IARC COMPREHENSIVE PROJECT WINTER 2016

Department of Architecture / University of Oregon
Interior Architecture Program

ALISON SNYDER and KYUHO AHN
absny@uoregon.edu and kahn@uoregon.edu

IARC 488 / IARC 588
MEETING TIME: Monday/Wednesday/Friday 1:00-4:50 pm
CREDIT HOURS: 8
PREREQUISITES: IARC 4/545 Fall Term 2015
GRADING SYSTEM: P/NP only

STUDIO OBJECTIVES/CONTENT/METHODS:

The two studios in the comprehensive full-year sequence build on learning acquired in professional and elective coursework, and on previous studio experience. In this Winter term, students continue to build critical skills while they concentrate on refining their Fall 2015 topical research, site information, thesis/investigations, and programming in order to deepen their design contributions and to develop new and appropriate concepts and strategies for their sustainable adaptive reuse final projects.

Each student identifies several topics to pursue with their project which is meant to make a social “contribution.” The adaptive reuse project inherently reuses and repurposes a building(s) to address ecology and sustainability of the built landscape in various ways. With these imperatives, each student is enhancing their architectural and interior-based behavioral knowledge and project goals to refine their program components. They conduct selected interviews, research and make use of design case-study/precedents, and become aware of associated code and life safety information and suggest basic sustainable and ecological strategies appropriate for their particular project.

Several linked assignments allow for 2D and 3D “testing” of design possibilities to achieve a strong detailed schematic design and a written preliminary summary report by the Winter term’s end. Winter term includes a series of interim “pin ups” and a public middle and final design review with different methods, formats and goals assigned. “Topical dialogues” or “group critiques” will be interspersed throughout. Continued critical thinking and listening occurs through the various types of researching, writing, peer critiquing (including individual and collaborative) and public speaking, to aid each student’s design process and to deepen their creative, organizational and professional leadership skills.

The work from Fall and Winter terms will be integrated into the Spring term design development phase. A finished report, referred to as “the book,” captures the full year process.