USC School of Architecture

ARCH 552: INTRODUCTION TO HISTORIC SITE DOCUMENTATION

Semester:	Fall 2017
Day and Time:	Fridays, 10:00 a.m. to 11:50 a.m.
Location:	HAR 102
Instructor:	Katie E. Horak, MHC khorak@usc.edu 626/616-3976

COURSE PURPOSE AND OBJECTIVES

This course introduces students to various techniques employed in the field of historic preservation 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 preservation. 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 cultural landscape 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

- Burns, John, et al., eds. *Recording Historic Structures: Historic American Buildings Survey/Historic American Engineering Record*, 2nd edition. Hoboken, NJ: John Wiley & Sons, 2004.*

- Carter, Thomas and Elizabeth Collins Cromley, *Invitation to Vernacular Architecture: A Guide to the Study of Ordinary Buildings and Landscapes*. Knoxville: University of Tennessee Press, 2005.*

- Gottfried, Herbert and Jan Jennings, *American Vernacular: Buildings and Interiors*. New York: W. W. Norton and Co., 2009.*

- Maliszewski-Pickart, Margaret, Architecture and Ornament: An Illustrated Dictionary. Jefferson, North Carolina: McFarland, 2009.*

- *Instructions for Recording Historical Resources.* Sacramento: Office of Historic Preservation, March 1995. http://ohp.parks.ca.gov/pages/1054/files/manual95.pdf

- Virginia Savage McAlester, *A Field Guide to American Houses*. New York: Knopf, 2013.

*These readings are 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 Descriptive Analysis
10% Photographic Documentation Exercise
20% DPR forms: Individual Building Evaluation
15% Historic District Analysis
10% Measured Drawing Exercise
10% Sketchbook Completion/Presentation
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 (two or three 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.

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CLASS SCHEDULE, READING AND ASSIGNMENTS

Aug. 25 **Introduction**
Review of the purpose, objectives, and direction of the course
Research methods and sources
Introduction to observation and investigation

Sept. 1 **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. 8 **Language of Architecture II**
Assessing architectural style and character defining features in the field
Site visit (location TBD)

Reading: Preservation Brief 17: *Architectural Character: Identifying the Visual Aspects of Historic Buildings as an Aid to Preserving Their Character*
https://www.nps.gov/tps/how-to-preserve/briefs/17-architectural-character.htm

Due: Residential architectural styles exercise

Sept. 15 **Architectural Photography**
Introduction to photographic information gathering

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

Sept. 22 **Written Documentation**
Writing architectural descriptions

Reading: Maliszewsky-Pickart [selections posted to Blackboard]

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Sept. 29 **Documenting Significance and Eligibility I: National, State and Local Registers**

Eligibility criteria
Integrity aspects and thresholds
Similarities and differences between federal, state and local eligibility and documentation standards

Reading: National Register Bulletin 15: How to Apply the National Register Criteria for Evaluation
https://www.nps.gov/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

Oct. 6 **Documenting Significance and Eligibility II: Developing Historic Contexts and Assessing Significance**

Individual presentations of assigned buildings and discussion.

Due: Written descriptive analysis
Photographic documentation exercise

Oct. 13 **Documenting Significance and Eligibility III: Forms**

Use of standardized Dept of Parks and Recreation (DPR) forms

Reading: Instructions for Recording Historical Resources
http://ohp.parks.ca.gov/pages/1054/files/manual95.pdf

Oct. 20 **Field Investigation I**
Understanding significance
Identifying later alterations and additions
Assessment of conditions
Secretary of the Interior's Standards

Reading: Preservation Brief 35: Understanding Old Buildings: The Process of Architectural Investigation

https://www.nps.gov/tps/how-to-preserve/briefs/35-architectural-investigation.htm

Preservation Brief 43: *The Preparation and Use of Historic Structure Reports*
https://www.nps.gov/tps/how-to-preserve/briefs/43-historic-structure-reports.htm

Oct. 27 **Field Investigation II**
Case study and site visit (location TBD)

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

Nov. 3 **Historic Resources Surveys I**
Introduction to historic resources surveys and inventories
Site visit (location TBD – meet in classroom at usual time)

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

Nov. 10 **Historic Resources Surveys II**
Identifying historic contexts
Definition of boundary, period of significance
Integrity analysis: Contributing and Non-Contributing elements

Nov. 17 **Measured Drawings**
Types and purposes of drawings
Taking measurements in the field
Site visit (location TBD – meet in classroom at usual time)

Guest lecturer

Reading: Burns [88-139]

Due: Historic district analysis

Nov. 24 **THANKSGIVING BREAK – NO CLASS**

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Dec. 1 **New Methods of Documentation**
Documentation by laser scanning
Guest lecturer

Due: Measured drawings exercise
Sketchbooks

Dec. 8 **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 301and 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/. 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/.

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/ or to the *Department of Public Safety* 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/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

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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, 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 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/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.