ARCH 552: INTRODUCTION TO HISTORIC SITE DOCUMENTATION

Semester: Fall 2019  
Day and Time: Fridays, 10:00 a.m. to 11:50 a.m.  
Location: HAR 102  
Instructor: Katie E. Horak, MHC  
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COURSE PURPOSE AND OBJECTIVES

This course introduces students to various techniques employed in the field of heritage conservation for recording and documenting historic resources. A core course for the Master of Heritage Conservation degree, coursework gives students a basic knowledge of recordation and documentation processes necessary for a professional working in the field of historic resource management. It will include an overview of the methods of architectural classification and basic guidelines and standards of documentation, including architectural descriptions; historic resources surveys; National Register, California Register and local registration standards; photographic documentation; historic structure reports; and HABS/HAER documentation. This course aims to encourage new ways of observing and thinking about the built environment through practical applications of documentation methods and fieldwork exercises.

PRIMARY TEXTS


*Available on Blackboard*

**COURSE REQUIREMENTS**

**Reading**

Required reading assignments are listed in the lecture schedule in this Syllabus. These readings should be completed *before* the lecture under which they are listed.

**Grading**

10% Architectural Style Exercise  
10% Written Description Documentation  
10% Photographic Documentation Exercise  
20% DPR forms: Individual Building Significance Documentation  
15% Historic District Documentation  
10% Measured Drawing Exercise  
10% Sketchbook Completion/Participation  
15% Final Exam

**Sketchbook**

For the duration of this course, students are required to keep a record of their observations of the built environment through sketches, photographs, and/or written musings. Each week, students will be assigned a specific item (or items) to record in a sketchbook through the medium of their choice. Sketches will be presented at the beginning of each class session (three or four students per class); every student is expected to present their sketchbook findings multiple times throughout the semester.

**Attendance**

Medical or family emergencies and religious holidays are the only acceptable excuses for acceptance of late assignments and the granting of incomplete grades. More than two unexcused
absences will result in a failing grade for the class. Tardiness is strongly discouraged and will be penalized if unexcused and habitual.

CLASS SCHEDULE, READING AND ASSIGNMENTS

Aug. 30  
**Introduction**  
Review of the purpose and direction of the course  
Introduction to observation and investigation  
Research methods and sources

Sept. 6  
**Language of Architecture I**  
Definition and classification: residential architectural styles  
Identification of character-defining features

Reading:  
Gottfried and Jennings [pp. 9-16; 33-44]  
Carter and Cromley [pp. 1 – 18]

Sept. 13  
**Language of Architecture II**  
Assessing architectural style and character defining features in the field  
Site visit (location TBD)

Reading:  
Gottfried and Jennings [pp. 59-85; 167-179]

Preservation Brief 17: *Architectural Character: Identifying the Visual Aspects of Historic Buildings as an Aid to Preserving Their Character*  
[http://www.nps.gov/hps/tps/briefs/brief17.htm](http://www.nps.gov/hps/tps/briefs/brief17.htm)

Due:  
Residential architectural styles exercise

Sept. 20  
**Written Documentation**  
Writing architectural descriptions

Reading:  
Maliszewsky-Pickart [selections posted to Blackboard]

Sept. 27  
**Architectural Photography**  
Introduction to photographic information gathering
Guest lecturer, Stephen Schafer

Reading: Burns [pp. 52-87]
         Carter and Cromley [pp. 19-43]

Oct 4  **Documenting Significance: National, State and Local Registers**
Eligibility criteria
Integrity aspects and thresholds
Similarities and differences between federal, state and local eligibility and
documentation standards
Use of standardized forms

Reading: National Register Bulletin 15: How to Apply the National Register
         Criteria for Evaluation
         http://www.nps.gov/history/nr/publications/bulletins/nrb15/

         California Office of Historic Preservation Technical Assistance
         Series #6: California Register and National Register: A
         Comparison
         http://ohp.parks.ca.gov/pages/1069/files/technical%20assistance%20bulletin%206%202011%20update.pdf

Due: Written description documentation
     Architectural photography exercise

Oct. 11 **NO CLASS – FALL BREAK**

Oct. 18 **Documenting Significance: Developing Historic Contexts and Themes**
Presentation of Individual Buildings, and Discussion
Use of standardized Dept of Parks and Recreation (DPR) forms

Reading: *Instructions for Recording Historical Resources*. Sacramento:

Oct. 25 **Field Investigation I**
Understanding significance
Identifying later alterations and additions
Assessment of conditions
http://www.nps.gov/hps/tps/briefs/brief35.htm


Nov 1  **Field Investigation II**  
Case study and site visit (location TBD)

Due: Individual Building Significance Documentation: 523a (Primary Record) and 523b (Building, Structure and Object Record) set

Nov. 8  **Historic Resources Surveys I**  
Introduction to historic resources surveys and inventories

Reading: National Register Bulletin 24: Guidelines for Local Surveys: A Basis for Preservation Planning  
http://www.cr.nps.gov/nr/publications/bulletins/nrb24/

Nov. 15  **Historic Resources Surveys II**  
Site visit (location TBD – meet in classroom at usual time)

Nov. 22  **Measured Drawings**  
Types and purposes of architectural drawings  
Taking measurements in the field

Reading: Burns [pp. 88-139]

Due: Historic District Documentation

Nov. 29  **NO CLASS – THANKSGIVING BREAK**

Dec. 6  **New Methods of Documentation**
Documentation by laser scanning and photogrammetry

_Guest lecturer:_ Julia Ausloos

Due: Measured Drawing Exercise, and Sketchbooks

Dec. 16  **Final Exam – EXACT DATE AND CLASSROOM TBD**

**STATEMENT FOR STUDENTS WITH DISABILITIES**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. to 5:00 p.m., Monday through Friday. The telephone number for DSP is (213) 740-0776.

**STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in _SCampus_ in Section 11, _Behavior Violating University Standards_ [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/). Other forms of academic dishonesty are equally unacceptable. See additional information in _SCampus_ and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct/](http://policy.usc.edu/scientific-misconduct/).

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the _Office of Equity and Diversity_ [http://equity.usc.edu/](http://equity.usc.edu/) or to the _Department of Public Safety_ [http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us](http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us).

This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. _The Center for Women and Men_ [http://www.usc.edu/student-affairs/cwm/](http://www.usc.edu/student-affairs/cwm/) provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.
Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute [http://dornsife.usc.edu/ali](http://dornsife.usc.edu/ali), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information [http://emergency.usc.edu](http://emergency.usc.edu) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.