

## *Chapter Four*

### *The West*

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Having been historically one of several enemies, the West and Western civilization are now considered an archenemy of Islam and the Muslims, greater even than Zionism and Israel. Apart from the religious differences and the residues of historical conflicts—chiefly the Crusades—it is the West's present world hegemony and its cultural and intellectual influence that make it dangerous, especially in light of its own decay and corruption. Imperialism, Communism, secular nationalism (including its Arab version), Orientalism, missionary activity, moral corruption, and even Zionism are all weapons used by the West against Islam. It is not Western imperialism alone that disturbs Saudi educators, but rather Western civilization as a whole.

#### **The West vs. Islam in History**

From an historical perspective, the Christian West has always been an enemy, beginning with Byzantines and Crusaders, through fifteenth-century Spaniards and Portuguese, and ending with modern European encroachments on Muslim countries and societies. Non-Western local Christians are also classified within this same category, as collaborators with both Crusader and Mongol invaders.

Since the appearance of Islam the enemies of this religion inside the Muslim world and outside it have been working to weaken Islam and the Muslims. In the Middle Ages our Islamic nation faced destruction by the Crusaders, the Mongols, the Zoroastrians and other pagan nations. In the present era there is no [ag-

gression] against our nation more serious and more wicked than the aggression of imperialism and its protégé, Zionism.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 73*

The fourth chapter [of the textbook] discusses the Crusaders and their aggression against the Muslim countries, and how Salah al-Din al-Ayyubi [Saladin] managed to defeat them and liberate the city of Jerusalem.

*From the Introduction, History of the Muslim State, Grade 5, (2001) [p. 5]*

### *The Crusades*

These are military expeditions by the Christians of Europe against parts of our Muslim country in order to occupy it and exploit its resources. These wars were named “Crusades” because every European fighter carried a cross made of red wool on his chest. The most important reasons that pushed those Crusaders to invade our country were as follows:

1. The Europeans’ greedy ambition regarding the resources of the Muslims’ country.
2. The European princes’ desire to establish principalities for themselves in our Muslim region.
3. The Muslims’ weakness and disunity.

For these reasons the Europeans prepared large armies and began [their] aggression against our Muslim country, making use of the Muslims’ weakness.... The Crusaders found all [sorts of] assistance from the Christians who lived in the Levant, which made it easier for them to occupy several cities in Syria and Palestine. Most important among the cities occupied by the Crusaders was the city of Jerusalem. The Crusaders killed many women, children, and elderly people from among the inhabitants of the cities they entered. They also burned houses and looted property.

*History of the Muslim State, Grade 5, (2001) p. 63*

### *The Reasons for the Crusades*

The appearance of Islam and its spread grieved the Christians.

They were [especially] enraged by their loss of Jerusalem, Palestine, Syria, and Egypt to the Muslims. They were plotting and waiting for opportunities to get back what they had lost.... One may summarize the reasons for the Crusades as follows:

2. The Christians' hostility toward the Muslims and the fanning of [that] feeling by their religious leaders.

*History of the Muslims, Grade 9, (2002) pp. 12-13*

Hulagu, grandson of Genghis Khan, continued the march in the Muslim countries, killing their people and destroying their mosques and the monuments of their civilization, until he stormed Baghdad in the year A.H. 656 /1258 C.E., killed the Abbasid caliph, Al-Musta'sim, and put an end to the Abbasid caliphate. He also killed many religious scholars of the Sunnis, as well as hundreds of thousands of people, and destroyed the city's mosques, libraries, and its center of civilization.<sup>1</sup>

*History of the Muslims, Grade 9, (2002) p. 23*

The Christians who marched with Hulagu against Baghdad were not less violent than the Mongols themselves in their behavior toward the people of Baghdad at the time of its fall into their hands. As regards Baghdad's Christian inhabitants, they enjoyed comprehensive protection. Doquez Khan, Hulagu's Christian wife, patronized them.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 104*

The Christians committed the ugliest crimes against the Muslims of Spain [*Andalus*] and made them taste [many] types of humiliation. They sold them in the markets like slaves and separated mothers from their children during the sales.

[Questions:]

4. There is a great similarity between Spain and Palestine. What is this similarity?

*Reader and Texts, Grade 7, pt. 2 (2001) p. 118*

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1. Hulagu's wife was Christian, which was one of the reasons why his army included Christians in no small number, and why he treated well those of them who lived in the Muslim countries he had swept through.

Because the Crusaders' malice had penetrated the hearts of the Portuguese, they committed the ugliest crimes against the Muslims wherever they were. They did not abide by the pledges they had given, killed innocent people, violated people's honor, robbed them of property and destroyed mosques, countries and ships.

*History of the Muslims, Grade 9, (2000) p. 41*

[Omitted, with the whole subchapter, in the 2002 edition.]

This distinguished position of the Arab Gulf region made it a focus of the imperialist states' interest.... Therefore, the states that desired to control it came one after another, beginning with Alexander [the Great]'s troops, who carried spears and swords, and ending with the troops of the European states—Portugal, Holland, France, and England—who had various desires and goals and carried shells of fire and destruction.

Following the discovery of oil in the Gulf and on its shores, the great powers from East and West have stood waiting for an opportunity to pounce. But the Arab peoples' awareness and their determination to defend their land and protect its sanctity will not allow them to do that, especially after the first signs of unity and the emphasis on reciprocal links between the region's sons. We [i.e., Saudi Arabia] were the Gulf's defenders against [foreign] invaders in older times, and we shall remain the Gulf's defenders—with God's help—against the invaders of the present time.

*[Literary] Study, Grade 10, (2001) p. 34*

[Questions:]

5. Why was the Arab Gulf a target focused on by European expeditions?

6. Did the consecutive European expeditions manage to harm the region's people? Explain.

7. Write the following phrase twice in the cursive [*Ruq'ab*] script: "We shall remain the Gulf's defenders—with God's help—against the invaders."

*[Literary] Study, Grade 10, (2001) pp. 35-36*

There is no doubt that the Muslims' power irritates the infidels and spreads envy in the hearts of the enemies of Islam—Christians, Jews, and others—so they plot against them, gather [their] force against them, harass them and seize every opportunity to eliminate the Muslims. Examples of this enmity are innumerable, beginning with the plot of the Jews against the Messenger and the Muslims at the first appearance of the light of Islam and ending with what is happening to Muslims today—a malicious Crusader-Jewish alliance striving to eliminate Islam from all the continents. Those massacres that were directed against the Muslim people of Bosnia-Herzegovina, the Muslims of Burma and the Philippines, and in Africa are the greatest proof of the malice and hatred harbored by the enemies of Islam to this religion.

*Geography of the Muslim World, Grade 8, (1994) p. 32*

You will know from history lessons, and from your [own] reading, the reasons for the Mongolian invasion, and for the Crusader invasion, and how victory was given to the Muslims. Pay attention to the greedy ambitions of the imperialist states and their methods of imposing their influence over some of the Muslim countries and how they [finally] got rid of that influence.

*Geography of the Muslim World, Grade 8, (1994) p. 36*

## Western Imperialism

Sometimes dubbed “Crusadism” [*Salibiyyah*], Western imperialism is considered a major danger to Muslims and others. It is not only a political and economic threat. Humiliation of the Muslims is held to be one of imperialism's goals. The Saudi textbooks deal, in particular, with the expansion of Western imperialism in the Middle East and North Africa, especially at the expense of the Ottoman Empire. But imperialism's role in Indian and African history is also mentioned. The present conflicts in Kashmir, the former Yugoslavia and Chechnya are also seen as a part of the Muslim struggle against Western imperialism.

*Crusader Imperialism in the Muslim Countries*

Imperialism means, in general, the imposition by a foreign state—[be it a nation] state or a company or the like—of its control over another country for political, economic, or strategic interests. Imperialism's methods are centered around aggression (military, political, or ideological invasion). Therefore, it is a disgusting movement morally.... The industrialized states were afflicted in the previous century by the fever of imperialism. The competition among them in seizing Africa and other countries became intensified, in order to sell their new industrial products in the local markets and to exploit their [i.e. those countries'] raw materials for industrial purposes.

The Muslim countries were a target for European imperialism.... The European imperialists' goal behind the domination of the Muslim world was humiliating the Muslims, crushing their power, and impoverishing them by robbing them of their resources, monuments of their civilization, their manuscripts, and their precious books, which fill the West's museums and universities today.

Western imperialism conspired against the Ottoman caliphate, protector of the Muslims. The imperialists sowed the seeds of nationalist ideas among that Muslim state's subjects, encouraged the separatist movements—especially [those of] the Balkan Christian peoples—and provided them with money and arms. They supported the destructive ideologies that contradict Islam, such as Turanism ([Pan-]Turkish nationalism), [Pan-]Slavism (unification of the Balkan Christians against the Muslims), and secularism (separation between religion and state and abolition of the Islamic legal code in government, the economy, family [affairs], and education). They encouraged the Jewish Zionists, enemies of Islam and partisans of the Crusaders, to join the secret movements that opposed the Ottoman caliphate. Thus, a large number of the Jews in Salonika and elsewhere penetrated the Committee of Union and Progress [the "Young Turks"] that deposed [in 1909] ... Sultan Abd al-Hamid II who was calling for the unity of the world's Muslims.... Moreover, it was this anti-religious committee that planned the abolition of the Muslim caliphate in Turkey in the year A.H.1343 [1924].

Among the methods of imperialist conspiracy [was that which was done] against the Muslims in the fourteenth century A.H., as well as what was done by the British spy Lawrence ... i.e., kindling the fires of the Arab revolt in Hijaz [in 1916] against the Ottoman state. But the Allies concluded during the First World War secret agreements among themselves against both Turks and Arabs, because they are both Muslims.

Thus, England and France secretly concluded the Sykes-Picot Agreement in A.H. 1335 [1916], in which they divided between themselves the Ottoman state's possessions in Iraq and the Levantine countries following the Allies' victory in the war. It was followed by the ill-omened Balfour Declaration (A.H. 1336 [1917]), as British imperialism detached Arab-Muslim Palestine, the pivot of the wars of the Crusades for two centuries in the Middle Ages, and gave it as a present to its ally—malicious Zionism—so that it would establish there a national home for the Jews of the world.

European imperialism [had already] seized the opportunity of the severe weakness that afflicted the Ottoman state in the thirteenth century A.H. and the beginning of the fourteenth century A.H. [late eighteenth to early twentieth centuries] and followed the road of direct assault against the [Ottoman] provinces that severed their ties with the Ottomans and went their separate ways. Thus, France took possession of Algeria in A.H. 1246 [1830], Tunisia in A.H. 1299 [1881], and Morocco in A.H. 1330 [1911], and England took possession of Aden in A.H. 1255 [1839], Egypt in A.H. 1299 [1882], Sudan in A.H. 1316 [1898], and Cyprus in A.H. 1296 [1878]. Czarist Russia occupied the Muslim principalities of the Crimea and Turkestan, in addition to the principalities of the Danube, Kars, Batumi, Ardahan, Bessarabia, etc., until the borders of the Ottoman state were rolled up to the south[ern part] of the Black Sea, which had been an Ottoman internal lake. As regards Italy, it took control of Libya in A.H. 1330 [1911].

As for Iraq and the Levant, the Allies took control over them during World War I. Following the defeat of the Ottoman state in that war, the English and the French implemented the Sykes-Picot agreement, as an imperialist mandatory regime was im-

posed upon the countries of the Fertile Crescent. England took control of Iraq, Jordan, and Palestine, while France took control of Syria and Lebanon.

As regards the countries of the Gulf and Southern Arabia, they had been tied to British imperialism in the thirteenth century A.H. [1780s–1880s C.E.]. The English first occupied in this region the island of Perim at the entrance to the strait of Bab al-Mandab in A.H. 1214 [1798]. Then they widened their scope of imperialist influence and forced the princes of the Arab Gulf and the south to conclude treaties that would bind their principalities to the British crown. Thus, the fourteenth century A.H. barely started [in the 1880's] when Britain had already imposed its protection over Aden (A.H. 1255 [1839]), Muscat and Bahrain (A.H. 1280 [1864]), and Kuwait (A.H. 1317 [1899]). The rest of the Arab principalities were tied to Britain by treaties. The Saudi lands were not subjected to Western imperialist influence, as well as [was true for] Yemen, as Ottoman forces were deployed there. *Biography of the Prophet and History of the Muslim State, Grade 10, (2001) pp. 106-108*

Answer the following [questions]:

1. "The goals and means of Western Crusader imperialism in the Muslim countries were abundant." Discuss that.
2. "Crusader Western imperialism competed [within itself] in the occupation of the Muslim world." What are the states that were occupied by Crusader imperialism?
3. What is the position of European imperialism regarding the Muslims' resistance against it?

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 122*

#### *Western Imperialism's Impact on the Muslim Countries*

It is possible to sum up the bad side, or the damage inflicted by imperialism on the Muslims' homelands, as follows:

1. Tearing Islamic unity to pieces and spreading division among sons of the same country, by stimulating religious and sectarian chauvinism between various communities.



2. Spreading harmful social habits, which are forbidden by [Islamic] religious law, such as drugs, alcohol, games of chance, playing cards, and other kinds of wicked entertainment.
3. Encouraging wanton and vulgar literature and art in order to kill the Muslims' conscience, invade them intellectually, and destroy their morality.
4. Directing the mass media, such as the press, television, radio and cinema, in a non-Muslim direction by instilling [there] corrupted concepts and by attacking Islam's leaders under the guise of civilization and scientific objectivity.
5. Emptying education of its Islamic content and giving it a secular direction in order to separate Muslims from their religion.
6. Exhausting the country's resources (minerals, agriculture, and livestock), as they are sold to the imperialist companies for very low prices.
7. Striving to keep the Muslims in a state of ignorance regarding the affairs of their [fellow] Muslim societies in the world, so that the Muslims will not grasp the extent of their human and material resources worldwide and become aware of the importance of their unity and solidarity.

In this way, imperialism's departure from the country does not necessarily mean the disappearance of its bad impact, for it tries to keep exercising its influence indirectly, by way of intellectual invasion (cultural imperialism). That is how the so-called neo-imperialism came into being.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 109*

Enumerate Western imperialism's impact on the Muslim countries.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 122*

What is the reason for the partition of the Arab and Muslim country into numerous countries?

*Reader and Texts, Grade 9, pt. 2 (2002) p. 103*

Following the First World War (1918 C.E.), when the Ottoman state collapsed, the imperialist states partitioned the Arab world among themselves and built there land, air, and naval military bases...

I have known it [the Persian/Arab Gulf] as Arab. It did not twist its mouth with a pidgin dialect that immigrated from the Tatars' shore.

The Tatars: a people from eastern Asia who fought the Muslims and put an end to the Abbasid state in the year A.H. 656 [1258]. The poet means here the imperialist foreign states in general.  
*Reader and Texts, Grade 7, pt. 1 (2002) p. 84*

*Arab Unity in the Gulf Is a Necessity*

O Arab youth on the Gulf's shores!

You see your nation's enemies united and in agreement [among themselves] with no [other] goal except that they want to usurp your land, rob your resources and control your fate, or make of you a platform from which [to] pounce on others, on other shores, any place in God's land. If you consulted history, it would become clear:

— Why the Crusaders' aggression against Muslim lands took place.

— Why Israel was implanted in this land.

— Why large portions of your homeland to the north and the east have been occupied.

— Why dissension is stirred up and barriers are built between brothers.

An unhurried pause may put in front of you the truth that is hiding behind the fog spread by your enemies to conceal it. Annihilating you and your nation is the goal. This is a war—be it overt or covert—against your religion. To this end your enemies have gathered, while there is no [other] bond or relation among them.

*Reader and Texts, Grade 7, pt. 2 (2001) p. 69*

[Questions:]

1. Why did the Muslims' enemies unite in fighting Islam and its people?

2. Our nation's enemies cooperated to put Israel at the heart of the Arab land. What is the goal which they seek to achieve?
  3. The enemies of the Muslim nation work to stir up dissension and to build barriers between its sons. What would they lose were they to become united?
  4. Large portions of our Muslim homeland besides Palestine were occupied. Mention those that you know.
- Reader and Texts, Grade 7, pt. 2 (2001) p. 70*

*Forming [One] Block Is Necessary for the Muslim World*

Block formation among the states of the world in order to protect their interests takes various forms. The enemies of Islam strive to draw some of the Muslim states into these blocks that have been formed in the first place against Islam and the Muslims. But the Muslim world does not need to drift behind those blocks, as it is rich in the capabilities and principles it [already] has.... Reciprocal ties within the Muslim world are necessary for encountering the challenges of imperialism, Zionism, Crusadism, Communism and their destructive principles.

*Geography of the Muslim World, Grade 8, (1994) p.14*

All Muslims stand together for the realization of their common goals, such as [the following]

...To be freed of imperialist influence in all its forms.

*Geography of the Muslim World, Grade 8, (1994) p. 37*

*Internal Aggression against the Muslim World in the Modern Age*

A. The divergent religious missions [of Islamic origin]:  
The Qadiyaniyyah, which is also known as Ahmadiyyah, after its founder's name, Mirza Ghulam Ahmad al-Qadiyani. The Qadiyaniyyah is a *Batiniyyah*<sup>2</sup> sect that appeared in Punjab in the Indian subcontinent.... The Englishmen granted every possible support to this movement, which has opposed Islam's directives. It was also supported by the Hindus, who have long been hostile to the Muslims and tried to weaken them. One of the Hindu

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2. *Batiniyyah* is an unorthodox school of thought that developed in Islam. It attributes a divine character to hidden meanings of the Qur'anic text, deciphered through allegorical interpretation.

writers once said: “The Ahmadi movement’s progress is a decisive blow to Arab civilization and Muslim unity.”

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 85*

When the European discoverers explored its [Africa’s] unknown parts, the imperialist states, which were in need of raw materials at the time of their industrial revolution, rushed to seize and occupy its lands, control its inhabitants, and employ them in exploiting the country’s resources. The European imperialist states remained in control until the end of the Second World War.

*Geography of the Muslim World, Grade 8, (1994) p. 25*

The European nations rushed off, frantically trying to get ahead of one another, in order to divide Africa among themselves and colonize it. When that century [the nineteenth century C.E.] ended, nothing of Africa was left not subject to imperialism, except for one tenth of it.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 87*

In the south[ern part] of the Asian continent there is a triangle-shaped peninsula. It is called “the Indian subcontinent” in light of its vastness, the great number of its inhabitants, and the diversity of religions, languages and dialects there. Its inhabitants belong to well-advanced races who have taken an active part in civilization in olden and modern times. But they were subjected for a long time to British imperialism, which exploited their country’s resources and delayed their march toward progress. Therefore, they struggled until they obtained their independence in the year 1947 C.E.

*Geography of the Saudi Arabian Kingdom and the External World, Grade 9, (2000) p. 77*

We know that Kashmir is a Muslim land that English imperialism sold to the Hindus. The Hindus treated the Muslims badly, since they considered them as part of their possessions and deprived them of their religious and political rights.

*National Education, Grade 9, (2000) p. 17*

The problem from which our brethren in Bosnia-Herzegovina have suffered is a wound among the wounds with which our Muslim nation's body has been inflicted. These Muslims have faced a vicious attack by the Christian Serbs, enemies of Islam.

*National Education, Grade 9, (2000) p. 18*

The Chechen Republic is one of the republics of federal Russia. It is now demanding independence and freedom. In the cause of its demand for this legitimate right, it has faced vicious warfare by which all means have been employed to uproot its religion and faith....

Our beloved kingdom has assisted our Chechen brethren on the basis of the plan [envisaged by] the Servant of the Two Holy Places [i.e., the king of Saudi Arabia] for the support of the Chechen Muslims, who suffer losses from the Russian savage attack.

*National Education, Grade 9, (2000) pp. 18-19*

## Communism

Communism, described as one of the most dangerous enemies of Islam, is also a Western product.

*The Communist Invasion of the Muslim Countries*

Communism is a revolutionary movement that rejects all spiritual values and aims at stirring up the struggle between the [social] classes, for the establishment of the dictatorial society of the workers and for their seizure of all means of production. This movement appeared in Europe in the thirteenth century A.H. [nineteenth century C.E.] and its philosophy was laid down by the German-Jewish thinker Karl Marx, in cooperation with his German colleague, Friedrich Engels. Communism calls for atheism and for war against [all] religions, and its history—though relatively short—is full of massacres and blood. It is considered the most dangerous enemy of Islam in the twentieth century [C.E.].

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) pp. 109-110*

How did Communism penetrate into some Muslim countries?  
*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 122*

## Arab Nationalism

Secular Arab nationalism is vehemently denounced in the Saudi textbooks, which consider it a Western invention aimed at destroying Islam in its very heartland, the Arab world.

### *Arab Nationalism*

...A fanatical political and ideological movement that calls for the glorification of the Arabs and the establishment of a unified state for them, based on the bond of blood, kinship, language, and history, which would replace the bond of religion. It is an echo of the national idea that appeared in Europe.

Several states that aspired to occupy the Muslim Orient, with Britain at their head, encouraged the appearance of Arab nationalism in its secular form. It is well known that the Arab revolt against the Turks in the First World War took place with Britain's support, morally and materially. It has been proven that a number of Arab leaders had contacts at that time with foreign consulates in order to get support. The Briton Lawrence was the instigating head of that revolt, which was started by the Arabs against the Ottoman state in cooperation with the Allies, who "rewarded" the Arabs for that, as the English issued the ill-omened Balfour Declaration and then partitioned their countries and made them British and French protectorates.

[Arab nationalism] is described by Sheikh Ibn Baz [the late Saudi religious authority] as a "non-Muslim and atheist missionary faith that aims at fighting Islam and getting rid of its rules and directives." He [further] says about it: "The Christian Westerners invented it in order to fight Islam and annihilate it in its own house with fine words.... It has been embraced by many Arabs who are enemies of Islam.... It is a false faith, a great error, a clear deception, an abominable non-Islamic ignorance [*Jahiliyyah*] and an open plot against Islam and its people. (*Criticism of Arab Nationalism in the Light of Islam and Reality*, by Sheikh Abd al-Aziz Bin Baz.)

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) pp. 88-89*

## Western Support of Zionism and Israel

Having worked against Islam, it was only natural for the West, especially Britain and America, to support Zionism as a means of weakening the Arab and Muslim world. That support was crucial in times of war, as in 1948, according to the Saudi textbooks.

In the present era there is no [aggression] against our nation more serious and more wicked than the aggression of imperialism and its protégé—Zionism.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 73*

In our time the Jews have occupied Palestine, with the help of Crusadism [i.e., modern Western imperialism]—which harbors malice toward Islam.

*Reader and [Holy] Texts, Grade 6, pt. 1 (2001) p. 33*

3. Put instead of the colored words one word [only] which carries the [same] meaning:

The Jews have occupied Jerusalem with the help of Crusadism, whose heart is filled with malice toward Islam.

*Reader and [Holy] Texts, Grade 6, pt. 1 (2001) p. 35*

Complete every phrase in column A with the appropriate phrase in column B:

A	B
In our time...	...the Jews have occupied Palestine with the help of Crusadism.

*Reader and [Holy] Texts, Grade 6, pt. 1 (2001) p. 36*

Palestine has remained Muslim since it was conquered by the Muslims. But imperialism has created within the Arab nation's body an alien element, the Jews, who managed to occupy Palestine with the help of the enemies of Islam—so that this element would be a source of harassment and worry, [a cause] of the elimination of the Muslim world's economies, as well as [a cause] of the fragmentation of its unity.

*Geography, Grade 6, (1999) p. 42*

Why did imperialism help the Jews to be present in Palestine?  
*Geography, Grade 6, (1999) p. 43*

Our beloved Palestine fell victim to greedy ambitions and malice. This is one illustration of the tragedies [resulting] from the woes from which our Arab homeland still suffers: an oppressive imperialism crouching over its shoulders, in order to gather the homeland's resources and humiliate its sons, as well as the dependants and servants of that imperialism, who bear its ideas and follow its footsteps.

What happened in beloved Palestine is but the natural end for which the imperialists had determined and worked. The Arabs—stunned by the bitter reality—rose up to recover their stolen homeland, while imperialism lay in wait for them in order to prevent that. It opposed their rush overtly and covertly, by creating division among the Arab leaders and winning some of them over, and also by defective arms that tore off the riflemen's hands.... Then the zero hour came, when the Arab aircraft at that time were dropping their bombs on the center of the Jews' capital [Tel Aviv, at that time]. The unfair truce was declared and accepted by the Arabs, who thus put an undignified end to a jihad that could have brought them the best fruits.

The gangs' state [i.e., Israel] was established, and the imperialists extended their protection over it and provided it with elements of survival. I will not be able by any means to ignore the agents of evil and deception who strengthened that alien state with money and arms, so that they annihilate, destroy, and spread their influence in this precious part of the nation's body.

*[Literary] Study, Grade 10, (2001) pp. 107-108*

#### Questions

— The Western states have played a great part in the establishment of the Jews' state. Clarify that.

— How did the imperialists oppose the Arabs' struggle to get Palestine back?

*[Literary] Study, Grade 10, (2001) p. 110*

Our nation's enemies cooperated in putting Israel at the heart of the Arab land. What is the goal they seek to achieve?

*Reader and Texts, Grade 7, pt. 2 (2001) p. 70*



Britain and the United States worked for the establishment of the Zionist entity and for its support, so that it would become a supporting base for imperialist and Zionist interests at the heart of the Muslim world.

*Geography of the Muslim World, Grade 8, (1994) pp. 20-21*

Palestine's coming under British rule following World War I was an opportunity for the realization of the Jews' hopes. Britain facilitated their immigration to this precious homeland and provided them with the possibility to organize themselves and to train themselves in using arms. The Palestinians tried to stand up against the Jews and their helpers, and their jihad almost succeeded, had it not been for the American government's inclination toward the Jews' side and its pressure on Britain to permit the entry of more than a hundred thousand Jews into Palestine in one year.

*History of the Saudi Arabian Kingdom, Grade 6, (2001) p. 58*

The Jews managed during World War I to obtain the Balfour Declaration in A.H. 1336/1917 C.E., which stipulated the establishment of a national home for the Jews in Palestine. The Balfour Declaration contradicted the promises made by the English to Sharif Husayn Bin Ali to the effect that Syria, including Palestine, would belong to the Arabs following its liberation from the Ottoman Turks. When Sharif Husayn asked the Englishmen about that, they sent to him somebody who reassured him that the settlement of the Jews in Palestine would not contradict the Arabs' independence in that country. The deception was effective on Sharif Husayn.

[Britain] appointed the Zionist Jew Herbert Samuel as the first British high commissioner in Palestine. Britain began to change the Arab-Muslim character of Palestine, and the flood of Jewish immigration began to pour into Palestine. That was organized by the Jewish Agency, which was established in A.H. 1339 [1920] and is the largest Jewish organization in the world today, to take care of their interests. The Jewish Agency was given vast authority, and Britain cooperated with it to the highest degree. It operated in Palestine as if it were a state within a state. It established Jewish colonies in Palestine and built there storehouses for weapons and ammunition. Jewish money flowed into these colonies.

In the year A.H. 1365 [1946] the Zionists blew up the King David Hotel in Jerusalem, the seat of the English imperialist government in Palestine. The disturbances by the Jews increased, and Britain thought it advisable to submit the Palestine question to the General Assembly of the United Nations. In A.H. 1366 [1947] the General Assembly of the UN adopted by a majority of 33 votes, among them the U.S.A., the former Soviet Union, and France, a resolution for partitioning Palestine into two states, Arab and Jewish, with the internationalization of Jerusalem. Thirteen states opposed the resolution, and among them were the Arab states, Turkey, and Pakistan. Britain abstained.

Immediately following the adoption of the partition resolution in the UN, the Jews announced that they accepted it, while the Arabs rejected it. Britain announced that it would withdraw from Palestine in A.H. 1367 [1948]. British imperialism, which imposed Jewish immigration on Palestine during the Mandate period, thus enabled them to increase numerically and become a third of the inhabitants of Palestine in A.H. 1368 [1948], while their proportion did not exceed one twelfth of the Palestinians at the beginning of the Mandate period in A.H. 1339 [1920].

There were four military confrontations between the Arabs and the Jews since the end of the British Mandate over Palestine:

#### *The First Confrontation*

The war of Palestine took place in A.H. 1368 [1948]. Seven Arab states participated in it, namely, Egypt, Syria, Lebanon, Iraq, Saudi Arabia, Yemen, and Transjordan, in addition to the forces of the Palestinian jihad fighters and the non-Palestinian Arab and Muslim volunteers. Although the Jews were very competent militarily and had military equipment in great quantities, the Arab armies succeeded in inflicting upon them shocking defeats. Arab artillery bombarded Tel Aviv, and the Arabs' victory appeared close at hand. But the Great Powers resorted to deception and asked, in response to Israel's wish, after it had been struck by panic, to conclude a truce two weeks after the fighting had begun. During that truce Israel acquired great quantities of military equipment, especially aircraft, tanks, and heavy artillery, in addition to large numbers of volunteers from Western countries.

[Then] Israel proceeded to usurp new lands. Nothing was left of Palestine except the Gaza Strip, which came under Egyptian administration, and the West Bank, which was annexed by King Abdullah to Transjordan.

### *The Second Confrontation*

It took the form of a treacherous tripartite aggression on Egypt and the Gaza Strip on the part of Israel, France, and Britain in A.H. 1376 [1956]. Thus, the forces of imperialism, Crusadism, and Zionism cooperated in pouring their hidden malice on the Arabs and the Muslims. What irritated the English and French was the nationalization of the Suez Canal in A.H. 1376 [1956]. France was [also] irritated by the help Egypt gave to the Algerian revolt, in weapons as well as by training the jihad fighters. Israel was angry at Egypt for the latter's closure of the Gulf of Aqaba to vessels making their way to Israel, whatever their type was. England and France resorted to nineteenth-century methods of military invasion. Planes hit Port Said with bombs, while Israel swept through the Sinai Peninsula. The Security Council asked the aggressor states to withdraw. UN emergency forces were deployed on the border of the Gaza Strip, on the Egyptian-Israeli border, and along the Gulf of Aqaba.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) pp. 113-115*

### **Western Mental and Social Vices**

Western civilization is depicted in the Saudi textbooks as a disintegrating and deteriorating one. The symptoms are loss of spirituality, injustice, abundance of suicide cases, and distorted morals—including the abolition of capital punishment, the spread of adultery, and AIDS.

Here we are today witnessing another experience that leads to another deterioration: Western civilization, which has lost the meaning of spirituality, finds itself in turn on the verge of an abyss. It is a civilization on its way to dissolution and extinction.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 71*

We, the Muslims, had spread the principles of justice, equality, and human rights in practice, before the West boastfully announced them by word, but not in deed.

*Facilitating the Rules of the Arabic Language, Grade 9, pt. 1 (1998) p. 128*

The abundance of suicide cases in Western societies is surely because of their [great] distance from the true divine source. In light of the exaggeration on the part of some Muslims in praising those societies, while they pay no attention to their bad side, we thought it advisable to discuss the suicide issue, because of its danger, being part of the premeditated murder [category].

Definition of suicide: Suicide is killing oneself intentionally.

Its judgment: It is forbidden, and considered one of the great [religious] sins.

The wisdom of making suicide forbidden: Man is the property of his Creator and Lord, and it is not permitted to anyone to dispose of someone else's property without the latter's permission.

*[Islamic] Jurisprudence, Grade 10, (2001) pp. 19-20*

#### Activity

Write an essay in which you will clarify the extent of the increasing number of suicide crimes in the Western states, in comparison with the Muslim states.

*[Islamic] Jurisprudence, Grade 10, (2001) p. 21*

#### Activity

There are some infidel states that have abolished capital punishment. What are their arguments regarding that? What are the reasons that have led some of these states to change their minds?

*[Islamic] Jurisprudence, Grade 10, (2001) p. 41*

Adultery generates mental, heart, and bodily diseases.... Western mass media still disclose to us the fear that prevails over their societies from the disease of the present age—the loss of acquired immunity, the so-called AIDS.... The terrible numbers that indicate the extent of this disease's spread among them is a great indi-

cator of their fall into a deep abyss, a sign of their imminent end.  
*[Islamic] Jurisprudence, Grade 10, (2001) pp. 75-76*

It [i.e., sodomy] is a prominent reason for being afflicted by dangerous diseases that spread in society. Among these diseases is the infectious AIDS disease, which has disturbed the West and robbed them of their sleep, to such a degree that they have demanded the isolation in designated places of those who are afflicted by sexual digression.

*[Islamic] Jurisprudence, Grade 10 (2001) p. 79*

### Western Social, Cultural, and Intellectual Influence

As a decaying civilization, the West cannot but harm any other civilization by exerting its influence over it. The following quotations reveal a variety of fields where Western influence has had a negative effect on Muslim society. Important channels of negative intellectual influence are Western academic research on the Muslim world (Orientalism) and Christian missionary activity. The increasing use of computers has added a new source of negative influence.

It is possible to summarize the bad side, or the damage inflicted by imperialism on the Muslims' homelands, as follows:

- Tearing Islamic unity to pieces and spreading division among sons of the same country, by stimulating religious and sectarian chauvinism between various communities.
- Spreading harmful social habits that are forbidden by [Islamic] religious law, such as drugs, alcohol, games of chance, playing cards, and other kinds of wicked entertainment.
- Encouraging wanton and vulgar literature and art in order to kill the Muslims' conscience, invade them intellectually, and destroy their morality.
- Directing the mass media such as the press, television, radio, and cinema in a non-Muslim direction by instilling [in them] corrupted concepts and by attacking Islam's leaders under the guise of civilization and scientific objectivity.
- Emptying education of its Islamic content and giving it a secular direction in order to separate Muslims from their religion.

— Striving to keep the Muslims in a state of ignorance regarding the affairs of their Muslim [fellow] societies in the world, so that the Muslims will not grasp the extent of their human and material resources worldwide and become aware of the importance of their unity and solidarity.

This way, imperialism's departure from a country does not necessarily mean the disappearance of its bad impact, for it tries to keep exercising its influence indirectly, by way of intellectual invasion (cultural imperialism). That is how the so-called neo-imperialism came into being.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 109*

### *Orientalism*

Orientalism [*Istishraq*] means the study by Westerners of the civilization of Eastern nations—their languages, literatures, sciences, faith, and their peoples' customs and traditions. From this definition it becomes clear to us that the orientalist's work renders undeniable service to Eastern civilizations, including our own Islamic civilization. But the Muslim nation has been greatly damaged as a result of the orientalist's work, from which one could infer their goal and the methods they have used to attain it.

The real goal pursued by the orientalist through their study of Islamic culture in its various stages is shaking Islam's highest values in the minds of its sons, on the one hand, and affirming the superiority and power of Western civilization, on the other hand. Toward this end they strive to present any call for holding on to Islam as a reactionary and backward one. They also strive to defeat the Muslims spiritually and intellectually, by eliminating the spirit of pride in Islam in the Muslim's heart and by dissolving his Islamic personality, so that he will become a stranger in his own society, secular in his way of thinking and a Westerner in his orientation.

The orientalist have applied one of two methods to attain their goals: either as members of religious institutions for which they worked, in harmony with missionary plans, or working in cooperation with political institutions in order to realize for the latter imperialistic goals and political activities aimed at strengthening the influence of a certain state.

The methods and lies used by orientalists for fighting Islam may be summarized as follows:

1. Holding that the Qur'an is man-made and that Muhammad composed it.
2. Challenging the [authenticity of] the noble Prophetic Tradition [the *Hadith*].
3. Their intentional distortion of Islamic texts in many cases and their [intentional] misapprehension of the phrases when they do not find room for distortion.
4. Depicting Muslim civilization in an image much less than its real one, in order to belittle its significance and look down on its achievements.
5. Accusing Islam of backwardness and stagnation.
6. Depicting Islamic society in its various ages as fragmented and presenting its great men as selfish.
7. Having a low opinion of Muslim personalities, scholars, and leaders.
8. Being selective regarding the sources from which the orientalists draw their accounts.

Regrettably, we say that the orientalists have attained some of their goals, for the following reasons:

- The existence of a number of Muslims whose spirit and belief are weak and who have been influenced by these orientalists' talk and lies.
- The political weakness that has afflicted the Muslims and made them lose their self-confidence and their confidence in their own heritage.
- The acquisition of Western education, as well as being strongly influenced by the Westerners' morals and orientation, at the expense of the independent Muslim personality.
- The intention[al practice] on the part of Islam's rivals to connect every fault found with a Muslim to the Islamic religion, although the [real] reason for that fault is the Muslim's neglect of his religion and his renunciation of its ideals.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) pp. 118-119*

7. The Muslim nation has been greatly damaged as a result of the orientalist's works, from which their goals and methods are inferred. Explain.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 122*

*Christianization* [Christian Missionary Work]

Christianization is an organized Crusader movement aimed at spreading Christianity among the Muslims and others. The Christianization movement is closely connected with modern European imperialism.

Samuel Zwemer,<sup>3</sup> the head of the Christianization associations, announced at the Jerusalem congress for Christianizers that was held in A.H. 1354 [the early 1930's]: "The Christianization mission, for the fulfillment of which in the Muslim countries the Christian states have appointed you, is not done by bringing Muslims into Christianity. Your mission is rather bringing the Muslim out of Islam, so that he will become a creature with no connection with God, and hence, with no connection with morality, on which [all] nations rely in their life. Therefore, by this work of yours, you are the pioneers of the imperialist conquest in the Muslim countries. By that, the Muslim younger generation will conform to what imperialism wants him to conform to, that is, not having an interest in major issues [but rather] becoming fond of comfort and idleness and aspiring to fulfill his desires by any means, until desires become his goals in life." The extent of the malice harbored by Islam's enemies toward the true religion is made clear by that [activity].

*Main Fields of Christianization* [Activity]

In the field of medical care, hospitals and clinics have been spread in the Muslim countries. They have been provided with doctors who use the medical profession as a guise behind which they hide their true intentions. One of the female Christianizers said, while

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3. Samuel Zwemer (1867-1952) was an American of Dutch descent who dedicated his life to Christian missionary work among Muslims. The statement attributed to him in the Saudi textbook could not be verified.



giving advice to a doctor who was going on a Christianization mission: “You must seize these opportunities to reach the Muslims’ ears and hearts and repeat the Gospel to them. Beware not to miss the opportunity of medical practice in the clinics and hospitals, for it is the most precious one ever of [all] these opportunities. The devil may want to tempt you and will say to you that your duty is medical practice only, and not Christianization. Do not attempt to listen to him.”

Education is a vast field for Christianization. Moreover, most Christianizers agree that it is the best field for transforming the Muslims’ sons into Christian followers. For this reason only most of the foreign schools in the Muslim countries have been connected with the Christianization missions. Because of that, the Jesuit Christianizers say: “The primary Christianizer is the school.” School textbooks written by the Christianizers are usually employed for discrediting Islam, distorting the Muslims’ history, accusing them of blind fanaticism, [claiming] that Islam was spread at the point of the sword, and fiercely attacking Islam’s regulations regarding marriage and the family. Until recently the foreign Christianizing schools used to force all their students—Muslims, Christians, and others—to enter the church once every day. Female Christianizing schools are very important in the eyes of the Christianizers, especially boarding schools, because they make the personal connection with the female students stronger and because they snatch them from the religious influence of the Muslim home. Christianizing schools and colleges are bent on presenting their graduates with every possible support, so that they will occupy leadership positions in society.

In the sphere of politics the Christianizers follow different paths, such as [the following]:

1. Stirring up dissension and unrest among the national minorities and religious communities. One of these was the riot in Syria in Ottoman times, in 1860 C.E., as well as the [Christian] Assyrians’ [riot] against the Iraqis after World War I.
2. Casting doubts on and discrediting the leading personalities in the Muslim world.
3. Supporting trends that oppose Islam. The Christianizers in the

Levant were an effective force in reviving the Arab nationalist movement in order to separate it from the Islamic religion.

4. Cooperating with oppositionist elements in the country to stage military coups.

5. Preparing for imperialist invasions. Christianizers set about initiating provocations in the country. As the government intervenes against them, the Christianizers stir up public opinion in their [home] state to intervene in order to save them. Such was the intervention of Czarist Russia in the reign of Catherine the Great for the protection of her Christian subjects in the Ottoman state and the [ensuing] outbreak of war between the two countries in the eighteenth century.

There are other fields that the Christianizers have exploited, such as the humanitarian services rendered by the Christianizing societies, in addition to informative newspapers and magazines and various propaganda publications.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) pp. 119-121*

8. The Christianizers utilized three main spheres in order to achieve their goals in the Muslim world. What were they? What [was] their method in each sphere?

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) p. 122*

There are differences between the aid given to Muslims by Muslims, and the aid given to them by the Church. Clarify the goal of each of them.

*Reader and Texts, Grade 9, pt. 2 (2002) p. 38*

We always encourage internal tourism ... for tourism inside our homeland has numerous positive aspects, as follows:

1. Protection of religion. Our society is characterized by its being a conservative society that fights all forbidden actions and is devoid of [all] phenomena of corruption, while the [Muslim] tourist abroad may be exposed to matters which would corrupt his religion or hurt his feelings.

2. Protection of Muslim youth from all means of intellectual in-

vasion, which aim at shaking his faith and drawing him to vices and scandalous deeds.

*National Education, Grade 9, (2000) pp. 43-44*

3. Your friend wants to travel outside the kingdom as a tourist, and you want to convince him to desist from doing so. What are the justifications that you would mention in order to convince him to abandon his travel [idea]?

*National Education, Grade 9, (2000) p. 45*

As we have previously mentioned, game software too has [its] dangers, negative [aspects] and effects that may turn back against society and [against] the values and principles believed by the Muslim individual who abides by his Lord's commands. Among these effects [are the following ones]:

1. Some of the games contain prohibited pictures or voices that might lead one to underrate one's principles of faith or the instructions of one's religion....

3. Some of these games contain false beliefs or misleading ideas or detested behavior. Some of these games glorify wizards and appoint them as your assistants in reaching the treasure, or present a person with a priest's appearance who sets out to save you from your predicament [and bring you] to safety.

*Principles of Computer and Data, Grade 10, (2001) p. 157*

## The Danger of Westernization

The result of Western influence is the corruption of Muslim society, with the help of local collaborators of the West. One aspect of such corruption is the introduction of Western political institutions such as parliaments and political parties.

### *The Call for Westernization*

Imperialism has succeeded in creating in the Muslim world a class of people who take upon themselves to circulate the principles and trends of Western civilization that contradict the spirit of Islam. Imperialism has poisoned the mentality of this class and

made it believe, out of ignorance of its own religion, that Islam is not in agreement with the developments of the modern age. The missionary schools that were established in various places of the Muslim world were the natural setting for preparing this class which is loyal to the imperialists' goals. The call for Westernization, the features of which have already become clear, ... has taken various forms—all aiming at discarding the Islamic spiritual and moral values.

*Manifestations of the Call for Westernization*

1. Calling for [male and female] mixing in the spheres of work, education and [other] fields of public life.
2. Opening dance halls, amusement centers, and other types of cheap entertainment.
3. Abolishing the veil and showing the unveiled [face].
4. Establishing interest-based banks, encouraging people to conduct interest[-based businesses] and advocating that.
5. Cramming the markets, radio, and television with vulgar stories, literature, and songs.
6. Emulating the Westerners in their holidays, such as birthdays, Mother's Day, May Day, etc. ... not to mention the revival of Zoroastrian or ancient holidays, such as the Nowruz [Persian New Year's Day] and Shamm al-Nasim [Egyptian spring festival].
7. The tendency among educated sons of the Arabic language to speak among themselves in a modern European or American language, instead of their own national language, in order to show off the extent of their education.
8. [The practice of] many well-off Muslim families to send their sons to local missionary schools and colleges, instead of [sending them to] national educational institutions.
9. Introducing Western political institutions such as [political] parties and parliaments into the Muslim societies, which have resulted in tragedies and fragmentation among sons of the same society.

*Biography of the Prophet and History of the Muslim State, Grade 10, (2001) pp. 92-93*