

**School of Architecture | Georgia Tech | Summer 2026**

**ARCH 3008 / 6008: Art and Architecture in Italy I (3 credits)**

*Undergraduate and Graduate Offering*

## **ARCH 3008 / 6008 Syllabus**

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Art and Architecture in Italy I (3 credits)

**Summer 2026**

### **Instructor Information**

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**Instructor:** Myrsini Mamoli, PhD

**Email:** [mamoli.myrsini@design.gatech.edu](mailto:mamoli.myrsini@design.gatech.edu)

**Office Location:** Hinman 214

**GTA:** Botao Li

**GTA:** botaoli825@gatech.edu

### **General Course Information**

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#### **Description**

The course is part of a three-course sequence on the interrelated subjects of architecture, urbanism, painting, and sculpture from the Bronze Age to the eighteenth century in Greece and Italy. This course is distinguished from the first and third in the sequence by its emphasis on Roman Art. The course has Institute approval for humanities credit.

The core of the class is a two-week intensive, on-site, study of cities, buildings, sculpture, and painting of the ancient Roman world. The course is organized around a two-week residence period in Rome and includes visits and lectures on some of the most important sites and museums in and around Rome, including Pompeii, Tivoli and Ostia. Students are expected to work throughout the semester to prepare their presentations before their departure and work on compiling their work afterwards.

#### **Course Learning Outcomes**

Upon successful completion of this course, you should be able to:

1. Understand, describe and analyze the language and the vocabulary of ancient Roman art and architecture, building types, architectural construction and techniques and understand their relationship to larger historical changes.
2. recognize key aspects of ancient Roman civilization, including government, mythology, philosophy, sports, economy and analyze their impact in the visual forms of the art and architecture and urbanism in the specific sites, buildings and museums visited.

3. speak about, write about, and draw the major attributes of cultural production in an informed, critical, focused, and thorough way and be able to give examples.

### Required Course Materials

Vitruvius, 2009, *On Architecture*, Penguin Classic Books (translation by Schofield).

Wilson-Jones, M. (2000) *Principles of Roman Architecture*, Yale University Press

All additional readings and resources will be available on Teams and canvas.

### Grading Policy:

Grade evaluations will be based on consistent, high-quality work over the entire semester. The grading of the class is distributed in the following fashion:

- Field notes: 20%
- Journal: 50%
- Artifact Analysis Presentation: 30%

All three course-specific assignment requirements are graded for accuracy, completeness, comprehensiveness, and criticality. Attendance is mandatory at all scheduled program events; participation and the overall quality of the submitted work provide the foundation for your grade.

### Grading Scale

- A 90–100% Excellent work in conception, development, and craft.
- B 80–89% Good work: you have met the basic requirements of the course.
- C 70–79% Average work: substantially undeveloped deliverables that meet the basic requirements.
- D 60–69% Poor, minimally passing work, weak or very incomplete deliverables
- F Below 60% Failing work that does not meet the attendance and other course requirements

### Description of Graded Components

1. **Field notes (20%)** Field-notes are to be taken on-site during the lectures. These may include lecture notes, sketches, diagrams, measurements, reflections. A scanned version of the field notes is submitted in the end of the course for evaluation.
2. **Journal (50%)** A compilation of 10 daily 500-word pictorial essays composed as reflective responses to the lectures, discussions and readings, including commentary, reflections, historical data, and supportive visual material, such as original or edited photos, diagrams, sketches, drawings. A 'Question of the Day' is provided each day as a prompt to guide the daily journal entry. The journal needs to be formatted with in-text references to the visual materials and citations.
3. **Artifact Analysis (30%)** On-site fifteen-minute presentation on an artifact including a discussion of its history and cultural and social context, subject, medium, iconography, composition as compared to its parallels, precedents or antecedents, which contribute

to its cultural and social significance and interpretation. A trifold pamphlet/handout is distributed to the class during the presentation for visual reference.

## Course Schedule

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The course is for the whole summer semester. The travel component of the course is two weeks long. Students are expected to do pre-departure research to prepare their presentations and trifolds. During the two-week travel component of the class, on-site lectures are given Monday through Friday from 8:00 AM to 4:00 PM. This schedule varies, depending upon the site and the subject. The exact dates, time, and itineraries are all on the annotated class schedule on Teams; this is subject to periodic revisions. After the travel component, students are expected to work to compile their deliverables.

## Course Policies

### Attendance and/or Participation

Active Participation at all class meetings is mandatory and crucial to the successful completion of the class. Absences will be excused only for medical or family emergencies, Institute-approved events, and religious holidays documented in writing. (According to a new policy, you must notify your instructor in writing during the first two weeks of the semester about any anticipated absences for religious holidays.) Late arrivals will be counted as absences.

### SoA Attendance Policy

Active participation at all class meetings is mandatory. Absences will be excused only for medical or family emergencies, Institute-approved events, and religious holidays documented in writing. (Notify your instructor in writing during the first two weeks of the semester about any anticipated religious holiday absences.) Late arrivals will be counted as absences.

NOTE: Absences due to special and/or unforeseen circumstances must be discussed with the instructor as early as practically possible.

Missing three classes without an approved excuse will result in a letter grade reduction. Missing more than three classes, excused or unexcused, may result in a meeting with your instructor and the Architecture Program Office to determine a course of action, and can result in an incomplete (I) or failing grade (F).

Students are highly encouraged to submit absence verification for documented illness, hospitalization, accidents, family emergencies, or lengthy illnesses to the Dean of Students: <https://studentlife.gatech.edu/request-assistance>

### Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

## Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgment, and responsibility between faculty members and the student body.

[The Student-Faculty Expectations Agreement](#) articulates some basic expectations that you can have of me and that I have of you. Simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek.

## Core IMPACTS

This is a Core IMPACTS course that is part of the Humanities area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

## Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

## Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgment, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

## Optional Policies, Expectations, and Resources

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### Pre- &/or Co-Requisites

No prerequisites. Co-Requisites: ARCH3008/6007, ARCH3009/6009 and ARCH4921.

## Extra Credit Opportunities

There are no formal extra credit opportunities. However, students might earn a boost in their grade based on the active engagement with the material, their motivation to visit extra sites and museums, do readings and engage into discussions with the class and instructor.

## Collaboration, Group Work, and Use of Generative AI

Use of Generative AI (e.g., Chat GTP, Nano Banana) is permitted but only within instructor-approved boundaries. Its use must be transparent and documented in a required AI Usage Statement with each submission, including: tool used and date of access, the input (prompt) provided, a copy of the output, and a description of how you used or edited the AI-generated content. Failure to disclose its use may be considered a violation of Georgia Tech's academic integrity policies.

## Extensions, Late Assignments, & Re-Scheduled/Missed Exams

As an intensive, site-based class, absences are only granted in extenuating circumstance. Late submissions of assignments without previous arrangements will be graded down one-half letter grade for each calendar day they are overdue.

## Inclement Weather and Digital Learning Days

In the event of inclement weather during the summer while abroad, our itinerary will be modified for the least disruption of our on-site class time. In case it is considered necessary we will convert to modified operations for digital learning.

## Student Use of Mobile Devices in the Classroom

Students are required to take hand-written notes. A digital notebook with appropriate software might be used instead. Students using devices for anything other than active notetaking may be counted as absent for the class period.

## CIOS — Course Evaluations

At the end of the term, students are asked to complete the online course evaluation for all courses at Georgia Tech (<https://gatech.smartevals.com>). CIOS scores and comments have different degrees of visibility based on roles:

Reporting access by role	CIOS Scaled Results	CIOS Comments	TA's Scaled Results	TA's Comments
Instructor	Their Own	Their Own	All within their own course	All within their own course
TA Supervisor	N/A	N/A	All within their own course	All within their own course
Teaching Assistant	None	None	Their Own	Their Own
School Administration	All within their own unit	None	All within their own unit	All within their own unit
Students	All – Summary only	None	None	None

More information: [CIOS Student FAQ](#)

## Campus Resources for Students

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### Undergraduate Student Academic Success Resources

A list of resources for undergraduate students' academic success and advising can be found at [Success at Tech](#). Academic Support (a unit in the Office of Undergraduate Education & Student Success) provides free tutoring: [success.gatech.edu/tutoring](https://success.gatech.edu/tutoring).

### Graduate Student Academic and Professional Success Resources

A list of resources for graduate students is available on the [Office of Graduate and Postdoctoral Education](#) website.

### Student Well-Being

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list of wellness-related resources](#) has been compiled by the Office of the Vice President for Student Engagement and Well-being.

### Library & Archives

Contact your Architecture Library subject specialist, Catherine Mancini ([catherine.mancini@library.gatech.edu](mailto:catherine.mancini@library.gatech.edu)), for research help and information on available resources.

Contact your Architecture Archives liaison, Jody Thompson ([jody.thompson@library.gatech.edu](mailto:jody.thompson@library.gatech.edu)), for assistance with archival research and collections.

Georgia Tech Library: <https://library.gatech.edu/> Georgia Tech Archives: <http://library.gatech.edu/archives>

### Approved Communication Platforms

[Georgia Tech Approved Communication Platforms](#)

### Georgia Tech Values Statement

At Georgia Tech, we see different backgrounds and perspectives as essential to learning, discovery, and creation. We strive to remove barriers to student success and to build a welcoming community where everyone has the opportunity to contribute to our mission. As outlined in our [strategic plan](#), we want to create an environment of holistic learning where all individuals can grow and learn to lead healthy, purposeful, impactful lives.

## SoA & College of Design Policies

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### Archiving

At the end of the semester, all students are required to submit physical and/or digital examples of their work to their instructors or administration for archiving no later than one

week after the end of term. By enrolling, each student grants a license to reproduce and display their work online, in forthcoming print publications, and in public exhibitions.

### **Ownership**

For the purposes of continuous improvement efforts, such as accreditations and periodic program reviews, the School will select samples of student work submitted to satisfy course requirements. This includes digital files, papers, drawings, models, etc. Collected samples may be returned to students upon request.

### **College of Design Facility Rules and Guidelines**

Please consult the [Georgia Tech Student Handbook](#) regarding the use of facilities and all Institute policies. Aerosol sprays of any kind are strictly banned from the studio and surrounding areas. A spray painting booth is available in the College of Design shop on the ground floor of the East Architecture Building.

### **Course Expectations & Guidelines**

Per the [GT Catalog](#), all work produced in the College of Design as part of a degree program becomes the property of the College; it may be retained or returned at the discretion of the faculty. The faculty of the School of Architecture reserves the right to refuse credit for any project executed outside the precincts of the College or produced without proper coordination with the faculty.

### **Emergencies**

In case of emergency (e.g., fire, accident, or criminal act), please call the Georgia Tech Police at 404-894-2500. Perry Minyard, IT Support Administrator for the College of Design, is also a firefighter and EMT certified in performing CPR.