Seminar: “Linking Architecture and Education”

University of Oregon. Portland Architecture Program
Arch 407/507. Seminar.
Gerry Gast.
Fall 2022.

Credit: 3 units. Additional research credits possible through independent studies.
Meets Thursdays 12:30-3:20 PM in Portland.
This is an In-Person class on the Portland campus.
CRN 407: 15904  CRN 507: 15905

• The class is open to all disciplines and students in the University. No prerequisites.

• This class also serves as a research and studio preparation seminar for the Architecture 485/585 Advanced Architectural Design Studio (Gast studio, W + S 2023).

Preamble

This seminar is founded on the conviction that building human capital through education is the most important mission of cities and communities. Due to poverty, racial segregation, family conditions and the inequality, the future of many children is determined before they are even born. Education is considered as the foundation of equality, opportunity and social justice.

Excellent public education is central to the health and regeneration of cities. A city performs many functions and offers a wide range of essential services. None are more important than the quality of educational opportunities offered to citizens of all ages.

Children at the Lomas del Peye school in Cartagena, Colombia. A new public school in the barrio of Lomas del Peyes. Supported by the Pies Descalzos (Bare Feet) Foundation of Colombia.
“Learning Cities”

This course examines the role of education in building the human capital of cities.

A “Learning City” is defined by the United Nations Education and Social Organization (UNESCO) as a community which mobilizes the resources of every sector to promote an inclusive learning culture for all ages throughout life.

The “Learning City” extends its resources to families, schools, workplaces and public life through programs and environments which range in scale from the city as a whole to individual dwellings. The concept of the “Learning City” has potential to inform design at every level of the environment from urban design to architecture – neighborhoods, individual sites and buildings.

Seminar Format

The seminar is a mix of instructor lectures, readings, class discussions, guest speakers, research projects and student presentations. One or two site visits to Portland educational buildings are possible.

Two Seminar Tracks

Track One is for all students taking the Seminar.

Track Two is for students who are also taking the Advanced Architectural Design Studio in Winter and Spring 2023. Gerry Gast

Assignments for the two tracks may be different.

Research Credits.

Students in Track Two are invited to register for additional research credits under Independent Studies with the instructor.

Seminar Content

*Education Theories, Learning Cities and Innovative Educational Programs*

The seminar will begin with a focus on how people learn, differences and different needs among learners, educational theories and innovative programs of education.

Links between *education* and *community development* will be examined with focus on model programs around the world.

Historical precedents of educational programs:
The research and writing of prominent educators and movements in history such as Maria Montessori (Montessori Schools), Rudolf Steiner (Waldorf education), John and Evelyn Dewey (The University of Chicago Laboratory School), The Reggio Emilia Approach (the school environment as “The Third Teacher”).

Contemporary innovative educational program precedents:
Seminar: “Linking Architecture and Education”

Academy for Global Citizenship, Chicago  
BRICK Avon Academy, Newark  
The Finland Education System  
The Harlem Children’s Zone, New York City  
High Tech High, San Diego  
Leadership Academy for Girls and African Leadership Academy, South Africa  
Malcolm X Shabazz High School, Newark  
Pies Descalzos Foundation, Colombia

Contemporary Architectural Precedents

Innovative architectural precedents of learning environments throughout the world will be studied and compared through class discussions. Precedent studies will be conducted by teams of students.

We will study learning environments of all types: schools, higher education, and other places of learning such as centers for early childhood education, environmental education and adult education.

Research products may be individual or team-generated, or a hybrid of individual and team depending upon student choice.

The school was built by the Fundacion Pies Descalzos, a non-profit organization founded to provide public education for children in Colombia’s most marginalized neighborhoods.  
The shaded central courtyard offers social space while providing respite from the hot, humid Caribbean climate. Architect: Giancarlo Mazzanti, Bogota.

Track Two (Students Taking the Advanced Architectural Design Studio):
Architectural Program and Context Analysis

In addition to the above content, students taking the Advanced Architectural Design Studio during Winter + Spring will select a studio project and site, conduct an analysis of the urban social and environmental context and develop an architectural and site program. Studio projects are self-selected by each student. Sites may be located anywhere in the world with the requirement that adequate site information can be acquired by the student.

I will work with each student individually to select a studio project that best meets each student’s individual goals.

More detail about the studio is given in the Arch 485/585 “Advanced Architectural Design Studio” course description.

Track One Final Product

Research project focusing on an innovative educational and architectural case study (precedent) linking an educational philosophy with a specific city, site and significant building.

Track Two Final Program Document

The Track Two product of the term is an Architectural Program which will serve as the research foundation for each student’s selected studio project that starts in Winter term.

The Architectural Program will be documented in an illustrated monograph containing project research, background, goals, context and design program.

Instructor. Gerry Gast

geraldgast@gmail.com or ggast@uoregon.edu

Instructor Bio

Gerry Gast is an architect, urban designer and member of the University of Oregon Architecture faculty where he teaches Architectural Design Studios and Urban Design. He previously served as Director of the Portland Architecture Program.

Professor Gast taught for several years as Visiting Associate Professor in the interdisciplinary Program on Urban Studies at Stanford University, where he developed the two core courses in urban design. As a founding principal of Gast Hillmer Urban Design in the San Francisco Bay area, he directed public urban design and urban architecture projects throughout California and the western states.

Recent research focuses on education and schools. Professor Gast has been active in the Portland Public Schools (PPS). He served as a member of the Master Plan Committee and Design Advisory Group for the new Lincoln High School in Portland’s central city, the first new public high school to be built in Portland in over 50 years (now under construction, scheduled to open in Fall 2022).
Seminar: “Linking Architecture and Education”

Professor Gast is currently working with the Pies Descalzos (Bare Feet) Foundation of Colombia on schools in marginalized neighborhoods of the country, including new schools in Cartagena and Barranquilla, Colombia. In another international project, he authored the Master Plan for the new Ukrainian Catholic University (UCU) in Lviv, Ukraine and continues to work with the University in its design and development program. Five new buildings have been completed.

Other professional work includes School Site Redevelopment Studies for the San Francisco Unified School District; “Uptown District”, a mixed use urban development of 313 dwellings and neighborhood retail center in San Diego’s Hillcrest neighborhood; The San Diego County Administration Center on the downtown waterfront; and the Oregon Science and Technology Park (OSTP) in east Multnomah Country (Portland), Oregon.

Students at the Rosa Parks Elementary School, Portland, Oregon. The award-winning school, part of the New Colombia neighborhood redevelopment in North Portland, has a diverse student body comprising children who speak 21 different languages including many new immigrants. The school is co-located with a community recreation center and after school club. Architect: John Weekes, FAIA. DOWA/IBI Group.