Index

administrative state 72–74, 80
African Americans
  finding voice for 76
  Gulen schools 129
indigenous 33
institutional building 52
Islamic schools 55–56, 108–109
move from radical Black Nationalism 32
slavery 51
studying Muslim Americans within context of 4, 6, 62
tensions between ethnic groups 78
see also Black American Muslims
American Islam
  “authentic” 43
  crisis in 24–28
dichotomy 69
discourse of 36
  “distinct” 73
growing internationalization of 37
race/ethnic relations as important aspect of 78
scholars of 62, 76, 79
American laws ix–xi
American nonprofit regime
  advantages and limitations ix
  unique growth 110
Asad, T. 18–20, 26, 29, 38, 65–66, 71, 85
Black American Muslims
  changing discourse of philanthropy classification for purpose of study 20
  first Gulf War of 1990 30–32
  from isolationism to integration 36–38
  seeking legitimacy from Muslim world 43
September 11, 2001 32–35
  social justice 42
  cultural identity as 108
  Malcolm X 17
see also African Americans
Boin, A. 22–24, 29
Britain x–xi
CAIR see Council on American–Islamic Relations (CAIR)
Catholic schools 55, 60
Catholicism x–xi, 65, 70
charity (zakat) 23, 39, 41, 54, 70, 131
Charmaz, K. 110–111, 113
Church of England x–xi
Clara Muhammad Schools 56–59, 107–109, 128
  collaboration and conflict 121–122
  community philanthropy 60, 122
Coolidge, R.D. 86, 95, 99
Council of Islamic Schools in North America (CISNA) 59, 86, 89
Council on American–Islamic Relations (CAIR) 7, 27, 48, 53, 63, 66, 73, 79, 125–126, 132
crisis, definition 22
crisis leadership 23–24
crisis situations
  Great Recession 91, 100–101, 103
  Gulf War, 1990 30–32, 41–42
  philanthropy in 22–24
  “cultural pluralism” 20, 28, 35–36, 40, 42, 75, 77–78, 128
Curtis, E.E., IV 4, 14, 33–34, 46, 51, 60, 62, 76, 92, 108
discursive strategic tool, reason as 19, 38–41
Islamic education in the US and Muslim nonprofit institutions

Discursive tradition
healthy, in Islamic philanthropy 43
incorporating tradition into education 85
manifestation of 38
nature of 18–20
Driesen, G. 89, 109–110
Ernst, C. 32, 47, 49–50

Federation of Islamic Associations of the United States and Canada (FIA) 5, 9–10, 52–53
First Amendment x–xi, 109, 134
Foucault, M. 18, 26, 41
future research avenues 134–135

Ghaffar-Kucher, A. 69, 74, 76–77
giving and volunteering 54, 98–101
global Islamic movements 77–78
global war on terror 78–79
government funding ix–xi, xii
Great Recession 91, 100–101, 103
Great Society programs xi–xii, 72–73
Grewal, Z.A. 86, 95, 99, 106
Grounded Theory model for growth and evolution of Islamic schools
causal conditions related to founding and proliferation of

demonstrating perceived need for 114
immigrant communities 115
need for preserving tradition/religious values 116
phenomena resulting from 116–117
poor quality public schools 115–116
consequences

collaboration and conflict 121–122
growing solidarity 121
internal dialogue 121
localism vs. globalism 122
context
bullying in public schools 118

need for more quality education 118
religious obligation/civic duty 117
intervening conditions
Islamophobia 119
post-9/11 rhetoric of Islam 118
US elections cycle 119
strategies
inclusiveness 119
integrating in mainstream 119, 121
professionalization 121
theorizing growth 114, 120

Gulf War, 1990 30–32, 41–42

Haddad, Y. 1–2, 4, 7, 14, 26–27, 32–33, 40, 42–43, 86, 106–107
Harb, N.N. 26–27, 32–33, 40, 42–43
Hart–Cellar Act 3, 107
Historically Sunni African American Muslims (HSAAMs) 4, 6, 9–10, 20, 64, 75, 108, 111

identity

confusion in defining “Muslim Americans” 62–63
construction, framing discussion of 67–68, 79–80
emergence of Muslim American 72–74
“exceptional” 79–80
as force driving philanthropy 84–85
and improvisational practices 71–72
managing, as challenge of leadership 132
and philanthropy in Muslim American communities 74–77
role of 22–24
six forces shaping 74–77
as social construct 79
under threat, Muslim feeling of 135

iftar 70, 73–74
immigrant communities 62, 75–76, 115, 127, 129, 133
improvisational practices

and identity 71–72
impressive range of 70
in Islamic schools 129–130
Index

119
1–2
127
51–53, 56–57, 59
85, 103
83
134–135
9–11
11
75–76
36–38
ISNA among first to 35
71–72, 130
6–7, 53
as “coming into its own” 1
2–3
2
107–110
philanthropy
Islamic schools
academic performance 93–94, 102
for African Americans 55–56, 108–109
age of 96
appeal of 2
bullying in public schools 2, 118
bureaucratic accountability 97, 102–103
collaboration and conflict 121–122
in crisis situations 91–93, 98–101, 103
demonstrating perceived need 114
development of, in America 55–59
factors impacting 2
fear of 1–2
financial accountability 98
financial aid 98–99
geographic location 94
Grounded Theory model for growth and evolution of
causal conditions related to

certainties
history of 51–53, 56–57, 59
Islamic schools as important symbol of 85, 103
as means of expressing religious and philanthropic identity
and philanthropy
institutional cooperation and collaboration
integration
journey of 11, 75–76
move towards
of Black Muslims 36–38
ISNA among first to 35
interfaith relations 71–72, 130
Islamic Circle of North America (ICNA) 6–7, 53
Islamic education in US
Islamic philanthropy see philanthropy
Islamic schools

foundling and proliferation of
114–116
consequences 121–122
context 117–118
intervening conditions 118–119
phenomena resulting from causal conditions 116–117
strategies 119–121
as study method 110
theorizing growth 114, 120
growing solidarity 121
growth/evolution of 116–117
immigrant communities 115
as important symbol of institution building 85, 103
improvisational practices in 129–130
inclusive-ness 119
integrating in mainstream 119, 121
internal dialogue 121
and Islamophobia 87, 92–93, 99
leadership in 131–132
legitimacy in 89–90, 93–103, 128–129
localism vs. globalism 122
market accountability 94–95, 97–98, 102
need for more quality education 118
need for preserving tradition/religious values 116
and philanthropy
complicated role 117
in crisis situations 98–99
diminishing role, over time 126
philanthropic support 117
variable role 122–123
as vehicles of 60, 91
poor quality public schools 115–116
professionalization 121
public policy in 130–131
relationship with Islamic center 95
religious obligation/civic duty 117
reporting 103
research study
analysis 90, 102–103
discussion 91–101
methods 83, 90
questions 84–85
research study 2
context 107–110
data collection, analysis and writing 113–114
data sources 112–113
discussion 122–123
method 110–111
participants 111
procedure 112
results 114–122
school types 111–112
rise in number offering K-12 level education 1
sources of revenue 96–98
tuition as proportion of school budget 97
US elections cycle 119
Islamic Schools League of America (ISLA) 13, 58, 83, 86, 90, 107, 113
Islamic Society of North America (ISNA)
acceptance of idea of “single Muslim identity” 75–76, 107
changing discourse of philanthropy differences with NOI 38, 40, 43
First Gulf War of 1990 30–32
September 11, 2001 32–35
social justice 42
turn from parochialism to “cultural pluralism” 35–36
compromising nature of deliberations within 10
as “cultural pluralist” group 20, 75, 78
data collection from Islamic schools 83
Education Forum 56, 58, 86, 90, 110, 113
educational mission 26, 57–59
establishment
reasons for 8, 26–27, 66
time of 7, 26
evolving into American institution with unique Islamic identity 3
initiatives to help address Islamophobia 132
legitimacy 3, 87–88, 107
as membership-based organization 8–9, 28, 76
as most prominent Sunni Muslim group 18
as “Muslim Brotherhood affiliate” 125–126
national recognition as “model” of Muslim Americans 75–76
as paradigmatic case 3–4, 17, 76, 87, 107
in scholarly literature 4–7
serving as umbrella organization 9–10, 53
understanding of diversity within 10–11
Islamophobia case of Muslim American institution overcoming 106
as complex phenomenon 49
early challenges to Islam 48–49
four dimensions of American fear 49–50
history of bigotry in US 48
and Islamic schools 87, 92–93, 99, 119–120
linking with gender 50
long history of documented 47
organizations helping to address 132
ISNA see Islamic Society of North America (ISNA)
Jackson, S. 36, 46, 66, 76, 78
Jamal, Z. 25, 33–34, 63
Keyworth, K. 83, 86, 107–108
Khan, M.A. Muqtedar 3, 62, 70, 79, 81
leadership crisis 23–24
as force driving philanthropy 85
in Islamic schools 131–132
legitimacy 87–88, 135
Black Muslims seeking 32, 36–37, 42–43
CAIR enjoying 73
as force driving philanthropy 84
Imam Warith Deen Muhammad seeking 31
Inayat Khan gaining 49
in Islamic schools 89–90, 93–103, 128–129
ISNA's quest for 3, 9, 32, 36, 42–43, 58, 87–88
Malcolm X seeking 18
NOI seeking 68
Leonard, K. 4, 6, 10
limitations of research 134–135
localism vs. globalism 122
Malcolm X 17–18, 37, 55, 68
Merry, M.S. 89, 109–110
Michigan Islamic Academy (MIA) 106
Morrow, S.L. 110, 113–114, 123
Muhammad, Warith Deen 4–5, 7, 20, 28, 30–32, 37–38, 107, 123
multiculturalism in America 77, 79
Muslim American civil society 2, 54
Muslim American communities adopting uniquely “American” models of community building 135
ambiguity in defining “Muslim” 63–66
communal sharing of food 73
conceptualizing as religious group 69–70, 80
different definitions of “authentic Islam” 64
division between Shii and Sunni Muslims 64
identity
construction, framing discussion of 67–68
and improvisational practices 71–72
and philanthropy 74–77
six forces shaping 77–79
iftar dinners 73–74
immense diversity within 65, 111
methods of organizing 66
pragmatic understanding of Islam 64–65
problems faced by xiii
representation issue 108
tensions with government bureaucracy 72–73
Muslim American nonprofit sector
benefits of 127, 130
growth and evolution of 3–7, 59–60, 110
impact of Great Recession 100
and leadership 131–132
legitimacy in 87–88
philanthropy in 50–55
rise of educational 86
Muslim American Society (MAS) 6–7, 53
Muslim American unity establishing 9–11
future research avenues 134–135
implications of 2016 election 1
methodology of teaching and developing 133
practical implications 133–134
Muslim philanthropy see philanthropy
Muslim Public Affairs Council (MPAC) 7, 27, 53, 66
Muslim Student Association of the US & Canada (MSA) 5, 10, 26, 35, 52–53
Muslims
ambiguity in defining 63–66
division between Shii and Sunni 64
educating about Islam 55
feeling identity is under threat 135
large presence in metropolitan areas 65
as “others” 48–49
presence in America debate on 46
history of institution building 51–53, 56–57, 59
Nation of Islam (NOI)
African Americans entering Islam through 108
in American history 33
Black Nationalist movement 26
Clara Muhammad Schools 128
differences with ISNA 38, 40, 43
earliest expressions of Islam in US 2
establishment 52, 64
on fringes of Muslim American movements 31
giving up racist rhetoric 32
HSAAMs as former members of 64, 75
Malcolm X 17, 37, 55, 68
as militant 42, 76
resistance from mainstream society 68
seeking to create uniquely Black identity 36
seeking to prioritize education 55–56
University of Islam 55, 107
Warith Deen Muhammad 32, 37, 56, 107
see also Black American Muslims
National Council on Religion and Public Education (NCPRE) 58
NOI see Nation of Islam (NOI)

Obama, B. 33–35, 47, 49, 73

Paino, M. 89–90, 93
Pakistani Americans 53, 76
PATRIOT Act 32–34, 70
Pew Research Center 54, 65, 106
philanthropy
background 7–9
changes in discourse
aim of study 21
argument limitations 21
background to debate 21
conflation of discourses 42–43
crisis in American Islam and Islamic philanthropy 24–28
in crisis situations 22–24, 30–35, 41–42
data collection methods 28
findings and discussion 28–35
from isolationism to integration 36–38
Muslim Americans as largely cultural pluralists 42
nature of discursive tradition 18–20
occurring in context of “crisis” mode 18
from parochialism to “cultural pluralism” 35–36
pragmatism as guiding force 43
reason as discursive strategic tool 38–41
role of identity 22–24
sample 28
community 60, 122
four main forces driving identity 84–85
leadership 85
legitimacy 84
public policy 85
identity and Muslim American communities 74–77
and institution building 134–135
Islamic schools
complicated role in 117
in crisis situations 98–99
diminishing role of, over time 126
as important vehicles of 60, 91
philanthropic support 117
variable role of 122–123
Malcolm X 17, 37
in Muslim non-profit institutions in America 50–55
professionalization 121
public policy
as force driving philanthropy 85
in Islamic schools 130–131
public schools
bullying in 2, 118
debate about funding 14
fear of indoctrination in 1
little difference with Islamic schools 109
poor quality 115–116
race/ethnic relations 77–78
reason
as discursive strategic tool 19, 38–41
recourse to 65–66
religion
“civil” 71
clauses of First Amendment x–xi
conceptualizing Muslim Americans as religious group 69–70
debate on ethics of 38
and education 55
freedom of 34, 79–80, 126
Islam
branded as “radical” 126
as individualistic 130
as organized 49
as practice-oriented 19
as religion of hate 48
as religion of peace 34
Index

need to preserve tradition/religious values 115–116
principle of separation with state 47, 54, 134
religious obligation/civic duty 117
as responsibility of nonprofit and private sector 47
religious non-profit organizations
and American laws ix–xi
history of ix–xii

schools see Islamic schools

September 11, 2001
identity and US government 76–77
impact on philanthropic resources and legitimacy 85
Islamic rhetoric 118
Muslim American leaders’ reaction to 91–92
philanthropy in crisis situation 26–27, 32–35, 41–42
rapid growth of Muslim American organizations 60

and struggle for inclusion 70
Smith, J. 1, 4, 7, 14, 46–47
Smith, M.L. 110, 113–114, 123
solidarity 121
Trump administration 14, 69, 126, 132, 134
Trump, D.A. 1, 74
US elections cycle 119

Weltanschauung
methodology of teaching and developing Islamic and American 133
practical implications 133–134

youth activism 77–78