ARIZONA STATE UNIVERSITY

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 484 Natural Catastrophe and Urban Response 5-6
   (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
   - Literacy and Critical Inquiry—L □
   - Mathematical Studies—MA □ CS □
   - Humanities, Fine Arts and Design—HU □
   - Social and Behavioral Sciences—SB □
   - Natural Sciences—SQ □ SG □

   Awareness Areas
   - 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 Catania, Sicily in 1693 and Lisbon, Portugal in 1755.

   CROSS-LISTED COURSES: □ No □ Yes; Please identify courses: ____________________________

   Is this an multisession course?: □ No □ Yes; Is it governed by a common syllabus? ________

Chair/Director (Print or Type) __________________________   Chair/Director (Signature) __________________________

Date: __________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
TEMPE  SGS 484  Internship
Structured practical experience following a contract or plan, supervised by faculty and practitioners.

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

| Allow multiple enrollments: Yes | Primary course component: Lecture |
| Repeatable for credit: Yes     | Grading method: Standard Grading with Z Option |

The course covers the deployment and development of baroque architecture, planning and philosophy in the aftermath of the natural disasters that destroyed Catania, Sicily in 1693 and Lisbon, Portugal in 1755.
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.

### ASU--[H] CRITERIA

**THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</thead>
<tbody>
<tr>
<td>✗</td>
<td>☐</td>
<td>Course description and syllabus</td>
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1. History is a major focus of the course.
2. The course examines and explains human development as a sequence of events.
3. There is a disciplined systematic examination of human institutions as they change over time.
4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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<tbody>
<tr>
<td>SGS</td>
<td>484</td>
<td>Natural Catastrophe and Urban Response</td>
<td>H</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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</thead>
<tbody>
<tr>
<td>1: Course takes a historical perspective.</td>
<td>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.</td>
<td>Each daily lesson plan engages a humanist development in its historical context. Each of these is marked with an &quot;H&quot;. The only exceptions are two lesson plans that treat only theoretical issues: June 16 and July 7.</td>
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<td>2: Course presents sequence of events</td>
<td>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.</td>
<td>The course has two three-week sections and each section has three one-week lesson plans: event, response and reconstruction, which chart the sequential development of the destruction and reconstruction process.</td>
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<tr>
<td>3: Course investigates human institutions changing over time.</td>
<td>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.</td>
<td>Daily lesson plans engaging criterion 3-changing institutions: June 2, 3, 8, 9, 10, 11, 15, 23, 24, 25, July 1, 2, 3, 8, 9; criterion 4-artifacts and ideas in context: June 1, 4, 5, 8, 9, 10, 11, 12, 16, 17, 18, 19, 22, 23, 24, 26, 29, 30, July 1, 2, 3, 6, 8, 9, 10.</td>
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<tr>
<td>4: Course examines events, artifacts and ideas in political, economic and social context.</td>
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SGS 484: Natural Catastrophe and Urban Response
Baroque architecture and planning in Sicily and Portugal

Catania, Sicily and Lisbon, Portugal
31 May -11 July

Thomas J. Puleo, PhD
School of Government, Politics and Global Studies
tpuleo@asu.edu
5-6 units

Summer 2009
M-F 9:00-12:00

Topic: In the late 17th and mid 18th centuries, the cities of Catania and Lisbon suffered very strong earthquakes and tsunamis that largely destroyed them and the regions that surrounded them. These disasters ignited deep contemplation and fervent discourse on the relationship between humans and nature throughout Europe. Yet these destructive events also spurred a renaissance of these areas, most notably as they ushered in the use and transformation of baroque architecture and planning in their reconstruction. The catastrophes and the subsequent reconstruction projects continue to have a profound effect on the economic activities and cultural identities of these cities and regions.

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.

Catania and Val di Noto, Sicily (31 May 2009 – 21 June 2009)

Event: Before and during the earthquake of 1693 (31 May -7 June 2009)
31 May: Students arrive in Catania
1: Natural and social place making and destruction (Johns 1999, Puleo 2007) [Welcome dinner!] H, HU
2: Pre-1693 baroque architecture and planning in Sicily (Mack Smith 1968b, Blunt 1968 1) H, HU
3: Baroque architecture and planning in Europe (Mumford 1961 1, Benevolo 1993) H, HU
4: Geomorphology of quake and ensuing topographic destruction (Pietanisi and Tinti 1998) H
5: Field trip: Etna (Bonajutus 1694)
6: OFF
7: OFF

Response: Causes and Meanings (8-14 June 2009)
8: Moral and philosophical understandings and expressions of the event (Mack Smith 1968a 1) HU, H
9: Political-economic context: Spain, Church, Nobility (Mack Smith 1968a 2, Tobriner 1999) H
10: View of and from Italy (Giuffrè 2007, Neil 1998, Blunt 1988 1) HU, H
12: Field trip: Siracusa, Noto and Palazzolo Acreide (Blunt 1968 2, Vittorini 2000 1) HU, H
13: OFF
14: OFF

Reconstruction: Birth of the Sicilian baroque (15-21 June 2009)
15: Sicilian Baroque architecture/planning: forms, methods (Tringali et al. 2003, Tobriner 1982) HU, H
17: Design as social representation: (Blunt 1988 2, Deleuze 1993, De Benedictis 2003) HU, H
18: Local-global perspective on Val di Noto and Sicilian baroque (Tringali 2003, Puleo 2009) HU, H
19: Field trip: Caltagirone, Ragusa, Modica and Scicli (Blunt 1968 3, Vittorini 2000 2) HU, H
20: OFF
21: Flight: Catania–Lisbon! (Details shall be forthcoming)
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
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
27: OFF
28: OFF

Response: Reason and Lament (29 June – 5 July 2009)
29: Thoughts on nature-culture relations in 18th century Europe (Dynes 2005, Glacken 1967) HU, H
30: Political-economic context (Mumford 1961 2, Delaforce 1993) 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 Your 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/us104-01.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


