

Chapter Seven: The West

It should be noted that the history textbook for grade 10 – History of the Modern and Contemporary World –, published in 2004, includes whole chapters about the West, beginning with the Renaissance, the Reformation, the great geographical and scientific discoveries, the American and the French revolutions, through the nationalist movements in Italy and Germany, the industrial revolution, Capitalism, Socialism, Imperialism, and ending with the dictatorial regimes of the twentieth century (the Soviet Union, Italy, Germany) the two World Wars, the League of Nations and the UN. The information given to the student about the West in this book is mostly adequate and objective. However, one can find in the material some indications of a biased attitude toward the West, beginning with the notion that Western Renaissance and scientific progress could not have taken place had it not for Muslim civilization, with which Westerners in the Middle Ages had come into contact, through historical denunciation of the West as the source of the Crusades and of modern Imperialism, and ending with the warning that Western science and culture – while not harmful in themselves – may endanger the Muslim's strong belief in his religion.

A. The Muslim Civilization's Contribution to the Progress of the West

Scientific life [in Europe] in the Middle Ages was limited by the restrictions [placed on it] by the Church and, therefore, scientific discoveries were rare. Those who were engaged in science could not think independently but rather accepted as dogma the heritage [passed on to them by] their predecessors, while assuring the congruence of science with what would satisfy the Church. But the Europeans' link with the Islamic civilization since the eleventh century helped Europe to embark on a scientific renaissance, which reached its peak in the thirteenth century. Islamic civilization had already invaded Europe with the Arabs' arrival in Spain and the island of Sicily, and with the Crusades and the movement of students from western Europe to the centers of Islamic civilization. Those connections were the beginning of the appearance of scientific thinking in Europe.

[Questions:]

1. Why did the [various] sciences not appear in Europe in the Middle Ages?
2. How were the sciences and knowledge of the Muslims transferred to Europe?

History of the Modern and Contemporary World, Grade 10 (2004) p. 6

The following text claims that Arab discoverers reached America before Columbus.

The Role of Arabs and Muslims in the Geographical Discoveries

The European movement of geographical discoveries was complementary to earlier geographical discoveries, to which the Arabs and the Muslims had contributed:

Fadhllallah al-Umari mentions in his book “The Ways of the Capital Cities [Masalek al-Amsar]” that several members of the Birzal family set sail in the Atlantic Ocean and reached a new land they named Brazil. There are Muslim archeological signs written on rocks in 90 places in Southern and Central America.

The Arab seaman Ahmad bin Majed helped Vasco da Gama to reach India.

The famous French scientist Ernst Renan mentioned in his book “Averroes and His School” that Columbus left a letter in which he acknowledged the benefit [he derived from] the Arab geographical sciences in his discoveries in the Atlantic Ocean. Christopher Columbus had one of the Arabs accompany him to navigate for him in the Atlantic Ocean and he also benefited from the geographical science and practical expertise of the Arabs.

Al-Idrisi mentioned in his book “The Pleasure Trip of the One Who Yearns to Traverse the Horizons [Nuzhat al-Mushtaq fi Ikhtiraq al-Aafaq]” that... in the ninth century CE, during the Muslim rule of Spain, a Spanish Arab named Khushkhash al-Qurtubi, accompanied by several Arab young men, sailed into the Atlantic Ocean westward and reached South America. They came back from their journey with much booty. He also mentioned that eight [Arab] men from Lisbon set sail in the Atlantic Ocean and reached South America, which proves to us that Arabs and Muslims lived on some of the islands in that ocean. There are Arab style buildings, which proves the existence of Arabs in America before Columbus.

Al-Idrisi also mentioned that there was a map drawn in Baghdad by seventy Arab geographers, upon the order of Caliph Al-Ma'mun [9th century]. He mentioned that it was the largest geographical encyclopedia that described the earth and he translated this work into Latin.

The discovery by the Arabs of compass making took place as far back as the fourteenth century.

History of the Modern and Contemporary World, Grade 10 (2004) p. 13

I will explain the role of the Arabs and Muslims in the making of geographic discoveries.

History of the Modern and Contemporary World, Grade 10 (2004) p. 14

Let us read and enjoy:

Dr. Sarton⁴⁰ has written: “Had it not for the Arabs, the progress of civilization would have been delayed for several centuries.” He is of the opinion that the Arabs were the greatest teachers in the world. Sédillot⁴¹ has said: “The Arabs were, in fact, Europe’s teachers in all branches of knowledge.” The Arabs excelled in science, mathematics, medicine, pharmacology, geography, etc. They were the first to invent algebra and the first to give it this [Arabic] name. They deserve the credit for building hospitals, discovering [different] kinds of medications and drugs in plants and explaining how to use them for treating the sick. Bin al-Haytham was the first to establish [the science of] optics. Bin al-Nafis was the first to discover the circulation of the blood. Al-Idrisi succeeded in making the first map of the globe...

Our Beautiful Language, Grade 5, Part 1 (2004) p. 115

B. Western Imperialist Invasion : The Crusades

The Palestinian society faced an invasion by the Franks [Crusaders], who came from Europe

National Education, Grade 5 (2004) p. 30

The Virtuous Judge [Al-Qadhi al-Fadhel] was one of the heroes who contributed greatly to the Jihad against the Franks [i.e., the Crusaders] by the important services... he offered to Saladin, which paved the way for his victory over the imperialist invaders. This is not surprising, for he [i.e., Al-Qadhi al-Fadhel] was born and raised in Palestine and saw firsthand the invaders’ cruelty towards, and oppression of, his Arab brethren and brothers-in-belief.

Our Beautiful Language, Grade 5, Part 1 (2004) p. 59

What is the effect of the place [of his birth and upbringing] (Palestine) on Al-Qadhi Al-Fadhel’s life?

Our Beautiful Language, Grade 5, Part 1 (2004) p. 61

Of those who resisted the Crusades Al-Qadhi al-Fadhel is considered a hero because of the advice he gave Saladin, which paved the way for his victory over the Franks, who had come from the western lands aspiring to seize control of the Holy Land.

Our Beautiful Language, Grade 5, Part 1 (2004) p. 61

He [Al-Qadhi al-Fadhel] discovered a plot in Egypt hatched by the confidant of the Caliph, who had allied himself with the enemies of the Muslims (the

⁴⁰ George Alfred Leon Sarton, Belgian born US scholar, who studied the development of science.

⁴¹ L. A. Sédillot, author of *Histoires des Arabes*, 1854.

Franks)... He sent letters to the leaders of the Muslims, in the east and in the west, and in Spain, in which he called upon them to join the decisive battle against the enemies of the Muslims.

Our Beautiful Language, Grade 5, Part 1 (2004) p. 60

C. Western Imperialism in Modern Times

The beginning of modern Imperialism:

The Results of the Geographical Discoveries

...

- The Portuguese and Spanish discoveries opened before the European states the way for Imperialism, which led to maritime competition [between them].
- The economic exploitation of the colonies and the white man's domination of the newly discovered countries were the beginning of a flood of immigration from Europe to the new world and the number of the colonizers [eventually] exceeded that of the indigenous population of the newly discovered countries.
- The inhabitants of the newly discovered countries converted to the colonizers' religion, which was Catholic Christianity.

History of the Modern and Contemporary World, Grade 10 (2004) p. 13

The Effect of the Geographical Discoveries on the Arabs

The geographic discoveries had a great effect on the commercial status of [both] Egypt and the Syrian coast. Commerce there dwindled, which led to the weakening of the Arabs economically and later – politically.

History of the Modern and Contemporary World, Grade 10 (2004) p. 14

The Western powers abused Muslim religious tolerance towards non-Muslims in order to seize control of Muslim countries.

It is deplorable that this religious tolerance which has no equivalent in history led to the exploitation of foreign privileges by Westerners at the end of the last century [that is, the nineteenth century] and the beginning of the present century [20th] with the aim of eliminating the phenomena of national sovereignty in the country.

Reading and Texts, Grade 10, Part 2 (2004) p. 10

The following material is taken from a chapter devoted to Western Imperialism in a history textbook for the tenth grade.

Educational Summary

Imperialism is a strong state taking possession of a weak state and subduing it by force with a view of controlling its political, economic and cultural affairs. Modern European Imperialism appeared following the expansion of industry in Europe in the last quarter of the nineteenth century.

History of the Modern and Contemporary World, Grade 10 (2004) p. 55

Motives of Imperialism

The following are some of the most important motives of European Imperialism:

1. The economic motive: The European states strove to create markets for their products and to obtain raw materials, unavailable in them, which led to competition between the imperialist states. That caused them to seize vast areas [of land] and establish colonies that would be subjugated to their rule by force.
2. The demographic motive: The population growth in Europe increased because of the development of the hygienic methods which limited the spread of epidemics and brought about a decrease in the rate of deaths. At the same time the industrial revolution diminished the need for working hands, which prompted the European states to look for other places [in which to offload their surplus population] in order to limit unemployment and reduce demographic pressures [at home].
3. The cultural and Missionary motive: The imperialist states claimed that, from their point of view, they were performing a moral duty towards the backward nations as they were bringing modern civilization to them, raising their intellectual level and propagating their own culture in the various fields. As a matter of fact, the imperialist states' goal was none other than domination for the sake of controlling the resources and lives of the peoples they were dominating.
4. The political and military motive: There are several things that encouraged the European states to pursue an imperialistic policy in the world, of which the most important ones may have been [the following]:
 - The greed of the imperialist states for the possessions of [certain] empires, such as the Ottoman Empire in the mid-eighteenth century. The [Ottomans'] repeated losses to the imperialist states led to an increase in the greed of these states for yet more of the possessions of the Ottoman Empire, which became known at that time by the name of "The Sick Man of Europe".
 - The competition between the European states for the control of the maritime water ways, such as straits and commercial

routes like the Red Sea and the Arab [or Persian] Gulf. The French expedition to Egypt in 1798 was an example of this competition and led Britain to foil the expedition.

- The appearance of the nationalist trend in Europe based on racial superiority, which brought about expansion to, and exploitation and domination of, colonies outside the continent of Europe in order to realize this superiority and achieve a military balance [of power].

History of the Modern and Contemporary World, Grade 10 (2004) p. 56

Forms of Imperialism

Imperialism took several forms, although it was not different in its essence in any of them:

1. Military occupation and annexation, as happened in Algeria, which was considered by France part of the French state.
2. Granting the colony [a status of] autonomous entity, as is the case with Canada, although it continues to be linked to Britain.
3. Hoisting the imperialist state's flag over the land of a helpless people, as happened in Germany's seizing control of Tanganyika.
4. A strong state imposing a protectorate on tribes or a small state, while the protectorate preserves the appearance of independence, as in the case of Tunisia when France imposed [its] protectorate over it in 1881.
5. Spheres of influence. These are countries overrun by [foreign] economic and financial interests, to a degree that it becomes difficult to resist the influence of the [foreign] Power. An example of that is Iran in 1907, when its northern [part] became a Russian sphere of influence while its southern [part] became a British sphere of influence. Banks and commercial companies became the spearhead of Imperialism, like the Suez Canal Company, the German Africa Company in Nigeria, etc.
6. Using humanitarian [activity] as a means to realize imperialist goals and expansion, such as medical treatment, which is a stratagem used in Missionary work and leads to imperialism, as well as education, which constitutes a wide arena for Missionary work.
7. Mandate correctly understood means the extension of help by a strong state to a weak one in accordance with the covenant of the League of Nations, so that the weak state will be able to conduct its own affairs by itself. But the imperialist states abused this meaning and exploited it [mandate] in order to promote their own interests, as happened in Palestine, Syria, Lebanon and elsewhere.
8. Trusteeship. This concept appeared as an alternative to the mandate system. Under it the weak state is put under the trusteeship of the United Nations.
9. Colonization [*istitan* – settlement]. This denotes the seizure of land, the expulsion of its owners from it and the settlement on it by force

of [foreign] demographic elements in the place of the indigenous inhabitants, like the Frankish [i.e., Crusader] and the Zionist colonization in Palestine.

History of the Modern and Contemporary World, Grade 10 (2004) pp. 56-57

Regions of Imperialist Expansion

Imperialist expansion in Asia⁴²



- British Imperialism
- French Imperialism
- Russian Imperialism
- American Imperialism
- [Dutch, Portuguese and Japanese possessions are not indicated.]

The imperialist expansion of the European states on the Asian continent, was as follows:

Areas of British Imperialism: Palestine, Jordan and Iraq (1918) and the edges of the Arabian Peninsula such as Aden (1839), Kuwait (1899), Oman (1829), Qatar and Bahrain (1892), as well as Burma and Hong Kong [India, Ceylon, Malay, Singapore, North Borneo are not mentioned].

Areas of French Imperialism: Syria and Lebanon (and Mosul for 4 years: 1916-1920 [on paper, not in reality]) [Indo-China is not mentioned].

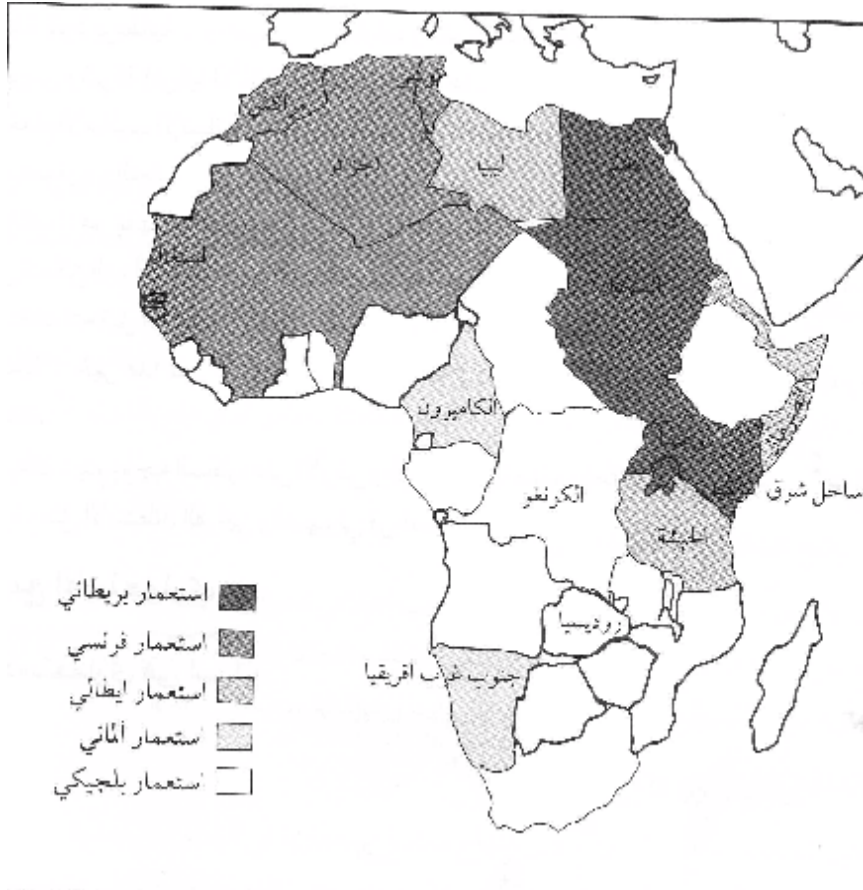
Areas of German Imperialism: German influence in Asia Minor.

Areas of Russian Imperialism: Siberia and Turkistan.

Areas of American Imperialism: The Philippines and the islands in the Pacific Ocean.

As for China, it was partitioned between the imperialist states (Britain, Japan, Germany and Russia).

⁴² The map is inaccurate.



- British Imperialism
- French Imperialism
- Italian Imperialism
- German Imperialism
- Belgian Imperialism
- [Spanish and Portuguese possessions are not indicated.]

Competition was stiff between Britain, France and Germany to colonize the African states and each used evil means of deception in order to realize its imperialist goals. European companies as well started spreading their domination over the territories in Africa and hoisting [over them] the flag of the state to which they belonged. This with increasing speed divided up Africa and partitioned it among the European imperialist states as follows:
 Areas of French Imperialism: Algeria (1830), Tunisia (1881), Morocco (1911), French Congo, French Guinea, Senegal and Dahomey [Madagascar and the French Sudan and Central Africa are not mentioned].

⁴³ This map too is inaccurate.

Areas of German Imperialism: Cameroon, South West Africa (Namibia) and Tanganyika.

Areas of Italian Imperialism: Libya 1911, Ethiopia and part of Somalia.

Areas of Belgian Imperialism: Congo.

Areas of British Imperialism: Egypt and the Sudan 1882, Rhodesia (Zimbabwe), Uganda and the east African coast (Kenya, Tanzania) [Ghana, Nigeria, Gambia, British Somalia, South Africa, Zambia and Malawi are not mentioned]...

History of the Modern and Contemporary World, Grade 10 (2004) pp. 57-58

The following is a literary piece against Western Imperialism in Africa.

A Letter from Africa

The soldiers of Imperialism fall everywhere. The poet (Hashem Al-Rifai, Egypt) takes on the identity of one of these soldiers with a humane attitude who writes from Africa a poem to his fiancée, in which he strips bare Imperialism and its goals... The poet wrote it in 1958... [Excerpts:]

...I live for massacring old people
In every corner and hut
My two hands are immersed every day in the blood of the oppressed
Who revolt against the shackles and the authority of the haughty ones

...Today I was walking with the soldiers around the colony
Bearing arms, and every inch under my feet – a cemetery

...I felt I have become a savage
Or I do not lag behind it in violence
The difference is that the wolf does not ambush a wolf
While I, the man, kill my brethren all the time

Food comes to my mouth
Bitter and stained with blood...

Reading and Texts, Grade 10, Part 1 (2004) pp. 100-103

Choose the correct answer:

The struggle in the poem is between:

1. Civilization and backwardness
2. The tyrannical imperialist who comes to rob and kill and the [rightful] owner of the land who risks his life to defend it
3. The powerful rulers and the powerless and the weak

Reading and Texts, Grade 10, Part 1 (2004) p. 104

The imperialist soldier is a human being and he might have been forced to do what he does. I will explain that, based on what was written in the sixth part [of the poem].

Reading and Texts, Grade 10, Part 1 (2004) p. 106

Let us choose the correct answer from in the parentheses in the following [sentences]:

Imperialism practices against the inhabitants (just – savage – civilized) methods.

Our Beautiful Language, Grade 5, Part 1 (2004) p. 70

Two contradictory views of the United States' relation to early Imperialism:

The American Revolution achieved independence for the American people and [brought about the] appearance of a new state in the world, which was the first independent state on the American continent. It liberated it [i.e., the American people] from the yoke of Imperialism and became an example to be followed by all the colonized peoples of the world.

Activity

Let us discuss the reasons for the success of the American Revolution in getting rid of Imperialism and realizing liberty and independence.

History of the Modern and Contemporary World, Grade 10 (2004) p. 20

The United States of America was established in 1776, when the first European colonialists revolted against Britain which had ruled them until that date. It comprised at the beginning thirteen states. After that it started expanding westward at the expense of the lands of the indigenous inhabitants who are known as “Indians”, and most of them were exterminated.

Geography of the World's Continents, Grade 10 (2004) p. 76

Western Imperialism in the Arab world:

The Arab nation was afflicted in its modern history by the occupation of its lands by the imperialist states out of greed for the purpose of exploiting its material and human resources and wealth for their [own] good. That led to revolts, under the leadership of devoted heroes, in defense of their homelands and in protection of their peoples' honor, in which they strove to drive the occupiers away. The Jihad fighter, the commander [*amir*] Abd al-Qader al-Jazairi stands at the head [of such devoted heroes].

...When the French occupied his homeland in 1830 the Commander Abd al-Qader... won dazzling victories and inflicted on the French forces crushing defeats and enormous casualties... But he found himself compelled to stop the fighting in order to protect his soldiers' lives, because the French forces were more numerous and better equipped than his and because they

perpetrated massacres, in which they did not distinguish between elderly people, women or children...

Abd al-Qader's revolutionary ideas remained a source of inspiration for the Algerian people and paved the way to a series of revolts against French occupation... until, in 1962, it wrested its independence in spite of the French and their power, after sacrificing a million and a half martyrs...

Our Beautiful Language, Grade 5, Part 2 (2004) pp. 58-60

The two great powers – Britain and France – schemed to tear to pieces the unity of the Arab nation and aspired to occupy parts of its lands. Britain occupied the countries of the Arab East [*Mashriq*] and France occupied the countries of the Arab West [*Maghrib*].

Our Beautiful Language, Grade 5, Part 2 (2004) p. 60

[Questions:]

1. Why did the imperialist states occupy the Arab countries?
2. What was the Arab nation's reaction to the occupation?
5. When did the French occupy Algeria?
12. Let us put a (V) sign next to the correct phrase and an (X) sign next to the incorrect phrase
in the following:
 - The Algerians sacrificed a million and a half martyrs to obtain independence.

Our Beautiful Language, Grade 5, Part 2 (2004) p. 61

Let us fill in the empty space with the appropriate word:
The French occupied Algeria [out of greed] to exploit its resources.

Our Beautiful Language, Grade 5, Part 2 (2004) p. 62

Occupation – one state taking control by force of another or of part thereof.

Our Beautiful Language, Grade 5, Part 2 (2004) p. 62

French occupation pulled out of Algeria in 1962.

Our Beautiful Language, Grade 5, Part 2 (2004) p. 67

Activity 2

Let us discuss the effect of the First World War on the Arab homeland and especially on Palestine.

History of the Modern and Contemporary World, Grade 10 (2004) p. 70

The British Occupation

Palestinian society fell under British occupation in 1917, which continued until the Israeli Occupation in 1948.

National Education, Grade 5 (2004) p. 30

Activity

I will make a chart with the names of the Arab states. I will write down next to each state the name of the state that colonized it, the year it fell under imperialist domination and the year in which it obtained independence.

History of the Modern and Contemporary World, Grade 10 (2004) p. 59

Arab struggle against Western Imperialism:

Let us write not more than ten lines about one of the following :

1. A modern Arab revolutionary, who fought Imperialism in his country until it gained its liberty and independence, based on the following points:
 - The revolutionary's name, his revolution's place and date.
 - The outbreak of revolution.
 - The most important battles against Imperialism.
 - The achievements of the revolution.
2. Steadfastness and persistent resistance constitute the road to independence.

Our Beautiful Language, Grade 5, Part 2 (2004) p. 68

Let us read and enjoy:

My beloved homeland was liberated by struggle
And its fate determined after the success
For the son of Algeria has become master of its land
And the occupying usurper turned his back and fled

...

The liberation of Algeria was an ideal
Of our revolution and a great victory
This was our highest wish for which
We revolted against the assailant oppressor...

Our Beautiful Language, Grade 5, Part 2 (2004) p. 69

Resistance of the Palestinian People

The Palestinians did not despair, but continually resist foreign rule in the country. [Some] of the most prominent struggles of the Palestinian people [are] their resistance to the British Mandate [authorities] through several revolts, the most famous of which [were] the revolt of 1929 and the revolt of 1936...

National Education, Grade 5 (2004) p. 31

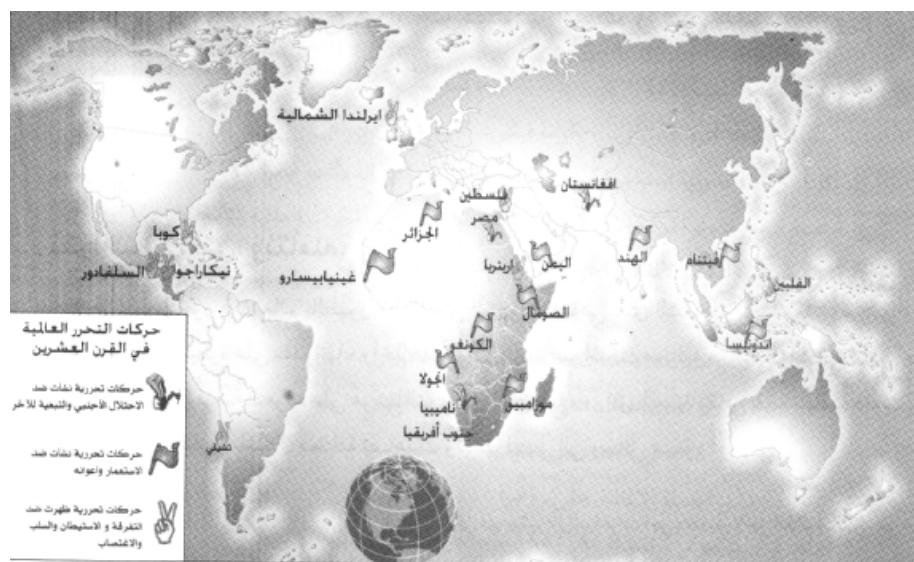
The struggle against Western Imperialism worldwide:

Many factors contributed to bringing the nations of the world to revolt to achieve liberation from Imperialism's yoke. The most important ones [were]:

1. The spread of national consciousness among the nations.

2. Imperialist policy based on oppression, torture and racial discrimination.
3. The change in the balance of power after the Second World War and the emergence of new states with their own [decisive] weight in [determining] international policy, such as the United States of America and the Soviet Union.
4. The appearance of international organizations that support human rights.

History of the Modern and Contemporary World, Grade 10 (2004) p. 85



- Liberation movements that emerged against foreign occupation and subjugation to others (Egypt, Namibia, Afghanistan)
- Liberation movements that emerged against Imperialism and its servants (Indonesia, Vietnam, India, Yemen [probably the former South Yemen], Algeria, Guinea-Bissau, Somalia, Congo, Angola, Mozambique)
- Liberation movements that emerged against Apartheid, settlement [i.e., colonial settlement], robbery and usurpation (Chile, Cuba, Nicaragua, Salvador, South Africa, Eritrea, Northern Ireland, Palestine, the Philippines)

History of the Modern and Contemporary World, Grade 10 (2004) p. 86

English imperialist domination over India started through the English East India Company in 1705, when it created for itself vast commercial influence in that country, which led to the military occupation of India in 1757 by the English commander [Robert] Clive, who defeated the ruler of Bengal and extended his victories in all parts of India.

The Indian nation revolted against the imperialist English in 1857, but was met with oppression and exemplary punishments on the part of the English, who managed to subdue the revolt with much cruelty. Then the subordination of India to the British Crown was announced and, in 1858, Queen Victoria was proclaimed Empress of India.

Disturbances erupted in India and the British suppressed them with violence. They perpetrated a massacre known by the massacre of Amritsar on 13.4.1919 in which there were 379 victims. Because of this massacre the Indian national Congress Party adopted a platform of peaceful resistance to the English...

History of the Modern and Contemporary World, Grade 10 (2004) pp. 86-87

From its discovery in 1511 until 1898 Cuba was subject to Spanish domination. Then American forces seized control over it until 1902. They left but retained a naval base there. The Cuban revolution took place in 1933 and managed to overthrow the rule of the dictator, who was [later] replaced by another dictator, Batista who fled to the US in 1944. He came back to his country in 1952 and succeeded, with American help, in overthrowing the regime and... became president of Cuba. He ruled it tyrannically...

...The Cuban revolution intensified and cities that were loyal to the dictatorial regime began to fall one after another, which brought about the collapse of the regime before the revolution's victories in 1958 and Batista's flight for the second time to the USA.

History of the Modern and Contemporary World, Grade 10 (2004) p. 88

South Africa was a target for the colonialists who planned to seize control over it because of its natural resources. The Dutch managed to seize control of the provinces of Orange and Transvaal and the English stormed them at the end of the nineteenth century because of the discovery of diamonds in their lands. During the imperialist domination of South Africa the African National Party was established and came to represent the majority of the population and control the social and economic systems.

The racist Apartheid law was promulgated in 1948. It contained clauses that dealt with all spheres of life such as restricting [government] jobs to white people and denying them to black people, prohibiting white people from marrying black people and vice versa.

The people's resistance to the racist rule in South Africa was intensified in 1960, when black people refused to carry passports or movement permits between zones, which led the racist government of South Africa to take violent measures against, and perpetrate a massacre of, the blacks... Incidents

and disturbances continued, as well as protests against the policy of the racist government, until 1985. During that period thousands of people were subjected to arrest without trial and the prison authorities took cruel measures against the detainees...

History of the Modern and Contemporary World, Grade 10 (2004) p. 89

C. Benefit and Danger of Western Knowledge

[A Letter] to My Brother Who is Studying Abroad

... You are going to an enchanted country. He who goes there returns a new creature and a new person, unlike the one that went. The brain in his head is changed, as well as the heart in his chest, and the tongue in his mouth. And his children as well may change... if they were born from the womb of a woman brought by him from there.

Indeed, my brother, this is the case with most of those we have seen and known... They go [there] as our sons, brothers, and loved ones and return as propagandists for a different culture. Therefore, make religion your fortress and arm yourself with the weapon of reason in order to be safe from harm. In the new environment, where you are going to spend the years of study, there is everything, both good and bad. But there is knowledge there... Draw from this source, of which you will not find its like every day...

But you will find in some books, written by some of the Orientalists, about our language and history, and in the lectures they give, attacks on truth and distortion of reality, so pay attention to that. Read what you read and listen to what you hear with your brain in your head and with your faith in your heart. Do not take all that they say as indisputable and an established truth...

You will see huge cities, as well as streets, squares, factories and buildings. Do not be taken in by what you see and do not despise yourself and your country in comparison, as is done by many of those whom we know, who go to these countries. Know that, even if they are great and their people are civilized, you have not come from a country devoid of civilization. You are the son of glory and civilization, son of scholars who had the privilege of teaching those people...

There are brains in the Orient, and [working] hands and money. But the Orient needs knowledge. So you and your friends bring it to it and come back to the Orient as Orientals, as proud of their good and just Oriental identity as the Westerners are proud of their being Western...

If you find time, learn about the situation of those people and their conditions of life, commerce, industry, and schools. Research their morals and faiths as a wise and a critical person, who records the good things in order to learn from them and the bad things in order to keep away from them. Do not be

like those Arabs who wrote about these countries and saw only the merits and the virtues, nor like those Westerners who wrote about the Orient and saw only the faults...

At the moment you feel that your religion and morals are in danger pack your luggage and return to your country... Refuse any knowledge if it comes only at the expense of [your] religion and morals.

Reading and Texts, Grade 10, Part 2 (2004) pp. 65-67

Activity

I will refer to the commentary “In the Shadow of the Qur’an” by Sayyid Qutb [a Muslim fundamentalist intellectual executed in Egypt in 1966] and derive from it some of the negative social effects of usury on the usury-practising societies on the basis of his commentary to the [Qur’anic] verses that speak about usury in Surat Al-Baqarah.

Reading and Texts, Grade 10, Part 1 (2004) p. 7

Some of Western scientific knowledge is not accepted when religious concepts are involved:

...And the sun rotates in its orbit that God has decreed for it.

Islamic Education, Grade 5, Part 1 (2004) p. 26

The following quotation pits Western Capitalism against Islamic economics:

Activity

I will compare the economic system in Islam with the capitalist economic system in the fields of:

- Ownership of means of production in each of them
- The goal of production in each of them

History of the Modern and Contemporary World, Grade 10 (2004) p. 50