The course meets Wednesday mornings between 9:30 AM & 12:30 PM in HB4.

Contact Information
austin.parsons@dal.ca
1 (902) 233-3431 (c)
brightspace site: n/a
Office hours are by prior arrangement. Austin Parsons's (AP) office is HB9 in the Faculty office block.

Calendar Description
Through examples and case studies, this course introduces the issues of authenticity, sustainability, and relevant principles of practice as they apply to the adaptive re-use of heritage buildings. Once introduced, these issues are put into practice via re-designing an authentic, sustainable heritage building.

Additional Description
The course investigates what may turn out to be the classic adaptive re-use problem; balancing conservation of built heritage with contemporary expectations of comfort, health and efficiency. Working in the adaptive re-use/rehabilitation space, the course builds on the information presented in ARCH 5219.03 Technology of Heritage Conservation. There will be the expectation that you have an ability to draw plans and write specifications of existing building components along with an understanding of conservation interventions in general and rehabilitation in particular. Central to the lectures, workshops, site visits and assignments is the idea of creating character defining element details and installation sequences that demonstrate an understanding of the balance between the conservation requirements of minimal, subordinate and distinguishable replacements in-kind with the efficient use of resources required to meet occupant expectations of comfort and value. There are two course assignments with each one asking you to draw plans and write specifications with enough clarity that others would be able to make, install and maintain what you have designed.

adaptive reuse – the conversion of an old building into something better suited to contemporary requirements.
Course Learning Objectives & Methodology

an understanding of:
1) the expectations, types of knowledge, information and differences one needs to be aware of when working with new builds compared to heritage conservation;
2) how traditional fenestration components and details (e.g. character defining elements) were built and installed;
3) contemporary occupant and environmental expectations around comfort, efficiency and value;
4) how to adapt a traditional fenestration detail + installation to meet contemporary occupant and environmental expectations;
5) 1:1 detailing; and
6) write a fabrication & installation specification.

The course is lecture based and includes two in-class workshops and several site visits. Each workshop is an introduction and work up to an assignment. It is expected that you will attend all lectures and workshops. The course workload is based on nine hours/week for all course related activities.

Week Schedule

1  September 11  adaptive re-use: codes vs. dogma
2  September 18  adapting traditional construction details, materials and craftsmanship: frames + site visit
3  September 25  adapting traditional construction details, materials and craftsmanship: masonry + site visit
4  October 2    in-class workshop: assignment 1
5  October 9    site visit 2
6  October 16   assignment 1 penultimate review
7  October 23   assignment 1 due
8  October 30   heritage conservation + net zero
9  November 6   in-class workshop: assignment 2
10  November 13  fall break week
11  November 20  penultimate review
12  November 27  assignment 2 due

note: SRIs will be scheduled during Week 12
Assignment 1: a set of plans and specification for a replacement of a character defining element

You are asked to pick either a window or a door (a character defining element) in either a frame or masonry building and then develop a set of 1:1 drawings and specifications so it can be built as a replacement in-kind. You will not be working from a set of plans or specifications but actual elements.

All replacements in-kind begin with an understanding of the character defining element (CDE). For the purposes of this assignment, this is the first part of your job - to understand how the character defining element was built and installed. The second part of your job is for you to transfer this understanding to others through a set of plans and specifications.

Workshop 1 will introduce the assignment. Based on your choice, you will set out a documentation strategy that can be used during site visit 2 to collect the required information. The assignment’s three deliverables are a set of 1:1 plans, a fabrication + installation specification and an in-class digital presentation of no more than six slides to be presented in ten minutes. You are asked to submit these three deliverables in one digital package to me via email.

The assignment grade breakdown is 15% penultimate review ready plans and specifications, 15% digital presentation and 70% assignment ready plans and specification.

Please note that the penultimate review is a time where you can receive direct feedback on your work. It is expected you will have a first draft of your 1:1 plans and specifications ready for the penultimate review. You are not expected to have your digital in-class presentation ready for the penultimate review.

Assignment 2: a set of plans and specifications for a character defining element in an adaptive re-use

A replacement in-kind of a building envelope’s character defining element is, at the end of the day, a component of building. Ultimately, it is the performance of the building that matters. To this end, it is a requirement of any adaptive re-use that the replacement in-kind of the character defining element “fit”. By fit, it must meet both the requirements of conservation and user expectations. Workshop 2 will include examples of how this fit can occur.

Beginning with the replacement in-kind of the character defining element you studied in assignment 1, this assignment asks you to develop a set of drawings and specifications for the character defining element showing how it has been adapted to meet contemporary standards of efficiency, durability, ease of operation and life cycle thinking.

Your plans and specifications should include how you modify / add the air barrier system, insulation around the element, its flashing details, how you would like drying potential addressed and maintenance instructions. Unlike assignment 1, the plan’s scale is not set.

The assignment’s three deliverables are a set of plans, a specification and a digital presentation of no more than six slides to be presented in ten minutes. You are asked to submit these three deliverables in one digital package to me via email.

The assignment grade breakdown is 15% penultimate review ready plans and specifications, 15% digital presentation and 70% assignment ready plans and specification.

Please note that the penultimate review is a time where you can receive direct feedback on your work. It is expected you will have a first draft of your 1:1 plans and specifications ready for the penultimate review. You are not expected to have your digital presentation ready for the penultimate review.
adaptive reuse – the conversion of an old building into something better suited to contemporary requirements.
course references


https://archive.org/details/buildingconstruc01kidd/page/32


https://archive.org/details/cu31924015332913/page/n19


http://www.nps.gov/history/standards.htm

adaptive reuse – the conversion of an old building into something better suited to contemporary requirements.