

USC School of Architecture

ARCH 554 HERITAGE CONSERVATION PRACTICUM,
ADVANCED DOCUMENTATION: **SURVEY**

Semester: Spring 2022
Day and Time: Fridays, 1pm – 3:50pm
Location: HAR 102
Instructor: Katie E. Horak, MHC
 e-mail: khorak@usc.edu; katiehorak@gmail.com
 mobile: 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 and designation 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, documentation in National Park Service forms for listing in the National Register, and other best practices. As a non-design studio course, students will be responsible for research and fieldwork to craft a cohesive National Register nomination of a specific area selected for study, in addition to a presentation of their findings.

PRIMARY TEXTS

- *National Register Bulletin #24: Guidelines for Local Surveys: A Basis for Preservation Planning*. Washington, DC: National Park Service, 1977, rev. 1985.
https://www.nps.gov/subjects/nationalregister/upload/NRB24-Complete_Part1t.pdf
https://www.nps.gov/subjects/nationalregister/upload/NRB24-Complete_Part2.pdf
- *National Register Bulletin #16a: How to Complete the National Register Registration Form*. Washington, DC: National Park Service, 1997.
<https://www.nps.gov/subjects/nationalregister/upload/nrb16a-complete.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.

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COURSE REQUIREMENTS

Readings

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
- 20% Individual Property Documentation (50 properties per student)
- 20% Historic District Evaluation (district description, boundary description and justification, statement of significance; draft will be due in pieces throughout the semester)
- 25% Final Presentation

Grading Scale

Course final grades will be determined using the following scale:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Course Evaluation

Student feedback is essential to making this course the best it can be. Students will have an opportunity to submit comments on the mid-semester evaluation and the standard USC course evaluation survey at the end of the semester.

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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, READINGS, AND ASSIGNMENTS

- Jan. 14 **Introduction**
Review of the purposes and direction of the course
Introduction to historic resources surveys
- Jan. 21 **Initiation of a Historic Resources Survey: The Kick-off Meeting**
Meeting with the Client to confirm objectives and scope of work
Presentation of Research Findings
Components of a National Register nomination
- Reading:* National Register Bulletin 16a
- Due:* Research Package
- Jan. 28 **Reconnaissance Survey (Site Visit I)**
- Reading:* View Park Historic District National Register forms:
<http://file.lacounty.gov/SDSInter/bos/supdocs/108192.pdf>
- Feb 4 **Reconnaissance Survey Discussion**
Discuss observations made in the field
Begin to define study area boundary
- Reading:* Beverly Fairfax National Register forms (on
Blackboard)
- Feb. 11 **Tools for Recordation**
Using field databases for field survey and documentation
Output for different survey types

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Presentation of recent case studies
Using GIS in field surveys

- Feb. 18 **Historic Contexts I**
Identification and Development of Historic Contexts and Themes
Develop Historic Context Statement Outline
- Reading:* National Register Bulletin #24, Chapters 2 and 3
- Feb. 25 **Historic Contexts II**
Discussion about applicable contexts and themes
Periods of significance
- Due:* Boundary Description and Justification
- Mar. 4 **Integrity**
What makes a property “Contributing” vs. “Non-Contributing”?
How to assess the overall integrity of a historic district
- Mar. 11 **Field Documentation (Site Visit II)**
- Mar. 18 **NO CLASS** – Spring Recess
- Mar. 25 **Project Check-In**
Historic contexts progress and updates
Historic district description
- Due:* Individual property descriptions, first batch (25)
- April 1 **Field Documentation (Site Visit III)**
- Due:* Historic Context Statement
- April 8 **Historic Resources Surveys: Designation and Regulation**

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

Reading: National Register Bulletin #24, Chapter 4

Due: Historic District Description
Individual property descriptions, second batch (25 of 50)

April 15 **Project Check-in**
Evaluation of significance and integrity

April 22 **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

April 29 Final Presentation Dress Rehearsal

May 6 **FINAL PRESENTATION** (Exact date/time to be confirmed)

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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 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, policy.usc.edu/scientific-misconduct.

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

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usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.