

U.S.-Israel Relations

PLCY 490/PWAD 690
Fall 2015



Facilitator: Shai Tamari

Wednesday, 1:25pm-4:15pm

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Overview & Objective:

This research seminar explores the complex relationship between the United States and the State of Israel starting in 1948. The thematic-built course will attempt to shed light on the political, economic, military, religious, and cultural reasons the United States and Israel have bonded so closely together, and the tensions and challenges the relationship faces. U.S. domestic politics and its impact on U.S. foreign policy in relation to Israel will be at the core of this course. By the end of the semester, students should have an intermediate to advanced understanding of what drives U.S.-Israel relations.

Research Seminar Topics:

- Zionism, the Founding of Israel, and the United States
- Settlements & Jerusalem
- Israeli Politics & Foreign Policy
- The United States and Israel: From Truman to George W. Bush
- American-Jews & the Pro-Israel Lobby
- The Other Pro-Israel Lobby: Christian Zionism
- The US, the Palestinians, and the Pro-Arab Lobby
- Economic & Military Aid
- Barak Obama & Benjamin Netanyahu
- The US, Israel, and Iran

Prerequisites:

Students are to submit an application form during spring or summer 2015 in order to be considered for the course.

Required Readings for Purchase:

- No books are required for purchase.

Suggested Readings Prior to First Day of Class:

- Harms, Gregory and Todd M. Ferry. *The Palestine-Israel Conflict: A Basic Introduction*. London: Pluto Book, 2012, pp. 47-204.

Assignments & Grades:

Activity		Grading Scale
Class Participation (inc. weekly assign.)	40%	93-100 A
News Round-Up	3%	90-92 A-
Paper's Topic & Preliminary Bibliography	5%	87-89 B+
First Five Pages of Position Paper (draft)	10%	83-86 B
Presentation	12%	80-82 B-
Final Position Paper	30%	77-79 C+
Total Points	100%	73-76 C
Extra Credit	2%	70-72 C-
		67-69 D+
		63-66 D
		60-62 D-
		below 60 F

1. **Class Attendance, Participation, and Weekly Assignments – 40%**

Class Attendance

Students are expected to attend all classes. Students who are unable to attend a class due to illness or other unexpected circumstances should communicate with me in advance. **Students who are absent from three (3) classes during the semester will not be able to pass the course.** If a student is unable to attend three (3) classes due to illness, he/she is advised to seek a medical withdrawal from the course.

Class Participation

It is not enough to simply show up to class. Students are expected to contribute to the class discussion, ask informative questions, and learn from one another. In order to do so, students are expected to complete the readings each week and arrive to class ready to challenge and be challenged.

Guidelines for Productive Group Discussions:

The following behavior is encouraged in class:

- Listening carefully to one another, with one person speaking at a time.
- Using polite language and speaking with respect.
- Valuing everyone's contributions with no put-downs.
- Challenging one another's ideas, not each other personally.

- Encouraging one another.

Weekly Assignments:

Each week students will receive an assignment related to their readings for the following week. The types of assignments will vary each week. The purpose of these assignments is to give you the necessary incentive to engage with your readings and to encourage active learning. Students will then share their findings in class within couples, groups, or with the entire class. **Weekly assignment are to be uploaded to Sakai (using the Drop Box option) by 12:00pm on the day of class.** Additional information will be provided during the first day of class.

2. News Round-Ups – 3%

Students are required to follow current events on U.S.-Israel relations on a daily basis. Topics include, but not limited to: Actions taken by Congress and the Administration in relations to Israel, Palestine and Iran; pro-Israel and pro-Arab lobby groups in the U.S.; presidential campaigners and their remarks on Israel and the Middle East; the Israeli-Palestinian conflict; Israeli domestic politics in relations to the U.S.; U.S.-Iran negotiations; UN, EU, or other countries and their relations with Israel; BDS activities; and more. Each week, one or two students will brief the class on the past week's news. The briefing should not take more than a few minutes, and students should discuss 2-3 events that occurred that week.

3. Topic of Paper, Structure, and Preliminary Bibliography – 5% (Due September 17, 2015, 11:59pm)

Using a Word document, students are to submit the question they wish to answer for their position paper, a paragraph explaining the topic, the subheadings of your paper (ie, how you plan on structuring it), and a list of at least 10 sources from which you plan to conduct research. No more than two sources can be taken from this syllabus. The list of sources can include books, journal articles, news articles, op-eds, websites, documentaries, etc. The sources are to be cited in the Chicago Style: Notes and Bibliography format. The purpose of this exercise is to allow you to begin thinking and planning your final paper. Please email me the assignment **by 11:59pm on September 17, 2015**. Please note that you may change the topic of your paper at a later date after consulting with me. Failure to submit this assignment on time will result in a deduction of 10 percent per day from your final assignment grade.

4. First Five Pages of Position Paper (draft) – 10% (October 8, 2015, 11:59pm)

Students are to submit the first five pages of their position paper (double-spaced), which will include: Introduction (incl. main argument), the main sections of the paper, and a revised bibliography list. Please email me this assignment **by 11:59pm on October 8, 2015**. Failure to

submit this assignment on time will result in a deduction of 10 percent per day from your final assignment grade.

5. Presentation – 12% (November 11 or November 18, 2015)

The purpose of the presentation is to allow the rest of the class to assist the presenter with their paper. Students will be required to present (5-7 minutes) their paper's argument, the reason(s) they have taken their position, the structure of the paper, and the sources they plan on using. The rest of the class will be tasked with challenging the presenter's argument (even if students agree with it), raise questions, and offer suggestions as to how to improve the paper (5-7 minutes). The purpose of this exercise is to "force" the presenter to think more deeply about their paper and to benefit from the various perspectives the class has to offer on the presenter's topic: The total amount of time allotted for this exercise is 12 minutes. You will not be allowed to exceed this time. Students may use PowerPoint, handouts, videos, etc. during their presentations. Students will be tasked with grading each other. The week in which you present will be determined by the instructor after fall break.

6. Final Position Paper (20 pages, double-spaced) – 30% (Due November 20, 2015, 5:00pm)

Students are to select one topic on U.S.-Israel relations. This topic may be one covered in class, or one that is not. You are encouraged to start researching your paper from the beginning of the semester, and **you are required to meet with me at least once during the semester to discuss your paper.** I will be available to meet with you as often as you feel necessary. However, it will be up to you to take the initiative to setup the meeting(s).

A well-structured position paper will include an introduction; background/history/overview; the position of X; the position of Y; your position and why you have chosen it; and a conclusion (other formats will also be accepted). **The argument of the paper should be made clear in the introduction.** You should therefore view this paper as a combination of 4-5 short papers that are connected and flowing. You may write 10 percent over or under the required 20-page double-spaced paper (18-22 pages). No more, no less. The final paper is to be emailed to me **by 5:00pm on November 20, 2015.** Examples of strong position papers are posted on Sakai. Failure to submit this assignment on time will result in a deduction of 10 percent per day from your final assignment grade. Students who fail to submit the paper at all will receive an Incomplete for their final course grade.

All students, regardless of writing abilities, are encouraged to seek the help of the UNC Writing Center while drafting your papers.

7. Extra Credit – Up to 2%

Students may obtain up to two (2) percent extra credit by attending events on campus related to U.S.-Israel relations (see News Round-Up section above for topics). In order to obtain extra credit, students will need to email me a paragraph about the talk, film screening, or conference they attended within a week of the event, describing the topic, the arguments posed, and what you learned from it. **Emails submitted more than one week after the event will not be accepted.** Each submission is worth one (1) percent.

Other Rules and Regulations:

Communication

The best way to reach me is via email. You may expect to receive a reply to your email within 24 hours; I ask that you reply to my emails within the same time frame. Please note that I read my work emails between 9:00am and 5:00pm on weekdays, and may access my emails less frequently on weekends.

Each week, on Wednesday or Thursday, you will receive an email detailing the required readings for the following week, as well as the assignments to be submitted. In addition, my weekly emails will include what we will do during the following class, as well as any further expectations/requests. Please read these emails carefully, as I take time to write them in order to facilitate your learning and use our class time efficiently.

Honor Code

In order to ensure effective functioning of the Honor System at UNC, students are expected to:

1. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes. If unsure about the limits of group work versus individual work on papers and projects, ask the instructor. Do not guess.
2. Consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
3. Treat all members of the University community with respect and fairness.
4. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Reports should be made to the office of the Student Attorney General.

If you have any questions about your rights and responsibilities, please consult the Honor Code.

Laptops/iPads/Phones

Laptops and iPads are to be used ONLY for the purpose of referring to readings or taking notes. Phones should not be used in class at all. Students are PROHIBITED from using their laptops, iPads or phones (or any other electronic device) for social networking, emailing, or anything unrelated to class. Failure to comply with this policy will result in the following: First time - Student will be asked to turn off his/her electronic device and not use it for the rest of the session; second time – Student will be instructed not to use any electronic devices for the remainder of the semester; third time – Student will lose 10 percent of final grade and be asked to leave for the remainder of the session; fourth time – Student will receive an F for the course. If a student needs to text, send an email, update their Facebook status, tweet, make a phone call, or conduct any activity unrelated to class on their electronic device, he/she may step outside class to complete this activity.

Tardiness and Deadlines

Class begins at 1:25pm sharp. You are advised to arrive to class 5-10 minutes ahead of time. Assignments are to be submitted by the deadline. *You are advised to set an internal deadline of 1-2 days prior to the official deadline for each assignment in order to ensure submitting them on time* (trust me, it works!). Extensions will be granted for the following reasons only: 1) Life changing events, such as the death of a loved one; 2) Serious illness, requiring hospitalization; 3) Extreme situations to be evaluated by the instructor. *Extensions will NOT be granted due to an overload of other school work or other commitments.* Students are expected to plan ahead of time and complete their work by the deadline, especially if they know a number of assignments are due around the same time. If you are unable to meet the deadline, you must communicate with me in advance. If you plan on requesting an extension, you will need to submit to me the work you have completed up to that point. Please see me if you require guidance on how to balance your school work.

Readings

Each week students will be required to read around 100 pages. All readings will be posted on our Sakai site. Students are advised to plan their readings ahead of time, divide them among the days of the week, and not wait until the weekend to complete them.

UNC Policy Regarding Discrimination and Harassment

Any form of violence or harassment, including sexual assault, relationship violence, and stalking is unwelcome at the University. If you or someone you know has been harassed or assaulted, you can find the appropriate UNC resources at <http://sexualassaultanddiscriminationpolicy.unc.edu/>.

The instructor reserves to right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible

Schedule – Summary

Week 1 (August 19, 2015)	Introduction
Week 2 (August 26, 2015)	Zionism, the Founding of Israel, and the United States
Week 3 (September 2, 2015)	Settlements & Jerusalem
Week 4 (September 9, 2015)	Israeli Politics & Foreign Policy
Week 5 (September 16, 2015)	The United States and Israel: From Truman to George W. Bush
Week 6 (September 23, 2015)	American-Jews & the Pro-Israel Lobby
Week 7 (September 30, 2015)	The Other Pro-Israel Lobby: Christian Zionism
Week 8 (October 7, 2015)	The US, the Palestinians, and the Pro-Arab Lobby
<i>October 14, 2015</i>	<i>Fall Break; No Class</i>
Week 9 (October 21, 2015)	Economic & Military Aid
Week 10 (October 28, 2015)	Barak Obama & Benjamin Netanyahu
Week 11 (November 4, 2015)	The US, Israel, and Iran
Week 12 (November 11, 2015)	Presentations (Group 1)
Week 13 (November 18, 2015)	Presentations (Group 2)
<i>November 25, 2015</i>	<i>Thanksgiving; No Class</i>
Week 14 (December 2, 2015)	Conclusion

Schedule – Detailed

Week 1 (August 19, 2015) – Introduction

In Class:

- Guest-Speaker: Dr. Preeti Vidwans – Psychologist, UNC’s Counseling and Psychological Services.

Week 2 (August 26, 2015) – Zionism, the Founding of Israel, and the United States

Reading Requirements:

- Israel. *Central Intelligence Agency - The World Fact Book*.
- Shlaim, Avi. *The Iron Wall: Israel and the Arab World*. New York: W. W. Norton & Company, Inc., 2001) –
 - Prologue: The Zionist Foundations (pp. 1-27)
 - Chapter 1: The Emergence of Israel, 1947-1949 (pp. 28-53)
- Mart, Michelle. “The United States and the Founding of Israel,” in *Eye on Israel: How America Came to View Israel as an Ally*, pp. 23-52.

In Class:

- Documentary screening: Defamation (Yoav Shamir, 2010)

Week 3 (September 2, 2015) – Settlements & Jerusalem

Reading Requirements:

- The West Bank. *Central Intelligence Agency - The World Fact Book*.
- CIA World Factbook – The Gaza Strip.
- Settlements 101. *Americans for Peace Now*.
- Eldar, Akiva and Idith Zertal. *Lords of the Land: The War Over Israel’s Settlements in the Occupied Territories, 1967-2007*. New York: Nation Books, 2007, pp. 333-399.
- “The Jerusalem Powder Keg,” *International Crisis Group*, Middle East Report No. 44, August 2, 2005, pp. 1-15,
- Watch: CBS News’ 60 Minutes – Jerusalem: City of David (15 minutes).

Recommended Readings:

- Lustick, Ian S. “The Two-State Illusion,” *The New York Times*, September 14, 2013.

- Friedman, Lara. "Israel, Palestine, and the Dangers of Magical Thinking," *Americans for Peace Now*, September 18, 2013.
- Dayan, Dani. "Israel's Settlers are Here to Stay." *The New York Times*, July 25, 2012.
- Brown, Nathan. "The Right Way to Bring Peace to the Middle East," *The National Interest*, June 4, 2015.
- Rudoren, Jodi. "Profit as an Incentive for Israeli-Palestinian Peace," *The New York Times*, June 8, 2015.

In Class:

- Guest-Speaker: Mohamed Hamed – Middle East and African Studies Librarian, UNC.
- Documentary Screening: *The Ultra Zionist*. BBC, 2011
- Presentation on the Gaza Strip

Week 4 (September 9, 2015) – Israeli Politics & Foreign Policy

Required Readings:

- Watch: Jon Stewart on Israeli election (March 18, 2015)
- Mahler, Gregory S. *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, Maryland: Rowman & Littlefield Publishers, Inc., 2011, pp. 117-159.
- Shindler, Colin (ed.). *Israel and the World Powers: Diplomatic Alliances and International Relations beyond the Middle East*. New York: I. B. Tauris & Co. Ltd., 2014 –
 - Introduction: Israel and the World Powers (pp. 1-21)
 - Israel and Russia: Jerusalem and its Relations with Moscow under Putin (pp. 125-151)
 - Israel and the European Union: Between Rhetoric and Reality (pp. 155-186)

In Class:

- Guest-Speaker (via Skype): Adi Lavi - Legislative Analyst, Congressional Department, Embassy of Israel.

Suggested Viewing:

- Interview Program: "The Enemy Within." *Al Jazeera English*, 2012 (45 minutes).

Week 5 (September 16, 2015) – The United States and Israel: From Truman to George W. Bush

*****September 17, 2015 - Topic of Paper, Structure, and Preliminary Bibliography*****

Reading Requirements:

- Quandt, William B. *Peace Process: American Diplomacy and the Arab-Israeli Conflict since 1967*. Washington, DC: The Brookings Institution, 2005, pp. 1-20.
- Shlaim, Avi. *War and Peace in the Middle East*. New York: Penguin Books, 1994, pp. 37-59, 104-131.
- Agha, Hussein and Robert Malley. "Camp David: The Tragedy of Errors." *The New York Review of Books*, July 12, 2001.
- Tyler, Patrick. "George W. Bush," in *A World of Trouble: The White House and the Middle East – From the Cold War to the War on Terror*, pp. 525-554.

In Class:

- Guest-Speaker (via Skype): Dylan Williams, Vice President of Government Affairs, J Street.

Week 6 (September 23, 2015) – American-Jews & the Pro-Israel Lobby

Required Readings

- Miller, Aaron David. "Israel's Lawyers: How Domestic Politics Shapes America's Arab-Israeli Diplomacy." In *The Much Too Promised Land: America's Elusive Search for Arab-Israeli Peace* (2008), pp. 75-124.
- Waxman, Dov. "The Pro-Israel Lobby in the United States: Past, Present, and Future." In *Israel and the United States: Six Decades of US-Israel Relations*, pp. 79-97.
- Resenblum, Mark and Dan Fleshler. "The Quest for Impact: Lessons Learned from the American Jewish Peace Camp." In *Israel and the United States: Six Decades of US-Israel Relations*, pp. 257-278.
- Beinart, Peter. "The Failure of the American Jewish Establishment." *The New York Review of Books*, May 12, 2010.
- Zengerie, Jason. "The Israeli Desert." *New York Magazine*, June 3, 2012.

In Class:

- Guest-Speaker (via Skype): Omri Ceren - Senior Advisor for Strategy, The Israel Project.

Week 7 (September 30, 2015) – The Other Pro-Israel Lobby: Christian Zionism

Required Readings:

- Mead, Walter Russell. “God’s Country?” *Foreign Affairs*, September/October 2006 [this link is only accessible when on UNC campus]
- Rubin, Neil. “The Relationship between American Evangelical Christians and the State of Israel.” In *Israel and the United States: Six Decades of US-Israel Relations*, pp. 232-251.
- Brog, David. *Standing with Israel: Why Christians Support the Jewish State* (Lake Mary, FL: Front Line, 2006) –
 - Motives (pp. 65-90)
 - Christian Zionism in Washington (pp. 133-158)
- Guttman, Nathan. “Israel is losing its Grip on Evangelical Christians.” *Haaretz*, March 11, 2014.
- Watch: With God on Our Side (Porter Speakman Jr., 2010) (82 minutes)

In Class: TBD

Week 8 (October 7, 2015) – The US, the Palestinians, and the Pro-Arab Lobby

*****October 8, 2015 – First five pages of position paper*****

Required Readings:

- Zanotti, Jim. “The Palestinians: Background and U.S. Relations.” *Congressional Research Service* (July 31, 2014) [read entire report]
- Christison, Kathleen. *Perceptions of Palestine: Their Influence on U.S. Middle East Policy* (Berkeley, CA: University of California Press, 1999), pp. 1-13.
- Marrar, Khalil. “The Effects and Potential of the Pro-Arab Lobby,” in *The Arab Lobby and US Foreign Policy: The Two State Solution* (Oxon, Canada: Routledge, 2009), pp. 84-119.
- Khatib, Ghassan. “Constrained and Now Corrosive: How Palestinians View the US Role,” in *Pathways to Peace: America and the Arab-Israeli Conflict*, edited by Daniel Kurtzer (New York, NY: Palgrave Macmillan, 2012), pp. 71-84.
- Malley, Robert. “The Peace Process and the Palestinian National Movement,” in *Pathways to Peace: America and the Arab-Israeli Conflict*, edited by Daniel Kurtzer (New York, NY: Palgrave Macmillan, 2012), pp. 109-134.

In Class:

- Guest-Speaker (via Skype): Ambassador Maen Rashid Areikat, PLO Delegation to the United State.

****October 14, 2015 – Fall Break; No Class****

Week 9 (October 21, 2015) – Economic & Military Aid

Required Readings:

- Feuerwerker, Marc C. *Congress and Israel: Foreign Aid Decision-Making in the House of Representatives, 1969-1976* (Greenwood Press: Westport, CT, 1979) –
 - Introduction (pp. 3-12)
 - Foreign Aid Legislation (pp. 24-46)
 - What Makes Israel Different? Causes of Widespread Support for Aid to Israel (pp. 76-106)
 - Congressional Opposition to Assistance to Israel (pp. 116-125)
- Sharp, Jeremy M. “U.S. Foreign Aid to Israel,” *Congressional Research Service* (April 11, 2014).
- Meir-Levi, David. “The United States Should Continue to Give Foreign Aid to Israel,” in *Opposing Viewpoints: US Foreign Policy*, pp. 146-152.
- Bandow, Doug. “The Case for Ending Aid to Israel,” in *Opposing Viewpoints: US Foreign Policy*, pp. 153-158.
- Rutenberg, Jim, Mike McIntire and Ethan Bronner. “Tax-Exempt Funds Aid Settlement in the West Bank.” *The New York Times*, July 5, 2010.

In Class:

- Guest-Speaker (via Skype): Major John “Stew” Welch (USAF) – Joint Staff Iraq/Syria Desk Officer, the Pentagon.

Week 10 (October 28, 2015) – Barak Obama & Benjamin Netanyahu

Required Readings:

- Netanyahu, Benjamin. *A Durable Peace: Israel and Its Place among Nations* (New York: Warner Books, 2000), pp. 321-352
- Watch: Stephen Colbert’s Obama’s Israel Trip (March 5, 2013)
- Heilemann, John. “The Tsuris – The First Jewish President,” *New York Magazine*, September, 18, 2011.
- Goldberg, Jeffrey. “The Crisis in U.S.-Israel Relations is Officially Here,” *The Atlantic*, October 28, 2014.
- Goldberg, Jeffrey. “‘Look...It’s my Name on This’: Obama Defends the Iran Nuclear Deal,” *The Atlantic*, May 21, 2015.
- Shalev, Chemi. “Obama’s Message: I Represent American Jewish Values Better than Netanyahu,” *Haaretz*, May 22, 2015.
- Watch: Israeli PM Benjamin Netanyahu’s Full Speech to Congress (March 3, 2015)

- Watch: [Jon Stewart's Bibi's Big Adventure](#) (March 3, 2015)
- Watch: [President Obama's Interview on Israel's Channel 2](#) (June 2, 2015)
- Friedman, Lara. "[Dear World: Netanyahu is Calling You Stupid.](#)" *The World Post*, May 29, 2015.

In Class: TBD

Week 11 (November 4, 2015) – The US, Israel, and Iran

Required Readings:

- Katzman, Kenneth. "[Iran: U.S. Concerns and Policy Responses.](#)" *Congressional Research Service* (July 24, 2014), pp. Summary, 1-13, 16-31, 38-41, 49-52, 57-58, 63-64, 68-69.
- Parsi, Trita. *Treacherous Alliance: The Secret Dealings of Israel, Iran, and the U.S.* (New Haven: Yale University Press, 2007), pp. 1-15.
- Parsi, Trita. *A Single Role of the Dice: Obama's Diplomacy with Iran* (New Haven: Yale University Press, 2012) –
 - Chapter 1 :A Peace of Necessity (pp. 1-8)
 - Chapter 2: With Friends Like These... (pp. 9-30)
 - Chapter 5: Israel and Obama Clash (pp. 69-78)
- Watch: [Jon Stewart - Under Miner](#) (March 10, 2015)
- Beinart, Peter. "The Era of Iran is Over; The Age of BDS Begins." *Haaretz*, June 6, 2015.

In Class:

- Guest-Speaker: [Dr. Trita Parsi](#) – President, [National Iranian American Council](#)

Week 12 (November 11, 2015) – Presentations (Group 1)

Week 13 (November 18, 2015) – Presentations (Group 2)

*****November 20, 2015, 5:00pm – Final position paper*****

**** November 25, 2015 – Thanksgiving; No Class****

Week 14 (December 2, 2015) – Conclusion

Shai Tamari – Bio

Shai Tamari is the Associate Director of the Carolina Center for the Study of the Middle East and Muslim Civilizations at the University of North Carolina at Chapel Hill. He is also a lecturer under the Department of Public Policy and the Curriculum in Peace, War, and Defense at UNC, where he teaches courses on the Israeli-Palestinian conflict, U.S-Israel Relations, and Palestinian Politics. Prior to his UNC appointments, between 2008 and 2010, Shai was the foreign policy adviser for Congressman James P. Moran (D-VA) at the U.S. House of Representatives, and focused on issues such as the Israeli-Palestinian conflict, human rights in Iran, and parental child abduction to Japan.

Born and raised in Jerusalem, Shai served in the Israeli military between 1994 and 1997. He earned a B.A. in Journalism from the Queensland University of Technology in Brisbane, Australia, and a Master's degree in Near and Middle Eastern Studies from the School of Oriental and African Studies (SOAS) at the University of London in the UK. In 2006, Shai was awarded a Rotary Peace Fellowship and studied for a second Master's in Global History, along with Arabic and Conflict Resolution at UNC-Chapel Hill. While a Rotary Peace Fellow, Shai worked in the summer of 2007 with the Cooperative Housing Foundation (CHF) International in Amman, Jordan.

Shai specializes in the history and politics of the Israeli-Palestinian conflict, is a native speaker of Hebrew, a continuing student of Arabic, and is certified as a mediator for North Carolina Superior Court Mediated Settlement Conferences.