

## Two Complementary Muslim Centered Proposals İki Tamamlayıcı Müslüman Merkezli Teklif

- The Peace Education and Silk Roads/Trans-Saharan Trade-Routes Arts Center &
- The Modern Muslim Holocaust Archives



الْمِيزَانَ وَوَضَعَ رَفَعَهَا وَالسَّمَاءَ

Mizan - Balance

“And the heaven He raised it and He has set up the balance.”

Al-Quran Surah 55. Ar-Rahman, Ayah 7

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Also see:

<http://www.silkroadvirtualuniversity.org/peace-ed--art-center.html>

<http://www.silkroadvirtualuniversity.org/muslim-holocaust-archives.html>

السلامة على

The current wars being fought are profitable to 1% of humanity, while the other 99% suffer.

Savaşılan mevcut savaşlar, insanlığın% 1'i için karlı, diğer% 99'u acı çekiyor.

Are we Muslims currently teaching the world audience about the peace of Islam, or any kind of peace?

Biz (Müslümanlar) şu anda dünya izleyicisine İslam'ın huzuru veya herhangi bir barış hakkında öğretiyor muyuz?

The majority of deadly attacks in the world at this time are against Muslims. Simultaneously we lack the capacity to count our own dead. Our stories are not being told, so how can anyone hear us?

Şu anda dünyada ölümcül saldırıların çoğunluğu Müslümanlar üzerinde. Aynı zamanda kendi ölülerimizi sayma kapasitemiz yok. Hikayelerimiz anlatılmıyor, peki biri bizi nasıl duyabiliyor?

Abdul Rashid bin Abdullah

## Introduction

Herein contained are two complementary proposals:

### **Brief descriptions of two proposals**

The Peace Education, Silk Roads and Trans-Saharan Trade Routes Art Center

- Silk Roads and Trans-Saharan Trade Routes Research and Arts Center
- Ibn Battuta and Zheng He Research and Resource Center
- Peace Education: Diplomacy, Conflict Resolution Strategies & Counseling

Modern Muslim Holocaust Archive Center

- Historical - Collection of the histories, statistics, and personal stories of the Modern Muslim Holocaust beginning in about 1900 in centralized location(s).
- Currently - Preliminary results suggest approximately 14,064,651 Muslims killed in mostly Euro-American profit-driven wars in the modern Muslim Holocaust. (See Appendix 1 Excel doc. for a very preliminary database), however the total figure may really be five to ten times that number if for example the poverty and disease associated with colonialism are factored in.
- Currently (as of April, 2019) there are approximately 68.5 million refugees in the world (<https://www.unrefugees.org/refugee-facts/statistics/>) with the vast majority of us being Muslim.

The above two described proposals complement each other in that working solely on one or the other can lead to excess optimism or pessimism. It is easy to be lulled into complacency by the great possibilities of peace, and equally easy to be provoked into transgressions by the scale of the historical and ongoing violence against and within our Ummah. Both sides need considerable investment for the Muslim Ummah to become effective in harmonizing peacefully and with dignity to the demands of the ever changing world.

It is important that the presentation of the Peace Education, Silk Roads and Trans-Saharan Trade Routes Art Center(s) information be designed to appeal to both secular and Muslim audiences.

Balance is needed to ensure that all audiences can appreciate the value of peace education, the history and splendor of the ancient Silk Road and Trans-Saharan Trade Routes civilizations, and the arts they produced historically and still produce today. Currently many or most non-Muslims think of Muslims as terrorists, not people of peace, representatives of great civilizations past and present, and producers of great arts (and sciences).

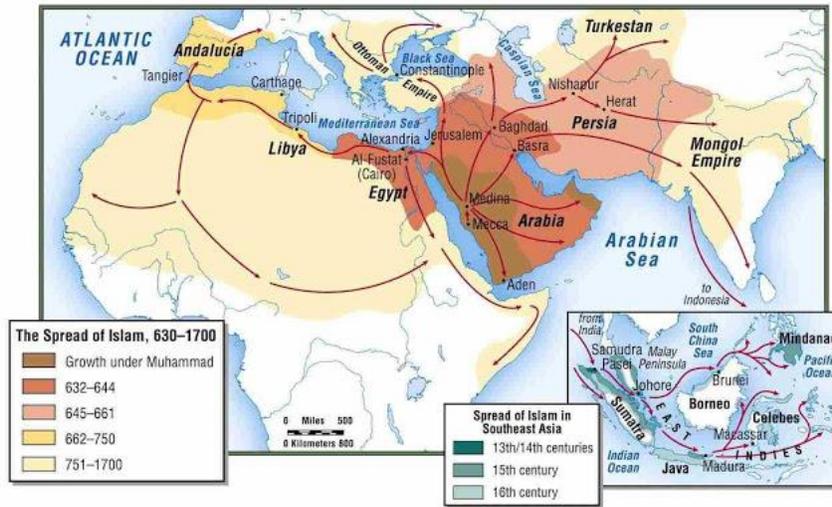
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# 1. Peace Education, Silk Roads and Trans-Saharan Art Center

A non-profit history, travel and peace education proposal

- Peace Education, Silk Roads and Trans-Saharan Trade Routes Art Center
  - Peace Education
  - Silk Roads and Trans-Saharan Trade Routes Research and Arts Center
  - Ibn Battuta and Zheng He Research and Resource Center

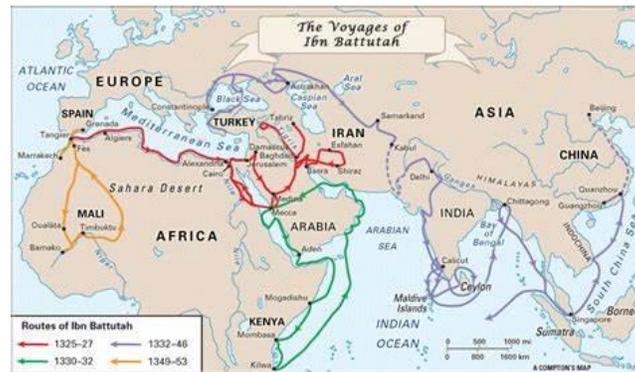


Source: <https://ilmfeed.com>

## Peace Education and Silk Roads/Trans-Saharan Trade Routes Travel - Resource Center Design

- Library: books, journals, maps and online resources including website with online resources for education and research.
- Display Hall(s) with artifacts from the Silk Roads and Trans-Saharan Trade Routes as well as paintings, photographs, sajjāda etc. from different nations/cultures, etc.
- Classroom(s) for Workshops, e.g. Conflict Resolution Strategies and Diplomacy Classes
- Small shop with peace education and Silk Roads and Trans-Saharan Trade Routes books, souvenirs, etc.
- At least two offices, one for research, another for business, accounting, soliciting additional funding, etc.

## السلاطون



A few of the hundreds of online educational resources about famous Muslim travelers and geographers

- Medieval Sourcebook: Ibn Battuta: Travels in Asia and Africa 1325-1354  
<https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2010/12/Ibn-Battuta-Travels-in-Asia-and-Africa-1325-1354.pdf>
- The Travels of Ibn Battuta - Virtual Tour, U.C. Berkeley  
<https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta>
- Ibn Battuta - Ibn Battuta Seyahatnamesi.pdf  
[https://www.academia.edu/32120133/%C4%B0bn\\_Batt%C3%BBta\\_-\\_%C4%B0bn\\_Battuta\\_Seyahatnamesi.pdf](https://www.academia.edu/32120133/%C4%B0bn_Batt%C3%BBta_-_%C4%B0bn_Battuta_Seyahatnamesi.pdf)
- Document A: Ibn Battuta's Rihla(Part 1) (High School/College with vocabulary & questions - Stanford History Education Group)  
[http://www.houlehistory.com/uploads/2/5/6/9/25696840/ibn\\_battuta.pdf](http://www.houlehistory.com/uploads/2/5/6/9/25696840/ibn_battuta.pdf)
- The Travels and Journals of Ibn Battuta, Edited by Clinton Grant from J. Arno & H. Grady, "Ibn Battuta: A View of the 14th-Century World" (NCHS) (high School/college with questions)  
[https://people.hofstra.edu/alan\\_j\\_singer/CoursePacks/TheTravelsandJournalsofIbnBattuta.pdf](https://people.hofstra.edu/alan_j_singer/CoursePacks/TheTravelsandJournalsofIbnBattuta.pdf)
- Travel Account of Ahmad ibn Muhammad ibn Nasir al-Dar'i  
<https://www.wdl.org/en/item/16770/>
- Ibn Battuta Lesson Plan for children - with Quizzes  
[https://eli.kau.edu.sa/Files/126/Files/131797\\_The%20Travels%20of%20Ibn%20Battuta%20104.PDF](https://eli.kau.edu.sa/Files/126/Files/131797_The%20Travels%20of%20Ibn%20Battuta%20104.PDF)
- Ibn Battuta: Travels in Asia and Africa 1325-1354 <https://sourcebooks.fordham.edu/source/1354-ibnbattuta.asp>

## السلام عليكم

- al-Bakri - Abū 'Ubayd 'Abd Allāh ibn 'Abd al-'Azīz ibn Muḥammad ibn Ayyūb ibn 'Amr al-Bakrī, or simply Al-Bakri (Arabic: عبد بن عبد الله عبد يزيد أبو و (البكري العزير) (c. 1014–1094) was an Andalusian Arab historian and the greatest geographer of the Muslim West.
- [http://www.napavalley.edu/people/shutton/Documents/Readings/18.Abu%20Ubaydallah%20al-Bakri\\_Description\\_of\\_Ghana.pdf](http://www.napavalley.edu/people/shutton/Documents/Readings/18.Abu%20Ubaydallah%20al-Bakri_Description_of_Ghana.pdf)
- There are thousands of other very valuable resources. A short bibliography of Silk Road and Trans-Saharan Trade Routes research can be found at:  
<http://www.silkroadvirtualuniversity.org/history-bibliography.html>

### Roundtable Peace Education (sample) Workshops

- Active Listening & Counseling
- Conflict Resolution Strategies
- World History of Diplomacy
- Islamic Diplomacy
- Strategies of the great peacemakers in history
- The evolution and psychobiology of cooperation and conflict
- Recovery from conflict: group support, art therapy, dream diaries, writing therapy, sports and exercise, helping others, prayer/religion/philosophy
- and others

### Diplomacy in Islam (short online) Bibliography

#### ARTICLES

Admin., (2018) Glossary of Terms Related to Diplomacy (Arabic/English), Islamic Voice,  
<http://islamicvoice.com/glossary-of-terms-related-to-diplomacy>

Arshid Iqbal Dar, (July 2018) Diplomacy in Islam  
[https://www.researchgate.net/publication/326450121\\_DIPLOMACY\\_IN\\_ISLAM](https://www.researchgate.net/publication/326450121_DIPLOMACY_IN_ISLAM)

Dar, Arshid Iqbal and Sayed, Jamsheed Ahmed (2017) Asian Journal of Science and Technology, Vol.08, Issue, 09, pp.5616-5618, September <http://www.journalajst.com/sites/default/files/issues-pdf/4512.pdf>

Dehshiri, (Dr.) Muhammadreza, (2013) Diplomacy and Soft power in Seerah of the Holy Prophet (pbuh)  
<http://en.iwpeace.com/articles/2161>

Hossam, Raghad & Mohamed, Kareem (2014) Diplomacy in the Islamic Era  
[https://www.academia.edu/35272509/Diplomacy\\_in\\_the\\_Islamic\\_Era](https://www.academia.edu/35272509/Diplomacy_in_the_Islamic_Era)

Hossain, Mohammad Amjad (2015, March 24) Diplomacy in Islam, Foreign Affairs Insight and Review (FAIR) <http://fairbd.net/category/argumentative/>

## السلام عليكم

"JWT Desk," (2017 Feb. 9) Diplomacy in Islam, It's all about making peace

<http://jworldtimes.com/jwt2015/magazine-archives/jwt2017/february2017/diplomacy-in-islam-its-all-about-making-peace/>

### BOOK

Prof. Mohammad Hashim Kamali, Dr. Karim Douglas Crow & Dr. Elmira Akhmetova (Eds.) (2017)  
Islam and Diplomacy: The Quest for Human Security

<http://www.hashimkamali.com/index.php/component/k2/item/190-islam-and-diplomacy-the-quest-for-human-security>

### FILM

The Sultan and the Saint (Film) <https://www.sultanandthesaintfilm.com/awards/>

## 2. Modern Muslim Holocaust Archive

### Rational

Collection of the histories, statistics, and personal stories of the Modern Muslim Holocaust beginning in 1900, in (a) centralized locations

### Ongoing

- A “multi-nodal” research program designed to enhance validity and reliability of information relating to the ongoing Modern Muslim Holocaust
  - Collection of information regarding ongoing conflicts from primary and secondary sources,
  - Validity to be affirmed by corroboration between:
    - 1) Primary Sources: Personal narratives
    - 2) Secondary Sources: translations from multiple news sources around the world in different languages. All incoming information must by necessity be evaluated in terms of “face validity” and require multiple independent sources to ascertain reliability of that information. Eternal vigilance is required to quarantine potentially “fake news,” biased published information favoring one side or another in any conflict.

### Summary

There is a great need and moral imperative to collect the histories, statistics, and personal stories of the Modern Muslim Holocaust in centralized locations.

### History of the Modern Muslim Holocaust

The word “Holocaust” in English is defined by Oxford Dictionaries as: “Destruction or slaughter on a mass scale, especially caused by fire or nuclear war.” The word is from the Greek *holokauston*, a combination of *holos* meaning ‘whole’ and *abd kaustos* meaning ‘burnt.’

The Quraysh opened the campaign against Islam by harassing and persecuting the Muslims. Since then our Muslim Ummah has seen several great Islamic civilizations rise and fall usually as the result of both internal and external factors.

According to the most recent figures from UNHCR there are approximately 68.5 million forcibly displaced persons world-wide, with 57% of them from three countries: South Sudan, Afghanistan and Syria. <https://www.unhcr.org/figures-at-a-glance.html> (Accessed April 10, 2019)

Though there are no reliable statistics on what percent of the displaced persons in the world are Muslim, it is safe to assume a significant majority of the displaced persons currently are Muslim.

In 2013 the United Nations reported that the number of people living as refugees worldwide exceeded that at the end of WWII, approximately 50 million.

- There are not even approximate statistics attempting to account for the number of Muslims killed and “displaced” in the 20<sup>th</sup> and 21<sup>st</sup> Century Modern Muslim Holocaust.
- There is no centralized location for collecting or analyzing this information nor is there a centralized facility for the collection of human stories involved, the stories of those killed, or their surviving family members, friends and/or communities.
- Real stories by real people expressing their real experiences, thoughts and feelings, along with photos and videos where possible have the power to change opinions and voting patterns in those western countries primarily responsible for the propagation of wars and other conflicts around the world.
- If we Muslims do not communicate the realities we experience, how can we expect things to change?

## **When did the “Modern” Muslim Holocaust begin?**

Fall of the Ottoman Empire

One could argue that the Modern Muslim Holocaust started with the defeat of Ottoman forces in the First Balkan War fought between Serbia, Bulgaria, Greece, and Montenegro (the “Balkan League”) and the Ottoman Empire. It was Montenegro that initiated hostilities by declaring war on Turkey on Oct. 8, 1912. One could also argue that the Ottoman Empire was weak at that time due to internal corruption, a lack of modern education and questionable leadership.

The Modern Muslim Holocaust escalated October 29, 1914, when the Ottoman Empire confronted Russian forces on the shores of the Black Sea. Following this Britain and France allied with Russia and declared war on the Ottoman Empire effectively starting WWI. The Modern Muslim Holocaust further escalated with the dismantling of the Ottoman Empire by the European powers, principally the British following WWI, however the histories are complex due to the Ottomans siding with the Austro-Hungarian Empire.

Since WWII there has been an ultra-rapid increase in attacks upon Muslims and conflicts between Muslims on a scale unparalleled in history.

The Nakba - May 15, 1948

The Nakba represents another significant demarcation in time signaling another new level of genocide upon Muslims in the modern era.

Every year on May 15, Palestinians around the world, numbering about 12.4 million, mark the Nakba, or “catastrophe,” referring to the ethnic cleansing of Palestine and the near-total destruction of Palestinian society in 1948.

<https://popularresistance.org/history-of-ethnic-cleansing-in-palestine-the-nakba/>

*There have been a huge and increasing number of attacks upon Muslim tribes and nations since the beginning of the 20<sup>th</sup> Century. There have been few attempts to collect this information or analyze it.*

The Modern Muslim Holocaust Compared with the Jewish Holocaust

According to the Jewish Virtual Library their “Holocaust (also called *Ha-Shoah* in Hebrew) refers to the period from January 30, 1933 - when Adolf Hitler became chancellor of Germany - to May 8, 1945, when the war in Europe officially ended.” <https://www.jewishvirtuallibrary.org/an-introductory-history-of-the-holocaust> An unprecedented 6 million Jewish people were reported to have been killed. Since then many more Muslims have been killed in international and intra-national conflicts either as the direct result of those conflicts or as the result of the poverty that accompanies war, e.g. disease and starvation.

## Information Deficits

There are some reasonably good data collection services, and there is no good reason to duplicate their services. However, none of them are even close to being comprehensive.

- <https://www.acleddata.com> (Unfortunately they are often months and years behind real-time events. But, they are sometimes the first to update statistics recognized by the international media.)
- <https://www.statista.com/statistics/269729/documented-civilian-deaths-in-iraq-war-since-2003/>
- <https://reliefweb.int/>
- <https://www.prio.org/>
- <https://www.unhcr.org/data.html>
- <https://icr.ethz.ch/data/>
- <http://opendatahandbook.org/solutions/en/Real-Time-Conflict-Data/>
- <https://www.hrw.org>
- <https://www.sipri.org/>
- <http://necrometrics.com>
- [www.ippnw.de](http://www.ippnw.de)
- [www.psr.org](http://www.psr.org)
- [www.pgs.ca](http://www.pgs.ca)
- <https://www.splcenter.org>
- <http://www.islamicencyclopedia.org/>
- <https://www.rsc.ox.ac.uk/publications>
- And others

Also see:

Lives and Statistics: Are 90% of War Victims Civilians? by Adam Roberts

[https://weblearn.ox.ac.uk/access/content/user/1044/Survival\\_Jun-Jul\\_2010\\_-\\_AR\\_on\\_lives\\_statistics\\_-\\_non-printable.pdf](https://weblearn.ox.ac.uk/access/content/user/1044/Survival_Jun-Jul_2010_-_AR_on_lives_statistics_-_non-printable.pdf)

## Tragedies of the Muslim Holocaust that can be corrected

- One of the many tragedies of the modern Muslim Holocaust is in many places in Africa, Asia and the Middle East *we Muslims cannot even count the number of our brothers and sisters killed, much less know their names or stories.*
- Muslims are not currently collecting and communicating our stories effectively to the world. Too many people in our Ummah have not communicated the realities of their lives and their stories need to be recorded and told. Writing down their stories is one of the best therapies possible. It's at least a bit easier to let the most painful memories fade after the story has been written down. If the average western voter had any idea of the true suffering of the Muslim war victims, their family survivors, or the 68.5 million refugees, they would demand their governments stop their neo-colonial quests.  
This Archive could represent the "tip of the iceberg" in terms of changing the world's perceptions towards Muslims as we Muslims are not the progenitors of most of the violence in this modern world, but rather targets of that extreme violence for primarily profit-driven reasons.
- Another great tragedy in the modern Muslim Ummah is we have not been effective in predicting events within our Ummah, or preventing easily foreseeable conflicts.

Insha'Allah the current scale of the modern Muslim Holocaust will diminish over time, as the demographics in the USA shifts closer to a majority percentage of people of color.

<https://www.epi.org/publication/the-changing-demographics-of-americas-working-class/>

It is true the majority of people of color in the U.S. have not typically felt the antagonism towards Islam displayed by the leadership of Caucasian Euro-Americans over the past 500 years since the colonialization of the Americas, Asia and Africa. Some may argue that antagonism towards Islam is not the primary cause of aggression against Muslims, but rather a convenient excuse used to cover profit seeking goals, such as land and natural resources. One of the many tragedies associated with the politics of prejudice is it takes on a life of its own, a lesson to be learned by people of all faiths and philosophies.

The Muslims in harm's way now and in the short and long distant future cannot wait for demographics in the U.S. to change. We need to start recording our stories now, stop our current conflicts and prevent emerging conflicts before they happen.

## Proposed Locations

- Islamic Peace Education and Silk Roads/Trans-Saharan Trade Routes Art Center(s) and Modern Muslim Holocaust Archive Center(s): Anywhere, however Turkey comes to mind first, along with Iran, Pakistan, Qatar and a few other locations.

السلام عليكم

## Timeline

Some efforts to collect at least a few artifacts, a small library, some peace education curriculum, and a very preliminary database covering the modern Muslim Holocaust has been made by this writer who also has thousands of photos from the Silk Roads, and many from Ethiopia. The writer of this “Introduction to Two Complementary Muslim Centered Proposals” Abdul Rashid bin Abdullah is currently under contract in Beijing until July 17, 2019.

What is needed is a far-seeing and broad minded non-governmental sponsor or sponsors. A university and/or a successful large restaurant owner for example, could easily afford the minimal costs to start a Peace Education and Silk Roads/Trans-Saharan Trade Routes Art Center, and a Muslim Holocaust Research Center.

## Costs

Costs can vary from practically nothing e.g. basic cost of living for 1 - 5 people, computer(s), external hard drives, to millions of dollars depending on the level of support from private sponsors and local institutions.

## Organization

In each country a Board of Directors will need to be appointed in cooperation with sponsors to oversee:

- Location of facilities
- Design and construction of facilities
- Content/Curriculum of Islamic Peace Education, Silk Roads and Trans-Saharan Trade Routes Art Center(s) and Modern Muslim Holocaust Archive Center(s). For example, the Muslim leadership and Ulema of this Muslim country or that would not want propaganda from opposing sides in conflict(s) using the Holocaust Archive as a weapon against them. This is entirely reasonable and understandable.

### About the writer of these proposals

Abdul Rashid bin Abdullah converted to Islam in 1988. He is the son and grandson of university professors. He received his first university library card when he was five years old and has lived in and traveled through some 37 countries since 1963 when he was six.

For the past ten years (2009-2019) he has been an “English as a Foreign Language” (EFL) teacher at a large private school in Beijing. For seven years before that he was a private school teacher in South Korea, with the last four years teaching at Konyang University and Gyeriongdæ military headquarters. During that time he developed and used large parts of the peace education curriculum in this proposal.

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Between the years 2015 and 2018 he traveled about 14,000 kilometers on the ground along the land Silk Roads between Xi'an in China and Istanbul, stopping at and photographing the major Silk Road archeological sites and interviewing the Wushu and Taekwondo Federation representatives, several Museum Directors, and archeologists. During his summer vacation in 2018 he did this same thing in Ethiopia visiting and photographing among other places Axum and Nejashi - the oldest Islamic settlement in Africa - major cross-roads along the Trans-Saharan Trade Routes.

As of July 17, 2019 he will be available full-time to work with interested people and organizations to develop the above described education related proposals, InshaAllah.

The name on his passport is Gregory Brundage.

## Reference

Wilson, Valerie (2016) People of color will be a majority of the American working class in 2032 - What this means for the effort to grow wages and reduce inequality, An Economic Policy Institute Publication, <https://www.epi.org/publication/the-changing-demographics-of-americas-working-class/> Downloaded March 23, 2019