

## HSPV 6000: Documentation: Research, Recording, and Interpretation I

Fall 2025 | Tuesdays 10:15 to 1:14PM | Room: [PCPE 202 TK](#)

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*At the discretion of the instructors, this syllabus is subject to modification during the semester.  
For the very latest updates (e.g., to readings, assignments), refer to Canvas.*

## COURSE DESCRIPTION & OBJECTIVES

Understanding the history of the built environment through research, writing, and graphic representation is central to historic preservation. Through these acts, we decide which buildings and sites are worth saving, establish the basis for future interpretation and intervention, and communicate the value of historic resources to the public at large.

Over the course of the semester, we will focus on:

- Historical thought and methodology as applied to the preservation field. Reviewing basic skills such as the composition of expository prose and the use of scholarly apparatus, we will delve more deeply into the arts of architectural description and historical argumentation.
- Identification and use of Philadelphia-specific sources on the history of the built environment. We will be aided by local experts on historic deeds, maps, photographs, and related archival resources. These skills are applicable to similar resources in cities and towns around the world.

The subject matter of HSPV 6000 complements other parts of the first-year HSPV curriculum. Our *methodology* dovetails with the *content* of HSPV 5210 (American Architecture), and you will practice architectural description and analysis in both of these courses. We address broad questions of interpretation more comprehensively in HSPV 6600 (Theories in Historic Preservation). Finally, HSPV 6000 lays the groundwork for HSPV 6010 (Research, Recording, and Interpretation II), which focuses on graphic recording and the public presentation of historical information.

Our use of class time will vary from week to week. You should expect lectures, small-group discussions, site visits, exercises, presentations, and critiques. Outside of class time, you will complete a series of individual assignments, detailed below, that are cumulative in nature and

introduce you to a wide range of issues, skills, and challenges in historical documentation and interpretation. In this 2-CU course, we have allocated substantial out-of-classroom time to the completion of independent reading, research, analysis, and writing. We encourage you to bring findings from your ongoing out-of-classroom research back to the classroom and to office hours to further develop our collective understanding.

## **MODES of INSTRUCTION, ATTENDANCE, and PARTICIPATION**

This course will be taught in person, with workshop-oriented sessions taking place both in the classroom and at various sites on campus and throughout Philadelphia. For some occasions, we will provide instructional videos to be viewed in advance of the class meeting. This will allow easy access for repeat viewings of this material (if desired) and also open up more class time for workshopping of that week's focus skills. Students must watch these videos in advance of class in order to be able to prepare for class-time activities. The final weeks of the course shift largely to workshop meetings and presentations.

We require all students to attend all class sessions if you are healthy and able. Should circumstances necessitate that you miss class, however, we require the following:

- Please email all professors (as far in advance as possible) to explain your absence;
- Consult with classmates for any missed notes, and spend additional time with any assigned readings and videos.
- We also reserve the right to require the submission of a written reflection/assignment on the topic of any missed work for that day.

We aim to be as understanding as possible about attendance concerns that may arise. But please note that these policies apply only in exceptional circumstances, and we will reduce the attendance and participation portion of the grade for any student who abuses this flexibility.

As participation forms a portion of the course grade, students should come to all class meetings prepared to discuss the assigned readings and any pre-recorded lectures. **We strongly recommend that you jot down a few questions and comments in advance of each meeting.** Students should also engage with guest lecturers during their visits.

Our study sites for this semester are located in West Philadelphia. All can be easily reached via bus, trolley, or subway. You can also reach them via bicycle (Indego bike share is available for those who do not own a bike), car, or walking.

## **OUT-OF-CLASS EXPECTATIONS**

Penn courses typically require three classroom hours for each CU, but this 2 CU-course is different. In addition to the three hours you will spend in class each week, we expect you to devote some or all of the three hours of the second CU making individual, first-hand use of research resources (e.g., libraries, archives, site visits, and attending relevant preservation-related talks) throughout the city and online. In addition, you will devote significant self-directed hours to processing readings and research materials on your own in order to put the skills imparted in class into practice on your project.

As a general rule of thumb, for each week of each CU in your graduate degree, you should expect to spend ~9-10 hours working on the course. This typically breaks down into 3 hours in class plus ~2x that amount of time (6 hours) working outside the classroom on readings and assignments. So, for this 2-CU course, the expectation is that you will spend, on average, ~18 total hours per week on the course.

Although it is your responsibility to distribute this time over the course of the semester, we have created a [Google Sheet](#) on Canvas where everyone must log their activities throughout the semester. At minimum, over the course of the term, each student is expected to complete the following outside of scheduled class time:

- **Archival Research:** Complete six research visits to at least three distinct archives (options include: City Archives, University of Pennsylvania Archives, Library Company of Philadelphia, Historical Society of Pennsylvania, Free Library of Philadelphia, Athenaeum, Architectural Archives at the University of Pennsylvania, Fine Arts Library Special Collections at the University of Pennsylvania). If you would like to request permission to substitute a different archive, please contact the instructors in advance.
- **Site Visits:** Complete at least two visits to your site and neighborhood in order to learn directly from the built environment (but you'll likely want to visit more than that).
- **Preservation Talks:** Attend at least two talks related to Historic Preservation and urban and/or architectural history. Keep your eye on HSPV email announcements for relevant events. In addition, the Preservation Alliance of Greater Philadelphia is hosting a fall lecture series with four relevant talks. See [here](#) for further info and to register. Come to the next class prepared to discuss what you learned at these talks.

The Preservation Alliance talks (6-8pm, Athenaeum of Philadelphia) are:

9/10: Lenape: Cultural Continuity and Connection

10/21: Is it Time to Rethink the Whole Preservation Movement?

11/18: Just Don't Build: The Case for Imaginative Reuse

12/9: Creating Keystones: The Building Pennsylvania Oral History Project

## Office Hours and Individual Questions

The instructors are available for one-on-one consultations during office hours or over email. See hours and contact info at top of syllabus and on Canvas. University Archivist Jim Duffin ([jmduffin@pobox.upenn.edu](mailto:jmduffin@pobox.upenn.edu)) is also available to respond to questions—particularly those related to deed and map research.

## ACADEMIC INTEGRITY

At all times, all students are responsible for following the policies (in particular, regarding academic integrity, plagiarism, and original work) contained in the Weitzman School of Design Student Handbook and the University of Pennsylvania's Code of Academic Integrity. Be sure to read: <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>.

Given the site-specific, primary source-based nature of this course, ChatGPT and other AI tools have limited, if any, applicability in producing accurate, research-based work. The instructors do not permit the use of any such tools in completing any course assignments.

### AI & Integrity

AI is an increasingly integral tool to some researchers for its Large Language Model analyses and its image generation capabilities. The speed and evolution of AI has created a fluid and ambiguous landscape regarding issues of intellectual integrity. Penn's position is that it is plagiarism to submit work produced by generative AI as your own without attribution. Any use of AI must be in alignment with assignment guidelines and all AI-generated contributions should be properly cited like any other reference material. In the context of class discussions, if and when AI is consulted, be transparent about the source and prompt. This is potentially useful for all of us. Note that AI will not be considered a "scholarly source" for assignments requiring specific types of references. Be aware that all AI tools are prone to errors, including falsifying sources, and may even generate offensive content. You will be responsible for the accuracy and quality of the work you submit, regardless of whether it was generated by you or an AI tool. The university's policy on plagiarism still applies to uncited or improperly cited work, whether from an AI or another human being.

## COURSE EXPENSES

Total estimated course expenses are up to \$40 for the semester.

- **Books:** All readings are available on Canvas or on reserve at the Fine Arts Library, and there are no required book expenses associated with the course. Where books are recommended for your long-term reference, you may wish to consult online used book sales.

We particularly recommend the following texts as useful references for your personal libraries—in this course, and beyond:

**Harris, Cyril M. *Dictionary of Architecture & Construction*. 4th ed. New York: McGraw-Hill, 2006. (Fine Arts Reserve; Franklin)**

**McAlester, Virginia. *Field Guide to American Houses*. New York: Knopf, 2013. (E-book via Franklin; Fine Arts Reference and Reserve; Franklin)**

- **Subway/Bus:** Students will make several in-class roundtrip visits to our sites and Philadelphia archives. Individual research trips will also be required. Using a SEPTA Key Card, each round-trip (bus or subway) will cost \$4.00. Assuming ten trips in total, students can expect to spend up to \$40. When possible, biking or walking may save money, particularly as most sites this term are located within walking distance of Penn.

## ASSIGNMENTS AND GRADING

### Participation

Class attendance and participation grades are based on your: 1) attendance at all class sessions, 2) willingness to participate during all class meetings, 3) ability to synthesize and critically analyze assigned readings in class discussions and assignments, and 4) completion of all required out-of-class expectations.

There are two asynchronous assignments:

- 1) Come to class prepared to raise comments and questions related to the assigned readings.
- 2) Peer review a classmate's paper for Assignments 2 and 4. You will receive access to your assigned paper on Canvas once it is submitted, and Canvas provides a specific place for posting your review. Peer reviews should be completed within one week of paper receipt.

### Expectations for Written Assignments

Grades will reflect the content and persuasiveness of your argument, your ability to advance new ideas, your analysis and synthesis of supporting evidence, your grasp of the course themes, your use of scholarly apparatus (footnotes, bibliography, etc.), and your familiarity with the mechanics of writing (e.g., spelling, grammar, punctuation, sentence and paragraph structure). All written submissions must abide by the conventions of academic citation unless the professors explicitly state otherwise.

Written assignments must employ the following formatting:

- 12-point type, with 1" margins all around;
- page numbers at bottom;
- footnotes (not endnotes) following the *Chicago Manual of Style*;
- include your name on the document; and
- include your name and assignment number (ex. Fong\_Assign1) in the filename.

Submit all assignments electronically through Canvas. Assignments are due by ~~8:10:00~~ 8:30am on the designated due dates. We expect all work to be submitted on time. In the event of extenuating circumstances, however, please contact all instructors at least 24 hours in advance of the deadline (sooner, if possible) to request an extension. **Unexcused late work is subject to a 1/3 grade reduction for each day that it is overdue (e.g., A becomes A- at one day late, B+ after 2 days, etc.).**

If you feel (or are told) that you need extracurricular help with your writing, you should meet with one of the professors early in the semester and consider visiting the Weingarten Learning Resources Center (<http://www.vpul.upenn.edu/lrc/>).

Additionally, there are two reference works you are expected to know and use: Strunk and White's *The Elements of Style* (there are many editions) and the *Chicago Manual of Style*. The former is a classic work on the craft of writing and is useful in self-critique; we recommend that you purchase a personal copy. The latter explains the proper formatting of footnotes, bibliographies, and other elements of scholarly writing. It is available in print and online via Franklin, the Penn Library website (<http://hdl.library.upenn.edu/1017/28544>).

### Grading Scheme

A+	98-100	Exceptional	B-	80-83.9	Competent
A	94-97.9	Outstanding	C+	77-79.9	Fair
A-	90-93.9	Excellent	C	70-76.9	Acceptable
B+	87-89.9	Very Good	C-	65-69.9	Marginal
B	84-86.9	Good	F	Below 65	Failure

## ASSIGNMENT DETAILS

### Assignment 1: The Case for Designation

*Due Sept 9*

Review the materials (including [nomination, demolition permit request, and Hidden City essay](#)) [on Canvas](#). ~~If you are able to find other related materials such as~~ meeting minutes, nominations discussed, and Zoom video recording) from the assigned Philadelphia Historical Commission Meeting ~~you can review them as well (see Canvas)~~. ~~These materials can be~~ [Recent nomination discussions can be](#) found at: <https://www.phila.gov/departments/philadelphia-historical-commission/public-meetings/#recent-agendas-and-minutes>.

In particular, review the historical background material and the discussion of whether or not to designate this property (available on Canvas). ~~This background material includes the nomination itself and minutes from past meetings if the property was also discussed.~~

Write a review of the assigned historic register nomination. Considering the content of the nomination itself, as well as the presentation and discussion of that material ~~at the meetings, summarize the argument advanced for designation in the later demolition permit and essay~~.

Assess the strengths and weaknesses of that case. What kinds of evidence did the nominator employ? ~~Was the nomination approved? Why or why not?~~ What would have improved the nomination? How might you have approached this site differently if you were in charge of its nomination? [Is this building fabric important and what is at stake?](#)

Paper should be 2 double-spaced pages long. ~~We are not looking for length, and we do not want a ChatGPT summary of the nomination. We want to hear your insights, questions and thoughts about this building nomination process and its aftermath~~ [On formatting, see Expectations for Written Assignments, above](#). Counts for 5% of final grade.

### Assignment 2: Seeing and Naming the Parts

*Due Sept 23*

On an 8½ x 11-inch sheet of paper (plain or graph), hand-draw the primary elevation of your assigned building. Using the McAlester, Harris, Ching, and Dietz dictionaries (see course bibliography), name all parts of your façade. Your drawing should clearly display the building's address and identify its style(s).

Then, using your drawing as a visual guide, draft a clear and concise architectural description of your building, which you will use as the basis for a spoken peer-review presentation to one other partner. Make sure to use complete sentences. Key things to remember: capture the whole before delving into parts or highlighting the exceptions. A building's height, form, and materials are a good place to begin. Noting things like roof form, porches, and additions is important, too. Then move on to smaller-order things like brick coursing, window design, ornamentation, etc.

Generalize when possible. Avoid repetition. Avoid going wall-by-wall, like a robot. Noting a building's overall condition is fine, but do not get hung up on superficial things like graffiti, peeling paint, or "bio growth" (you are not writing a "conditions assessment"). Remember to let



your drawing do some of the work. The best descriptions get your audience thinking about the way the building works rather than just counting window panes, balusters, and the like.

Submit a scan of your neat, well-annotated 8.5" x 11" drawing and a 2-page, double-spaced essay. Counts for 10% of final grade.

Each student will also peer review one assignment (due within one week).

### **Assignment 3: Chain of Title**

***Due Oct 14***

Assemble a chain of title for your assigned building (or the lot on which it stands) going back as far as you can—but at least to 1800. Be sure to read every deed, cite it fully (deed book and page, grantor, grantee, date of sale, price, what conveyed—not just acreage, but also any references to building or site features)—and understand how it relates to the preceding deed. You should NOT expect to assemble your chain of title through deed abstracts, briefs of title, or other shortcuts. It is important to know what is going on in each transaction. (Can you explain it in your own words to another student?) While you are welcome to provide transcriptions of key passages, you should avoid transcribing whole documents or including repetitious language. If the dimensions of a property are the same from one deed to the next, simply note as much.

A chain of title is the chronological core around which you will construct your final project, so be sure to present the chain in chronological order (even though you researched it in reverse chronological order). You should think of this as the outline of a story, not a mass of citations. This means working backward from the current deed and reading preceding deeds in full—a requirement that will almost certainly take you to City Archives. Be prepared to think creatively about your search terms, remembering that the Grantor and Grantee indexes can help fill in missing links, as can the Deed Registry Maps. Remember, too, that you may need to search under multiple addresses when looking for buildings on corners or on large lots.

Although this assignment only requires you to examine deeds (and perhaps the occasional mortgage), you will find it helpful to consult other resources—namely, those you will be using in subsequent assignments. Having trouble picturing your lot or building as you read a description? Find your property on a map from around the same time as your deed (this is an opportunity to begin familiarizing yourself with the online resources of the Greater Philadelphia GeoHistory Network). Interested in knowing more about your buyers and sellers? Look them up in city directories (available at the Historical Society of Pennsylvania, at Penn via Franklin, or by using Google Books). Comprehending your property as a real place and your actors as real people is crucial. It is also crucial to be able to describe a transaction or a property in your own words. Make use of the Notes section of your chain of title to insert some of that analysis. Some transactions are trickier than others. Note that Donna Rilling's *Making Houses, Crafting Capitalism* (2001) explains financial instruments like ground rents and the market relationships behind them. Finally, note that deeds and maps generally give you only the timeframe (date range) in which a building is erected. Getting that timeframe as narrow as possible is key—and required by the end of the semester. Finding the actual construction date is best of all. Building permits and tax records are your surest means to that end.

No set page length, but likely at least 3 pages. See Sample Chain of Title (“Deed Research – Means and Ends” on Canvas) for format specific to this assignment. Counts for 20% of grade.



#### **Assignment 4: Architectural History as Social History**

***Due Nov 3 (Mon) - midnight***

Using an approach like Siry and Miller's (see course bibliography), tell the story of your site in social terms going back to ca. 1850. Don't get lost in genealogical particulars; focus instead on patterns. To guide your analysis, you may break your site history into multiple intervals (e.g., 30-year or, better yet, periodized around major phases in the life of the building/property), each addressing questions such as: Was it owner-occupied? What were the race and nationality of owners? Of residents? Where did owners and occupants work, and what kinds of work did they do? Were they married or single? Were there borders? Servants?

In order to further understand how all the above relates to the form of your building, the boundaries of its site, and the character of its neighborhood at these times, pair each interval with one or more maps from the period. Choose your maps carefully. Each map should show a good, sharp footprint of your building and, prior to its construction, its lot. Note that, while you should make use of the Interactive Maps on the Philadelphia GeoHistory site, *you must also get beyond these* to consider maps in the non-interactive section of the website and possibly those available in hard copy at the Free Library of Philadelphia, Penn's Fine Arts Library, the Historical Society of Pennsylvania, etc. Insurance maps will be key to unraveling your building's story.

Each map image you provide should include your building/lot and roughly a half city block in all directions around it. Print these images clearly (i.e. at a magnification that makes legible data like lot dimensions, street addresses, and number of stories), with each image on its own page. It is also helpful to keep scale and orientation consistent across all map images. Be sure to analyze these maps for information about your building's form, height, materials, uses (e.g., # of units is key if residential), and surroundings at each point in time (hint: use the "legend" or "key" accompanying each map/atlas to help you make sense of annotations such as dots, dashed lines, and colors). Caption each map with the name, date, and creator/publisher of the map, and be sure to indicate the location of your building/site on each map.

Then organize your analysis into an argument-based social story about the history of your building (and its immediate surrounds). *This requires more than writing a timeline in full sentences!* You will need to provide a brief introduction that contains a thesis statement, which is supported by the evidence-based argument and conclusion. Be sure to integrate what you've already learned from deeds. Cite your sources using footnotes.

4-5 double-spaced pages, plus 4-6 captioned maps. Counts for 20% of final grade.

Each student will also peer review one assignment (due within one week).

#### **Assignment 5: The Local Register Nomination**

##### Assignment 5b: Historic Building Nomination

***Due Dec 9***

Using the Preservation Alliance of Greater Philadelphia's *How to Nominate...*, present your findings from archival research and physical examination of your building in an Historic Building Nomination. Skills honed in Assignment 2 will be needed for Section 6 (Description) of your nomination. Section 7 (Statement of Significance) is the place to synthesize your research from Assignments 3-4 and to make a persuasive case using the Local Register Criteria. Treating your chain of title from Assignment 3 as an appendix is a good idea since it relieves you of having to summarize it in your Statement of Significance. By now, though, subsequent assignments will have allowed you to understand your property's evolution better. Revise your

chain of title accordingly, using building permits and tax rolls to determine construction dates. We recommend that you also take some of your own photographs for illustrations throughout.

We will help you decide what goes where, but you must read the PAGP guidelines carefully; they are your surest route to success! The best nominations will employ clear narration and concise description. They will link site-specific data to broad patterns in local, regional, or national history, as well as to the histories of architecture, urbanism, technology, etc. The final product must be submittable as an actual nomination.

No set page length, but see sample nominations to gauge appropriate length for each section. Also attach a revised version of your chain of title as an appendix. (We expect this document to evolve as you come to understand its cast of characters as historical figures making economic and social decisions. We also expect you to make the corrections indicated on Assignment 3.)

#### Assignment 5a: Nomination Presentation

*Due Nov ~~25~~17*

In addition to completing the written nomination, you will also need to present the key findings from your research in a public presentation. As your research evolves, we will develop a clearer picture of the collective and individual significance of your properties. Some properties may possess outstanding individual significance while others may collectively demonstrate the significance of an historic district. Towards the end of the semester, we will organize the class into groups of related projects (e.g., by use, design, geography, area of significance) or individual properties for final presentations. We will devote the last day of class to public presentations of these proposals for historic districts and individual nominations. Regardless of these presentation formats, however, each student will still submit their final written paper in the form of an Historic Building Nomination (rather than an Historic District Nomination).

The details of the final presentations will become clearer as your research and the semester unfold. Everyone will be responsible for the same amount of work. We will announce specific details of timing and expectations for these presentations closer to the time. In general, however, rather than using the presentation time to describe your research, you should make a succinct and compelling case for the significance of your buildings and district—drawing upon the most relevant visual and textual evidence to do so. Remember: evidence is more convincing than hyperbole; your goal is to persuade rather than exhort.

By ~~86~~pm on November ~~1725~~ (the day before the presentations), the following are due:

- complete the Google spreadsheet (to be provided) with the basic info requested for your property (e.g., photograph, construction date, architect, style, and criteria for significance); and
- upload your presentation (.pdf) to Canvas.

By ~~8:30~~am on December ~~198~~, the written nomination is due to Canvas.

The nomination and presentation respectively count for 30% and 5% of the final grade.

#### **Summary of Components of Course Grade:**

10%	Attendance and Participation
5%	Assignment 1 (The Case for Designation)
10%	Assignment 2 (Seeing and Naming the Parts)

20%	Assignment 3 (Chain of Title)
20%	Assignment 4 (Architectural History as Social History)
5%	Assignment 5a (Nomination Presentation)
30%	Assignment 5b (Historic Building Nomination)
100%	Total

## SUMMARY OF WEEKLY THEMES AND DEADLINES

1. 8/26 **Course Overview**  
*Guest: Bill Whitaker and Courtney Smerz, Architectural Archives, Penn*
2. 9/2 **Deeds and Deed Research** — ~~Assignment 1 due~~  
~~Location: TBD~~  
*Guest: Jim Duffin, University Archives, Penn*  
9/4 Deed Workshop – Kislak Center, 1:30-2:30pm (sign up online for one)
3. 9/9 **Architectural Description** — Assignment 1 due  
9/11 Deed Workshop – Kislak Center, 2-3pm (sign up online for one)
4. 9/16 **Site Visit**  
*Meet in focus neighborhood, Chinatown ([PCDC headquarters](#))* ~~TBD~~
5. 9/23 **Understanding Philadelphia History on Multiple Scales** — ~~Assignment 2 due~~
6. 9/30 **Maps and Map Research**  
*Guests: Mia D'Avanza and Ed Deegan, Fine Arts Library, Penn*
7. 10/7 **Archival Research: Urban History**  
*Meet at Charles Library, 1900 N 13th St, Temple University*  
*Guest: Josué Hurtado, Temple University Library*
8. 10/14 **Social Data and Insurance Surveys** — *Assignment 3 due*
9. 10/21 **Archival Research: Urban and Architectural History**  
*Meet at 1300 Block of Locust St for 10.30am start*  
*Guests: Sarah Weatherwax, The Library Company of Philadelphia*  
*Anthony DiGiovanni, Historical Society of Pennsylvania*
10. 10/28 ~~W~~**Chinatown: Preservation History and Politics** ~~riting Historic Building Nominations~~  
*Guest: Haoyi Shang ~~PCDC~~ Emily Cooperman, ARCH Preservation Consulting*
11. 11/4 **Writing Historic Building Nominations Chinatown: Preservation History and Politics** — Assignment 4 due Nov. 3  
Assignment 4 due 11/4 midnight  
*Guests: Emily Cooperman, ARCH Preservation Consulting Haoyi Shang, PCDC; Vivian Chang, AAU; Harry Leong, CA; Debbie Wei, AAU; Cecilia Yep, PCDC; Dominic Vitiello; Mary Yee, PCDC; Claire Wang (PhD candidate at Penn — community Partnerships), Ginger ArtsTK*

12. 11/11 **Nomination & Argument Workshop**Practice Run
13. 11/18 **Final ~~Presentations~~ Workshop** – *Assignment 5a due* (note, NO CLASS 11/25)
14. 12/2 **One-on-One Meetings**  
12/8 *Assignment 5b due by 8:30am (Note that this is a MONDAY)*

## DETAILED WEEKLY SCHEDULE

(Readings subject to change at instructors' discretion – See Canvas for the latest)

### 1) 8/26 Course Overview

- Review course objectives, approach, and overall syllabus
- Introduce Assignment 1
- Lecture: Introduce our neighborhood sites and semester-long project
- Discuss national/local nominations and designations and contemporary preservation challenges
- Meet with Bill Whitaker and Courtney Smerz, at Penn's Architectural Archives, to view relevant holdings (~~including the~~ [Venturi Scott Brown Collection](#)).

#### Readings:

Larson, Jessica, and Aubrey Knox. "A Building Worth Remembering." *Platform*. August 3, 2020.

<https://www.platformspace.net/home/pzs0nkzwnfppl1yibr6f5hqyxtravn8>

Saffron, Inga. "A Win for Historic Preservation, But at a Cost to a West Philadelphia Neighborhood." *Philadelphia Inquirer*. July 25, 2019.  
<https://www.inquirer.com/columnists/west-philadelphia-spruce-hill-garden-court-historic-preservation-isa-architecture-20190725.html>

Lo, Jasen and Massarah Mikati. "One Hundred and Fifty Years of Chinatown" *Philadelphia Inquirer*, November 28, 2023.  
<https://www.inquirer.com/history/inq2/chinatown-history-timeline-development-arena-20231128.html>.

~~Saffron, Inga. "I 95 Reconstruction is Really a Widening Project that will Hurt Philly Neighborhoods." *Philadelphia Inquirer*. July 24, 2024. <https://www.inquirer.com/real-estate/i-95-highways-penn-dot-reconstruction-widening-cities-injustice-mitigate-biden-20240122.html>~~

~~Troppauer, Chelsea. "Chinese Cultural and Community Center Historic Building Nomination." *Philadelphia Register of Historic Places, Philadelphia Historical Commission*, August 17, 2012. "In Philadelphia, Chinatown's Champions Fear New Arena [Links to an external site.](#), *NYT*, Dec. 30, 2023.~~

~~"Vote Looms for New 76ers Arena Near Chinatown [Links to an external site.](#), *NYT*, Dec. 1, 2024.~~

~~"Philadelphia City Council Says Yes to New 76ers Arena," *NYT*, Dec. 19, 2024.~~

#### Optional (will NOT discuss in class):

Barron, James. "Seeking a Second Chance at Historical Status, Aluminum Siding and All." *New York Times*. July 15, 2018.  
<https://www.nytimes.com/2018/07/15/nyregion/walt-whitman-landmark.html>.

Bixler, Michael. "Two PA Historical Markers at a Loss in South Philly." *Hidden City*. June 28, 2018. <https://hiddencityphila.org/2018/06/two-pa-historical-markers-at-a-loss-in-south-philly/>.

## 2) 9/2 Deeds and Deed Research

*Assignment 1 Due*

Location TBD

- Q&A with Jim Duffin (after watching Jim's online lecture, you should use his instructions to give this a try on your own; then come to class with your questions!)
- Introduce Assignment 3
- Workshop on locating and interpreting deeds
- Each student will also attend one out-of-class hands-on workshop with physical deeds – sign-ups available on Canvas

### Readings and Viewing:

**WATCH:** Lecture on Canvas by Jim Duffin, University Archivist, on where to find and how to use deeds and building permits

Duffin, J. M. "Tracing Philadelphia Property Ownership Using On-line Deed Records."

O'Donnell, Eleanor. *National Register Bulletin 39. Researching a Historic Property*. Department of the Interior/National Park Service, revised 1998.

Rilling, Donna. "By 'Credit & Industry': Financial and Legal Contexts." In *Making Houses, Crafting Capitalism: Builders in Philadelphia, 1790–1850*. Philadelphia: University of Pennsylvania Press, 2000. 40-54.

### Readings [for your reference to skim](#):

Lloyd, Mark Frazier. "Historical Notes and a Timeline for the Dornsife Center for Neighborhood Partnerships of Drexel University at 3509 Spring Garden Street." Draft. May 2013.

Preservation Alliance of Greater Philadelphia. *How to Nominate an Individual Building, Structure, Site or Object to the Philadelphia Register of Historic Places*. December 2021.

<https://preservationalliance.com/wp-content/uploads/2023/01/Philadelphia-Historic-Register-Nomination-Guide.pdf>.

## 3) 9/9 Architectural Description –

*Assignment 1 due*

- Introduce approaches to the art of architectural description
- Introduce Assignment 2 ([note, last week we introduced Assignment 3 because it coheres with that weeks material. Assignment 2, however, is due beforehand](#)).
- Workshop on writing architectural description
- Visit to campus buildings to practice looking and describing

### Readings:



Carter, Thomas, and Elizabeth Collins Cromley. "A Framework for Analysis" and "Vernacular Architecture Studies: Interpreting the Data." In *Invitation to Vernacular Architecture: A Guide to the Study of Ordinary Buildings and Landscapes*. Knoxville: University of Tennessee Press, 2005. 45-81.

[Zachary J. Violette, "Looking at the Urban Landscape to Understand its Makers," PLATFORM, Jan. 30, circa 2023.](#)

~~To Skim~~For Reference:

McAlester, Virginia. *Field Guide to American Houses*. New York: Knopf, 2013 (or earlier edition, 1984). (e-book via [Franklin](#); Fine Arts Reference and Reserve; [Franklin](#)). (Look especially at styles and periods relevant to your building.)

~~Block, Kevin, and Adrian Trevisan. "Christian Street Historic District Nomination." February 1, 2022.  
<https://www.phila.gov/media/20220602113405/Historic-District-Christian-Street.pdf?fbclid=IwAR0lvUgKJHfMJD5nFb7jECNIMTCnBZCeVFpZuZevxtK-8MB-ibhTUBUSABY>. (Look especially at the architectural description by building).~~

For Reference:

Harris, Cyril M. *Dictionary of Architecture & Construction*. 4th ed. New York: McGraw-Hill, 2006. (Fine Arts Reserve; [Franklin](#))

Pennsylvania Historical and Museum Commission, "Pennsylvania Architectural Field Guide, 2015,  
<http://www.phmc.state.pa.us/portal/communities/architecture/>.

#### 4) 9/16 Site Visit

*At 10.15am, meet at [301 N 9th St, Philadelphia, PA 19107](#)~~a location to be announced in our focus neighborhood.~~*

- Guided walking tour of our neighborhood sites in order to gain firsthand acquaintance with the area's 18<sup>th</sup>- through 20<sup>th</sup>-century history

Readings:

Jacobs, Allan B. "Starting to Look." In *Looking at Cities*. Cambridge: Harvard University Press, 1985. 1-13.

[Kathryn Wilson, Chinatown entry in the Encyclopedia of Greater Philadelphia.](#)

[The May 2012 issue of HSP's publication \*Legacies\*. This issue covers a lot of ground and moves between many scales, while being relatively concise and readable.](#)

~~Wilson, Kathryn. "Chapter(s)." In *Ethnic Renewal in Philadelphia's Chinatown: Space, Place, and Struggle*. Temple University Press, 2015. A-0~~

~~Vitiello, Dominic and Zoe Blickenderfer. "The Planned Destruction of Chinatowns in the United States and Canada since c. 1900." *Planning Perspectives* 35, no. 1 (2020): 143-68.~~

~~Acolin, Arthur and Dominic Vitiello. "Who Owns Chinatown: Neighborhood preservation and change in Boston and Philadelphia." *Urban Studies* 55, no. 8 (2018): 1690-1710.~~

Additional

[Asian Americans United, Philadelphia Folklore Project, and Barry Dornfeld. "Look Forward and Carry on the Past: Stories from Philadelphia's Chinatown." 2002. Youtube, 26:52.   
https://youtu.be/AHibV9fjIGI?feature=shared](#)

**5) 9/23 Understanding Philadelphia History on Multiple Scales Assignment 2 Due**

- Interactive Lecture: Introduce approaches to researching and writing history:
  - Acquaint students with key sources and frameworks
  - Discuss the different scales and frameworks historians adopt and why
  - Explore differences between scholarly and non-scholarly publications
- ~~Workshop on Citation~~

Readings:

~~DuBois, W. E. B. "The Seventh Ward, 1896." In *The Philadelphia Negro: A Social Study*. Philadelphia: University of Pennsylvania Press, 1899. 58-65.   
[http://books.google.com/books?id=sqwJAAAAIAAJ&source=gbs\\_navlinks-s](http://books.google.com/books?id=sqwJAAAAIAAJ&source=gbs_navlinks-s)~~

~~Hunter, Marcus Anthony. Chapter 1: "If These Row Homes Could Talk." In *Black Citymakers: How the Philadelphia Negro Changed Urban America*.~~

New York: Oxford University Press, 2013. 3-20. (e-book through [Franklin](#))

Nash, Gary. "Introduction: Making History Matter." In *First City: Philadelphia and the Forging of Historical Memory*. Philadelphia, PA: University of Pennsylvania Press, 2002. 1-13. (e-book through [Franklin](#))

Warner, Sam Bass, Jr. "The Environment of Private Opportunity." In *The Private City: Philadelphia in Three Periods of Its Growth*. Philadelphia: University of Pennsylvania Press, 1968. 3-21.

Wilson, Kathryn. "[Chapter\(s\).](#)" [Introduction.](#)" In *Ethnic Renewal in Philadelphia's Chinatown: Space, Place, and Struggle*. Temple University Press, 2015. pgs. 1-15. AND, please choose ONE other chapter to read closely. 1: [Claiming Space, Creating Chinatown, 1870-1940](#); 2: ['Chinatown was the safe space': Community, Memory, and Place, 1940-1980](#); 4: ['Be part of progress, not its sacrificial lamb': Community-Development Strategies, 1970-2000](#). ALL available online through [Franklin](#). ~~Ä=0~~

Vitiello, Dominic and Zoe Blickenderfer. "The Planned Destruction of Chinatowns in the United States and Canada since c. 1900." *Planning Perspectives* 35, no. 1 (2020): 143-68.

~~Watson, John F. "Slate-Roof House, Penn's Residence." In *Annals of Philadelphia and Pennsylvania, in the Olden Time: Being a Collection of Memoirs, Anecdotes, and Incidents of the City and Its Inhabitants—Enlarged, with Many Revisions and Additions by Willis P. Hazard*. 3 vols. Philadelphia, PA: Edwin S. Stewart, 1884. Vol. 1, 163-166.~~

~~Additional readings possible:~~

~~[Skim:](#)~~

~~Smith, Billy Gordon. "Introduction" and "Walking the Streets." In *The "Lower Sort": Philadelphia's Laboring People, 1750-1800*. Ithaca: Cornell University Press, 1990. 1-39.~~

## 6) 9/30 Maps and Map Research

- Lecture: Overview of basic map types used in building-related research and where to find them, both in hard copy and online; special emphasis on Philadelphia collections
- Introduce Assignment 4
- Lecture: Introduction to conducting archival research
- Visit to Special Collections at Fisher Fine Arts Library, with Mia D'Avanza and Ed Deegan, to view atlases and historic maps in person

Readings:

Robinson, Sam. "Of Philadelphia Maps and Mapmakers." *Hidden City Philadelphia*, 31 May 2013. <http://hiddencityphila.org/2013/05/of-philadelphia-maps-and-mapmakers/>.

Conzen, Michael P. "The Morphology of Nineteenth-Century Cities in the United States." *Urban History Review / Revue d'Histoire Urbaine* (1980): 119-141. <http://id.erudit.org/iderudit/1020702ar>.

Please study this "official map of Chinatown" in San Francisco from 1885. What information can you find out about why the map was made? Where was it published? What purpose did it serve?

Bonus: can you find any interesting maps of Chinatown in Philadelphia that we have not yet seen?

For Reference:

Conzen, Michael P. "The County Landownership Map in America: Its Commercial Development and Social Transformation, 1814–1939." *Imago Mundi* 36, no. 1 (1984): 9-31. <http://www.jstor.org/stable/1150937>.

~~Additional readings possible.~~

Explore:

Powelton Village Civic Association. "Historical Map." <http://poweltonvillage.org/historicalmap/>

**7) 10/7 Archival Research: Urban History**

At ~~910:4500~~am, meet at Charles Library, Temple University. If traveling by subway, take Market-Frankford line (blue) to Broad Street line (orange) and disembark at Cecil B. Moore stop. Bring your fully charged laptop.

- Visit to Temple's Special Collections Research Center, with guest Josué Hurtado. Among a wealth of collections, the following two collections are often of use with any Philadelphia research: [George D. McDowell Philadelphia Evening Bulletin Clippings Collection](#), and [George D. McDowell Philadelphia Evening Bulletin Photograph Collection](#).

Readings and Viewing:

~~Temple University Introduction to the Special Collections Research Center.~~

~~Review Temple's Special Collections website, including finding aids linked above.~~

~~WATCH: *Crosstown* (documentary). Dir. Miriam Camitta. 2001.  
<https://www.youtube.com/watch?v=sQwdH6I0r0I>.~~

~~Haumann, Sebastian. "Vernacular Architecture as Self-Determination: Venturi, Scott Brown and the Controversy over Philadelphia's Crosstown Expressway, 1967-1973." *Footprint* 4 (2009): 35-48.  
<https://doi.org/10.7480/footprint.3.1.698>.~~

Klemek, Christopher. "The First Wave of Resistance: Freeway Revolts." In *The Transatlantic Collapse of Urban Renewal: Postwar Urbanism from New York to Berlin*. Chicago: University of Chicago Press, 2011. 133-142.

~~Wilson, Kathryn., Ch. 3 "We want homes, not highways": Urban Renewal and the "save Chinatown" Movement" In *Ethnic Renewal in Philadelphia's Chinatown: Space, Place, and Struggle*. Temple University Press, 2015.~~

~~Crockett, Karilyn. "Batling Desires: (Re)Defining Progress." In *People Before Highways: Boston Activists, Urban Planners, and a New Movement for City Making*. Amherst: University of Massachusetts Press, 2018. 43-71.~~

Yee, Mary. "The Save Chinatown Movement: Surviving against All Odds."

*Pennsylvania Legacies* 12, no. 1 (2012): 24-31.  
[www.jstor.org/stable/10.5215/pennlega.12.1.0024](http://www.jstor.org/stable/10.5215/pennlega.12.1.0024).

[For Reference:](#)

[Temple University Introduction to the Special Collections Research Center.](#)

[Review Temple's Special Collections website, including finding aids linked above.](#)

## 8) 10/14 Social Data and Insurance Surveys

*Assignment 3 Due*

Key Questions: Who were the people who owned your building? Did they also live there? What did the property look like over time? How did it relate to others on the block?

- Lecture: Overview of online social history resources, including census research tools (Ancestry.com, enumeration districts), directories, and oral histories--and how to relate all of these to each other, as well as maps and deeds. Overview of resources for researching fire insurance surveys of individual properties (based in part upon the work of Professor Jeff Cohen, of Bryn Mawr)
- Introduce remainder of Assignment 4

- Workshop: Use online census resources to begin researching a property
- Lecture: Introduction to conducting archival research

Readings:

Wilson, Kathryn. Ch. 6: “‘We are the ones who should be telling the story’: Representing Chinatown.” in *Ethnic Renewal in Philadelphia’s Chinatown: Space, Place, and Struggle*. Temple University Press, 2015. Available online through Franklin.

Miller, Roger, and Joseph Siry. “The Emerging Suburb: West Philadelphia, 1850-1880.” *Pennsylvania History* 47, no. 2 (April 1980): 99-146. <https://www-jstor-org.proxy.library.upenn.edu/stable/27772656>.

For Reference:

Hagar, Kristin. “The Kaighn House: An Archival History of a Rowhouse in Queen Village, Philadelphia.” December 2009.

For Reference:

Guides to Philadelphia Neighborhood History and Architectural History at the Historical Society of Pennsylvania. (See Canvas)

## 9) 10/21 Archival Research: Urban and Architectural History

*At 10:30am, meet at Library Company of Philadelphia. If traveling by subway, take Market-Frankford line (blue) to 13<sup>th</sup> St stop and then walk south to 1314 Locust Street.*

- Visit to the Library Company of Philadelphia, with guest Sarah Weatherwax, to examine examples from the library’s largely visual resources related to the history of Philadelphia.
- Visit to the Historical Society of Pennsylvania (1300 Locust Street) to examine the archive’s resources related to maps, the census, city directories, insurance surveys, vertical files, and more.

Readings and Viewing:

~~WATCH: Black Docent Collective, “The Black Metropolis: The 1838 Census of Philadelphia,” originally presented through the Historical Society of Pennsylvania, July 20, 2022,~~  
<https://www.youtube.com/watch?v=P4VDRgzNJDU>.

Cohen, Jeffrey A. “Evidence of Place: Resources Documenting the Philadelphia Area’s Architectural Past.” *Pennsylvania Magazine of History and Biography* 124, no. 1/2 (January-April 2000): 145-201. <https://www-jstor-org.proxy.library.upenn.edu/stable/20093343>.

For Reference:

Moak, Jefferson. *Architectural Research in Philadelphia: A Guide to the Resources Available Throughout Philadelphia*. 2nd ed. Philadelphia: Athenaeum, 2002. (Fine Arts Reserve; [Franklin](#))

~~10/28~~ ~~Writing Historic Building Nominations~~ ~~Assignment 4 Due~~

- ~~• Visit by Emily Cooperman, ARCH Preservation Consulting, to discuss nominations—both process and politics (come prepared with your questions)~~
- ~~• Introduce Assignment 5~~
- ~~• Discuss sample nominations~~
- ~~• Discuss relationships between local versus national register~~
- ~~• Begin to rehearse arguments for significance~~

Readings:

~~Preservation Alliance of Greater Philadelphia. *How to Nominate an Individual Building, Structure, Site or Object to the Philadelphia Register of Historic Places*. December 2021. <https://preservationalliance.com/wp-content/uploads/2023/01/Philadelphia-Historic-Register-Nomination-Guide.pdf>.~~

~~Read sample nominations [posted to Canvas](#).~~

~~11/10~~ ~~10/28~~ ~~11/4~~ ~~Photographs as Sources, and T~~ ~~the Politics of Preservation.~~

- ~~• Lecture: Review the history of architectural photography. Discuss the readings and the views expressed in preparation for guest visits.; discuss the uses and interpretation of historical photographs, and introduce local repositories of historic photographs~~
- ~~• Discussion with TK about recent controversies over Chinatown redevelopment in Philadelphia (come pPrepared with your questions.)~~
- ~~• Guest roundtable discussion and lectures.~~

Readings:

~~POLITICS OF PRES and CHINATOWN~~

~~Buttigieg, Secretary of Transportation Pete. “Investing in America: The Chinatown Stitch” n.d. <https://youtu.be/U0aKvo05LuY?feature=shared>~~

~~Rinde, Meir. “Chinatown Stitch Design Advances Despite Funding Cancellation” *BillyPenn at WHYY*. August 13, 2025. <https://billypenn.com/2025/08/13/chinatown-stitch-design-funding-cancel/>~~



Acolin, Arthur and Dominic Vitiello. "Who Owns Chinatown: Neighborhood preservation and change in Boston and Philadelphia." *Urban Studies* 55, no. 8 (2018): 1690-1710.

Vitiello, Dominic and Zoe Blickenderfer. "The Planned Destruction of Chinatowns in the United States and Canada since c. 1900." *Planning Perspectives* 35, no. 1 (2020): 143-68.

Ammon, Francesca Russello. "Picturing Preservation and Renewal: Photographs as Planning Knowledge in Society Hill, Philadelphia." *Journal of Planning Education and Research* 42, no. 3 (September 2022). <https://doi.org.proxy.library.upenn.edu/10.1177/0739456X18815742>.

Browse online photographic holdings on [PhillyHistory.org](http://PhillyHistory.org), [Philadelphia Architects and Buildings](http://PhiladelphiaArchitectsandBuildings.org), and [Temple Digital Collections](http://TempleDigitalCollections.org).

See Canvas for nominations and supporting documents related to several sites to be discussed in Jim and Oscar's presentations: 1601-03 Lombard St, Camac Baths (204 S 12<sup>th</sup> St), Henry Minton House (204 S 12<sup>th</sup> St).

## **11) 11/4 Writing Historic Building Nominations Assignment 4 Due**

- Visit by Emily Cooperman, ARCH Preservation Consulting, to discuss nominations—both process and politics (come prepared with your questions)
- Introduce Assignment 5
- Discuss sample nominations
- Discuss relationships between local versus national register
- Begin to rehearse arguments for significance

### Readings:

Preservation Alliance of Greater Philadelphia. *How to Nominate an Individual Building, Structure, Site or Object to the Philadelphia Register of Historic Places*. December 2021. <https://preservationalliance.com/wp-content/uploads/2023/01/Philadelphia-Historic-Register-Nomination-Guide.pdf>.

Read sample nominations from Chinatown: i.e. 933-935 Race Street; 1003-1005 Arch Street; 1223-1225 Spring Street; Race and 6<sup>th</sup> Street Franklin Square (can you find one of these nominations on your own?).

## **12) 11/11 Nomination Workshop**

- By 5pm on the day prior to class, each student should upload a short draft presentation, which they will present to the group the next day. Full instructions are available on Canvas.

- Come to class prepared to verbally present your argument for designation to the class—including your chosen criteria and supporting evidence. The group will provide feedback as an input to ongoing work on your nomination.

**13) 11/18 Final ~~Presentations~~ Workshop (TBD)**

*Arrive to Kleinman Forum between 15 and 30 minutes early for breakfast items and setup. [\(PLACE MAY CHANGE\)](#)*

Each student will present their individual building nomination to an audience of peers and invited guests who will respond to your work in progress. We expect you to incorporate any relevant feedback from your presentation into your final assignment. We will announce specific details of timing and expectations for these presentations closer to the time. In general, though, do not simply describe the building or your research process. Rather, you must try to succinctly convince the group of your argument for significance. Think back to the first assignment on making the case for designation! Upload a your slides (.pdf) to Canvas by 6pm the night prior.

**11/25 No Class** (Thanksgiving Week – Thursday courses meet)

**14) 12/2 One-on-One Meetings**

Each student will participate in a one-on-one tutorial—with one of the instructors—to discuss the completion of the final project. Please come prepared to respond to questions raised during the previous week's presentation. Sign-ups will be available on Canvas in advance.

*Assignment 5 Due on Canvas on Monday, 12/8, at 9am*

## **BIBLIOGRAPHY (including Selected Assigned Readings)**

### **Recommended for Purchase, but Not Required**

- 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. ([Franklin](#)) (Selected chapters available on Canvas)
- Gallery, John Andrew. *Philadelphia Architecture: A Guide to the City*. 4<sup>th</sup> ed. Philadelphia: Paul Dry Books, 2016. (Fine Arts Reserve and Van Pelt Reference; [Franklin](#))
- McAlester, Virginia, and Lee McAlester. *Field Guide to American Houses*. New York: Knopf, 1984 or 2013. (E-book via [Franklin](#); Fine Arts Reference and Reserve; [Franklin](#))
- O’Gorman, James F. *ABC of Architecture*. Philadelphia: University of Pennsylvania Press, 1997. (Fine Arts Reserve; [Franklin](#))
- Strunk, William, Jr., and E. B. White. *The Elements of Style*. 4<sup>th</sup> ed. Pandora's Box Classics, 2017 [any edition] ([Franklin](#))

### **Standard Reference Books Related to our Course**

- Carley, Rachel. *Visual Dictionary of American Domestic Architecture*. New York: Henry Holt, 1994.
- Cheng, Irene, Charles L. Davis II, and Mabel O. Wilson. *Race and Modern Architecture: A Critical History from the Enlightenment to the Present*. Pittsburgh: University of Pittsburgh Press, 2020. (e-book via [Franklin](#))
- Ching, Francis D. K. *A Visual Dictionary of Architecture*. New York: Van Nostrand Reinhold, 1995. (Fine Arts Reserve; [Franklin](#))
- Curl, James Stevens. *A Dictionary of Architecture and Landscape Architecture*. 2<sup>nd</sup> ed. New York: Oxford University Press, 2006. ([Franklin](#))
- Curl, James Stevens. *Classical Architecture: An Introduction to Its Vocabulary and Essentials, with a Select Glossary of Terms*. New York: W. W. Norton & Co., 2003.
- Dietz, Albert G. H. *Dwelling House Construction*. New York: D. Van Nostrand, 1946. (Later editions available, but this one should be most relevant) (Fine Arts Reference; [Franklin](#))
- Harris, Cyril M. *American Architecture: An Illustrated Encyclopedia*. New York: W.W. Norton, 1998. (Fine Arts Reserve; [Franklin](#))
- Harris, Cyril M. *Dictionary of Architecture & Construction*. 4th ed. New York: McGraw-Hill, 2006. (Fine Arts Reserve; [Franklin](#))
- Lounsbury, Carl R., ed. *An Illustrated Glossary of Early Southern Architecture and Landscape*. New York: Oxford University Press, 1994.
- McAlester, Virginia, and Lee McAlester. *Field Guide to American Houses*. New York: Knopf, 1984 or 2013. (E-book via [Franklin](#); Fine Arts Reference and Reserve; [Franklin](#))
- O’Malley, Therese. *Keywords in American Landscape Design*. New Haven: Center for the Advanced Study of the Visual Arts / Yale University Press, 2010.

- Pevsner, Nikolaus, et al. *The Penguin Dictionary of Architecture and Landscape Architecture*. 5<sup>th</sup> ed. New York: Penguin, 2000. [many editions of this; the latest also includes landscape] ([Franklin](#))
- Rifkind, Carole. *A Field Guide to Contemporary American Architecture*. New York: Dutton, 1998. ([Franklin](#))
- Upton, Dell, Ed. *America's Architectural Roots: Ethnic Groups that Built America*. Washington, D.C.: Preservation Press, 1986. ([Franklin](#))
- Whiffen, Marcus. *American Architecture Since 1780: A Guide to the Styles*. Cambridge: MIT Press, 1992.

### **Some Sources on Commercial and Industrial Architecture and Urbanism**

- Biggs, Lindy. *The Rational Factory: Architecture, Technology, and Work in America's Age of Mass Production*. Baltimore: Johns Hopkins University Press, 1996. ([Franklin](#))
- Billington, David. *The Tower and the Bridge: the New Art of Structural Engineering*. New York: Basic Books, 1983.
- Bradley, Betsy H. *The Works: the Industrial Architecture of the United States*. New York: Oxford University Press, 1999. ([Franklin](#))
- Esperdy, Gabrielle. "The Architecture of Consumption." In *Modernizing Main Street: Architecture and Consumer Culture in the New Deal*. Chicago: University of Chicago Press, 2008. 141-186. (e-book via [Franklin](#))
- Lewis, Robert, Ed. *Manufacturing Suburbs: Building Work and Home on the Metropolitan Fringe*. Philadelphia: Temple University Press, 2004. ([Franklin](#))
- Liebs, Chester. *Main Street to Miracle Mile: American Roadside Architecture*. Boston: Little, Brown, 1985.
- Longstreth, Richard. *The Buildings of Main Street: A Guide to American Commercial Architecture*. Walnut Creek, CA: AltaMira Press, 2000 (originally printed in 1987). ([Franklin](#))

### **Chinatown Readings**

### **General Research and Writing Guides**

- Barzun, Jacques. *Simple and Direct*. 4<sup>th</sup> ed. New York: Harper Perennial, 2001. ([Franklin](#))
- Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*. 6<sup>th</sup> ed. Belmont, CA: Thomson / Wadsworth, 2004. [other editions OK] ([Franklin](#))
- Benjamin, Jules R. *A Student's Guide to History*. 11<sup>th</sup> ed. New York: Bedford / St. Martins, 2009. ([Franklin](#))
- Booth, Wayne C., et. al. *The Craft of Research*. 4<sup>th</sup> ed. Chicago: University of Chicago Press, 2008. (e-book via [Franklin](#))

*Chicago Manual of Style*. 17<sup>th</sup> ed. Chicago: University of Chicago Press, 2016. (e-book through [Franklin](#))

Storey, William Kelleher. *Writing History: A Guide for Students*. 3<sup>rd</sup> ed. New York: Oxford University Press, 2009. [earlier editions OK, too] (Van Pelt Reference)

Turabian, Kate L. *Student's Guide to Writing College Papers*. 5<sup>th</sup> ed. Chicago: University of Chicago Press, 2019.

### **Local and Source-Specific Research Guides**

“Architectural Research at the Historical Society of Pennsylvania.” A 6-page handout with good bibliography, available at HSP.

*Encyclopedia of Greater Philadelphia*. <http://philadelphiaencyclopedia.org/>.

Iwanicki, Edwin. *Tracing Title to Real Estate in Philadelphia: Sources and Procedures*. [booklet at HSP] (Scanned version available on Canvas)

Moak, Jefferson. *Architectural Research in Philadelphia: A Guide to the Resources Available Throughout Philadelphia*. 2nd ed. Philadelphia: Athenaeum, 2002. (Fine Arts Reserve; [Franklin](#))

### **Guidebooks to Philadelphia Architecture**

Gallery, John Andrew. *Philadelphia Architecture: A Guide to the City*. 4<sup>th</sup> ed. Philadelphia: Paul Dry Books, 2016. (Fine Arts Reserve and Van Pelt Reference; [Franklin](#))

Teitelman, Edward, and Richard W. Longstreth. *Architecture in Philadelphia: A Guide*. Cambridge: MIT Press, 1974.

Webster, Richard. *Philadelphia Preserved: Catalog of the Historic American Buildings Survey*. Philadelphia: Temple University Press, 1976 and 1981. (Van Pelt Reference and Fine Arts Core Reading Collection; [Franklin](#))

Wurman, Richard Saul, and John Andrew Gallery. *Man-Made Philadelphia: A Guide to Its Physical and Cultural Environment*. Cambridge: MIT Press, 1972.

### **For Reference (on Photographs as Evidence):**

[PhillyHistory.org](#), [Philadelphia Architects and Buildings](#), and [Temple Digital Collections](#).

## **HSPV 6000 ARCHIVES LIST**

### **Athenaeum of Philadelphia**

219 S. Sixth Street

(215) 925-2688

<http://www.philaathenaeum.org/>

**Fairmount Park Archives at the Fairmount Park Commission**

1515 Arch Street, 10th Floor

(215) 683-0229

<http://www.fairmountpark.org/Archives.asp>

**Free Library of Philadelphia**

1901 Vine Street

(215) 686-5322

<https://www.freelibrary.org/>

**Genealogical Society of Philadelphia**

2100 Byberry Road, Suite 111

(267) 686-2296

<http://www.genpa.org/>

**Historical Society of Pennsylvania**

1300 Locust Street

(215) 732-6200

<http://www.hsp.org/>

**Library Company of Philadelphia**

1314 Locust Street

(215) 546-3181

<http://www.librarycompany.org/>

**Mother Bethel A.M.E. Church Archives**

419 S 6<sup>th</sup> St

(215) 925-0616

<https://www.motherbethel.org/arc.php>

**National Archives and Records Administration, Mid-Atlantic Region**

900 Market Street

(215) 606-0100

<http://www.archives.gov/midatlantic/>

**Penn Architectural Archives**

Lower Level of the Fisher Fine Arts Library, 220 South 34th Street

(215) 898-8323

<http://www.design.upenn.edu/archives/archives/index2.htm>

**Philadelphia City Archives & Department of Records**

456 N. 5<sup>th</sup> Street

(215) 685-9401

<http://www.phila.gov/Records/Archives/Archives.html>

Guide to Architectural Research Resources at the City Archives and DOR:

<https://www.phila.gov/phils/Docs/Inventor/deeds.htm>

Online deed databases (free login through Penn Library):

- PhilaDox: [https://franklin.library.upenn.edu/catalog/FRANKLIN\\_9957015783503681](https://franklin.library.upenn.edu/catalog/FRANKLIN_9957015783503681)
- Historical Land Records:  
[https://franklin.library.upenn.edu/catalog/FRANKLIN\\_9958395333503681](https://franklin.library.upenn.edu/catalog/FRANKLIN_9958395333503681)

*Bring a flash drive to download scans of microfilm!*

### **Philadelphia Department of Planning and Development**

1515 Arch Street, 13th Floor

(215) 683-0286

<https://www.phila.gov/departments/department-of-planning-and-development/>

### **Philadelphia Historical Commission**

1515 Arch St, 13<sup>th</sup> Floor

(215) 686-7660

<http://www.phila.gov/historical/>

### **Philadelphia Register of Wills**

Room 180, City Hall

(215) 686-6250

<http://secureprod.phila.gov/wills/default.aspx>

### **Temple University Libraries, Urban Archives**

Special Collections Research Center, Charles Library, 1900 N. 13th Street

(215) 204-8257

<https://library.temple.edu/collections/urban-archives>

### **University of Pennsylvania Archives and Records Center**

3401 Market St, Suite 210

(215) 898-7024

<https://www.design.upenn.edu/architectural-archives>

## **KEY WEBSITES**

American Memory: <http://www.loc.gov/ammem>

HABS: <https://www.loc.gov/pictures/collection/hh/>

Greater Philadelphia GeoHistory Network: <http://www.philageohistory.org/geohistory/index.cfm>

Philadelphia Architects and Buildings: <http://www.philadelphiabuildings.org/pab/>

Jeff Cohen's *Places in Time*: <http://www.brynmawr.edu/iconog/frdr.html>

(no longer seems to be working, but still flagged in case it resurfaces)



Free Library Digital Collections: <http://libwww.freelibrary.org/diglib/index.cfm>  
(see especially Map Collection and Historical Images of Philadelphia)

PhillyHistory photo archive: <http://www.phillyhistory.org/PhotoArchive/>

Historical Society of Pennsylvania: <http://www.hsp.org/>

Balch Institute of Ethnic Studies (Now part of the Historical Society of Pennsylvania)  
1300 Locust Street  
(215) 732-6200  
[https://balchinstitute.org/manuscript\\_guide/html/chinese.html](https://balchinstitute.org/manuscript_guide/html/chinese.html) (See the Chinese manuscripts in the Balch Institute Collection)

PAGenealogy.net: <http://www.pagenealogy.net/maps%20here.htm>

Philly H2O: The History of Philadelphia's Watersheds and Sewers [includes many other maps and atlases]: <http://www.phillyh2o.org/maps>

JSTOR and other electronic resources available through Penn's libraries:  
<http://www.library.upenn.edu/>

Penn Libraries' Historic Preservation Research page:  
[https://guides.library.upenn.edu/historic\\_preservation](https://guides.library.upenn.edu/historic_preservation)

Temple Urban Archives: <https://library.temple.edu/scrc/urban-archives>

Philadelphia Library Guide: How to Research the History of a House:  
<http://libwww.library.phila.gov/faq/guides/HouseHistory.pdf>

<https://ccaha.org/preservationglossary>

## **CHINATOWN WEBSITES**

**Philadelphia Chinatown Development Corporation**  
301-305 North 9<sup>th</sup> Street  
Haoyi Shang: [HShang@chinatown-pcdc.org](mailto:HShang@chinatown-pcdc.org)  
<https://chinatown-pcdc.org>

Contact Haoyi Shang by email to schedule an appointment. Haoyi asks that you give her a one week lead time and some idea of what kind of information you are looking for. The PCDC archive is not yet catalogued.

NB: Haoyi has also offered to assist with introductions to other Chinatown stakeholders such as family and benevolent associations or business owners as she is able. Again, please be considerate with advance requests and scheduling.

**Asian Americans United**

1023 Callowhill Street

aa@aaunited.org

(215) 925-1538

<https://www.aaunited.org>

NB: AAU headquarters is located within FACTS (The Folk Arts – Cultural Treasures Charter School), so be sure to make an appointment in advance in case of visits.

Most of the AAU documents are currently being processed at the Temple University Special Collections Center.

**Chinese Christian Church and Center**

1101 Vine Street

hello@cccnc.org

<https://esm.cccnc.org>

**Holy Redeemer Chinese Catholic Church and School**

915 Vine Street

(215)-922-0999

<https://holyredeemerccc.org/>

**Asian Arts Initiative**

1219 Vine Street

(215)-557-0455

[info@asianartsinitiative.org](mailto:info@asianartsinitiative.org)

**Ginger Arts Center**

447 North 12<sup>th</sup> St.

<https://gingerartscenter.org>

Hours of Operation

Tuesday to Friday - 3:00PM to 6:00PM

Saturday to Sunday - 10:00AM to 6:00PM

**ADDITIONAL SUPPORTS AND ACCOMMODATIONS**

The University of Pennsylvania—as well as its constituent departments, programs, and schools—has numerous support services and accommodations for students. Below is a list—that is not at all exhaustive—of some of the services offered at the University. Please feel free to reach out directly to the instructors if you need a referral or guidance navigating these services. The

website and office of the Vice Provost for University Life will also have guidance for students in need.

Teaching and Learning: Center for Teaching and Learning

Learning Resources: Weingarten Learning Resources Center

Disabilities: Student Disabilities Services

FGLI: First Generation, Low Income Program

Food Insecurity and other Emergency Funds: Emergency and Opportunity Funding

Health: Student Health Service

Interpersonal Violence: Penn Violence Prevention

Mental Health: Counseling and Psychological Services (CAPS)

Public Safety: Division of Public Safety

Racial Justice: Vice President for Social Equity and Community

Sexual Harassment and Assault:

- Office of the Chaplain (students, staff, faculty, or visitors)
- Counseling and Psychological Services (students)
- LGBT Center (students, staff or faculty)
- Office of the Ombudsman (students, staff or faculty)
- Penn Women's Center (students, staff or faculty)
- Special Services Department, Division of Public Safety (students, staff, faculty, or visitors)
- Student Health Service (students)
- Title IX Coordinator (complaints by/regarding staff, students, faculty, or visitors)
- Vice Provost for University Life (students)

Substance Abuse: Office of Alcohol and Other Drug Program Initiatives