



## **ARCH 552: Introduction to Historic Site Documentation**

**Units: 2**

**Term: Fall 2024**

**Time: Fridays, 10am-11:50am PST**

**Location:** Becket Boardroom, Harris Hall

**Instructor:** Katie Horak, MHC

**Contact Info:**

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**Office Hours:** By request

### **Course Description 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.

### **Course Notes**

- Grading type: Letter
- All classes are in-person, in the classroom unless otherwise specified as “virtual” or “field visit” in the syllabus
- Copies of lecture slides will be available after each class on Brightspace

### **Required Readings and Supplementary Materials**

- Burns, John, et al., eds. *Recording Historic Structures: Historic American Buildings Survey/Historic American Engineering Record*, 2<sup>nd</sup> 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.\*
- *Instructions for Recording Historical Resources*. Sacramento: Office of Historic Preservation, March 1995. [https://scic.sdsu.edu/\\_resources/docs/manual95.pdf](https://scic.sdsu.edu/_resources/docs/manual95.pdf)
- Maliszewski-Pickart, Margaret, *Architecture and Ornament: An Illustrated Dictionary*. Jefferson, North Carolina: McFarland, 2009.\*
- Myers, David and Janet Hansen, *Inventories and Surveys for Heritage Management: Lessons for the Digital Age*. Los Angeles: Getty Conservation Institute, 2024. <https://www.getty.edu/publications/inventories-and-surveys/>
- Virginia Savage McAlester, *A Field Guide to American Houses*. New York: Knopf, 2013.

\*Available on Brightspace

## Readings

Required reading assignments are listed in the course schedule in this syllabus. These readings should be completed *before* the lecture under which they are listed.

## Participation/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.

## Grading Breakdown

Table 1 Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Architectural Styles Identification	10	10
Written Description	10	10
Architectural Photography	10	10
Individual Building Assessment	20	20
Historic District Assessment	15	15
Measured Drawing	10	10
Final Exam	15	15
Sketchbook/Participation	10	10
<b>TOTAL</b>	<b>100</b>	<b>100</b>

## Grading Scale

Course final grades will be determined using the following scale:

*Table 2 Course Grading Scale*

Letter grade	Corresponding numerical point range
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

## 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 will be penalized if unexcused and habitual.

## Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

### **Policy on the Use of AI Generators**

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

### **Field Visits**

We will make a number of site visits throughout the course of the semester. You will need to fill out the Field Trip Form before our first site visit. <https://forms.gle/iCqRRAcYpPX6AaBn9>

### **Course Schedule**

Aug. 30	<b>Introduction</b> Review of the purpose and direction of the course
Sept. 6	<b>NO CLASS</b> (make up on Sept. 20)
Sept. 13	<b>Architectural Photography</b> Introduction to photographic documentation  <i>Guest lecturer: Stephen Schafer</i>  Reading: Burns [pp. 52-87] Carter and Cromley [pp. 19-43]
Sept. 20	<b>DOUBLE CLASS – 10am-1:30pm</b> <b>Language of Architecture</b> Definition and classification: residential architectural styles Identification of character-defining features Assessing architectural style and character defining features in the field

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/orgs/1739/upload/preservation-brief-17-architectural-character.pdf>

Sept. 27

### **Written Documentation**

Writing architectural descriptions

Reading: Maliszewsky-Pickart [selections posted to Brightspace]

Due: Residential architectural styles exercise

Oct. 4

### **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](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>

Oct. 11

### **NO CLASS – FALL RECESS**

Oct. 18

### **Documenting Significance: Developing Historic Contexts and Themes I**

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

Presentation of Individual Buildings, and Discussion

Reading: *Instructions for Recording Historical Resources*. Sacramento: Office of Historic Preservation, March 1995.

<https://scic.sdsu.edu/resources/docs/manual95.pdf>

Due: Architectural Description  
Architectural Photography Exercise

- Oct. 25      **Historic Resources Surveys I**  
Introduction to historic resources surveys and inventories
- Reading:      Myers, David and Janet Hansen, *Inventories and Surveys for Heritage Management: Lessons for the Digital Age*.  
Introduction, Part II.5 (SurveyLA and HistoricPlacesLA: A Synopsis) and II.10 (Conducting Field Surveys)  
<https://www.getty.edu/publications/inventories-and-surveys/>
- Nov. 1      **Historic Resources Surveys II**  
FIELD VISIT
- Due:      Individual Building Significance Documentation: 523a (Primary Record) and 523b (Building, Structure and Object Record) set
- Nov. 8      **Field Investigation Methods and Objectives**  
FIELD VISIT
- Reading:      Preservation Brief 35: Understanding Old Buildings: The Process of Architectural Investigation  
<https://www.nps.gov/orgs/1739/upload/preservation-brief-35-architectural-investigation.pdf>
- Nov. 15      **Field Investigation Methods and Objectives**  
Understanding significance  
Identifying later alterations and additions  
Assessment of conditions
- Reading:      Preservation Brief 43: *The Preparation and Use of Historic Structure Reports*  
<https://www.nps.gov/orgs/1739/upload/preservation-brief-43-historic-structure-reports.pdf>
- Due:      Historic District Documentation
- Nov. 22      **Measured Drawings**  
Types and purposes of architectural drawings  
Taking measurements in the field
- Reading:      Burns [pp. 88-139]
- Nov. 29      **NO CLASS – THANKSGIVING BREAK**

Dec. 6            **New Methods of Documentation**  
Documentation by laser scanning and photogrammetry

*Guest lecturer: Julia Ausloos-Bedinger, ARG*

Due:                Measured Drawing Exercise

**Dec. 16, 8am    Final Exam**

Due:                Sketchbooks

### **Course Content Distribution and Synchronous Session Recordings Policies**

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

### **Statement on University Academic and Support Systems**

#### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Student Financial Aid and Satisfactory Academic Progress:**

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

### **Support Systems:**

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

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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) 740-2500

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

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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



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) 442-1200 – 24/7 on call  
Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.