

**Syllabus for SUN  
2003 course**
**Catastrophes and Globalisation**
**Week 1**

Session no.		
<b>1</b>	<b>Teacher's Name/ Teachers' Names</b>	Orly Lubin, Adi Ophir, Dan Rabinowitz
	<b>Topic/Title</b>	Catastrophes and Globalization
	<b>Teaching Mode</b>	Opening lecture and panel discussion
	<b>Rationale/ Objectives/ Summary</b>	Presentation of the subject and the topics to be discussed during the course.
<b>2</b>	<b>Teacher's Name/ Teachers' Names</b>	Adi Ophir
	<b>Topic/Title</b>	A Short History of Catastrophes
	<b>Teaching Mode</b>	Lecture
	<b>Rationale/ Objectives/ Summary</b>	From the Biblical deluge through the Black Death and the Lisbon earthquake to the present, large-scale disasters have always had effects of de-territorialization and realignment of political systems. This lecture will present a quick survey of some famous catastrophes and their role in globalizing processes.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b> Hardt, Micahel and Antonio Negri, <i>Empire</i> (Cambridge: Harvard U. P., 2000) pp. 3-41. <b>Assignment:</b> Think about recent geo-political developments in your own country. Do they fit Negri's and Hardt's Analysis? If you think the authors provide a useful theoretical perspective for understanding these developments, explain what is new for you about their perspective. If you think that recent events in your country present a difficulty to the authors' model of world order, explain and justify your claim.
<b>Reading and/or writing Assignments</b>	<b>During the course</b>	
<b>3</b>	<b>Teacher's Name/ Teachers' Names</b>	Dan Rabinowitz
	<b>Topic/Title</b>	Environment and Globalization in the Post-Fordist Era
	<b>Teaching Mode</b>	Lecture and Discussion
	<b>Rationale/ Objectives/ Summary</b>	This introductory session sketches the advent of late capitalism, de-regulation in the globalized economy, the role of corporations and the 'race to the bottom' of peripheral territories to attract global funding, often at the expense of environmental quality and long term benefits to the people.
<b>Reading and/or writing Assignments</b>	<b>Before the course</b> Korten, David C., <i>When corporations Rule the World</i> (Kumarian Press and Berrett-Koehler Publishers, 1996), Chapters 1+2, pp. 17-36. <b>Assignment:</b> How relevant is the concept of 'cowboys in a space ship' to cultures other than the US? How relevant is it to your own country? Can you bring concrete examples?	

	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Wallerstein, Emmanuel, "The New European Division of Labor C. 1450-1640", in: <i>The Modern World System I</i> (1972), pp. 66-129.
<b>4</b>	<b>Teacher's Name/ Teachers' Names</b>	Orly Lubin
	<b>Topic/Title</b>	Testimony
	<b>Teaching Mode</b>	Lecture
	<b>Rationale/ Objectives/ Summary</b>	This session will look at the various components of testimonies, and the complex relations between them: the witness, the act of testifying, the listener/ spectator, the site of the event, the site of testifying, the reliability ("truth") factor, the context, the content of the testimony (the "event"), the rhetoric used, the possible intentions of both the witness and the listener, the distribution, the creation of personal memory/identity through the testimonial narrative, the creation of collective memory/identity, the creation of history.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b> Felman, Shoshana and Dori Laub, 1992. <i>Testimony: Crises of Witnessing in Literature, psychoanalysis, and History</i> (Routledge: New York and London), pp. 57-93 Hirsch, Marianne, 1997. <i>Family Frames: Photography Narrative and Postmemory</i> . (Harvard University Press: Cambridge and London), pp. 1-40 <b>Assignment:</b> List the problems raised in relation to: Witnessing Testifying The photograph as testimony History and memory Who remembers – and who carries the "postmemory"
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Lubin, Orly, "Holocaust Testimony, National Memory", in: <i>Extremities</i> , edited by Nancy K. Miller and Jason Tougaw (U. of Illinois Press, 2002), pp. 131-142.
<b>5</b>	<b>Teacher's Name/ Teachers' Names</b>	Dan Rabinowitz
	<b>Topic/Title</b>	The Genesis of Climate Change
	<b>Teaching Mode</b>	Joint reading workshop + lecture
	<b>Rationale/ Objectives/ Summary</b>	This session introduces energy consumption, the greenhouse effect, and the origins of global warming in the context of globalization as described in the previous lecture. It traces the projected scenarios for global warming in the 21 <sup>st</sup> century and the models developed to understand them.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Leggett, Jeremy, <i>The Carbon Wars</i> (London: Penguin, 1999), Chapter 10, pp. 259-289.
<b>6</b>	<b>Teacher's Name/ Teachers' Names</b>	Adi Ophir
	<b>Topic/Title</b>	Natural Disasters, Complex Humanitarian Emergencies and Postmodern Catastrophes
	<b>Teaching Mode</b>	Lecture and discussion

	<b>Rationale/ Objectives/ Summary</b>	Contemporary catastrophes are never merely "natural disasters," but rather complex events in which multiple social systems interact and social processes collide. This lecture will present and discuss catastrophe as an event in which the social mechanisms for the administration and control of large-scale disaster have collapsed, and will examine some characteristics of postmodern catastrophes.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b> Väyrynen, Raimo, "Complex Humanitarian Emergencies: Concepts and Issues" (UNU/WIDER, Research for Action 25, 1996), Reprinted in: <i>War, Hunger, and Displacement. The Origins of Humanitarian Emergencies</i> , E. Wayne Nafziger, F. Stewart and R. Väyrynen eds. (Oxford U. P., 2000), pp. 43-89. <b>Assignment:</b> The author presents a model for conceptualizing contemporary catastrophes. Try to evaluate this model, speculate about its ideological and methodological motivations, and assess its possible theoretical advantages and shortcomings.
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Debrix, François, "Deterritorialised Territories, Borderless Borders: The New Geography of International Medical Assistance", <i>Third World Quarterly</i> , vol. 15 (5), 1998, pp. 827-846.
<b>7</b>	<b>Teacher's Name/ Teachers' Names</b>	Dan Rabinowitz
	<b>Topic/Title</b>	Spinning Science
	<b>Teaching Mode</b>	Lecture + discussion
	<b>Rationale/ Objectives/ Summary</b>	This session traces the ways in which corporations and political agents, in the US and elsewhere, have attempted, since the 1980s, to produce a counter scientific narrative that claims that climate change is either not happening, or is unrelated to human impact or is too small to cause concern. The lecture also describes some of the responses of NGO's.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b> Hardin, Gareth, "The tragedy of the commons", <i>Science</i> 162, December 13, 1968. Reprinted in: <i>The Environmental Handbook</i> (New York: Ballantine Books), pp. 31-50. <b>Assignment:</b> Can catastrophes be identified and understood using insight from the life sciences alone?
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Beder, Sharon, <i>Global Spin: The Corporate Assault on Environmentalism</i> (Dartington: Green Books Ltd., 1997), Chapter 7, pp. 107-123.
<b>8</b>	<b>Teacher's Name/ Teachers' Names</b>	Orly Lubin
	<b>Topic/Title</b>	Body
	<b>Teaching Mode</b>	Lecture + analysis of photos and documentaries

	<b>Rationale/ Objectives/ Summary</b>	The witness is putting her/his body on display as s/he testifies. But the body, usually a body which suffered violence through the event of the catastrophe, and testifying about the pain of other bodies, becomes a symbol as it is being transformed into representation - a narrative, a photo, a history. This session will focus on the "ethics of representation" as opposed to the "ethics of response/caring," thus combining the theory of Judith Butler regarding the loss of the material body together with issues of politics of humanitarian aid and the involvements in local politics.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Butler, Judith, <i>Bodies that Matter: On the Discursive Limits of "Sex"</i> (New York: Routledge, 1993), introduction, pp. 1-23, 243-249.
<b>9</b>	<b>Teacher's Name/ Teachers' Names</b>	Adi Ophir, Orly Lubin
	<b>Topic/Title</b>	The Moral Space of Humanitarianism
	<b>Teaching Mode</b>	Documentary film and discussion
	<b>Rationale/ Objectives/ Summary</b>	<i>Kisigani Diary</i> , A film by Hubert Soper documenting the massacre of Huto refugees in east Congo in 1997, will serve as a starting point for presenting the unique moral space of contemporary humanitarianism. We shall discuss the ambivalent political role of the humanitarian intervention as an effect and a medium of globalizing processes.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b>
<b>10</b>	<b>Teacher's Name/ Teachers' Names</b>	Dan Rabinowitz
	<b>Topic/Title</b>	The Future of Catastrophe
	<b>Teaching Mode</b>	Workshop prepared by students + Summary lecture
	<b>Rationale/ Objectives/ Summary</b>	The final session of the module is speculative. It focuses on a future moment of 'revelation' – a point whereby the vast majority of people in the industrial nations suddenly 'realize' that a disaster is approaching. The likely dynamics of such a moment are discussed on the basis of past experience of catastrophes and human responses to them.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> O'Connor, Bord and Fisher, "Risk Perceptions, General Environmental Beliefs, and Willingness to Address Climate Change", <i>Risk Analysis</i> , Vol. 19, No. 3, 1999, pp. 461-471.
<b>11</b>	<b>Teacher's Name/ Teachers' Names</b>	Renata Salecl
	<b>Topic/Title</b>	Anxiety and Fear in the Age of Globalization
	<b>Teaching Mode</b>	Lecture

	<b>Rationale/ Objectives/ Summary</b>	The seminar will focus on how philosophy and psychoanalysis understand the difference between fear and anxiety, and how do today's anxieties differ from the previous ones. We will especially look at how Freud and Lacan define anxiety, and how their understanding of it can help us understand current catastrophes, from September 11 onwards.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b> Freud, Sigmund, <i>Inhibitions, symptoms and anxiety</i> (Penguin Books, 1979), Appendix, pp. 316-333.
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Harari, Roberto, <i>Lacan's Seminar on Anxiety</i> (New York: The Other Press, 2001), Chapter 1, pp.1-27.
<b>12</b>	<b>Teacher's Name/ Teachers' Names</b>	Renata Salecl
	<b>Topic/Title</b>	Seductions and Fears of Hyper-Capitalism in Post-Socialism
	<b>Teaching Mode</b>	Lecture
	<b>Rationale/ Objectives/ Summary</b>	What kind of fears did capitalism bring to the post-socialist countries? Different countries in Eastern Europe are either desperate to jump onto the train of global capital or turn to nationalism and new forms of authoritarianism. The seminar will explore these trends in guise of general dilemmas of globalization of the capital today. It will especially examine what kinds of new points of identification capitalism offers today, and what kinds of new fears emerge with it.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b> Knight, Peter, <i>Conspiracy Culture. From The Kennedy Assassination to The X Files</i> , (New York and London: Routledge, 2000), Chapter 5: "Body Panic", pp. 168-203.
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Klein, Naomi, <i>No Logo</i> (Flamingo, 2001), pp. 3-26.
<b>13</b>	<b>Teacher's Name/ Teachers' Names</b>	Renata Salecl
	<b>Topic/Title</b>	Human, all too Human: Humanitarianism between Cynicism and Irony
	<b>Teaching Mode</b>	Lecture
	<b>Rationale/ Objectives/ Summary</b>	Humanitarianism today became the new talk of morality. The distinction between right and left seems to be replaced with the distinction between right and wrong. Why does global capital need to rely on this ideology of humanitarianism? And is not humanitarianism today primarily linked to the Western desire to keep the people from the Third World out of its borders?
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Salecl, Renata, "Love Anxieties", in: <i>Reading Seminar 20</i> , Suzanne Bernard and Bruce Fink (eds.) (SUNY U. P., 2002), pp. 93-97.
<b>14</b>	<b>Teacher's Name/ Teachers' Names</b>	Renata Salecl
	<b>Topic/Title</b>	How did Personal Relationships Change in the New Times of Catastrophes?
	<b>Teaching Mode</b>	Lecture

	<b>Rationale/ Objectives/ Summary</b>	With the new fears emerging everywhere, personal relationships are radically changing. Is there a return to family as the shelter from the outside world? Are there new forms of compassion that people experience when they observe suffering, or are there only new forms of ignorance? And why do people perceive today their personal life as something that is much more anxiety provoking than before? Also, why do media talk so much about social anxieties?
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Cohen, Stanley, <i>States of Denial</i> (Polity Press, 2001), pp.168-195.
<b>15</b>	<b>Teacher's Name/ Teachers' Names</b>	Ronen Shamir
	<b>Topic/Title</b>	Roles and Responsibilities of Multi-National Corporations (MNCs)
	<b>Teaching Mode</b>	Lecture
	<b>Rationale/ Objectives/ Summary</b>	This introductory lecture will discuss the critical role Multi-National Corporations play in controlling the political agenda while also dominating the market place.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b> Taylor, Lucy (2001), "Globalization and Civil Society-Continuities, Ambiguities, and Realities in Latin America", 7 <i>Indiana Journal of Global Legal Studies</i> 269, Fall 1999 <b>Assignment:</b> Write a short assessment of the degree to which this article is relevant to your home country as well.
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Held, David (1998) "Democracy and Globalization", in: <i>Re-imagining Political Community</i> , Daniele Archibugi, David Held & Martin Kohler eds. Cambridge: Polity Press, pp. 11-27.
<b>16</b>	<b>Teacher's Name/ Teachers' Names</b>	Dicle Kogacioglu
	<b>Topic/Title</b>	1999 Marmara Earthquake: An Exploration of a Catastrophe
	<b>Teaching Mode</b>	Lecture and discussion
	<b>Rationale/ Objectives/ Summary</b>	Discussion of the notions of disaster and catastrophe, and a critical evaluation of the distinction between natural and man-made disaster through the example of the Turkish earthquake. The discussion will focus on the political effects of categorizing a disaster as 'natural'.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b> Kinzer, S. (2001) "Death by Earthquake", in: <i>Crescent and Star: Turkey between Two Worlds</i> , Farrar, Straus & Giroux, Inc., pp. 183-195 <b>Assignment:</b> Among the three main groups that have played active part in reacting to the earthquake - the army, the politicians, civilian aid groups - pick one, describe and discuss their actions.
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Hutchinson, John F., "Disasters and the International Order: Earthquakes, Humanitarians, and the Circolo Project", <i>The International History Review</i> , XXII, 1: March 2000, pp. 1-36.
<b>17</b>	<b>Teacher's Name/ Teachers' Names</b>	Adi Ophir

	<b>Topic/Title</b>	Moral Technologies and Moral Intervention: The Changing Role of the State
	<b>Teaching Mode</b>	Lecture
	<b>Rationale/ Objectives/ Summary</b>	'Moral technologies' refer to instruments, strategies of action or apparatus of power/knowledge employed in rescue and relief operations. The lecture will discuss the changing role and responsibility of the modern state in administering moral technologies. This change, it will be argued, is a fruitful perspective from which one may follow the transformation of modern sovereignty.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Edkins, Jenny, "Sovereign Power, Zones of Indistinction, and the Camp", <i>Alternatives</i> 25 (2000), pp. 3-25. Senarclens, Pierre de, "Humanitarianism and globalization," paper presented to the workshop <i>Catastrophes in the Age of Globalization</i> , Jerusalem 2003
<b>18</b>	<b>Teacher's Name/ Teachers' Names</b>	Adi Ophir
	<b>Topic/Title</b>	Ambiguities of Global Humanitarianism
	<b>Teaching Mode</b>	Lecture
	<b>Rationale/ Objectives/ Summary</b>	Global, contemporary humanitarianism will be presented as a moral technology that has created a new space for morality. The lecture will examine the problematic nature of this space, its ambiguous relation to the political, and its possible role in the transformation of sovereignty and citizenship.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Orbinski, James, The 1999 Nobel Peace Prize Speech, MSF website, December 10, 1999, pp. 1-8. Campbell, David, 1998. "Why Fight: Humanitarianism, Principles, and Post-Structuralism," <i>Millennium</i> 1998, vol. 27, no. 3, pp. 497-521.
<b>19</b>	<b>Teacher's Name/ Teachers' Names</b>	Ronen Shamir
	<b>Topic/Title</b>	Moral Entrepreneurship
	<b>Teaching Mode</b>	Lecture
	<b>Rationale/ Objectives/ Summary</b>	The conditions for the growth and intensification of contemporary moral discourse, based on humanitarian principles and human rights; The theoretical links between discourse and players, focusing on the role of NGOs in South and North countries, and the ensuing dilemmas of NGOs under the neo-liberal regime.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b> Chimni, B. S. (2000) "Globalization, Humanitarianism and the Erosion of Refugee Protection", <i>Journal of Refugee Studies</i> , vol. 13, 3, pp. 243-263. <b>Assignment:</b> Explain why author argues that Humanitarianism has become an ideology of rich states.

	<b>Reading and/or writing Assignments</b>	<b>During the course</b> DeWinter, Rebecca (2001), "The Anti Sweatshop Movement: Constructing Corporate Moral Agency in the Global Apparel Industry", <i>Ethics and International Affairs</i> 2001, 15, 2, pp. 99-115.
<b>20</b>	<b>Teacher's Name/ Teachers' Names</b>	Dicle Kogacioglu
	<b>Topic/Title</b>	Conceptualising Civil Society: Where Is the Civil Society and How It Is Built?
	<b>Teaching Mode</b>	Lecture and discussion
	<b>Rationale/ Objectives/ Summary</b>	The lecture will highlight the importance of the historical and cultural differences in the operation of civil society in multiple social contexts. The course tries to take a critical distance from normative definitions of civil society. Instead it focuses on the effects of discourses and institutional practices revolving around notions of 'civil society' in terms of relations of power.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b> Sampson, S. (1996) "The Social Life of Projects: Importing Civil Society to Albania", in Hann, C. & Dunn, E. (eds.) <i>Civil Society: Challenging Western Models</i> , New York, Routledge, pp. 121-142. <b>Assignment:</b> Write a short piece discussing how the author defines 'civil society' and whether this kind of a definition is helpful in understanding any of the social dynamics in your home country.
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Chatterjee, P. (1990) "The Nationalist resolution of the Women's Question" in: Sangari, K. & Vaid, S (eds.) <i>Recasting Women: Essays in Colonial History</i> , New Brunswick, NJ, Rutgers University, pp.
<b>21</b>	<b>Teacher's Name/ Teachers' Names</b>	Dicle Kogacioglu
	<b>Topic/Title</b>	Questions of Globalization: Multiple Processes, Multiple Domains
	<b>Teaching Mode</b>	Lecture and discussion
	<b>Rationale/ Objectives/ Summary</b>	The lecture draws attention to the multiple 'types' of globalization, taking a critical distance from unilinear understandings of globalization, and highlight the multidirectionality of global processes. Discussion will focus on globalization through the lens of a restructuring of relations of power in local, national and international contexts. The political effects of the discourses and practices of 'civil society' in these processes of restructuration will be examined.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Appadurai, Arjun (1996) "Disjuncture and Difference in Global Cultural Economy", in <i>Modernity at Large: Cultural Dimensions of Globalization</i> (University of Minnesota Press, Minneapolis), pp. 27-47.
<b>22</b>	<b>Teacher's Name/ Teachers' Names</b>	Orly Lubin
	<b>Topic/Title</b>	Testimonies of Catastrophes

	<b>Teaching Mode</b>	Lecture + Analysis of testimonies collected by the students through research in the web. Session will be based on students' group work prior to the class. The results will be circulated by e-mail the day before class to all participants.
	<b>Rationale/ Objectives/ Summary</b>	On the basis of the previous two sessions, this session will deal with the uniqueness of testimonies given at the age of mass-media, and especially testimonies of catastrophes. Through reading and viewing testimonies in class, a new use of concepts such as "violence," "politics" and "community" will appear, followed by a replacement of individual responsibility to communal accountability as it is reflected from the perspective of the victim of the catastrophe.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Optional reading: from <i>Testimony</i> , chapter 7: "The Return of the Voice: Claude Lanzmann's Shoah", pp. 204-232. <b>Assignment:</b> Try to think about possible similarities between the Representation of the Holocaust and the representation of other, later Catastrophes, widely distributed by the global media.
<b>23</b>	<b>Teacher's Name/ Teachers' Names</b>	Ronen Shamir
	<b>Topic/Title</b>	Popular Protest and Corporate Response
	<b>Teaching Mode</b>	Lecture + Participant presentations (case studies)
	<b>Rationale/ Objectives/ Summary</b>	The emergence of the Business Social Responsibility movement as a "moral field"; The way corporations respond to the growing popular demand for greater social accountability; The dialectics of protest, social change and the reproduction of global capitalism.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Dickerson, Claire Moore, "Human Rights: The Emerging Norm of Corporate Social Responsibility".
<b>24</b>	<b>Teacher's Name/ Teachers' Names</b>	Ronen Shamir
	<b>Topic/Title</b>	From Voluntarism to Binding Obligations
	<b>Teaching Mode</b>	Lecture and discussion
	<b>Rationale/ Objectives/ Summary</b>	Theoretical and empirical foundations for mobilizing binding legal mechanisms for enlisting corporations in humanitarian operations; A critique of humanitarianism as a neo-liberal deployment of resources.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Sklair, Leslie (1997), "Social Movements for Global Capitalism: The Transnational Capitalist Class in Action", <i>Revue of International Political Economy</i> 4:3 autumn 1997, pp. 514-538.
<b>25</b>	<b>Teacher's Name/ Teachers' Names</b>	Dicle Kogacioglu
	<b>Topic/Title</b>	Civil Society and Globalization around Catastrophes: The Turkish Example
	<b>Teaching Mode</b>	Lecture and discussion

	<b>Rationale/ Objectives/ Summary</b>	The lecture is built around connecting the discussions of globalization and civil society to a discussion of catastrophes. The Turkish earthquake is seen as a prime example of the effects of globalization and the rise of civil society. Using the critical approach developed in the previous discussions, the lecture aims to diagnose the Turkish earthquake.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Jalali, R. "Civil Society and the State: Turkey After the Earthquake", <i>Disasters</i> , June 2002, vol. 26, no.2, pp. 120-139(20)
<b>26</b>	<b>Teacher's Name/ Teachers' Names</b>	Orly Lubin
	<b>Topic/Title</b>	Intersections
	<b>Teaching Mode</b>	Lecture
	<b>Rationale/ Objectives/ Summary</b>	This final session will pull together the concepts and issues put forth and will study them in the light of globalization. This session will also genderize "globalization", "localization" and "community," and will use the actual testimonies studied in class and gathered by the students to develop a notion of the rhetoric used to establish a sense of ethics which will fit the new complex of relations forming "testimonies" and their intentions.
	<b>Reading and/or writing Assignments</b>	<b>Before the course</b>
	<b>Reading and/or writing Assignments</b>	<b>During the course</b> Reading of actual testimonies of various kinds.
<b>27</b>	<b>Teacher's Name/ Teachers' Names</b>	Dicle Kogacioglu, Orly Lubin, Adi Ophir, Ronen Shamir
	<b>Topic/Title</b>	Catastrophes in the Age of Globalization
	<b>Teaching Mode</b>	Closing Session and general discussion
	<b>Rationale/ Objectives/ Summary</b>	Instead of conclusion, the seminar's lecturers will present some key questions for further research. The short presentation will be followed by a general discussion.