

Teaching Hate and Violence:

Problematic Passages from
Saudi State Textbooks for the
2018–19 School Year

الضرب وسيلة من وسائل التأديب, لقوله
تعالى <وَأُضْرِبُوا هُنَّ>

Beating [women] is a means of discipline,
for the Almighty said “beat them.”

اهداف الصهيونية... الحكومة اليهودية
العالمية, للسيطرة على العالم أجمع.

The goals of Zionism [include] ... the Global Jewish
Government, to control the entire world.

والنصرانية بوضعها الحالي دين باطل
محرّف

Christianity in its current state is an invalid
and perverted religion.

Our Mission:

To stop the defamation of the Jewish people and to secure justice and fair treatment to all.

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ADL's International Affairs (IA) pursues ADL's mission around the globe, fighting anti-Semitism and hate, supporting the security of Jewish communities worldwide and working for a safe, democratic and pluralistic State of Israel at peace with her neighbors. ADL places a special emphasis on Europe, Latin America and Israel, but advocates for many Jewish communities around the world facing anti-Semitism. With a full-time staff in Israel, IA promotes social cohesion in Israel as a means of strengthening the Jewish and democratic character of the State, while opposing efforts to delegitimize it.

The IA staff helps raise these international issues with the U.S. and foreign governments and works with partners around the world to provide research and analysis, programs and resources to fight anti-Semitism, extremism, hate crimes and cyberhate. With a seasoned staff of international affairs experts, ADL's IA division is one of the world's foremost authorities in combatting all forms of hate globally.



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A Report from ADL International Affairs

Teaching Hate and Violence

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Saudi State Textbooks for the
2018–19 School Year



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INTRODUCTION

ANCE

DESPITE SAUDI COMMITMENTS, INCITEMENT REMAINS IN STATE TEXTBOOKS

In the fall of 2017, ADL examined Saudi Arabia’s government-published textbooks and found that considerable incitement to hatred or violence remained, despite a longstanding pledge from the Saudis to eliminate such language. This led ADL to endorse the bipartisan Saudi Educational Transparency and Reform Act in the U.S. House of Representatives.¹ Now, the 2018–19 school year also marks ten years since the expiration of an important Saudi commitment to end such incitement. Further, it takes place amidst considerable debate over U.S. interests and priorities in Saudi Arabia.

In 2006, Saudi Arabia received its first U.S. waiver from penalties under the International Religious Freedom Act.² This was due in part to the kingdom’s explicit commitment to revise its textbooks to eliminate all incitement, removing “remaining intolerant references that disparage Muslims or non-Muslims or that promote hatred toward other religions or other religious groups”³. According to the U.S. government, Riyadh stated that this process was “scheduled to be completed in time for the start of the 2008 school year.”⁴

A decade has passed since that deadline expired, and today ADL is disappointed to report that intolerant language of all kinds still abounds in Saudi Arabia’s government-published textbooks for schoolchildren. The incitement is particularly egregious at the high school level. This is at odds with a September 2018 statement by the Saudi foreign minister that incitement in Saudi textbooks is not “still continuing” because the curriculum has been completely “revamped” numerous times. He contended that any allegations about incitement in the books are merely an outdated “legacy issue” raised by ill-informed critics of the kingdom.⁵ It is also at odds with assurances Saudi Arabia’s Minister of Education made in October 2017 to U.S. officials in which he stated his intent to fully revise all textbooks by the 2018–19 school year.⁶

This report demonstrates that the new Saudi state textbooks for the 2018–19 academic year still contain passages that encourage bigotry or violence against numerous categories of people, including Jews, Christians, Shi’ite or Sufi Muslims, women, people who engage in

anal sex and anyone who mocks or converts away from Islam. Derogatory language against “infidels” — which is used in this context to refer to non-Muslims such as Christians and Jews — remains especially pervasive.

Intolerant language of all kinds still abounds in Saudi Arabia’s government-published textbooks.

This is not to suggest that the Saudis have made absolutely no positive changes to their state curriculum over the past decade. Stridently intolerant material against Jews and Christians is now less common in books at the elementary and middle school levels.⁷ According to Human Rights Watch, recently some intolerant language regarding Shi’ite and Sufi Muslim rituals has also been toned down at these grade levels.⁸ In our review of the latest edition of the Saudi textbooks, ADL has not seen a recurrence of some of the many anti-Semitic passages identified in a previous review of Saudi high school textbooks from the 2010–11 school year, including assertions that God transformed the Jews into apes and pigs, and that the hateful hoax known as the Protocols of the Elders of Zion is historical fact.⁹

However, as this report demonstrates, such incidental improvements should not alter the final analysis. Intolerance against all such people remains inexcusably abundant in the kingdom’s current high school textbooks. In fact, much of the incitement evident in today’s textbooks is still alarmingly similar to what was included in the kingdom’s curriculum around the time of the 9/11 attacks.¹⁰

REAL TEXTBOOK REFORM IS ACHIEVABLE

Saudi Arabia has implemented some very significant religious and social reforms in recent years, most notably granting women the right to drive and dramatically curtailing the kingdom's punitive religious police.¹¹ Furthermore, Saudi rulers have articulated an ambitious socioeconomic reform plan with the stated goal of becoming a "tolerant country with Islam as its constitution and moderation as its method"¹².

Achieving this objective requires timely changes to Saudi Arabia's state textbooks.

Eliminating the incitement from Saudi state textbooks is particularly important given the kingdom's leadership as custodian of the two holiest sites in Islam. Because of this special status, and thanks to the kingdom's considerable oil wealth, the kingdom's textbooks have been exported to a broad swath of countries on nearly every continent.¹³

While many of the passages highlighted in this report have their roots in religious teachings, very few are direct quotes from the Quran. Even in those instances, particular references to such teachings can be removed from textbooks, replaced or paired with more tolerant quotations from other authoritative sources or interpreted or contextualized differently while still respecting Islam.

Such changes would no doubt be unpopular with some religious extremists, but the Saudi monarchy is nonetheless capable of implementing these reforms.

Since late 2017, Saudi Arabia has controversially imprisoned many of the most prominent opposition preachers, who among other things publicly stood against these sorts of reforms.¹⁴ Saudi leaders have successfully overruled the religious establishment previously on issues of national interest, such as abolishing slavery, authorizing the introduction of television and allowing

President George W. Bush greets school children during his 2008 visit to Saudi Arabia. Photo by Eric Draper





men and later women the right to vote in local elections. The kingdom has even removed controversial content from its textbooks on very short notice when doing so was identified as a political priority.¹⁵

Removing intolerant passages from state textbooks would also generate some external and internal benefits for the kingdom. Fixing the textbooks would eliminate a longstanding obstacle to better Saudi foreign relations and help prepare the next generation of Saudi youth for a more interconnected and tolerant future.

ORGANIZATION OF THIS REPORT

This report is organized according to the different categories of incitement in current Saudi textbooks. There are separate sections for problematic passages pertaining to Jews, Christians, “infidels” as a broader category, Shi’ite or Sufi Muslims, women, people who engage in anal sex and apostasy or perceived acts of sorcery.

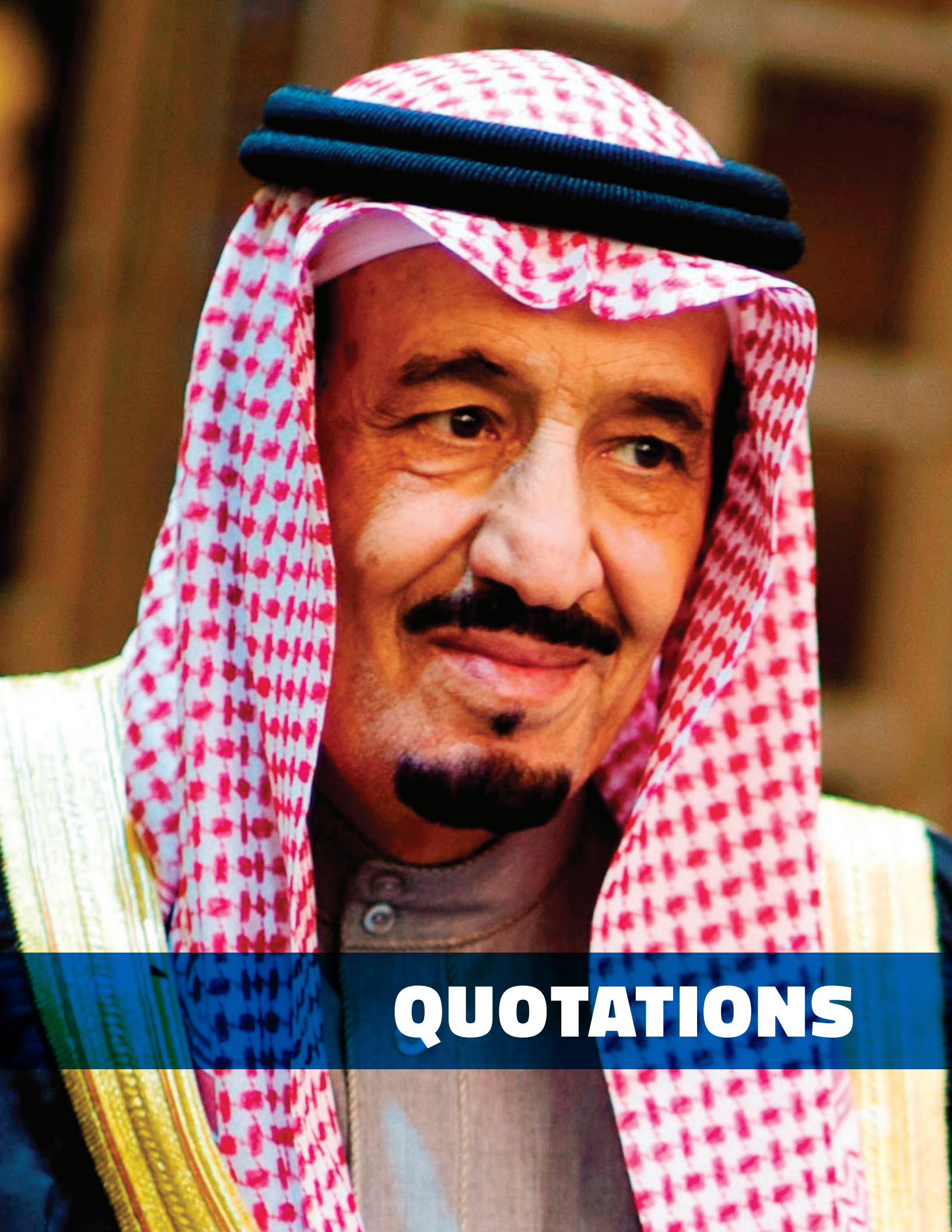
All passages cited in this report are from Saudi state textbooks for the 2018–19 academic year. All passages are from books at the high school level unless otherwise indicated.¹⁶

This report builds on the work of several recent studies of Saudi state textbooks from the previous two school years. Those studies include research by this author for

ADL¹⁷ and before that for the Foundation for Defense of Democracies,¹⁸ in addition to important recent studies of past textbooks, conducted by Human Rights Watch¹⁹ and the U.S. Commission on International Religious Freedom.²⁰

This report confirms that virtually all of the most problematic passages identified in recent studies remain in the 2018–19 curriculum.

Every citation below includes a hyperlink to the website from which the specific current textbook was accessed by the author. In addition, archived copies of the full textbooks cited in this report have been saved via Dropbox.²¹



QUOTATIONS

I. PASSAGES ABOUT JEWS

The Saudi high school curriculum is replete with intolerant passages about Jews and Judaism. Some such passages counsel violence against Jews. Many of these lessons are couched in reference to Zionists or Zionism. Notably, these are not mere criticism of Israeli policy, however, because they typically retread classic anti-Semitic stereotypes. Other passages assert conspiracy theories about alleged Jewish and Israeli plots related to attacking the al-Aqsa Mosque. These conspiracy theories not only deny the Jewish connection to the Temple Mount but also ascribe nefarious intentions and actions to Jews and Israel. Other passages advocate intolerance or violence toward Jewish people in combination with other disfavored groups; those passages are included in subsequent sections of this report having to do with Christians, infidels, or non-Sunni Muslims.

The signs of the final [literally “smallest”] hour are very many, and we shall suffice with the following examples:

5. Fighting the Jews: It was narrated from Abu Hurayrah, may God be pleased with him, that God’s Prophet, may God bless him and grant him peace, said: “the hour will not come until the Muslims fight the Jews, so that the Muslims kill them, until the Jew hides behind rock and tree, so the rock or the tree says: ‘oh Muslim, oh servant of God, this Jew is behind me, so kill him,’ except for the *gharqad* tree, for it is the tree of the Jews”.

([Monotheism 2](#), pages 100 & 102)

The most prominent subjects of the [Quranic] chapter: ...

3. Declaring the deceptiveness of the Jews, and their keenness to fragment Islamic unity, destabilize the Muslims’ creed, and spread doubts and lusts among them.

([Interpretation 2](#), page 116)

وعلامات الساعة الصغرى كثيرة جداً،
وسنكتفي بالأمثلة الآتية: ...

٥ - قتال اليهود: فعن أبي هريرة، الله رضى
عليه، عن رسول الله، صلى الله عليه وسلم،
قال: <لا تقوم الساعة حتى يقاتل المسلمون
اليهود، فيقتلهم المسلمون، حتى يختبئ اليهودي
من وراء الحجر والشجر، فيقول الحجر أو
الشجر: يا مسلم يا عبد الله هذا يهودي خلفي
فاقتله، إلا الغرقد فإنه من شجر اليهود>

أبرز موضوعات السورة: ...

٣ - بيان كيد اليهود، وحرصهم على تفتيت
الصف الإسلامي، وزعزعة عقيدة المسلمين،
ونشر الشبهات والشهوات بينهم

The Goals of Zionism

The goals of Zionism in the Arab *mashreq* region are expressed through seeking regional expansion through three successive stages, which are:

1. The State of Israel in Palestine.
2. The State of Greater Israel in the Arab *mashreq* region.
3. The Global Jewish Government, to control the entire world.

([Hadith 2](#), page 273)

اهداف الصهيونية

تتمثل الأهداف الصهيونية في منطقة المشرق

العربي من خلال السعي للتوسع الإقليمي

عبر ثلاث مراحل متعاقبة, وهي:

١. دولة إسرائيل في فلسطين.

٢. دولة إسرائيل الكبرى في منطقة المشرق

العربي.

٣. الحكومة اليهودية العالمية, للسيطرة على

العالم أجمع.

Among the most prominent effects of Zionism on the Islamic World are ... the spread of drugs and sexual and other diseases in many Islamic countries.

([Hadith 2](#), page 273)

من أبرز آثار الصهيونية على العالم الإسلامي...

انتشار المخدرات والأمراض الجنسية وغيرها

في كثير من البلاد الإسلامية

Explain how Zionism has used each of the following to reach its goals and achieve its schemes:

Number	Means	Method of Employment
1	Money	
2	Politics	
3	Womankind	
4	Drugs	
5	The Media	

([Hadith 2](#), page 275)

بيّن كيف وظّفت الصهيونية كلّاً مما يلي

للوصول لأهدافها وتحقيق مخططاتها:

ج. الوسيلة أسلوب التوظيف

١ المال

٢ السياسة

٣ المرأة

٤ المخدرات

٥ الإعلام

Attempts by the Jews to destroy the al-Aqsa Mosque and build the Temple

With the modern Jewish occupation of the State of Palestine, and despite all the international charters which forbid infringing on sanctities and sites of worship, the Jewish occupation through its associations and organizations does not stop night and day planning and plotting to destroy the al-Aqsa Mosque and demolish it or burn it and violate it.

(*Hadith and Islamic Culture 3 – Quarterly System, page 327*)

The Jewish rabbis have woven a legend which they attributed to the Prophet of God, Suleiman, Peace be Upon Him, to take as a pretense to destroy the al-Aqsa Mosque, where they claim that under the ground of the Mosque is, "Solomon's Temple" ... the reality is that Suleiman, Peace Be Upon Him, built a mosque and did not build a temple.

(*Hadith and Islamic Culture 3 – Quarterly, page 327*)

The Zionists consider building the Temple the biggest and most important issue, and the speech of the Jewish organizations and groups nearly all agrees on that, hence destroying the Mosque and removing the Islamic features of Jerusalem became a main goal for them.

(*Hadith and Islamic Culture 3 – Quarterly, page 328*)

In some of the media, the image of the Dome of the Rock is presented as the al-Aqsa Mosque, which is a devious Jewish plan to distract the world from the excavations which the Jews are carrying out under the forefront mosque in preparation to destroy it.

(*Hadith and Islamic Culture 3 – Quarterly, page 328; also nearly identical language in Hadith 2, p. 248*)

محاولات هدم اليهود للمسجد الأقصى وبناء الهيكل

مع الاحتلال اليهودي المعاصر الدولة فلسطين, ورغم كل المواثيق الدولية التي تمنع المساس بالمقدسات وأماكن العبادة: إلا أن الاحتلال اليهودي بجمعياته ومنظماته لا يفتأ ليل نهار يخطط ويكيد لهدم المسجد الأقصى وتدميره أو إحراقه والعبث فيه.

وقد نسج حاخامات اليهود أسطورة نسبوها إلى نبيِّ الله سليمان, عليه السلام, ليتخذوها ذريعة في هدم المسجد الأقصى, حيث زعموا أن تحت أرض المسجد (هيكل سليمان)... والواقع أن سليمان, عليه السلام, بني مسجداً ولم يبن معبداً

والصهاينة يعتبرون بناء الهيكل هو القضية الكبرى والأهم, وتكاد تتفق كلمة المنظمات والجماعات اليهودية على ذلك, ومن هنا صار هدم المسجد وإزالة المعالم الإسلامية في القدس هدفاً رئيساً لهم

وتبرز في بعض وسائل الإعلام صورة مسجد قبة الصخرة على أنه هو المسجد الأقصى, وهي خطة يهودية ماهرة لإشغال العالم عن الحفريات التي يقوم بها اليهود تحت المسجد الأمامي; تمهيداً لهدمه

II. PASSAGES ABOUT CHRISTIANS

The Saudi educational curriculum includes a number of primarily negative passages that refer to Christians, Christianity or People of the Book – a category which encompasses both Christians and Jews. The following suggest that Christianity is a perverted religion, that its adherents are enemies of Muslims and even call for violence against Christians.

Christianity in its current state is an invalid and perverted religion.

([Hadith 2](#), p. 268)

والنصرانية بوضعها الحالي دين باطل محرّف

The most prominent subjects of the [Quranic] chapter ... 6. exposing the People of the Book and declaring the falsity of their doctrines and urging to fight them until they give the *jizya*.

([Interpretation 1](#), p. 94)

أبرز موضوعات السورة: ...
٦ - فضح أهل الكتاب, وبيان زيف عقائدهم,
والحث على قتالهم حتى يعطوا الجزية

There is no pleasing the Jews and the Christians except through disbelief in Islam and following their religion, and whatever the Muslim presents to them will not receive their satisfaction.

([Interpretation 2](#), p. 78)

إن اليهود والنصارى لا يرضيهم إلا الكفر بالإسلام
وإتباع ملّتهم ومهما قدّم لهم المسلم فإنه لن يحصل
على رضاهم

The institutions which lead [missionary] Christianization all over the world are very many, among the most important [are] ... the American University in Beirut, and in Cairo, and in Istanbul.

([Hadith 2](#), p. 269)²²

إن المؤسسات التي تتزعم التنصير في أنحاء
العالم كافة كثيرة, من أهمها... الجامعة الأمريكية,
في بيروت, وفي القاهرة, وفي استانبول

The people who are the original infidel[s], such as the Jews, the Christians, and the pagans ... calling these people infidels is an obligation, for whoever does not call them infidels or doubts their infidelity is himself an infidel.

([Monotheism 3 – Quarterly System](#), p. 55)

الإنسان, إما أن يكون كافراً أصلياً; كاليهود,
والنصارى, والوثنيين... فتكفير هؤلاء واجب,
بل إن من لم يكفرهم أو شك في كفرهم فهو كافر

The Reason for Forbidding Loyalty to the Infidels:

God almighty forbid loyalty to the infidels for reasons, among which:

1. The infidels are the enemies of God Almighty, and God Almighty has told in many [Quranic] verses of his enmity to them, and of their damnation and their abomination and his anger at them and his lack of love for them ...
2. Loyalty to the infidels is evidence of satisfaction with their disbelief ...
3. The infidels are the enemies of Islam and its people, the Almighty said: "Oh you who believe, do not take the Jews and the Christians as allies, they are allies of each other, and whoever among you takes them as allies is surely one of them, indeed God does not guide the evildoers" ...
4. Loyalty to the infidels is a cause of reliance on them and aiding them, which is a cause of God's affliction and displeasure.

([Monotheism 5 - Quarterly](#), p. 153)

سبب النهي عن موالاته الكفار

نهى الله تعالى عن موالاته الكفار لأمر، منها:

- ١ - أن الكفار اعداء الله تعالى، وقد أخبر الله تعالى في آيات كثيرة عن عداوته لهم، وعن لعنهم ومقتهم وغضبه عليهم وعدم محبته لهم...
- ٢ - أن موالاته الكفار دليل على الرضى بما هم عليه من الكفر...
- ٣ - أن الكفار اعداء الإسلام وأهله، قال تعالى:
> يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَتَّخِذُوا الْيَهُودَ
وَالنَّصَارَىٰ أَوْلِيَاءَ بَعْضُهُمْ أَوْلِيَاءُ بَعْضٍ وَمَنْ
يَتَوَلَّهُمْ مِنْكُمْ فَإِنَّهُ مِنْهُمْ إِنَّ اللَّهَ لَا يَهْدِي
الْقَوْمَ الظَّالِمِينَ < ...
- ٤ - أن موالاته الكفار سبب للركون إليهم
ومناصرتهم وهذا موجب لعذاب الله وسخطه

III. PASSAGES ABOUT INFIDELS

The Saudi educational curriculum places considerable emphasis on the importance of both fighting and hating infidels. The term infidel is used in this setting to refer to a range of non-Muslim people, including but not limited to Jews and Christians.²³ Often these calls for hatred and violence are couched in terms of advocating loyalty toward Muslims and disavowal of adherents of other religions.

The infidels are of four kinds with regard to their treatment:

The first kind: the *dhimmi*s who hold a pact to institute their religion and reside in the lands of the Muslims under the protection of the Islamic state ...

The second kind: those who are granted protection, who have safety, such as ambassadors, envoys, and those who come to the lands of Islam to trade or teach or learn and so forth ...

The third kind: the pact-holders, infidels who have between them and the Muslims a pact to leave off fighting ...

The fourth kind: the combatants, whom God has commanded [the Muslims] to fight until they submit or pay the *jizya*

([Monotheism 1](#), pp. 166-167; also [Monotheism 5 – Quarterly](#), pp. 176-178)

الكفار من حيث التعامل معهم على أربعة أنواع:
النوع الأول: أهل الذمة وهم المعاهدون على إقرارهم على دينهم وإقامتهم في بلاد المسلمين تحت حماية الدولة الإسلامية...
النوع الثاني: المستأمنون, وهم الذين لهم أمان; كالسفراء, والمندوبين, ومن قدم إلى بلاد الإسلام لتجارة أو تعليم أو تعلم ونحو ذلك...
النوع الثالث: المعاهدون, وهم الكفار الذين يكون بينهم وبين المسلمين عهد على ترك القتال....
النوع الرابع: المحاربيون, وهؤلاء قد أمر الله بقتالهم حتى يسلموا أو يعطوا الجزية

Divisions of Jihad

Jihad is divided in general consideration of launching it into the following [categories]:

...

5. Battling with the infidels by proselytizing them and fighting them.

([Hadith 2](#), pp. 196-197)

اقسام الجهاد
ينقسم الجهاد باعتبار إطلاقه العام إلى ما يلي:
...
٥. مجاهدة الكفار بدعوتهم وقتالهم

Legitimate disavowal and abhorring has several areas which can be summarized in what follows:

1. Abhorring the infidels and disavowal from them and enmity toward them due to their disbelief and polytheism toward God Almighty.

([Monotheism 3 – Quarterly System](#), p. 240)

للبراء المشروع والبغض مجالات عديدة يمكن تلخيصها فيما يلي:
١. بغض الكافرين والبراءة منهم ومعاداتهم لأجل ما هم عليه من الكفر والشرك بالله تعالى

Disavowal in language: separation and enmity ...
Disavowal in Islamic law: abhorring the enemies of God and enmity toward them.

The Status of Loyalty and Disavowal in Islam

Loyalty and disavowal are among the requirements of Monotheism ... and loyalty and disavowal have a big effect in directing the behavior of the Muslim and his relationships with people who are believers or are infidels

(*Monotheism 5 – Quarterly*, p. 149)

البراء في اللغة: المباحة والمعاداة
البراء في الشرع: بغض أعداء الله ومعاداتهم
مكانة الولاء والبراء في الإسلام
الولاء والبراء من مقتضيات التوحيد...
وللولاء والبراء أثر كبير في توجيه تصرفات
المسلم وعلاقاته بالناس مؤمنهم وكافرهم

Prohibited Loyalty

Loyalty to the infidels through loving them and aiding them against the Muslims ... this is a forbiddance from God Almighty to the believers from being loyal to the infidels and loving them and aiding them

(*Monotheism 5 – Quarterly*, p. 152)

الموالاتة الممنوعة
وهي موالاتة الكافرين بمحبتهم ومناصرتهم على
المسلمين... وهذا نهى من الله تعالى للمؤمنين
عن موالاتة الكافرين بالمحبة والنصرة

The danger to the believers of loyalty to the combatant infidels and their influence on the hypocrites, in whose heart is a disease to trick Islam and Muslims.

(*Interpretation 2*, p. 69)

خطورة موالاتة الكافرين المحاربين للمؤمنين
وتأثيرهم على المنافقين, ومن في قلبه مرض
للكيد للإسلام والمسلمين

One of the most severe cases of imitating the infidels: joining the infidels in their holidays, since that is one of the greatest in terms of evil and harm and the most widespread among Muslims, and this participation is forbidden because of what it entails in terms of agreement to them with what is not from our religion

(*Monotheism 1*, p. 165)

ومن أشد حالات التشبه بالكفار: مشاركة الكفار
في أعيادهم, فإن ذلك من أعظمها شراً وضرراً,
وأكثرها انتشاراً بين المسلمين, وهذه المشاركة
محرمة, لما فيها من الموافقة لهم فيما ليس من ديننا

Loyalty to the believers and enmity toward the infidels is the firmest bond of faith

(*Monotheism 1*, p. 163)

موالاتة المؤمنون ومعاداة الكافرين أوثق عرى
الإيمان

Residing in the Countries of the Infidels

Included in [the category of] forbidden loyalty to the infidels is to reside in their countries without a legitimate excuse.

(*Monotheism 5 – Quarterly*, p. 157)

الإقامة في بلاد الكفار
ومما يدخل في موالاتة الكفار المحرمة الإقامة
في بلادهم دون عذر شرعي

IV. PASSAGES ABOUT OTHER SECTS OF ISLAM

The Saudi educational curriculum includes numerous derogatory references to religious practices which a Saudi audience would understand are intended to reference Shi'ite or Sufi Muslims. Often, sects of Islam other than Salafist, Sunni Islam are referred to as "polytheism." The curriculum includes passages that describe such perceived polytheists as evil and call for fighting against them.²⁴

Fighting the infidels and the polytheists has conditions and regulations, which are:

1. They been called to Islam but refuse to enter into it and refuse to pay the jizya.
2. The Muslims have the power and ability to fight.
3. Doing so has the permission of the ruler and is under his banner.
4. There is not a pact between them and the Muslims to leave off fighting.

([Monotheism 3 – Quarterly system](#), p. 16)

مقاتلة الكفار والمشركين لها شروط وضوابط منها:

١. أن يُدْعَوْا إلى الإسلام فيرفضوا الدخول فيه, ويرفضوا دفع الجزية.
٢. أن يكون لدى المسلمين قوة وقدرة على المقاتلة.
٣. أن يكون ذلك بإذن ولي الأمر وتحت رايته.
٤. ألا يكون هناك عهد بينهم وبين المسلمين في ترك المقاتلة.

Polytheism necessitates eternity in [hell]fire. God Almighty said: "those who disbelieved among the People of the Book and the polytheists will abide in the fire of hell for eternity, those people are the most evil of creatures".

([Monotheism, 4th Grade, Semester 2](#), p. 27; portion inside quotation marks is also in [Monotheism 3 – Quarterly System](#), p. 55)

أَنَّ الشُّرْكَ يُوجِبُ الْخُلُودَ فِي النَّارِ:
قَالَ اللهُ تَعَالَى: > إِنَّ الَّذِينَ كَفَرُوا مِنْ أَهْلِ
الْكِتَابِ وَالْمُشْرِكِينَ فِي نَارِ جَهَنَّمَ خَالِدِينَ
فِيهَا أُولَئِكَ هُمْ شَرُّ الْبَرِيَّةِ <

Those who take the graves of the prophets or of the righteous as mosques are evil of nature in the view of God Almighty.

([Monotheism, 7th Grade, Semester 2](#), p. 20)²⁵

الذين يتخذون قبور الأنبياء والصالحين مساجد
هم شرار الخلق عند الله تعالى

The Greater Polytheism²⁶

It exits the religious denomination.
Its perpetrator resides in [hell]fire eternally.
It frustrates all works.
It is a reason to fight its people.
It prohibits legitimate loyalty to and loving of its people.

([Monotheism 3 – Quarterly System](#), p. 22)

الشرك الأكبر
يخرج من الملة
يخذ صاحبه في النار
يحبط جميع الأعمال
سبب لمقاتلة أهله
يمنع الموالاة والمحبة الشرعية لأهله

V. PASSAGES PERTAINING TO THE STATUS OF WOMEN

The Saudi educational curriculum authorizes certain kinds of domestic abuse and teaches a passage that advocates stoning a woman to death for adultery. Other passages mandate harsh penalties for such acts of purported “fornication”, by either men or women, such as stoning to death for adultery versus both 100 lashes and a year of exile for sex out of wedlock. The curriculum also teaches that such “fornication”, by an individual brings shame on one’s family and entire tribe,²⁷ a belief that is central to the occurrence of so-called “honor killings,” which primarily target women.²⁸

Mankind has guardianship over women, for keeping, spending, education, and care.

(*Interpretation 2*, p. 174)

الرجل لهم الولاية على النساء, حفظاً, وإنفاقاً,
وتعليماً, ورعاية

Beating [women] is a means of discipline, for the Almighty said “beat them.”

(*Interpretation 2*, p. 174)

الضرب وسيلة من وسائل التأديب, لقوله تعالى
<وَأُضْرِبُوهُنَّ>

Beating [women] is permitted when necessary.

(*Interpretation 2*, p. 174)

يجوز الضرب عند الضرورة

[Regarding fornication] God’s Prophet, may God bless him and grant him peace, said “Oh Unays, go and check on [this man’s] wife, for if she admits [adultery], then stone her.”

(*Jurisprudence 3*, p. 83)

فقال رسول الله, صلى الله عليه وسلم, < واغد
يا أنيس إلى امرأه هذا فإن اعترفت فارجمها >

The punishment for the married fornicator is stoning with stone until he [or she] dies, according to the unanimous consensus of the people of the *Sunna*.

(*Jurisprudence 1*, p. 251)

حد الزاني المحصن هو الرجم بالحجارة حتى
يموت بإجماع أهل السنة

If the fornication is by a free, unmarried person, [then the penalty is] a hundred lashes and banishment for a year.

(*Jurisprudence 1*, p. 251)

إذا زنى الحر غير المحصن جلد مائة وغرب عاماً

VI. PASSAGES ABOUT PEOPLE WHO ENGAGE IN ANAL SEX

The Saudi educational curriculum teaches that anal sex, which it refers to as “sodomy,” corrupts the human soul and generally should be punished with the death penalty. As with adultery, the curriculum also teaches that anal sex brings shame to an individual’s family and entire tribe,²⁹ a belief that is central to the occurrence of so-called “honor killings” against LGBTQ people.³⁰ The curriculum even teaches that anal sex is to blame for natural disasters and corruption in society.

The masses of jurists go [so far as to say] that the punishment for sodomy is like the punishment for fornication. [namely, death].

([Jurisprudence 1](#), p. 256)

ذهب جمهور الفقهاء أن حدَّ اللواط, كحد الزنى

Sheikh of Islam Ibn Taymiyya, God have mercy upon him, said: the correct [ruling regarding sodomy] which the companions of the Prophet agreed upon is that both the top one and the bottom one are killed, whether they are married or unmarried.

([Jurisprudence 1](#), p. 256)

قال شيخ الإسلام ابن تيمية رحمه الله: (والصحيح الذي اتفقت عليه الصحابة: أن يقتل الاثنان الأعلى والأسفل, سواء كانا محصنين, أم غير محصنين)

God forbade sodomy and was harsh in its punishment due to its bad effects on the individual and society: For it is a degeneracy in nature, and a corruption in character, kills virtue, and destroys morals, bequeaths depravity and lowliness in the soul of its perpetrator, eliminates modesty, and jealousy dies in the souls.

([Jurisprudence 1](#), p. 256)

حرم الله اللواط وغلظ في عقوبته لما له من آثار سيئة على الفرد والمجتمع: فهو انتكاسة في الفطرة, وفساد في الطبع, يقتل الفضيلة, ويهدم الأخلاق, يورث في نفس مرتكبه الرذيلة والدناءة, فيقضي على الحياء, ويميت الغيرة في النفوس.

If sodomy appears in society then God descends swiftly upon its people with punishment, disasters and ailments afflict it, and epidemics and diseases spread, and injustice prevails, and corruption reigns in the land.

([Jurisprudence 1](#), p. 256)

وإذا ظهر اللواط في المجتمع فإن الله يعاجل أهله بالعقوبة, فتحل الكوارث والأسقام, وتنتشر الأوبئة والأمراض, ويخيم الظلم ويعم الفساد في الأرض

VII. PASSAGES ABOUT APOSTASY OR SORCERY

The Saudi educational curriculum defines apostasy as an act of disbelief that mocks Islam or conversion from Islam to another religion.³¹ It teaches unambiguously that the penalty for such apostasy is death (unless one repents within three days). The curriculum also teaches that the penalty for certain perceived acts of sorcery is execution by the state.

The punishment for apostasy is killing, there is no difference in that between man or woman.

(*Jurisprudence 1*, p. 277)

حد الردة هو القتل, لا فرق في ذلك بين
الرجل والمرأة

[Regarding the apostate] it is not permissible to kill him until he is asked to repent for at least three days in the hope that he may return to his religion. In that way, the door of repentance is open to him, and if he repents then killing him is not permitted, but if he insists upon his disbelief, then he is killed.

(*Jurisprudence 1*, p. 277)

ولا يجوز قتله حتى يستتاب ثلاثة أيام على
الأقل لعله يرجع دينه, وبهذا يفتح له باب
التوبة, فإن تاب لم يجز قتله, وإن اصر
على كفره قتل

The rationale of the legitimacy of the punishment for apostasy

God prescribed the punishment for apostasy for great rationales, among them:

...

3. Stopping the evil of the apostate, and cutting his harm, for the apostate does not suffice with his apostasy but rather he broadcasts his evil and his poison to others, so that in his killing there is a cessation of his corrupting on earth.

(*Jurisprudence 1*, p. 278)

الحكمة من مشروعية حد الردة

شرع الله حد الردة لحكم عظيمة, منها:

...

٣ - كف شر المرتد, وقطع أذاه, فالمرتد لا
يكتفي بردته بل يبث شره وسمومه على
الآخرين, فكان في قتله قطع لإفساده في الأرض

The apostate is killed since fending off the corruption of his existence – like corrupting others among his people and children, causing dissension among the people, and making them risk religion – is better than the benefit of him remaining.

(*Jurisprudence 3*, p. 46)

قتل المرتد, حيث إن درء مفسدة وجوده
كإفساد غيره من أهله وولده, وفتنة الناس
به, وتجربتهم على الدين, أولى من مصلحة
بقائه التي فيها من المصالح

He who mocks God and his [Quranic] verses and his Prophet is an apostate. No excuse is acceptable for him, so either he repents or he is killed for infidelity.

(*Interpretation 1*, p. 109)

المستهزئ بالله وآياته ورسوله مرتد لا يقبل
له عذر فإما أن يتوب وإما أن يقتل كفراً

If the apostate dies in [the state of] his apostasy then his punishment is eternity in fire in spite of the good deeds that he did before his apostasy.

([Jurisprudence 1](#), p. 277)

Sorcery is of two types:

The first type: what is infidelity if it was by means of demons, for which the sorcerer is killed for apostasy, and his killing is assigned to the ruler or whomever the ruler assigns.

The second type: what is infidelity that is not an exit from the religion, which is the sorcery of charlatanism and swindling, which may be a kind of mixtures and medicines. This is reprimanded up to the level of killing to halt his evil and his harming of Muslims, and his reprimanding and his killing is assigned to the ruler or whomever the ruler assigns.

([Monotheism 1](#), p. 151)

إذا مات المرتد على رده فعقوبته في الخلود
في النار وحبوط عمله الصالح الذي عمله قبل
رده

السحر نوعان:

النوع الأول: ما هو كفر إذا كانت وسيلته
الشياطين، ولهذا يقتل الساحر ردة، وقتله
موكول إلى ولي الأمر أو من يُنيبه.

النوع الثاني: ما هو كفر غير مخرج من
الملة وهو سحر الشعوذة ودجل وقد يكون
بنوع من الأخلاط والأدوية وهذا يعزر ولو
بالقتل كفاً لشره وآذاه عن المسلمين وتعزيره
وقتله موكول إلى ولي الأمر أو من يُنيبه.

¹ David Andrew Weinberg, "Congress Must Act to End Incitement in Saudi Textbooks," *Huffington Post*, December 5, 2017 (https://www.huffingtonpost.com/entry/congress-must-act-to-end-incitement-in-saudi-textbooks_us_5a26b5bbe4b0e383e63c3cae); Rep. Ted Poe, "Saudi Educational Transparency and Reform Act, H.R. 4549, introduced December 5, 2017 (<https://www.congress.gov/bill/115th-congress/house-bill/4549/text>)

² State Department, "Ambassador at Large for International Religious Freedom Briefs Congress on U.S.-Saudi Discussions on Religious Practice and Tolerance," July 19, 2006 (<https://2001-2009.state.gov/r/pa/prs/ps/2006/69197.htm>)

³ Ibid., "Appendix C: Saudi Reform Pledge Publicly Distributed in July 2006 by U.S. State Department Officials," in Nina Shea and Samuel Tadros, *Ten Years On: Saudi Arabia's Textbooks Still Promote Religious Violence*, Hudson Institute Center for Religious Freedom, September 16, 2001, p. 47 (<https://www.hudson.org/content/researchattachments/attachment/931/sauditextbooks2011final.pdf>)

⁴ "Appendix B: Letter to Senator John Kyl from Assistant Secretary of State for Legislative Affairs Jeffrey Bergner," in *ibid.*, pp. 45-46. (<https://www.hudson.org/content/researchattachments/attachment/931/sauditextbooks2011final.pdf>)

⁵ "A Conversation with Adel al-Jubeir," *Council on Foreign Relations website*, September 26, 2018 (<https://www.cfr.org/event/conversation-adel-al-jubeir>)

⁶ U.S. Commission on International Religious Freedom, "Saudi Arabia," *2018 Annual Report*, April 2018, p. 87 (<https://www.uscirf.gov/sites/default/files/2018USCIRFAR.pdf>)

⁷ International Center for Religion and Diplomacy, *The State of Tolerance in the Curriculum of the Kingdom of Saudi Arabia*, completed in 2012 for U.S. government use only, released under Freedom of Information Act in 2016 (<https://www.nytimes.com/interactive/2016/08/17/international-home/document-state-dept-study-on-saudi-textbooks.html>)

⁸ Adam Coogole, "Saudi Arabia's 'Reforms' Don't Include Tolerance of Shia Community," *Human Rights Watch*, September 21, 2018 (<https://www.hrw.org/news/2018/09/21/saudi-arabias-reforms-dont-include-tolerance-shia-community>)

⁹ International Center for Religion and Diplomacy, *The State of Tolerance in the Curriculum of the Kingdom of Saudi Arabia*, completed in 2012 for U.S. government use only, released under Freedom of Information Act in 2016, pp. v & 38 (<https://www.nytimes.com/interactive/2016/08/17/international-home/document-state-dept-study-on-saudi-textbooks.html>)

¹⁰ See, for example, Arnon Gross, *The West, Christians, and Jews in Saudi Arabian Schoolbooks*, Center for Monitoring the Impact of Peace & American Jewish Committee, 2003 (<http://www.impact-se.org/wp-content/uploads/2016/04/SA2003.pdf>)

¹¹ Sewell Chan, "Saudi Arabia Moves to Curb its Feared Religious Police," *New York Times*, April 15, 2016 (<https://www.nytimes.com/2016/04/16/world/middleeast/saudi-arabia-moves-to-curb-its-feared-religious-police.html>); Hannah Bloch and Nicole Werbeck, "Saudi Women Start Driving, But Activists Remain Jailed," *NPR*, June 25, 2018 (<https://www.npr.org/2018/06/25/623174723/photos-saudi-women-start-driving-but-activists-remain-jailed>)

- ¹² Crown Prince Mohammed bin Salman bin Abdulaziz Al Saud, "Full Text of Saudi Arabia's Vision 2030," *Saudi Gazette (Saudi Arabia)*, April 26, 2016 (<http://saudigazette.com.sa/article/153680/Full-Text-of-Saudi-Arabias-Vision-2030>)
- ¹³ International Center for Religion and Diplomacy, *The Global Spread of Saudi Textbooks*, completed in 2013 for U.S. government use only, released under Freedom of Information Act in 2016, (<https://www.nytimes.com/interactive/2016/08/17/international-home/document-state-dept-study-on-saudi-textbooks.html>)
- ¹⁴ Simeon Kerr, "Saudi Arabia Detains Two Prominent Clerics," *Financial Times (UK)*, September 12, 2017 (<https://www.ft.com/content/7375dd7c-9796-11e7-b83c-9588e51488a0>); Taylor Luck, "What's Behind Saudi Arabia's Summer of Discontent?" *Christian Science Monitor*, August 16, 2018 (<https://www.csmonitor.com/World/Middle-East/2018/0816/What-s-behind-Saudi-Arabia-s-summer-of-discontent>); "Saudi Cleric Abdelaziz al-Fawzan Arrested over 'War on Religion' Tweets," *Middle East Eye (UK)*, July 31, 2018 (<https://www.middleeasteye.net/news/saudi-cleric-abdelaziz-fawzan-arrested-over-war-religion-tweets-1915905016>)
- ¹⁵ Ben Hubbard, "Saudi Textbook Withdrawn over Image of Yoda with King," *New York Times*, September 21, 2017 (<https://www.nytimes.com/2017/09/21/world/middleeast/saudi-yoda-king-textbooks.html>); Sahar Abu Shaheen, "Internet Image Pulls Islamic Education Book," *Makkah Newspaper (Saudi Arabia)*, September 9, 2014, (<https://makkahnewspaper.com/article/59440/Makkah>); Nidaa al-Saif, "Formal Decision to Withdraw Textbook Displaying Image of Shi'ite Sheikh," *Juhaina News (Saudi Arabia)*, September 9, 2014, (<https://www.juhaina.net/?act=art&id=17393>)
- ¹⁶ The Saudi high school curriculum is bifurcated into standard and quarterly tracks. All passages cited in this report from high school textbooks are references to textbooks from the kingdom's standard track unless otherwise indicated.
- ¹⁷ David Andrew Weinberg, "Congress Must Act to End Incitement in Saudi Textbooks," *Huffington Post*, December 5, 2017 (https://www.huffingtonpost.com/entry/congress-must-act-to-end-incitement-in-saudi-textbooks_us_5a26b5bbe4b0e383e63c3cae)
- ¹⁸ David Andrew Weinberg, "Saudi Arabia's Troubling Educational Curriculum," Testimony before the House Foreign Affairs Committee's Terrorism, Nonproliferation, and Trade Subcommittee, July 19, 2017 (<https://docs.house.gov/meetings/FA/FA18/20170719/106289/HHRG-115-FA18-Wstate-WeinbergD-20170719.pdf>)
- ¹⁹ Human Rights Watch, "Saudi Arabia: Religion Textbooks Promote Intolerance," September 13, 2017 (<https://www.hrw.org/news/2017/09/13/saudi-arabia-religion-textbooks-promote-intolerance>); Human Rights Watch, *They Are Not Our Brothers: Hate Speech by Saudi Officials*, September 2017, (https://www.hrw.org/sites/default/files/report_pdf/saudi0917_web.pdf)
- ²⁰ U.S. Commission on International Religious Freedom, *Special Report: Study Revealed Numerous Passages in Saudi Textbooks Advocating Intolerance and Violence*, May 2018 (https://www.uscirf.gov/sites/default/files/USCIRF%20Special%20Report%20-%20Saudi%20textbooks%205-16-18_0.pdf)
- ²¹ For archived copies of the books, see: Dropbox folder, "Full text of cited books (2018–19)," October 16, 2018 (<https://www.dropbox.com/sh/v4xtzlvae4gmh2r/AAApZeEDmyaM2BLyAwku5AH-a?dl=0>)
- ²² Though the American University of Beirut and the American University in Cairo were originally founded as part of a missionary tradition, they have long since completely separated themselves from such activities. There is no American University in Istanbul and has not been for nearly half a century.
- ²³ See, for example, *Monotheism 1*, pp. 134-137 and 166-17; *Monotheism 3 – Quarterly System*, p. 55; and *Monotheism 5 – Quarterly System*, pp. 153 and 176-178.
- ²⁴ For more in this regard, see materials based on the work of Adam Coogole such as Human Rights Watch, "Saudi Arabia: Religion Textbooks Promote Intolerance," September 13, 2017 (<https://www.hrw.org/news/2017/09/13/saudi-arabia-religion-textbooks-promote-intolerance>); Human Rights Watch, *They Are Not Our Brothers: Hate Speech by Saudi Officials*, September 2017, (https://www.hrw.org/sites/default/files/report_pdf/saudi0917_web.pdf); Adam Coogole, "Saudi Arabia's 'Reforms' Don't Include Tolerance of Shia Community," *Human Rights Watch*, September 21, 2018 (<https://www.hrw.org/news/2018/09/21/saudi-arabias-reforms-dont-include-tolerance-shia-community>)
- ²⁵ This is a reference to what the reader would understand as common Shi'ite or Sufi Muslim rituals.
- ²⁶ Three pages prior to this quotation, the term "greater polytheism" is introduced and defined in the same textbook as engaging in rituals the reader would understand as being those associated with Shi'ite Islam.
- ²⁷ The curriculum currently teaches that "among the causes of corruption from this crime [i.e. fornication] are...introducing shame upon not just the family but the entire tribe" (*Jurisprudence 1*, p. 254).
- ²⁸ Report of the United Nations Special Rapporteur on Violence against Women, Its Causes, and Consequences Rashida Manjoo (Document A/HRC/20/16), May 23, 2012, pp. 11-13 (<https://www.ohchr.org/Documents/HRBodies/HRCouncil/RegularSession/Session20/A.HRC.20.16.En.PDF>)
- ²⁹ The curriculum currently teaches regarding sodomy that "its shame does not stop with its perpetrator alone, but rather it extends to include the family and the tribe in its entirety" (*Jurisprudence 1*, p. 256).
- ³⁰ See, for example, Jodi Hilton, "'Honor Killings' Target Turkey's LGBT Community," *CBS News*, October 12, 2011 (<https://www.cbsnews.com/news/honor-killings-target-turkeys-lgbt-community/>); Human Rights Watch, *They Have Long Arms and They Can Find Me: Anti-Gay Purge by Local Authorities in Russia's Chechen Republic*, May 26, 2017 (<https://www.hrw.org/report/2017/05/26/they-have-long-arms-and-they-can-find-me/anti-gay-purge-local-authorities-russias>)
- ³¹ See, for example, *Jurisprudence 1*, pp. 275-276.

ADL by the numbers | OUR IMPACT

EDUCATE

5.2m
STUDENTS



impacted through our Holocaust education program, Echoes & Reflections, since inception in 2005

27k
EDUCATORS



acquired skills to teach anti-bias concepts and support students in using ally behaviors to challenge bias and identity-based bullying

30,000
EDUCATORS



receive ADL Education Updates and Curriculum resources

ADVOCATE

45
STATES + D.C.



have enacted Hate Crimes legislation based on, or similar to, the ADL model produced in 1981

MONITOR

2.6M
TWEETS



Tweets containing anti-Semitic language were identified in our 2016 report about online harassment of journalists

250



WHITE SUPREMACISTS

who attended the 2017 "Unite the Right" Rally in Charlottesville were identified by ADL in cooperation with local law enforcement

PARTNERS

300+ 
MAYORS

pledged to join ADL through the Mayors' Compact to Combat Hate, Extremism and Discrimination, a new partnership with the U.S. Conference of Mayors

INVESTIGATE

11k 
CASES

in which ADL has provided extremist related information to law enforcement, including critical, up-to-the-minute background on extremist threats

TRAIN

100% 

Of all new FBI agents have been trained by ADL since 2001

+150k 

**LAW ENFORCEMENT
PROFESSIONALS**

were trained by ADL in the last 10 years, helping them to fight extremism and build trust with the communities they serve

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