ARCH 570: Cultural Landscape Documentation
Units: 3
Term—Day—Time: TBD
Location: TBD
Instructor: TBD
Contact Info:

Course Description
This class introduces the theories, tools and techniques for (1) documenting historic landscapes and living cultural landscapes, as well as (2) provides a foundation for how to conduct document-based archival research related to the history of landscapes. It provides basic training in learning to “read the landscape” through careful observation and recording. Primary tools for documentation will be drawing (hand in field), photography, photogrammetry, GPS, while civil surveying and more advanced digital recording techniques will be discussed, including laser scanning.

In terms of documenting landscapes, the course will introduce national and global standards including The Historic American Landscapes Survey (HALS) administered by the National Park Service, Cultural Landscape Reports (CLR, and CLI) which are generated to guide treatments for cultural landscape preservation and long-term management, as well as UNESCO conventions.

In terms of landscape research and document-based research, the course will move beyond the historic structure and district documentation to include the mapping of dynamic cultural and natural systems through historic ecology, hydrology, geology, vegetation, etc. (physical land layers often available in GIS), land survey records, archaeological records, historic land use, etc. (human impact layers) related to larger scale landscape systems.

Learning Objectives
• Appreciate the role of documentation in cultural landscape assessment and planning;
• Recognize historic and cultural landscapes as complex systems of natural and cultural resources that are possible to document in a variety of ways;
• Demonstrate an understanding of the range of documentation techniques that may be applied to cultural landscapes (e.g., written narratives, photographs, site plans/maps, measured drawings, plant lists, Geographic Information Systems, etc.)
• Demonstrate an understanding and ability to apply basic principles of graphic design and layout, as well as graphic conventions and symbology to the documentation of historic landscapes
• Demonstrate the ability to create basic site plans and measured drawings of landscape features.
• Demonstrate an understanding of the U.S. National Park Service methodology for documenting cultural landscapes (i.e. CLI, CLR, National Register nominations, etc.)
• Demonstrate an understanding of the documentation standards used for the U.S. Historic American Landscape Survey.
• Demonstrate an understanding and ability to apply basic principles of graphic design and layout, as well as graphic conventions and symbology to the documentation of historic landscapes;
Course Structure
The course is organized as a seminar and workshop with a significant research and fieldwork component. Most of our class meetings, especially during the first half of the term, will be split between a brief lecture or presentation, class discussions, and exercises that build upon one another. Readings will be assigned for most class meetings and you will be expected to read them prior to class and share your reactions in class discussions. Active participation in these discussions will be part of your grade for the course.

Description and Assessment of Assignments

Exercises: Weekly exercises will reinforce research and documentation methods explored during class time. These exercises will be coupled with reference readings from the list below. The exercises will feed into the two term projects creating milestones along the way.

Term Projects

Project 1: The first half of the term will ask that students, in small groups, develop a Cultural Landscape Report, Part I: Site History, Existing Conditions, Analysis + Evaluation based on documentation collected from archival and data sources. It will ask that students exercise the documentation research skills they develop during classtime and weekly exercises.

Project 2: The second half of the course will ask that small groups of students partner with an ASLA HALS project team to develop a Historic American Landscape Survey Report. The project will be local and require students conduct on-site documentation using a variety of media. The report will be formatted according to HALS guidelines and standards.

Grading Breakdown

Participation: 15%
Documentation Exercises (9 total): 45%
Term Project 1: 20%
Term Project 2: 20%

References


Historic American Landscapes Survey (HALS) Guidelines: https://www.nps.gov/hdp/standards/halsguidelines.htm

Landscape Lines series: seventeen published reports by the NPS Park Cultural Landscapes Program (https://www.nps.gov/subjects/culturallandscapes/references.htm), including:
- Landscape Lines 5: Graphic Documentation
- Landscape Lines 6: Geophysical Survey Techniques
- Landscape Lines 10: Geographic Information Systems
- Landscape Lines 11: Global Positioning Systems


**Weekly Schedule**

**Week 1:** Introduction to Cultural Landscapes: Documentation Research + Documentation Methods

**Week 2:** Cultural Landscape Documentation Research: archival documentation / where to start


**Week 3:** Cultural Landscape Documentation Research: geospatial data

Reading: *Landscape Lines 10: Geographic Information Systems*

**Week 4:** Cultural Landscape Documentation Research: geospatial data continued: GIS workshop

In-class exercise (Exercise #1)

**Week 5:** Cultural Landscape Documentation Research: visualizing synthesizing historic data

Due: Exercise #2 (data layers for site)

**Week 6:** Cultural Landscape Documentation Research: Student group presentations of CLR material

Due: preliminary CLR presentation

**Week 7:** Cultural Landscape Documentation Methods: Tools + Techniques

Reading: Historic American Landscapes Survey (HALS) Guidelines: [https://www.nps.gov/hdp/standards/halsguidelines.htm](https://www.nps.gov/hdp/standards/halsguidelines.htm)  
*Landscape Lines 5: Graphic Documentation*

**Week 8:** Cultural Landscape Documentation Methods: Field Survey (meet on site)

Reading: *Landscape Lines 6: Geophysical Survey Techniques*

In class survey exercise (Exercise #3)

**Week 9:** Cultural Landscape Documentation Methods: Measured Drawings

Due: Field sketches exercise (Exercise #4)

**Week 10:** Cultural Landscape Documentation Methods: Photography
Due:Measured Drawing Set 1: Location Plan, Existing Conditions Plan, Site Survey, Layout Plan (Exercise #5)

**Week 11:** Cultural Landscape Documentation Methods: GPS + surveying

Reading: *Landscape Lines 11: Global Positioning Systems*

Due: Photography (Exercise #6)

**Week 12:** Cultural Landscape Documentation Methods: Photogrammetry

In class photogrammetry exercise (Exercise #7)

Due: Measured Drawing Set 2: Vegetative Plan (Exercise #8)

**Week 13:** Cultural Landscape Documentation Methods: Written documentation

Due: Exercise #7 completed (see above)

**Week 14:** Cultural Landscape Documentation Methods: HALS project review with instructor

Due: Measured Drawing Set 3: Site Sections (Exercise #9)

**Week 15:** Cultural Landscape Documentation Methods: HALS project presentation

**Final Deadline for HALS Project 2: Finals Week**
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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. 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.

Support Systems:
Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu