ARC 133: Introduction to the History of Architecture I | Spring 2026

Lecture: Mondays & Wednesdays | 3:45-5:05pm | Shemin Auditorium
Discussion: Wednesdays | 5:15-6:10pm or 6:45-7:40pm | Location varies



Catalan Atlas, leaves 3-6, Elisha ben Abraham Cresques, Majorca, 1375. 25.3 x 118.1 in. Bibliothèque Nationale de France.

Instructor: Assistant Professor Anna Mascorella, PhD
Office: 324A Slocum Hall | Email: ammascor@syr.edu
Office Hours: Wednesdays, 5:30-7:00pm and by appointment

Prerequisite: None **Credits:** 3 **Audience:** B.Arch and History of Architecture majors
Architecture minors; non-major elective

Teaching Assistants:

Caroline Bowling: cabowlin@syr.edu
Garret Hatch: gwhatch@syr.edu
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Course Overview

This undergraduate course offers an introduction to the global history of architecture and urbanism. The first part of a two-course sequence, this class begins in the Neolithic period and ends at the turn of the sixteenth century (1500). Throughout the semester, students will examine the design, construction, use, significance, and interpretation of premodern architectural sites and urban spaces across the globe. Through class lectures, readings, and discussions, students will investigate the social, cultural, economic, political, and environmental forces that have shaped and been shaped by the built environment. In the process, the course will provide students with a multifaceted approach to the study of architecture's histories in order to grasp the complexity of the past and its implications for our present and future.

The aim of this course is to understand the architecture of the past not as a sequence of isolated monuments frozen in time and place, but as reflections of and participants in an increasingly interconnected world. The course thus examines the history of architecture and urbanism through the lens of our globalized present, paying special attention to the ways in which cross-cultural forces have formed and transformed the built environment. As such, the course places particular emphasis on the transcultural entanglements forged by trade, conquest, religion, and migration, among other modes of influence and exchange. To understand architecture in this manner, we must recognize it as having both parallel and intertwined global histories that continually inform the present—and our work as designers, historians, and users of the built environment. To that end, the main project for this course explores how ancient architectures and urbanisms play active roles in contemporary life.

Course Format
Course lectures are held on Mondays and Wednesdays in Shemin Auditorium. Discussion sections, led by graduate Teaching Assistants, are held on Wednesday evenings in the Hall of Languages or Lyman Hall. Students should review their course schedule via MySlice to confirm the time and location of their specific discussion section.

Learning Objectives
The goal of this course is to introduce students to the global history of architecture and urbanism. By the end of the semester, students will be able to:

- identify and characterize major architectural ideas, buildings, and cities from the Neolithic period to 1500 (*Critical and Creative Thinking Learning Outcome 1*);
- recognize and describe architecture's formal vocabularies and analyze them via their social, cultural, economic, political, and environmental contexts (*CCT Learning Outcome 2, 3*);
- understand and compare the parallel and intertwined global histories of premodern architecture and urbanism (*CCT Learning Outcome 3*);
- examine, evaluate, and interpret how cross-cultural entanglements have shaped the built environment across space and time, particularly via trade, conquest, religion, and migration (*CCT Learning Outcome 3, 4*);
- develop collaborative visual and written analyses of architecture that synthesize its histories (*CCT Learning Outcome 4, 5, 6*).

Syracuse University Shared Competencies
Syracuse University prepares undergraduate students for professional and personal success through six institutional learning goals (Shared Competencies). The institutional learning goals reflect what all students should know, do, and value as graduates of our institution. ARC 133 fulfills the following Shared Competency (SC):

> **SU-SC2. Critical and Creative Thinking**: Exploration and synthesis of ideas, artifacts, issues, and events to inform and evaluate arguments, develop new insights, and produce creative work. Reflection on, and application of divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation.
>
> **Critical and Creative Thinking Learning Outcomes**:
> 1. Describe a potential focus (idea, artifact, issue, event) for analysis.
> 2. Question the origin in which the idea, artifact, issue, or event was produced and the context in which it has since existed.
> 3. Analyze, interpret, synthesize the idea, artifact, issue, or event's component parts and/or attributes.
> 4. Reflect on the ways in which the relevance of the idea, artifact, issue, or event can contribute to the critical thinking and creative processes.
> 5. Develop a creative work (idea, artifact, issue, or event) through a process of iteration.
> 6. Disseminate a revised version of the creative work for an audience, evaluate reactions to it, and reflect on the creative process.
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> *The above ARC 133 Learning Objectives are tagged with the Critical and Creating Thinking (CCT) Learning Outcomes with which they align.*

National Architectural Accrediting Board Program Criteria
The National Architectural Accrediting Board (NAAB) is the sole agency authorized to accredit professional degree programs in architecture. NAAB establishes criteria that seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation. ARC 133 addresses the following NAAB Program Criteria (PC):

> **PC.4 History and Theory**: How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.
>
> **PC.8 Social Equity and Inclusion**: How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Office Hours
The instructor and Teaching Assistants will hold weekly office hours at the times listed below. Please email your TA for a Zoom link or meeting location.

> **Professor Mascorella:** Wednesdays, 5:30-7:00pm in 324A Slocum Hall
> **TA Caroline Bowling:** Wednesdays, 2:15-3:15pm
> **TA Garret Hatch:** Fridays, 11:00am-12:00pm
> **TA Andrea Hinojosa:** Wednesdays, 10:30-11:30am
> **TA Grace Ronan:** Tuesdays, 5:00-6:00pm
> **TA Margaret Wrenn:** Tuesdays, 5:00-6:00pm
> **TA Julie Ying:** Mondays, 2:15-3:15pm

Required Textbook and Materials
Richard Ingersoll, *World Architecture: A Cross-Cultural History*, 2nd ed. (New York and Oxford: Oxford University Press, 2019). ISBN/UPC: 9780190646455; eBook ISBN: 9780190646479
Discounted digital access available via Blackboard through the Orange Instant Access program.

Additional assigned readings will be posted on Blackboard.

Course Reserves
For additional reference, the following texts are on reserve in the King + King Architecture Library, located on the third floor of Slocum Hall:

Banister Fletcher, *Sir Banister Fletcher's Global History of Architecture*, 21st ed. Edited by Murray Fraser. (London: Bloomsbury, 2019). *Also available online.*

Richard Ingersoll, *World Architecture: A Cross-Cultural History*, 2nd ed. (New York and Oxford: Oxford University Press, 2019).

Spiro Kostof, *The City Shaped: Urban Patterns and Meanings Through History* (New York: Bulfinch Press, 2004).

Course Requirements & Expectations

Attendance & Participation (10 points total / 10% of grade)
Attendance is mandatory in both lecture and discussion section, and students are expected to actively participate in all class sessions. Active participation in lecture involves paying attention, taking notes, and asking and responding to questions. Active participation in discussion section includes paying attention, engaging in discussions, listening to your peers, participating in activities, and collaborating effectively on the course project. Participation also includes the completion of all required readings.

See Attendance Policy under Course & University Policies below.

Required Readings
All assigned readings are required to be completed **in advance of class** on the date listed in the course schedule at the end of the syllabus (and on Blackboard). In addition to textbook readings, students will read articles and book chapters that explore the reuse or reinterpretation of premodern architecture in different contexts in order to think expansively about architecture's history and its modern and contemporary relevance.

Quizzes (8 points total / 8% of grade)
Students will take four quizzes over the course of the semester (*2 points each; 8 points total*). These unannounced quizzes will be taken via Blackboard in class and will focus on the assigned readings and/or class lectures. The quizzes will be closed book and open note.

**Make-up quizzes will only be offered in cases of a documented illness or personal/family emergency.*

Exams (30 points each / 60% of grade)
The midterm and final exams will test students' command of the course material through the ability to synthetize the lecture content and assigned readings. Students are required to download and use Respondus LockDown Browser for both exams. Additional details will be provided in class in advance of the midterm exam. The exams will be held in Shemin Auditorium on the following dates:

> **Midterm Exam: Wednesday, March 4, 3:45-5:05pm** (*during scheduled class time)*
> **Final Exam: Tuesday, May 5, 5:15-7:15pm** *(during scheduled final exam time)*

**Make-up exams will only be offered in cases of a documented illness or personal/family emergency.*

Exhibition Reflection (2 points / 2% of grade)
In preparation for the course project, students will independently visit the exhibition, *Architectural Origins: Syracuse University Buildings, 1870-1970*, on display at the Bird Library's Special Collections Research Center and write a short reflection. Additional details to be provided in class.
Due February 11.

Course Project: The Ancient Present (20 points total / 20% of grade)
The project for this course is to examine the Syracuse University campus through the lens of architecture's ancient histories. More than a comparison of historical precedents and their influence, this project asks you to think deeply and critically about the architecture of ancient empires and the ways in which their logics reveal themselves in today's built environment, both directly and indirectly.

Working in teams of two (*depending on enrollment*), you will identify **two buildings** on campus that connect to the architecture of ancient empires—that is, the buildings, sites, and urban spaces covered in Week Two through Week Seven (Ancient Sumer – the Maya). Building One must connect to an architecture of empire **stylistically or formally**—what is the shared architectural language on display? Building Two must connect to an architecture of empire **conceptually or rhetorically**—what is the shared idea, intention, or implication?

Putting history into practice, this project requires careful looking, documenting (via hand drawing and photography), and writing. Each component of the process will help you develop your skills in analyzing, interpreting, and crafting arguments about architecture and its histories. The project culminates in a four-page persuasive essay (*~1000 words, doubled spaced*), illustrated by the drawings and photographs created by your team.

The project will be broken up into stages to support the timely development of your work:

Building Selections: *Due February 25* (*1 point*)
Thesis Statement: *Due March 18* (*4 points*)
Final Paper and Documentation: *Due April 8* (*15 points*)

As a collaborative project, team members will receive the same grade for each component. The team formation process as well as additional assignment details, criteria, and grading rubrics will be discussed in class and posted on Blackboard.

The project aligns with Critical and Creative Thinking Learning Outcomes 1 – 6.

Assessment and Final Grade Distribution
Attendance & Participation: 10 points (10%)
Quizzes: 8 points (8%)
Midterm Exam: 30 points (30%)
Final Exam: 30 points (30%)
Exhibition Reflection: 2 points (2%)
Course Project: 20 points (20%)

Course Grading Table & Evaluation Criteria

Grade	Grade Points	Percentage Range	Total Points
A	4.0	93-100	93-100
A-	3.66	90-92.9	90-92.9
B+	3.33	87-89.9	87-89.9
B	3.0	83-86.9	83-86.9
B-	2.66	80-82.9	80-82.9
C+	2.33	77-79.9	77-79.9
C	2.0	73-76.9	73-76.9
C-	1.66	70-72.9	70-72.9
D	1.0	60-69.9	60-69.9
F	0	<60	<60

A Excellent work that reflects outstanding achievement in content, execution, and creativity and far surpasses the given requirements.

A- Great work that reflects a very high level of achievement in content, execution, and creativity and excels beyond the given requirements.

B+ Very good work that reflects a high level of achievement in content, execution, and creativity and goes beyond the given requirements.

B Good work that reflects a solid level of achievement in content but lacks slightly in execution or creativity. Meets the given requirements well above average.

B- Above average work that meets the given requirements but has some issues with content, execution, or creativity.

C+ Average work that meets the given requirements at a basic level but has problems with content and execution while lacking creativity.

C Adequate work that meets the given requirements at a minimal level and has increasing problems with content, execution, and creativity.

C- Below average work that meets the given requirements at a minimal level and shows significant problems with content and execution. Limited if any creativity displayed.

D Poor quality work that does not fulfill all requirements. Completely insufficient in terms of content and execution. Zero creativity displayed.

F Inadequate work that fulfills few if any of the requirements, and the course must be retaken.

I Incomplete. Only available in exceptional circumstances with instructor approval.

Course & University Policies

Course Device Use Policy
The use of cellphones is strictly prohibited in this class, except when used for attendance tracking. Laptops and tablets are allowed for note-taking purposes only. Students are highly encouraged to take handwritten notes in a notebook, as studies show that learners retain information better by taking notes by hand; however, this method is not required. Students are not allowed to wear headphones or earbuds in class. The use of recording devices is likewise not permitted in this course. Students who misuse this policy will be asked to leave the classroom.

Course Attendance Policy
Students are expected to attend all class lectures and discussion sessions. Students are also expected to arrive to class on time. Attendance will be tracked using the Qwickly Attendance app and sign-in sheets. You are required to notify your TA of an absence at least 2 hours before class begins. Communication is important and valued! Whether an absence is considered excused or unexcused is determined at the discretion of the instructor; please provide any relevant documentation. In the case of any absence, excused or unexcused, it is the student's responsibility to obtain the missed content by getting notes from a peer and/or attending office hours. Please note the following:

- **Each unexcused absence from lecture or discussion section will lower your Attendance & Participation grade** in 1/3 increments (i.e., B+ to B).

- Excessive tardiness to or early departure from class (more than 10 minutes) in more than two instances will be considered an unexcused absence.
- Wearing headphones or earbuds in class constitutes an unexcused absence.
- **Four unexcused absences will result in an F in the course.**

  → *Reminder: Signing an attendance sheet or other documentation of course attendance for anyone other than yourself is considered a Level 2 Academic Integrity Violation for all parties involved.*

University Attendance Policy
Attendance in classes is expected in all courses at Syracuse University. It is a federal requirement that faculty promptly notify the university of students who do not attend or cease to attend any class. Faculty will use Early-Semester Progress Reports and Mid-Semester Progress Reports in Orange SUccess to alert the Registrar and Financial Aid Office on non-attendance. For more information visit: Information for Students: Non-attendance or Stopped Attending.

If a student is unable to participate in-person or virtually for an extended period of time (48 hours or more), the student may request an absence notification from their home school/college Dean's Office or through the Student Outreach and Support Office. Instructors will be notified via the "Absence Notification" flag in Orange SUccess.

Barnes Center at the Arch (Health, Counseling, etc.) staff will not provide medical excuse notes for students. When Barnes Center staff determine it is medically necessary to remove a student from classes, they will coordinate with Student Outreach and Support case management staff to provide appropriate notification to faculty through Orange SUccess. For absences lasting less than 48 hours, students are encouraged to discuss academic arrangements directly with their faculty. Additional information may be found at Student Outreach and Support: Absence Notifications.

Course Late Work Policy
Students in this course are expected to submit all assignments on time via Blackboard by the date provided in the syllabus. **Late work will only be accepted in the case of a documented illness or personal/family emergency.** The current University policy concerning Incomplete grades will be followed in this course.

Academic Drop Deadline
The deadline for dropping the course is Monday, February 2, 2026. Students may still withdraw from the course after this deadline, but doing so would place a "WD" grade on transcripts. The Withdrawal Deadline is Tuesday, April 14, 2026.

Blackboard
This class will use the Blackboard Learning Management System to house the syllabus, course content, links to external course materials, assignments, quizzes, exams, feedback, and grades. Due dates and times in Blackboard are stored in Coordinated Universal Time (UTC) and displayed for each user based on the time zone setting of their computer and data from their internet browser. The system will always display the time zone being used. If an instructor sets a due date of 11pm Eastern time, a student in the Pacific time zone will see a due date of 8pm.

→ Course updates will be shared with the class via Blackboard Announcements. All assignments must be submitted through Blackboard. To facilitate note taking, the lecture slide decks for each class session will be made available on Blackboard in advance of class.

Information about Blackboard is available on Answers Blackboard; alternatively, you can contact Information Technology Services by sending an email to help@syr.edu, calling 315-443-2677, or in-person at the ITS Service Center, located at 1-227 CST in the Life Sciences Complex. Business hours for the Service Center can be found on the ITS website.

Academic Integrity
As a pre-eminent and inclusive student-focused research institution, Syracuse University considers academic integrity at the forefront of learning, serving as a core value and guiding pillar of education. Syracuse University's Academic Integrity Policy provides students with the necessary guidelines to complete academic work with integrity throughout their studies. Students are required to uphold both course-specific and university-wide academic integrity expectations such as crediting your sources, doing your own work, communicating honestly, and supporting academic integrity. The full Syracuse University Academic Integrity Policy can be found by visiting teachingexcellence.syr.edu/academic-integrity and selecting, "Expectations and Policy."

Upholding Academic Integrity includes the protection of faculty's intellectual property. **Students should not upload, distribute, or share instructors' course materials**, including presentations, assignments, exams, or other evaluative materials **without permission**. Using websites that charge fees or require uploading of course material (e.g., Chegg, Course Hero) to obtain exam solutions or assignments completed by others, which are then presented as your own violates academic integrity expectations in this course and may be classified as a Level 3 violation. All academic integrity expectations that apply to in-person assignments, quizzes, and exams also apply online.

Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered. Students may not drop or withdraw from courses in which they face a suspected violation. Any established violation in this course may result in course failure regardless of violation level.

Artificial Intelligence
All Generative-AI tools are prohibited in this course because their use inhibits achievement of the course learning objectives. This policy applies to all stages of project and writing processes including researching, brainstorming, outlining, organizing, and polishing. Do not use Generative-AI tools to create any content (i.e., images and video, audio, text, code, etc.). If you have any questions about a feature and whether it is considered Generative-AI, ask your instructor.

Turnitin Use Statement
This class may use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I will also submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at Syracuse University and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Supporting Academic Success
Orange SUccess is the platform used to help students succeed by providing timely feedback on academic progress. Timely feedback from faculty members can also enhance advisor efforts. Several opportunities will be provided to offer feedback to students:

- **Early-semester progress reports (ESPRs):** Syracuse University tracks student "Non-Attendance" through Orange SUccess to comply with Title IV regulations. Faculty are expected to indicate students who "Never Attended" a class by the third week of the fall semester. Both the Registrar's Office and the Financial Aid office are notified of the alerts. This allows students to make behavior changes before they fall too far behind. Note that the system provides immediate email notifications to students.
    - **Spring 2026: The ESPR reporting period is January 26 through January 30.**
- **Mid-semester progress reports (MSPRs):** Provide an opportunity for early warnings about students' academic progress and success. When you complete your MSPR report, it helps advisors and other student support staff to understand which students may be struggling. MSPRs deployed via Orange SUccess will follow the academic calendar dates:
    - **Spring 2026: The MSPR reporting period is March 3 through March 17.**

At any time during the semester, faculty may provide real-time feedback to students by raising early alerts in Orange SUccess. As mentioned, this system provides immediate email notifications to students of alerts. Advisors can review attendance and progress indicators during advising meetings.

Registration Policy
Students may not attend, submit work, audit, or otherwise participate in courses without being officially enrolled. Instructors may not allow students to attend classes or submit work unless they appear on the official class list or are attending with instructor approval for the purpose of making up an Incomplete (I) grade in a prior term. Read the full policy in the Academic Rules section of the Undergraduate Course Catalog.

Architecture Tutoring
The School of Architecture offers free individual and small group tutoring for required architecture courses. Whether you are looking to improve your grade, receive additional help understanding the course content, or improve your studying skills, tutoring is an excellent resource. Tutors for this course are advanced students who have excelled in previous versions of it. Students can request tutoring by completing the tutoring request form or emailing archtutor@syr.edu. If you have any questions about tutoring, please reach out to your academic advisor.

The Writing Center
Students are encouraged to seek support for their writing. Syracuse University's Writing Center, located in 101 H.B. Crouse Hall, offers students from various academic and cultural backgrounds help with a wide range of writing projects. It offers face-to-face appointments as well as online sessions (synchronous or asynchronous) to all students, regardless of major. For more information on hours, location, and services, visit http://wc.syr.edu.

Disability Statement
Syracuse University values access and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to

discuss strategies and/or accommodations (academic adjustments) that may be necessary to ensure equitable access, and to collaborate with the Center for Disability Resources (CDR) in this process. If you would like to discuss disability-related accommodations or register with CDR, please visit the Center for Disability Resources. Please call 315-443-4498 or email CDRspecialist@syr.edu for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations are generally not provided retroactively, please contact CDR as soon as possible to initiate this process.

Discrimination or Harassment
The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, reproductive health decisions, disability, marital status, political or social affiliation, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.

Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University's Chief Equal Opportunity & Title IX Officer for Faculty and Staff. She is responsible for coordinating compliance efforts under the various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 621 Skytop Road, Suite 1001, Syracuse University, Syracuse, NY 13244-1120; or by email: equalopp@syr.edu; or by telephone: 315-443-4018.

TITLE IX
Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, and sexual exploitation). If a student has been impacted by any prohibited behavior based on sex or gender, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-8000, Barnes Center at The Arch, 150 Sims Drive, Syracuse, New York 13244). Incidents of sexual or relationship violence or harassment can be reported to the University's Title IX Coordinators (Sheila Johnson Willis, Chief Equal Opportunity Officer and Title IX Officer for Faculty and Staff, 315-443-4018, equalopp@syr.edu or Pamela Peter, Director/Coordinator of Student Title IX Case Management, 315-443-0211, titleix@syr.edu). Reports to law enforcement can be made to the University's Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (Campus Sexual Assault Victims Unit, 844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, relationship violence, stalking, harassment, and crimes I learn about with the University's Title IX Officer to help make our campus a safer place for all and to ensure you have access to available resources.

Faith Tradition Observances
Syracuse University's Religious Observances Policy recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make

up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/ Enrollment/ My Religious Observances/Add a Notification.

Health & Wellness Considerations
Well-being and mental health are significant predictors of academic success. It is critical to take care of yourself physically and emotionally and to effectively navigate stress, anxiety, and depression. Please familiarize yourself with the range of resources the Barnes Center provides (https://ese.syr.edu/bewell/) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, at 315-443-8000.

ORANGE ALERT
ORANGE ALERT, Syracuse University's crisis notification system, uses text messages, phone, and email alerts to provide rapid notification and instructions to members of the University community in the event of a crisis in progress. Crises could include an individual who is considered armed and dangerous, a hazardous materials incident, an explosion, or any other event in which there is an immediate threat of physical harm or death to campus community members. We recognize that faculty may consider activated cell phones as an interruption to their class. However, the Department of Public Safety recommends that faculty members leave their own cell phones on vibrate in order to receive text messages about a potential emergency situation. It is also recommended that faculty designate several class members to leave their cell phones on vibrate in order to receive notifications in the event of a critical incident. ORANGE ALERT contact information for students, faculty, and staff is drawn from the MySlice online information system; please keep your contact information current.

In the event of an emergency, please use one of the following numbers to reach us:
From any phone: 315-443-2224
From your cell phone: #78 (#SU)
Campus landline: 711

For more information on ORANGE ALERT, including how to update your contact information, visit the DPS website.

The Family Educational Rights and Privacy Act
The Family Educational Rights and Privacy Act (FERPA) sets forth requirements regarding the privacy of student records. FERPA governs both the access to and release of those records, known as education records, and the information they contain. Under FERPA, faculty have a legal responsibility to protect the confidentiality of student records. For additional information about FERPA and Syracuse University's FERPA policy, see Compliance with the Family Education Rights and Privacy Act or contact the Office of the Registrar (315-443-2422). In compliance with FERPA, all students must use their University-issued email address ending in syr.edu to communicate with the instructor and TAs.

Email Policy
Syracuse University has established email as a primary vehicle for official communication with students, faculty, and staff. Emergency notifications, educational dialog, research, and general

business correspondence are all consistently enhanced in institutions of higher learning where email policies exist and are supported by procedures, practice, and culture.

An official email address is established and assigned by Information Technology Services (ITS) for each registered student, as well as for all active faculty and staff members. All University communications sent via email will be sent to this address. Faculty and staff members must use the officially established University email address to communicate with students registered in their classes. Student records sent to a non-syr.edu email address may create a FERPA violation. See the complete policy at Syracuse University Email Policy.

Use of Class Materials
The original class materials of this course (including lectures and lecture slides) are the intellectual property of the course instructor (Professor Anna Mascorella) and are protected by University policy. The instructor is the exclusive owner of the copyright of those materials. Students may take notes and make copies of course materials for their own use. However, students may not share these materials without written permission from the instructor, in accordance with the student Code of Conduct and Academic Integrity Policy.

Classroom Recording Policy
Recording lectures, discussions, and other similar course-related activities raises important privacy concerns. In accordance with the Use of Class Materials policy, **students are not allowed to record class sessions without written permission from the instructor, and permission is provided at the discretion of the instructor.** If the instructor chooses to record a class lecture for access purposes, the instructor will notify all students in advance and will only share the recording with registered course members through a platform that is only accessible to the class to ensure that only class members can access the recording. Sharing recordings with anyone outside of the class will be considered academic misconduct. See the university's Classroom Recording Policy for more details.

Faculty Use of Student Work
I intend to use academic work that you complete this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your permission. I likewise intend to use academic work that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing identifying material.

Reading Day and Final Exam Policies
Reading days are designed to allow students the maximum opportunity to prepare for final examinations. Neither exams nor required class meetings may be scheduled on any reading day. The exam schedule is designed to reduce scheduling conflicts, to provide adequate study time during reading days, and to comply with the New York State instructional contact hours requirements. Exam times appear at Office of the Registrar: Final Exams Schedule and are available in MySlice/Faculty Center/My Exam Schedule. Students are encouraged to check their own exam schedules in MySlice early in the semester in order to detect any conflicts in time to resolve them.

Syllabus Updates
The syllabus may be modified during the semester. If the syllabus is amended, you will be promptly notified, informed of the relevant changes, and provided with an updated syllabus via Blackboard.

Course Schedule

**Lecture topics and/or readings subject to change with advance notice.*

WEEK ONE

1/12: Introduction to the Course
Reading: Syllabus

1/14: The Global Neolithic: Megalithic Structures and Settlements
Reading: Richard Ingersoll, *World Architecture: A Cross-Cultural History*, 2nd ed. (New York and Oxford: Oxford University Press, 2019), pp. 1-33.

Discussion Section: Introductions

WEEK TWO

1/19: Martin Luther King, Jr. Day – NO CLASS

1/21: Early Cities: Streets and Monuments (or Not)
Reading: Ingersoll, pp. 34-49.
Michael Jansen, "Indus Valley (India/Pakistan), c. 2600-1700 BCE," in *Sir Banister Fletcher's Global History of Architecture*, 21st ed. (London: Bloomsbury, 2019), pp. 183-198.

Discussion Section: Content review

WEEK THREE

1/26: Lives and Afterlives: Ancient Egypt I
Reading: Ingersoll, pp. 49-61 and 88-99.

1/28: Lives and Afterlives: Ancient Egypt II
Reading: Jeffrey Cass, "Egypt on Steroids: Luxor Las Vegas and Postmodern Orientalism," in *Architecture and Tourism: Perception, Performance and Place*, eds. D. Medina Lasansky and Brian McLaren (Oxford: Berg, 2004), pp. 241-263.

Discussion Section: Content review

WEEK FOUR

2/2: Empire and Polis: From Babylon to Athens
Reading: Ingersoll, pp. 105-143.

2/4: Temple and Acropolis: From Athens to Pergamon
Reading: Eleana Yalouri, "The Acropolis Past and Present," *The Acropolis: Global Fame, Local Claim* (Oxford: Berg, 2001), pp. 27-48.

Discussion Section: Content review

WEEK FIVE

2/9: Imperial Architectures and Urbanisms: Roman Empire I
Reading: Ingersoll, pp. 150-177.
Vitruvius, "On Symmetry: In Temples and in the Human Body," *The Ten Books on Architecture* (*De Architectura libri decem*), Book III, trans. Morris Hicky Morgan

(Cambridge: Harvard University Press, 1914), pp. 72-75.

2/11: Imperial Architectures and Urbanisms: Roman Empire II
Reading: Borden W. Painter, "Mussolini's Obsession with Rome," *Mussolini's Rome: Rebuilding the Eternal City* (New York: Palgrave Macmillan, 2005), pp. 1-19.

Discussion Section: Exhibition discussion and content review

Due: Exhibition Reflection. Submit via Blackboard by 3:45pm.

WEEK SIX

2/16: Parallel Empires: Qin and Han China
Reading: Ingersoll, pp. 178-186.
Huizhong Bin, "China (Qin and Han Dynasties), c. 221 BCE-220 CE" in *Sir Banister Fletcher's Global History of Architecture*, 21st ed. (London: Bloomsbury, 2019), pp. 467-485.
Carlos Rojas, "Prologue: On Origins," *The Great Wall: A Cultural History* (Cambridge, MA: Harvard University Press, 2010), pp. 1-12.

2/18: Following the Silk Roads I
Reading: Ingersoll, pp. 244-255 and 430-442.

Discussion Section: Course Project Brainstorm

WEEK SEVEN

2/23: Following the Silk Roads II
Reading: Ingersoll, pp. 143-149; 220-229; 485-490.

2/25: Empires of the Americas I: Olmec to Maya
Reading: Ingersoll, pp. 186-194 and 256-268.
Clare Cardinal-Pett, "Cities, States, and Empires 1000 CE," in *A History of Architecture and Urbanism in the Americas* (New York and London: Routledge, 2016), pp. 84-98.

Discussion Section: Building Selection discussion and Thesis Statement Workshop

Due: Building Selections. Submit via Blackboard by 3:45pm.

WEEK EIGHT

3/2: Midterm Exam Review

3/4: MIDTERM EXAM

Discussion Section: Cancelled

SPRING BREAK

WEEK NINE

3/16: Early Christian Realms: Shifting Basilicas

Reading: Ingersoll, pp. 195-206.

Thomas N. Howe, "Christian Roman Empire, c. 285-480 CE," in *Sir Banister Fletcher's Global History of Architecture*, 21st ed. (London: Bloomsbury, 2019), pp. 417-444.

3/18: Byzantium: Shifting Empires

Reading: Ingersoll, pp. 207-219.

Lyn Rodley, "The Byzantine Empire (Turkey/Mediterranean Rim), 324-1453," in *Sir Banister Fletcher's Global History of Architecture*, 21st ed. (London: Bloomsbury, 2019), pp. 623-644.

Discussion Section: Thesis Statement Peer Review

Due: Thesis Statement. Submit via Blackboard by 3:45pm.

WEEK TEN

3/23: Islamic Realms I

Reading: Ingersoll, pp. 231-243.

3/25: Islamic Realms II

Reading: Ingersoll, pp. 285-298.

Glaire Anderson, "The Islamic West (North Africa, Iberia and Sicily), 700-1492," in *Sir Banister Fletcher's Global History of Architecture*, 21st ed. (London: Bloomsbury, 2019), pp. 604-622.

Discussion section: Content review

WEEK ELEVEN

3/30: African Kingdoms: Living Architectures

Reading: Ingersoll, pp. 365-373.

Charlotte Joy, "Introduction," *The Politics of Heritage Management in Mali: From UNESCO to Djenné* (Walnut Creek, CA: Left Coast Press, 2012), pp. 17-36.

4/1: Pilgrimage I: South and Southeast Asia

Reading: Ingersoll, pp. 270-284.

Adam Hardy, "Indian Subcontinent, 600-1400," in *Sir Banister Fletcher's Global History of Architecture*, 21st ed. (London: Bloomsbury, 2019), pp. 725-759.

Discussion Section: Course Project Peer Workshop

WEEK TWELVE

4/6: Pilgrimage II: Western Europe

Reading: Ingersoll, pp. 299-318.

4/8: Cathedral and City: Gothic Europe

Reading: Ingersoll, pp. 344-364.

Umberto Eco, "The Aesthetics of Light," *Art and Beauty in the Middle Ages* (New Haven and London: Yale University Press, 1986), pp. 43-51. (Recommended, not required.)

Discussion Section: Course Project Reflections

Due: Final Paper and Documentation. Submit via Blackboard by 3:45pm.

WEEK THIRTEEN

4/13: Mediterranean Translations: Cairo, Constantinople, Venice, and Beyond
Reading: Ingersoll, pp. 320-343.

4/15: NO CLASS: Lecture cancelled for First Year Studio Reviews (4/16 – 4/17)

Discussion Section: Cancelled

WEEK FOURTEEN

4/20: Competitive Cities, Private Palaces: Italian Republics
Reading: Ingersoll, pp. 375-396.

4/22: Empires of the Americas II: Mexica and Inca
Reading: Ingersoll, pp. 413-428.
Clare Cardinal-Pett, "Cities, States, and Empires 1000 CE," in *A History of Architecture and Urbanism in the Americas* (New York and London: Routledge, 2016), pp. 98-124.

Discussion Section: Content review

WEEK FIFTEEN

4/27: Final Exam Review

FINAL EXAM:
Tuesday, May 5, 5:15-7:15pm*

**All end-of-semester travel must occur after final exam. It is against University policy to reschedule exams for reasons of travel.*

ARC 133 COURSE CONTRACT

I have read the syllabus for ARC 133 and reviewed it with the instructor. I will abide by Syracuse University's Academic Integrity Policy for all components of this class.

By signing below, I give permission for the submission of all work I turn in for ARC 133 to the plagiarism detection and prevention system Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at Syracuse University and at other colleges and universities. I understand that all assignments submitted for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Student name

Signature

Date