Premise: Architecture as a discipline has an explicit relationship to the social politics of space. More specifically, Housing has been an integral part of the visible and lived disparities between socio-economic and racial groups in the United States. This studio will investigate the inequitable histories and legacies of land development and the built environment in Eugene, Oregon and surrounding communities as a way of informing an imagined, site-specific Architecture of Repair.

Project: Informed by nation-wide calls to incorporate acts of repair into architecture practice and education, students will investigate the historical and current inequitable impacts of architecture and infrastructure development. Local examples include the forced relocation of the Chifin Band of Kalapuyan Indians, race-based geographic exclusions of Japanese-Americans from large swaths of residential areas, and destruction of established African-American neighborhoods and commercial areas for 1960’s infrastructure development. Students will select a specific site to document these histories as a significant part of their site and generative analysis. Responding to this analysis, students will then propose site development schemes that incorporate housing and other programmatic elements as a means of site repair. Site repair should be a responsive approach to the analysis and understanding gained through investigating and documenting site history.

Each project will be unique to the site and uncovered histories, but the following elements must be incorporated:

- Housing of a meaningful scale in proportion to the site;
- Accommodations for transportation (personal vehicle, transit, bicycles, or other modes);
- Community spaces for residents; and,
- Other programmatic elements that contribute to site repair and respond meaningfully to the students initial site research

Process:

WINTER QUARTER:
We will be focused on intensive site research and documentation inclusive of the social and inequitable legacies of the site. Students will create visualizations of their analysis that builds toward development proposals as a means of site repair. We will work with community partners representing those who have been impacted by site-specific development through the instructor’s professional and community network to
understand these histories and consider opportunities for repair. Site analysis and responsiveness will include meaningful considerations of environmental factors, physical context, and other traditional aspects of site analysis.

Meanwhile, students will be exposed to precedents as wide ranging as visual exhibitions like Riff Studio’s Architecture of Reparations (https://www.architectureofreparations.com/), public art installations like Adam Kuby’s Portland Acupuncture Project (https://www.adamkuby.com/installations/acupuncture), and Mass Design Group’s Sustainable Native Communities Design Lab (https://massdesigngroup.org/sustainable-native-communities) as well as numerous housing types and development schemes from around the world. Students will use these precedents and their site analysis to develop a meaningful program that responds to all site conditions, provides appropriately scaled housing density, and significant and relevant programmatic elements that respond directly to site history.

The quarter will culminate with the development of a richly understood site development scheme that incorporates complex programming with site responsiveness in a meaningful act of architectural repair.

SPRING QUARTER
Students will spend the Spring Quarter actively developing the architecture of built spaces on the site. Depending on scale, preparation for this work may occur during Winter Quarter as students build a designer’s and developer’s toolkit of housing unit and building types. With site design resolved in Winter Quarter, students will be expected to demonstrate design knowledge at every scale, from the human experience of home and community to the details of building enclosures. This process will be informed by collaborative learning opportunities with other terminal studios as well as the instructor’s connection to professional practice and practitioners.

The Infill Repair Studio will be guided by the instructor’s professional experience in a well-run, productive architectural firm. Students are expected to bring a strong work ethic and passion for design, justice, and meaningful investigations into the relationship between people, community, environment, and deigned space. While visualization of site history, contextual understanding, and theoretical approaches will be a meaningful part of this studio, students must flex their architectural knowledge by designing complete housing and building responses to their research findings.

Preparation: Students are encouraged to develop intentions and investigate site opportunities during Fall Quarter. The instructor will be available to assist with developing relationships between students and community partners or in guiding students to appropriate resources prior to the start of Winter Quarter. An understanding of housing types is essential and could be gained through seminars like Housing Prototypes or studios like Housing Bootcamp, both offered Fall Quarter.

Outcomes: In addition to a tradition final pin up and review, the studio will culminate with a public exhibition of curated student work. Exhibited work will be reproduced as a digital and print record of the studio’s investigations. Curation and editing of this work will be lead by the studio instructor with input from community partners and other UO faculty.

Instructor: Clay Neal is an Architect and Visiting Assistant Professor in Housing at the UO. He is interested in the role of housing in environmental sustainability, community resilience, and social justice. As a tribal member of the Citizen Potawatomi Nation, he seeks opportunities to explore the role of architecture in facilitating discussion about equity and reconciliation and strives to bring restorative design opportunities to communities that have been dispossessed of land and agency.