Institute for the Study of Modern Israel
~ISMI~

November 10 – 11, 2018
Atlanta, Georgia
**WELCOME TO THE 20TH ANNIVERSARY CELEBRATION OF THE EMMORY INSTITUTE FOR THE STUDY OF MODERN ISRAEL (ISMI).**

### SATURDAY, NOVEMBER 10, 2018

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<td>1:30pm-1:45pm</td>
<td><strong>Opening Remarks</strong> <em>(Ken Stein)</em></td>
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<td>1:45pm-2:45pm</td>
<td><strong>Israel: 1948-2018 A Look Back to the Future</strong> <em>(Asher Susser, Yitzhak Reiter, Yaron Ayalon, Rachel Fish, Ken Stein-moderator)</em></td>
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<td>2:45pm-3:00pm</td>
<td><strong>Break</strong></td>
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<td>3:00pm-4:15pm</td>
<td><strong>Israel and its Neighborhood</strong> <em>(Alan Makovsky, Jonathan Schanzer, Joel Singer, Asher Susser-moderator)</em></td>
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<td>4:15pm-5:30pm</td>
<td><strong>US Foreign Policy toward Israel</strong> <em>(Todd Stein, Alan Makovsky, Jonathan Schanzer, Ken Stein-moderator)</em></td>
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<td>5:30pm-6:00pm</td>
<td><strong>Break</strong></td>
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<td>6:00pm-6:45pm</td>
<td><strong>Wine Reception</strong></td>
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<td>6:45pm-7:45pm</td>
<td><strong>ISMI at Emory: Impact on Emory College, Atlanta and Beyond</strong> <em>(Introductory Remarks by Ambassador Judith Varnai Shorer, Consul General of Israel to the Southeastern United States, Michael Elliott, Dov Wilker, Lois Frank, Joshua Newton, Jay Schaefer, Ken Stein-moderator)</em></td>
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<td>7:45pm-8:45pm</td>
<td><strong>Dinner</strong></td>
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<td>9:00pm-10:00pm</td>
<td><strong>Musical Performance by Aveva Dese with Introduction by Eli Sperling</strong></td>
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<td>10:30pm-midnight</td>
<td><strong>AFTER HOURS  Reading Sources and Shaping Narratives: 1978 Camp David Accords</strong> <em>(Ken Stein)</em></td>
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### SUNDAY, NOVEMBER 11, 2018

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<tr>
<td>7:00am-8:30am</td>
<td><strong>Breakfast</strong></td>
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<td>8:30am-9:30am</td>
<td><strong>Israel and the American Jewish Community</strong> <em>(Allison Goodman, Jonathan Schanzer, Alan Makovsky, Ken Stein-moderator)</em></td>
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<td>9:30am-10:30am</td>
<td><strong>Reflections of Israel Learning at Emory</strong> <em>(Dana Pearl, Jay Schaefer, Mitchell Tanzman, Yaron Ayalon, Yitzhak Reiter, Ken Stein-moderator)</em></td>
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<td>10:30am-10:45am</td>
<td><strong>Break</strong></td>
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<td>10:45am-11:30am</td>
<td><strong>Foundations, Donors, and Israel Studies</strong> <em>(Stacey Popovsky, Rachel Fish, Dan Gordon, Ken Stein-moderator)</em></td>
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<td>11:30am-12:30pm</td>
<td><strong>One-state, two states, something else?</strong> <em>(Rachel Fish, Yitzhak Reiter, Joel Singer, Jonathan Schanzer, Ken Stein-moderator)</em></td>
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<tr>
<td>12:30pm-12:45pm</td>
<td><strong>Closing Remarks - ISMI’s Future and What’s Next</strong></td>
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<td>12:45pm</td>
<td><strong>Box Lunch</strong></td>
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Opening Remarks
Welcoming thoughts about our two days of learning. What has been and should be the future purpose of the study of modern Israel for Emory and for Americans in general? What successes can be affirmatively claimed for Israel Studies at Emory? What plans need to be put in place to assure that ISMI and the study of Israel will continue at Emory for decades to come? How can Emory assure continued collaboration between itself and the greater Atlanta area to assure benefits for the campus and the city?

Israel: 1948-2018 A Look Back to the Future
Israel’s establishment in 1948 culminated in a concerted effort by many to create a state where Jews could express self-determination free from persecution. Foresight, pragmatism, leadership, a sense of peoplehood, and perseverance were instrumental in bringing Zionism to reality. Other elements contributed to a sovereign Jewish state. What has impact Zionism and the state of Israel had upon Jewish identities, on the growth of Israeli and Jewish cultures, and on the relationship of Israel with diaspora Jewry? Has Zionism and Israel “normalized” the Jewish condition, made Jews more secure? And what impact has Zionism and Israel had upon how Jews and non-Jews view themselves? Where is Israel in ten years or in 30 years when it is 100 years old?

Israel and its Neighborhood
In April 2017, Ibrahim Nawar, a journalist wrote in Al-Ahram Weekly that “the Middle East is the most dangerous region in the world; as the main source of terrorism and illegal immigration …there is the crisis of legitimacy in Arab states.” How did the Middle East as a region evolve to this point? What prompted the resurgence of Islam as a platform for political mobilization? What is the political culture that sits beneath the modern Arab state? Is that changing? Why does it seem that instability runs deep in the sociology and politics of the region? How should Israel engage its neighborhood when political uncertainty is prevalent? Can and should a negotiating process with the Palestinians be effectively nurtured?

US Foreign Policy Toward Israel
A core element in Jewish, Zionist, and Israeli history has been and is the ability of Jewish leaders to obtain support for their views from world powers and powerful rulers. Since its inception, the US-Israel relationship was important and became critical to Israel's security. What prompted Washington to be apprehensive and then embrace Israel as an ally? What are the factors and actors that influence US policy toward Israel? Is it all about electoral politics? What does the US obtain from its close relationship with Israel? Can the US be an honest broker in mediating the Arab-Israeli conflict and also be Israel’s most reliable ally?

ISMI at Emory: Impact on Emory College, Atlanta and Beyond
Since its establishment in 1998, ISMI has had a regular impact on teaching and scholarship at Emory and has maintained ongoing relationships with civic and religious institutions in Atlanta and the region. Its interactions have stretched from local media and educational institutions, to congregations and Jewish organizations including The Book Festival of the MJCCA, Atlanta Jewish Music Festival, Atlanta Jewish Film Festival, Limmud Atlanta Southeast, and any organization that seeks timely and valued insights into aspects of Israel. ISMI has catalyzed Israel learning and Israel Studies on campus and beyond; and done so with meager funding. ISMI’s potential remains limitless. How would local congregations, church groups, Jewish service organizations such as the ADL, AJC and others utilize a more robust ISMI? Why would the college and the university want to see ISMI move forward with perpetuity in funding? How have local organizations benefitted from the presence of ISMI?
Israel and the American Jewish Community
A 2017 ADL report revealed a 57% increase in anti-Semitic incidents in the US over the previous 12 months. BDS activities on US campuses have notably increased over the last three years. Repeated surveys assert a ‘distancing’ of American Jews and especially American Jewish youth from an affinity or identity to Israel. What has caused these trends and what remedies are needed to reverse them? Is it only in the political realm where caustic voices are increasingly heard? What distinctions should or should not be made between voices that are anti-Semitic and those that are anti-Israeli? What are the areas where closer affinities have developed or are developing between Americans, Jews and non-Jews and Israel?

Reflections of Israel Learning at Emory
What is the road-map for learning about Israel in the United States? Who teaches courses about Israel and what is taught? To what degree, if at all, should faculty be able to use their teaching podium as a platform for preaching a particular point of view? What does research tell us about universities and colleges where courses on Israel are taught and prejudices against Israel are articulated? Is there a correlation between anti-Israeli course offerings and anti-Semitic incidents on campus? What should the role of university administrators be in ascertaining whether college classrooms are being misused? After President Trump was elected, should any professor have used his or her classroom to make a statement about the election result? What is academic freedom and what is academic intimidation?

Foundations, Donors, and Israel Studies
By comparison to support for Jewish studies on American campuses, Israel studies has been a poorly supported sibling. Jewish studies programs blossomed in the 1960s and 1970s; endowed chair positions were created in dozens of universities, many of them in Holocaust Studies. On major US campuses, when the study of the Middle East was a focus of departments and academic institutes or centers, Israel was not a priority area of study. Consequently, both the study of modern Israel and support for Israel studies in 2018 has fewer programs and trained scholars. For the last twenty years, many of those who are teaching aspects of Israel in the US are Israelis, not trained North American scholars. What motivates foundations and donors, alumnae and others to support the study of Israel in general in the American Jewish community? Where are those funds directed? What motivates donors and foundations to be active or hesitant in supporting Israel Studies on American campuses? How should universities approach donors, alumnae, and foundations in seeking support for Israel Studies? How can donors and alumnae assure themselves that designated support for Israel Studies will not be used for anti-Israel purposes? What assurances can universities make to donors if they are deeply committed to furthering Israel Studies at their favorite institutions?

One-state, two states, something else?
When Menachem Begin and Anwar Sadat signed their peace treaty in March 1979, their countries had traversed six-years of intermittent negotiations. Each knew what the other wanted and needed. Each was aware of the trade-offs required for an agreement. There were many ups and downs, failures, and spectacularly unexpected events. Can something similar occur between Israel and her Palestinian neighbors? If so, how would that unfold? And if not, why not? Why is a two-state solution doable or about as far-fetched from reality as one could possibly believe in 2018 or at any time in the near future?
**Presenters**

**Dr. Yaron Ayalon**
Dr. Yaron Ayalon teaches Middle Eastern, Israeli, and Jewish history at Ball State University in Indiana, where he is the Associate Director of the Jewish Studies Program. Dr. Ayalon serves as the chairperson of Ball State's Faculty Council, the representative body of all faculty, overseeing 15 university committees. Previously a visiting professor at Emory University through the Emory Institute for the Study of Modern Israel (2011-2013), he taught undergraduate courses on the history of Israel, the Arab-Israeli Conflict, the Ottoman Empire and Turkey, and Jewish history. Dr. Ayalon is the author of Natural Disasters in the Ottoman Empire: Plague, Famine, and Other Misfortunes (Cambridge University Press, 2014), and has published over 20 articles on Middle Eastern and Jewish history. He has closely watched and formulated effective responses to the challenges of teaching about Israel on college campuses. He earned his BA from Tel Aviv University, and his PhD from Princeton in 2009. Contact: yayalon@bsu.edu

**Aveva Dese**
Aveva Dese, an Ethiopian Israeli singer & songwriter, is a rising star in the Israeli music scene. Aveva's Music brings stimulating African groove with a touch of the fresh urban beat of Tel Aviv. As a child to Jewish parents, who have suffered from persecution and struggled to come from Ethiopia to Israel, Aveva brings a unique life story that is conveyed through her music. In her show, You will discover powerful texts, in English, Hebrew and Amharic, about our society, love, and the Endless search for freedom. Combined with traditional Ethiopian sounds the music creates a Fascinating intercultural connection. Aveva has been invited to perform in many prestige international venues, including a special show at the Kennedy Center in Washington, DC. Contact: Aveva.office@gmail.com

**Dean Michael Elliott**
Michael A. Elliott, Charles Howard Candler Professor of English, was appointed dean of Emory College of Arts and Sciences on July 1, 2017. A scholar of American literature and culture, he is a prize-winning teacher who has been a member of the Emory University faculty since 1998. Prior to his current role, he served as Senior Associate Dean for Faculty, Executive Associate Dean in the College of Arts and Sciences, and Interim Dean of Emory College. Contact: mellio2@emory.edu

**Dan Gordon**
Dan Gordon is Emory University Vice-President and Chief Engagement Officer. He works closely with the university president, the executive vice president of business and administration, and other leaders at Emory to form strategic partnerships and to expand the university’s connectivity internally and across all sectors in Atlanta and the region. Gordon came to Emory in 2018 from the City of Atlanta, where he had served as chief operating officer since 2015. He also held management roles at the Arthur M. Blank Family of Businesses, North American Properties, and Home Depot. Gordon holds a BA in international studies from Emory University (1999) and an MBA from the Emory Goizueta Business School (2005). Contact: dangordon@emory.edu
**Dr. Rachel Fish**

Rachel Fish is Senior Advisor and Resident Scholar of Jewish/Israel Philanthropy at the Paul E. Singer Foundation in New York City. Most recently she was the Executive Director of the Schusterman Center for Israel Studies at Brandeis University. She completed her doctoral degree in 2013 in the Near Eastern and Judaic Studies department at Brandeis University, where she researched the history of the idea of bi-nationalism and alternative visions for constructing the State of Israel. She has taught at Brandeis University, Harvard University, UMASS Amherst and Tzion and Me’ah, Adult Jewish Education programs. In 2015 she held the Rohr Visiting Professorship at Harvard University, where she lectured on modern Israel and received the Derek Bok Certificate of Teaching Excellence. She is co-editor, with Ilan Troen, of the book Essential Israel: Essays for the Twenty-First Century. Contact: rfish@thepesfoundation.org

**Lois Frank**

Lois is a 1961 graduate of Emory College and nationally recognized for her sterling accomplishments as an American Jewish leader. She has served as President of the American Jewish Committee in Atlanta, and National President of the Jewish Council for Public Affairs (JCPA) and the American Jewish Committee. In 2012, Lois and her husband Larry established through the JCPA the Frank Family Leadership Institute for Emerging Jewish Leaders who seek to be active in public policy, public affairs and interfaith group relations. Contact: llf@mindspring.com

**Alan Makovsky**

Alan Makovsky is a Senior Fellow at the Center for American Progress, a private think-tank in Washington, DC. From 2001 to 2013, he was a senior staffer for Democrats on the House Foreign Affairs Committee, advising Congressmen on the Middle East and Turkey. At The Washington Institute for Near East Policy (WINEP), a private think-tank where he worked from 1994 to 2001, Makovsky published on various Middle Eastern topics. He also founded and directed WINEP's Turkey Research Program. At the U.S. State Department, where he served from 1983 to 1994, Makovsky variously covered southern European and Middle Eastern affairs in the Bureau of Intelligence and Research, including three years as analyst for Palestinian affairs and the Middle East peace process. He also served as Political Advisor to Operation Provide Comfort (1992) in Iraqi Kurdistan and as advisor to Middle East Coordinator Dennis Ross (1993-94). Contact: alanmakovsky@gmail.com

**Joshua R Newton**

At Emory University, Joshua R. Newton is senior vice president for advancement and alumni engagement. Prior to resuming his professional career at Emory, he served as president and CEO of the University of Connecticut Foundation, Inc. In that capacity, he presided over the five most successful fundraising years in the foundation’s history, raising a total of nearly $400 million over fiscal years 2014-2018, representing a 46 percent increase. Before his move to Connecticut, Newton served for more than a decade in Emory’s Development and Alumni Relations.
division, most recently as vice president for university development, a position he held until 2013. During his tenure at Emory, the university successfully completed Campaign Emory, a seven-year, $1.69 billion effort, the largest in the university’s history, with nearly 150,000 donors contributing. A North Carolina native, Joshua is a graduate of Belmont Abbey College in Belmont, North Carolina. He began his career in higher education as executive director of development at Converse College in Spartanburg, South Carolina. Contact: Joshua.r.newtown@emory.edu

Allison Padilla-Goodman
Since 2017, Allison Padilla-Goodman has served as the Southeast Regional Director of the Anti-Defamation League. Born and raised in the south, Allison has spent her life as a community organizer and effective voice against racism and anti-Semitism. Prior to her current position in Atlanta, she served for several years as ADL South-Central Regional Director in New Orleans. She was the New Orleans Advisory Leader for the Greater New Orleans Civil Rights Working Group, trained thousands of law enforcement officials on hate crimes and domestic extremism, and spearheaded efforts to advocate for legislation supporting LGBT rights, immigrant rights and religious freedom in Louisiana, Mississippi and Arkansas. Her impact on the region was acknowledged as a recipient of the A.I. Botnick Torch of Liberty Award. Allison received a B.A. from Middlebury College, an M.A. in Latin American Studies from Tulane University and a PhD and M.A. in Sociology from the City University of New York Graduate Center. There she focused on understanding the conflicts of race and urban development through the lens of public education in the South. She has taught undergraduate and graduate level university courses on race and ethnicity, immigration, criminal justice, and urban development and is a published scholar on these issues. Contact: agoodman@adl.org

Dana Pearl
In Atlanta, Dana Pearl is a consultant for Simon-Kutchner & Partners. A 2018 Emory graduate, she majored in Business and History, spending time as a teaching assistant in a communications course at the Goizueta Business school. She was president of TAMID, a student organization focusing on business engagements with Israel. In the summers of 2016 and 2018, she was a student intern at ISMI, where she collected college course syllabi on topics relating to Israel and the Middle East, charting the relationship of anti-Semitic incidents on campuses with institutions that offered courses where pro, balanced, or anti-Israeli based courses offered were offered. She also participated in copy-editing and proof-reading an ISMI/CIE documents reader covering the Carter Administration's 1977-1981 involvement in Arab-Israeli negotiations. Contact: danapearl96@gmail.com

Stacey Popovsky
Stacey Popovsky is the Executive Director of The Lisa and Michael Leffell Foundation, a family foundation dedicated to inspiring passion for Jewish education and strengthening the security and vibrancy of the State of Israel. Stacey works in partnership with the funders to implement philanthropic strategies and determine funding priorities that maximize impact. Her work at the Foundation includes Israel projects, including assessments of Israel's influence on American Jewish identity and Israel learning for rabbinic students. Prior to joining The Leffell Foundation, Stacey was the Director of Higher Education and Confronting Anti-Semitism Initiatives for the Anti-Defamation League and the Director of Hamagshimim, the University division of Young Judaea. Contact: spopovsky@leffellfoundation.org
Dr. Yitzhak Reiter

Yitzhak Reiter is Professor of Middle East, Israel and Islamic Studies at Ashkelon Academic College in Israel where he also chairs the Department of Land-of-Israel Studies and heads the Research Authority. He is a senior researcher at both the Jerusalem Institute for Policy Research and the Harry S. Truman Institute for Peace Research of the Hebrew University of Jerusalem. From 1978-1987 he was a Deputy Advisor for Arab Affairs and Senior Research Officer at the Israeli Prime Minister’s Office during the tenures of Menachem Begin, Yitzhak Shamir, Shimon Peres, and worked for Minister Ezer Weizman. He has written thirteen books on the topic of Jerusalem’s role in Moslem and Jewish histories, some with particular focus on contemporary issues that pertain to Arab-Israeli negotiations. He has also written on Arab society in Israel and the relationship of Jews and Arabs in Israel. His publications have included Contested Holy Places in Israel-Palestine: Sharing and Conflict Resolution (2017), Status Quo in Change: Conflict over Controlling the Temple Mount/Al-Haram al-Sharif (2016), National Minority, Regional Majority: Palestinian Arabs versus Jews in Israel (2009), and Islamic Institutions in Jerusalem: Palestinian Muslim Administration under Jordanian and Israeli Rule (1997). Before becoming Emory’s 14th Visiting Israeli Professor in September 2018, he taught at the Hebrew University, Haifa University, IDC, Al-Qasemi College and University of Minnesota. Professor Reiter received his BA (1976), MA (1986), and Doctorate from the Hebrew University of Jerusalem (1991). Contact: Yitzhak.reiter@mail.huji.ac.il

Jay Schaefer

Jay Schaefer is a first year student at Harvard Law School where he serves as an editor of the Harvard Journal of Law & Public Policy and is a member of the Federalist Society and Jewish Law Students Association. In May 2018, he graduated from Emory University magna cum laude with a BA in history. Jay interned at the Institute for the Study of Modern Israel for two years, and worked with Dr. Ken Stein on his senior honors thesis, ‘Push and Pull: Carter Diplomacy in the Negotiations Between Egypt and Israel, October 1978-March 1979.’ After law school, Jay hopes to pursue a career in constitutional and appellate litigation. Contact: jayschaefer21@gmail.com

Dr. Jonathan Schanzer

Jonathan Schanzer is Senior Vice President for research at Foundation for Defense of Democracies (FDD), a nonpartisan foreign policy think tank in Washington, DC. At FDD, he oversees FDD's timely research and works closely with their interns. Jonathan has written three books, more than a dozen monographs, and hundreds of articles on the Middle East. Among his publications are State of Failure: Yasser Arafat, Mahmoud Abbas, and the Unmaking of the Palestinian State (2013), Hamas vs. Fatah: The Struggle for Palestine (2008) and Al-Qaeda’s Armies: Middle East Affiliate Groups and the Next Generation of Terror (2004). A former terrorism finance analyst the U.S. Department of the Treasury, Jonathan has worked for other think tanks, including the Washington Institute for Near East Policy and the Middle East Forum. He is a regular media contributor and has testified numerous times before Congressional committees. In July 2018 he testified to he House Subcommittee on National Security, “The Muslim

**Joel Singer**

Joel Singer is a Partner of the Washington, DC law firm of Sidley Austin LLP. Singer served as the Head of the International Law Department of the Israel Defense Forces, from which position Singer retired with the rank of Colonel. He became a Legal Adviser to the Israel Ministry of Foreign Affairs. Shortly after the 1973 Yom Kippur War and for a span of almost 25 years, Singer participated in all of Israel’s negotiations with its Arab neighbors. Among other such countries, Singer negotiated with Egypt (the 1979 Treaty of Peace and many other agreements), Lebanon (the 1983 Peace Treaty), Syria, and Jordan. While working for the Government of Yitzhak Rabin and Shimon Peres, Singer negotiated with the PLO the 1993 Oslo Agreement and its implementing agreements, including the 1994 Gaza-Jericho Agreement and the 1995 Interim Agreement on Self-Government Arrangements (Oslo II) that extended the autonomy arrangements to the West Bank. He recently published, “Oslo 25/Twenty five years since Oslo: an insider’s account,” Fathom, August 2018, http://fathomjournal.org/oslo-25-twenty-five-years-since-oslo-an-insiders-account/ His areas of law practice include commercial litigation, international arbitration, international trade, and internal investigations. Singer received his LL.B from Tel Aviv University (1972). Contact: joelsinger@sidley.com

**Eli Sperling**

Eli Sperling began working at ISMI in November 2012. He has been actively engaged in issues relating to Israel and the greater Middle East since the beginning of his undergraduate education at Evergreen in Olympia, WA. After receiving his BA in Middle East studies and political economy in 2006, he moved to Israel to pursue an MA in contemporary Middle Eastern history at Tel Aviv University. He was a research assistant to Yosi Kostiner, led groups of students and other international delegations around Israel and spent two years researching the social, political and economic conditions of the Sinai Bedouin living in Dahab, Egypt. Eli is currently a Ph.D. candidate at Ben-Gurion University of the Negev. His dissertation title is: Singing the Land: The Parallel Development of Hebrew Musical Culture During the British Mandate of Palestine in the United States and Eretz Yisrael. At ISMI, he is an Israel specialist and project coordinator, directing the ISMI internship program and oversees the ISMI website. Contact: sperling.eli@emory.edu

**Professor Kenneth W. Stein**

Ken Stein is a Professor of Contemporary Middle Eastern History, Political Science and Israel Studies at Emory University. Since 1998, he has remained the Founding Director of the Emory Institute for the Study of Modern Israel (ISMI) and is Founding President of the Center for Israel Education (2008). Since its founding and for the duration of ISMI’s existence, Ken has been solely responsible for all ISMI annual fund raising. He is recipient of Emory University Awards for Teaching, Life-Long mentorship of students, and for internationalizing the curriculum. In 1979, he founded Emory’s International Studies Center which spawned many of Emory’s area studies programs. From 1980 – 1983, Ken was the Executive Producer and Director of a semi-monthly Georgia Public Television Program, “World in Review” He was the first Director of the Carter Center of Emory University (1983-1996) and Middle East Fellow at the Center from 1983 to 2006 when he resigned in protest over the falsehoods in President Carter’s book. He is the author of dozens of scholarly articles and six books including The Land Question in Palestine, 1917-1939 (1984), with Samuel W. Lewis, Making Peace Among Arabs and Israelis Lessons from Fifty Years of Negotiating Experience,(1991), Heroic Diplomacy Sadat
Kissinger, Carter and Begin and the Quest for Arab-Israeli Peace (1999) and History, Politics and Diplomacy of the Arab-Israeli Conflict (2017)- a documentary collection of more than 500 entries. He received his BA degree from Franklin and Marshall College (1968), his Masters Degrees and doctorate from the University of Michigan (1969, 1971 and 1976). Contact: kstein@emory.edu

**Todd Stein**

Todd practices law in Atlanta. He served on the Staff of Senator Joe Lieberman (I-CT) from 2005-2011, as the Legislative Director/Chief Counsel while the Senator was a senior member of the Senate Armed Services Committee and Chairman of the Senate Committee on Homeland Security. Todd also worked as Majority Counsel on the Senate Homeland Security Committee where he led the Committee’s investigation into domestic Islamist terrorism and advised the Chairman on all legal issues related to the Global War on Terror. Todd was a frequent speaker at the Army War College and was a lecturer at Sam Nunn School of International Affairs at Georgia Tech where he taught The Politics of National Security. He was a Senior Fellow at the Center for Cyber & Homeland Security at George Washington, University. Todd holds a BA from Emory University (1996), an MA from King’s College, University of London (1997), and a JD from Vanderbilt University (2000). Contact: todd@tms-strategy.com

**Professor Asher Susser**

Asher Susser, PhD (Tel Aviv University, 1986), is a Professor Emeritus and retired Senior Research Fellow at the Moshe Dayan Center for Middle Eastern and African Studies and former Director of the Center (1989-1995, 2001-2007). Professor Susser teaches in the Department of Middle Eastern and African History at Tel Aviv University and in 2006 he received the Faculty of Humanities outstanding teacher’s award. For forty years, Asher made major contributions to the field of modern Middle Eastern History, publishing scholarly articles, essays in collected volumes, websites and popular publications. Asher is a superb teacher with impeccable standards for academic excellence. Among many publications his most noted are, The Emergence of the Modern Middle East, Tel Aviv (2017), Israel, Jordan, & Palestine: The Two-State Imperative, Brandeis University Press, Waltham, Mass, (2011), The Rise of Hamas in Palestine and the Crisis of Secularism in the Arab World (2010), and On Both Banks of the Jordan Political Biography of Jordan's Prime Minister Wasfi al-Tall, (1994). Notably his The Emergence of the Modern Middle East, Coursera, 2017, an on-line course has had over 95,000 students enrolled from more than 160 countries. https://www.coursera.org/learn/modern-middle-east-1

Contact: susser@post.tau.ac.il

**Mitchell Tanzman**

Mitchell Tanzman is Co-Chief Executive Officer and Co-Chief Investment Officer of Central Park Group and has over 25 years of experience in alternative investments, including fund-of-funds portfolio management. Prior to co-founding Central Park Group, Mitchell served as Co-Head of UBS Financial Services Alternative Investment Group and was a member of the Firm’s Operating Committee. Mitchell began his career at Stroock & Stroock & Lavan as an attorney specializing in investment companies.

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**Congratulations ISMI!**

~The Bershtein Family
and advisory services. Mitchell is a contributing author to the book “Hedge Funds”, edited by Lederman and Klein. He is a member of the Board of Trustees of Emory University and Chair of Emory’s Investment Committee. Mitchell and his wife Denise Berson Tanzman have endowed the Berson family lecture at Emory to focus on the connectivity between healthcare and business. Mitchell has been actively involved for over a decade with the New York Regional office of the American Jewish Committee (AJC) acting as Vice President, Treasurer, Co-Chair of Institutional Advancement and founding Chair of the Anti-BDC Task Force. Mitchell is a 1981 graduate of Emory University and earned a J.D. from the University of Chicago Law School in 1984. Contact: mitchelltanzman@gmail.com

Ambassador Judith Varnai Shorer, Consul General of Israel to the Southeast

Ambassador Judith Varnai Shorer is a nearly 40-year veteran of the Israeli diplomatic corps. She is a former ambassador to both Hungary and Bosnia-Herzegovina as well as a former minister of congressional affairs at the Israeli Embassy in Washington, DC. Prior to her posts in Europe, Ambassador Varnai Shorer served as first secretary and mission spokesperson for Israel’s Mission to the UN in New York. From 2007 to 2010, Ambassador Varnai Shorer served as Projects Director, Euroasia Division for the Ministry of Foreign Affairs. Her most recent post was desk director at the Center for Policy Research. Ambassador Varnai Shorer is a graduate of the Hebrew University in Jerusalem and the Hebrew University Graduate School of Communications. She was a Research Fellow at Johns Hopkins University, The SAIS Center for Strategic Studies, where she published a position paper titled “U.S.-Israel Relations vis-à-vis the Peace Talks.” Most recently, Ambassador Varnai Shorer completed a program regarding Global Issues of Mass Destructions Weapons at the Near East South Asia Center for Strategic Studies (NESA), National Defense University in Washington, DC. Ambassador Varnai Shorer has substantial experience in the U.S. and the Middle East. She speaks Hebrew, French, English and Hungarian and was born in Beer Sheva, Israel. Joining her in Atlanta is her husband, Oded and their daughter, Roni. Contact: cg-sec@atlanta.mfa.gov.il

Dov Wilker

Dov Wilker has been Regional Director of AJC Atlanta since 2011. He previously served as AJC Atlanta’s Assistant Director, and in that position, was selected to participate in the first United States professional exchange in South Asia, visiting Sri Lanka in the summer of 2009. Active in the community, Dov sits on the board of the Faith Alliance of Metro Atlanta (FAMA), the U.S. Global Leadership Coalition’s Georgia Advisory Committee, the Advisory Council for the Atlanta Ballet, and the Legacy Committee at the Center for Civil and Human Rights. After earning his International M.B.A. from Tel Aviv University (2010), Dov worked for an Israeli software start-up. Dov began his career with the Israeli Ministry of Foreign Affairs in the Southeastern United States. Dov has been recognized as a “40 under 40” by both the Atlanta Business Chronicle and the Atlanta Jewish Times, and was honored with the Asian American Heritage Foundation’s Distinguished Community Service Award. Dov received his BBA from the University of Miami (2004) and is married to Julie Jacobson and together they have two daughters. Contact: wilkerd@ajc.org

Dr. Yaron Ayalon, is a Middle East, Ottoman, and Jewish history expert, and public speaker on Israel and the Arab-Israeli Conflict
**Why Study Israel?**

*Whether you are Jewish or non-Jewish, knowing and familiarizing oneself with the history and future of Israel is about taking destiny into your own hands. It is the right of the individual to choose to believe in a concept, an idea to be free, to choose one's own destiny, if necessary, to die for one's beliefs. Jews accepted an obligation to believe in one-G-d, to uphold certain rules, regulations, and laws. Jews made a contract with G-d to be moral, to observe commandments, to transmit their teachings to the next generation.

Jewish identity was formed around adherence to behavior, to following the five books of Moses, and to community. When Jews lived as minorities after their expulsion from the Holy Land in 70AD, they lived and learned on the margins of society that in order to survive they had to adapt to their surroundings, to manage their environments, to organize themselves for defense and security. Jews came to understand that as a minority, and as a repeatedly persecuted one, to survive they needed to plead their cases to the more powerful. Jews learned to lobby for their cause, to make and sustain relationships. At times, when acceptance was not possible, Jews had to choose to leave or to change their public way of life.

As part of the moments of choice, Jews considered assimilation, conversion, or revision of their Jewish practice. In the middle of the 19th century a tiny number of Jews, thought to open the proverbial window and say, “we are not going to take it anymore!” This was choice, taking destiny into our own hands; it was the central concept articulated in the Hatikvah, (1877), the Jewish/Israeli national anthem, “to be a free people in our land.” (Lihiyot Am Hofshi Be’Artzenu)

Zionism’s emergence from an idea to reality can conveniently be described as “state-seeking, state-making, and state-keeping.” Jewish commoners from all walks of life chose to leave where they were to form a new collective under the umbrella of their common beliefs, but this time in a state structure. Jews were already a people, a nation; they sought statehood. They built and secured a place where they could live free from precariousness of the powerful, and free from persecution for their core beliefs.

The study of Israel and its people is of value because it is a story, actually a series of stories, of not wallowing in one’s misery, but of turning challenges into opportunities. They are stories of linking people to a land, to fighting for auto-emancipation because liberty and freedom were not available to them where they resided. Jews did not want to continue to be inhabitants of a place, they wanted to be citizens under their own flag. Israeli history is the story of how Jews earned political power, of their move from powerless to power, a move from the object in someone else’s sentence to being the subject in their own sentences. Zionism, Jewish nationalism, was not only a movement it was a move. Studying Israel is learning about characteristics and qualities that we all should seek and cherish: perseverance, dedication, commitment and sacrifice. Israel’s evolution from a group of disparate people of 24,000 in 1881 to a mass of 650,000 in 1948 was undertaken with zest, drive, and not without mistakes of omission and commission.

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Theodor Herzl, author, The Jewish State, JNF Poster, Courtesy Central Zionist Archives

(R-L) Zionist leaders Moshe Sharett, Chaim Weizmann, and David Ben-Gurion pictured in 1939. Photo Courtesy of the Central Zionist Archives

Bottom row (L-R) Finance Minister Simcha Ehrlich, Prime Minister Menachem Begin, Minister of Defense Ezer Weizman, and Deputy Prime Minister Yigal Yadi. Top row (L-R) Opposition Leader Shimon Peres, MK Yigal Allon, and MK Abba Eban. Photo Courtesy of the Central Zionist Archives
In establishing and sustaining a Jewish democracy, Israeli society is challenged as it balances civil liberties with national security, and reconciles the requirements of its Jewish majority with the civil and religious rights of its Non Jewish citizens. It tests itself daily by finding working balances between its embedded identity to Jewish practice while reconciling, when possible, contemporary demands for equality of gender, sexual preference, and racial equality. Studying Israel is understanding and internalizing the key value of taking care of one’s own, of coming together in times of need and crises, and knowing how to fine tune nuances for using power to preserve one’s national security without abrogating an individual’s right to freedom and liberty. Studying Israel is the study of a diverse people with a common heritage, of understanding how they interact with their neighbors and neighborhood, and of observing how Jews outside of Israel interact with them, the largest Jewish community in the world.

In 2018, Israel has a population of more than 8 million, almost a quarter of whom are Arab, with a state GDP of well over $350 billion. Seventy years after its establishment, Israel is unfinished. It has not achieved finality in determining its borders, the role of religion in state, or its relationships with some of its neighbors. Israel’s story with its dramatic successes and failures is exciting, eventful, and enriching.
The Middle East – Ottoman Empire – circa 1914

1947 United Nations Partition Plan

1949-1967 Armistice Lines

The Middle East in Modern Times
The Emory Institute for the Study of Modern Israel (ISMI) is the oldest undergraduate interdisciplinary Israel Studies Center in the United States. Founded in 1998, ISMI evolved out of academic interest and student demand for learning about modern Israel. Prior to its establishment on the Emory campus, the roots of the program emerged from the work of the Middle East program of the Carter Center, and particularly from President Jimmy Carter’s interest in the Arab-Israeli negotiating process and Professor Ken Stein’s scholarly and teaching interests in the field of the modern Middle East and modern Israeli history. In the late 1970s, there was little interest at Emory College for courses on international relations, except for several excellent foreign language programs, course or two on Latin American and Russian politics, and several courses on European and Japanese history.

Hired in January 1977 for a three-month position to test the waters of student interest for courses on Israel and the Middle East, Stein, who was a recent PhD from Michigan, offered a course on modern Israel and one on the modern Middle East, and enrollment hit 80 and 45 respectively. The College Dean and the History Department chair offered Stein a second year appointment and then a tenure track position. Student interest in the Middle East was high because of local issues there, the unfolding Sadat-Begin negotiating process, the fall of the Shah and subsequent rise of Ayatollah Khomeini in Iran, the emergence of political Islam, and the Soviet invasion of Afghanistan.

Once the Carter Center was established in 1981-1982, with a Middle East program that undertook scholarly and popular political research, students gladly rotated between the campus classroom and research on contemporary issues. The November 1983 Middle East Consultation of the Carter Center brought to Emory two dozen American, Middle Eastern, and European diplomats, scholars, former and current office holders, under the leadership of Presidents Gerald Ford and Jimmy Carter. The Campus was awash with interest about the Middle East, and would remain so throughout the 1980s, as two additional major meetings dealing with the negotiating process were held at Emory. Carter would regularly come to undergraduate classes on the Middle East to offer his recollections of the Iranian revolution or the Arab-Israeli negotiating process. Emory College added faculty in several international areas in the early 1980s, but none on the Middle East save for language and literature additions, and in Jewish Studies.

The first course on modern Israel (Modern History: 1882 to the present) was offered at Emory College by Ken Stein in Spring 1977. Scant other courses were offered on Israel at the time, with a few focusing on intermittent offerings in Hebrew language and literature and biblical archaeology. In the 1960s and 1970s, on Emory’s campus, academic enrichment programs on Israel or the Middle East, except for those arranged through the local Hillel and local Atlanta Jewish organizations, were very infrequent, though Holocaust studies and the areas interest evolved in the Religion Department and Theology School.

With the endorsement of the Emory College Dean John Palms, Professor Ken Stein, in 1978 established with federal (NDEA Title VI) grants, the Emory Program for International Studies and then in 1980, the Emory

ISMIs interns reading Camp David-1978 documents, summer 2018.
Center for International Studies (ECIS). Funds from both newly created inter-disciplinary programs were used to bring visiting lecturers, conduct conferences, and hire additional faculty at Emory College. All area studies fields were seeded with few dealing with Israel or the Middle East. Occasionally funds for a lecture were available, but on-campus programs on the Middle East radiated from the Carter Center. With the open embrace from Atlanta Jewish community leadership and the staff at the Consulate of Israel to the Southeast, occasional visiting Israeli academics and researchers in many fields found opportunities to speak on the Emory campus. Professor David Blumenthal arrived on the Emory campus in 1976-77 and along with several other faculty, they carried forward a Jewish studies focus with additional course offerings. Still no Jewish Studies program or department was formed until the Tam Institute in late 1998.

Throughout the 1980s, Emory students were offered courses on medieval Islam, the Ottoman Empire, the modern Middle East, the Arab world in the 20th century and a regular course on modern Israel. Students continued their research interests in contemporary Middle Eastern history topics at the Carter Center under Stein’s direction. In 1989, a dozen or more Carter Center interns engaged in an Arab-Israel negotiating simulation framed by an international Middle East peace conference. At the end of the simulation ‘members’ of the Palestinian and Israeli delegations could not be found; they had left the conference site and returned with a private agreement unimpeded by “other Arab delegations, the UN, or great powers”. Three years later as if following an identical path, first in London and then in Norway, the Palestinians, led by Yasir Arafat’s representatives and Israeli scholars and diplomats coordinated by Shimon Peres and Yitzhak Rabin, respectively Israeli Foreign Minister and Prime Minister at the time carved out the Oslo Accords. The Accords were signed on the White House lawn on September 13, 1993.

In the late 1980s, small sums of funds were raised from external sources to Emory for campus lectures and conferences. Most of these programs were co-sponsored by the American Jewish Committee, ADL, Emory Hillel, the Jewish Federation of Greater Atlanta, the JCC, the Jewish Community Relations Council and Atlanta area congregations. By the end of the 1980s, two significant gifts to Emory College were received, specifically to support Israel-related programs. The first was provided by Arthur Blank and then Bernie Marcus, two of the founders of Home Depot. Both Blank and Marcus continued their core support of Israel programming on the Emory campus, working with Ken well into the 1990s and beyond, with the sole condition that regular collaboration and education be sustained with Atlanta Jewish and non-Jewish civic and religious institutions. Additionally, several years of significant operational support for Israel studies programming was provided by Ethel and Phil Klutznick from Chicago.

In Spring 1992, when the Middle East Program of the Carter Center abruptly ended, Emory College Dean David Bright provided office space for administrative assistance for Israel studies and some on-campus programming. When Carter made the decision to end the Middle East program of the Carter Center, negative reaction was broadly expressed that a program that benefited many students would be summarily terminated. Martin Indyk, then the Executive Director of the Washington Institute for Near East Policy, wrote to Emory President Laney at the time, arguing that “No other program like it [the Middle East Program] exists outside the Beltway …it makes a unique contribution to the understanding of the Middle East in the United States.” Jake Tapper who was a Middle East program Carter Center intern in fall 1989 wrote to Laney calling Carter’s decision short-sighted, that the program “had a powerful effect on me, the experience was an extremely rewarding one. It is an extremely respected institution.” An Emory undergraduate at the time, and now the Director of the TAM Institute for Jewish Studies in Emory College, Eric Goldstein feared Carter’s cut in resources would have an adverse impact upon Emory research internships. Stuart Lewingrub (Z”L), in March 1992, then Executive Director of the ADL’s office in Atlanta at the time, noted that “The Carter Center’s going out of the Middle East business will leave a vacuum;” and Sherry Frank, the
Southeastern area director of the American Jewish Committee acknowledged that “we have been able to bring distinguished scholars to town because Ken Stein (through the Carter Center) opens doors for us.”

Two years earlier, Arthur Blank had made a large 10-year gift to the Carter Center, a third of which was earmarked for the Middle East program of the Center. Clearly unwelcome and unexpected to President Carter, Blank informed the University in spring 1992, just weeks after Carter ended the Middle East program internships at the Carter Center, that a third of his gift was to migrate with Ken from the Carter Center for Middle East program to Israel programming on the Emory campus, including for office operations and if desired, an ‘endowment to establish a Center.’ Carter’s excuse was that Arab-Israeli negotiations were moving forward (which they were not at the time) and therefore he did not need a Middle East program at the Center, where students were doing research.

In Fall 1990 and Spring 1991, Tel Aviv University’s Dr. Bruce Maddy-Weitzman became the first visiting Israeli scholar to teach at Emory, giving courses on the ‘Near East, 1914-present’ and ‘Middle Eastern Arab States.’

Through the 1990s, the Blank funds were used for operations and not for an endowment; some funds were left at the end of the 1990s and held in accounts for future use. Some of those dwindling funds are presently used in 2018 to pay ISMI staff salaries. Significant new funds for Israel programming materialized from Emory parents, the most significant and sustaining from Marsha and Jerry Seslowe. Their generosity over the last 18 years has been a core reason why ISMI has kept going and why ISMI has been able to bring visiting Israeli scholars to campus on such a regular basis. It is fair to say that without the initial major on-going gifts in the 1990s and into 2000 and beyond from the Blank, Marcus, Klutznick, and Seslowe families, the beginning, the establishment and the continuation of the work of the Emory Institute for the Study of Modern Israel would not have been sustained.

Later in the second decade of the 2000s, significant yearly funding for ISMI was provided by the Lisa and Michael Leffell Foundation and a host of other gracious and generous donors. Special thanks are offered to Jay Kaiman for his years of support and guidance. For three decades, the Marcus Foundation, and the personal commitment of Bernie and Billi Marcus enabled ISMI to reach this moment.

The precedent for Emory College deans to accept visiting Israeli scholars was routinized: Ken raised the funds from external sources for the visitor (salaries, health care, transportation, and occasionally a housing stipend), then he approached the dean after gaining consent of a department head to allow additional courses to be given; courses were cross-listed; appointments were made—all at no cost to Emory College. It was an easy sell to a department chair and to the deans. Quality scholars were hired to teach courses not otherwise offered in what came to be six different departments, with 14 visiting Israeli scholars teaching 700 students in 40 courses. The demand for Israel or modern Middle Eastern history courses at Emory was established; these visitors then became part of the Atlanta area community’s programming in congregations, schools, civic organizations, and quite frequently on local television and CNN, as well as giving presentations across Georgia and the rest of the South. Credit and gratitude for allowing the visiting Israeli scholar program to continue rests with the respective Emory College deans and departmental chairs.
Already in 1986, Emory College, in keeping with the growth of area studies programs and departments already established in Emory College with Russian Studies, French, German, and Latin American Studies, a Near Eastern Language and Literature Department was created. Arabic, Hebrew, Yiddish, and eventually Persian language courses were offered. Israel-related courses remained from what Ken was teaching and a few occasional offerings in the Political Science Department. In 1992, an Arab-Israeli conflict course, that had been offered initially for several semesters at the end of the 1970s and 1980s, but suspended for lack of teaching faculty, was now offered once every other semester. A sophomore walked into Stein’s office in 1992, complaining that there were not enough interesting introductory courses being given on the Middle East, and he should teach an Arab-Israeli conflict course open to all classes. In the fall 1993 semester Stein offered the course, and it has been offered at least every other year since with enrollments averaging 90 students per class, among the highest in the college. In 1993, a proposal to establish an Israeli Studies Center was made to Emory College. It was turned down for lack of funds. In 1998, with the willing assistance of Emory College and the President of the Atlanta Jewish Federation at the time, Steve Selig, and funds from several Atlanta area Jewish families—Cohen, Bremen, and Zaban, to name just a few— an inaugural event creating ISMI was held.

Emory College continued to provide office space for ISMI, but annual funding was raised by Ken from external sources. ISMI was established as an interdisciplinary and non-degree conferring unit of Emory University, the first academic unit for the study of modern Israel in the United States. The success of establishing ISMI as an institution was based solidly on foundations of programs and activities that could easily fit under the umbrella of an inter-disciplinary institute. Non-Emory donors, particularly Anne and Leonard Thun, joined by former Emory students, Joanna and Lee Mendelson, Charlie and Jodi Rosenzweig, Jon and Kristy Maslin, Stuart Kuntz, Ray and Karen Bershtein, Mitch Rechler, AJ Robinson, and Ross Haberman and his children on behalf of his deceased wife Vicki Kaplan, and many many others have provided Emory with the funds for students to use in connection with their study in Israel or for inviting Israeli scholars to Emory. The Lynn and Charles Schusterman Foundation provided ISMI funding to conduct half a dozen pre-collegiate Israel teacher enrichment workshops across the country, all with great success. Teachers were eager to learn Israel’s story and then teach it in their classrooms. Significant annual gifts to ISMI from many other students continued to support ISMI and its work. Our annual budget barely breached $400,000.

From 2000 forward, with the outbreak of the second Palestinian uprising, fewer Emory students and fewer students in general from across the country were enrolling in year or semester abroad programs in Israel. Birthright Israel’s 7-10 day trips became the program that influenced increasingly shorter study periods in Israel. In turn, Israel campus learning increased to some small degrees; enrollments in courses at Emory with an Israel topic of title became moderately more popular. And as there were up-ticks in college campus discussions about Israel, more opinions were offered, voices were raised, and partisan viewpoints expanded. Much of the early 2000s, ISMI spent significant time focusing on its internship program and bringing visiting Israeli scholars to campus. Some students said that they considered applying to Emory because they wanted exposure to the contemporary Middle East and understanding of the conflict, but not in polemical tones. Many undergraduates vied keenly for the ISMI internship programs. In August 2016, an Emory University Development official notified Ken that an anonymous donor had provided Emory College and ISMI a significant sum to allow 20 former Emory ISMI interns to take an knowledge-packed ten-day trip to Israel, if places visited and meetings held would be unique. The trip materialized and was a great success, with funds in place for another such trip to be conducted for a new cohort of former ISMI interns. ISMI now presents, collaborates and partners with Atlanta organizations for approximately 25 engagements per year.
Programs, Funds and Lectureships

Visiting Israeli Scholar Program
ISMI’s central mission is to further awareness and understanding of modern Israel on the Emory University Campus; ISMI’s Visiting Israeli Scholar Program brings top-flight Israeli scholars to Atlanta to enrich the fabric of our University and provide a unique academic perspective in a variety of fields of study. ISMI’s Visiting Israeli Scholars participate regularly in programs sponsored by other organizations in Atlanta and nationally. To date, ISMI has sponsored 14 scholars, who have taught 40 course to more than 700 students. Please see the end of this program book for a listing of all visiting Israeli scholars and their offerings at Emory.

Student Internship Program
ISMI interns have the opportunity to work closely with Professor Kenneth Stein and the ISMI staff on a wide variety of academic and scholarly projects. Special consideration is given to students with advanced computer skills, proven writing ability, foreign language skills, and extensive research experience. Knowledge or previous academic experience regarding Israel and the Middle East is desired -- but not a pre-requisite for an internship. Students from all disciplines are considered.

ISMI continues to offer a limited number of internships for Emory undergraduates during each Fall and Spring academic semesters. Interns typically work between 10 and 20 hours per week. Many ISMI interns consider their research and learning experience with the Institute as among the most rewarding academic experiences that they encounter while undergraduates. On a few occasions, ISMI has accepted non-Emory summer interns in cases where students feel that their academic experiences that focus on Israel and the Middle East was insufficient to meet their interests. Examples of their work may be found at the end of this program book.

Israel Education Workshops
For all of its two decades, ISMI has led Israel learning workshops for public and private school teachers to enrich their knowledge of Israel, the Middle East, and American interests in the region. Since 2008, The Center for Israel Education (CIE), a local non-profit, has shared the mantle of our workshops. Our staff and out-sourced specialists engaged more than 2,500 pre-collegiate teachers who have eagerly enhanced their personal knowledge while at the same time making themselves more effective and knowledgeable educators. ISMI responded to the 1998 request by local Atlanta school teachers to assist them in their quest for Israel curriculum development. Gradually, two-day seminars for half a dozen teachers evolved into week long workshops for 65 teachers and more. From the outset, two individuals, Paul Reisman in Atlanta and Murray Zedeck in Florida supported our small but content rich learning seminars. Since most of this educational focus aimed beyond ISMI’s college realm, we took the advice of then Emory College Dean, Bobby Paul to spin off ISMI’s pre-collegiate work and establish a non-Emory 501c3.

Thus CIE was created with the focus of deepening knowledge of pre-collegiate Israel education through the use of primary sources in Israel’s history. We linked talented curriculum writers with core historical sources. In the curriculum preparation process ISMI engaged student interns to collect scholarly sources, assemble bibliographies and undertake academic research projects whose results were immediately used in the college classroom and by scholarly peers throughout the world. We built and populated a content rich website, www.israeled.org. Dozens of seminars and workshops sponsored by ISMI and CIE have directly reached more than 2,500 teachers and more than 350,000 pre-collegiate students. The week-long workshops have been unanimously praised as among “the best educational experiences” enjoyed by teachers who focus on Israel. In October 2018, our ISMI/CIE work in Israel education was recognized by the Jewish Agency for Israel lead educator Jonny Ariel, “as an outstanding leader in Israel education in North America.” Many other individuals are in the field of Israel education, yet our work in providing source materials and curriculum is uniquely tethered to content based on historical sources.

Liebross-Mendelson Israel Enrichment Fund for Study in Israel
On the occasion of their wedding in August 2004, Joanna Liebross (2000C) and Lee Mendelson (1994C) established the Liebross-Mendelson Israel Enrichment Fund (LMIEF), honoring the fact that Israel and Emory brought them together. To foster an association with Israel, LMIEF aims at facilitating an Emory undergraduate’s academic or work experience in Israel, typically for a summer, but where merit warrants it, a semester abroad in Israel.
Maslin Enrichment Fund for Jewish Communal Association
The Fund was established in 2005 by Kristy and Jon Maslin (1980C) through The Reitman Foundation, for the purpose of facilitating an Emory undergraduate's work, communal, or academic experience in Israel or in another foreign country where Jewish communal engagement is sought. Because Emory University offers financial assistance to students interested in summer language programs, MEFJCA does not entertain applications for language support.

Zacks-Gildenhorn Leadership Scholarship
The scholarship is designated for Emory College students with a proven interest in modern Israel who have demonstrated such leadership on the Emory campus. The Award is meant for use during summers or during an academic year in Israel to defray some living, educational or transportation costs.

Robinson Family Lecture Series on Modern Israel
The annual Robinson Family Lecture focuses on current aspects of modern Israeli society, politics, and culture. It is named in honor of the Robinson family of Knoxville, Philadelphia, and Atlanta (A.J. Robinson, ’77C). The lectureship was established to honor the family's lifelong commitment to the nourishment and sustenance of the State of Israel and to enhance Diaspora/Israel relations. The Robinson lecturer provides presentations in Knoxville and Atlanta. In Knoxville, the lectures are coordinated through The Fern and Manfred Steinfeld Program in Judaic Studies at the University of Tennessee and the Knoxville Jewish Federation. At Emory, they are coordinated through the Emory Institute for the Study of Modern Israel (ISMI) and include Emory and venues in the Atlanta Jewish community.

Max K. and Mathilda Wertheim Stein Lecture Series on Modern Jewish and Israeli History
The annual Max K. and Mathilda Wertheim Stein Lecture on Modern Jewish and Israeli History, named after Max and Tillie Stein, focuses on Mrs. Stein's decade-long project of assembling information about German Jewish social history of the 19th and 20th centuries. It aims to associate Emory faculty, students, and staff with current scholarship dealing with modern European Jewish history, Zionism, the yishuv, and aspects of modern Israeli society, history, and culture.

VLK Lecture on Israel and the Middle East
The VLK Lecture on Israel and the Middle East brings to the Emory University campus noted scholars in fields that relate to Israel and the Middle East. Vicki Kaplan Haberman graduated from Emory in 1981. Her family and friends created the lecture series to honor her memory as a dear classmate, caring friend, and wonderful mother and wife. Through her years at Emory College and Tulane Law School, Vicki exhibited unwavering dedication to her beliefs and to her friends and family. She cared about her Jewish roots and became excitedly engaged in Israel. The 2018 inaugural VLK Lecture, supported by the VLK Lecture Fund and the Hightower Fund, coordinated by ISMI, and co-sponsored by the following Departments of Emory College: Tam Institute for Jewish Studies, Middle Eastern and South Asian Studies, Political Science, and History.

"An investment in knowledge pays the best interest."
with appreciation to Ken Stein and ISMI for future generations of dividends.

Lois and Larry Frank
ISMI is poised to deepen awareness and understanding of modern Israel on the Emory campus and beyond. For decades before ISMI’s founding in 1998, Israel related programing unfolded at Emory. Former Israeli Foreign Minister Abba Eban through Itamar Rabinovich and Michael Oren, both Israeli ambassadors to the US, spoke at Emory. They and dozens of others made Emory an acknowledged nexus for quality Israeli programming in the southeast. Connections to virtually all Israeli universities and senior scholars in the fields of Israeli and Middle Eastern history are flourishing. Sustaining ISMI’s interdisciplinary nature in fostering campus and community engagement are worthy precedents. Deepening student knowledge and research competencies is a natural growth to proven excellence in scholarly integrity. Bolstering student participation in Israel-related on campus activities are easily accomplished next steps. It all depends on maintaining ISMI’s annual operations as a basis for establishing endowed positions and programs. There are less than a dozen Israel Studies Centers or Institutes in North America that have the quality programs that Emory enjoys. Maryland and NYU, like Emory, have Directors who will be sun-setting their careers in the next four years or so. Both enjoy firmly established annual financial security.

Our objective at Emory is to look over the horizon and build on established intellectual rigor, exemplary scholarship, and superb teaching. We want to engage Emory alumnae not just in giving to the institution but engaging with Emory. One method to achieve financial buoyancy is through “crowd sourcing,” to call upon many to give moderately or modestly. Nothing should keep us from seeking those large gifts. Yet, if there are many engaged in our establishment of Israel Studies at Emory in perpetuity there will be many “parents” who will want our Israel studies program to be that magnet for valued learning about Israel, its people and history.

In 2013, Emory College agreed to raise endowment funds for a chair in Israel Studies and long term support for ISMI. The program is titled, Kenneth W. Stein Endowed Chair and ISMI Endowment Initiative.

Maintaining intellectual integrity in the classroom, trustworthy teaching, not polemical preaching about Israel and the Middle East, is a worthy standard. We have outlined our experiences, ups and downs, and the timely support by dedicated and committed individuals to Israel studies at Emory. We have provided you with a detailed program for giving, for supporting Israel Studies at Emory, for annual giving, and for supporting named gift opportunities. Join us and sustain Israel Studies at Emory for its students, the Atlanta community, and beyond. Please support ISMI.

Contact Information
Emory Institute for the Study of Modern Israel (ISMI)
825 Houston Mill Road
Atlanta, GA 30329
Tel: 404.727.2798
Web: ismi.emory.edu

ISMI Website – ismi.emory.edu
The ISMi website provides the Emory community and beyond a bountiful and current supply of source materials about modern Israel, collects and posts polls and surveys about all aspects of Israeli domestic and foreign policy, publishes a monthly list of contemporary readings about Israel, and assembles teaching materials for colleges and universities including more than two dozen syllabi for college use.

Mazal Tov, Ken.

Studying with you was the smartest academic decision I ever made!

Thanks for helping me become who I am.

Jonathan Schanzer
### Annual Giving Opportunities

Show your support for Israel Education by choosing one of these annual giving levels.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
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<tr>
<td>$150,000</td>
<td>Salary support for a visiting Israeli scholar on a modern Israeli topic (one year)</td>
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<td>$125,000</td>
<td>Salary support for release time from teaching for the Director in order to create Israel education materials (one semester)</td>
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<tr>
<td>$80,000</td>
<td>Salary support for an ISMI research assistant (one year)</td>
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<td>$75,000</td>
<td>Salary support for a senior visiting Israeli faculty or diplomat on a modern Israeli topic (one semester)</td>
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<td>$75,000</td>
<td>Salary support for a post-doctoral appointment on modern Israeli topic (one year)</td>
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<td>$36,000</td>
<td>Annual conference on modern Israel at Emory</td>
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<td>$25,000</td>
<td>Salary support for a writer of curriculum for middle school or high school pertaining to modern Israel</td>
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<tr>
<td>$20,000</td>
<td>Salary support for a translator of Hebrew to English monographs to enhance historiography of modern Israel (one year)</td>
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<td>$18,000</td>
<td>A Curriculum Initiative Workshop- outreach to camps, schools, congregations, and non-Jewish audiences (one a year)</td>
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<tr>
<td>$10,000</td>
<td>A series of two lectures annually on a modern Israeli topic at Emory</td>
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**Named Endowment Opportunities**

Establishing an endowment is a visionary and generous act that will give ISMI a competitive edge now and far into the future. Donors who choose to establish endowed funds often do so in honor or memory of someone who has made a difference in their lives. In doing so, they create legacies of leadership. Here are several naming and endowment opportunities available at ISMI.

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<td>Underwriting support for the Director's position (provide released time from full-time teaching for Director to devote to Israel education)</td>
</tr>
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<td>$3,000,000</td>
<td>Salary support for the endowed Professorship in Israeli/Zionist Studies to sustain undergraduate and graduate teaching at Emory College in perpetuity</td>
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<tr>
<td>$2,000,000</td>
<td>Salary support for the Associate Director’s position</td>
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<td>$2,000,000</td>
<td>Support for an annual ISMI-sponsored trip to Israel for one week for 20 students and staff</td>
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<td>$1,500,000</td>
<td>Salary support for a curriculum writer to enhance Israel education in universities and colleges</td>
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<td>$1,500,000</td>
<td>Salary support for a post-doctoral fellowship in modern Israeli history, society, politics, or culture (one semester)</td>
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<tr>
<td>$1,200,000</td>
<td>Underwriting support for a senior lecturer in modern Israeli history, society, politics, or culture, Hebrew language, and/or literature (one semester)</td>
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<td>$1,000,000</td>
<td>Salary support for 15 student internships at ISMI (annually)</td>
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<tr>
<td>$180,000</td>
<td>Support for two lectures annually for undergraduates and graduates, staff, and the general public pertaining to Modern Israeli history, politics, economics, and culture</td>
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</table>
BY MAIL
Make check payable to the Institute for the Study of Modern Israel and mail to

Office of Gift Records
Emory University
1762 Clifton Road, Suite 1400
MS: 0970-001-8AA
Atlanta, GA 30322-4001

MAKE AN ANNUAL PLEDGE

ONLINE DONATION INFORMATION

Giving through a charitable fund, 58-0566256, designate Emory College, Institute for Modern Israel

All operational funding for the Institute for the Study of Modern Israel (ISMI) comes from external sources. While the University provides office space, the annual budget for staff and programs is supported by donations to the Institute. Past support has come from national and family foundations, individual gifts from former Emory students, parents of former students, and the general public.
A Bibliography on Israel

Dany Bahar and Natan Sachs, “How much does BDS threaten Israel’s economy?” Brookings Institute, January 26, 2018

Alan Baker (ed.) Israel’s Rights as a Nation-State in International Diplomacy, Jerusalem Center for Public Affairs, 2011.


Raymond Cohen, “Israel’s Starry-Eyed Foreign Policy,” Middle East Quarterly 1:2 (June 1994)


Shlomo Fischer, “The Jewish State at 70,” Jewish People Policy Institute, September 2018.

Hillel Frisch, “What Is the Right Strategy with Hamas: Make Concessions or Fight?” BESA Center. September 27, 2018


Israel Yearbook 1950/51, “The Zionist Movement. (origins to 1951)”


David Makovsky, et.al “Imagining the Border: Options for Resolving the Israeli-Palestinian Territorial Issue, Washington Institute for Near East Policy, January 2011


Hisham Melhem, “The Barbarians Within Our Gates - Arab civilization has collapsed. It won’t recover in my lifetime, Politico, September 18, 2014


Michael Segall, “Iran’s Regime Faces Widespread Economic and Political Unrest,” Jerusalem Center for Public Affairs, June 27, 2018


Kenneth Stein, “One Tribe, Multiple Minyans,” Center for Israel Education, February 2018


Asher Susser, “50 Years Since the Six Day War,” Fathom Journal, February 2018


Jim Zanotti, “Israel: Background and U.S. Relations, Congressional Research Service, July 31, 2018

Hatikvah - “Hope” 1877 becomes Israel’s National Anthem

The New York Times, May 16, 1948
The following is a full list of courses taught by Visiting Israeli Scholars:

**Dr. YITZHAK REITER**

Fall 2018  
Jerusalem in Regional Politics  
Jerusalem is a city holy to the world's three monotheistic religions and a rallying point for contesting groups in the Middle East. The course is aimed at engaging students in critical and creative discussions about the various aspects of Jerusalem regarding the following topics: the city's historical and emotional identity in Judaism, Christianity and Islam, boundaries and territory; the demographic challenge; the national and religious character of the city; the local, regional and international realms for those beyond the Middle East; the Temple Mount/Al-Aqsa controversy, the security barrier; the struggle for sovereignty and negotiating the Jerusalem issue in the peace process. The course is designed to accommodate students who have not taken any previous courses in religion or Middle East Studies.

**Contesting Holy Places in Israel and Palestine**  
The course will focus on the contested holy places in Israel and historical Palestine as national and political symbols for consolidating internal and external legitimacy for parties in the Middle East conflict. The major questions to be discussed are: Why does violence break out? How is violence used to cement national (political) and religious identities? And what are conflict resolution and conflict management measures used to prevent or reduce violence? Topics include: the Status Quo system and its violations; reviving traditions, "conversion," or "museumising" sacred sites for political ends. Case studies include the Cave of the Patriarchs/Ibrahimi Mosque in Hebron; the Church of the Holy Sepulcher, the Temple Mount/Al-Aqsa, the Western Wall, the Nachmanides Cave, the Mamilla Cemetery and Samuel's Tomb in Jerusalem; a stripe over an Islamic tomb near the Church of Annunciation in Nazareth and controversies involving mosques in Jaffa and Beersheva.

**AMB. REDA MANSOUR, Ph.D**  
Spring 2018  
Israeli Political Institutions: Formation and Dilemmas  
This course explores the Israeli political system, its institutional characteristics and components, and its main political dilemmas. The course aims to provide knowledge about Israeli political history and society. Topics include the origins and the development of the political system, electoral histories, and government formation. Attention is given to the dynamics between institutional arrangements and social cleavages in Israel and their interrelated effects. The course also discusses some of the main socio-political issues and tensions stemming from the dual definition of Israel as a Jewish and democratic state, religion and politics, and the effects of armed conflicts.

Fall 2017  
Israel: Religion, Society, Culture, and Identity  
This course explores the issues of religion, society, culture and identity in Israel. Israel is an emergent society composed of Jewish immigrants that arrived from more than 70 different countries. It is also a country that defines itself as “Jewish and Democratic” with a large minority containing 20% Arab citizens and other ethnic-religious groups. This course will present the “The Four Tribes” dynamics of Israeli society. This model, outlined by President Reuven Rivlin in 2015 posited that “secular” Jewish-Israelis, once the dominant group in the country, and especially amongst the elite, would no longer be a clear majority. Israel is rapidly moving towards being a minority-dominated society, comprised of four tribes: Ultra-Orthodox Jews, Religious Jews, Secular Jews, and Arabs.

**Israei Diplomacy: History, and Politics**  
This course explores Israeli diplomacy since the state's establishment in 1948 until now. We will explore major changes in Israeli diplomacy through its many forms: Traditional Diplomacy, Public Diplomacy, Development Diplomacy, Cultural & Economic Diplomacy, Multilateral Diplomacy and Crisis Diplomacy. The course also looks at the role of Israeli diplomacy in times of war and conflict as well as in times of peace and negotiation. It discusses the effects of modern diplomatic tools such as technology, social networks and state branding on Israeli diplomacy. Increasingly open and interdependent global political and economic environments, the rise of non-state actors and interest groups internationally, along with rapid advances in information technology, have arguably changed the practice of Israeli diplomacy in the 21st century. In the Middle East, the traditional instruments of government state craft such as “Hard Power” proveless sure in a diffuse and multi-polar geopolitical setting. This course will examine what roles “soft power” and “smart power” play in Israeli foreign policy.

**DR. ZIV RUBINOVITZ**  
Spring 2015  
History of Israeli Foreign Policy  
The course analyzes Israel's foreign relations, and examines the tension between Israel's geographic location in the Middle East and its Western orientation. It looks at how Israel's foreign relations emerged from Israel's Jewish origins, the Palestine Mandate, Israel's relations with the great powers, and the superpowers as well as its regional quest for recognition.

**Zionist and Israeli Political Leadership: Idealism, Realism and Pragmatism**  
The course discusses the political leadership of the State of Israel as an introduction into Israel's political system. The course begins with the pre-state (Yishuv) era and then analyzes the leadership since 1948. The analysis highlights the idealistic, realist and pragmatic aspects of Israel's leadership throughout its existence. It discusses the prime ministers and other leading figures, as well as their personal impact and leadership in Israel's history, both in the foreign affairs and security arenas as well as the local arena. It deals with the major events in Israel's history – the establishment of the state, war and peace, domestic political affairs, government-military relations, and dealing with economic and social developments.

**DR. YARON AYALON**  
Spring 2013  
Sefhardic Jews in the Diaspora and Israel  
Aiming to survey the history of Sephardic Jews, this course will begin with a brief discussion of the formative Middle Ages, which in many ways defined and shaped Jewish practices and customs for centuries
to come. We will move on to the Expulsion of the Jews from Spain, and then the Ottoman period and the transformation of the eastern Mediterranean Jewish world into a Sephardi-dominated one, in language and practices. Then we will discuss the changes Sephardi-Mizrahi communities experienced with the emergence of Zionism and the immigration to the State of Israel, where the Sephardim were a majority until the 1990s. We will devote the last third of the semester to the experiences of Sephardi-Mizrahi Jews in Israel.

Fall 2012

Contemporary Israeli Society and Politics
The State of Israel was founded in 1948. For Jews, it was the fulfillment of a 2000-years-long dream to return to their ancestral homeland of Erets Yisrael. For others, notably the Arab inhabitants known as the Palestinians (named after the land, Palestine), the establishment of a Jewish state was a tragedy. This course, however, will deal very briefly with the dispute between the two parties known as the Arab-Israeli Conflict. Although the conflict has undoubtedly shaped Israeli society and its political system, this course will mostly have an inward focus on Israel itself: its political system, international relations, how it functions as a society of immigrants, relationships between secular and religious Jews and between Jews of various ethnic backgrounds, and the role the military plays in Israeli society. We will also look at Israeli culture through music, television, and film. Previous knowledge about the history of Judaism, Israel, the Arab-Israeli Conflict, or the Middle East is helpful, but not required. Historical and other background will be provided in class, as well as in the readings for most weeks.

Spring 2012

Israeli Society and Politics
The State of Israel was founded in 1948. For Jews, it was the fulfillment of a 2000-year long dream to return to their ancestral homeland of Eretz Yisrael. For others, notably the Arab inhabitants known as the Palestinians (named after their land, Palestine), the establishment of a Jewish state was a tragedy. This course, however, will deal very briefly with the dispute between the two parties, also known as the Arab-Israeli Conflict. Although the conflict has undoubtedly shaped Israeli society and its political system, this course will mostly have an inward focus on Israel itself: its political system, international relations, how it functions as a society of immigrants, relationships between secular and religious Jews and between Jews of various ethnic backgrounds, and the role the military plays in Israeli society. We will also look at Israeli culture through music and film. Previous knowledge about the history of Judaism, Israel, the Arab-Israeli Conflict, or the Middle East is helpful, but not required. Historical and other background will be provided in class, as well as in the readings for most weeks.

Freshman Seminar: Migration in the Muslim World
This freshman seminar has a number of goals: to make you better writers; to teach you a set of academic skills necessary for your success in college, from performing independent research through documenting sources properly to reading and analyzing evidence; to provide you with numerous tips that would give you the edge over others while at Emory and beyond; and also to teach you a thing or two about Islam, migratory movements, and the problem of immigration the world faces today. Accordingly, we will look at population movements throughout Islamic history. We will explore involuntary and voluntary forms of migration, assimilation into new societies, social mobility, and how newcomers and receiving societies deal with cultural differences. Although this is a history seminar, much of our discourse will venture into other disciplines, especially sociology and psychology. No previous knowledge or preparation is required to take this class. I will explain everything during our weekly meetings, but occasionally you may find a need to do some research on your own to find answers.

Fall 2011

The Jews of Arab Lands
Aiming to survey the history of Middle Eastern Jews in the modern period, this course will begin with a brief discussion of the formative middle ages, which in many ways defined and shaped Jewish practices and customs for centuries to come. We will move on to the Ottoman period and the transformation of the eastern Mediterranean Jewish world into a Sephardi-dominated one, in language and practices. Then we will discuss the changes Jewish communities in Arab countries experienced with the emergence of Zionism and the immigration to the State of Israel. We will devote the last third of the semester to the experiences of mizrahi Jews (those from Arab lands) in Israel. Topics covered will include the absorption of Middle Eastern Jews in Israel; the socioeconomic status of Jews from Arab lands in Israel and how it changed over the years; their involvement in Israeli politics and how it affected the immigrants as well as the Israeli political game; and the culture Jews from Arab lands brought with them, such as music and popular customs, and how the impact these have had upon Israeli society. Previous knowledge about Jewish history, the Middle East, or Islam is helpful, but not required. Sufficient background will be given on the first week, and throughout the course, in the weekly readings and during lecture.

Modern Turkey
The foundation of the modern republic of Turkey in 1923 was accompanied by sweeping religious, political, social, and linguistic reforms. Initiated by the founder of the Republic Mustafa Kemal Atatürk, these changes were intended to create a new, modern society by breaking with past traditions. Atatürk’s vision of a new Turkey was realized to a great extent. But it is impossible to understand
the social and political predicaments Turkey faces today - the rise of political Islam, the aspirations to join the European Union, the Kurdish problem, Turkey's place among Middle Eastern nations, its strategic relationship with the US and Israel - without exploring Turkey's Ottoman heritage. This class consists of two parts. The first tells the story of the Ottoman Empire, Modern Turkey's predecessor, with emphasis on its last century and the factors that brought about its demise, as well as the history of Modern Turkey to this day. The second part will discuss contemporary issues in Turkish politics, society, and international relations. Previous knowledge about the history of Modern Turkey, the Ottoman Empire or the Middle East is helpful, but not required. Historical background will be provided in lectures, as well as in the readings for most weeks.

**DR. DAVID TAL**

Spring 2009  
**The History of Israeli Foreign Policy**  
This course will concentrate on Israel's diplomatic history. It will discuss Israel international orientation in the 1950s, the role of the diplomats in the pursuit of security alliance with a great power, first with France and later with the United States; the search for peace and the diplomats role in the preparation to war, before and after the 1956, 1967 and 1973 wars; and the role of diplomacy throughout the Israeli-Palestinian rapprochement and conflict.

**The Great Powers in the Middle East, 1914- Present**  
This course will deal with the creation of the Middle East in its present form, with the entry of the Great Powers to the region after the First World War. It will discuss the rise of the British influence in the region and its decline in the aftermath of the second world war, the rise of Arab nationalism, as a counter force and the growing role and influence of the United States in the area, the turning of the Middle East into a great powers' Cold War battle field, and the role of the decolonization movement in the changing face of the Middle East.

**DR. DORON SHULTZINER**  
Spring 2009  
**Contemporary Issues in Israeli Politics**  
This colloquium looks at developments in Israeli politics, society and constitutional arrangements from the 1990s until present day. The main topics that will be covered in the course are the changing agenda and nature of the Israeli politics, the role of the Israeli Supreme Court in shaping political realities, new dimensions of political extremism, gender politics, and interest groups. A relevant historic review about each topic will precede each topic and will provide understanding of Israeli politics, society and law along specific topics. No previous knowledge of Israel is required.

**DR. DAVID TAL**  
Fall 2008  
**The Making of the U.S.-Israeli Relationship**  
The course will deal with the buildup and development of the Israeli-American relationship from the 1940s to the present. The course will describe the historical roots of the American support to the Zionist idea in the 19th century, the transfer of the Jewish diplomatic center from Britain to the US, the ideological roots of the US support of Israel and its extent, beyond the security dimension and the mutuality of those relationship, that is, the Israeli input in the creation of the Israeli-American special relations.

**Issues in Israeli National Security**  
National security is a prime issue in Israel, and it was so since its existence. Being established in war, leaving in hostile environment, Israel had to deal with issues pertaining to its national security with the highest priority. The course will focus on several issues pertaining to Israelis national security, bringing together military, diplomatic and social issues. We'll study the ideas that provided the basis for the development of Israels national security policy, build up of the IDF and the development of military strategy that were aimed to accomplish the goals of Israel's national security policy; the role of diplomacy in the shaping and conduct of Israel's national security policy; the pursuit of peace and the conduct of wars; military-civic relations in Israel; Israel and the non-conventional threats, nuclear and low-intensity conflicts.

**DR. DORON SHULTZINER**  
Fall 2008  
**History of Israeli Politics: Institutions & Society**  
This course explores the Israeli political system, its institutional characteristics and components, and its main political dilemmas. The course aims to provide knowledge about Israeli political history and society. Topics included will be the origins and the historical developments of the political system, electoral histories, and government formation. Attention is given to the dynamics between institutional arrangements and social cleavages in Israel and their interrelated effects. The course also discusses some of the main socio-political issues and tensions resulting from the dual definition of Israel as a Jewish and democratic state, religion and politics, and the effects of armed conflicts on politics and society. The course requires no previous knowledge about Israel.

**DR. PAUL RIVLIN**  
Spring 2008  
**The Israeli Economy**  
This course traces the history of the pre-independence and modern economy, examining the role of population growth and immigration, problems of inflation and stabilization, the balance of payments and sectoral developments. It analyzes the role of the Histadrut, the defense budget, the economics of the peace process of the 1990s, and Israel's integration into the world economy. The effects of the second Intifada and the current rapid growth of the economy are also examined.

**The International Oil Market and the Political Economy of the Middle East**  
This course examines the connections between the world's reliance on oil and the political economy of the Middle East. The first part of the course examines world energy markets and their development, with emphasis on the USA. It then places oil consumption into the wider energy context. The rise of China and India as energy consumers is also examined and some environmental issues are analyzed. The second part of the course looks at the Middle East as an oil supplier: what was the role of the West and how renter states have come into being. Economic and strategic conclusions are drawn.

**DR. DORON SHULTZINER**  
Spring 2008  
**Israeli Society and the Constitution in the Prism of the Law: History and Evolution**  
This course explores the evolution of the constitutional arrangement in Israel. The special role of the Israeli Supreme Court in shaping norms and protecting human rights in the lack of a formal constitution is highlighted. Special attention is given to the interpretation of the concept of ‘human dignity’ in extending the scope of protection to human rights in the 1990s. By way of examining the history and evolution of the Israeli constitutional law, the course also explores
some contentious political and social issues that were discussed by the Supreme Court, such as the Jewish character of the state, minority rights, and gender. The course “Israeli Politics: Institutions and Society” is recommended but not obligatory for taking this course.

**DR. DORON SHULTZINER**

**Fall 2007**

**History of Israeli Politics: Institutions and Society**

This course explores the Israeli political system, its institutional characteristics and components, and its main political dilemmas. The course aims to provide knowledge about Israeli political history and society. Topics included will be the origins and development of the political system, electoral histories, and government formation. Attention is given to the dynamics between institutional arrangements and social cleavages in Israel and their interrelated effects. The course also discusses some of the main socio-political issues and tensions resulting from the dual definition of Israel as a Jewish and democratic state, religion and politics, and the effects of armed conflicts on politics and society. The course requires no previous knowledge about Israel.

**DR. AMI AYALON**

**Fall 2007**

**The Near East: 1914-Present**

This course aims to explore the historic foundations and current attributes of Middle Eastern society, politics and culture. We will examine the historic roots from the late Ottoman period to World War II, then move on to analyze major themes in the region’s contemporary realities. Topics will include social and demographic trends, state-formation, nationalism, liberalism and democracy, Islamic radicalism and revolt, domestic and inter-Arab relations, the emergence of modern Israel, Turkey, and Iran, the Arab-Israeli conflict, and relations between the states of the region and the rest of the world.

**Land of Israel 1882-1948: Sources, Narratives, Perspectives**

This Junior/Senior seminar will examine the pre-1948 history of the country which for Jews is ancestral Eretz Israel and the Arabs call Palestine. We will review the two parties’ divergent outlooks at the point of departure, their views of each other, the dialogue/antagonism between them, and political implications throughout this turbulent period. Students will use secondary as well as primary sources, including (to the extent possible) sources in Arabic and Hebrew. We will conclude by assessing the impact of these disparities on later Jewish-Palestinian relations.

**DR. MICHAEL FEIGE (z”l)**

**Spring 2006**

**Great Powers & the Middle East, 1914-Present**

The course deals with the creation of the Middle East in its present form, with the entry of the Great Powers to the region after the First World War. It discusses the rise of the British influence in the region and its decline in the aftermath of the Second World War, the rise of Arab nationalism, as a counter force and the rowing role and influence of the United States in the area, the turning of the Middle East into a Great Powers’ Cold War battle field, and the role of the decolonization movement in the changing face of the Middle East.

**History of Israeli Foreign Policy**

The course concentrates on Israel's diplomatic history and discusses Israel's international orientation in the 1950's, the role of the diplomats in the pursuit of security alliance with a Great Power, first with France and later with the United States; the search for peace and the diplomat's role in the preparation to war, before and after the 1956, 1967, and 1973 Wars; and the role of diplomacy throughout the Israeli-Palestinian rapprochement and conflict.

**Fall 2006**

**Visions and Divisions: An Introduction to Israeli Society**

Built on the premises of Zionist ideology, Israeli state and society has to encounter to this day issues of inner and outer conflicts, multiple identity options and social divisions, some focused on the right way to define the national collective. This course will explore processes of identity formation in Israel, concentrating of the ideology, characteristics and social position of major social groups, such as the early Israeli pioneers, the second generation “Sabre”, and various religious, national and ethnic groups. The effects of gender identity and of the protracted conflict on forming an Israeli sense of self shall also be discussed. The course portrays the historical development of “Israeliness” through the state years, and reaches issues concerning contemporary Israeli society.

**DR. DAVID TAL**

**Spring 2006**

**Visions and Divisions: An Introduction to Israeli Society**

Built on the premises of Zionist ideology, Israeli state and society has to encounter to this day issues of inner and outer conflicts, multiple identity options and social divisions, some focused on the right way to define the national collective. This course will explore processes of identity formation in Israel, concentrating of the ideology, characteristics and social position of major social groups, such as the early Israeli pioneers, the second generation “Sabre”, and various religious, national and ethnic groups. The effects of gender identity and of the protracted conflict on forming an Israeli sense of self shall also be discussed. The course portrays the historical development of “Israeliness” through the state years, and reaches issues concerning contemporary Israeli society.
Fall 2004

**History of Modern Iraq**

This survey discussed thematically issues pertaining to the history of Iraq from 1948: David Ben Gurion, the father of the nation; security problems and the Arab-Israeli conflict; Israel political system from Labor dominancy to the Likud Governments; the ethnic tensions (Sephardim and Ashkenazim); the transition from socialist to free market economy; the ghosts of the Holocaust; the limits of the nation-state; Israel and its Arab citizens; Israel and the Religious and non-Religious identity; Israel and the Palestinian problem; and Israel in the aftermath of the 1967 War.

**History of Modern Iraq**

This course dealt with the negotiations on nuclear disarmament, explained why a disarmament agreement per se was never achieved, what was achieved, after all, and why. It described the influence of international diplomacy as well as domestic politics on the progress of the negotiations, and it described the conceptual change that took place in the United States position following the launching of the Soviet Sputnik that led first to a conceptual transition from the concept of Disarmament to the concept of Arms Control, a change that eventually allowed the signing of agreements like the Partial Nuclear Test Ban, the Non Proliferation Treaty, the SALT agreement, and so on.

**DR. OFRA BENGIO**

**Fall 2004**

**History of Modern Israel**

For more than a quarter-century, Israel has been the focus of world attention, particularly the United States. This course examined the history of Iraq, beginning in the late 19th century under the Ottoman Empire, when Baghdad was considered by the Great Powers a marginal, backwater city, through its evolution into a pivotal state in the Middle East, and internationally. It explored various social, economic, and political issues, and particularly the relationship between domestic and international developments. Doing so helped explain how the U.S. found itself drawn into a war with Iraq twice within little more than a decade.

**Minorities in the Arab World**

The issue of minorities is one of the most serious problems facing the modern state in the Middle East. Moreover, it is closely linked to an additional major issue: the need for democratization and representative government. This course analyzed the problem not only through the lens of the state, but also through the eyes of minority groups themselves, many of which predate the Arab-Muslim conquest of the 7th century. After providing a regional overview of the subject, the course focused on the “leading” minority groups of the region - the Kurds, Copts, Berbers, and Shiites - as well as the states’ respective discourses and policies towards them.

**DR. REUVEN HAZAN**

**Spring 2004**

**Introduction to Comparative Politics**

This course introduced students to the main concepts, institutions, processes and issues in the field of comparative politics. It also provided students with the major tools and methods for comparative political analysis. The course aimed at teaching students how to analyze the political institutions of different countries - largely the advanced industrial democracies, but others as well - and to assess their patterns of political behavior along with their resulting political outcomes. In doing so, it developed the students’ ability to compare institutions and outcomes across political systems.

**Israeli Politics and Society**

This course presented an analysis, couched within theoretical frameworks from other Western democracies, of politics and society in Israel. Emphasis was on classification, typological mappings and model-derived explanations of how the social cleavages in Israeli society function and behave in the political process, and how the political institutions influence social divisions, particularly in light of the reforms during the last decade that transformed Israeli politics. This course also exposed students to some of the contemporary socio-political issues in Israel, particularly the highly contentious problem of religion and politics.

**DR. REUVEN HAZAN**

**Fall 2003**

**Israeli Parties and Elections**

This course presented a comparative analysis of political parties and elections in Israel. The goal was to introduce students to the electoral politics of Israel while acquainting them with the basic terms, concepts and theories on political parties and elections. Emphasis focused on general, model-derived explanations of how the political parties function and behave in the Israeli electoral process, and particularly on the elaboration of the reforms that transformed the arena of Israeli politics in the 1990s and continue to reshape it today.

**Parties and Elections**

This course presented a comparative analysis, couched within theoretical frameworks, of political parties, party systems and elections in Western settings. The emphasis was on general classifications, typological mappings, model-derived explanations and the differences that affect the performance of parties and party systems. The goal of this course was to acquaint students with the basic terms, concepts, theories and arguments in the sub-fields of political parties and electoral systems, and to provide the theoretical and methodological tools necessary to undertake either an in-depth case study or a comparative cross-country analysis of parties and elections.
DR. MEIR LITVAK
Fall 2003
Modern Iran
This undergraduate lecture course reviewed the history of modern Iran from the crisis of the monarchy in the 19th Century through the modernizing royal dictatorship in the 20th Century to a revolutionary Islamic republic. The course examined the interplay between political, socioeconomic and cultural processes that shaped these developments, particularly the interaction between religion and politics, and that between foreign powers and domestic players. It also analyzed the causes of the Islamic revolution, and Iran's quest to reconcile between modernity and tradition by formulating new Islamic policies in the domestic and foreign arenas in the twenty-year period after the revolution.

Radical Islamic Movements in the Modern Middle East
This junior/senior colloquium reviewed the emergence and evolution of radical Islamic movements in the modern Middle East since the traumatic encounter with the West during the 19th Century to the present. It covered movements from the Taliban in Afghanistan and Ben Laden's al-Qaeda, going through the Iranian revolution, the Muslim Brethren in Egypt, Hamas in Palestine, Hizbollah in Lebanon to Algeria in North Africa. The seminar examined the interaction between modern Islamic ideologies and the political conduct of these movements in such issues as the desired type of Islamic government, the compatibility between Islam and democracy, the meaning of jihad in the modern period, women's rights and socioeconomic policies.

DR. MICHAEL BAR-ZOHAR
Spring 1993
Personalities in Israeli Political History
The extraordinary face of Israel was shaped by a gallery of charismatic founding fathers and a second generation of brilliant and often rebellious sons. Israel might not have existed without the prophetic figure of David Ben-Gurion. Its history might have been different without the staunch Golda Meir, the conciliating Levi Eshkol, the diplomatic Abba Eban, the intrepid Moshe Dayan, the magnetic Menachem Begin, the iron-willed Shimon Peres, the dedicated Itzhak Rabin, and others. The colloquium followed these leaders in the struggles that shaped the main decisions in Israel's history.

Israeli Foreign and Defense Policies, 1948-Present
Haunted by the danger of destruction by their neighbors, Israel's leaders have for years subordinated their foreign policy to the needs of national defense. The main goals of Israel's defense policy have been developing a powerful deterrent and destroying the enemy's power even at the price of war. These goals dictated the foreign policy of the country obtaining weapons abroad and concluding an alliance with the U.S. Only after Egypt's Anwar Sadat declared that he wanted "no more war" could the Israeli foreign policy win its independence and launch the present peace process.

DR. BRUCE MADDY-WEITZMAN
Spring 1991
Middle Eastern States
Whether it's Saddam Hussein, Fundamentalist Islam, the demographic explosion, or the gyrations of oil prices, the Middle East continues to be an arena of crisis. This course examined the political, economic, social and cultural challenges currently facing the Arab world, both individually and collectively. It analyzed the policy options facing the Arab states, searched for the link between domestic and regional issues, and placed them in the context of international developments, such as the coming economic union in Europe, and the breakdown of the Soviet empire and the rise of democratic movements in Eastern Europe.

DR. BRUCE MADDY-WEITZMAN
Fall 1990
The Near East, 1914-Present
This course was an introductory survey of the modern Near East in the 20th Century. Topics included a brief review of Islamic and medieval Near Eastern history, and the Ottoman Empire's decline. Special emphasis was given to the origins of the Arab-Israeli conflict. In the post-World War II period, focus was directed at pan-Arabism, inter-Arab political history, the economics and politics of modernization, and the petro-dollar revolution. Extensive time was devoted to the Palestinians, modern Israel, the unfolding peace process, and U.S. foreign policy toward modern Israel, and U.S. foreign policy toward the region. The history of individual countries was undertaken, with primary focus on Egypt, Saudi Arabia, Transjordan, Lebanon, Syria, Iran and Turkey.

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AVEVAMUSIC.COM
• Collected and formatted 600 primary source documents for multiple editions of *History, Politics and Diplomacy of the Arab-Israeli Conflict* - ebook

• Created Knesset sessions simulation for teaching Israel's legislative process

• Developed a card game that teaches events and figures in Israeli history (based on the game “Guillotine”)

• Collected and formatted primary source documents relating to the Carter administration and the 1978 Camp David Accords

• Transcribed and digitized a dozen recorded interviews with Israeli, Egyptian, Jordanian and American political and military leaders from the 1970s on the negotiating process

• Prepared entries for Israeli historical timeline for student travel to Israel

• Composed a daily series of 300-word historical summaries titled Today in Israeli History, one for each day of the year and uploaded to www.israel-ed.org

• Translated primary source documents relating to Israeli history into Dutch, Chinese, French, Spanish, and Hebrew

• Analyzed more than 100 college syllabi from Israel related classes to determine teaching biases by choices of topical and reading assignments

• Transcribed hand-written meeting notes related to the peace processes of the 1980s and 1990s

• Reviewed and updated academic research bibliographies relating to 26 central themes in Israeli history

• Completed study on the use of the academic framework of “Intersectionality” to deride Israel on campuses in the US

• Study carried out with Emory Law Faculty on international laws and definitions of sovereignty in the context of Jerusalem, used in curriculum on June 1967 War

• Created a digital, interactive map of Jewish land settlements in pre-state Palestine

• Compiled, edited, and formatted letters by Jewish Agency officials interacting with the British Mandate authorities in 1930s and 1940s Palestine

• Compiled and edited translations from Middle Eastern newspapers on issues relating to the Arab-Israeli conflict

• Served as a foreign law clerk for Israel Supreme Court Justice Daphne Barak-Erez

• Assembled books and articles and wrote summaries of relationships between Israeli Prime Ministers and American Presidents

• Studied of Israeli-European relations with a focus on France

• Studied impact of Israeli elections on American politics

• Constructed a first through fifth grade curriculum about modern Israel

• Assembled and organized documentation of the Jewish National Fund's role in Jewish state building in the 1930-1940s
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Bobbi and Jonathan Golden Family
Gould Family Foundation
Haberman Family
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Joshua Henne
Sam and Ronnie Heyman
Lynne and Phil Himelstein
Kurt Homburger
Jay Kaiman
Amy and Bob Klausner
Ethel and Philip (Z”L) Klutznick
Sam Klutznick
Stacey and Eric Kornblau
Eleanor and Marc Kramer
Deborah Lauter
Elanor Main
The Marcus Foundation
Billi and Bernie Marcus
Jeff Markowitz
Kristy and Jon Maslin
Marianna and Richard Mautner
Joanna and Lee Mendelson
Betty and Malcolm Minsky
Michael Morris
Steve Rackitt
Laurie and Larry Regan
Judith and Donald Rechler
Deborah and Mitchell Rechler
Paul Reisman
Diane Rieger
Nicole Ellerine and AJ Robinson
Jodi and Charlie Rosenzweig
Lily Rosman (Z”L)
Steven Rothstein
Robert A. Paul
Steven Sanderson
David Sarnat
Schusterman Family Foundation
Karen and Steve Seltzer
Marsha and Jerry Seslowe
Leslie and Steven Shapiro
Arnold and Tobyanne Sidman
Silber Families
Ben Silens
Debi Snow
Kerri and Jeff Snow
Eli Sperling
Denise and Mitchell Tanzman
Benay and Steven Taub
Anne and Leonard Thun
Thun Family Foundation
Toledo Foundation
Richard Walter
Heather Waters
Betina and Spencer Waxman
Lyn and Jay Weiss
Dov Wilker
Wizig Family
Sandy and Tim Wuliger Foundation
MB Zale Foundation
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