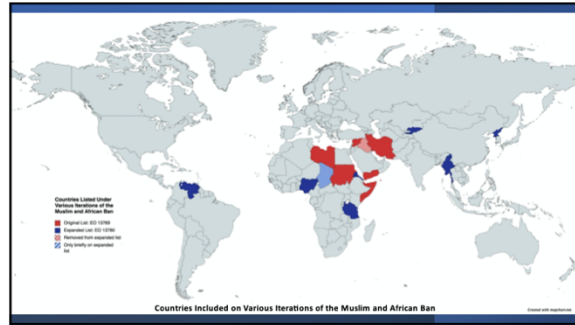
Student Handouts and Supplementary Teaching Materials

1. Lesson 1 Slide Deck preview (4 slides). [Please download separate slide deck file]
2. **Bridge Initiative Factsheets** (one factsheet [distributed randomly] per student)
 - Module 17, Lesson 1: *2-page* Stephen Miller Factsheet (1 per student in small groups)
 - Module 17, Lesson 1: *3-page* Center for Immigration Studies Factsheet (1 per student in small groups)
 - Module 17, Lesson 1: *2-page* Center for Security Policy Factsheet (1 per student in small groups)
3. Educator Resource: **Factsheets Anticipated Student Responses** (for educator only)

Lesson 1 Slide Deck Preview

What is the Muslim and African Ban?

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THE MUSLIM & AFRICAN BANS Timeline

The Bridge Initiative
bridge.georgetown.edu

Full infographic available at:
<https://bridge.georgetown.edu/research/the-muslim-and-african-bans-by-the-numbers/>

Progression of Executive Orders (EO) and Presidential Proclamations (PP) with full list of countries included in each iteration of the Ban.

- JANUARY 20, 2017**
Donald J. Trump inaugurated as President
- JANUARY 27, 2017**
Executive Order 13769
Countries added: Iran, Iraq, Libya, Somalia, Sudan, Syria, Yemen
Temporary refugee ban and indefinite ban on Syrian citizens
- MARCH 6, 2017**
Executive Order 13780
This EO modified and replaced EO 13769
Countries removed: Cuba
"Temporary entry" provision added to the "refugee admissions process"
- SEPTEMBER 24, 2017**
Presidential Proclamation 6396
Countries removed: Sudan
Countries added: Chad, North Korea, Venezuela
- OCTOBER 24, 2017**
Executive Order 13780
"No longer threat assessment" for religious faith
Egypt, Iran, Iraq, Libya, Mali, North Korea, Somalia, South Sudan, Sudan, Syria and Yemen
- APRIL 16, 2018**
Presidential Proclamation 6323
Countries removed: Chad
- JANUARY 25, 2019**
Presidential Proclamation 6397
Countries added: Ethiopia, Iraq, Jordan, Myanmar, Nigeria, Sudan, and Tanzania

The Muslim & African Ban in Historical Context

PBS News Hour

Source: <https://www.pbs.org/newshour/show/muslim-ban-advocates-want-biden-to-do-more-to-prevent-discriminatory-policies>

Photo: Getty Images [CC-BY-SA 3.0]

Read your respective factsheet. Be prepared to respond to the following:

Name 2-3 ways in which the individual/organization helped push for the ban

Module 17, Lesson 1 – Bridge Initiative Fact Sheet #1

Directions: Read the following Factsheet and then as a group name 2-3 ways in which the individual/organization helped push for the Muslim and African Ban.

FACTSHEET: STEPHEN MILLER

by Bridge Initiative Team

Published on 30 Nov 2018

Updated October 22, 2019

IMPACT: Stephen Miller is a Senior Advisor to President Donald Trump and has helped create anti-immigration policies targeting Muslims and people of color.

Stephen Miller is Senior Advisor for Policy to President Donald Trump. In his role, Miller has contributed to several anti-immigration policies. In 2017, he and then-chief strategist Steve Bannon wrote President Trump’s Executive Order banning individuals from seven Muslim-majority countries from entering the United States, which many called a Muslim ban. According to Politico, he did not consult Senators or lawyers when drafting the order, which upon execution resulted in deportations and long detentions of individuals from Muslim-majority countries.

According to Politico, Miller is one of the key figures behind the drastic reduction in the number of refugees accepted into the U.S. In 2018, the maximum number of refugees was set at 45,000, the lowest since the program started in 1980. The first half of 2019 witnessed a 90% reduction in the number of Muslim refugees admitted in comparison to the first half of 2017. In 2016, the U.S. accepted 38,900 Muslim refugees, the highest in history. According to the Pew Research center, since January 2019, the U.S. has only admitted 4,600 Muslim refugees.

A 2019 article in the Washington Post, noted that “Trump and senior policy adviser Stephen Miller ‘seemed to have a particular dislike for Somalia, often citing it or its nationals when they spoke of the potential dangers of refugees and other immigrants.’” Somalia is one of the countries included in the travel ban.

A 2017 article in the New York Times found that Miller intervened in the publication of a Department of Health and Human Services internal study to suppress research stating that refugees were a net positive to the U.S. economy. According to Cliff Sims, a former White House communications aide, Miller once said that he “would be happy if not a single refugee foot ever again touched American soil.”

An April 2019 Politico article revealed that Miller was behind a provision in the January 2017 Executive Order that excluded undocumented immigrants from federal privacy protections. He was also an advocate for advancing the policy of “zero tolerance,” in which adults who crossed the border would be prosecuted. Under this policy, parents were separated from their children, and the children were kept in facilities that often lacked basic necessities.

The New York Times reported that Miller has allied himself with the Center for Immigration Studies (CIS), FAIR, and NumbersUSA in his policy work. The Southern Poverty Law Center (SPLC) has designated all three as hate groups at the “nexus of the American nativist movement.” These organizations also

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have a history of anti-Muslim rhetoric and policy; for example, CIS executive director Mark Krikorian once called Muslims a “vicious people.”

Miller has promoted low-level staffers who share his anti-immigration views to key policy positions. Among these are John Zadrozny, who previously worked at FAIR, and Andrew Veprek, who CNN found had “disputed the idea that leaders have a ‘duty’ to condemn hate speech and incitement, and repeatedly rejected use of the words nationalism, populism, and xenophobia.”

According to Politico, Miller wrote speeches for candidate and President Trump, including his Republican National Convention speech and his inaugural address, though Trump claims he wrote them himself. Some analysts have said that Miller is “the Trump speechwriter whose own voice is closest to Trump’s.”

On July 15, 2019, President Trump made numerous remarks aimed at four congresswomen of color, stating, “They have to love our country,” and that the House members should “go back and help fix the totally broken and crime infested places from which they came.” During a July 21, 2019, Fox News interview with Chris Wallace, Miller was asked how President Trump’s past comments telling the congresswomen to “go back” to their countries of origin, could not be interpreted as racism. Miller responded that “the term ‘racist’ has become a label too often deployed by the left [and] Democrats to try to silence and punish and suppress people they disagree with.” Dr. Ibram Kendi, director of the Antiracist Research and Policy Center at American University, explained that the President’s comments echo nativist tropes that immigrants should not challenge the status quo.

While at Duke University from 2003-2007, he wrote a biweekly column for Duke’s *The Chronicle*. In one article, he wrote that “Islamic terrorists...have declared a death sentence on every man, woman and child living in this country.”

As a college student in 2007, Miller was the first national coordinator of the Terrorism Awareness Project (TAP), a project of the David Horowitz Freedom Center. SPLC considers the Freedom Center an anti-Muslim hate group. Horowitz, the center’s head, has been a “friend” to Miller since 2001.

TAP described its mission as making “students aware of the Islamic jihad and the terrorist threat, and to mobilize support for the defense of America and the civilization of the West.” Under Miller’s leadership, TAP organized and promoted “Islamofascism Awareness Week” and ran an ad in Duke student newspaper, *The Chronicle*, that included phrases like “Jihad is...about the global rule of radical Islam.” Miller appeared on the program “Fox and Friends” to discuss TAP and its advertisement.

Richard Spencer, who leads the white nationalist National Policy Institute, claims he was a “mentor” to Miller, something Miller denies. According to Mother Jones, the two men collaborated to bring Peter Brimelow, a white nationalist voice, to a Duke University debate event in 2007. Spencer has said the “expression of religious and ethnic identities by non-Europeans” is leading to “moral and cultural bankruptcy” in the West. Miller said he “condemn[s]” Spencer’s “rancid ideology.”

Miller previously served as a press secretary for Representative Michele Bachmann, who often speaks of the “threat” of “radical Islam.” Miller was also the communications director for the then-Alabama Senator Jeff Sessions. Sessions once warned of the “totalitarian threat” of “radical Islam.” The Atlantic reported that while he worked for Sessions, Miller collaborated with Breitbart and its former head, Steve Bannon.

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Miller's family and childhood friends have condemned his views and policies. In August 2018, Miller's uncle wrote an essay describing how their ancestors fled Jewish pogroms in Belarus to arrive as refugees in the U.S. He wrote that he "shudder[s] at the thought of what would have become of the Glossers had the same policies Stephen so coolly espouses...been in effect." Miller's childhood rabbi condemned Miller as a "purveyor of violence, malice, and brutality."

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URL: <https://bridge.georgetown.edu/research/stephen-miller/>

Name 2-3 ways in which the individual/organization helped push for the Muslim and African Ban.

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Module 17, Lesson 1 – Bridge Initiative Fact Sheet #2

Directions: Read the following Factsheet and then as a group name 2-3 ways in which the individual/organization helped push for the Muslim and African Ban.

FACTSHEET: CENTER FOR IMMIGRATION STUDIES (CIS)

by Bridge Initiative Team

Published on 13 Nov 2020

IMPACT: The Center for Immigration Studies (CIS) is an anti-immigration research organization founded in 1985 that advocates a reduction in immigration numbers. CIS was founded by environmentalist, nativist, and anti-immigration activist John Tanton, who was also instrumental in founding the Federation for American Immigration Reform (FAIR), and NumbersUSA. CIS policy stances include a revision of policy on birthright citizenship, support for public charge rules, and opposition to the Deferred Action for Childhood Arrivals program (DACA), sanctuary city jurisdictions, and family-based immigration, which it refers to as chain migration. CIS has promoted anti-Muslim rhetoric and shares endorsements from anti-Muslim figures, including former U.S. Attorney General and Senator Jeff Sessions and Frank Gaffney. The Trump administration has close ties to CIS and has referred to its research in speeches, television advertisements, and advocacy of the Muslim Ban.

The Center for Immigration Studies (CIS) purports to be an “independent, non-partisan, non-profit, research organization” based in Washington, D.C. According to its website, “current, high levels of immigration are making it harder to achieve such important national objectives as better public schools, a cleaner environment, homeland security, and a living wage for every native-born and immigrant worker.” Members of the organization have argued for a revision of policy on birthright citizenship, expressed support for public charge rules, and rejected the Deferred Action for Childhood Arrivals program (DACA), sanctuary city jurisdictions, and family-based immigration—referred to as “chain migration.” Western States Center describes CIS as “the anti-immigrant movement’s key think tank” that “traffics in misinformation and blatant anti-immigrant animus.” The organization’s founding chairman was historian Otis Graham Jr., and its current executive director, Mark Krikorian, has been head of CIS since 1995.

CIS was originally founded in 1985 as the research component of the Federation of American Immigration Reform (FAIR) by environmentalist, nativist, and anti-immigration activist John Tanton and formally split off in 1986. Along with FAIR and NumbersUSA, CIS forms a part of Tanton’s network of anti-immigration organizations. Tanton has advocated a “European-American majority” as essential for the progression of American civilization, is a proponent of eugenics, has corresponded with white nationalist figures, and is an admirer of the overtly racist and anti-immigrant novel *The Camp of the Saints*. According to reporting in the *New Republic*, the novel “has long been influential in organized white supremacy” and “the cartoonish violence and garish racism of [it] have prevented it from becoming a truly mainstream work.”

CIS has since attempted to separate itself institutionally from FAIR—its website and Twitter both claim that Otis Graham Jr. founded the organization, and in an email to the Southern Law Poverty Center’s (SLPC) Intelligence Report, Krikorian wrote that Tanton has “never been on our board or served as an employee, he’s never even been in our offices.” However, the SPLC explains that Tanton was instrumental in founding both organizations, raising money and convincing Graham to leave his position

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on the board at FAIR in order to run CIS. In memos donated to the University of Michigan, Tanton extensively wrote to Graham over the first decade of CIS on the development of an advisory board, the introduction of new board members, and the importance of analyzing “the emotional factors and ethical systems” that influence immigration policy.[1] A January 2019 article published by CIS, claims that Tanton “worked with Graham to get CIS off the ground.”

Many people currently involved with CIS have connections to FAIR. Peter Nunez, Dr. Frank Morris, and Scott McConnell have served on the board of directors at CIS and the board of advisors or board of directors at FAIR. In 1988, Krikorian accepted a job at FAIR and worked on the publication of FAIR’s newsletter, which “served him seven years later to be hired as CIS’s executive director.” Graham remained on the FAIR board of advisors until his death in 2017.

In 2017, CIS received over \$2.9 million in gifted contributions. These gifted donations made up approximately 99 percent of the Center’s total revenue. One of the organization’s top donors is the Colcom Foundation—founded by heiress Cordelia Scaife May with a stated mission to “foster a sustainable environment to ensure quality of life for all Americans by addressing major causes and consequences of overpopulation and its adverse effects on natural resources.” Colcom Foundation, like Tanton, links overpopulation with environmental collapse—an ideology described by reporting in the Guardian as “eco-minded white supremacy.” A few of Colcom Foundation’s other beneficiaries include FAIR, NumbersUSA, and the Social Contract Press, all of which were founded or influenced by Tanton.

The CIS website states that the Center has been called to testify over 130 times in front of the U.S. Congress and state legislatures since its founding. The organization’s research has a history of promoting anti-Muslim and anti-immigration policy recommendations and animus. These include the ways that “militant Islamic [sic] terrorists” could use the immigration system to enter the United States, the degree to which immigrants use welfare, the perceived problems with the refugee system, and what they claim is the cost of immigration to citizens. In order to convey their research to the public they produce press releases, reports, and fact sheets. They also publish op-eds (largely in conservative leaning venues like the National Review and The Federalist) and participate in various public panel discussions.

On the CIS website, the “About” page lists endorsements from several prominent anti-Muslim figures. They include Jeff Sessions, former US Attorney General, who said, “I just want to thank CIS for providing invaluable research. You can be sure the other side has plenty of money and plenty of numbers, a lot of it not very accurate,” and Frank Gaffney, the head of the Center for Security Policy, who calls CIS’s work “truly first rate.” Other politicians who have associated with CIS in the past include U.S. Representatives Steve King, Lamar Smith, Mo Brooks, and Lou Barletta, all four of whom supported President Donald Trump’s Muslim Ban.

Trump, as presidential candidate and president of the United States., has drawn on CIS studies to support his policies. As a presidential candidate, Trump referenced CIS at a campaign rally in Arizona in August 2016, stating, “[CIS] estimates that 62 percent of households headed by illegal immigrants use some form of cash or non-cash welfare programs like food stamps or housing assistance.” In August 2016, Trump also released a campaign ad that cited CIS and warned “illegal immigrants convicted of committing crimes get to stay, collecting Social Security benefits, skipping the line.”

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Several members of the Trump administration also have close ties to CIS. In May 2018, Trump nominated CIS fellow Ronald Mortensen to be Assistant Secretary of State for the Bureau of Population, Refugees and Migration. Speakers for Immigration Newsmakers, an event hosted by CIS, have included former Director of U.S. Citizenship and Immigration Services (USCIS) Francis Cissna in August 2018; Director of the Executive Office for Immigration Review (EOIR) James McHenry in May 2018; Deputy Director of U.S. Immigration and Customs Enforcement (ICE) Thomas D. Homan in June 2018; and acting Director of U.S. Citizenship and Immigration Services Ken Cuccinelli in September 2019.

According to reporting in the New York Times, White House advisor Stephen Miller has “long relied on data produced by the Center for Immigration Studies” and “shortly after Mr. Trump was elected, Mr. Miller became well-known in the West Wing for putting printouts of studies published by the group on the president’s desk.” While advocating for the Muslim Ban in 2017, Miller cited CIS, stating, “First of all, 72 individuals, according to the Center for Immigration Studies, have been implicated in terroristic activities who hail from those seven nations.” The Washington Post fact checker found this statement was inaccurate. In May 2015, while working as director of communications for the office of Senator Jeff Sessions, Miller served as a keynote speaker for a CIS event.

Although CIS generally argues in favor of lowering immigration numbers, the Center has also worked to vilify Muslim immigrants to the United States. In August 2002, CIS published a “Backgrounder” report coauthored by Daniel Pipes and Khalid Durán on Muslim immigration to the United States, and designated “Islamist ambitions” as one of the three main motivations. In the same report, Muslim immigrants’ supposed views on family life are described: “Muslim immigrants widely see a range of American customs touching on family relations and the position of women as morally corrupt and endangering their way of life.” The report also claimed, “In its long history of immigration, the United States has never encountered so violent-prone and radicalized a community as the Muslims who have arrived since 1965.”

[1] John Tanton Archive, University of Michigan Bentley Historical Library, Boxes 1 – 14, as reproduced by IREHR

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URL: <https://bridge.georgetown.edu/research/factsheet-center-for-immigration-studies-cis/>

Name 2-3 ways in which the individual/organization helped push for the Muslim and African Ban.

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Module 17, Lesson 1 – Bridge Initiative Fact Sheet #3

Directions: Read the following Factsheet and then as a group name 2-3 ways in which the individual/organization helped push for the Muslim and African Ban.

FACTSHEET: CENTER FOR SECURITY POLICY

by Bridge Initiative Team

Published on 26 Jul 2017

IMPACT: A prominent anti-Muslim think-tank criticized by rights groups, the Center for Security Policy has promoted conspiratorial claims about an impending Muslim takeover of the United States and the “threat” of sharia. Although debunked by mainstream scholars, CSP’s work and views have been praised, cited, and adopted by some major politicians, including Republican presidential candidates and the Trump administration.

The Center for Security Policy (CSP) is a Washington, D.C. think-tank that describes itself as “promot[ing] national security.” It warns of a “stealthy” takeover of the United States by Muslims who have supposed ties to terrorism.

The Southern Poverty Law Center (SPLC) considers CSP an anti-Muslim hate group and a “conspiracy-oriented mouthpiece for the growing anti-Muslim movement in the United States.” The Center for American Progress identifies CSP as one of the “main organizations fueling the Islamophobia network.”

CSP is led by Frank Gaffney, a former Reagan administration official who, as the New York Times has reported, “has long advanced baseless conspiracy theories, including that President Obama might be a closet Muslim.” (See Bridge Initiative factsheet on Frank Gaffney for more information.)

With Gaffney as its primary mouthpiece, CSP falsely claims that American Muslims and their liberal allies are working to institute sharia in the United States and to “destroy western civilization from within” by means of “stealth jihad” or “civilization jihad.” Like other anti-Muslim groups, CSP staff mischaracterize sharia as a “political program” and a “totalitarian, supremacist Islamic doctrine” that Muslims are required to impose on all others. Working with other anti-Muslim groups in 2011, CSP and Gaffney worked to generate a “national debate” about sharia’s supposed threat to the Constitution and pushed state legislatures to pass bills against sharia or “foreign law.”

CSP claims that major American Muslim organizations have the “same goals” as terrorist groups. They argue that virtually all American Muslim organizations and leaders are secret supporters of or “fronts” for the Muslim Brotherhood, which CSP considers a terrorist group. CSP points to the construction of mosques, Muslims’ involvement in politics, and refugee resettlement in the United States as evidence of “infiltration” by the Muslim Brotherhood. CSP staff have also nurtured speculations that former President Barack Obama is Muslim, claiming that the Obama administration had a “pattern” of “enabling” terrorist groups, and that government officials had ties to them.

Numerous politicians, including now-President Donald Trump, have adopted CSP’s views and policy proposals. As a presidential candidate, Trump praised CSP and cited their misleading poll on American Muslims’ attitudes as justification for his proposal for a “total and complete shutdown on Muslims” in December 2015. The poll, which the Bridge Initiative has debunked, was conducted by a polling firm run

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by Kellyanne Conway, who worked with CSP frequently before being appointed to work for the Trump campaign and White House.

Gaffney reportedly advised the Trump transition team, and two authors of CSP's report "Sharia — The Threat to America" are now national security advisors to the president. Trump administration officials like Sebastian Gorka, Michael Flynn, Jeff Sessions, and Mike Pompeo have also worked with or praised CSP.

Gaffney and his colleagues have also advocated an ideological and religious "extreme vetting" test for refugees and immigrants to "ensure they are not creating this sharia agenda," a position also adopted by the Trump campaign and administration.

CSP also maintains relationships with other Republican politicians many of whom have attended or spoken at CSP summits and adopted their positions. CSP's conspiratorial claims about "civilization jihad" and sharia were picked up by several of the 2016 Republican presidential candidates. Ben Carson echoed Gaffney's claims about "civilization jihad" on the Republican primary debate stage in 2016. Ted Cruz, who has defended Gaffney and echoed his claims about American Muslim organizations and Democratic politicians being "in bed" with the Muslim Brotherhood, appointed numerous CSP employees, including Gaffney, to advise him on national security during his presidential run in 2016.

CSP staff, including Gaffney, Clare Lopez, Fred Fleitz, and Jim Hansen, have frequently appeared in conservative media to promote their views. Fox News host Judge Jeanine Pirro, who has hosted CSP staff and others who work for anti-Muslim groups on her show, received CSP's Freedom Flame award in 2014. Breitbart, the media outlet formerly headed by now White House strategist Steve Bannon, has also given CSP staff a platform. CSP's own radio show, Secure Freedom Radio, broadcasts on local and national stations, and online.

In addition to their "anti-sharia" work, CSP has initiated and supported platforms including a website to "stop" the so-called Ground Zero Mosque in 2010; a site called CounterJihad, "dedicated to safeguarding the country from the danger posed by Islamic Supremacists;" and Faith Leaders for America, a coalition of Christian and Jewish leaders that seeks to "become an authoritative counterweight to Islamic supremacism." Like CSP, the groups speak out against the supposed "civilization jihad" of Muslim organizations with alleged ties to the Muslim Brotherhood.

Weapons manufacturers, including Lockheed Martin, have given large corporate donations to CSP, and executives from these companies have served on CSP's board.

Phillip Bump of the Washington Post has dismissed CSP as a "hack organization" for its promotion of conspiracy theories about Muslim "infiltration." Will McCants, who is a scholar at the Brookings Institution, criticized the work of CSP and similar organizations, saying "[They] sell a lot of books and scare the hell out of Americans, but their policy recommendations range from vague to downright harmful."

Reprinted with permission from The Bridge Initiative.

URL: <https://bridge.georgetown.edu/research/factsheet-center-for-security-policy/>

Name 2-3 ways in which the individual/organization helped push for the Muslim and African Ban.

EDUCATOR KEY / ANTICIPATED STUDENT RESPONSES

Module 17, Lesson 1

Anticipated student responses / answer key for activity to denote ways in which the following individuals/organizations pushed for the Muslim and African Ban.

1. Stephen Miller
2. Center for Immigration Studies
3. Center for Security Policy

STEPHEN MILLER FACTSHEET SUMMARY: Stephen Miller played a leading role in the Trump Administration in designing and implementing the Muslim and African Ban. Miller also has a long history working with individuals and organizations that promote anti-Muslim and anti-immigration conspiracy theories, rhetoric, and discriminatory policies.

Anticipated Student Responses from the from the Stephen Miller factsheet:

- In 2017, Miller and then-chief strategist Steve Bannon wrote President Trump’s Executive Order banning individuals from seven Muslim-majority countries from entering the United States, which many called a Muslim ban.
- According to Politico, Miller is one of the key figures behind the drastic reduction in the number of refugees accepted into the U.S. In 2018, the maximum number of refugees was set at 45,000, the lowest since the program started in 1980. The first half of 2019 witnessed a 90% reduction in the number of **Muslim** refugees admitted in comparison to the first half of 2017. In 2016, the U.S. accepted 38,900 refugees who identify as Muslim, the highest in history. According to the Pew Research center, since January 2019, the U.S. has only admitted 4,600 refugees who identify as Muslim.
- A 2019 article in the Washington Post, noted that “Trump and senior policy adviser Stephen Miller ‘seemed to have a particular dislike for Somalia, often citing it or its nationals when they spoke of the potential dangers of refugees and other immigrants.’” Somalia is one of the countries included in the travel ban.
- As a college student in 2007, Miller was the first national coordinator of the Terrorism Awareness Project (TAP), a project of the David Horowitz Freedom Center. The Southern Poverty Law Center (SPLC) considers the Freedom Center an anti-Muslim hate group. Horowitz, the center’s head, has been a “friend” to Miller since 2001.
- TAP described its mission as making “students aware of the Islamic jihad and the terrorist threat, and to mobilize support for the defense of America and the civilization of the West.” Under Miller’s leadership, TAP organized and promoted “Islamofascism Awareness Week” and ran an ad in Duke student newspaper, The Chronicle, that included phrases like “Jihad is...about the global rule of radical Islam.” Miller appeared on the program “Fox and Friends” to discuss TAP and its advertisement.

THE CENTER FOR IMMIGRATION STUDIES FACTSHEET SUMMARY: Research by **The Center for Immigration Studies** has been used to build support for the Muslim and African Ban. Trump administration individuals such as Stephen Miller have directly cited CIS while advocating for the ban. Other individuals who work for CIS have published or made anti-Muslim commentary on immigrants that mirror the same anti-Muslim rhetoric used to support the Muslim Ban.

Note to Educator: the name of the center gives it the appearance of a non-partisan or neutral research organization, however, it has a clear agenda. Highlight for students the importance of due diligence and researching an organization's stance on issues.

Anticipated Student Responses from the Center for Immigration Studies factsheet:

- While advocating for the Muslim Ban in 2017, Miller cited CIS, stating, “First of all, 72 individuals, according to the Center for Immigration Studies, have been implicated in terroristic activities who hail from those seven nations.” The Washington Post fact checker found this statement was inaccurate.
- In August 2002, CIS published a “Backgrounder” report coauthored by Daniel Pipes and Khalid Durán on Muslim immigration to the United States, and designated “Islamist ambitions” as one of the three main motivations. In the same report, Muslim immigrants’ supposed views on family life are described: “Muslim immigrants widely see a range of American customs touching on family relations and the position of women as morally corrupt and endangering their way of life.” The report also claimed, “In its long history of immigration, the United States has never encountered so violent-prone and radicalized a community as the Muslims who have arrived since 1965.”

CENTER FOR SECURITY POLICY FACTSHEET SUMMARY: **Center for Security Policy** played an outsized role in producing anti-Muslim conspiracy theories and dubious research that was often cited by the Trump Administration to justify the Muslim and African Ban.

Anticipated Student Responses from the Center for Security Policy factsheet:

- As a presidential candidate, Trump praised CSP and cited their misleading poll on American Muslims’ attitudes as justification for his proposal for a “total and complete shutdown on Muslims” in December 2015. The poll, which the Bridge Initiative has debunked, was conducted by a polling firm run by Kellyanne Conway, who worked with CSP frequently before being appointed to work for the Trump campaign and White House as Senior Counselor to the President from 2017 to 2020.
- Gaffney (head of the Center for Security Policy), reportedly advised the Trump transition team, and two authors of CSP’s report “Sharia — The Threat to America” were national security advisors to the president. Trump administration officials like Sebastian Gorka (his Deputy Assistant); Michael Flynn (his National Security Advisor); Jeff Sessions (his Attorney General), and Mike Pompeo (his Director of the CIA) have also worked with or praised CSP.
- Gaffney and his colleagues have also advocated an ideological and religious “extreme vetting” test for refugees and immigrants to “ensure they are not creating this sharia agenda,” a position also adopted by the Trump campaign and administration.

Lesson 2. Narratives around the Muslim and African Ban

Overview, Background Resources and Materials Needed

In this lesson, students will learn about the Trump administration justification for the Muslim and African Ban. Students will be assigned excerpts from one of six articles on the Muslim and African Ban. The excerpts (~1 paragraph from news analysis and op-eds) are from news articles that were published within the first two years of the Muslim and African Ban and highlight different narratives surrounding the ban. Students will come together to compare and contrast these points of view to gain a fuller understanding of the different perspectives surrounding the Muslim and African Ban.

Background reading for educators before Lesson 2:

It would be beneficial for the educators to review the following documents, as the slide deck for Lesson 1 contains quotes from these articles. Educators serving more advanced (college) students may wish to assign this as additional readings.

1. **The Bridge Initiative:** The Muslim and African Bans, <https://bridge.georgetown.edu/research-publications/reports/the-muslim-and-african-bans/>
2. **The Chicago Reporter:** Blatant Racism Against Muslims is Still With Us, <https://www.chicagoreporter.com/blatant-racism-against-muslims-is-still-with-us/>
3. **Khan et al.:** Trump and Muslims: A Critical Discourse Analysis of Islamophobic Rhetoric in Donald Trump's Selected Tweets, <https://journals.sagepub.com/doi/pdf/10.1177/21582440211004172>
4. **Nicole Nguyen:** Suspect Communities: Anti-Muslim Racism and the Domestic War on Terror (BOOK) <https://www.upress.umn.edu/book-division/books/suspect-communities>

Key Terms in Lesson 2:

- **Muslim and African Ban:** Popularly known as the Muslim Ban, this Executive Order 13769 was signed by President Donald Trump in January of 2017. Formally named "Protecting the Nation from Foreign Terrorist Entry into the United States," the original law prevented the entry of individuals from seven Muslim majority countries (Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen).
- **Terrorism:** The United States FBI differentiates between international and domestic terrorism. International terrorism: Violent, criminal acts committed by individuals and/or groups who are inspired by, or associated with, designated foreign terrorist organizations or nations (state-sponsored). Domestic Terrorism: Violent, criminal acts committed by individuals and/or groups to further ideological goals stemming from domestic influences, such as those of a political, religious, social, racial, or environmental nature.
- **Executive Order:** A signed directive or document from the President that is treated like a law and can impact key operations of the federal government. An example is Executive Order 9066

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signed by President Roosevelt that imprisoned Japanese American citizens in concentration camps during World War II.

- **Refugee:** An individual or a group of people fleeing a home country due to violence, fear, or persecution. Refugees are protected under international law allowing them the same rights as other foreign nationals in the host country.
- **War on Terror:** In response to the 9/11 attacks, President George W. Bush announced a global “War on Terror,” the first step of which was the invasion of Afghanistan. By 2020, the War on Terror had expanded to affect a total of 85 countries around the world, through counterterrorism activities such as training, military exercises, air and drone strikes, and combat. (Source: Brown University)
- **Anti-Muslim Discrimination:** Discrimination towards Muslims or those that practice Islam; a phobia or exaggerated bias, hatred, or fear of Islam as a religion and those who practice Islam, Muslims. Anti-Muslim Discrimination extends to other communities and individuals who are perceived to be Muslim as well.

Materials Needed for Lesson 2

1. Slide deck for Lesson 2
2. **Media Excerpt Packet** containing 5 excerpts; (1 excerpt for each student in one of 5 groups)
3. Extension Activities/Homework **Vignettes** (1 handout per student)

Lesson 2. Narratives around the Muslim and African Ban

Learning Plan

Educator notes: If you have not taught Lesson 1, be prepared to give a brief background on the ban using the definition from Key Terms. [**Muslim and African Ban:** Popularly known as the Muslim Ban, this Executive Order 13769 was signed by President Donald Trump in January of 2017. Formally named “Protecting the Nation from Foreign Terrorist Entry into the United States,” the original law prevented the entry of individuals from seven Muslim majority countries (Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen).]

Opening – 5 minutes

Ask students if they know (or can make an intelligent guess) as to the Trump administration’s **justification** for the Muslim and African Ban.

Students may respond with a few of the justifications listed below. All of these points will be discussed during the Key Concepts Overview:

- national security
- 9/11 (as historical framing)
- prevention of entry of individuals who do not support the constitution/support violent ideologies
- use of anti-Muslim rhetoric to garner votes in the 2016 election campaign
- use of ban as a counterterror tool at the border and in Muslim American communities
- narrative that Muslim immigrants and refugees are potential terrorists, or that they are terrorists pretending to be immigrants and refugees
- Assumptions that having heritage from countries listed in the ban branded individuals as terror suspects

Key concepts overview – 15 minutes

Explain to students that today you will be discussing the Trump administration’s main justifications and ideas used to support implementation of the Muslim and African Ban, as well as media narratives surrounding the ban.

Use the Lesson 2 Slide deck and notes below to give students an overview of the primary justifications.

(Lesson 2 Slide Deck, Slide 2: The Bridge Initiative). In the first iteration of the Muslim Ban (Executive Order 13769), the Trump administration cited national security as its primary justification of the ban and also referenced 9/11 as a historical backdrop.

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(Lesson 2 Slide Deck, Slides 3 & 4: The Bridge Initiative). His order also argued that individuals who do not support the constitution and put other violent ideologies above the law should not be allowed entry into the US. **In effect, the initial justification for the Muslim Ban was 9/11 (historical framing), national security, and the prevention of those with “violent ideologies”.**

(Lesson 2 Slide Deck, Slides 5 & 6: Suspect Communities & The Chicago Reporter). The Muslim and African Ban relied on dehumanizing stereotypes of Muslim immigrants as ‘terrorists’ and ‘enemies’ who are potentially violent and, as such, pose a perpetual threat to national security.

(Lesson 2 Slide Deck, Slide 7: Trump & Muslims). Trump used the Muslim and African Ban as a way to gain public support and votes.

(Lesson 2 Slide Deck, Slide 8: American Bar Association). When the third iteration of the Muslim and African Ban went before the Supreme Court in June 2018, the Trump Administration used a national security argument to justify the ban. It argued that the president had the authority to restrict the entry of foreign nationals whose countries did not have adequate vetting systems.

(Lesson 2 Slide Deck, Slide 9: American Bar Association). The court agreed that the Muslim and African ban was within the scope of the president’s authority due to the Immigration and Nationality Act, which allows the president to suspend the entry of foreign nationals.

(Lesson 2 Slide Deck, Slide 10: American Bar Association). Chief Justice Roberts—who wrote the majority opinion—argued that the ban should be upheld if it came from a constitutional justification.

Before proceeding to the next activity, ask students for their thoughts on how the ban was justified.

Application – 10 minutes

Media Analysis In-Class Assignment: Randomly distribute the six media excerpts among students (one per student). Instruct students to read the excerpts on their own or with a partner (with the same sheet) and try to answer the following questions:

1. What were the most **common words** and **phrases** used to describe the ban in your publication?
2. Does your publication on the Muslim and African Ban use any of the language, justifications, or framings referenced in the lecture? If yes, how? If not, what **additional viewpoint** does it bring about the Muslim and African Ban?

Let them know that you will work through these questions together.

Debrief – 20 minutes

Direct the class that you will work through the media excerpts one media excerpt at a time (approx. 3m per excerpt). Time permitting, invite volunteers to summarize their excerpt and name the source.

Here, students should be able to draw connections between the Trump administration’s justification for the Muslim and African Ban and how media outlets reframed those justifications.

Anticipated student responses:

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- **National Security:** The media outlet posed the Muslim and African Ban as a matter of national security. While perhaps not mentioning terrorism, the outlet posed the ban as a matter of border control.
- **War on Terror:** The media outlet posed the Muslim and African Ban as an extension of the War on Terror. It was posed as a tool to prevent terrorists or terrorism from entering the United States.
- **Travel Ban:** The media outlet posed the Muslim and African Ban as solely a travel ban. In other words, Muslims were not specifically targeted and only some travel was paused.

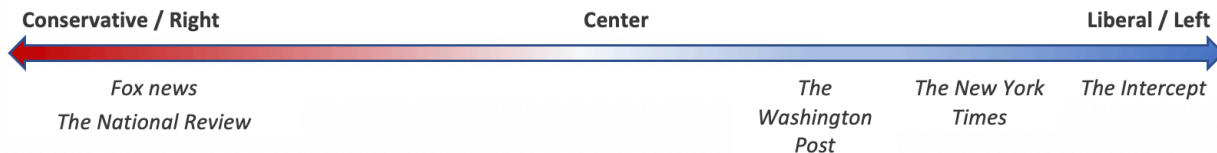
Additional viewpoints may include the following:

- **Discriminatory Immigration Laws:** The media outlet poses the Muslim and African Ban as an extension of discriminatory immigration laws in the United States. The Muslim and African Ban is not an anomaly, but a continuation of such laws.
- **Anti-Muslim Discrimination:** The media outlet poses the Muslim and African Ban as a result of anti-Muslim bias, discrimination, and hate. Past anti-Muslim attacks and rhetoric have paved the way for the Muslim Ban.

In closing, be sure to highlight that all of these sources have different stances on immigration and related issues. Explain that recognizing media bias is an important skill to have.

Time permitting, you may ask the students where they think their excerpt falls on the conservative to liberal spectrum.

Educator note: According to [AllSides](#) Media Bias ratings, the five sources rank from conservative to liberal in the following order:



Extension Activities or Homework

The purpose of this extension activity is for students to recognize the impact of the ban on individuals. Each student will read 3 vignettes of individuals from different countries directly impacted by the ban. After reading the selected vignettes, invite students to write a reflection answering the following questions: **“How do first-person narratives provide insight into the direct impact of the Muslim and African Ban? What did you learn about the ban after reading these first-person narratives?”**

1. **NISRIN ELAMIN ABDELRAHMAN:** individual. Country - Sudan
<https://www.aclu.org/issues/immigrants-rights/nisrin-elamin-abdelrahman>
 - **Takeaway:** The ban was anti-Muslim, anti-Black, and discriminatory. The US was sending people back to war zones that the US had helped create, knowing their lives would be in danger. 100,000 visas were revoked in January 2017 alone, causing immeasurable harm and devastation for so many people and families.

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2. [ANWAR](https://www.aclu.org/issues/immigrants-rights/anwar): father with young children trying to escape war. Country - Yemen
<https://www.aclu.org/issues/immigrants-rights/anwar>
 - **Takeaway:** Anwar won the visa lottery to immigrate with his young children to the US to escape the war in Yemen but they are banned. This is about immigration not travel.
3. [MANIA AGHDASI](https://www.aclu.org/issues/immigrants-rights/mania-aghdasi): father died while waiting to visit his American citizen daughter and meet his grandchild. Country - Iran
<https://www.aclu.org/issues/immigrants-rights/mania-aghdasi>
 - **Takeaway:** Mania's father was denied travel to the US to visit his remaining living family and meet his only grandchild. How does this fit within the US government's definition of "travel"?

Alternates:

1. [MOHAMAD MASHTA](https://www.aclu.org/issues/immigrants-rights/mohamad-mashta): married couple separated by the ban. Country - Syria
<https://www.aclu.org/issues/immigrants-rights/mohamad-mashta>
 - **Takeaway:** Mohamad's story is not about travel. It is about immigration. Mohamad expressed that the ban made him feel like "people like him" were not welcome in the US.
2. [LEYLA K ZADEH](https://www.aclu.org/issues/immigrants-rights/leyla-k-zadeh): parent separated from children. Country - Iran
<https://www.aclu.org/issues/immigrants-rights/leyla-k-zadeh>
 - **Takeaway:** Leyla's husband travelled to Iran because of his parents and is now separated from his family, including two young children who are US citizens. How does this fit within the US government's definition of "travel"?
3. [YUSRA](https://www.aclu.org/issues/immigrants-rights/yusra): married couple separated by the ban, father separated from young child. Country - Yemen
<https://www.aclu.org/issues/immigrants-rights/yusra>
 - **Takeaway:** Yusra and her young child are US citizens. Yusra's husband is being barred from immigrating to the US. Yusra is considering moving to Yemen, which is experiencing civil war, in order not to be separated. This is about immigration not travel.

Vignettes have been selected from the ACLU's stories of those living under the Muslim Ban. Educators are encouraged to pick others though some options are provided.

<https://www.aclu.org/issues/immigrants-rights/living-muslim-ban>

Lesson 2. Narratives around the Muslim and African Ban

Student Handouts and Supplementary Teaching Materials

1. Lesson 2 Slide deck preview (10 slides). [Please download separate file with slide deck.]
2. **Media Excerpt Handouts** (1 for each student, randomly distributed among students)
 - The National Review: Restrictions on Travel from Terrorist Safe Havens Are Not a 'Muslim Ban'
 - The Washington Post: Trump and the Supreme Court got it wrong. The travel ban won't keep us safe.
 - The New York Times: Immigration Ban Is Unlikely to Reduce Terrorist Threat, Experts Say
 - The Intercept: Trump's Muslim Ban Is Culmination of War on Terror Mentality but Still Uniquely Shameful
 - Fox News: Supreme Court Trump travel ban decision is an important victory for our national security
3. Lesson 2 **Vignettes** Handout for Extension Activity/Homework (1 handout per student)

Lesson 2 Slide Deck

Narratives Around the Muslim and African Ban

Module 17, Lesson 2

The Muslim & African Bans

The Bridge Initiative

"On January 27, 2017, one week after his inauguration, President Donald Trump issued [Executive Order 13769](#), "Protecting the Nation from Foreign Terrorist Entry into the United States." The executive order banned nationals from seven Muslim majority countries in the Middle East and the African continent from immigrating or traveling to the United States, citing national security as its primary justification."

Source: *The Muslim and African Bans*, The Bridge Initiative
URL: <https://bridge.georgetown.edu/research-publications/reports/the-muslim-and-african-bans/>

The Muslim & African Bans

The Bridge Initiative

"The terrorist attacks of September 11, 2001 were cited as the historical backdrop, and EO13796 stated that the U.S. "cannot, and should not" permit entry to "those who do not support the Constitution, or those who would place violence ideologies over American law." Such language of "violent ideologies" superseding the constitution has often been used by anti-Muslim groups to spread a conspiracy theory claiming Muslims seek to overthrow the United States and enforce [Sharia](#)."

Source: *The Muslim and African Bans*, The Bridge Initiative
URL: <https://bridge.georgetown.edu/research-publications/reports/the-muslim-and-african-bans/>

The Muslim & African Bans

The Bridge Initiative

The Muslim and African Bans have always been discriminatory. The first Ban (before the end of 2017 there would be [four iterations](#)) delivered on Trump's December 2015 campaign promise for the "[total and complete shutdown of Muslims entering the United States](#)." It is important to note that in his speech, Trump cited a poll commissioned by the anti-Muslim organization [Center for Security Policy](#).

Source: *The Muslim and African Bans*, The Bridge Initiative
URL: <https://bridge.georgetown.edu/research-publications/reports/the-muslim-and-african-bans/>

The Muslim & African Bans

Suspect Communities: Anti-Muslim Racism and the Domestic War on Terror

"By temporarily suspending the entry of immigrants from predominantly Muslim countries in the name of national security, President Trump reinforced racist fears that Muslim immigrants posed a unique and imminent terrorist threat, despite, continued mass shootings carried out by white, U.S.-born young men."

Source of quote: Nguyen, N. (2019). *Suspect Communities: Anti-Muslim Racism and the Domestic War on Terror*. Minneapolis: University of Minnesota Press

The Muslim & African Bans

The Chicago Reporter

"To be sure, the Muslim Travel Ban is a racist policy. It seeks to keep out or deport people perceived to be Muslim based upon the racist assumption that "they" are violent potential terrorist enemies of the U.S. nation."

Source of quote: Naber, N. (2021). *Blatant Racism Against Muslims is Still With Us*. The Chicago Reporter.
URL: <https://www.chicagoreporter.com/blatant-racism-against-muslims-is-still-with-us/>

The Muslim & African Bans

Trump and Muslims

"Trump used his Islamophobic discourse to win public support and it is evident from his proposal on Muslim Ban which was a response to Obama's plea to the American community to show tolerance and solidarity to the Muslims residing in America."

Source of quote: Khan et al. (2021) Trump and Muslims: A Critical Discourse Analysis of Islamophobic Rhetoric in Donald Trump's Selected Tweets. SAGE Open, 11(6).
URL: <https://journals.sagepub.com/doi/pdf/10.1177/2158240211004172>

The Muslim & African Bans

American Bar Association

"The U.S. Supreme Court on Monday upheld President Donald Trump's third travel ban in a 5-4 decision. The court said the travel ban was "squarely within the scope of presidential authority" under the Immigration and Nationality Act, and the plaintiffs' First Amendment claim was unlikely to succeed."

Source of quote: Weiss, D. C. (2018) Supreme Court upholds Trump's travel ban, cites national security justification. American Bar Association. <https://www.abanet.org/pressroom/press-releases/supreme-court-upholds-trumps-travel-ban>

The Muslim & African Bans

American Bar Association

"The INA grants the president broad authority to suspend the entry of aliens into the United States. "By its terms," Roberts said, the law "exudes deference to the president in every clause." And the president lawfully exercised that discretion based on findings that followed a worldwide, multiagency review of countries' compliance with information sharing and risk assessment, Roberts said."

Source of quote: Weiss, D. C. (2018) Supreme Court upholds Trump's travel ban, cites national security justification. American Bar Association. <https://www.abanet.org/pressroom/press-releases/supreme-court-upholds-trumps-travel-ban>

The Muslim & African Bans

American Bar Association

"The president's statements may be considered, Roberts said, but the travel ban should be upheld if it is reasonably understood to stem from a constitutional justification. The national security justification was sufficient, Robert said. His opinion was joined by Justices Anthony M. Kennedy, Samuel A. Alito Jr., Clarence Thomas and Neil Gorsuch."

Source of quote: Weiss, D. C. (2018) Supreme Court upholds Trump's travel ban, cites national security justification. American Bar Association. <https://www.abanet.org/pressroom/press-releases/supreme-court-upholds-trumps-travel-ban>

The Muslim & African Bans

American Bar Association

The proclamation is expressly premised on legitimate purposes: preventing entry of nationals who cannot be adequately vetted and inducing other nations to improve their practices," Roberts said. "The text says nothing about religion."

Source of quote: Weiss, D. C. (2018) Supreme Court upholds Trump's travel ban, cites national security justification. American Bar Association. <https://www.abanet.org/pressroom/press-releases/supreme-court-upholds-trumps-travel-ban>

Excerpt from The National Review

Full document available at <https://www.nationalreview.com/2018/04/restrictions-on-travel-from-terrorist-safe-havens-are-not-a-muslim-ban/>

Restrictions on Travel from Terrorist Safe Havens Are Not a ‘Muslim Ban’

By Hans A. von Spakovsky

April 26, 2018 4:26 PM

The weak arguments made on Wednesday in the Supreme Court against President Donald Trump’s restrictions on travel from dangerous countries demonstrate that the government should win the case. The justices should rule in favor of upholding the president’s authority to protect national security and the safety of the American public. It was a rainy, overcast day in the nation’s capital, but that did not stop protesters outside the Supreme Court who were yelling about the so-called Muslim ban, which exists only in their fevered imaginations. The weather also did not deter those attending the arguments inside the courtroom, which was packed with Washington’s media and political elites, including Don McGahn, Trump’s White House counsel, and legislators including Representative Bob Goodlatte, chairman of the House Judiciary Committee. Even Lin-Manuel Miranda, author of the Broadway musical Hamilton, was there.

The solicitor general effectively refuted all of the legal arguments and false claims made against Trump, whose proclamation restricting entry from seven dangerous countries was within his authority as commander in chief and within the power given to him by Congress by statute. The Supreme Court should rule against Hawaii, throw out its claims, and finally end this endless litigation, which has been a keystone of the Resist Trump movement.

Group Questions:

- 1. What were the most common words and phrases used to describe the ban in your publication?**
- 2. Does your publication on the Muslim and African Ban use any of the language, justifications, or framings referenced in the lecture? If yes, how? If not, what additional viewpoint does it bring about the Muslim and African Ban?**

Excerpt from The Washington Post

Full document available at <https://www.washingtonpost.com/news/posteverything/wp/2018/06/29/trump-and-the-supreme-court-got-it-wrong-the-travel-ban-wont-keep-us-safe/>

Trump and the Supreme Court got it wrong. The travel ban won't keep us safe.

By Jasmine El-Gamal and Susannah Cunningham

June 29, 2018

The Supreme Court upheld President Trump's ban on travel from five mostly Muslim nations this week, finding that the ban had a "legitimate grounding in national security concerns" and was thus constitutional. Trump celebrated by calling opponents of the ban "hysterical." But the biggest threat to the United States today does not come from immigrants, refugees or the immigration system but from extremists of all races and religions within our own borders. The court's conclusion therefore isn't just wrong or unjust — it is downright dangerous. What is fundamentally at the heart of both the ban and the court ruling is a tragically outdated understanding of how modern terrorism networks recruit for and implement attacks on U.S. soil.

To put it another way, modern terrorist recruitment networks no longer hate us because we're free, they hate us — in part — because many Americans are not free. By engaging in the demonization and "othering" of Muslims and implementing the president's anti-Muslim campaign pledges, this travel ban mimics the Islamic State's depiction of the United States as selectively hostile to people of Muslim faith and bolsters their recruitment efforts. All this under the banner of protecting U.S. national security. The court had ample time and resources to discover what most veteran national security leaders already know: The travel ban, as described by former National Security Agency and CIA director Michael Hayden, is "unwarranted, it was unnecessary, and it was dangerous." Speaking alongside Hayden at an event in April sponsored by our organization, Only Through US, former defense secretary Chuck Hagel agreed that the process was deeply flawed and that "the facts just don't bear out that immigrants are wreaking havoc and terror on Americans since 2001 ... by any metric or any standard of application that you'd apply to this issue."

Group Questions:

- 1. What were the most common words and phrases used to describe the ban in your publication?**
- 2. Does your publication on the Muslim and African Ban use any of the language, justifications, or framings referenced in the lecture? If yes, how? If not, what additional viewpoint does it bring about the Muslim and African Ban?**

Excerpt from The New York Times

Full document available at <https://www.nytimes.com/2017/01/28/us/politics/a-sweeping-order-unlikely-to-reduce-terrorist-threat.html>

Immigration Ban Is Unlikely to Reduce Terrorist Threat, Experts Say

By Scott Shane

Jan. 28, 2017

Rarely does an executive order announce a more straightforward and laudable purpose than the one President Trump signed on Friday: “Protecting the Nation From Foreign Terrorist Entry Into the United States.” But the president’s directive is unlikely to significantly reduce the terrorist threat in the United States, which has been a minuscule part of the overall toll of violence since 2001. Many experts believe the order’s unintended consequences will make the threat worse.

While the order requires the Department of Homeland Security to issue a report within 180 days providing detailed statistics on foreign nationals who commit acts of violence, terrorism researchers have already produced rich and revealing data. For instance, since the terrorist attacks of Sept. 11, 2001, no one has been killed in the United States in a terrorist attack by anyone who emigrated from or whose parents emigrated from Syria, Iraq, Iran, Libya, Somalia, Sudan and Yemen, the seven countries targeted in the order’s 90-day visa ban, according to Charles Kurzman, a sociology professor at the University of North Carolina.

Group Questions:

- 1. What were the most common words and phrases used to describe the ban in your publication?**
- 2. Does your publication on the Muslim and African Ban use any of the language, justifications, or framings referenced in the lecture? If yes, how? If not, what additional viewpoint does it bring about the Muslim and African Ban?**

Excerpt from The Intercept

Full document available at <https://theintercept.com/2017/01/28/trumps-muslim-ban-is-culmination-of-war-on-terror-mentality-but-still-uniquely-shameful/>

Trump's Muslim Ban Is Culmination of War on Terror Mentality but Still Uniquely Shameful

Glenn Greenwald

January 28 2017, 8:31 a.m.

The sole ostensible rationale for this ban — it is necessary to keep out Muslim extremists — collapses upon the most minimal scrutiny. The countries that have produced and supported the greatest number of anti-U.S. terrorists — Saudi Arabia, Egypt, Qatar, UAE — are excluded from the ban list because the tyrannical regimes that run those countries are close U.S. allies. Conversely, the countries that are included — Syria, Iraq, Libya, Somalia, Iran, Sudan, and Yemen — have produced virtually no such terrorists; as the Cato Institute documented on Friday night: “Foreigners from those seven nations have killed zero Americans in terrorist attacks on U.S. soil between 1975 and the end of 2015.” Indeed, as of a 2015 study by the New America research center, deaths caused by terrorism from right-wing nationalists since 9/11 have significantly exceeded those from Muslim extremists.

Beyond U.S. support for the world's worst regimes, what primarily shapes Trump's list is U.S. aggression: Five of the seven predominantly Muslim countries on Trump's list were ones bombed by Obama, while the other two (Iran and Sudan) were punished with heavy sanctions.

Thus, Trump is banning immigrants from the very countries that the U.S. government — under both Republicans and Democrats — has played a key role in destabilizing and destroying, as Democratic Sen. Chris Murphy, with surprising candor, noted this week: “We bomb your country, creating a humanitarian nightmare, then lock you inside. That's a horror movie, not a foreign policy.”

Group Questions:

- 1. What were the most common words and phrases used to describe the ban in your publication?**
- 2. Does your publication on the Muslim and African Ban use any of the language, justifications, or framings referenced in the lecture? If yes, how? If not, what additional viewpoint does it bring about the Muslim and African Ban?**

Excerpt from Fox News

Full document available at <https://www.foxnews.com/opinion/supreme-court-trump-travel-ban-decision-is-an-important-victory-for-our-national-security>

Supreme Court Trump travel ban decision is an important victory for our national security

By Hans A. von Spakovsky

June 26, 2018

The Trump administration won an important victory and America's national security was strengthened Tuesday when the Supreme Court upheld President Trump's travel ban that suspended the entry into the U.S. of foreigners from countries that are state sponsors of terrorism or pose other national security threats. The 5-4 decision also demonstrates just how important the current conservative majority is on the Supreme Court. Chief Justice John Roberts wrote the majority opinion for the high court, finding that the president lawfully exercised the broad discretion granted to him by Congress in federal immigration law to suspend the entry of foreigners from certain countries.

The admission and exclusion of foreign nationals is a fundamental sovereign power that is exercised by the government's political departments, Congress and the president, and it is largely immune from judicial control. The Supreme Court emphasized that the entry restrictions are limited to countries that were previously designated by Congress or prior administrations as posing national security risks. And the court pointed out that the proclamation was only issued by President Trump after a worldwide review process undertaken by multiple Cabinet officials and their agencies. The Supreme Court wasn't willing to substitute its own judgment on national security issues for that of the president and the executive branch.

Group Questions:

- 1. What were the most common words and phrases used to describe the ban in your publication?**
- 2. Does your publication on the Muslim and African Ban use any of the language, justifications, or framings referenced in the lecture? If yes, how? If not, what additional viewpoint does it bring about the Muslim and African Ban?**

Module 17, Lesson 2 Optional Extension Activity / Homework

Living Under the Muslim Ban

Directions: Read the three vignettes below of individuals from different countries directly impacted by the Muslim and African Ban. Next, write a reflective essay answering the following questions -

1. How do first-person narratives provide insight into the direct impact of the Muslim and African Ban?
2. What did you learn about the ban after reading these first-person narratives?

NISRIN ELAMIN ABDELRAHMAN

The United States has been my home for 25 years now, but last January I was among the first to be detained under the Muslim ban, simply because of my Sudanese citizenship. During my detention, I witnessed an officer tell an Iraqi man that he could be deported. The man was handcuffed and escorted into the same terminal I was being held in, minutes after getting off a plane from Sweden. He had waited for two years to receive a visa to be reunited with his partner and child. Another Iraqi man, who was an official translator for the US military was similarly threatened with deportation. I wondered how an officer could threaten to deport someone to a war zone that was created by the US government in the aftermath of its invasion of Iraq in 2003, knowing that they could face political persecution or even death. In 1939, the US turned away a ship carrying 900 Jewish refugees. 250 of them were later killed in the Holocaust. How was this any different? Being Black, I was also struck by how easy it was for an officer to body search and handcuff me while claiming it was standard procedure. The executive order legitimizing this procedure had been signed just a few hours earlier. How did our criminalization get normalized and justified so quickly? We were also told to 'sit tight and be patient' while being denied legal representation. And so we 'sat tight', as our partners and loved ones waited in agony on the other side of the airport border, with no sense of when they might see us again.

The Muslim ban and the deportations that have been happening across our country for decades, are ripping families apart and impacting people's lives in ways that numbers can never fully capture. 100,000 visas were revoked in January and with it, thousands were prevented from boarding their planes; people with families and jobs and full lives in the US; people who needed urgent medical care or wanted to continue their studies; people who had risked their lives and spent life savings to seek refuge in the United States. While I get to share my story with you because I was released, there are hundreds of thousands of people who do not have that privilege and so I ask that we fight these policies not because of their impact on the lives of individuals like me, but because this is about all of us and about the future of this country and its relationship to the rest of the world.

ANWAR

After the long and terrible war in Yemen, I won the lottery visa. Traveling through the war to get to Djibouti was very hard and expensive. In order for me to get to where I am today, I had to sell and leave everything behind. I was turned away after spending \$1,320 for visa fees at U.S. embassy than turned around and was given a refusal letter. It was unclear to me. I'm seeking help to get my family safely to America. I can't see how I can go back and raise my two children in the middle of war torn Yemen.

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MANIA AGHDASI

On December 9, 2017, my father Zartosht passed away before knowing that his visa would be refused. He died after patiently waiting 16 months, hoping to have his visa and dreaming to see his only grandson in US.

On September 28, 2016, my only brother, and my only father's son, passed away. He had been battling brain cancer for two years. This loss was devastating for both my father and I. I became severely depressed wanted to be with my father, who was living in Iran, where my brother and I had grown up together. I had immigrated to the United States in 1999. I become a citizen of this country in 2006. Since I had now been a United States citizen for many years, I thought it would be a relatively simple matter to invite my 78 years old father to my house, to visit my son and me. On October 14, 2016 my father went to US embassy in Yerevan, at my request, to apply for visa. A clerk who interviewed my father at the embassy told him that it would take no more than three months for his paperwork to be processed, and for him to be granted permission to visit his only remaining family here in America.

I happily began to prepare a room in our home for his stay, and eagerly awaited the news that he would be joining us. The hope helped relieve some of the pain from which I was suffering, as I thought we would soon be together again, and to comfort one another in our grief. Three months went by, and we heard nothing. I was concerned because I had heard there was a travel ban in place. I sent an email to the embassy to ask what his status was. They responded that because of high demand, it take up to more from its initial to me to obtain permission to travel.

During that time, my father who was the most hopeful and positive person in the word, used to give me hope by promising that we would be together and he will finally come to United States to see my son and me.

After six months, and nod hearing nothing further, I sent a letter to our local congressman, Jerry Mcnerney, White House, United States Department of State, and to the US embassy to consider the matter, but we did not receive any helpful response. During my study in United States I learned that the goal of graduate school is to help the individual become a critical thinker, to think outside the box, to become a good human being, to be a problem solver, and to have a professional view, while in response to my letters, I did not received even one helpful letter concerning about the hardship my father and I were going through. All the responses I had received were cold, inhumane, heartless, and cruel.=

Meanwhile, the Trump administration's first, and second travel ban happened, which made us more worried about separation. During that time, I was in the constant fear of being torn apart: not seeing me father again, or choosing between my son in the US or my father in Iran.

During the past 16 months, I was constantly calling my father to make sure he is okay. He was hiding his pain away from me and always advising me to be patient and hopeful. "Be patient I promise to come and see you," he once told me, "When you see seven birds flying together then it means I can have my visa." For past sixteen months I have kept looking at the sky to find those birds.

When a friend of mine called me a few months to let me know my father is very depressed, I could not believe it. I was video chatting with him everyday, and he was pretending he was okay. I rushed to Iran to see him during my Thanksgiving break. What I saw was unbelievable, he was very weak and deeply depressed. I told him that I got him a lawyer who will fight for our right so he can come and join us soon,

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but for a first time he did not say anything. When he looked at me in the eyes, and I saw a deep disappointed in his face. It was that night we heard about Supreme Court approving the recent travel ban decision. When I was returning to the United States, I kissed him and told him again how much I love him, and that I will see him soon. He looked at me with the same sadness.

My father passed away in his house one week after I came back to the United States, and I lost my father, the only family I had after losing both my mother and only young brother to cancer. My father died of a broken heart, that, after so much time, he has given up hope that we were ever going to be together again.

I write this now to let you know that my father no longer need the US visa, and also I do not need your fake condolences. Both the embassy, and the U.S. department of state, let us down when we most needed our government's help.

I strongly believe my rights got violated, not only in the first place when my father went to the US embassy, but also over and over again during this last 16 months until he died.

My father died from disappointment and depression. I clearly stated my situation and the hardship we went through in my letters to the White House, US Department of State and US Embassy. I also clearly stated my frustration at the neglecting of my father's case with them, but they did nothing to help us. I strongly believe that they are responsible for all the hardships and grief my father went through, and also his death. I strongly believe my basic right to have my father in my home was subjected to political matter, hatred, and discrimination. I don't doubt, also, that there are many others whose hopes have been dashed by what I perceive to be an uncaring, unfeeling bureaucracy.

Vignettes have been selected from ACLU's feature: Living With the Muslim Ban

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Originally posted by the ACLU at

<https://www.aclu.org/issues/immigrants-rights/living-muslim-ban>

Lesson 3. Impacts of the Muslim and African Ban

Overview, Background Resources and Materials Needed

In this lesson, students will learn about the progression and impact of the Muslim and African Ban. Students will be able to recall important dates in the overall progression of the ban, and the direct impacts that the policy had on targeted individuals.

Background reading for educators before Lesson 3

It would be beneficial for the educators to review the resources provided in Lesson 2 (posted below)

1. The Bridge Initiative: background of the ban: <https://bridge.georgetown.edu/research-publications/reports/the-muslim-and-african-ban/>
2. The Bridge Initiative: Report on how Trump and Biden talked about the ban during the 2020 presidential elections: <https://bridge.georgetown.edu/research/not-who-we-are-and-opening-the-floodgates/>

Key Terms in Lesson 3

- **Muslim and African Ban:** Popularly known as the Muslim Ban, this Executive Order 13769 was signed by President Donald Trump in January of 2017. Formally named “Protecting the Nation from Foreign Terrorist Entry into the United States,” the original law prevented the entry of individuals from seven Muslim majority countries (Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen).

Materials Needed for Lesson 3

- Slide deck for Lesson 3
- [The Muslim and African Bans: By the Numbers](https://bridge.georgetown.edu/research/the-muslim-and-african-bans-by-the-numbers/) <https://bridge.georgetown.edu/research/the-muslim-and-african-bans-by-the-numbers/> [linked on slide deck]
- **Video to be projected in class.** Families remain stuck in limbo after Biden rescinded ‘Muslim ban’ policy (3m 12 second Video) <https://www.msnbc.com/yasmin-vossoughian/watch/families-remain-stuck-in-limbo-after-biden-rescinded-muslim-ban-policy-108863557697> [Includes CC] [linked on slide deck]
- Module 17, Lesson 3: Muslim and African Ban In-Class Timeline Assignment/Answer Key
- Index cards (optional; one per student)

Lesson 3. Impacts of the Muslim and African Ban

Learning Plan

Educator notes: If you have not taught Lessons 1 or 2, be prepared to give a brief background on the ban using the definition from Key Terms. [**Muslim and African Ban:** Popularly known as the Muslim Ban, this Executive Order 13769 was signed by President Donald Trump in January of 2017. Formally named “Protecting the Nation from Foreign Terrorist Entry into the United States,” the original law prevented the entry of individuals from seven Muslim majority countries (Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen).]

Opening – 5 minutes

(Lesson 3 Slide Deck, Slide 2) Project map showing the countries that were part of the various iterations of the Muslim and African Ban. (see also Lesson 1).

Ask students if they can name the countries on the map.

Answer key

- Countries in red (original ban): Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen.
- Countries in blue (revised ban): Eritrea, Nigeria, Tanzania, and Chad from the African continent, and also Kyrgyzstan, Myanmar, North Korea, and Venezuela from the other parts of the world.
- County with red stripes: Iraq (removed from the list in revised ban)
- Country with blue stripes: Chad (was also eventually dropped).

Transition by explaining you’re going to go over the timeline of the ban to showcase how and when countries were added to and dropped from the list.

Key Concepts – 15 minutes

(Lesson 3 Slide Deck, Slide 3) Project the Bridge Initiative resource “[The Muslim and African Bans: By the Numbers](#)” and walk students through the resource (linked on slide deck).

Educator Note: The resource begins with a timeline of the different iterations of the Muslim and African Ban. You may wish to begin by going over the timeline and noting all of the important dates. After going through the timeline, you may go over the rest of the resource, calling special attention to the countries that were targeted, changes in visa issuances, and changes in refugee admissions.

Ask students if they are surprised by any of the numbers or why certain countries were added to the ban. (See Lesson 1 opening activity)

Reiterate that the ban is no longer in effect since Joe Biden came to power.

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Application – 20 minutes

Ask students how they think individuals are still affected by residual impacts of the ban even though it is no longer in effect.

After a couple of responses, explain that you'll be showing a short video to showcase how the ban continues to impact individuals, families and communities.

(Lesson 3 Slide Deck, Slide 4) Show students the following short video: [Families remain stuck in limbo after Biden rescinded 'Muslim ban' policy](#) (3m 12 second Video) [Includes CC]

Give students a minute to process their thoughts. If index cards are available, ask students to write down one way in which they think that **individuals are still affected by residual impacts of the ban even though it is no longer in effect.** (3 minutes)

Collect and shuffle the cards and then read out a few answers.

Anticipated Student Answers:

- Students may convey an understanding that although the Muslim and African Ban has been rescinded, it still has residual impacts on the targeted communities. Students may reference concrete examples provided in the video such as the State Department visa backlog and continued family separations.

Debrief – 10 minutes

Ask students to share their learnings about the Muslim and African Ban – specifically how it impacts individuals and families even now - in a single tweet (240 characters). Have a few students share their tweets.

In closing, remind students that even when laws no longer exist, the residual impacts of them can continue for years and that often, overturning a law is not enough.

Extension Activities or Homework

Option 1:

Provide students with an incomplete timeline on the progression of the Ban. Students will either (1) find the dates for descriptions of significant events given, or (2) provide descriptions of what happened on specific dates given.

An answer key is provided.

Alternatively, educators could make this into a game of Kahoot.

Option 2:

Educators who complete the whole module may wish to ask students to write an essay. Suggested prompts are below:

Write a 2-3 page (double-spaced) reflective essay on the Muslim and African Ban, choosing from one of the following prompts:

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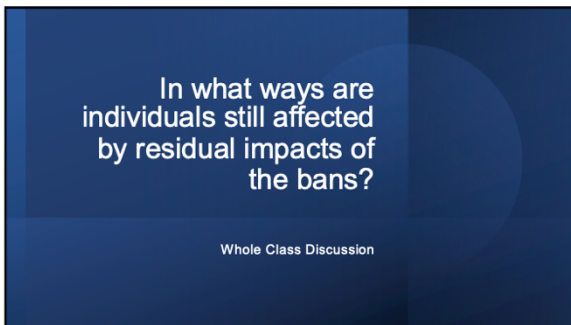
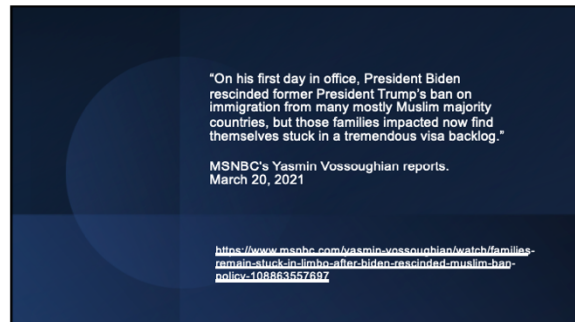
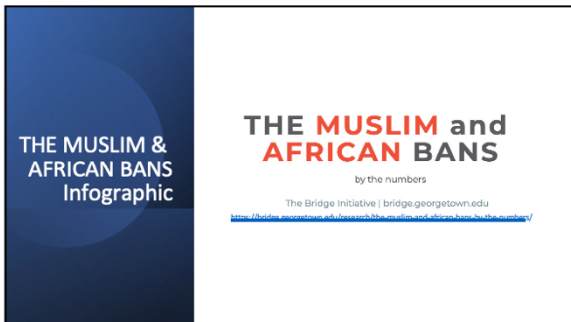
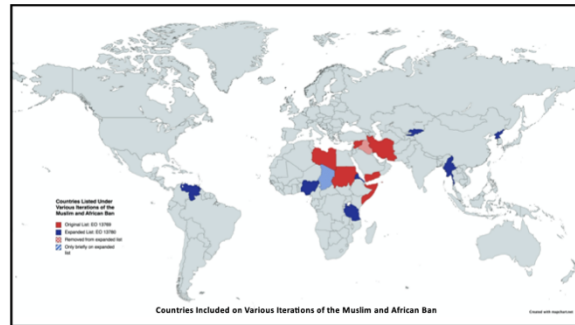
- a. What have you learned? What is something that surprised you? What is something you learned that you didn't know before?
- b. What are the ways in which we talk about the Muslim and African Ban, and why does it matter?
- c. Who were some of the key players in support of or in opposition to the Muslim and African Ban? What roles did they play in either garnering support for or opposition to the ban?

Lesson 3. Impacts of the Muslim and African Ban

Student Handouts and Supplementary Teaching Materials

1. Lesson 3 Slide Deck preview (5 slides). [Please download separate file with slide deck]
2. Lesson 3 handout 1: Module 17, Lesson 3: Muslim and African Ban Homework Timeline Assignment
3. Lesson 3 handout 1: Module 17, Lesson 3: Muslim and African Ban Homework Timeline Assignment Educator Answer Key

Lesson 3 Slide Deck Preview



Module 17, Lesson 3: Muslim and African Ban Timeline

- A. _____ — Donald J. Trump is inaugurated as President.
- B. JANUARY 27, 2017 — Executive Order 13769 is issued. Countries added: _____. Temporary refugee ban and indefinite ban on Syrian refugees.
- C. JANUARY 29, 2017 — First nationwide temporary court injunction goes into effect, blocking the deportation of all persons targeted by the Muslim and African Ban.
- D. _____ — Executive Order 13780 is issued, revoking and replacing EO 13769. Countries Removed: Iraq. "Extreme vetting" provisions added for refugee admissions process.
- E. MARCH 15, 2017 — Nationwide temporary court order goes into effect, blocking the implementation and enforcement of EO 13780 before it goes into effect.
- F. JULY 19, 2017 — _____ issues an order allowing part of the ban pertaining to refugees to remain in effect until further proceedings by the Court.
- G. SEPTEMBER 24, 2017 — Presidential Proclamation 9645 is issued. Countries removed: Sudan. Countries added: _____.
- H. OCTOBER 17, 2017 — A federal court temporarily blocks PP 9645.
- I. _____ — Executive Order 13815 is issued, creating an "in-depth threat assessment" for refugees from Egypt, Iran, Iraq, Libya, Mali, North Korea, Somalia, South Sudan, Sudan, Syria and Yemen.
- J. DECEMBER 4, 2017 — Supreme Court grants the Trump administration's request to _____ as the case is reviewed in the courts.
- K. APRIL 10, 2018 — Presidential Proclamation 9723 is issued. Countries removed: _____.
- L. JUNE 26, 2018 — Supreme Court _____ the Trump administration's Muslim and African Ban in a _____ ruling. The ban is _____.
- M. _____ — The NO BAN Act of 2019 is introduced in the House of Representatives and the Senate.
- N. JANUARY 31, 2020 — _____ is issued. Countries added: Eritrea, Kyrgyzstan, Myanmar, Nigeria, Sudan, and Tanzania.
- O. JANUARY 20, 2021 — _____ is inaugurated as President.
- P. _____ — Presidential Proclamation 10141 is issued. The Muslim and African Ban is repealed, with EO 13780 and Proclamations 9645, 9723, and 9983 revoked.
- Q. FEBRUARY 25, 2021 — NO BAN Act of 2021 is introduced in the House of Representatives.
- R. _____ — NO BAN Act is passed in the House of Representatives.

Module 17, Lesson 3: Muslim and African Ban Timeline

EDUCATOR ANSWER KEY

- A. **JANUARY 20, 2017** — Donald J. Trump is inaugurated as President.
- B. **JANUARY 27, 2017** — Executive Order 13769 is issued. Countries added: **Iran, Iraq, Libya, Somalia, Sudan, Syria, Yemen**. Temporary refugee ban and indefinite ban on Syrian refugees.
- C. **JANUARY 29, 2017** — First nationwide temporary court injunction goes into effect, blocking the deportation of all persons targeted by the Muslim and African Ban.
- D. **MARCH 6, 2017** — Executive Order 13780 is issued, revoking and replacing EO 13769. Countries Removed: Iraq. "Extreme vetting" provisions added for refugee admissions process.
- E. **MARCH 15, 2017** — Nationwide temporary court order goes into effect, blocking the implementation and enforcement of EO 13780 before it goes into effect.
- F. **JULY 19, 2017** — **Supreme Court** issues an order allowing part of the ban pertaining to refugees to remain in effect until further proceedings by the Court.
- G. **SEPTEMBER 24, 2017** — Presidential Proclamation 9645 is issued. Countries removed: Sudan. Countries added: **Chad, North Korea, Venezuela**.
- H. **OCTOBER 17, 2017** — A federal court temporarily blocks PP 9645.
- I. **OCTOBER 24, 2017** — Executive Order 13815 is issued, creating an "in-depth threat assessment" for refugees from Egypt, Iran, Iraq, Libya, Mali, North Korea, Somalia, South Sudan, Sudan, Syria and Yemen.
- J. **DECEMBER 4, 2017** — Supreme Court grants the Trump administration's request to **temporarily allow the ban to take full effect** as the case is reviewed in the courts.
- K. **APRIL 10, 2018** — Presidential Proclamation 9723 is issued. Countries removed: **Chad**.
- L. **JUNE 26, 2018** — Supreme Court **upholds** the Trump administration's Muslim and African Ban in a **5-4** ruling. The ban is **in full effect**.
- M. **APRIL 10, 2019** — The NO BAN Act of 2019 is introduced in the House of Representatives and the Senate.
- N. **JANUARY 31, 2020** — **Presidential Proclamation 9983** is issued. Countries added: Eritrea, Kyrgyzstan, Myanmar, Nigeria, Sudan, and Tanzania.
- O. **JANUARY 20, 2021** — **Joe Biden** is inaugurated as President.
- P. **JANUARY 20, 2021** — Presidential Proclamation 10141 is issued. The Muslim and African Ban is repealed, with EO 13780 and Proclamations 9645, 9723, and 9983 revoked.
- Q. **FEBRUARY 25, 2021** — NO BAN Act of 2021 is introduced in the House of Representatives.
- R. **APRIL 21, 2021** — NO BAN Act is passed in the House of Representatives.

Appendix to Module 17: The Muslim and African Ban

Curriculum Framework

Goal

Students will be able to use their independent learning to...

- Clearly describe the pathway to the Muslim and African Ban (what led up to it.)
- Describe why it is a Muslim and African Ban as opposed to a travel ban.
- Describe the impact of the ban on targeted countries/communities.

Essential questions

1. Why was Executive Order 13769 known by so many different names? Who gets to decide what name to call it by?
2. What were the dominant narratives around the impact of the ban?
3. What does the ban have to do with the War on Terror?
4. What was the overall impact of the ban? How many people were impacted by the ban?
5. How did the ban impact individuals and groups?

Understandings

Students will understand that...

1. The ban didn't start with Donald Trump—it came out of almost two decades of policies from the War on Terror.
1. Using the term “travel ban” obscures the intent of the ban and minimizes the harm on targeted countries/communities.
2. A network of individuals and organizations played a key role in getting the ban enacted as national policy.
3. The dominant narratives were the national security, economic, and values narratives, and that all three obscured first-person narratives from those impacted by the ban.

Knowledge

Students will know...

1. Key activists, organizers, and players who paved the way for the ban.
2. Countries listed under the various iterations of the ban.
3. Why the ban is called the Muslim and African Ban (and why this is preferred over Travel Ban.)

Skills

Students will be able to...

1. **Recall** important dates in the overall progression of the ban.
2. **Identify** the banned countries on a map.
3. **Distinguish** the ways in which individual and organizations supported or critiqued the ban.
4. **Analyze** texts to expose biases.

Summary of Performance Tasks (Assessment)

1. **Muslim and African Ban Key Players Assignment (Lesson 1):** Students analyze factsheets on individuals and organizations who have played an instrumental role in pushing for the implementation of the ban to identify the ways in which these individuals and organizations advocated for the ban.
2. **Media Analysis In-Class Assignment (Lesson 2):** Students will be assigned clips from an article on the Muslim and African Ban. The clips (~1 paragraph from news analysis and op-eds) are from new articles that were published within the first two years of the Muslim and African Ban and highlight different narratives surrounding the ban.
3. **Social Media Assignment (Lesson 3):** Students will share their learnings about the Muslim and African Ban – specifically how it impacts individuals and families even now - in a single tweet (240 characters).
4. **Ban Timeline Fill in the Blank** Students will be given an incomplete timeline on the progression of the ban. Students will either (1) find the dates for descriptions of significant events given, or (2) provide descriptions of what happened on specific dates given.
5. **Reflective Essay Take-Home Assignment:** Students will write a reflective essay on the Muslim and African Ban.
6. **Debriefs and whole-class discussions:** In each lesson, students will apply key concepts in groups or individually, then return to the whole class space to articulate their findings and takeaways.

Common Core Standards

History/Social Studies 11th and 12th Grade

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

About the Contributors

Nena Beecham is a Black American researcher, data analyst, and writer. She received her Bachelor's degree from the Walsh School of Foreign Service at Georgetown University, where she studied Culture and Politics, and a certificate in Data Analysis from Georgetown's School of Continuing Studies. Her research interests include media studies, cultural studies, immigration, Black Muslims in the US, and Islam in the Americas. Her writing has been featured in Al Jazeera, Middle East Eye, and Teen Vogue.

Kris Garrity is a white Muslim who lives on unceded Nacotchtank, Piscataway, Doeg-Tauxenants and Pamunkey Lands in Washington, DC. Kris' research focuses on surveillance, state violence, and whiteness. Their analysis and research can be found at Georgetown University's the Bridge Initiative, a research project on Islamophobia, as well as in Al Jazeera, Chicago Reader and Middle East Eye.

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