

ITA 380-SLC 380-HON 394: Natural Disasters: Environmental & Cultural Resilience

1. Contact Information

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2. Course Description

The Italian peninsula is home to some of the most diverse physical and geological landscapes on earth. Over time, natural disasters, such as earthquakes, volcanic eruptions, and landslides, have transformed Italian culture, creating a distinct, reciprocal, and enduring relationship between nature and Italian society. Join Dr. Dal Martello for 7.5 weeks to explore the complex and constantly-evolving intersections between natural disasters, culture, and resilience in Italy.

As a student, you will...

- Study pivotal natural disasters that have occurred throughout Italian history, including the Mt. Vesuvius, Pompeii, and Etna volcanic eruptions; the Messina, Belice Valley, Campania, Friuli, and L'Aquila earthquakes; and the Vajont landslide
- Identify and measure the physical and geological features of Italy that make it susceptible to natural disasters
- Analyze religious and scientific narratives, artifacts, and practices connected to natural disasters, such as *ex-voto*
- Trace the development of Italian civil service institutions to prepare for and respond to natural disasters
- Conceptualize how the newly developed discipline of Environmental Humanities explains humans' role in natural disasters and the process of resilience
- Engage one-on-one with experts in diverse fields, ranging from vulconology, geology, disaster and risk management, anthropology, and Italian history, literature, and art, through special guest lecture visits

The coursework will incorporate a variety of sources designed to give students both a theoretical and practical understanding of Italian culture and natural disasters. You can expect class discussions, collaborative projects, creative writing, academic texts, personal narratives,

films, videos, guest lectures, and current articles. This course is open to *all* majors and will fulfill Science & Society credit.

3. Learning Outcomes

Upon successful completion of this course, students will be able to...

- Recognize the main characteristics of important time periods in Italian history (Roman era, *il Rinascimento*/Renaissance, *il Risorgimento*/Unification, WWI, and WWII)
- Locate and describe basic physical and geological features of the Italian peninsula
- Distinguish key features of several natural disasters that have occurred throughout Italian history (Mt. Vesuvius and Pompeii; Messina; Belice Valley; Campania; Friuli; L'Aquila earthquakes; Vajont landslide; Emilia-Romagna; Amatrice/Camerino in Le Marche **Dr. Arrowsmith's focus**)
- Quantify the magnitude of natural disasters using Moment Magnitude (earthquakes) and the Volcanic Explosivity Index, or VEI (magnitude and intensity of volcanic eruptions)
- Compare and contrast a natural event, hazard, natural disaster, and catastrophe
- Begin to practice contextualizing natural disasters throughout Italian history
- Analyze religious and scientific narratives, artifacts, and practices connected to natural disasters, such as *ex-voto*
- Analyze major physical and geological features of Italy that make it especially vulnerable to natural disasters
- Interpret hazard forecasting maps for earthquakes, volcanic eruptions, and landslides
- Gain a firsthand perspective from scientists who conduct research on natural disasters in Italy
- Interpret examples of resilience in contemporary Italian society
- Consider how the newly developed discipline of Environmental Humanities conceptualizes the relationship between humans and nature and connects to the discourse surrounding natural disasters and resilience
- Trace the development of Italian civil service institutions to prepare for and respond to natural disasters in Italy
- Evaluate the effectiveness of government institutions in their response and rebuilding efforts following major disasters in Messina, Belice Valley, and L'Aquila

- Participate in a table-top exercise to gain a deeper understanding of risk management and disaster vulnerability
- Synthesize your knowledge gained over the course of the class to analyze and think critically about the relationships between science and society

4. Listing of Assignments

Discussion Board (DB): Discussion boards will be completed **weekly** in two parts. The **first** part is the students' own response to the **two** weekly questions (coursework-based and personal). Students must answer **all** questions in their post, and they must cite **at least two** of the readings.

Part one is due **before** the second class of the week and should be **at least 300 words**. You will not be penalized for writing more than 300 words, but please be reasonable. The **second** part is **two responses** to **two different** students' posts. These two responses will be due at **midnight** on the day after the second class (Friday). There should be at least **one constructive question** in each response, and each response should be **at least 75 words** apiece.

Students must cite the **required readings** at least once in their **original** discussion post and also cite any **required audiovisual resources** (videos, classroom lectures, films, etc.) at least once. In other words, each student's **original** discussion post should have at **minimum two citations** (one from the reading, one from an audiovisual source). Students should also have at minimum **one citation from their peer's original post** in each of their two responses.

Quizzes: At the end of each week's module, students will take a short quiz in Canvas. Each quiz is worth a total of 10 points. These 15-minute quizzes will consist of a combination of true/false and multiple-choice questions that will cover only the **required** learning materials in each module.

In-Class Presentations: In groups of 2-3, students will prepare a **short visual presentation** (such as a PowerPoint, Prezi, Google Slide presentation, etc.) summarizing the **main ideas** of the week's learning materials. (Make sure you have images but not much writing on your slides.) Students must make explicit references to the learning materials (both readings and audiovisuals) **at least 3 times**. The easiest way to do this is to **cite** the learning materials directly in your presentation.

In addition, presentations must include a reference to **at least one additional source** that is *not* part of the week's required learning materials. **Recommended resources** for the week, provided in the syllabus, would be an **ideal** way to fulfill this additional source requirement. You and your group are also welcome to conduct your own outside research and select articles, videos, academic texts, etc.

Lastly, groups must prepare at least **4 discussion questions** for the class that relate to the main points of the week's learning materials. The presenting group will be responsible for facilitating the classroom discussion.

Please consult with the professor, but each student in the group should speak for **around 6 minutes apiece** (i.e., pairs will present a 12 minute presentation, groups of three 18 minutes). If you choose to include a video, then the clip should *not* last more than 2-3 minutes. After your

presentation, there will be **small group discussions** lasting **around 5 minutes** in breakout groups, during which the class will discuss your questions. Finally, you and your group members will facilitate a big classroom discussion, in which each question will be discussed for around **2 minutes**. It's really important you and your group practice your presentation beforehand and adhere to these time limits. Since this is a session A course, we are moving at a faster pace.

In-Class Participation: You will be responsible for keeping track of your participation each day in class. There will be a [Google Excel Sheet](#), in which you will tally the number of times you speak per class. The goal is to speak **at least once** in the **big class discussion**. To count towards participation, your comment must thoughtfully contribute to the class discourse and be original. Speaking in a break-out group doesn't count towards your in-class participation for the day. You are expected to be present in class. You are allowed **1 (one) unexcused absence** for the entire session. After one absence, your final grade will decrease by **one letter grade** for each additional absence, and your participation grade will suffer as well.

In case you cannot attend class as a result of illness or possible exposure to infectious disease, you may request make-up work from the instructor by email, chiara.dm@asu.edu.

Unit 1 Assignment: In this module, you read the novel *Bella Mia* and Pliny the Younger's accounts, two personal narratives that featured natural disasters in Italy. For this assignment, you will be creating a **fictional diary entry (written or recorded)**. You will imagine yourself living at the time of a natural disaster in Italy (ancient or contemporary--you can choose). The goal of the diary entry is to examine the context of the time period leading up to and after the natural disaster: where (imaginary) you/your family live, i.e. a basic geographic description; what your livelihoods are; what political/social/economic issues are dominant, etc. You must include specific details about the natural disaster you picked, such as the quantitative scale of the event, death toll, and societal reactions. Outside research **will** be required to fully understand the historical context beyond the required and recommended learning materials provided to you in the module, so please select your natural disaster early and consult with the professor for feedback and/or suggestions. You have the freedom to write in either the first or third person. The assignment should be between **500-750** words (If recorded, you will be required to submit a script) and you must cite **at least two** of the course materials from Module 1 and/or 2 (required or recommended.) Sample assignments are provided on Canvas.

Unit 2 Assignment: In this module, you learned about the scientific processes behind natural disasters, engaged with scientists, and watched the film, "The Human Element." In this assessment, you will apply your understanding of the physical and geological features of Italy to write a policy paper that analyzes how a chosen natural disaster could have been avoided and provides 1-2 clear policy solutions. Examples could include, but are not limited to, earlier evacuations, building directly on a fault line, or faulty systems of communication at the local/provincial/national levels of government. You must consult and cite relevant hazards maps and forecasting reports to inform your decisions (refer to Dr. Clarke and Dr. Arrowsmith's lectures). You must also cite relevant learning materials covered in this module (readings and/or audiovisuals) at least 3 times. The policy paper should be between **500-750** words.

To review how to write a policy paper, you can refer to the "Policy Paper Basics" folder on Canvas. Sample assignments are provided on Canvas.

Unit 3 Assignment: In this final assignment, you will synthesize your knowledge gained over the course of this class and participate in a collaborative group project (visual presentation). You and your group will also be partaking in a [tabletop simulation](#), a common practice in disaster and risk management fields (refer to Dr. Alexander's lecture). More information in Unit 3.

Final Exam

The exam consists of 3 different categories: 1) an historical approach, 2) a scientific focus, and 3) a socio-cultural focus. There are 2 questions given for each category. You have to answer both questions and write 300 words total **per category** and reference at least 2 course readings and/or lectures per category. The time limit is 75 minutes.

5. Hybrid Course Expectations

This is a hybrid course, which means that students will split their facilitated learning time between the classroom and the online environment. At times, it may feel like there is more homework in a hybrid course, but, in actuality, it's the same amount of homework as any other class. The difference being that part of the time students used to spend in the classroom is now being done online. Students in this course are expected to participate in learning activities in the classroom for 75 minutes, 2 days a week and online 150 minutes a week, as well as participate in independent homework. Please expect to spend around 12 hours each week preparing for and actively participating in this course.

6. Grading policies and percentages

Class Participation: 10%

Class Group Presentation: 5%

Weekly Canvas Discussions: 20%

Assignment One: 10%

Assignment Two: 15%

Assignment Three: 20% (Different stages of the project will be graded and weighted differently over the course of Unit 3, i.e. the rough draft, presentation, and tabletop simulation.)

Quizzes: 10%

Final: 10%

A+	100-97
A	96-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77

C	76-70
D	69-60
E	59-0

7. Readings and Weekly Itineraries

Unit 1: Modules 1-2

Learning Outcomes:

- Recognize the main characteristics of important time periods in Italian history (Roman era, *il Rinascimento*/Renaissance, *il Risorgimento*/Unification, WWI, and WWII)
- Distinguish key features of several natural disasters that have occurred throughout Italian history (Mt. Vesuvius and Pompeii; Messina; Belice Valley; Campania; Friuli; L'Aquila earthquakes; Vajont landslide; Emilia-Romagna; Amatrice/Camerino in Le Marche **Dr. Arrowsmith's focus**)
- Compare and contrast a natural event, hazard, natural disaster, and catastrophe
- Locate and describe basic physical and geological features of the Italian peninsula
- Analyze religious and scientific narratives, artifacts, and practices connected to natural disasters, such as *ex-voto*
- Begin to practice contextualizing natural disasters throughout Italian history

Discussion Questions:

- Why has water historically been viewed in Italy as an “enemy”? Give 1-2 examples of how Italians have dealt with hydraulic instability, referencing the Bevilacqua chapter.
- Describe briefly what Jones refers to as “normalization bias” in her introduction; In addition, mention at least one example of what humans have done throughout history to deal with disasters.
- Following the earthquakes in L'Aquila, many residents left the disaster area and others stayed behind. Pretend you're one of the characters in the novel *Bella Mia*. Given what you know about the character so far, should he/she stay in L'Aquila or leave? Why or why not?
- In your opinion, should Messina have been rebuilt after the 1908 earthquake? In your argument, be sure to explain both sides of the argument as well as clearly state your opinion. In addition, be sure to mention Kelman's “site” and “situation” distinction, which is found at the end of the Part I Messina chapter.

- How does the L'Aquila earthquake alter the relationship that the characters have with one another, their community, and their territory? In what ways are these relationships resilient (or not)?

Assignment:

Unit 1 Assignment: In this module, you read the novel *Bella Mia* and Pliny the Younger's accounts, two personal narratives that featured natural disasters in Italy. For this assignment, you will be creating a **fictional diary entry (written or recorded)**. You will imagine yourself living at the time of a natural disaster in Italy (ancient or contemporary--you can choose). The goal of the diary entry is to examine the context of the time period leading up to and after the natural disaster: where (imaginary) you/your family live, i.e. a basic geographic description; what your livelihoods are; what political/social/economic issues are dominant, etc. You must include specific details about the natural disaster you picked, such as the quantitative scale of the event, death toll, and societal reactions. Outside research **may** be required to fully understand the historical context beyond the required and recommended learning materials provided to you in the module, so please select your natural disaster early and consult with the professor/TA for feedback and/or suggestions. You have the freedom to write in either the first or third person. The assignment should be between **500-750** words.

Readings (Required):

Armiero, M. & Hall, M. (Eds.). (2010). *Nature and History in Modern Italy*. Athens: Ohio University Press.

- **Ch. 1:** "The Distinctive Character of Italian Environmental History" by Piero Bevilacqua
- **Ch. 2:** "Upside Down Landscapes" by Emanuela Guidoboni

Di Pietrantonio, D. (2014). *Bella Mia*. Calisi Press: United Kingdom. Translated by Franca Scurti Simpson.

Di Pietrantonio, D. (2018). *Bella Mia's Afterwords*. Einaudi Publisher: Torino. Translated by Dominic Orso, 2021 (pp. 179-182).

Hoffman, S. M. & Oliver-Smith, A. (2002). *Catastrophe & Culture: The Anthropology of Disaster*. Santa Fe: School for Advanced Research Press

- **Ch. 2:** Theorizing Disasters: Nature, Power, and Culture

Holland, C. (2018). An art of faith, facts, and miracles." *New York Times*. Retrieved from: <https://www.nytimes.com/2018/12/20/arts/design/bard-graduate-center-faith-votive-objects.html>

Jones, L. (2018). *The Big Ones*. New York: Doubleday.

- **Introduction:** Imagine America Without Los Angeles
- **Ch. 1:** Brimstone and Fire from out of Heaven *Pompeii, Roman Empire, AD 79*

Meier, A. (2015). An art of accumulation at a New Orleans shrine to the plague saint. *Hyperallergic*. Retrieved from:

<https://hyperallergic.com/211351/the-art-of-accumulation-at-a-new-orleans-shrine-to-the-plague-saint/>

Meier, A. (2017). The vivid violence and divine healing of ex-voto paintings. *Hyperallergic*. Retrieved from: <https://hyperallergic.com/334143/the-visualized-violence-and-divine-healing-of-the-ex-voto-painting/>

Parrinello (2020). *Fault Lines: Earthquakes and Urbanism in Modern Italy*. New York: Berghahn Books.

- **Introduction:** Can Earthquakes Speak? (p. 1-21)
- Part I: The 1908 Messina Earthquake
 - **Ch. 1:** The 1908 Messina Earthquake (p. 21-48)

PBS: [Interview with Journalist Christopher Livesay about the 2016 Amatrice Earthquake](#)

Pliny the Younger Accounts. Retrieved from: http://www.stjohns-chs.org/language/imurphy_courses/latin-i/homework/week-25/pliny-letters-to-tacitus-on.pdf

Videos (Required, but will *not* be covered on the quizzes; instead, they are expected to be cited and incorporated in Discussion Board posts and your Unit 1 assignment):

Cambridge University: [Objects of Devotion--Ex Votos](#)

Crash Course European History: [Florence and the Renaissance](#)

Dear Diary. (1993). Interpreted and directed by Nanni Moretti. (**Film available on Canvas.**)

Geography Now: [Italy](#)

Khan Academy: [Ancient Rome and the Roman Empire](#)

OR

Crash Course World History: [Roman Empire](#) and [Fall of the Roman Republic](#)

Khan Academy: [Italian Front in WWI](#)

Khan Academy: [Rise of Mussolini and Facism](#)

Spark Notes: [Italian Reunification](#)

Suibhne: [Animated History of Italy](#), Parts I & II (Part II only up until 8.36)

Resources (Recommended):

Kriss-Rettenbeck, L. (2003). Ex voto. *Oxford Art Online*.
<https://doi.org/10.1093/gao/9781884446054.article.T027190>

Thompson, G. (2020). Get ready for the great urban comeback. *The Atlantic*. Retrieved from: <https://www.theatlantic.com/magazine/archive/2020/10/how-disaster-shaped-the-modern-city/615484/>

Guest Lectures:

Dr. Jennifer Adams

Ms. Donatella Di Pietrantonio (recorded)

Unit 2: Modules 3-4

Learning Outcomes:

- Analyze major physical and geological features of Italy that make it especially vulnerable to natural disasters
- Quantify the magnitude of natural disasters using Moment Magnitude (earthquakes) and the Volcanic Explosivity Index, or VEI (magnitude and intensity of volcanic eruptions)
- Interpret hazard forecasting maps for earthquakes, volcanic eruptions, and landslides
- Gain a firsthand perspective from scientists who conduct research on natural disasters in Italy
- Identify the connections between the severity and frequency of natural disasters to global climate change
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- Infer how accelerated climate change in the future will impact the severity of natural disasters in Italy
-
- Consider how the newly developed discipline of Environmental Humanities conceptualizes the relationship between humans and nature and connects to the discourse surrounding natural disasters and resilience

Discussion Questions:

- Explain the magnitude-frequency concept.
- What is the difference between an earthquake prediction and forecast? What kinds of adjustments can communities make to mitigate the earthquake hazard?
- Have you, your family, friends, or acquaintances ever experienced a natural disaster? If so, describe the experience, making sure to include the “human elements” of the disaster as discussed in the film.

In her afterword, Braidotti writes, “This fast-growing scholarly landscape [of environmental humanities] indicates that the consensus about “Man” as the basic unit of reference for the human has long been lost and that this figure is in trouble.”

Similarly, Balog states, “We’re not separate from nature. We’ve been taught for thousands of years that we’re separate, and we’re looking in on nature. But I’ve come to realize--and the broader science that’s around me has come to realize--we are in nature, not disjointed.”

- Reflecting on the two quotations above, why is there a need to include the environment and science in the study of humanities? What are the benefits (and perhaps drawbacks) when humanities and science "talk" to one another?
- How do the people on Tangier Island view climate change? In your opinion, what are some methods to dislodge people of their firmly-held ideologies? Give an example from your own life, if applicable.
- "Climate protection equals people protection." Agree/disagree. Give 2-3 examples from the film and also 1-2 examples from your readings.

Assignments:

Unit 2 Assignment: In this module, you learned about the scientific processes behind natural disasters, engaged with scientists, and watched the film, "The Human Element." In this assessment, you will apply your understanding of the physical and geological features of Italy to write a policy memo to a local government official that analyzes how a chosen natural disaster could have been avoided and provides 1-2 clear policy solutions. Examples of policy solutions could include, but are not limited to, earlier evacuations, building directly on a fault line, or faulty systems of communication at the local/provincial/national levels of government. You must consult and cite relevant hazards maps and forecasting reports to inform your decisions (refer to Dr. Clarke and Dr. Arrowsmith's lectures). You must also cite relevant learning materials covered in this module (readings and/or audiovisuals) **at least 3 times**. The policy memo should be between **500-750** words. Resources to write a policy memo can be found in the module "Boost your course performance." Since these are not original resources, please do **not** share, post, or distribute the policy memo resources.

To review how to write a policy paper, you can refer to the "Policy Paper Basics" folder on Canvas.

Readings (Required):

Braidotti, R. (2018). "Afterword: The Proper Study of the Humanities is No Longer Man." In Iovino, S., Cesaretti, E. & Past, E. (Eds.), *Italy and the Environmental Humanities: Landscapes, Natures, and Ecologies*, pp. 242-245. Charlottesville: University of Virginia Press.

Davies, D. (2019, Feb. 6). Environmental photographer focuses on protecting the climate--and its people. *NPR*.
<https://www.npr.org/2019/02/06/691967491/environmental-photographer-focuses-on-protecting-the-climate-and-its-people> (Listen to complete podcast episode.)

The Human Element. (2019). Directed by Matthew Testa and starring James Balog. (**Film available on Canvas.**)

Keller & DeVecchio. (2012). *Earth's processes as hazards, disasters, and catastrophes*.
<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascde%3AUS%3Af0af260b-186d-4fd3-99f8-810caefc9d4b>

- Chapter 1: Introduction to Natural Hazards (1.1, 1.2 & 1.4)
- Chapter 3: Earthquakes (3.6, 3.9 & 3.10)
- Chapter 5: Volcanoes (5.3-5.7)

Pyle, D.M. (2015). Sizes of volcanic eruptions. *The Encyclopedia of Volcanoes*(2), p. 257-264.
<https://doi.org/10.1016/B978-0-12-385938-9.00013-4>

Videos (Required, but will *not* be covered on the quizzes; instead, they are expected to be cited and incorporated in Discussion Board posts):

Dr. Francesca Ferrando of NYU: “What is Posthumanism?” [playlist](#)

Resources (Recommended):

Bonifield, J. (2020). New study highlights natural disaster’s impact on global agriculture network. *Foodtank*.
<https://foodtank.com/news/2020/08/new-study-highlights-natural-disasters-impact-on-global-agriculture-network/>

Dark, K. (2018, Jun. 6). *Living on the edge: why we choose homes in danger zones*. Curbed.
<https://archive.curbed.com/2018/6/6/17420910/kilauea-volcano-hawaii-activity-housing-evacuations>

Salvatore Giammanco’s [presentation](#) at the INGV in Catania

Lane, T. (2019, April 16). City of Tempe continues work with ASU to craft climate action plan. *The State Press*.
<https://www.statepress.com/article/2019/04/spcommunity-city-of-tempe-works-with-asu-to-craft-climate-action-plan>

Guest Lectures:

Dr. Ramon Arrowsmith
Dr. Amanda Clarke

Unit 3: Modules 5-7

Learning Outcomes:

- Interpret examples of resilience in contemporary Italian society
- Trace the development of Italian civil service institutions to prepare for and respond to natural disasters in Italy
- Evaluate the effectiveness of government institutions in their response and rebuilding efforts following major disasters in Messina, Belice Valley, and L’Aquila
- Participate in a table-top exercise to gain a deeper understanding of risk management and disaster vulnerability
- Synthesize your knowledge gained over the course of the class to analyze and think critically about the relationships between science and society

Discussion Questions:

- Briefly summarize the Italian government's differing strategies to post-disaster displacement and migration following the Messina, Belice Valley, and L'Aquila earthquakes, noting key similarities and differences, if any. Please draw from Parrinello (2012) and the *Draquila* film.
- Describe an example of resilience you have seen in your own community or have experienced in your own life (can include the COVID-19 pandemic!). Briefly describe it, and include a visual if you can.
- How did the L'Aquila earthquakes inform the "social memory" of the Emilia-Romagna earthquake disaster response? Your response should include, at minimum, a discussion of the following terms/ideas:
 - *Tendopoli* camps
 - New Towns
 - Berlusconi
 - The concept of "slow violence"
 - *Dal Basso alla bassa*
 - *Mettiamoci una pezza*
- How does the "social memory" in Emilia-Romagna relate to the *teatro di narrazione* of Paolini?
- Historically, the Italian government's response to natural disasters has been to address them with short-term, rather than long-term, solutions. In fact, Alexander writes that many Italians view "self help" as the only form of aid. Choose two of the natural disasters discussed in this unit, and describe the short-term responses (locally, regionally, and nationally). Then, analyze the effects of these solutions and propose 1-2 policy solutions that could've better addressed the natural disaster at hand. Feel free to use readings from both Module 6 & 7 to write your answer.
- Describe a contemporary example (either from your own experience or own research) of politics interfering in the delivery of aid following a disaster (can include the COVID-19 pandemic!)
- You've reached the end of the course! You did it! *Bravi!* Please reflect on your overall experience in the course and share at least 2 takeaways (from Units 1-3).

Assignments:

Unit 3 Assignment: In this final assignment, you will synthesize your knowledge gained over the course of the class by participating in a [tabletop simulation](#), a common practice in disaster and risk management fields (**Dr. Alexander's lecture** in module 7 will be particularly helpful!)

There will be **three** different components to the final project.

1. Before the tabletop simulation gets underway, each student will be assigned a **role**. We will do our best to assign you a role based on your academic major(s). These roles are a variety of actors who will be affected by the natural disaster during the simulation. Possible roles can include:

- Mayor (2) *independent
- Utilities personnel (water, electricity) (2-3)
- Transportation personnel (boats, buses) (2)
- Civil protection personnel (2)
- Law enforcement officer/police (2-3)
- Service industry workers (restaurants, businesses)
- Tourists
- Regular citizens
- Local volunteers
- Scientist/researcher/academic/volcanologist (2-3) *independent
- Journalists (2-3) *independent
- Architect/urban development planner (2)
- Firefighters, emergency personnel (4)
- Healthcare personnel (2)

For the **first** part of the assignment (**Assignment 3, Part I**), you will research your assigned role in-depth. Your description of your role should be between **350-500** words. It will be due by the **end of Module 5**. We will remind you in class!

2. Next, the tabletop exercise itself begins **in-class** during the week of **module 6 (Assignment 3 Part II)**. The whole class is given a scenario on the island of *Vulcano*. Students are assigned to an area (4). This is known as *inject one*. Together as a group, students must identify **at least 6** local risks and vulnerabilities that exist on the area of the island they are assigned to (refer to **Dr. Bonadonna's lecture** from module 5). Make a bullet-point **list** of these local risks and vulnerabilities. *Inject 2* is given in class and each group/area can start working on it when done with *inject 1*. Repeat the same steps for the *first inject*. At this point, students should also be brainstorming possible **solutions** along with their list.
 - a. At the end of class, students receive *inject 3*. Outside of class, students are expected to collaborate with their group/area (over Slack, Google Docs, email, text, etc.) to **post** their most up-to-date **(a)** list of local risks and vulnerabilities (should have **at least 10**) and **(b)** solutions (should have **at least 3**) to a **Discussion Board** by the end of the week (**Saturday**). **1 (one)** person from each group can post it and include everyone's name. Independent roles can post separately or with their group/area.
 - b. Over the weekend (going into **module 7**), students receive *inject 4*. It is sent via e-mail and through Canvas announcements, along with a **rubric** for part three.
3. For the **third and final** part of the project (**Assignment 3 Part III**), students present their **complete tabletop strategy**: how did each member's assigned role function into the simulation, i.e. what did your role do? Why is it significant? Did your role collaborate with another role? Were there any major obstacles faced? How were they resolved? How are notions of resilience exemplified in your strategy? The full list of local risks and vulnerabilities made for injects 1-4; a comprehensive resolution/action plan, and any other relevant information. Presentations will be a maximum of **12 minutes**.

Be as **creative** as possible in developing your presentation. Incorporate a variety of mediums (photographs, short videos, newspaper articles, etc.) to highlight your tabletop experience, though be sure to cite any and all sources in either a “References” or “Works Cited” slide. Students **must** reference **at least two** readings and/or audiovisual materials covered throughout the course of the class (Units 1-3). Feel free to also include any **recommended** in addition to **required** materials!

All group members are required to speak at least once throughout the presentation.

4. Afterwards, one of your group members will submit this list during class.

Recommended:

The following resources are provided by Dr. Clarke and Dr. Arrowsmith and can assist groups with their research for the Unit 3 Assignment.

- Interactive Seismic Hazard Map for Italy (from [INGV](http://www.ingv.it), a leading scientific research institute for natural disasters in Sicily):
 - http://esse1-gis.mi.ingv.it/s1_en.php
 - Choose options and location; click box at left and redraw map.
- Moment Magnitude:
 - https://en.wikipedia.org/wiki/Moment_magnitude_scale#Seismic_moment
 - [https://en.wikipedia.org/wiki/Moment_magnitude_scale#Moment_magnitude scale](https://en.wikipedia.org/wiki/Moment_magnitude_scale#Moment_magnitude_scale)
- Tabletop exercise scenarios:
 - https://www.fema.gov/media-library-data/1426103634437-a1928f190773b74ca029bf2f5793e958/ap_organizational_ttx_ppt_all_6_hazards_form_031015_final_508.pdf
 - https://www.cidrap.umn.edu/sites/default/files/public/php/27001/King%20County%20OTP%20Earthquake%20Tabletop%20Exercise_0.pdf
 - <https://pubs.usgs.gov/of/2013/1018/of2013-1018.pdf>
 - <https://www.sog.unc.edu/sites/www.sog.unc.edu/files/Sample%20TTX%20Floodin g%20Incident%20FINAL.pdf>

Readings (Required):

Alexander, D. (2019). L’Aquila, central Italy, and the “disaster cycle,” 2009-2017. *Disaster Prevention and Management*, 28(4), 419-433. DOI 10.1108/DPM-01-2018-0022

Bini, Andrea. (2016). Marco Paolini’s theatre of trauma: *Vajont*. *Quaderni d’italianistica*, 37(2), p. 155-165 (**not entire text**)

- *Domande nel paese del disastro del Vajont*
<https://www.youtube.com/watch?v=mUUYHSvvs0o> (in English) all of it
- Focus Documentary, *La diga del Vajont*
<https://www.youtube.com/watch?v=iEOLBaPY-P4> (in English) first

Carnelli, F. & Forino, G. (2017, 26 April). Managing a seismic disaster in Italy: a brief commentary for an “emergency toolkit.” *Il lavoro culturale*.
<https://www.lavoroculturale.org/prontuario-demergenza-sismica/fabio-carnelli-e-giuseppe-forino/2/>

Draquila--L'Italia che trema (Draquila--Italy trembles). (2010). Directed by Sabina Guzzanti. (**Film available on Canvas.**)

Dickie, J., Foot, J. & Snowden, F.M. (2002). *Disastro! The Disasters in Italy Since 1860: Culture, Politics, Society*. London: Palgrave Macmillian.

- **Ch. 6:** “The Evolution of Civil Protection in Modern Italy” by David Alexander

Hajek, Andrea. (2018). “We will not tremble: healing the body politic in post-earthquake Emilia-Romagna.” In Iovino, S., Cesaretti, E. & Past, E. (Eds.), *Italy and the Environmental Humanities: Landscapes, Natures, and Ecologies*, pp. 174-183. Charlottesville: University of Virginia Press.

Jones, L. (2018). *The Big Ones*. New York: Doubleday.

- **Introduction:** Imagine America Without Los Angeles
- **Chapter 10:** To Court Disaster, *L'Aquila, Italy, 2009*
- **Chapter 12:** Resilience by Design, *Los Angeles, California, sometime in the future*

Parrinello (2020). *Fault Lines: Earthquakes and Urbanism in Modern Italy*. New York: Berghahn Books.

- Part I: The 1908 Messina Earthquake
 - **Ch. 2:** Urban Reform 1880-1908 (p. 48-77)
 - **Ch. 3:** The Modern City 1909-1943 (p. 84-118)
 - **Ch. 6:** Conclusion

Parrinello, G. (2012). Post-disaster migrations and returns in Sicily: the 1908 Messina earthquake and the 1968 Belice Valley earthquake. *Global Environment*, 5 (9), pp. 26-49.

Vajont-La diga del disonore (The Dam of Dishonor). (2001). Directed by Renzo Martinelli. (**Film available on Canvas.**)

Resources (Recommended):

Alexander, D. & Pescaroli, G. (2019). The role of translators and interpreters in cascading crises and disasters: towards a framework for confronting the challenges. *Disaster Prevention and Management*, 29(2), 144-56. DOI 10.1108/DPM-12-2018-0382.

Derra, S. (2018, Dec. 9). New ASU initiative to focus on building resilience in Maricopa County communities. *ASU Now*.
<https://asunow.asu.edu/20181209-arizona-impact-new-asu-initiative-focus-building-resilience-maricopa-county-communities>

Dickie, J., Foot, J. & Snowden, F.M. (2002). *Disastro! The Disasters in Italy Since 1860: Culture, Politics, Society*. London: Palgrave Macmillian.

- **Ch. 7:** “Three Earthquakes: Political Response, Reconstruction, and Institutions: Belice (1968), Friuli (1976), Campania (1980)” by Judith Chubb

Children After a Natural Disaster: Materials for Educators & Teachers (Select any section(s) that interest you to reference. Will be available as a PDF in Canvas.)

Farinosi, M. & Micalizzi, A. (2016). Geolocating the past: Online memories after the L'Aquila earthquake. In Hajek, A., Lohmeier, C. & Pentzold, C. (Eds.), *Memory in a Mediated World: Remembrance and Reconstruction*, p. 90-110. London: Palgrave Macmillan.

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Paolini, Marco (1993). *Il Racconto del Vajont* [in Italian] + YouTube [video](#)

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<https://asunow.asu.edu/20190311-solutions-asu-disaster-management-program-top-nation>

Merlin, Tina (1983). *Sulle Pelle Viva*. Verona: Cierre edizioni. [in Italian]

Guest Lectures:

Dr. David Alexander, Risk, Management

Dr. Costanza Bonanno, Volcanologist

Dr. Fabio Carnelli, Risk, Management (recorded)

Dr. Amanda Clarke (Returning to offer support for final project)

Christopher Livesay. Award Winning Journalist

Dr. Giacomo Parrinello, Environmental Historian

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Call the 24/7 Canvas Support Hotline 1-855-278-5080 if you experience technical issue. It is important that you obtain a "help ticket" number via email from the Canvas operator as you will use this as your "receipt" in the event that you need instructors to consider an extension. The help ticket number is time-stamped and proves you made a reasonable effort to resolve the technical issue before the assignment deadline.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>

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The conditions under which assigned work or tests can be made up, including:

- *The instructor's general policy on absences.*
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Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

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Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Expected Classroom Behavior:

Classroom behavior: Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, IPOD, etc. are strictly prohibited during class.

If the class is taught in Zoom, please remember that the space you are in is a learning environment and that it must be conducive to learning and free from noise and other distractions. Your attire must be appropriate, your cell phone silenced, and you must behave as if you were in a classroom. Drinking water is permissible, eating is not. You are also responsible for ensuring that you have reliable technology: your internet connection must be reliable and your webcam and microphone must be in good working order so that your audio and video can come through clearly for your classmates and the instructor.

Policy Against Threatening Behavior:

Student Services Manual [SSM 104-02](#) “Handling Disruptive, Threatening or Violent Individuals on Campus”:

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

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Policy on Sexual Discrimination:

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Copyrighted Materials:

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- **Ch. 1:** "The Distinctive Character of Italian Environmental History" by Piero Bevilacqua
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- **Ch. 6:** “The Evolution of Civil Protection in Modern Italy” by David Alexander
- **Ch. 7:** “Three Earthquakes: Political Response, Reconstruction, and Institutions: Belice (1968), Friuli (1976), Campania (1980)” by Judith Chubb

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- **Ch. 1:** Brimstone and Fire from out of Heaven *Pompeii, Roman Empire, AD 79*
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- Chapter 3: Earthquakes (3.8)
- Chapter 5: Volcanoes (5.2, 5.6)
- Chapter 12: Climate Change

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- **Introduction:** Can Earthquakes Speak? (p. 1-21)

- Part I: The 1908 Messina Earthquake
 - **Ch. 1:** The 1908 Messina Earthquake (p. 21-48)
- Part I: The 1908 Messina Earthquake
 - **Ch. 2:** Urban Reform 1880-1908 (p. 48-77)
 - **Ch. 3:** The Modern City 1909-1943 (p. 84-118)
- **Conclusion** (p.213-230)

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Derra, S. (2018, Dec. 9). New ASU initiative to focus on building resilience in Maricopa County communities. *ASU Now*.

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Videos:

PBS: [Interview with Journalist Christopher Livesay about the 2016 Amatrice Earthquake](#)

Cambridge University: [Objects of Devotion--Ex Votos](#)

Crash Course European History: [Florence and the Renaissance](#)

Dr. Francesca Ferrando of NYU: "What is Posthumanism?" [playlist](#)

Geography Now: [Italy](#)

Khan Academy: [Ancient Rome and the Roman Empire](#)

OR

Crash Course World History: [Roman Empire](#) and [Fall of the Roman Republic](#)

Khan Academy: [Italian Front in WWI](#)

Khan Academy: [Rise of Mussolini and Facism](#)

Spark Notes: [Italian Reunification](#)

Suibhne: [Animated History of Italy](#), Parts I & II (Part II only up until 8.36)

Other:

Children After a Natural Disaster: Materials for Educators & Teachers (Select any section(s) that interest you to reference. Will be available as a PDF in Canvas.)

Dear Diary. (1993). Interpreted and directed by Nanny Moretti. (**Film available on Canvas.**)

Draquila--L'Italia che trema (Draquila--Italy trembles). (2010). Directed by Sabina Guzzanti. (**Film available on Canvas.**)

BEFORE watching Draquila, read/watch/listen to the following learning materials. The **quiz** will **only** cover the **BBC article** and **Alexander article**. The rest of the sources are **optional**.

Alexander, David. (2010). " [Civil Protection amid Disasters and Scandals](#)". in *Italian Politics*, Vol. 26, Much Ado about Nothing? pp. 180-197. Berghahn Books. (****Required**)

BBC News (article): [The Secret of Silvio Berlusconi's Success \(Links to an external site.\)](#) (****Required**)

Daily Commercial News (article): [Italian Disaster Chief Under Scrutiny \(Links to an external site.\)](#)

Wonderly (podcast): "[Bunga Bunga \(Links to an external site.\)](#)" (**content warning: strong language**)

Last Week Tonight (video): [Italian Elections \(Links to an external site.\)](#) (**content warning: strong language**)

Il Racconto del Vajont + YouTube [video](#)

Salvatore Giammanco's [presentation](#) at the INGV in Catania

Sulle Pelle Viva by Tina Merlin [Translated?]