

Appendix:

The Attitude to the "Other" and to Peace in Books Issued by the PA Ministry of the Endowments and Religious Affairs

Introduction

The PA Ministry of the [Religious] Endowments and Religious Affairs has been reprinting old Jordanian schoolbooks for use by 7-12 grade students in Palestinian religious institutions. The books teach subjects such as Qur'anic and Hadithic texts, Islamic Jurisprudence, doctrine, culture, systems and history, as well as methods of preaching and Islamic missionary work. The books available to CMIP (see the list below) provide us with a unique opportunity of becoming acquainted with the attitude to the "other" and to peace prevailing in the said institutions, which actually reflects Jordanian attitudes of the 1990s, when the books originally appeared – before and after the signing of the peace treaty between Jordan and Israel in October 1994. Following are few examples of the vast amount of references to the two above-mentioned issues found in those books.

The Attitude to Other Religions and Sects and their Followers

The books talk on several occasions of the common principles shared by all monotheistic religions, as is seen in the following examples.

Man in the Divine [Monotheistic] Religions

...All the Divine religions have shown interest in man's position and rights. They are unanimous that Sublime God has honored man and preferred him to most of His creatures...

All the religions brought legislations confirming man's rights... The Torah revealed by Sublime God forbids [any] assault against the human soul... The Gospel has confirmed these laws...

Islamic Culture, Grade 11 (1996) pp. 17-18

The Importance of Family in the Divine Religions

...The Jewish family is a mutually loving family where the child respects his parents and loves them...

...The Christian family is a mutually loving family where every member loves one another...

Consequently... we see that the Divine religions in their essence protect the family and care about its members and about love and friendship relations among its members...

Islamic Culture, Grade 11 (1996) pp. 43-44

But although the monotheistic religions were all Divinely revealed – according to the books, Christians and Jews are said to have deviated from God's path by changing their Divine holy scriptures.

Distortion of the Torah by the Jews

The noble [Qur'anic] verses also tell that the Jews distorted the word of Sublime God and changed [things] in the Torah, which He had revealed to them. They interpreted its meanings in accordance with what they want and desire, so that it would suit their whims and answer their wishes. By that they have deviated from Sublime God's religion. The [Qur'anic] verses tell that the result of this distortion has been the denial of Muhammad's prophethood, whose

mention had appeared in the book of the Torah and Moses – peace upon him – had ordered his people to follow and obey him.

Holy Qur'an and Its Studies, Grade 11 (1996) pp. 37-38

Distortion of the Gospel by the Christians

The noble [Qur'anic] verses explain that the Christians, like the Jews, renounced a large portion of what they had been told by Jesus – peace upon him – and preferred unbelief to belief, so they denied Muhammad's prophethood although it was mentioned in the Gospel. God punished them by creating hatred and hostility between their communities and sects, until it has become an inherent quality stuck to them to the Day of Resurrection...

Holy Qur'an and Its Studies, Grade 11 (1996) p. 38

Following are some references denouncing Christian beliefs (for the material referring to the Jews – see below).

[The Qur'anic verses] reveal more of the Jews and Christians' errors and lies, which are not concealed from Sublime God, who warns the People of the Book [namely, Jews and Christians] against the continuation of these attitudes.

Holy Qur'an and Its Studies, Grade 11 (1996) p. 41

The Christians believed in the divinity of Jesus – peace upon him – and [by that] they fell into unbelief and deviated from the doctrine of monotheism, which necessitates God's exclusiveness of divinity.

Holy Qur'an and Its Studies, Grade 11 (1996) p. 41

Non-Muslims who do good are not to be rewarded for that in Heaven because they are unbelievers.

The one who embarks on a good deed while being an unbeliever – his deed has no value and he will not be rewarded for his deed and will have no share in the after world. Rather, he will be rewarded in this world by the people's thanks and praise for his deed.

Religious Subjects for Grade 8, Unit 3: Noble Prophetic *Hadith* (?) p. 31

Islamic official attitude to non-Muslim throughout history has traditionally been tolerant in general on the condition that they be relegated to an inferior position in the Muslim state's life and pay a certain tax called "Jizyah". This approach is reviewed in the following texts.

The Rights of Non-Muslims in Muslim Society

...The non-Muslim who lives in Muslim society is considered one of the members of the subject body of the Muslim state, with the same rights and duties of the Muslims. These were named "Protected People" [*Ahl al-Dhimmah*] because the Messenger [Prophet Muhammad] has given them Sublime God's protection and covenant for their lives, property, community and anything they hold, be it meager or abundant. The protected person [*Dhimmi*] enjoys Muslim patronage. He is one of the people of the realm of Islam [*Dar al-Islam*], much the same as the Muslim who deserves that because of his belief, while the protected person deserves that because of his permanent residence within Muslim society. The Protected People have the same rights and duties the Muslims have.

Freedom of Belief

Islam rejects [the notion of] forcing people to embrace it. It does not compel anyone to adopt it...

Freedom of Worship

Islam has established for non-Muslims in Muslim society the freedom of worship and the freedom of performing [their] religious rites and celebrating on their own religion's occasions.

Islam has made it a duty upon the Muslims to protect this right in Muslim society where Islam has kept for them their places of worship. All the treaties, which were written during the time of God's Messenger and his [subsequent] caliphs, included this right for non-Muslims. One example is what appeared in the document written by God's Messenger to the people of Medina. It included this right for the Jews...

Freedom of Regulation of Personal Status

Islam has allowed the Protected People to regulate their [affairs of] personal status according to their beliefs and religious laws. They may regulate matters of marriage, divorce, support [of one's wife] and the relations between husband and wife according to their religion's teachings. They are not bound by Muslim law in regulating these matters.

The same applies to food and beverages. Islam has permitted non-Muslims to eat whatever they consider permissible according to their religion... Islam has not prevented the People of the Book from [continuing] their habit of drinking wine and eating pork...

Islamic Culture, Grade 11 (1996) pp. 144-146

The Protected People [*Ahl al-Dhimmah*] generally enjoyed legal rights under the Muslim state in the times of God's Messenger and the caliphs after him. The non-Muslims enjoyed good citizenship rights, like the Muslims...

Islam protected the non-Muslims' honor in Muslim society and protected their rights. They lived under Islam's tolerance and justice a respectable life and had good relations with the Muslims. Islam has permitted [the Muslims] to visit them, tend to their sick, give them presents, conduct selling and buying transactions with them and other such social relations...

Islam has made the Protected People and the Muslims equal before the law...

Aggression against them or against their property and honor has been forbidden... The Muslim scholars defended the rights of non-Muslims whenever they were wronged by a ruler or someone else.

Islam has guaranteed for non-Muslims the right of managing their own affairs in a way that would ensure them a respectable life, such as regulating their own matters of [personal] status and being responsible for their own rights in [the fields of] education, security, health and providing for their members' needs of food, clothes and domicile...

The right of patronage includes the use of public utilities provided by the state for the benefit of the subjects, protection of their places of worship, protection of their souls, property and honor from abuse and securing the right of commerce, movement, education, travel and residence everywhere in the Muslims' lands except Mecca and Medina...

The Protected People have the right to hold administrative and technical offices if they are qualified and trusted. But the office of state presidency and any office directly emanating from that, such as commanding Muslim armies, are to be held by a Muslim only...

Islamic Culture, Grade 11 (1996) pp. 148-149

Why did Islam imposed the *Jizyah* tax on non-Muslims in Muslim society?

Islamic Culture, Grade 11 (1996) p. 150

Nevertheless, socializing with non-Muslims beyond the limited spheres mentioned above is forbidden.

The noble [Qur'anic] verses forbid [the Muslims to] befriend Jews and Christians...

Holy Qur'an and Its Studies, Grade 11 (1996) p. 104

The noble [Qur'anic] verses guide to the following:

...Befriending the unbelievers is prohibited. Whoever befriends Jews or Christians becomes one of them. He goes out of the fold of Islam and renounces it.

Holy Qur'an and Its Studies, Grade 11 (1996) p. 107

Instead of having friendship relations with Christians and Jews, the students are told to be cautious against their deception and hostility.

The believers are cautious against the People of the Book's deception and hostility.

Holy Qur'an and Its Studies, Grade 11 (1996) p. 38

An interesting issue with far-reaching implications as far as the relations with non-Muslims are concerned is the following one:

The Muslim is permitted to break his oath and withdraw from it if it becomes clear to him that there is something better than what he has taken an oath for...

Religious Subjects for Grade 10 (?) p. 248

The Books do not openly criticise non-Sunni Muslim, but there are cases in which an implied rejection of Shiism is discerned, as seen in the following quotation. Heretic sects such as Bahatism are denounced as Imperialism's creation (see below in Chapter Seven).

Shiism was a garb behind which hid anyone who wanted to stir dissension against Islam and the Muslims and a refuge for anyone who wanted to introduce [into Islam] his forefathers' teachings, whether Jewish, Christian, Zoroastrian, etc.

Prophetic Biography and Muslim History, Grade 11 (1996) p. 207

Jews, Zionism and Israel

The Jews are negatively referred to in the books not only on account of their unbelief – like the Christians – but also as a blasphemous and a stubborn people rejecting the prophets in general and Muhammad in particular. In addition, they are described as enemies of Islam and the Muslims and also of God Himself. The books present in this context various episodes showing the Jews' hostility to the early Muslims. The description, supported by commentary of Qur'anic verses, is full of derogative terms attributing to the Jews negative traits such as selfishness, greediness, cunning and treachery. In the context of the present conflict the Jews' historical presence in the Holy Land is mentioned in brief while the ancient Canaanites, having been "Arabized" in the books, are made the sole legitimate inhabitants of the country. Not a single reference appears in the book to any Jewish holy place in the country and their aspirations based on their historical ties to that country are described as "greedy ambitions". The Jews are also demonized in the context of the conflict and blamed of killing innocent people, expelling people from their homes, desecrating holy places, demolishing people's houses and robbing the Muslims' lands. Zionism, the Jewish national movement in modern times, is depicted as a creation of Western Imperialism, British Imperialism in particular. Israel is not recognized as a sovereign state, only as an occupying power of Palestine since 1948, and is demonized as well. Its name does not appear on maps, which carry, instead, the name "Palestine". Palestine is regarded as the sole sovereign state in the country.

The [Qur'anic] verses explain to the Prophet that that is the Jews' deep-rooted nature, which does not change: they violate treaties, oppose the truth, accuse the prophets of lying and

disbelieve what Sublime God revealed to His prophets and messengers. That was the Jews' attitude to Jesus – peace upon him – to a point that they plotted to kill him,⁶² and that was their attitude to Muhammad, as they were hostile to him, assisted the polytheists against him and tried to kill him more than once.

Holy Qur'an and Its Studies, Grade 11 (1996) p. 38

The noble [Qur'anic] verses then portray the Jews with ugly characteristics of which the believers should be cautious and from which the pious worshipers of God should keep away. Among these characteristics:

- ...They listen a great deal to lies, and desire that.
- ...They strive to pass information about the Muslims over to their enemies.
- ...They often enrich themselves with forbidden money with no heed of the fate awaiting them.
- ...They alter and change God's verses and laws according to their desires and whims.
- ...They have been put to trial, which is the trial of torment in this world at the hands of the believers and the torment of the other world on the Day of Resurrection.
- ...They reject [Divine] guidance, which would purify their heart, because they do not believe in the mission of Islam and do not accept Sublime God's religion.

Holy Qur'an and Its Studies, Grade 11 (1996) p. 66

The Jews' Corruption

...The preceding [Qur'anic] verses shed light on some of the qualities of the People of the Book and their disobedience, sinning, legalizing forbidden money and their scholars' neglect of the duty of ordering good and forbidding evil. The present verses came to show other traits, which were the cause of the Jews' corruption in the land and their boldness against Sublime God and against His Messenger.

...The noble verses show that the Jews reached a point of describing God as miser and poor. They expressed this notion in a way proving [their] moral digression and boldness of [uttering] falsehood, which confirms their corrupted belief and stray thought. Sublime God brings back to them what they said and curses them... He curses them with what they described Him... For this reason, the Jews have been known among the people as being greedy, avaricious, coward, weak, envious and humiliated. If you penetrated into the depths of their souls you would find out that hostility, hatred and desire for corruption and for making others corrupted gnaw on their society and divide their ranks...

...The noble verses explain that it was envy, which blinded the Jewish groups. They envied God's Messenger and denied him the position to which Sublime God has selected him. They wanted the concluding messenger to come from their own ranks... Therefore, their oppression increased and their unbelief became greater. They did not find in front of them [any means] except the means of creating corruption in the land, stirring up dissension and igniting wars among the nations...

Holy Qur'an and Its Studies, Grade 11 (1996) p. 116

What the [Qur'anic] Verses Guide to

...Misery and avarice are among the Jews' prominent traits, alongside cowardliness and desire for this world's life.

...Stirring up dissension and creating corruption in the land are among the Jews' traits.

Holy Qur'an and Its Studies, Grade 11 (1996) p. 117

The Jews' Hostility to the Believers

The noble [Qur'anic] verses began with the description of the Jews' relations with the believers. [The Jews] were described as the most hostile people to the believers. Why is this

⁶² According to Islamic belief, Jesus Christ was saved by God at the last moment and someone else was crucified.

hostility to the believers, which is deeply rooted in the Jews' souls, the trace of which we feel to this very day?

The Holy Qur'an informs us more than once of the reason for this hostility: The Jews are people of stubbornness and rejection of truth. They are enemies of [Divine] guidance and good. Selfishness and egoism have subdued them. Therefore, they are malicious towards the Muslims out of envy due to the guidance to the religion of truth, with which Sublime God has honored them.

Holy Qur'an and Its Studies, Grade 11 (1996) p. 136

Activity

Extract three verses from among the preceding verses of this Surah [Qur'anic chapter], which show the Jews' hostility to the prophets and their attempt to kill God's Messenger, and write them down in your notebook.

Holy Qur'an and Its Studies, Grade 11 (1996) p. 139

In another reference to the Jews in this context they are described not only as enemies of Islam and the Muslims, but also of God Himself.

What the [Qur'anic] Verses Guide to

...Caution against the Jews' trickery and deception, for they are enemies of Sublime God, of His religion [i.e., Islam] and of the Believers [i.e., the Muslims].

Holy Qur'an and Its Studies, Grade 11 (1996) p. 49⁶³

The history of the Jews in ancient Palestine is not discussed. In the following text they are briefly mentioned, alongside others, as ephemeral inhabitants of the land, while the Canaanites are presented as the native population and "Arabized" as a means to emphasizing the Arab nature of Palestine since antiquity.

The Arab Canaanites were the first inhabitants of Palestine and they were the ones who gave it its Arab identity through language,⁶⁴ civilization and inhabitants. It [Palestine] was also inhabited for limited periods by various waves of peoples : Hebrews, Philistines, Persians, Greeks and Romans, until the Muslim Arabs came to it during the Muslim movement of expansion and affirmed its Arab identity and Muslim faith. Palestine has remained to our own days Arab by language and civilization and Muslim by thought and belief.

The Muslim World at Present, Grade 12 (1996) p. 105

Most references to the Jews in the historical context deal with their relations with Prophet Muhammad in Arabia. The political and religious conflict between the two parties have deepened anti-Jewish feelings among the Muslims, which finds expression in the books.

Shas bin Qays the Jew ordered one of his followers to attend a gathering of [the formerly rival Muslim tribes of] Al-Aws and Al-Khazraj [in Medina] and remind them of their past hostility... He recited to them some of their [old] poems and stirred all members of the two groups one against the other... The people [finally] understood that it was a Diabolic tendency and an artifice by their enemy...

⁶³ The verse related to this issue does not include anything of that.

⁶⁴ The ancient Canaanites, much the same as the Phoenicians, Moabites and other nations of that period, spoke a Semitic language closer to the present Hebrew than to Arabic.

Have you seen the Jews' trickery and their attempt at corrupting the Muslims and casting dissension in their ranks? But God's Messenger was watchful against them, foiled their trickery and terminated the dissension they had ignited.

Prophetic Biography and Muslim History, Grade 11 (1996) p. 140

Sublime God supported the believers against their enemies and protected their Prophet from the Jews' conspiracy... The Jews of [the tribe of] Nadir [in Medina] plotted against the life of God's Messenger during his visit to their place. They ordered one of their people to climb above the wall under which God's Messenger was sitting and throw a big grinding stone on God's Messenger's head. But Sublime God informed His Prophet of what the Jews had decided upon and the Prophet got up from his place, returned to Medina in order to lead an army, which would expel the Jews of Nadir from Medina.

Holy Qur'an and Its Studies, Grade 11 (1996) p. 33

What the [Qur'anic] Verses Guide to

...Caution and awareness [are needed] in dealing with the Jews for fear of [their] treachery and betrayal.

Holy Qur'an and Its Studies, Grade 11 (1996) p. 38

The Jews [of the Qurayzah tribe in Medina] tried to stab the Muslims in their back. The Jews and the rest of the groups of unbelief took [the War of the Groups] as a good omen and thought that that was the end of the rising Muslim tide... When the Muslims passed the trial of the Groups and the armies of aggression retreated [from Medina], God's Messenger turned with the Muslims to settle the account with the people of Qurayzah... He besieged their positions twenty five days after which they surrendered to the sentence of Sa'd bin Mu'adh, the Ansarite, who had been their ally before Islam. He issued his sentence on them [which decreed] that their fighters be killed and their property be seized. This way Medina got rid of the last den of treachery and corruption.

Noble Hadith and Its Studies, Grade 11 (1996) pp. 99-100

The annihilation of the Jews' last bastion (Khaybar): After the failure of the Groups campaign and the annihilation of the [last Jewish] Qurayzah [tribe in Medina], which followed, Khaybar became the center of conspiracy and artifice against the Muslims. All the Jews gathered in it and in the villages and fortresses around it. Their crowd dazzled them and they thought that they could prepare an army of over twenty thousand fighters in order to crush Islam and annihilate it. The [temporary] Hudaibiyyah peace treaty [with the Meccan pagans] in 6 AH [628 CE] had granted the Muslim state tranquility on the state's southern front. The Prophet heard of the conspiracy by the Jews who were gathering in Khaybar and the chain of villages and fortresses stretching northward towards Tayma'. So he set out towards Khaybar at the beginning of the seventh year AH in the month of Muharram with a thousand and four hundred footsoldiers and two hundred horsemen. In spite of the Jews' human and economic capabilities God cast terror in their hearts. The Muslims managed to overcome them, leveled their fortresses and occupied them all... Thus the Jews' power in the Arabian Peninsula was broken...

[Questions:]

Enumerate the phases in which the Jews' conspiracies against the Muslim state in Medina were foiled.

Prophetic Biography and Muslim History, Grade 11 (1996) pp. 100-102

A famous Prophetic Saying (Hadith), often quoted by radical anti-Israeli Islamists, has ominous implications within the context of the present conflict, which the books do not try to conceal.

The Conflict with the Jews

...God's Messenger said : "The Hour of Resurrection will not come until the Muslims fight the Jews. The Muslims will kill them, and when a Jew would hide behind a rock or a tree the rock or the tree would say: 'O Muslim, O worshipper of God! There is a Jew behind me; come and kill him', except the salt bush, which is the Jews' tree."

...This Prophetic Saying [*Hadith*] is one of the Prophet's evident miracles. It is a prophecy of a concealed matter, which is to take place at the End of Days. It is certain good news for this nation that victory will be its ally and that its trial with the Jews is bound to end in victory over them...

...When Imperialism spread its influence over the Muslim world and partitioned the Muslims' lands, it brought the Jews from the various countries of the world and made them settle in Palestine, which was groaning under British Imperialism. The Imperialist states started encouraging the Jews to immigrate to Palestine, facilitated their living there, enacted laws and provided for the circumstances, which would enable the establishment of the Jews' state in Palestine, until it was actually accomplished in 1948.

Thus began the modern conflict between the Arabs and the Jews over the land of Palestine. Several wars took place between the two parties in the years 1948, 1956, 1967 and 1973. Most Arab inhabitants were expelled from their country and Jews came in their stead. The Jews took control of the whole land of Palestine and the Muslims' holy places fell into captivity: the Al-Aqsa Mosque, the Dome of the Rock, the Sanctuary of Abraham [the Cave of the Patriarchs in Hebron], as well as other mosques and places of worship. The Jews also seized the Christian holy places in Jerusalem, Bethlehem and Nazareth. The conflict still goes on in spite of the present attempts to find a political solution, which would return the rights to their owners and end the state of conflict and war.

The noble *Hadith* carries to the Muslims the good tidings of victory, makes their hearts confident and sends hope into their souls...

In this *Hadith* the Prophet also notifies that the fighting between the Jews and the Muslims is approaching and that it will end in the Muslims' victory and in the Jews' defeat, to a point they – due to their intense fear – will not feel safe vis-à-vis the Muslims' attack, and will not feel secure in any place of hiding. No tree and no rock would shelter them – due to their intense fear of the fighting believers...

Noble *Hadith* and Its Studies, Grade 11 (1996) pp. 200-203

There are cases in which the Jews are demonized in the context of the conflict.

...The Jews who occupy the land of the Muslims in Palestine and part of the Levant [*Al-Sham*] and create havoc in the land. They shed the blood of the innocent ones, expell the people of the country, desecrate the holy places, demolish houses and take control of the Muslims' lands.

Religious Subjects for Grade 8, Unit 3: Noble Prophetic *Hadith* (?) p. 13

Write down in your notebook how the Jews treat the Muslims in occupied Palestine and what they do to the mosques and the Muslim holy places.

Religious Subjects for Grade 8, Unit 3: Noble Prophetic *Hadith* (?) p. 50

The Jewish national movement of present times is portrayed as part of Imperialism's schemes. The Jews' historical ties to their ancient homeland is described as "greedy ambitions" [atma'].

The Jewish Greedy Ambitions in Palestine

The Jews' greedy ambitions in Palestine stem from their religious beliefs that Palestine is the promised land given to them by God. This belief remained hidden in their souls and was

expressed by them in their rites and prayers. It did not assume the dimensions of establishing an independent entity for themselves until the nineteenth century, when a number of factors emerged, which aroused this hidden sentiment within the Jews and brought about its realization in an organized way.

The Muslim World at Present, Grade 12 (1996) p. 105

Britain thought that securing its interests in India, the Far East and the Suez Canal would not become attainable except through opposing any unification attempt in the Arab region... In order to guarantee that, the British government adopted the idea of establishing an alien entity friendly to it in the southern Levant [*Al-Sham*], especially Palestine, which would separate the Arab eastern and western parts, exhaust its [i.e., the Arab world] energies and prevent the unification of its peoples and lands... This idea found affection in the souls of the Jews' leaders and they started to work for its realization...

The Muslim World at Present, Grade 12 (1996) p. 106

...The Zionist movement, the product of Western Imperialism, especially British Imperialism...

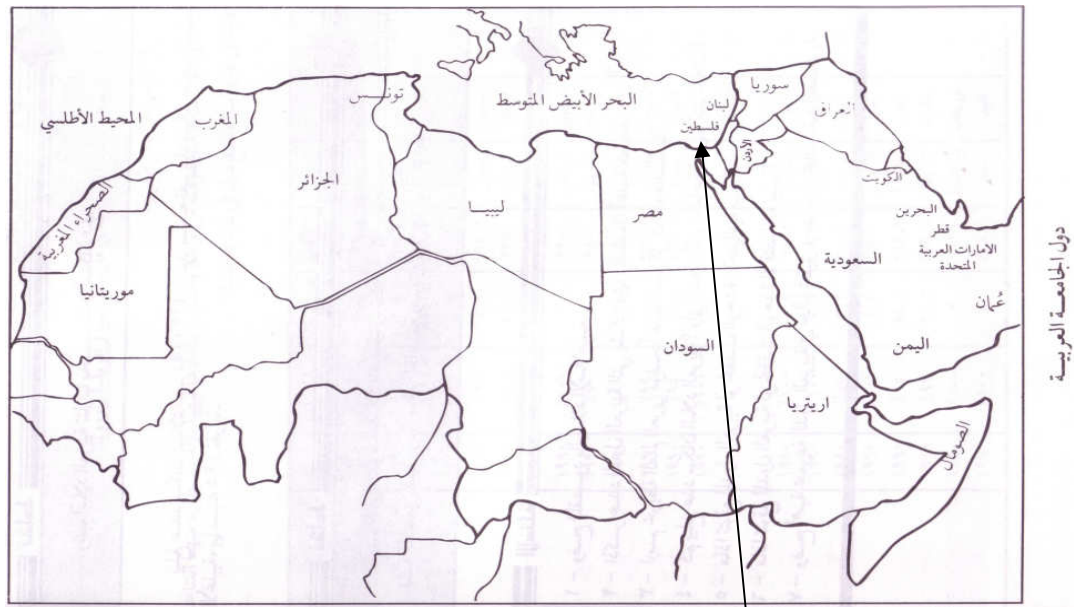
Religious Subjects for Grade 10 (?) p. 168

Although Israel, as well as the phrase "the State of Israel", are mentioned in the books, Israel is not recognized officially as a sovereign state, unlike Palestine, whose name appears on the map instead that of Israel and covers the whole territory between River Jordan and the Mediterranean.

The Group of the Arab Countries

This group consists of twenty-one countries among which is the State of Palestine...

The Muslim World at Present, Grade 12 (1996) p. 10



The states of the Arab League- "Palestaine"
The Muslim World at Present, Grade 12 (1996) p. 12

Israel is depicted as a usurping, aggressive and expansionist state who has military superiority over the Arab countries, which makes it a grave threat to the latter.



Palestine in 1949 after the Jewish Occupation.

[Dark coloring] The non-occupied territory of Palestine

[Light coloring] The occupied territory

The Muslim World at Present, Grade 12 (1996) p. 117

Explain the Jews' greedy ambitions of expansion at the expense of Arab land in Palestine and elsewhere.

The Muslim World at Present, Grade 12 (1996) p. 118

...Building a strong state in all fields: politically, economically, socially, educationally and militarily. The fruit of [all] that is the superiority enjoyed by Israel in most fields and the victories and achievements it has realized with the backing of the great powers.

...Military superiority over all Arab states. The Jews made use of all occasions and circumstances to obtain the most modern weapons and equipment from Britain, France, the United States and others, in addition to its own arms industry, which produces various kinds of weapons, especially nuclear, biological and chemical [weapons]. By that it has guaranteed military superiority over all Arab states [together] in order to realize its intentions and expansion.

The Muslim World at Present, Grade 12 (1996) p. 113

The West

The West features mostly in one book for grade 12 titled "the Muslim World at Present", which is a textbook of history from an Islamic perspective. The West – including the Russians and the Balkan states – is depicted therein negatively in various ways: as an Imperialist power in history, which subjugated Muslim lands and plundered their resources, as a hegemonic world power today, both politically and economically, to the detriment of the Muslim countries, as the

main supporter of Zionism and Israel, as an entity oppressing Muslim minorities (that is, in Russia and the Balkans), as a power threatening to eradicate Muslim culture and as an unbalanced civilization based on materialism.

By connecting the Crusades to modern Imperialism the West is transformed into an eternal enemy of the Muslim world.

Explain the relation between the Crusaders' invasion of the Muslim world in the past and the Western invasion in modern times.

The Muslim World at Present, Grade 12 (1996) p. 61

Following are some quotations referring to Western Imperialism. Note the inclusion of the Russian expansion in Sibiria and the Medieval Spanish Reconquista as parts of this phenomenon.

The Western states gushed out in their military invasion of the Muslim world, killing and destroying, using the harshest means of repression, destruction, conspiracy and cunning in order to eliminate the Muslims' power and resistance and in order to spread their control and influence...

The Muslim World at Present, Grade 12 (1996) p. 62

The European states, which aspired to occupying the Muslim world and controlling it, used numerous methods in order to weaken the Muslims and then seize control over them, such as :

1. Encircling the Muslim world, controlling the commercial routes and reaching the raw materials found there in order to develop the prosperous industrial movement in Europe at that time. The European states made use of the geographic discoveries at that time in order to attain this goal...
2. Stirring conflicts among the Muslim [leaders] who rule the Muslim world...
3. Controlling the international navigation routes, establishing footholds and fortresses on the African coasts with a view to securing commerce with India and East Asia, and extending military and commercial control over these regions.
4. Putting an end to the Muslim presence in the land of Al-Andalus [Spain]. The Spaniards managed to eliminate the last Muslim bastion in that country.
5. Raising the issue of the Ottoman State's weakness and convening conferences among the competing European states for the partition of the Ottoman State's possessions under names and attributes such as "the Eastern Question" and "the Sick Man [on the Bosphore]". The Europeans suggested not less than a hundred projects for dividing up the Ottoman State, which was considered the Muslims' [leading] state, due to [their] strong enmity to Islam.
6. Invading the Muslims' countries militarily and taking control of their regions, as Russia did in Sibiria, in the Crimean Peninsula and in the lands of Turkestan and the Caucasus, and as the European states did in the Balkans, Bulgaria and elsewhere.
7. Stirring up dissension in the lands of India and instigating the non-Muslims there against Muslim presence, encouraging movements which strive to weaken the Islamic faith in the hearts of the Muslims there, and casting doubt regarding the legitimacy of Jihad, which was most feared by Britain and the [other] European states.

The Muslim World at Present, Grade 12 (1996) pp. 40-41

Questions following the story of the Muslim conquest of Spain (Al-Andalus in Arabic) in the 8th century CE implicitly call for reconquest:

Where is Al-Andalus? What is its name today? What is the Muslims' duty towards it?

Religious Subjects for Grade 7, Unit 2: Pious Forefathers (1991/2) p. 46

Part of the Western Imperialist effort was the support of "destructive movements" within Islam.

In the preceding lesson you learned how the Imperialist states were behind the destructive movements,⁶⁵ which strove to distort the Muslim faith and weaken it in the Muslims' souls so that it would make it easier for them [i.e., the Imperialist states] to colonialize them [the Muslims], enslave their people and exploit their resources. One of these destructive movements is Bahaism...

Islamic Doctrine, Grade 11 (1996) p. 138

The Coveting States

The Portuguese were the first [Europeans] to reach the Cape of Good Hope in South Africa and thence – India, through the Indian Ocean, without passing through the Mediterranean, which was under the control of the Ottoman State. This success encouraged the Portuguese to utilize their influence and spread their hegemony over parts of the Muslim world. Holland and Spain competed with Portugal. Holland occupied the two islands of Java and Sumatra (today's Indonesia) and Spain occupied the Moroccan Rif zone in Arab Morocco.

Britain and France led the European states in their competition for the colonization of the Muslim world... Russia as well seized control over vast territories of countries of the Muslim world adjacent to its borders...

The Muslim World at Present, Grade 12 (1996) p. 41

America bought the Philippines from Spain in 1900 for an amount of 200 million dollars. America pursued a policy of repression, violence, Christianization and seizure of control over the Muslims' lands. It used for that purpose biological war and the number of [Muslim] victims reached more than 200 thousands...

The Muslim World at Present, Grade 12 (1996) p. 121

The West is the creator of Zionism and a supporter of Israel.

Britain thought that securing its interests in India, the Far East and the Suez Canal would not become attainable except through opposing any unification attempt in the Arab region... In order to guarantee that, the British government adopted the idea of establishing an alien entity friendly to it in the southern Levant [*Al-Sham*], especially Palestine, which would separate the Arab eastern and western parts, exhaust its [i.e., the Arab world] energies and prevent the unification of its peoples and lands. Britain's prime minister Palmerston expressed that [view] in 1840 in a letter he sent to his ambassador in Istanbul... This idea remained the pivot of British policy until it was realized in the Balfour Declaration of 1917.

The Muslim World at Present, Grade 12 (1996) p. 106

...The establishment of a Zionist colonialist entity, which would prevent the unity of the Arab countries and work for the consolidation of Western Imperialism in the Muslim world...

The Muslim World at Present, Grade 12 (1996) p. 62

Britain helped the Jews settle in Palestine and establish a state for themselves on its land.

The Muslim World at Present, Grade 12 (1996) p. 58

⁶⁵ A term denoting what is considered heretical sects, such as Bahaism.

Questions

- Enumerate the measures taken by the British Mandatory authorities for [the purpose of] facilitating the transfer of Palestinian land to the Jews.
- What was the United States of America's role in Judaizing Palestine?

The Muslim World at Present, Grade 12 (1996) p. 111

Even after the end of the Imperialist era, Western hegemonism still exists.

Neo-Imperialism

The Second World War signalled the end of Imperialism in its old form and the emergence of a new kind of Imperialism based on the imposition of political and economic foreign control on a certain state while recognizing its formal independence and sovereignty, without direct confrontation with the patriotic elements in such states.

Neo-Imperialism used new methods such as :

1. Bilateral agreements between the Imperialist state and another state, which is not equal to it, with a view to limiting the developing state, imposing [on it] conditions, which would deprive it of the freedom of action, and pressuring it by way of aid and loans offered by the Imperialist state.
2. Establishing military bases and encouraging the developing states to join international alliances under the pretext of protecting them from external dangers threatening them.
3. Pursuing a policy of racial discrimination and encouraging the white minorities to seize control of the government and direct the country's policy according to the interests of the Imperialist states.
4. Using the international organizations, such as the Security Council and the UN departments, in order to pressure the developing states... and prevent them from acquiring the power which would enable them to get rid of the Imperialist powers' influence.
5. Encouraging foreign investments and establishing industries and economic projects in the states of the Muslim world in order to control their resources and have sway over their economic policies.
6. Striking the Islamic movements and stirring up internal disorder and sectarian divisions in the developing states in order to weaken them and throw them into confusion, which would compell the ruling power to seek help with the Imperialist states for the [purpose of] diffusing security and ruling the country.

The Muslim World at Present, Grade 12 (1996) pp. 64-65

Western economic influence over the Muslim world is grossly exaggerated.

A simple look at the mineral wealth of the Muslim world will show that most this wealth goes to the foreign states and their monopolistic companies, which do not compensate the Muslim states except for a very meager percentage of its value. Even this modest part returns to those foreign states for their goods, which they promote in the Muslim countries, or returns to the foreign banks in the form of deposits. It should be added that this mineral wealth often becomes a misfortune as far as the Muslim states are concerned due to the competition between the foreign states for controlling them. The Gulf War, which broke out in 1990, is but a clear example of that. Also, the foreign states' planning and formation of economic blocks become a pressuring factor on the countries producing this wealth, especially oil. These [foreign] states determine the prices policy and hold sway over it, so that the Muslim states, which produce this wealth, would not be masters of their own affairs at all.

Questions

2. Explain what is meant by economic subordination to foreign states.
5. Demonstrate the foreign states' influence over the Muslim world's mineral wealth.

The Muslim World at Present, Grade 12 (1996) pp. 95-96

Foreign debts were and still are one of the Western states' means to spreading their influence, imposing their hegemony and control over the Muslim countries and using these debts as a pretext for becoming acquainted with these states' economic secrets, striking their local currencies, creating economic disorder there and directly interfering in their affairs.

The Muslim World at Present, Grade 12 (1996) p. 55

The following is an attempt at "killing two birds with one stone", namely, present the West as a power hostile to the (rather symbolic) Ottoman Muslim caliphate and depict Kemal Ataturk, the founder of modern Turkey who actually abolished this institution, as the West's puppet.

Abolition of the Muslim Caliphate

...The Western states... conditioned at the Lausanne conference in 1922 their recognition of Turkey's independence on the following four conditions:

1. The Muslim caliphate should be totally abolished.
2. The caliph and his supporters should be expelled outside of the [country's] borders and his property should be confiscated.
3. Turkey should be declared a secular state and all its ties with Islam should be severed.
4. A secular constitution should be introduced instead of the old constitution of the Ottoman State.

Mustafa Kemal [Ataturk].. started working on the execution of the Allies' conditions and on the execution of the Western scheme in toto. He declared in 1923 the establishment of the Turkish republic... In the following year Mustafa Kemal gave Western Imperialism the greatest present by abolishing the Muslim caliphate. He promulgated a new constitution for Turkey, expelled the Ottoman caliph and confiscated his property, led Turkey's Westernization operations and its alienation from Islam...

[Questions :]

3. Mention Britain's conditions for recognizing Turkey's independence.
4. What was Mustatfa Kemal's position regarding Britain's positions...?

The Muslim World at Present, Grade 12 (1996) p. 66-69⁶⁶

This same book presents cases of repression against Muslim minorities in some Western states, such as Czarist and Communist Russia, Bulgaria and former Yugoslavia. The persecution accusations against these states include physical annihilation, forced Christianization, destruction of Muslim mosques and closure of Muslim schools and other cultural institutions, mass deportation, forced labor, ban on Muslim costume – especially for women, prohibition of performing religious rites and enforced adoption of non-Muslim names. The suffering of Bosnian Muslims at the hands of the Serbs – massacres, expulsion, rape – with Western encouragement is also described. The American initiative against the Serbs in Bosnia in favor of the Muslims there is ignored.

The Muslims in Former Yugoslavia

...The Muslims faced harsh waves of persecution and Christianization operations under the Austrian Crusader rule...

⁶⁶ Mustafa Kemal Ataturk indeed did all that and more, but presenting his actions as submission to Western directives, as done here, is a gross distortion of historical facts. Turkey entered the Lausanne conference at the peak of its military and political victories and it was it who dictated much of the outcome of that conference rather than the opposite.

After the Communists came to power following the Second World War the Muslims faced repression activities and mass massacres in which more than 24 thousand Muslims were killed and many mosques were destroyed... The Muslim higher academy of [Islamic] law in Sarajevo and all other Muslim schools were closed as well, except one, which was kept for propaganda [purposes].

...At the beginning of 1991 the [Bosnian] Serbs staged an armed revolt against the Muslim republic in Bosnia-Herzegovina... They killed, expelled, maimed and raped them [the Muslims]. [Even] women, children and the elderly were not spared. The Serbs did not leave intact anything, which reminded them of Islam and the Muslims, such as mosques, schools and monuments all over the republic...

That was done with the encouragement and support by a number of Western states... Matters are about to reach their destiny, which is the extermination of Islam and the Muslims in Europe...

The Muslim World at Present, Grade 12 (1996) p. 143-144

Similar examples of repression against Muslim minorities are given in the same book with regard to the Philippines, Thailand, India and China.

A major part of Western invasion against Islam takes place at the cultural level.

The Method of Intellectual Invasion

Within its conflict with the Muslim world, the West turned to another method, after its failure in the military confrontation [i.e., the Crusades]. Its intellectuals started planning for an invasion of a new kind, which would safeguard for the West its presence and leave for it a kind of loyalty [in the region]. The method of intellectual invasion appeared, which is considered one of the most prominent influencing factors in the Muslim world at present...

The Concept of Intellectual Invasion

Intellectual invasion is a systematized action for alienating the Muslims from their religion, raising doubts regarding its values, laws and civilization and inducing the Arabs and the Muslims to accept Western civilization and live according to Western pattern.

The intellectual invasion of the Muslim world started approximately at the beginning of the nineteenth century relying on methods and institutions, which undertook to carry out Western Imperialism's plans and to realize its goals in preparation for spreading its control over the Muslim world and occupying it militarily. Some of these methods and institutions are [as follows]:

Missionary Activity

This is a movement with institutions outwardly calling for the adoption of Christianity under the slogan of humane activity. In fact, it strives to cast doubts among the Muslims regarding their own religion, history and civilization and spread division and conflict among them so that their power be weakened and consequently it would become easier for Imperialism and its armies to occupy their countries.

Orientalism

These are Western institutions, which study the East's faiths, civilizations, literatures, history, and languages, including those of the Muslim world, in order to become acquainted with the strong points – to destroy them, and the weak points – to use them with a view to plotting against the Muslim world and discrediting it.

Westernization

Educating the Muslims in the Western culture, introducing them to secular ideas, making them accustomed to Western patterns of social, economic, intellectual and cultural life and encouraging them to adopt the West's morals and copy them in living and life style. The West has established special institutions for this purpose...

Goals of the Intellectual Invasion

By its intellectual invasion of the Muslim world, Western Imperialism sought to attain the following:

1. Partitioning the Muslim world, dividing it into small pieces and establishing a number of states there according to Western patterns.
2. Distorting Islamic civilization and Islamic history and striving to weaken Islamic belief in the Muslims' souls, spreading secular ideas, Western culture and ideals, values, morals and systems emanating from it.
3. Preparing for the occupation of the Muslim countries militarily, spreading Western influence over them and colonizing them intellectually, economically and socially.

The Muslim World at Present, Grade 12 (1996) pp. 43-44

Means of the Intellectual Invasion

In its intellectual invasion, Western Imperialism pursued various methods, such as:

1. Denigrating the Islamic faith's purity, casting doubt regarding Islam's laws and contesting their suitability to contemporary life... They called for separation of religion from life, state and politics...
2. Speaking evil of Islam's personalities and leaders and distorting the Muslims' history...
3. Calling for writing the Arabic language in Latin characters and substituting the colloquial dialects for the literary language... That would weaken the linguistic and conscious unity within the nation, weaken the Muslims' understanding of their religion and separate them from their heritage.
4. Creating ideas and movements, which work for the poisoning of the Muslim nation's thinking and substituting this alien thinking for its original thinking. For this purpose, they introduced it to the materialist ideologies such as Existentialism and Communism, circulated Darwin and Freud's theories and supported the Masonic, the Babi, Bahai and Kadiyani [Ahmadi] movements...
5. Reviving the pre-Islamic inclinations such as Pharaonism in Egypt, Phoenicianism in Lebanon and Berberism in North Africa, reviving regional and racist [i.e., ethnic] inclinations, which shatters the Muslims' unity... Therefore, they [also] encouraged the Turkish Turanian trend [in the late period of the Ottoman Empire]...
6. Spreading Western customs which contradict Islamic principles...
7. Infiltrating through the educational, social and humane institutions into Islamic society...

The Muslim World at Present, Grade 12 (1996) pp. 45-46

The Imperialists also attacked the Islamic values and tried to alienate the nation by using the missionary and Orientalist institutions for the purpose of distancing the Muslims from their religion under the pretext of civilization, development, progress and adjustment to the spirit of the age. The Imperialists used the communication media for spreading their influence in the Muslim world and achieve intellectual subordination. They established newspapers and magazines; built cinemas and theaters, exploited radio and television broadcasts; encouraged Western[-style] literature, which calls for liberation from religion and separation from the Muslim nation's past; circulated ideas carrying the slogans of secularism and Capitalism; distorted the image of Islam in the eyes of its own people by attacking some of its notions such as polygamy, permission of divorce and the spread of Islam by [way of] Jihad; circulated social

diseases in the Muslim countries such as drinking alcohol, playing cards, unveiling [of women] and licentiousness; and broke into the Muslims' houses in the name of woman's liberation, just treatment and realization of her equality with man. By its intellectual invasion, Western Imperialism managed to remove Islam away from directing the Muslims' life and made them ready to accept its civilization, ideas, systems, laws, and way of living. Thus, the Muslim world has fallen into the claws of Western Imperialism and has become subordinate to it in its thought and culture...

The Muslim World at Present, Grade 12 (1996) p. 174

Western civilization itself is lacking compared to the Muslim one.

Western civilization, which prevails today, represents the apex of material life attained by man. But what this civilization is blamed of is that it has deprived man of his confidence and stability and has neglected human ideals and the high-ranking values as it made material prosperity its ideal, material profitability the measurement of deeds in this world and made happiness not exceed satisfaction of [human] passion and taking pleasure in material things.

The world today is in need for Islamic civilization, because it is the one, which is capable of continuing the material progress produced by Western civilization, and [is] the one, which can take the people to a high-standard spiritual life alongside that material progress... Will it be possible for the Muslim nation to grasp this truth, play its role and [fulfil] its mission in the people's life?

[Questions:]

Why is Islamic civilization capable of delivering mankind from its suffering?

The Muslim World at Present, Grade 12 (1996) p. 36

Peace and War

Peace is an ideal to be pursued in the field of international relations, but the main governing principle there is spreading Islam.

The foundation of the relations between the Muslim state and other states and peoples is peace. State of peace is the primary state with other states and neighboring peoples... The Muslim state builds its relations with other states in accordance with what is dictated by the interest of the Muslim nation... The fundamental goal of establishing relations with other states is spreading Islam ...

Islamic Systems, Grade 12 (1996) pp. 198-199

War was not prescribed in Islam for the sake of enslaving peoples or annihilating human beings, or due to a desire for corruption and for taking control of the resources of other nations. War [in Islam] has been prescribed for an exalted goal, which is warding off aggression, safeguarding the lands of Islam and working for the people's transfer from worshipping [God's] servants to worshipping Sublime God...

Islamic Systems, Grade 12 (1996) pp. 199-200

The following is a paragraph trying to explain the peace process with Israel from the Jordanian perspective (the books were originally published in Jordan) and implicitly justify Jordan's move within the larger Arab context. This is a significant effort to present the possibility of a peaceful solution to the conflict as an option, bearing in mind that military liberation and Jihad are also advocated (see below).

The Peaceful Inclination in Dealing with the Palestinian Problem

The attempt to deal with the Palestinian problem before 1948 took a military nature, in spite of some peaceful inclinations. That was the case as well until 1967 and after. But after 1970, Arab, Palestinian and international events led to factual inclination towards a peaceful solution in dealing with the Palestinian problem. Israel has proven its military superiority and victory over the Arab states. Egypt, the largest of the Arab states, concluded a peace treaty with Israel, and the Palestine Liberation Organization [PLO] could not realize its goals by military means. Also, international balance became disturbed with the collapse of the Soviet Union and with it – the Socialist states, and the United States of America became the great power controlling international politics. The Iraqi-Iranian War [1980-1988] exhausted resources and energies and the Gulf War [1991] brought Western presence back to the region. All that led to the convening of the Madrid conference in 1992 and to the peace agreements with the PLO in Oslo and Washington and the peace agreements with Jordan. The Palestinian problem thus entered a new phase – the phase of peaceful solutions.

The Muslim World at Present, Grade 12 (1996) p. 114

On the other hand, liberation of Palestine and the holy places by way of Jihad is the obvious solution.

The Muslims' countries today badly need Jihad and Jihad fighters in order to liberate the usurped land, evict the usurping Jews from the Muslims' land in Palestine and the Levant [*Al-Sham*] and eliminate oppression against the Muslims in all the countries controlled by the enemies. You, young men, are the anticipated army of tomorrow and the Jihad fighters in God's cause to raise His word, strengthen His religion and liberate the holy places and the usurped land with His permission.

Religious Subjects for Grade 8, Unit 3: Noble Prophetic *Hadith* (?) p. 12

Activity

Prepare an essay of not more than ten lines for the wall magazine in which you will mention the things, which should be at the Muslims' disposal these days so that they realize the liberation of Jerusalem from the Jews.

Religious Subjects for Grade 9, Unit 2: Pious Forefathers (1993) p. 67

Jihad is referred to numerous times in the books. Representative examples are given below. Some central recurring points are: Jihad is the highest degree of obedience to God, one of the most loved deeds in God's eyes and a proof of the believer's love for God; Jihad is a fundamental pillar of Islam – "the Sixth Religious Duty" – and the highest peak of Islam; every Muslim should actually participate in Jihad or – if he is unable to do so – at least wish for such participation; refraining from participation in Jihad is an abominable sin; Jihad is an indispensable necessity for Muslim society in any age and especially nowadays, in view of the attack it is subjected to on the foreigners' part; the Muslim state should adopt Jihad as a way of life and be a Jihad-fighting nation, not only for defense purposes but also for the purpose of spreading Islam worldwide, which is its main obligation decreed by God;

Jihad is the making of an effort in fighting the unbelievers in the battlefield and is the highest degree of obedience to Sublime God as it means the spread of Islam, the strengthening of religion, protection of the Muslim nation against its enemies and defense of its religion and its homelands. It is a great religious duty and [one] of the best deeds in God's eyes and of the most loved ones by Him. The Jihad fighter [*mujahid*] has a high position in Sublime God's eyes, with the prophets and the righteous ones, in Paradise.

Religious Subjects for Grade 7, Unit 3: Noble Prophetic *Hadith* (1991/2) p. 36

Explain the importance of Jihad in our present life.

Assignment, **Religious Subjects for Grade 7, Unit 3: Noble Prophetic *Hadith* (1991/2) p. 37**

What the Noble [Qur'anic] Verses Guide to

...The believer's Jihad in God's cause is a proof of his love for God and His Messenger.

Holy Qur'an, Grade 12 (1996) p. 20

Jihad is considered a fundamental pillar of Islam and some of the jurists consider it "the Sixth Religious Duty".⁶⁷ Moreover, it is the highest peak of Islam. Those who neglected Jihad were humiliated...

Prophetic Biography and Muslim History, Grade 11 (1996) p. 161

The Messenger warned against the consequence of this abominable act, namely, staying away from the honor of Jihad and refraining from participation in the fight against the enemies...

Religious Subjects for Grade 10 (?) p. 207

Jihad is an indispensable necessity for Muslim society in any age. The neglect of Jihad brings upon the nation weakness and humiliation, exposes it to aggression and makes the enemies covet its land and resources and burst forth to occupy it and plunder its wealth, as the case of the Muslim nation is these days in most of its countries.

Islamic Culture, Grade 11 (1996) pp. 129-130

The Preparation of the Jihad-Fighting Nation

God's Messenger educated the Muslims for Jihad and created from them a fighting military nation. He urged the nation – men, women, children and the elderly – to learn fighting methods and take their share in Jihad...

Prophetic Biography and Muslim History, Grade 11 (1996) p. 131

The Muslim nation should be bent on constantly preparing for Jihad, as it is a Jihadic nation. The construction of the Muslim state's military power is not merely for defensive preparation [purposes]. It is rather a definite matter so that it will be easier for the [Muslim] state to perform what God has imposed on it, namely, carrying the Islamic mission and announcing it to mankind...

Islamic Systems, Grade 12 (1996) p. 183

The praise of martyrdom is part and parcel of the education for Jihad.

The Favor of Martyrdom [Shahadah]

If the Jihad fighter is killed in Sublime God's cause he is granted martyrdom and God forgives him his sins, grants him His favor and lets him enter Paradise.

Religious Subjects for Grade 9, Unit 3: Noble Prophetic Hadith (1993) p. 19

The issue of terror is never discussed as such. Attacks by Palestinian armed organizations on Israelis, both civilians and military, are usually referred to in the Arab world as "armed struggle" and "Fidai activities". "Fidai" is a traditional Islamic term denoting a warrior who is ready to sacrifice his life for a cause and is nowadays applied to members of the Palestinian organizations. The following quotation mentions this kind of activity pursued by the PLO.

The PLO first pursued "Armed Struggle" in its relations with Israel and waged a *Fidai* war with it on a number of fronts, which cost much money and many human casualties. But it could not realize its goals through military methods, which made it turn to other peaceful methods.

The Muslim World at Present, Grade 12 (1996) p. 114 [the quotation marks are in the original]

⁶⁷ In addition to the traditional five pillars of Islam: Testimony of Belief, Prayer, Fast of Ramadan, Alms-Giving and Pilgrimage to Mecca.

Conclusion

There are two main conclusions arrived at on the basis of the preceding material: the attitude to the "other", that is, non-Muslims (and to a certain extent – non-Sunni Muslims as well) is generally negative, often hostile, and Jihad against the unbelievers is advocated and urged a great deal.

In spite of the fact that the books recognize the religious and moral foundation shared with the other monotheistic religions and emphasize Islam's traditional tolerance towards their followers, they warn the students to remain cautious vis-à-vis Christians and Jews and not have friendly relations with them on account of their unbelief and perceived hostility to Islam.

The Jews bear the brunt of the books' hostile attitude, due, perhaps, to their historical conflicts with Prophet Muhammad in Arabia in early Islam and, more probably, because of the present conflict over the Holy Land. The books present various episodes, which portray the Jews in negative light, produce negative commentaries against the Jews based on Qur'anic verses and attribute to the Jews negative traits.

Among other things, the Jews are accused of rejection of truth, love of untruth, hostility to the prophets, blasphemy, distortion of their holy scriptures, violation of treaties, hostility to the Muslims, espionage, conspiracy, quarrel-mongering and of enriching themselves unlawfully. They are presented as selfish, envious of others, greedy, miserly, sly and treacherous. Finally, they are God's enemies. Accordingly, they have been sentenced to a life of eternal torment and humiliation in this world and in the hereafter.

The Jews are demonized as well in the context of the present conflict. They are presented as occupiers, killers of innocent people, expellers of people from their homes, desecrators of holy places, usurpers of Muslims' lands, demolishers of Muslims' houses, etc. This demonizing campaign reaches its peak with a traditional Prophetic Saying (Hadith) practically calling for the annihilation of the Jews as one of the events preceding the End of Days.

The Jews' historical legitimacy in Palestine is rejected and the ancient Canaanites are "Arabized" and made the sole legitimate inhabitants of the country. The Jews' religious and national ties to the country are dismissed as "greedy ambitions". The Jews' holy places in Palestine are never referred to, which is an expression of non-recognition and rejection of the Jews' religious connection to the country. The Jewish national movement of modern times – Zionism – is depicted as an invention of Western Imperialism, British Imperialism in particular, with which it is said to have collaborated.

Israel's sovereignty is not recognized. Although the books admit that it enjoys extensive international recognition, it is presented as an occupying power in Palestine and its name is not to be found on maps. It is Palestine, which is given the status of a sovereign state instead, both in the text and on the map.

Israel is also demonized. Apart from its "primary sin" of occupation, it is presented as expansionist and aggressive. Besides, it is a powerful country enjoying military superiority in the region, which makes it a threat to its Arab neighbors.

The West, including Czarist and Communist Russia and the Christian Balkan states, is depicted as a source of evil both materially and spiritually. On the material level it occupied Muslim lands, subjugated their peoples and plundered their wealth; it partitioned the once united Muslim world into rival states; it uses its world hegemony politically and economically to the Muslim world's detriment; it supports Israel against the Muslims; and it has a history of oppression against Muslim minorities in some of its countries. On the spiritual level it has aimed at destroying the power of Islam in various ways, such as distancing Muslims from their

religion and distancing Islam from public life by way of Westernization, destroying Muslim unity by the encouragement of other loyalties – ethnic and territorial, by the establishment of “destructive movements” within Islam, such as Bahaism, and also by forcing Turkey to abolish the Ottoman Muslim caliphate – as falsely claimed by one of the books. A major aspect of Western cultural attack is the circulation of foreign ideologies and theories, such as Communism, secularism, Darwinism, the concept of women liberation, etc.

As regards the books’ attitude to peace, especially in the context of the Middle East conflict, there is some ambivalence. On the one hand we have a book emphasizing the need to solve the conflict peacefully, due to Israel’s military superiority in the region, which has so far foiled the attempts to decide the conflict militarily, and due to the new world constellation following the collapse of the Soviet Union and the universal recognition of Israel’s right to exist. On the other hand, much emphasis is put on Jihad as a means to liberating Palestine. In fact, Jihad is elevated to a degree of the sixth pillar of Islam, besides the other, more familiar, five ones (testimony of belief, prayer, fasting of Ramadan, alms giving and pilgrimage) and made the highest degree of obedience to God and a proof of the believer’s true love of Him. It is made a personal obligation of every Muslim who can carry it out and an indispensable necessity for Muslim society in all times. The Muslim state should adopt Jihad as a way of life – not only for defensive purposes, or for the purpose of liberating Palestine from the Jews – but rather for the purpose of spreading Islam worldwide, to which God has destined it. This notion is very much similar to its counterpart in Iranian school textbooks, which have been recently studied by the author of this report.

These are the books used by the students at the PA religious institutions. They express hostility to non-Muslims in general, with special emphasis on anti-Jewish and anti-Western attitudes. Together with the heavy emphasis put on the ideal of Jihad, they constitute an explosive material with immediate impact on the minds of young Palestinian students, which is bound to have its grave effect on the ground sooner or later.

And a final note regarding the original publisher: the material quoted in this Appendix has been taken from books published by the Jordanian government in the 1990s. These are relatively old books and the big question, which should be asked in this context, is whether they have undergone some changes in the wake of the conclusion of the peace treaty with Israel in October 1994. It seems that an up-to-date study of Jordanian school textbooks is inevitable and we hope to start such a project towards the end of 2008.