



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 18 January 2009

1. ACADEMIC UNIT: School of Government, Politics and Global Studies

2. COURSE PROPOSED: SGS 394 Natural Catastrophe and Urban Response-Port 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Thomas J Puleo, PhD Phone: 480-727-0790
Mail Code: 5102 E-Mail: tpuleo@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

The course covers the deployment and development of baroque architecture, planning and philosophy in the aftermath of the natural disasters that destroyed Lisbon, Portugal in 1755.

CROSS-LISTED COURSES: [X] No [ ] Yes; Please identify courses:

Is this amultisection course?: [X] No [ ] Yes; Is it governed by a common syllabus?

Chair/Director (Print or Type)

Chair/Director (Signature)

Date:

TEMPE SGS 394 Special Topics

Covers topics of immediate or special interest to a faculty member and students.

**Academic Group & Organization:** Liberal Arts & Sciences - School of Government, Politics and Global Studies

**Allow multiple enrollments:** Yes  
**Repeatable for credit:** Yes

**Primary course component:** Lecture  
**Grading method:** Student Option

The course covers the deployment and development of baroque architecture, planning and philosophy in the aftermath of the natural disasters that destroyed Lisbon, Portugal in 1755.

Arizona State University Criteria Checklist for

**HISTORICAL AWARENESS [H]**

**Rationale and Objectives**

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Course description and syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Course description and syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Course description and syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Course description and syllabus
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		<ul style="list-style-type: none"> <li>• Courses in which there is only chronological organization.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses whose subject areas merely occurred in the past.</li> </ul>	

Course Prefix	Number	Title	Designation
SGS	394	Natural Catastrophe and Urban Response: Baroque architecture and planning in Lisbon, Portugal	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1: Course takes a historical perspective.	The course concentrates on events which occurred in Catania and Lisbon in the late 17th and middle 18th centuries: natural disasters and the urban reconstruction that followed each of them.	Each daily lesson plan engages a humanist development in its historical context. Each of these is marked with an "H". The only exceptions are two lesson plans that treat only theoretical issues: July 7.
2: Course presents sequence of events	These catastrophes catalyzed and informed the historic and contemporary architectural and planning characteristics of these cities and their hinterlands, as well as spurring renewed contemplation and discourse on nature/culture relations.	The course is divided into three one-week lesson plans: event, response and reconstruction, which chart the sequential development of the destruction and reconstruction process.
3: Course investigates human institutions changing over time.  4: Course examines events, artifacts and ideas in political, economic and social context.	Each period of natural destruction and urban response and reconstruction is contextualized economically, politically, socially, culturally and environmentally, necessitating examinations of the empire, church, patronage and colonialism as well as natural systems.	Daily lesson plans engaging criterion 3-changing institutions: June 23, 24, 25, July 1, 2, 3, 8, 9; criterion 4-artifacts and ideas in context: June 22, 23, 24, 26, 29, 30, July 1, 2, 3, 6, 8, 9, 10.

**SGS 394: Natural Catastrophe and Urban Response-Portugal**  
**Baroque architecture and planning in Lisbon and the Tagus Valley**

Lisbon, Portugal  
21 June – 11 July

ASU Summer Study Abroad 2009  
M-F 9:00-12:00

Thomas J. Puleo, PhD  
School of Government, Politics and Global Studies

[tpuleo@asu.edu](mailto:tpuleo@asu.edu)  
3 units

**Topic:** In 1755 Lisbon, Portugal suffered a very strong earthquake and tsunami that destroyed large parts of it. This disaster ignited deep contemplation and fervent discourse on the relationship between humans and nature locally and abroad. Yet this destructive event also spurred a renaissance of this area, most notably as it ushered in the use and transformation of baroque architecture and planning in its reconstruction. The catastrophe and the subsequent reconstruction projects continue to have a profound effect on the economic activities and cultural identities of Lisbon and Valle del Tejo.

**Goals:** To investigate the process of natural and social place destruction and creation using various methods so as to develop: a historical awareness of the transformation of the two cities and regions because of the disasters, an understanding of the role of the humanities, fine arts and design in this transformation, and literacy and critical inquiry skills in multiple and varied engagements with the topic.

**Lisbon and the Tagus Valley, Portugal (21 June 2009 – 11 July 2009)**

**Event: Earthquake and Tsunami of 1755 (21-28 June 2009)**

- 21: Students arrive in Lisbon
- 22: Details of the event and ensuing destruction (Braun 2004, Jack 2005) H
- 23: Urban evolution of Lisbon up to the quake (Russell-Wood 1993, Wohl 1993, Kubler 2007) HU, H
- 24: Pre-1755 baroque: João V, Mafra, Lisbon Aqueduct (De Carvalho 1993, Kubler 1980) HU, H
- 25: Enlightenment geomorphology and hydrology of the Vale do Tejo estuary (Georgi 2005) H
- 26: Field trip: Mafra and the Lisbon Aqueduct (Gaigneron 1991, Pimentel 1994) HU, H
- 27: OFF
- 28: OFF

**Response: Reason and Lament (29 June – 5 July 2009)**

- 29: Thoughts on nature-culture relations in 18<sup>th</sup> century Europe (Dynes 2005, Glacken 1967) HU, H
- 30: Political-economic context (Mumford 1961 2, Delaforce 1993) H
- 1: Greater European context: (Voltaire 1977, Tellez Allarcia 2005, Porter 1999) HU, H
- 2: Rebuilding Baixa Pombalina: pinnacle of Enlightenment urbanism (França 1993, Gould 1999) HU, H
- 3: Field trip: Baixa Pombalina (James and Kozak 2005, Unesco: 1980) HU, H
- 4: OFF
- 5: OFF

**Reconstruction: International influences (6-11 July 2009)**

- 6: Baixa Pombalina: architecture and planning: forms and methods (Maxwell 1993) HU, H
- 7: Parasite logic II: interventions and transformations to urban whole (Wolfe 2007) HU
- 8: Cultural impacts of the quake (Johns 1999, Vieira 2005) HU, H
- 9: Local-global meanings of 1755 quake and Baixa Pombalina (Alexander 2002, Unesco 1980) HU, H
- 10: Field trip: Sintra (Unesco 1995) [Good bye dinner!] HU, H
- 11: Students depart!

**Assessment** You will receive a grade based upon your performance on daily response papers for critical thinking (35%), weekly field reports for analysis (35%), and class discussions for oral literacy (30%). Performance will be evaluated for how clear, complete, comprehensive, connected and convincing it is.

**Attendance** You must attend every class. If you are ill or have an emergency that causes you to miss class, you must bring documentation of the illness or emergency.

**Plagiarism** It is essential that you be graded only on your own work. ASU takes charges of cheating and plagiarism very seriously, and either can result in your dismissal. Cheating is taking advantage of the work of others. Plagiarism is representing the work of others as your own, without giving appropriate credit. Also, although interaction and the sharing of ideas are strongly encouraged both inside and outside of the classroom, each student is responsible for turning in his or her own written material with the appropriate references to materials used (such as books, papers and web resources), as appropriate. Plagiarism entails serious consequences, including failing grades on the specific assignment and possibly the course. Everyone should be familiar with ASU's standards of academic honesty which is available at: [www.asu.edu/aad/manuals/usi/usi104-01.html](http://www.asu.edu/aad/manuals/usi/usi104-01.html).

**Readings:** All required readings will be posted on the course website for you to download, or will be handed out in hard copy when a digital copy is unavailable. Specific assignments appear in parentheses following each daily assignment. Please see reading list for details.

### Reading list

Alexander, David. 2002. Nature's Impartiality, man's inhumanity. *Disasters*, 26: 1-9.

Braun, Theodore. 2005. "Introduction." In *The Lisbon earthquake of 1755: representations and reactions*. Oxford: Voltaire Foundation: 1-6.

Delaforce, Angela. 1993. "Lisbon, 'This new Rome': Dom João V of Portugal and relations between Rome and Lisbon". In *The age of the baroque in Portugal*, ed. Jay A. Levenson, 49-80. New Haven and London: Yale University Press.

De Carvalho, A. Ayres. 1993. "Dom João V and the artists of papal Rome". In *The age of the baroque in Portugal*, ed. Jay A. Levenson, 31-48. New Haven and London: Yale University Press.

Dynes, Russell R. 2005. "The Lisbon earthquake of 1755: the first modern disaster". In *The Lisbon earthquake of 1755: representations and reactions*, ed. Theodore E. Braun, 34-49. Oxford: Voltaire Foundation.

França, José Augusto. 1993. "Lisbon, the enlightened city of the Marquês de Pombal". In *The age of the baroque in Portugal*, ed. Jay A. Levenson, 133-138. New Haven and London: Yale University Press.

Gaigneron, A.D. 1991. The palace monastery of Mafra and 18<sup>th</sup> century Portuguese baroque architecture. *Connaissance des Artes*, 476: 118-131.

Georgi, Matthias. 2005. "The Lisbon earthquake and scientific knowledge in the British public sphere". In *The Lisbon earthquake of 1755: representations and reactions*, ed. Theodore E. Braun, 81-96. Oxford: Voltaire Foundation.

Glacken, Clarence J. 1967. "Final strengths and weaknesses of phyco-theology". In *Traces on the Rhodian shore*. Berkeley, Los Angeles, London: University of California Press: 504-550.

Gould, P. 1999. "Lisbon 1755: Enlightenment, catastrophe and communication". In *Geography and the Enlightenment*, ed. D. Livingstone and Charles Withers, Chicago: The University of Chicago Press: 399-413.

Jack, Malcolm. 2005. "Destruction and regeneration: Lisbon, 1755". In *The Lisbon earthquake of 1755: representations and reactions*, ed. Theodore E. Braun, 7-20. Oxford: Voltaire Foundation.

James, Charles D. and Jan T. Kozak. 2005. "Representations of the 1755 Lisbon earthquake". In *The Lisbon earthquake of 1755: representations and reactions*, ed. Theodore E. Braun, 21-33. Oxford: Voltaire Foundation.

Johns, Alessa. 1999. "Introduction". In *Dreadful visitations: confronting natural catastrophes in the Age of Enlightenment*. New York and London: Routledge: xi-xxv.

Kubler, George. 1980. *Portuguese plain architecture: between spices and diamonds, 1521-1706*. Middletown, Conn: Wesleyan University Press: 3-5, 105-127, 165-172.

Maxwell, Kenneth R. 1993. "Eighteenth-century Portugal: faith and reason, tradition and innovation during a golden age". In *The age of the baroque in Portugal*, ed. Jay A. Levenson, 103-132. New Haven and London: Yale University Press.

Pimentel, A.F. 1994. The architecture of an idea and palaces of Portugal: the monastery at Mafra. *Monuments Historiques*. 194: 60-65.

Porter, Ray. 1999. "Afterword". In *Geography and the Enlightenment*, ed. D. Livingstone and Charles Withers, 415-431. Chicago: The University of Chicago Press.

Russell-Wood, A.J.R.. 1993. "Portugal and the world in the age of Dom João V". In *The age of the baroque in Portugal*, ed. Jay A. Levenson, 15-30. New Haven and London: Yale University Press.

Tellez Allarcia, Diego. 2005. "Spanish interpretations of the Lisbon earthquake between 1755 and the war of 1762". In *The Lisbon earthquake of 1755: representations and reactions*, ed. Theodore E. Braun, 50-65. Oxford: Voltaire Foundation.

Unesco 1995. *Cultural landscape of Sintra*. Paris: Unesco World Heritage Centre. Available online at: <http://whc.unesco.org/en/list/723>. Last accessed on 14 January 2009.

Unesco 1980. *Pombaline Baixa or Downtown of Lisbon*. Paris: Unesco World Heritage Centre. Available online at: <http://whc.unesco.org/en/tentativelists/1980/>. Last accessed on 13 January 2009.

Vieira, Estela J. 2005. "Coping and creating after catastrophe: the significance of the Lisbon earthquake on the literary culture of Portugal". In *The Lisbon earthquake of 1755: representations and reactions*, ed. Theodore E. Braun, 282-298. Oxford: Voltaire Foundation.

Voltaire. 1977 (1756). "The Lisbon Disaster". In *The Portable Voltaire*. London: Penguin Books: 556-569.

Wohl, Hellmut. 1993. "Portuguese baroque architecture". In *The age of the baroque in Portugal*, ed. Jay A. Levenson, 139-162. New Haven and London: Yale University Press.

Wolfe, Cary. 2007. "Introduction to the new edition: Bring the noise: the parasite and the multiple genealogies of posthumanism". *The parasite*, by Michel Serres. Minneapolis, London: University of Minnesota Press: 3-40.