

ARCH 552: INTRODUCTION TO HISTORIC SITE DOCUMENTATION

Semester: Fall 2022
Day and Time: Fridays, 10:00 a.m. to 11:50 a.m. PST
Location: Watt 212
Instructor: Katie E. Horak, MHC
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626/616-3976

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

- 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. https://scic.sdsu.edu/_resources/docs/manual95.pdf
- Virginia Savage McAlester, *A Field Guide to American Houses*. New York: Knopf, 2013.

*Available on Blackboard

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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

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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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. 26

Introduction

Review of the purpose and direction of the course

Language of Architecture I

Definition and classification: residential architectural styles

Identification of character-defining features

Sept. 2

Language of Architecture II

Assessing architectural style and character defining features in the field

SITE VISIT – *Meet at 10:30am in front of 4403 Victoria Park Dr, 90019*

Reading:

Carter and Cromley [pp. 1 – 18]

Gottfried and Jennings [pp. 9-16; 59-85]

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. 9

Architectural Photography

Introduction to photographic information gathering

REMOTE CLASS VIA ZOOM - *Guest lecturer: Stephen Schafer*

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

Sept. 16

Written Documentation

Writing architectural descriptions

Reading: Maliszewsky-Pickart [selections posted to Blackboard]

Sept. 23

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

Reading: National Register Bulletin 15: How to Apply the National Register Criteria for Evaluation
https://www.nps.gov/subjects/nationalregister/upload/NRB-15_web508.pdf

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: Architectural Description
Architectural Photography Exercise

Sept. 30

Documenting Significance: Developing Historic Contexts and Themes I

Research Methods

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

Reading: *Instructions for Recording Historical Resources*. Sacramento: Office of Historic Preservation, March 1995.
https://scic.sdsu.edu/_resources/docs/manual95.pdf

Oct. 7

Documenting Significance: Developing Historic Contexts and Themes II

Presentation of Individual Buildings, and Discussion

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Oct. 14 **NO CLASS – FALL RECESS**

Oct. 21 **Field Investigation Methods and Objectives**

Understanding significance
Identifying later alterations and additions
Assessment of conditions

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](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](https://www.nps.gov/tps/how-to-preserve/briefs/43-historic-structure-reports.htm)

Oct. 28 **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*
[https://www.nps.gov/subjects/nationalregister/upload/NRB24-
Complete_Part1.pdf](https://www.nps.gov/subjects/nationalregister/upload/NRB24-Complete_Part1.pdf)

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

Nov. 4 **Historic Resources Surveys II**

Site visit

Nov. 11 **NO CLASS – VETERANS DAY**

Nov. 18 **Measured Drawings**

Types and purposes of architectural drawings
Taking measurements in the field

Reading: Burns [pp. 88-139]

Due: Historic District Documentation

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Nov. 25	NO CLASS – THANKSGIVING BREAK
Dec. 2	New Methods of Documentation Documentation by laser scanning and photogrammetry <i>Guest lecturer: Julia Ausloos, ARG</i> Due: Measured Drawing Exercise, and Sketchbooks
TBD	Final Exam, exact date/time 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 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.

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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

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.