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Ministry of Higher Education and Scientific Research  
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# **The Jewish Lobby Behind the US Power: A Diagnostic Study of Economic and Educational Jewish Systems**

*Extended Essay submitted to the department of English as partial fulfillments for the requirements of the Master degree in English (literature and civilization)*

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## **Dedication**

This work is dedicated to all whom I know with a special emphasis on:

- ✓ My parents who have supported me during all the stages of my life from birth up to now.
  
- ✓ My two lovely sisters Fatima and Asma as well as my brothers from other mothers BENMEKKI Hamza, BENZAMRA Nouredine, METRI Zakaria.
  
- ✓ Mr. Abdelkader BENSABA, who was, still is, and will continue to be my primary source of knowledge due to his endless support, psychological help, and pieces of advice without which I could not reach the end of this work.
  
- ✓ My best friends: FethAllah, Merouane, Youcef Soudani Youssef Mjihad,
- ✓ Fadia, Meriem ,Ghada, Lamis, and Mr Karim BOUSSALEM.....

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*In the name of Allah the most Compassionate, the most Merciful*

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## **Abstract**

The work in hand is about the contribution of the Jewish lobby in the US power with an emphasis on two main sectors (education and economy). The main objective is to highlight that contribution taking into account the important of the topic as a multidisciplinary one covering both civilization and politics). For the fulfillment of that object, a descriptive study was used to shed light on history and providing practical statistics. The main conclusion was that no one can neglect the role the Jews are playing not only in the USA but also all over the world.

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## **List of Acronyms**

ADL: Anti-Defamation League.

AIPAC: American Israel Public Affairs Committee.

AJC: American Jewish Congress.

BEA: The Bureau of Economic Analysis Data.

EU: European Union.

GDP: Growth/Gross of Domestic Product.

JCPOA: joint Comprehensive Plan of Action.

JINSA: Jewish Institute for National Security Affairs.

JQ: Jewish queers.

ME: Middle East.

MEF: Middle East Forum.

MENA: Middle East and North Africa.

MNC: Multinational Company.

MNCs: Multinational Companies.

MNE: Multinational Enterprise.

MOFAs: Majority-Owned Foreign Affiliates.

NNP: Net National product.

PACS: Public Action Committees.

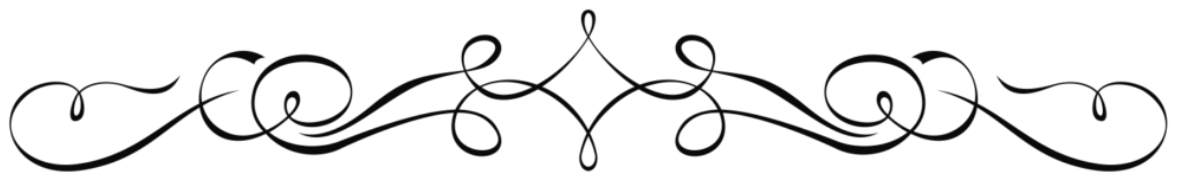
SHEEO: State Higher Education Executive Officers Association.

SHEF: State Higher Education Finance.

TNC: Transnational Corporation.

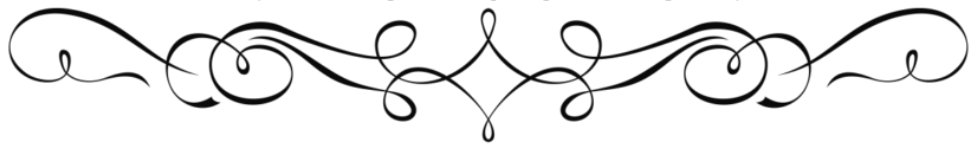
USA: United States of America

ZOA: Zionist Organization of America.



**GENERAL**

**INTRODUCTION**



## General Introduction

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The 21<sup>st</sup> century has resulted in a huge expansion of technology as well the spread of English based on what is generally viewed as the *Americanization* of the world under the concept of *globalization*. This last is seen as a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment aided by information technology.

Many scholars argue that the so called globalization is aiming at unifying the world under the same political system (Democracy), the same economic system (Capitalism and the Free Market System), the same religion (Monotheism or to believe in one God), and the same educational system (the LMD).

Besides, the process of globalization has effects on the environment, on culture, on human physical wellbeing in societies around the world, on economic development and prosperity, and on political systems. When it comes to politics, today's world is dominated by the United States of America. In this respect, the Jewish Lobby is seen to have strong basis in chapping the underlying criteria in almost all sectors (economy, politics, culture, and education).

The above mentioned facts motivated the researcher to have a look at the Jewish contribution in two vital as well as crucial spheres inside the US territories i.e. Education and economy. To this end, no one can neglect the roles the Jews are playing– still – and will continue not only in the USA but also all over the world.

The present research is turning around an important problematic situation related to the pros and cons behind the Jewish lobby contribution in making USA the first powerful nation in the world taking into account the collapse of the ex- Russian competing power (the USSR).

## General Introduction

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Based on the already stated problematic situation, two research questions were formulated to guide the work and clarify its directions:

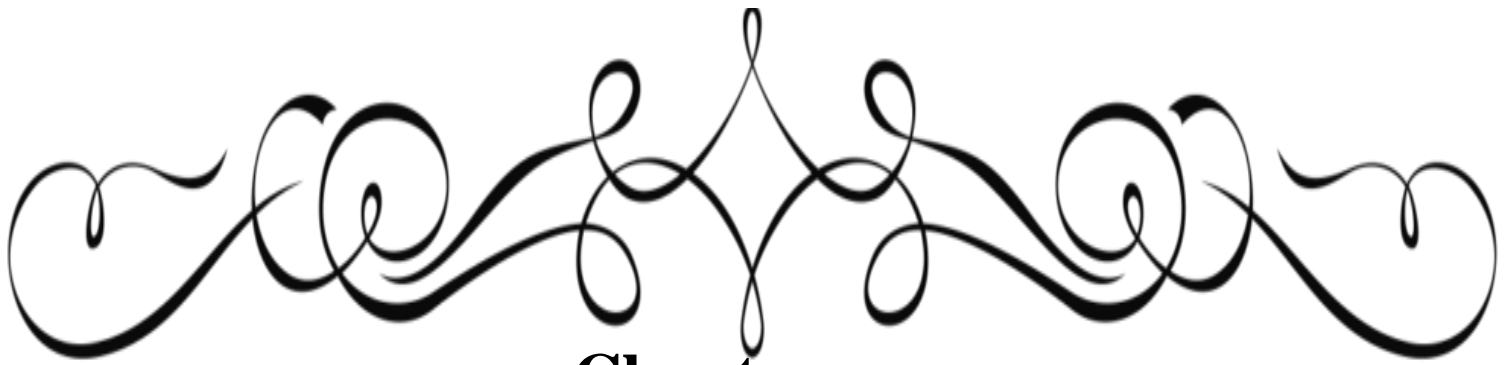
1. What are the characteristics of the U.S Educational system as well as elements of the U.S Economic power?
2. To what extent the Jewish lobby contributes in both the U.S educational and economic settings?

Thus, the following hypotheses are put forward to have insights on the frequency with which the Jewish lobby interferes in shaping the U.S economic and educational spheres

1. The Jewish teachers are likely to dominate the famous universities as well as the major companies in U.S.A.
2. The Jewish lobby is seen to contribute at a higher extent in the educational sphere and the economic power as well.

When it comes to the general layout of the entire research work, two main chapters were dealt with. Chapter one entitled The U.S. Educational and Economic Systems: An overview. The rationale behind it is to shed light on the important components of the educational setting namely higher education context. In addition to this, its second part is to draw the reader's attention to the major building blocks of the US economic zone.

The second chapter, on the other hand, is about the Jewish lobby contribution in the US power. Its purpose is to put the work in a practical vein by trying to pick out the strengths the Jewish supremacy over the USA education and economy.

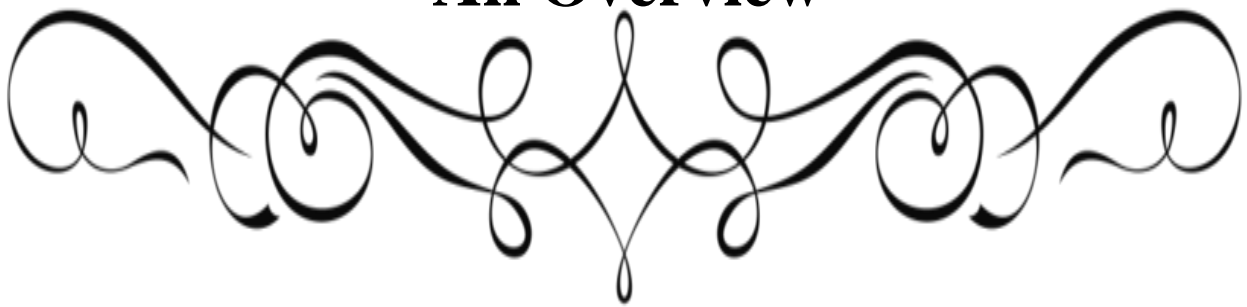


**Chapter one**

**The U.S. Educational and Economic**

**Systems:**

**An Overview**



### **1.1. Introduction**

The present chapter aims to shed light on the theoretical background of the entire research work which is about, the U.S. Educational and Economic Systems. In doing so, the researcher uses a descriptive approach when presenting the historical facts related to the changes education in USA in general and the higher one in particular witnessed. In the same line of thoughts, the major development of the economic system is dealt with relying on what experts provide as statistics

### **1.2. Education in US:**

The US educational system is characterized by having varied structures. For example, education is compulsory for all students until the age of 16 or 18 depending on the individual state. The following table summarizes the general structure of the US education.

<b>Stage</b>	<b>Characteristics</b>
Pre-K (Pre-school)	Optional in most states, for ages three to five or six years old
Elementary(Primary School)	Compulsory education, usually from age five or six for all children. Elementary school lasts for five or six years depending on the state structure. Education at primary level is free
Middle School or Junior High School	In some states, elementary school runs to grade five, before children move to middle school. Elsewhere, elementary runs to grade six before three years of junior high school Free of charge
High School or Senior High School(Secondary School)	If the state runs a middle school system, then the last stage of education is high school which students attend from age 14 to 18. If there's a junior high structure, then senior high is the last stage of education, from around age 15 to 18

**Table1.1: US Educational System (Adopted from US.ED.Gov 2017)**



The first stage is Pre-School (Pre-Kindergarten, or Pre-K) which is not compulsory and typically runs for a year or two, for children age five to six. However, this arrangement varies from State to State. Besides, Pre-schools are operated by private companies, community organizations; independent childcare providers. Also, they can have a specific focus, such as language learning or be a general early education program. (US.ed.gov 2017)

The second phase is Primary School (Elementary). At this stage, those reaching the age around six (depending on state laws) are required to attend elementary school in the United States. In other words, Elementary school usually lasts for five or six grades, starting from kindergarten class. Moreover, Students can move to the next grade as long as they reach a satisfactory level. Nevertheless, if they miss their grades or are falling behind the class, they have the right to start again the year.

The third step is Middle School or Junior High. After finishing the elementary grade, some states opt for a middle school system, and others have junior high. Hence, it starts a year later than the typical middle school. Typically, middle school begins when students have 11 years old, and junior high at the age of 12. So, both systems usually last for three years. In addition to that, Middle school is considered to be free in the United States and covers both compulsory and elective subjects.

The last stage is High School or Senior High School. The states opting for a middle school structure, students will progress to high school when reaching the age 14. On the other hand, in districts dealing with the junior high system, students move to the senior high school a year later, usually around the age of 15. The following part will shed more light on the notion of higher education.

### 1.2.1. The US Higher Education

According to the International Affairs Office, U.S. Department of Education (2008) higher education institutions in the United States are organized and licensed or chartered as non-profit or for-profit corporations, regardless of whether they are public or private. These corporate entities are governed by boards of trustees, who are citizens appointed by a governor or legislature (public institutions) or elected by the board itself (private institutions). Institutions thus established may be single campus institutions, multi-campus institutions or systems comprising several independent institutions.

First, *public institutions*, in addition to having governing boards appointed by state authorities, will also receive some annual allocation of state budget funds; some of their property may be state owned; and they may be subject to state regulations of other kinds depending on the nature of their relationship to the state as defined in their charters. Public institutions are internally self-governing and autonomous with respect to academic decision-making.

Second, *private institutions* are independent of state control even though they are licensed or authorized by state governments. They may be non-profit or for-profit, and may be secular or affiliated with a religious community. Some private institutions may be authorized by state governments to receive state operating funds and to provide some public services, such as operating publicly funded academic programs or functioning as state land-grant institutions receiving federal funding from the U.S. Department of Agriculture.

In sum, both public and private institutions may charge students tuition and fees; may receive gifts and donations and hold an invested endowment; and may earn income from research and instructional grants and contracts. Public institutions may have restrictions set by States on how much they can charge students and may be required to keep non-state gift and other income separate, often in foundations administered by alumni

Before speaking about the most famous universities and colleges in the USA, it is worth mentioning to highlight the measures needed to do so. According to Robert (2017) The measures fall into seven broad areas: undergraduate academic reputation (including peer assessment and, for the National Universities and National Liberal Arts Colleges categories only, high school counselors' ratings); graduation and retention rates; faculty resources (class size, for example); student selectivity (for example, average admissions test scores of incoming students); financial resources; alumni giving; and graduation rate performance

### **1.2.1.1. Best Universities and Colleges**

The most remarkable characteristic of U.S. higher education is its multiplicity. the curriculum of U.S. colleges and universities as well as the methods of teaching, are not controlled by the federal government as it is in other countries. But it is in the “independent” or “private” sector of higher education where diversity of educational philosophies, programs, and traditions is greatest.

Nowadays in the United States of America and in the whole world College has become one of the biggest financial decisions students and their families make. But before all they deserve to know all the information they can search out for it: Are modern undergrads satisfied? Will I get a good job and be a leader in my chosen profession?

According to Caroline Howard, who is a Digital Managing Editor, at the Forbes Media «Before you become a college student, you need to think like a graduate. Our objective is to showcase the colleges and universities that deliver the best return on your education investment dollars: low student debt, on-time graduation, quality academics, high earning potential and career success,»

To this end people will always choose the best college and universities to their sons and here it is the ninth annual FORBES ranking by Caroline Howard of the top 20 best colleges and universities in the United States of America. The Northeast take over the top of 2017 list, representing 17 colleges of the Top 25 on the list, followed by 5 in the West, 2 in the South and 1 in the Midwest.

The following tables will demonstrate the most successful Universities and colleges based on an annual study which was made on 2017 that ranks the best institutions on a national level.

Rank	Name	State
1	Harvard university	Massachusetts
2	Stanford University	California
3	Yale University	Connecticut
4	Princeton University	New Jersey
5	Massachusetts Institute of Technology	Massachusetts
6	California Institute of Technology	California
7	University of Pennsylvania	Pennsylvania
8	Duck University	North Carolina
9	Brown University	Rhode Island
10	Pomona College	California
11	Claremont McKenna College	California
12	Dartmouth College	New Hampshire
13	Williams College	Massachusetts
14	Columbia University	New York
15	Cornell University	New York
16	University of Chicago	Illinois
17	Amherst College	Massachusetts
18	Harvey Mudd College	California
19	Swarthmore College	Pennsylvania
20	<u>United States Naval Academy</u>	Maryland
21	Georgetown University	District of Columbia
22	Rise University	Texas
23	Bowdoin College	Maine
24	United States military Academy	New York
25	Haverford College	Pennsylvania

**Table 1.2 Top 25 Universities and Colleges of America in 2017(Adopted From the Caroline Howard Forbes Staff)**

Rank	Name	State
1	Stanford University	California
2	Williams College	Massachusetts
3	Princeton University	New Jersey
4	Harvard University	Massachusetts
5	Massachusetts Institute of Technology	Massachusetts
6	Yale University	Connecticut
7	Pomona College	California
8	Brown University	Rhode Island
9	Wesleyan University	Connecticut
10	Swarthmore College	Pennsylvania
11	University of Pennsylvania	Pennsylvania
12	Amherst College	Massachusetts
13	University of Notre Dame	South Indiana
14	United States Military Academy	New York
15	Northwestern University	Illinois
16	Columbia University	New York
17	Dartmouth College	New Hampshire
18	Tufts University	Massachusetts
19	Bowdoin College	Maine
20	University of Chicago	Illinois
21	Georgetown University	District of Columbia
22	Boston College	Massachusetts
23	Haverford College	Pennsylvania
24	United States Naval Academy	Annapolis MD
25	Davidson College	North Carolina

**Table1.3 Top 25 Universities and Colleges of America in 2016 (Adopted From Natalie Sportelli, Forbes Staff)**

### **1.2.1.2. The process of Decentralization:**

In comparison to other higher education systems all over the world, the American one is largely independent from federal government regulations and is highly decentralized. The United States has a highly decentralized system of education. According to **the Tenth Amendment (1791) of the U.S. Constitution (1787); “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”**

Therefore, the general authority to create and administer public schools is reserved for the states. There is no national school system nor are there national framework laws that prescribe curricula or control most other aspects of education. The federal government, although playing an important role in education, does not establish or license schools or govern educational institutions at any level.

The decentralized nature of U.S. education has its origins in the early history of the United States. In the 17th and early 18th centuries, what was to become the United States began as separate colonies established by settlers from several European countries. In the 13 British colonies that formed the original United States, the colonial governments or, in some colonies, local communities were responsible for education.

It was customary for each locality to establish and support its own school(s) and to educate its children according to its own priorities, values and needs. This history helps to explain why state and local governments today retain primary responsibility for administering elementary and secondary education in the U.S.

### **1.2.2. Funding**

Over a half of the US budget goes directly to finance the colleges and universities based on both the Jeffersonian ideal of limited government and the certainty that market competition tends to improve value and efficiency. Despite the fact that US government plays a significant role in sponsorship, American colleges and universities are supported further by diverse revenue sources that reflect the market options of students and parents as well as other customers of the goods and services that institutions offer.

#### **1.2.2.1. Sources**

The primary sources of funds for educational expenditures at public universities are state appropriations and tuition revenues, with more modest resources emanating from private charitable sources. University funds consist of government and non-government financial spending.

#### **1.2.2.2. Types**

First, Government fiscal expenses contains government appropriations; Second, government grants and contracts; Third, non-government fiscal expenditure contains tuition and fees; Four, private gifts, grants, contracts least but not last, investment income and so many other core returns. In public universities, government fiscal expenditure is primary and in private universities, non-government financial expenditure is primary, such as private gifts, grants, contracts.

According to Goldin and Katz (1999), the public universities of America are Well-known by their scale, scope, and funding structure. Even though the U.S. has more private than public four-year colleges and universities, about 63% of all students are awarded by public universities. This latter, serve a range of constituencies including undergraduate students,



graduate students and professional students while also producing both applied and basic research innovations, which may benefit local industry.

Higher education is the third-biggest main concern in state general finance budgets (the first states financials is based on taxes), after elementary and secondary education and Medicaid. Just within the last years and precisely in 2014, higher education accounted for approximately (9.4%) of the government main funding: about half as much as general fund spending on Medicaid, and one-fourth of state on the elementary and secondary education(k–12) education spending.figure1.

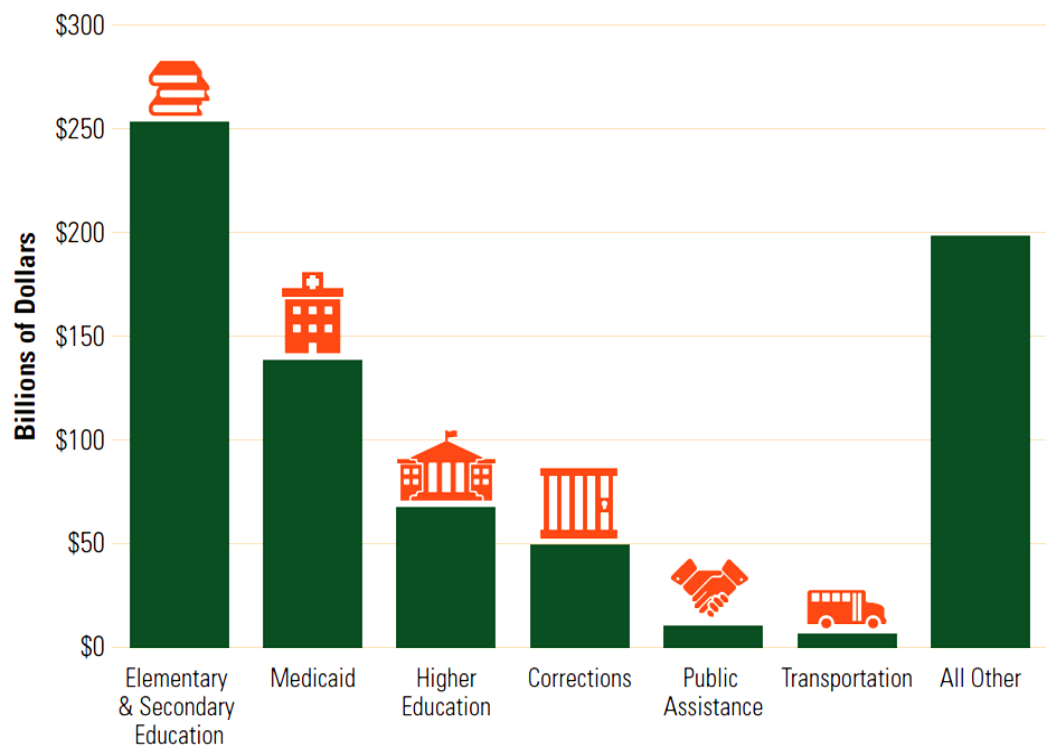
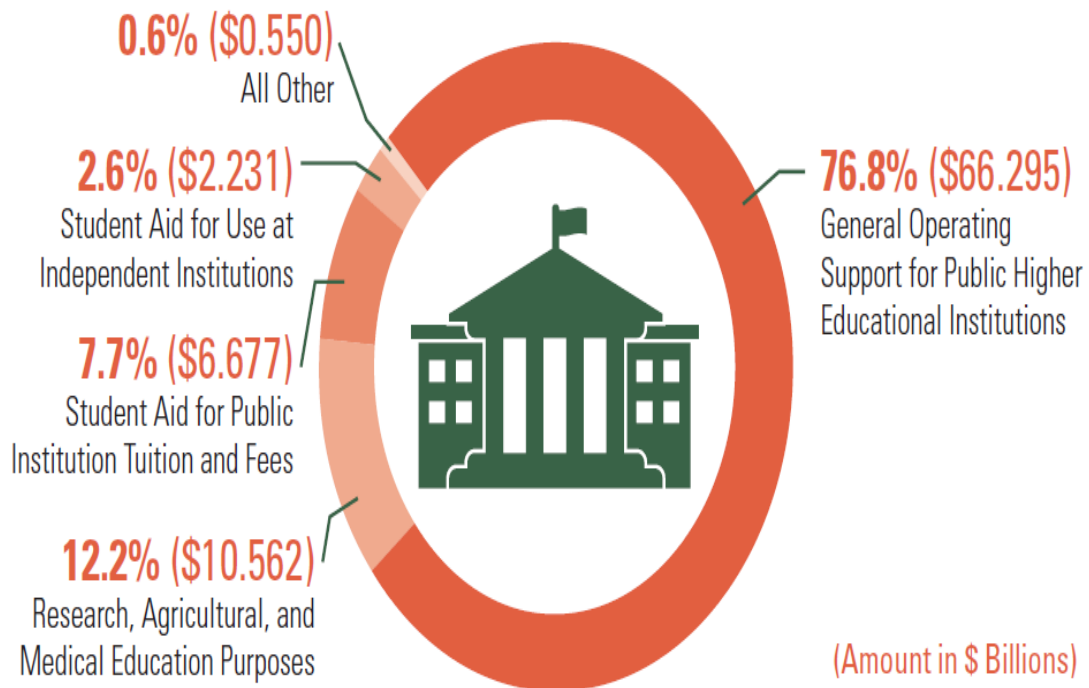


Figure 1.1: **State General Fund Expenditures in 2014 (Estimated), by Category** (Adopted from the National Association of state Budget Officers, **State Expenditures Report: Examining Fiscal 2012-2014 State Spending** -Washington, D.C; National Association of State Budget Officers, 2015)

Higher education has been described as the “balance wheel” of state budgets: state appropriations for higher education tend to rise disproportionately when the economy is strong, and fall disproportionately when the economy is weak. fuguer2.

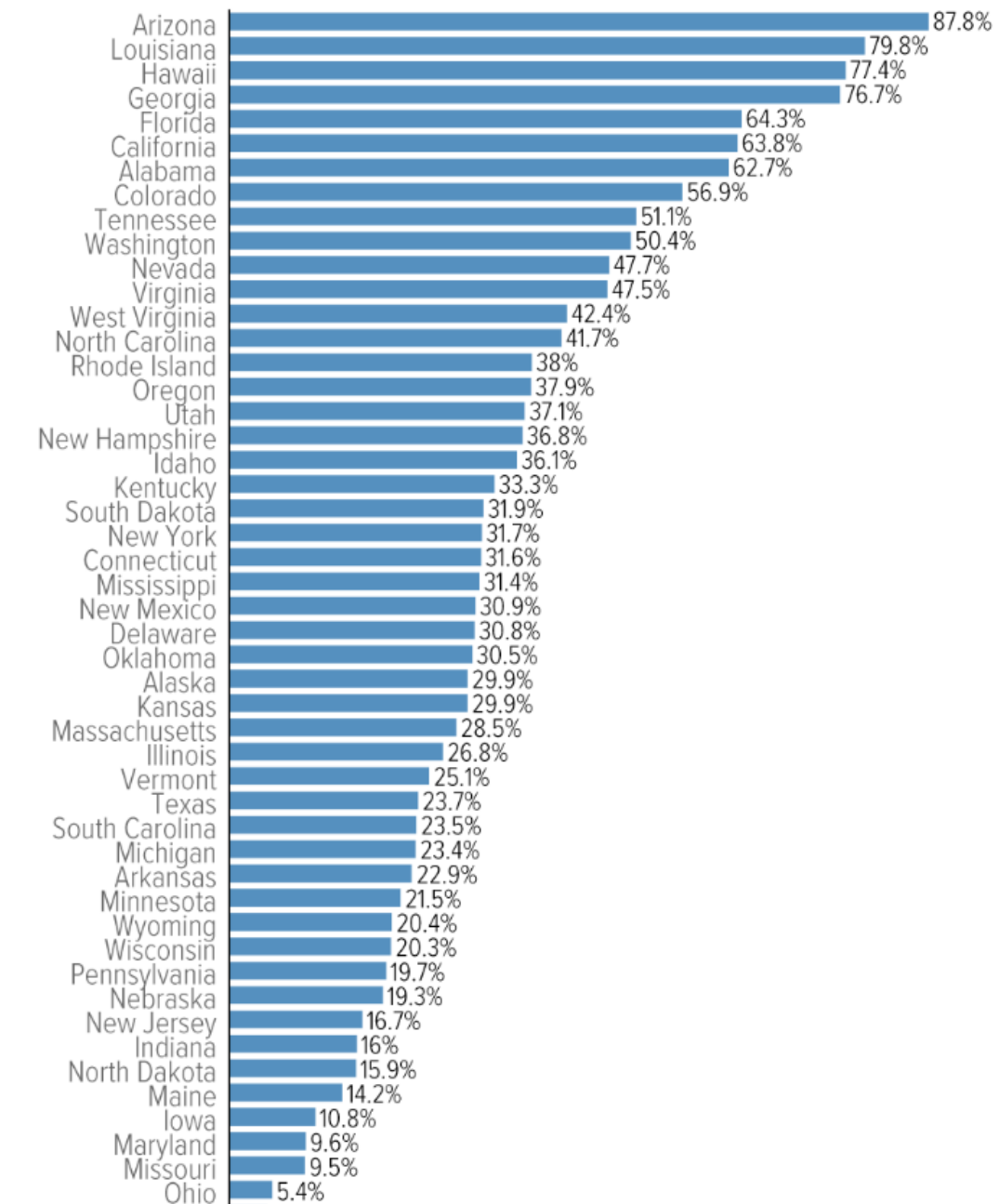
To this end there are three observations to support this description of the balance wheel : first, unlike state organizations, higher education institutions deal with separate budgets ( fundraising), reserves and revenue streams (tuition), and therefore acquire a perceived capacity to absorb cuts; secondly, Higher education institutions have a larger capacity to cut or measure the growth of employee pay in the awful times, (great depression and wall street crash) or raise it in good times, because they are not bound by state wide pay dimensions; and lastly Higher education institutions can vary program elements, such as course offerings and class sizes , and therefore it has an allied spending, in methods that may be complicated for state agencies. Figure2.



**Figure 1.2: State and Local Government Non capital Support for Higher Education in 2014 (Adopted from State Higher Education Executive Officers Association (SHEEO)—State Higher Education Finance -SHEF: FY 2014-Boulder, Colo.: State Higher Education Executive Officers Association, 2015).**

In view of the fact that public higher education is considered as a relatively flexible finance point—a rarity along with the proliferating fixed spending programs that take over the whole state budgets —each institution contends independently with unpredictable funding patterns, a volatility that has a profound impact on their operations. This unpredictability complicates long-term development and may condense their attractiveness as employers, since professors and other staff face greater vagueness about their job safety and long-term career scenarios.

Besides the inability to count on state funding shows the way toward tuition increases at the dreadfully times when those increases are not easy for students and their families to bear. Between 2008 and 2014, published public higher education tuition increased by (28%) after regulating for inflation. Tuition increased by more than (20%) in 29 states, more than (40%) in 10 states, and more than (60%) in 6 states. Tuition in Arizona rose by (87%) per student, after the regulations. These statistics have been remarkably considered as one reason that states willingly cut higher education support is that, unlike other areas of the budget, colleges and universities have their own revenue source: tuition which has increased sharply at public colleges and universities



**Figure 1.3: Percent change in average at public four years colleges inflation adjust 2008-2016 Adopted from colleges board "trends in college pricing" 2015**

### 1.3. The US Economy

The United States of America is a union of 50 States in North America. Its official currency is the U.S. dollar, and its economic system is considered to be one of the world's largest and wealthiest ones.

#### 1.3.1. History

In terms of historical development, the US economic history can be traced back to the following periods. First, the economy of colonial America (Pre-1776). Throughout its early history, the United States was an agrarian economy. In the late 1700s approximately 90% of the labor force was composed of farmers. Besides, in 1776, the economy of the thirteen original colonies was actually relatively stable, in stark contrast to the 20th and 21st centuries. Energetic economic growth occurred with population enlargement from births and immigration, but colonial Americans had logically become ever more self-sufficient. (Perkins 1988).

In the same line of thought, (Conte 2001) argued that the opening hardships of European settlers to the New World are well acknowledged, but soon northern success from the coat production and fishing boosted the confined economy. And as population growth, overseas trade, and common economic expansion permitted the colonies to sustain themselves. Americans such as Benjamin Franklin “foresaw pressure building to shift the stability of political and economic power within the British Empire crossways the Atlantic to the colonies (Perkins 1988).

Whether the world expected it or not, that shift of power is precisely what happened. By 1776, the regular living of free white American society was already high, with plentiful food and land supporting a reasonably high median income (Perkins 1988). Officially legitimate as a independent nation

with the Treaty of Paris in 1783, the worldwide economy of the United States of America is born.

The second period is linked to the Constitution and Pre-Civil War Economy (1787 – 1850s). In here, from the writing of the United States Constitution in 1787, America's economy has seen a marvelous growth. The Constitution provided a kind of “economic charter,” laying out regulation of both trade and funds by Congress.

Most importantly, the Opening boundaries allowed for an internal free course of goods and ideas (Conte 2001). At this level, Washington wanted to encourage fledgling American industry within a period when 90% of her citizens were engaged in agriculture, nearly every one of whom made everything they looked-for to live on their own farms.

Also, the first half of the 19<sup>th</sup> C saw a frontier opened by considerable developments in transportation. The US government built waterways such as the Erie Canal opening up a novel spots westward early settlers. After the 1840s—considered the Golden Age of the steamboat—a new means of transportation, the railway, that took up the American economy to places and heights it had never before seen (ibid).

In sum, the east was lastly and eternally connected to the west with the completion of the Transcontinental Railroad in 1869. The railroads became the driving money-making force of America in the second half of the 19<sup>th</sup> C backed by governmental land grants and multi-national investments. (American gov).

The Economics of War: The year of 1848 witnessed the discovery of gold in California. This latter, not only drew so many people out West; but rather shifted the balance of economic attention of the US By the inception of the Civil War in 1861, gold was not only a reinforce to the American

currency, but because of its role in Northern industry, it was indirectly a principal funder of the Northern war effort.

Inflation was uncontrolled on both sides (north/south) but above all in the South, which lacked the institutional and bureaucratic power of the North (Gordon 2001). For instance, in 1861 the United States saw the establishment of its first federal income tax and the earliest predecessor to the modern Internal Revenue Service (IRS) by the following year. The Civil War also caused a serious spike to the national debt, growing to eighty times its pre-Civil War size (Gordon 2001).

Reconstruction (1865 – 1929): years following the war. The South lay in economic disaster, and the slave-supported “aristocracy” was dissolved as plantations were divided up. Tenant-style farming or sharecropping became the major form of southern crop growing, predominantly among the recently freed slaves. Undeniably, those freed slaves by the liberation decree of 1863 were hit hardest by the chaos of the southern economy, and the untamed ideas of Reconstruction to recover.

By the Civil War, almost 75% of the national economy was motorized by manufacturing, most of which was in the North., Just, years after the end of the war the American economy was driven by innovation and invention that spurred remarkable growth of the industrial infrastructure. (America.gov).

The era was not without its economic collapse. Depressions of 1873 and 1893 were actually caused in great part by unrestrained progress and financial over-speculation. The Panics devastated commerce and spiked joblessness rates.



The US economic history within the early 20<sup>th</sup>C remains significant for major progressions in technology. The steam- and water-powered economy received a push by the spread of modern electricity, and the arrival of the automobile. Ingoing late into World War I (WWI), the United States was prepared to shift its industry and huge amounts of raw materials to wartime production. America mobilized not only millions of combatants, but an economy to carry up their needs abroad. As at some point in the Civil War, the subject of financing the military became a spotlight of the federal government (Rockoff 2008).

Economic affluence throughout the “Roaring” 1920s was driven by post-war consumerism. When the decade came to a crashing halt, a prevailing role is what the United States government would be compelled to play (Rockoff 2008).

Great Depression and World War II (1929 – 1945): The most significant events within the 20<sup>th</sup>C in America are the Great Depression and World War II. While the particular grounds of the Great Depression are both countless and tough to identify, the economic effects were catastrophic. At its climax, unemployment was almost 25% of the workforce as hundreds of stocks failed (about 40%) and millions of deposits were gone (Ferguson 2008).

Within the period of Franklin Delano Roosevelt presidency, America initiated a vast economic stimulus plan called the “New Deal.” The curriculum was designed to reconstruct the confidence lost during the gloominess (Depression) and put citizens back to work through government-sponsored works projects. The new Federal Deposit Insurance Corporation (FDIC) lured people back to banks and stores companies while the Public Labor Administration offered enormous tracts of economical housing.

The Federal Housing management provided government underwriting for renewal the mortgage market in the United States. The year of 1938 was a remarkable one, where US witnessed the rise of the Federal National Mortgage Association, or as it is called ( Fannie Mae).(Ferguson 2008).in a word, the New Deal greatly stretched the role of the federal government in the United States economy.

The modern ERA (1950s – up to date): While sections of Asia and Europe lay in catastrophic loss, the America sustained growing after the war, both in population and economically. The post-war “baby boom” was one of various consequences of the American armed forces going back home. Most notably, consumer spending and numbers of consumers compounded considerably. A period where the “Middle class became dominant” (Conte 2001).

From 1977 to 1981 the US presidency was under the control of Jimmy Carter, the 39<sup>th</sup> president of the most superpower economic nation of that time. Faced the dramatically increasing of the trade deficit, inflation hit its highest point since World War I, and unemployment had reached 9%. With the country in another depression, the 49<sup>th</sup> President Ronald Reagan was subsequently elected on pledges of smaller government in addition to lower taxes and improved deregulation. But Reagan did not also reduce public spending. The outcome of increased expenditures (particular in the military and defense) but decreased taxes was important increases in both the budget deficit and the state debt as the U.S. government was strained to borrow profoundly from other countries (America.gov).

A collapse of the early 1990s resulting from the stock market crash of 1987 was drawn out by high oil prices stemming from the Persian Gulf War, but consumer trust and expenditure helped keep the economy afloat. The 1990s economy was driven by the unbelievable advance of technology and

the Internet, whose companies made surprising gains on the stock market. (American.gov). The Federal Reserve keep an eye on America's economic rate, albeit President Bill Clinton's insistence on smaller government, it still played a dynamic role in the American's economy (Conte 2001).

### **1.3.2. Growth Domestic Product (GDP)**

A way to measure a country's economy is to look at its (Growth domestic product), that tells the total value of the goods and services that a country produces. To this latter The U.S economy is the world's third largest economy. In 2015, China became the world's largest economy and the European Union (EU) is second. And even though, the U.S. economy is still powerful.

The current U.S. GDP growth rate is 2.9 percent which means all the people and companies in the United States produced at a rate of \$19.754 trillion in the last year. As measured by traditional national accounting methods in the United States system of national accounts, the economy is divided into sectors based on who produces goods and services. And classifying these sectors based on what is being produced.

#### **1.3.2.1. Sectors**

Any national economy can be classified into three productive economic sectors: primary, secondary, and tertiary. The primary sector involves the harvesting and extraction of natural resources and elementary processing of these raw materials. Industries in the primary sector include farming, commercial fishing, mining, and the wood trade. Generally, the products formed in the primary sector are not sold directly to households for final expenditure but are sold to manufacturers as inputs. For instance, the wheat grown, harvested, sorted, and dried in the primary sector would be sold

to milling and baking companies in the secondary sector, which would then process the wheat into bread.

The secondary sector involves converting the outputs of the primary sector into products suitable for use or spending. It also includes industrialization such as aerospace, vehicle as well as electronics production, the chemical industry, the pharmaceutical industry and petroleum Refinement. In addition to these It also includes the construction of buildings and highways and utilities such as those that generate and deal out with electricity.

Finally we have the tertiary sector, also called the service sector. This sector involves the provision of services rather than touchable goods. The tertiary sector includes services as the transportation, marketing, and retailing of corporeal supplies and even the direct services without the distribution of any physical goods, as consulting, education, technology, administration, and tourism.

Growth in the United States has proceeded since the late 1800s. All sectors grew around the same rate. Then, between 1920 and the early years of the Depression of the 30's, the relative distribute from the tertiary sector enlarged while the other two sectors declined.

As the economy began to recuperate from the Depression, the secondary sector took off while the tertiary sector went into a relative decline. This development continued as the demands of World War II fuelled manufacturing growth. During the post-war period, industrial growth remained strong while the relative share of the primary sector declined. Finally, since the 1960s the secondary sector has declined while the tertiary sector has been the fastest-growing sector – a trend that is expected to prolong in the 21st century.

### 1.3.2.2. National Incomes and Wealth

National Wealth is the total value of all the monetary assets - debts of a country. So, it the value of wealth (assets and resources) possessed by all the citizens of a country at a given point of time. Whereas on the other hand the National Income or Net National product (NNP) is the value of all the goods and services produced by the residents (person, institution, company) of a country during the given year. It is called Net National Product (NNP). It includes the income earned by the residents within the country, as well as abroad. (Akhilesh Sajeev 2017). To distinguish wealth from income or as it called, the economists financial gain.

It is what people earn from work, however conjointly from dividends, interest, and any rents or royalties that square measure paid to them on properties they own.

In theory, those that own a good deal of wealth could or might not have high incomes, betting on the returns they receive from their wealth. However, in point of fact those at the terribly high of the wealth distribution sometimes have the foremost financial gain. (But it is vital to notice that for the made, most of that financial gain does not return from "working": in 2008, solely nineteen of the financial gain according by the thirteen, 480 people or families creating over \$10 million came from wages and salaries

### 1.3.3. Multinational Companies:

The multinational companies (MNC) so-called the multinational enterprise (MNE) as well as the Transnational Corporation (TNC) is a business association whose works and activities are traced in more than two countries and is the organizational structure that defines foreign direct investment. This structure consists of a country location where the firm is incorporated and of the establishment of branches or subsidiaries in foreign

countries. MNC can, clearly, differ in the coverage and extent of their multinational activities in terms of the numeral of countries in which they function. The biggest multinational company with hundreds of thousands of workers positioned outside its home country can run its work normally in more than 100 countries.

The Bureau of Economic Analysis Data (BEA) in accord with the statistical practice of many countries, defines a U.S. multinational company as any U.S. enterprise or activity that have at least a 10% direct property in minimum one foreign business enterprise.

The U.S. enterprise is the U.S. “parent.” It is a person, inhabitant in the United States that possesses or rules approximately 10% or more of the voting guaranties, or the tantamount, in the overseas business enterprise. Person is broadly defined to include any individual, section, partnership, associated group, organization, property, trust, corporation, or other association.

The businesses of U.S. multinational companies (MNCs) grew in 2010, reflecting a sustained growth in their operations out of the country and improved growth as well as in the homeland (United States). The global current-dollar value added of U.S. MNCs—the combined value added of U.S. parent companies and their majority-owned foreign affiliates (MOFAs)—increased 10.3 percent in 2010.

### **1.3.4. Strengthening U.S Economy:**

It is crystal clear that the world's great economy leader of the 20<sup>th</sup> century was the United states, pursuing the United Kingdom, the U.S was one among many fast growing powers that emerged in the markets, within the highest economy productivity levels supported by leading global companies in the wide array of industries, America was seen as the world’s most competitive economic power.

Though there is faster growth of Asian countries like China and India and even eastern and central European countries, in the actual times, the U.S economic strength has come into question since these fast-growing economies will be larger and bigger. Yet the strength of the American economy is led by the productivity and competitiveness of the companies operating on the American soil, efficient and innovative companies profitably create goods and services in a full partnership with their workers and broader communities. They are the foundation of a globally competitive U.S economy which is able of delivering productivity growth and rising standards of life.

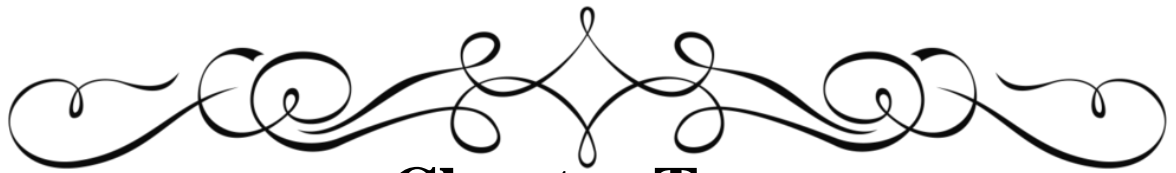
According to Matthew J (2009) “The contribution to the American economy of U.S. parents companies is progressively being called into question.\* Critics argue that these companies have “abandoned” the United States, and that policy needs to rebalance their domestic and international operations.” In the light of this quote we can tell that the U.S. multinational companies play a significant essential role in maintaining large shares of America’s productivity by enhancing its activities, capital investment and research as well as development and trade which will automatically pave the way to jobs and high compensation, yet the fact that the multinationals already abounding the American soil is a true threat to the American economy since these multinationals are the only jobs providers and economy boosters for American workers and worldwide operations.

The parents companies strengthen the U.S. through their own operations at the level of the national level, beyond employing millions of Americans; parents companies represent large amounts of the crucial acts that make their workers and the whole economy more competitive and productive.

### **1.4. Conclusion**

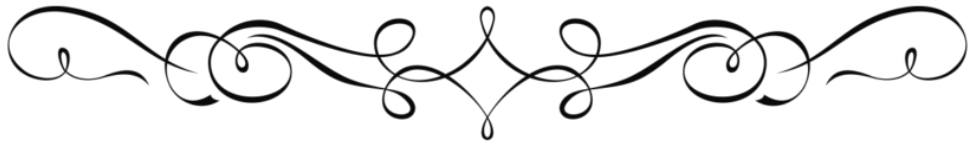
In the first chapter, the researcher worked on defining the concepts that are related to the topic discussed. Its main objective was to clarify how the United States of America reached its current power and ranking in today's world by focusing on the process of enhancing the quality as well as the sustainability of its education through the shift from academic to an more professional degrees paving the way for a more economic widen horizon citizenship.





## **Chapter Two:**

# **Jewish Contribution in USA**



### **2.1. Introduction**

The second chapter of the present research will be dealing with the Jewish lobby behind the US power. To this end, it is important to highlight the definition of the term “lobbying”. Later on, putting the reader in the vein of how that lobby shapes the US power is highly recommended.

### **2.2. The Lobby System**

The term lobby was seen as being “the process of seeking to influence government and its institutions by informing the public policy agenda? It is also, of course, the art of political persuasion. The public policy agenda does not just consist of the legislature and the civil service. A full-spectrum campaign may also need to seek to influence executive agencies, Quangos (semipublic administrative institution), regulators, local government and the media. These are the sets which dictate the public policy agenda, and it is the procedure of seeking to enlighten and influence them which we refer to as lobbying. Zetter p3.

According to the English oxford dictionary “a lobby” is a group of people seeking to influence legislators on a particular issue as well as it could be defined as an organized attempt by members of the public to influence legislators. Furthermore, based on the bossiness dictionary definition the lobby system is the act of attempting to influence business and government leaders to create legislation or conduct an activity that will aid a particular organization. As well as it is considered like any attempt by individuals or personal interest groups to influence the decisions of government; in its unique connotation it referred to efforts to power the votes of legislators, generally in the lobby exterior the legislative chamber. (Brian Duignan - Britannica-2017)

Moreover, according to Harvard Journals on Legislation (1998), “Lobbying” is the process of entreat government to influence public policy. The right to petition government is one of the most valued rights in democratic structures of government. Distinctively documented in the Magna Carta of 1215, the right to petition American command was frequently affirmed in colonial American treatises, such as the Declaration of Independence, post-revolutionary federal and state constitutions, plus the Bill of Rights.

We use "the lobby" as a convenient short-hand term for the unfastened coalition of individuals and organizations that actively work to shape U.S. foreign policy in a pro- Israel direction. The use of this term is not meant to suggest that "the lobby" is a unified lobby group with a central guidance or that individuals within it do not disagree on significant problems. The lobby is not a cabal or conspiracy, and its activities are essentially consistent with the interest-group tradition that has long governed American political life. (Mearsheimer and Walt/ Israel Lobby P40)

### **2.3. The Jewish Lobby**

The United States is a nation of immigrants, so it will not catch anyone off guard that ethnic lobbies historically have a rather great influence on its foreign policy. One of the most powerful and pervasive special interest groups in the United States of America is the Jewish (Israel) lobby. It consists of a massive amount of influential institutions and individuals that work to influence Congress, the president, academia, the media, religious foundations, and American public view on behalf of Israel. And at its helm, there is the American Israel Public Affairs Committee (AIPAC).

For more than half a century, it has been contributing to the strategic partnership between the Jewish State and the United States. **“Were it not for the lobby’s ability to work effectively within the American political system, the relationship between Israel and the United States would be far less intimate than it is today”** ( Mearsheimer and Walt: The Israel Lobby P39).

To this end the British politician Nigel Farage in a heated talking about the -foreign lobbies- in the United States of America and its influence; stated that **“Jewish lobby’ has disproportionate power in the US, There are about six million Jewish people living in America, so as a percentage it’s quite small, but in terms of influence its quite big”**

On the other hand, Kevin MacDonald, who is a psychology professor at the University of California, stated that :**“there are approximately 300 national Jewish organizations in the United States with a combined budget estimated in the range of \$6 billion—a sum greater than the gross national product of half the members of the United Nations.”**

This particular lobby, the Jewish, uses the undue influence of Jews in America to get the United States to do the fighting, dying and paying for battles that are not in its own concentration, causing the American soldiers to die for Israeli Jewish government interests, it was “the Lobby” that, according to Walt and Mearsheimer, drove America into the war against Iraq, and threatens to take the US into a war again and this time against Iran. In other words, real Americans are being killed because other Americans, whose foremost loyalty is to the Jewish nation, are controlling America’s political, media, academic and cultural leaders, as well as usual American citizens. American Jews who support Israel – even in a critical way – are thus being disloyal to the United States by placing the interests of a foreign state above

the interests of their own country. (Mearsheimer and Walt: The Israel Lobby p17.18.19)

At last, Ariel Sharon, when he was asked about the American pressure over Israel **"Every time we do something you tell me America will do this and will do that... I want to tell you something very clear: Don't worry about American pressure on Israel. We, the Jewish people, control America, and the Americans know it."** Based on this numerous definitions of the Jewish lobby within the United States of America highlighted directly the idea or the statement said by the prime minister

### **2.4. Major Jewish Lobbies**

In US and probably in the whole world no lobby is feared more and supplementary by politicians than the Jewish one. If a man of state or a politician does not play ball with the Jewish Lobby, he will not get elected, or re-elected, and he will either be blacken or ignored by the Jewish-owned major media. All Jewish lobbies and organizations are interrelated and there are hundreds upon hundreds of them.

The leaders of the various Jewish Lobby groups go to the same synagogues (Jewish assembly), country clubs, and carve up the alike Jewish investment investors and bankers. This Inter-connectedness enlarged to the Jews who run the US Homeland Security, the Federal Reserve Bank and the US State Department. In other words, "Jews bond together." Americans must distinguish how extremely powerful the Jewish Lobby is and how it manages to undermine America's interests both at home and abroad. by spoiling America's political system -At home, and by dictating American Foreign Policy alongside with America's best interests- at abroad .

As far as the first lobby named the American Israel Public Affairs Committee (AIPAC), it has a body of over 150 workers and an annual budget of over \$60 million resulting from a very private assistance, wealthy Jews and Jewish-owned businesses. In other words, Nathanael Kapner states that “**money corrupts & Jewish money corrupts the American political system absolutely.**” AIPAC has many Public Action Committees (PACS) attached to their Lobby. These committees are sanctioned by Federal Law that gives a *massive* contributions and denotations to political candidates. PACS are the resources by which AIPAC and *all* Jewish lobbies make the most of the *immense* affluence of Jewry to bribe US politicians. AIPAC is currently lobbying for the US to hit Iran from years till now; Howard Kohr is the head of this lobby organization AIPAC.

When it comes to the second lobby, the American Jewish Congress (AJC) can be seen as having a vital role as its background traced from 1918 when Woodrow Wilson’s “influential friends,” Rabbi Stephen Wise, (initiator of AJC in 1930), and Judge Louis Brandeis, (co-initiator), contributed in the sketching of the disreputable *Versailles Treaty* of 1919 which made unreasonable demands on Germany. Presently, the AJC works with numerous Congressmen and bought Senators such as (Jeff Bingaman) to push through bills with Zionist programs. AJC’s Executive Director is Neil B. Goldstein.

Regarding the Conference of Presidents of Major American Jewish Organizations, it has **51 of the** biggest Jewish organizations come together commonly under the umbrella group of the *Conference*. Their operation Statement deals with, “**Forging diverse groups [there is no such as “diverse” in Jewry] into a unified force to foster the special US-Israel relationship**” (ibid). The *Conference* also has many “PACS.” The *Conferences’* Executive Chairman is the powerful Anti-Christian Jew, Malcolm I. Heinlein

Least but not last, the Jewish Institute for National Security Affairs (JINSA), founded by Jewish Neocons Richard Perle & Eliot Abrams in 1976. Whose under the rule now of Norman Hascoe, and its mission is to sponsor US assist toward Israel with military hardware. JINSA has its Jewish tentacles everywhere including the *US Department of Defense*. On the other hand, the biggest Part of JINSA's annual budget used up on providing munificent "educational" trips to Israel for key politicians and the high ranking US military personnel.

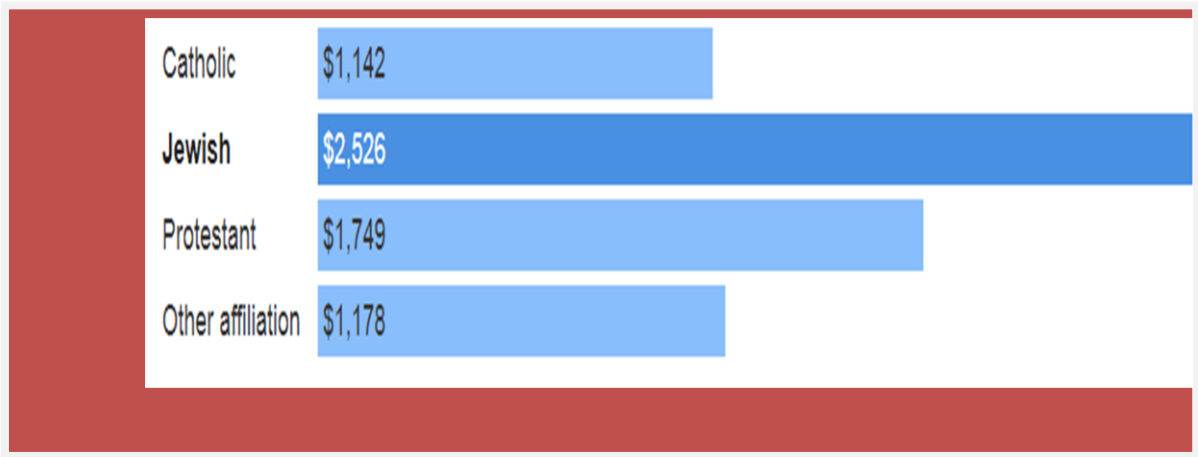
In sum, there are so many other Jewish lobby organizations and institutions such as the **Middle East Forum (MEF)** which upholds American interests in the Middle East and protect Western values from Middle Eastern threats as well as **the Zionist Organization of America (ZOA)** that **promotes the political Zionism keeping Jerusalem unified under the Israel sovereignty.**

### **2.5. The Lobby within the Educational Sphere**

In here, the researcher is likely willing to identify the contribution of the Jewish lobby within the US educational sphere. Amongst the vivid and crucial elements illustrating this idea; one can tackle the university clubs.

#### **2.5.1 Charity and funds**

The majority of Jews, despite the consequences of their economic status pay attention to their cultural and religious obligations to give. In fact, (60%) of Jewish households receiving less than (US\$50,000) a year donate, compared with (46%) of non-Jewish households in that income bracket. The regular of once a year Jewish household contributes (\$2,526) to charity annually, outlying more than the (\$1,142) for Catholics or the (\$1,749) their Protestant parallels provide, according to the statistical measurement of the Giving USA as illustrated in figure 2.1.



**Figure 2.1 Average giving by Religious Affiliation in the USA (Adopted from the Giving USA website: the Conversation, CC-BY-ND)**

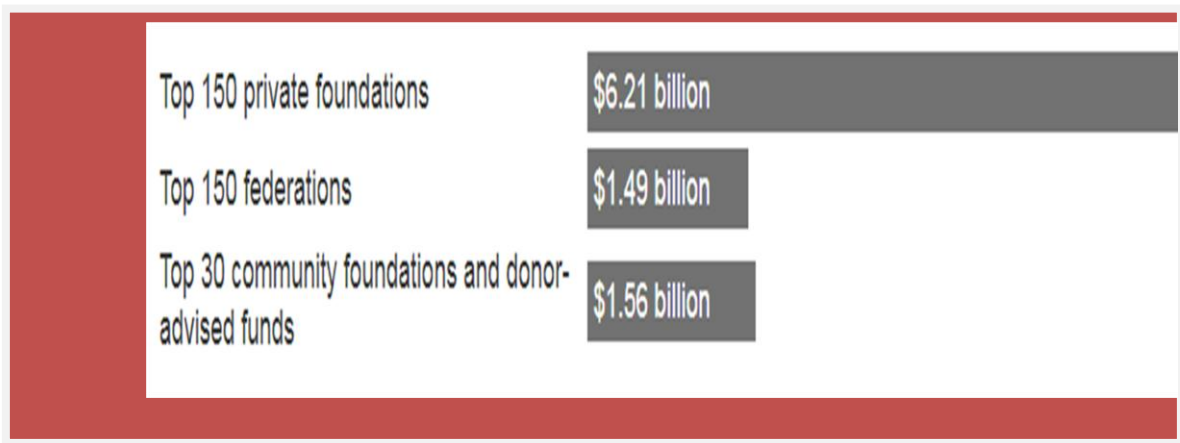
According to Connected to Give, a larger percentage of Jews give to charitable causes than households of other faiths, a cooperative effort by foundations to calculate religious giving trends such as the (Jewish university clubs). (76%) of American Jews gave to charity in 2012, compared with (63%) of the whole Americans who monitor other religions or the unreligious at all. And to this end, there have been always an obvious question that comes across the minds of the American citizens as well as the statistical readers' which is what is the aim behind this tremendously charitable behavior? Only Two clarifications involve education and wealth, traits strongly correlated with philanthropy.

The Jewish community is always considered as one of the nation's most educated and wealthy demographic groups. American Jews have an average of 13 years of schooling, and that is the highest for a major U.S. religious community and (44%) belong to households with yearly incomes of \$100,000, the biggest amount for any most important ethno-religious community.



Naturally, one more motive for Jews' generous tendencies is their faith, regardless of how devoted they are toward their religion. There is a well-built theological foundation for the Jewish community's robust giving, just as is the case with other religions. On one hand, and as expressed in Hebrew, the Jewish concept of "tzedek" means justice. On the other hand, "tzedakah" is all about charitable giving, and for "chesed" denotes mercy or kindness

The three concepts raised instruct and induce all Jews to give the donations and take care of people who are less fortunate with compassion i.e likewise in our religion Islam under the concept called (**al zakat**) which means donations and charity ( see figure 2.2 .



**Figure 2.2: Average Total Expenditures by Leading Jewish Philanthropic Efforts in 2014 (Adopted from Hanna Shail Bar Nissim: the Conversation, CC-BY-ND)**

Based on a research done by Pete Souza, who is a white house photojournalist during the presidency of Barak Obama at the Cohen Center for Modern Jewish Studies at Brandeis University. He stated that,

Most of these funds flow to social, welfare, educational, health, research, science, advocacy and art, cultural and environmental causes? Donations support tens of thousands of local and international nonprofits serving a wide range of ethnic and religious communities in the U.S., Israel and elsewhere.

An Additional investigate indicates that only (9.6%) of rewards from so-called “Jewish mega-donors” between (1995/2000) that summed (\$10) million or more funded Jewish causes. Nearly half of them supported higher education and none supported religious grounds.

The Billionaire Stephen Schwarzman’s; (\$150) million gifts to Yale University in 2015 is one illustration of Jewish aid for non-Jewish grounds. Alternatively, some of these main rewards support mostly Jewish universities as well as the Jewish communities within US colleges, such as the (\$400) million the estate of Howard and Lottie Marcus bequeathed to Ben-Gurion University of the Negev in Israel.

### **2.5.2. Jewish clubs at US Universities**

*Princeton University* the fourth-oldest college in the U.S. is renowned worldwide for its prestigious academics, ranked the best college by the U.S. News and World Reports. Princeton offers degrees in natural sciences, social sciences, humanities and engineering. Princeton's active Hillel, or Center for Jewish Life, provides Jewish students chances to contribute in religious studies through ongoing series, lectures, classes, fellowships and travel. Hillel

at Princeton organizes service-learning trips for students looking for alternative spring breaks and cultural exchanges.

In the second place *Yale University or Yale Hillel*, also known as the Joseph Slifka Center for Jewish Life, serves as a place for students to discover and explore their Jewish identities during their college period. Hillel-affiliated student organizations include Jews for Justice, a group committed to pursuing social and economic justice at Yale; Magevet, a Jewish a cappella group; Founded in 1993, considered as one of the nation's opening Jewish a cappella singing crew. A coed ensemble comprised of undergraduate students at Yale University and a group with a different prospective, which aims to create a haven for dialogues on Jewish and Muslim issues.

With an experience over 375 years in educating students, *Harvard University* that is best known for its stellar academics, is made up of Harvard College, numerous graduate schools and a library structure with the oldest collection in America . "Harvard's Center for Jewish Studies was originated in 1978, a setting for enduring studies of Judaica passing through lectures, publications, symposia and fellowships.

Students in this university run numerous groups, such as the Harvard College Progressive Jewish Alliance, which deals with finding solutions within the political spot in America precisely and around the world in general, as well as the Harvard College Bagels, which is devoted to facilitate the visibility of queer/Jewish people. In addition to such significant assemblies, The Harvard Business School also congregates the Jewish Students Association to maintain and support the Jewish community on its campus.

*Stanford University* that is situated between San Francisco and San Jose is in the epicenter of California's Silicon Valley. Both the Hillel at Stanford and the Rohr Chabad House at Stanford as well make available places for students to explore their legacy and Jewish identity. This historical

university that was founded in 1885 hosts a number of groups for Jewish students, including the Jewish Student Association; the Jewish Queers (JQ), J Street U, which discusses peace, security and social justice issues; and TAMID Investment Group, which attracts students concerned with business in economic ventures in Israel. Also this university endorses a Jewish community within the Stanford Law School, under the name of The Jewish Law Students Association.

Least but not last the *Dartmouth College*, a private Ivy League school, well recognized for its high research activity. The Roth Center for Jewish Life the best known as the Big Green's Hillel, facilitates a large number of programs and events for Jewish students. Weekly Hillel activities hold Jews and Jews, Shabbat services and dinner. The Roth Center also supports the Jew Crew for Dartmouth freshmen, which give out an opening life at Hillel, and Challah for a Cause, a group that bakes challah for a local homeless shelter.

### **2.6. The Jewish Contribution in US Economic Sector**

The relationship between the United States and Jews is a lightning stick for controversy and is mired in politics, money dice rolling and emotion. In fact, the mere mention of Israel brings to mind a host of hot-button topics like the Israeli-Arab conflict, Zionism, Palestinians, Iran, nuclear weapons and American politics and influential lobbyists. And behind several goals of this relationship between Americans and Jews, the main concerns were; still and will continue is the security and influence in the impulsive Middle East.

Merely in the United States the media and politicians still excitedly support Israel and its policies. For decades America has provided Israel with vital forces, financial backing and diplomatic, as well as more than \$3 billion each year in service. And to this end, Bishop Desmond Tutu of South Africa, who won the Nobel Peace Prize in 1984, has truthfully identified the reason behind the US. He aid in favour of Jews:

**"The Israeli government is placed on a pedestal [in the US], and to criticize it is to be immediately dubbed anti-Semitic," he said. "People are scared in this country; to say wrong is wrong because the Jewish lobby is powerful -- very powerful. (p11)**

Bishop Desmond spoke the truth. Although Jews make up only about (3%) of the US inhabitants, they handle an immense supremacy and pressure, immeasurably more than any other ethnic or religious group in the whole world not just in America. To this aim, Benjamin Ginsberg; who is a political science professor and Jewish author pointed out:

Since the 1960s, Jews have come to wield significant weight and influence in American economic, cultural, intellectual and political life. Jews take a very strong and a central role in American finance all over the 1980s and they were among the head beneficiaries of that decade's corporate mergers and reorganizations.

Currently, though only just (2%) of the nation's population is Jewish, almost (50%) of the billionaires are Jews. in the journalism world the owners of the nation's biggest and largest newspaper succession and the most dominant single newspaper; the New York Times. Again, with this countable nation's population of (2%), yet they comprise (11%) of what this study defines as the nation's elite.

Nevertheless, Jews constitute more than (25%) of the best publishers and journalists, over (17%) of the leaders of important charitable and public interest organizations, and more than (15%) of the top standing civil servants. Then again, in media world the chief executive officers of the three major television networks (ABC, CBS and NBC), and four of six largest film studios are Jews; 20th Century Fox, Warner Bros, Paramount Pictures, Columbia Picture, Universal Pictures and Walt Disney Studios. With this

unbelievable owning as well as ruling within the US most powerful spots, one can say that the role and influence of Jews in American politics is equally marked.

To that latter , Stephen Steinlight who was a Director of National Affairs of the American Jewish Committee(AJC), correspondingly observations the disproportionate political power of Jews, which is pound for pound the greatest of any ethnic/cultural group in America explaining that **"Jewish economic influence and power are disproportionately concentrated in Hollywood, television, and in the news industry."** (The Jewish Stake in America's Changing Demography).

Two well-famous Jewish writers, Seymour Lipset and Earl Raab (1995:26-27) pointed out in their very famed work

During the last three decades Jews [in US ] have made up (20%) of professors at the foremost universities ... (50%) of the top 200 intellectuals ... (40%) of partners in the most important law firms in New York and Washington ... (58%) of directors, writers, and producers in two or more primetime television series and (59%) directors, writers, and producers of the fifty top-grossing motion pictures from 1965 to 1982.

Going back to the point of movies production, One person who has cautiously studied this subject (Jews contribution within US) is Jonathan J. Goldberg,' In his 1996 book, **Jewish Power**,( pp. 280, 287-288) he wrote:

In a few key sectors of the media, notably among Hollywood studio executives, Jews are so numerically dominant that calling these businesses Jewish-controlled is little more than a statistical observation ... Hollywood at the end of the twentieth century is still an industry with a pronounced ethnic tinge. Virtually all the senior executives at the major studios are Jews. Writers, producers, and to a lesser degree directors are disproportionately Jewish -- one recent study showed the figure as high as 59 percent among top-grossing films.

The combined weight of so many Jews in one of America's most profitable and imperative productions gives the Jews of Hollywood a great agreement of political command. They are the key source of money for Democratic candidates. Besides, the illustration toward the idea of sponsoring the US elections based on the statement said by a member of the influential *Conference of Presidents of Major American Jewish Organizations* **"estimated Jews alone had contributed 50 percent of the funds for [President Bill] Clinton's 1996 re-election campaign."**

In the same line, M. Medved (p37) stated that" **It makes no sense at all to try to deny the reality of Jewish power and prominence in popular culture,"** acknowledges Michael Medved, a well-known Jewish author and film critic. **"Any list of the most influential production executives at each of the major movie studios will produce a heavy majority of recognizably Jewish names."**

### 2.7. American Attitudes towards the Jewish Lobby

US Public opinion is important, but little of it accurately measures what the American public thinks about key Jewish lobby issues. Focused, accurate research should guide elected representatives, who can then act in the broader public interest. In addition to that, investigating about Jewish lobby programs reveals a large gap between US government actions demanded by the lobby and policy outcomes the public prefers. Thus leads to say that what Americans think about the methods by which this is achieved, the enormous costs and the outcomes is the subject of this part.

The Jewish lobby's growth, size, composition and division of labor has become better understood since the disastrous US invasion of Iraq (which the lobby quietly supported) and the more recent battles over the Iran nuclear deal (JCPOA) signed by the Obama administration (which the lobby publicly, though unsuccessfully, opposed). Key US organizations include the American Israel Public Affairs Committee (AIPAC), the American Jewish Committee (AJC), the Zionist Organization of America (ZOA) and the Anti-Defamation League (ADL). Hundreds more, including a small number of evangelical Christian organizations, play a role within a vast ecosystem that demands unconditional US support for Israel. (Grant Smith, 2017)

In the year 2012 the nonprofit wing of the Jewish lobby raised \$3.7 billion in revenue. They are on track to reach \$6.3 billion by 2020. Collectively they employed 14,000 and claimed 350,000 volunteers. However outside data suggests an estimated active membership of only about 774,000. (ibid)

This nonprofit foreign interest lobby, along with an overlapping political campaign contribution infrastructure not counted in the figures above, provides Israel with the US support among members of the Congress and other key influencers that purely American interests would not. This lobbying prowess goes on display as 15,000 AIPAC members gather at their



annual policy conference every March, after which many visit their representatives on Capitol Hill to demand compliance with an increasingly costly legislative agenda.

### **2.7.1. Positive Attitudes**

Religion is one of the motivating factors and is seen as the most prominent behind the positive attitudes of some Americans towards the benefit of Israel at the expense of their country. According to some recent works, Christians from the Evangelical community are the most supportive and encouraging to the Jewish lobby even if it opposes the interest of the United States itself. This fact is due to religious and ideological reasons of evangelical doctrine. American Christians from this community consider that it is necessary to support Israel and the Jews, A Jewish state in the Promised Land of Abraham, Isaac and Jacob is the destiny of the Lord, "and that" **the Jews - the chosen people of God - should fight the Muslims so that Israel remains in their hands. "**

Religious radicalism is the primary cause of American populist sustain for Israel. Although Jews do not exceed 1.4% of Americans, the evangelical community is large, with 84% of Americans identifying themselves as Christians, 37% being evangelical, The Jewish state and the Jewish state of Armageddon, the rise of the "believers," and the return of Jesus, the creed of millions of Americans. The state that fought terrorism and was told to talk about religious extremism among Muslims is itself the state controlled by extremists and representing a religious lobby in opinion polls and forming opinion on the Palestinian cause as a whole.

### **2.7.2. Negative Attitudes**

The Jewish Lobby has revealed its influence and power via Americans' perceptions and ability to use free speech over its influence in media precisely

the television networks(ABC, CBS and NBC),entertainment such as owning the biggest Hollywood's organizations and the ability to block university tenure appointments, such as those of Norman Finkelstein and Steven Salaita. According to Paul C .Roberts **“the power of the Israel Lobby is today so widely recognized and feared that editors, producers, and tenure committees anticipate the lobby's objections in advance and avoid writers, subjects, and professors judged unacceptable to the lobby.”**

Countless seasoned specialists believe that without the weight of the Jewish Lobby, the US would not have been at fighting in the Middle East and North Africa (MENA) region. **“These wars, for the last 16 years have done nothing for the US but harm, and they have cost taxpayers trillions of dollars and caused extensive death and devastation in 7 countries and a massive refugee flow into Europe”Philip Giraldi.** For instance those bloody killing over *Iraq, Palestine, Libya* and *Syria* nowadays and the opening clash over Iran currently.

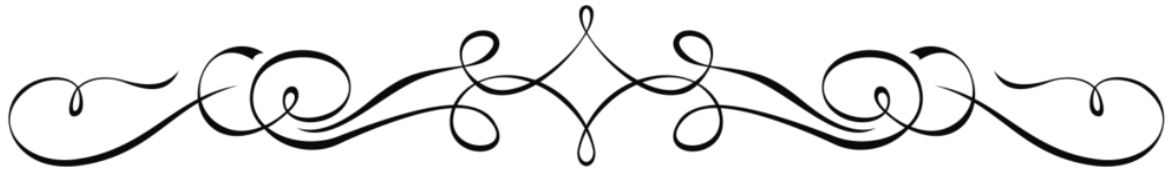
Americans should think about the fact that Israel is the only country on earth that is impermissible to criticize. Anyone who criticizes Jewish policy, especially toward the Palestinians, or remarks on Israel's influence, is branded an “anti-Semite.” Even mild critics who are trying to steer Israel away from making mistakes, such as former President Jimmy Carter, are branded “anti-Semites.”

It is likely to censure the policies of Germany, France, Spain, UK, Italy, and the US ones. Indeed, Every other country without being called anti-German, Anti-French, and Anti-American and so on .Although US policy in the Middle East (ME) is so strongly aligned with Israel's that the Jewish Lobby regards critics of US Middle East policy as hostile to Israel. Despite the failures of US policy, it is getting more and more difficult to criticize it without the risk of being branded “unpatriotic,” and possibly even a “Muslim Sympathizer” and “Anti-Semite.” by demagogues.

### **2.8. Conclusion**

As a conclusion one can say that how big is the Jewish lobby today really matter as hundreds of organizations and thousands of individuals lobby the US government at every level to support Israel unconditionally. Many are active on Capitol Hill, drafting legislation to economically and militarily target Israel's regional rivals and deliver the largest slice of the US foreign aid budget to Israel. Others are community-based, vetting candidates for office, channeling the Prime Ministers policy views into local media and coordinating with national groups. Some target mass media in hopes of preventing unwanted coverage while putting a positive spin on news about Israel.

Besides, common tactics include sending politicians and influential people on free trips to Israel; economically and academically entwining U.S. and Israeli institutions and spreading common messages. Active duty and retired military and law enforcement officials are sent for training and meeting counterparts in Israel. Its activist training programs execute the long-term lobby vision to supplant key diplomats and political appointees with operatives with close connections to and unwavering support for Israel



# **GENERAL CONCLUSION**



## General Conclusion

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The current research was turning around an important challenging issue related to the sensitive aspects behind the Jewish lobby role in making the USA the first powerful nation in the world. To do so, the following questions were prepared: What are the characteristics of the U.S Educational system as well as elements of the U.S Economic power? And to what extent the Jewish lobby contributes in both the U.S educational and economic setting?

The research work ended up with the following main conclusions. First of all, and within the US educational context, the Jewish lobby seeks to establish their own institutes or research centers or to support one of them. Research centers need substantial funding to do their work, so they are often funded by large Jewish merchants and businessmen to ensure that studies that produce legislation and laws that meet their interests.

Second the economic district, where The number of members of the Jewish lobby who serve as intermediaries in the areas of trade, construction and real estate in major cities, entertainment, the world of finance, stocks, bonds, industry, the media sector, cinema and theater has expanded. This also includes a number of senior owners of farms and factories in the agricultural industry. The capitalists of the Jewish lobby are concentrated in consumer services, in the light industry, and in the middle industries (clothing, fur, jewelry, spirits, and the film industry). This shows that their economic inheritance and status still has a great impact on their mobility.

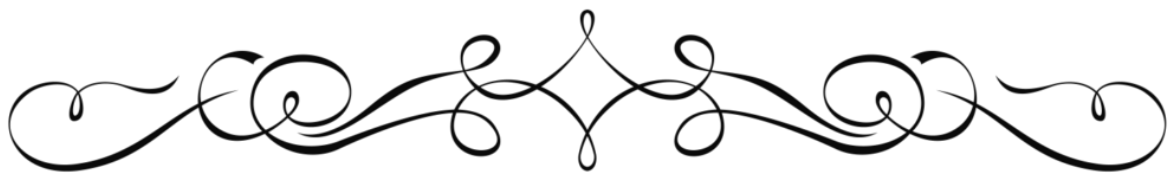
Regarding the goals set by the Jewish lobby in its first priority the research work depicted the following ones: Reuniting all Jews in American and the world for the sake of uniting their aspirations and efforts to work for Israel. This will help them get domination over various spheres of life in American society and control of its political and economic decisions. All of which to preventing and obstructing any Security Council resolution is not in Israel's interest by using the American veto. So, the Jewish lobby has succeeded in achieving quite a few of these and other goals, but it faces a

## General Conclusion

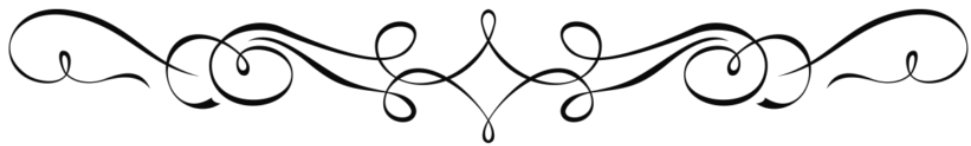
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number of challenges that affect its survival as a dominant hidden power within the United States.

To sum up, and for a better understanding of the topic, the researcher sees that it will be of great value if the following issues can be raised and opened as door for future investigation: Why is the Jewish lobby so powerful in the USA? How come 50% of billionaires in the USA are Jewish, when Jewish people only make up 1.4% of population?



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