

**MUSLIM AMERICAN DISCRIMINATIONS AFTER 9/11 ACCIDENT AS
SEEN IN *MY NAME IS KHAN*: A NEW HISTORICISM**

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirements for Gaining
the Bachelor Degree in English Literature



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A FINAL PROJECT STATEMENT

I certify that this graduating paper is definitely my own work. I am completely responsible for the content of this graduating paper, other writer's opinion of findings include in the graduating paper are quoted or cited in accordance with ethical standards.

Yogyakarta, 10 October 2013

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NOTA DINAS

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Assalamualaikum Wr. Wb

Setelah Membaca, meneliti, memberikan petunjuk dan mengoreksi serta mengadakan perbaikan seperlunya, maka kami selaku pembimbing berpendapat bahwa skripsi mahasiswa yang bernama:

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Atas perhatiannya kami ucapkan terima kasih.

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ABSTRACT

My Name Is Khan is a movie which generally tells about the struggle of Khan, a Muslim who has Asperger syndrome and his family to overcome the hard condition as aftermath of 9/11 accident. They live happily before the accident. Their environment also can accept them warmly, eventhough they are Muslim. There get no different treating from Americans. Muslims community can live freely without fears. They can participate well in the social life. Suddenly, their lives change after 9/11 accident. Muslim is accused as the suspect of this accident. Americans assume Muslim as the one who has responsibility of the accident happens. Finally, Muslim is accused as the terrorist who have killed many of innocent people on World Trade Center and Pentagon. As a result, Muslim Americans have to face the hard condition at that time. They are marginalized and rejected from the society. Muslim also becomes victim of discrimination. They become victim of discrimination because some Americans feel anger, disappoint, and fear to Muslim.

The method of this research used is library research. Firstly, the writer watches *My Name Is Khan* movie as the main data. Secondly, the writer selects the data from the movie that related to the main topic of the research. The writer also read many other references to find the historical fact of the topic. Thirdly, the writer applies the New Historicism theory especially how to relate the text and reality. Then the writer analyzes the relation between the topic in the movie and the reality. Finally, the writer gives the conclusion of the research.

The analysis of the data leads to the conclusion there are five types of discrimination cases found in *My Name Is Khan* movie. First is the public discrimination with four cases discrimination. Second is children educational discrimination with two cases. Third is discrimination in employment with one case. Fourth is children violence discrimination with one cases, and the last unequal of law discrimination with two cases. The representation of Muslim American discrimination in the movie is generally only a short representation of the fact. Muslim Americans discrimination in the historical fact is more serious than in the movie because not all of discriminations are presented in the movie. However, the types of discrimination are seen clearly in *My Name Is Khan*. In addition, the writer also found focus of the author in some cases. The authors focused on Indian American people, religion pluralism, negative effect of 9/11 accident to Muslim, authors reflects a certain era, and author's own ideology.

Keywords: New historicism, text and reality, and Muslim American discrimination,

INTISARI

My Name Is Khan adalah film yang menceritakan tentang perjuangan seorang Muslim yang menderita sindrom Asperger dan keluarganya dalam menghadapi berbagai keadaan buruk setelah kejadian 9/11. Pada awalnya mereka hidup dengan bahagia. Lingkungan sekitar mereka dapat menerima mereka dengan hangat. Tidak ada perlakuan yang berbeda yang mereka dapat. Umat Muslim dapat hidup dengan bebas tanpa rasa takut. Mereka juga dapat berpartisipasi dengan lingkungan sosial mereka. Akan tetapi kehidupan mereka tiba-tiba berubah setelah kejadian 9/11. Umat Muslim dianggap sebagai pelaku atas kejadian ini. Warga Amerika menganggap umat Muslim yang harus bertanggung jawab. Pada akhirnya umat Muslim dianggap sebagai teroris yang membunuh orang-orang tidak bersalah di World Trade Center dan Pentagon. Sebagai akibatnya Muslim Amerika harus menghadapi kehidupan yang tidak mudah pada saat itu. Mereka terpinggirkan dan ditolak oleh lingkungan sekitar. Umat Muslim juga menjadi korban diskriminasi. Mereka menjadi sasaran orang-orang Amerika yang marah, kecewa, bahkan takut akan orang Muslim.

Metode yang digunakan adalah kajian pustaka. Pertama penulis melihat film *My Name Is Khan* sebagai sumber data utama. Kedua, penulis memilih data dari film yang berhubungan dengan topik utama dari penelitian ini. Penulis juga membaca referensi-referensi lain untuk menemukan fakta historis tentang topik yang dibicarakan. Ketiga, penulis menerapkan teori New Historicism khususnya tentang bagaimana menghubungkan antara fakta dan teks. Kemudian penulis menganalisis hubungan antara keduanya. Terakhir penulis memberikan kesimpulan dari hasil penelitian.

Dari analisis tersebut dapat disimpulkan bahwa penulis menemukan beberapa tipe dari diskriminasi Muslim Amerika. Terdapat lima tipe kasus diskriminasi yang ditemukan dalam film *My Name Is Khan*. Pertama diskriminasi di tempat umum dengan empat kasus. Kedua diskriminasi anak pada dunia pendidikan dengan dua kasus. Ketiga diskriminasi dalam pekerjaan dengan satu kasus. Keempat diskriminasi kekerasan anak dengan satu kasus. Dan diskriminasi tentang tidak adanya penyetaraan hukum dengan dua kasus. Representasi dari diskriminasi Muslim Amerika dalam film pada dasarnya hanya sebagian kecil dari fakta yang ada. Tidak semua fakta tentang diskriminasi Muslim Amerika digambarkan dalam film. Fakta historis tentang Muslim Amerika lebih serius dari pada yang film gambarkan. Walaupun demikian bentuk-bentuk diskriminasi itu digambarkan cukup jelas pada film. Dengan membandingkan antara fakta historis dan teks pada film dapat ditemukan beberapa kasus yang menjadi fokus dari pengarang. Pengarang fokus pada orang-orang India, pluralism agama, dampak buruk dari kejadian 9/11 terhadap umat Muslim, refleksi pengarang tentang masa tertentu, dan ideologi pengarang.

Kata kunci: New Historicism, fokus pengarang, diskriminasi Muslim Amerika

MOTTO

*“for every result you expect from an action there
will be ten results you do not expect.”*



Dedicated with honor, love and affection to:

Students of English Department of State Islamic

University Sunan Kalijaga Yogyakarta

The Incredible "A" Class of English Department

My Beloved Parents (Fauzi and Nuryati)

The Next Challenger, All of My Younger Sisters

(Dina Riva Dhati, Ika Sari, Nesa Arestia Qinanti)

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of Study

Popular culture is the simply culture which is widely favored as well liked by many people. The culture which is left over after a high culture also can be determined as a popular culture. The popular culture is also known as mass culture which is mass produced for mass consumption (Storey, 2001 6-8) and movie is one of the examples of popular culture.

Movie is a form of popular culture which is mass produced for mass culture and favored as well liked by many people. Movie can reflect the certain ideas, beliefs and values of society. Movie also can shape ideas and influence thinking of its audience. Movie is interesting because it presents in audio visual. It becomes one of means of social communication. When movie presents one of great social phenomenon it can create a public opinion or public debate. Studying movie is not only considered what that phenomenon is being presented but also how it is portrayed (New South Wales 40). A great social phenomenon usually becomes the theme in the movie because it can make a great public reaction, although the reaction can be positive or negative.

One of the great social phenomena that is presented in some movie is 9/11 accident. 9/11 accident was the big incident happened in New York, United States on 11 September 2001. There were about 3.000 people became victims of this accident from and they came from every element of people. This was also a big

accident because it stroke the heart of United States center of politic and economic, World Trade Center. 9/11 really caused a serious effect for United States in economics and politics aspects. In economic aspect, 9/11 made the economic growth of United States hampered. Most of national financials were focused on recovering the destruction. The foreign direct investment in United States also decreased after the accident of 9/11. It also left serious effect in United States military aspect by striking Pentagon which symbolizes as the heart of United States military capability (Jackson, 2008: 3). It shows that U.S military did not ready enough through the sudden attack just like 9/11 accident happened.

My Name Is Khan is one of movie which takes 9/11 great accident becomes main story. *My Name Is Khan* was the first Bollywood movie nominated as a box office movie in Hollywood (www.imbd.com/title/tt188996). This is an Indian movie which is directed by Karan Johar and starred by Shahrukh Khan and Kajol. By taking a universal theme as the main story, this movie gains the huge success. This movie basically tells about the Muslim social life before and after 9/11 accident. Other issues which occur in this movie is the conflict between Muslims and Hindu people in India and the relation between Muslims and Americans in United States. These issues of religion conflicts are packed in a frame of how to tolerate each other even they are different.

My Name Is Khan movie portrays also about misconception on one's own religion. After the 9/11 tragedy Muslims in America are accused of being the attackers of this accident. It is shown in the movie that at the time Muslims had a hard condition. According to *New York Times* a majority of Muslim American

(54%) say that it becomes difficult to be Muslims in America since 11 September terrorist attack. In this case, the main character of this movie suffers from unfair treatments because he is Muslim. Muslims in the movie suddenly get such as discrimination act from American society. Lately, Muslim discrimination was increasing after 9/11 accident. In short, *My Name Is Khan* also brings the issue about a struggle of Muslim that is discriminated because of 9/11 accident.

According to Cambridge dictionary discrimination means treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin color, religion, sex, etc (2008). In *My Name Is Khan* this case becomes one of serious problems as following the aftermath of 9/11 accident. *My Name Is Khan* describes how Muslim people are treated differently by their society (some American people). They got some worse way in treating because of their own religion, Islam. Discrimination based on religion above also can be categorized as deviation of Universal Declaration of Human Right where actually every human being is created equal.

Surprisingly, Muslim discrimination does not only happen in *My Name Is Khan* but also in real life. Council on American-Islamic Relation (CAIR) said that Muslim discriminations have been increasing after 9/11 accident. There are about 1717 cases of Muslim violence and discrimination had happened after 11 September 2001 until February 2002. Department of Justice and U.S Government also got increasing reports of Anti-Muslim and Muslim discrimination post on September 11, 2001.

In 2001, the U.S. Department of Justice recorded a 1.6 percent increase in anti-Muslim hate crimes from the prior year, and these numbers rose 10 percent between 2005 and 2006. The Council on American-Islamic Relation processed 2,647 civil rights complaints in 2006, a 25 percent increase from the prior year a 600 percent increase since 2000. The largest category involved complaints against U.S Government agencies 37 percent (Brrito, 2011: 40).

This research focuses on Muslim discrimination that presented in *My Name Is Khan* movie and its relation with historical facts. The discrimination of Muslim becomes important to be discuss since it has been still happening recently. This research examines the historical facts which are following the Muslim discriminations as presented in *My Name Is Khan*. Finally the writer decides “The Increasing of Muslim American Discriminations and Its Historical Fact as Presented in *My Name Is Khan*” as the title of this graduating paper.

B. Problem Statements

1. What types of discriminations toward Muslim in America after 9/11 accident are presented in *My Name Is Khan*?
2. What are author’s intentions of the text?

C. Objective of Study

This research is conducted:

1. To analyze and describe the discrimination toward Muslim America after 9/11 accident base on *My Name Is Khan* movie.
2. To describe the author’s intention of the text and find the subjectivity of authors.

D. Scope of Study

This research analyzes the discrimination toward Muslim in America after 9/11 accidents as presented in *My Name Is Khan*. It also includes the historical fact of 9/11 aftermath to see the relation between those two things.

E. Significance of Study

Theoretically, this research provides further information about the Muslim condition in America after 9/11. This research also becomes a reference and additional input in discussing about Muslim discriminations and their relations to historical fact. This research is completed with some examples of Muslim discrimination in America as an impact of 9/11 accidents. This research also can be a reference in conducting further research about New Historicism theory especially how to relate the text and reality.

Practically, this research also can be the reference to learn more about the history of Muslim-American community especially the history about Muslim-American discrimination as presented in the movie *My Name Is Khan*. In the other hand, this research also can be used to understand the relation between American and Muslim whether it is good or bad relationship. In addition, the way how to find the author's purpose through his or her work are also provided in this research. Last, this research gives an example how to tolerate each other though they are different.

F. Prior Researches

There are some prior researches which are related to this topic. First was written by Siti Zahra Siregar entitled “Persepsi Mahasiswa terhadap Stigma Terorisme dalam Film *My Name Is Khan*” (2010) North Sumatera University Medan. She examined how the students of Political and Social Sciences respond toward the terrorist issue. She used the interview method to know the respond of her respondents.

Second was written by Ardini Dwi Cahyanti entitled “Pengaruh *My Name Is Khan* terhadap Pengetahuan dan Sikap Mahasiswa” (2010) North Sumatera University Medan. In this paper the writer focused on how the movie involved the intellectual and attitude from Students of Political and Social Sciences. She also used the interview method to some respondents due to this research.

Third was undergraduate paper entitled “Representasi Aqidah Islam dalam Film *My Name Is Khan*” written by Dian Dwi Agustini (2010) National Development “Veteran” University West Java Surabaya. Dian focused on how the Islam religion is presented in *My Name Is Khan* movie. She used the semiotic on film theory. Her paper focused on how the movie produced symbols to represent Islamic values and what kind of Islamic symbol which appeared in the movie.

Fourth, is “Studi Analisis Isi Stereotype Umat Muslim oleh Warga Amerika Serikat” written by Armita Amelia M.N.A (2011), Hasanudin University. She explored how the stereotype of Muslim is given by American people in *My Name Is Khan* and its effects. In her paper she divided the effect of stereotype into five:

antilocusi (antilocution.), *penghindaran diri* (alienation), *diskriminasi* (discrimination), *kekerasan fisik* (violence), and *pemusnahan* (decimation). She used the content study analysis in her research. She used the quantitative research by using the table and chart to find the percentages of each category and applied theory of Holsti and Scoot to examine the readability.

The last prior research was written by Fitria Wulan entitled “A Psycholinguistic Study on Language Comprehension Disorder of Character with Asperger’s Syndrome in the Movie *My Name is Khan*” (2010) State Islamic University Maulana Malik Ibrahim of Malang. She analyzed how the language comprehension disorder by people with Asperger’s syndrome. She used the psycholinguistic theory in analyzing the object.

Different from plural researches above, this research focuses on discriminations toward Muslim in America following the aftermath of 9/11 accident based on the movie and the historical fact. This research applies the New Historicism theory.

G. Theoretical Approaches

This research applies New Historicism theory in analyzing the data in order to relate the text and reality. New Historicism produces equality about the history and literature. The literary works can portray the history. In new historicism, the literary text and the historical situation are equally important because text (the literary work) and context (the historical conditions that are produced) are mutually constitutive: they create each other. Like the dynamic

interplay between individual identity and society, literary texts shape and are shaped by their historical contexts (Tyson, 2006: 291-292).

...set a work of literature as an independent entity, or had viewed literature as a “reflection” of the worldview characteristic of a period. Instead, new historicists conceive of a literary text as “situated” within the totality of the institutions, social practices, and discourses that constitute the culture of a particular time and place, and with which the literary text interacts as both a product and a producer of cultural energies and codes (Abrams, 1999: 219).

Louis Montrose described the new historicism as:

a reciprocal concern with the historicity of texts and the textuality of history." That is, history is conceived not to be a set of fixed, objective facts but, like the literature with which it interacts, a text which itself needs to be interpreted. Any text, on the other hand, is conceived as a discourse which, although it may seem to present, or reflect, an external reality, in fact consists of what are called **representations**—that is, verbal formations which are the "ideological products" or "cultural constructs" of the historical conditions specific to an era (ibid 143-144).

The social rule and the reflection of historical situation in the text are two of the New Historicism concerns. In other words, the New Historicism focuses on how the history is generally presented in the literature. According to Tyson there are some aspects of New Historicism focused on such as: how was something represented, and how has the event been interpreted (2006: 292). The way in analyzing the data in New Historicism theory is also focused on author's background to find the authors subjectivity.

New historicists acknowledge that they themselves, like all authors, are “subjectivities” that have been shaped and informed by the circumstances

and discourses specific to their era, hence that their own critical writings in great part construct, rather than discover ready-made, the textual meanings they describe and the literary and cultural histories they narrate (Abrams, 1999: 222).

New historicists attend primarily to the historical and cultural conditions of its production, its meanings, its effects, and also of its later critical interpretations and evaluations (Ibid 182-183). New Historicism examines how a literary text becomes a way to find representation of a certain era or period of the history that a literary work brings behind. It includes what is the historical and social condition of the time which is presented and how it can be interpreted and produced a specific meaning or further thought.

This theory also examines the relation of the author. One of New Historicism's aims is finding the author's own purposes or subjectivity in his/her works. By reading the literary what the ideas of the author are presented can be found. In New Historicism, the authors present their own ideology over something.

Some historicists present their readings of texts written in the past as (in their favored metaphor) "negotiations" between past and present. In this two-way relationship, the features of a cultural product, which are identifiable only relative to their differences from the historicist's subject-position, in return make possible some degree of insight into the forces and configurations of power—especially with respect to class, gender, race, and ethnicity—that prevail in the historicist's present culture and serve to shape the historicist's own ideology" (ibid 186).

There are some movies that take the reality or social condition becomes its theme. Rene Wellek and Austin Waren stated that the movie gives the social history more artistic. All histories and their environmental factors, can be argued to shape an art work. As Wellek and Waren stated:

Historical or social greatness is simply equated with artistic greatness. The artist conveys truth and necessarily, also historical and social truths. Works of arts furnish ‘documents *because* they are monument. A harmony between genius and age is postulated. A ‘Representativeness’, ‘social truth’, is, by definition, both result and cause of artistic value (2001: 95).

All films present themselves to us as real/image according to various ratios (Andrew, 1984: 43). In this research media representation is specifically analyzing how the scene in movie represents the object. True representation drives a second intentional wedge between what we see and what it means (ibid 52).

H. Method of Research

1. Type of Research

This is a library research. Library research is study through the book, text, and reports which is related to the book. Whereas, the writer has to work with many books, articles, journals, and many other references which can support this research.

2. Data Sources

There are two sources of data. First is the main data that is the movie its self. Second is the secondary data, namely the books, articles, journals, and many

other references related to historical facts of Muslim discrimination as aftermath of 9/11 accident.

3. Data Collection Technique

In collecting the data, firstly the writer selects the data found in the movie that related to the Muslim discrimination. In this case, movie is studied as a text. The writer uses the movie as a form of text. Secondly, the writer does the extensive reading through the books, articles, journals, and many other references to find the historical facts of Muslim discrimination. Close reading is also needed in order to find the most appropriate historical facts about Muslim discrimination.

4. Data Analysis Technique

In analyzing the data, firstly the writer describes the historical facts of discriminations to Muslim Americans and the description about discriminations to Muslim Americans based on the movie. Secondly, the writer analyzes the relation both of them based on New Historicism theory purpose that finds the relation between the text and reality.

I. Paper Organizations

This research divides into four chapters. Chapter I consists of Background of Study, Scope of Study, Problem Statements, Objective of Study, Significances of Study, Prior Researches, Theoretical Approach, Methods of Research, and Thesis Organizations. Chapter II elaborates about the movie and other objects which are needed to support the analysis. It consists of intrinsic elements of *My*

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

As a result of 9/11 accident Muslim people were assaulted as a terrorist. This case finally emerges Muslim American discriminations. There can be found some discriminations presented in *My Name is Khan*. Those discrimination types are divided into five, Muslim public discrimination, Muslim children educational discrimination, Muslim employment discrimination, Muslim children violence discrimination, and Muslim law discrimination. There are four cases for public discriminations including harassment in the airport, shop, street, and hate or strange stare in public spaces. There are three cases for children educational discriminations which are done by teacher, classmates, or school officers and one case for each employment and children violence discrimination. The last, two cases for law discriminations presented in this movie.

After comparing and contrasting historical fact and historical text there can be concluded that the discriminations that happen in the text (*My Name is Khan* movie) are only a few descriptions about the real history. The historical fact of Muslim Americans discrimination is more serious than what movie is presented because not all of the Muslim American discrimination histories are presented in the movie. In addition the discrimination scenes rarely appear in this movie. There will be found in a half after the movie begins, in the middle of the movie exactly. These scenes do not describe with specific presentations and even there is no

conversation in some presentations. Representation of Muslim Americans discriminations appear only ten seconds until five minutes in the movie. Though the discrimination scenes emerge in simply short time but each scene clearly presented.

After analyzing, the writer finds some author's intentions of the text. Firstly, the author focuses on Indian Americans. Indian Americans actually have a great contribution in developing United States economic. Most of Indian Americans become engineering and IT expert. Indian Americans also become the largest community in Asian Americans. Besides, they also get discriminations as aftermath of 9/11 accident. Secondly, the authors focused on religious pluralism. *My Name is Khan* definitely wants to deliver the message of religion pluralism issue. There are a number of scenes which content this issue. The author wants to emphasize about how to tolerate and respect each other though there are some differences. The third, the author focuses on in fact that discriminations is one of negative effect appears of 9/11 accident to some Muslim community. It can be seen by some discriminations got by Muslim community such as Arabian, Eastern, Asian, and many others. The authors also focused on their own ideology about discriminations against Muslim Americans.

In conclusion, Muslim Americans' life is different after 9/11 accident. Many have faced some forms of discrimination. In addition, discriminating against innocent Muslims will not ease away the pain of 9/11, it will only lead to unexpected consequences. Discrimination against innocent Muslims will only bring about terrible results like an increase in violence, hate crimes, religion and

ethnic conflict, and much more, as an effect. Some communities should not have to lead a life full of fear and as a consequence have to hide their religion. American constitution declares that all American citizens have the right to freedom of religion. In fact Muslims should not express it in order not to be discriminated.

B. Suggestion

1. Suggestion for the Further Researchers

The writer realizes that this graduating paper has some weaknesses. The writer only analyzes the few cases that occur in the movie. There are many other cases that the writer has not analyzed yet because of the limitation of time. The writer analyzes about Muslim-American discrimination occurs in the movie by applying New Historicism theory.

For further researchers, the writer suggests the next researchers can apply other theories to analyze about Muslim American discriminations. Next, they can analyze the cause of Muslim American discrimination in further analysis because the writer only explains in a brief about the cause of Muslim American discrimination. The next researcher also can apply the theory of Post-Colonial to analyze the relation between East and West.

2. Suggestion for the Reader

This graduating paper generally provides a description about Muslim American is discriminated because of their beliefs. Muslim Americans are treated differently by some Americans because of they have different in religion. Actually

American commission declares that all of American have a freedom and have to respect each other. It also learnt by Islam to Muslims. Every human should respect, help, and prohibit doing violence. As the holy Al Qur'an, An-Nahl verse 90 said

﴿ إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَايَ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ ۚ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ ﴾

The meaning is:

Verily, Allah enjoins *Al-‘Adl* (i.e justice and worshipping none but Allah Alone-Islamic Monotheism) and *Al-Ihsan* (i.e to be patient in performing your duties to Allah, totally for Allah’s sake and in accordance with the Sunnah (legal ways) of the Prophet in a perfect manner), and giving (help) to kill and kin (i.e all that Allah has ordered you to give them e.g wealth, visiting, looking after then, or any other kind of help), and forbids *Al-Fahsha’* (i.e all evil deeds, e. g illegal sexual acts, disobedience of parents, polytheism, to tell lies, to give false witness, to kill a life without right) , and *Al-Munkar* (i.e all that is prohibited by Islamic law: polytheism of every kind, disbelief and every kind of evil deeds), and *Al-Baghy*(i.e all kinds of oppression). He admonishes you, that you may take (Taqi-ud-Din and Muhsin 360).

The verse above is about the order from the God to every humans being in order to fair and do a good thing to each other, and God also prohibits Muslim to

hurt each other. This verse actually gives an order and teaches how to live with harmony without any quarrel.



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APPENDIX 1

My Name is Khan's Dialogues

<p style="text-align: center;">Case 1 : Portrayal of Muslim Americans Accused as Terrorists</p> <p>Dialogue 1:</p> <p>TEACHER: Of all the religions in the world. Islam is the most violent and aggressive. It encourages killing or 'Jihad' as they call it, in the name of God.</p> <p>Dialogue 2:</p> <p>SHOPKEEPER : All this is because of the lousy Muslims. Six years ago, they blew up the World Trade Centre...and today, we bear the brunt of it. They call for jihad (holy war) and we have to suffer the consequences. And these white folk? All blind donkeys! Can't you make out the difference between a Gandhian Indian...and a violent Muslim? Should I show you?! I'm going to put a board out here: No Muslims Allowed! This is the fourth glass broken by the rogues! (To Khan) Don't worry, Brother. Come here. It's dangerous out there. Listen come back! What's your name?</p>	<p>RIZWAN: My name is Khan, and I am not a terrorist. Thank you.</p> <p>Dialogue 3:</p> <p>SAM : Come on, Reese, we're best friends. Our moms are best friends.</p> <p>RESSE: You know what your people are nobody's best friends. All your people care is about your damn 'Jihad' or whatever.</p> <p>SAM : What are you talking about man? Reese, just listen to me.</p> <p>RESSE: Just go away.</p> <p>SAM : No, Reese, you listen.</p> <p>RESSE: Shut up, and go!</p> <p>SAM : Listen.</p> <p>RESSE: Sameer, I said go away.</p> <p>Dialogue 4:</p> <p>MANDIRA : What difference would it make...if his name is changed? What difference would it make...if a 'Khan' was added to his name? But I was wrong. It makes a difference. It does make a difference. I should never have married a Muslim man! If Sam had been a .</p>
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Rathod (Hindu), he would have been alive today. He was a Khan, so, he died. He died because of you. Because of your surname!

Dialogue 5:

MANDIRA: You know Banville? It has a population of 30,000. And each one of those 30,000 people hate you. Tell all of them that you are not a terrorist. Why only them? Tell every person in America. Can you do that? Can you? No, you can't. Why don't you tell the President of United States then? Mr. President, my name is Khan and I'm not a terrorist.

Case 2 : Children Educational Discriminations

Dialogue 1:

TEACHER: Of all the religions in the world. Islam is the most violent and aggressive. It encourages killing or 'Jihad' as they call it, in the name of God.

Dialogue 2:

RESSE: Jim, let him go.

JIM : What's the matter? Don't you care about your dead dad?

RESSE: Yeah, but..

JIM : Is Osama your lover?

RESSE: Let him go

JIM : So.. dead.

RESSE: Stop it guys, you're hurting him.

OTHER BOY: Oh, he liked that one. What did he just do. Let's get him guys.

JIM : Hey, Osama's son. Bloody Paki.

Case 3 : Unequal of Law Discriminations

Dialogue 1:

POLICE: I apologize for the late hour. But 48 hours is our best window to catch the attackers.

MANDIRA: Yeah.

POLICE: Now, I've gone through the medical examiner's reports. The attack on your son seems very personal Mrs. Khan. It happened at the community soccer field.

RIZWAN: Inspector Garcia told us that our Sam's death...may have been a racial attack. His wounds were proof of that. He was a Muslim, so he was killed. But I couldn't understand. Being a Muslim is not a bad thing, Mandira

Dialogue 2 :

MANDIRA :What do you mean you're shutting the case?

POLICE :Understand it's been six months. Okay, no witnesses, no suspects, no evidence. There's been no movement on this case, Mrs. Khan. Look, I really have no choice

MANDIRA, :But you know maybe... maybe there's somebody at school...who will remember something. You know, maybe you can go door to door, class to class. Door to door and homes, and something.

POLICE :You know I've done that already. But, you know.

MANDIRA :May be there's something else that you'll find.

POLICE :You see these files? These are all those waiting for justice too. Look, I'm sorry, Mrs. Khan. I truly am. Sometimes there really are no answers.

MANDIRA :No. I don't accept that. I do not accept that. There has to be an answer. And if you can't find it, I will.

Dialogue 3 :

NEWCASTER: Rizvan Khan of Banville California was arrested...on June 15th at the CLA Presidential Rally. He has been accused of being a terrorist and has been jailed for the last 15 days. Without any evidence and without legal representation.

APPENDIX 2

CURRICULUM VITAE

A. IDENTITY

Name : Sri Rahayu

Place of Birth : Magelang

Date of Birth : 25 August 1990

Sex : Female

Marital status : Single

Contact address: Kaliangkrik, Rt 05/Rw 02 Kaliangkrik, Magelang, Jawa Tengah
56153

B. FORMAL EDUCATION

1998-2003 : Elementary School 1 Kaliangkrik

2004-2006 : Islamic Boarding School Pabelan

2007-2009 : Senior High School 1 Bandongan

2009-2013 : Studied in State Islamic University of Sunan Kalijaga Yogyakarta

C. LANGUAGE ABILITY : able to use Java, Bahasa, and English

