

ARCH 554

HERITAGE CONSERVATION PRACTICUM,
ADVANCED DOCUMENTATION: **SURVEY**

Semester: Spring 2016
Day and Time: Mondays, 6:30pm – 9:30pm
Location: Watt Hall, Room B7 (Clipper Lab)
Instructor: Katie E. Horak, MHC
khorak@usc.edu
626/616-3976
Office hours: by appointment

COURSE PURPOSE AND OBJECTIVES

Assessing historic buildings, sites, neighborhoods, and landscapes within their historic contexts forms the foundation of contemporary heritage conservation practice. Through lectures and fieldwork, this course will examine the tools required for assessment including research, writing historic contexts, understanding the vocabulary of the region's architecture, assessing architectural character and integrity, utilizing state-of-the-art data collection techniques, basic architectural photography, and other best practices. As a non-design based studio course, students will be responsible for research and fieldwork to craft a cohesive survey evaluation of a specific area selected for study, in addition to a presentation of their findings.

PRIMARY TEXTS

- Derry, Anne, H. Ward Jandl, et al. *National Register Bulletin #24: Guidelines for Local Surveys: A Basis for Preservation Planning*. Washington, DC: National Park Service, 1977, rev. 1985.
<http://www.nps.gov/nr/publications/bulletins/nrb24/>
- *Instructions for Recording Historical Resources*. Sacramento: Office of Historic Preservation, March 1995.
<http://ohp.parks.ca.gov/pages/1054/files/manual95.pdf>
- McAlester, Virginia. *A Field Guide to American Houses: The Definitive Guide to Identifying and Understanding America's Domestic Architecture*. New York: Random House, 2013.

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.

Assignments and Grading:

- 10% Research Package
- 25% Historic Context Statement
- 25% Individual Property Documentation (DPR forms; 9 properties per student)
- 15% Historic District Evaluation (boundary description and justification, statement of significance, period of significance; draft will be due in pieces throughout the semester)
- 25% Final Presentation

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.

CLASS SCHEDULE, READING AND ASSIGNMENTS

- Jan. 11 **Introduction**
Review of the purposes and direction of the course
Introduction to historic resources surveys
- Jan. 18 **NO CLASS** - Martin Luther King's Birthday
- Jan. 25 **Initiation of a Historic Resources Survey: The Kick-off Meeting**
- Reading:* National Register Bulletin #24, Introduction and Chapter 1
- Due:* Research Package
- Jan. 30 **Study Area Site Visit I**
10:30pm-12:30pm
(NO CLASS ON FEB. 1)
- Reading:* Los Angeles HPOZ ordinance (on Blackboard)
- Feb. 8 **Historic Contexts I**
Research Methods

Identification and Development of Historic Contexts

Reading: National Register Bulletin #24, Chapter 2 and 3

Feb. 15 **NO CLASS** - President's Day

Feb. 22 **Historic Contexts II**
Discussion about applicable contexts and themes
Periods of significance

Reading: Sample Historic Resources Survey Report (on Blackboard)

Due: Boundary Description and Justification

Feb. 29 **Integrity**
What makes a property "Contributing" vs. "Non-Contributing"?
How to assess the overall integrity of a historic district

Mar. 5 **Study Area Site Visit II**
10:30pm-12:30pm
(NO CLASS ON MARCH 7)

Mar. 14 **NO CLASS** – Spring Recess

Mar. 21 **Project Check-in**
Meet with individual students between the hours of 1pm and 6pm

Due: DPR 523a forms (5 of 9)

Mar. 28 **Project Check-in** (during normal class hours)
Historic district boundaries and periods of significance

Due: Historic Context Statement

April 4 **Historic Resources Surveys: Designation and Regulation**

Guest speaker: Ken Bernstein, Manager, Los Angeles Department of City Planning's Office of Historic Resources

Reading: National Register Bulletin #24, Chapter 4

Due: Individual Property Documentation (4 of 9)

April 11 **Project Check-in**
Evaluation of significance and integrity

April 18 **Project Check In**
Discussion of Contributor/Non-Contributor percentage, district boundaries
Presentation planning

Due: Final Historic Context Statements and Historic
District Evaluation
Map of Contributors and Non-Contributors (SL
only)

April 25 Final presentation run-through

May 12 **FINAL PRESENTATION**

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/1100behaviorviolatinguniversity-standards-and-appropriate-sanctions/>.

Other forms of academic dishonesty are equally unacceptable. See additional information in campus and university policies on scientific misconduct,

<http://policy.usc.edu/scientificmisconduct/>.

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.

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.