Instructor
Gina Chorover
rchorove@email.arizona.edu
520-626-7675

Course Description
This course examines methods to document historic buildings, districts and cultural landscapes and to interpret their historical and design significance. The course culminates in the completion of a documentation project.

This course is one of six required for the Heritage Conservation Graduate Certificate and is an elective for other students. For more information on the Certificate program, see http://capla.arizona.edu/heritage.

Course Requisites
ARC / LAR / PLG 471f / 571f – Introduction to Heritage Conservation, or consent of instructor.

Course Objectives
The aim of this course is to enable students to develop proficiency in methods to document and interpret the cultural and design traditions of a variety of built contexts. Students will learn to:

1. Conduct research using primary and secondary information resources;
2. Develop skills in the surveying, recording and communicating historic data according to professional standards;
3. Gain knowledge of the cultural, historic, geographic, technological, economic and political factors that shaped the students specific region of interest;
4. Develop analytical skills to interpret the meaning of built environments to a larger audience.

Student Evaluation
This course is an upper division undergraduate and graduate course and students are expected to produce work that is commensurate with the course level. See Written Assignment Requirements below.

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation in weekly discussion</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Weekly Assignments</td>
<td>25%</td>
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<td>HALS report</td>
<td>25%</td>
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<tr>
<td>NRHP nomination</td>
<td>30%</td>
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The University has defined letter grades as follows:

A – Excellent (90-100%)
B – Good (80-89%)
C – Satisfactory (70-79%)
D – Poor (60-69%)
F – Failure (below 60%)

Written Assignment Requirements
Late assignments will not be accepted nor will exams be rescheduled without a documented medical emergency or an extenuating circumstance that you have discussed with me in advance. Simply being busy with other classes, work, etc. is not an extenuating circumstance. If you do find yourself falling behind, please talk to me before it becomes a problem.

All written assignments not following external documentation standards (NPS, Sec. of Interior, etc.) should follow CAPLA Archive Documentation standards, including the follow template: Student name(s), Course number, Semester & year, Instructor name, Date, all located in the upper right-hand corner of the assignment. See also Archive Documentation below.

Citation Style. All submissions should comply with the Chicago Manual of Style. A quick and simple guide can be found at, http://www.chicagomanualofstyle.org/tools_citationguide.html

Plagiarism
In a class with a fair amount of reading and writing, intentional or unintentional plagiarism is a concern.
Any type of plagiarism, including not accurately citing the work and words of others, will result in an automatic failing grade. Plagiarism is:

“…using other people's ideas and words without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit whenever you:
• use another person's idea, opinion, or theory
• use any pieces of information (for example, facts, statistics, graphs, or drawings) that aren't common knowledge
• use quotations of another person's actual spoken or written words
• paraphrase another person's spoken or written words.” (http://www.library.arizona.edu/help/tutorials/plagiarism/)

The library’s website, cited above, has a nice discussion on how to avoid plagiarism. Please read it.

Required Textbooks

## Course Schedule

### MODULE 1: Introduction

#### LESSON 1: Introduction

- **Wed 1/11**
  - Syllabus and Calendar
  - Purpose and Objectives
  - Expectations
  - On-line Format
  - Why Document?

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<th>POSTS</th>
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| Video thread post Respond to others in your group. | **Due Friday 1/13**
  1) Log in
  2) View introduction
  3) Upload a photo and introduce yourself to the class telling us:
     a) Your name and hometown;
     b) Your major and whether you’re an undergraduate or graduate student;
     c) One thing you like to do in your free time;
     d) The most interesting place that you’ve visited.
  4) Introduce yourself to your group and come up with a group name. |

### MODULE 2: Documentation Programs

#### LESSON 1: Saturday 1/14

**Understanding the Purpose and Intent of Documentation and Interpretation**

- Scales: Districts, Sites, Landscapes, Buildings, Structures, Objects

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| Video thread post Video thread response | **DUE: Wednesday 1/18**
  1) View lecture
  2) Complete readings
     a) Kyvig and Marty, chs 1-3
     b) NPS Heritage Documentation Programs, [http://www.nps.gov/hdp/](http://www.nps.gov/hdp/) (review “About Us” and “Standards & Guidelines” for HABS and HALS)
  3) Complete activity
     a) View instructions for this activity. Find an everyday object at home. Describe it in 30 words or less without using qualitative terms such as “beautiful”, “the best”, etc. Your goal is to describe it so well that someone can guess what it is. |

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| Submit Quiz 1 in Assignments | **DUE Friday, January 27**
  1) View lecture
  2) Complete readings

#### LESSON 2: Saturday 1/21

**Types of Documentation**

- National Register of Historic Places form
- HABS, HAER, HALS
- Historic Structures Reports

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<th>POSTS</th>
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| No discussion | **DUE Friday, January 27**
  1) View lecture
  2) Complete readings
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<tr>
<th><strong>MODULE 3: Conducting Historical Research</strong></th>
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| **LESSON 1: Saturday 1/28**  
**Sources of Historical Information**  
- Libraries  
- Historical Societies  
- Museums  
- Maps  
- Oral Histories  
- Government Records  
- On-line Sources |
| **Assignment 1**  
In Assignments section; submit written work in Assignments folder  
No discussion  
Due Friday February 3  
1) View lecture  
2) Complete readings  
   a) Kyvig and Marty, chs 4-8  
   b) National Register Bulletin 39,  
      *Researching a Historic Property*,  
      [http://www.nps.gov/nr/publications/](http://www.nps.gov/nr/publications/)  
   c) Hoagland and Fitzsimmons, “History”  
      (D2L)  
3) Complete Assignment 1. Identify and list sources of historical information in your community.  
   a) Select one building, or landscape on the National Register, visit your historical society, library or museum and list the sources you found that contained information on your site.  
   b) Look up your site using on-line resources  
      [https://www.nps.gov/nr/research/](https://www.nps.gov/nr/research/)  
   c) Students will prepare a 2-page summary of the history of the site using properly formatted references. |

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<th><strong>MODULE 4: Documentation Methods</strong></th>
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| **LESSON 1: 2/4**  
**Conducting Field Work**  
Windshield Surveys  
Photography  
Survey Forms  
| **Assignment 2**  
description in Assignment folder.  
Video thread presentation  
| **DUE Wednesday February 8**  
1) View lecture  
2) Complete readings |
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<th>Task</th>
<th>Description</th>
<th>Due Date</th>
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| **Electronic Forms**  
**Measurements**  
**Using CAD and GIS**  
**Video thread response**  
**to all group members.** | a) “Obtaining Measurements” in Burns, *Recording Historic Structures*, pp. 99-115 (D2L)  
b) “Secretary of the Interior's Standards for Architectural and Engineering Documentation” in Burns, *Recording Historic Structures*, pp. 294-98 (D2L)  
c) “Architectural Investigations” in Carter and Cromley, *Invitation to Vernacular Architecture*, pp. 19-43 (D2L) | **Friday, February 10** |
| **DUE Friday, February 10**  
Respond using video thread to each of your group members. Discussion prompt in Assignment folder. | 3) Complete Assignment 2. Visit a historic site in your community and document your observations using windshield survey, photography and complete a description form. Present your findings in a 2 minute video. | |
| **MODULE 5: Buildings and Landscapes**  
**LESSON 1: 2/11**  
**Building Typologies**  
**Development Types**  
**Architecture Styles**  
**Vocabulary**  
**Assignment 3 description in Assignment folder.**  
**Video thread presentation**  
**Video thread response**  
**to all group members** | **DUE Wednesday, February 15**  
1) View lecture  
2) Complete readings  
a) Kyvig and Marty, ch 9, 11-12  
[http://www.nps.gov/tps/how-to-preserve/briefs/35-architectural-investigation.htm](http://www.nps.gov/tps/how-to-preserve/briefs/35-architectural-investigation.htm) | **Wednesday, February 15** |
| **LESSON 2: 2/18**  
**Landscape Characteristics**  
**Landscape Features**  
**Review Assignment 4 description and submit Assignment 4 in folder.** | **DUE Wednesday, February 22**  
1) View lecture  
2) Complete readings | **Wednesday, February 22** |
c) “Landscape Characteristics” *Landscape Lines 3*, Olmsted Center for Landscape Preservation, National Park Service, n.d. (D2L)  
3) Complete Assignment 4. Visit a local park, map landscape features using the checklist. Submit a site inventory list and a map of the site with existing features on it.  
**DUE Friday, February 24**  
Take Quiz 2 |
| --- | --- | --- |
| **MODULE 6: Landscape Documentation** | **DUE Wednesday, March 1**  
1) View lecture  
2) Complete readings  
a) Robinson, J. H., N. Vernon and C. Lavoie  
b) *Historic American Landscape Survey Guidelines for Historical Reports.* (D2L)  
c) *HALS 101: The Historic American Landscapes Survey* (D2L)  
d) *HALS Short Format Template* (D2L)  
e) *HALS History Brochure* (D2L)  
f) *HALS Reports* (D2L)  
3) Complete Assignment 5: Select a historic park in your community. Write a summary of why you choose this site and why you believe it’s historic and significant; include three photos you took of the site illustrating historic features.  
**DUE Friday, March 3**  
Respond to all other group members using video thread responding to the discussion prompt found in Assignment 5 description. | **LESSON 1: 2/25**  
**Understanding HALS Reports**  
Permissions  
Listing and photo captions  
Using maps  
Completing history, significance and physical description | Review Assignment 5 description.  
Use video thread to present your site overview.  
Respond to all other group members using discussion prompt found in Assignment 5 description. |
| LESSON 2: 3/4 Determining Significance | Review instructions in Assignment 6 and submit written summary in Assignments folder. Video thread | DUE Wednesday, March 8  
1) View Lecture  
2) Research the history of your historic park following directions found in Assignment 6. Use at least three sources. Locate historic photos if possible. Write a two page history of the site. Explain why the site is significant in one page (no more than 500 words). Submit these using the HALS template.  
3) Using voice thread, read your statement of significance to your group.  
DUE Friday, March 10  
Respond to each group members’ video thread using the discussion prompt found in Assignment 6 description. |
| SPRING BREAK |  |  |
| LESSON 3 Field Work: Describing the Landscape | Review instructions in Assignment 7 and submit written summary in Assignments folder. | DUE Friday, March 24  
1) View lecture  
2) Complete Assignment 7. Create a site documentation protocol and checklist. Visit and document your site, examining landscape characteristics and context following instructions in Assignment 7. Submit the site description of the site using the HALS template. |
| LESSON 4 Completing the HALS Report | Review instructions in Assignment 8 and submit written summary in Assignments folder. Video thread | DUE Wednesday, March 29  
1) View lecture  
2) Complete the HALS report using the HALS template. Submit in Assignments folder (Final HALS Report).  
DUE Friday, March 31  
View and respond to each group members’ posting following instructions. |
| MODULE 7: National Register of Historic Places |  |  |
| LESSON 1 Understanding National Register of Historic Places Nomination forms | Review instructions in Assignment 9 and submit assignment in folder. Video thread | DUE Wednesday, April 5  
1) View lecture  
2) Complete readings  
   a) National Register Bulletins, 15, 16a, 16b, [http://www.nps.gov/nr/publications/index.htm](http://www.nps.gov/nr/publications/index.htm) (review for methodology and nomenclature)  
   b) National Register nomination forms (D2L)  
   c) Visit: [http://npgallery.nps.gov/nrhp](http://npgallery.nps.gov/nrhp); Put in your state and county, hit search and review two National Register nominations for your town or region |
### LESSON 2
**Researching a building, structure, or site**

Review instructions in **Assignment 10**.
Submit Assignment 10 in folder.

**Video thread**

**DUE Wednesday, April 12**
1) View lecture
2) Read Assignment 9 instructions.
3) Research your building, structure or site using archival materials, photographs, maps, and published works. Determine which of the four criteria of significance is the one which best reflects the significance of your chosen property. Determine the period of significance and prepare a Statement of Significance and Narrative to Support the Significance Statement (2-pages max).
4) Post your document.

**DUE Friday, April 14**
Respond to your group member’s posted document following instructions in Assignment 9.

### LESSON 3
**Preparing the NRHP History Section**

Review instructions in **Assignment 11** and submit completed assignment in folder.

**Video thread**

**DUE Wednesday, April 19**
1) View lecture
2) Read Assignment 10 instructions. Prepare a historic context section for the property. This summary should describe the history of the building, structure or site and should tie into the Statement of Significance (2-page max).
3) Prepare and post a video following instructions in Assignment 10.

**DUE Friday, April 21**
Respond to your group member’s posted document following instructions in Assignment 10.

### LESSON 4
**Conducting Field Work**

Review instructions in **Assignment 12** and submit completed assignment in folder.

**DUE Wednesday, April 26**
1) View lecture
2) Read and complete Assignment 11. Visit your selected building, structure or site and conduct a detailed inventory of the property.
| Written | Note the site location, setting, context, building style/architecture and character-defining features.  
3) Prepare and upload a 3-page site description following instructions in Assignment 11.  

**DUE Friday, April 28**  
Respond to other group members’ document in writing following instructions in Assignment 12.

| LESSON 5  
Completing the NRHP nomination form | Review instructions in Assignment 13 and submit completed assignment in folder.  

**DUE Wednesday, May 3**  
1) Read and complete Assignment 13. Review the NRHP template and at least one completed report. Complete the National Register of Historic Places Nomination form.  
2) Upload your completed document to the Assignments folder (National Register report).

| Module 8: Final Presentation | Review instructions in Final Presentation assignment.  

**DUE Monday, May 8**  
Presentation on NRHP nomination. Create and upload a 15-minute presentation with graphics following instructions in Final Presentation assignment.  

**DUE Thursday, May 11**  
Students will watch all other class presentations and will complete an evaluation form for each presenter. Students can ask questions of presenters using video thread and presenters should respond to all questions asked. Evaluation forms and criteria will be available in the Assignments folder.