A case study in Nation Building: Israel

Course number:  
Course hours and location:  
Emory Institute for the Study of Modern Israel  
Instructor: Dr. Nachman Shai  
Email: Nachmanshai@Gmail.com  
Office hours:

Course description

The Nation Building experiment materialized in a variety of fields, from military defense, economy, agriculture, high tech, new immigrants absorption, as well as building up the social fabric of a new state. With the help of twelve specific case studies of leaders, values, events and challenges in modern history, the course will focus on the key moments that shaped contemporary Israel. Each of the case studies will demonstrate ingredients of Israel’s current make up. From the Ben Gurion era, through the Six-Day War, the Camp David accords, internal disputes and controversies such as the Israeli-Jewish Democracy and the functioning of a Multi-Ethnic society. The course is comprised of three divisions; “Foundations” (classes 2-6), “Between War and Peace” (classes 7-9) and “From Past to Future” (classes 10-14). The lecturer will utilize his experience in the media, the military, diplomacy, and politics, and offer perspectives into the regional culture, media, and politics.

Goals

By the end of the course students will be able to:  
· Recognize the fundamental historic and modern issues in Israeli politics and society.  
· Understand the complexity of the Israeli journey through times of war and peace and it’s distinct political reality.  
· Analyze and interpret Israel’s current affairs and future objectives in an ever changing environment.  
· Apply acquired knowledge in similar academic research, and in further non- academic fields.

Course Methods

This course will make use of different methods of study: lectures, electronic media inserts, group discussions and simulations, student presentations and writing assignments. We have flexibility in our schedule and can take time to discuss issues you may raise. I welcome any ideas and initiatives from the students regarding the course material and beyond.
Course Requirements

1. Attendance and class participation is mandatory and vital to our learning community. Students are expected to come to class on time, having read assigned reading material.
2. Once a week, the class will open with a student presentation. Each student will be required to present a brief on Israel's current affairs. The topic of the presentation will be sent to me for approval by 12:00 of the day before.
3. The final paper will consist of 3 general questions of which the students will be required to answer 2.
4. Computer policy: Students are invited to use laptops\tablets in class provided that Wi-Fi is turned off. If this permission appears to distract students from participating in the class, I may institute a no-electronics policy.
5. Accommodating disabilities: If you have any sort of condition that may require special accommodation(s) you MUST register with ADSR; please see the instructions at http://equityandinclusion.emory.edu/index.html. Then, please follow ADSR’s steps and notify me as soon as possible so that we make the appropriate arrangements.
6. Academic conduct: Emory College has established an Honor Code outlining an appropriate code of conduct with respect to academic honesty and plagiarism. Information on Emory’s Honor Code can be accessed at: http://catalog.college.emory.edu/academic/policies-regulations/conduct-code.htm. Please familiarize yourself with the policies of this Honor Code as a violation will not be tolerated.

Grading:

1. Attendance and participation (15%).
2. Student presentations- Israel and the Middle East in the news (10%).
3. Class simulation and debate (15%).
4. “Reflection paper” - 2 written pages (Each student or more will draft a 2-page paper double spaced, on their major conclusions and thoughts on the previous class’s topic. The paper will be submitted weekly- 10%).
5. Final exam. 10 written pages, double spaced. In class, during the exam period, date TBD (50%).

I encourage creativity and academic initiative. Thus, any further ideas regarding the course framework will be welcomed warmly and if possible, rewarded in final grade credit. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>0-59</td>
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</tbody>
</table>
### Oral Presentation Rubric (10 points)

<table>
<thead>
<tr>
<th>Oral Presentations</th>
<th>Possible</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student presents a brief of Israel's current affairs as reflected in the daily news. Information will be gathered from various news outlets and introduced in a concrete and realistic way.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Presentation is well organized and easy to understand.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Delivery is clear and fluid, using vocal variety and eye contact.</td>
<td>2</td>
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<tr>
<td>Presentation is at least 7 minutes long and finishes within the time limit, without having to be stopped by the instructor. The presentation includes a conclusion.</td>
<td>2</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>10</td>
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</table>

### After Class Flashback (10 points)

<table>
<thead>
<tr>
<th>Written Paper</th>
<th>Possible</th>
<th>Earned</th>
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</thead>
<tbody>
<tr>
<td>Paper reflects the topic and analyzes the complexity discussed in class.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Paper is well organized and easy to understand.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Paper addresses the topic in a professional and academic manner.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Paper provides an in depth review of the previous class’s topic with a focus on practical conclusions.</td>
<td>4</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>10</td>
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</table>

**Office Hours:** To be determined.
I will be available beyond office hours, please send me an email if you wish to meet outside these stated hours.

**Required Reading**


**Course schedule (subject to changes):**

**Week 1: Course overview, Introduction (Week of Jan. 13th)**


**Week 2: Ben Gurion and Begin: the great rivalry (Week of Jan. 20th)**


**Additional information:**


The Altalena Affair: https://www.jewishvirtuallibrary.org/the-altalena-affair

Goals:
- Become familiar with the basic ideological rivalry in Israel through the two major leaders David Ben-Gurion and Menahem Begin.
- Acquire a new perspective on the internal divide and its consequences on Israel’s state policy.

Week 3: IDF - the guarantee of Israel’s existence (Week of Jan 27th)


IDF- Who We Are: https://www.idf.il/en/who-we-are/

Optional:


Goals:
- Present the first of three foundations on which Israel was incepted and operates (Security)
- Understand Israel’s power components and the Spirit of the IDF

Week 4: Israeli Democracy (Week of Feb. 3rd)


Optional:


Declaration of Independence in English: http://www.knesset.gov.il/docs/eng/megilat_eng.ht

Goals:
● Present the Second of three foundations on which Israel was incepted and operates (Political)
● Identify the complexity of a Democracy under siege.
● Introduction to Israel’s Democracy as a whole.
● Examine the inherent tension between the “Jewish” and “Democratic”

Week 5: Majority and Minority (Week of Feb. 10th)


Goals:
● Present the first of three foundations on which Israel was incepted and operates (Social)
● Learn about the Arab population, 20% of the Israeli population
● Introduce the story of the Galilee, where the minority composes as the majority

Week 6: Jerusalem, the heart of the conflict (Week of Feb. 17th)


Goals:

- Analyze the religious, social and political issues of the heart of the Arab-Israeli conflict: Jerusalem.
- Determine the future of Jerusalem

**Week 7: The Golan Heights- Six Day War (Week of Feb. 24th)**


Karsh, E. 2017. "An Inevitable Conflict." *Middle East Quarterly*  
[https://www.meforum.org/6690/an-inevitable-conflict](https://www.meforum.org/6690/an-inevitable-conflict)

BICOM Briefing, 2017. Causes and consequences of the six day war (1967)  

Additional Information on The Six-Day War:  
[https://www.jewishvirtuallibrary.org/the-six-day-war](https://www.jewishvirtuallibrary.org/the-six-day-war)

Optional Reading:

Goals:

- Familiarize with the war that changed the Middle East and Israel’s relationship with its neighbouring countries.
- Introduce the Golan Heights, an important region in Israel

**Week 8: Peace process- Egypt and Jordan (Week of Mar. 2nd)**


Additional information on peace process with Egypt from Israel State Archives:

Goals:
- Evaluate the circumstances that led to two successful peace treaties.
- Analyze the ingredients that allow these treaties to last.

- Spring Break

Week 9: Israel Foreign Relations (Week of Mar. 16th)


Goals:
- Dive into the Israeli battle over legitimacy
- Explain the organizational and functional structure of Israel’s Foreign Policy.

Week 10: Izrael Valley- New Agriculture (Week of Mar. 23rd)


Optional:


Goals:
● Demonstrate the roots of the flourishing Israeli agro-tech sector.
● Identify the original social structures that Israel developed in the agriculture sector

Week 11: Tel-Aviv-"Israel's beating heart” (Week of Mar. 30th)


Optional:
Azaryahu, M. 2008. Tel Aviv: center, periphery and the cultural geographies of an aspiring metropolis, Social & Cultural Geography, 9:3, 303-318, DOI: 10.1080/14649360801990512


Goals:
● Familiarize the students with the origins of Tel-Aviv the first modern Hebrew city.
• Research the Israeli Culture formed in Tel-Aviv.

Week 12: Start-up Nation (Week of Apr. 6th)


**Goals:**

- Answer the questions of “how” and “why” Israel has become a Start-up Nation.
- Examine Israel’s successful model.

Week 13: Simulation and Debate (Week of Apr. 13th)

Week 13 will be devoted for a class simulation allowing the students to implement the knowledge and tools they have accumulated during the course. The simulation will focus on a hypothetical issue which demands implementation of the course syllabus by the students. Students will research and represent different regional actors and will conduct a class debate. It will take place during two class meetings in week 13. The simulation and debate will be graded.

**Guidelines for the simulation:**

- The simulation is based on three rounds of discussions and consultations:
  - The first round is aimed to present the actors initial demands and positions regarding the situation, and to showcase agreements and disagreements between them. (50 Minutes)
  - At this stage, the instructor will intervene and present a new case that will alter the basic conditions.
  - The second round is aimed to assess the situation and begin class negotiations. (50 Minutes)
  - The third round is aimed to present post-negotiations solutions. (30 Minutes)

**Actors:** Israel, Egypt, USA, EU, Palestinian Authority, UN, Russia, Saud Arabia

**Goals:**
• Exercise the knowledge acquired during the semester by way of class simulation and debate.
• Evaluate the ability to implement class material.

**Simulation and Debate Rubric (15 points)**

<table>
<thead>
<tr>
<th>Simulation</th>
<th>Possible</th>
<th>Earned</th>
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<tbody>
<tr>
<td>S&amp;D (Simulation and debate) display knowledge and understanding of the issues and challenges discussed in class.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>S&amp;D implements the diplomatic and practical tools and showcases flexibility and adaptation to circumstances. The presented stances and solutions are practical and can be materialized.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>S&amp;D are done in a professional matter, and provide information displayed in a fluent and coherent manner.</td>
<td>5</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
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</table>

**Week 14: Course Summary**

**Part 1:** Visiting Lecturer (Option for a visit to Israel’s Consulate General in Atlanta)

**Part 2:** Course summary and a look to the future

**Final Paper Rubric (50 points)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Value</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Paper provides a strategic approach and overview of an issue based on the course material.</td>
<td>0 – 10</td>
<td></td>
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<tr>
<td>Paper is based on syllabus bibliography.</td>
<td>0 – 10</td>
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</tbody>
</table>
Paper is based on additional bibliography and academic and non-academic sources. 0 – 10

Paper contains examples, new ideas and displays creative thought. 0 – 10

Paper is well written, organized and informative 0 – 10

**Total** 50

**Optional Reading:**


- Dowty, A. 1998. The Jewish State: A Century Later (Berkeley, CA) [https://publishing.cdlib.org/ucpressebooks/view?docId=ft709nb49x;brand=ucpress](https://publishing.cdlib.org/ucpressebooks/view?docId=ft709nb49x;brand=ucpress)


