

HSPV 600: Documentation: Research, Recording, and Interpretation I
Fall 2021 | Mondays 10:15am-1:15pm Eastern Time Zone | 212 Moore Building

DRAFT SYLLABUS – Subject to updates prior to first class meeting

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Teaching Assistant: TBD

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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 600 complements other parts of the first-year HSPV curriculum. Our *methodology* dovetails with the *content* of HSPV 521 (American Architecture) and *methods* of HSPV 540 (American Building Technology), and you will practice architectural description and analysis in all these courses. We address broad questions of interpretation more comprehensively in HSPV 660 (Theories in Historic Preservation). Finally, HSPV 600 lays the groundwork for HSPV 601 (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, one-on-one consultations with instructors, presentations, and

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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. If accessibility changes over the course of the term, some of these site visits may become virtual. 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. The final weeks of the course shift largely to individual meetings and presentations.

Attendance is mandatory at all class meetings. 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. Students should also engage with guest lecturers during their visits. Please notify the instructors via email as far as possible in advance of any expected absence. More than one unexcused absence will result in a reduction in the course grade.

Our study sites for this semester are located in Center City and neighborhoods to its immediate south. All can be easily reached via bus (Bus 40 runs between West Philly and our sites). You can also reach them via bicycle (Indego bike share is available for those who do not own a bike), car, or walking (it is about a 2- or 3-mile walk (40 minutes – 1 hour) each way from Weitzman).

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](#) 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:

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- **Archival Research:** Complete six research visits to at least three distinct archives (options include: City Archives, Temple University Library Special Collections Research Center, 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 two visits to your site and neighborhood in order to learn directly from the built environment.
- **Preservation Talks:** Attend four of the eight Zoom events in the Preservation Alliance of Greater Philadelphia’s Fall Speaker Series (6:00-7:30pm on select Tuesday evenings). These should minimally include: 7th Ward Tribute (10/26), Bethel Burying Ground Memorial (11/2), “Real Evidence of Progress”: Toward a Preservation History of Christian Street, 1910-1945 (11/9), plus a session of your choosing. All students can attend for free, but you must [secure a Student Pass](#) by emailing in proof of student status.
- **Office Hours:** Sign up for and attend at least one office hour appointment with each of the two instructors. Of course, students are also welcome to sign up for more office hour appointments, as necessary.

Office Hours and Individual Questions

The instructors and teaching assistant 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) is also available to respond to questions—particularly those related to deed and map research.

COVID-19 ACCOMMODATIONS

We recognize the challenges and uncertainties posed by the current moment and so aim to do whatever we can to accommodate individual student circumstances. To that end, we encourage you to contact us with any questions or concerns.

Please also consult <https://coronavirus.upenn.edu/> for the latest COVID-19-related announcements from the university.

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/>.

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COURSE EXPENSES

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

- **Books:** As all readings are available on Canvas or on reserve at the Fine Arts Library, 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.
- **Subway/Bus:** Students will make four required in-class roundtrip visits to Queen Village 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 \$40 (although additional archive visits could increase transportation costs a bit further). When possible, biking or walking may save money.

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 asynchronous assignments, and 4) completion of all required out-of-class expectations.

There are two asynchronous assignments:

- 1) Post 1-2 discussion comments/questions in advance of each synchronous session (no later than 4pm Eastern on the day prior to class). These posts should draw largely upon the readings in order to shape ensuing group discussion, although you may also integrate responses to any required lectures that may have taken place over the prior week. Feel free to make your posting a response to another student's if relevant. Each student may skip one week of discussion posting.
- 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

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- footnotes (not endnotes) following the *Chicago Manual of Style*
- include your name on the document
- Include your name and assignment number (ex. Fong_Assign1) in the filename

Submit all assignments electronically through Canvas. Assignments are due by the start of class (9am) on the designated due dates. We expect all work to be submitted on time. In the event of extenuating circumstances, however, please contact both instructors at least 24 hours in advance of the deadline (sooner, if possible) to request an extension. Unexcused late work is subject to a grade reduction for each day that it is overdue.

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 Oct 4

Review the materials (including meeting minutes, nominations discussed, and Zoom video recording) from the Philadelphia Historical Commission Meeting on [DATE TBD]. These materials can be found at: <https://www.phila.gov/departments/philadelphia-historical-commission/public-meetings/#recent-agendas-and-minutes>.

Write a review of one of the historic register nominations that were discussed. Considering the content of the nomination itself, as well as the presentation and discussion of that material at the meeting, summarize the argument advanced for designation. 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?

Paper should be 2-3 double-spaced pages long. On formatting, see Expectations for Written Assignments, above. Counts for 5% of final grade.

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Assignment 2: Seeing and Naming the Parts

Due Oct 18

On an 8½ x 11-inch sheet of paper (plain or graph), hand-draw a frontal 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. This should be written in full sentences and as economically as possible. 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 reader 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 Nov 1

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

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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 15

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

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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 13

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 Dec 6

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 individual 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

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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 8pm on December 5 (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 9am on December 13, 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 5b (Nomination Presentation)
30%	Assignment 5a (Historic Building Nomination)
100%	Total

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POLICIES FOR ONLINE INSTRUCTION (if necessary)

As stated above, this course will be taught in person. However, in the event that a switch to online instruction becomes necessary, we have included Zoom-related protocols below.

ZOOM ETIQUETTE

We encourage all students to join any synchronous Zoom meetings with both audio and video (rather than by phone only) if possible. We also encourage all students to unmute their video at all times during the synchronous meetings. That said, we understand that this may not always be possible, so please discuss any such challenges with the instructors offline.

For improved sound quality, all attendees should mute their audio when not speaking.

Please raise your physical or virtual hand when you would like to add to the conversation. We discourage use of the Chat function during live classes as your comments may get missed; instead, please voice comments or questions using your microphone.

On Privacy Considerations When Using Zoom, see: <https://www.isc.upenn.edu/security/privacy-using-zoom/#Privacy-Data-Protections-with-Zoom->

CLASS RECORDING POLICY

To facilitate access for all class members, some synchronous sessions, including your participation, may be recorded and the recordings may be made available to the class for the duration of the semester. These recordings are made available solely for your personal, educational use and may not be shared, copied, or redistributed without the permission of Penn and the instructor. Note also that you are NOT allowed to record class sessions yourselves.

Pre-recorded lectures will be available for viewing on Canvas throughout the term. With permission of guests, synchronous guest lectures will be recorded live and then remain available for viewing on Canvas throughout the term. Other synchronous class discussion sessions and workshops will likely NOT be recorded, although this may change subject to student needs over the course of the term.

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SUMMARY OF WEEKLY THEMES AND DEADLINES (Guests to be confirmed)

1. 9/13 Course Overview
2. 9/20 Understanding Philadelphia History on Multiple Scales
*Guests: William Whitaker, Heather Isbell Schumacher, and Allison Olsen
Architectural Archives, Penn*
3. 9/27 Deeds and Deed Research
Guest: Jim Duffin, University Archives, Penn
4. 10/4 Site Visit – **Assignment 1 due**
Meet [Location TBD] at 10:30am
5. 10/11 Maps and Map Research
Guest: Patricia Guardiola, Fine Arts Library, Penn
6. 10/18 Archival Research: Urban History – **Assignment 2 due**
*Meet at Charles Library, 1900 N 13th St, Temple University, at 10:30am
Guest: Josue Hurtado, Temple University Library*
7. 10/25 Social Data, Insurance Surveys, and Photography
- 10/26 Preservation Alliance Fall Speaker Series: 7th Ward Tribute (presented by
Tayyib Smith and the Little Giant Creative Team), 6-7:30pm
8. 11/1 Archival Research: Urban and Architectural History – **Assignment 3 due**
*Meet at 1300 Block of Locust St at 10:30am
Guest: Sarah Weatherwax, The Library Company of Philadelphia
Guest: Sarah Heim, Historical Society of Pennsylvania*
- 11/2 Preservation Alliance Fall Speaker Series: Bethel Burying Ground Memorial
(presented by Karyn Olivier), 6-7:30pm
9. 11/8 Case Studies in Historic Designation
Guests: Jim Duffin and Oscar Beisert, The Keeping Society of Philadelphia
- 11/9 Preservation Alliance Fall Speaker Series: “Real Evidence of Progress”:
Toward a Preservation History of Christian Street, 1910-1945 (presented by
Kevin Block and Adrian Trevisan), 6-7:30pm
10. 11/15 Writing Historic Building Nominations – **Assignment 4 due**
Guest: Emily Cooperman, ARCH Preservation Consulting
11. 11/22 Writing Historic District Nominations
Guests TBD
12. 11/29 Field Workshop in neighborhoods
At 10:30am, meet instructors on building sites or go individually to archives
13. 12/6 Final Presentations – **Assignment 5b due**
- 12/13 **Assignment 5a due by 9am**

DETAILED WEEKLY SCHEDULE

(Readings subject to change at instructors' discretion)

1) 9/13 Course Overview

In-Class Agenda:

- Review course objectives, approach, and overall syllabus
- Introduce Assignment 1
- Lecture: Introduce our neighborhood site and semester-long project
- Discuss national/local nominations and designations and contemporary preservation challenges

Readings and Viewings:

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

<https://www.platformspace.net/home/pzs0nkzwnfpp1yibr6f5hqyxtravn8>

Saffron, Inga. "Developer's condos would destroy South Philly's famed Black 'Doctors' Row.'" *Philadelphia Inquirer*. December 23, 2020.

<https://www.inquirer.com/real-estate/inga-saffron/julian-abele-black-architect-philadelphia-graduate-hospital-tear-down-historic-stamm-christian-street-20201223.html>

Optional:

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) 9/20 Understanding Philadelphia History on Multiple Scales

Asynchronous Video (watch prior to class meeting)

- Introduce approaches to the art of architectural description

In-Class Agenda

- 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
- Visit to Architectural Archives, with guests William Whitaker, Heather Isbell Schumacher, and Allison Olsen. Among a wealth of collections, Architectural Archives holds the [Venturi Scott Brown Collection](#), which is relevant to our sites.

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Readings:

Tenenbaum, Jeremy Eric. “Saving South Street Through the Lens of Denise Scott Brown.” *Hidden City*. February 4, 2020.

<https://hiddencityphila.org/2020/02/saving-south-street-through-the-lens-of-denise-scott-brown/>.

Tinkcom, Margaret B. “Southwark, A River Community: Its Shape and Substance.” *Proceedings of the American Philosophical Society* 114, no. 4 (August 1970): 327-342. <https://www-jstor-org.proxy.library.upenn.edu/stable/985956>.

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.

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

Readings to skim:

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](#))

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.

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.

3) 9/27 Deeds and Deed Research

Asynchronous Video (watch prior to class meeting)

- Guest Lecture by Jim Duffin, University Archivist, on where to find and how to use deeds and building permits

In-Class Agenda

- Q&A with Jim Duffin (bring your questions!)
- Introduce Assignment 3
- Workshop on locating deeds

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Readings:

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 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*. 2007.

http://www.preservationalliance.com/publications/Phila_Nominations_Online.pdf.

4) 10/4 Site Visit *Assignment 1 Due*

At 10:30am, meet at TBD

- Guided walking tour of Queen Village, Bella Vista, and W.E.B. DuBois’s 7th Ward in order to gain firsthand acquaintance with these neighborhoods’ 18th-through 20th-century history

Readings:

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

Webster, Richard. “South Philadelphia: Moyamensing and Passyunk Townships.” In *Philadelphia Preserved: Catalog of the Historic American Buildings Survey*. Philadelphia: Temple University Press, 1976. 151-190+photos.

Hunter, Marcus Anthony. “Philadelphia’s Mason-Dixon Line.” In *Black Citymakers: How the Philadelphia Negro Changed Urban America*. New York: Oxford University Press, 2013. 115-165. (e-book through [Franklin](#))

Recommended (Skim):

Philadelphia City Planning Commission. *Southwark-Queen Village Plan*. Philadelphia, 1963.

<https://www.phila.gov/media/20190430093525/SouthwarkQueenVillageRedevelopmentPlan.pdf.pdf>.

Philadelphia City Planning Commission. *South Central Redevelopment Plan*. Philadelphia, 1968. (Available via Schoenberg Center for Electronic Text

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and Image,

<http://sceti.library.upenn.edu/PhilaNeighborhoods/browse.cfm#>)

5) 10/11 Maps and Map Research

In-Class Agenda

- 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
- Visit to Special Collections at Fisher Fine Arts Library, with Patty Guardiola, 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>.

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>.

6) 10/18 Archival Research – Urban History

Assignment 2 Due

At 10:30am, 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.

Asynchronous Video (watch prior to class meeting)

- Overview of major types of archival collections (e.g., records, newspaper clippings and photo morgues, community archives, oral histories)
- Introduction to specific archives related to Philadelphia urban history research (e.g., Philadelphia City Archives, Temple University Urban Archives, Archives of Mother Bethel A.M.E. Church)

In-class Agenda

- Visit to Temple’s Special Collections Research Center, with guest Josue Hurtado. Among a wealth of collections, Temple holds the following archives of relevance to our sites: [Octavia Hill Association Records](#), [Housing Association of the Delaware Valley Collection](#), [George D. McDowell](#)

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[Philadelphia Evening Bulletin Clippings Collection](#), and [George D. McDowell Philadelphia Evening Bulletin Photograph Collection](#)

Readings:

Crosstown (documentary). Dir. Miriam Camitta. 2001.

<https://www.youtube.com/watch?v=sQwdH6I0roI>.

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.

Crockett, Karilyn. “Battling 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.

7) 10/25 Social Data, Insurance Surveys, and Photographs

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?

Asynchronous Video (watch prior to class meeting)

- 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

In-Class Agenda

- Lecture: Review the history of architectural photography and introduce local repositories of historic photographs
- Workshop:
 - Use online census resources to begin researching a property
 - Discuss the uses and interpretation of historical photographs; in advance, each student should upload to Canvas at least one historical

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photograph related to their site. Come to class prepared to discuss it with the group

Readings:

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>.

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

Levy, Paul R. “Transcript of ‘Queen Village: Two Decades of Neighborhood Change,’ Based upon Oral History Interviews.” In *Queen Village, the Eclipse of Community: A Case Study of Gentrification and Displacement in a South Philadelphia Neighborhood*. Philadelphia: Institute for the Study of Civic Values, 1978. 33-70.

Ammon, Francesca Russello. “Picturing Preservation and Renewal: Photographs as Planning Knowledge in Society Hill, Philadelphia.” *Journal of Planning Education and Research* (OnlineFirst 2018): 1-17. <https://doi-org.proxy.library.upenn.edu/10.1177/0739456X18815742>.

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

For Reference:

“Places in Time: Historical Documentation of Place in Greater Philadelphia,” <http://bascom.brynmawr.edu/iconog/> (username: citiesclasses; password: student2018) (Review this website)

Lebovich, William. “Photography.” In *Recording Historic Structures*, John A. Burns, ed. 2nd ed. New York: Wiley, 2004. 52-87.

8) 11/1 Archival Research: Urban and Architectural History Assignment 3 Due

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

Asynchronous Video (watch prior to class meeting)

- Overview of major types of archival collections (e.g., records, newspaper clippings and photo morgues, community archives, oral histories)
- Introduction to specific archives related to Philadelphia urban history research (e.g., Philadelphia City Archives, Temple University Urban Archives, Archives of Mother Bethel A.M.E. Church)

In-Class Agenda

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- 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), with guest Sarah Heim, to exam the archive’s resources related to maps, the census, city directories, insurance survies, vertical files, and more.

Readings:

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:

“Places in Time: Historical Documentation of Place in Greater Philadelphia,” <http://bascom.brynmawr.edu/iconog/> (username: citiesclasses; password: student2018) (Review this website)

Moak, Jefferson. *Architectural Research in Philadelphia: A Guide to the Resources Available Throughout Philadelphia*. 2nd ed. Philadelphia: Athenaeum, 2002. [Only available in hard copy in Fine Arts Library and LIBRA]

9) 11/8 Case Studies in Historic Designation

In-Class Agenda

- Virtual visit with Jim Duffin and Oscar Beisert (of the [Keeping Society of Philadelphia](#)) on recent controversies over historic designation in Philadelphia (come prepared with your questions)

Readings:

See Canvas for nominations and supporting documents related to three case study sites: 1601-03 Lombard St, Camac Baths (204 S 12th St), and Henry Minton House (204 S 12th St).

10) 11/15 Writing Historic Building Nominations

Assignment 4 Due

Asynchronous Video (watch prior to class meeting)

- Lecture: Overview of the relationship between national and local register forms

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In-Class Agenda

- 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

Readings:

Preservation Alliance of Greater Philadelphia. *How to Nominate an Individual Building, Structure, Site or Object to the Philadelphia Register of Historic Places*. 2007.

http://www.preservationalliance.com/publications/Phila_Nominations_Online.pdf.

Read sample nominations posted to Canvas; for further reference, see also:

- National Register of Historic Places, Samples:
http://www.nps.gov/nr/sample_nominations.htm
- PA's Cultural Resources GIS (requires registering):
<https://www.dot7.state.pa.us/crgis/#>
- NYC's Neighborhood Preservation Center:
http://www.neighborhoodpreservationcenter.org/designation_reports/index.php

11) 11/22 Writing Historic District Nominations

In-Class Agenda

- Visit by HSPV alumni to discuss the practical experience of developing a nomination for an historic district.
- Workshop: With a small group of classmates with related properties (e.g., by use, design, geography, significance), begin developing ideas for how you might construction an historic district nomination using your sites.

Readings:

TBD

12) 11/29 Field Workshop

At 10:30am, meet instructors at our neighborhood sites or go individually to archives.

Spend time revisiting your site and/or local archives in order to resolve outstanding questions. Faculty will be available in the neighborhood during class

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time for on-site consultations. Sign-ups for small-group meetings on site will be available in advance.

13) 12/6 Final Presentations

Each group will present their individual buildings in the context of a proposed historic district. 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 8pm on Sunday, December 5. We will be joined for this session by guests who will respond to your work in progress. We expect you to incorporate any relevant feedback from your presentation into your final assignment.

Assignment 5 Due on Canvas on Monday, 12/13, at 9am

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READINGS

Recommended for Purchase, but Not Required

Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*. 6th ed. Belmont, CA: Thomson / Wadsworth, 2004. [other editions OK] ([Franklin](#))

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. (Fine Arts Reserve) (Selected chapters available on Canvas)

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

McAlester, Virginia, and Lee McAlester. *Field Guide to American Houses*. New York: Knopf, 1984 or 2013. (Fine Arts Reference and Reserve; [Franklin](#))

O’Gorman, James F. *ABC of Architecture*. Philadelphia: University of Pennsylvania Press, 1997. (Fine Arts Reserve; [Franklin](#))

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

Strunk, William, Jr., and E. B. White. *The Elements of Style*. 4th 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.

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*. 2nd 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 Reference)

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

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- O’Gorman, James F. *ABC of Architecture*. Philadelphia: University of Pennsylvania Press, 1997. (Fine Arts 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*. 5th 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](#))
- 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](#))

General Research and Writing Guides

- Barzun, Jacques. *Simple and Direct*. 4th ed. New York: Harper Perennial, 2001. ([Franklin](#))
- Benjamin, Jules R. *A Student’s Guide to History*. 11th ed. New York: Bedford / St. Martins, 2009. ([Franklin](#))
- Booth, Wayne C., et. al. *The Craft of Research*. 4th ed. Chicago: University of Chicago Press, 2008. (e-book via [Franklin](#))
- Chicago Manual of Style*. 17th ed. Chicago: University of Chicago Press, 2016. (e-book through [Franklin](#))

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Turabian, Kate L. *Student's Guide to Writing College Papers*. 5th 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)

Guidebooks to Philadelphia Architecture

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

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

Site-Specific Readings for this Term (A Starter – in addition to assigned readings)

Board of the Commissioners. *A Digest of the Ordinances of the Corporation of the District of Southwark and the Acts of Assembly Relating Thereto*. Southwark: Printed by John Coates, 1849.

City of Philadelphia Office of Arts, Culture, and the Creative Economy. *Bethel Burying Ground Home Page*. 2019. <https://creativephl.org/bethelburyinggroundmemorial/>. (Includes lengthy bibliography)

Bryant, Drayton S., and Paul Niebanck. *Survey of Queen Village with Recommendations for Development*. Philadelphia: D. S. Bryant, 1962.

Hunter, Marcus Anthony. *Black Citymakers: How the Philadelphia Negro Changed Urban America*. New York: Oxford University Press, 2013. (e-book through [Franklin](#))

Kobrick, Jacob. “Let the People Have a Victory: The Politics of Transportation in Philadelphia, 1946-1984.” Ph.D. diss., University of Maryland, 2010. (Accessible via ProQuest Digital Dissertations and Theses)

Lynch, M. Antonia. “The old district of Southwark in the county of Philadelphia.” *Publication of the City History Society of Philadelphia* 5 (1909): 87-126.

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- Murtagh, William John. “The Philadelphia Row House.” *Journal of the Society of Architectural Historians* 16, no. 4 (December 1957): 8-13. <https://www-jstor-org.proxy.library.upenn.edu/stable/987872>.
- Niebanck, Paul, and John B. Pope. Residential rehabilitation, the pitfalls of non-profit sponsorship. [Philadelphia]: Institute for Environmental Studies, University of Pennsylvania, 1968.
- Preservation Alliance of Greater Philadelphia. “Queen Village Neighborhood Profile.” 2020. https://myemail.constantcontact.com/Celebrating-the-City-of-Neighborhoods---Updated-Queen-Village-profile.html?soid=1118262890175&aid=5X_oJFxG8xY.
- Queen Village Neighbors Association. “Queen Village: Guide to Historic Buildings.” www.qvna.org/qv/historichomes.htm.
- Schweitzer, Mary M. “The Spatial Organization of Federalist Philadelphia, 1790.” *The Journal of Interdisciplinary History* 24, no. 1 (Summer 1993): 31-57. <https://www-jstor-org.proxy.library.upenn.edu/stable/205100>.
- Smith, Billy. *The “Lower Sort”: Philadelphia's Laboring People, 1750-1800*. Ithaca: Cornell University Press, 1990.
- Southwark, Moyamensing, Weccacoe, Passyunk, Dock Ward for Two Hundred and Seventy Years: An historical review of the foundation, rise and progress of the southern portion of Philadelphia, comprising the territory lying below Walnut Street and east of Broad, including east of Third and south of Callowhill Street*. Philadelphia: Quaker City Publishing Co., 1892.
- Waldo, Fullerton Leonard. *Good Housing That Pays: A Study of the Aims and the Accomplishment of the Octavia Hill Association, 1896-1917*. Philadelphia: The Harper Press, 1917. (e-book through [Franklin](#))
- The Ward: Race and Class in Dubois' Seventh Ward*. <http://www.dubois-theward.org/>.

HSPV 600 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 6th 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. 5th 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

- Historical Land Records:

https://franklin.library.upenn.edu/catalog/FRANKLIN_9958395333503681

Philadelphia Department of Planning and Development

1515 Arch Street, 13th Floor

(215) 683-0286

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

Philadelphia Historical Commission

1515 Arch St, 13th Floor

(215) 686-7660

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

2020 PHC Meeting Dates:

<https://www.phila.gov/media/20191210113829/HC-meeting-schedule-2020.pdf>

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/>

To create a free account,

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

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/>

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

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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

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>

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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.

COVID-19: <https://coronavirus.upenn.edu/>

Disabilities: [Student Disabilities Services](#)

Food Insecurity and other Emergency Funds: [First-Generation Low-Income Program](#)

Health: [Student Health Service](#)

Interpersonal Violence: [Penn Violence Prevention](#)

Learning Resources: [Weingarten Learning Resources Center](#)

Mental Health: [Counseling and Psychological Services \(CAPS\)](#)

Privacy Policy: https://www.upenn.edu/about/privacy_policy Academic

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](#)

Teaching and Learning: [Center for Teaching and Learning](#)