

## Chapter Seven: The West

*Earlier PA textbooks did not contain specific references to the West. That was first done in grade 10 and it continues in grade 11 and 12. The higher the grade the more extensive and negative the material becomes. In grade 11 the West is a very significant “other” next to Israel and the Jews. In grade 12 a relatively large portion of the school material is dedicated to Imperialism and other Western evils.*

### A. The Crusades and Other Attacks

#### Grade 11

*The Crusades are sometimes seen as the first Western attack against Islam.*

The European West invaded the East in the Middle Ages... The Franks took control of several Palestinian cities among which were Jaffa, Ramlah, Hebron, Bethlehem and Jerusalem which most of its inhabitants were killed in a massacre perpetrated by the Franks in the city, of which the victims were seventy thousands according to the Muslim narrative and twenty thousands according to the Frankish one...

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 19**

The Muslim East faced at that time [i.e., the Middle Ages] Crusader expeditions coming from the European West. These expeditions made the Levant [Bilad al-Sham] their destination with a view to colonizing and gaining possession of it... The Muslim gathering and rise for the liberation of Palestine began during the reign of Salah al-Din al-Ayyubi [Saladin]...

**Arabic Language – Reading, Literature and Critique, Grade 11, Part 2 (2006) p. 88**

The Crusader invaders befell from Europe upon the Levant like a plague. The devil had blown in their noses and they thought that they would be victorious by falsehood... The usurpers set sail and disembarked on Palestine’s shore as plundering gangs...

The Crusader throngs advanced towards Jerusalem and besieged it. Its defenders resisted them and defended it bravely. When it defied the malicious invaders they bombarded it with catapults and ruined its walls. Then, their armies savagely burst forth within it and killed its children, its women, its elderly and its scholars...

**Arabic Language – Reading, Literature and Critique, Grade 11, Part 2 (2006) pp. 99, 106**

...The al-Aqsa Mosque, after having been liberated from the occupiers’ filth...

**Arabic Language – Reading, Literature and Critique, Grade 11, Part 2 (2006) p. 103**

*Another Western attack against Islam was that of the Spanish Reconquista.*

...The evil [perpetrated by the] Spaniards who expelled the Muslims from Sicily and Spain...

**Arabic Language – Reading, Literature and Critique, Grade 11, Part 2 (2006) p. 90**

*The following is a sole reference found in the textbooks to a calamity experienced by the Muslims in the Middle Ages, which came from the east, not from the west, namely, the Mongol invasion.*

... In the Mamluk era the Muslim East faced a Mongol attack, which came from Central Asia under the command of Hulagu who sent his savage armies towards Baghdad, capital of the Abbasid Caliphate, and occupied it... He ruined the centers of knowledge and the monuments of civilization there... The evil [perpetrated by the] Mongols who launched savage attacks

against Iraq... What befell on Baghdad at the hands of Hulagu, who killed many of its scholars and ruined its libraries and centers of scholarship.

**Arabic Language – Reading, Literature and Critique, Grade 11, Part 2 (2006) pp. 88, 90**

## **Grade 12**

*This issue is not referred to in grade 12 books.*

## **B. Western Imperialism**

### **Grade 11**

*Western Imperialism is talked of a great deal and blamed for almost all ills in modern Arab and Muslim societies.*

The Muslim nation is in a critical phase in its history, for some of its lands are found under the yoke of direct Imperialism...

**Islamic Education, Grade 11, Part 1 (2005) p. 122**

*Modern Western Imperialism in the Muslim East began with Napoleon's expedition to Egypt. The PA narrative makes Palestine the main goal of that expedition and presents Napoleon's failure in Acre vis-à-vis the Ottoman forces assisted by the British navy as a Palestinian victory over Napoleon.*

#### **The French Expedition against Egypt**

It began... under the leadership of Napoleon... and occupied Egypt... It was motivated by several factors the most important of which [was] Imperialist competition, especially between Britain and France. One of its results was that it turned the eyes of the Imperialist states to the importance of the Arab homeland in general and Palestine in particular. It was the first direct cultural friction between East and West in the modern era and demonstrated the East's backwardness scientifically and militarily.

#### **The Jaffa Massacre**

The French army succeeded in occupying the city of Jaffa, after fierce resistance. Following [its] entrance into it, it perpetrated a big massacre the victims of which were more than three thousand prisoners of war, having claimed its inability to feed them and guard them in a land far from its own bases...

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) pp. 47-48**

#### **The Expedition's End**

After Napoleon's failure in conquering Acre and [due to] the continuation of the Palestinian resistance, he decided to withdraw and return to Egypt... With his withdrawal the French expedition to the Levant came to an end, while having made the inhabitants of the region attentive to the dangers of European Imperialism... apart from the firmness and power of endurance manifested by the Palestinian people in defense of its country. The people of Palestine managed through preparedness and steadfastness to stop Napoleon's forces...

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 50**

*Another phase in Western Imperialism in this region was the action taken by some Western powers to stop the attack on the Ottomans by Egypt's ruler Muhammad Ali. Although a non-Arab of Albanian origin with dynastic aspirations of his own, Muhammad Ali has been regarded by modern Arab historiography as an early advocator of Arab nationalism.*

[Muhammad Ali's victory over the Ottomans in 1840] prompted the European states, especially Britain, Russia and Austria [France supported Muhammad Ali but that is not mentioned here], to create an alliance among them in order to stand against Muhammad Ali. They moved their fleets and armies towards the Syrian coasts, imposed by force the London Agreement on Muhammad Ali in 1840 and forced him to withdraw from Syria in November of that year. Thus the first unification attempt between Egypt and Syria came to an end due to the position of the European states.

What was the European states' goal in putting an end to the Arab state, which Muhammad Ali tried to establish?

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 55**

*Under Western direct and indirect pressure, the Ottoman government started in the 19<sup>th</sup> century a series of reforms in government in order to better face the requirements of modern times, with partial success. There was, however, a bitter argument within it regarding their usefulness, which is reflected in the following PA text.*

Did these reforms emerge from the state's [true] needs or from the desire to comply with the interests of the great powers, especially Britain and France? Why?

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 56**

...European Imperialist competition over the Arab East and the attempt to impose political and economic hegemony...

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 56**

The Muslims' solidarity in the modern era: Foreign Imperialism and the fall of some parts of the Muslim world in its hands were a spur which awakened the Muslims from their indifference, as calls for solidarity in the form of reformist movements came to life. They were then followed by the notion of the Islamic Union proclaimed by Jamal al-Din al-Afghani who was joined by his disciple Sheikh Muhammad Abduh. This notion was not successful because of the appearance of the national idea among the Turks and the Arabs...

**Islamic Education, Grade 11, Part 1 (2005) p. 112**

The partition of the Muslim world by Imperialism into regional states separated from one another by artificial borders had a negative impact on its unity... Nationalist fanaticism means blind association with one of the modern regional states that were established on a national basis and discrimination against the other states and peoples...

**Islamic Education, Grade 11, Part 1 (2005) pp. 127-128**

...The entering of the Arab and Muslim world into the whirlpool of European Imperialist greedy ambitions.

**Contemporary Issues, Grade 11, Part 1 (2005) p. 56**

International Conspiracies against Palestine

The Sykes-Picot Agreement, 1916

While Britain was negotiating with the Arabs over the declaration of revolt against the Ottoman Empire, it held secret negotiations with each of France and Russia with a view to dividing up the Arab lands [of the Ottoman Empire]... A secret agreement was the result of these negotiations which was known by the name the Sykes-Picot Agreement...



Sykes-Picot 1916

[Dark blue:] French zone

[Dark red:] British zone

[Black:] International zone

[Light blue:] French influence zone

[Light red:] British influence zone

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 76**

Look at the map which shows how the Arab land were divided between Britain and France according to the Sykes-Picot Agreement.

...Russia did not have ambitions in the Arab countries but it was promised by the Allies that in return for its signing the agreement it would obtain the Armenian provinces in Turkey and northern Kurdistan, and its rights in Constantinople and the Straits (Bosphorus and the Dardanelles), and would be given the right to defend the interests of the Orthodox [Christian community] in Palestine.

France would obtain the Syrian littoral including Lebanon's coast and also southern Anatolia including the provinces of Adana, Mersin and Alexandretta... as well as the establishment of an Arab zone under French administration... This zone would include northern Iraq and the cities of Damascus, Homs, Hama and Aleppo...

Britain would obtain the lands of Mesopotamia and Basra on the Arab Gulf... In addition Britain obtained the ports of Haifa and Acre in Palestine... and the establishment of an Arab zone under British influence similar to the Arab zone that belonged to France... International administration would be established in Palestine...

How could this agreement be considered contradictory to Britain's promises to the Arabs in the correspondence between [the ruler of Mecca] *Sharif* Hussein and [the British High Commissioner in Egypt, Sir Henry] McMahon?

The Sykes-Picot Agreement basically corresponded to the Imperialist states' economic and commercial interests and was an example of the deceit and cunning in the politics of these states. They embarked upon the fragmentation of the Arab lands within the Ottoman Empire and dividing them up between Britain and France with a view to robbing their resources and wealth and preventing the establishment of a strong unified Arab state.

[Following the disclosure of the agreement by the Russian Bolshevik government] Britain resorted to diplomatic deception and trickery and alluring promises. It announced that this agreement is nothing but a lie and fabrication on the part of the Communist government of Russia and one of the Turks' intrigues aimed at breaking the alliance between Britain and the Arabs... *Sharif* Hussein was convinced by the British position.

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) pp. 76-78**

*Various ideological currents in the Arab world in the 19<sup>th</sup> and 20<sup>th</sup> centuries are described in the context of Western Imperialism (and other factors). The Islamist vision is given first followed by the nationalist and the socialist ones.*

...The people's getting farther from religion weakened the state and the social institutions and that weakness led to the beginning of foreign penetration into the nation intellectually and economically. The West began to impose itself economically and thence culturally and intellectually and ended up as colonizer of the Arab and Muslim region, having claimed that it endeavored to save it from its backward self and to promote it so that it would become like it [i.e., the West].

**Contemporary Issues, Grade 11, Part 2 (2006) p. 40**

The Arab nationalist current started to crystallize at the end of the Ottoman period vis-à-vis two fundamental variables, The first one was the Turkification campaign [by the Ottoman authorities in the Arab provinces]... The second one was the beginning of European economic, political and Colonialist-Imperialist penetration in the Arab region...

...The nationalist currents and the parties that sprang from them played a pioneering role in resisting European Imperialism for the achievement of independence and in keeping the particularity of the Arab identity and the Arabic culture alive vis-à-vis the obliteration and dissolution attempts made by the European powers and the Turkification policy by the Ottoman state during its latest period.

**Contemporary Issues, Grade 11, Part 2 (2006) pp. 42-43**

...Various socialist currents crystallized in the Arab world in the last century under the influence of world socialist ideas, on the one hand, and as a reaction to the reality of feudal oppression and exploitation, which was prevailing in the Arab world and was supported by world Imperialist Capitalism, on the other hand.

**Contemporary Issues, Grade 11, Part 2 (2006) p. 45**

The Tripartite Aggression against Egypt in 1956

Britain, France and Israel committed an aggression against Egypt on October 30 following the nationalization of the Suez Canal by the late Egyptian president Jamal Abd al-Nasser... The

tripartite aggression failed to achieve its goals due to the steadfastness of the Egyptian people and its leadership, and the support of the Soviet Union, and the three states were forced to withdraw as an implementation of the Security Council's resolution...

**Modern and Contemporary History of Palestine, Grade 11, Part 2 (2006) p. 42**

## Grade 12

*The history textbook for grade 12 contains whole chapters on Western Imperialism and the struggle against it.*

### Foreign Penetration into the Arab Homeland



The Imperialist states used many methods to penetrate into their spheres of influence, such as missionary work and Imperialism.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 2**

### Imperialism

What is Imperialism? When did it start? What are its motives? What means did it use to realize its goals?

Imperialism: An action, or a series of actions, which may lead to control or influence by a state or an organized group of people over a piece of land, which did not belong to them, or over the inhabitants of that land, or over the land and the inhabitants at the same time...

### Imperialism's Goals

The Imperialists' goals in taking control of other countries were numerous:

The Imperialist states' need for raw materials to be used in [their] industry and for making international and regional markets available for the distribution of [their] surplus materials produced beyond the need of their own societies; securing transportation routes, lines of supply and transport stations in some countries, which have strategic positions overlooking seas and rivers, etc; the Imperialist states' need for cheap working hands in industry; the Imperialist commercial companies' resort to investing their capital in strategic projects, which would bring them profits outside their own countries.

I will think of other reasons for Imperialism.

### Manifestations of the Imperialist Tendency

The manifestations of the Imperialist tendency became evident in [the following]:

1. Growth of monopolistic capitalist institutions in various fields with a view to exploiting sources of primary materials, especially those ones needed for iron and coal production, and with a view to possessing a large stock of gold.
2. Transformation of financial banks into Capitalism's monopolistic institutions and their spread in various places of the world.
3. Export of capital to facilitate [Western] political, military and economic penetration and to shackle the will of the weak peoples.

These manifestations resulted in [Imperialist] control over certain countries and [Imperialist] expansion through them at the expense of territories of other countries, as well as the creation of methods for dealing with the people of the colonized region on an unequal basis. [Other manifestations were] the emergence of competition among the Imperialist states with the aim of obtaining as many colonies as possible, and the arrival at agreements [between them] to divide world spheres of influence, such as the agreements of Sykes-Picot in 1916 and of San Remo in 1920. In addition, Imperialism penetrated into the old empires with a view to weakening their institutions, [state] apparatus and elements and then dismembering them, as happened to the Ottoman State. [Other manifestations were] the emergence of regional problems and crises, either on the borders or in regions in several places in the world, which contributed to the eruption of world problems such as the Moroccan crisis and the Balkan crisis before the First World war and the [problems of the] Polish Corridor and the port of Danzig [Gdansk] before the Second World War.

### Forms of Imperialism

European Imperialism for controlling the world took various forms, of which we will mention [the following]:

First: Military invasion. The European states [first] equipped their forces in order to impose their domination by military force. But the Imperialists [later] began substituting that for covert methods, which would hide their goals.

Let us discuss the reasons for the pursuance of new methods of penetration by the Imperialists.

Second: Colonialist Imperialism. The Colonialist Imperialist phenomenon is in its essence the existence of aliens in the midst of the milieu of the original inhabitants of the country. They feel pure and superior, practice against the original inhabitants various types of racial discrimination and deny their [i.e., the original inhabitants'] national character. Colonialist Imperialism in modern times is found mainly in Palestine, South Africa and Rhodesia (Zimbabwe). Their existence constitutes a fateful challenge to the peoples on which they impose themselves in order to acquire land by whatever means, because land is the material foundation of the settlements as the settlers are their human foundation. It should be noted that the Imperialist entity's policy of encouraging the immigration of [new] settlers does not open the door to all those who wish to settle. Rather, it necessitates a certain type of settlers. This type in relation to South Africa and Rhodesia (Zimbabwe) is the white-skinned European. As regards Israel, it is preferred that the Jew be European or American.

The operation of attracting settlers was accompanied by the expulsion of the original inhabitants, denying them citizenship and economically exploiting them as cheap working hands and servants among the settlers.

Third: Economic control [See in Section D below].

Fourth: Cultural invasion [See in Section E below].

Why, in your opinion, were Imperialism's forms [so] numerous?

#### Imperialist Policy and its Impact

The various Imperialist states pursued similar policies for the realization of their interests in their colonies, as follows:

- Using repressive methods in [the process of] subjecting the colonies to their rule, such as murder, arrests, demolition, exile, collective punishments, etc.
- Annexing and subjugating the colonies to their direct rule, as happened when France annexed Algeria and considered it a part of its own [territory], Italy annexed Libya and Britain – India, when it placed its administration under London's direct rule.
- Expelling the original inhabitants, settling [in their stead] subjects of the Imperialist states and presenting them with all [necessary] facilitation [means] in order to guarantee the continuation of their flow to the colonies and their remaining there.
- Abolishing the political regime and the manifestations of national government in the colonies and administering them by governors and advisors from the Imperialist states.
- Plundering the country's wealth through the imposition of the Imperialists' economic control through land confiscation and control of the mineral, industrial, commercial and other economic resources, in addition to imposing taxes, which led to the spread of poverty among the inhabitants of the colonies.
- Fighting the local and national culture, imposing the Imperialists' culture by way of fighting the Islamic religion and the Arabic language in the Arab homeland, and pursuing the policy of de-education vis-à-vis the inhabitants by way of fighting [local] education.
- [Practicing] racial discrimination and apartheid among the original inhabitants. An example of that is France's attempt to impose the Berber Zahir Law in the Arab Maghreb in 1930, which was aimed at discriminating between Arabs and Berbers through the revival of some Berber customs and traditions for the sake of segregating the Berbers from their religious origins and transforming them into French subjects.
- Neglecting health conditions, and thus causing the spread of diseases, which killed the inhabitants.
- Neglecting labor affairs, depriving the workers of labor legislation, preventing them from establishing trade unions and oppressing their rights.

These Imperialist policies entailed several impacts: [First], the elimination of political unity and the division of the colonized areas into numerous political entities. The best example of that is the division of the Arab homeland and the deterioration of [its] economic conditions as the Imperialist states transformed their spheres of influence into markets for their own products and exhausted their [natural] resources, oil in particular, which led to their becoming dependent [on them] economically. That hindered their development policies during the phase of liberation and construction [i.e., after they became politically independent], which entailed political subordination that would secure for the Imperialist states the continuation of their penetration into these regions even after their independence. [Second,] the emergence of the phenomenon of sectarian and communal chauvinism in the Imperialists' spheres of influence – as the case is in Lebanon, and the problem of minorities such as the Kurds in Iraq and the Negroes in Sudan, which plays a role in their political instability. [Third,] the scientific and technological backwardness of the Imperialists' spheres of influence as a result of their neglected education, which keeps them weak and makes [the Imperialist states] continue their interference, in spite of the fact that they [i.e., those spheres of influence] are independent and sovereign states.

I will think of other impacts left by foreign Imperialism in the Imperialists' spheres of influence.

[Questions:]

I will put a “V” sign next to the correct phrase and an “X” sign next to the incorrect phrase:

...

The Imperialists expelled the original inhabitants as happened in Palestine.

Activity: How is it possible to confront the continuing attempts by the Imperialist states to penetrate into the world’s various regions?

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 5-10**

What is the policy pursued by the Imperialist states in each [of the following]:

1. Military invasion
2. Colonialist Imperialism
3. Economic control
4. Cultural invasion

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 174**

Some of Imperialism’s goals [are]:

- A. Brains emigration to outside countries.
- B. Expelling the Arab citizen from his homeland.
- C. Working for the subordination of the Arab region to the West.
- D. All the [answers] mentioned [above].

Colonialist Imperialism is concentrated in modern times in:

- A. Egypt
- B. Palestine
- C. Uganda
- D. Chile

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 166**

#### Foreign Penetration into and Competition over the Arab Homeland

The Arab homeland was a stage for foreign penetration, as several foreign states competed to control it. This competition brought about the becoming of most of its parts a prey for Imperialism in the following manner:

#### The Arab Maghreb

Foreign penetration into the Arab Maghreb began in the nineteenth century, since the fall of Algeria under French occupation in 1830, and expanded in the twentieth century to include:

#### Tunisia

France coveted the control of Tunisia after it had occupied Algeria, for it desired to protect its position in Algeria and exploit Tunisia’s agricultural and mineral resources, in addition to the importance of its strategic position and its control of the transportation routes in the Mediterranean. In order to realize these goals France endeavored to obtain the support of several states. It recognized British rule of Cyprus, Austrian [rule] of Bosnia-Herzegovina and Russian expansion in the Balkan and demanded proper compensation. These states then unofficially allowed it to take control of Tunisia. France took advantage of Tunisia’s financial crisis and the accumulation of foreign debts and started to interfere in its internal affairs. It prepared sizable forces and attacked it under the pretext that some of the Tunisian tribes raided the Algerian borders. The French forces succeeded in extending their control over the cities of Le-Kef and Bizerte and then over the capital [Tunis] and imposed [French] protectorate on Tunisia in 1881.

#### Morocco

France endeavored to extend its control over Morocco but collided with the ambitions of the other Imperialist states. It therefore concluded an agreement with Italy in 1902 in which it

agreed to the occupation of Libya by Italy in return for the latter's turning a blind eye to French ambitions in Morocco. As for Germany, it well grasped [the fact] that French control of Morocco was a matter impossible to avoid. Therefore, its interference in [this matter] was for the purpose of achieving two things: First, warning France that Germany was a power which no one could ignore and convincing it that an alliance with Britain [against Germany] was useless. Second, defeating France diplomatically. The German emperor Wilhelm II visited the port of Tangier in 1905 and declared that he would defend Morocco's sovereignty as well as German interests there. The sultan of Morocco was encouraged by this declaration and announced that the French proposals regarding Morocco should be submitted to an international conference. Germany supported the sultan's demand and France rejected it.

The German position startled the European states, especially after the German chancellor insisted on the [issue of] convening an international conference concerning Morocco, having believed that most of the great powers would stick to Morocco's independence. France agreed to the convening of the Algeciras Conference [in Spain] and Germany considered it a diplomatic victory. Several states participated in it among which were France, Germany, Britain, Spain and Morocco. The Algeciras Covenant, which was adopted in 1906, emphasized Morocco's independence and [territorial] integrity and granted all states the freedom of trade with Morocco. France and Spain were entrusted with the task of maintaining security in the Moroccan ports. It was also decided to establish an international bank in Morocco with the states attending the conference as partners. In addition, France was entrusted with the missions of inspecting the Algerian-Moroccan border and establishing a police force in the Moroccan hinterland, and Spain – in the Moroccan Rif [region]. The Imperialist states later agreed that the port of Tangier would be international and open to all states. Disturbances spread in Morocco and resentment was universal [there] on account of the conference's resolutions. There occurred several incidents and assassinations, following which France submitted strong protests to Morocco and its government.

France made use of the Algeciras Conference to realize its ambitions in Morocco. It hurried to occupy the Moroccan cities beginning in 1907. It occupied Oujda, Casablanca and Rabat, and then it occupied the capital Fez in 1911. Spain hurried to land its troops on the Moroccan Rif.

Germany considered these actions taken by France and Spain contradictory to the resolutions of the Algeciras Conference. It hurriedly sent in July 1911 a [naval] boat to the [Moroccan] port of Agadir on the Atlantic Ocean. Germany announced that the boat would leave Morocco after matters would return to normal. After negotiations among the three parties Germany agreed to French and Spanish occupation of Morocco in return for some territories in African Congo relinquished by France to Germany.

#### Mauritania

France aspired to occupy Mauritania (Land of Shanqit) since 1830 due to its location on the route to French colonies in Africa. It actually managed to impose its control over it in 1905. After that it was annexed as a distinct colony to [French] Western Africa. France endeavored to accommodate the [Mauritanian] tribes, coordinate with their leaders and divide the country administratively in a form that would serve its Colonialist interests.

#### Libya

Italy was striving to occupy Libya. To realize that it began to improve its relations with France in order to guarantee its support for Italian expansion in Libya. France, on its part, wished to reach a compromise with Italy and it also began considering its interests in Morocco. France gave assurance to Italy that Libya was included within the Italian sphere of influence and that it [Italy] should recognize French influence in Morocco. Basing on the Franco-Italian mutual understanding Italy secured the possibility of its gaining a new colony. It started working for the increase of its influence in Libya and used political and economic penetration as its means

[for that purpose]. It established a post office in Benghazi and opened several tuition-free schools and some asylums and hospitals there.

Italy began interfering in Libya's internal affairs. It seized the opportunity of the Ottoman State's weakness and sent it an ultimatum to cede Libya. In 1911 it attacked Tripoli. The Ottomans were forced to leave Libyan territory after the conclusion of the treaty of Ouchy (Lausanne) with Italy in 1912, which stipulated the end of fighting between them.

I will think: Conflicts between Imperialist states end when they settle the [conflicting] interests between them.

### Egypt and Sudan



British penetration into Egypt and Sudan

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 13**

The digging of the Suez Canal in 1869 and the establishment of the Suez Canal joint-stock company with the participation of France, Britain and Egypt brought about the intensification of [the Imperialists'] greedy ambitions in Egypt, which resulted in Britain's taking possession of Egypt in 1882. The British [commander] Kitchener seized Khartum in 1898 and Britain became Egypt's partner in ruling Sudan by virtue of the 1899 agreement...

I will think: Why did Britain give Egypt a share in the rule of Sudan?

...The First World War gave Britain an opportunity to tighten its hold of Egypt, which it proclaimed as a British protectorate... British protectorate over Egypt became part of the Treaty of Versailles in 1919...

I will think: Why were there consecutive attempts to take possession of Egypt?

### Somalia and Djibouti

Britain began having its eyes fixed on the African eastern coast since its occupation of Aden in 1839. The opening of the Suez Canal led to a competition among the European states for taking control of East Africa. Britain took possession of Zeila and Barbara in 1883. As regards Italy, it turned to Somalia in the second half of the nineteenth century, concluded a series of

protectorate treaties and leased the towns of Kismayu and Mogadishu. It also bought the port of Assab in Eritrea and proclaimed its protectorate over southern Somalia in 1896. France did not stand idly as far as Somalia was concerned and hurried to buy the port of Obok (in Djibouti). When the Suez Canal project ended France deemed it necessary to have a harbor for its fuel supplies on this maritime route. It managed to conclude an agreement with the sultan of Tadjoura, by which he ceded his country to France.

The Italian forces took advantage of the outbreak of the Second World War and extended their control over British Somaliland in 1940. But Britain succeeded in defeating Italy heavily in 1941. Thus, the region of Somalia was divided between France, Britain and Italy. There was French Somalia (Djibouti), British Somaliland and Italian Somalia. Ethiopia succeeded in regaining its control over the Ogaden [area]...

I will think: Why was Somalia divided between the Imperialist states and not given exclusively to one state?

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 11-15**

How was the crisis of Morocco settled between the Imperialist states coveting it?

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 174**

The Arabs stood by the Allies' side in the First World War with a view to liberating their country from Ottoman rule. They suffered poverty and hunger during [the war] because of the maritime blockade imposed by the Allies on the Ottoman State. In spite of that, the Imperialist states consolidated their influence in the Arab regions, which submitted to them before the war, and the inheritance of the Ottoman State was divided-up between them in the Sikes-Picot agreement of 1916 and the San Remo agreement of 1920. France received Syria and Lebanon while Britain received Palestine, Trans-Jordan and Iraq, having discarded the promises given by it to *Sharif* Hussein [of Mecca].

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 35**

The Levant [Bilad al-Sham] and Iraq



Foreign penetration into the Levant and Iraq

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 15**

The countries of the Levant and Iraq were divided between Britain and France according to the Sykes-Picot agreement of 1916, which stipulated the establishment of French administration in Lebanon and Syria, British administration in southern Iraq and Trans-Jordan and the establishment of international administration in Palestine while Britain was to keep the seaports of Haifa and Acre.

Britain issued on November 2, 1917 the Balfour Declaration, which stipulated the establishment of a national home for the Jews on the land of Palestine. After that, the San Remo conference agreed in 1920 to place Syria and Lebanon under French Mandate and to place Iraq, Jordan and Palestine under British Mandate.

Britain took possession of Palestine by military force at the end of 1917 and at the beginning of 1918 and became the Mandate holder over Palestine by the decision of the League of Nations in 1922. The British Mandate lasted until 15.5.1948...

The Emirate of Trans-Jordan was established on the basis of an agreement signed in Jerusalem in 1921 between Winston Churchill, British minister of the colonies and Prince [*Amir*] Abdullah bin al-Hussein. It stipulated that the Emirate would be administratively independent and [politically] dependent on the British High Commissioner in Palestine.

As regards Syria and Lebanon, they fell under the administration of the Allied forces following the end of the First World War. France wanted to monopolize the rule of the country for strategic purposes and under the pretext of protecting the Christians. As an implementation of the decisions of the San Remo conference France took possession of Syria and Lebanon after the Battle of Maysalun in 1920. It separated the region known [today] as Lebanon from historical Syria in 1920. As regards the rest of the region, it established there separate governments and started to practice its rule as Mandatory state over Syria before the League of Nations approved the mandate's form in 1922.

In 1921 the Franco-Turkish agreement was concluded in Ankara. It included the delineation of boundary lines between Turkey and Syria and stipulated the establishment of a special administrative regime for Alexandretta, by which Turkey agreed to place the Alexandretta district under French Mandate. Later it reconsidered [the matter] and opposed its annexation to the Syrian Arab government under the pretext that it is a non-experienced government. It was therefore decided to hold elections for the district's administration. The League of Nations sent in 1937 a commission for the supervision of the elections there. It was obvious that the Turkish community would not win the elections because the percentage of Turkish speakers [in the district] did not exceed 39%. But the Turks managed to have the supervision of the police authorities and of the governmental administration, which was in charge of the elections, because they were not confident of gaining the majority [of votes]. They continued their pressure on France, which wanted to keep the Turks' friendship in order to help it repel the Italian threat in the Mediterranean. An agreement was concluded between France and Turkey in 1938, which allowed Turkish forces into Alexandretta to assist the French forces in keeping order [there]. They achieved that on the basis of their claim that they had gained 63% of the votes. The National Assembly of the District of Alexandretta announced [its] separation from Syria and the establishment of a republic by the name "Hatay", which started, beginning in 1939, to apply Turkish legislation and the Turkish monetary regulations, after the formation of a government by the Turkish minority. The French and Turkish governments issued a joint statement, which allowed Turkey to annex Alexandretta [to its territory].

As for Germany, it entered the field of Imperialist expansion in the regions under the control of the Ottoman State, especially those ones where German capital started to be present. It was manifested in the railway projects such as the Berlin-Baghdad railway project, which aimed at connecting Anatolia and the Basra seaport. It managed to obtain the concession of this line in 1899. The British government did not initially oppose [that], but few years after the signing of the agreement it considered Germany's obtainment of the concession a threat to its own

political and economic interests in the Gulf and in India. Therefore, it tried to obstruct the project. But the outbreak of the First World War prevented its implementation.

The British forces entered Iraq during the First World War, remained there after the end of the war, imposed on it the [British] Mandate in accordance with the San Remo resolutions of 1920 and appointed Faisal bin al-Hussein king of Iraq under their control.

I will try to explain the manner in which the settlement in the Levant and Iraq was accomplished between the Imperialist states.

[Questions:]

- I will enumerate the Imperialist states, which coveted the Arab Maghreb.
- What were the reasons, which drove France to occupy Tunisia?
- Italy coveted the occupation of Libya... How did Italy prepared for Libya's occupation?
- I will follow the European Imperialist penetration into the African Horn [region].
- I will explain the following historical events:
  - The problem of the Alexandretta district.
  - The Sudan Condominium Agreement of 1899.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 15-18**

Some political borders have been delineated by the Imperialist states by which a part of a state's territory was detached and annexed to another state in order to leave the region in a state of tension, which would serve the Imperialist states, such as the delineation of the borderline between Turkey and Syria, which put... the Syrian district of Alexandretta within Turkish territory.

**Physical and Human Geography, Grade 12 (2006) p. 120**

I will mention two results of... the following:

Detachment of the Alexandretta district from Syria in 1939

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 177**

Foreign Penetration into and Competition over the World

...The Philippines

The Philippines was subject to Spanish Colonialism from the sixteenth century to the nineteenth century CE. During that period many revolts broke out there until one of them succeeded, with the Americans' help, in putting an end to Spanish rule in 1898, and the independence of the country was proclaimed. But the Americans' covetousness to make the Philippines a new market for their products led to the outbreak of war between the Filipinos and the American forces. The Americans won following fierce battles in which the Filipinos defied death, and their submission was announced in 1901.

The Americans took possession of the Philippines and the [American] Commission of the Philippines became the highest authority, holding the legislative and executive authority there. Its members were Americans headed by the Governor-General. Later, in 1913, Filipinos appointed by the president of the United States became its members [too]. He also appointed the higher officials in the central government and they reported to him.

The Philippines Autonomy Act was passed... in 1916. According to [this act] a legislative body was established – a Congress – constituting two chambers, most of the members of which were elected by the people. In 1934 the American Congress passed a law, which enabled the

Filipinos to draft a constitution for their country and form a Filipino Commonwealth, which prepared for the establishment of the Republic of the Philippines ten years later. The American Congress had absolute authority over the Philippines during that [transitional] period. The decisions of the Philippine Congress, which related to the country's internal affairs, were subject to the American president's approval before coming into force. The United States of America controlled the Philippines' foreign relations and retained the right of intervention there.

The Americans spread education, improved health and development services, acted to prepare the Philippines for independence and introduced the Protestant denomination into it.

I will think: What was America's goal behind this policy?

Japan seized control of the Philippines in 1942 and interrupted the movement towards independence. The Japanese formed a military government, which dissolved the political parties. The people of the land confronted it with violent resistance, which took the shape of guerrilla warfare. In the midst of these wars the Americans managed to return to the Philippines following Japan's defeat in the Second World War in 1945. The Republic of the Philippines was established in 1946 with the United States of America retaining military bases there.

What does the continued penetration into and the competition over the Philippines mean to you?

#### Ethiopia (Abyssinia)

Italy invade Ethiopia in an attempt to expand its colonies on the African continent and entered Addis Ababa in 1936. Emperor Haile Selassie fled to Sudan and thence to Britain. The Ethiopian forces succeeded, with the help of the British armies, in driving the Italian forces out of the country during the Second World War in 1941 and Emperor Haile Selassie returned to rule Ethiopia...

I will try to explain the reason for Imperialist interest in Ethiopia.

#### The Panama Canal

The United States of America felt the need to dig a canal in Central America in order to secure a connection between the American Atlantic coast and [America's] seaports on the Pacific Ocean, especially after the expansion of the American military and commercial interests related to the countries overlooking the Pacific Ocean. In that it was helped by the transformation of the Caribbean Sea into an American lake and the expulsion of Spain from its colonies [there by America at the end of the 19<sup>th</sup> century]. In addition, digging the canal would spare the USA the [need] to form two independent fleets, one in the Pacific and another in the Atlantic.

The American Congress voted in 1902 in favor of digging this canal. It was supposed to pass through the territory of Panama, which belonged to the state of Colombia. A treaty was signed between the Colombian government and the American government, which allowed the digging of the canal in return for ten million Dollars as an initial payment and a quarter of a million Dollars a year as a rent for a strip of land stretching for five miles on both sides of the Canal. But the Colombian Senate considered these conditions insufficient and refused to ratify it [i.e., the treaty].

The American reaction was swift and violent: a separatist revolt broke out in Panama against Colombia on 3.11.1903 by American instigation, which brought about the appearance of the Republic of Panama, which agreed to that treaty and to granting the USA the right of sovereignty over the rented territories on both sides of the Canal, which became navigable on 15.8.1914. The behavior of the USA vis-à-vis Colombia and its encouragement of Panama's separation from it caused fears among the small American states as well as suspicion regarding

their big neighbor's conduct, which prompted the USA to pay the government of Colombia 25 million Dollars as indemnities for its loss of the territory of Panama.

[Questions:]

- I will explain the impact of American Imperialism on the Philippines.
- I will give reasons for the following:
  - A. The siding of the USA with the Philippines for ending Spanish rule [there].
  - B. The need [felt] by the USA for digging the Panama Canal.
  - C. The backing by the US of the separatist revolt in Panama in 1903.

#### Activity

Let us discuss: Foreign penetration and competition was not restricted to a limited region in the world.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 19-22**

#### The Impact of the Second World War on the Arab World

The Imperialist states proclaimed martial law in the Arab world, imposed censorship on newspapers and publications, appropriated for their use the public utilities such as railways and airports and sent many nationalist leaders to exile.

The Arab countries were a scene of battles between the Allies and the Axis states. Many Arabs fulfilled their commitments towards the Allied states having regarded the promises given by the Allies during the war as auspicious. But after the war had ended the Allies temporized the fulfillment of their promises and placed most of the Arab states under military rule again, which brought about the renewal of the revolts and of the armed struggle, which ended in the proclamation of independence of most Arab states.

It should be noted that the Italian colonies were placed under the trusteeship of the United Nations Organization, which set a date for the independence of Libya in 1951 and of Somalia in 1960. The Arabs lost because of the war the District of Alexandretta, which was detached from Syria and annexed to Turkey in 1939.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 47**

#### The Phase of Liberation and Construction in the Developing States in the Twentieth Century

The peoples, who were subjected to Imperialist control, initiated a comprehensive liberation movement with a view to achieving independence and getting rid of foreign control, which controlled the destinies of these states and exploited their resources and wealth to its own benefit. There were several reasons, which pushed these peoples to initiate the liberation movements. The most important ones [were]: achieving national independence and uncovering Imperialism's bad sides and methods of control and wealth plundering... The liberation movements became clearly stronger after the end of the Second World War in 1945, following the change of international balance of power and the diminishing of the role played by each of Britain and France as the largest Imperialist states in the world, as well as the emergence of international organizations, which played an evident role in realizing the independence of many states. These states started a phase of extensive construction after independence in order to advance [their] economy, improve their inhabitants' living conditions and get rid of political and economic subordination to the Imperialist states.

#### The Phase of Liberation and Construction in the Asian Arab States

...The Arab states witnessed a liberation movement for the achievement of independence. Then they entered the phase of construction and advancement in various fields in order to get rid of what had been left by Imperialism. Palestine is an exception, as it still struggles to achieve its independence...

## Syria

After the fall of their country under French Mandate in 1920 the Syrians did not submit [to it]. Demonstrations took place and disturbances intensified and turned into organized revolts in various Syrian locations... which made the French High Commissioner retreat from the [former] policy of fragmenting the country into mini-states. He was forced to agree to the establishment of a union between the Syrian mini-states in 1923.

Why, in your opinion, did the French commissioner retreat from the policy of the country fragmentation?

The great Syrian revolt erupted in 1925... France arrested some nationalist leaders and exiled others. The revolt lasted two years during which France used all methods to put an end to it... The French authorities attempted to draft a constitution for Syria, but the people rejected it and protest demonstrations against the French took place...

Why, in your opinion, did the Syrians reject the constitution?

France signed the agreement of 1936 with Syria ... among its articles there was France's recognition of Syria's right to independence within three years following the signing of the treaty. But that was not implemented.

France detached the district of Alexandretta from Syria in 1939 and the local government and president of the republic resigned. Disturbances returned to the country and demonstrations became universal in the various Syrian cities, denouncing French injustice. In spite of that France did not back off from its decision and this district is still subject to Turkish rule to this day.

...France proclaimed Syria's independence in 1941 as a result of the political change, which took place there during the Second World War. But it was slow in carrying out its promise before the war ended... When the war ended the Syrians demanded the evacuation of French forces and then France arrested some of the Syrian leaders and bombarded the Syrian cities... The United Nations approved the complete evacuation of French [troops] from Syria, which was accomplished on 17.4.1946...

## Lebanon

Lebanon was subjected to French Mandate in 1920 and the Lebanese started to demand from the French more local autonomy. After the Syrian revolt of 1925 the French promulgated the Lebanese constitution and the Lebanese Republic was established in 1926...

France feared the extension of the Syrian incidents' impact into Lebanon, so it signed with the Lebanese the agreement of 1936 in which it undertook to abolish the Mandate after three years... [But] it retained the right of intervention in [Lebanon's] foreign affairs and keeping military bases [there].

France proclaimed Lebanon's independence in 1941... The Lebanese prime minister announced the abrogation of the French Mandate. The French became angry, arrested the president of the republic, dissolved the House of Representatives, suspended the constitution and bombarded Lebanon. There were battles between the two parties and the demonstrations continued in all Lebanese cities.

...The demonstrations against French occupation continued until Lebanon became independent on 31.12.1946...

## Jordan

Prince Abdullah requested Jordan's independence from Britain in 1922 but Britain claimed that the circumstances were not suitable. Therefore, the sheikhs of the [Jordanian] tribes became agitated and revolted in numerous regions of Jordan. Britain then sent an armed force supported by the British air force and they suppressed any revolt and insurrection.

The Jordanian government came into conflict with the Mandate authorities because [it wished] to diminish the powers of the [British] High Commissioner, who rejected the election bill drafted by Prince Abdullah. The situation exploded again against Britain. In 1928 the British-Jordanian treaty was signed. The most important point within it was that the Mandate government ceded to Prince Abdullah the legislative and executive powers. But Britain retained its right of controlling the foreign and economic affairs, the military bases and the financial affairs. The people did not like the treaty and demanded its amendment. The first national congress was convened in Amman and demanded that Britain recognize Jordan's independence and sovereignty. But Britain refused their demands... Opposition to the Mandatory government continued but the British increased their suppression. The Jordanians then reacted by blowing up in 1936 the Iraq-Haifa oil pipes, which were passing through Jordanian territory, in order to pressure Britain...

[Questions:]

3 – What are the results of the annexation of the Alexandretta district to Turkey?

## The Phase of Liberation and Construction in the African Arab States

### Egypt

The Egyptian nationalist movement was actively rejecting the British occupation and demanded independence. It was led by Mustafa Kamel who narrowed down the demands of the Egyptian people into two issues – “evacuation [of troops] and constitution”. He issued the Al-Liwa newspaper in Arabic, denounced Imperialism and its evils and made use of some incidents in order to arouse nationalist sentiment, especially the “Entente [Cordiale] Agreement” of 1904. That agreement gave Britain the right to rule Egypt. He also benefited from the incident of Dinshaway [in his efforts aimed at] arousing world opinion against British occupation.

For your information: The Dinshaway incident of 1906

Dinshaway is an Egyptian village the inhabitants of which were subjected to maltreatment and arrest and four persons were executed without [just] trial. That happened when a group of British officers was shooting pigeons and [as a result] one of the village's women was injured and one of the wheat barns took fire. The villagers hurried to put the fire out in their barns and attacked the British. One of the British officers died and the British authorities accused the inhabitants of his killing, although the pathological examination showed that sunstroke had been the death's cause.

Mustafa Kamel established the Nationalist Party in 1907... He died in 1908 and Muhammad Farid succeeded him at the party's leadership. He continued the struggle and called for independence, evacuation [of British forces] and constitutional life and urged the people to resist the occupation. As a result of his demands he was exposed to repression and imprisonment and was later forced to leave the country and continued defending his country's cause in exile.

British protectorate over Egypt was proclaimed in 1914 following the eruption of the First World War.<sup>50</sup> Britain also deposed the Khediv [Egypt's local ruler] Abbas II, appointed in his stead Prince Hussein Kamel, isolated Egypt from the Arabs [in the Ottoman provinces], maltreated the liberation seekers and threw them into jail and detention camps. Britain thought

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<sup>50</sup> Egypt was until then under the suzerainty of the Ottoman Empire. When Turkey joined the war on Germany's side, Britain severed that connection and deposed the pro-Ottoman Khediv.

that by that it had annihilated the Egyptian nationalist movement. But the revolution was resurrected anew as the nationalists called for the convening of a meeting in 1918 in which they decided that the people elect representatives to go to Paris in order to present their case to the peace conference in 1919. They elected a popular leadership headed by Sa'd Zaghlul.

The British Commissioner rejected their demands and Sa'd Zaghlul proclaimed in 1919 the British Protectorate [status of Egypt] null and void. The British authorities arrested him and expelled him to the island of Malta in the Mediterranean, which caused the explosion of a popular revolt. Facing that, Britain was compelled to release Sa'd Zaghlul and permit him to travel and attend the peace conference, which confirmed the British protectorate over Egypt. After that Britain invited the Egyptian delegation to London in order to appease the Egyptian people and conduct negotiations with its representatives... The negotiations with the Egyptian delegation failed... The government resigned and the revolt was renewed, which drove Britain to arrest Sa'd Zaghlul and his comrades and expel them to the Seychelles Islands in the Indian Ocean in 1921.

...Britain announced Egypt's independence and the end of British Protectorate over it in accordance with the February 1922 Statement... The Wafd [Delegation] Party headed by Sa'd Zaghlul manage to form a government and tried to negotiate with Britain in order to amend the Statement [which left certain fields under British control] but the latter acted to foil the negotiations and took advantage of the rivalry among the [Egyptian] parties...

When the Second World War broke out Britain imposed martial law on Egypt. After the war had ended the Egyptians demanded independence and demonstrations erupted in 1946. They decided in 1947 to present their case to the Security Council, which avoided taking any decisions in Egypt's favor.

...The negotiations with Britain were almost halted in 1951, which pushed the Egyptian government to abrogate the 1936 agreement. Britain then occupied some posts in the Suez Canal area...

[After the evacuation of British forces from the Canal zone in 1956] the Suez Canal was nationalized in 1956, which led to a tripartite British-French-Israeli aggression on Egypt. It ended in a failure thanks to the resistance shown by the Egyptians and the Soviet Union's intervention in Egypt's favor...

Egypt played a pivotal role in the Arab world by supporting and backing the liberation movements there, as happened with Algeria, Libya and Yemen. It presents the Palestinian people in its struggle for liberation and independence with all kinds of support and backing.

### Libya

The Libyans started resisting Italian Imperialism under the leadership of the Sanussi movement [headed by Muhammad Idris Al-Sanussi, leader of a popular religious Sufi stream] and with the support of the Egyptian nationalist movement. The Sanussis continued to resist the Italians for a long time until Italy was forced to conclude the Al-Rajma Agreement with the Sanussi movement in 1920.

When the Fascists came to power in Italy they abolished in 1923 all the agreements, which had been made with the Libyans and increased their repression of the Libyan revolt, which drove ...Al-Sanussi to leave the Libyan territory and go to Egypt. Umar al-Mukhtar was then handed the banner of resistance and continued his Jihad some nine years until he was captured and executed in 1931...

...The United States of America tried to intervene in Libyan affairs under the pretext of [Libya's] manufacturing of weapons of mass destruction. As the Libyan government rejected

this intervention American planes bombarded some Libyan posts in 1986. It also accused it of destroying one of its planes in what was known as the Lockerbie Incident in 1988 and acted to obtain a resolution by the UN Security Council for the imposition of economic blockade on Libya, which lasted several years. But Colonel Muammar Qadhafi [ruler of Libya] settled the problem with the USA by compensating the families of those who were killed in the incident.

### Algeria

The Algerian nationalist movement lagged behind its counterparts in Tunisia and the Arab East [*Mashreq*]... due to the isolation of Algeria by the French from the countries of the Arab East...

[During the Second World War] France declared martial law and a state of emergency in Algeria and continued arresting some nationalist leaders... The Algerians demonstrated in 1945 demanding independence, freedom and the release of political prisoners. The French counteracted against them, which caused the falling of 45 thousand martyrs and the destruction of many villages and cities...

...The great Algerian revolution exploded in 1954...

France tried to contain the revolution and showed its desire to negotiate with the leaders of the Algerian revolution. While the Algerian leaders were headed towards Tunis in order to attend a conference with the French and discuss the Algerian problem France hijacked them.

...The parties hostile to the Algerian revolution tried to obstruct the construction of the new state by way of concocting discord and disturbances in the country. The reaction of the government and the Algerian people to these activities was resolute – the nationalization of all lands, which had remained in the hands of the French Colonialists...

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 79-92**

The Arab states obtained their independence except:

1. Jordan
2. Somalia
3. Palestine
4. Morocco

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 168**

After the departure of the British forces from Egypt in 1956 in accordance with the evacuation agreement, the late Egyptian president Jamal Abd al-Nasser nationalized the Canal, which led to the creation of the Suez crisis. Britain and France, as well as some [other] European states, protested the nationalization of the Canal and launch an aggression against it known by the tripartite aggression, with the participation of Israel, for regaining international control over this maritime passageway. But the intervention of the United Nations and the pressure [exerted] by the Soviet Union ended the war on November 6 [1956].

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 14**

I will explain... the tripartite aggression against Egypt in 1956.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 18**

### The Phase of Liberation and Construction in the World

For your information: The states of Indo-China

They included North and South Vietnam, Cambodia, Laos and Thailand. They were subjected to British and French Imperialism.<sup>51</sup>

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<sup>51</sup> Thailand is not part of Indo-China and was never colonized, except for a brief period of Japanese occupation in WW2.

## Vietnam

France managed to seize control over Vietnam in 1883 and divided it into three parts – southern, central and northern.

I will think: What was France's goal in dividing-up Vietnam?

[After WW2] came the French forces, which strengthened their control of South Vietnam in spite of the continuation of the resistance. Relations between France and the Viet-Min became worse and tension reached its peak when the Viet-Min started its attack on Hanoi...

The rebels continued striking French interests and striking all Communism's adversaries in the region, which prompted France and the United States of America to change their policy and pursue a hostile policy vis-à-vis the government of Ho Chi Min.

...The Vietnamese managed to defeat the French army in the battle of Dien-Bien-Phu in 1954 in which the French army lost some 16,000 soldiers, which compelled France to sign a truce in Geneva in 1954 under which it quickly gave up South Vietnam...

The United States was not satisfied with the Geneva agreement because it stipulated Vietnam's division into two regions until the holding of elections. It impeded that out of fear lest the Vietnamese Communist Party under the leadership of Ho Chi Min would win. It was striving to replace France in this region. Therefore, it intervened militarily in order to defend South Vietnam and stop Communist advance...

The United States failed in establishing a stable government in South Vietnam, so it opened a war on North Vietnam, which continued until 1969, when negotiations between the United States and North Vietnam started... Later a gradual withdrawal of the American forces from South Vietnam took place. But the war between the Americans and the Vietnamese revolutionaries was resumed again. Under the pressure of the American public opinion and the victories of the forces of the [South Vietnamese] National Liberation Front with the support of the North [Vietnamese] forced the United States to sign the Paris Agreement in 1973 under which the American forces withdrew from South Vietnam.

I will think of the factors [which led to] the success of the Vietnamese in [the struggle for] liberation and unification.

## Angola

Portuguese influence in African Angola started beginning at the end of the fifteenth century with a view to obtaining raw materials and taking control of the slave trade, due to Portugal's need of them for working in the mines or the sugar cane farms in its colonies in Latin America (Brazil and Argentine).<sup>52</sup>

...The Portuguese occupation [of Angola], its policy vis-à-vis the inhabitants and their exploitation and maltreatment had their impact on the eruption of rebellions, which lasted many years and compelled the Portuguese forces to retreat, especially the rebellion of 1904 in southern Angola, which inflicted a heavy defeat upon the Portuguese forces... The resistance continued until 1915... The Portuguese government then sent military expeditions... in order to subdue the people's revolts, which could not stand against European modern military power. But the popular revolts were renewed after the end of the Second World War and significantly strengthened during the 1950s, especially in 1959, when they reached the degree of armed clashes. The Portuguese military forces resorted to [measures such as] arresting the leaders, exiling some of them, killing demonstrators and destroying villages.

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<sup>52</sup> Argentine never was a Portuguese colony.

...The liberation war of 1961, which ended in the achievement of the country's independence, was the longest struggle of an African people against Imperialism and it is considered the longest guerrilla warfare witnessed by the modern world, except the Vietnam War, which lasted many decades.

...Several factors accumulated and brought about the explosion of the revolt, among which [were the following]:

1. The [Portuguese] occupation and its policy, which was founded on the inhabitants' exploitation and on racial discrimination in favor of the white-skinned settlers, the plunder of the country's wealth and robbery of its resources for the Imperialists' benefit...

...The Angolan war of liberation started in an attack carried out by the fighters of the Popular Front for the Liberation of Angola on one of the prisons and on police stations in [the Angolan capital] Luanda, which entailed an extensive repression campaign against the Blacks on the part of the settlers and the occupation forces...

### Chile

The Spaniards' rule in Chile lasted from the sixteenth century to the beginning of the nineteenth century... The Spaniard had forced the Indians to work for them as slaves...

[The story of the military coup against President Allende is later told without mentioning any US involvement].

### Activity

Let us discuss the conditions, which contributed to the success of the Vietnamese in their struggle against the American occupation of their country.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 95-103**

*The new element of racial discrimination has been added to the PA curriculum in the history textbook of grade 12. It is presented as an aspect of Western Imperialism, but most of the material in this respect is dedicated to Israel (and see in the sub-chapter titled "Israel's Image" above). Note that the discussion of Nazi Germany's racist ideology does not mention the Jews at all.*

### Racial Discrimination

The emergence of racial discrimination coincided with the beginning of modern European Imperialism faced by the peoples of the Third World.

...Imperialism practiced various forms of racial discrimination by granting the colonialists political, economic and social privileges in the colonies such as holding the important positions, possession of lands, [freedom of] movement and education, etc. while the [original] inhabitants of the colonies were deprived of their simplest rights.

The racist theory crystallized during the 1930s when the Nazi movement emerged in Germany in 1933, divided the peoples [of the world] into superior and backward and proclaimed the superiority of the Aryan race, from which the Germans descended. It enacted racist laws and restricted [public] positions to Germans alone, having considered them equal in rights and duties while the others were subjected to special laws applied to them, as they were considered alien there. In spite of the power achieved by Germany during the rule of the Nazi Party, the Nazi theory collapsed and failed because of Germany's defeat in the Second World War in 1945...

### Forms of Racial Discrimination

Racial discrimination assumed various forms of which we will mention [the following]:

1. Racist repression, which uses force, brutality and deprivation against peoples for political or religious reasons, etc.
2. Ethnic cleansing, which is regarded as a war crime and uses violence to the point of expulsion and mass annihilation. The term ethnic cleansing first appeared in 1990, as members of the Yugoslav army used it to describe the military operations they were carrying out in enemy territories and it was [then still] restricted [in use] to the military alone. Later, this term spread in the [mass] communication media in 1992 when the Serbian war against the Muslims in Bosnia-Herzegovina started, which lasted three years. Ethnic cleansing aims at uprooting ethnic groups related to resistance, or groups, which strive to change the political conditions and use the method of guerrilla warfare. Cleansing may be caused due to a certain doctrine aiming at getting rid of some groups. Ethnic cleansing causes on many occasions the creation of political problems difficult to be solved on the long run because it prevents the expelled groups from returning to their homeland, as the case is with the Palestinian refugees.
3. Racial segregation (Apartheid) indicates especially the racial segregation policies, which were practiced in South Africa since the coming to power there of the Nationalist Party (white people of British and Dutch descent) in 1948. It used a brutal method to annihilate opposition by the Blacks, Asians and the Colored. The racial segregation policy found expression in political, economic and social fields, including places of residence and work, property rights, marriage, movement, schools, universities, voting rights and the restriction of government to white people. The government enacted a racist law in 1953 segregating the white people from others in places where contact might take place between a person and another in residential areas, public places, transportation means, etc. The Colored and the Asian inhabitants were granted in 1984 some political representation while the Blacks were denied that. They had to live in secluded geographic regions (the Bantustans) for long periods and did not have the right to have contact with white people. The racial segregation regime remained in force in South Africa until 1994...

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 123-124**

## **C. Western Support of Zionism and Israel**

### **Grade 11**

*One important aspect of Western attack against the Arab world is the West's support of Zionism and Israel. Following are texts, which indicate such support in various historical instances.*

*Modern Zionism is presented as a European innovation.*

The idea of establishing a Jewish national home in Palestine spread in England during the nineteenth century, as a number of English politicians and some influential people adopted this idea. An example of these was the English [non-Jewish] Zionist Shaftesbury who was one of the propagandists of Jewish settlement in Palestine. He is the author of the famous saying: "There is a land without a people and God now directs us with His wisdom and compassion toward it."

By that he was meaning that Palestine is a land without a people and that the Jews are a people without a land. This saying was later adopted by the Zionist movement and became [one] of its slogans. Is this saying correct? Why?

Shaftesbury also tried to convince some of the European politicians with his idea of Jewish settlement in Palestine such as Palmerston who held the office of British foreign minister and

later prime minister and who established a consulate in Jerusalem in 1838. He defined the goals of this consulate in his letters, which he sent to his ambassadors in the Ottoman Empire, including his memorandum which he sent in 1840: "Among the Jews scattered all over Europe there exists a strong feeling that the time in which their nation will return to Palestine is imminent. It is well known that the Jews of Europe possess immense fortunes. It is obvious that any country a great number of Jews will choose to settle in will obtain much benefit from the wealth these Jews will bring along with them. If the Jewish people returns under the protection and with the blessing of the [Ottoman] sultan, this will be a barrier between Muhammad Ali [of Egypt] and those who will succeed him [in power] and between the realization of his vicious plan in the future."

What was Palmerston aiming at by his call for making the Jews settle in Palestine?

There are many Englishmen who worked for the purpose of Jewish immigration and settlement in Palestine. This matter was not restricted to Britain alone but rather circulated to France where it found people who promoted this idea.

The second half of the nineteenth century was a turning point in the history of the Zionist movement as the idea of establishing the Jewish national home spread from the European circles to the Jews themselves who began to work for the realization of this aim. Thus, the interests of the great Imperialist states joined with the Jewish interests and that was the decisive factor in the realization of Zionism's dream of establishing the state of the Jews on the land of Palestine.

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) pp. 61-62**

*Western support of Zionism is presented as part of the Western internal Imperialist struggle over Palestine.*

...During this period [the 19<sup>th</sup> century] the growing Imperialist competition over Palestine became evident... Britain made use of the Jews for the realization of its imperialistic greedy ambitions and therefore the Jews started to immigrate to Palestine...

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 58**

...Zionist penetration into Palestine by encouragement from the European states, especially Britain which started to encourage the Jews to settle in Palestine, establish there the Jewish state under British protection and make it a means to safeguarding its [i.e., Britain's] interests and transportation [routes] to the East.

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 56**

...Several factors contributed to the success of the Zionist movement's efforts and the failure of the Ottoman efforts to prevent Jewish immigration, such as:

- Intervention on the part of foreign ambassadors in Istanbul, Jerusalem and Beirut, their protests and their adherence to the privileges hindered the carrying out of the limitations against Jewish immigration to Palestine

The Foreign Privileges: Facilitations and guarantees granted by the Ottoman government to the foreign subjects residing on its lands. They were granted [originally] by [Sultan] Suleiman the Magnificent to the French in 1536 [and included privileges] such as the freedom of residence, acquirement [of property] and resort to their consuls in order to solve their [judicial] problems.

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 66**

The Balfour Declaration

After the Zionist movement's failure in obtaining the consent of Germany and the Ottoman Empire to [Jewish] settlement in Palestine, it turned its eyes to Britain having considered it the

biggest Imperialist state, which might have helped the Zionist movement in the realization of its goals. The confluence of British Imperialist interests and the interests of the Zionist movement had great influence on this movement's success. The British foreign ministry issued the Balfour Declaration on November 2, 1917 in the form of a letter from Arthur Balfour, British foreign minister, to Edmond Rothschild, one of the Jews' wealthiest people. Following is the text of the letter in Arabic and English:

*The Arabic text mostly conforms to the English one. Following is the English text.*

Dear Lord Rothschild,

I have such [sic and should be "much"] pleasure in conveying to you, on behalf of his Majesty's Government the following declaration of sympathy with Jewish Zionist aspirations which has been submitted to and approved by the Cabinet.

"His Majesty's Government view with favors [sic and should be "favour"] the establishment in Palestine ["of"] a national home for the Jewish people and will use their best endeavourer [sic and should be "endeavours"] to facilitate ["the"] achievement of this object it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country." I should be grateful if you would bring this declaration on [sic and should be "to"] the knowledge of the Zionist Federation.

[Questions:]

- Does Britain have the right to grant this declaration regarding Palestine to the Jews? Why?
- Who are those ones intended by the phrase 'non-Jewish communities' which appeared in the text?
- Did this actually apply to the population in Palestine when the declaration was issued? Why?
- Britain was conducting negotiations with three parties at the same time over the same region. How would you explain that?

Drafting the Balfour Declaration

The preparation for this declaration took several years. As for the formulation of the text alone, it lasted for two full years under the supervision of the Zionist organization. The declaration in its final formulation was issued after it had been amended six times.

Britain's Motives behind the Issuance of the Balfour Declaration

1. The political factor, i.e., winning over the Zionist elements in Germany and Austria, acquiring [the solidarity of] the Jews of Russia who played a role in the Communist revolution with a view to keeping Russia in the war on the Allies' side, and making use of the Jews in the United States to pressure the American government in order to push it into the war.
2. The Strategic and Imperialist factor: The First World War demonstrated the importance of Palestine's position due to its proximity to Egypt and to the Suez Canal, especially after the success of the Turkish forces in crossing the Sinai desert...
3. The strong alliance between Imperialism and Zionism. That was expressed by Winston Churchill, British minister of colonies, who is considered among the builders of the Jewish national home:  
"If we are destined in our lifetime – and this is what is surely going to happen – to witness the birth of a Jewish state not only in Palestine alone, but rather on both banks of River Jordan, which will rise under the protection of the British crown and will

embrace three or four million Jews, we shall witness an event fully corresponding to the real interests of the British Empire.”<sup>53</sup>

What may the establishing of a Jewish state in Palestine achieve for the British Empire and the West [in general]?

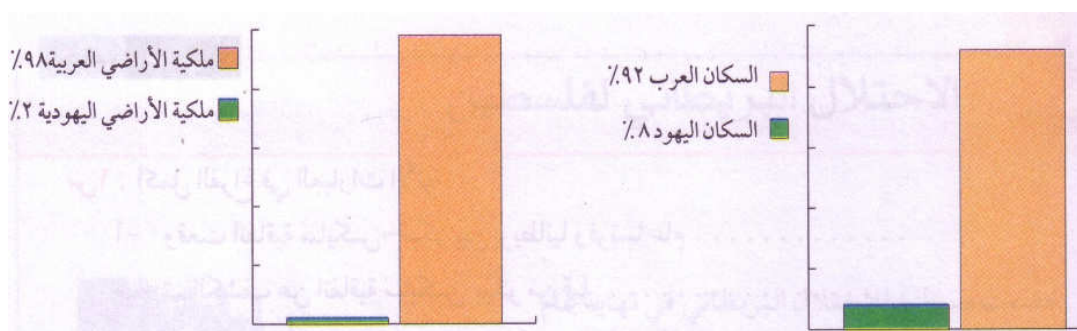
Whatever has been said about Britain’s motives in its issuance of this declaration, the [following] pivotal question still remains: Why did the issuance of the Balfour Declaration come that late, rather than why the Balfour Declaration was issued. I will think of this question and answer it in the light of the following:

- The Zionist movement’s birth and coming to maturity.
- The eruption of the First World War and the defeat of the Ottoman Empire of which dominions Palestine was a part.

### The Legal and Historical Dimensions of the Balfour Declaration

Although the Balfour Declaration was but a political document unbinding legally or internationally, this document is still engulfed by obscurity, much the same as many [other] British documents and treaties. The phrases in this document can be interpreted in various ways, such as the following:

- “The Jewish national home”. The Declaration did not openly say “the Jewish state”. Why?
- “The non-Jewish communities”, although the literal translation of the English text was “the non-Jewish groups”. In both cases, the Declaration denies the existence of the Palestinian Arab people which constituted 92% of the total population, while the Jews’ percentage did not exceed 8% when the Declaration was issued and did not own more than 2% of the total land in Palestine, as illustrated in the following graph:



Percentage of the population and of land ownership in Palestine in 1917<sup>54</sup>

[Orange:] Arab land ownership 98%

[Orange:] Arab population 92%

[Green:] Jewish land ownership 2%

[Green:] Jewish population 8%

- That could also be said regarding the civil rights the safeguarding of which was promised and which the [British] Mandate’s period over Palestine and its repressive policies [later] proved that even the guarantees that were given the Arab Palestinians were not fulfilled.
- The text [of the Declaration] stressed the Jews’ political guarantees and rights in the European states. This is the greatest proof that Britain was planning the establishment

<sup>53</sup> Notwithstanding this statement, it was Churchill himself who, in 1921, detached Trans-Jordan from the area designated for the establishment of the Jewish national home.

<sup>54</sup> No one would refute the fact that at that time the Jews were a small minority in Palestine and they owned a small portion of the land only. The numbers given here, though, are partly conjectural, as exact statistics of population and land ownership did not exist at that time, and partly distorted, as most lands in Palestine at that time were owned by the state and not by individuals, communities or organizations, either Arab or Jewish.

of a Jewish state. Had the phrase “national home” meant that Palestine would be their spiritual center, these guaranties would not have been necessary.

As much as the Declaration was legally null and void it was also invalid historically, for the following reasons:

1. Britain did not have the right to issue this Declaration because Palestine was [then] under the sovereignty of the Ottoman State and was not [part] of Britain’s possessions, so that it would give it to the Jews. The Jews were not controlling Palestine and did not have the right of possessing it.
2. The Declaration fully contradicted the liberation appeals emanating from the great powers, whether during the First World War or after its cessation, those appeals, which focused on the peoples’ freedom and on their right for self determination, as appearing in the principles [introduced by] the American president Woodrow Wilson.
3. The Balfour Declaration fully contradicted what had been agreed upon with *Sharif Hussein* [ruler of Mecca who had started the Arab revolt against Turkish rule in 1916] within the Hussein-McMahon correspondence, where Palestine was included within the borders of the [promised] independent Arab state [under Hussein].

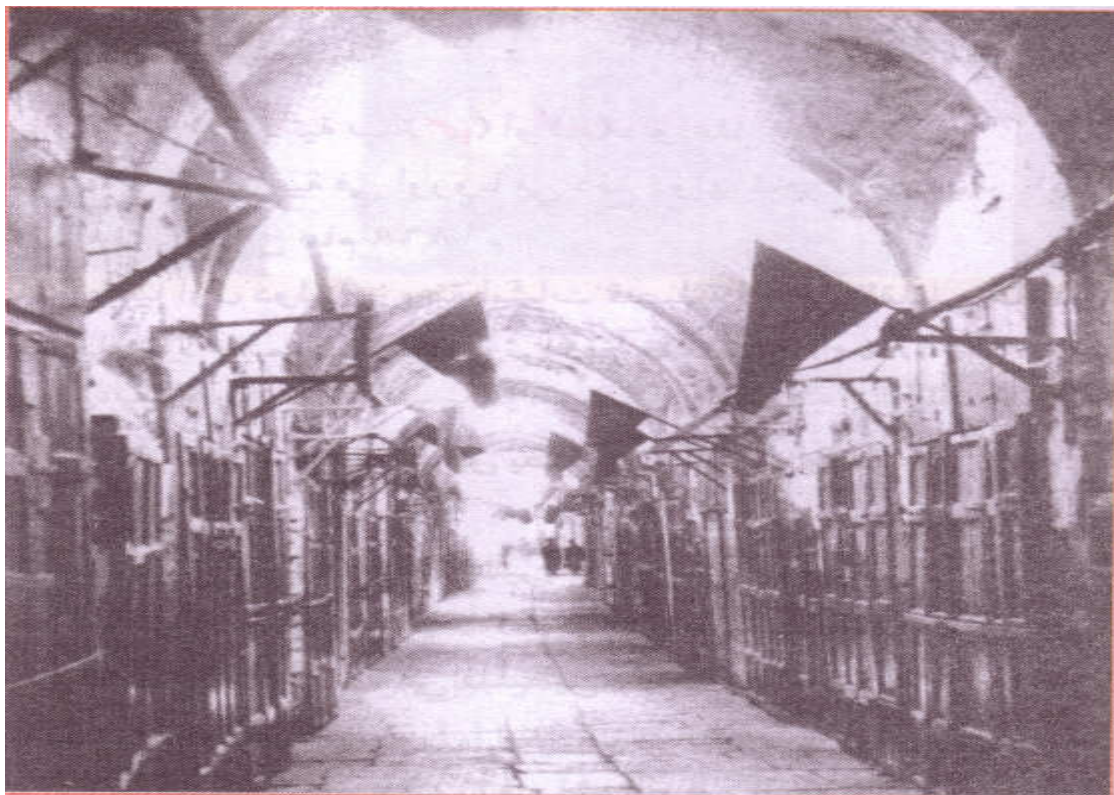
Why is the Balfour Declaration considered invalid legally and historically?

#### Activity

Let us study and discuss: How did the British internal conditions emanating from the First World War contribute to the issuance of the Balfour Declaration?

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) pp. 78-82**

#### Unit 3 – Foreign Penetration into Palestine



Jerusalem flies black flags on the anniversary of the Balfour Declaration  
**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 60**

### Palestine in the Peace Conference in Paris, 1919

From the International legal point of view Palestine was waiting for the determination of its destiny in the conferences that would be convened after the First World War. Therefore, Britain prevented the Palestinian delegation from traveling to Paris in order to be present at the proceedings of the peace conference and at the same time permitted the Jews to participate in it. It also approved the participation of Faysal, [*Sharif*] Hussein's son, as representative of the Arabs in the conference. [The Zionist leader] Hayim Weizmann demanded in the conference to establish a Jewish state in Palestine, Trans-Jordan and southern Lebanon. The delegation of the Zionist Organization presented to the peace conference a memorandum in which it demanded:

1. Recognizing the Jewish historical right in Palestine and establishing a national home for them in Palestine.
2. Establishing fixed borderlines for Palestine so that it would include the southern part of Lebanon and Mount Hermon (Jabal al-Sheikh), al-Aqaba and Jordan.
3. Placing Palestine under British mandate.
4. Recognizing the Balfour Declaration and working for its realization.
5. Facilitating Jewish settlement in Palestine.
6. Establishing a representative council for the Jews of Palestine.

...The Palestinians convened their first conference in Jerusalem on 27.1.1919 by invitation from the Muslim-Christian Association. The participants sent a telegram to the peace conference in Paris. [Following is] part of its content:

“We are presenting the Conference (the peace conference) a detailed report of the injustice which will befall upon the interests of the inhabitants of this country, [both] Muslims and Christians, who constitute the absolute majority, as a result of the Zionists' immigration to it, its colonization by them and its making a national home for them.”

What would you expect the conference's response to the Palestinian telegram of protest to be?

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) pp. 84-85**

### The San Remo Conference, 1920

In order to realize Britain and France's goals in the Arab region, the Allies gathered in San Remo for the purpose of realizing their greedy ambitions. The assembled took important decisions as appeared in the documents, among which [were the following]:

- Partitioning of Greater Syria into three parts: Palestine, Lebanon and what was left of [Greater] Syria.
- Placing Iraq under British mandate.
- Placing Syria and Lebanon under French mandate.
- Placing Palestine under British mandate with the inclusion of the text of the Balfour Declaration in the Mandate Instrument.



San Remo, April 1920

[Yellow:] Under French mandate – each of Syria and Lebanon

[Green-yellow:] Under English mandate – each of Jordan, Palestine and Iraq

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 86**

I will compare between what had appeared in the Sykes-Picot Agreement and what was [actually] carried out in the San Remo agreement.

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 86**

...Britain asked General [Sir Louis Jean] Bols, the British military governor in Jerusalem, to notify the Palestinians of the decision by the Allies Council in the San Remo conference to impose a British mandate over Palestine and to insert the Balfour Declaration in the Mandate Instrument. General Bols invited the dignitaries and the heads of the [religious] communities in Palestine on 20.2.1920 to a meeting held in his house and read to them the following statement:

“The Allies Council has decided to put the state of Palestine under a mandate and to insert the Balfour declaration regarding the establishment of a national home for the Jews in the peace treaty [which was about to be signed] with Turkey. This mandate was proposed to Britain and it accepted it and will govern the country for the good of its inhabitants. I will [now] read to you the Balfour Declaration and tell you: Its insertion in the Mandate Instrument means that the religious customs and the holy places will not be interfered with and none of the religious freedoms will be limited, on condition that order and public safety be kept. Immigrants will be allowed to enter the country according to its need for growth and progress. The government of Britain will control immigration. The present property owners [i.e., land] will not [be compelled to] leave their property, nor will it be taken away from them. No economic privileges will be granted to individuals or groups if such granting would prove harmful to others. The rule will be the British government’s and by no means will a minority be allowed to have control over the majority of the population. When time arrives for the establishment of a form of representative government, in that case great hopes will be pinned on the increase of prosperity among all the inhabitants of the country. This resolution has been taken after a long waiting and, therefore, political disputes and disturbances should be terminated and all true Palestinians should vie in the service of Palestine and for the benefit of the forthcoming generations.”

What, in your opinion, was Bols' goal in proclaiming this statement?

**Modern and Contemporary History of Palestine, Grade 11, Part 1 (2005) p. 87**

The Position of the Palestinian People vis-à-vis the British Military Rule

The leaders of the Palestinian people protested to General Bols' statement and sent a telegram of protest to the Allies Council expressing their rejection of the mandate and of the Balfour Declaration, which said:

“We, the members of the Muslim-Christian Associations which represent all the Arabs of Palestine, protest the decision taken at your conference regarding the future of Palestine and totally reject it because of the injustice it contains regarding our sacred rights. We announce that we shall not give up our demands summarized in [full] independence for unified Syria from the Taurus [mountains] to Rafah. We categorically reject Zionist immigration and [demand] that Palestine will not be separated from Syria, for the following reasons:

1. Because we did not fight the Turks, who are connected to us by the Eastern bond, and fought on the side of the Allies, so that our country be given as a present to people foreign to it who have no right of taking possession of it, but rather for obtaining our right of independence in [our] life.
2. Because the separation of Palestine from Syria is bound to harm the country's economic and cultural interests as well as the natives' national and local interests.
3. Because the country's lands are insufficient for its indigenous people who continuously increase, especially so when it is intended to take care of making the Bedouin tribes that inhabit it settled and civilized.
4. Because immigration will increase the population, will cause famine and will expose the country to incessant unrest and riots.
5. Had the foreigner's entrance [to the country] not harmed the country's economic and moral interests, the most advanced states of the world and the most courageous ones, such as the two states of Britain and America, would not have prevented the entrance of foreigners into their [own] countries, let alone Palestine, which has been worn down by the grinding [last] war.”

Was the protest sufficient, in your opinion? Why?

The [British] military administration came to an end in July 1920, to be followed by a civil administration which undertook to pursue the carrying out of the British policy of making Palestine a national home for the Jews...

Is it possible to accommodate the demands of the Zionist movement and the Arabs' demands appearing in Prince Faysal's memorandum? Why?

Herbert Samuel [the first British High Commissioner in Palestine]: A Jew of British citizenship who strove to Judaize Palestine, opened the gates for [Jewish] immigration and confiscated [Arab] lands... He made Hebrew an official language alongside Arabic and English. In his term the phrase “the Land of Israel” was written on banknotes and coins, as well as on stamps, side by side with “Palestine” in Arabic and English<sup>55</sup>... At the end of his rule in 1925 the Jews came to possess about one million *dunums*.<sup>56</sup>

**Modern and Contemporary History of Palestine, Grade 11, Part 2 (2006) p. 3**

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<sup>55</sup> More accurately, the name “Palestine” was added in Hebrew with two Hebrew letters in parentheses representing an abbreviation of the traditional Jewish name of the country. This Hebrew inscription is deleted from a Mandatory stamp reproduced in a PA textbook. See National Education, Grade 2, Part 1 (2001) p.7 and also the relevant CMIP report “Jews, Israel and Peace in Palestinian School Textbooks” November 2001 pp. 20-21.

<sup>56</sup> One *dunum* equals about 900 square meters.

Jewish immigration to Palestine continued through facilitations [provided] by the Mandatory government, which helped the Jews to acquire land by a number of means such as:

1. It registered Arab land under the name of the Mandatory state and not under the name of the Arab landowner, even though he proved his ownership.
2. Britain used military force against the Arabs in order to compel them to leave their lands and depart, as happened in Wadi al-Hawarith [the present city of Netanyah] near Tulkarm and in the Marj bin Amer Valley [Jezreel Valley].<sup>57</sup>
3. Economic restrictions by imposing high taxes on land, which put the land owner under the pressure of debt that he could not pay and, consequently, he had to sell it in order to pay the accumulating debts.
4. ...

**Modern and Contemporary History of Palestine, Grade 11, Part 2 (2006) p. 17**

#### Activity

Let us discuss: British postponement and procrastination policy towards the Palestinians.

**Modern and Contemporary History of Palestine, Grade 11, Part 2 (2006) p. 24**

Why did America become supporting Zionism more than Britain?

**Modern and Contemporary History of Palestine, Grade 11, Part 2 (2006) p. 27**

...Voting on the partition resolution [at the UN in 1947] took place after the United States had pressured some of the member states of the United Nations to change their position and vote for the partition resolution. It alluded to [the possibility of] not granting economic assistance to the states that would abstain. It then succeeded in changing the position of some states such as Haiti, Liberia and the Philippines. The Partition Resolution No. 181, which decreed the partition of Palestine into two states, as can be seen in adjoining map was thus issued. Thirty-three states voted in favor of the Partition Resolution and thirteen states voted against the resolution. Ten states abstained...

**Modern and Contemporary History of Palestine, Grade 11, Part 2 (2006) p. 29**

Barely two weeks passed since their entrance [of the Arab armies] into Palestine in May 1948] until they managed, with the Palestinian resistance, to take control over most of the regions there, which caused the Jews to ask for help from the United States of America and Britain in order to intervene immediately and stop the fighting...

Why did the Jews demand from both the United States of America and Britain to intervene for a ceasefire?

**Modern and Contemporary History of Palestine, Grade 11, Part 2 (2006) pp. 33-34**

...The Israeli air force launched a stunning attack on Monday 5.6.1967 on the Egyptian, Jordanian, Syrian and Lebanese airfields and within three hours destroyed the airfields' runways and the Arab aircrafts, which were standing on them. It should be known that the United States of America had assured Egypt that Israel would not initiate an attack.

**Modern and Contemporary History of Palestine, Grade 11, Part 2 (2006) p. 50**

But after the absorption of the [initial] shock and confusion among the Israeli command [in the October War of 1973] and [following] the arrival of American military supplies by air and sea bridges carrying the most advanced weapons, and with the participation of the American surveillance aircrafts, which were providing the Israeli forces with precise information about the movement of the Arab forces, the Israeli forces regained the initiative.

**Modern and Contemporary History of Palestine, Grade 11, Part 2 (2006) p. 67**

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<sup>57</sup> These were mostly swamplands belonging to Syrian and Lebanese absentee landlords. The British government approved the transactions and saw to it that the Jews finance the resettlement of the tenants elsewhere.

The United States tried to stop the Intifada through [the effort of] its foreign minister George Shultz...

I will explain the intervention on the part of the United States of America.

**Modern and Contemporary History of Palestine, Grade 11, Part 2 (2006) pp. 83-84**

Do you expect the United States of America to use its influence in order to pressure Israel in favor of the Palestinian problem? Why?

**Modern and Contemporary History of Palestine, Grade 11, Part 2 (2006) p. 85**

*The PA textbooks sometimes differentiate between the US and the EU in their respective types of support of Israel today.*

“The Jewish Question” is a European problem first and foremost. What befell the Jews at the hands of Nazism made “Anti-Semitism” a moral and political burden on the European Union and contributed to the delineation of its Middle Eastern policy. Europe had a significant role in establishing Israel and supporting it, especially under the circumstances of the cold war. But after the initiation of the [specific] European course, which culminated in the European Union, the EU tried to adopt a balanced attitude towards Israel and the Arabs, sometimes successfully and – most of the time – not.

Israel’s strategic alliance with the USA and the attempts by the EU to take its decisions independently of America, by creating a second pole parallel to the American one, has made it [i.e., the EU] unacceptable to both of them [i.e., Israel and America] as a chief contributor in defining the course of the Arab-Israeli conflict, although the EU occupies the central position among the granting states, which offer their help either to Palestine or to other Arab states.

**Contemporary Issues, Grade 11, Part 1 (2005) p. 41**

## **Grade 12**

... Following the imposition of the Mandate over Palestine Britain took practical steps for the implementation of the Balfour Declaration, which was issued during the [First World] War in 1917 and which stipulated the establishment of a national home for the Jews in Palestine. [It did] so by facilitating Jewish immigration and taking possession of Palestinian lands.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 35**

...The Balfour Declaration was issued on the second of November 1917. It promised the Jews to establish a national home for them in Palestine. In July 1922 the Council of the League of Nations affirmed the instrument of the British Mandate, which deprived the people of Palestine their right to administer their county’s affairs and granted the mandatory state absolute power of administration and legislation. Accordingly, it started to prepare the political and economic conditions, which would guarantee the establishment of a national home for the Jews. It began facilitating the Jews’ immigration to Palestine in order to transform it into a Jewish state after the expulsion of its people or their extermination. Having faced this Imperialist-Zionist plan, the people of Palestine decided to struggle and perform the Jihad with their property, souls and pens, so that they would prevent Britain from establishing the Jewish state in Palestine... They staged several revolts of which the prominent ones were the Al-Buraq Revolt of 1929 and the Great Revolt in 1936. The conflict with the Mandatory government and Zionism continued until the Catastrophe [*Nakbah*], which took place on the fifteenth of May 1948...

**Arabic Language – Reading, Literature and Critique, Grade 12 (2006) pp. 103-104**

### **The Impact of the Second World War on Palestine**

Britain ruled Palestine directly using the war emergencies as a pretext. It continued disarming the Arabs and prevented the [Palestinian] national movement from taking any action. In order to calm the situation it tried to satisfy the Arabs by implementing the articles of the White

Paper, which was issued in May 1939 and which limited Jewish immigration and the acquisition of Arab lands by Jews, while the Jews [themselves] acted to smuggle arms and immigrants into Palestine and their military activities increased. Also, the Jewish Agency started to train the “Hagana” [Jewish clandestine] army. Churchill, Britain’s prime minister, decided to have a Jewish brigade in Palestine within the Allies’ army.<sup>58</sup>

The Zionist movement strove to combine the efforts of the United States with those of Britain, so that they would both work for the establishment of a Jewish state in Palestine. Accordingly, they both formed the Anglo-American committee in 1946 in order to investigate the situation in Palestine. It recommended that Palestine be left under the British Mandate until the question is brought to the United Nations Organization. Its decisions backed as well the Jewish interests in the sphere of immigration and lands [purchase].

The international committee, which belonged to the United Nations Organization, recommended the partition of Palestine [which was adopted] in 1947 by virtue of Resolution 181 issued on 29.11.1947.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 47**

The [British] Mandatory authorities secretly placed in the Zionists’ hands the fortified positions [in Haifa in 1948] while they were falsely maintaining that they would not give up the city until [several] months after the end of the Mandate period. But suddenly they announced that they were forced to evacuate the city. Horror poured down from [the Jewish neighborhoods on top of] Mount Carmel on the Arabs who lived on the slopes [of the mountain]. The [British] authorities paved the way to a state of panic by [staging] a war of rumors and then opened the harbor and released their ships to carry anyone who wished to go. They were piled up within them while the fire was spitting its terror on them from the mountain. The ships spitted them out on the shore of Acre...

**Arabic Language – Reading, Literature and Critique, Grade 12 (2006) pp. 138-139**

...The connivance of the British occupation authorities with them [the Zionist gangs] by secretly surrendering them the fortified positions [in Haifa] at the time they were falsely maintaining that they would not evacuate the Palestinian cities until [several] months after the end of the occupation period. They also paved the way for a state of panic and a war of rumors, which caused the people to live their cities and villages by force...

**Arabic Language – Reading, Literature and Critique, Grade 12 (2006) p. 143**

The Egyptian and Syrian forces attacked the Israeli forces in 1973. The Egyptian army shattered the [Israeli] Bar-Lev Line [on the eastern bank of the Suez Canal] and Israel suffered heavy losses. The USA intervened and supplied it with the most modern offensive weapons and [thus] it managed to stop the Egyptian and Syrian advance.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 88**

It is impossible to study the relation of the United States of America with the Palestinian problem without looking into the nature of its relations with Israel, because they are relations of mutual interest and strategic alliance in [both] internal and external American policy. For Israel finds in America the primary support and the most important ally in all fields and the United States, on its part, heavily relies on Israel in its Middle Eastern and world strategy. It is possible to say that American strategic stiffness in Israel’s favor is the characteristic by which American policy in the Arab region could be described to this day. It made use of all its capabilities in order to obtain international support for the idea of establishing the Jewish state in Palestine, recognizing it upon its establishment, making it a member of the United nations and regularizing its position in the region by normalizing its relations with all the Arab states

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<sup>58</sup> The Jewish Brigade was formed towards the end of the war and was sent to fight the Germans in Italy. It was not deployed in Palestine.

neighboring it. [The United States] strove to safeguard the new situation, which stemmed from the establishment of Israel. The United States embodied the principle upon which its policy was based in that phase in the Tripartite Declaration.

#### For [Your] Information

The Tripartite Declaration: The United States, France and Britain issued on 25.5.1950 the Tripartite Declaration, which was aimed at securing Israel's borders. These states [also] emphasized their opposition to [any] arms race between the Arabs and Israel and [their] rejection of sending arms and military equipment to the region.

Between the years 1967-1973 the United States expressed its total siding with Israel on all levels, as it finally and officially renounced the Tripartite declaration and [even] went farther, ignoring the total occupation of Palestine's territories as well as other Arab territories and pursuing a new policy based on exchanging Israeli withdrawal from some of the occupied territories for total Arab recognition of Israel, on the protection of its [i.e., Israel's] security and on granting it military and financial aid directly. Following the outbreak of the October War in 1973 the United States extended military support to Israel to compensate it for what it had lost in the war and to augment its stock of arms and developed equipment in order to create a balance in the course of the war.

After that, American foreign policy emerged out of the following general principles:

- Considering the balance of power a political basis for reaching a possible realistic solution, and for solutions to be reached by the parties on the basis of reality, not on the basis of legal and historical claims.
- Long-term negotiations are an essential basis for reaching stable and accepted results. That necessitates the acceptance of contacts, which are cut off at times and resumed at other times and which are decided on the long run. Lengthy negotiations, from the American point of view, lead to a change in the balance of power militarily in favor of one of the parties, or to a change in the political options during the negotiations. It pushed Egypt towards peace with Israel in 1978.

As a result of the political circumstances of the Arab region after the second Gulf War [against Iraq in 1991], the Palestine Liberation Organization [PLO] and Israel reached in 1993 the [agreement of the] Declaration of principles (the Oslo Accord) for the solution of the Palestine problem. [The United States] plays the main role in the attempt to end the Palestinian-Israeli conflict. Its latest political proposal has been the Roadmap Plan.

Let us discuss: How is it possible to deal with the American policy towards Arab and Muslim issues generally and the Palestinian problem in particular?

**Contemporary Issues, Grade 12 (2006) pp. 22-23**

The United States... presently overuses it [the veto privilege] to Israel's advantage. An example of that is its resort to using it twice within fifteen days in March 1997 to protect Israel while the [other] fourteen members [of the Security Council] accepted a proposal regarding the cessation of [Jewish] settlement in the Palestinian territories, particularly in the city of Jerusalem. This is the reason for the UN organization's total failure in finding a solution to the Palestinian problem although it adopted many resolutions in favor of the Palestinian people, for it could not force Israel to implement them.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 56-57**

*The United States is implicitly said to have twisted the UN's arm in order to reverse a resolution against Israel and Zionism.*

...These racist practices by Israel since its establishment in 1948 prompted the United Nations to issue its resolution no. 3379 on 10.11.1975, which considered Zionism a form of racism and

denounced all its racist practices against the Palestinians. It is worth noting that this resolution was abolished according to a proposal presented by the United States on 16.12.1991 following the implications of the second Gulf War and the beginning of the peace process...

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 125-126**

## **D. Western Political and Economic Hegemony**

*This is the main characteristic of Western dominance in the world today, following the disappearance of direct Imperialism.*

### **Grade 11**

What increased the importance of economic geography was its relation to the development of world Imperialism and the redefinition of international relations on the basis of the existence of resources and consumption markets, like the greedy ambitions of the Western states regarding the oil producing regions in the Arab homeland and the interest of Western states in the states of the developing world, which constitute a market for their [i.e., the Western states'] industrial products.

**Physical and Human Geography, Grade 11, Part 2 (2006) p. 67**

Copy into your notebook and put a "V" sign next to the correct phrase and an "X" sign next to the incorrect phrase:

- The interest of the Western states in the Arab region originates from [the fact] that it is one of the most famous regions of the world in terms of oil production.

**Physical and Human Geography, Grade 11, Part 2 (2006) p. 71**

...The subordination [*tab'iyyah*] theory regards the relations between the states of the periphery (the Third World) and the states of the center (the Western industrial states) as relations of subordination, which emerged during the Imperialist era in the Third World. Such relations cause partial or overall hindrance of growth in the periphery. Some of the subordination manifestations are the periphery's export of raw materials and agricultural products to the center and the center's export of finished goods, machines and some technology to the periphery. Among the subordination forms in the Arab world [are] commercial, financial, technological, military, cultural and [also] food subordination.

**Contemporary Issues, Grade 11, Part 2 (2006) p. 18**

*Globalization is sometimes presented as one of the tools in the West's hands for world dominance.*

...Globalization does not transform the world into a homogeneous and unified edifice acknowledging cultural pluralism. Rather, it dismantles the local cultures by imposing its own value model, invites the others to enter its own [frame of] time – its modernism – and strives to reshape the other in its own form and pattern, so that he would become dazzled and consume the goods and the images of itself [i.e., Globalization's] or himself [i.e., the other's] which it [i.e., Globalization] presents him [i.e., the other] with.

...By that, Globalization makes man a mere number and image, like [the one] appearing in the media description of the Palestinian victims. The Globalized world of today is based on the militarization of Globalization, so that the mechanism of hegemony would become a mechanism of control, because hegemony [still] assumes acceptance on the part of the one under hegemony, while control does not seek that [acceptance].

**Contemporary Issues, Grade 11, Part 2 (2006) p. 53**

Globalization is clear interference in economic, social, political, cultural and behavioral matters with no regard for political borders of sovereign states and for the peoples' cultural distinctiveness. It is based on the hegemony of the great powers over the world and on [their] attempt to impose their culture and patterns of life style.

Some of the manifestations of modern Globalization are as follows:

1. In the economic sphere:
  - A. Hegemony of the economically advanced states over the weak states and the imposition of their economic policy on them.
  - B. Control of the markets by the larger companies, which weakens the competition capability on the part of the smaller companies and subsequently leads to their bankruptcy and closure.
2. In the Political sphere:
  - A. Interference with the political regimes of the weak states and attempts at having hegemony over them.
  - B. Imposition of the advanced states' political regimes on the weak states and their promotion through glittering guises such as democracy, political pluralism and freedoms.
3. In the cultural sphere:

It is expressed by the great powers' attempt to impose their culture, values, customs and cultural systems on other nations and peoples, ignoring the distinctiveness of these peoples and their values and beliefs. It is done through the channel of contemporary media, which constitute communication empires controlled by the great powers.

...The difference is thus great between Islam's internationalism, which is based on strengthening the values of mutual understanding, cooperation, good and love among all the peoples on the basis of Islam and its humane teachings, and between Globalization, which is based on glorification of profits, plunder of [others'] wealth and making Western culture triumph over Islamic values.

**Islamic Education, Grade 11, Part 2 (2006) pp. 96-97**

The Globalization Order: Many experts have differences regarding the definition of the globalization order. Some consider it economic, political and cultural merger of all states of the world, or American hegemony over the world. Others consider it the fundamental incentive for economic growth, prosperity and the prevalence of democracy in the world.

...One of the negative manifestations of that [the multi-national companies] is the hegemony of these companies and the bankruptcy or acquisition of small local manufacturing firms by these [multinational] companies. For example, we notice the control of oil production and marketing by few companies.

**Administration and Economics, Grade 11, Part 2 (2006) pp. 14-15**

*An important factor of Western hegemony in the world is its control of international communication media.*

The New Communication Order

Although the age in which we live is the space age, as informational material spreads in the whole world instantly and the (advanced) states of the North have no longer an opportunity to possess more information than the states of the South (the Third World), we still see that the advanced states of the North are the ones in control, as long as they possess the technology controlling [the flow of] information, especially when the possession of that technology requires high economic and scientific potential unavailable in many of Third World countries.

Therefore, the new communication order is characterized by inequality and imbalance within the process of free flow of information between the world's various regions...

I learn: The United States of America controls more than 65% of the flow of news in the world, 3% of publication activity, 63% of communication, 45% of recordings, 90% of cassette and news tapes, 28% of radio [broadcast] songs and 75% of viewed programs. It also controls 72% of computer and [other] electronic equipment production and more than 90% of the information deposited in the information bank and the information centers in the world.

**Contemporary Issues, Grade 11, Part 1 (2005) p. 30**

*The PA textbooks sometimes present views differentiating between the United State and the European Union and calling for more cooperation with the latter.*

While Britain and France already ruled the East [in the past], the United States is the one who occupies in our present time the primary position with a view to spreading its influence in the world.

**Contemporary Issues, Grade 11, Part 1 (2005) p. 51**

#### The European Union and the Arab World

The relations between Europe and the Arab world are old and our interest in them stems from its [that is, Europe's] proximity to the Arab world. These relations were not of a single type in all their phases. They sometimes were warm relations, having included cultural exchange and political alliances, and not always did they take the form of war.

The Arabs in their initial rise benefited from Greek and Roman heritage and the Europeans in their Renaissance benefited from Arab heritage, not only as a bridge connecting them to the Greco-Roman period. Rather, they benefited from the Arabs' achievements. Avicenna's "the Book of Healing" was one of the most important authorities at the medical faculties in Europe until the nineteenth century.

Europe's relations with the Arab world in other periods were relations of conflict and war, of which the most difficult ones were the phase of the Frankish Wars [the Crusades] and the phase of modern Imperialism. A conception has prevailed that the hostility between us and Europe is an eternal hostility and, consequently, some people in Europe still look at the Arab world as a fierce neighbor while others look at it as a cultural border which has contributed to the making of common European identity, which necessitates the formulation of a unified European policy towards it and towards its problems, independent of the far away United States' policies and, at the same time, taking into account the historical and cultural differences with it.

"The Jewish Question" is a European problem first and foremost. What befell the Jews at the hands of Nazism made "Anti-Semitism" a moral and political burden on the European Union and contributed to the delineation of its Middle Eastern policy. Europe had a significant role in establishing Israel and supporting it, especially under the circumstances of the cold war. But after the initiation of the [specific] European course, which culminated in the European Union, the EU tried to adopt a balanced attitude towards Israel and the Arabs, sometimes successfully and – most of the time – not.

Israel's strategic alliance with the USA and the attempts by the EU to take its decisions independently of America, by creating a second pole parallel to the American one, has made it [i.e., the EU] unacceptable to both of them [i.e., Israel and America] as a chief contributor in defining the course of the Arab-Israeli conflict, although the EU occupies the central position among the granting states, which offer their help either to Palestine or to other Arab states.

In return, we find in the Arab world itself contradicting positions, official and unofficial, regarding the EU, approving and opposing Arab-European cooperation. The differences between these opinions stem from the concept [prevailing] among some people who believe that the European role is a complementary role to the American one. On the other hand, [others]

believe that the EU will inevitably form a parallel pole to the American one and, therefore, it is an Arab interest to strengthen the relations with it...

**Contemporary Issues, Grade 11, Part 1 (2005) p. 41**

## **Grade 12**

Neo-Imperialism has employed a method of political, economic and cultural dominance over a state or a group of states while acknowledging their independence and sovereignty and keeping away of Imperialism's traditional methods. It used special means for the realization of its goals, such as:

1. Concluding unequal agreements, which would guarantee Imperialist interests in these states.
2. Binding the developing states by conditions limiting their freedom.
3. Taking advantage of the economic and administrative problems of the newly independent states.
4. Establishing military bases [in these states].
5. Stimulating internal disturbances as well as sectarian, regional and national divisions.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 5**

The Imperialist states resort to controlling the economy of the weak states and their resources instead of [direct] military occupation. On other occasions military control paves the way for economic hegemony. An example of that is the establishment of the Suez Canal Company as a preparation for the Imperialists' control over Egypt's internal and foreign affairs, in addition to the control by British and American monopolistic oil companies of oil production in the Arab homeland, [their] monopoly of the [oil] industry and [their] determination of oil's prices. They did not hesitate to interfere in the internal affairs of the Arab countries.

I will think of the reasons facilitating the economic control by the Imperialist states within the penetrated areas.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 7**

The companies participating in [the pre-1914] Turkish Petroleum Company agreed in 1924 to cancel Iraq's share in the company, which was 20% of the shares, and give the Americans a share in the company, which would be equal to that of the other parties... The Iraqi government refused to that and negotiations began between it and the TPC. The Iraqi delegation insisted on its country's right to some 20% of the shares, which had been secured for it by the San Remo agreement, and on Iraq's [right] to have representatives in the company's directorate.

These negotiations coincided with the Mosul problem the essence of which was Turkey's claim to it... The companies participating in the TPC and their governments took advantage of that to pressure Iraq and force it to grant the oil concession in accordance with the conditions they desired, including giving up its rights in the company, or else, it would lose Mosul. The Iraqi government was compelled to sign the concession agreement in 1925 with the conditions desired by the company, having guaranteed that Mosul remained within Iraq. The Iraqi nationalists rejected the concession's conditions...

...Britain wanted to lay the pipeline and the [parallel] railway [from Kirkuk] through the region under its influence in Trans-Jordan and Palestine to Haifa, in order to encourage the Jews' immigration to Palestine and to provide them with work opportunities there, in addition to its getting rid [by that] of French control over its own oil supplies...

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 137**

I will trace the Imperialist control of oil resources in the Arab Gulf by each of:

1. Britain
2. Germany
3. France

#### 4. The USA

##### **History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 179**

What are the measures, which the Arab states may take in order to encounter the global economic order?

##### **History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 179**

...If a state falls under the influence of world powers, which makes it a target for those states' greedy ambitions, as the position of the states of the Arab homeland and Iran presently is vis-à-vis the United States of America and Russia.

##### **Physical and Human Geography, Grade 12 (2006) p. 107**

...The arms race, which was imposed by the United States on the Soviet Union... exhausted a large part of the state budget and came at the expense of the peoples' welfare in the Socialist countries.

##### **History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 115**

...The collapse of the Soviet Union as a great power in the world and the United States exclusive delineation of world politics following the second Gulf War in 1991, under the shadow of a new one-poled international order, as it imposed its political hegemony on the international organizations in order to realize its interests.

##### **History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 104**

The United States pursued a competitive policy vis-à-vis the West European countries in order to force them to open their markets to American goods and products, and in order to seize control over the primary resources and the energy resources so that it would dominate the economies of the industrial states through economic projects and signing of trade agreements under the slogan of freedom of trade, free exchange of goods and capital and safe investment in all countries. The large economic blocks have become the United States' means of control of world economy.

##### **History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 115-116**

...The United States began its leadership role in the new international order with clear attempts at imposing its political and military hegemony some of which [were] the economic and political siege imposed by it on Libya and Cuba and the constant threat to Iran, Syria and others. The United States makes use of its communication [media] for paving the way to [American] comprehensive world hegemony and imposition of the new international order... It may also resort to imposing this new order by force on the peoples and states of Asia, Africa and Latin America...

##### **History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 118**

...The American president George Bush Sr. also used it [the term "the New World Order"] in 1990 while preparing for the war against Iraq. He stressed that the new international order is founded on the abidance by international legitimacy, respect of international law, guarantee of democracy and human rights and peaceful solution of international and regional disputes. But in reality he was preparing for the appearance of a new international order in which supremacy and leadership would be the United States' in the cause of [its] world dominance.

##### **History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 114**

...The second Gulf War paved the way for the appearance of the new international order, for Iraq had a military power, which might have threatened the interests of the United States and the West's friends in the Middle East. Therefore, the United States and Britain began to take measures against Iraq with a view to containing it, such as diminishing its armed forces and stopping the development of its military capabilities. A political isolation was imposed on it,

accompanied by an immense communication attack. These measures led to the invasion of Kuwait in 1990, which provided the United States with the opportunity to move and form the anti-Iraqi international coalition and force it to withdraw from Kuwait.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 116**

...The United States found out that the situation on the war fronts [in the Iraq-Iran War, 1980-1988] had turned in Iraq's favor. Having desired to lengthen the war, it became necessary to supply Iran with arms in order to create a balance of power between the two parties, as became clear from the following statement by the American president Ronald Reagan regarding the Iraq-Iran War: "Supplying Iraq with arms at times and supplying Iran with arms at other times is a matter related to the state's top policy."

I will try to explain the United States' position of supplying the two fighting parties with arms.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 143**

Iraq accepted the United Nations' resolutions, which called for the withdrawal of its forces from Kuwait and started to withdraw its forces. In spite of that President George Bush Sr. declared that the war would not end except with the fall of the Iraqi regime and the deposition of President Saddam Hussein, and intensified its attacks on the Iraqi forces, which were retreating from Kuwait. It [also] strengthened its [military] presence in the region although it had announced that it would withdraw its armies from the Gulf region once the Iraqi forces are driven out of Kuwait. It [also] imposed air and economic blockade on Iraq and sent... an international committee to look for weapons of mass destruction.

...In spite of the withdrawal of the Iraqi forces the sanctions still remained in force under the pretext of assuring that Iraq was free of weapons of mass destruction... The United States strengthened the pressure of its blockade on Iraq and intensified the arms search campaigns [by UN teams there]. The blockade lasted for ten years and the American policy invented the "Food for Oil" formula.

I will think: How did the blockade impact Iraq?

America claimed that Iraq possessed weapons of mass destruction, which might endanger its interests and the neighboring states. So it was quick to obtain UN resolutions forming teams in order to look for these weapons. They started their work in various areas within Iraq. Following their failure in finding such weapons, the United States fabricated a new crisis in 1997 by claiming that large quantities of the fatal Fe-X gas existed in Iraq. When it did not find any trace of it, the remnants of the Iraqi missiles, which had been used in the Gulf War, were examined and it was proven that they did not contain any trace of the poisonous gas. In 2000 the Iraqi authorities expelled the UN searching teams.

The United States and Britain were still claiming that Iraq had rebuilt its military power and that it possessed nuclear bombs, in preparation for making war against it and in order to obtain international legitimacy for their aggression against Iraq.

What is the impact, in your opinion, of the presence of the American military bases in the Arab Gulf?

...In spite of the positive cooperation shown by Iraq towards the weapons of mass destruction searching team, which was emphasized by the chief of the weapons searchers in Iraq in his report to the UN Security Council, Washington still insisted on threatening [Iraq] with war, without paying attention to the Security Council's approval [or disapproval]. Many important states expressed their opposition to war against Iraq, such as Russia, France and China. The French president [Jacques] Chirac stressed that war was the worst solution to the Iraqi crisis.

Raging demonstrations swept the world denouncing the war. The most prominent ones took place in Palestine, Egypt, Spain, Italy, France, Denmark and Britain.

The American president George Bush Jr. sent an ultimatum to the Iraqi president in 2003 in which he gave him a period of 48 hours to leave Iraq, or else he would face a war in order to disarm him. The Arab League rejected this ultimatum. The United States and Britain ignored the official and popular positions and started their military strikes on Thursday 20.3.2003 against Iraqi positions and installations. Their forces rushed at the Iraqi cities with the participation of military forces from various nations. Baghdad fell. The Iraqis did not submit to this occupation. Rather, they managed to organize themselves and start a courageous resistance to liberate Iraq. The American forces succeeded in capturing the Iraqi president Saddam Hussein as a preliminary step to his trial and a new government was formed under the shadow of the increasing violence of the Iraqi resistance against the continuation of occupation.

What are the results of:

- The flow of American arms to Iran?

How would you refute the United States of America's claims that Iraq possessed weapons of mass destruction?

#### Activity

Let us discuss the Arab position vis-à-vis the Anglo-American aggression against Iraq.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 145-148**

...Hence the great powers' demand that the developing states open their borders, abolish custom barriers, implement democracy, be devoted to human rights, etc. aiming at the elimination of their independence and sovereignty and their submission to the will of the stronger ones.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 115**

[The United States] withdrew from several international treaties such as the missiles treaty of 1972, and did not join other treaties such as the ban on nuclear tests, the ban on chemical and biological weapons, the ban on production of anti-personnel mines, the International Criminal Court, etc.

As for its policy regarding the Arab world, it is based on the following:

- Controlling [Middle Eastern] oil, preventing any Arab or foreign hegemony over its sources and guaranteeing its flow to the Western and industrial world for reasonable prices.
- Siding with Israel as a strategic ally in the region and supporting it politically and economically.
- Not allowing the possession of nuclear arms.

Its siege of Libya and Sudan and its occupation of Iraq, and the ensuing problems in all spheres of life, are but a translation of this policy.

Let us discuss: How is it possible that the USA change its policy vis-à-vis the Arab world?

**Contemporary Issues, Grade 12 (2006) pp. 21-22**

The United Nations succeeded in solving some of the political problems in the world, but it failed in solving some other problems such as the problem of Palestine...

The veto privilege of the five permanent member states in the Security Council has contributed to the inequality of votes among the Council's members. Its overuse has caused the Council's failure to accomplish its duties. The states probably using this privilege most are the Soviet

Union (Russia) and the United States. The Soviet Union used the veto [privilege] excessively on many occasions in the late 1940s and the 1950s since its government felt that most members were siding with American policies. The United States as well presently overuses it to Israel's advantage. An example of that is its use of it twice in fifteen days in March 1977 to protect Israel while the [other] fourteen members accepted a proposal regarding the cessation of [Jewish] settlement in the Palestinian territories, particularly in the city of Jerusalem. This is the reason for the UN organization's total failure in finding a solution to the Palestinian problem although it adopted many resolutions in favor of the Palestinian people, for it could not force Israel to implement them.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 56-57**

...The emergence of the United States of America as the sole pole in international politics, as it began to dominate international decision-making and to impose evident control on the resolutions of the United Nations and of the UN Security Council, which has been transformed from a global organization for the establishment of peace and security into a tool moving in the orbit of American foreign policy. It became clear to the world that it [i.e., the United States] exclusively controls the United Nations Organization in its entirety. That was clearly revealed in a series of resolutions adopted by the UN Security Council shortly before the second Gulf War. In addition, it rejected in 1992 the French proposal to establish an international army belonging to the United Nations to be used by it whenever necessary for the implementation of the Security Council resolutions. Its [i.e., the United States'] rejection stemmed from the fact that the formation of that army would limit its own control of the United Nations Organization, because its command would be under the supervision of the UN Secretary-General.

What prompted the United States to bring the United Nations to this stage was [the concept] that reliance on the resolutions adopted by the UN meant the limitation of the opposition to American policy on the international level. That was strengthened by [the fact] that the UN could not perform its duties without relying on American support, financial support in particular. That explains its inability to solve the Arab-Israeli conflict and implement the decisions of international legitimacy adopted by the UN Security Council regarding the Palestinian problem, because the United States resorts to using its veto privilege... It was [also] careful to keep this international organization away from the participation in the Middle East peace conference under the shadow of the new international order...

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 117-118**

The United States of America has used this organization [Organization of American States] for the realization of its goals and interests. It has also used it as its support in [the field of] UN resolutions in order to oppose the adoption of any resolution not to its liking. Therefore, the American states strive to get rid of American supremacy over the organization and to drift towards a [more] global and international arrangement.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 63**

#### The Controversy over Human Rights

...Since the issuance of the World Proclamation of Human Rights in 1948 controversy has taken place whether to accept this proclamation or reject it. The tone of this controversy has increased in the Arab and Muslim world.

Those who support the principles of human rights rely on [the fact] that these principles protect human dignity and do not contradict in their essence anything called for by the Islamic religion and the other divine [monotheistic] religions. They originally came to protect man and his dignity.

As regards those who oppose these principles, they base their rejection on the following factors:

- Absolute suspicion of anything coming from the West and from the states of international hegemony.
- Pre-conviction that the West employs the principles of human rights as a means for cultural invasion of the world.
- Belief that human rights are nothing but a pretext used by the West and the great hegemonic powers in order to interfere in the affairs of other states, as happens in Afghanistan, Iraq, Darfur, etc. At the same time the hegemonic states ignore the violations of human rights in other places such as Bosnia-Herzegovina, Chechnia, Palestine, etc.

But in spite of [one's] understanding of the justifications [raised by] the rejecting party, there are several facts, which support this world movement [i.e., for human rights]. The human rights movement – though exploited by the Imperialist states – is not a state movement, but rather a world popular and humane one undertaken originally by popular organizations. Also, the malpractice of the principles of human rights by the hegemonic states does not prove this idea's incorrectness. Rather, it is incorrect practice. Had we judged the correctness of ideas according to their practice we would have abolished all ideas, beliefs and religions practiced wrongly by their followers. What is needed is confronting those who exploit the slogan of the human rights movement and not becoming alienated to it.

**Contemporary Issues, Grade 12 (2006) p. 101**

#### International Law and [its] Application

...The main problem in applying human international law is that most international bloody conflicts in present time are conducted by the great powers, which signed the four Geneva conventions and which protect the principles of human international law. This schizophrenia is one of the factors of the international law's weakness. On the one hand, they sign agreements limiting the impact of armed conflicts and limiting the use of weapons of mass destruction, and at the same time these [same] states conduct international wars and conflicts, as happened with regard to the Israeli violations of human international law in Palestine, the violations by the United States of America of human international law in Iraq and Afghanistan, and the violation by the Serbs of international law in Bosnia-Herzegovina and elsewhere.

**Contemporary Issues, Grade 12 (2006) p. 108**

Economic issues play an important role in influencing regional and international relations and are considered one of the reasons, which have made the Arab world the world's most tense region on the level of economic relations, due to its possession of enormous economic wealth, chief among which being its oil wealth, which has caused the coveting industrial states to show special interest in controlling the sources of this wealth for the purpose of serving their industries and investing their capital. As a result, the Arab world has faced attempts in the past and at present to impose [on it] political, military and economic hegemony, which has reflected negatively on the peoples of these states in the form of political instability and the deterioration of living conditions.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 135**

...Industry in the Arab world faces several problems such as... the Imperialist policies, which strive to keep the Arab states as a market for their goods...

...There is no doubt that the previously mentioned problems led to the backwardness of industry in the Arab world and have made it subordinate to the foreign industrial states...

...The Arabs' lack of consensus on a coordinated economic policy has led to the absence of a real economic power that would face the Israeli economy and its presence in the world market comparing to the Arab [economic] presence [there].

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 158-159**

*Note in the following piece the emphasis on Western Imperialism and domination in explaining the problem of poverty in the Arab world.*

#### The Reasons for the Spread of Poverty in the Arab World

- Imperialism and regional division of the Arab homeland [by Imperialism].
- Subordination of the Arab world's countries to the West, flooding of the Arab markets with Western products and burdening their budget with debts.
- Corruption plays an influential role in increasing the percentage of those who sink below poverty line.
- Concentration of wealth in a certain Arab country and its lack in another [Arab] country, and it is also concentrated within a certain sector in these societies.
- Spread of unemployment.
- Absence of pan-Arab economic integration.

I will think of other reasons for poverty in the Arab world.

**Contemporary Issues, Grade 12 (2006) pp. 43-44**

[Egyptian president Anwar] Sadat began his rule with economic openness to foreign investments and the private sector and increased Egypt's reliance on foreign loans and grants, especially from the United States, which financed the construction of oil pipes in Egypt, which caused the accumulation of debts... and the exposure of the country to an economic crisis...

I will think: How did the economic openness policy impact Egypt?

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 88**

*The West and also non-Arab neighboring countries, including Israel, are partially blamed for problems related to shortage of water in the Arab world.*

Arab national security faced a number of challenges in the twentieth century among which was the crisis of shortage of water as a result of irregularity of rainfall, the [fact that] the sources of most rivers of the Arab homeland are outside its political borders and due to the great population increase in it and its developmental needs, in addition to the foreigners' covetousness of water and [their] endeavor to control and exploit it.

First: Water Conditions in Palestine

[See in the sub-chapter titled "Israel's Image above]

Second: The Water of South Lebanon

[See in the sub-chapter titled "Israel's Image" above]

Third: The Water of the Euphrates and Tigris [Rivers]

...Israel started to work for finding solutions to its anticipated water crises by initiating joint projects with Turkey. The Turkish president Turgut Özal visited the United States in 1987 and proposed there to make use of Turkish water through a project named "the Peace Pipes Project", 2,700 km long, which would carry water from Turkey to Syria, Lebanon and Israel, and an eastern pipe, 3,900 km long, stretching to the states of the Arab Gulf. The United States welcomed this project because it contributed to supplying Israel with water, it provided an opportunity to American companies to have a principal role in these projects... and the execution of this project would put the reins of Arab politics in the hands of the West through the control of the water of the Euphrates and Tigris Rivers. The Arabs rejected the project.

I will explain the Arab rejection of the Turkish “Peace Pipes Project”.



The Turkish “Peace Pipes Project”

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p.152.**

Turkey began to carry out its project called “South-East Anatolia” [GAP], which strives to execute [a series of] projects of dams, canals and reservoirs in order to develop the Anatolian plateau. This project, which requires the construction of 17 dams on the Euphrates River and four dams on the Tigris River and the construction of 17 electricity power plants on the [banks] of the two rivers and their tributaries, will cause the lowering of water level in each of Syria and Iraq and the reduction of agricultural production, as well as the reduction of electricity production. It will also cause real problems on the level of soil and climate.

The Turkish government used the Euphrates River as an effective weapon against Syria and Iraq, although it enjoys an international status denied by Turkey, as appeared in a statement by Özal that it is a Turkish river, not an international one, although the length of the course of the Euphrates [River] in Turkey is 442 km only, while the length of its course is 675 km in Syria and 1,213 km in Iraq.

#### The Impact of the Turkish Water Projects on Iraq and Syria

Hydrologists have shown that a decrease of a billion sq. meters a year of the Euphrates water would impact agricultural lands in Iraq. In case the construction of the Turkish dams in the Anatolian plateau is completed, about 40% of the [present] agricultural lands in the Euphrates basin will be outside the range of agricultural use, in addition to the complete standstill of the power stations at the Qadisiyyah Dam.

As for Syria, the execution of the Turkish water projects, which outwardly assume a hydrographic-economic character, indeed have a political-security-military nature, as the Euphrates River constitutes the Turkish blackmailing card, bearing in mind that its source is found outside the scope of Arab control. This is where the main danger embodied by the phenomenon of “water politicization” is hiding, which entails the use of water as a tool of bargaining, threat and compulsion in political dealings.

The fact is that the benefit to Turkey from the Atatürk Dam, which was inaugurated by the Turks during the first Gulf War, is not restricted to the production of inexpensive electrical power, which would satisfy Turkey's needs and beyond, but it rather aims at obtaining hard currency by way of selling the food surplus resulting from the irrigation of vast agricultural lands in the region of eastern Anatolia. The project will thus transform Turkey into a food-exporting state, which will finance the Middle East and dominate its politics by [providing] food-security. This project will deprive Syria of 40% of its need for water and the decrease of the incoming water will cause the subtraction of about 860 thousand *dunums*<sup>59</sup> from the [total] scope of land actually cultivated [today]. It will also diminish the production of electricity at Al-Thawrah Dam to mere 12% of its capacity, which means the standstill of hundreds of industrial installations and, consequently, the deterioration of the farmers' conditions.

The Turkish side insists on a comprehensive agreement on water between Syria and Turkey, which will include the distribution of the water of all the rivers shared by the two parties, particularly the water of Al-Asi River, which flows from Syria and ends in the [formerly Syrian and presently Turkish] Alexandretta district with a view to [thus] obtaining Syrian official recognition of Turkish sovereignty over the Alexandretta district.

During his visit to Damascus in February 1993, the Turkish prime minister Süleiman Demirel proposed to the Syrian leaders to compensate them for [the loss of water from] the Euphrates River with the water of the Tigris [River], which flows along the Syrian border for a distance of 50 km, on account of its being richer in water than the Euphrates, bearing in mind that a Syrian consent on this project would be at the expense of Iraq's share of the Tigris water, which was rejected by Syria.

#### Fourth: The Water of River Nile

The Ethiopian expansionist greedy ambitions regarding the Nile water concentrated on three axes:

1. Ignoring the agreements, which had been concluded between the states of the Nile basin and which guarantee the historical rights of Egypt and Sudan to the water of this river, under the pretext that these agreements belonged to the era of [Colonialist] occupation.
2. Building dams extensively on the Blue Nile's tributaries with a view to decreasing the quantity of water descending to Sudan and Egypt.
3. Rejecting cooperation and coordination with the rest of the states of the Nile basin and not allowing any [foreign] control of the Ethiopian Nile tributaries...

[Questions:]

- What are the results of:
  - Turkey's execution of the South-East Anatolia Project?
  - The Turkish-Israeli rapprochement?
- How would you explain:
  - Turkey's insistence on distributing the water of Al-Asi River?
  - Turkey's proposal to Syria [to have] the water of the Tigris [River] in return for giving up the water of the Euphrates [River]?
  - The Arabs' rejection of the Turkish "Peace Pipes Project"?
- The Ethiopian expansionist greedy ambitions regarding the Nile River concentrated on a number of axes. I will mention them.

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<sup>59</sup> A *dunum* roughly equals 900 sq. meters.

### Activity

Let us discuss the dangers [emanating from] the location of the Arab water sources outside the borders of the Arab world.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 149, 151-155**

*Another accusation against the West and against America in particular is related to issues of the environment.*

...The United States of America did not approve it [the Tokyo environmental protocol, 1997] although it is the first state in the world causing [the emission of] greenhouse effect gases.

**Contemporary Issues, Grade 11, Part 2 (2006) p. 26**

## **E. Western Religious and Cultural Attack**

### **Grade 11**

...In our own days Muslims (individuals, preachers and groups) face insult, persecution and hardships and they are described by various [negative] traits...

**Islamic Education, Grade 11, Part 2 (2006) p. 48**

...Following that the missionary delegations appeared. They played an important role in spreading Christian teachings through the schools they established in Palestine, in addition to spreading the influence of the states to which these delegations belonged, for they were numerous and belonged to various states such as France, Britain and Russia... At any rate, these delegations played an important role in spreading education and in the diffusion of intellectual, political, patriotic and national awareness.

**Modern and Contemporary History of Palestine, Grade 11, Part1 (2005) p. 57**

...One of the greatest problems faced today by the Muslim nation is Western cultural invasion. Local papers rely on Western global news agencies, which monopolize the market, formulate the news item and use terms that express their own view of the [various] events and incidents. Also, there are many Western radio stations broadcasting their programs in the Arabic language in order to convey their own perceptions and concepts regarding the matters [discussed]. But most influence comes through television, which broadcasts entertaining programs and films using sex and violence in order to spread its merchandise and which often reinforces the negative stereotypical images of the Arab or Muslim's personality.

Some of the Arab stations have lately broadcast many programs, which are considered an Arabic version of Western programs. They belong by ownership to Western companies and rely in their income on the people's phone calls, which are done by contacting special numbers so that they pay doubled phone rates for the benefit of these programs. The one who pays these amounts is but a gambler on the one hand and a supporter of worthless programs, which include forbidden [material] on the other hand...

The resistance to the flow of information from the West to the East is a resistance to [their] contents. There is no objection to cultural exchange provided that it does not include matters that one should be cautious to from an [Islamic] legal point of view... Cultural exchange must be [done] with awareness and in a manner, which will not lead to the dissolution of the self because of the incoming informational material.

...The Muslim nation is exposed to cultural invasion and the governments of the Muslim states are exposed to foreign pressure to change and alter their values. Actually, these governments, due to their disunion, have gradually relinquished their fixed positions... There are hostile

communication media which broadcast a distorted image in purpose, as this image helps the decision makers in the West to pass oppressive policies related to the Muslims, whether regarding those ones who live in the West, or regarding the Muslim states.

...[Muslim] communication [media] should assume their prospective role in consolidating the nation's identity, building its culture and confronting the invasion of the Westernization culture...

[Questions:]

- I will mention the negative impact of the non-Muslim communication [media] on the Muslim nation and its sons nowadays.

**Islamic Education, Grade 11, Part 1 (2005) pp. 123-125**

The recommendations of the [Arab] Linguistic Academy Conference in its 66<sup>th</sup> session in Cairo in 1998:

...

- That the ministers of education in Egypt and the [other] Arab countries work on the Arabization of university education and [other] higher [education], so that the nation's youth would become free of the scientific subordination to the West just as the nation has become free of the political subordination to it.

**Arabic Language – Reading, Literature and Critique, Grade 11, Part 1 (2005) p. 17**

The youth sector is the most influenced one by the negative aspects of globalization and of the incoming civilizations, which compete with our Arab values and customs...

**Contemporary Issues, Grade 11, Part 2 (2006) p. 8**

### Dealing with Modernism

Dealing with modernism in contemporary Arab thinking is done in various ways such as:

- Some think that modernism means following the advanced societies in terms of industry and information [technology]. Accordingly, it is necessary to imitate these societies and transfer their experience and apply it to our own society. This theory pushes the Arab societies to become consumptive markets for the products of the advanced societies and leads to a state of technological and informational and, consequently, political dependence on these societies. This transformation is also accompanied by consumptive culture [in which] anything produced by the West – art, music, fashion, etc. – is copied in order to resemble the powerful and the advanced one.
- Another vision believes that modernism will never emerge except in a totally internal form through the rejection of anything coming from the world and [through] self-closure, in order to defend ourselves against perversions caused by openness to a world that tried to rule us in the Colonialist period and tries to rule us in the post-Colonial phase by way of incorporating us in world markets and world culture and stripping us of our distinctness and heritage.
- As for the third vision, it regards modernism as a position, which we should enter armed with the understanding of [our] heritage, on the one hand, and, on the other hand, [armed] with understanding of the spirit of the age we live in. Therefore, modernism is a product of a producing society and [of] an informational society, not just a society of consumption and imitation. A society that can build itself and utilize what is available on the global level, in order to become a producing society, a society that pushes informational production forward, taking into account [the text ends here].

### Activity

Let us split into groups. Each group will adopt one of the forms of dealing with modernism. Each group will try to convince the other groups to accept its opinion.

### Activity

Is it possible to imagine a Muslim-Arab modernism? How?

Write about this issue.

**Contemporary Issues, Grade 11, Part 1 (2005) pp. 56-57**

### **Grade 12**

#### Missionary Work [tabshir]

The foreign states used the missionary work as a method of penetration and extension of their military and political control over the regions they coveted to subdue and rule.

What is missionary work?

Missionary work is an attempt by the European West to spread the Christian religion and Western culture in various regions of the world and transform their inhabitants into Christians. It was especially active in the Arab and Muslim world in order to confront Islam and prevent its expansion and spread. It was a prelude to Imperialism...

#### Goals of the Missionary Work

Samuel Zwemmer, one of the fanatic missionaries in the East, laid down the goals of the missionary work in a speech in a missionary conference held in Jerusalem in 1935 saying:

"...But the missionary work's mission which the Christian states have appointed you to perform in the Mohammedan countries is not to bring the Muslims into Christianity... Rather, your mission is to take the Muslim out of Islam so he would become a creature with no connection to God... By that you will be, through this work of yours, the pioneers of Imperialist conquest of the Islamic realms. This is what you have perfectly done for the last hundred years... We have taken hold of... all curricula in the Islamic realms..."

What are the goals of the missionary work as they appear in the text?

The goals of the missionary work were manifold in accordance with the historical circumstances, which it came under since its emergence. Among them [were the following]:

Spreading Western culture among the Muslims and calling [upon them] to become civilized, destroying Islam with its doctrine, rites, institutions and morals, supporting Imperialist invasion of Muslims countries and working on smashing Muslim resistance, circulating division and conflict among the Muslims by stimulating ethnic, sectarian and regional chauvinism, etc.

Do you expect the missionary work to succeed in realizing its goals? Why?

#### Means of the Missionary Work

The missionaries used various means such as:

First: Social institutions. The missionaries exploited society's need for social services and endeavored to establish institutions for the poor, the aged, the disabled and orphanages.

Second: The various communication media such as the press, radio and periodicals.

Third: [Medical] treatment and nursing. The missionaries established several hospitals and clinics. They also sent medical delegations with a view to getting closer to the people and taking advantage of them.

Fourth: Educational delegations to the Western Christian states. The missionary associations send Muslims to study in the West.

Fifth: Educational institutions. The missionaries contributed to the establishment of schools and

universities, which are considered among the most useful means to which they resorted in order to realize their goals...

#### The Results of the Missionary Invasion

The missionary invasions paved the way for modern European Imperialism to penetrate into the Muslim world politically, after having penetrated it culturally. The missionary schools contributed to the graduation of some educated people as sons of Western culture who carry its ideas and as its propagandists, especially those ones who studied history and wrote about it in the states subjugated to missionary invasion. Also appeared a group of politicians whose ideas were influenced by Western political and philosophical opinions, which brought about the confusion of ideas in various aspects of life, as happened in the Ottoman State.

In spite of the efforts made by the missionaries in order to spread the Christian religion, they failed in harming the Islamic faith. But they contributed to paving the way for Imperialist penetration and control in numerous regions of the world.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) pp. 3-5**

The missionary delegations are regarded as one of the most destructive means of the intellectual and cultural invasion in the life of a nation. I will explain:

1. The goals of the missionary work
2. The difficulties faced by the missionaries
3. The results of the missionary work

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 9**

Missionary work paves the way for:

1. Military control
2. Political control
3. Economic control
4. All the [answers] mentioned [above]

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 167**

The Imperialist states opened schools, institutes, colleges and universities and sent missionary delegations, as France's policy in Syria, Lebanon and the Arab Maghreb [was], in an attempt to eliminate the Arabic language and the Muslim religion. These delegations left an impact by spreading division and sectarian and communal conflicts in the Arab homeland. It is possible to summarize the most important goals of cultural Imperialism by the following:

- Striving to make the Arab region subordinate to the West.
- Alienating the Arab citizen from his region and its problems and creating a model of educated people who cannot understand the problems of their society and confront them.
- Brain emigration to foreign countries.
- Preparing local leaderships and talented people supporting Imperialism and opposing national liberation.

Among its [i.e., cultural Imperialism's] manifestations as well are: consolidation of its presence in the Arab region, endeavors to make its cultural and educational institutions superior to local institutions, encouragement of foreign educational system while generally fighting state education embodied in the national universities, and creation of culturally diverse groups in society, which threatens its unity and [its mere] existence.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 7**

Cultural Imperialism is considered Imperialism's most dangerous form. What are its goals and manifestations?

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p.10**

...There appeared global communication foundations, which are able, due to their immense capabilities and resources, to transfer news and cultures between nations and peoples and compete with the national communication media. Among these are Reuters, etc. and the press foundations such as the New York Times. They belong to the Capitalist states, which direct them to serve their interests, spread their ideas and promote the Capitalist regime in the style of the United States, which considers itself sponsor of the new international order.

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 116**

I will mention two goals of each of [the following]:

Missionary Work

Cultural invasion

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 174**

How do the Imperialist states endeavor to lay the foundations for their cultural presence in the Arab region?

**History of the Arabs and the World in the Twentieth Century, Grade 12 (2006) p. 174**

## **F. Western Orientalism**

*Western Orientalism, or rather, Islamic and Middle Eastern studies, is viewed as part of the cultural attack against Islam and the Arabs.*

### **Grade 11**

#### Orientalism [Istishraq]

I will consider the following questions and answer them at the end of the lesson:

- What is Orientalism?
- What is Orientalism's impact on the relations between East and West?
- How is it possible to confront contemporary Orientalism?

It is important to study the issue of Orientalism in order to clarify one of the most important obstacles to dialogue and interconnectedness between East and West, which has become a central requisite for development in the East.

#### The Concept of Orientalism

There are many definitions of Orientalism, among which [are the following]:

- Studying thoroughly Eastern languages and literatures.
- An intellectual process relying on Western cultural standards.
- There are those who think that it is the study of the East, especially Arabs and Muslims, as far as their history, customs, languages, geography, regimes, religions and peoples are concerned, basing on the West's outlook and civilization and on its interest in spreading its influence in the East.

#### The Beginning of Orientalism

Scholars differ in [their] opinions regarding the defined starting point of Orientalism. Some of them trace it back to:

- The emergence of Islam in the Arabian Peninsula.
- The Vienna clerical synod in the thirteenth century CE, with the establishment of several chairs of the Arabic language in European universities.
- The Muslim conquest of Spain and some of the Mediterranean islands.
- The Frankish wars [i.e., the Crusades] against the Arab-Muslim East.

- Napoleon's expedition against Egypt in 1799, as a number of scientists in various fields accompanied the expedition for the purpose of studying Egypt and the Arab East.

I learn: A number of chairs of Arabic language (specializing departments) were established in five European universities: Paris, Oxford, Yolodhyah [sic and should be Bologna] in Italy, and Salamanca in Spain, in addition to the papal university in Rome.

#### Activity

Let us study and write down:

Napoleon's expedition against the Arab East is regarded as a decisive phase in the history of Orientalism.

At any rate, Orientalism exists. The first beginnings paved the way for its appearance in an institutionalized and organized form in the sixteenth century, and it later developed until it became an official European institution. Its first conference was convened in Paris in 1873 and its conferences have become an annual tradition to the seventies of the last century [in fact, they still continue], where a debate took place regarding the importance of its existence. Then it changed into new terms such as: Middle Eastern Studies, Regional Studies [-] the Middle East [and] North Africa. Departments have also been dedicated to Chinese, Indian and Japanese and other studies, which were included within the Orientalists' studies, which remained alive in one form or another.

#### Activity

Let us discuss the impact of the transformation of Orientalism from an individual to institutional [occupation].

#### The States which Took Interest in Orientalism

Immediately following the beginning of Orientalism it was approached by the West, which made of it a distinct science. The goals of all its states were the same. Following are the prominent states, which had a prominent Orientalist role and which had an Imperialist presence in the Arab homeland:

#### Holland

Holland did not have a direct Imperialist role in the Arab countries, but its influence in the Arab Gulf replaced Portuguese Imperialism following its confinement. Holland was preoccupied in southern Asia. Despite that, it had a distinguished Orientalist role and its relation to Orientalism is very old. Leiden University is perhaps one of the most famous universities, which have been interested in these studies. There appeared in Holland many books about Arabic grammar and Arab-Latin dictionaries, and many manuscripts were studied there. But Oriental studies there [today] no longer reach the high level of former times because of the elimination of its [international] political role.

#### Britain

Orientalist studies began in Britain early, as a large number of its scholars in the Middle Ages focused on studying the Arabic language and its literature. The first chair of Arabic studies was established at Cambridge University in 1623 and at Oxford University in 1626. The English Orientalists were working in the fields, which served British Imperialism. But in spite of the disappearance of Britain's role in the latest era on the Imperialist level, Oriental studies in Britain's universities are still developed. The University of London, for instance, is interested in the Arabic language, in addition to modern Arabic literature and contemporary history. As regards Cambridge University, it has relations with the present-day Arabian Peninsula and its study is especially focused on Yemen, North Africa and political affairs in Iraq. Oxford University is interested in contemporary Arab studies, Arab modern politics, modern Syrian history and, prominently, in the origins of Arab nationalism in the region.

### France

France was unique among the rest of the European states in that Orientalism went beyond its borders early. [French] Orientalist institutions were opened in Arab countries such as Algeria, Tunisia, Cairo, Damascus and Beirut, where the University of Saint Joseph [renamed as the Arab University of Beirut] is. Later, America, Britain and Germany followed suit and opened institutions and universities in the East.<sup>60</sup>

### America

Orientalism assumed there a different role, as it focused from its beginning on contemporary studies – political, economic, environmental and other. Studies of modern and contemporary Arab history encountered wide interest at the American universities in California, Chicago, Washington, New York and New Jersey. There is an institute in California for various political studies belonging to the American ministry of foreign affairs, from which some students specializing in the Arabic language and local dialects, as well as in Arab politics graduate and [then] are appointed in the diplomatic corps.

### Germany

Germany did not have direct Imperialist interests in the Arab homeland in spite of its Imperialist aspirations in the past. But German Orientalism helped in serving the Imperialist goals pursued by most European states. There are fifty-two universities in Germany and in most of them there are Oriental departments headed by an Orientalist. Each university specializes in a certain Orientalist field. The University of Frankfurt, for example, specializes in translations [or: biographies] and Arab history of science. The Free University of Berlin [specializes] in the study of contemporary Arab society. The Germans' role in the Orientalist field is distinguished by the seriousness of [their] researches and the seriousness of [their] investigations. By that they have offered [great] services to the Arab nation and the world regarding [Oriental] heritage, both in linguistic or intellectual research...

### Activity

Let us discuss: Why was the German role in Orientalism distinguished by seriousness?

### Italy

Italian Orientalism was interested in the beginning in religious matters in the Renaissance age. But it changed and acquired political, economic and cultural goals. When Italy began to have expansionist Imperialist goals, Orientalism there began having interest in life style and economic aspects. There are twelve universities in Italy interested in Arab and Islamic studies. There is also a center for dialect studies at the University of Rome, which especially focuses on the Egyptian dialect.

### Spain

Spain has been connected to the Muslim Arab nation by centuries-old history. The Muslim Arabs ruled it eight centuries and left there treasures of books and manuscripts. But the Orientalist movement did not develop there before the nineteenth century.

Almost all Spanish universities are interested in Arab and Islamic studies. Among them are the Independent University of Madrid, Central University of Madrid, the University of Barcelona, the University of Granada, the University of Zaragoza and the University of Seville.

### The Soviet Union

Orientalism in the Soviet Union passed through two important phases which are the Russian phase, as books talking about the Arabs and Islam and focus on Arabic dialects spread in the eighteenth century, and Russian Orientalism preceded others in this field, and the Soviet phase,

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<sup>60</sup> The American University of Beirut [originally named “the Syrian Protestant College”] preceded the Saint Joseph College by almost ten years.

that is, after the Bolshevik revolution in 1917. Orientalism at that time was distinguished by interest in contemporary issues and it started focusing its interest on the situation of the Arab homeland today, contemporary history issues in particular.

The development of relations between the Soviet Union and the Arab states necessitated the training of Soviet agents in the Arab countries in various cultural, economic, social and political fields.

### Activity

Let us discuss the interest of different [foreign] states in Orientalism under different circumstances.

### The Methodology of Oriental Research

The Orientalist presented a distorted image of the East. This is what many Orientalists who tried to be objective or sympathetic to the East were emphasizing. The Orientalist Montgomery Watt says: “Ever since the eighteenth century, researchers were striving to improve the distorted image which had been bred in Europe about Islam. In spite of the scientific effort made in this cause, the impact of this truth-offending position created by writings of the Middle Ages in Europe still exists. Objective research and studies have not yet been able to steer clear of it.”

This is so because the Orientalists have relied in their studies on foundations distinguishing them from the Eastern researchers themselves:

- Their reliance on their own personal views with no consideration of the views of the Arab or Muslim society. Thus, their views should be regarded as one-sided, leading them to results that differ from reality.

It is apparent in the Orientalist Smith’s view of the Arab human being in the following text:

“The Arab traveler is different from us. The effort of moving from place to another is for him pure trouble and he does not feel the pleasure of making an effort as we do. He complains about hunger and fatigue with all his strength, unlike us... In addition, the Arab is little influenced by the natural sceneries, while we are deeply influenced by them.” (Edward Said, *Orientalism: Knowledge, Domination, Formation*, p. 244)

I learn: Edward Said: A Palestinian writer and intellectual. He was born in Jerusalem in 1935 and worked as a professor of literature at Columbia University. Edward Said has left a precious intellectual legacy and one of his books is “Orientalism”. He died in New York in 2003.

- Casting doubt is the foundation of Orientalist methodology: Some Orientalists used the method of casting doubt regarding the facts of our heritage. They sanctioned false arguments, which had been rejected by Muslim scholars with scientific evidence, and ignored [both] rejection and evidence. Their interest focused on specific fields of Eastern sciences for study, such as philosophy. The Orientalists’ efforts were directed at presenting the East to Westerners.

- Their reliance on the Machiavellian principle in the Orientalist studies: The Orientalists followed the Machiavellian principle that says: the goal justifies the means. And the primary goal pursued by the Western states was exploring the Arab and Muslim countries and spreading their Imperialist control over them.

I learn: [Nicolo] Machiavelli: An Italian politician and writer, one of the most important political thinkers in the Renaissance age. He expounded most of his views in his book “the Prince”. He thought it advisable that the leader should resort to [any] necessary means in order to keep the state [safe], including cruelty, treachery and force.

- They disregarded the accounts that contradicted the results they confirmed. Sometimes Western concepts are used for the purpose of interpreting historical texts and events, because of their [i.e., the Orientalists’] ignorance of the true nature of Muslim society. So those Orientalists judge it according to their own moral and cultural criteria.

#### Activity

Let us discuss: Was it [ever] possible that the West would have a different view of the East? Why?

#### The Goals of Orientalism

Orientalism has many goals and this is not the place for enumerating them [all]. But it is possible to say that [some] of the Orientalism’s most important goals are [the following]:

- A religious goal, namely, studying Islam in order to know it out of fear for the Christian religion professed by Europe, because many Christian Europeans converted to Islam. Many Orientalist works appeared for this reason.

#### Activity

Let us split into groups. Each group will study and write down examples of each of the following:

Extremist Orientalist works  
Moderate Orientalist works  
Fair Orientalist works

- A scientific goal, namely, studying the achievements of the Muslim-Arab civilization in the various spheres of life and transferring them to the West in order to benefit from them and build upon them. As a result, an extensive European movement of translating Muslim-Arab thinking appeared.
- An economic-commercial goal, as the scientific and industrial progress which Europe has experienced necessitated [the import of] primary raw materials to feed its factories. And these factories were in need for markets to distribute their goods... and that was available in the Arab and Muslim East.
- A political-Imperialist goal, as many Orientalists were subservient to Imperialism, presented the [foreign] rulers with their detailed information about the Arabs and the Muslims and urged them to

invade them. Thus, the term “Orientalist” became inseparable from the term “Imperialist”.

- A cultural goal, namely, the spread of Western culture in the Muslim-Arab East, out of the patronizing view held by many Orientalists with regard to non-European and non-American nations. That was done by spreading European languages and by coloring the [local] societies with Western cultural characteristics.

#### Activity

Let us discuss: Orientalism’s goal was educating the East. Why?

The Orientalists used many means to realize their goals, such as penetrating into university education, establishing global institutions for education and training, convening dialogue conferences, organizing debating groups on many issues, publishing periodicals and printing articles that deal with the issues they want [to deal with], collecting Arabic manuscripts, writing books and scientific Islamic encyclopedias, writing political reports, radio and television programs and press articles – all that for the purpose of realizing the goals they wanted to realize, which would leave the East under the control of the West in all spheres of life.

In order to succeed in realizing their goals, the Orientalists have employed the best possible means. They showed devotion in their work and persistence on doing it with utmost earnestness and with a strong desire to seek knowledge. They expended on their research immense sums of money through their governments and benevolent societies established for this purpose.

#### The Impact of Orientalism

Orientalism has left much impact on Muslim-Arab societies. It encouraged secularism by promoting Western political [type of] regimes and by clarifying the ethnic and cultural boundary lines between the minorities, so that it would find for itself a foothold between the segments of Muslim-Arab societies. It formed a negative image of woman’s status in Arab and Muslim society, which prevailed in European education about the East.

The Orientalists tried deliberately to attribute to Islam the weakness and backwardness in the Arab and Muslim societies, rather than to the political-historical development in the region.

But Orientalism [also] had a positive impact:

- It contributed to the increase of the number of researchers.
- The quantity of studied and translated manuscripts increased.
- In many cases it provided for European students who expressed [their] solidarity with it [but] had genuine interest in issues of the cultural and linguistic heritage of the Arab East.

The Arab and the Muslim has just to select from their works what is appropriate, paying attention to the spots of distortion there, in order to avoid them, or expose them, or refute them.

#### Activity

Let us discuss: Let us look for Orientalism’s other [types of] impact.

#### The Success of Orientalism

While Britain and France already ruled the East [in the past], the United States is the one who occupies in our present time the primary position with a view to spreading its influence in the world.

But, why has American Orientalism succeeded at present?

- Because the Arab and Muslim world is in a secondary rank in terms of culture, knowledge and research production.
- Due to the existence of dozens of organizations in the United States for the study of the Arab and Muslim East.
- There is almost no institution of [good] standing in the East for the purpose of studying the East itself in order to be an alternative to Orientalist thinking. There is not a single main periodical for Arab studies published in the Arab world today. There is not a single Arab educational institution for the study of the Arab world capable of being compared to Oxford and Harvard.
- The predominance of American consumption culture over the Arab and Muslim world, which includes consumption of the American culture provided by the American communication media.

### Activity

Let us discuss: How can we confront Orientalism?

[Questions:]

- I will define Orientalism in my own words.
- How did the methodology followed by the Orientalists contribute to the distorted image of the Arab East in European mentality?
- Orientalism has many goals. I will mention three of them.
- In spite of its negative aspects, Orientalism [also] had a positive impact. I will explain that.
- I will explain American Orientalism's success in our present time.

**Contemporary Issues, Grade 11, Part 1 (2005) pp. 44-52**

Some pagans accused the Messenger that he had received the Qur'an from someone else... This accusation is still heard from the enemies of [the Islamic] religion and the Orientalists.

**Islamic Education, Grade 11, Part 2 (2006) p. 38**

*Another aspect of this issue is the image of Arabs and Muslims in the West.*

Cultural, intellectual and religious bias in the West against Arab and Muslim societies due to a history of old and new conflicts between the Arab and Muslim countries and the West, as was the case with the Frankish Wars [i.e., the Crusades] in the Middle Ages and modern Imperialism in the nineteenth and twentieth centuries.

The supremacy of the negative stereotypes in the Western citizen's mentality, due to the impact of the information media hostile to the Palestinian cause, which depicted the Arab individual in the media and in motion pictures in various images. Some of these images are that the Arab [individual] is a terrorist, backward, oppressor of women and that he has a monopoly over oil.

In spite of these obstacles and others, we have started to see very important developments, especially in Europe, in which the European citizen started to free himself from this distorted informational education and has shown great solidarity with the Palestinian cause and with other Arab causes such as the Iraqi one.

**Contemporary Issues, Grade 11, Part 1 (2005) p. 32**

### **Grade 12**

It is erroneous to focus [in the study of our history] on weaknesses and problems such as internal wars and divisions and ignore the elements of power [in our history], as the method of many Orientalists is...

Question 1: I will answer with “Yes” or “No” any of the following:

- The method of many Orientalists is based on focusing on weaknesses and problems in our history.

**Islamic Education, Grade 12 (2006) pp. 116-117**

## **G. Western Society and Culture**

*There are several references in the PA textbooks presenting Western society and culture in negative light.*

### **Grade 11**

...The one who looks at the life of human societies in our time, especially the Western ones, is startled by what he sees: disintegrated familial relations, increased rates of divorce, decreased rates of marriage, youth problems such as confusion, anxiety, scandalous deeds, disorientation, cases of misdemeanor, perversion, drugs, cohabitation and sex. This is the result of the absence of a just and integrative social order, which would organize family relations, as is the case with Islamic social system.

**Islamic Education, Grade 11, Part 2 (2006) p. 70**

...Western societies... put one aspect above the other. Western Capitalism focused on individualism. As for Communist Socialism – it put the group first. So, their societies tasted various kinds of damage, harm and disorientation, which is apparent to all.

**Islamic Education, Grade 11, Part 2 (2006) p. 70**

Question 7 – I will explain:

- The rate of suicide in non-Muslim societies is high while it is almost rare in Muslim society.

**Islamic Education, Grade 11, Part 1 (2005) p. 104**

Western society now lives a moment of civilizational revision, as modernism brought forth some negative aspects in man’s life such as the sense of Western superiority and the ensuing Imperialism and hegemony over the [non-Western] peoples and their powers, which resulted in world wars, collective exterminations and destruction of the environment. Therefore, the West has benefited from the modernism experience and surpassed it into the phase of post-modernism...

**Contemporary Issues, Grade 11, Part 1 (2005) p. 55**

### **Grade 12**

Islam has urged to reproduce and multiply because a sound progeny in its health, mind and education is [one] of the society’s elements of power. It is noticed in the Muslim societies that the rate of the youth within them is high, because the [Muslim] family generally enjoys stability. As regards the societies suffering from social problems such as the spread of [the tendency of] marriage avoidance and [of] being content with forbidden sexual relations, the collapse of the family [as a social unit] and the increase of divorce rates – reproduction there decreases, which reduces the proportion of youths within these societies. That is what drove some of the advanced states, which suffer from these problems, to propagate the call for birth control in Muslim societies in order to deny them one of the elements of their power.

**Islamic Education, Grade 12 (2006) p. 148**