



THE CHANGING FORMS OF INCITEMENT TO TERROR AND VIOLENCE: The Need for a New International Response



Konrad
Adenauer
Stiftung

Jerusalem Center for Public Affairs
המרכז הירושלמי לענייני ציבור ומדינה (ע"ר)



ANTI-JEWISH SENTIMENTS AND STEREOTYPES IN ARAB AND MUSLIM SCHOOLBOOKS

Yohanan Manor

Research devoted to Arab and Muslim school textbooks is scarce. We have found two studies on the image of Christianity in the schoolbooks of six Arab countries (Algeria, Egypt, Jordan, Lebanon, Palestine, and Syria) and of two Muslim ones (Iran and Turkey),¹ two other studies on human rights and gender in Syria, Morocco, and Tunisia,² and one study on the religious intolerance of Saudi Arabia's curriculum.³

One could add to this list some of the contributions at a conference that was held on the subject of "The National Self and 'The Other' in the Schoolbooks of the Greater Middle East," namely those on Egypt, Iraq, Iran, Jordan, Lebanon, Morocco, Palestine, Saudi Arabia, Syria, Tunisia, and Turkey.⁴ The provisional program of a "Symposium on European Muslims' Perceptions of the Holocaust"⁵ mentioned contributions that could be relevant to this article but were not yet available.

Hence all the available research deals with specifics such as Christianity, human rights, gender, religious intolerance, national identity and the "other," but not explicitly with anti-Jewish sentiments and stereotypes. Relevant material was found in some of the works, notably in a 2006 Freedom House research paper on Saudi Arabia and in its 2008 and 2011 updates, by the Hudson Institute and by Ali al-Ahmed, director of the Institute of Gulf Affairs.⁶

Consequently, this article is based chiefly on reports issued by IMPACT-SE⁷ on Egypt, Hamas, Iran, Jordan, the Palestinian Authority, Saudi Arabia, Syria, and Tunisia,⁸ as these were the only ones that focused specifically on the issue in question. Although IMPACT-SE has not yet issued a report on Jordan, this country has been included in this list because several of the reports on the PA did actually survey Jordanian schoolbooks.⁹

The analysis of the schoolbooks issued by Egypt, Iran, Jordan, Saudi Arabia, Syria, Tunisia, and the PA, as well as of the content of the website for youth operated by Hamas, leads to three major observations regarding how Jews are portrayed in the schoolbooks of these countries.

First, Jews are almost never portrayed as human beings. Second, Jews are almost exclusively presented as a wicked and loathsome group. Third, Jews are presented as targets to be fought, disposed of, and eliminated.

JEWS ARE HARDLY EVER PORTRAYED AS HUMAN BEINGS

Jews are never portrayed as individuals and as human beings, but always as a group characterized by definite, indelible, “quasi-genetic” traits and behavior that have never changed.

Arab and Muslim schoolbooks do not differentiate between contemporary designations of Jews, be they Ashkenazim, Sephardim, Zionists, anti-Zionists, Israelis, or others. They are all referred to invariably as “Jews.”

These books never differentiate between present-day Jews and Jews of the past. They are all represented as being identical to the Jews of Medina (Yathrib) at the time of Muhammad, which constitutes a kind of ultimate and universal reference. They are characterized as having the same traits. For instance, a Jordanian schoolbook on the study of the Koran points to “the Jews’ deep-rooted nature, which does not change,”¹⁰ and an Egyptian schoolbook on Islamic education asserts that “the Jews of the past are [the same as the] Jews of today and of the future. [They are] all the same.”¹¹

Hardly ever are Jews portrayed as human beings deserving at least the minimum consideration and respect due to a member of the human family, but rather as “the most despicable of God’s creatures,”¹² “the lowest of the human race,”¹³ and even as “the enemies of mankind”¹⁴ as expressed in the most blatant and blunt way in *Al Fateh*, the Hamas online children and youth magazine.

A more “mellow” way to degrade Jews while ostensibly maintaining their place within the human family is to label them “human wild beasts.” One of the schoolbooks issued in 2002 by the PA said of the Jewish settlers: “There is nothing crueler than the wild beasts of the jungle, except human wild beasts.”¹⁵ This sentence was deleted in a recent re-edition of this book.

The very few exceptions to this trend of not incorporating the Jews into the human family were found in two Tunisian schoolbooks and also in a Palestinian schoolbook.

A Tunisian anthology included excerpts of two poems devoted by the Palestinian poet Mahmoud Darwish to Rita, an Israeli woman with whom he had a love relationship. The editors pointed to the dilemma of having love relations with a member of the enemy, suggesting that Israelis are also human beings liable to be loved.¹⁶

Another Tunisian schoolbook included the following well-known hadith (a saying by the Prophet Muhammad): “A funeral procession went by and the Prophet stood up and we stood up. We said: ‘O Messenger of God, this is a Jew’s funeral.’ He said: ‘Is it not a [human] soul? Whenever you see a funeral procession, stand up.’”¹⁷

This hadith was mentioned in a Palestinian schoolbook:

The Prophet stood up one day in salutation and out of respect when a funeral passed in front of him and the Muslims [around him] stood up as well. It was [then] said to him that it was a Jew’s funeral and he said: ‘Is it not a [human] soul?’... Tolerance toward the People of the Book which was urged by the Holy Koran and ordered by our Messenger has become a reality and an applied practice in Muslim society since the time of the [Prophet’s] companions to our present time.¹⁸

JEWES ARE ALMOST SOLELY DESCRIBED AS A WICKED AND LOATHSOME GROUP

Contrary to the above, Jews are presented in Arab and Muslim school textbooks as a wicked group possessing loathsome traits. Loathsomeness is expressed by resorting to a long list of abusive attributes and name calling.

The following are notable among the abusive attributes: bribe takers; treaty breakers; robbers; thieves; racists; fanatics; corrupted and corrupting; greedy; crooked; sly; stubborn; resorting to cunning, distortion, fraud, deception, slander, and trickery; immersing peoples in vices; heartless; inhumane; hating other peoples; evil; and wicked,

Among the name calling one can find: flies, locusts, wild animals, wolves, snakes, apes, and pigs.

Illustrations of such abusive attributes and name calling are given in the Appendix according to countries.

Sometimes these abusive attributes and names given are somehow “put in perspective” and voiced in the context of a set of assertions based on and deducted from a twisted interpretation of the notion of Chosen People. According to this twisted interpretation, the Jews, by viewing themselves as “God’s Chosen People,” think they are the cream of the nations, feel superior to others, and display hostility and disdain for the other nations, since the souls of the children of Israel are “part of God while other souls are satanic and resemble animals’ souls.”¹⁹ Therefore, Jews consider that “the world is the property of the Israelite,” and that it is “his right to take over and have control over the world, because he, out of all human beings, is the Chosen People in the eyes of God.”²⁰

According to this view, the Jews stir up seditions and conspiracies. Among these are: their intrigue to divide the Muslims at the time of Muhammad, the French Revolution, the First World War, the overthrow of the Ottoman Islamic caliphate, and the Russian Bolshevik Revolution! Another assertion is that one of the goals of Zionism is “having the world dominated by the Jews.” The basis of that assertion is the establishment of their government in the Promised Land, which stretches from “the Nile River to the Euphrates.”²¹ *The Protocols of the Elders of Zion* is used to claim that the Jewish goal is to upset world society and enable “Zionism to have a monopoly on world government.” The purported intrigues and conspiracies are “cogent proof of the authenticity of these resolutions and of the hellish Jewish schemes included therein....”²²

With such conspiratorial views about the Jews, no wonder they are often enthroned in Arab and Muslim schoolbooks as “the enemy of God,” “the enemy of the Prophets,” “the enemy of Islam,” “the enemy of the believers [the Muslims]”; in other words, as the arch-archenemy, the embodiment of wickedness in its very essence.

Tunisia is still an exception. One should even say the only exception, since it is the only one that has not used abusive attributes and name calling in its school textbooks when referring to the Jews.

JEWES ARE TO BE FOUGHT, DISPOSED OF, AND ELIMINATED

Out of the six countries and two entities whose school textbooks and comparable educational tools have been reviewed here, four of them, Saudi Arabia, Syria, Iran, and Hamas, do not content themselves with dehumanizing, demonizing, and criminalizing the Jews. In addition, they teach their children that Jews should be fought, disposed of, and eliminated.

A Saudi schoolbook proclaims outright that the Jews' fate is perdition: "Now it [Palestine] is occupied by the Jews, a people of treachery and betrayal, who have gathered there from every place—from Poland, Spain, America and elsewhere. Their end, by God's will, is perdition."²³ Another textbook, quoting a famous hadith, prompts the Muslims to kill all the Jews:

It is told by Abu Hurayrah that God's Messenger said: "The Day of Judgment will not arrive until the Muslims fight the Jews and the Muslims will kill them. Even if a Jew hides behind a rock or a tree, the rock or the tree will say: 'O Muslim, O worshipper of God! There is a Jew behind me. Come and kill him,' except the salt bush [*gharqad*], for it is one of the Jews' trees."²⁴

A Syrian schoolbook calls explicitly for the Jews' elimination (*isti'sal*):

You have already learned of the attitude of the Jews who plotted to kill, loot, and exterminate the Muslims [in the time of the Prophet].... Those are the characteristics of traitors and deceivers in any time and place. They make use of tolerance and gentleness as a hotbed and a loophole for their crimes and sins. If this points to anything, it points to the hostile, evil tendency that is rooted in the Jewish personality. That, in turn, confirms that coexistence with them, or having them as neighbors, is an enormous danger that threatens Islamic and Arabic existence with destruction and extinction. Therefore, the logic of genuine justice decrees against them one verdict, the carrying out of which is unavoidable. Their criminal intention should be turned against them by the way of their elimination.²⁵

Iranian schoolbooks may appear more subtle and less blunt, but the objective is clearly to get rid of the Jews. The picture-story below titled "The Contaminator" appeared in a third-grade schoolbook.²⁶ It shows a clean and tidy town where the inhabitants suddenly discover a trail of garbage. They trace the contaminator who turns out to be a disgusting creature spreading garbage wherever he goes. They chase him away and clean up after him. In one of the pictures, the Star of David appears as part of the garbage. In two other pictures, the Star of David is drawn on the creature's right arm. The message conveyed is crystal clear: Jews and/or Israel are garbage and it should be removed.

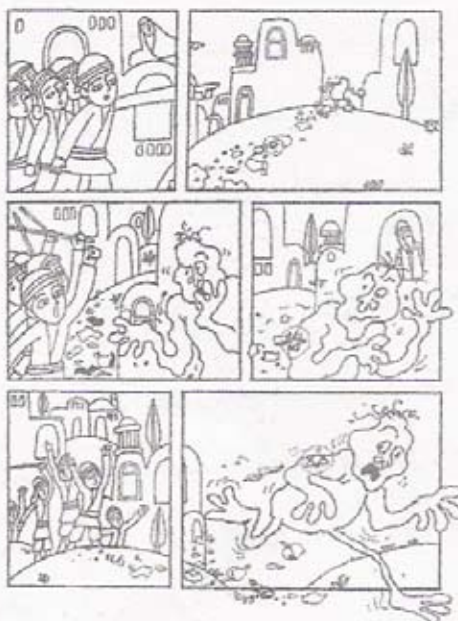
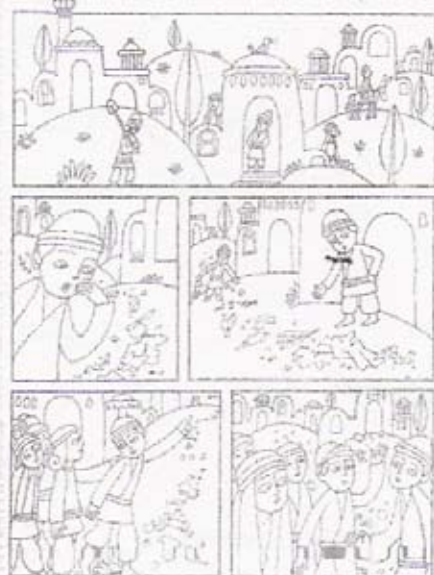
Would you like to narrate the story?

درس ۶ آلودگی

آلودگی

شورس:

دوست داری داستان را تعریف کنی؟



Not surprisingly *Al Fateh*, Hamas's website for children and youth, is reminiscent of Saudi schoolbooks linking the Day of Judgment to the killing of the Jews. It recalls the same hadith about a Jew trying to hide behind a rock or a tree.²⁷ To this *Al Fateh* adds an innovation of its own: that the Jews' trickery will continue until the Day of Judgment and that "the Jew will have no security, no matter how much he pretends to be innocent and pure, except those ones whom my Lord will have mercy on."²⁸ In more practical terms: "You will be in the ranks in the near future, the future in which we cleanse our holy land of the impurity of the Jews."²⁹

First, Saudi Arabia, Syria, Iran, and Hamas seem clearly in breach of the UN Convention on the Prevention and Punishment of the Crime of Genocide. All of them are committing a punishable act according to this convention, namely, “direct and public incitement to commit genocide” (Art. 3[c]). The convention defines genocide as “...acts committed with the intent to destroy, in whole or part, a national, ethnic, racial or religious group....” (Art. 2). Saudi Arabia, Syria, and Iran being contracting parties to this convention, Israel, also a contracting party, could and should according to Article 8 call upon the competent UN organs to take such action “as they consider appropriate for the prevention and suppression of acts of genocide or any of the other acts enumerated in Article 3.”

Second, it is time to consider an international initiative to bring about a revision of Article 2 by adding a subarticle (f) on “Dehumanizing and criminalizing a group.”

Third, Article 1 of the Draft International Convention for the Prevention of Incitement to Terror should be expanded to include under subarticle 4 a new paragraph referring to incitement to violence through the education system, namely, through school curricula, schoolbooks, and teachers guides.

Dr. Yohanan Manor was founder of IMPACT-SE (formerly CMIP) in 1997, an institute dedicated to the analysis of school curricula and textbooks throughout the Middle East, and served as its chairman from 2004 to 2012. His publications include *To Right a Wrong: The Revocation of the UN General Assembly Resolution 3379 Defaming Zionism* (Sheingold, 1996) and *Les Manuels Scolaires Palestiniens. Une Génération Sacrifiée* (Berg, 2003).

APPENDIX

Excerpts from Egyptian, Saudi, Syrian, Iranian, Jordanian, and Palestinian schoolbooks and from Al Fateh, Hamas’s Website on Jews’ Wickedness and Loathsomeness

Excerpts from Egyptian schoolbooks

“The description of the Jews in the Koran is an eternal miracle, since it described them by the traits to which they have adhered throughout all their generations, such as stubbornness, material greed, slander, hypocrisies, plotting against Islam and the Muslims.”³⁰

“The expulsion of the tribe of QAYNUQA

What do we learn in this lesson?

Jews are a people of betrayal and treachery”³¹

“The War against Khaybar...

Thus the Messenger of God eliminated the Jews’ wickedness in the Arab land”³²

“At the end of the unit the pupil must be able to: Recognize the status of Sinai in the hearts of the Egyptians

...Know the character of the Jews

...Draw an analogy between the contemporary ways of Jews and those in the past...

We learn from this that the Jews do not keep their treaties, as they had betrayed Allah and his Prophet before, thus Allah took vengeance upon them. This is how they are all the time.

Ask your students to use the computer to gather the Koran’s verses that deal with the treachery of the Jews.”³³

Excerpts from Saudi schoolbooks

“There was a dispute between one of the hypocrites and one of the Jews, and the Jew said:

'Let us take Muhammad as an arbitrator between us,' having known him as one who does not take bribes. The hypocrite said: 'Let us take the Jews as arbitrators, having known them as bribe takers.'"³⁴

"The Jews' deception, slyness, and crookedness [was shown] when they used to greet the Prophet by saying 'Poison be upon you' [*al sam alayka*] as if they were saying 'Peace be upon you' [*al salam alyaka*]."³⁵

"The Jews are wickedness in its very essence."³⁶

"How ugly Israel is! Its weapon is betrayal and all its men are the same."³⁷

"1. The Jews are God's chosen people. The souls of the Children of Israel are part of God, while others' souls are satanic and resemble animals' souls.

2. This world is the property of the Israelite. It is his right to take over and have control over the world, because he, out of all human beings, is the chosen people in the eyes of God...."³⁸

"There are secret resolutions.... The Jews tried to deny them, but there was ample evidence proving their authenticity and that they were issued by the elders of Zion. The protocols can be summarized in the following points:

1. Upsetting the foundations of present world society and its systems, in order to enable Zionism to have a monopoly on world government.
2. Eliminating nationalities and religions, especially Christian nations.
3. Striving to increase the corruption of the present regimes in Europe, as Zionism believes in their corruption and collapse.
4. Controlling the media of publication, propaganda, and the press and using gold to stir up disturbances, seducing people by means of lust and by spreading wantonness."³⁹

"1. Stirring up sedition and conspiracies throughout history. Examples:

When the Messenger immigrated to Medina, he made an agreement with the Jews there, but it did not take long before they denied this agreement and started to intrigue in order to divide the Muslims.

...

The French Revolution: The Jews exploited the French Revolution for attacking religions, striking at values, and circulating hollow slogans. They had a role in its schemes and moral constitution.

The First World War: The Jews had a role in kindling its blaze.

The overthrow of the Ottoman Islamic Caliphate: the role of the Sabbatian Jews in this is well known.

The Russian Bolshevik Revolution against Czarist rule: it is well known that the roots of Marxist ideology are Jewish. Karl Marx was a Jew.... You will hardly find a sedition in which the Jews did not have a part.

2. Attempting to immerse the peoples in vices, and spreading prostitution....

5. Fraud, bribery, stealing, and trickery"⁴⁰

"The Jews' greedy ambitions do not stop at the borders of military control. Rather they go beyond that to other types of control such as [in the spheres of] economy, the media, and morals. I will talk about this issue, warning against those greedy ambitions...." ⁴¹

"The Jews are a people who became naturally disposed to treachery and betrayal over the ages. They do not abide by a treaty or conscience...." ⁴²

"Lessons of the Story [about the Children of Israel and Moses]

2. Belief does not penetrate deeply in the Jews' souls and they are ready to retreat to unbelief.

3. Materialism controls the Jews' life and they take usury. They have distorted the Torah in order to gain earthy profits.

4. The Jews covet life, even a humiliating one, and they are not prepared to fight.

5. The Jews are deluded and think of themselves as superior to others. They [falsely] claim that they are God's chosen people, though God has described them as liars, imposed on them humiliation and misery, misguided them, and transformed them into monkeys and pigs.

6. The Torah of the Jews today is distorted." ⁴³

Excerpts from Syrian schoolbooks

"The Prophet knew about the treacherous intentions harbored in the Jews' souls." ⁴⁴

"Why did the Jews incite the [pagan] tribes to invade Medina?... Compare the position of the Jews toward the Prophet then with the present position of the Zionists toward the Arab nation." ⁴⁵

"The Prophet felt that the time had come for punishing the Jews for their position that was full of deception and conspiracy." ⁴⁶

"During World War II Nazism persecuted millions of human beings in Europe and elsewhere and part of this persecution affected the Jews for the following reasons:

Because of the nonmingling with the nations and the societies where they lived

Because of the control and monopoly over currency exchange, banks, and commercial financing

[Because of] their treason toward their homeland, Germany, as they had put themselves in the services of the Allies" ⁴⁷

"They [the Jews] are pushed by their racism to claim that they are the cream of creation and the favorites of God." ⁴⁸

"The Jews spare no effort in deceiving us, being hostile toward us, denying our noble Prophet, inciting against us, and distorting the Divine Books.... The Jews collaborate with pagans and atheists against the Muslims because they see that Islam unveils their cunning ways and evil nature." ⁴⁹

"The congruence of ethnic and religious racism reveals a reactionary notion condemned by humanity because it ranks the Jews higher than the other peoples and involves hostility and disdain toward the nations." ⁵⁰

Excerpts from Iranian schoolbooks

"2.The Jews imagined themselves to be God's chosen people, and expected the appearance of a prophet from among their own people. They believed that they enjoyed special privileges before God, and that, except for a few, they would not be punished. After some of the Jews such as Mukhayraq and Abdullah bin Salam converted to Islam, they had a greater sense of danger."⁵¹.

"The hypocrites were a group who presented themselves outwardly as Muslims but secretly cherished unbelief.... In the beginning of the battle of Uhud, they left the army, established secret ties with the Jews, and took part in their conspiracies."⁵²

"Year 7 of the Hijrah: the conquest of Khaybar: suppression of the treaty-breaking Jews"⁵³

"It is possible that individuals, who are influenced by the culture of another country, would turn into a 'minority' in their own society, and pressure their own government in various ways to go along with the goals of the other country, and make the government follow these goals. An example of that is the 'Zionist idea,' which is based on the establishment of the Jews' greater homeland and on this ethnic group's dominance over the world...."⁵⁴

"Like an earthquake, the events of 1967 opened eyes to a new reality, which is that the Zionists covet all of the Arab lands. In the wake of these events, the nature of the West's news organizations, which are mostly in the hands of the Zionist journalists and reporters, was revealed to the Arabs."⁵⁵

"Al-Aqsa is occupied today by the enemies of Islam. They do not allow the Muslims to pray and worship comfortably in this mosque."⁵⁶

"Israel does not want the Koran to be in this state [Iran]. Israel does not want the Muslim clergymen to be in this state. Israel does not want the Islamic law to be in this state. Israel does not want scholars to be in this state. Israel pounded the Feyziyeh [religious] College with the hands of its black agents. It pounds us. It pounds you, the nation. It wants to take possession of your economy. It wants to eliminate your commerce and agriculture. It wants to take possession of your wealth. Israel wants these things that are an obstacle to it,...that are a barrier in its way, to be removed by the hands of its agents."⁵⁷

"God willing, the day will come when all the Muslims will be united, liberate Palestine, and save Jerusalem from the hands of the enemy of Islam."⁵⁸

Excerpts from Palestinian and Jordanian schoolbooks

"The noble Koran's verses also tell that the Jews distorted the word of Sublime God and changed [things] in the Torah, which He had revealed to them. They interpreted its meanings in accordance with what they want and desire, so that it would suit their whims and answer their wishes. By that they have deviated from Sublime God's religion. The verses tell that the result of this distortion has been the denial of Muhammad's prophethood, whose mention had appeared in the book of the Torah and Moses, peace upon him, had ordered his people to follow and obey him."⁵⁹

"Since the Children of Israel did not adhere to God's order to do right...and their mischief continued in murder, violation of God's prohibitions, and disobedience of Him, God sent upon them for the second time someone who entered upon them in Jerusalem, humiliated them, made the impact of misfortune, distress, and humiliation apparent on their faces.... God says, addressing the Children of Israel in spite of their mischief: God may have compassion for

you and forgive you if you repent and return to God and to His obedience. The verse confirms an eternal social norm, namely, whenever the Children of Israel return to making mischief on earth God punishes them by giving power over them to someone who will cause them painful suffering in punishment for their mischief.

...

- How should I perceive the future of our land Palestine in light of my study of the preceding verses?"⁶⁰

"6. The Chaldean...civilization which was ruled by Nebuchadnezzar who put an end to the Hebrews' occupation of Jerusalem."⁶¹

"...it is the Jews' deep-rooted nature, which does not change: they violate treaties, oppose the truth, accuse the prophets of lying, and disbelieve what Sublime God revealed to His prophets and messengers. That was the Jews' attitude toward Jesus—peace upon him—to the point that they plotted to kill him, and that was their attitude toward Muhammad.... What the verses [5:12-14] guide to...caution and awareness [are needed] in dealing with the Jews for fear of [their] treachery and betrayal."⁶²

"What the verses [5:20-26] guide to...caution against the Jews' trickery and deception, for they are enemies of Sublime God, of His religion and of the Believers"⁶³

"The Messenger [Muhammad] ordered Zayd Bin Thabet to learn the Jews' language in order to be safe from their trickery."⁶⁴

"In this way Medina got rid of the last den of treachery and corruption."⁶⁵

"Khaybar is located north of Medina, at a distance of one hundred and sixty kilometers. It had castles and fortresses, fields and date palms. It was inhabited by some of the Jews who had been expelled from Medina. It was the largest concentration [of the Jews] in the Arabian Peninsula.

...

When the Prophet and his companions went to Mecca to perform the pilgrimage, Khaybar's leaders seized the opportunity and started inciting the Arab tribes to attack Medina, because it was empty of soldiers and men. The Prophet therefore decided to fight them and break their power, so that the Muslims would rid themselves of their harm and trickery."⁶⁶

"The noble verses then portray the Jews with ugly characteristics of which the believers should be cautious and from which the pious worshipers of God should keep away.

Among these characteristics:

...They listen a great deal to lies, and desire that.

...They strive to convey information about the Muslims to their enemies.

...They often enrich themselves with forbidden money with no heed of the fate awaiting them.

...They alter and change God's verses and laws according to their desires and whims.

...They have been put to trial, which is the trial of torment in this world at the hands of the believers and the torment of the other world on the Day of Resurrection.

...They reject [divine] guidance, which would purify their heart, because they do not believe in the mission of Islam and do not accept Sublime God's religion."⁶⁷

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

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

What the Verses [5: 64-66] Guide To

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

...Stirring up dissension and creating corruption in the land are among the Jews' traits."⁶⁸

"The noble verses began with the description of the Jews' relations with the believers. [The Jews] were described as the most hostile people to the believers. What accounts for this hostility to the believers, which is deeply rooted in the Jews' souls, the trace of which we feel to this very day?

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

...

Extract three verses from among the preceding verses of this Surah that show the Jews' hostility to the prophets and their attempt to kill God's Messenger, and write them down in your notebook."⁶⁹

"[The Palestinian poet] Ibrahim Tuqan said [in the 1930s]:

We have two adversaries:

[One] has power and might [i.e., Britain]

And another deceives and takes advantage [i.e., the Jews]."⁷⁰

"She did not find the girls who had been her students.... The Jews saw her from afar saving an Arab youth, so they directed their fire toward her. A fatal bullet hit her and she fell as a martyr among the martyrs of Deir Yassin."⁷¹

"By your life! How come that snakes invade us. And we observe a protection covenant that respects commitments."⁷²

Excerpts from *Al-Fateh*, Hamas's web magazine for children and youth

"Once, I happened upon a book from the schoolbooks in the curriculum studied in the Zionist schools. This is a forged book, full of lies, deception, and misdirection, as the Zionists—this is their custom—lie and distort history and falsify it, not just the present history but even ancient history."⁷³

"Tell them [the Jews] that the land of Palestine is Muslim and that it will remain Muslim. The Zionists [will] have no existence there, whatever they do, and no matter how much they destroy and shed blood.

Tell them about your forefathers and about the Jews' forefathers and explain the difference between them.

For they [the Jews' forefathers] violated treaties, killed innocent ones, and transformed falsity into truth and truth into falsity through their trickery....

As for our forefathers, they were glorious and eminent, kept treaties the same way they protected their souls."⁷⁴

"Al-Quds will remain as a trust in our hands and the hands of all Muslims, and they are to unite and gather for its liberation and the liberation of the land of Palestine from the impurity of the Zionists, the descendants of apes and pigs."⁷⁵

"Why has our nation become so cowardly and lowly, fearing the apes?!... This is why you see me sad and depressed; that is why I hate all the Jews!"⁷⁶

"...as if they are wolves whose eyes blaze with evil, evil fills their hearts...they are indeed the murderers of the prophets."⁷⁷

"...cowardly Zionists, cursed Zionists, contemptible Zionists, thieving and usurping Zionists, satanic Jews, the impurity of Zionist Jews"⁷⁸

"...evil Zionists who do not have even one grain of culture in them"⁷⁹

"...The soldiers' teeth stood out as they laughed and their teeth stuck out as the fangs of wolves who grind the bones of a young lamb they hunted from its mother, their heart as the heart of the wolves that have no human emotion in them, and then they proceeded to shoot them...."⁸⁰

"...the *shahid* reached the target, boarded bus number 18, his hand on the detonation switch, his heart trusting in the mention of the name of Allah.... The Jews became to him like flies or locusts...."⁸¹

ENDNOTES

- 1 Wolfram Reiss, *Erneuerung in Der Koptisch-Orthodoxen Kirche* [Renewal in the Orthodox Coptic Church] (Hamburg: LIT Verlag Münster, 1998); Wolfram Reiss, "Obstacles and Chances of an International Dialogue on Curriculum Revision in the Middle East," paper presented at the conference on "Learning about the Other and Teaching for Tolerance in Muslim Majority Societies," Istanbul, November 10-13, 2005.
- 2 Eckert Institute, "Patterns of Cultural Interpretation of Human Rights in Civic Education in Arab and European Countries: Tunisia, Syria, France and Germany," 2011; Human Rights Education Associates (HREA), "Review of Moroccan School Textbooks for Gender Equality and Human Rights," 2005.
- 3 First published by Freedom House, "Saudi Arabia's Curriculum of Intolerance," May 1, 2006; updated by the Center for Religious Freedom of the Hudson Institute with the Institute for Gulf Affairs, "2008 Update: Saudi Arabia's Curriculum of Intolerance with Excerpts from Saudi Ministry of Education Textbooks for Islamic Studies," 2008; updated again by the Center for Religious Freedom of the Hudson Institute, "Ten Years On: Saudi Arabia's Textbooks Still Promote Religious Violence," 2011.
- 4 Truman Institute, Eckert Institute, and Adenauer Stiftung, international conference on "School Textbooks in the Greater Middle East: National Identity and Images of Self and Other," Jerusalem, June 2011.
- 5 The preliminary program of this symposium, which was held in June 2010 at the Mémorial de la Shoah in Paris, mentioned papers on "Perceptions of the Holocaust in Arab Countries" (E. Webman), "Perceptions of the Holocaust in Turkey" (R. Bali), "The Image of the Jews and the Holocaust in Moroccan Schoolbooks" (A. Benhassi), and "The Holocaust and the Human Rights Discourse in Morocco" (M. El Khamlichi).
- 6 Leon Watson quoting from Ali al-Ahmed's interview with Fox News, in "The Arabic school textbooks which show children how to chop off hands and feet under Sharia law," *Mail Online*, December 23, 2011.
- 7 IMPACT-SE, the Institute for Monitoring Peace and Cultural Tolerance in School Education, is a registered nonprofit, nonpartisan research institute dedicated to peacemaking between peoples and nations by encouraging the acceptance of the "other" and rejection of violent conflict resolution. To this end, it analyzes school curricula in the Middle East and worldwide to ascertain whether the material conforms to international educational standards in the field of education for tolerance and peace, whether the "other" is recognized and accepted or stereotyped and demonized, and, if conflict exists, whether peaceful conflict resolution is advocated. This is done through strict academic research criteria, based on UNESCO declarations and resolutions.
- 8 "Jews, Zionism and Israel in Syrian Textbooks" (2001); "Jews, Israel and Peace in Palestinian School Textbooks" (2001); "Palestinian Authority School Textbook, Second Edition, 2001"; "Jews, Israel and Peace in Palestinian School Textbooks and High School Examinations" (2002); "Jews, Israel and Peace in Palestinian Authority Textbook, Grade 3 and Grade 8" (2003); "The West, Christians and Jews in Saudi Arabian Schoolbooks" (2003); "Jews, Israel and Peace in Palestinian Authority Textbook, Grade 4 and Grade 9" (2004); "The West, Christians, War and Peace in Egyptian Schoolbooks" (2004); "Jews, Israel and Peace in Palestinian Authority Textbook, Grade 5 and Grade 10" (2005); "The War Curriculum in Iranian Schoolbooks" (2007); "Palestinian Textbooks: From Arafat to Abbas and Hamas" (2008); "The West, Christians and Jews in Saudi Arabian Schoolbooks: A Research Update" (2008); "Palestinian Textbooks: An Updated Conclusion" (2009); *Al Fateh*, the Hamas Web Magazine for Children" (2009); "Peace and the 'Other' in Tunisian Schoolbooks" (2009); "Jews and Israel in Palestinian Schoolbooks," a preliminary 2010 update report; "Egypt's Overriding Muslim Identity and Its Consequences," an update report on Egyptian school textbooks (2011).
- 9 This is notably the case for the report "Palestinian Authority School Textbook, Second Edition, 2001," in which two-thirds of the 140 schoolbooks reviewed were Jordanian ones. In addition, since 2010 IMPACT-SE has incorporated in its review of Palestinian schoolbooks twenty-five books for grades 7, 8, 9, 10, 11, and 12 issued by the PA Ministry of Waqf and Religious Affairs. These are in use in some of the Palestinian schools in the West Bank and East Jerusalem and are reprints of Jordanian schoolbooks issued in 1996.
- 10 *The Holy Koran and Its Studies*, grade 11, p. 38, 1996, Jordan.

- 11 *Islamic Education*, grade 11, p. 77, 2002, Egypt.
- 12 *Al Fateh*, issue 4, December 2002.
- 13 *Al Fateh*, issue 8, April 2003.
- 14 *Al Fateh*, issue 5, January 2003.
- 15 "The road to Tiberias," in *Reading and Texts*, grade 8, Part 1, pp. 137-143, 2002, Palestinian Authority.
- 16 Excerpts of "Rita and the Rifle" and "The Sleeping Garden" in *Texts*, grade 12, Humanities, pp. 93-94, 2006, Tunisia, quoted in IMPACT-SE, "Peace and the 'Other' in Tunisian Schoolbooks," pp. 28-29, 2009.
- 17 *Islamic Education*, grade 9, p. 159, 2007, Tunisia.
- 18 *Islamic Education*, grade 11, Part 2, pp. 110-111, 2008, Palestinian Authority.
- 19 *Hadith*, grade 9, p. 148, 2006, Saudi Arabia.
- 20 *Hadith*, grade 9, pp. 148-149, 2006, Saudi Arabia.
- 21 *Hadith*, grade 9, p. 149, 2006, Saudi Arabia.
- 22 *Hadith*, grade 9, p. 148, 2006, Saudi Arabia.
- 23 *Dictation*, grade 8, Part 1, p. 24, 2000, Saudi Arabia.
- 24 *Hadith*, grade 9, pp. 148-149, 2006, Saudi Arabia.
- 25 *Islamic Education*, grade 10, pp. 115-116, 1998-1999, Syria.
- 26 *Gifts of Heaven: Workbook*, grade 3, pp. 13-15, 2004, Iran.
- 27 *Al Fateh*, issue 2, October 1, 2002, Hamas.
- 28 *Al Fateh*, issue 140, January 15, 2009, Hamas.
- 29 *Al Fateh*, issue 45, February 1, 2005, Hamas.
- 30 *Islamic Education*, Grade 10, p. 39, 2002, Egypt.
- 31 *Islamic Education*, Grade 4, Part 1, p. 32, 2002, Egypt.
- 32 *Social Studies: Geography of the Arab Homeland and Milestones of Islamic History*, Grade 7, Part 1, p. 75, 2002, Egypt.
- 33 *Islamic Religious Education*, Grade 5, Part 2, pp. 11-14, 2010, Egypt.
- 34 *Monotheism*, Grade 9, p. 27, 2000, Saudi Arabia.
- 35 [Koran] *Commentary*, Grade 9, p. 21, 2000, Saudi Arabia.
- 36 *Language Exercise, Facilitating the Rules of the Arabic Language*, Grade 9, Part 2, p. 24, 1999, Saudi Arabia.
- 37 *Rules of the Arabic Language*, Grade 9, Part 2, p. 68, 2006, Saudi Arabia.
- 38 *Hadith and Islamic Culture*, Grade 10, p. 102, 2001, Saudi Arabia.
- 39 *Hadith and Islamic Culture*, Grade 10, p. 103, 2001, Saudi Arabia.
- 40 *Hadith and Islamic Culture*, Grade 10, pp. 104-105, 2001, Saudi Arabia.
- 41 *Assignment, [Literary] Study*, Grade 10, p. 105, 2006, Saudi Arabia.
- 42 [Koran] *Commentary*, Grade 9, Part 1, p. 41, 2006, Saudi Arabia.
- 43 *History of the Prophet, Biography of the Prophet and the Spread of Islam*, Grade 10, p. 31, 2006, Saudi Arabia.
- 44 *Islamic Education*, Grade 6, p. 137, 1998/1999, Syria.
- 45 *Homework, History: The Era of the Prophet and the Orthodox Caliphs*, Grade 6, p. 51, 1998-1999, Syria.
- 46 *Homework, History: The Era of the Prophet and the Orthodox Caliphs*, Grade 6, p. 55, 1998-1999, Syria.
- 47 *National Socialist Education*, Grade 10, p. 104, 1998-1999, Syria.

- 48 *Islamic Education*, Grade 11, p. 33, 1999-2000, Syria.
- 49 *Islamic Education*, Grade 11, p. 33, 1999-2000, Syria.
- 50 *National Socialist Education*, Grade 10, p. 95, 1998-1999, Syria.
- 51 *History of Iran and the World*, Grade 10, p. 109, 2004, Iran.
- 52 *History*, Grade 6, p. 87, 2004, Iran.
- 53 *History*, Grade 6, p. 90, 2004, Iran.
- 54 *Social Studies [Humanities]*, Grade 12, p. 41, 2004, Iran.
- 55 *History of Iranian and World Literature*, Grade 11, pp. 206-207, 2004, Iran.
- 56 *Gifts of Heaven*, Grade 4, p. 18, 2004, Iran.
- 57 *History*, Grade 8, p. 76, 2004, Iran.
- 58 *Social Studies*, Grade 3, p. 56, 2004, Iran.
- 59 *Holy Koran and Its Studies*, Grade 11, p. 37, 1996, Jordan.
- 60 *Islamic Education*, Grade 11, Part 1, pp. 14-16, 2008, Palestinian Authority.
- 61 *Arts and Crafts*, Grade 6, p. 38, 2009, Palestinian Authority.
- 62 *Holy Koran and Its Studies*, Grade 11, p. 38, 1996, Jordan.
- 63 *Holy Koran and Its Studies*, Grade 11, p. 49, 1996, Jordan.
- 64 *History of the Arabs and the Muslims*, Grade 6, p. 133, 2006, Palestinian Authority.
- 65 *Noble Hadith and Its Studies*, Grade 11, p. 100, 1996, Jordan.
- 66 *Islamic Education*, Grade 9, Part 2, p. 42, 2008, Palestinian Authority.
- 67 *Holy Koran and Its Studies*, Grade 11, p. 66, 1996, Jordan.
- 68 *Holy Koran and Its Studies*, Grade 11, pp. 115-117, 1996, Jordan.
- 69 *Holy Koran and Its Studies*, Grade 11, pp. 136, 139, 1996, Jordan.
- 70 *Arabic Language—Linguistic Sciences*, Grade 11, Part 1, p. 61, 2007, Palestinian Authority.
- 71 *Our Beautiful Language*, Grade 7, Part 1, pp. 78-79, 2008, Palestinian Authority.
- 72 *Arabic Language—Linguistic Sciences*, Grade 12, p. 61, 2009, Palestinian Authority.
- 73 *Al Fateh*, issue 72, March 15, 2000, Hamas.
- 74 *Al Fateh*, issue 140, January 15, 2009, Hamas.
- 75 *Al Fateh*, issue 129, August 1, 2008, Hamas.
- 76 *Al Fateh*, issue 140, January 15, 2009, Hamas.
- 77 *Al Fateh*, issue 19, December 15, 2003, Hamas.
- 78 *Al Fateh*, issue 47, March 1, 2005, Hamas.
- 79 *Al Fateh*, issue 63, November 1, 2005, Hamas.
- 80 *Al Fateh*, issue 38, October 15, 2004, Hamas.
- 81 *Al Fateh*, issue 13, September 2003, Hamas.