Syllabus, Revised January 17, 2017

551 Conservation Methods and Materials
Units: 3
Spring 2018—Wednesday—Time: 6:00 – 8:50 pm

Location: WAH, Watt Hall, Basement, Clipper Lab
Instructor: Peyton Hall, FAIA, Adjunct Professor
Office: Watt Hall, shared Heritage Conservation Studio & Faculty Office, 3rd floor, southwest corner
Office Hours: Wednesdays, before class, preferably by appointment, 4 to 5:30 pm, or at another time and/or location by appointment.
Contact Info: peytonha@usc.edu, 626.264.7135 mobile phone for voice or text, will reply within 48 hours.
Teaching Assistant: None

Course Description
Concepts and techniques for building conservation including identification of treatments, recordation and research, material properties and behavior, building forensics, and project implementation.

The course will provide an introductory survey of the materials, finishes, and systems frequently found in existing American buildings and the criteria that are frequently applied to assessment and treatment. Architectural, engineering, art, science, and conservation studies are not pre-requisites.

Learning Objectives
A student will be able to identify materials, finishes, and systems frequently found in existing American buildings, assess their condition, apply appropriate criteria, and recommend conservation treatments. Alternatively, a student will know the resources and sources to achieve building conservation.

Prerequisite(s): None
Co-Requisite(s): None
Concurrent Enrollment: None
Recommended Preparation: Arch 549

Course Notes
Grading Type: normal. At least one class is held off campus but within the City of Los Angeles. Course assignments include independent research and field study of a case study building outside of class hours. The case study building and location are described below.

There will be guest lecturers who specialize in different disciplines. A revised course schedule may be issued because guest lecturers are practicing professionals whose schedules sometimes change. Students must provide their own transportation to off-campus classes. The course project will require visits for observation of a historic site on days and times other than class time, with reasonable effort to accommodate students’ availability.

The required reading for the course is Robert Young’s Historic Preservation Technology (New York, John Wiley & Sons). In general, assignments and resource material and links to material will be provided on
Blackboard. Communications outside of the classroom will be distributed to all students using the Blackboard Email function to address all registered students at their *@usc.edu address.

The Instructor is Adjunct faculty and is not on campus except for class days. Please use the telephone or E-mail contacts above at any time. The Instructor is usually be available before and after class. Discussion of class topics and topics of interest to you is welcomed.

**Technological Proficiency and Hardware/Software Required**
No special proficiency is required.

**Required Readings and Supplementary Materials**
One required textbook is available at the USC Bookstore. Other required readings are provided on Blackboard as a list of files or URLs (https://blackboard.usc.edu/). A list of supplemental reference materials is provided as a file on Blackboard.

**Description and Assessment of Assignments**
Quizzes will be administered in class and graded in order to assess completion and comprehension of required reading.

Each student will complete an assessment report for a case study building. The assignment requires oral presentations and written reports at the mid-term and final. A detailed assignment document describes the work required and basis for grading.

**Grading Breakdown**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5</td>
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<tr>
<td>Quizzes</td>
<td>15</td>
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<td>Field work for reports</td>
<td>15</td>
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<tr>
<td>Midterm oral &amp; report</td>
<td>30</td>
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<tr>
<td>Final oral</td>
<td>5</td>
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<tr>
<td>Final report</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**Grading Scale (Example)**
Course final grades will be determined using the following scale

- **A** 95-100
- **A-** 90-94
- **B+** 87-89
- **B** 83-86
- **B-** 80-82
- **C+** 77-79
- **C** 73-76
- **C-** 70-72
- **D+** 67-69
- **D** 63-66
- **D-** 60-62
- **F** 59 and below

**Assignment Rubrics:** None
Assignment Submission Policy
Quizzes are submitted on paper during class. Assessment reports are submitted as digital document files on the date due as called out in the syllabus and assignment sheet.

Grading Timeline
Quiz grades are returned on redlined quizzes two weeks or less after the quiz is administered. Midterm reports are returned with grades and comments approximately two weeks after submission. Final reports are graded for the final course grade. Final report grades and comments are available subsequent to submission of final course grades if requested by the student.

Additional Policies

USC’s Attendance Guidelines
Attending classes is a basic responsibility of every USC student who is enrolled in courses at the School of Architecture. Although any student should be evaluated primarily on their demonstrated knowledge through project development, papers, quizzes, and exams, the School believes important skills such as verbal presentation, design discussion and articulation of critical issues within each course are equal additional measures of demonstrated knowledge, particularly for our professional degree programs. As most all of our enrolled students are completing accredited professional degree programs, regular and punctual class attendance is considered an essential part of satisfying both the NAAB and LAAB accreditation requirements. It is also expected that our faculty will use the majority of valuable contact time with students to cover material that cannot be covered through readings, out-of-class projects and other supplemental learning methods. As our curriculum is composed of a variety of learning environments, it is important that each instructor has authority over the precise terms of their own attendance policy as outlined in each course syllabus.

USC & ARCH 551 Attendance Policies

1. A student may miss one class session (i.e., the equivalent of one week of class sessions) without directly affecting the student’s grade and ability to complete the course.
2. If additional absences are required for a personal illness/family emergency, preapproved academic reason/religious observance, the situation should be discussed with the instructor, who will evaluate it with the Director on a case-by-case basis. Excused absence for personal illness/family emergency will require for the record a written explanation from an MD or a written note from the instructor.
3. For each unapproved absence over one class session, the student’s letter grade will be lowered by one letter grade (e.g., from “A” to “B”).
4. Any student who is late for the first 1/3 of the class, is absent for any 1/3 of the class, asleep or technologically distracted for any 1/3 of the class, will be marked fully absent without approval. This includes leaving class early for 1/3 or more of the class.
5. The instructor will consider requests to make up work missed due to absences, but that is not always possible because class lectures supplement homework, guest lectures cannot be replicated, and field visits cannot be replicated.
6. Being absent on the day a project, quiz, paper, or exam is due can lead to an “F” for that assignment, unless the instructor pre-approves the absence in evaluation with the Director on a case-by-case basis.
7. Being absent for mid-term or final reviews, and missing the opportunity to present, is equal to missing a final exam. Due to the course schedule and semester schedule, it is difficult or impossible to reschedule missed presentations.
8. Late turn-ins of the final paper will affect the assignment grade, and can lead to an “F” for that assignment if the instructor does not receive the submission in time for grading.
9. The instructor will provide an attendance sign-in sheet for each class meeting in order to document each student’s attendance and time of arrival.
### Course Schedule: A Weekly Breakdown

**IMPORTANT:**
In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester. A 3-credit, 15-week course requires a minimum of 2250 minutes or 37.5 hours. Please refer to the [Contact Hours Reference guide](#).

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 10</th>
<th>Topics/Daily Activities</th>
<th>Readings and Homework</th>
<th>Deliverable / Due Dates</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>A. Course organization</td>
<td><strong>Assigned reading for Week 1 may be completed after class:</strong></td>
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<td>B. Class texts</td>
<td>A. Standards for Rehabilitation &amp; Guidelines for Rehabilitation Historic Buildings (36 CFR 68: a portion of the Secretary of the Interior’s Standards for the Treatment of Historic Properties)</td>
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<td>C. References and resources</td>
<td>B. Preservation Brief 35, Understanding Old Buildings: The Process of Architectural Investigation</td>
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<td>D. Standards &amp; Criteria (Secretary of the Interior’s Standards; AIC Ethics)</td>
<td>C. The Secretary of the Interior’s Standards for the Treatment of Historic Properties: A Philosophical and Ethical Framework for Making Treatment Decisions</td>
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<td>A. 321 W. Chapman Ave., City of Orange</td>
<td>E. Preservation Brief 43, Preparation of Historic Structure Reports</td>
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<td>B. Complex building, program, systems, and materials: American Cinematheque at the Egyptian Theatre</td>
<td>F. Young, Chapter 1, Overview, pp. 1-16; Chapter 3, Building Pathology: Investigation, Analysis, and Assessment, pp. 31-44; Appendix A, Secretary of the Interior’s Standards for the Treatment of Historic Properties, pp. 403-414.</td>
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<tr>
<th>Week 2</th>
<th>Jan 17</th>
<th>Topics/Daily Activities</th>
<th>Readings and Homework</th>
<th>Deliverable / Due Dates</th>
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<tbody>
<tr>
<td></td>
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<td>Wood</td>
<td>A. Young, Chapter 4, Wood, pp. 47-77; Chapter 9, Exterior Wall Cladding, pp. 175-180.</td>
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<td>B. Preservation Brief 9, The Repair of Historic Wooden Windows</td>
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<td>C. Preservation Brief 19, The Repair and Replacement of Historic Wooden Shingle Roofs</td>
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| Week 3  | Plaster                                      | A. Young, Chapter 17, Decorative and Flat Plaster, p. 319-332.  
| Jan 24 |                                             | B. Preservation Brief 21, Repairing Historic Flat Plaster - Walls and Ceilings  
|        |                                             | C. Preservation Brief 22, The Preservation and Repair of Historic Stucco  
|        |                                             | D. Preservation Brief 23, Preserving Historic Ornamental Plaster  
| Week 4  | Introduction to course assignment           | A. [https://libraries.usc.edu/locations/special-collections/hancock-memorial-museum](https://libraries.usc.edu/locations/special-collections/hancock-memorial-museum)  
| Jan 31 | Class meets at the Hancock Memorial Museum in the Allan Hancock Foundation Building on the USC University Park Foundation  
|        | Guest lecturers: Curatorial and archival staff of USC Libraries; Trudi Sandmeier  
|        | Class will visit USC Library archives for introduction to Hancock family archives that are relevant to the museum  
|        | Course assignment sheet will be available on Blackboard, and in hard copy at class  
| Week 5  | Metals                                      | Young, Chapter 7, Architectural Metals, pp. 131-152; Chapter 9, pp. 184-187.  
| Feb 7  | Architectural metals and their characteristics and applications; Galvanic action (problems; protection); special finishes.  
|        | Young, Chapter 7, Architectural Metals, pp. 131-152; Chapter 9, pp. 184-187.  
|        | At Blackboard:  
|        | Metals in America’s Historic Buildings, Uses and Preservation Treatments, pp. 134-139.  
| Week 6  | Paint and Coatings                         | A. Young, Chapter 14, Walls and Ceilings, pp. 271-287; Chapter 18, Protective and Decorative Finishes, pp.333-350  
| Feb 14 | The Martin Eli Weil Memorial Lecture       | B. Preservation Brief 10, Exterior Paint Problems on Historic Woodwork  
|        |                                             | C. Preservation Brief 37, Reducing Lead-Paint Hazards in Historic Buildings  


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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Guest Lecturer(s)</th>
<th>Reading Material</th>
<th>Supplemental Material</th>
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<tr>
<td>7</td>
<td>Feb 21</td>
<td>Stone</td>
<td>Guest lecturer: Eric Doehne, Ph.D., Visiting Lecturer in Art Conservation, Scripps College; Chaire Internationale at the University of Cergy Pontoise; <a href="http://conservationsciences.com/Conservation_Sciences/Welcome.html">http://conservationsciences.com/Conservation_Sciences/Welcome.html</a></td>
<td>Young, Chapter 5, Masonry, pp. 82-88.</td>
<td>None</td>
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<td>8</td>
<td>Feb 28</td>
<td>Structural engineering for historic buildings</td>
<td>Guest lecturer: David Cocke, S.E., Principal, Structural Focus <a href="http://structuralfocus.com/">http://structuralfocus.com/</a></td>
<td>Initiate topic research for course assignment in preparation for mid-term report.</td>
<td>None</td>
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<td>9</td>
<td>Mar 7</td>
<td>Mid-term</td>
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<td>Oral presentation and submission of mid-term paper for class project assignment.</td>
<td>None</td>
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<td>Mar 14</td>
<td>Spring Recess</td>
<td>No class</td>
<td>None</td>
<td>None</td>
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<td>10</td>
<td>Mar 21</td>
<td>Concrete</td>
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<td>A. Young, Chapter 6, Concrete, pp. 115-130. B. Preservation Brief 15, Preservation of Historic Concrete: Problems and General Approaches</td>
<td>None</td>
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<td>12</td>
<td>Apr 4</td>
<td>Applied architectural conservation in the Laboratory</td>
<td>Guest lecturers: TBA</td>
<td><a href="http://www.getty.edu/conservation/">http://www.getty.edu/conservation/</a> Combination of lecture and lab demonstration. This lecture is not a broad introduction to GCI, but an intensive presentation focused on specific topics.</td>
<td>None</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Assignments/Workshop Details</td>
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<td>Week 13</td>
<td>Apr 11</td>
<td>Non-destructive investigation</td>
<td>At Blackboard, under Content, in NDE: Bibliography, and John Fidler lecture notes</td>
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<td>Guest lecturer:</td>
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<td>John Fidler, RIBA FRICS Intl. Assoc. AIA, John Fidler Preservation Technology Inc.</td>
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<td>Week 14</td>
<td>Apr 18</td>
<td>Electrical, plumbing, heating, cooling, ventilation, fire &amp; life safety, interior environmental controls, building envelopes</td>
<td>No reading assignment.</td>
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<td>Class assignment (Hancock Memorial Museum) workshop: bring notes and questions</td>
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<td>Week 15</td>
<td>Apr 25</td>
<td>Ceramics: brick, tile, architectural terra cotta</td>
<td>A. Young, Chapter 5, pp. 79-82, 88-113; Chapter 9, Exterior Wall Cladding, pp.180-184.</td>
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<td>Guest lecturer: David Charlebois, California Restoration &amp; Waterproofing, masonry restoration expert</td>
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<td>B. Preservation Brief 2, Repointing Mortar Joints in Historic Brick Buildings</td>
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<td>C. Preservation Brief 7, The Preservation of Historic Glazed Architectural Terra-Cotta</td>
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<td>D. Preservation Brief 40, Preserving Historic Ceramic Tile Floors</td>
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<td>Wear good walking shoes for field observation of ceramics on the USC campus followed by lecture.</td>
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<td>FINAL</td>
<td>May 2</td>
<td>Course Assignment Final Paper Due at 6:00 pm. Final Oral Presentation.</td>
<td>Students will deliver final reports at the beginning of class time as digital files, preferably on a jump drive for copying to Instructor’s computer. The same reports will be used for the final oral presentation.</td>
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Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Support Systems:
Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu