

AN ASSESSMENT ON HOUSING
DESIGN EXERCISES IN ARCHITECTURE DESIGN STUDIO
AT MIDDLE EAST TECHNICAL UNIVERSITY,
1957-2010

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF NATURAL AND APPLIED SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

DESANTILA RRUMBULLAKU

IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE IN ARCHITECTURE
IN
THE DEPARTMENT OF ARCHITECTURE

SEPTEMBER 2010

Approval of the thesis:

**AN ASSESSMENT ON HOUSING
DESIGN EXERCISES IN ARCHITECTURE DESIGN STUDIO
AT MIDDLE EAST TECHNICAL UNIVERSITY,
1957-2010**

submitted by **DESANTILA RRUMBULLAKU** in partial fulfilment of the requirements for the degree of **Master of Science in Architecture Department, Middle East Technical University** by,

Prof. Dr. Canan Özgen
Dean, Graduate School of **Natural and Applied Sciences**

Assoc. Prof. Dr. Güven Arif Sargin
Head of Department, **Architecture**

Assoc. Prof. Dr. Candaş Bilsel
Supervisor, **Architecture Dept, METU**

Examining Committee Members:

Prof. Dr. Suha Özkan
Architecture Dept, METU

Assoc. Prof. Dr. Aydan Balamir
Architecture Dept, METU

Assist. Prof. Dr. İpek Akpınar
Architecture Dept, ITU

Inst. Dr. Haluk Zelef
Architecture Dept, METU

Assoc. Prof. Dr. Candaş Bilsel
Architecture Dept, METU

Date: 15.09.2010

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Desantila Rrumbullaku

Signature:

ABSTRACT

AN ASSESSMENT ON HOUSING DESIGN EXERCISES IN ARCHITECTURE DESIGN STUDIO AT MIDDLE EAST TECHNICAL UNIVERSITY, 1957-2010

Rrumbullaku, Desantila

M. Sc., Department of Architecture

Supervisor: Assoc. Prof. Dr. C n  Bilsel

September 2010, 167 pages

Housing projects assigned in architecture design studio are considered as an exercise having several pedagogical objectives which constitute a suitable ground of maturation for students after completing their first and second year design studio. The aim of the research is to make an overview of the way housing design projects are conducted in the third year architectural design studio at the Middle East Technical University Department of Architecture, focusing on the last five years in particular. But in the first place, the background of housing assignments is reviewed in order to understand how teaching methods and problem definitions have evolved in the past. The objectives and the learning outcomes expected from these studio exercises, the approaches and tendencies that determine the way the project exercises are examined and lastly the teaching methods, strategies and tools are studied depending on the written and visual documents related to the studio works and interviews with the studio critics.

Keywords: architectural design education, housing design, architecture design studios, Middle East Technical University

ÖZ

**ORTA DOĞU TEKNİK ÜNİVERSİTESİ,
MİMARİ TASARIM STÜDYOSU,
TOPLU KONUT TASARIM EĞİTİMİ ÜZERİNDE BİR ÇALIŞMA,
1957-2010**

Rrumbullaku, Desantila
Y. Lisans, Mimarlık Bölümü
Tez Yöneticisi: Assoc. Prof. Dr. Cânâ Bilsel
Eylül 2010, 167 sayfa

Mimari tasarım stüdyosunda verilen konut projeleri çok pedagojik hedefleri olan bir egzersiz olarak kabul edilmektedir. Birinci ve ikinci sınıf tasarım stüdyosunu tamamladıktan sonra, öğrenciler için uygun bir olgunlaşma zemini oluşuyor. Araştırmanın amacı, Mimarlık Orta Doğu Teknik Üniversitesinde üçüncü yıl mimari tasarım stüdyosunda, özellikle son beş yılda odaklanarak, konut tasarım projelerinin nasıl bir şekilde öğretildiğine genel bir bakış sağlamaktır. Ama ilk etapta, konut projelerin nasıl geliştiğini anlamak için, önce geçmişte bu tür projelerin problem tanımları ve öğretim yöntemleri gözden geçirilmiştir. Bu stüdyo çalışmalarından beklenen öğrenme hedefleri, proje çalışmalarında takip edilen eğilimler ve yaklaşımlar ve son olarak öğretim yöntemleri, stratejiler ve araçlar, stüdyo çalışmalarıyla ilgili olan yazılı ve görsel belgeler incelenmektedir.

Anahtar Kelimeler: mimari tasarım eğitimi, toplu konut tasarımı, mimari tasarım stüdyoları, Orta Doğu Teknik Üniversitesi

TABLE OF CONTENTS

ABSTRACT.....	IV
ÖZ.....	V
TABLE OF CONTENTS.....	VI
LIST OF TABLES.....	VIII
LIST OF FIGURES.....	IX

CHAPTER

1. INTRODUCTION.....	1
1.1. Scope and Aim of the Study.....	1
1.2. Documentation and Periodization of the Study.....	4
1.3. Architectural Education in Turkey and M.E.T.U's Foundation.....	7
1.4. Developments in Housing Sector, Turkey.....	12
1.5. Structure of the Thesis.....	17
2. HOUSING EXERCISES IN THE ARCHITECTURAL DESIGN EDUCATION AT M.E.T.U.....	20
2.1. Housing Exercises in the Architectural Design Education at M.E.T.U.: A Brief Study.....	20
2.1.1. The Scale Issue of Housing Exercises.....	20
2.1.2. The Housing Problem Definition.....	28
2.2. Housing Exercises during 1582- 1996 period.....	32
2.3. Housing Exercises during 2005- 2010 period.....	69
3. HOUSING EXERCISES IN THE 3RD YEAR (2006-2009): APPROACHES AND TEACHING METHODS.....	75
3.1. The Year Objectives of Arch 301-Arch302 Courses.....	75
3.2. Educational Background and Second Year Studio.....	76
3.3. The Housing Problem Definition at 3 rd Year Studio	78
3.4. The Teaching Methods of Design Process.....	87

3.4.1. First Phases of the Study: Field Trips / Site Analyses / Case Studies/ Lectures / Readings.....	88
3.4.2. Design Parameters.....	87
3.4.2.1. Location/ Size of the Site/ User Profile/ Scale of Study.....	92
3.4.3. Phases of Design Process.....	100
4. CONCLUSION	110
BIBLIOGRAPHY.....	114
APPENDICES	
A. SUPERVISORS/ PROJECT TITLE LIST: 1957-2010.....	118
B. PROJECTS BRIEFS: 1957-1996.....	128
C. PROJECTS BRIEFS: 2006-2010.....	145
D. INTERVIEW QUESTIONS.....	154
E. INTERVIEWS WITH INSTRUCTORS.....	157

LIST OF TABLES

TABLES

Table 1. The occurrence of Housing Design exercises in 2 nd and 3 rd year design studios during 1957-1978 period.	14
Table 2. The working scales used for housing design exercises in 2 nd year studios during 1957-1975 period.....	15
Table 3. The working scales used for housing design exercises in 3 rd year studios during 1960-1978 period.....	20
Table 4. The project sites chosen for housing design exercises in 2 nd year studios during 1957-1975 period.....	27
Table 5. The project sites chosen for housing design exercises in 3 rd year studios during 1960-1978 period.....	27
Table 6 Showing the distribution of Arch 301 courses and other courses which have dealt with housing projects during 1985-1996 period.....	31
Table 7 Showing the scales which are classified according to the project requirements of a housing project according to the studio courses and the years corresponding to each course.....	51
Table 8 Showing the distribution of settlement planning and housing design exercises according to student generations during 1983-1997 period.....	58
Table 9 Shows the Site Area/ Housing Area/Units of each project according to studio groups.....	92

LIST OF FIGURES

FIGURES

- Figure 1** Stüdyolar periodical published issues' front covers.....7
- Figure 2** Students project, Arch 301: Housing in Kadırga, Sultanahmet, Site Plan, 1990-1991 academic year.....35
- Figure 3** Student: Kerem Yazgan, Arch 301: Housing at Kadırga, Sultanahmet, Ground Level Plan, 1990-1991 academic year.....37
- Figure 4** Student: İnci Özyörük, Arch 301: Housing at Kadırga, Sultanahmet, Ground Level Plan, 1990-1991 academic year.....37
- Figure 5** Student Enis Öncüoğlu, Arch 301: Housing for Academic and Administrative Staff at M.E.T.U., Site Model.....39
- Figure 6** Student Enis Öncüoğlu, Arch 301: Housing for Academic and Administrative Staff at M.E.T.U., Site Plan,39
- Figure 7** Student Şaner Ergüleç, Arch 301: Housing for Academic and Administrative Staff at M.E.T.U., Site Model.....40
- Figure 8** Student Şaner Ergüleç, Arch 301: Housing for Academic and Administrative Staff at M.E.T.U., Site Plan.....40
- Figure 9** Student Korkut Onaran, Arch 301: Koru Housing Estate, Site Model, 1985-1986 Academic Year, İlhan Kural Subgroup41
- Figure 10.** Student Korkut Onaran, Arch 301: Koru Housing Estate, Site Plan, 1985-1986 Academic Year, İlhan Kural Subgroup.....42
- Figure 11** Student Hilmi Güner, Arch 301: Koru Housing Estate, Site Model, 1985-1986 Academic Year, Gönül Evyapan Subgroup.....42
- Figure 12** Student Cânâ Bilsel, Arch 301: Koru Housing Estate, Site Model, 1985-1986 Academic Year, Gonul Evyapan Subgroup.....43
- Figure 13** Student Ali Osman Öztürk, Arch 301: Koru Housing Estate, Site Model, 1985-1986 Academic Year, Gönül Evyapan Subgroup43
- Figure 14** Arch 301: Housing in Bahçelievler and Esat, the existing building fabric of the site., 1987-1988 Academic Year.....47
- Figure 15** Student Ufuk Serin, Arch 301: Housing in Bahçelievler and Esat, Site Model, 1987-1988 Academic Year.....47
- Figure 16** Student Atilla Uysal, Arch 301: Housing in Bahçelievler and Esat, Site Model, 1987-1988 Academic Year.....48

Figure 17 Student Projects, Arch 301: An Alternative Housing Proposal on a City Block at Küçük Esat, Axonometric Drawing.....	48
Figure 18 Student Projects, Arch 301: An Alternative Housing Proposal on a City Block at Küçük Esat,.....	49
Figure 19 Student project, Arch 301: Housing for Academic and Administrative Staff of METU, Site Plan, Scale: 1/1000,.....	54
Figure 20 Student project, Arch 301: Housing for Academic and Administrative Staff of METU, Site Plan, Scale: 1/1000.....	54
Figure 21 Student : Ayşen Savaş, Arch 502: Housing in Suburban Sincan, Ankara, Site Plan, Scale 1/1000, 1985-1986 academic year.....	56
Figure 22. Student: Ayşen Savaş, Arch 502: Housing in Suburban Sincan, Ankara, Housing Cluster Plan, Scale 1/200,.....	56
Figure 23 Student: Ayşen Savaş, Arch 502: Housing in Suburban Sincan, Ankara, High-Rise Building Plan, Scale 1/100,.....	57
Figure 24 Student: Ayşen Savaş, Arch 502: Housing in Suburban Sincan, Ankara, Low-Rise Housing Plan, Scale 1/100,.....	57
Figure 25 Student Project, Arch 102: A Village for Contemplation.....	60
Figure 26 Student Project, Arch 102: A Village for Contemplation.....	60
Figure 27 Students' project, Arch 202:“An Urban Experiment in Akyurt”.....	62
Figure 28 Students' project, Arch 202:“An Urban Experiment in Akyurt”.....	62
Figure 29 Student Project, Arch 301: <i>Urban Housing in Cankaya</i> , Site Model, Group 2, 2007-2008 Academic Year	77

CHAPTER 1

INTRODUCTION

1.1. Scope and Aim of the Study

This study is intended to be a contribution to the research field of architectural education. This thesis tries to fulfil two tasks: a historical one which intends to find out how the “housing” topic is covered in METU Department of Architecture and a methodological or pedagogic one that deals with how it is handled in the 3rd year studio including here its scope, problem definition, and the different stages of studio works.¹ The reason of concentrating on the third year design studio is related with the fact that housing exercises have become an essential part of the studio curriculum by offering a variety of pedagogical objectives. The educational program of 3rd year design studio is composed of four main projects grouped as two by two for each term. For instance Arch 301 starts with a small project with an architectural program which doesn't exceed 1000 m². This is usually followed by a housing project which differs among the studio subgroups in terms of problematic, context and scale. Whereas when considering Arch 302 course of the second semester, it starts with a short exercise about structure and then is followed by a project which focuses on the issue of designing new buildings in a historical context.² The presence of housing exercises on a regular basis at the third year studio is also mentioned in the course description of Arch 301/302 as it explained in the General Catalogue of METU (2007-2009):³

“Design of buildings in relation to their particular historical urban context is emphasised. Issues of settlement-dwelling relationships, buildings of

¹ The structuring of this idea is borrowed from Haluk Zelef, who is a 3rd year studio supervisor, while making critical suggestions about this study.

² Aydan Balamir. “Experiences in the 3rd Year Architectural Design Studio”,

³ It is to note that the same course description written in 2007-2009 catalogues is present in the catalogue of 2003-2005 and 2005-2007 academic years as well.

functional complexity and spatial variety and architectonic interpretations of structural systems are analysed and designed.”⁴

As it is mentioned in the catalogue, as part of the studio programme of Arch 301/302 courses, the issues of settlement-dwelling relationships are analysed and designed. Hence the architecture of the settlement and not that of a single building gains importance in the third year design studio with an accent on the relationship between components like circulation and transportation system, open spaces, public services and other recreational functions. Because of this difference that exists between a housing design assigned in the third year studio and a single house design assigned in the second year studio, the latter is not included in the scope of the thesis. Similarly, when considering the first and fourth year studio as well, no housing exercises have been assigned in the studio courses, for at least the last five years.

When considered on its own, housing has several different functions according to Tekeli⁵: it is a shelter, it is a produced commodity, and it is a consumption product; it provides security for individuals and families of a certain community as well and serves as a means for renewing social relations. When considered as part of an urban environment, housing is evaluated as a cultural artefact being in a constant communication with and plays a key role in the formation and quality of that living environment.

It is therefore necessary that we consider housing as a combination of events of equal importance but which cannot be evaluated independently from each other since the totality of these events together with the “society” factor causes what is called as housing and the concrete and physical results are called towns and dwellings.⁶ Apart from these concepts, there are some other terms which were encountered while making an analysis of the assigned abstracts. Although this terminology can be summed up under the key word of *housing* it is necessary to point out their meanings so that the reader can understand the different connotations of the terms. Considering the modes of production in the housing sector that have been present in Turkey, different types of *housing* term take place in the architectural abstracts like dwelling, settlement, mass housing, social

⁴ Middle East Technical Univeristy General Catalogue 2007-2009. Ankara: METU Press, 2007. p.23

⁵ Tekeli İlhan, Konut arastirmalari sempozyumu,p.2.

⁶ İbid

housing, cooperative housing, apartment housing, squatter housing and secondary housing.

Although these terms share the same function, that of sheltering, they differ from each other both in their physical and social aspects. For instance, the term *dwelling* is very easily accompanied with the same meaning of a house or a housing unit⁷ but actually it is rather a philosophical term generated by Heidegger who developed the idea that dwelling refers to being and the main feature of dwelling is “to preserve and care for, to allow things to exist in their essence”.⁸

Another important concept, *mass-housing*, is usually considered as a mode of production which provides a large number of dwellings. This is the case when mass-housing is evaluated only according to its quantitative aspect by splitting it from its social content. Usually the social content of the mass-housing settlements has been families of low but which have regular incomes and are unable to acquire a dwelling, so they are produced at large number and at low cost. For this reason, usually mass-housing concept is equalized to *social-housing*, but actually they differ from each other because mass-housing originated as a commercial concept of market economy whereas social-housing is independent of market economy and is produced by the state, local government or other social institutions.⁹

Both of these concepts have originated at the turn of 19th century as a part of the modernity project with a focus on the social practises which gave rise to the production of mass-housing on an unprecedented scale.¹⁰ Important mass-housing projects have been realized in England and later were followed by other European countries like Germany and France. The mass-housing projects produced in these mentioned countries had the social agenda as their aim, inspired by the Enlightenment ideology. In this context, providing housing needs for the low-income and underprivileged groups was seen as increasing emancipation for all individuals.¹¹ It is important to mention the fact that social housing or mass-housing phenomena has been reflected even in Turkey, it should be admitted that it was

⁷ During 1973-1974 academic year, students were assigned a project titled “Academic Staff Dwellings at METU” where they were asked to design firstly the organization of single dwelling unit and then to bring them together in another organization at a larger scale.

⁸ Hilde Heynen. *Architecture and Modernity: A Critique*.....p.15

⁹ Mete Tapan. *Mass Housing and its Development in Turkey*,p.366

¹⁰ Peter Rowe. *Modernity and Housing*.....

¹¹ Hilde Heynen. *Architecture and Modernity: A Critique*.....p.46

never developed in its proper way because of the socio-economic conditions in the country.¹²

Another term associated to mass housing is *cooperative housing*. The *cooperative housing* term carries different meanings in individual countries. This difference depends on the modes of implementation.¹³ Cooperative housing was developed as a form of solidarity by those who experienced housing shortage, when considering the European cases.¹⁴ Whereas in Turkey, the *cooperative housing* has been associated with an organization which shaped the housing supply.¹⁵

Apart from the above mentioned housing typologies that have been present in the architectural abstracts of studio projects, there are cases when students were assigned exercises about temporary housing like settlement for a group of archaeologists or summer vacation houses.¹⁶ Although this temporary housing typology doesn't share the same traits and the social content as that of mass-housing projects because of their seasonal use, they are classified under the housing projects group because they share similar pedagogical objectives.

1.2. Documentation and Periodization of the Study

There are three ways of how to conduct such a study which covers a long period and a variety of materials. This study could have been structured according to an ideological stance or rather a typological stance. In this case it is chosen a simpler way: a chronological stance. The reason of organizing the study material and its analysis in a chronological way is to be able to give in a very objective way and without having any pre-judgement towards the matter, a general table of the way housing design exercises were assigned through years and present in METU. In

¹² Mete Tapan. Mass Housing and its Development in Turkey.....p.377

Despite the above statement, there are cases of low standard social dwellings built in squatter housing prevention areas by the state with a social content. Gaziosmanpasa in Istanbul is an important example in this respect.

¹³ A. Sule Ozuekren. "Kooperatifler ve Konut Uretimi" in *Housing and Settlement in Anatolia: A Historical Perspective*.....p.355

¹⁴ Ihsan Bilgin. "Housing and Settlement in Anatolia in the Process of Modernization" in *Housing and Settlement in Anatolia: A Historical Perspective*.....p.481

¹⁵ Opp. Cit.

¹⁶ During 1984-1985 academic year, students were assigned Zeytinlikahve summer resort (which was summer vacation houses) as a project. Similarly, during 1972-1973 academic year, two studio subgroups assigned "A Settlement for a Group of Archaeologists" and "A Youth Camp".

this way, although the author draws some conclusions of her own from this big picture, when exposing this study material in a chronological way, it lends to the author the possibility to derive his/her own conclusions as well.

Hence, considering the foundational aim of METU, the thesis study is started from the first housing exercises assigned in design studios in the years of establishment of the Faculty of Architecture at METU. For this reason the thesis covers the period from 1956 to the present. By taking into consideration the data collected, the study is divided into three separate periods varying as follows: 1957-1978, 1985-1996 and 2005-2010.

The period extending from the academic year of 1957 to 1978, corresponds to the period covered in the study “1957-1978, Tasarım Stüdyosu Çalışmaları-Architectural Design Abstracts” prepared by Eşber Yolal, who was an instructor and Head of the Department of Architecture at M.E.T.U., in 1979. This documentation covering the first twenty years of the faculty, which was considered as a first draft by its author, was aimed to serve as a basis of evaluation of the education at M.E.T.U. in the past years and at the same time as a starting point for further proposals in the design education field.¹⁷ This study done by Yolal contains the project briefs of second, third and fourth year design studios, organized in groups according to each studio course and proceeding in a chronological way.

The period extending from the academic year of 1985 to 1996 is based on two types of material sources: Stüdyolar periodical and project slides found at the Unit of Information and Documentation of Faculty of Architecture. For instance the period extending from the academic year of 1987 to 1996 corresponds to the period covered in the “Stüdyolar” periodical which includes selected student works from the studio projects given at the department of architecture as well as the instructors’ evaluations about these projects. As it is defined by its editorial board,¹⁸ the aim of this collection was to build up the programs of the studios according to the defined annual objectives as well as to re-evaluate and re-define the annual objectives according to accumulated experience.¹⁹ This periodical had a total of six issues published; starting in June 1987, its second issue could be

¹⁷ Yolal, Eşber. 1957-1978, *Tasarım Stüdyosu Çalışmaları-Architectural Design Abstracts*. Ankara, 1979.

¹⁸ The editorial board of *Stüdyolar* periodical’s last issue (July 1996) was composed of Kemal Aran, Emel Akozer, Nergis Ogut, Zeynep Mennan, Mualla Erkilic and Esra Akcan.

¹⁹ Kemal Aran ed. *Stüdyolar*. Ankara: METU Faculty of Architecture Press, 1987. p.1

published as late as in June 1992. Its publication ceased after the last issue of June 1996.

Another source to be used is the visual materials (slides and negatives) which are reproductions of student works and projects found in the Unit for Information and Documentation Centre of the Faculty of Architecture at M.E.T.U.²⁰ The outcomes collected from the visual materials scanned from the faculty archive serve as a supplement to form a general outline of the assigned term projects from 1985 until 1995. Although the project abstracts are missing, the titles of the projects given and the studio supervisors who conducted each of the studios could be found from the department's archive.²¹

For the period extending from 2005-2010, the project briefs collected from each of the studio supervisors are used as the main material to develop the subject. Another source used is the "METU Architectural Design Studios" periodical which are published on an annual basis by the department of architecture and edited by Assoc Prof. Dr. Berin Gür. Until now, only three issues of the periodical have been published, starting from 2006-2007 academic year with its last issue of 2008-2009 academic year. The periodical contains the project abstracts assigned in architectural design studios including the undergraduate and graduate programmes.

²⁰ The visual material (negatives) was selected and scanned by the author with the help of Assoc.Prof.Dr. Candaş Bilisel.

²¹ For a more detailed list containing the projects and the studio supervisors corresponding to each academic year, see Appendix A.



Figure 1 Stüdyolar periodical published issues' front covers

1.3. Architectural Education in Turkey and M.E.T.U.'s Foundation

When evaluating an architectural education institution, as in this case which is METU and the methods adopted, one should also include the other institutions which functioned prior METU in order to understand what the difference was brought by the foundation of a new university. When considering the history of foundation of METU, it is usually put in such a way as if there were no other architects or planners by that time to cope with the current situation of housing.

Hence the sheer need of solving the problem consisted in establishing a university.²²

When talking about the origins of architectural education in Turkey, it dates back from the Ottoman Empire organized within military organizations. But the first attempts to establish a school under the influence of westernization movements in Turkey are seen during the 18th century with the establishment of several engineering schools among which “Hendese-i Mulkiye” is of a particular importance since it was later transformed into the Istanbul Technical University.²³ During 19th century, as a result of close relations with European countries, their civilization stimulated the idea of establishing a school of painting and architecture.²⁴

The foundation of Sanayi-i Nefise Mektebi (Royal School of Fine Arts) in 1882 which name was later changed into the Academy of Fine Arts in 1927 was considered as one of the most significant improvements in the architectural education.²⁵ The school adopted its pedagogical method from the Ecole des Beaux- Arts. Whereas, in 1928, the old Hendese-i Mulkiye Mektebi changed its name to Engineering School and introduced architecture as a special separate subject. 1930’s were characterized by educational reforms in both of the schools and as foreign architects were employed as professors at these the universities, like Clemens Holzmeister, Ernst Egli, Bruno Taut and Paul Bonatz.²⁶ German architects were an influential factor especially in Engineering School which changed its name to Istanbul Technical University in 1950’s. New subject areas were brought into attention at I.T.U., like the scientific studies in architecture.

Similarly, Bruno Taut was a key figure for the architectural education at the academy by orienting the students towards the social problems of the country. It is important to mention one particular studio work that Taut assigned in 1937 to the graduate class. It was a housing project for the employers of the Ministry of State Monopolies in Ankara. This exercise which lasted for six weeks introduced housing

²² Charles Abrams. «Education and Research: A University is born in the Middle East.» *Man's Struggle for Shelter in an Urbanizing World*. Cambridge, Massachusetts: The MIT Press, 1964. p.203

²³ Tugyan Aytac Dural. Phd Thesis.....p.58

²⁴ Ibid

²⁵ Yesim Uysal.....p.32

²⁶ Yildiz Sey.....Architectural Education in Turkey.....

as an urgent problem of the country and at the same time he draw the attention of architects to be responsible for the housing politics and urbanism.²⁷ Until then it was believed that architects were responsible to design public buildings and monuments. This assignment was a real research program requested by the ministry where students were asked to work at 1/1000 scale for the site plan and 1/50 plans for the housing units. Particularly notable is the fact that students had arranged the 400-unit housing proposal as row houses with east-west direction and shaped it in response to the climate of Ankara.²⁸ This approach transmitted to the students showed Taut's ideas about the necessity of regionalism in architecture.²⁹

This formalist approach of architecture which was based on regionalism and monumentalism, began to fade away towards the end of 1940's because of the political climate of Turkey. Instead, the focus shifted towards the rapid urbanization process and the social changes that were occurring in 1950 and 1960.³⁰ The uncontrolled urbanization and housing situation in Turkey were observed by an American lawyer, Charles Abrams, who brought the idea of founding a technical university. There is an interrelation between METU's foundation and housing, since the need for education of different skills necessitated in the production of housing, which was a problem during 1954 in Turkey, resulted with the foundation of new a technical university whose disciplines would provide a long-term development. According to an article written by Mete Tapan and Yildiz Sey, they point out that Abrams had done a two-fold mistake by relating the poor housing condition to the lack of capable technicians, by neglecting the political and economic aspects of the country.³¹

Before discussing the educational program and the vision of M.E.T.U. during its first years of foundation, it is important to mention the involvement of external influences like UN Resolution and U.S. cooperation programme in the initiation of design education whether it is architectural, planning or industrial design. When the Cold War between U.S. and Russia began in 1946, the main strategy of U.S. foreign policy was to prevent the expansion of Soviet hegemony in non-communist

²⁷ Sibel Bozdogan. Against Style, in Turkish Modern Architecture. p.177

²⁸ Ibid.

²⁹ Tugyan Aytac.....p.63

³⁰ Yildiz Sey, Mete Tapan

³¹ Ibid

countries. Apart from the use of political power, the U.S. government used foreign aid programs of financial and technical nature as well as a variety of non-financial aid methods including design support.³² Because of the lack of quality of human resources in developing countries, the selected design organizations in charge of conducting country surveys, proposed some methods to intervene, like training local instructors or craftsmen, this achieved by establishing training centres and by teaching design and related courses in local universities.³³

Either by coincidence or not, during the same period an international project backed by UN aimed to establish a university in Ankara. Actually, the Turkish State under the government of Democrat Party required technical aid from the United Nations Foreign Operations Associations in order to cope with the planning and housing problems of 1950's caused by the rapid urbanization process in the country. Among several foreign experts' reports, the one belonging to Charles Abrams was of primary importance. Abrams was sent on a U.N. mission in 1954 to "investigate the unhealthy growth of squatter settlements in Turkey."³⁴ He claimed in a written report that a solution to the housing problem of Turkey and the development of the country could not be assured "through the aid of foreign experts alone."³⁵ Instead, he thought that the problem could be overcome by raising and educating "imperts."³⁶ It was this reason lying behind the idea of founding a university, which would give primary importance and development to architecture, and planning education.

After the necessity of a technical university in the region was made clear, in 1955 an advisory committee sponsored by the United Nations Technical Assistance (UNTAA) was assigned to establish M.E.T.U. the first name of which was decided as "Middle East High Institute of Technology." The advisory committee was chosen among the instructors of the University of Pennsylvania's School of Fine Arts like Prof. Wilhelm von Moltke, Assoc. Prof. Leon Loschetter and Prof. G. Holmes

³² Alpay Er et.al. «U.S. Involvement in the Development of Design in the Periphery: The Case History of Industrial Design Education in Turkey, 1950-1970.» *Design Issues*, 2003: 17-34.

³³ Ibid

³⁴ Uğur Ersoy. *Bozkırı Yeşertenler-ODTÜ Kuruluş Yılları Anıları 1959-1963*. İstanbul: Evrim Yayınevi, 2002. p.7

³⁵ Charles Abrams. «Education and Research: A University is born in the Middle East.» *Man's Struggle for Shelter in an Urbanizing World*. p.203

³⁶ İlhan Tekeli. "Türkiye'de Cumhuriyet Döneminde Kentsel Gelişme ve Kent Planlaması," *75 Yılda Değişen Kent ve Mimarlık*, ed. Yıldız Sey, İstanbul: Tarih Vakfı Yayınları, 1998. p.14

Perkins.³⁷ Perkins served as the Chief Advisor to the Turkish government during the university's establishment and as Dean of the Faculty of Architecture at M.E.T.U.

With its establishment, METU made great contributions to the architectural education in Turkey since it introduced an American model besides the Beaux-Arts French model adopted at G.S.A. and the German Technische Hochschule model adopted at I.T.U. The teaching approaches adopted at M.E.T.U. were a combination of modernism together with regional issues. According to Türel Saranlı who was one of the first generation students of M.E.T.U. and later a staff member of the faculty, although an "American model" was applied to the organization and structure of the university, beyond that, the faculty's program was thought specifically for the Anatolian and Middle East context. The educational model applied during the first years of M.E.T.U. Faculty of Architecture aimed to raise an "architect" embodied with knowledge from other disciplines as well, because there was a lack of experts in the country during 1950's.³⁸

İlhan Tekeli notes the distinction between "expert" and "inpert". The aim of the university was to raise and educate inperts who would involve the regional issues into the design process in order to provide solutions to the rapid urbanization process that accelerated by that time in the country.³⁹ For instance, this "new" architect, had to study a little economics and sociology in order to be a city planner, had to know the building culture of the country together with the traditional building methods and materials. Lastly, since there was a lack of expert engineers in the country, this architect had to know building construction. This was the university's vision during the foundation years according to Saranlı.⁴⁰

The same idea is emphasized by Yıldırım Yavuz also, one of the first generation students and later a faculty staff member. He remembers when he entered the university in 1957, its name was Middle East High Technological Institute and the main aim of its foundation was to work particularly on the housing problems of Anatolian plateau. For this reason during their first years of study, most of the

³⁷ Alpay Er et.al. «U.S. İnvolment in the Development of Design in the Periphery: The Case History of İndustrial Design Education in Turkey, 1950-1970.» pp. 17-34.

³⁸ Sevgi Aktüre, Sevin Osmay, ve Ayşen Savaş. *Anılar, Bir Sözlü Tarih Çalışması*. Ankara: METU, Faculty of Architecture Press, 2007. pp.52-53

³⁹ Ibid, p.88

⁴⁰ Ibid

design problems were given in rural areas. One of the design problems that he remembers was to re-interpret the traditional village houses by paying attention to the ecological issues though by that time the “ecology” term did not even exist as a concept in the design process. In this context the first architectural design exercises assigned to the students during the late 1950’s and the beginning of 1960’s reflected a search of making the students become acquainted with both the rural and urban context of the country in line with the developments of 1960s.

During the academic year of 1961-1962, a graduate program of City Planning was opened at M.E.T.U. This was followed one year later by the opening of undergraduate program of City Planning. Only one year later, during 1966-1967 academic year, the graduate program of Regional Planning was founded. Hence, the opening of City and Regional Planning department was late by 10 years, when the primary aim of M.E.T.U.’s foundation is considered.

This new department brought a new vision to the city planning education, which until then was seen as an extension of architectural education. It served as a channel to introduce the Turkish arena with the current discussions on planning which by that time were dominated by the *rational-comprehensive* planning paradigm. It was believed that a good planning could be achieved by conducting an interdisciplinary research, including issues like urban sociology, a city’s economy, history and its natural resources.⁴¹

1.4. Developments in Housing Sector, Turkey

Throughout this study it is observed that housing projects assigned in design studios at M.E.T.U. have been present through the whole university’s educational history. Whereas for at least the last five years, the accent on assigning such projects has increased and housing exercises have become an indispensable part of the educational curriculum. There are several reasons which may be related with the question of why housing projects have always occupied an important part of the curriculum at the department of architecture. One reason is related with the instructors’ profiles that usually have completed their post-graduate studies in foreign countries and as a result are acquainted with the international housing

⁴¹ Ibid, p.326

developments and secondly, an influencing factor has been the problems brought by the urbanization process together with the housing production in Turkey through years. In this respect it would be important to present a general framework of the housing developments in Turkey in order to make a proper analysis on its effects and reflections towards the design education in studio course at METU.

By referring to a periodization introduced by Ihsan Bilgin,⁴² the housing developments in Turkey can be categorized into several sub-periods starting from the modernization process of the country back in 19th century with reference to universal and local perspective. These periods are grouped as follows: 1839-1920, 1920-1946, 1945-1980 and 1980-present. When considering the first period, it was a time of relative modernization in the country and three housing types were present: apartment blocks, row houses which were created by collective initiative and sub-urban houses for high-income families which functioned seasonally.⁴³

The same types of settlements continued to be present as isolated islands in the urban fabric during 1920-1946 period but this time, the continuation of the modernization program by the new state was mass housing. The first form of mass housing was lodgement houses and the second type adopted from West was cooperative housing which differently from the European cases, it was implemented by the state for its members.⁴⁴ The housing cooperatives built in Turkey can be classified into three other periods according to the viewpoint of housing and neighbourhood formation as follows: cooperatives and the period of garden-houses, cooperatives and the period of apartment blocks, cooperatives and the period of mass housing which will be discussed later since the need for mass housing production in Turkey started to be felt in the early 1970's.⁴⁵

The first example of a housing cooperative was Bahcelievler Housing Cooperative (Bahcelievler Yapi Kooperatifi) in Ankara, established in 1934 by the high ranking bureaucrats working in the state institutions. Hence, contrary to European examples where low income people developed the cooperative model through

⁴² Ihsan Bilgin. "Housing and Settlement in Anatolia in the Process of Modernization" in *Housing and Settlement in Anatolia: A Historical Perspective*.....p.472

⁴³ Ibid, (i.bilgin) p.476

⁴⁴ Ibid, (i.bilgin) p.481

⁴⁵ Sule Ozuekren. "Cooperatives and Housing Production".....p.356

their limited resources, the example of Bahcelievler shows a luxurious quality rather than a social housing quality.⁴⁶

The luxurious quality was manifested by large area dwellings whereas the social housing quality was lacking as a result of not developing the neighbourhood around communal and social facilities.⁴⁷ After the Bahcelievler case, the cooperatives became increasingly widespread in Turkey. It is to be noted that if this type of housing supply was in serve only to the high ranking bureaucrats at the beginning of its application, later it served to organizations of insured workers.⁴⁸

The following period, that of 1945-1980 is characterized by an urban growth and crowding because of fluxes coming from rural areas as a result of capitalist industrialization under the influence of U.S.A. Because of an increase in population in urban areas there was a sudden rise for residential need. The housing demand was met by three different modes of production: the build and sell production mode which increased the density population and triggered the approval of flat ownership in 1954.⁴⁹ When considering the physical outputs of apartment blocks, they were characterized by concrete framed blocks of flats which size was determined by identical developments plots and standard building regulations.

When considering the environmental impact caused by apartment blocks, the historical fabric of Anatolian cities was damaged because of the demolished building stock of low-density settlements which were replaced by apartment blocks.⁵⁰ Since the apartments were built singly, the lack of a general settlement plan where buildings were separated by meaningful green areas caused a settlement pattern where buildings neither touched each other, nor were completely separated.⁵¹ This problematic is touched in the design studios at METU, especially during 1980's. Design of apartment housing with due importance to the creation of positive outdoor spaces have been present in the studio. Usually the density was kept the same as the existing situation, but a different, alternative layout of arrangement of masses was proposed by students.

⁴⁶ Ibid. (sule ozuekren,p.356)

⁴⁷ Ibid. p.359

⁴⁸ It is to note that housing for industrial workers were assigned in design studios at METU during 1962-1963 and 1964-1965 as well as cooperative housing projects between 1972 and 1975 in consecutive academic years, in both 2nd and 3rd year studio.

⁴⁹ Ihsan Bilgin.....p.485

⁵⁰ Murat Balamir. "Making Cities of Apartment Blocks"....p.340

⁵¹ Ihsan Bilgin,p.486

The second type of housing mode was an illegal and informal type of housing production called *gecekondu* or squatter house. The definition of “gecekondu” as a term is stated as “a shelter built on somebody’s land without permission” though this definition doesn’t become a valid characteristic for gecekondu-s as later an emergence of illegal apartment houses was witnessed in different cities.⁵²

The gecekondu development was always seen as a national problem. Rather than being a spatial housing problem, this phenomenon was closely related with the social, economic and political aspects of Turkey during 1945-1950 period. This was the outcome of the attempts to become associated with the Western block. In the context of the Marshall Aid proposed to Turkey, an exchange of labour between the rural and urban areas would take place, which was followed by large scale migrations within the country.

As it is stated by Tekeli, squatter houses have functioned as “low-standard housing which makes reproduction of labour at low-cost available, decreasing the total cost of urbanization, and increasing the total capital flow for the industry by supporting higher potential of possible workers on the urban front.”⁵³ Although gecekondu-s were considered as the unplanned and badly conditioned part of the urban regions at the beginning of their spread, later, during 1960’s the gecekondu’s population became important as the economy of the country became oriented towards a new model.

The new reforms in the economy sector were focused on a level increase in internal production of capital goods, which needed cheap labour provided by gecekondu population. As a result, because of the importance of this “marginal” group, the gecekondu-s were officially recognized by the state in 1966.⁵⁴ This situation opened the way to large construction companies which took advantage and started to transform gradually the gecekondu areas near city centres and main transportation roads to apartment houses. This continued up to 1980’s because later, the large construction companies started to prefer the residential areas outside the city. 1980’s are characterized by the implementation of large scale

⁵² Tansi Senyapili. *New Problems/Old Solutions*.....p.346

⁵³ Ali Cengizkan. *Discursive Formations on Housing*.....p.81

⁵⁴ Tansi Senyapili.

settlements at the suburban areas of the city, but this topic will be explained in the proceeding material of this part of the chapter.⁵⁵

When continuing talking about the 1945-1980 period, the third type of presentation was the cooperative production which provided only 10% of all the housing supply. Cooperative housing has always been present as a mode of production in the housing sector but in difference form the previous period's example, the cooperative housing was appealing to low income families but which had regular incomes. It is interesting to note that when Charles Abrams prepared his infamous report "The Need for Training and Education for Housing and Planning" of 1955, among many advices and proposals presented to the Government, he encouraged housing cooperatives development and asked to facilitate the existing construction merits of the gecekondu areas as a system to create worker settlements.⁵⁶

The last period to be discussed extends from 1980's up to present, when according to Bilgin, the build-and-sell and gecekondu modes of production could no longer provide solution for the housing demand. As a consequence, implementation of large scale settlements started to be applied by both the public and private sector.⁵⁷ The state became active in this process by lending credits to become house owner, by approving the Mass Housing Law which gave priority to cooperatives in the use of state and by establishing the state-owned Housing Development Administration.

The first mass-housing project produced by cooperatives has been the Batikent project in Ankara, similar to the Bahcelievler cooperative. Following the example of Batikent project which was planned in mid-1970s and implemented in 1980s by Kent-Koop, a second large scale settlement was planned by a central public authority, TOKI (Public Housing Administration of Turkey) which was founded in 1984. In parallel with all these public initiatives, private construction firms played

⁵⁵ Gecekondu Housing has been treated as a housing problem in the design studios at METU. Several examples can be listed which are assigned through years like: "Mushroom Housing" consisting of a research study on the social and architectural aspects of gecekondu-s. This first exercise was conducted in 1964-1965 academic year. Similar examples have followed in 1968-1969 named "Neighbourhood Unit for 5000 Inhabitants" which subject was housing in gecekondu areas. In 1977-1978 academic year, students were assigned "A Housing Project" which considered squatter housing as a phenomenon which can teach us a lot but still its inefficiencies are obvious. Similar exercise continued in the following years: 1978-1979 and 1980-1981 with "A Small Residential for Squatters" and "A Low Rise-High Density Urban Residential Area" projects assigned respectively.

⁵⁶ Ali Cengizkan. Discursive Formations.....p.72

⁵⁷ Ihsan Bilgin.....p.489

an active role in the development of the construction sector. The initiatives of construction firms of a certain size started to determine the urbanization process of the period.⁵⁸ Large quantities of mass-housing began to be implemented by these construction firms supported by the public authority, besides the existing “cooperative model”.

1.5. Structure of the Thesis

The structure of the thesis is based on the above mentioned periodization. Hence it is organized into two main chapters. The second chapter “Housing Exercises in the Architectural Design Education” is organized into three parts which correspond to the periodization mentioned. The first part, between 1957 and 1978, focuses on the architectural design abstracts which dealt with settlement and housing design exercises. The study is not constrained only to the third year design studio, but it includes second year studio as well because the first settlement planning exercises given in architecture studios are seen in second year, when the foundation period is considered. This part of the chapter is organized around issues like: what is the frequency of repetition of housing exercises, what were the instructors’ profiles, what the problem definitions were posed by those exercises, what were the working scales and the shifts which might have occurred in the teaching methods.

The second part of the second chapter focuses on the period between 1985 and 1996. The main reason of focusing on this period is the available material as it was explained previously. Such a periodization has been influenced by several other factors, such as the developments in the 1980’s; the centralisation and reorganisation of the architectural education, following the establishment of The Higher Education Council (YÖK) in 1981. As it is described in its official web-site, YÖK is “a fully autonomous supreme corporate public body responsible for the planning, coordination, governance and supervision of higher education within the provisions set forth in the Constitution (Articles 130 and 131) and the Higher

⁵⁸ Candaş Bilisel. «Three Recent Settlements in Ankara: Batıkent, Eryaman, and Bilkent. Questions on Quality and Sustainability of the Built Environment.» Ankara.

Education Law (Law No. 2547).⁵⁹ A new administration of the educational system in Turkey came along with the YÖK establishment which consisted in the organization of departments around faculties, at the graduate level and the organization of departments around institutes at the post-graduate level.⁶⁰ Despite the “negative” atmosphere and instability caused by these changes, YÖK left each school free to establish its own programme which consisted of 37 percent of the total teaching hours to be filled through electives. This was the period when a re-evaluation of the educational system and curriculum structure occurred at the department of architecture after 26 years of operation by increasing the weight of design courses.⁶¹ Another YÖK intervention was the restriction of academic instructors’ promotion only by completing Ph.D. studies, which was one of several reasons causing immense staff resignation between 1981 and 1985 with a total of 25 faculty members resigned from the department of architecture at METU. It was a period when the faculty’s only aim and vision was to cover all courses with the few remaining staff as a member of faculty staff, as pointed by Aydan Balamir.⁶²

The chapter analyses not only the third year design studio, but also the second and first year design studios, by concentrating on two main issues: the problem definitions posed and the scales at which these exercises are handled. Whereas its third part gives a general picture of the exercises assigned after 1996 by developing a discussion on the context of the assigned exercises. In this part are included 2005-2010 academic years but a detailed analysis of them is given in a following chapter.

The third chapter focuses on the way housing design exercises are taught in the third year design studio during the last five years, between 2005-2010 academic years. The chapter is divided into subparts explaining the year objectives of Arch 301/Arch 302 courses according to the General Catalogue of METU. Since the third year studio is composed of four sub-groups conducted by different supervisors each, the analysis of the housing exercises is conducted with reference to each group. One of the important issues to be dealt with is the housing problem definition posed by each group which is followed by the teaching

⁵⁹ <http://www.yok.gov.tr/en/content/view/343/219/> (retrieved 5 August 2010) The foundation of YÖK is part of the reforms of the new regime settled after the military coup in September 1980.

⁶⁰ Haluk Pamir. «Architectural Education in Turkey in its Social Context: Underlying Concepts and Changes.» p.143

⁶¹ ibid

⁶² Sevgi Aktüre, Sevin Osmay, ve Ayşen Savaş. *Anılar, Bir Sözlü Tarih Çalışması*. p.203

methods of the design process. Since the teaching method consists of the study phase (including site analysis and case studies), design parameters (size, location of site and scale) and the design phases, each of the issues is explained as a separate part of the chapter. In this framework, the thesis aims to illustrate a survey on how the housing exercises are taught in architectural design studio and what were the factors influencing it through years, starting from the foundation of METU to the present.

CHAPTER 2

HOUSING EXERCISES IN THE ARCHITECTURAL DESIGN EDUCATION AT MIDDLE EAST TECHNICAL UNIVERSITY

2.1. Settlement Planning and Housing Design Exercises in the Design Education at Middle East Technical University, 1957-1978

The reason lying behind such a periodization is based on the available documentation found. The period extending from the academic year of 1957 to 1978, corresponds to the period covered in the study “1957-1978, Tasarım Stüdyosu Çalışmaları-Architectural Design Abstracts” prepared by Eşber Yolal, who was an instructor and Head of the Department of Architecture at M.E.T.U. in 1979. This documentation covering the past years of the faculty, which was considered as a first draft by its author, was aimed to serve as a basis of evaluation of the education at M.E.T.U. in the past years and at the same time as a starting point for further proposals in the design education field.⁶³

2.1.1. The Scale Issue of Housing Exercises

In this part of the thesis, a brief study is carried out with regard to settlement planning and housing design exercises in the design education at M.E.T.U. covering a period from 1957 to 1978 academic years. This study includes the handouts of several term projects given in the second and third year design studios at M.E.T.U. in consecutive academic years from 1957 to 1978. The reason of not including the first and fourth year design studios in the thesis is because there is no available information with regard to the first year assigned exercises and similarly, no housing design exercises are assigned at the fourth year studio during the discussed period.

⁶³ Eşber Yolal. 1957-1978, *Tasarım Stüdyosu Çalışmaları-Architectural Design Abstracts*. Ankara, 1979.

A main issue to be taken into consideration is the occurrence of housing design exercises in different years, which is shown in the chart below. The table consists of the 21 years period from 1957 to 1978 and the corresponding design courses, which dealt with settlement, and housing design exercises for each year whether it is Arch 201/ 202 or Arch 301/ 302. Though very simple in appearance this chart can be, very important conclusions and assumptions can be derived from it. For instance, among twenty-one academic years period, the housing exercises were assigned only during eight years in the 2nd year design studio and eleven years in the 3rd year design studio. Similarly, for six separate academic years (1963-1964/ 1965-1966/ 1969-1970/ 1971-1972/ 1975-1976/ 1976/1977) housing project was assigned to students of neither 2nd nor 3rd year.

Instead, a single family house exercise are given to students of 2nd year like “A Residence” (Arch 202) and “A Weekend House” (Arch 201) during 1963-1964 and 1975-1976 academic years respectively and “An Apartment Housing” (Arch 302) and “An Apartment” (Arch 301) projects are given to students of 3rd year design studio during 1969-1970 and 1976-1977 academic years respectively. It should be pointed out that exercises such as single-family house and apartment housing are not included in the scope of the thesis because they fall out the range of settlement and housing design when analyzed in terms of scales used in projects and main objectives of the problem. It is interesting to observe that there are two generations of students (1961-1965/ 1969-1973) who did not deal with any housing design problem, including even the design of a single-family house during their whole education at M.E.T.U. if the assumption that no such exercises are given in the first and 4th year studio is true. Similarly, there are 3 generations of students (1958-1962/ 1966-1970/ 1972-1976) who have dealt with housing projects in two consecutive years during their education at M.E.T.U.

Another issue to be taken in consideration when analyzing the projects’ abstracts is the “scale” parameter used in each project as shown in Table 2. At a first glance, it can be understood that there is a great variation of working scales in the 2nd year studio whereas the opposite situation is valid for the 3rd year studio, which follows a systematic approach of working scales from one year to the other.

Table 1. The occurrence of Housing Design exercises in 2nd and 3rd year design studios during 1957-1978 period

Academic Year	2 nd Year Design Studio	3 rd Year Design Studio
1957-1958	Arch 202	
1958-1959	Arch 202	
1959-1960	Arch 201/ Arch 202	
1960-1961		Arch 302
1961-1962		Arch 301
1962-1963		Arch 302
1963-1964	Arch 202	
1964-1965	Arch 202	Arch 302
1965-1966		
1966-1967		Arch 301
1967-1968	Arch 202	Arch 302
1968-1969		Arch 301
1969-1970		Arch 302
1970-1971		Arch 302
1971-1972		
1972-1973	Arch 202	Arch 301
1973-1974	Arch 201	
1974-1975	Arch 202	Arch 301
1975-1976	Arch 201	
1976-1977		Arch 301
1977-1978		Arch 301

During the first 3 years (1957/ 1958/ 1959) of 2nd year studio there is an experimental attitude because of the huge jump between scales from one year to the other. It starts in 1957-1958 with a “Lodgings for Bachelors of M.E.T.U.” project at 1/100 scale and a year after the students of the same year are assigned a

settlement planning project of “A Town for 50.000” the plan of which is required at 1/10.000 scale.

Table 2. The working scales used for housing design exercises in 2nd year studios during 1957-1975 period

Academic Year	2 nd Year Studio
1957-1958	1/100 (only)
1958-1959	1/10.000 (only)
1959-1960	1/1000 --- 1/100
1964-1965	1/100 --- 1/50
1967-1968	1/1000 --- 1/200
1972-1973	1/2000 --- 1/200
1973-1974	1/50 --- 1/200
1974-1975	1/500 --- 1/100

The variations in scales are closely related with the factors like the aim and objective of the given subject. In the first mentioned exercise, the site of the project is “undetermined” and “doesn’t have any importance in the problem, but rather, the different functions of bachelor lodgings,”⁶⁴ whereas in the second project “the aim of the problem is to introduce students the idea of urban design” as it is stated in the architectural design abstract.⁶⁵ Another factor that determined the subject and scales seems to be the instructor’s profile. The aim of mentioning the education backgrounds of M.E.T.U. studio instructors is to get clues for understanding the university’s vision during its first years of establishment together with the design methodology applied in the university.

Because its founders were from American universities, an “American model” was applied to the organization and structure of the university whereas the architectural design studio instructions hold some of the references of the Bauhaus legacy. In

⁶⁴ Ibid. p.2

⁶⁵ Ibid. p.4

fact, the adopted teaching methods were based on a reformed version of the Bauhaus methods that were being applied in U.S. after World War II. None of the instructors had a Bauhaus educational background except Holmes Perkins who was a witness of the curriculum's shift in Harvard during 1936, from the teaching methods based on those of the Ecole de Beaux Arts towards "emerging European modernist style and philosophy."⁶⁶

Holmes Perkins was an architect and urban planner who graduated from Harvard University and later taught at Pennsylvania University. He was one of the persons who took part in the foundation of M.E.T.U. as a representative of U.N. and served as the Dean of the Faculty in the early years. It is interesting to mention that during the years (1940's) that he was teaching in Harvard together with Walter Gropius, Perkins developed a first year joint curriculum that brought together architecture, landscape and planning departments. This continued until 1950, because in 1951 he was transferred to Pennsylvania University where he transformed the curriculum of the university according to the collaborative and progressive curriculum of Harvard University.⁶⁷ In 1955, he moved to Turkey with the mission of establishing a university where he served as the Dean of the Faculty and meanwhile worked on the preparations of opening a planning department.⁶⁸

As it is stated by W.R.Woolrich, who was the first Consultant President, and subsequently the first Interim President of M.E.T.U. from 1959 to 1960, the university started initially with the "Faculty of Architecture" and "Community planning" which were brought together under the advisory direction of Dean Perkins.⁶⁹ Although he had teaching experiences in Harvard and later in the University of Pennsylvania, Perkins never taught design at M.E.T.U. but rather was in charge to select and assign the other faculty members. Maybe it was because of his presence and influence in M.E.T.U. that during the first years of the design studio, students were assigned settlement planning projects like "A Town for

⁶⁶ Alfred Alofsin. *The Struggle for Modernism-Architecture, Landscape Architecture and City Planning at Harvard*. New York: W.W.Norton & Company, 2002.

⁶⁷ *The Architectural Archives of the University of Pennsylvania, G. Holmes Perkins Collection*, p.4

⁶⁸ Ersoy, Uğur. *Bozkırı Yeşertenler-ODTÜ Kuruluş Yılları Anıları 1959-1963*. İstanbul: EVRİM Yayınevi, 2002. p.27.

⁶⁹ W.R. Woolrich. «A New Middle Eastern University with Modern Western World Objectives.» *Journal of Engineering Education*, 1960.

50.000” or “A Satellite Town for Ankara” with the aim “to introduce the students the idea of urban design”⁷⁰ by working on plans of 1/10.000 scale.

It seems that the first years of design education at M.E.T.U. were spent in a search on finding the appropriate exercise type and working scale in order to achieve an effective learning by students. A joint studio work of both Arch 201 and Arch 202 was held in 1959-1960 academic year.

Students were asked to “design a satellite town of 5000 inhabitants in Etimesgut for the city of Ankara”⁷¹ during Arch 201 course whereas during the consecutive term, Arch 202, students were first asked to design a cluster of residential units from a neighbourhood of the satellite town in Etimesgut which they dealt with in the previous semester, and then to concentrate on one unit in that neighbourhood. Therefore, a single project is given throughout one year but divided into two semesters according to the phases of the design process. Consequently, there is a variation in working scales from 1/1000 scale for the function schemas and models during the first term to 1/100 scale for the plans, sections, and elevations during the second term. A second year student in 1959-1960 who is also a faculty member, Turel Saranlı, also remembers their first studio assignment of the second year, Arch 201, was to design a town with a population of 5000 in Etimesgut as it was stated in the following abstract :⁷²

“Students are asked to design a satellite town of 5000 inhabitants in Etimesgut for the city of Ankara. A function schema, including traffic, residence, health, administration, education and commerce, is to be prepared by the students with the aim of formulation of building codes. Students are to work in groups of 7-8. Function schemas and models.....1/1000.”⁷³

Saranlı continues that the design process began with discussions on social structure of the city like “what is the city as a community”; “what are the scales to be worked with” and “what are the primary services to be provided”. Therefore, the design process followed by started from the social structure of the problem area (a

⁷⁰ Eşber Yolal. 1957-1978, *Tasarım Stüdyosu Çalışmaları-Architectural Design Abstracts*. 1979. p.4

⁷¹ Ibid.

⁷² Ibid.

⁷³ Ibid, p.5

target population was chosen for the project whether be it housing or a school building).

The phases of the process proceeded gradually from the macro scale decisions (settlement in the site), followed by the cluster design of the houses down to the micro scale decisions (design of the housing unit). The last phase of the design process consisted of designing a detail from that housing unit and the whole process was carried out during two semesters of the second year.

Hence, the design process followed a deductive method of teaching which proceeded from site planning to building design. There was a similarity in the teaching method and transition from macro-scale to micro-scale, between exercises assigned during 1959-1960, 1967-1968 and 1972-1973 academic years. In all exercises, students were required to make the physical planning of the environment which included a master plan of the site, dwelling units to house the people and recreational facilities. Hence the settlement exercises were used to make students acquire the notion of macro (site) and micro scale (structures).

It is interesting to notice that quite the opposite way of design process and teaching method was followed a year after. During the academic year of 1973-1974, a reversal in design process was experimented. The teaching method proceeded from the unit to cluster design and the scale varied from 1/50 to 1/200. The design process was divided into 5 phases and it started with an investigation and by working on students' living quarters' plans and furniture.

One possible influencing factor may be the presence of an instructor who had a special interest in industrial design among the other studio instructors.⁷⁴ Each unit space was designed separately and then they were brought together without taking into consideration the site inputs, as it was argued in the design abstract.⁷⁵

In the last phase, students were asked to study the mutual influences between the dwellings by adding this time the site inputs. It is observed that this assignment was the only case when housing design process started from a unit and proceeded with cluster design during 1957-1978 period. It was only in the 1974-1975 academic year that the working scale of housing design exercises varied from

⁷⁴ The group was directed by Cengiz Yetken, Eşber Yolal and Mehmet Asatekin who was among the founders of the Industrial Design Department later..

⁷⁵ Op.Cit.

1/500 to 1/100 scale in the second year, and it seems that from that year onward, the teaching method followed a similar systematic approach which continues even today.

When discussing the 3rd year design studio, just in terms of variations in the scales used, it can be observed that there are four main working scales when dealing with the project in the period between 1957 and 1978, as follows:

- 1/5000 for the environmental study which included proposals for the selected area, traffic arteries, green areas, centres, residential and working zones.
- 1/2000 and 1/1000 for the neighbourhood pattern which included part of the scheme, large enough to support a primary school, houses, centres, sub-centres and street pattern.
- 1/500 for the model and for the residential group and centre which included residential area to accommodate 200-250 families with a social activity centre - shopping, recreation and sports facilities.
- 1/200 for the house and flat plan(s), section(s) and elevation(s).

Table 3. The working scales used for housing design exercises in 3rd year studios during 1960-1978 period

Academic Year	3 rd Year Studio
1960-1961	1/500 --- 1/100
1961-1962	1/500 --- 1/50
1962-1963	1/500 --- 1/200
1964-1965	1/500 --- 1/200
1966-1967	1/500 --- 1/200
1967-1968	1/2000
1968-1969	1/1000 --- 1/200
1970-1971	1/100 --- 1/50
1972-1973	1/500 --- 1/200
1974-1975	1/1000 --- 1/100
1977-1978	1/1000 --- 1/100

As it is observed from the above chart, there was hardly any variation in working scales in the 3rd year since the foundation of M.E.T.U. and what is most important is that this “tradition” still continues at present. Hence several hypotheses can be derived on the subject like:

- The working scales of the housing project do not depend on the instructors’ profiles which have taught this subject in different decades at M.E.T.U.(this is relevant only for the 3rd year design studio)
- There has been no experimental attitude in the studio work, but on the contrary it has always followed the same systematic approach.
- The systematic approach in terms of scale affects the teaching methodology as well. It shows that the design process in studio work has always proceeded from macro-scale to micro-scale.
- At the beginning of this research, an assumption was done stating that settlement planning exercises dealing with large scales ceased to be assigned, when the Department of City and Regional Planning (CPR) was established in 1962. However, this research shows that the raised assumption proved to be false because even after the establishment of CPR, housing exercises dealing with large scales are present in the design studio curriculum.

2.1.2. The Housing Problem Definitions

This part shows the way housing problem exercises were given to the students of the 2nd and 3rd year studios during the period between 1957 and 1978. The themes and the project’ sites have varied according to each year as follows:

2nd year studio:

- (1957-1958) Arch 202: Ekmel Derya: LODGINGS FOR BACHELORS
- (1958-1959) Arch 202: William Cox: A TOWN FOR 50.000
- (1959-1960) Arch 201/202: William Cox, Gönül Tankut: A SATELLITE TOWN OF ANKARA
- (1964-1965) Arch 202: R. Corbelleti, A. Taşpınar, T. Akalın: MUSHROOM HOUSING ON 3 SITES: ÇANKAYA, DİKMEN, and AKDERE.

- (1972-1973) Arch 202: C. Yetken, M. Asatekin, E. Yolal: A SETTLEMENT FOR A GROUP OF ARCHAEOLOGISTS IN MILETUS/ F. Erpi, N. Arıkoğlu: A YOUTH CAMP
- (1973-1974) Arch 201/202: M. Asatekin, C. Yetken, E. Yolal: ACADEMIC STAFF DWELLINGS AT M.E.T.U./ K. Aran, İ. Kural: Coop-Housing
- (1974-1975) Arch 202: Eşber Yolal: HOUSING AT CANKAYA

As it can be seen from the above list, the character and the topics of housing exercises given in the 2nd year studio varied notably from one year to the other but still they can be classified under 3 main categories according to the topics dealt with as follows: housing for a specified target population, housing design in the urban scale and squatter housing as a social phenomenon.

Considering the first group, housing for a specified target population, here the criteria for the target population referred not to the number of population but rather to people's profiles for which the housing project was meant to be designed. The population's profile was an important aspect of the exercise because it affected the character of the housing project, its scenario and what was most important, the requirements to be fulfilled. Accordingly, a project for "academic staff dwellings at M.E.T.U." was given twice during 1957-1958 and later in 1973-1974 academic years. Students were asked to design lodgings for bachelor staff in order to "improve their abilities to organize simple spatial relationships" in comparison to a traditional apartment house.

While the above mentioned examples were exclusively concerned with the functional spatial relationships, there were also other cases when 2nd year students were required to do the physical planning of the environment in projects like "A Settlement for a Group of Archaeologists in Miletus" and "A Youth Camp in Ankara" (1972-1973) which included a master plan of the site, dwelling units to house the people and recreational facilities. The aim of this exercise was to give students an idea about "macro (site) and micro scale (buildings)"⁷⁶ as well as "to create the notion of adaptability to environmental factors such as climate and topography."⁷⁷ It is worth mentioning the 2nd year studio housing exercises one by one because each of them deals with different themes and problem definitions.

⁷⁶ Ibid, Arch 202 Project Brief, 1972-1973

⁷⁷ Ibid

For instance, during 1973-1974 academic year, a Coop-Housing project was assigned to students by Kemal Aran and İlhan Kural. The aim of the project was to simulate a collective decision making process with students who represented each their own family which had supposedly joined to a housing cooperative. As Candaş Bilisel notes, the same exercise was repeated much later in 1997-1998 academic year together with Mualla Erkılıç, Nergis Öğüt, Can Baykan, Candaş Bilisel and research assistants. The project was titled “A Settlement in Yalıncağ” and its main theme was the usage of pattern language.⁷⁸ It is interesting to point out that students were encouraged to use the pattern language method in both group and individual work. The method was adopted from the book with the same title *A Pattern Language* written by Christopher Alexander together with Ishikawa and Silverstein. The pattern language was based “upon the principle of user control over the process of environmental and building design.”⁷⁹ Even the term *co-housing* was a result of the possibility given to middle class groups to share resources and “good life” conceptions in between them, hence by reducing the issue of power in design to their level of expectations.⁸⁰

The second housing exercise type was of a different character, because this time, the housing projects were handled in an urban scale and context. These exercises, given on two consecutive academic years like 1958-1959 and 1959-1960, were conducted by the instructor and architect William Cox. Students were asked to design a town for 5000 inhabitants in Etimesgut for the city of Ankara. The multifunctional schema included traffic, residence, health, administration, education and commerce. In the following term, students were asked to design a cluster of residential units, in one of the neighbourhoods of the satellite town of Ankara, and then to concentrate on one unit in that neighbourhood.

It is important to point out the hierarchy in the way the housing problem was introduced to the students. It started with the macro scale which was the design stage of a satellite town, later it proceeded with the neighbourhood design, a cluster of housing units and finally it ended with the micro scale which was a unit of

⁷⁸ Emel Aközer, Rana Nergis Öğüt ed., *Mimarlık, Eğitim, Gelenek ve Yenilik/ Kemal Aran'a Armağan*. Ankara: METU, Faculty of Architecture Publications .

⁷⁹ Tony Ward. «Resistance or Reaction? The Cultural Politics of Design.» *Architecture and Behaviour*, 1993. p.10

⁸⁰ Ibid

the housing cluster. The last exercise type was based on the social and architectural dimensions of the squatter housing problem, also referred to as “mushroom” housing in the project title in the 1964-1965 academic year. The squatter houses emerged as early as mid 1940s in Ankara as a result of housing shortage in the face of the population growth of the capital city. Later after 1950s the squatter housing or shanty towns became a widespread problem in all big cities of Turkey in parallel with the population flow from rural areas to the cities. The process continued exponentially all through the 1960s and 70s, bringing along social problems besides physical and infrastructural problems.

The design problem given in Arch 202 in the 1964-65 academic year was based on intensive research on the 3 offered sites, about the physical, economical, structural and environmental variables. Students were asked to “arrive at a solution of the environment and individual dwellings within the limited physical means and materials, yet towards a satisfying settlement.”⁸¹ The design process consisted of two phases: the first stage was a team work of research whereas the second one was individual work on the various scales and aspects of mushroom housing design.⁸² As it was mentioned at the beginning, the periodization of this research is based on the available material, both unpublished and published by the Department of Architecture at M.E.T.U. As a consequence, the problem definition or design process was evaluated and described according to the published abstracts.

3rd year studio:

- (1960-1961) Arch 302: E. Demirkaya, O. Özgüner, G. Switzer, A. Bilgutay: MASS HOUSING AT ÇANKAYA
- (1961-1962) Arch 301: O.Özgüner, Hammeschmidt: HOUSING AT ÇANKAYA
- (1962-1963) Arch 302: O.Özgüner, Hammeschmidt, D. Pamir: HOUSING IN ANKARA
- (1964-1965) Arch 302: D. Pamir, Sheila Rotner: SOCIAL HOUSING FOR INDUSTRIAL WORKERS

⁸¹ Eşber Yolal. 1957-1978, *Tasarım Stüdyosu Çalışmaları-Architectural Design Abstracts*. Arch 202 Project Brief (1964-1965)

⁸² Ibid

- (1966-1967) Arch 301: O. Özgüner, E. Şahinbas, T. Aktüre: A HOUSE AND HOUSING
- (1968-1969) Arch 301: F. Erpi, E. Şahinbaş, T. Aktüre, E. Şahinbaş, N. Erem, G. Aslanoğlu: NEIGHBOURHOOD UNIT FOR 5000 INHABITANTS
- (1972-1973) Arch 301: A. Taşpınar, D. Elbruz, G. Evyapan, A. Düzgüneş: COLLECTIVE HOUSE
- (1974-1975) Arch 301: M. Adam, T. Aktüre, G. Evyapan, M. Turan, K. Seyithanoğlu: RESIDENTIAL AREA DEVELOPMENT
- (1977-1978) Arch 301: Ü. Çopur, T. Aktüre, H. Pamir: RURAL HOUSING

Another issue to be analyzed for the housing exercises is the context in which the projects were given and the location of the site. In this context the first architectural design exercises assigned to students during late 1950's and beginning of 1960's were in a search of making the students become acquainted with both the rural and urban context in line with the developments of 1960s. So it seems as if there is a shift from the problematic of rural areas during 1960's to the problematic of historical urban context during 1980's and the problematic of urban/suburban areas today.

2.2. Housing Exercises during 1982-1996 Period

Following the same working method as in the previous section of the thesis, this part is based again on a brief study about housing design exercises in the design education at M.E.T.U. covering a period from 1982 to 1996. Depending on the different character of the sources, the assessment on the housing projects will be done in two directions: analysis based only on the visual materials collected as well as the ones that are available from the *Stüdyolar* periodical, and analysis based on the project abstracts corresponding to 1990-1996 period.

Table 4. The project sites chosen for housing design exercises in 2nd year studios during 1957-1975 period

Academic Year	2 nd Year Studio
1957-1958	Undetermined site in the city.
1958-1959	Undetermined site
1959-1960	Etimesgut in Ankara
1964-1965	3 sites in Ankara (Çankaya, Dikmen, Akdere)
1967-1968	Old Neighbourhood in Ankara
1972-1973	Miletus, archaeological site
1973-1974	M.E.T.U. Campus
1974-1975	Çankaya in Ankara

Table 5. The project sites chosen for housing design exercises in 3rd year studios during 1960-1978 period

Academic Year	3 rd Year Studio
1960-1961	Çankaya in Ankara
1961-1962	Çankaya in Ankara
1962-1963	Çankaya in Ankara
1964-1965	Ankara/Mersin
1966-1967	Yenimahalle, Bahçelievler, Kavaklıdere in Ankara
1967-1968	M.E.T.U. campus
1968-1969	Gecekondu Area
1970-1971	Undetermined site
1972-1973	M.E.T.U. campus
1974-1975	Yenimahalle, Çankaya in Ankara
1977-1978	Poyrazköy

Hence, after having scanned the totality of the material collected on the architectural design studios of the period, the project titles related to housing and settlement design can be outlined as below, following a chronological order (assignments related to the design of single houses or apartments are not included in the list below):

- (1984-1985) Arch 301-Zeytinlikahve Summer Resort
- (1985-1986) Arch 301-Gonul Evyapan: HIGH RISE HOUSING PROJECT NEAR ANKARA (KORU HOUSING ESTATE)/ Ilhan Kural: KORU HOUSING ESTATE
- (1986-1987) Arch 102- Unknown Instructor: A VILLAGE FOR CONTEMPLATION
- (1987-1988) Arch 301- Ali Cengizkan: GROUPEd HOUSING AT MERSIN/Enis Kortan: HOUSING FOR ACADEMIC AND ADMINISTRATIVE STAFF AT M.E.T.U./ Gonul Evyapan: HOUSING IN BAHCELIEVLER and ESAT
- (1988-1989) Arch 301- Ali Cengizkan: AN ALTERNATIVE HOUSING PROPOSAL ON A CITY BLOCK AT KUCUK ESAT
- (1990-1991) Arch 301- Ali Cengizkan, Enis Kortan, Ali O.Öztürk: KADIRGA'DA KONUT, SULTANAHMET, ISTANBUL/ Gonul Evyapan, Korkut Onaran: HOUSING AT BAHÇELİEVLER
- (1991-1992) Arch 301-Gönül Evyapan, Erkin Aytaç: HOUSING AT BAHÇELİEVLER, ANKARA/ S.Yavuz, Ercüment Erman: SOCIAL HOUSING AT BAHÇELİEVLER/ Enis Kortan, Ali Osman Öztürk: HOUSING AT BAHÇELİEVLER, ANKARA
- (1992-1993) Arch 102: CLAY BELT/CLUSTERS IN A VALLEY/ Arch 201- Kemal Aran, Vacit Imamoğlu, Emel Aközer, Nergis Öğüt, Yaprak Yolal, Zeynep Mennan: IDENTIFIABLE NEIGHBOURHOOD
- (1993-1994) Arch 102: A "CITY" FOR ARCHITECTURAL STUDENT/ Arch 202-Mualla Erkiliç, Emel Aközer, Zeynep Mennan: URBANEXPERIMENT IN AKYURT/ Arch 301-Ali Cengizkan, Şebnem Yalınay: HOUSING IN KAYSERİ/ Arch 301-Gönül Evyapan, Erkin Aytaç, Berin Gür: HOUSING IN KONYA
- (1994-1995) Arch 301-Gönül Evyapan, Erkin Aytaç, Berin Gür/ Aydan Balamir, Enis Kortan, Altuğ İşeri: APARTMENT HOUSING/ Ali Cengizkan,

Ercüment Erman, Şebnem Yalınay: REPLACEMENT, KORU DISTRICT HOUSING

- (1995-1996) Arch 301-Aydan Balamir, Enis Kortan, Arda Düzgüneş: ODTU-KOY KONUTLARI/ Gönül Evyapan, Erkin Aytaç, Berin Gür: HOUSING IN KONYA/ Ali Cengizkan, Ercüment Erman, Şebnem Yalınay: REMODELING OF ERYAMAN-3

For the period between 1985 and 1990, only project titles could be found from the slides of the student works taken from the faculty archive, while project briefs are missing. Whereas for the period between 1991 and 1996 the project briefs could be obtained from the *Stüdyolar* periodical. As it has been explained in the Introduction before, the present research focuses on the third year housing projects, although similar subjects were given as assignment in the other studios as well. But, the reason why the study concentrates on the third year is the fact that it has been given systematically in this year, and introduced to the studio objectives, from 1987 onwards.

Overall, the analysis will take in consideration issues like: how often the housing projects are assigned, scales required to work with, the content of the problem definition as far as it can be understood from the project titles, location of the site whether rural or urban context and last, the target population or users' profile. To facilitate the understanding of frequency of housing projects in the studio courses for the period of 1980's until mid-1990s, the above list is converted into the table below. During eleven years, almost every year, students of the 3rd year studio studied housing projects systematically though there were also exceptions: for the 1986-1987 and 1989-1990 academic years the data is missing. In addition to Arch 301-302 courses, similar housing projects were given in other studios like Arch 102, Arch 202 and graduate studio course as well.

It has been a difficult task to choose among the projects' slides the ones that fall into the "housing" project category. Except for the cases when the content of the project was made clear from the project title as in the case of "High-Rise Housing Project near Ankara" (1985-1986), "Grouped Housing at Mersin" (1987-1988) and similar, a primary criteria has been the site plan organization and consequently the scales at which the design studies were carried out as far as it can be understood from the visual materials. A housing project is quite complex as a design problem

because it is composed of several parameters,⁸⁶ it is one of the rare problems that brings together site, location and context. These are parameters which are reflected in the problem definition, characterizing housing exercises.

Table 6 Showing the distribution of Arch 301 courses and other courses which have dealt with housing projects during 1985-1996 period

Academic Year	3 rd Year Design Studio	Other Studios
1985-1986	Arch 301 (2 sections)	Arch 502
1986-1987	-	Arch 102
1987-1988	Arch 301 (3 sections)	-
1988-1989	Arch 301	-
1989-1990	-	-
1990-1991	Arch 301 (2 sections)	-
1991-1992	Arch 301 (3 sections)	-
1992-1993	-	Arch 102/Arch 202
1993-1994	Arch 301 (2 sections)	Arch 102/Arch 202
1994-1995	Arch 301 (2 sections)	-
1995-1996	Arch 301 (3 sections)	-

When analyzing the housing assignments only by their title, as it is shown in the above list, in the third year nearly all the projects are given in urban context while in the second year studio, usually the project sites were located in rural context. Further classification of the exercises can be organized into three other groups, with regard to context, which can be listed as:

- **Housing Projects in Traditional, Historical Context**

1987-1988-Ali Cengizkan; GROUPED HOUSING AT MERSIN

1990-1991- Ali Cengizkan, Enis Kortan, Ali O.Öztürk: KADIRGA'DA
KONUT, SULTANAHMET, ISTANBUL

1993-1994- Ali Cengizkan, Şebnem Yalınay: HOUSİNG İN KAYSERİ

- Gönül Evyapan, Erkin Aytaç, Berin Gür: HOUSING IN KONYA

⁸⁶ Ali Cengizkan, and Şebnem Yalınay. «Replacement-KORU District Housing.» *Stüdyolar*, Temmuz 1995.p. 91

1995-1996- Gönül Evyapan, Erkin Aytaç, Berin Gür: HOUSING IN KONYA

- **Housing Projects at the Fringes of Ankara**

1985-1986- Gönül Evyapan, İlhan Kural; HIGH RISE HOUSING PROJECT
NEAR ANKARA (KORU HOUSING ESTATE)

1987-1988- Enis Kortan; HOUSING FOR ACADEMIC AND
ADMINISTRATIVE STAFF AT M.E.T.U.

1991-1992: M.E.T.U. HOUSING

1994-1995- Ali Cengizkan, Ercüment Erman, Şebnem Yalınay:
REPLACEMENT- KORU DISTRICT HOUSING

1995-1996- Aydan Balamir, Enis Kortan, Arda Düzgüneş: ODTU-VILLAGE
HOUSING

- Ali Cengizkan, Ercüment Erman, Şebnem Yalınay: RE-
MODELLING OF ERYAMAN-3

- **Housing Projects in City-Centre, Ankara**

1987-1988- Gönül Evyapan; HOUSING IN BAHCELIEVLER AND ESAT

1988-1989- Ali Cengizkan; AN ALTERNATIVE HOUSING PROPOSAL ON
A CITY BLOCK AT KUCUK ESAT

1990-1991- Gönül Evyapan, Korkut Onaran; HOUSING AT
BAHCELIEVLER

1992-1993-Gönül Evyapan, Erkin Aytaç: HOUSING AT BAHÇELIEVLER
S.Yavuz, Ercüment Erman: SOCIAL HOUSING AT
BAHÇELIEVLER

Enis Kortan, Ali Osman Öztürk: HOUSING AT
BAHÇELIEVLER

1994-1995: Aydan Balamir, Enis Kortan, Altuğ İşeri; APARTMENT
HOUSING

It can be observed that there is an equal distribution of the project types through the years of study for the period from 1985 to 1996. For instance when taking into consideration only the first group, the one that housing projects were given in traditional, historical context, it is clear that such kind of projects were assigned not only during 1990's but even during 1980's. It is important to note that the discussion of creating awareness in students about historical urban context began in early 1980's, and the attempts were done not only in the third and fourth year

design studio, but starting from the first year. A compulsory course named *Architectural Survey*, thought to the first year students, in this period, dealt specifically with how to perceive the historical environments.⁸⁷

Designing new buildings in historical context continued in the second year architectural design studio conducted by professor Kemal Aran. However, later the focus of the studio shifted towards the discussion of integrating “[...]several cultural values inherited in vernacular architecture to the modern life.”⁸⁸ A frequent design exercise that was given in this scope was Tatar House theme assigned in different years as follows: Fall term of 1980-1981, 1982-1983, 1989-1990, and 1992-1993 academic years.⁸⁹

There are two issues of why a sensibility towards historical environments started to dominate the period as Candaş Bilisel discusses in an interview about the developments which occurred in faculty during 1983-2006 period.⁹⁰ It was a period when attempts were done to increase the sensibility towards Turkey’s rich historical heritage which was being destroyed and secondly, it was a period when Post-Modernism was gaining ground and importance in the international arena, but this doesn’t mean that Post-Modernist movement was the order of the day at METU during that period. In the same interview, instructor Elvan Altan who was also a student the end of 1980’s, adds that the discussion of Post-Modernism and a critical stance towards Modernism was present at the Faculty of Architecture in M.E.T.U. in this period, but still a strong modernist approach was followed in the design studios,⁹¹ maybe because the general educational formation of the instructors was based on strong modernist principles.

When analyzing the content of the project briefs, the first three projects that take place in the list correspond to one of the studio sub-groups conducted by Ali Cengizkan together with different young assistants as Ali Osman Öztürk and Şebnem Yalınay. Each year these projects were given in different Turkish cities rich in traditional and historical values like Mersin, Istanbul and Kayseri. It is to

⁸⁷Sevgi Aktüre , Sevin Osmay, ve Ayşen Savaş. *Anılar, Bir Sözlü Tarih Çalışması*. Ankara: METU, Faculty of Architecture Press, 2007. p.269

⁸⁸Erkiliç, Mualla, ve Esra Akcan. «Theory and Practice of Architectural Design.» *Stüdyolar*, Temmuz 1994.p.30

⁸⁹Emel Aközer, Rana Nergis Öğüt ed., *Mimarlık, Eğitim, Gelenek ve Yenilik/ Kemal Aran'a Armağan*. Ankara: METU, Faculty of Architecture Publications .

⁹⁰Sevgi Aktüre, Sevin Osmay, Ayşen Savaş, ed., *Anılar, Bir Sözlü Tarih Çalışması*. p.273

⁹¹Ibid

note that in an interview conducted with Cengizkan, he pointed out that he felt the necessity of assigning studio projects under the headings of “design in the urban context” and “design in a historical context”, and in fact, this was one of the reasons which pushed him to conduct an independent studio group within the third year design studio.⁹²

Whereas the other projects assigned in historical urban context belonged to another studio sub-group which was directed by Gönül Evyapan with the assistance of Erkin Aytaç and Berin Gür. It is interesting to note that this group repeated the housing exercise in three consecutive years in the same site, i.e. in Konya, as it is mentioned in the project abstract written for *Stüdyolar* periodical of 1995-1996 academic year: the group “dealt [f]or the third time” with a housing project in an urban block around Mevlana Külliyesi in Konya.⁹³ In the abstracts of “Housing in Konya” assignments, the main studio objective, at least for this particular sub-group, was explained as: “[s]tudents should encounter the multi-dimensional topic of “housing” with its various scales to be unified in a whole”.⁹⁴ Still, it was considered that giving the housing project in a real site, characterized by traditional and historical values, would introduce additional dimensions to the project and to the expected learning outcomes.

With these kinds of exercises, it was aimed to develop students’ awareness towards the historical urban context having a strong identity characterized by its history, location and architectural features. But still, they had to propose “[a] representative urban housing environment that creates an identity of its own.”⁹⁵ In such kind of exercises, there is always the problem of tension that exists between the old and the new, but still it is this tension which guides the organization, proportioning, scaling and massing of the constituents, as the instructors pointed out.⁹⁶ It seems as if the studio objectives and learning outcomes did not differ very much from one sub-group to another; because the same discussion of how to deal with housing projects when given in historical contexts was valid for the other group as well.

⁹² Ibid, p.234

⁹³ Gönül Evyapan, Erkin Aytaç, and Berin Gür. «Housing in Konya, Infill the Urban Block .» *Stüdyolar*, Temmuz 1996. p.84

⁹⁴ Gönül Evyapan, Erkin Aytaç, ve Berin Gür. «Housing in Konya.» *Stüdyolar*, Temmuz 1994. p.54

⁹⁵ Ibid, p.55

⁹⁶ Ibid

The housing project in Kadirga was assigned in an archaeological site, composed of Hippodrome walls, St. Sergius Bacchus Church, Kadirga Mosque and non-functional Çardaklı Hamam. Since the site was defined by such structures of historical importance, the design problem was expected to be handled in a controlled and careful way by students. What made the project a tough one was again the discussion about the confrontation of the old and new and the tension created between them, which on one hand restricted the freedom of students whereas on the other hand it helped them to reveal different dimensions of their creativity. Moreover, this kind of exercises helped students to get introduced to discussions about how to handle a project when given in an urban context, as it was mentioned in the project brief written for *Stüdyolar* periodical of 1990-1991 academic year:

“The actual housing condition, the relation of users with the new proposed housing, the discussions about environment transformation and the adaptation of the housing masses to the surrounding environment, and the way how to handle the different scales of Istanbul/ Old Peninsula/ Nearby environment (users profile and spatial continuity: identity, main axes, nodes, zones, and circulation hierarchy) were used as a tool for students to be introduced to discussions about urban context issues”.⁹⁷

It is important to note that giving a housing assignment in a traditional and historical context, prepares the ground not only for discussions about issues of urban context, but it offers a platform for the discussions of urban design and its varying scales as well, as it is mentioned in one of the housing project abstracts “Kayseri’de Konut” (Housing in Kayseri):

“In order to be able to suggest how this particular urban piece adapts to the whole Kayseri city and at the same time to propose how the architectural properties are adapted and applied to the other functions as well, the project is carried out at scales starting from the urban scale of 1/5000 to end up with the individual building scale of 1/100.”⁹⁸

⁹⁷ Ali Cengizkan, Enis Kortan, ve Ali Osman Öztürk. «Housing in Kadirga.» *Stüdyolar*, Temmuz 1991.p.19

⁹⁸ Ali Cengizkan, ve Şebnem Yalınay. «Housing in Kayseri.» *Stüdyolar*, Temmuz 1994.p.52

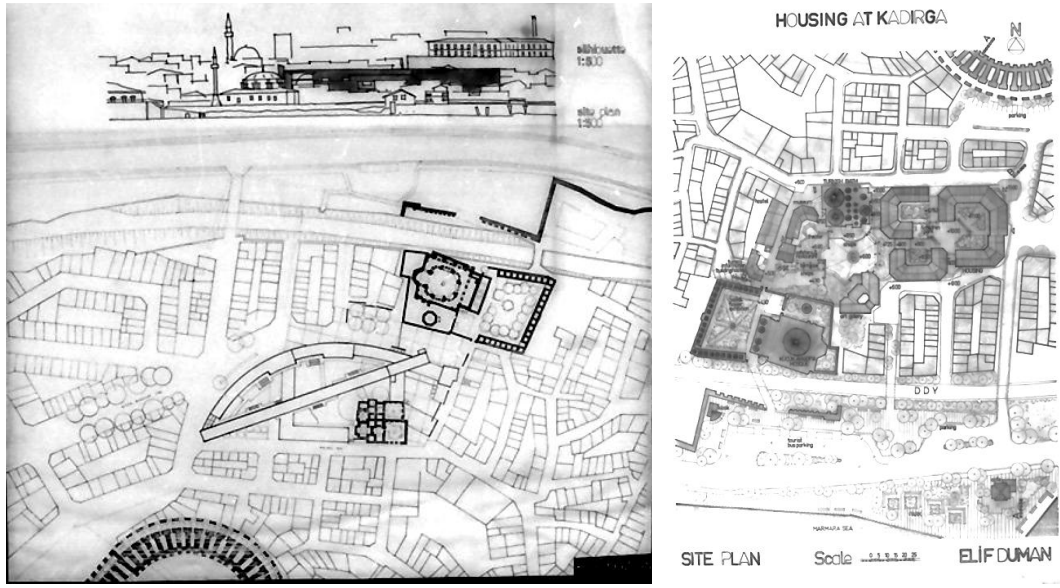


Figure 2 Students project, Arch 301: Housing in Kadirga, Sultanahmet, Site Plan, 1990-1991 academic year

In the housing projects listed above, nothing referred to the housing density or the user profile, probably because the user profile was assumed to be determined by the projects locations, since the projects were located in cities with characteristic features. It seems as if the main objective of housing exercises focused on how to in-fill the urban block and create an urban whole, which involved a discussion about urban design issues and working scales. It is important to point out that assigning a project in historical urban context, when focusing on the third year design studios, brought novelty especially in the urban scale issue and how to deal with projects in a larger urban context.¹⁰¹

¹⁰¹ Sevgi Aktüre , Sevin Osmay, ve Ayşen Savaş. *Anılar, Bir Sözlü Tarih Çalışması*. p.278
Regarding this discussion, Bilsel draws attention to Urban Design education in architectural curriculum, by referring to two courses: Principles of City Planning and Urban Design, and Urban Design Studio which used to be given to architecture students by instructors of department of City Planning.

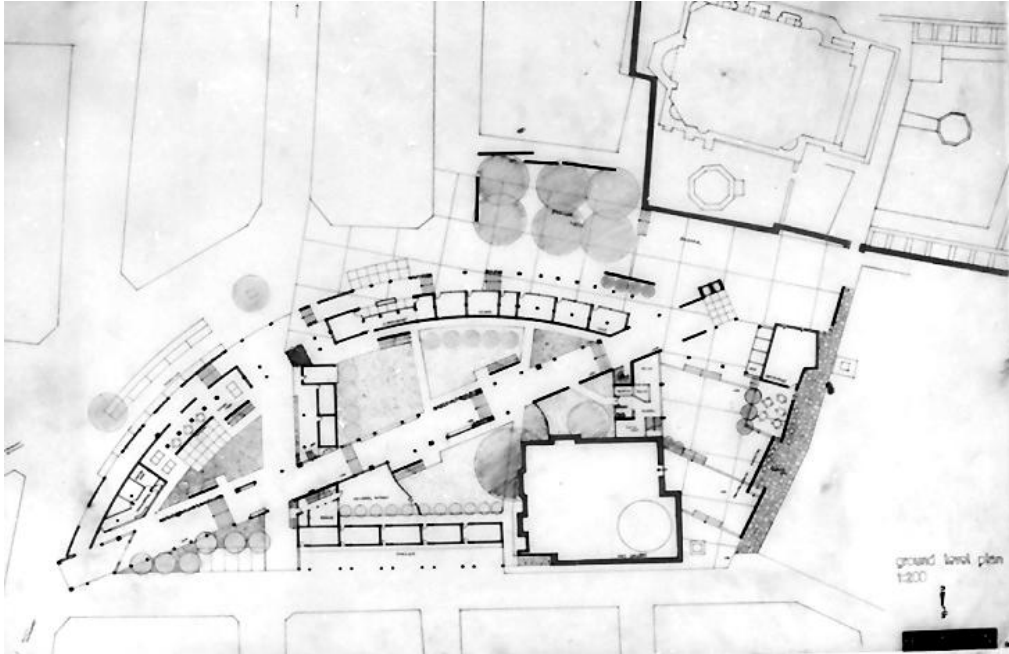


Figure 3 Student: Kerem Yazgan, Arch 301: Housing at Kadirga, Sultanahmet, Ground Level Plan, 1990-1991 academic year

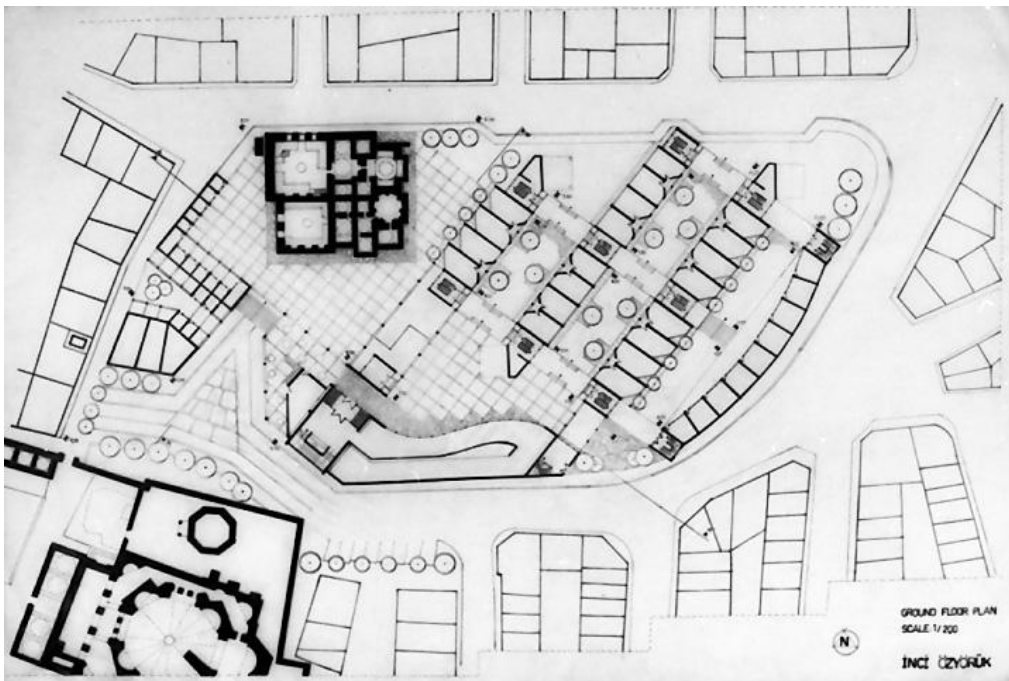


Figure 4 Student: İnci Özyörük, Arch 301: Housing at Kadirga, Sultanahmet, Ground Level Plan, 1990-1991 academic year

In the classification done at the beginning of this part of the chapter, the second group of housing projects are classified as projects given at the fringes of Ankara city. During 1985-1986 academic year, the two studio subgroups conducted by Gönül Evyapan and İlhan Kural assigned to students the same project: “High Rise Housing Project near Ankara” (Koru Housing Estate). In the following years, some of the projects were frequently repeated. As such are the projects of the topic “M.E.T.U. Housing” which were given during 1987-1988, 1991-1992 and 1995-1996. It is interesting to mention that other projects of the same topic were assigned during 1960’s and 1970’s as well.

The only project brief that is available regarding the topic is “ODTÜ-KÖY Konutları” (M.E.T.U. Housing) assigned during fall term of 1995-1996 academic year under the supervision of Aydan Balamir, Enis Kortan and Arda Düzgüneş. The problem posed was based on an actual project which would answer to the housing needs of M.E.T.U. staff and was planned to be implemented in three phases. The site was located on the southern hillside of M.E.T.U. campus and students were asked to develop an alternative planning proposal for the 2nd phase of the settlement by keeping the 1st phase unchanged.

As it was described in the project brief for *Stüdyolar* periodical of 1995-1996 academic year,¹⁰² students were encouraged to develop their designs being based upon zoning status, housing typology and users’ profiles which were predetermined in the actual housing proposal and they had to develop their own speculations depending on these issues.

¹⁰² Aydan Balamir, Enis Kortan, and Arda Düzgüneş. «ODTÜ-KÖY Konutları.» *Stüdyolar*, Temmuz 1996. p.76



Figure 5 Student Enis Öncüoğlu, Arch 301: Housing for Academic and Administrative Staff at M.E.T.U., Site Model, 1987-1988 academic year

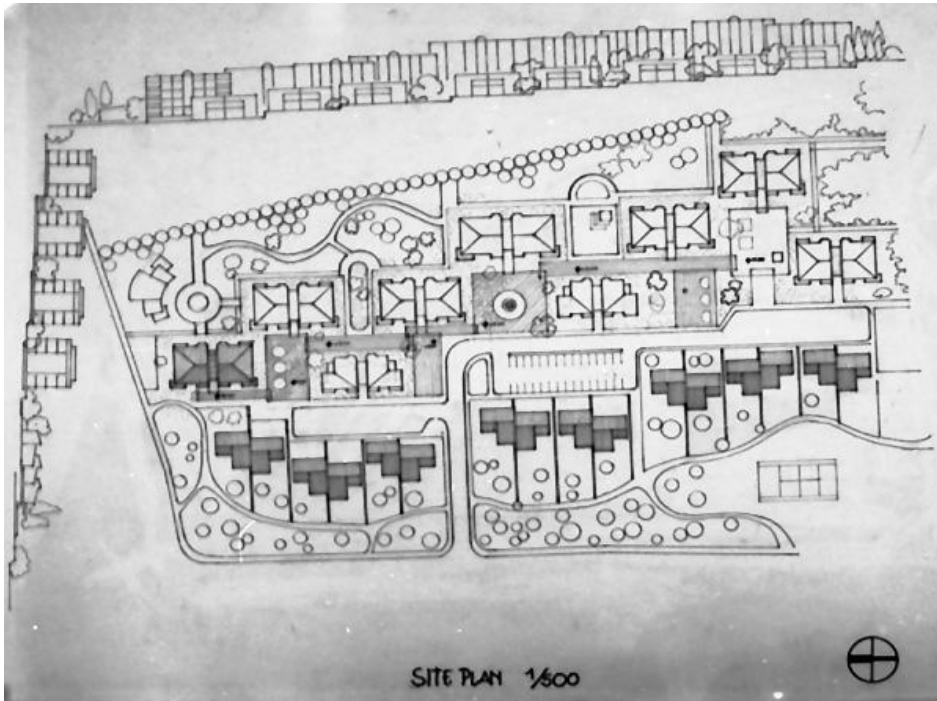


Figure 6 Student Enis Öncüoğlu, Arch 301: Housing for Academic and Administrative Staff at M.E.T.U., Site Plan, 1987-1988 academic year

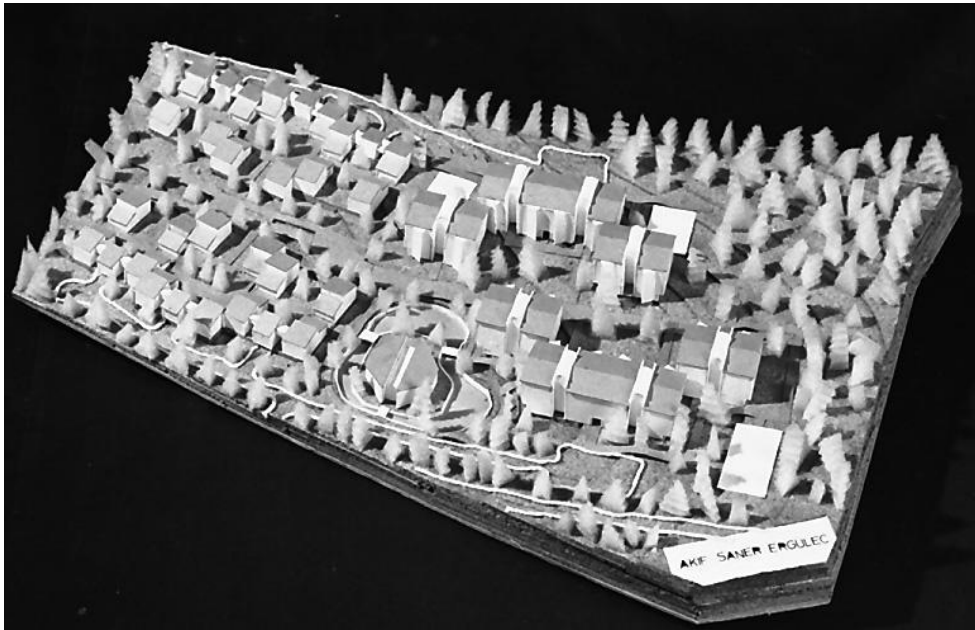


Figure 7 Student Şaner Ergüleç, Arch 301: Housing for Academic and Administrative Staff at M.E.T.U., Site Model, 1987-1988 academic year

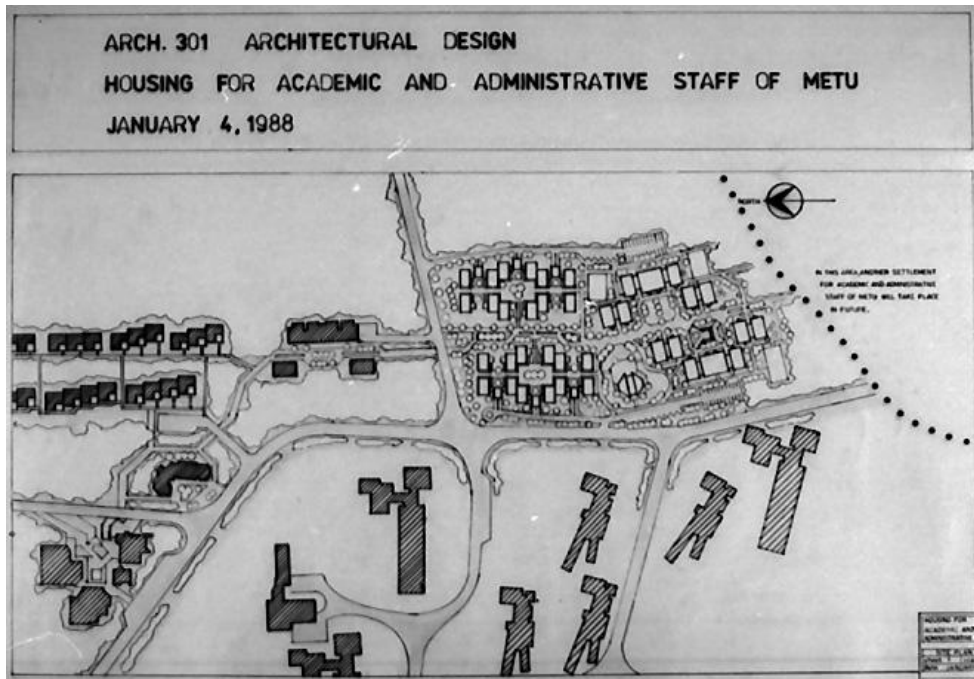


Figure 8 Student Şaner Ergüleç, Arch 301: Housing for Academic and Administrative Staff at M.E.T.U., Site Plan, 1987-1988 academic year

As it was described in the project brief for *Stüdyolar* periodical of 1995-1996 academic year,¹⁰³ students were encouraged to develop their designs being based upon zoning status, housing typology and users' profiles which were predetermined in the actual housing proposal and they had to develop their own speculations depending on these issues. It is important to point out that what was expected from such kind of project assignments given in a vacant area away from the city was the emphasis put on two important issues like the relationship of the settlement with the topography and solving the complexity of bringing together different housing units. Similar projects about developing a new settlement area in the outskirts of Ankara were also assigned by another third year design studio subgroup at the same academic year as the above mentioned one. The housing project entitled "Replacement-Koru District Housing" had also been repeated even in a previous year (1985-1986). The same project was assigned to students in 1985-1986 academic year by two studio subgroups directed by instructors Gonul Evyapan and Ilhan Kural respectively.

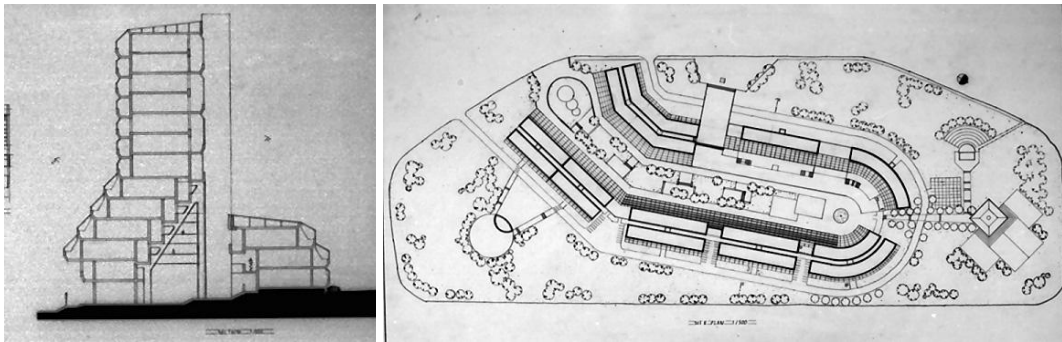


Figure 9 Student Hilmi Güner, Arch 301: Koru Housing Estate, Site Model, 1985-1986 Academic Year, Gönül Evyapan Subgroup

¹⁰³ Aydan Balamir, Enis Kortan, and Arda Düzgüneş. «ODTÜ-KÖY Konutları.» *Stüdyolar*, Temmuz 1996. p.76

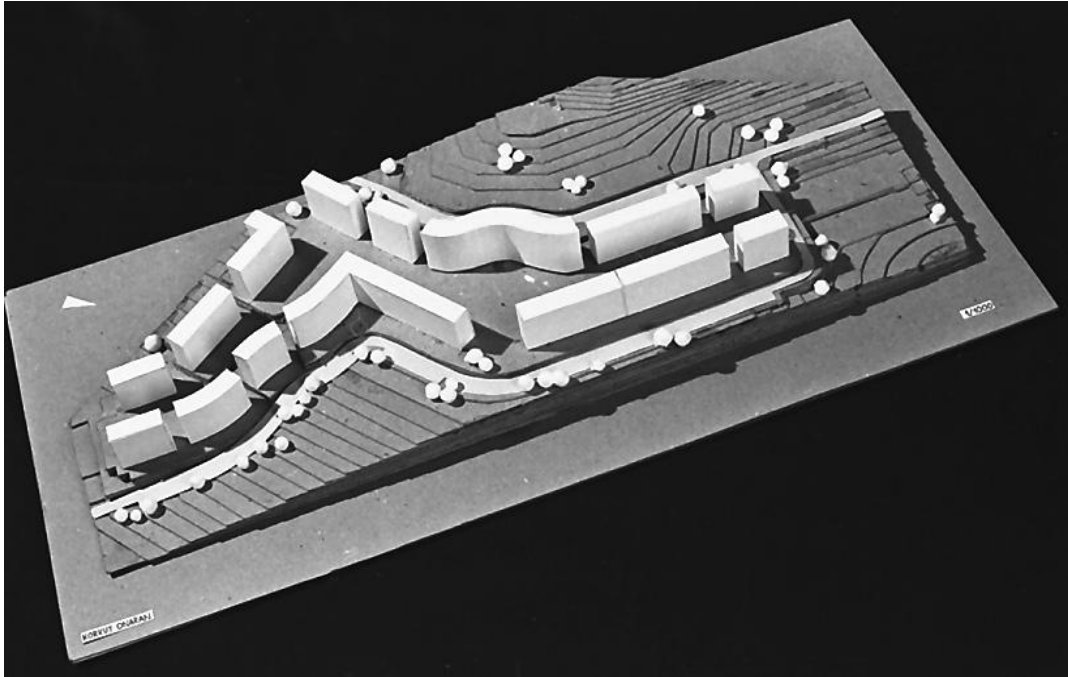


Figure 10 Student Korkut Onaran, Arch 301: Koru Housing Estate, Site Model, 1985-1986 Academic Year, Ilhan Kural Subgroup

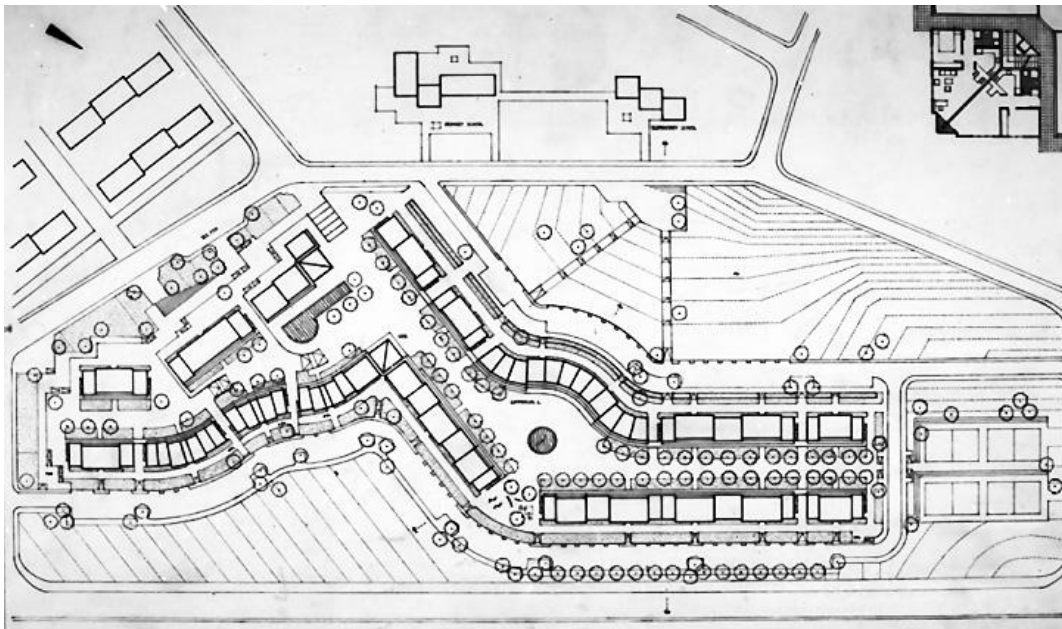


Figure 11 Student Korkut Onaran, Arch 301: Koru Housing Estate, Site Plan, 1985-1986 Academic Year, Ilhan Kural Subgroup

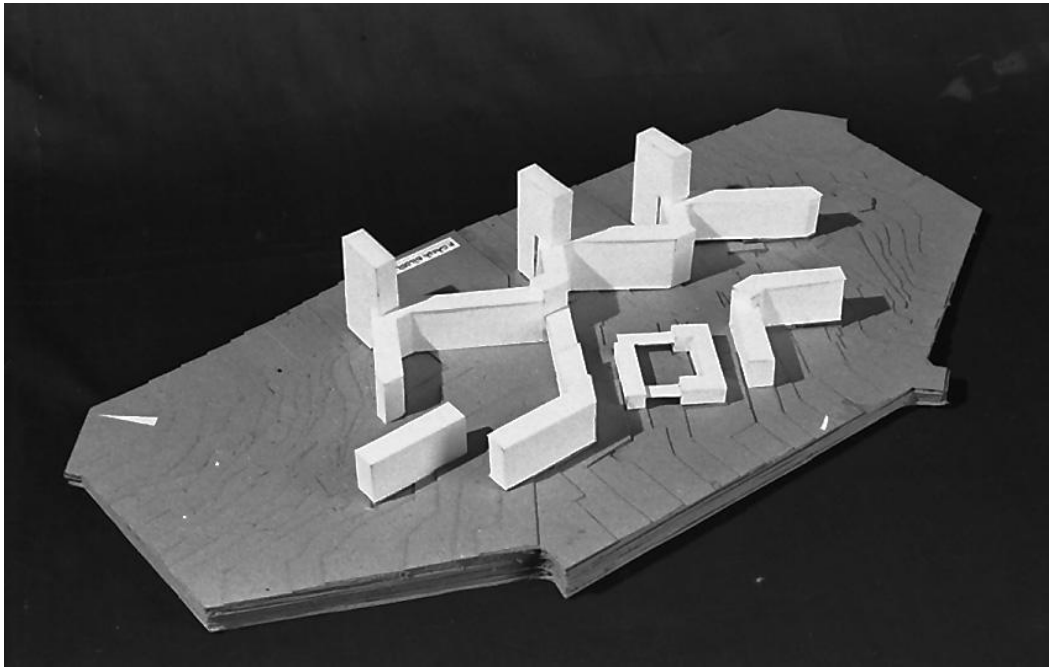


Figure 12 Student Cânâ Bilsel, Arch 301: Koru Housing Estate, Site Model, 1985-1986 Academic Year, Gonul Evyapan Subgroup

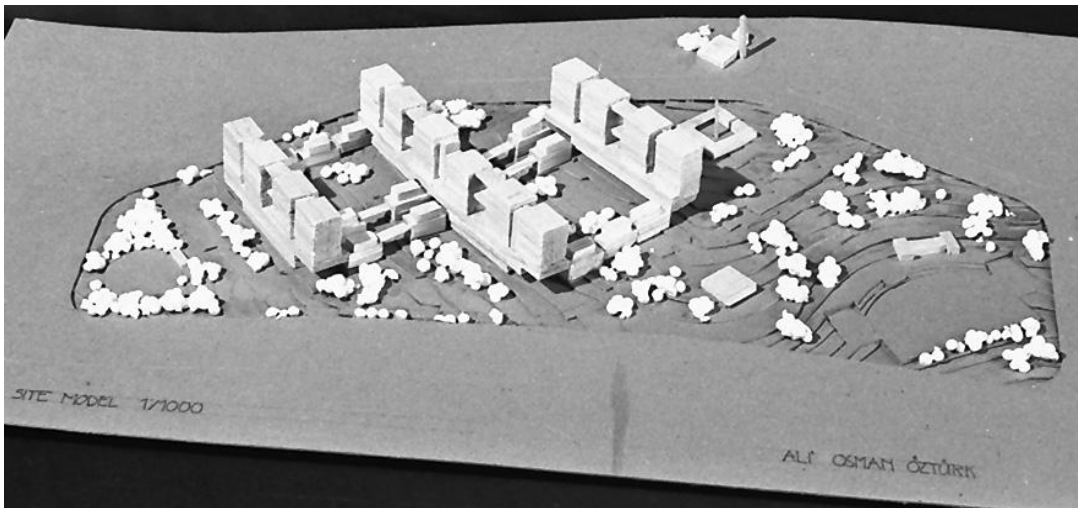


Figure 13 Student Ali Osman Öztürk, Arch 301: Koru Housing Estate, Site Model, 1985-1986 Academic Year, Gönül Evyapan Subgroup

As it is shown in the students' works, the housing projects were given in the outskirts of Ankara to form a new neighbourhood or urban extension to be added to the city. By judging the high massive blocks proposed by students, it is understood that a high-density housing project was assigned during 1985-1986 academic year. The reason of assigning such kind of projects during 1980's may be closely related with the actual urbanization process and housing developments in Ankara in that period. The Housing Development Office (TOKI) was founded in 1984¹⁰⁴, which served as the state's planning and implementation office; apart from the housing cooperatives which had their share of activity.¹⁰⁵

The cooperative model of housing production was different from the social-housing model that was implemented at large in other European countries, whereas the state policies were directed towards the provision of large quantities of "mass-housing" in Turkey in 1980s.¹⁰⁶ These policies were directed to produce a large quantity of housing, similar to the large scale social housing projects which had been implemented until mid 1970s in Europe, and yet halted after the energy crisis of 1974. Batıkent was one of the large-scale settlements that were implemented by Kent-Koop, a civil organization constituted by a multiplicity of housing cooperatives. Batıkent was planned in the scope of directing the urban development of Ankara towards the Western Corridor, as a "self-sufficient" settlement of 250.000 inhabitants of low and middle-income groups.¹⁰⁷

Other projects implemented by TOKI followed during 1980's as in the case of the planned satellite settlement of 180.000 inhabitants in Halkalı, Istanbul and later Eryaman in Ankara, both to be composed of mass-housing estates. During the same period, Emlak Bank increased its production by adding new neighbourhoods to Ataköy.¹⁰⁸ The examples mentioned above demonstrate the urban extensions and housing developments that Turkey was subject to starting from early 1980s. In 1980's the problem definition of housing exercises in the third year Architectural

¹⁰⁴ Yıldız Sey. «Cumhuriyet Döneminde Konut.» in *75 Yılda Değişen Kent ve Mimarlık*, editor Yıldız Sey, İstanbul: Tarih Vakfı Yayınları, 1998. p.296 After the military coup of 1980, the housing production sector was affected negatively because of the lack of investment, by recording a decrease in housing supply. To cope with this situation, the Housing Development Office was founded in 1984.

¹⁰⁵ Ibid, p. 297

¹⁰⁶ Cânâ Bilsel. «Three Recent Settlements in Ankara: Batıkent, Eryaman, and Bilkent. Questions on Quality and Sustainability of the Built Environment.» Ankara

¹⁰⁷ Ibid

¹⁰⁸ Op.Cit, p.298

Design Studio at METU was to develop proposals about the city extension towards its outskirts in parallel with the current developments in the country. Yet, we observe that, a decade later, the housing problem definition shifted towards developing a critical stance towards the existing housing environment that is, a criticism towards what was implemented at large during 1980's.

As such are the projects of "Housing in MESA", directed by Ali Cengizkan and Şebnem Yalınay in 1994-1995 academic year and "Re-modelling of Eryaman 3" during 1995-1996 academic year directed by the same group. Both of the projects posed the question of "how should a housing environment and thus a house be in a district away from the city."¹⁰⁹ Students were expected to develop alternative housing environments as the existing apartment types didn't fit to the requirements of the families. This was a reflection of the poor quality of the housing environments implemented during 1980's which were characterized by "[...] standardized, stereotypes of high-rise blocks with meaningless leftover spaces between them"¹¹⁰ which resulted as a consequence of aiming to decrease the construction cost according to Cengizkan and Yalınay.

In the same period, the problematic posed by the projects which are classified under the last group, that of in-fill housing projects in a city block, the site, location and context of the projects were quite different compared to the housing exercises given at the outskirts of Ankara. It is interesting to note that most of the studio groups, who studied this kind of infill projects, had chosen Bahçelievler neighbourhood as their project site and others at Küçük Esat neighbourhood in Ankara. Housing projects in Bahçelievler were given at intervals both in 1980's and 1990's. The only written records about the related project briefs are the ones published in *Stüdyolar* periodical of 1991-1992 academic year.

During the first semester of 1991-1992 academic year, all the subgroups of the third year design studio studied housing projects in Ankara-Bahçelievler as the second and final project of the semester, with housing density varying from one group to another. Bahçelievler carries a particular importance since it is considered as the symbol of architecture and planning of Modern Ankara. First designed as a

¹⁰⁹ Ali Cengizkan, and Şebnem Yalınay. «Replacement-KORU District Housing.» *Stüdyolar*, Temmuz 1995.p. 91

¹¹⁰ Candaş Bilgel. «Three Recent Settlements in Ankara: Batıkent, Eryaman, and Bilkent. Questions on Quality and Sustainability of the Built Environment.» Ankara

garden city in late 1930s, Bahçelievler has been subject to a piecemeal yet radical transformation as a result of the increasing population and building density. The studio assignments aimed at developing alternative building models given this increase in density.¹¹¹ The theme of the project was to develop a critical interpretation about the general housing problem and zoning regulations in the context of Bahçelievler, as it was mentioned in the project brief.¹¹² Such kind of project assignments aimed to develop alternative housing proposals with priority to providing positive outdoor spaces as a response to the criticism that pointed to the leftover spaces created by the division in plots of the urban block. The density of the block was kept the same as the actual situation was. Below are shown some examples from the students' "Housing at Bahcelievler" projects.

Until now, a descriptive analysis of housing projects assigned at the third year design studio during 1985-1996 academic years was done focusing on one important issue of housing exercises, that of problem definition. The projects were classified into three separate groups with regard to the context of the project: housing projects in historical, urban context, housing projects at the outskirts of Ankara and housing projects at the city centre. The projects assigned in historical urban contexts were a reflection of the increasing sensibility towards Turkey's rich historical heritage which was being lost and secondly, it was a period when post-modernism was gaining ground and importance in the international arena. The main focus and objective of the exercise was searching for the ways of developing projects integrated with the historic urban fabric by respecting the historical qualities of the built-environment. In such kind of exercises, working in large urban scales gained importance for the analyses of the urban context. The other projects given at the fringes of Ankara were a reflection of the housing developments during 1980's in the country which brought the implementation of large housing areas as extensions to the city. Although these kinds of projects were assigned to students during 1980's, the number of these exercises was proportionally very few. Considering the fact that large scale mass-housing settlements were being implemented at this period, one would expect that a greater number of similar housing exercises could have been assigned to students during that period.

¹¹¹ According to an interview held with Assoc.Prof.Dr. Cana Bilisel

¹¹² Evyapan, Gönül, Önder Seren, ve Erkin Aytaç. «Housing in Bahçelievler, Ankara.» *Stüdyolar*, Temmuz 1992. p.22

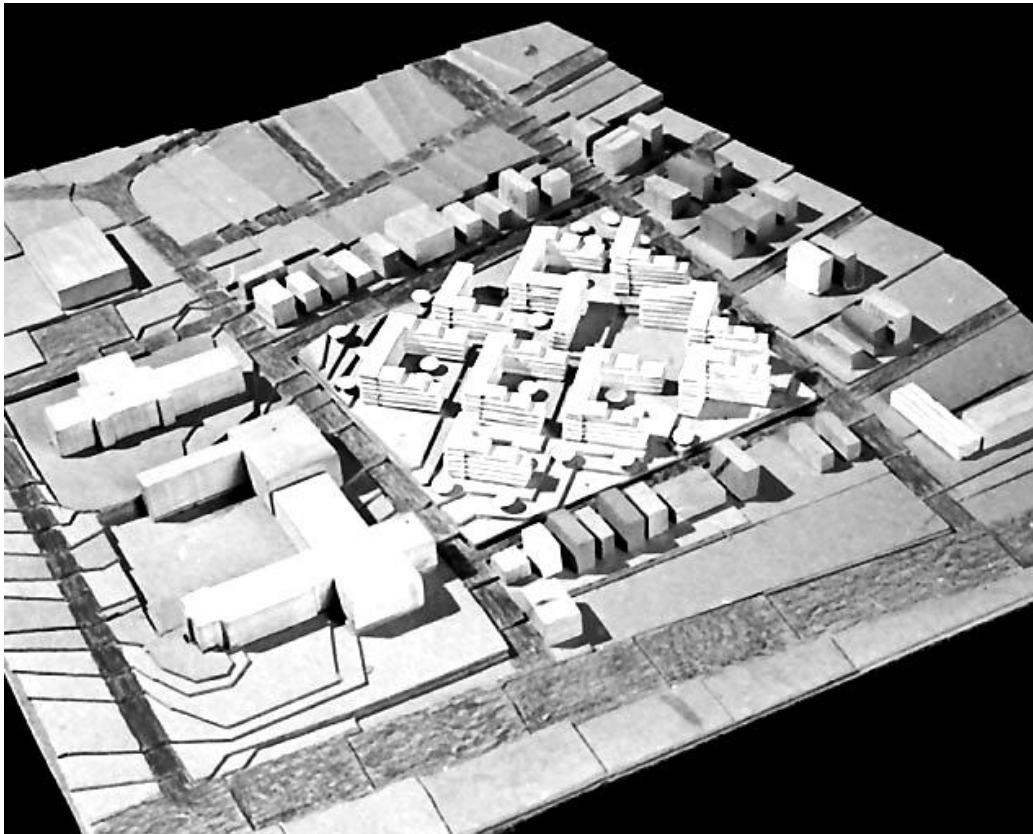
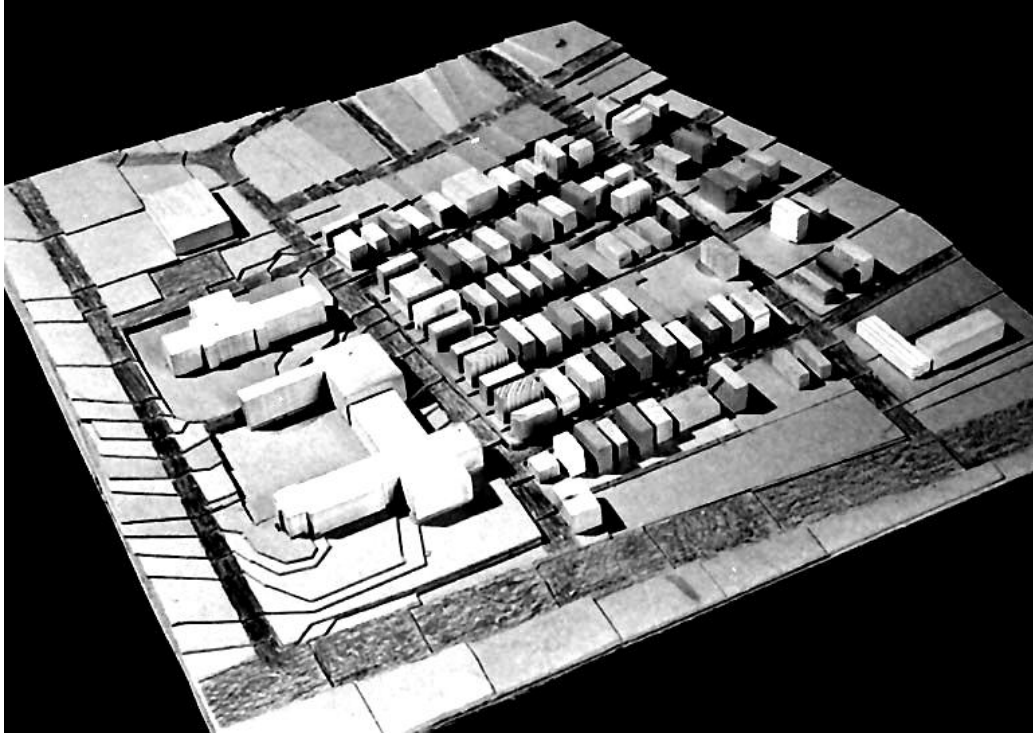


Figure 14. 15. Student Ufuk Serin, Arch 301: Housing in Bahçelievler and Esat, Existing Building Fabric and Site Model, 1987-1988 Academic Year, Gonul Evyapan Subgroup

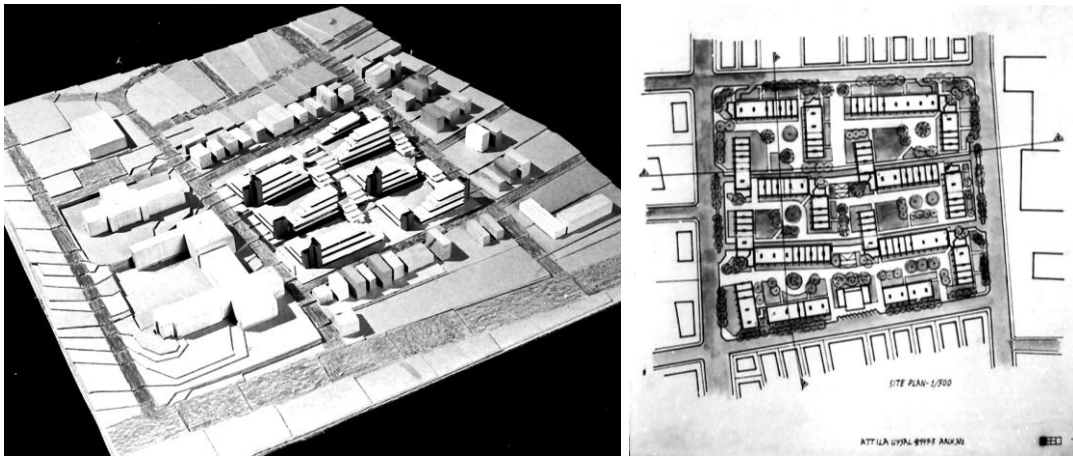


Figure 16 Student Atilla Uysal, Arch 301: Housing in Bahçelievler and Esat, Site Model, 1987-1988 Academic Year, Gonul Evyapan Subgroup

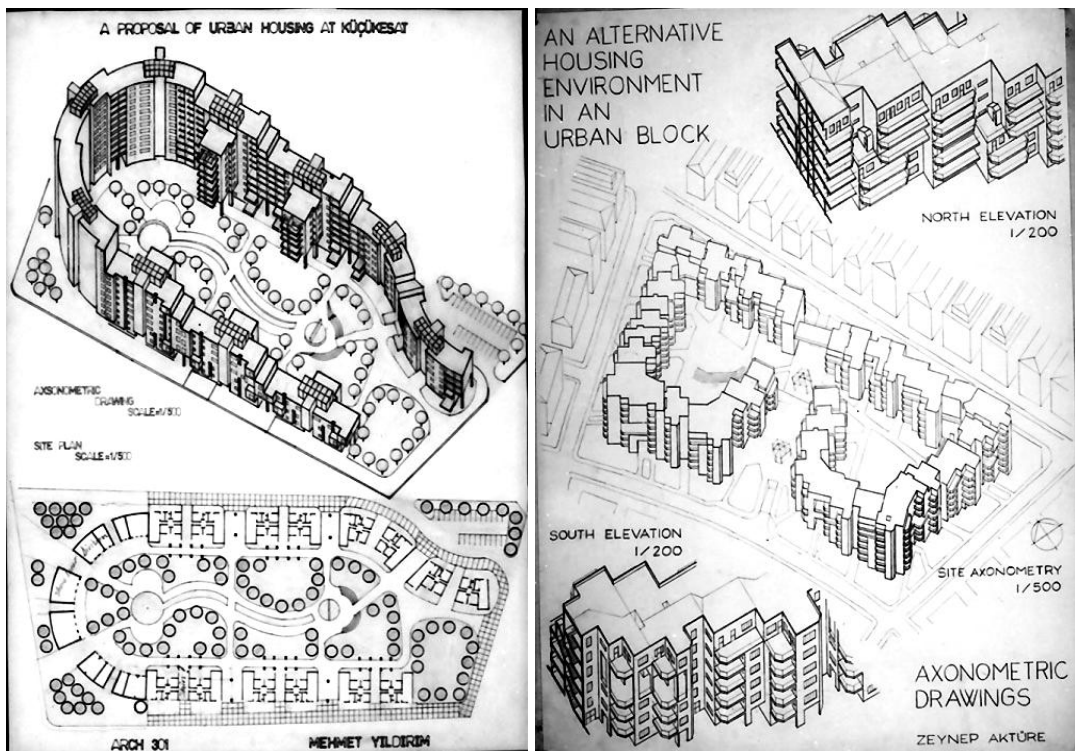


Figure 17 Students Mehmet Yıldırım, Zeynep Aktüre respectively, Arch 301: An Alternative Housing Proposal on a City Block at Küçük Esat, Axonometric Drawing, 1988-1989 academic year, Ali Cengizkan Subgroup

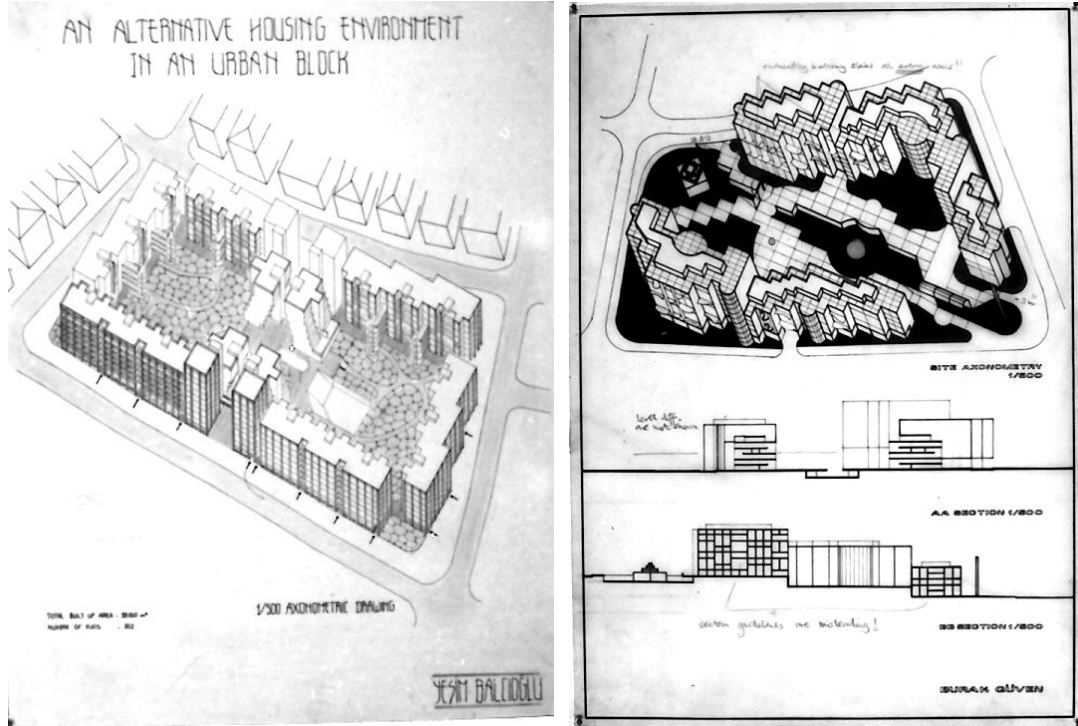


Figure 18 Students Yeşim Balcıoğlu, Burak Güven, Arch 301: An Alternative Housing Proposal on a City Block at Küçük Esat, Axonometric Drawing, 1988-1989 academic year, Ali Cengizkan Subgroup

In this part of the study, the analyses will be further developed by referring to other subjects that characterize housing projects like project scales. Generally speaking, the site planning phase of design in the majority of architectural projects comprises the plot scale including the immediate surrounding of the site, whereas housing, is a more inclusive subject in terms of scale including the cultural and physical aspects of a certain urban areas a vehicle through which the study of the different aspects of housing is carried through. Hence, a set of important terms and scales comes up, around which the discussion, study and development of a housing project is concentrated. These scales can be classified into three main general groups as follows: Urban settlement scale, local urban scale and Individual urban scale¹¹³ In the housing projects assigned, the design study phases are carried out in different scales as it is shown in the following table, organized in a chronological order with the corresponding studios for each year. The scales used, which are classified according to the project requirements which may have slight variations among the different sections of the design studios, are

¹¹³ Mualla Erkılıç. «Kentsel Tasarım Kavramsal ve İmgesel Boyutlar.» *Stüdyolar*, Temmuz 1995. p.39

divided as: analysis, site model, site plan/site section, cluster plan, partial model, plans, sections, elevations and detailing scales.

Table 7 showing the scales which are classified according to the project requirements of a housing project according to the studio courses and the years corresponding to each course

academic year	Groups	analysis	site model partial model	site plan section	cluster plan	plans/ section elevation	detailing
1985-1986	Housing at Southern Edge of Ankara		1/1000	1/500		1/100	
	Koru Housing Estate		1/1000	1/500			
	Arch 502			1/1000	1/200	1/100	
1986-1987	A Village for Contemplation						
1987-1988	Housing in Bahçelievler and Esat		1/500	1/500		1/100	
	Housing for Academic Staff of METU		1/500	1/1000		1/100	
	Grouped Housing at Mersin		1/200	1/500	1/200		
1988-1989	An Alternative Housing Proposal at Küçük Esat		1/500	1/500		1/200	
1989-1990							
1990-1991	Housing at Bahçelievler			1/500			
	Kadrgada Konut, Sultanahmet Arch 301			1/500			
1991-1992	Bahcelievler-de Toplu Konut, Arch 301		1/500	1/500		1/200 1/100	
	Social Housing at Bahclievler, Arch 301		1/500	1/500		1/100	
1992-1993	Clusters in a Valley,	1/2000	1/500 1/200	1/500	1/200	1/200	1/50

	Arch 102						
	Identifiable Neighbour-hood, Arch 202			1/1000	1/500	1/100	
1993-1994	A City for Arch.StudenArch 102	1/1000	1/500 1/100	1/500		1/100	1/20
	Urban Experiment in Akyurt, Arch 202	1/5000 1/1000	1/500	1/1000 1/500		1/200 1/100	
	Housing in Konya		1/200			1/100	
	Housing in Kayseri	1/5000		1/1000	1/500	1/100	
1994-1995	Koru District Housing	1/1000 1/500		1/200	1/100	1/100	
	Apartment Housing		1/100	1/100		1/100	
1995-1996	METU Village Housing	1/5000	1/1000	1/5000 1/1000	1/500	1/200	
	Housing in Konya		1/500	1/200		1/100	
	Remodelling of Eryaman	1/1000		1/1000		1/200	

If the above mentioned classification, which is the urban settlement scale, local urban scale and individual urban scale, is taken in consideration, it may be stated that usually, as far as it is obvious from the scales' chart, the analysis stage is carried on at the scales which vary from 1/5000, 1/2000 and 1/1000. It is interesting to note that the site analyses were conducted at similar scales not only in the 3rd year studio (Arch 301) but also in Arch 202 and Arch 102 as well. When the 3rd year studio works are considered in the majority of the project exercises, site analyses were held at 1/1000 scale but, there were also cases in which the analysis at the settlement scale study was held at 1/5000, even though this was rarely seen in the housing projects in the period of 1985-1996.

The objective of studies in 1/5000 was probably to make students perceive the given design problem at a larger scale (macro-scale) even if they were expected to concentrate rather on a smaller scale plan rather than developing a project in the sense of city planning. This idea may be supported by referring to the abstracts as it was mentioned in one of the project abstracts of 1993-1994 academic year, "Housing in Kayseri" conducted by instructors Şebnem Yalınay and Ali Cengizkan: "in order to be able to decide upon how this particular urban piece adapted to the

whole Kayseri city and at the same time to develop the architectural properties adapted to the site and applied to the other functions as well, the project is carried out at scales starting from the urban scale of 1/5000 to end up with the individual building scale of 1/100.”¹¹⁴

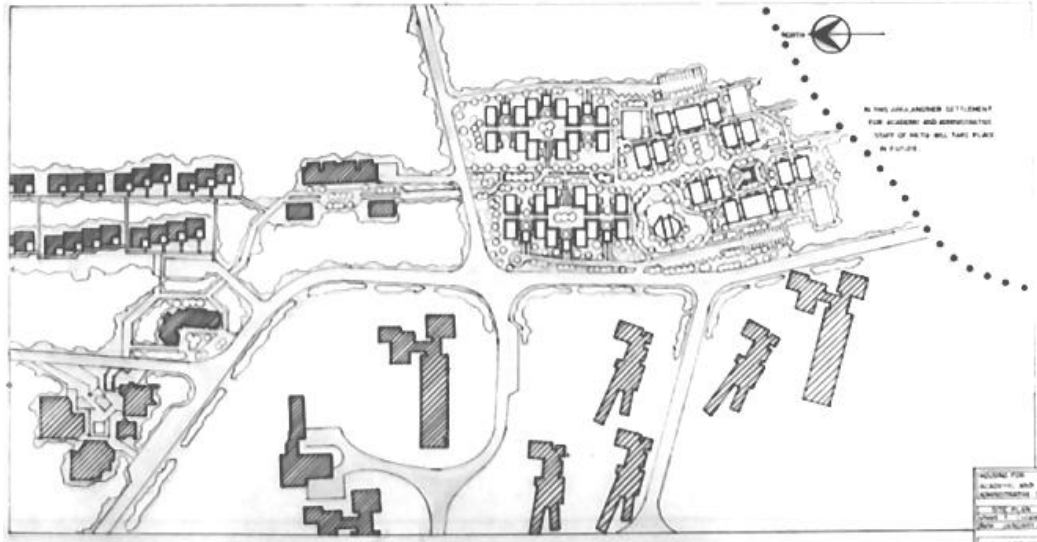
It should be stressed that the choice of such scales as 1/5000 and 1/1000 for the analytical phase and initial design decisions serve as a vehicle through which to consider the cultural characteristics of a certain urban area. The cultural characteristics of an urban area, i.e. the cultural catalysts” that give shape to that specific area including the users profile becomes a significant issue. In cases when the user profile is one of the decisive factors which effected the design decisions, it is important to conduct the demographic studies at a larger scale like 1/5000 rather than staying confined within the project area’s limits. This assumption is obvious in the project abstract of 1995-1996 academic year, “ODTU-KOY Housing” conducted by instructors Aydan Balamir, Enis Kortan, and Arda Düzgüneş where students were expected to make an analysis of land use, housing apartment types and last, population density together with the households composition. At a further phase, students were expected to develop their design concepts and ideas according to the users’ profile and the quantitative data which were collected during the site analysis phase conducted at 1/5000 scale.¹¹⁵

After working on 1/5000 and 1/1000 scales at which students brought their first schematic proposals containing the first suggestions on land-use and the hierarchy of road systems, open spaces, public services and housing, students were generally expected to shift from the analysis stage to site planning stage where they had to deal with a particular local area or site plot. Generally speaking, this phase was conducted at the scale of 1/500 but there were also some cases when students worked at the scales of 1/1000 and even 1/5000 for the site planning phase. Opposite situations when the site plan was required at the scales of 1/200 and even 1/100 can also be observed. Besides the site plan organization, in some of the project requirements, students were asked to include in their presentations a “housing cluster plan”.

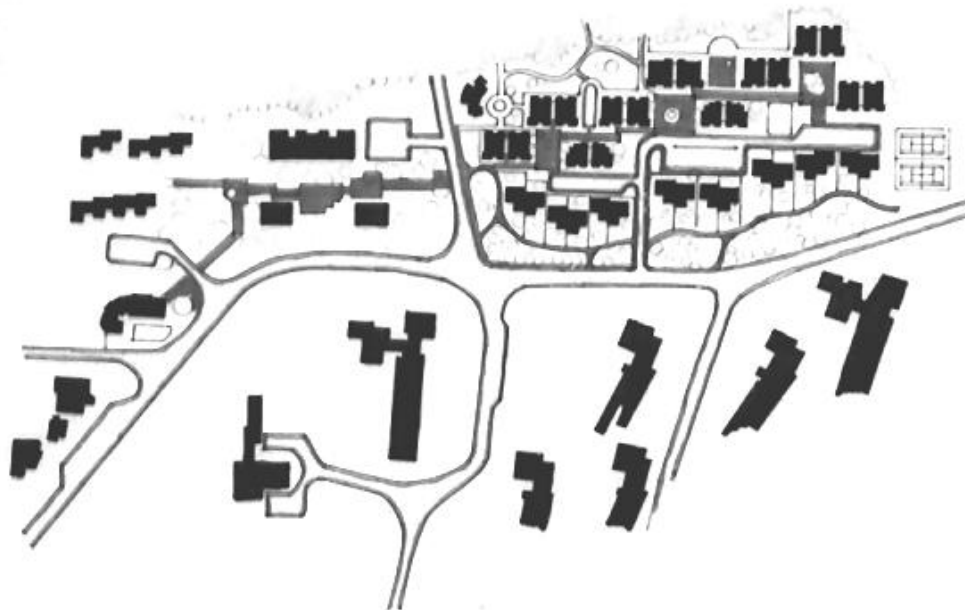
¹¹⁴ Ali Cengizkan, and Şebnem Yalınay. «Housing in Kayseri.» *Stüdyolar*, Temmuz 1994. p.52

¹¹⁵ Aydan Balamir, Enis Kortan, and Arda Düzgüneş. «ODTÜ-KÖY Konutları.» *Stüdyolar*, Temmuz 1996. p.76

ARCH. 301 ARCHITECTURAL DESIGN
HOUSING FOR ACADEMIC AND ADMINISTRATIVE STAFF OF METU
JANUARY 4, 1988



HOUSING FOR ACADEMIC AND ADMINISTRATIVE STAFF OF METU



ENİS ÖNCÜOĞLU

SITE PLAN

SCALE : 1/1000



Figure 19-20 Student Enis Öncüoğlu, Arch 301: Housing for Academic and Administrative Staff of METU, Site Plan, Scale: 1/1000, 1987-1988 academic year

The term of “cluster plan” refers however, not only to a working scale, but also to a certain approach to housing design. As it is shown in the scales chart, the scale of housing cluster plan varied from 1/500 to 1/200. This is an indicator showing that the development of the programme proceeded from the general (macro-scale) to the particular (micro-scale), or from the neighbourhood scale to housing cluster scale and finally to the individual apartment scale. The variations in scale for the same design stage may depend on the settlement type, on the variation of sites location which may be either at the fringes or inside an urban area and last it may depend on the dimensions of the plot area. These are issues which will be discussed at a later part of this chapter. Some examples from the students’ projects proposals about site planning at scales of 1/1000 or 1/5000 are illustrated below.

However, usually at this phase students were expected to develop their proposals about the changes in topography and how the settlement sits on the ground, proposal for the organization of the housing blocks (including their three dimensional volumetric organization), organization of different open spaces and of public facilities. Later the scale shifted from 1/500 towards 1/200 and 1/100 when students worked on the layouts of the plan types proposed for the housing units. Overall, when discussing the 3rd year design studio, just in terms of variations in scale it can be observed two main working scales can be distinguished when dealing with the project. These are:

- 1/500 for the model and for the residential group and centre which includes residential area, social activity centre-shopping, recreation and sports facilities.
- 1/200 or 1/100 scales for the design of housing units that are studied in plan(s), section(s) and elevation(s),

Scales and phases which are not very different from the way a housing project is conceived in the upper studios as it is the case of Arch 502 course, given during 1985-1986 academic year which dealt with “Housing in Suburban Sincan, Ankara”. There is no particular reason in choosing this project, but it is the only graduate course among the few slides that could be recovered from the Unit of Information and Documentation Centre of the faculty of Architecture at M.E.T.U.

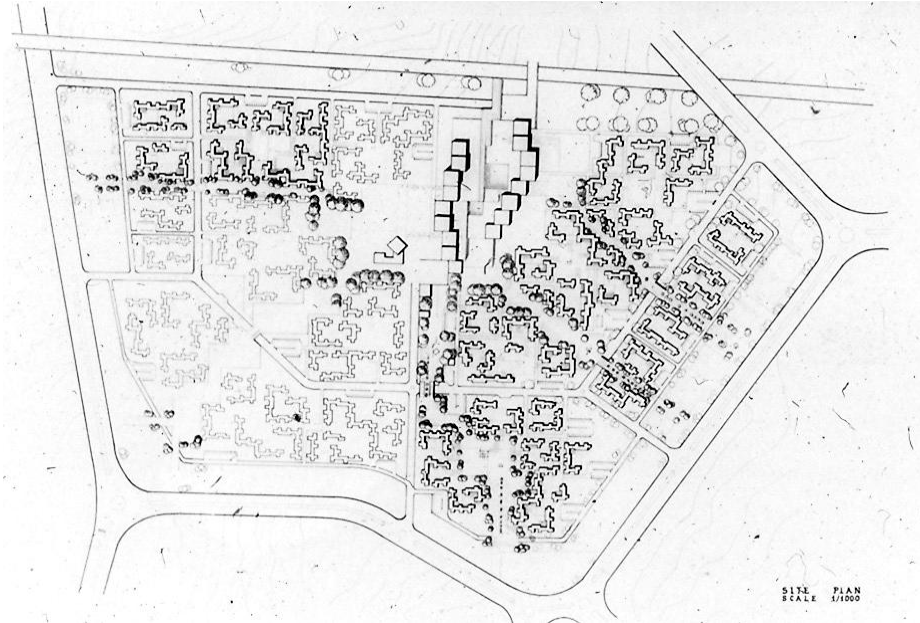


Figure 21 Student : Ayşen Savaş, Arch 502: Housing in Suburban Sincan, Ankara, Site Plan, Scale 1/1000, 1985-1986 academic year

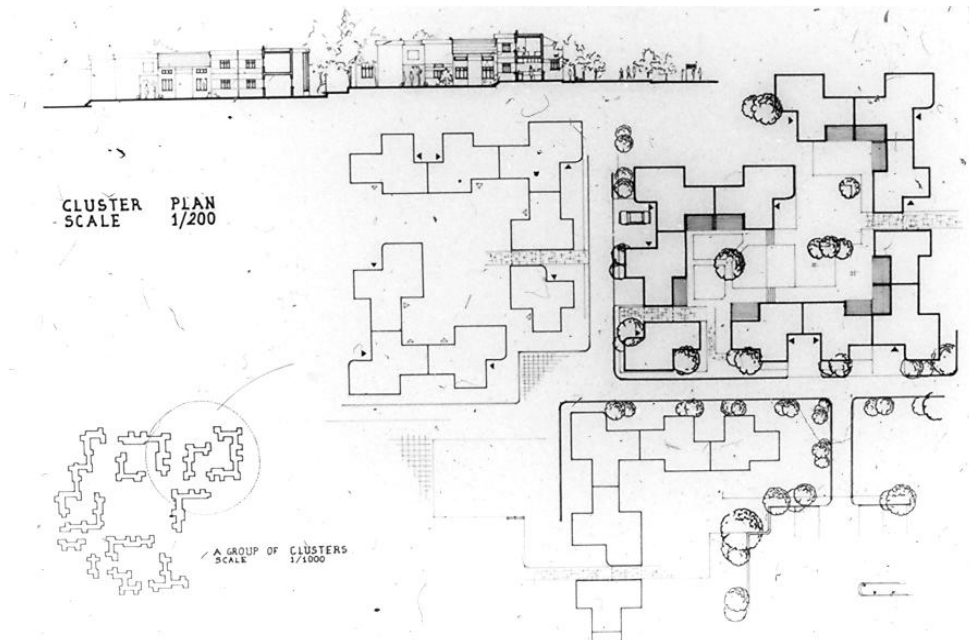


Figure 22 Student: Ayşen Savaş, Arch 502: Housing in Suburban Sincan, Ankara, Housing Cluster Plan, Scale 1/200, 1985-1986 academic year

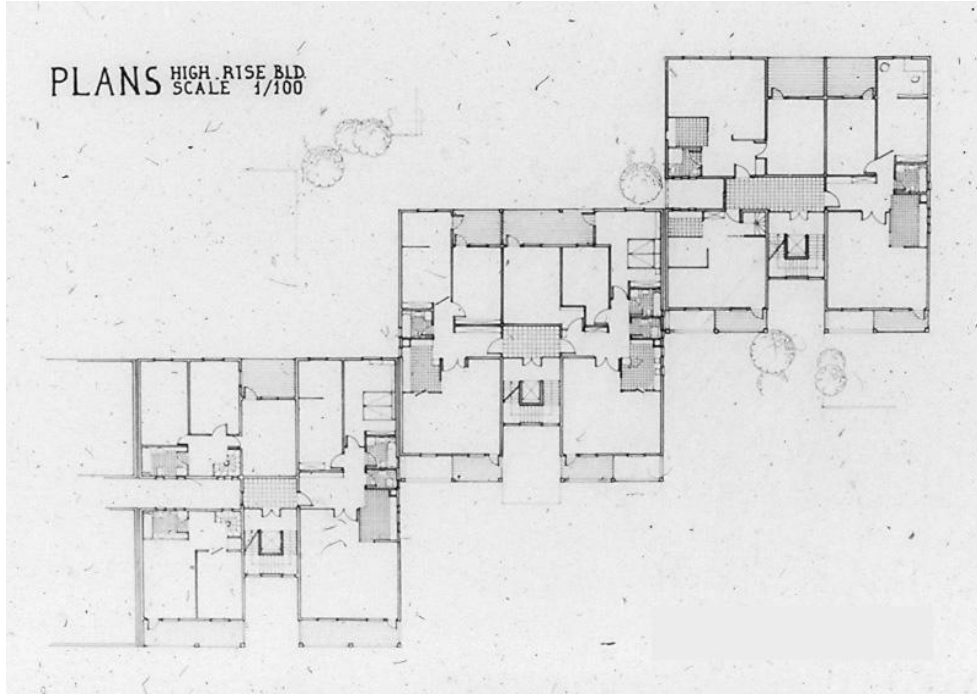


Figure 23 Student: Ayşen Savaş, Arch 502: Housing in Suburban Sincan, Ankara, High-Rise Building Plan, Scale 1/100, 1985-1986 academic year

Table 8 Showing the distribution of settlement planning and housing design exercises according to student generations during 1983-1997 period

Generation	Arch 101/102	Arch 201/202	Arch 301/302
1983-1987	-	-	Arch 301
1984-1988	-	-	-
1985-1989	-	-	Arch 301
1986-1990	Arch 102 A Village for Contemplation	-	Arch 301
1987-1991	-	-	-
1988-1992	-	-	Arch 301 Kadirga'da Konut
1989-1993	-	-	Arch 301 Bahçelievlerde Toplu Konut Social Housing at

			Bahcelievler
1990-1994	-	-	-
1991-1995	-	Arch 202 Identifiable neighbourhood	Arch 301 Housing in Konya Kayseri'de Konut
1992-1996	Arch 102 Clusters in a Valley	Arch 202 Urban experiment in Akyurt	Arch 301 Apartment Housing Koru District Housing
1993-1997	Arch 102 A City for Arch. Students	-	Arch 301 Odtu-Koy Konutlari Housing in Konya Remodelling of Eryaman

It is to note that, apart from the 3rd year design studio; there are other studio courses like Arch102 and Arch 202, which have dealt with housing projects, by working in similar scales, and even with a focus on urban design. By referring to Table 1, which shows the distribution of Arch 301 courses and other courses which dealt with housing projects during 1985-1996 period, another table can be derived which shows the distribution of housing exercises (Arch 301/202/102) according to generations of students.

There are also cases when students worked on housing design exercises and settlement planning not only in the 3rd year design studio but in all years beginning from the 1st year design studio. There were similar exercises given during 1986-1987, 1992-1993 and 1993-1994 academic years at Arch 102 course which dealt with settlement planning at large scales as it was mentioned in the project abstract of 1992-1993 academic year, "Clay-Belt, Clusters in a Valley":

"The whole length of a valley near Ankara where there is a road, a brook and ponds, which have resulted from the excavation of the ground for clay, was to be planned for clusters inhabited by persons dealing with clay for artistic, technological and scientific purposes. Clusters were to be of limited size accommodating 600 persons each. **Design studies were carried out**

at the scales of 1/2000, 1/500, 1/200, and 1/50.”¹¹⁶ (Students’ projects to be included)

A similar exercise was assigned to the students the following year, when they were asked to design “A City for Architectural Students” where:

A city was asked to be planned for the coming together of 50.000 architectural students from all over the world to create a milieu for communication, educational and cultural exchange, and experimental workshops... **Designs were conducted at the scales of 1/1000, 1/500, 1/100, and 1/20.**¹¹⁷ (Students’ projects to be included)

These settlement planning exercises have a similar example recorded, Arch 102, which shares the same characteristics but it is assigned during 1986-1987 academic year. Since the project abstract is missing, no other information is available apart from a few examples from student works about “A Village for Contemplation” project, to understand the requirements that were behind the design of the clusters by freshman students.

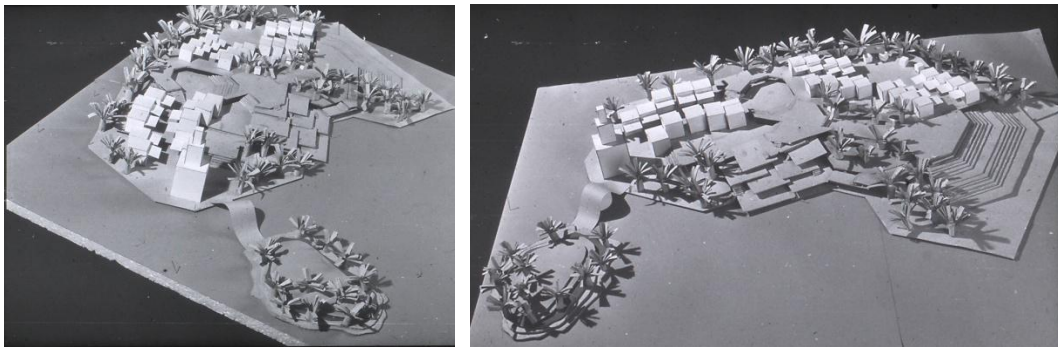


Figure 25 Student Project, Arch 102: A Village for Contemplation, 1986-1987

¹¹⁶ *Stüdyolar*. «Clay Belt, Clusters in a Valley.» Temmuz 1993. p.19

¹¹⁷ *Stüdyolar*. «A City for Architectural Students.» Temmuz 1994. p.28



Figure 26 Student Project, Arch 102: A Village for Contemplation, 1986-1987

When analyzing Table 3, it is interesting to note that a generation of students who studied at the Faculty of Architecture at M.E.T.U. in the 1992-1996 period, dealt with settlement planning exercises in three consecutive years during Arch 102, Arch 202 and Arch 301 courses. Apart from the “Clay-Belt, Clusters in a Valley” project, students of the 2nd year design studio at M.E.T.U., worked on an urban design exercise, “An Urban Experiment in Akyurt” during spring term of 1993-1994 academic year, an assignment which lasted thirteen weeks.

Although the project did not directly focus on a housing settlement, it is worth mentioning it here, considering the fact that one of the objectives of the study was to initiate awareness about the problems of urban design. It served as a good exercise for students to understand that, the various aspects of urbanity were studied as part of the cultural context for any individual building, as it was stated by one of the studio instructors who attended this studio, Mualla Erkılıç.¹¹⁸ The design process was carried out in different design scales which started with 1/5000 and 1/1000 scale, later students were asked to shift towards the local urban scale at 1/500. Then each student was assigned an individual building in the region which was worked at 1/200 and 1/100 scale. As Erkilic concluded: “A dialogue was maintained between the scales with the ideas, concepts, and images established in the earlier stages being questioned and developed in their transformation to other scales.”¹¹⁹

What is striking for this generation of students is the fact that after dealing with settlement planning exercises at Arch 102 and Arch 202 courses, on the contrary of what is expected to be given as a 3rd year assignment, a subgroup of

¹¹⁸ Mualla Erkılıç. «Kentsel Tasarım Kavramsal ve İmgesel Boyutlar.» *Stüdyolar*, Temmuz 1995. p.39

¹¹⁹ Ibid

architectural design course dealt with “Apartment Housing” project during 1994-1995 academic year under the supervision of Aydan Balamir, Enis Kortan and Altug Iseri, where the project was worked at the scale of 1/100. It should be pointed out that one of this subgroup’s instructors, Aydan Balamir, has conducted other projects at the 3rd year design studio in 1992-1993 and 1995-1996 academic years. The projects were both entitled “M.E.T.U. Housing” with working scales varying from 1/5000, 1/1000 and shifting towards 1/500 and 1/200 scale. The reason of working in a range of scales, from a large scale settlement project to single apartment housing, within the same subgroup, maybe closely related with the studio objectives or the problem definition posed by the subgroup.

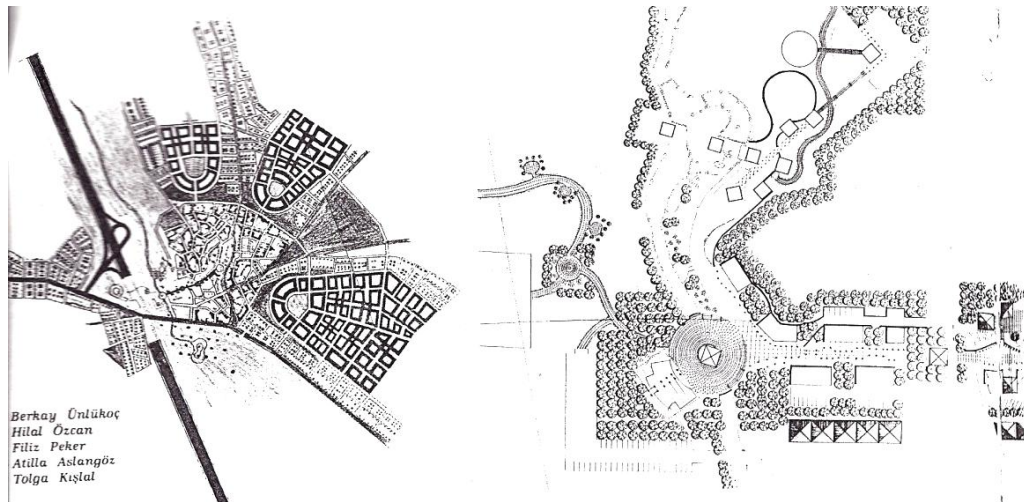


Figure 27 Students’ project, Arch 202: “An Urban Experiment in Akyurt”, 1993-1994

For instance, the “Apartment Housing” exercise assigned by the same group in the first term of 1994-1995 academic year aimed to develop a direct critical stance towards the Building Regulation Codes, finding it the main source of the problem. The “Apartment Housing” project is considered in this part of the chapter as the odd one out project among other settlement and housing design exercises that were usually assigned at large scales at 3rd year design studio. Actually, it is not the only project of this kind that students dealt with at the 3rd year studio.

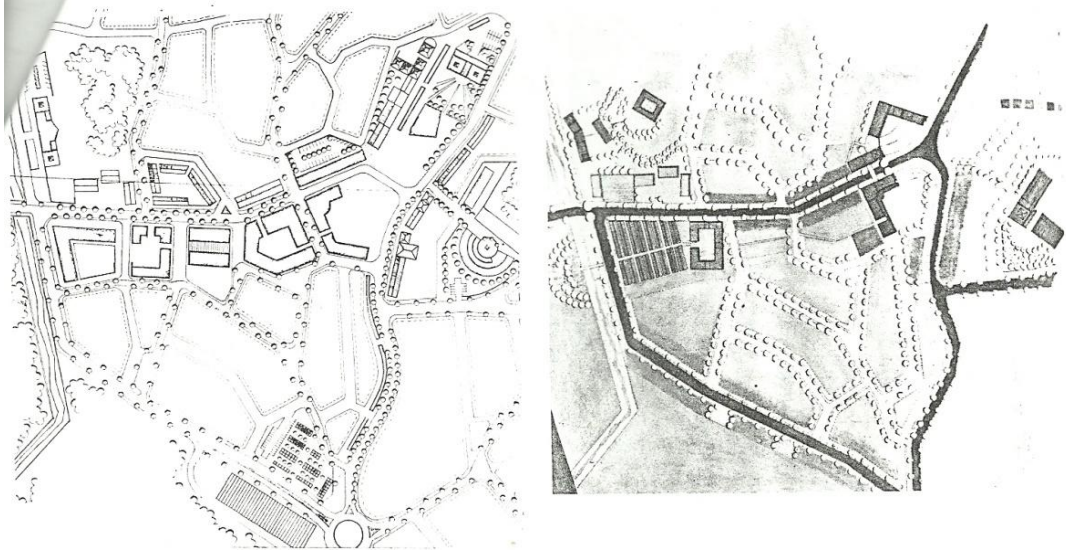


Figure 28 Students' project, Arch 202: "An Urban Experiment in Akyurt", 1993-1994

When the scale of the project at which students work and submit their final drawings is considered, it ranged from 1/200 to 1/50 scale. Lack of the site plan arrangement clarifies the character of the Apartment Housing Exercise and the scale of drawings requested. The requirements became different for the same type of exercise when assigned to the third year students, since this time not only the solution of inner spaces was important but also the positioning of the building on the site and its relation to the near environment. Hence, a site plan at a scale of 1/500 was required for the project at the third year studio apart from the inner plans. Such examples can be mentioned like the "Housing at Cankaya" and "Rental Apartment" project assigned at the first term of 1961-1962 and 1972-1973 academic year respectively. This kind of designing individual housing block exercise was rarely given to the students compared to the other types of housing exercises.

The character of the Apartment Housing Exercises is almost similar with very slight changes in between them throughout all of the assignments given. The problem statement, fitting to most of the exercises given in this context is put with the following words by Balamir in *Stüdyolar* periodical¹²⁰:

¹²⁰ Aydan Balamir, Enis Kortan, and Altuğ İşeri. «Apartment Housing.» *Stüdyolar*, Temmuz 1995. p.80

“[t]he designs of apartment houses have indeed turned into a restricted exercise of producing the most “efficient” plan, so as to bring maximum profit to the producer. The search for appealing facades in apartments of higher economic value is rather illusionary, given their cliché plan types and mass layouts to exploit the maximum of economic returns. Within the professional circles, the constraints imposed by planning and building codes are regarded as the primary source of the problem.”

The “Apartment Housing” exercise assigned at the first term of 1994-1995 academic years aimed to develop a direct critical stance towards the Building Regulation Codes, finding it the main source of the problem. Even in the previous years, the Building Code was taken in consideration in a different fashion though. Students were asked to develop alternative plans and solutions on different city plots obeying the Codes. For instance, during the 1970-1971 academic year at Arch 202 course, a city block at Bahçelievler was selected as the site of the “Rental Efficiency Apartments” exercise. The floor area and the building area were calculated in respect to maximum construction capacity on the block determined by the city codes, and the same capacity was asked to be re-considered and re-designed.

Hence, students were expected to challenge the prevalent norms and practices, by avoiding the reproduction of *cliché* solutions as it is also stated in the “Lodgings for Bachelors” project brief delivered to students in ARCH 202 course during 1957-1958 academic year. The Apartment House exercises served also to introduce students with existing problems of the time of economical and social aspects apart from architectural ones. For instance, during 1967-1968 academic year, students of the second year were assigned a project named “Apartment House in a City Block”. The problem consisted of designing an apartment house in a block in Yenimahalle. Economy in building construction was emphasized in the following manner: [d]ue to the increase in the population of the city, large numbers of building will become necessary. This should bring economy in building construction, which means building in a more systematized manner. Also economy in time, labour, materials and capital should be considered.”¹²¹

¹²¹ Eşber Yolal. 1957-1978, *Tasarım Stüdyosu Çalışmaları-Architectural Design Abstracts*. p.30

Therefore, the housing problem introduced has both a qualitative and quantitative character. This exercise and similar to that, are issued at the end of 1960's, a period during which according to Tekeli, a rapid urbanization process was present in Ankara. The city was growing rapidly and Turkey itself with its modernist architecture comprehension was looking for new types of housing and living interior. This kind of housing problem in Ankara seemed qualitative as well as quantitative because the housing need could not always be supplied by individual ways of production. The first examples trying to solve the above-mentioned housing problem appeared firstly in Ankara, which were spread later and applied to all over the country.

If during the end of the 1960's, economy in building materials and capital effected the qualitative and quantitative problem of apartment housing, during 1990's the housing problem in the studio exercises was emphasized by its qualitative character since housing development had already reached its peak point in terms of quantity. As it was mentioned at the beginning of this argument, the reason of shifting from a large scale settlement project to single apartment housing, within the same subgroup, was closely related to the problem definition posed by each subgroup.

To conclude, in this second part of the second chapter, a general framework is given of how housing design exercises were assigned and dealt with in architectural design studios especially in the third year design studio from 1980's to 1990's. Housing analysis, which is more of a descriptive character, was based on several issues like problem definition, project objectives and learning outcomes, the frequency of housing problems and the working scales used for each design phase. The main source which helped as a good collection of project briefs assigned to students for the period was Stüdyolar periodical which ceased its publication after 1996.

As it was defined by its editorial board, the aim of the collection was to build up the programs of design programs according to the defined annual objectives as well as to re-evaluate and re-define the annual objectives according to

accumulated experience.¹²² When considering the annual objectives of the third year design studio published in this periodical, they can be listed as follows:

- The student is expected to hold on the design of the building which responds to different needs of different users and provides spatial organisation proper for more complex functions.
- The student should take the problem in hand by a carefully made analysis. And in these kind of design problems he/she should show up his/her creativity skills while constructing the structure of the problem.
- The student is expected to define and use more complex structural and engineering systems as well as to guess and control some of environmental topics relating his/her design.
- The student is expected to be aware of the following design problematic ; elevations, density, financial issues, separation of vehicular and pedestrian circulation and small scale rural or urban problems that include the landscape¹²³

When judging the conformity of the projects to the studio objectives determined, housing is one of those projects which fulfil the requirements, but still nothing is mentioned within the objectives, in relation to the approach of designing buildings in relation to their particular historical urban context, considering the examples that were shown in this part of the chapter. It is important to note that the discussion of creating awareness in students about historical urban context began in early 1980's, when attempts were done not only in the third and fourth year design studios, but starting from the first year, students entered a compulsory course named *Architectural Survey* which dealt with how to perceive the historical environments.¹²⁴

There are two issues of why a sensibility towards historical environments started to dominate the period as Cânâ Bilsel discusses in an interview about the developments which occurred in faculty during 1983-2006 period.¹²⁵ It was a period when attempts were done to increase the sensibility towards Turkey's rich historical heritage which was being destroyed and secondly, it was a period when

¹²² *Stüdyolar*. Temmuz 1987. METU, Faculty of Architecture Publications, p.1

¹²³ *Stüdyolar*. «Mimarlık Bölümü, Stüdyo Çalışmaları-Amaçlar.» Temmuz 1992. p.8

¹²⁴ Sevgi Aktüre, Sevin Osmaç, and Ayşen Savaş. *Anılar, Bir Sözlü Tarih Çalışması*. p. 269

¹²⁵ *Ibid*, p.273

post-modernist movement was gaining ground and importance in the international arena. Another instructor at M.E.T.U., Elvan Altan, adds that at the end of 1980's the discussion of Post-Modernism and a critical stance towards Modernism was present at the Faculty of Architecture in M.E.T.U., but still a strong modernist approach was followed in the design studios.¹²⁶

It is important to point out that assigning project in historical urban context, when focusing on third year design studios, brought novelty especially in the urban scale issue and how to deal with projects in a larger urban context. Regarding this discussion, Bilsel adds that when dealing with such topics, architecture should pass through Urban Design education by referring to two courses: Principles of City Planning and Urban Design which were given to architecture students by instructors of department of City Planning.¹²⁷ As it is shown, 1980's-1990's was a period of several paradigm shifts that occurred in the architectural education at M.E.T.U. By leaving behind design scientification and its methods which was characteristic of 1970's,¹²⁸ the attention was shifted towards environmental psychology and sociology at the beginning of 1980's.

2.3. Housing Exercises during 2005-2010 Period

Following the same working method as in the previous section of the thesis, this part is based again on a brief study about housing design exercises in the design education at M.E.T.U. covering a period from 2005 to 2010. Actually one of the main tasks of the thesis was to present the followed pedagogical methods of housing exercises at the present by focusing on the last five years. In this chapter a general overview of these last five years will be given as a part of the whole picture containing the three periods: 1957-1978, 1985-1996 and 2005-2010. The assessment on the subject will be done based on the project abstracts that are delivered to students.

Although the study focuses only on the last five years, housing projects have always been present in the studio curriculum during 1990's onwards. In order to present a more comprehensible list, the housing exercises assigned before 2005

¹²⁶ Ibid

¹²⁷ Ibid, p.278

¹²⁸ Tonguç Akış. «Türkiye Mimarlık Akademisinde Mekan Algısı ve Billimselleşme: 1970'lere Yeniden Bakış.» Article, 2010.

will be illustrated as well. But the discussion about those projects will be constructed only on the context issue. The themes and sites given in each term have varied according to each studio section as follows:

1997-1998/Fall Term – Arch 301

“Housing in Çankaya/Yıldız” (Group 1)

“Urban-Infill Housing at Yenimahalle” (Group 2)

“Privately Owned Housing for University Members” (Group 3)

“Urban Housing in Yenimahalle” (Group 4)

- Group 1: Prof.Dr. Enis Kortan/ Assoc.Prof.Dr. Aydan Balamir / Inst.Dr. Ercüment Erman
- Group 2: Prof.Dr. Gönül Evyapan/ Inst. Berin Gür/ Inst. Erol Demirtaş
- Group 3: Inst. Ali Cengizkan
- Group 4: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç

1998-1999/Fall Term – Arch 301

“Eryaman Housing” (Group 1)

“Urban-Infill Housing at Yenimahalle” (Group 2)

“2nd Housing in Sandıma, Bodrum” (Group 3)

“Housing at METU Campus” (Group 4)

- Group 1: Prof.Dr. Enis Kortan/ Prof.Dr. Feyyaz Erpi/ Inst.Dr. Ercüment Erman
- Group 2: Prof.Dr. Gönül Evyapan/ Inst. Berin Gür
- Group 3: Inst. Ali Cengizkan/ Inst. Şebnem Yalınay
- Group 4: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç

1999-2000/Spring Term – Arch 302

“Urban Renewal and Housing in Mardin” (Group 2)

- Group 1: Prof.Dr. Gönül Evyapan/ Inst.Dr. Korkut Onaran
- Group 2: Assoc.Prof.Dr. Aydan Balamir/ Inst.Dr. Ayşegül Tokol/ Part-Time Inst. Feyyaz Erpi
- Group 3: Inst. Ali Cengizkan/ Inst. Şebnem Yalınay
- Group 4: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç

2000-2001/Fall Term – Arch 301

“Housing at Maltepe”

“Social Facilities and Housing for Academic Staff at Ufuk University, Ankara”

“An Alternative Housing at Çayyolu, Ankara”

- Group 1: Prof.Dr. Gönül Evyapan/ Dr. Namık Erkal
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/ Res.Asst. Zeynep Aktüre
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş

2001-2002/ Fall-Spring Term – Arch 301/302

“Housing in Portakal Çiçeği Valley, Ankara” (Group 1)

“Social Facilities and Housing for Academic Staff at Ankara University” (Group 2)

“Mixed-use Development at Çankaya” (Group 3)

“Housing in Mardin” (Group 4-Arch 302)

- Group 1: Prof.Dr. Gönül Evyapan/ Dr. Namık Erkal
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Zeynep Aktüre
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş
- Group 4: Inst. Ali Cengizkan/ Inst. Şebnem Yalınay

2002-2003/ Fall Term – Arch 301

“Housing in Portakal Çiçeği Valley, Ankara” (Group 1)

“Social Facilities and Housing for Academic Staff at Ankara University, Gölbaşı Campus” (Group 2)

“Mixed-use Development at Çankaya” (Group 3)

- Group 1: Prof.Dr. Gönül Evyapan/ Dr. Namık Erkal
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Zeynep Aktüre
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş

2003-2004/Fall Term – Arch 301

“Housing Project at Yıldız, Ankara” (Group 1)

“Urban Housing, Ankara” (Group 2)

“From Cell to City: Housing in Mustafa Paşa” (Group 3)

- Group 1: Prof.Dr.Gönül Evyapan/Asst.Prof.Dr. Cânâ Bilsel
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Part-Time Inst. Ela Alanyalı
- Group 3: Prof.Dr. Yıldırım Yavuz/ Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/ Inst. Suzan Habib

2004-2005/Fall Term – Arch 301

“A Housing Project in Dikmen Valley Dikmen, Ankara” (Group 1)

“Urban Housing, Kırkkonaklar, Ankara” (Group 2)

“Housing in Çankaya (Ankara)” (Group 3)

“Living & Working Quarters for Ayvalık, Balıkesir”(Group 4)

- Group 1: Prof.Dr.Gönül Evyapan/Inst.Dr. Haluk Zelef
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Meltem Anay
- Group 4: Inst. Ali Cengizkan/ Inst. Şebnem Yalınay

2005-2006/Fall Term – Arch 301

“Housing on Dikmen Valley” (Group 1)

“Urban Housing” (Group 2)

“Doğukent Housing” (Group 3)

“Neighbourhood Design in Dikmen Valley”(Group 4)

- Group 1: Prof.Dr.Gönül Evyapan/Inst.Dr. Haluk Zelef
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Bilge İmamoğlu
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Meltem Anay
- Group 4: Asst.Prof.Dr. Cânâ Bilsel/ Inst. Semra Uygur/
Res.Asst. Günseli Filiz/ Res.Asst. Ece Kumkale

2006-2007/Fall Term – Arch 301

“Housing in Çukurca” (Group 1)

“Student Village in Beytepe” (Group 2)

“Dogukent Development” (Group 3)

“Housing Neighborhood in Eryaman 4”(Group 4)

- Group 1: Prof.Dr.Gönül Evyapan/Inst.Dr. Haluk Zelef
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Bilge İmamoğlu
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Emriye Kazaz
- Group 4: Asst.Prof.Dr. Cânâ Bilsel/ Inst. Namık Erkal/
Res.Asst. Günseli Demirkol

2007-2008/Fall Term – Arch 301

“Housing in Balgat” (Group 1)

“Urban Housing in Çankaya” (Group 2)

“Housing within Binevler Settlement, Çorum” (Group 3)

“Hacettepe: Campus Regeneration, Social Centre and Intern Housing“(Group 4)

- Group 1: Prof.Dr.Gönül Evyapan/Inst.Dr. Haluk Zelef/
Res.Asst. Çağrı Çakır
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Ceren Kâtipoğlu
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Esra Aydoğan
- Group 4: Inst. Namık Erkal/ Res.Asst. Nida Nayci
Res.Asst. Günseli Demirkol

2009-2010/Fall Term – Arch 301

“Designing an Urban Context: Housing at Cankaya” (Group 1)

“A New Housing with Social Facilities for Academics of METU, Phase 2: Housing”
(Group 2)

“Counter Projects for Bent-Deresi: Housing/ Anti-TOKI, Anti-Market” (Group 3)

“Making the Centre of Cayyolu: A mixed-Use Housing Project” (Group 4)

The assigned studio projects can be organized into three types. There are studio projects assigned in different districts of Ankara like Çankaya, Maltepe, Yıldız,

Eryaman and suburban areas like Dogukent and Çayyolu.¹²⁹ When the projects are assigned in areas within the city they are generally of an infill character. The second type of project can be referred to as housing in a historical settlement. There are also several housing projects which are carried out in the historic town of Mardin given in consecutive academic years between 1999 and 2002. Similarly, other studio programs were conducted in Amasya dealing with housing projects in the spring term of 1997, 1998 and 2004 academic year.¹³⁰ The concern about historical sites was also evident in the previous period, 1985-1996, but this focus shifted later towards the urban housing developments occurring in large cities. This is evident because of the lack of housing projects in historical context, instead housing in different districts of Ankara were assigned. A third type of project being always present in the studio programme is housing for academic staff which can be either M.E.T.U. staff or other universities like Ufuk and Ankara University.

At a first glance, some statements can be derived by analyzing only the titles that each group has chosen for the housing projects. For instance, there are groups which refer to the problem only as “housing” without giving any clue about any other issue, like the settlement type or the urban context where it will be developed. Some of the other groups do not restrict the topic to the subject of housing only, as a specialized subject in its own right, but uses the aspects of mass housing as a vehicle through which to consider the cultural and physical characteristics of the urban landscape and as a consequence, the project is handled jointly with the neighbourhood design or settlement development.

Important clues referring to the project scale can be derived from the project sites mentioned in the titles; hence some of them are situated in well defined districts within the city like Balgat or Çankaya. Whereas there are cases, when other groups, by referring to the present situation that Ankara continues to grow towards its peripheries with the annexing of new housing areas to the existing city in particular,¹³¹ have chosen sites such as superblocks situated at the fringes of

¹²⁹ For a detailed list containing the studio supervisors and the assigned projects for each academic year see Appendix A.

¹³⁰ The projects in Amasya were led by Aydan Balamir, Enis Kortan, Arda Duzgunes and Erkin Aytac in 1997, by A.Balamir and Ercument Erman in 1998 and by A.Balamir, Yildirim Yavuz, Kadri Atabas and Suzan Habib in 2004.

¹³¹ Candaş Bilsel, and Namık Erkal. «Housing at the Southern Edge of Ankara.» Project Brief, Ankara, Fall 2008.

Ankara, either at the southern or eastern edge of it. The choice of a theme around which to structure studio work is significant because they “define the trajectory and act as filters of perception, thought and action which the instructors and students share throughout the design process”¹³² the housing projects assigned during 2005-2010 will be discussed in more detail in the following chapter.

¹³² Turkan Uraz Ulusu, and Aydan Balamir. «Themes of Place and Space in Design Teaching: A Joint Studio Experiment in Amasya.» *METU JFA*, 2006: 1-18.

CHAPTER 3

HOUSING EXERCISES IN THIRD YEAR DESIGN STUDIO (2005-2010): APPROACHES AND TEACHING METHODS

In this part of the research, the approaches and teaching methods followed in the third year design studio when dealing with housing exercises are studied in depth. The period chosen, covers the last five years between 2005 and 2010 academic years, during which the housing exercises are given systematically each year. During this five year period, no major change is observed among the instructors of the studio groups, a factor which helps in giving a clear illustration of the approaches and teaching methods followed.

3.1. The Year Objectives of Arch 301/ Arch 302 Courses

Within the framework of the architectural education at M.E.T.U. in which design studios have a major role, Arch 301 “Architectural Design III” is a compulsory course that is taught in the third year of the undergraduate curriculum. Arch 301 course is one of the eight (8) successive studios which last for one semester each and offer different types of exercises in their content by avoiding repetition. The general catalogue of M.E.T.U. (2007-2009) describes the Arch 301-302 course as follows:

“Design of buildings in relation to their particular historical urban context is emphasised. Issues of settlement-dwelling relationships, buildings of functional complexity and spatial variety and architectonic interpretations of structural systems are analysed and designed.”¹³³

As a compulsory course, its history goes back to the foundation years of M.E.T.U. and although the topics of the given exercises were not very much different from

¹³³ *Middle East Technical University General Catalogue 2007-2009*. Ankara: METU Press, 2007. p.23

the present ones,¹³⁴ the course objectives, or at least the Arch 301-302 course description in the general catalogue was put in a plain way with a focus on mechanical and structural solutions, in the catalogue of 1979-1981: “[...] the design and planning of buildings where the elements of structure and mechanical equipment are given their due importance.”¹³⁵

Later on, in the academic year of 1987, the course description took the present form with due emphasis on the relation of the building design with the urban context¹³⁶ and during the academic year of 1999, a last edition was done by adding the “historical” character to the “urban context”.¹³⁷ As it is described in the catalogue, what corresponds to the fifth semester of the curriculum is:

“Studies in large scale housing schemes, rural and urban. Studies in long span structures and tectonic architecture. Urban design issues in historical context; design of new buildings in relation to preserved fabrics and monuments. Program development based on social and cultural scenarios. Design themes focusing on place making and space creation; issues of identity and urbanism.”¹³⁸

The main project of the semester assigned in the third year studio is housing with particular emphasis on its relation with urban and historical context. Usually the housing project is assigned after a short term project –which can also be a structural design exercise- which lasts up to five weeks whereas the rest of the term is spent for the housing project. The third year is organized into four subgroups¹³⁹ with a ratio of two instructors per 18 students corresponding to each group.

¹³⁴ Yolal, Eşber. 1957-1978, *Tasarım Stüdyosu Çalışmaları-Architectural Design Abstracts*. Ankara, 1979.

¹³⁵ *Middle East Technical University, General Catalogue 1979-1981*. Ankara: METU Press, 1979.

¹³⁶ *Middle East Technical University, General Catalogue 1987-1989*. Ankara: METU Press, 1987.

¹³⁷ *Middle East Technical University, General Catalogue 1999-2001*. Ankara: METU Press, 1999. p.24.

¹³⁸ Aydan Balamir, Kadri Atabaş, and Çağrı Çakır. "Counter Projects: Anti-TOKI/Anti-Market Project Brief." Ankara, 2008.

¹³⁹ Group 1: G.Evyapan and H.Zelef, Group2: E.Aytac, Group3: A.Balamir and K.Atabas, Group4: C.Bilsel and N.Erkal.

3.2. Educational Background and Second Year Studio

Apart from the housing exercises assigned in the third year studio, it is important to mention the year objectives and what kind of exercises are given in the studio of second year. The inclusion of how the design problems are handled in the second year architectural studio becomes an indispensable part of the research in order to understand the architectural background and formation of students upon entering the third year. The second-year architectural design studio explores a full set of design principles and critical thinking. When entering the second year, students, apart from being able to perceive and define space, they are expected to develop awareness. As it is described in the METU catalogue, the ARCH 201-202 courses offer: “[s]tudies for the identification of the elements of architectural design and the development of a *sensitivity and awareness required for valid interpretations*.”¹⁴⁰ This course creates an awareness of the variety of factors affecting design including the site context, program, material and technology as determinants of the design process.

The second year studio is principally organized into four groups, each with two or three instructors responsible for, with a total of approximately 80 students who are exposed to diverse viewpoints represented among the second-year design faculty members. Although the four groups share almost all the pedagogical goals, they differ in certain objectives and as a result different assignments with different focuses are given to students of different groups. These can be classified according to their themes. The only project that Group 1¹⁴¹ usually assigns to second-year students during the fall semester consists of designing a non site-restricted project within a landscape which is a single-house in a rural context near an urban centre. These projects require the student to generate forms based on the program, site, and concerns of the client rather than the immediate built context. The aim is to initiate awareness about the problems of a small scale building in its cultural and natural context; hence the project sites are located either in an open landscape or in small settlements.

¹⁴⁰ *Middle East Technical University, Faculty of Architecture Catalog 2003*. Ankara: METU Faculty of Architecture Publications, 2003. p.12

¹⁴¹ Group 1 consists of V.Imamoglu, M.Erkilic, N.Ogut, M.Onat, M.Anay, D.Kacar and T.Ozden assistants change each year.

Whereas the projects assigned to the students of the other section, Group 2,¹⁴² are mostly located in constrained infill sites within an existent urban fabric. They involve the design of a house with one or two separate owners but which share the same roof and what is more important, their working place is combined with the living one. Hence, the projects are of a character like “WorkShopHouse”. One major educational goal is to create awareness of urban concerns by developing a design strategy which “dwells on the duality of domestic (private) activities and commercial (public activities), and responds to the generic urban system.”¹⁴³ The idea of a contextually responsive architecture has been one of the focuses of design education and accordingly students are asked to analyze, understand the characteristics of the project’s site and interpret the generic system that forms the district, in order to introduce domestic life into the existing urban system.

After having finished the second year, students are introduced to housing design problem during the third year of their study due to the fact that students have completed in the preceding year the studio which deals with designing a single house either in a rural or urban context. Having worked with the design of a single house in a rural or urban context in the second year of their study, students are introduced with the housing problem in the third year. This will serve as complimentary knowledge to the architecture of collective housing which is the topic of the third year design studio.

3.3. Housing Problem Definition at 3rd Year Studio

This part discusses the way the housing problem is defined and presented to students. It includes the handouts of several term projects given in the third year design studios at M.E.T.U. in consecutive academic years from 2005 to 2010. The structure of this part has been organized according to each group. The following list shows the housing projects assigned by Group 1 together with the instructors who have been present for each year as part of that group:

¹⁴² Group 2 is conducted by B.Gür, S.Çınar and M. Uger

¹⁴³ Erkin Aytaç. «A Student Village for Beytepe Campus.» *METU Architectural Design Studios*, 2006. p.50

➤ Group 1:

2005-2006-Gönül Evyapan/Haluk Zelef : Housing on Dikmen Valley

2006-2007- Gönül Evyapan/Haluk Zelef: Housing in Çukurca

2007-2008- Gönül Evyapan/Haluk Zelef: Housing in Balgat

2008-2009- Gönül Evyapan/Haluk Zelef/Res.Asst. Çağrı Çakır: Housing at Çankaya

2009-2010- Gönül Evyapan/Haluk Zelef/Res. Asst. Güler Özyıldırım: Designing an Urban Context: Housing at Çankaya

➤ Group 2:

2005-2006: Berrak Seren/ Erkin Aytaç/ Res.Asst. Bilge İmamoğlu : Urban Housing

2006-2007: Berrak Seren/ Erkin Aytaç/ Res.Asst. Bilge İmamoğlu: Student Village in Beytepe

2007-2008: Berrak Seren/ Erkin Aytaç/ Res.Asst. Ceren Kâtipoğlu: Urban Housing in Çankaya

2008-2009:Erkin Aytaç/ F. Can Aker/ Res.Asst. Ozgecan Canarslan: An Apartment in Şişli

2009-2010: A New Housing with Social Facilities for Academics of METU

➤ Group 3:

2005-2006: Aydan Balamir/ Kadri Atabaş/ Res.Asst. Meltem Anay: Doğukent Housing

2006-2007: Aydan Balamir/ Kadri Atabaş/ Res.Asst. Emriye Kazaz: Doğukent Development

2007-2008: Aydan Balamir/ Kadri Atabaş/ Res.Asst. Esra Aydoğan: Housing within Binevler Settlement, Çorum

2008-2009: Aydan Balamir/ Kadri Atabaş/ Res.Asst. Cagri Cakir: Counter Projects: Anti-TOKİ, Anti-Market

2009-2010: Aydan Balamir/ Kadri Atabaş/ Tamer Deniz: Counter Projects for Bent Deresi: Anti-TOKİ, Anti- Market

➤ Group 4:

2005-2006: Asst.Prof.Dr. Cânâ Bilsel/ Inst. Semra Uygur/ Res.Asst. Günseli Filiz/ Res.Asst. Ece Kumkale: Neighbourhood Design in Dikmen Valley

2006-2007: Cânâ Bilsel/ Namık Erkal/ Res.Asst. Günseli Demirkol: Housing Neighbourhood in Eryaman 4

2007-2008: Namık Erkal/ Res.Asst. Nida Nayci/ Res.Asst. Günseli Demirkol:
Hacettepe Campus Regeneration, Social Centre and Intern Housing
2008-2009: Cânâ Bilsel/ Namık Erkal: Housing at Southern Edge of Ankara¹⁴⁶
2009-2010: Cânâ Bilsel/ Namık Erkal: Making the Centre of Çayyolu a Mixed-Use
Housing Project

Group 1 for instance has always chosen sites near city centre of Ankara in districts like Çankaya, Balgat and Dikmen Valley. In the interview done with Haluk Zelef, one of the group's instructors, he points out that the project sites are chosen on purpose in Ankara for students to have the possibility to visit the site frequently. Hence the students may carry several site surveys and analysis or can reach easily to the district municipality if there is any need for further information and data.

Another criterion when choosing the site is a topography presenting difficulties to deal with. For this reason they choose sloppy sites, a factor which fits to the topography of Ankara. This group avoids giving housing projects at the outskirts of Ankara. Instead of assigning projects at the periphery of the city where the large scale settlements have no urban reference, Zelef continues that they try to choose sites in an actual urban context which have a certain program like sport centres, shopping malls and similar at the surrounding. The emphasis on city-center facilitates students' search to integrate the housing with the surrounding city texture. Whereas, being composed of only accommodation units, most of the neighborhoods on the fringes of the city have acted only as "dormitories" till the last couple of years. As a result, the problem definitions of the projects are directly affected by the criteria of choosing the project sites.

Since the projects are given in an existing texture, they are not only composed by housing units. Moreover, the spaces allotted to shopping, offices and other social facilities exceed the areas of residential function. According to Zelef, complexity of city life is an important issue in their assignments. This is why they assign to students mixed use projects which can be interpreted as a kind of urban design approach in contrary to zoning principles.

¹⁴⁶ This project is held together with a 3rd year design studio from Mersin University, conducted by Evrim Demir, Meltem Uçar and Fikret Zorlu, sharing the same site and topic but with different project programs and objectives.

During the academic year of 2006-2007, a plot in Cankaya, located in a neighbourhood which was transformed from a squatter housing into urban fabric was given as the project area. The problematic lying behind this choice is explained in this way to the students:

“Alongside new neighbourhoods on the periphery of Ankara, areas in the city formerly occupied by squatter houses are now being transformed into new residential districts such as the Dikmen valley housing project. There are still vacant lands in some quarters of the city which will soon be developed in an ad-hoc manner.”

Whereas another housing project introduced in the consecutive academic year of 2007-2008 by Group 1, encourages students to develop awareness for the possibility of better alternative design approaches by applying the building codes of planning regulations.

“The site given in Balgat/Ankara neighbours an open market, apartment buildings and squatter housing. To achieve a valid comparison with the existing surrounding building texture, a similar floor area is given in the project brief.”¹⁴⁹

It can be observed that this group prefers not to impose a critical point of view to the students, but actually they do pose a problem definition as it is mentioned in the assignment above that “city will develop in an ad hoc manner”. Similarly through these exercises it is aimed for the students to be aware about the **rules and regulations** in Turkey. Some concepts such as TAKS, KAKS, and Public share are introduced in the housing problem definitions so that they can compare their design with the texture around in quantitative sense.

Another group from the 3rd year studio follows a different approach to the housing exercise. In the interview with the second group’s instructor, Erkin Aytaç mentions that they perform the housing projects in two different ways. There are cases when the housing project is given in urban areas near the city centre. In these cases, the project site and the housing masses to be proposed are of a relatively small scale

¹⁴⁹ Gönül Evyapan, and Haluk Zelef. «Housing in Balgat» *METU Architectural Design Studios*, 2007. p.58

because the project sites are chosen as one or the combination of several plots in dense urban areas. This is what they refer to as *urban housing*. Considering the list of projects assigned by Group 2 between 2005 and 2009, this type of exercise is given three times as “Urban Housing” in 2005-2006, “Urban Housing in Çankaya” in 2007-2008 and “An Apartment in Şişli” in 2008-2009 academic years.

All of these exercises share the same problem definition. As it is mentioned in the project briefs,¹⁵⁰ the housing problem is discussed in two platforms: “the national housing problematic and the narrower one of the neighbourhood.”¹⁵¹ When considering “An Apartment in Şişli” project, the problem definition is put in this way, after explaining the context:

“Today the whole neighbourhood is one of the most lively and hype area in Istanbul beginning to lose its residential character and transforming into a commercial and *upper-end-of-the-market* style leisure zone which arguably is considered as a degeneration and erosion of social and architectural identity. Our final project can be considered as an attempt to help stopping the progress of this trend by underlining district’s original housing nature.”¹⁵²

Since the housing projects are given in urban areas of strong identity, students are asked to develop their interventions to the site by considering the issues of “identity, image, cityscape, urban character, as every new design proposal is part of an already existing fabric and a possible reference for future developments.”¹⁵³ It is to note that, although the projects are referred to as *urban housing* projects, the size of the plot and the buildings itself are closer to be that of an apartment block rather than what may be considered as a housing settlement.

The second type of housing project that are assigned by Group 2, are projects chosen in sites which are located partially near the city and partially outside it. In these cases, the project sites are much larger compared to the previous type, that of *Urban Housing*. As a consequence, there is an increase in housing units, target population and the building area. In such kind of projects, social facilities, sport centres and green areas are included in the program. Projects which are assigned

¹⁵⁰ Erkin Aytaç. «An Apartment in Şişli.» Project Brief, Ankara, Fall 2008.

¹⁵¹ Ibid

¹⁵² Ibid

¹⁵³ Erkin Aytaç. «Urban Housing in Çankaya.» *METU Architectural Design Studios*, 2007.

in this scope by Group 2 are usually housing units or lodgings designed for university campuses.

During the academic year of 2006-2007, students were assigned to design a “student village” in Beytepe. As it is stated in the project brief of the group, this theme has been chosen in order to confront the basic architectural problematic of housing in a specific and challenging setting:

“Lack of appropriate student dormitories and rising demand for accommodation as an alternative to dormitories has necessitated the design of housing in accordance with specific needs of students. The site is strategically located at Beytepe village and its proximity to Bilkent University, Hacettepe University’s Beytepe Campus and METU makes it a convenient area for the purpose.”¹⁵⁴

Similarly, during the academic year of 2009-2010, Group 2 assigned “A New Housing with Social Facilities for Academics of METU”. Students were expected to design “lodgings of various type and sizes developing into high, medium and low rise buildings.”¹⁵⁵ This exercise was given as a second phase of the final project of the semester to be connected to the first phase which consisted in the design of social facilities for METU academics.

The third group of Arch 301 design studio is conducted by Aydan Balamir and the part-time instructor Kadri Atabaş, together with studio assistants who have varied each year. The housing projects assigned through the last five years have been grouped under the following headings: “Doğukent Housing” assigned in two consecutive academic years, 2005-2006 and 2006-2007; followed by “Housing within Binevler Settlement” in 2007-2008 and again “Counter Projects: Anti-TOKI, Anti-Market” assigned in consecutive years during 2008-2009 and 2009-2010 academic years. All of the projects except the one in Çorum are given at the outskirts of Ankara as new development areas alongside Doğukent Avenue, Bentderesi Street and Macunköy.

¹⁵⁴ Erkin Aytaç. «A Student Village for Beytepe Campus.» *METU Architectural Design Studios*, 2006. p.50

¹⁵⁵ Erkin Aytaç. «A New Housing with Social Facilities for Academics of METU.» Project Brief, Ankara, Fall 2009.

Group 3 aims to introduce a coherent problem in the studio medium, like the problem of architectural coherence caused by the absence of design guides to develop a uniform view of the future image of the city as a whole. The result is private and public spaces of very low quality, which come together side by side without having notice of each other. All of the project briefs share the same problem definition which is put in the following way:

“Design poverty displayed in mainstream architectural practice throughout agglomerations of multi-storey point blocks. The project asks for alternatives to this mode of city building via generic housing settlements that are characterized by their lack of urban macro form and disregard of natural circumstances.”¹⁵⁶

As it is stated in the project briefs, students are expected to develop alternative proposals, which sometimes are referred to as “counter-projects”¹⁵⁷ as a critic towards TOKI (Public Housing Administration of Turkey) settlements and market based developments. During the academic year of 2007-2008, the 3rd group combines the same problem mentioned above, i.e. the lack of design quality in mainstream architectural practice, with a regionalist emphasis in architectonic features since the project is given in a different context compared to the previous exercises. Students are asked to develop an urban infill project in the vacant land within Binevler in Çorum, the initial design of which was done by architects Altuğ and Behruz Çinici in 1970-1977.

All of the housing exercises given as examples from the 3rd group take into account the established land use allowances of the building regulations in order to exercise on more realistic grounds, yet towards an impressive and sustainable environment going beyond absolute efficiency and land values.¹⁵⁸ The series of projects and assignments of the 4th group under the instruction of Candaş Bilal and Namik Erkal have concentrated on specific sites in Ankara and are either an urban regeneration or large scale urban infill in character. The project sites are superblocks usually chosen in the new development areas at the periphery of

¹⁵⁶ Aydan Balamir, Kadri Atabaş, and Meltem Anay. «Doğukent Housing.» Project Brief, Ankara, Fall 2005.

¹⁵⁷ Aydan Balamir, Kadri Atabaş, and Çağrı Çakır. "Counter Projects: Anti-TOKI/Anti-Market Project Brief." Ankara, 2008.

¹⁵⁸ Opp. Cit.

Ankara. More specifically, the sites are chosen in planned new settlements, satellite settlements, like Eryaman which was implemented by TOKI in 1980's. Similarly, Or-An district is one of the project sites which was also the first satellite settlement of Ankara, planned in late 1960's and Çayyolu area which emerged as a new settlement which would house upper middle income groups.

The other projects are assigned in central districts of Ankara, like Dikmen Valley and the historical site of Hacettepe Campus. This group approaches to the housing exercises not by concentrating only on the subject of housing but declare explicitly that one of their objectives is to introduce students to the issues of urban design. The emphasis on this subject is noticed in the titles of the projects assigned, like Neighbourhood and Housing Design at Dikmen Valley in Ankara assigned during 2005-2006.

After emphasizing the fact that residential neighbourhoods cover the largest area in a city and as a consequence "the architecture of urban housing characterizes spatial and aesthetic quality of the built environment,"¹⁵⁹ the project abstract goes on with a brief historical background of the urban sprawl and caused by spontaneous growth of "gecekondu" settlements. It is not the aim here to explain that the situation concerning the gecekondu neighbourhoods changed after 1980's when a planning procedure aimed to transform those neighbourhoods into regular housing areas known as "urban transformation zones". Nor it is the aim to say that the transformations of old shanty towns are envisaged by the investment of construction firms or by the operations of TOKI.

The aim consists in bringing into focus the lack of spatial quality of two models of housing which are widely applied in Turkish cities: stereotyped apartment blocks on individual plots, which are the end product of the urban development plans – "imar planı"- and high rise housing blocks on larger urban islands. Students were expected "to search for alternative urban design solutions for creating better urban housing environments for the society to live in".¹⁶⁰ Dikmen Valley was chosen for this project as a site, for its being the first comprehensive urban transformation project area in Ankara.

¹⁵⁹ Candaş Bilsel, and Namık Erkal. «Neighbourhood Design at Dikmen Valley.» Project Brief, Ankara, Fall 2005.

¹⁶⁰ Ibid

Apart from the previous urban transformation project, the 4th group assigned an urban infill project on the following academic year of 2006-2007 at Eryaman, a planned satellite settlement near Ankara. As it is stated in the project handout delivered to the students, Eryaman was chosen as a site from which students could learn because its planning is based on the principle of neighbourhood units and developed in 4 different separate phases. The problem definition for this housing exercise is described as follows:

“In the 4th phase, different parts of the area had been assigned to five different architects who developed their own ideas for each of the sub-areas. **As a result, a significant architectural variety was achieved, however, the area can hardly be perceived as a neighbourhood having unity.** This is partly because the centre of the neighbourhood has been left vacant. **The aim of the project was to design a residential neighbourhood that will also function as the centre of the 4th phase.**”

161

As in the previous housing exercise, students were again encouraged to search for alternative urban design and architectural solutions for creating “better housing environments” for people to live in. Similar to “Neighbourhood and Housing Design in Eryaman” project assigned during fall 2006, the last project given to students consisted of “Making the Centre of Çayyolu New Settlement”. As it is explained in the project brief, the planned centre of Çayyolu district is in the process of formation. Although several social facilities are developed in the area, the centre of Çayyolu remains as a left-over space in the middle of the district, because of lack of an urban design. This constituted the problem definition of the project, for which students are expected to “redesign the centre of Çayyolu as a mixed-use centre where housing is required to be incorporated.”¹⁶²

During the academic year of 2008-2009, students were expected to offer architectural solutions for creating a liveable built environment that provides the inhabitants the sense of place. The area chosen for this project was a superblock located at the southern edge of Ankara. The neighbourhood design that students

¹⁶¹ Candaş Bilsel, and Namık Erkal. «Neighbourhood and Housing Design at Eryaman.» Project Brief, Ankara, Fall 2006.

¹⁶² Candaş Bilsel, and Namık Erkal. «Making the Centre of Çayyolu New Settlement.» Project Brief, Ankara, Fall 2009.

were required to develop in this project had to take into account the fact that project area has been preferred by high and higher middle income groups for settlement. In order to work in more realistic grounds, this project used the building density assigned by the building regulation codes. The students were asked to rethink on the planning decisions regulations brought by the Urban Development Plan, such as strict zoning, land uses and height restrictions. They were required first to develop urban design proposals by reconsidering all these issues in their projects, while providing the required building density and green areas.

Among the projects assigned by Group 4, “Hacettepe Campus Regeneration, Social Centre and Intern Housing” project can be distinguished because of the historic context where the project was assigned. The design of a social centre and intern housing was the second step after the first project which consisted of developing an urban plan for the Campus “which transforms the present fragmented ground into a public space while integrating the adjacent historical neighbourhoods with the preserved monuments, specifically around the Karacabey Mosque.”¹⁶³

3.4. The Teaching Methods of Design Process

In the first part of this chapter, the discussion was concentrated on two main issues. The first of the issues dealt with the educational objectives, the knowledge expected to be acquired and the skills expected to be developed through the housing exercises. The second issue concerned the housing design exercises assigned to the students. It was considered useful to describe the general and special characteristics of the design themes, the criteria upon which this design theme is chosen, the way it is introduced to the students, and the questions the exercise poses.

A similar method used by ENHSA Thematic Network while monitoring urban design education in European schools of architecture during an activity held in 2004¹⁶⁴ is used and structured around four key issues, which form the common

¹⁶³ Namık Erkal, and Nida Naycı. «Hacettepe Campus Regeneration, Social Centre and Intern Housing.» Project Brief, Ankara, Fall 2007.

¹⁶⁴ Constantin Spiridonidis, ed. *EAAE Monitoring Urban Design Education in European Schools of Architecture*. Thessaloniki, 2004.

ground for evaluation. The third issue that will be studied in this chapter includes a description of the architectural design studio,, the pedagogy and the educational method adopted. It is useful to discuss the issues dealt with at each stage of the course, and the general organization and structure of it. The last issue suggested is related to the difficulties encountered by the instructors in running the course. More specifically, the instructor is asked to offer an overview and a critical appreciation of the course with regard to its effectiveness and contribution to the overall school curriculum with suggestions as to how its quality might be improved.

3.4.1. First Phases of the Study: Field Trips / Site Analyses / Case Studies/ Lectures / Readings

Arch 301 courses, where housing assignments have been given in the academic years of 2005-2010, is conducted through studio work in all of the groups. There are some cases when different studio groups conduct lectures or seminars as well in parallel to the studio work. These lectures or seminars are generally part of the first phases of the study. Hence, the studio work is organized into two phases: the study phase and design process phase.

The beginning of the course is given over particularly to investigation of historic and contemporary housing typologies, which are carried out by the student groups by the preparation and presentation of case studies on cases from Turkey and the world. These case studies are supported by daily trips to suburban mass housing and urban housing areas in Ankara. However, the emphasis and the structure of this phase differ from one group to another.

As it is stated in one of the project briefs of Group 1, after the introduction with the design project of the term, initially “students are asked to make a research on prominent examples to comprehend the utilization of variety of housing units as well as auxiliary functions in the same complex, different horizontal and vertical circulation systems.”¹⁶⁵ The case studies are sometimes given in terms of chronology, pointing out prominent examples from each period. In some years the

¹⁶⁵ Gönül Evyapan, and Haluk Zelef. «Housing in Balgat» *METU Architectural Design Studios*, 2007. p.58

instructors select them in terms of typology whereas there are cases when examples from different periods that are similar in terms of common characteristics such as periphery block, point block, row-house, high-rise-low density, low rise-and high density are chosen as case studies.

For each project a site visit trip is arranged and afterwards students are asked to do the site analyses. Group 1 summarizes the objective of the site analysis as to study the “geometry of site, topography and formal aspects including the mass, roof and façade articulations.”¹⁶⁶

Similarly, Group 2, after presenting the subject of the housing project, organizes a site visit trip. As Aytaç mentions in an interview, their group prefers vacant areas as their project sites. The site trip helps to gather information about a further step which is site analysis. For this reason students are asked to take photographs and draw several sketches in relation with the project site. The site research consists of the analysis of urban factors, in cases when the site is given in urban context, analysis of the surrounding buildings, their functions, and the importance of landscape elements whenever they are present. Other factors to be analyzed are also the climatic ones like orientation to the sun, wind directions and what is most important is the analysis of the site topography, which is expressed in drawings of site sections, usually at the scale of 1/500. At the end of these analyses, students are organized to prepare a model of the site with its surroundings, which is usually at the scale of 1/500.

While working on site analyses, students are required to form research groups for case-studies in the following categories: international-national (projects and applications), problems-solutions (formal and functional), and rules-regulations (spatial and constructional).¹⁶⁷ Students are organized into two groups in order to conduct the case study researches under the headings of:

- Housing Typologies, Schemes and Patterns
- Housing in Early Modernism
- Housing in the 50s, 60s, 70s, 80s, 90s
- Turkish Housing: From Late 19th Century to the 50s

¹⁶⁶ Ibid

¹⁶⁷ This is repeated in all project briefs. Erkin Aytaç. «An Apartment in Şişli.» Project Brief, Ankara, Fall 2008.

- Turkish Housing in the 60s, 70s, 80s, 90s;
- Turkish Housing in the 2000s¹⁶⁸

A last activity in the scope of case studies is daily trips to urban housing settlements in Ankara. According to Aytaç, the initial phase of the study should involve interviews and questionnaires with target population as well but because of lack of time, they are never done.

In Group 3, the coursework is carried through several supplementary assignments which are given before the design process starts. The preparatory work consists of case studies which include study trips, documentary films and reading assignments. The study trips are arranged as daily trips to suburban mass housing sites (TOKI-Northern Ankara Entry, Eryaman 3-4), urban housing at central districts (Maliye Blocks, Yamaçevler, Cinnah 19, Gelibolu 3) and trips to other cities outside Ankara like Eskisehir or Çanakkale as examples of traditional and modern urban fabrics.¹⁶⁹

Apart from the study trips, an introduction to the subject of housing is done through documentary films from "Architecture" series and literature from Turkey and abroad. Students are also requested to complete case studies which are classified into three main groups: case studies according to architects, according to chronological arrangement which starts from "Early Modern" (1920s-40s) to "Eco-city" approaches (2000s) and last, according to thematic arrangement like suburban in the city (Siedlung), reconstruction of the city (IBA), participatory-pluralist (Byker) and futuristic/visionary (Archigram).¹⁷⁰

Each of the case studies was requested to be analysed in relation to the following issues: quantitative aspects, social and political aspects, traffic schemes, typology and building technology. According to the time-table that is provided at the end of the project brief of the last academic year, 2009-2010, about a month is spent on the study phase which consisted of all of the assignments mentioned above.

¹⁶⁸ Ibid

¹⁶⁹ Aydan Balamir, Kadri Atabaş, and Çağrı Çakır. "Counter Projects: Anti-TOKI/Anti-Market Project Brief." Ankara, 2008.

¹⁷⁰ Aydan Balamir, Kadri Atabaş, ve Tamer Deniz. «Counter Projects for Bent Deresi: Anti-TOKİ/Anti-Market.» Prject Brief, Ankara, Fall 2009.

In Group 4, the study phase consists of two parts which are given as two separate assignments: case studies on the project site which include site analysis as well, and case studies on urban neighbourhood and housing projects. After being introduced with the project, students are given a first assignment which consists of case studies on the project area as in the case of “Neighbourhood Design at Dikmen Valley” where students were asked to gather maps and plans from the Municipality of Ankara together with the information on the Dikmen Valley Urban Development Project, the planning and urban design principles, social organization model of the project and its implementation phases.

The reason of paying such importance to the case study of the project site and its analyses is closely related with the fact that Group 4 chooses as project sites such areas which offer a learning platform with the physical environment produced and the implementation processes. At the same time, the site analyses phase helps students in generating their first ideas and concepts about the project. After this step, a second assignment of case studies is given on various urban neighbourhood projects either national or international.

A more detailed site analysis was conducted by Group 4 in fall 2008 when a studio workshop was organized in collaboration with the 3rd year studio group of the Architecture Department of Mersin University. The workshop was held during the fall semester (24-26 October) of 2008-2009 academic year in Ankara. Both of the teams from M.E.T.U. and Mersin University worked on the same site for the same project, “Housing at the Southern Edge of Ankara” but with slightly different project requirements.¹⁷¹ The workshop was a combination of both studio and theoretical work. After a series of lectures oriented mainly on the site analysis methods which were held the first day, the rest of the workshop consisted of daily trips to suburban mass housing and urban housing at Ankara and a trip to the project site as well.

Rather than a challenge between the two schools, the aim of the workshop was to enhance the social interaction between students and exchange ideas and working methods. In this context, students were arranged into mixed groups to carry out the site analysis phase which consisted of two other phases; the first one was observation, documentation through sketches and photographs, and measuring. The second phase of site analysis consisted of data collection and their synthesis

¹⁷¹ The project brief and site analysis sheet are found in the Appendix C.

which were presented back at the studio. Whereas the research groups analyzed the following topics:

- Natural site conditions/climatic conditions/ human made objects in the site
- Location of the site within Ankara/ transportation and circulation in and around the site
- Functions and activities occurring in the site and its surroundings
- Morphological analyses of the surrounding context: building densities, solid-void relationship
- Visual values of the site
- Environmental images (analyses based on Kevin Lynch's 5 city images)¹⁷²

All of the data collected were expected to be used as a tool which would help students to perceive the site and develop their first design concepts.

The supplementary material delivered to students has varied for Group 4 depending on the type of the project assigned as in the case of "Making the Centre of Çayyolu New Settlement" project. Since the students were given a first assignment to develop an urban design proposal for the area, a number of articles were chosen from *The Urban Design Reader* book to provide students with a theoretical background on the issue.¹⁷³

3.4.2. Design Parameters: Location/ Size of the Site/ User Profile/ Scale of Study

In the previous part, a brief description of how the study phase is conducted by each group was illustrated. The fieldwork is helpful in giving the students a concrete idea about the site and a better understanding of the planning data. As an intermediary phase between the study phase and the design phase, students have to deal more or less with quantitative data which are part of the programme delivered by instructors.

¹⁷² Candaş Bilse, Evrim Demir Mishchenko, Fikret Zorlu., Housing at Southern Edge of Ankara, Fall 2008, project brief and site analysis

¹⁷³ Candaş Bilse, and Namık Erkal. «Making the Centre of Çayyolu New Settlement.» Project Brief, Ankara, Fall 2009.

Since housing is the subject of the project, the demographic data are an indispensable part of the programme. The population size or the target population is mainly estimated by taking in consideration the site location and its approximate future development. Then, the target population and its size are closely related with the composition of the households and their arrangements within housing blocks.

Another quantitative data is the building density as it is fixed in the development plan for every section of the city by local authorities. The building density is defined with two different ratios T.A.K.S. (Ratio of the Construction area to the plot surface) and K.A.K.S. (Total Floor Area Ratio); when only the second ratio is given, it is called "emsal". Usually the studio groups of the third year have the tendency to give the actual building densities in the housing projects in order to propose realistic alternatives to the existing built-environment.

Hence the location, context and the size of the site become important parameters of the planning phase. Along with the site parameters, students are expected to develop alternative scenarios in the concept development phase by taking into consideration the target population that is determined in the programme by the instructors or the one that is proposed by students themselves. All of the site analysis and planning phases, which are based on the above mentioned parameters, are operated at different scales which will be discussed in this part of the chapter. The discussion of how each studio group chooses the project sites and their context was mentioned in the first part of this chapter when discussing the problem definition that each of the projects poses. In this part, the sites given by each group will be illustrated. The size of the plots, besides being related with the location and context of the sites chosen, is decided accorded to the objectives set for the design problem.

As it was mentioned in the problem definition part, Group 1 doesn't chose on purpose sites which are located at the periphery of Ankara city. Instead, all of the project sites are chosen in districts near the city centre like Dikmen Valley, Çankaya and Balgat. The projects site areas chosen for the housing exercise are usually chosen as superblocks having a total area of 54.000m² at the largest but there is also one case when the site area was assigned as 7500 m².

The Çukurca housing project was assigned on a vacant land which used to be a squatter settlement area to be transformed into a new residential district. Being on a slope facing southeast, the site had an area of 16.000 m². The project brief included several residential units which vary from 60 to 180m² with a total of 7200m² housing area. Whereas the same built area was left for the subsidiary functions like retail shopping (2000m²), offices (4000m²), sports (1200m²) and nursery school (200m²).¹⁷⁴

The site given in Balgat/Ankara was surrounded by an open market, apartment buildings and squatter housing, a political party headquarters and several edifices of garment industries. Having an area of 7500m², this plot has a limit of 15000m² built area according to planning regulations. A similar floor area was given in the project brief to make a valid comparison with the existing surrounding building texture. Again, the size of the units varied from 60m² for studio units, 120m² for two bedroom units and 180m² for four bedroom units, with a total of 5400m² of housing area.¹⁷⁵

Differently from the previous projects, the housing project assigned in 2008-2009 was given in a site which covered about 30.000m² with a level difference of 17 m. Since 35% of the site area would be left vacant for planning participation share, 19.000m² would be used for housing purposes which makes a total of 380 housing units.¹⁷⁶ When compared to the previous years, it is quite a high number of housing units which was probably resulted from the instructors search for making students work more on the site planning and urban design issues.

When considering Group 2, instructor Aytaç explained that there are two types of project locations chosen by their group: one is near the central districts whereas the other type is neither in a suburban area, nor in central districts. This choice was closely related with the project type given. Usually the projects falling in the first group are referred to as urban or apartment housing. Since the sites were chosen in dense urban context, as it was previously mentioned when discussing the problem definition part, the plot areas are relatively small.

¹⁷⁴ Gönül Evyapan, and Haluk Zelef. «Housing in Çukurca/ Çankaya.» *METU Architectural Design Studios*, 2006.

¹⁷⁵ Gönül Evyapan, and Haluk Zelef. «Housing in Balgat» *METU Architectural Design Studios*, 2007. p.58

¹⁷⁶ Gönül Evyapan, ve Haluk Zelef. «Housing in Çankaya.» Project Brief, Ankara, Fall 2008.

The housing project of 2007-2008 academic year was given in Çankaya for instance, where “the area has always been rated as a prestigious urban settlement including middle to upper income housing.”¹⁷⁷ Total building area was given as 4.780m² with 28 housing units varying from 100m² to 150m². Not very different is the situation for “An Apartment in Şişli” project where the total building area – excluding basement floors- was 10.920m². When the two projects which were given in university campuses are considered, the areas of both sites are quite large, 10.000m² for “Student Village in Beytepe”. The housing area was given as 8700m² for the student village in Beytepe and 11.150 m² for the academic housing in METU with a total number of 100 and 95 housing units respectively. When comparing the “Apartment in Şişli” and “Student village in Beytepe” projects, although the first project has a larger housing area, the housing units are only 42 when compared to 100 units of the intern housing. This differentiation is closely related to the user profiles of the two projects.

In Group 3, the projects are assigned on particularly large areas. As it was mentioned in the problem definition part, this group chooses as project sites the fringes of Ankara city with varying areas like 50.000, 150.000 and 400.000 m². The reason of giving such a large project area is closely related with the phases of design process which proceeds from the proposal of a visionary urban design for a target population of about 20.000 people to the design of a pilot project on the site for about 2000 housing units.

Still, the students were expected to develop projects for a population defined according to the dimensions of the land and their scenarios. In order to perceive the size of the project and its area, students were given a supplementary assignment which consisted adapting an entire settlement from international examples on the project site, at the scale of 1/2000.

Group 4 chooses urban superblocks as project sites which are located in the peripheral areas of Ankara city, located mostly within satellite settlements. The reason of giving the project site in such areas is because the instructors expect students to learn from the existing built-environment and to grasp the scale of open spaces together with the three-dimensional composition of the building masses. This is the case, for example, in “Neighbourhood Design in Eryaman” project, the

¹⁷⁷ Erkin Aytaç. «Urban Housing in Çankaya.» *METU Architectural Design Studios*, 2007.

site of which was chosen at the centre of the 4th phase of Eryaman new settlement. The selected site was surrounded by the housing neighbourhoods designed and implemented as experimental projects in 1990s. Groups of students were asked to study each one of these housing projects in detail.¹⁷⁸ The housing densities are also defined in accordance with the context where the project site is situated. The built environments formed of housing blocks surrounding the site constitute references in terms of scale and models of housing, to the students in the design process.

During 2008-2009 academic year, a superblock near Or-An district was chosen as the project site. The block had a total area of 45.000m² where 14.600 m² was left as green area as planning participation share. The total area to be constructed was estimated as 24.000m² with a total construction area of housing of 30.000m².¹⁷⁹ The housing units to be designed by the students consisted of mainly three types of housing units which were proposed in consideration with the potential user profile of the particular area where the project was situated. These units were: studio apartments or 1 bedroom units of 60-80m², 3-4 bedroom units of 150-180m² and 5 bedroom units of 210-240m².¹⁸⁰

The impact of users in the design process was taken into account when students were asked to develop a social scenario for their projects. The kind of public facilities and house types corresponded to the social and cultural profile of users. The emphasis were added in the project handout of Group 4 as the students were expected to take into account the fact that:

“The area of the project which is well served by the main traffic arteries and close to natural reserve areas has been preferred by high and higher middle income groups for settlement. **This trend has been accentuated with the recent housing estates projected in this area.**”¹⁸¹

The examples of recent housing estates projected in the area were mentioned on purpose throughout the project brief because the recent urban transformation and

¹⁷⁸ From the interview with Candaş Bilisel found in the Appendix E.

¹⁷⁹ Candaş Bilisel, and Namık Erkal. «Housing at the Southern Edge of Ankara.» Project Brief, Ankara, Fall 2008.

¹⁸⁰ Ibid

¹⁸¹ Ibid.

growth occurring in Ankara and the end products of urban development plans widely applied in the city were taken as a point of departure of what to cover through the housing exercises.

While solving the housing units, various solutions of housing units are to be considered, depending on the programs delivered by each of the studio groups and especially by the potential user profile corresponding to each of the project areas. Usually the alternative solutions of housing units are similar in terms of variety among all four groups because the housing units consist of either single, couple, families of 3 to 4 members or extended families. The difference among the studio groups consists in whether the housing units' distribution is predetermined by the instructors or it is totally left to students to choose the appropriate number of housing units' types.

Still, it can be concluded that, when talking about projects which are given in urban contexts and central districts, the housing units are proposed in relation with the potential user profile which is usually determined to be from middle or high-income groups. When talking about the projects which are situated at the outskirts of Ankara, since the site context has no predetermined user profile, the student seems to be free to choose the social and cultural profile of users together with the corresponding house types and public facilities.

When talking about the notion of *scale*, it has fallen into the group of the so-called "design parameters, maybe because of its quantitative nature. But it is important to note that scale is such a parameter that defines the design phases through which a project is carried through. This is because the given sets of scales by each of the studio groups, define the quantity of information that becomes available for the student at a certain design phase. So the scale issue, rather than being a parameter becomes a good tool which provides the shifts among the area of site planning, housing design and unit design. Since the working scales for each group will be explained in detail in the following part, the design process, in this part of the discussion will focus on the scales determined in the final presentation requirement lists.

When analyzing Group 2, they always use three scales for the final presentation requirements which are 1/500, 1/200 and 1/100. There are also cases when sketch

problems are given in between, consisting of system detail drawing which are done at 1/20 scale. According to each scale, the following are expected from students:

- 1/500-SITE PLAN-SECTION: Roof arrangements, levels, basic landscape elements, green and paved areas, car-parks, vehicular and pedestrian circulation
- 1/200 SITE GROUND FLOOR PLAN and OTHER FLOOR PLANS: Typical units with furnishing including structural system and differentiating wet areas, levels, steps and platforms, landscape design, green and paved areas, vehicular and pedestrian circulation, underground and/or surface car- parks
- SECTIONS-ELEVATIONS: Nearby environment. (not forgetting vehicular and pedestrian roads), Level differences.
- MODEL
- 1/100 UNIT PLANS: Structural system

In Group 3, the scope and scales of the study are predetermined in the project brief which is delivered to students at the beginning of the project. According to the project briefs, students are expected to prepare models at the scales of 1/1000 to fit into the context model and 1/200 partial model of an urban block or superblock. Whereas the project is expected to be prepared under the following headings:

- MASTER PLAN and VISIONARY DESIGNS: analytical and concept drawings, site plans on aerial photos, site section-elevations cutting through typical configurations of land and proposed buildings. These are carried out at the scales of 1/20.000, 1/5000 and 1/2000.
- PARTIAL DESIGNS: typical cluster plan-section-elevations, drawings always in context which means showing the surrounding units, roads and landscaping. These are carried at the scales of 1/1000 and 1/500.
- UNIT DESIGNS for a representative amount of households conducted at the scales of 1/200 and 1/100.

It should be noted that the above illustrated presentation requirements correspond one to one to the phases of the design process. The first phase is carried out as a group work since master plan decisions had to be thought about a target population of about 20.000 people. The second and the last phases are carried out

on an individual basis where students had to propose partial designs for a population of 2000 to 200.

In Group 4, since the design process is carried out into two phases: urban design proposals and the housing area design, there are two sets of scales used. This is reflected in the requirements for the final jury as well. Students are required to present diagrams showing their analytical and synthetic approach to the site and design problem carried out at the scales of 1/1000 and 1/500 showing:

- Vehicular and pedestrian traffic system
- Topography, sunlight and wind in plan or site sections showing the blocks
- Figure-ground analysis of the surroundings and their site planning
- Green structure: distribution of public and semi-public/private green areas
- Distribution of urban functions proposed for the site (housing types, commercial areas, sports areas and social facilities) in relation with the surrounding areas.

There are cases when the project requirements exceed the scale of 1/1000 as in the case of “Making the Centre of Çayyolu New Settlement” where students were asked to develop an urban design proposal by making use of a 1/5000 scale master plan scheme together with a 1/1000 plan of the district centre indicating land-uses, the structure of open and built spaces, parks, playgrounds, sports areas, pedestrian and vehicular roads and parking areas.¹⁸²

After the presentation of the analytical diagrams, the final project requirements from the students continue with:

- 1/500 scale SITE PLAN: showing the housing blocks and other facilities (commercial, recreational and sportive) the design of the public parks and other open spaces, pedestrian and traffic ways and parking areas.

SITE SECTIONS: demonstrating the building blocks in relation with the topography and slopes and also the surrounding buildings.

MASS MODEL WITH ITS SITE

¹⁸² Candaş Bilşel, and Namık Erkal. «Making the Centre of Çayyolu New Settlement.» Project Brief, Ankara, Fall 2009.

- 1/200 scale PARTIAL PLANS: typical floors of housing blocks showing the distribution of different housing units and the circulation system
SECTIONS: from the housing blocks showing the immediate surroundings
- 1/100 scale PLANS OF HOUSING UNITS

As it was mentioned at the beginning of this part, since the scale issue is an indispensable part of each design phase, a further discussion of the working scales used by each group will follow in the next part of this chapter when discussing the methods and design phases followed by each group.

3.4.3. Phases of Design Process

Depending on the method that each of the studio groups follows; the design process is the next step after the case-studies, site analysis and planning phases which were discussed before. The design process itself could be divided into other phases as well: first schematic proposals, developed proposals about open spaces layout and buildings and housing units and final presentation of the projects. These phases are valid for all of the groups.

According to Group 1, the topic of housing involves a large variety of factors to be considered, processed and accommodated for, which at this stage of architectural education are found to be informative.¹⁸³ When dealing with the first hypothesis about land use and the positioning of the parts on the site, Group 1 pays attention to “the possibilities and constraints of the site, its topographical layout and location in the urban context.”¹⁸⁴ These issues are also helpful in introducing the first changes to be done to the topography.

When dealing with the organization of masses and the schematic proposals, the following issues are to be taken in consideration by the students: “the surrounding building fabric, position with respect to the vehicular and pedestrian routes, related consideration of whether uses other than housing should be introduced to the site or not and the use of the ground level floor.”¹⁸⁵

¹⁸³ Gönül Evyapan, and Haluk Zelef. «Housing in Çukurca/ Çankaya.» *METU Architectural Design Studios*, 2006.

¹⁸⁴ Ibid

¹⁸⁵ Ibid

According to Group 1 housing involves an enormous range of scales. As it is mentioned in all of the project briefs delivered by Group 1: “the design of the units, how the units come together, the composition of subgroups into a larger whole, which is to become a semi-autonomous residential environment with an identity of its own within the totality of the town, do indeed call for an overwhelming transfer of scales.”¹⁸⁶

Although the range of scales are mentioned starting from the design of the units and later proceeding towards the whole settlements, it should be pointed out that at least the design process starts from the site arrangement and proceeds towards the housing units design. It means that when moving from upper scales to lower scales, a transfer of decisions given in one scale to the other scale occur. All of the design process is carried at scales varying from 1/500 to 1/200 and 1/100 for the housing units. According to Zelef, the meaning of scale is altered in the recent years after the utilization of computer in designing and drawing the projects. One thing that is influential in deciding the scale is its legibility during the jury. So since all the students are drawing in CAD medium especially in the recent years, students detail the project in 1/200 scale but print it 1/100 scale.

According to an interview with Aytaç, he mentions that, in Group 2, after the study phase, students are expected to bring their first ideas regarding the topic, and general discussions take place as panel criticism. The instructors don't show a certain attitude with regard to the way the design process proceeds, whether it starts from macro-scale to micro-scale or vice-versa.

Actually, considering the fact that Group 2 pays attention to furthering the urban identity both within the broader city context and the immediate surroundings, it is expected that the design process would proceed from a macro-scale towards a micro-scale. Students are encouraged to discuss on keywords like identity, image, cityscape and urban character while intervening on the specific site and project. The way in which Group 2 refers to identity issue is more relevant to the continuation of socio-cultural factors “as every new design proposal is part of an already existing fabric and a possible reference for future developments.”¹⁸⁷

¹⁸⁶ Gönül Evyapan, and Haluk Zelef. «Housing in Balgat» *METU Architectural Design Studios*, 2007.

p.58
¹⁸⁷ Op.Cit.

Aytaç continues that usually students have the tendency to start the design process with a site plan proposal and gradually it proceeds towards the design of the units. During this process, the studio instructors try to be in a search of how to make the course more effective for students learning by proposing different complementary assignments. For instance, Group 2 assigned a short exercise related to “Housing for Academics of M.E.T.U.” consisting of a 2-dimensional bounded area “cut and paste” housing composition. Students were asked to design a housing unit of their own by cutting, pasting and assembling 2-dimensional shapes and colours in appropriate dimensions. Similarly, students were given some sketch problems like a system detail and elevation drawing when dealing with “An Apartment in Şişli” project.

In such cases when the process is interrupted by other assignments which introduce a different scale and even when solving the housing units, there is a transfer of scales from the unit design to site plan. Aytaç admits that although students are told to start the site planning phase at larger urban scales like 1/1000 scale, usually students work at the scales of 1/500 for the site plan, 1/200 and 1/100 for the units. Hence the transfer of scales occurs from 1/500 to 1/100 and vice versa.

When considering Group 3, since the projects are given in considerably large areas, as a consequence, the scales to deal with are large as well. The design process is executed in three phases, which is common for all of the projects delivered by this group:¹⁸⁸ a master plan and visionary design for a target population of about 20.000 people is expected to be carried out as team work. In this first stage students are asked to work with 1/20.000, 1/5.000 and 1/2.000 scale drawings. In the second phase of the project, partial designs for a population of 200 up to 2000 people is expected from students, depending on the nature of the projects. This phase was carried out either in teams or on individual basis and students are asked to work with 1/1000 scale drawings to show the typical cluster arrangement and model to fit into context model or with 1/500 scale drawing.

The same method is followed for the design process of “Counter Projects for Bent Deresi: Anti-TOKI/Anti-Market” project of 2009-2010 academic year, but since the

¹⁸⁸ Aydan Balamir, Kadri Atabaş, and Çağrı Çakır. "Counter Projects: Anti-TOKI/Anti-Market Project Brief." Ankara, 2008.

site was smaller compared to the previous projects, it varied from five to ten hectares, the working scales were smaller as well. Actually this project was given in the scope of an international competition: “Affordable Housing in Sustainable Humane Habitat”. In contrast to the previous years, the design process started with assignments of “Kitchen to live in” and “Kitchen into studio” designs which were worked at 1/50 scales. The next step was a jump to the preparation of a master plan for a target population of 4-5000, which was carried out as group works at 1/5.000, 1/2.000 and 1/1000 and partial designs for a population of 4-500 which was carried out at 1/500 scale.¹⁸⁹

The final step is the phase of unit designs for a representative amount of households which will be developed at 1/200 and 1/100 scale drawings. While dealing with the above mentioned phases, students are advised to consider some aspects of urban design as listed below:¹⁹⁰

- **scale:** size relationship of an urban object to the whole; unity vs. contrast and the hierarchy of values – of a house in a street, of a street in a town, of a town in the landscape
- **skyline:** visual abstraction of urban identity; horizontal and vertical directionalities of the urban silhouette; object buildings vs. the fabric
- **topography:** the topological intricacy of volumes throughout the fabric; the “building of the site”
- **size and measure:** width-depth relationships/ proportions of urban plots and facades
- **movement patterns:** the ease and naturalness of human motion; views and vistas experienced from vantage points and during a stroll in streets
- **Environmental factors:** temperature, humidity, daylight, pollution, noise, smells as constant concerns for urban spaces.

Other guidelines for planning and design are delivered to students to be taken in consideration while working out the design decisions, as follows:

- **Typologies:** consider your choice of urban versus suburban character.

¹⁸⁹ Aydan Balamir, Kadri Atabaş, ve Tamer Deniz. «Counter Projects for Bent Deresi: Anti-TOKİ/Anti-Market.» Prject Brief, Ankara, Fall 2009.

¹⁹⁰ Aydan Balamir, fall 1999, project handout

- **Diversity, Heterogeneity:** the project encourages 'mixed-use' solutions, including permanent housing (ownership or long-term rental), temporary housing (dormitory, hostel or apart-hotel)
- **Traffic schemes:** vehicular and pedestrian circulation systems
- **Issues of adaptability and flexibility:** provide solutions to accommodate major and minor changes in spatial requirements for diverse households.
- **How to meet the ground and sky:** the ultimate issue for design of any building.

Apart from the above mentioned phases, it is important to mention that during the design process; students are given other supplementary assignments called as "satellite projects". This is the case when students dealt with "Counter Projects: Anti-TOKI/ Anti-Market". The first satellite project was called *parasol* and students were asked to design an architectural device to serve for privacy and solar control purposes. Whereas in the second satellite project, named *room with garden* students were asked to design a private space with an outdoor extension. These assignments were prepared at 1/20 and 1/50 scales respectively. At last, these proposals were expected to be integrated to the unit designs.

When comes to Group 4, the instructors emphasizes in the project handouts that "to create a liveable built environment that provides the future inhabitants with a sense of place will be the main focus of the neighbourhood design"¹⁹¹ that students are required to develop in the project. As a consequence, the course follows an in-between alternative; it is a combination of urban planning and the design of a neighbourhood. Thus, it becomes a project responsible for the total architecture of the settlement rather than narrowing down the scope to the architectural solution of single buildings, which, in fact, students are familiar with from their previous architectural design studios.

Since the housing project is seen through the lense of urban design, it is expected from students to conceive the area in its relations with the city as well as with its immediate surroundings. Other than being a housing settlement, students are expected to offer in their designs a well structured net of open public and semi

¹⁹¹ Candaş Bilgel, and Namık Erkal. «Neighbourhood Design at Dikmen Valley.» Project Brief, Ankara, Fall 2005.

public spaces, pedestrian pathways in connection with the public parks within the urban block itself and those located nearby.

As it is a typical exercise of “urban design”, the design of a legible urban structure with a well designed vehicular and pedestrian circulation system in combination with the above mentioned network of spaces have a structuring role in the project for the whole settlement. Apart from the residential uses, a well balanced mix of functions is expected to be included in the project layout like public and social facilities, commercial facilities that will serve to the whole neighbourhood, not only for the residents of the compound, but also those located nearby. Students are also expected to provide a good balance between building blocks and open spaces in between in consideration with sunlight and other microclimatic conditions, the definition of open spaces in relation with the building blocks and lastly the relation of building blocks with each other.¹⁹²

After all the technical skills mentioned up to now that are expected to be acquired by students during the design process, the main aim is an arrangement of the entire residential settlement, well positioned in the characteristics of the site and compatible with the project requirements. So the housing exercises first call for site planning, as Lynch defines it: “site planning is the art of arranging structures on the land and shaping the spaces between”¹⁹³; and then for the design of the dwelling units. This point is also mentioned among the requirements of the project brief as the students’ designs are expected to offer “three dimensional volumetric qualities in the massing of housing blocks considering the surrounding masses of the existing housing blocks”.

In one of the project briefs,¹⁹⁴ Group 4 touches to the “gentrification” issue by giving so an adequate pedagogical answer to the faults of the actual processes of construction in the country. As it is described in the urban design project requirements for most of the cases, the urban renewal projects result in the “gentrification” of the area – which means the exclusion of the “urban poor” from the settlement area where they used to live before the operation. Students are also

¹⁹² Candaş Bilisel, and Namık Erkal. «Housing at the Southern Edge of Ankara.» Project Brief, Ankara, Fall 2008.

¹⁹³ Kevin Lynch. *Site Planning*. Cambridge: MIT Press, 1984. p.1

¹⁹⁴ Candaş Bilisel, and Namık Erkal. «Neighbourhood Design at Dikmen Valley.» Project Brief, Ankara, Fall 2005.

expected to search for solution to house these people preferably on place. According to the above mentioned skills to be acquired and the following pedagogical objectives like:

- treating the housing exercise as the best platform to introduce students to issues of urban design
- considering the housing exercise as a project of the total architecture of the settlement and not that of its individual buildings
- developing in students the ability to think in terms of urban components
- instilling in students the ability to work flexibly between architectural and site planning scales

A method is proposed for the housing project development divided into two phases: in the first phase, students are expected to develop a neighbourhood design with the three dimensional massing of building blocks. In the first stage of “Housing at the Southern Edge of Ankara” project, the students were asked to work with 1/2000 to 1/500 scale drawings and working models. In the second phase of the project, students were asked to focus on the three dimensional quality of housing blocks, the design of housing units and common facilities of the compound which were worked at the scales of 1/200 and 1/100.¹⁹⁵

Similarly, when dealing with “Making the Centre of Çayyolu New Settlement” project, the design problem consisted of “redesigning the centre of Çayyolu as a mixed-use centre where housing is required to be incorporated.”¹⁹⁶ As a first design phase, students were organized into groups of 3 to 4 people to work on alternative ways of making the centre of Çayyolu district. The aim of this phase was to develop urban design proposals which would be worked at the following scales:

- a 1/5000 scale master plan which takes in consideration the relation of the centre with other parts of Çayyolu district
- 1/1000 plan of the district centre to show the site analyses in terms of function distribution

¹⁹⁵ Candaş Bilisel, and Namık Erkal. «Housing at the Southern Edge of Ankara.» Project Brief, Ankara, Fall 2008.

¹⁹⁶ Candaş Bilisel, and Namık Erkal. «Making the Centre of Çayyolu New Settlement.» Project Brief, Ankara, Fall 2009.

- 1/500 partial plans and sections¹⁹⁷

After the first stage, students were asked to choose an area from the urban design scheme produced by the group works. The area chosen had to contain housing which was dealt at the scales of 1/500 and 1/200. It should be noted that the design process of housing exercises develops in a cyclical rather than in a linear way because different new inputs may arrive during the design process. This is relevant for the cases when the design process starts with the above mentioned phases; first a general layout of the future settlement is planned and then the objective is narrowed down to the arrangement of housing units and their solutions.

Since it is a studio based course, the panel criticism and the individual tutorial is the main teaching method adopted. In its simplest definition, the design studio is based on a dialogue between a design critic and the student. We observe that a deductive design method from upper scales to lower scales is conducted consciously by studio critics, not in the sense “accepting and rejecting, and never informing” but rather in the sense of developing skills necessary for the practice of the profession in a systematic way, and enabling the students “to develop [their] powers of selection by the process of [their] own judgment”.¹⁹⁸

The process of the development of an architectural proposal to a certain design problem is achieved by the dialogue between the critic and the student through different dialogue forms like the desk critique, panel critique and group interaction which is called “the jury”. These kinds of interactions help in providing different perspectives and feedbacks on the same problem situation. At the end of the course, it is expected that students will develop a clear progress in comparison to the starting point and with reference to the expected learning outcomes which can be listed as follows:

- Acquisition of knowledge and ability to undertake the design of complex settlements, structures and mixed use buildings of moderate size

¹⁹⁷ Ibid

¹⁹⁸ As quoted by Onur Yüncü from Colin Rowe in his Ph.D. thesis: Research by Design in Architectural Design Education.

- Building up of culture and repertoire for the analysis and design of contemporary housing, innovative structures and public buildings
- Awareness development for the cultural heritage and sites of natural and historical significance; acquaintance with legal and ethical aspects of designing in such contexts.
- Ability to work out coherent transitions between various scales (from 1/5000 to 1/20), with expressive ability in making full use of each scale.¹⁹⁹

These objectives are given in the project brief of 2008-2009 by the group of A.Balamir. along with Arch 301-302 course description catalogue. Similar learning outcomes were also discussed in a number of meetings held by the faculty staff for the reorganisation of the curriculum.²⁰⁰

¹⁹⁹ Aydan Balamir, Kadri Atabaş, and Çağrı Çakır. "Counter Projects: Anti-TOKI/Anti-Market Project Brief." Ankara, 2008.

²⁰⁰ An example is a draft work of the faculty staff done under the title "Tasarım ve İletişim" of July 2006.

CHAPTER 4

CONCLUSION

This study intended to make an assessment on the assigned housing exercises in architecture design studio at M.E.T.U by including projects which were assigned since its foundation. When considering the tasks that this thesis tried to fulfil, they were a deciding factor of organizing the whole structure of it. The first task was to give a historical perspective and to point out the shifts that might have occurred in the problematics that are raised through the housing exercises. For this reason, the period that was covered in this study extends till the foundational years of M.E.T.U. The whole structure was organized according to a chronological stance in order to give a general picture without having any pre-judgement. Being based on the available documentation as well, the first period was concentrated on 1957-1978 and the second analyzing period was concentrated on 1985-1996 academic years.

As it was mentioned in the introduction part, the materials used to conduct the assessment of housing exercises in 3rd year studio were a principal factor that affected the periodization. For the first period, architectural design abstracts collected by Esber Yolal were used as a main source. Unfortunately, no visual material could be found related with this period. Towards the end of preparation of the thesis, some other architectural abstracts could be found at the department archive corresponding to 1978-1979, 1979-1980 and 1980-1981 academic years by decreasing the gap that existed about the missing materials. These abstracts are made available at the appendix part at the end of the thesis.

When considering the second period, the amount of the material was various, including here architectural abstracts that were present in the *Studyolar* periodical which was published on an annual base. Along with the periodicals, other information could be gathered from the interviews with the instructors as well as the visual materials of students' works through years which were collected at the

Unit of Information and Documentation Centre of the faculty of architecture. Whereas the other task of a methodological or pedagogic character, deals with how housing design education is handled in the 3rd year studio including here its scope, problem definition, and the different stages of studio works. This task was tried to be fulfilled at the third chapter, but focusing only on the last five years of study: 2005-2010 academic years. The chapter was organized around key issues that compose the housing exercises like the housing problem definition; study phases composed of field trips, site analysis, case studies, lectures and readings; design parameters listed like location, size of the site, user profiles and scale of study. The last issue discussed about the housing exercises was the phases of design process.

The multiplicity of these factors affecting the housing design means that housing is an exercise which has a lot of pedagogical objectives. For this reason it has always occupied a special place in the architectural curriculum of the faculty. Another important reason regarding the relation between housing and M.E.T.U. is the fact that M.E.T.U. was founded as a university in a period of uncontrolled urbanization and housing situation. The presence of the technical university would contribute to the state to solve the housing conditions in the country as well as it would train students from other Middle East countries. By having this agenda as a primary aim, it can be observed that housing exercises have always been present in curriculum and an ideological point of view has dominated in M.E.T.U. regarding the topic. According to Suha Ozkan, he believes that the housing assignments given in studio course follow a parallel line with the housing developments in the country.

In the introduction part of the thesis, a short historical of housing development in the country is presented showing the different housing types and modes of production being present in Turkey. Whereas in the second chapter, the assigned housing exercises in studios are presented corresponding to the same developments. All types of housing production modes are present as a problem definition in the housing exercises. For instance, students were assigned cooperative housing in studio course conducted with the aim of group design simulation where each student represented its own family. Or there are other cases when mass housing projects are given for a particular target group, like housing for industrial workers or housing for low-income families. These exercises

which correspond with the 1960's period show that M.E.T.U. had a social agenda of contributing to the development of the country by educating and raising professionals being aware of the actual conditions. The mass-housing modes of production had their precedents in European countries where they were applied for housing the poor. As it was mentioned in the introduction chapter, social housing could never be developed in Turkey, so M.E.T.U. was offering a critical stance towards these impossibilities through education.

After the students' movements of 1968, a more emphasized social agenda was present in the faculty. M.E.T.U. had a particular place in the development of architectural education of the country because of the new system introduced. The new orientations were creating a richer academic discussion medium for architectural education because of the student-instructor relationship constructed in the studio model. Especially after 1968, although there occurred changes in the faculty, students were a decisive factor in the selection of the theme around which a studio project had to develop.

Apart from the mass-housing and social housing projects, Gecekondu Housing has been treated as a housing problem in the design studios at METU. Several examples can be listed which are assigned through years like: "Mushroom Housing" consisting of a research study on the social and architectural aspects of gecekondu-s. This first exercise was conducted in 1964-1965 academic year. Similar examples have followed in 1968-1969 named "Neighbourhood Unit for 5000 Inhabitants" which subject was housing in gecekondu areas. It is interesting to note the fact that towards the end of 1970's, the housing projects assigned were chosen in gecekondu areas. If gecekondu-s were usually seen as the critical problem, in one of the studio abstracts, gecekondu-s were treated as a valuable phenomenon. In 1977-1978 academic year, students were assigned "A Housing Project" which considered squatter housing as a phenomenon which can teach us a lot but still its inefficiencies are obvious. Similar exercise continued in the following years: 1978-1979 and 1980-1981 with "A Small Residential for Squatters" and "A Low Rise-High Density Urban Residential Area" projects assigned respectively.

But the problematics posed in the housing projects changed after 1980's as the housing developments took a turn with the implementation of large scale

settlements which started first to be applied by the state and later by the private sector. There were given in parallel similar mass-housing projects in 3rd year design studio as well but they still can be considered as a few. It can be stated that the housing developments that occurred during 1980's opened the way for mass-housing projects to be always given in 3rd year studio, even nowadays, very systematically.

Parallel to that, housing projects in districts near city center were given as well maybe because of the international developments that were occurring. After the petrol crisis that happened during mid-1970's, large scale settlements considered as a product of modernism, were criticized and the focus shifted towards the revitalization of the areas near city centers, as the example of IBA. And a last type of housing projects assigned during 1980's was housing design in historical context which continued even during 1990's.

When considering the last years of teaching housing design in architecture studios, Each of the housing projects assigned by the studio groups pose a problem definition, but not all of the groups develop a critical stance or position towards a certain problem. For example "tunnel framework" construction system dominates the housing market led by TOKİ in the recent years. It is promoted as a cheap and quick method despite its numerous problems, such as plan rigidity. But it is questionable whether the assignments in the studio have developed a critical outlook to this issue or not.²⁰¹ Although the design process consists of the same design parameters, different teaching methods are developed by the groups when compared to each other. This difference is generated because as it was mentioned since the beginning, housing exercises offer a variety of pedagogical objectives, which can be emphasized differently by each group. For this reason, differences in the teaching method can be observed. But what is most important is the fact that the instructor's profiles have had a decisive role in the teaching method of METU throughout its existence.

²⁰¹ The idea is borrowed from instructor Haluk Zelef, in a critical discussion about the topic.

BIBLIOGRAPHY

- Abrams, Charles. "Education and Research: A University is born in the Middle East." In *Man's Struggle for Shelter in an Urbanizing World*, 203. Cambridge, Massachusetts: The MIT Press, 1964.
- Akiş, Tonguç. "Türkiye Mimarlık Akademisinde Mekan Algısı ve Billimselleşme: 1970'lere Yeniden Bakış." Article, 2010.
- Aktüre, Sevgi, Sevin Osmay, and Ayşen Savaş. *Anılar, Bir Sözlü Tarih Çalışması*. Ankara: METU, Faculty of Architecture Press, 2007.
- Alofsin, Alfred. *The Struggle for Modernism-Architecture, Landscape Architecture and City Planning at Harvard*. New York: W.W.Norton & Company, 2002.
- Aran, Kemal, ed. *Stüdyolar*. Ankara: METU Faculty of Architecture Publications, 1987.
- Aran, Kemal, ed. *Stüdyolar*. Ankara: METU Faculty of Architecture Publications, 1991.
- Aran, Kemal, ed. *Stüdyolar*. Ankara: METU Faculty of Architecture Publications, 1992.
- Aran, Kemal, ed. *Stüdyolar*. Ankara: METU Faculty of Architecture Publications, 1993.
- Aran, Kemal, ed. *Stüdyolar*. Ankara: METU Faculty of Architecture Publications, 1994.
- Aran, Kemal, ed. *Stüdyolar*. Ankara: METU Faculty of Architecture Publications, 1995.
- Aran, Kemal, ed. *Stüdyolar*. Ankara: METU Faculty of Architecture Publications, 1996.
- Aytaç, Erkin. "A New Housing with Social Facilities for Academics of METU." Project Brief, Ankara, Fall 2009.

- Aytaç, Erkin. "An Apartment in Şişli." Project Brief, Ankara, Fall 2008.
- Balamir, Aydan, Kadri Atabaş , and Meltem Anay. "Doğukent Housing." Project Brief, Ankara, Fall 2005.
- Balamir, Aydan, Kadri Atabaş, and Çağrı Çakır. "Counter Projects: Anti-TOKİ/Anti-Market Project Brief." Ankara, 2008.
- Balamir, Aydan, Kadri Atabaş, and Tamer Deniz. "Counter Projects for Bent Deresi: Anti-TOKİ/Anti-Market." Project Brief, Ankara, Fall 2009.
- Balamir, Aydan. "Experiences in the 3rd Year Architectural Design Studio" in *The Design Studio: A Black Hole*, ed. Gülsün Sağlamer, YEM Yayın, 2007, 151-176.
- Balamir, Murat. "Making Cities of Apartment Blocks" in *Housing and Settlement in Anatolia: A Historical Perspective*. ed. Yildiz Sey, Istanbul: Tepe Mimarlik Kulturu Merkezi, 1999
- Bilgin, Ihsan. "Housing and Settlement in Anatolia in the Process of Modernization" in *Housing and Settlement in Anatolia: A Historical Perspective*. ed. Yildiz Sey, Istanbul: Tepe Mimarlik Kulturu Merkezi, 1999
- Bilsel, Cânâ. "Three Recent Settlements in Ankara: Batıkent, Eryaman, and Bilkent. Questions on Quality and Sustainability of the bUilt Enviroment." Ankara.
- Bilsel, Cânâ, and Namık Erkal. "Housing at the Southern Edge of Ankara." Project Brief, Ankara, Fall 2008.
- Bilsel, Cânâ, and Namık Erkal. "Housing at the Southern Edge of Ankara." Project Brief, Ankara, Fall 2008.
- Bilsel, Cânâ, and Namık Erkal. "Making the Centre of Çayyolu New Settlement." Project Brief, Ankara, Fall 2009.
- Bilsel, Cânâ, and Namık Erkal. "Neighbourhood and Housing Design at Eryaman." Project Brief, Ankara, Fall 2006.
- Bilsel, Cânâ, and Namık Erkal. "Neighbourhood Design at Dikmen Valley." Project Brief, Ankara, Fall 2005.
- Bozdogan, Sibel. "Against Style" in *Modern Turkish Architecture*, ed. Renata Holod et.al. Ankara: Chamber of Architects of Turkey, 2005.

Cengizkan, Ali. *Discursive Formations in Turkish Residential Architecture Ankara: 1948-1962*. Ankara: METU, 2000.

Erkal, Namık. "Hacettepe Campus Regeneration, Social Centre and Intern Housing." Project Brief, Ankara, Fall 2007.

Ersoy, Uğur. *Bozkırı Yeşertenler-ODTÜ Kuruluş Yılları Anıları 1959-1963*. İstanbul: EVRİM Yayınevi, 2002.

Er, Alpay, et.al. "U.S. Involvement in the Development of Design in the Periphery: The Case History of Industrial Design Education in Turkey, 1950-1970." *Design Issues*, 2003: 17-34.

Evyapan, Gönül, and Haluk Zelef. "Housing in Çankaya." Project Brief, Ankara, Fall 2008.

Gür, Berin, ed. *METU Architectural Design Studios*. Ankara: Ajanstürk Press, 2006.

Gür, Berin, ed. *METU Architectural Design Studios*. Ankara: Ajanstürk Press, 2007.

Heynen, Hilde. *Architecture and Modernity: A Critique*. Cambridge, Mass.: MIT Press, 1999.

Lynch, Kevin. *Site Planning*. Cambridge: MIT Press, 1984.

Middle East Technical University General Catalogue 2007-2009. Ankara: METU Press, 2007.

Middle East Technical University, Faculty of Architecture Catalog 2003. Ankara: METU Faculty of Architecture Publications, 2003.

Middle East Technical University, General Catalogue 1979-1981. Ankara: METU Press, 1979.

Middle East Technical University, General Catalogue 1987-1989. Ankara: METU Press, 1987.

Middle East Technical University, General Catalogue 1999-2001. Ankara: METU Press, 1999.

Aközer, Emel, Rana Nergis Öğüt. ed. *Mimarlık, Eğitim, Gelenek ve Yenilik/ Kemal Aran'a Armağan*. Ankara: METU, Faculty of Architecture Publications .

Ozuekren, Sule. "Kooperatifler ve Konut Üretimi" in *Housing and Settlement in Anatolia:A Historical Perspective*. ed.Yildiz Sey, Istanbul: Tepe Mimarlik Kulturu Merkezi, 1999

Pamir, Haluk. "Architectural Education in Turkey in its Social Context: Underlying Concepts and Changes." 131-151.

R.Woolrich, W. "A New Middle Eastern University with Modern Western World Objectives." *Journal of Engineering Education*, 1960.

Rowe, Peter. *Modernity and Housing*. Cambridge, Mass.: MIT Press, 1993

Senyapili, Tansi. "New Problems/Old Solutions" in *Housing and Settlement in Anatolia:A Historical Perspective*. ed.Yildiz Sey, Istanbul: Tepe Mimarlik Kulturu Merkezi, 1999

Sey, Yildiz and Tapan, Mete. *Architectural Education in Turkey: Past and Present*.

Spiridonidis, Constantin, ed. *EAAE Monitoring Urban Design Education in European Schools of Architecture*. Thessaloniki, 2004.

Tapan, Mete. "Mass Housing and its Development in Turkey" in *Housing and Settlement in Anatolia:A Historical Perspective*. ed.Yildiz Sey, Istanbul: Tepe Mimarlik Kulturu Merkezi, 1999

Tekeli, İlhan. "Türkiye'de Cumhuriyet Döneminde Kentsel Gelişme ve Kent Planlaması." In *75 Yılda Değişen Kent ve Mimarlık*, edited by Yıldız Sey, 1-24. İstanbul: Tarih Vakfı Yayınları, 1998.

Uraz, Turkan Ulusu, and Aydan Balamir. "Themes of Place and Space in Design Teaching: A Joint Studio Experiment in Amasya." *METU JFA*, 2006: 1-18.

Uysal, Yuksel Yesim. *A Survey on the System Education at the Middle East Technical University Department of Architecture, 1956-1980*. Ankara: METU, 2003.

Ward, Tony. "Resistance or Reaction? The Cultural Politics of Design." *Architecture and Behaviour*, 1993: 1-156.

Yolal, Eşber. 1957-1978, *Tasarım Stüdyosu Çalışmaları-Architectural Design Abstracts*. Ankara, 1979.

APPENDIX A

SUPERVISORS/ PROJECT TITLE LIST (1957-2010)

1957-1958/Spring Term – Arch 202

“Lodgings for Bachelors”

- Group 1: Ekmel Derya

1958-1959/Spring Term – Arch 202

“A Town for 50.000”

- Group 1: William Cox

1959-1960/Fall Term – Arch 201

“A Satellite Town of Ankara”

- Group 1: William Cox, Gönül Tankut

1959-1960/Spring Term – Arch 202

“A residential Unit”

- Group 1: William Cox, Gönül Tankut

1960-1961/Spring Term – Arch 302

“Mass Housing at Cankaya”

- Group 1: E.Demirkaya, O.Ozguner, G.Switzer, A.Bilgutay

1961-1962/Fall Term – Arch 301

“Housing at Cankaya”

- Group 1: O.Ozguner, Hammeschmidt

1962-1963/Spring Term – Arch 302

“A Housing in Ankara”

- Group 1: O.Ozguner, Hammeschmidt, Doruk Pamir

1964-1965/Spring Term – Arch 202

“Mushroom Housing on 3 Sites: Cankaya, Dikmen, Akdere”

- Group 1: R.Corbelletti, A.Taspinar, T.Akalin

1964-1965/Spring Term – Arch 302

“Social Housing for Industrial Workers”

- Group 1: Doruk Pamir, Sheila Rotner (lecturer)

1966-1967/Fall Term – Arch 301

“A House and Housing”

- Group 1: O.Ozguner, E.Sahinbas, T.Akture.

1967-1968/Spring Term – Arch 202

“Sketch Problem in Neighbourhood Design”

- Group 1: Y.Yavuz, G.Aslanoglu, M.Adam, T.Akalin, T.Akture, Y.Delong

1967-1968/Spring Term – Arch 202

“Sketch Problem in Neighbourhood Design”

- Group 1: Y.Yavuz, G.Aslanoglu, M.Adam, T.Akalin, T.Akture, Y.Delong

1968-1969/Fall Term – Arch 301

“Neighbourhood Unit for 5000 Inhabitants”

- Group 1: F.Erpi, N.Erem, G. Aslanoglu, E.Sahinbas, T.Akture.

1972-1973/Spring Term – Arch 202

“A Settlement for a Group of Archaeologists in Milletus” (Group 1)

“A Youth Camp” (Group 2)

- Group 1: Cengiz Yetken, Mehmet Asatekin, Esber Yolal
- Group 2: Feyyaz Erpi, N.Arikoglu

1972-1973/Fall Term – Arch 301

“Collective House” (Section 1)

“Rental Apartments” (Section 2)

- Group 1: A.Taspinar, D.Elbruz, G.Evyapan, A.Duzgunes

1973-1974/Fall Term – Arch 201

“Academic Staff Dwellings at M.E.T.U.”

- Group 1: Cengiz Yetken, Mehmet Asatekin, Esber Yolal

1973-1974/Spring Term – Arch 202

“Coop-Housing”

- Group 1: Kemal Aran, Ilhan Kural

1974-1975/Spring Term – Arch 202

“Housing at Cankaya” (Group 1)

“A House” (Group 2)

- Group 1: Esber Yolal
- Group 2: Kemal Aran, Ilhan Kural

1974-1975/Fall Term – Arch 301

“Residential Area Development”

- Group 1: M.Adam, T.Akture, G.Evyapan, M.Turan, K.Seyithanoglu

1977-1978/Fall Term – Arch 301

“Rural Housing” (Group 1)

“A Housing Project” (Group 2)

- Group 1: U. Copur, H. Pamir, T.Akture
- Group 2: A.Taspinar, M.Asatekin, S.Ozkan

1978-1979/Spring Term – Arch 302

“Production of the Residential Environment” (Group 1)

- Group 1: Asst.Prof. Gönül Evyapan/ Asst.Prof.Dr. Mehmet Adam
- Group 2: Asst.Prof.Dr. Ülker Çopur/ Asst.Prof. Feyyaz Erpi

1979-19780/Spring Term – Arch 302

“A Residential Environment for Newly Urbanising Masses” (Group 1)

“Extension of Primary School of Kurtuluş” (Group 2)

- Group 1: Asst.Prof.Dr. Mehmet Adam
- Asst.Prof. Gönül Evyapan/ Asst.Prof. Yıldırım Yavuz

1980-1981/Spring Term – Arch 302

“Design of a Low-Rise/High Density Housing Complex in an Urban Environment”

“A Low Rise/High Density Urban Residential Area”

- Group 1: Prof. Adnan Taşpınar/ Asst.Prof. Gönül Evyapan/

Asst.Prof. Yıldırım Yavuz

- Group 2: Asst.Prof. Feyyaz Erpi/ Asst.Prof.Dr. Mehmet Adam/
Inst. Eşber Yolal

1981-1982 missing information

1982-1983 missing information

1983-1984 missing information

1984-1985 missing information

1985-1986/Fall Term – Arch 301

“High Rise Housing Project Near Ankara (Koru Housing Estate)” (Group 1)
“Koru Housing Estate” (Group 2)

- Group 1: Gonul Evyapan
- Group 2: Ilhan Kural

1986-1987 missing information

1987-1988/Fall Term – Arch 301

“Grouped Housing at Mersin” (Group 1)
“Housing for Academic and administrative Staff at M.E.T.U.” (Group 2)
“Housing in Bahçelievler and Esat” (Group 3)

- Group 1: Ali Cengizkan
- Group 2: Enis Kortan
- Group 2: Gönül Evyapan

1988-1989/Fall Term – Arch 301

“An Alternative Housing Proposal on a City Block at Küçük Esats”

- Group 1: Ali Cengizkan

1988-1989/Spring Term – Arch 302

“.....”

- Group 1: Prof.Dr. Enis Kortan/ Res.Asst. Ali Osman Öztürk
- Group 2: Assoc.Prof.Dr. Gönül Evyapan/ Res.Asst. Cânâ Bilsel
- Group 3: Inst. Önder Seren/ Res.Asst. Korkut Onaran
- Group 4: Inst. Ali Cengizkan/ Res.Asst. Ufuk Yeğenoğlu

1989-1990/Spring Term – Arch 302

“Student Housing at Three Different Locations in Ankara”

- Group 1: Prof.Dr. Enis Kortan/ Prof. Dr. Mustafa Pultar/

Res.Asst. Ali Osman Öztürk

- Group 2: Assoc.Prof.Dr. Gönül Evyapan/ Res.Asst. Korkut Onaran
- Group 3: Asst.Prof.Dr. Siv Bleiklie/ Res.Asst. Erkin Aytaç
- Group 4: Inst. Ali Cengizkan/ Res.Asst. Ufuk Sezgen

1990-1991/Fall Term – Arch 301

“Kadırga'da Konut, Sultanahmet , Istanbul” (Group 1)

“Housing at Bahçelievler” (Group 2)

- Group 1: Ali Cengizkan, Enis Kortan, Ali O.Özturk
- Group 2: Gönül Evyapan, Korkut Onaran

1991-1992/ Fall Term – Arch 301

“Housing at Bahçelievler, Ankara” (Group 1)

“Housing at Bahçelievler, Ankara” (Group 2)

“Social Housing at Bahçelievler” (Group 3)

- Group 1: Prof.Dr. Enis Kortan/ Res.Asst. Ali Osman Öztürk
- Group 2: Assoc.Prof.Dr. Gönül Evyapan/ Inst. Önder Seren/
Res.Asst. Erkin Aytaç
- Group 3: Asst.Prof.Dr. S.Yavuz/ Res.Asst. Ercüment Erman

1993-1994/Fall Term – Arch 301

“Housing in Kayseri” (Group 1)

“Housing in Konya” (Group 2)

- Group 1: Ali Cengizkan, Şebnem Yalınay
- Group 2: Gönül Evyapan, Erkin Aytaç, Berin Gür

1994-1995/Fall Term – Arch 301

“Apartment Housing” (Group 1)

“Replacement, Kuru District Housing” (Group 2)

- Group 1: Aydan Balamir, Enis Kortan, Altuğ İşeri
- Group 2: Ali Cengizkan, Ercüment Erman, Şebnem Yalınay

1995-1996/Fall Term – Arch 301

“ODTÜ-Köy Konutları” (Group 1)

“Housing in Konya” (Group 2)

“Remodelling of Eryaman-3” (Group 3)

- Group 1: Aydan Balamir, Enis Kortan, Arda Düzgüneş

- Group 2: Gönül Evyapan, Erkin Aytaç, Berin Gür
- Group 3: Ali Cengizkan, Ercüment Erman, Şebnem Yalınay

1996-1997 missing information

1997-1998/Fall Term – Arch 301

“Housing in Çankaya/Yıldız” (Group 1)
“Urban-Infill Housing at Yenimahalle” (Group 2)
“Privately Owned Housing for University Members” (Group 3)
“Urban Housing in Yenimahalle” (Group 4)

- Group 1: Prof.Dr. Enis Kortan/ Assoc.Prof.Dr. Aydan Balamir /
Inst.Dr. Ercüment Erman
- Group 2: Prof.Dr. Gönül Evyapan/ Inst. Berin Gür/ Inst. Erol Demirtaş
- Group 3: Inst. Ali Cengizkan
- Group 4: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç

1998-1999/Fall Term – Arch 301

“Eryaman Housing” (Group 1)
“Urban-Infill Housing at Yenimahalle” (Group 2)
“2nd Housing in Sandıma, Bodrum” (Group 3)
“Housing at METU Campus” (Group 4)
“Integration of Aesthetics and Function in Building Envelope Design” (Group 5)

- Group 1: Prof.Dr. Enis Kortan/ Prof.Dr. Feyyaz Erpi/
Inst.Dr. Ercüment Erman
- Group 2: Prof.Dr. Gönül Evyapan/ Inst. Berin Gür
- Group 3: Inst. Ali Cengizkan/ Inst. Şebnem Yalınay
- Group 4: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç
- Group 5: Assoc.Prof.Dr. Arda Düzgüneş

1999-2000/Spring Term – Arch 302

“Urban Renewal and Housing in Mardin” (Group 2)

- Group 1: Prof.Dr. Gönül Evyapan/ Inst.Dr. Korkut Onaran
- Group 2: Assoc.Prof.Dr. Aydan Balamir/ Inst.Dr. Ayşegül Tokol/
Part-Time Inst. Feyyaz Erpi
- Group 3: Inst. Ali Cengizkan/ Inst. Şebnem Yalınay
- Group 4: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç

2000-2001/Fall Term – Arch 301

“Housing at Maltepe”
“Social Facilities and Housing for Academic Staff at Ufuk University, Ankara”

“An Alternative Housing at Çayyolu, Ankara”
“METU Conservatory”

- Group 1: Prof.Dr. Gönül Evyapan/ Dr. Namık Erkal
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Zeynep Aktüre
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş
- Group 4: Inst. Ali Cengizkan/ Inst. Şebnem Yalınay

2001-2002/ Fall-Spring Term – Arch 301/302

“Housing in Portakal Çiçeği Valley, Ankara” (Group 1)
“Social Facilities and Housing for Academic Staff at Ankara University” (Group 2)
“Mixed-use Development at Çankaya” (Group 3)
“Housing in Mardin” (Group 4-Arch 302)

- Group 1: Prof.Dr. Gönül Evyapan/ Dr. Namık Erkal
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Zeynep Aktüre
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş
- Group 4: Inst. Ali Cengizkan/ Inst. Şebnem Yalınay

2002-2003/ Fall Term – Arch 301

“Housing in Portakal Çiçeği Valley, Ankara” (Group 1)
“Social Facilities and Housing for Academic Staff at Ankara University, Gölbaşı
Campus” (Group 2)
“Mixed-use Development at Çankaya” (Group 3)

- Group 1: Prof.Dr. Gönül Evyapan/ Dr. Namık Erkal
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Zeynep Aktüre
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş
- Group 4: Inst. Ali Cengizkan/ Inst. Şebnem Yalınay

2003-2004/Fall Term – Arch 301

“Housing Project at Yıldız, Ankara” (Group 1)
“Urban Housing, Ankara” (Group 2)
“From Cell to City: Housing in Mustafa Paşa” (Group 3)

- Group 1: Prof.Dr.Gönül Evyapan/Asst.Prof.Dr. Cânâ Bilsel
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Part-Time Inst. Ela Alanyalı
- Group 3: Prof.Dr. Yıldırım Yavuz/ Assoc.Prof.Dr. Aydan Balamir/
Inst. Kadri Atabaş/ Inst. Suzan Habib

- Group 4: Inst. Ali Cengizkan/ Inst. Şebnem Yalınay

2004-2005/Fall Term – Arch 301

- “A Housing Project in Dikmen Valley Dikmen, Ankara” (Group 1)
- “Urban Housing, Kırkkonaklar, Ankara” (Group 2)
- “Housing in Çankaya (Ankara)” (Group 3)
- “Living & Working Quarters for Ayvalık, Balıkesir” (Group 4)

- Group 1: Prof.Dr.Gönül Evyapan/Inst.Dr. Haluk Zelef
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Meltem Anay
- Group 4: Inst. Ali Cengizkan/ Inst. Şebnem Yalınay

2005-2006/Fall Term – Arch 301

- “Housing on Dikmen Valley” (Group 1)
- “Urban Housing” (Group 2)
- “Doğukent Housing” (Group 3)
- “Neighbourhood Design in Dikmen Valley” (Group 4)

- Group 1: Prof.Dr.Gönül Evyapan/Inst.Dr. Haluk Zelef
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Bilge İmamoğlu
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Meltem Anay
- Group 4: Asst.Prof.Dr. Cânâ Bilsel/ Inst. Semra Uygur/
Res.Asst. Günseli Filiz/ Res.Asst. Ece Kumkale

2006-2007/Fall Term – Arch 301

- “Housing in Çukurca” (Group 1)
- “Student Village in Beytepe” (Group 2)
- “Dogukent Development” (Group 3)
- “Housing Neighborhood in Eryaman 4” (Group 4)

- Group 1: Prof.Dr.Gönül Evyapan/Inst.Dr. Haluk Zelef
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Bilge İmamoğlu
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Emriye Kazaz
- Group 4: Asst.Prof.Dr. Cânâ Bilsel/ Inst. Namık Erkal/
Res.Asst. Günseli Demirkol

2007-2008/Fall Term – Arch 301

“Housing in Balgat” (Group 1)

“Urban Housing in Çankaya” (Group 2)

“Housing within Binevler Settlement, Çorum” (Group 3)

“Hacettepe: Campus Regeneration, Social Centre and Intern Housing”(Group 4)

- Group 1: Prof.Dr.Gönül Evyapan/Inst.Dr. Haluk Zelef/
Res.Asst. Çağrı Çakır
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Ceren Kâtipoğlu
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Esra Aydoğan
- Group 4: Inst. Namık Erkal/ Res.Asst. Nida Nayci
Res.Asst. Günseli Demirkol

2009-2010/Fall Term – Arch 301

“Designing an Urban Context: Housing at Cankaya” (Group 1)

“A New Housing with Social Facilities for Academics of METU, Phase 2: Housing”
(Group 2)

“Counter Projects for Bent-Deresi: Housing/ Anti-TOKI, Anti-Market” (Group 3)

“Making the Centre of Cayyolu: A mixed-Use Housing Project” (Group 4)

- Group 1: Prof.Dr.Gönül Evyapan/Inst.Dr. Haluk Zelef/
Res.Asst. Çağrı Çakır
- Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Ceren Kâtipoğlu
- Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Esra Aydoğan
- Group 4: Inst. Namık Erkal/ Res.Asst. Nida Nayci
Res.Asst. Günseli Demirkol

APPENDIX B

PROJECTS BRIEFS: 1957-1996

1957-1978 Architectural Design Abstracts

Esber Yolal

2nd year Studios

Year : 1957-1958

Arch: 202 / Group: Ekmel Derya

Subject: **Lodgings for Bachelors** / Duration: 6 weeks

Students are asked to design lodgings for bachelor staff in M.E.T.U. site is in the city but undetermined. In fact site doesn't have any importance in the problem, but rather, the different functions of a bachelor lodging; in comparison to a traditional apartment house is the most important aspect of the problem. Aim of the problem is to free students from clichés.

Plan(s): 1/100, Section/ Elevation: 1/100, Model: 1/100

Year : 1958-1959

Arch: 202 / Group: William Cox

Subject: **A Town for 50.000** / Duration: 4 weeks

On an undetermined site, a town for 50.000 people is to be designed. The aim of this problem is to introduce the students the idea of urban design. Plan: 1/10.000

Year : 1959-1960

Arch: 201 / Group: William Cox, Gönül Tankut

Subject: **A Satellite Town of Ankara** / Duration: 1 semester

Students are asked to design a satellite town of 5000 inhabitants in Etimesgut for the city of Ankara. A function schema, including traffic, residence, health, administration, education and commerce, is to be prepared by the students with the aim of formulation of building codes. Students are to work in groups of 7-8. Function schemas and models.....1/1000

Arch: 202 / Group: William Cox, Gönül Tankut

Subject: **A residential Unit** / Duration: 7 weeks

Students are first asked to design a cluster of residential units, a neighbourhood of the satellite town in Etimesgut, and then to concentrate on one unit in that neighbourhood.

Plan/ Section/ Elevation/ Model: 1/100

Year : 1964-1965

Arch: 202 / Group: R.Corbelletti, A.Taspinar, T.Akalin

Subject: **Mushroom Housing on 3 Sites: Cankaya, Dikmen, Akdere** / Duration: 8 weeks

Based on existence of social and architectural problem of mushroom housing, a design problem laden with intensive research (on the 3 offered sites) about the physical, economic, structural and environmental variable is to be carried to arrive at a solution of the environment and individual dwellings within the limited physical means and materials, yet towards a satisfying settlement. The first stage is a team work of research, the second is individual work on the various scales and aspects of mushroom housing design. Overall site plan.....1/100, Group of Houses/ plan, section, elevation: 1/50, House plan, section, elevation: 1/50, Model of group of houses: 1/200.

Year: 1967-1968

Arch: 202 / Group: Y.Yavuz, G.Aslanoglu, M.Adam, T.Akalin, T.Akture, Y.Delong

Subject: **Sketch Problem in Neighbourhood Design**/ Duration: 4 weeks

Students are asked to make redevelopment proposals for the Sakalar Neighbourhood, which is an old quarter of Ankara. Characteristics of the neighbourhood must be preserved. Relationships between the proposed community facilities and existing residential buildings are important. Circulation and street furnishes must be considered. Interview is realized with the people living in Sakalar.

Plan.....1/1000, Detail plans: 1/200, Sections: 1/200, Elevations: 1/200

Year : 1972-1973

Arch: 202 / 1st Group: Cengiz Yetken, Mehmet Asatekin, Esber Yolal

Subject: **A Settlement for a Group of Archaeologists in Miletus** / Duration: 6 weeks

In order to create the notion of adaptability to environmental factors such as climate, topography etc. and to give an idea about **macro (site) and micro scale (buildings)**, students are asked to design a settlement for a group of archaeologists. The settlement basically consists of 3 main groups of functions:

-Residence, - Common facilities, - Museum

Site plan: 1/2000 plans: 1/100, sections, elevations: 1/100, model: 1/100.

Arch: 202 / 2nd Group: Feyyaz Erpi, N.Arikoglu

Subject: **A Youth Camp** / Duration: 1 semester

Administrators of Kizilay are planning to organize a site near Durhaniye, Edremit, as a Youth Camp to hold about 1500 people. Students are required to make the physical planning of the camp which comprises a master plan of the site, dwelling units to house the people, recreational facilities and services. The idea is to create the notion of **macro scale (site planning) and micro scale (structures)**.

Schema showing site's link with outside: 1/5000

Circulation pattern, arrangement of various activities group: 1/2000

Site plan, plans, sections, elevations, model: 1/200.

Year : 1973-1974

Arch: 201 / Group: Cengiz Yetken, Mehmet Asatekin, Esber Yolal

Subject: **Academic Staff Dwellings at M.E.T.U.** / Duration: 14 weeks

To develop student's sensitivity towards the environment, to give the students the basic knowledge on design factors and processes, to improve their abilities to organize simple spatial relationships and to familiarize them with architectural communication techniques, they are asked to design Staff Dwellings at M.E.T.U.

Phase A: in order to investigate the main elements forming our perceptual environment and to represent it graphically, students are asked to work on their living quarters and on an apartment with similar plans but different family types and furniture. Scale1/50

Phase B: Carve Your Own Room

By reconsideration of the elements observed and defined in the previous phase, so as to find new relationships and meanings beyond what we are accustomed and conditioned to in our already existing environment, students are required to carve their own rooms out of Ytong. Model.....1/20

Phase C: Boundless Studies

To familiarize the students with the "need", activity-facility relationships, each unit space within the dwelling is studied separately without considering "what is behind the boundary"

Phase D: The Dwelling

In order to find out the best inner organization of a dwelling the mutual influences between the unit spaces of the phase C are studied. The site inputs are not important. Change, adaptability and flexibility are the important points. Plan: 1/50

Phase E: The Cluster

To study the mutual influences between the dwellings, the needs that created the cluster and the inputs of the site are the aims to be achieved during this phase. Plan1/200

Supplementary Activities:

-Lecture: Anthropometry by M. Asatekin / "Güney dogu Anadolu Halk Mimarisi, Acik Sofali Ev ve Yoruk Cadirlari" by Ugur Yuksel

-Film show "Multi-Ballet" by Mc.Laren,

-One day field trip to Cappadocia,

-Reading assignment: "The naked Ape" by D.Morris and "Community and Privacy" by Chermayeff and C.Alexander.

Year : 1973-1974

Arch: 202 / Group: Kemal Aran, Ilhan Kural

Subject: **Coop-Housing** / Duration: 1 semester

Group design simulation is the aim of this semester. Students are to carry their work in two different but related groups made up of 8 and 9 members respectively. Two different housing clusters are to be designed by the students, each student representing his own family which has supposedly joined to a housing cooperative. The first planning decisions of the housing cluster, the evaluation of the site, parcelation, common areas, green areas, kindergartens, auto parks and pedestrian traffic design are to be the products of the groups. After this group work

each student is to design his own house according to a program prepared to fulfil his own family's requirements, but still in relation with the close neighbourhood. Pattern language will be the method used in both group and individual work. The design process will be carried out in relation with Arch. 222. Site plan: 1/500
Housing cluster model, housing unit plans, sections, elevations: 1/100
Room unit drawings: 1/20.

Year : 1974-1975

Arch: 202 / Group: Esber Yolal

Subject: **Housing at Cankaya**/ Duration: 1 semester

Students are asked to design mass- housing for approximately 300 families on an empty site at Cankaya. The lot is big enough to take about 30 apartment houses which creates a congested and unhealthy environment as a result of limitations of city codes as far as the indoor and outdoor spaces and the life in such a community is concerned. As a recreation to such environment, students are asked to develop a schema which involves basically with the outdoor spaces, hierarchy of outdoor spaces, individuality, privacy of the dwelling units, traffic and pedestrian circulation, services and the pattern of life with a special emphasis on social interaction.

At the first stage, a very detailed survey on environmental design factors and the analysis of function in a house asked to be analyzed in the form of sketch problems or as group studies. Site plan, section, elevation: 1/500, House plan, section, elevation: 1/100, model: 1/500.

Arch: 202 / 2nd Group: Kemal Aran, Ilhan Kural

Subject: **A House**/ Duration: 1 semester

Students are asked to prepare a general site plan in Yalincak which consists of common areas, traffic circulation, etc. Then each member of the class is to choose a land for his house from the general site plan. Throughout the design process, students who have chosen sites close to each other, have to design their houses with the consideration of forming a neighbourhood unit. There is not a determined space requirement and program; instead each student is to formulate his own program. Students are then asked to design a house for their own families on their chosen sites, using PATTERN LANGUAGE.

Site plan: 1/500 plans, sections, elevations, model: 1/100, details: 1/20.

3rd year Studios

Year: 1960-1961

Arch: 302 / Group: E.Demirkaya, O.Ozguner, G.Switzer, A.Bilgutay

Subject: **Mass Housing at Cankaya**/ Duration: 7 weeks

Students are asked to design mass housing for different types of families on the slope across the pavilion of the president of the republic, in Cankaya. The site plan

of design problem is to be made by groups of three or four students. The design of individual houses is the main responsibility of individual students. Site plan, model: 1/500, plan, section, elevation: 1/100.

Year: 1961-1962

Arch: 301 / Group: O.Ozguner, Hammeschmidt

Subject: **Housing at Cankaya**/ Duration: 7 weeks

On an empty lot at Çankaya a housing development for high income groups is to be designed and it will consist of different size houses or apartment flats, the density, program and the form of the housing is left to students. Site plan, site model: 1/500, plans, sections, elevations: 1/50.

Year : 1962-1963

Arch: 302 / Group: O.Ozguner, Hammeschmidt, Doruk Pamir

Subject: **A Housing in Ankara**/ Duration: 2 ½ months

A residential pattern for 18000 inhabitants will be developed in teamwork. The size and characteristics of the families of workers in general are given. The site is located off the Istanbul highway and near Yenimahalle adjacent to the industrial area. Each student is expected to plan a housing of 6000 inhabitants within the residential complex showing the relations of residential, recreational and public areas considering the construction costs.

Model.....1/2000, site plan of 6000 inhab.....1/500 or 1/1000, building plans: 1/200.

Year : 1964-1965

Arch: 302 / Group: Doruk Pamir, Sheila Rotner (lecturer)

Subject: **Social Housing for Industrial Workers**/ Duration: 1 semester

The problem is a housing scheme for industrial workers in two alternative sites: in central Anatolia (Ankara) and Mediterranean (Mersin). In the first stage of the problem, the students are expected to identify the problem and develop a programme, after making a research on: physical conditions, topographic and climate data, sociological and economic data, building materials and means of construction, administrative aspects and circulation and public facilities. Site plan (including traffic).....1/2000, site plan.....1/500, housing cluster plan.....1/500, unit plans.....1/200

Year : 1966-1967

Arch: 301 / Group: O.Ozguner, E.Sahinbas, T.Akture.

Subject: **A House and Housing**/ Duration: 1 semester

The problem involves the design of a house; such is an interesting subject due to its relatively small size, yet very complex function. The housing units are expected to be visualized, and designed within a housing group-a small residential area. The students are to be divided into four teams to investigate four given sites of different income groups (Altindag, Yenimahalle, Bahcelievler, Kavaklidere), and collect the necessary data. The problem continues with sketch problems and is completed with a small residential group problem, issued as a competition of U.I.A.

Requirements:

- environmental study: 1/5000 (proposal for the selected area, traffic arteries, green areas, centres, residential and working zones)
- neighbourhood: 1/2000, 1/1000 (part of the scheme, large enough to support a primary school, houses, centres, sub-centres, street pattern)
- residential group and centre: 1/500 (residential area to accommodate 200-250 families with a social-activity centre- shopping, recreation, sports etc.

Sketch Problem: the centre

The sketch problem is a part of the main housing problem. Each student is required to design the social centre of his neighbourhood or residential group, showing its relation to the residential area. The centre should involve activities as shopping, recreation and sports. Requirements: Neighbourhood or group of residential layout...1/1000

Sketch problem: a room for any function

The students are given a room with a square plan, 8.0m x8.0m. they are required to give this room any function they like and then design it according to the function they have assigned. All measurable and immeasurable qualities such as material, construction, light, mechanical equipment, function and structure have to be taken in consideration.

Year: 1968-1969

Arch: 301 / Group: F.Erpi, N.Erem, G. Aslanoglu, E.Sahinbas, T.Akture.

Subject: **Neighbourhood Unit for 5000 Inhabitants**/ Duration: 1 semester

Students are asked to plan a 5000 inhabitant neighbourhood unit with a programme which includes educational facilities, recreational areas shopping units as well.

Phase 1/ duration: 1 week/ Subject: organization and financing of housing in turkey.

As a preparatory framework for the design problem, the students are asked to discuss the organizational and financial aspects of housing in Turkey. They are also required to propose a method that is best suited to the existing situation and capable to bring a solution.

Phase 2/ duration: 3 weeks/ Subject: housing in Gecekondu area

The problem is to re-house the inhabitants of a Gecekondu area, planning a new settlement for them in the same site. A solution also has to be developed for the intermediary phase during which the existing settlement will be removed and new housing will be constructed.

Phase 3/ duration: 1 week / Subject: initial decisions and design principles.

The students are required to state their conclusions size, density and nature of the settlement. (Family sizes, income groups, suitable densities for neighbourhood units, common facilities like schools, shopping, parks, and playgrounds. Also required are the basic design principles for financial and organizational aspects

(ownership and leasing patterns) substructure and service provision (heating, water, sewage, transportation, and public facilities)

Phase 4/ duration: 7 weeks

The main design problem is to plan a 5000 inhabitant neighbourhood unit. A programme of dwelling units, educational facilities, recreational areas and shopping units is given.

Requirements: site plan...1/1000; dwelling units plan...1/200

Year : 1972-1973

Arch: 301 / Group: A.Taspinar, D.Elbruz, G.Evyapan, A.Duzgunes

Subject: **Collective House/** Duration: 2 weeks

A housing lot is to be designed in which ownership is to be shared and certain accommodations to be commonly used. The users are the instructors of M.E.T.U. school of Architecture and their family sizes and main characteristics are given. Three sites are introduced to the students and they are expected to obey the necessities of City Codes, land values, infrastructural conditions concerning their particular site. Financial credit possibilities and limitations are also to be kept in mind since a solution most close to the conditions of real practice is required. The details of the programme are to be developed by the students themselves. Apart from a consideration of cost, family characteristics and site, efficient response to climate, orientation, traffic and service requirements are necessary.

Requirement: site plan...1/500; plans...1/200

Arch: 301 / Section II/ Subject: **Rental Apartments/** Duration: 2 months

Apartment housing, providing the optimum essential requirements of space (area, volume) utility, comfort and efficiency in dwelling units for families as tenant status is the design problem. Building site is given at Bakanliklar-Ankara, where a building containing 30 apartments already exist and will be removed. None of the units will be for separate ownership of a family. The composition of tenant families is given. Among the design constraints are suitability to city regulations costs, surrounding traffic and environmental factors. The preliminary juries are to be held. Students are expected to work in 1/500 scale for the site, 1/200 scale for systems of circulation, distribution and 1/50 scale for dwelling units.

Year : 1974-1975

Arch: 301 / Group: M.Adam, T.Akture, G.Evyapan, M.Turan, K.Seyithanoglu

Subject: **Residential Area Development/** Duration: 1 semester

The design problem is to be carried out in conjunction with ARCH.371 and ARCH 372 "Housing" courses.

First phase of the problem-Appraisals- aims at an understanding of the characteristics of the existing housing production processes carried out by various forms of organizations, and the nature of the user-designer-contractor relationships. Teams are organized to carry out a building appraisal research and investigate housing produced by various patterns of organization like cooperatives, construction companies, private means and state investments. Additional information is given about the process of appraisals, its meaning and techniques.

As means of appraisal the students are to interview the users, make direct observations and dimensional measurements. Also an intensive reading list on housing and building appraisal is given.

As the second phase of the problem, a residential area and its related social and recreational facilities are to be planned. There are different sites in the vicinity of M.E.T.U., Yenimahalle and Cankaya. The students are going to select their sites, their specific type of users and a means of financing appropriate to his decisions.

Requirements:

- Presentation of site analysis: place within city/ place within city sector/ land structure (topography, soil and drainage)/ orientation (sun, wind, view)/ plantation.
- Definition of user group (social-economic structure)
- Presentation of the design project: site layout...1/1000; sector of residential area...1/500

Year : 1977-1978

Arch: 301 / Group: U. Copur, H. Pamir, T.Akture

Subject: **Rural Housing**/ Duration: 1 semester

Poyraz Koy, a rural settlement on the highway of Ankara-Polatli (50 km to Ankara) was selected as the site. The village was a new settlement realized by “Koy Isleri ve Kooperatifler Bakanligi” at 1972. Before that time the village used to be at the mountainous area 10 km north of the new settlement and had serious transportation problems both to plantation fields and towns and cities nearby. At present, villagers want to add about 20 dwelling units to their village and applied to the Ministry for the land and credit. The size of the additional housing, availability of the performance information by means of evaluation of the existing housing and ease of transportation for the students made to the problem suitable for the design studio.

The goals of the studio work defined and announced to the students at the beginning of the semester and design objectives defined accordingly. Alternatives defined on the basis of six decision areas (location of new dwelling units, basic production activity of the village, type of organization for building systems of supply and disposal, and the solutions were asked for the different sets of alternatives.

Stage I: Research.

Two visits were made to the village to gather information about the physical and social structure. By the groups of three students research reports were prepared and distributed to the class for the purpose of the theoretical and practical background information for the problem.

Six panel discussions were realized on the following topics:

- General problems and politics
- Social and behavioural factors
- Economic and technological factors
- Geographical and climatologically factors
- Location of the village within the hierarchy of settlements
- The basic characteristics of form building

Stage II: Design

At design stage weekly sub-problems were defined and group discussions at the beginning and at the end of each study were realized to limit the individual discussions.

Stage III: Evaluation of the study

A general discussion as an overview took place after the final jury and students are asked to evaluate the problem the process followed and design alternatives (projects) which they could achieve.

Requirements: village plan...1/1000; dwelling group...1/500; a dwelling unit...1/100

Arch: 301 / Section II/ Group: A.Taspinar, M.Asatekin, S.Ozkan

Subject: **A Housing Project**/ Duration: 1semester

The fast rate of growth of urban population along with industrialization is the main issue generating a vast demand of housing in almost all of the urban areas in Turkey. The insufficient provisions by the public sector leave the majority of this demand to be supplied by the private bodies. The speculators are the main suppliers for the wealthier, whereas squatter housing seems to be the common mode of solution for a survival in the urban areas.

A considerable development has been experienced in both of these housing provisions and the result is devastatingly negative. When we disregard speculator housing totally, squatter housing has certain aspects that can teach us a lot, meanwhile its inefficiencies are obvious.

At the present housing is an inescapable problem in the national agenda. This problem has accumulated a great deal of public opinion about it. This is to an extent that numerous local authorities have automatically devoted themselves to tackle the problem of housing. Thus until recently housing which was conceived as a problem to be solved by the central government has now become a natural function of the local governments.

Your design problem for this term will be a housing project in Ankara with which some of you are familiar from your first year, though at a different context.

Having made a résumé of the past experiences with housing, both in the form of applications and examples surveyed through literature we have concluded with the following aspects as the governing qualities of the housing project that you will be designing. These are:

- Low cost; for the cost it is not easy to decide conveniently but it will mainly concentrate on the materials which define the initial cost, rather than the technology which pays back in longer terms.
- Low rise; it is namely 2-2,5 storeys high which still remains at the scale of a house
- High density; it is about 300-400 inhabitants per hectare of land

Apart from these, adaptability to social and cultural needs of the dwellers and possibilities of growth are among the basic issues of this project. You are asked to

design for 1200-1600 people occupying. You will be dealing with the project at 1/1000, 1/200, 1/100, 1/50 scales.

You are hoped to develop ideas about site planning organization in detail. To produce ideas on growth at both the house and community scale is needed.

Year : 1978-1979

Arch: 301 / Group I: Asst.Prof.Dr. Mehmet Adam/ Asst.Prof. Gönül Evyapan/
Asst.Prof. Feyyaz Erpi/

Group II: Asst.Prof.Dr. Ülker Çopur / Prof. Adnan Taşpınar / Inst.
Kadriye Seyithanoğlu

Subject: **A General Introduction to the Architectural Design Studios ARCH. 301/ 302** / Duration: 1 semester

Goals: The work that will be carried out in the Third Year Architectural Design Studios is expected solve the two main goals stated below:

- Acquisition of the necessary abilities to develop physical environmental forms which are consistent with the usages defined by a specific mode of living.
- Social and technical consistence of the decisions made for the materialisation of the physical environmental forms.

Tools: The work that will be carried out in the studios to achieve the above goals will utilise the following subjects as its tools (this programme is tentative and pertains to the IIIrd group)

- A street in Ankara.
This will be the "Kumrular Sokak", connecting the two main roads in the central area of Kızılay, namely the "Milli Müdafan Caddesi" and the "Necatibey Caddesi", Further particulars of the subject are given on the problem pages.
- A common courtyard within a building block created by the combination of a number of backyards and the public service building in this courtyard.
- A small provincial hotel in Ulus, Ankara.
- A small residential settlement for squatters in Ankara.

Arch 301/302 Studyo Çalışmalarında Beklentiler:

AMAÇ: - Yaşam biçiminin belirlediği kullanım özellikleri ile tutarlı fiziksel çevre biçimleri geliştirme becerisi kazanabilme.

- Fiziksel çevre biçimlerinin gerçekleştirilebilebilmesi için verilen kararların teknik ve toplumsal tutarlılığın sağlayabilme beceresini kazanma.

Year : 1979-1980

Arch: 301 / Group I: Asst.Prof. Gönül Evyapan/ Asst.Prof. Yıldırım Yavuz

Subject: **Extension of Primary School of Kurtuluş** / Duration: 1 sem.

Our department has been approached by the directing board of Kurtuluş Primary School for the design of an extension to their existing building, which is to include a multi purpose hall for various meetings and sports activities, a small library and a

small unit for the education of pre-school children. Since the school has only a limited budget for the building. It has been decided to study the possibilities of such an extension in the third year design studio, in order to be of help to this public educational organisation in conveying various design alternatives, thus saving them part of the money allocated for the project.

The existing school consists of two separate buildings placed within a site of approximately 9000 m². Those two buildings at the time provides for the education of 2500 students in two shifts.

A large portion of the existing site is reserved for open-air play and exercise activities of the students which is indispensable for their physical development and therefore should be considered with care while deciding the location of the extension.

They are expected to complete the design in approximately one month. The basic scale of work will be 1/ 100, with possible 1/ 50 detailed partial studies. The requirements will be issued in course of time.

Year : 1980-1981

Arch: 302 / Group I: Prof. Adnan Taşpınar/ Asst.Prof. Gönül Evyapan/
Asst.Prof. Yıldırım Yavuz

Subject: **A Low Rise High Density Urban Residential Area** / Duration: 1 sem.

The apparent result of all this malpractice is the unhealthy urban environment of mere building conglomerations that leave the inhabitants unsatisfied and unhappy. Can the conditions be improved through thoughtful planning of a low rise, and more humane neighbourhood, while roughly retaining the same density is a challenging question for which the answer should be sought by all environmental designers.

Your problem will be the investigation of the possibility of attaining such a neighbourhood on the given site, satisfying the following conditions:

- 1) In order to improve the existing monotony attained through ever repeating units which hardly allow accommodations for different family sizes, your solution should have a well-balanced variation of different family types, thus assuring the optimisation of the use of the space. This should definitely be attempted through the growth of modular units so as to prevent the creation of a disorderly environment.
- 2) The family types to be accommodated in the neighbourhood are assumed to be as follows:
 - a) bachelors or married couples without children
 - b) couples with one child
 - c) couples with two children
 - d) families with five or more persons
- 3) Each dwelling unit should have access to a private open space, be it a garden or a terrace, of a size and quality that truly serves its purpose.
- 4) Dwellings should have ample storage and utility facilities so as to self suffice and not disperse in order to function.

- 5) The surrounding open areas should be so designed that they need not appear merely as negative spaces, but should be indispensable parts of the residential environment with significant functions.
- 6) All dwellings should be reached by a maximum of three flights of stairs, which requires a careful study of the natural slope of the land that might also prove to be advantageous in terms of silhouetting, servicing, and the creation of interesting outside areas, common and private.
- 7) While sitting the dwelling group, special care should be given to natural conditions like orientation, wing directions and view.
- 8) A network of service roads should supply service either right up to each dwelling unit, or to a close proximity. On the other hand, a network of pedestrian paths, unmolested by the dangers of the vehicular traffic, should allow for the free circulation of people, particularly children connecting dwellings with common areas, playgrounds and the central neighbourhood functions.
- 9) The neighbourhood centre open to common use should include the following functions:
 - a) a nursery school for pre-school age children
 - b) a community club with a small library, multipurpose hall, refreshment bar and sports areas like tennis and volleyball courts and a large swimming pool for summer and possible winter use.
 - c) shopping centre for meat, vegetable and grocery goods, as well as dairy products and utility services such as plumbers, electricians and carpenters.
 - d) a network of green spaces for recreative purposes.

Arch: 302 / Group II: Asst.Prof.Feyyaz Erpi/ Ist.Eşber Yolal/ Prof.Dr.Mehmet Adam
Subject: **A Low Rise High Density Urban Residential Area** / Duration: 1 sem.

This term we shall be working on the development of an urban residential pattern which could be an alternative to the existing patterns that have developed in the majority of our cities in the last three decades. In doing this study we shall try to understand the origins and the nature of the existing patterns and will try to develop alternative patterns that could be worthwhile within the context conditions of the present society.

The search for an alternative pattern will consist of two studies, one of which will be compulsory and directed to the development of individual physical environmental proposals, and the other; voluntary group studies directed to the development of social environmental proposals related with physical environmental.

What is envisaged from this study is to gain an awareness that what we have around us as an urban residential pattern is not the only alternative and to acquire the necessary skills to create alternative residential patterns fulfilling both the requirements of the existing building regulations and the requirements of the urban context we are working in.

Year : 1991-1992

Arch: 301 / Group: Ali Cengizkan/ Ali Osman Öztürk/

Subject: **Kadirga'da Konut** / Duration: 10 weeks

Birinci donem, ikinci projesi on haftaliktir. Arsa, Istanbul Tarihi Yarimada'da deniz, sahiyolu, deniz suru kalintilari ve demiryolu ile Marmara denizine acilan, diger komsulari Hipodrom duvarlari, St,Sergius Bacchus kilisesi ve Kadirga Camii olan iki yapi adasindan olusan bir arkelolojik sit alanidir. Arsada kullanilmayan Cardakli Hamam ve karsi adalarda korumaya alinan tescilli bir grup ev vardir. Alanin bu yapılarla tanimli olusu konunun daha denetimli ele alinmasini saglamistir. Arsadaki mevcut konutlari durumu, kullanicilari yeni konutlara iliskisi, yeni konut grubun cevreye uyumu ve cevreyi donusturmesi konularindaki tartismalar ve istanbul/ Eski Yarimada/ Yakini cevre olceklerindeki ele alislar (kullanici gruplar ve mekansal sureklilik: kimlik, ana eksenler, odaklar, ceperler, bolgeler, dolasim hiyerarsisi), ogrencinin kentsel baglam tartismalarina girmesini saglamistir. Yikilacak dokunun yerine konacak 5.750 m2 konut ve 2250 m2 ticaret islevi mevcut durumu yansitmaktadir. Ogrenci arsadaki hamami yasatacak bir islev onermek ve onu konut yakini cevresinin kimlik verici bir parcasi kilmak durumundadir. Ogrenci ozellesmis (uc tip konut) ama turdes olan birimleri cogaltirken karmasikligi olan bir kent parcası yaratmak ve kamu alanlari/ ozel alanlar hiyerarsisini kurmak zorundadir.

Year : 1991-1992

Arch: 301 / Group: Gönül Evyapan, Erkin Aytaç, Berin Gür

Subject: **Bahçelievlerde Toplu Konut** / Duration: 8 weeks

Bahçelievler'de toplu konut, ucuncu yil studyosunda sekiz haftalik bir calisma suresinde ele alinan birinci donem ikinci ve final projesidir. Dorduncu ve yedinci caddeler arasindaki alan, bahçelievlerin Modern Ankarani planlama ve mimarlik gecmisindeki mustesna yerinden dolayi da onemlidir. Bu proje cercevesinde ucuncu yil studyosunda ulasilmasi amaclanan noktalar sunlar olmustur: konut projesi ve ona eklenen ticari ve sosyal islevlerle, bu duzeyde karmasik islevleri bir arada cozebilme, arazi plani ile ayrintili ilgilenme ve kentsel olcekte bir tasarim duyarligi gelistirme; arazi plani ve konut birimleri arasinda degisik olceklerde esgudumlu bir calisma yurutebilme; cok katli yapılarda bicim, islev ve yapim kavramlarini irdeleme ve tutarli sonuclara varabilme...konut kavraminin Ankara-Bahçelievler duzeyinde bir yorumu da genel konut sorunu, imar kurallari ve mimari nitelikler cercevesinde beklenmistir. Arazideki konut yogunlugu studyodaki farkli gruplarda farkli olmustur.

Year : 1992-1993

Arch: 302 / Group: Aydan Balamir,

Subject: **M.E.T.U. Housing** / Duration: ---

The university administration is working on a housing project to be developed on one of the areas allocated for this purpose in the master plan of the M.E.T.U. campus. The project comprises lodgings of various types and sizes, as well as basic facilities to serve a community of about 600 population at the first stage of the development. the settlement is expected to develop further in two more stages to end up with a University Village of about 1200 inhabitants. The village will be planned to accommodate several household types and related services.

The scope of the project suggests a "composite" layout of faculty staff housing, graduate student housing and commomn facilities, having a combination of low and high density solutions that may be handled in various low or high-rise configurations. How the parts will make up the whole is of great importance, so far as the identity of the resulting settlement is concerned. The question of identity will be considered in terms of both the sense of orientation in a settlement and the sense of belonging to a community. Visual structure and image of the settlement (distinctivness of domains, paths and centers, visual clues such as edges, landmarks, order and hierarchy of outdoor spaces (including green areas) and of traffic (pedestrian and vehicular), cultural image of the settlement (character of the milieu, the question of style and meaning) will be taken as the basic aspects of Place creation. A seven weeks project including case studies from literature and observation.

Year : 1993-1994

Arch: 301 / Group: Şebnem Yalınay

Subject: **Kayseri'de Konut** / Duration: 6 weeks

Var olan bir çevrenin getirdiği fiziksel ve yaşamsal kısıtlar, o çevrenin sahip olduğu yapısal ve tektonik özelliklerin taşıdığı tarihi önemle, bir taraftan tasarımcının serbestisini kısıtlarken diğer taraftan da yaratıcılığının diğer boyutlarını ortaya koymasında yardımcı olmaktadır. "Kayseri'de Konut" projesiyle, böyle bir sorunsalın karşısında öğrencilerin varolan çevrenin sahip olduğu kültürel değerleri gözardı etmeden, kurgulandıracakları yeni çevrede hem gerekli kentsel tamamlamayı (urban infill) gerçekleştirebilen hem de çağdaş bir yaşam biçimi sunabilen bir mimarim dil geliştirerek, bu bölgeyi tekrar nitelikli bir konut ortamına kavuşturması amaçlanmıştır.

Geliştirilen mimari dilin diğer işlevlerde nasıl biçimlenebileceğini ve bu bölgenin kentsel olarak Kayseri bütünü içinde nasıl bir yeri olması gerektiğini önerebilmek için de, proje şehirsal bir ölçekten (1:5000) başlayıp mimari yapı ölçeğinde (1:100) son bulmuştur. Bu uygulamanın, öğrencilerin tarihi çevreye olan duyarlılıklarını geliştirdiği kadar, tasarlanan projenin kentsel bir bütün içinde nasıl yer alabileceğini de düşündürdüğü için katkıları farklı boyutlarda olmuştur. Proje 6 hafta sürmüştür.

Arch: 301 / Group: Gönül Evyapan, Erkin Aytaç, Berin Gür

Subject: **Housing in Konya** / Duration: ----

In the third year studio it is our intention that, students should encounter the multi-dimensional topic of 'housing' with its various scales of consideration, to be unified in a whole. For one thing, rationalisation of housing in terms of 'types', 'units', 'structuring', 'circulation patterns' etc., each item of various scale levels itself, and in the total scale, is of great educational value. Furthermore, to deal with this topic at an actual site, one of a historically sensitive urban area, will introduce additional dimensions. This second point, of developing in future architects a consciousness towards the historical city context, we believe is of utmost importance.

Turkey is rich in historical heritage, in spite of the unfortunate destruction of considerable edifices of the past times, to make way for better rent fetching structures. Konya is one of those historically well-endowed towns, though this city too has had its share of loss of historical architectural edifices.

'Housing in Konya is in a section that will require a thorough sensitivity towards the surrounding existing architectural context; at the same time, this project will aim at beginning a representative urban housing environment that creates an identity of town. The city block on which you shall work, is at a location that requires utmost consideration as to the proportioning, scaling and massing of its constituents. The few houses that can be salvaged will be incorporated into your proposal.

Year : 1994-1995

Arch: 301 / Group: Aydan Balamir, Enis Kortan, Altuğ Işeri

Subject: **Apartment Housing** / Duration: ----

The design of apartment houses has indeed turned into a restricted exercise of producing the most 'efficient' plan, so as to bring maximum profit to the producer. The search for appealing façades in apartments of higher economic value is rather illusory, given their cliché plan types and mass layouts to exploit the maximum of economic returns. Within the professional circles, the constraints imposed by planning and building codes are regarded as the primary source of the problem. More crucial than these codes however, is the role of the speculative property markets and the ownership patterns in determining the profit-oriented interests of both the producers and the real estate owners.

Arch: 301 / Group: Ali Cengizkan, Ercüment Erman, Şebnem Yalınay

Subject: **Replacement Koru District Housing** / Duration: 7 weeks

Housing, although so versed, is quite complex as a design problem. Besides it is one of the rare problems that is defined and enlivened by its site, location and context. So, "Housing in MESA" is a research for the question, "how should an housing environment, and thus a house be?" in an housing district away from the city. The selected site can be considered as the edge of the corner of Koru district, bounded by the motor-way binding the Ümitköy and Çayyolu housing

environments to the Eskişehir highway on the one side; and by the green belt and social facilities of the Koru district on the other. Thus, it has the potential to entertain diverse ideas on housing. While developing their housing proposals, students are expected to criticize the existing housing environment developed by MESA with its pros and cons. 48 dwelling units (6 studio, 12 two-bedrooms, 24 three bedrooms, 6 four bedrooms) with their parking places were required to be planned. The project lasted for seven weeks.

Year : 1995-1996

Arch: 301 / Group: Gönül Evyapan, Erkin Aytaç, Berin Gür

Subject: **Housing in Konya- infill the urban block-** / Duration: ----

For the third time, the third year studio dealt with a housing project in an urban block around Mevlana Kulliyesi in Konya. Multi-dimensional character of "housing" makes students to study its various scales in an unified whole.

Throughout the study, the main objective was to concentrate on the idea of wholeness in a traditional, historical, cultural context; to construct both visually and logically the relation between the whole and the parts so as to establish an urban identity. Students were asked to study the urban problems of the particular local area very near to Mevlana Kulliyesi, and evaluate the existing physical, cultural and natural features of that area.

Within the site are the listed buildings; traditional domestic architectural examples under conservations, some of which have been deteriorated. Students were required to take them into consideration while in-filling the urban block to create an urban whole. The existing context to be in-filled has a strong identity characterized by its history, location and architectural features. Any touch to the context needs a special care; the tension between the old and the new made students' task difficult. However, it is that tension which gave way to the organisation and the articulation of the masses.

Articulating the masses, students faced with the problem of interpreting the local architectural figures while avoiding direct applications and repetitions. They were asked to be critical, creative and sensitive in the reproduction of local values.

During the design process, another point given emphasis was creating positive outdoor spaces around the buildings. Students were asked to relate circulation patterns with distribution of the residential units. Approach to the site from Mevlana Kulliyesi is the main entrance, acting as a "gate", walled on the two sides by listed buildings. The Gate taking the pedestrian path coming from Mevlana Kulliyesi inside the housing complex is the main outdoor space to be emphasised.

Arch: 301 / Group: Aydan Balamir, Enis Kortan, Arda Düzgüneş

Subject: **ODTÜ-Köy Konutları** / Duration: ----

Kampüsün güney sırtlarında öğretim üyeleri için gerçekleştirilmesi düşünülen konut yerleşkesi, fakültemiz öğretim üyelerinden oluşan bir tasarım grubu tarafından planlanmış ve Rektörlüğe sunulmuştur. 3. sınıfta verilen projede, bu planın üç etaplı yapısı ve 1. etap için tasarılmış konut dokusu sabit tutularak, yalnızca 2. etapla sınırlı, alternatif bir plan üretilmesi hedeflenmiştir. Öğrencilerin öncelikle mevcut planı (i) arazi kullanım kararlarını (TAKS ve KAKS oranlarını), (ii) konut tipleri ve nicelikleri (taban alanı, hacim ve dış yüzey oranları), (iii) nüfus yoğunluğu ve hanehalkı kompozisyonu bakımlarından incelemeleri istenmiştir.

Her öğrenci mevcut planda öngörülen 'imar durumu' , 'yapı tipolojisi' ve kullanıcı profilinden yola çıkarak, kendi projesine temel olacak sayısal değerleri üretmiştir. Planlamanın nicel çerçevesinin kurulmasında, yerleşke karakteri ve niteliğine ilişkin ön kararların belirleyici olması beklenmiştir. Bu açıdan üzerinde özellikle durulan iki husus, yerleşkenin topoğrafyayla ilişkisi ve konut birimlerinin çeşitliliğinden kaynaklanan karma yerleşke yapısının çözümü olmuştur.

Arch: 301 / Group: Ali Cengizkan, Ercüment Erman, Şebnem Yalınay

Subject: **Remodeling of Eryaman-3** / Duration: 5 weeks

The existing apartment types in terms of plan layouts, circulations and sizes, do not fit to the requirements of the families with middle income as well as elderly or handicapped people and professional young singels. So, these groups are in need of an alternative housing environment. In Ankara, as Eryaman is the location for developing the brand new themes on housing, three sites of different qualities are selected from Eryaman-3, for this project.

The total number of apartments were 150 minimum 175 maximum. Three types were required; namely, for the families with the families with one or two children (40%), for the families without children (%30) and for the elderly, handicapped and single young professionals (%30). Total gross building area was 15000 sq.m.

There were no height limitations for the apartment blocks, no pre-determined building regulations and codes to obey. But the students were asked to develop their own rules and to consider the overall site decisions for the whole area of Eryaman, that they are going to be a part of. The project lasted for 5 weeks.

APPENDIX C

PROJECTS BRIEFS: 2006-2010

Year: 2006-2007

Arch: 301 / Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Meltem Anay

Subject: Doğukent Development / Duration: 1 semester

Site: The steeply sloped land at the eastern fringe of Ankara, looking towards Mühye Valley from Doğukent Boulevard. The 15-hectare site has squatter and village settlements on its eastern and southern peripheries; its western border, the Doğukent Avenue, is lined on one side with apartment blocks for high-income groups.

Problem definition: The design poverty throughout mainstream architecture, i.e. formless agglomerations of multistorey blocks.

Scope and scales: The project is executed in two phases: a) a visionary design for a target population of about 20,000 people, to be carried out as team work in upper scales (1/2000, 1/1000); b) partial designs for about 2,000 households (1/500, 1/200, 1/100, 1/50). The following aspects are emphasized under the theme 'sectional variation': distribution of private and public domains; sectional distribution of households, house types and outdoor spaces; variation of ceiling shapes and heights; the fundamental question as to how the buildings meet the ground and the sky.

Arch: 301 / Group 4: Asst.Prof.Dr. Candaş Bilsel/ Inst. Semra Uygur/
Res.Asst. Ece Kumkale/ Res.Asst. Günseli Filiz

Subject: Neighborhood Design at Dikmen Valley in Ankara

Duration: 1 semester

As students of architecture, you are expected to search for alternative urban solutions for creating better urban housing environments for the society to live in. Concerns of urban ecology, urbanity and social life and the quality of open public spaces as well as the quality of the built environment are of particular importance in the neighbourhood design that you are required to develop in this project.

The project area: Dikmen Valley

Dikmen Valley is chosen for this project for its being the first comprehensive urban transformation project area in Ankara. Based on an outstanding organisation and financial model, the the physical environment produced presents a relative success with respect to other implementations of transformation from gecekondu settlements to "planned" housing environments. We expect you to learn from the

present project and its implementation process while discussing the project and the process with its successful and unsuccessful aspects.

Urban Design Project requirements

The urban design project that you are required to work on in the first 4 weeks of this semester will be a group work. Each group will be of 2 to 4 students.

The project area that you are asked to design as a neighbourhood is the 3rd phase of the Dikmen Valley project area. You are required to conceive the area in its relations with the city as well as with its immediate surroundings, considering the ecological attributes of the Dikmen Valley in particular.

Year: 2006-2007

Arch: 301 / Group 1: Prof.Dr.Gönül Evyapan/Inst.Dr. Haluk Zelef

Subject: **Housing in Çukurca** / Duration: 1 semester

Fall semester started with a 5 week project: "METU house in the city". The main project of the term was on "housing". This topic involves a large variety of factors to be considered, processed and accommodated for, which at this stage of architectural education is found to be informative. The possibilities/ constraints of the site- its topographical layout, location in the urban context, the surrounding building fabric, position with respect to the vehicular and pedestrian routes and related consideration of whether or not uses other than housing should be introduced to the site and the use of the ground level the manner of relationship of the many considerations to be weighted each on its own, and several of them en masse, to produce if need be, collected mutant effects.

Another major issue is that, housing involves an enormous range of scales. The design of the units, how the units come together, the composition of subgroups into a larger whole, which is to become a semi-autonomous residential environment with an identity of its own within the totality of the town, do indeed call for an overwhelming transfer of scales.

Alongside new neighbourhoods on the periphery of Ankara, areas in the city formerly occupied by squatter houses are now being transformed into new residential districts such as the Dikmen valley housing project. There are still vacant lands in some quarters of the city which will soon to be developed in an ad-hoc manner.

The project site is such a plot in Çukurca / Çankaya. Being on a slope facing southeast and having an area of 16000 m², the site is located in a neighbourhood which was transformed from a squatter housing into an urban fabric. In the adjacent plots, there are high rise and medium-rise mass housing for OYAK, low rise lodgements of the "Constitutional Court" and conventional apartments. Various social and shopping facilities such as a cinema, a hotel, a local shopping mall, roadside shopping facilities, playgrounds, health facilities, and headquarters of different corporations are located in the close vicinity.

The project brief includes residential units of various sizes (from 60 to 180m² each, 7200 m² total), retail shopping (2000m²), offices (4000m²), sports (1200m²), nursery school (200m²), car parking and other subsidiary functions.

Initially, students are asked to analyze the site and the neighbourhood, its potentials and constraints in order to develop a guiding idea and make a research on similar schemes in Turkey and abroad.

Arch: 301 / Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/
Res.Asst. Bilge İmamoğlu

Subject: Student Village in Beytepe / Duration: 1 semester

Housing (shelter) is the earliest architectural problem to which mankind -certainly not always the architect- has sought sound and adequate solutions throughout the ages. This theme has been chosen in order to confront this basic architectural problematic in a specific and challenging setting.

Ankara may well be considered as a students' city among its other attributes. There are many state universities which are solid and respected both at the national and international stages. Besides, several privately-funded ones have also risen during the past two decades making the capital city a haven for scholars. Older institutions appear to house its departments within the urban context but recently established universities generally build campus zones off the city centre while some of them have both of the each.

The problem is to provide adequate housing for students of Bilkent University, Hacettepe University's Beytepe Campus and METU. Lack of appropriate student dormitories and rising demand for accommodation as an alternative to dormitories has necessitated the design of housing in accordance with specific needs of students. The past experiences as well as contemporary socio-cultural values and structural and constructional requirements also need to be taken into consideration.

It has a splendid view of Ankara panorama and some green landscape; it is surrounded by both old houses of Beytepe village and further new housing settlements. Interventions to the specific site and project call for discussion of keywords like identity, image, cityscape and urban character.

PROGRAM: 10 000 m²

UNITS: 30 units: 1-bedroom with study space and storage + living room + built-in or separate kitchen + bathroom, 60 m²

50 units: 2-bedroom, 90 m²

20 units: 3-bedroom, 120 m²

SOCIAL FACILITIES: Administration office and storage, shop, laundry, multi-purpose hall, internet café, café/restaurant, sports and recreation areas and parking lots.

Arch: 301 / Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Emriye Kazaz

Subject: Doğukent Development / Duration: 1 semester

Site: The steeply sloped land at the eastern fringe of Ankara, looking towards Mühye Valley from Doğukent Boulevard. The 15-hectare site has squatter and village settlements on its eastern and southern peripheries; its western border, the

Doğukent Avenue, is lined on one side with apartment blocks for high-income groups.

Problem definition: The project proceeds from two observations: a) the duality that the site embodies, with its potential for a dense urban development alongside the Boulevard, in contrast to its promise for a pastoral setting on the Valley side; b) the design poverty displayed in mainstream architectural practice throughout agglomerations of multi-storey point blocks. The project asks for alternatives to this mode of city building via generic housing settlements that are characterized by their lack of urban macro form and disregard of natural circumstances. The project takes into account the prevailing allowances for land use.

Scope and scales: The project is executed in two phases: a) a visionary design for a target population of about 10,000 people, to be carried out as team work in upper scales (1/2000, 1/1000); b) partial designs for about 2,000 and 200 households (1/500, 1/200, 1/100, 1/50). The following aspects are emphasized under the theme 'sectional variation': distribution of private and public domains; sectional distribution of households, house types and outdoor spaces; variation of ceiling shapes and heights; the fundamental question as to how the buildings meet the ground and the sky.

Background studies: Case studies on collective housing (from literature); study trip to Eskişehir (traditional and modern urban fabrics); study trips to suburban mass housing sites (Oran, Korukent, Eryaman 3-4) and urban housing (Maliye Blocks, Yamaçevler, Dikmen); content analysis of advertisements for real estate market; films (Familiestere, Nemasus) and fiction (Story of Five Cities by Ahmet Hamdi Tanpınar, Invisible Cities by Italo Calvino, The Dispossessed by Ursula Le Guin).

Arch: 301 / Group 4: Asst.Prof.Dr. Candaş Bilsel/ Inst. Namık Erkal/
Res.Asst. Günseli Demirkol

Subject: Housing Neighborhood in Eryaman 4 / Duration: 1 semester

Following a short term structure design project of an equestrian hall, the main project of the semester was housing design. We started to work on the project with an assignment entitled: "Housing as Utopia", an exercise which opened up questions on the utopian nature of housing to begin with.

Eryaman, which is a planned satellite settlement near Ankara, was chosen as a site from which students could learn. The overall planning of Eryaman is based on the principle of neighbourhood units, connected to each other by continuous green spaces and pedestrian walkways. The 3rd and 4th phases of Eryaman were realized through an experimental process. In the 4th phase, different parts of the area had been assigned to five different architects who developed their own ideas for each of the sub-areas. As a result, a significant architectural variety was achieved, however, the area can hardly be perceived as a neighbourhood having unity. This is partly because the centre of the neighbourhood has been left vacant. The aim of the project was to design a residential neighbourhood that will also function as the centre of the 4th phase.

In this first stage, the students were asked to work with 1/2000 to 1/500 scale drawings and working models. The neighbourhood to be designed was expected to offer a legible urban structure, a well structured net of open public and semi

public spaces, a balanced mix of uses together with housing, including social facilities –i.e. a community centre, a kindergarten- commercial facilities, sports areas, playgrounds for children and open areas for people to meet. In the second phase of the project, students were asked to focus on the three dimensional quality of housing blocks and the design of housing units.

Students were encouraged to search for alternative urban design and architectural solutions for creating “better housing environments” for people to live in.

Year: 2007-2008

Arch: 301 / Group 1: Prof.Dr.Gönül Evyapan/Inst.Dr. Haluk Zelef/
Res.Asst. Çağrı Çakır

Subject: Housing in Balgat / Duration: 1 semester

The longer term project after the five week “cinematheque” assignment is a “multi-functional housing project”. The site given in Balgat/Ankara neighbours an open market, apartment buildings and squatter housing, a political party headquarters and several edifices of garment industries. Having an area of 7500m², this plot has a limit of 15000m² built area according to planning regulations. To achieve a valid comparison with the existing surrounding building texture, a similar floor area is given in the project brief. The roads around the triangular site have different characteristics in terms of functions, vehicular and pedestrian traffic flow, giving clues as to the location of the masses and functions. Similarly the 8 meter level difference offers the potential for three dimensionality while handling the program and interacting with the contextual environment. A housing project involves an enormous range of scales. The design of the units, how the units come together, the composition of sub-groups into a larger whole, which is to become a semiautonomous residential environment with an identity of its own, do indeed call for transfer of scales. Initially students are asked to make a research on prominent examples to comprehend the utilization of variety of housing units as well as auxiliary functions in the same complex, different horizontal and vertical circulation systems, geometry of site and topography and formal aspects including the mass, roof and façade articulations.

Program: (excluding circulation)

Housing: 5400m² (15 studio units – 60m², 15 Two bedroom units – 120 m², 15 Four bedroom units –180 m²)

Retail Shopping: 1800m², units of various sizes - adaptable for various needs

Offices: 1800m², units of different sizes – adaptable for different organizations

Sports: 800m², a bowling and a fitness hall

Services: HVAC, administration, security, maintenance

Garage: 1 parking for the small units, 2 for the large ones and 100 spaces for the offices and shops. At least 40 open air parking

Open and Semi open spaces: Gardens, terraces, courts etc.

Arch: 301 / Group 2: Part-Time Inst. Berrak Seren/ Inst. Erkin Aytaç/

Res.Asst. Ceren Kâtipođlu

Subject: **Urban Housing in Çankaya** / Duration: 1 semester

The final project of 2007-08 Fall Semester is an 'Urban Housing in Çankaya'. Çankaya district as being a well-established quarter throughout the Republican period may well be considered to be representative of architectural, urban, socio-cultural-economical and legislative issues shaping the Turkish cityscapes. Throughout this project what is expected is to examine, confront, discuss and answer these issues in their specificity and consider past experiences, contemporary values and structural, constructional and legislative requirements. This area has always been rated as a prestigious urban settlement including middle to upper income housing. The site, sloping to the North, has a view of Segmenler Parki to the East and is surrounded by vehicular roads on two sides. Intervention to this specific site calls for the discussion of keywords like identity, image, cityscape, urban character, as every new design proposal is part of an already existing fabric and a possible reference for future developments. Furthering an urban identity both within the broader city context and the immediate surroundings; issues like environmental features, sustainability, site characteristics, climatic conditions, land use, open space / green area, pedestrian / vehicular traffic, car park, privacy and accessibility also emerge to be addressed. Program: (Total: 4780 m²):
Units: studio or 1 or 2-bedroom+living room+kitchen+bathroom(s) (8-10 units, 100 m²), 3-bedroom (16-18 units, 150 m²)
Social facilities: Administration room, janitor's unit, gym, child-care, open air sports and recreation areas, closed parking area in basement.

Arch: 301 / Group 3: Assoc.Prof.Dr. Aydan Balamir/ Inst. Kadri Atabaş/
Res.Asst. Esra Aydođan

Subject: **Housing within Binevler Settlement, Çorum** / Duration: 1 semester

Context: The vacant land within Binevler. Initial design by Architects Altug and Behruz Çinici, 1970-77, later on deviations from the master plan. The regionalist influence in layout and architectonic features; construction based on partial prefabrication.

Problem: The design poverty in mainstream architectural practice: formless agglomerations of multi-storey point blocks and detached houses. The aim of the project is to produce alternatives to such market-based developments, while keeping a dialogue with the existing settlement. As the site has become a part of real estate market having high economic value, the developer would normally urge the architect to meet the popular demand for stereotype solutions. The project takes into account the prevailing land use allowances, yet towards a memorable and sustainable environment.

Scope and scales: a- Master plan for a target population of about 2,000 people, to be carried out as team work (1/1000, 1/500); b- partial designs for about 200-300 households (1/500, 1/200, 1/100).

Background studies: Case studies on prominent examples from literature. Study

trips to suburban mass housing sites (Eryaman 3-4) and urban housing (Maliye Blocks, Yamaçevler, Cinnah 19, Gelibolu 3). Documentary films: Familistere (Godin, mid 19th century), Nemasus (Jean Nouvel, 1980s).

Arch: 301 / Group 4: Asst.Prof.Dr. Candaş Bilsel/ Res.Asst. Nida Nayci /
Res.Asst. Günseli Demirkol

Subject: Hacettepe: Campus Regeneration, Social Centre and Intern Housing
/ Duration: 1 semester

The series of projects and assignments in this semester has concentrated on a specific site in Ankara; the Central Campus of the Hacettepe University. Hacettepe was the name of a neighbourhood in the historical centre of Ankara, which was formed of traditional wooden frame mud brick houses. In late 1950s and 1960s the area was expropriated by the state to form a university with medical facilities. The former urban structure was radically transformed; most of the houses were demolished; only their religious functions were preserved as isolated monuments. In the present, sectors of former Erzurum Mahallesi and Hamamönü are penetrated by new buildings of the University. The Campus itself has definite traffic problems where large areas are devoted to open air parking lots. At the initial stage the students in groups of three documented and analyzed the historical development of Hacettepe and the present context. The first project of the semester is an urban plan for the Campus, which transforms the present fragmented ground into a public space while integrating the adjacent historical neighbourhoods with the preserved monuments, specifically around the Karacabey Mosque. The aim is to propose architectural solutions based on a conceptual plan that integrate the existing layers with underground car parks, canopies, pavilions, kiosks, resting areas both for the University staff and the visitors.

The second project is a “social center and intern housing” in Hacettepe-Hamamönü, on the plot between the Hacettepe Student Dormitories and the Karacabey Bath, which is noted as “Education-Social-Administrative-Commercial Facilities Area” in the Hacettepe Campus Master Plan. The area is 140 to 90 meters including the preserved buildings; the height difference from north to south is approximately 8 m. Total built area will not exceed the site area; that is 12 500 m².

The program, consists of commercial facilities (shops, cinema coffehouses, restaurants); social facilities (multi-purpose hall, cafeteria for the students, workshops for the students, exhibition spaces); and lodgements (for the intern graduate students; faculty staff and visiting scholars).

Year: 2008-2009

Arch: 301 / Group 4: Asst.Prof.Dr. Candaş Bilsel/ Assist.Prof.Dr. Namık Erkal
Subject: Housing at the Southern Edge of Ankara/ Duration: 1 semester

The site that you will deal with in your third year housing project is a superblock that is located on the southern edge of Ankara. Next to the project site, the Or-An district was planned as the first satellite settlement of Ankara in late 1960's.

The area, which is well served by the main traffic arteries and close to natural reserve areas, has been preferred by high and higher middle income groups for settlement. This trend has been accentuated with the recent housing estates projected in the area. The program of your housing project takes this fact into account.

As students of architecture, in your projects, you are expected to search for alternative urban design and architectural solutions for creating better housing environments for the society to live in. Creating a livable built environment that provides the future inhabitants with a sense of place will be the main focus of the neighbourhood design that you are required to develop in this project.

The development plan for this section of the city fixes the building density as $e=1.4$. The total area of the block is 45000 sq.m. 14500 sq.m of this area has to be planned as public parks and playgrounds for children, apart from the outdoor spaces belonging to the housing estate. The green strip which was planned as a buffer separating the urban block from the heavy motorized traffic on the Turan Güneş Boulevard is around 4000 sq.m. And finally, 2500 sq.m area is to be reserved for public streets (pedestrian and/or open to vehicular traffic). While you are required to provide these public outdoor spaces, you will be free in situating and shaping these according to your neighborhood designs.

Orta Douğu Teknik Üniversitesi ve Mersin Üniversitesi Mimarlık Bölümleri
Mimari Tasarım Ortak Çalıştayı - ODTÜ Ankara 24-26 Ekim 2008

Dr. Cana Bilsel, Dr. Evrim Demir Mishchenko, Dr. Namık Erkal, Dr. Meltem Uçar,
Dr. Fikret Zorlu

Güney Ankara'da Konut Çevresi Tasarımı

Arazi ve Çevresinin İncelenmesi

I. Aşama: Gözlem/ Belgeleme (Fotoğraf ve Eskiz)/ Ölçüm

II. Aşama: Bilgi Toplama/ Analiz/ Sentez

Arazi Çalışmasında Analiz Konuları/ Araştırma Grupları:

Grup A

(1) Arazinin Doğal yapısı

- a) Topoğrafya: arzinin eğimi- değişen eğimler- önemli topografik öğeler, (haritadan eşyüksekti eğrilerin ve çevredeki yol kotlarının kontrol edilmesi) / Arazi Kesitlerinin Çizilmesi
- b) Toprağın yapısı, kayalar vb. jeolojik öğeler
- c) Su öğeleri ve su akış çizgileri
- d) Bitki örtüsü/ mevcut ağaçların yerlerinin belirlenmesi, (4 kişi)

(2) İklim Özellikleri

- a) Güneşleme (arazinin eğim yönü ve güneşe göre yönelmesi)
- b) Rüzgar (mevsimlere göre hakim rüzgarların yönü ve şiddetleri)
- c) Yağış (yağmur ve kar yağışı) (2kişi)

(3) Arazide İnsan Yapısı Öğeleri

- a) Binalar vd. yapılar, bölücü duvarlar, çocuk parkı vd.
- b) Drenaj ve kanalizasyon
- c) Elektrik ve telefon hatları vd. (2 kişi)

(toplam 8 kişi)

Grup B

(4) Arazinin Ankara kenti içerisindeki ve ulaşım arterleri üzerindeki konumu

(5) Arazi çevresinde ve içerisinde ulaşım ve dolaşım

- a) Araziye erişim: Araçla/ toplu taşıma araçlarıyla/ yaya olarak Otobüs durakları
- b) Arazi çevresindeki yolların motorlu trafik yoğunlukları, Trafik yönleri (tek yön/ çift yön)
- c) Arazi çevresinde ve içerisinde yay dolaşımı (nereden nereye? hangi güzergahı izleyerek vb.)

(6 kişi)

Grup C

(6) Arazi Kullanımları/ İşlevleri/ Etkinlikler

- a) Arazi çevresindeki arazi kullanımları (konut/ ticaret/ işyeri- ofis/ park/ çocuk parkı/ okul/ sağlık ocağı vd.)
- b) Arazi çevresinde kendiliğinden oluşmuş işlevler (zemin kat konutlarda ticaret, anaokulu vb.)/ yetersiz yada eksik olan işlevlerin saptanması.
- c) Arazinin bugünkü kullanımı ve alandaki mevcut etkinlikleri.
- d) Arazi çevresindeki konut ve işyerlerinde kullanıcı profili.
- e) Arazide yer alacak konut alanının potansiyel kullanıcı profili.

(8 kişi)

Grup D

(7) Arazi Kullanımları/ İşlevleri/ Etkinlikler

- a) Arazi çevresindeki arazi kullanımları (konut/ ticaret/ işyeri- ofis/ park/ çocuk parkı/ okul/ sağlık ocağı vd.)
- b) Arazi çevresinde kendiliğinden oluşmuş işlevler (zemin kat konutlarda ticaret, anaokulu vb.)/ yetersiz yada eksik olan işlevlerin saptanması.
- c) Arazinin bugünkü kullanımı ve alandaki mevcut etkinlikleri.
- d) Arazi çevresindeki konut ve işyerlerinde kullanıcı profili.
- e) Arazide yer alacak konut alanının potansiyel kullanıcı profili.

(8 kişi)

APPENDIX D

INTERVIEW QUESTIONS

- Hangi dönemlerde öğrenci oldunuz?
During what years were you a student of METU in faculty of architecture?
- O dönemlerde, mimari tasarım stüdyolarında hangi konular/problematik üzerinde yoğunlaşıyordu?
What were the design themes and the problematic posed in architecture design studios during that period?
- (eğer housing konusundan bahsedilmezse) Peki, Housing konusu bu stüdyolarda ayrı bir konu olarak ele alınıyor muydu?
Was Housing design exercises included as part of design themes in architecture studios, both when you were a student and later an instructor?
- Housing konusu kaçınıcı sınıf ve hangi dönemde veriliyordu? Peki, bu dönemlerde verilmesini uygun buluyor muydunuz?
Which term and which year of study was housing exercises given in the architecture studio? Did you find that period as appropriate to be introduced with housing exercises?
- Bir konu üzerinde çalışan grup kaç öğretim görevlisi ve öğrenciden oluşuyordu?
How many instructors and students was a design studio group composed of?
- Stüdyo dersi teorik ve diğer yardımcı dersler veya seminerlerle destekleniyor muydu? Yardımcı oluyor muydu?
Were the housing exercises supported by other theoretical courses or seminars? Was it helpful?
- Housing konusu hangi ölçekte ele alınıyordu?
What were the variable scales appropriate for housing exercises to work on?
- Projenin yer seçimine nelere dikkat ediliyordu?
What were the criteria while choosing a certain site for the housing project?

- **Is there any direct relation between site planning and housing design theme?**
- **Or, do you consider housing exercises as providing a good platform for students to get acquainted with issues of site planning or maybe of urban design?**
- **What was the design context chosen for these exercises?**
- Verilen konular aynı döneme denk gelen piyasa pratiğiyle, dolaylı veya dolaysız herhangi bir ilişki var mı?
Was there any direct or indirect relation of the chosen housing themes and problematic with the housing practice occurring at a certain period in the country?
- Konut konusunda, ODTÜ'nün veya mimarlık fakültesinin kendine çizdiği bir çerçeve var mıydı ve onu şekillendiren etkenler neydi?
Was there any certain attitude of METU or faculty of architecture as an institution towards the way housing theme was perceived?
- Sizin ODTU yıllarında, öğrenci veya hoca olduğunuzda, housing tasarım metodolojisinde herhangi bir kırılma oldu mu?
Was there any change or shift in the design methodology when you were either a student or an instructor at METU?
- Nasıl bir metodoloji ile yaklaşılıyordu? Bu metodoloji zaman içerisinde ne türden değişiklikler oldu?
- Olduysa eğer, nedenleri neydi?
If there was any change, can you mention what were the possible reasons causing it?
- **What are or were the course objectives and learning outcomes expected from housing design exercises? Has there any change occurred?**
- Case study araştırmaları, surecin ayrı ve önemli bir yerini tutuyor muydu?
What was the importance of case study research conducted by students, as part of the design process?
- Case Study'ler surecin hangi aşamasında veriliyordu veya veriliyor?
- Site plan-3D kütle tasarımı-konut birimleri tasarımına doğru ilerleyen bir tasarım süreci izleniyor. Bu ODTU için genel bir tasarım/eğitim yaklaşımı olarak görülebilir mi? Sizin düşünceniz nedir?

- Bu alanla ilgili sizin herhangi bir çalışmanız var mı?
Do you have any research or study of your own related with the topic?
- Konuştuğumuz çerçevede, metot hakkında herhangi bir öneriniz var mı?
Do you have any possible suggestion related with the teaching methodology of the topic we talked about?

APPENDIX E

INTERVIEWS WITH INSTRUCTORS

Interview with Haluk Zelef

(Prepared by the author, January 2010)

Desantila Rrumbullaku: Siz hangi dönemde öğrenciydiniz?

Haluk Zelef: 82-86 arası

DR: O dönemde üçüncü sınıftaki konular nelerdi?

HZ: 2. Dönemdeki projelerden birisi strüktür amaçlı, ODTU'de havuz projesiydi. Bir de otel projesi yaptık Ankara'da Atatürk Bulvarı üzerinde, hala boş bir arazi ve hala veriliyor mimarlık stüdyolarında. Housing konusunda ise Bodrumda bir yazlık site yapmıştık. Hemen ilk dönemin başında o projeye başlamıştık.

DR: Bu genelde olan bir durum mu?

HZ: Diğer dönemlerle çok irtibatımız olmadığı için bilemeyeceğim ama sanırım öyleydi. Çok net birşey söyleyemem.

DR: Aysen Savaş hoca 80-84 arası öğrenci olmuş, onlar da housing konusunu 3. Sınıfta yapmışlar ve bunun bir genel amaç olduğunu çıkartmaya çalışıyorum.

HZ: Cana hocana da sorabilirsin o bizden bir alt dönem.

DR: Tabi o dönemi anlamada faydası olur kesin ama bugünlerin verilen konulara baktığımız zaman housing konusu 3 sınıfta verildiğine sabit oluyoruz, eskiden de böyle miydi acaba...

HZ: Biz aslında ikinci sınıfta da yapmıştık. Biz ikinci sınıfta da housing çalışmıştık ama düşük yoğunluklu bir çalışmaydı. Çarşı bölgesindeki Odtu öğretim üyeleri için var olan lojmanlara bir extension gibiydi. Şu anda hatırlayamıyorum sayısını ama sanırım 15 konut daha eklenecekti var olana. O sayede yol nasıl olur, binalar arası ilişkiler nasıl kurulur, topografyada nasıl konumlandırılır diye çalışmıştık. O zamanlar ikinci sınıf eğitiminde Christopher Alexander'in *pattern language* kitabı kullanılmaktaydı. Biz de onun çerçevesinde o projeyi geliştirmiştik. O kitapta hem bina ölçeğinde hem de *cluster* ölçeğinde birimler nasıl bir araya gelirler diye bir takım *patternlar* var, onları çalışarak tasarımıımızı geliştirmiştik

DR: baktığım sizin döneme yakın abstarıklarda bu *pattern language* sık karsımızda çıkıyor ama tam olarak nasıl uygulandığını kavrayamadım. Nasıl kullanılıyordu. Siz onun kitabından bir pattern seçip de mi başlıyordunuz?

HZ: Kemal Aran vardı o dönemlerde 2. Sınıfta. Kemal bey o dönemlerde öğrenci olanlar için çok önemli bir kişidir. Kemal Aran ve diğer öğretim üyeleri uygun patternları seçiyordu ve projeler o çerçevede geliyordu. Mesela güneşe bakan dış mekan gibi bir pattern vardı. O pattern dağıtılıyor öğrencilere, öğrenciler okuyup anlıyorlar, zaten o tip patternlar plan kurgusunu yönlendirmek açısından oldukça nettir. Ondan sonra onu kendi projelerinde uyguluyorlar. Sonra sunarken de hangi pattern'ı nerede ve nasıl kullandığını ifade ediyorlardı.

DR: Faydalı oluyor muydu öyle yani öğrenciyi kısıtlama riski taşıyor muydu? Siz nasıl buluyordunuz?

HZ: Ben bazı durumlarda kısıtlayan bir öğe gibi gördüm, çünkü bazı durumlarda bir pattern başka biriyle bağdaşmayacak hale gelebiliyor, uyumsuzluk gösterebiliyor. Yani birini yaptığın zaman öbürünü yapamazsın gibi durumlar olabiliyor. Ama pattern'lar tasarım işini ölçülebilir, kıyaslanabilir bir yola sokmak için iyi bir araç geliyor bana. Öğrenciyken kısıtlayıcı gibi geliyor, yani hayal ettiğin şeyi engelleyen gibi, ama bir şeyler öğrenmek için kullanışlı bir metodur.. Özellikle Kemal beyin şöyle bir anlayışı vardı o zamanlar, onun adına konuşmuş olmayayım ama, o derdi ki zaten iyi öğrenciyeye odaklanmaz eğitim, ortalama öğrenciyeye odaklanır ve onu ileriye taşımak ister. Bu amaca ulaşmak için böyle didaktik yöntemler kullanmasında sakınca görmüyordu o. Ben de kullanılabileceğini düşünüyorum doğrusu. Bu senelerde kullanmıyoruz ama bir şeyler aktarmak için iyi bir araç.

DR: Belki o yüzden ikinci sınıfta veriliyordu

HZ: Tabi yani temelleri öğrenmek için iyi bir araç.

DR: Bir kaç abstractlarda gördüğüm için, by using pattern language, metodunu merak ettim.

HZ: Sen gördün mü pattern language kitabını?

DR: Evet evet...

HZ: O metodik yaklaşımı Amerika'da öğretim üyesi olduğumda da bir projede denemiştim. . Onlar da pattern'ları okudular ve uyguladılar ilgiyle.

DR: Başka bir soru... Peki housing konusu bu stüdyolarda ayrı bir konu olarak mı ele alınıyordu?

HZ: Yani evet, Housing konusu bize de bir dönem projesi olarak verildi. Ama insanların 12 ay yaşadığı bir housing değil, dönemsel yazlık bir siteydi. Zeytinlikahve Summer Resort ismini taşıyordu. Üstelik özellikli bir imar durumu olan Bodrum gibi bir yörede ve doğa koşullarında verilmişti . Öyle olduğu için de belli şeyleri yapamıyordun. Mesela apartmanlaşma diye bir şey yoktu çünkü

Bodrum en fazla iki katlı binalarla olan bir yerdir. İste belli bina kodları vardır, binaların beyaz olması v.s öyle olunca ancak belli şeyleri yapabiliyorsun ama biz şimdi daha esnek davranıyoruz. Yani farklı tipolojilerin yani çok katlı apartman, dizikonut, *periphery block* , *teras housing*, yer alabileceği projeler veriyoruz. . O zamanlar bağımsız tek konutlar gibi çalışmıştık.

DR: Peki bu Türkiye'nin o zamanlarda durumuyla ilgili miydi? Yani belki o zamanlar turizm geliştirmekteydi ve bodrumda bir yazlık projesi verilir gibi?

HZ: Ondan emin değilim ancak böyle bir bağlantı düşünülebilir..

DR: Bazı soruların cevabını alıyorum aslında siz konuşurken ama ben yine kısaca sorayım hazırladıklarımı. Housing konusu hangi sınıfta veriliyordu sizin dönemde?

HZ: 3.

DR: Peki, doğru buluyor muydunuz 3. Sınıfta verilmesini?

HZ: O sene bize ilk dönemde verilmesi, ve tüm döneme yayılması daha uygundu. çünkü kapsamı daha dardı ama şimdi öğrencilerimizden daha çok şey talep ediyoruz. Hem çok metrekareli, hem çok tipolojili, hem topografyası kompleks, hem içinde mixed-use v.b yani ek fonksiyonların yer aldığı geniş bir proje veriyoruz. O yüzden ikinci dönemde ve tüm dönem boyunca yapılabileceğini düşünüyorum. Ama 3. Sınıf housing çalışmak için iyi bir sene.

DR: Peki, stüdyo dersi diğer teorik ve yardımcı derslerle destekleniyor muydu?

HZ: O zamanlar mı?

DR: Evet, o zamanlar.

HZ: Hiç böyle bir ilişki hatırlamıyorum. Yani doğrudan bir ilişki hatırlamıyorum. O sene hatırladığım kadarıyla 2 section vardı stüdyoda, bu proje her 2 grupta da ortaktı, yani panellerde falan herkesten yorum almak mümkündü.

DR: Sizin şimdiki gruplarınızda projeyi okumalarla destekliyor musunuz?

HZ: Evet yapmaya çalışıyoruz bunu. Case study sürecinde bunu yapıyoruz. Direk bir metin değil de 20. Yy başından bugüne kadar ışık tutabilecek örnek projeleri öğrencilerle birlikte incelerken belli kavramları tartışıyoruz.

DR: Housing konusu hangi ölçekte ele alınıyordu? Yani siz öğrenciyken

HZ: 1/200 çizdik herhalde. 1/100 de olabilir . Herhalde vaziyet planı da 1/500 idi. . arazide denize doğru dik inen yamaçlara sahip 2 koy ve ortasında kıyıya bağlı bir adacık vardı. Yazlık konutların nasıl konumlanacağı, birbiriyle nasıl bir ilişki kuracağı önemli bir konuydu. Site için ortak sosyal işlevler de bekleniyordu. Yalnız büyük bir handikapı vardı o zamanlar. Biz arazi gezisi yapmadık arkadaşlarımızın da belki 10% u bodrum'u görmüştü. Topoğrafyayı, bitki örtüsünü vs. çizimler aracılığıyla gözümüzde canlandırmıştık, arsanın fotoğraflarını bile gördüğümüzden

emin değilim Biz bir arsayı verirken Ankara dışında bile olsa mutlaka öğrencileri götürüyoruz. Ama konut projesini Ankara'da seçmeye çalışıyoruz ki öğrenci sık sık gitme fırsatı bulabilsin. Her gidişinde tasarımını irdeleyebilsin , bu binaya yaşayabilir miyim, komşu binanın cephesi nasıldı, ulaşım nasıldı vb. Ankara'da vermek bilgi kaynaklarına ulaşmak açısından da avantajlı oluyor, belediyeye gidiyor, çevredekilerle konuşabiliyor.

DR: Peki hocam şu anda sizin yürüttüğünüz grupta nasıl bir yer secimi yapıyorsunuz?

HZ: Öğrencinin şahsen gidip gelebileceği yerler olması önemli. Demin konuştuğum gibi Ankara olmasını tercih ediyoruz. Yani gitsin gelsin, bir daha gitsin v.s. ikincisi topografyasının zorlamasını istiyoruz. Ki Ankara hareketli topografyasıyla bunu sağlıyor. Kentin içinde, bir kontekstin içinde olmasını tercih ederiz. Mesela Batı koridorundaki yeni yerleşmeler dış kentsel etkileri neredeyse sıfır olan yerler ve genellikle iyice içine kapalı siteler yapıldığı bölgeler ama biz bunun gibi yerler seçmemeye çalışıyoruz. Bir sokakla kesişen bir kentsel olguyu bulunduran yerler tercih ediyoruz.

DR: Peki kent içindeki yer ve konular eski dokularda mı yani infill şeklinde mi yoksa...

HZ: *Infill*ten kastın ne... Eski bir dokunun eskimiş bölümlerini iyileştirmekse bizim projelerimiz böyle değil. Öyle bir eksersiz yapmadık biz. Çünkü o bazı şeyleri zorluyor ve öğrencileri bazı şeyleri yapmaktan alıkoymuyor. Biraz kendilerini serbest hissedebilecekleri bir de etrafında mevcut kentsel dokusu olan bir yer. İla da tarihi doku olması gerekmeyen ama etrafında muhakkak kentsel dokusu olan bir yer. Yani urban programlı yerler seçmek örneğin etrafında alışveriş,spor sahaları v.s olan noktalar bizim için daha uygun.

DR: Is there any direct relation between site planning and housing design theme. Yani o zaman hatırlarsanız veya sizin su anda sizin grupta.

HZ: Tematik bir şey vermedik ama Aydan hanımlar vermiş mesela geçen senelerde.

DR: Yani siz tematik bir şey vermiyorsunuz. Mesela kullanıcı profilini belirlemiyorsunuz değil mi?

HZ: Gerçi bizim verdiğimiz programdan kullanıcı profili dolaylı olarak kendiliğinden ortaya çıkıyor. Değişik ölçekte daireler, değişik aile tiplerini ve bu mixed bir sosyal grubu belirliyor. Mesela otopark ihtiyacı arabalı kullanıcıları çağrıştırıyor. Konut kompleksinin içindeki merkez olan alışveriş, anaokulu gibi işlevler de kullanıcı profili hakkında bilgi verir. Yani biz konut sahipleri için bir tema belirlemiyoruz ama öğrenciden teklif gelirse destekleriz.. Biz projemizi kentsel bağlam içinde verdiğimiz için konutlarla birlikte önemli oranda ofis, çarşı, spor (ör. Bowling) gibi işlevler de veriyoruz. Bu yüzden de kullanıcılar derken, sadece konutların sahiplerini değil bütün bu işlevlerin kullanıcılarını da düşünmek gerekir.

DR: Belki ben soruyu tam anlaşılır hale getirmemişim. Demek istediğim housing konusu mimarlık öğrencilerine site planning ve urban design konularıyla yüz yüze getirmek için iyi bir araç mı?

HZ: Kesinlikle evet.

DR: Peki, süreç içinde bu nasıl oluyor nasıl destekliyorsunuz? Bunu ölçeklere bakarak da fark edebiliriz.

HZ: “Site planning” çerçevesinde örneğin yaya ve taşıt ulaşım kurgusunu çalışmak için iyi bir konu oluyor “housing”. Mesela bu sene verdiğimiz özellikle, çevresinde de bir alışveriş merkezi vardı, bir site vardı, o sitenin spor merkezi vardı v.s biz bunların öğrencilerimizin tasarlayacağı konutlarla beraber ele alınabileceğini düşündük ve bunların bir ortak dokuya ulaşmalarını sağlamaya çalıştık. Ayrıca arsanın ortasında vadimsi bir topografyası vardı ve onun da kent halkı tarafından kullanılacak bir yeşil alan olarak değerlendirilmesini istedik. Yani hem yeşil dokuya hem urban dokuya bir uyum vermesi veya onlara karşı bir tepki vermesi için projelere yön vermeye çalışıyoruz.

Interview with Erkin Aytaç

(Prepared by the author, January 2010)

Desantila Rrumbullaku: What is the design context that you chose?

Erkin Aytaç: Projelerimizi, konut projelerimizi genellikle ucuncu sınıfın ilk semesterinde veririz, ve bu ilk dönemde verdiğimiz konut projeleri yaklaşık sekiz haftaya sürer. Bunun ilk bir veya iki haftası arazi gezisi ve örneklerin çalışılması. Daha önce yapılmış veya tarihsel örneklerin çalışılmasıyla seklindedir. Sonraki aşamaları anlatırım sonra belki. Konuya gelirsek eğer, konularımız konut konusu bizde iki şekilde yer alır. Bir tanesi kent içinde, kısmen sıkışık alanlarda kalmış arazi parçaları arsa parçalarını tek parsel olarak veya birleşik parseller olarak değerlendirilmesi ve bunların kent içinde konut yapmak şekilleri denebilir. Burada arazilerimizin büyüklüğü ve konutun büyüklüğü çok fazla olmaz. İmar kurallarına uyulmasına önem gösterilir. Ve bu urban housing tabiri edebileceğimiz kent içinde konut olarak çalışılır. Bunu da hedef kitleler tabii arazinin bulunduğu yere göre değiştirebilir. Fakat her büyüklükte konutun çalışmasına özen gösterilir. Bu kent içindeki alanlarda çok fazla sosyal alan üretmek mümkün olmamaktadır.

DR: ama yine de siz mixed-use olarak program verirsiniz değil mi?

EA: şöyle... kent içinde olduğu zaman sosyal tesisi çok üretmezsek bile birtakım alışveriş alanları veya sergi alanları veya buna benzer kreş, g, b, tabiri edebileceğimiz alanları buraya koymayı çalışıyoruz.

İkinci verdiğimiz konut tipi ise, kısmen kente yakın kısmen de kentin dışında olabilecek alanlarda daha büyük ölçekte çalışabilen konut tipleridir. Konutun bire bir ölçüğünde bir büyüme mevzu bahis değildir gerekirse yapılabilir fakat konut sayısı, kapalı alanlar, konutların kapladığı alan ve sayılar fazlasıdır. Kent dışında daha çok geniş alanlar tercih ediyoruz. Ve burada kentsel tasarım diyebileceğimiz bir yaklaşımı da değerlendirmeye çalışıyoruz. Burada daha çok sosyal alanlar, spor tesisleri, yeşil alanlar, otoparkların da yer aldığı ve geniş metre kare olarak girdiği alanlar olarak değerlendiriyoruz.

Şimdi kimlik sorusuna gelirsek, kimlik kent içinde tabii içinde bulunduğu bölge mesele yeni yapılmış bir bölge ise olabiliyor. Eski bölgelere tarihi tabiri edebileceğimiz alanlar yeni yapmamaya çalışıyoruz. Onun dışında kent içinde yapıyorsak imar kurallarına uyarak o ana kadar etrafta gelişmiş mimari diliyle öğrencilerin iletişim kumalarını bekliyoruz.

Kent dışında tabiri edebileceğimiz daha geniş alanlarda, kente yapışık veya dışında alanlarda kimlik konusuna bir de doğa konusu tabii doğa konusu içine girmiş oluyor. Aynı zamanda yön konusu önemli olmaya başlar. Kent içinde yapılmış bir bölgede o kadar lüksün olmayabilir yön konusunda ama dışında ve geniş alanlarda yön konuları konutun iç mekânlığını, yönlenebileceği tercih edilen yönler ve birebir kurduğu doğayla ilişki de kimlik sorununun bir parçası olarak projenin beklentileri çerçevesinde dahil olmuş oluyor.

Metre kare olarak kent icinde studyo tip konutlar. Tabi bu hedef kitle ile alakali veya daha genel kontekst ile ilgili sadece verilen parselle ilgili degil baska konular isin icine giriyor ama her buyukte konut calisabiliyoruz. Fakat ozellikle uc tip konut calismayi tercih ediyoruz. Bir tanesi iste studyo tabir edebilecegimiz, kucuk ve daha az kisinin yasayabilecegi konut tipi. Ikinci bir konut tipi ise oldukca buyuk olan, genis bir ailenin veya kucuk bir ayle de olsa farkli mekanlara ihtiyaci olabilecek sekilde konut tipleri tasarliyoruz. Bir de bunlarin arasinda kalan daha orta olcekte mekanlara sahip konut tipi dusunuyoruz.

DR: Su ana kadar anlattiginiz seylerle ilgili birsey sormak istiyorum. Siz urban housing kelimesini kullandiniz ama sanki projenin sadece kentin icinde oldugu icin mi adlandiriyorsunuz yoksa...cunku ben urban housing dendiği zaman yerlesim olarak buyuk, olcegiyle programıyla complex bir yerlesim anlıyorum ama siz kentin icinde oldugu için urban housing adlandiriyorsunuz. Hangisidir?

EA: Evet... bu sizin ikinci opsiyonunuzdur bizim soyledigimiz . yani kent dokusu icinde olan, avr olmus bir dokunun icinde. Bu dokuya bir once tanımak degerli kismilarini kucaklamak, elestirilebilecek kismilarini elestirmek ve daha sonar burda verdigimiz Alana bir mimari tavır gelistirmek. Bu hem fonksyonel bir tavidir hem de plastic tavidir. Hemde cozume yonelik bir tavidir. Mesela bir sosyal olabilir, bir trafik olabilir ama oncelikle mimari bir tavidir ve bu her turlu tavrı içermektedir. Bu kent icinde yapmakla ilgiliydi zaten bizim tamamen kent disinda uzaklarda proje alanımız vermemiz soz konusu degildir. Kent disinda sınıflandırdığımız konularda aslında yamacında yakınında. Ama birebir kentin icindeki bir dokunun icinde yer almayan yapılar. Yani rural bir konut tarifimiz yoktur. Hepsi degisik alanlarda urban olarak tarif edilebilir fakat demin kelimededen amac var olan yogun mevcut kent dokusunun icinde oldugu zaman biz ona urban housing diye isimlendirmeyi tercih ediyoruz.

DR: İkinci konu objective, yani toplu konutun objectiveleri nelerdir? Bu konuyu verdiginizde neyi amacliyorsunuz? Ogrencinin ogrenim surecinde bu konuyu kullanarak ne hedefler ulasmayı hedefliyorsunuz? Yani learning outcomes nelerbekleniyor ogrencilerden?

EA: Simdi ogrenci arkadaslarımızdan biraz once bahsettigim gibi her mimari projede konut olsun baska konu olsun hem amac hem de arac olmus oluyorlar. Amac tabiki bu mimari projeyi gercek olmasa da bir urun uretimi bir sonuc. Ogrenci bunu alıp bakması baska insanlara sunması, bunu kendisi tartısması, baska insanlar onu tartısmasıdır amac. Fakat tabiki bu amaca ulasırken surecten pek cok sey ogrenilir. Bu sekilde amac aynı zamanda bir ogrenme aracı olmus oluyor, pek cok seyde oldugu gibi. Bu ogrenilen seyler hem bizim mimarlıkla ilgili daha cok sey ogreniyoruz, tabir edebilecegimiz, kullanım, esnek kaliteler, konstruktif kaliteler, böylece mimarlı birikimine sure icinde birebir veyahut yasayarak ogrenebiliyoruz. Hem de mimarlık ile kendimiz ve cevremiz arasında birseyler ogreniyoruz. Bu hem farkli disiplinler, mimarlık tarihi, tarih, felsefe, psikoloji, folklor, sanat, heykel, resim bu ve buna benzer mimarlıkla iliskilendirebilecek mimarlılığın periferisinde yer alabilen fakat sık sık mimari tartısmaların icinde bulabilecegimiz hatta felsefe

edebiyat gibi konuları da katabiliriz. Bu konuları da insanlar kendi birikimleri dogrultusunda hem projede tartisabiliyorlar hem de bu birikimlerini genisletebiliyorlar. Dolayısıyla mimarlığın genel cercevenin icinde olan ve genel mimarlık problematigin parçası olan mimari kullanım, mimari çatki bir de mimari estetik kalite diye ogrenebiliyorlar. Hemde perifer bilgileri ogrenebiliyorlar. Bunun sonucunda da bir proje çıkarabiliyorlar. Bunda da housing konusu oluyor. Bunun onemi de bir konut projesi, hem insanlığın hem mimarlığın- aynı seydir bence- cok temelinde olan bir konu olması. Bir dunya var, insan var, bir de bu insan bu dunyada yasamını surdurmek durumunda oldugu zaman cevresel etkilerden birincil olarak uzak durmak zorunda ve buna bir barınma ihtiyacını ön plana çıkarıyor. Bunda biz mimarlığın barınma ihtiyacını uretıyor, cevaplı uretıyor. Bu da konut olmus oluyor. Sonucta biz bu temel soruyu bir daha soruyoruz ve buna cevaplar bekliyoruz. Yani gunumuzde bunun cevabı ne olabilir. Cunku bazı mimari projeler insanın ilk zamanından beri var ve her zaman cevaplanması bekleniyor ki bu konut. Bazı mimari konular ise daha gec cikmis oluyor. Ama yinede konut kadar temel mimarlık sorun yoktur. Tabi konutla beraber, sehir, bolge ile tarihsel doku gibi konuları da mutlaka calısıyoruz izole bir çalışma yapmıyoruz.

DR: Peki size gore konut tasarımı ile kentsel tasarımın herhangi bir ilişki var mıdır? Yani siz vurguluyormusunuz bunu tasarım sureçinde?

EA: Tabi çok ilişkisi var. kentsel tasarım , konut ölçeği veya kentsel tasarım ölçeği veya dahja başka buyuk ölçekler hepsi birbiriyle ilişkili olmak zorunda. Baktığımız zaman çevremizde oluşan yapı büyük çoğunluk konut oluşturmaktadır. Çünkü insanlar ilk başta başlarını sokabilecek bir yere ihtiyaçları vardır. Ve bununla yetinmeyerk bu barınacak yer ilk basta yıkılmayacak ve estetik değerler ifade edecek ve belki bir takım baska değerler ifade edecektir. Son derece private bir alandan bahsediyoruz. Private duyguların mimarlaşmasından bahsediyoruz. Mahremiyetten bahsediyoruz. Dolayısıyla bu bir odadan başlayıp, bir yapıya, bir yapılar birliğine. Bunlarla beraber ilişkilendirilmiş ulaşım, yeşil alan gibi yine insanın ihtiyaç olan. Ulaşım olacak, yeşil alan olacak, doğru yönelecek, gibi alanlar gibi kentsel tasarım diyebileceğimiz alanın tarifine katkı yapıyor. Daha üst ölçeklerde ise şehirlerin , bölgelerin tasarımına ve tasarım dışında da ekonomik ve sosyal alanları yönlendirmesine kadar giden bir cycle vardır burda. Bu çerçevede kentsel tasarım ölçeği hep konut tasarımı ölçeğiyle beraber bizim gündemimizde her zaman mevcuttur.

DR: Ucuncu bir nokta, tasarım surecinin aşamaları nelerdir?

EA: Oncelikle arkadaşlarımızdan biz bir takım... tabi ki site gezisi yapıyoruz. Boş siteler bulmayı çalışıyoruz. Site research yapıyoruz; fotoğraflar, sketchler, kent içindeyse kentsel faktörleri inceliyoruz. Diğer yapılar, bu yapıların kullanımı, bir takım landscape elemanları varsa bunların önemleri. Eğim , güneş, belki rüzgarın yönleri v.s. bunlar çalışılıyor, bunların çalışılması devam ederken dünyadan ve türkiyeden bir takım örnekler gündeme geliyor. Bunlarda kütüphane veya internetteki kaynaklardan çalışılıyor. Ve üçüncü bir konu da, konut bölgelerin ziyaretleri. Kendileri veya bizimle beraber bir takım ankarada konut bölgeleri

ziyaret ediyoruz. Bunlardan bire bir deneyimler çalışıyoruz. Eksik bir konu söylemem gerekirse bir takım söyleşiler sizin şu anda yaptığınız gibi. Kullanıcılarla, hedef kullanıcılarla, daha önce benzer projelerde yer almış söyleşilerden yararlanmak ve benzer anketler gerektiğini düşünüyorum fakat bunun belli zaman dilimine haloması ve öğrencilerin projeyi başlamaları gerektiği için başaramıyoruz. Daha sonra öğrenciler çok genel tartışmalardan özel tartışmalara geçiyorlar, mimari projeden bahsediyorum. Bunlar kritik hasamasına denk geliyor. Ondan sonra bu sekiz haftanın ortalarında mutlaka ma mutlaka bir onjuri yaparak o ana kadar çalışmaların değerlendirmesini toparlanmasını yapıyoruz. Ön jüriden sonra bir takım sketch problemler verme durumu olabiliyor. Örneğin bir küçük birimin büyük çizilip detaylanması. Cephe çalışması gibi çalışmalar. Belki bunlar sketch problem değil de bunlara ödev demek daha doğru olur sanırım. Landscape detay çalışması. Malzeme ile ilgili çalışma veya detail section, system kesidi çizilmesi. Bunları tabi her zaman veremiyoruz. bu saydığım konularla ilgili noktasal problemler veriyoruz ve sonra bir final jürisiyle bittiriyoruz.

DR: Tasarım süreci nasıl başlıyor? Kentsel bir ölçekten birime giderek mi yoksa tam tersi mi?

EA: Aslında arkadaşlarımız, site plandan birime gitme eğiliminde oluyorlar fakat sürecin içinde belli zamanlarda o ara sketch problemler gibi birimin belki de site plandan bağımsız bir şekilde bir süreliğine ele almalarını bekliyoruz. Ve aynı zamanda da site plan çalışmalarlarıyla daha büyük ölçekte kentsel ölçekte konut çalışmalarının birleşmesi ve beraber devam etmeleri gerektiğini söylüyoruz. Başlarda bu sadece söylemde kalmakla beraber, biraz ilerleyince öğrenciler bunun böyle olması gerektiğini kendileri hisederek değişik ölçeklerde yani 1/1000 ile 1/100 ölçekler arasında ama daha çok 1/500, 1/200 ve 1/100 ölçekler arasında kros öalışmalar yapıyorlar. Ve bunun böyle olması gerektiğini düşünüyorlar çünkü site plan çalışmalarından sonra ister istemez konu ünitlere dönmeye zorunda kalıyor. Ve bu ünitleri tasarlarırken site plana dönmek gerekir. Ve böyle git-gellerle proje gelişiyor.

DR: Dördüncü bir nokta, sizin karşılaştığınız sorunlar nelerdir, studio sürecinde?

EA: Karşılaştığımız sorunlar genel mimari konulardır. Konut projesinin de diğer mimari projelerdeki gibi hem teknik olarak strukur olarak çözülmesi. Yeni strktürleri çalışılması konut projesinde olabileceğini anlaşılması. Yani strukturun konut projesinde en basit haliyle bırakılmaması gerektiğini söylüyoruz. Veyahut konut projelerinde de diğer mimari projelerde olduğu gibi estetik kaygıların çok daha ön planda olması ve öok daha zor çözülebileceği çünkü plastic değerler açısından baktığımız zaman, konutun çok daha bireye ait birşey olduğu için bunun estetik ve plastic değerlerin tasarlanmasının da öok zor olduğunu ve tehlikeli de olabilir. Aynı zamanda kulanıma yönelik özel ölçüler konusunda da öğrenci arkadaşların sık sık hata yaptığını ve kulanışsız mekanlar yaratabildiğini görüyoruz. Bu çok önemlidir çünkü bire bir insan kulanımıyla ilgili olduğu için öğrencilerin kullanıcılara yanlış ölçülendirme yaparak çektirme hakkı olmadığını hisetmeleri lazım. Bu gibi konularda sıkıntısını çekiyoruz. Bunları ne kadar aşabiliyorsak proje o kadar

başarılı olmuş oluyor. Bir çok mimari projede de olduğu gibi konutta da öğrenciler bundan sonra yanlışlarını görebiliyorlar. Görebildikleri oranda da başarılı olmaya başlıyorlar. Bu öğrenim sürecinin olmazsa olmazlarından dır, yani başkasının söylemenin ötesinde öğrencinin kendi yanlışlarından öğrenmesidir.

DR: Bu konularla ilgili herhangi bir öneriniz var mı? yani geleceğe dönük. Geliştirmek için, bu olsaydı daha iyi olurdu gibisinden...

EA: Şöyle söyleyeyim... daha çok seyahat yaparak daha çok konut projesini yakından görmek arzu ederim ve görsel mimarinin önem arz ettiğini düşünüyorum. Sırf kaynaklara bakarak veya yakın görsel kaynaklara giderek değil, birçok kaynağın yerine gidip bu konuların önemini hisetmek için daha iyi olduğunu düşünüyorum. Onun dışında da konut projesinin tabiki teknolojiyle yakın ilişkide olduğunu düşünüyorum. Daha çok bilgilendirme olması gerektiğini düşünüyorum. Bunun dışında şu anda aklıma başka bir şey gelmiyor. Bir de bu soruyu jüriyerimize konut olan diğer hocalarımıza sormanızda fayda vardır.

DR: Son bir soru sormak istiyorum. Siz kaç senedir toplu konut projesi konusunu veriyorsunuz.

EA: Yirmi

DR: Bu yirmi sene boyunca herhangi bir kırılma noktası, bir shift, oldu mu?

EA: Hangi bağlamda?

DR: Yani tasarım sürecinde, veya studyonun objektif ve amaçlarında.

EA: Şöyle söyleyeyim. Biz sonuçta bir mimari büro değiliz. Bir takım grup öğrencileri yönlendirmeye çalışıyoruz. Genel olarak temel bilgilerde temel bir değişiklik olmadı. Onun dışında bahsettiğim teknolojik olsun, inşai bilgilerin veyahut estetik-plastik değerlerin değiştiğini gözlemliyoruz bir çok projede olduğu gibi onut projelerinde de. Değişiklik şöyle oldu, eskiden konut projeleri daha çok insanların kendileriyle özdeşleşebileceği mekanları yaratmaktan daha steril mekanlar yaratmaya eğilimindeydi. Konutlar otelleşti. Bu da hem mimari dile hem de mimari çözümlerde yaklaştı. Artık konut projesi verildiği zaman mutlaka sosyal bir takım programlarla desteklenmesi gerektiğini. O kadar çok ki neredeyse otelleşecek sosyal mekanlar tasarlanması bekleniyor. Biz de buna uyum sağlamaya çalışıyoruz. En büyük değişiklik konuttaki insanların kavrayışındaki değişikliği de ve bu kavrayışın bize bire bir yansımadır.

Interview with Aydan Balamir

(Prepared by the author, September 2010)

Desantila Rrumbullaku: During what years were you a student of METU in faculty of architecture?

Aydan Balamir: 1970-74 lisans; 75-79 yüksek lisans

DR: What were the design themes and the problematic posed in architecture design studios during that period?

AB: housing, public buildings, university campus planning and subjects at industrial design scales (such as table, bus stop, furniture...); sketch problems as parts of term projects.

DR: Was Housing design exercises included as part of design themes in architecture studios, both when you were a student and later an instructor?

DR: Which term and which year of study was housing exercises given in the architecture studio? Did you find that period as appropriate to be introduced with housing exercises?

AB: 301 or 302.

DR: How many instructors and students was a design studio group composed of?

AB: 1-2 instructor, 20-30 students.

DR: Were the housing exercises supported by other theoretical courses or seminars? Was it helpful?

AB: Occasional slide shows and research on side issues (climate, program elements, human dimensions, etc).

DR: What were the variable scales appropriate for housing exercises to work on? 1/500 site plan, 1/200, 1/100 units.

DR: What were the criteria while choosing a certain site for the housing project?

AB: Either vacant sites or urban sites occupied by buildings of historical value could well be given as site; concerns for cultural heritage, collective memory and such were not a major issue then.

DR: Is there any direct relation between site planning and housing design theme?

AB: Yes of course.

DR: Or, do you consider housing exercises as providing a good platform for students to get acquainted with issues of site planning or maybe of urban design? What was the design context chosen for these exercises?

AB: Urban or rural...

DR: Was there any direct or indirect relation of the chosen housing themes and problematic with the housing practice occurring at a certain period in the country?

AB: Yes, for the housing practice of the time; no for “piyasa” pratiği. Futuristic themes were also welcome.

DR: Was there any certain attitude of METU or faculty of architecture as an institution towards the way housing theme was perceived?

AB: Depended on the time and staff. During the times of student revolts, social concerns dominated.

DR: Was there any change or shift in the design methodology when you were either a student or an instructor at METU?

AB: Social themes were dominant when I was a student; housing supply for the market would be considered as a disgrace. Over the past decades, it has become almost a routine practice.

DR: Nasıl bir metodoloji ile yaklaşılıyordu? Bu metodoloji zaman içerisinde ne türden değişiklikler oldu?

AB: 1970s’ interest in “design methods” were felt in the studios--which at times meant lesser design and method for method’s sake. 1980s staged a return to “architecture”, despite enormous wobble until the new paradigms around the 90s.

DR: If there was any change, can you mention what were the possible reasons causing it?

AB: 70s, the overriding wave of “design methods” in the world. 80s, the postmodern wave.

DR: What are or were the course objectives and learning outcomes expected from housing design exercises? Has there any change occurred?

AB: Sorry, what “are or were” is too broad a question for a questionnaire of a limited time.

DR: What was the importance of case study research conducted by students, as part of the design process?

AB: 70s: none or very little case study done. 80s: return to case study as a tool for design investigation.

DR: Case Study'ler surecin hangi aşamasında veriliyordu veya veriliyor?

AB: Sürecin başında sınıfa genel + tasarım süreci içinde ise, her öğrencinin farklı gereksinimine göre.

DR: Site plan-3D kütle tasarımı-konut birimleri tasarımına doğru ilerleyen bir tasarım süreci izleniyor. Bu ODTU için genel bir tasarım/eğitim yaklaşımı olarak görülebilir mi? Sizin düşünceniz nedir?

AB: Genellenemez. Kendi grubumda her yıl farklı denemeler yapmaktayız.

DR: Bu alanla ilgili sizin herhangi bir çalışmanız var mı? – Do you have any research or study of your own related with the topic?

AB: Aydan Balamir, Experiences in the 3rd Year Architectural Design Studio, *The Design Studio: A Black Hole*, ed. Gülsün Sağlamer, YEM Yayın, 2007, 151-176.

Aydan Balamir, Housing Design Studio in the Age of Google Earth: Planimetric Studies Through Superposition of Site with Case Studies, *International Conference: Architectural Education Forum IV*, Erciyes Üniversitesi, 26-29 May 2009.

Aydan Balamir, Türkan Uraz, Mardin'de Yürütülen bir Tasarım Stüdyosu ve Araştırma Programı, *Arkitekt* (75:03) Mayıs-Haziran 2008, 44-56.

Söyleşi bölümleri (70'li yıllar hk.) Aktüre, Sevgi, Sevin Osmay ve Ayşen Savaş, der. (2007) *Anılar, Bir Sözlü Tarih Çalışması*. Ankara: ODTÜ Mimarlık Fakültesi.

DR: Konuştuğumuz çerçevede, metot hakkında herhangi bir öneriniz var mı? – Do you have any possible suggestion related with the teaching methodology of the topic we talked about?

Interview with Cana Bilsel

(Prepared by the author, January 2010)

Cana Bilsel: Baştan belli ki hipotezler ve buna göre o ilk dönemlerde şehir yerleşim planlanması ile konut ilişkisi nasıldı dedik. Ve koyduğumuz hipoteze göre ilk dönemlerde yerleşim planlaması yapmışlar ve hata ikinci dönemde konut. Ama öyle anlaşılıyor ki sadece bir dönem yapılmış. Sistematik bir şekilde devam etmiş bir şey değildir.

Desantila Rrumbullaku: Mesela Şehir Bölge planlama bölümü açıldığında bu konuların durduğunu görmüştük zaten.

CB: Evet zaten ilk başta mimarlara Şehir Bölge planlama misyonu yüklenirdi gibi bir hipotez koymuştuk. Bu da çok öyle olmadığı görülüyor.

DR: Ama mesela Türel hocayla söyleşi yaptığımda o da aynı şeyi diyordu. İlk dönemler bu konulara daha çok hakim çünkü ilk dönemlere öyle bir amaç vardı.

CB: Ama onu irdelemek lazım. Bende öyle düşünüyordum ilk başta, çünkü öyle birkaç proje var ama programına baktığın zaman bütün o seneler için geçerli değil bir de doğrudan konutla ilişkisi sadece bir sene kurulmuş. Şu var tabii, bir şehircilik dersi var. senin elindeki şu dergilerde o yok, bunda sadece mimari tasarım studyoları var. bir de city1 city2 dersleri var

DR: Onları dersler kataloglarından alabiliriz

CB: Benim o yazdığım EAA yazımda o kataloglardan çıkarttığım bir takım şeyler var. ve o dersin ikinci dersi studyo olurdu. Ve bu durum bizim dönemde de devam etti bir anlamda. İlk dönem kuram, kent kuramları kent planlama yaklaşımları, ikinci dönem ise uygulama studyosuydu. Ve o yıllarda, 60'lı yıllarda şehircilik kurulduğunda ve özellikle lisans program henüz yoken Şehir Bölge planlama yüksek lisans programın hocaları topluca mimarların şehircilik studyolarına giriyordu. Mesela Selahattin beye sorabilirsin, mesela Erzurum kentine gitmişler, Erzurum kentini planlayacağız gibi bir iddiala. Selahattin bey eleştireldir aslında, bize kent planlatmak ne kadar anlamsız diye bir yaklaşımı var. dolayısıyla bunların arasında onu görmüyorsun. Bir de öyle bir stüdyo var. Belki Türel beyin söylediği yani o mimarlardan planlama beklentisi, bir yerinde yazabilirsin ama direk olarak mimari tasarım studyolarına baktığımız zaman şu daha açık, ikinci sınıfta tek ev tek konut projesi zaman zaman var zaman zaman yok değil mi. üçüncü sınıfta ise daha...

DR: Oturmuş

CB: Oturmuş olmakla beraber daha geç senelerde ortaya çıkıyor. Yani birkaç sene hiç yok mesela diyorsun araştırmaya göre. Yani bunları bir... başta koyduğumuz soruyu koyup sonra bunu tartışıp bir sonuca varmalısın. Mesela bir

tanesi bu mimarlık studyosunda yerleşim planlama konusu. Ve yerleşim planlama konusunun konutla ilişkisi. İkinci soru ise konut projeleri nasıl ele alındı sorusu. Onu da yıllar içerisinde, 60lı yılların ilk yarısı, 60lı yılların ikinci yarısı veya 70li yıllar gibi bir ayırım olabilir. İlk önce bunlar hepsi ilk dönem oluyor. Ama işte bunu belgelemek gerek. Önce tek konut yapılıyordu, ardından apartman projesi yapılıyordu, toplu konut denen şey de şu yılda başladı ama sistematik olarak devam etti etmedi falan...

DR: Birşey soracağım... Ayşıl hocanın dediği postmodernizm başladığı zaman ...

CB: Ayşıl hoca şöyle algılar... senin daha çok bu erken dönemi incelediğini düşündü. 60lı ve 70li yılları incelediğini düşündü. Onun için dönem sordu ne zamana kadar geliyorsun sordu. Ve son döneme kadar geliyoruz deyince, çok geniş bir dönem dedi. Halbuki asıl odağın son dönem, diğerlerini ise bir background olarak çalışıyorsun.

DR: Bir background olarak onları vermek normaldir değil mi...

CB: Evet nerden nereye gelmiş. Nasıl bir izlenim izlenmiş. Ne tür kırılmalar olmuş. Değil mi onu soruyorsun ne tür shiftler oldu kırılmalar oldu ve ondan sonra ne şekilde oturmuş. Şimdi bir diğer hipotez aslında bu toplu konut projelerin üçüncü sınıflarda oturması 80li yıllar bile olabilir. Ona bir bakmalısın

DR: Ama 80li yılların bunun gibi absractlar elimizde yok.

CB: Onu hocalık kanalıyla sormak gerek. Yani o yıllarda hocalık yapmış hocalara sormak gerek. O yıllarda da üçüncü sınıfta hocalardan gönül hanım. Haluk bey , İlhan Kural onlar da üçüncü sınıfa hoca oldular. 70li yıllarda yine Orhan Özgüner var. şimdi o yıllarda Gönül Evyapan var. sürekli üçüncü sınıflara girmiş. Başından beri öyleydi demek istemiyorum ama en azından benim öğrenci olduğum zamandan bu yana Gönül hanım üçüncü sınıfta. O çok iyi hatırlayacaktır eminim. Yani o toplu konut projeleri şu tarihten itibaren vermeye başladık diye diyecektir eminim.

Sevil sen hatırlıyorsun, üçüncü sınıfta Haluk hoca vardı değil mi?

Sevil Enginsoy: Evet ilk dönem ama ikinci dönem gelmedi galiba.

CB: Konut projesi yaptınız mı Haluk beyle?

SE: İlk döneminde bir tatil köyü yapmıştık Bodrumda. Ama o da konut sınıfına giriyor. O bizim çok katlı şeyler değil tek katlı külübeler şeklindeydi. Öyle sosyal merkez falan yapmadık clusterlar şeklindeydi sadece. İlk böyle bir projeye başlamıştık ondan sonra şey işte malum otel projesinde braktım. Ondan sonra Haluk beyin girmedini sanıyorum.

CB: İlhan bey de vardı

SE: Tabi Haluk beyle beraberdi bir grup. Başka bir grup Gönül Evyapan ile Ali Cengizkan vardı. Bu konuları Haluk iyi hatırlıyordur tabi Güven de hatırlar. Güvende dokumanlar da olabilir.

CB: Bir defa bunların programlarını bulmamız gerekiyor. Bunlar da o programlardan çıkarılmış bir şey olduğu için şimdi o programlar için ve o senelerde öğrenci olanlar gibi bir şey. Hem programları istemek hem de o dönemde öğrenci olanlar Güven Sargın, Haluk Zelef , Zeynep Mennan da olabilir. O seneninki program var mı ellerinde. İkinci sınıfta konut yapmış mıydınız, konut başka yaptınız mı ama asıl üçüncü sınıf. Biliyoruz ki bir tatil köyü projesi var ve onun programını birinden bulacaksın herhalde. Bunların arasında da Haluk Zelef ile Erkin Aytaçla konut projesi veren hoca olarak da konuşacağız. Ayrıca bende bizim senenin programını bulurum sana. Bende hepsi var ikinci sınıf üçüncü sınıf projelerimde duruyor.

DR: Ali hocaya da sormak lazım

CB: Ali beye de hem 70lerde öğrenci olmuş biri olarak. O zaman şöyle yazarmısın Ali Cengizkan ve Aydan Balamir. Yani hem konut projelerinde hoca olmuş biri olarak hem 70lerde öğrenci olarak biri. Demekki bu ikisiyle muhakkak görüşeceksin.

DR: Belki Ayşen Savaş da olabilir o gel sana yardım ederim demişti.

CB: Evet onunla da konuşabilirsin. Daha küçük ve aynı zamanda konut projesi hocası olan Namık Erkal var. onun sınıf arkadaşı Ela Alanyalı var. bunlarla bir konuş çünkü onlar da söylerler bizden bir üst dönem şunlar var bir alt ise bunlar. Abdi Güzer hoca da var 80lerin sonunda mezun. Abdi hocadan sonra Ayşen Savaş.

Interview with Selahattin Önür

(Prepared by the author, January 2010)

Desantila Rrumbullaku: 70 lerde de yerleşim planları yapılıyor toplukonut, tam toplukonut demeyeyim de, o yüzden yaniii...

Selahattin Önür: Dedigin gibi 60lı ve 70 li yıllarda 2 sınıftaki konular biraz kompleks işlevi olan yapı anlamında çalışılırdı. Bir strüktür ağırlıklı projeler vardı ki o mesela bir spor salonuydu ODTÜ içinde. Ondan sonra başka bir konu yine yapı-bina kompleksinde bir tenis kulubu botanic bahcenin orada. Ondan sonra yine 3. Sınıfta kapıkulenin yeniden düzenlenip bir konaklama yapısı tasarlamaktı. Yani o tur çalışmaları hatırlıyorum. Onun dışında toplantı mekanı, tiyatro veyha music etkinliklerin yapılabildiği salon tasarlanıyordu ve buna akustik kriterler önemli olurdu. Yardımcı teknik derslerde öğrenilen bilgiler bu studyoda uygulanması bekleniyordu. Bu konular yani technical equipments demin tenis kulubu konusunda da tasarlanıp çözüm üretilmiştir. O derste islenen konular cercevesinde studyoda uygulaması amaçlanıyordu. Hocanın da etkisi vardı cunku o dersi veren hoca aynı zamanda design hocasıydı. Yani dikat edersen o yılda bizim donemde toplu konut o anlamda bir çalışma yoktu pek. Daha sonraları yada dördüncü sınıfta da kompleks yapılar, ornegin kutphane binası milli kutuphane. Yine baska bir konu dördüncü sınıfta, ulusta su anda 100.yıl carsısı olan yerde complex program, carsı , ofis ve is merkezini bagrıandıran yapıydı. Yani hem ticari hem is hem eglence. Ama birisi orda çok katlı ofis binasıydı. Yine baska bir konu, apartmanların olduğu yerde bir apartman tasarlamak.

DR: Apartman dediginiz tek bina değil mi?

SÖ: Tek bina tek ama yinede imar kanunlarına v.s uyulması gerekirdi. Yani dördüncü sınıfın konuları. Sonra digger senelerde 70li yıllarda 3. Sınıfta yine benzer şekilde konular vardı. Ama 4.sınıfta bize batır şekilde mesela kampus projeleri vardı. Yani yıllarda odtunu yapılmasıyla kampus tasarımı çok önem kazandı. Ve bu aslında uluslararası bi olgunun etkisiydi, yani üniversitenin kendi yerlesmesinde kendi planlamasını yapmasıdır. Turkiyede de o sıralarda odtu vardı baska örnekler vardı, mesela Gaziantep ki onada uygulamalı proje yapılmıştı. Ve bu çalışma bütün 4.sınıfı kapsardı. Yani ilk dönem büyük ölçek araştırmalar çalışmaları. 2.donemde ise daha bina ölceğinde 1/100, 1/50lere varan ölçeklerde çalışılırdı.

DR: Siz burada ne zaman başladınız?

SÖ: Ben 72de asistan olarak, 73ten sonra da öğretim görevlisi olarak ise başladım. Ama ben daha çok birinci sınıflarla ilgilendiğim için üçüncü sınıftaki olan değişiklikler konusunda bir şey diyemeyeceğim ama dördüncü sınıfla ilgili böyle bir çok hani isim olarak vardı böyle projeler sık verilmeye başlanmıştı.

DR: Peki studyolarda herhangi bir zaman kentsel tasarım projesi

SÖ: İşte kentsel tasarım ölçeğinde dördüncü sınıfta verilen konulardır. Bunun dışında baska projelerde başka konularda verilmiş olabilir. Belki burdan çekilebilir soru. 80lerden itibaren benim gözlemlediğim üçüncü sınıflarda kompleks bir yapı olarak otel projesi verilirdi. Ondan sonra strüktür le ilgili bir projeydi ve en sonunda da konut verilir. Ve konut alanlar Kent içinde verilirdi Ankara içinde veya dışında. Bunlar 80lerin ortalarında. Ben 80-85 arası burada değildim zaten. Döndüğüm zaman 85ten başlayarak üçüncü sınıfların böyle bir eğilimin olduğunu gördüm. Mesela housing ben şeyden de hatırlıyorum, benim okuduğum yıllarda 60lı yıllar, biz ikinci sınıfın ikinci döneminde konut çevresi yapmıştık. Dikmende mesela su anda o binalarla kaplanmış vadide gecekondular vardı. Onları inceleyip onlara benzer ihtiyaçlar ve yoğunluklar üzerinde çalışılırdı. Aynı kitlelere hitap eden.

DR: Yani dönüşüm projesi gibi.

SÖ: Bilemeyeceğim çünkü bugünlerde dönüşüm projesi deyince başka birşey anlıyoruz. Aklımıza TOKİler geliyor. Orda ise kullanıcının değişmesinden çok mevcut fiziki çevre için daha ne olabilir şeklinde çalışmaydı. O arazide yine benzer ve düşük yoğunlukta, çok katlı olmayan aile konutları içeren bir kentsel örüntü geliştirmesi hata merkezileştirilmiş, sosyo- kültürel merkezin olduğu bir şey. Ama bu tabi ikinci sınıfın ikinci döneminde bir proje ve ona göre bir program tasarlanmıştı.

DR: Peki süreç nasıl başlardı? Bir üst ölçekten başlayarak birimlere mi varılırdı yoksa tam tersi mi?

SÖ: Tabi bir genel plan çalışması yapılırdı ama genellikle ikisinin de beraber yürüdüğünü söylemek mümkün. Çünkü zaten planlamayı direk olarak etkileyen birimin olduğu düşünülüyor için beraber çalışılırdı. Öyle ilk başta bir planlamayı bittirelim ondan sonra birimi çözeriz gibi bir şey olmadı hiç. Zaten o ikinci sınıftaki program çok ağır bir program değildi. Tabi ölçek olarak ve mekansal olarak tüm yerleşimle ilgili bir nosyonla beraber tabi devam ediyordu. Nasıl bir doku düşünüyorsa o doku çeçevesinde genel bir plan bir mekansal vizyonu daha çok. Baska bir senede ise üçüncü veya dördüncü sınıfta tam olarak hatırlayamayacağım ODTÜ öğretim üyeleri için bir yerleşke projesi verilmişti. Yani genelde housing konusu önem kazanmıştı yani birimlerin oluşturduğu bir konut dokusu. Ki o zaten 60lı yılların sonlarına doğru bu konu çok önem kazandı literatürde de.

DR: Nedenleri ne olabilir?

SÖ: Tabi bu ikinci dünya savaşından sonra konut ihtiyacı Avrupada ortaya çıkması. Yapılan çevrelerin bir eleştiri alması. Tabi bunlar çok hızlı az maliyetli yapılan. Yerleşke olarak da modern mimarlığın anlayışıyla yapılan ama bir yerde bu anlayış negative etkileyen uygulamalar oldu. Ona karşı tabi mimarlardan teorik olarak da bunun yerine daha uygun çevreler için bir takım kuramsal yaklaşımlar oldu. Özellikle olandada bir çok hareket oldu bu konuda, özellikle CIAMa karşı

TEAM10 anlayışı çerçevesinde öneriler ilginç ve çok etkiliydi. Sanırım Team 10 in etkisi çok önemli bu konuda 50leri sonları ve 70 lere kadar mimari düşüncüyü derinden etkileyen bir grup insan vardı orada. Dolayısıyla biz altmışlarda onun etkisini hissediyorduk hata bu arada çok avant-garde olanlar vardı çalışmalar vardı. Gerek İngilterede gerek Austuryada, İngilterede Archigram gibi. Dediğim gibi çok farklı düşünceler vardı. Bazıları çok pop-techno utopik şeyler içinde vardı. Bir kısmı da çok daha sosyal kültürel ve psikolojik yaklaşımlar vardı. Dolayısıyla bu ortamın etkisi etkili olurdu. Biz master yaparken 68de özellikle bizden sonra 3. Ve 4. Sınıftalarda verilen bazı konut projelerin verilmesinde bahsettiğim dünya referanslı gelişmeler etkili olmuş olabilir. Daha önce yine çok büyük ölçekte konut yerleşimleri ve urban design kıvamında çalışmalar master programlarında vardı. Mesela bizim birinci sınıf senesinde master yapan bazı mezunlar Ankarada Ulus ve çevresinde bir ölçekte hata böyle megastrukur anlamında diyebileceğimiz anlayışla yapılmış bir takım denemeler vardı. Ve malesef bu konuştuğumuz senelerin projeleri yurtdışına çıkan bir sergiyle beraber kaybolmuşur.

DR: Bir şey daha soracağım. 68-69 olayların eğitimimizde etkisi oldu mu?

SÖ: Tabii... ben 68in kasımında yurtdışına gittim. Ama zaten 67-68 senelerinde öğrenci hareketleri başlamıştı. Sonra 70te ben mayısın sonunda döndüm. O zaman daha böyle boyutlar değişmişti, eleştiriler, protestola ve bilinçlemeler gerek bir takım istenmeyen unsurların etkisinde diyelim çok yanlış şeylere saptırdılar bizi. O yüzden yetmişler çok şey geçti. Özellikle 74te gençlerin kamplara ayrılması ve o anlamda sürdürülen birtakım hareketler. Özellikle toplumsal düşünce ile olan yaklaşımları engellemek için yapılan önlemleri de katarak çok sekte uğratan bir ortam oluştu o yıllarda. Mesela okulun 9 ay tatil olduğu zamanlar bile oldu. Bu ortamda boykot yapılıyor, dönem kayıyor ama eğitim hala devam ediyordu. Ama tabiki çok daha farklı olabilirdi.

DR: Benim araştırmamla daha ilgili bir şey sormak istiyorum. Yani 60 larda anlatığınız o sosyal etkilerin konut konusunda 70lerde de var mı?

SÖ: 70'lerde de tabii böyle sosyal içerikli konular verilirdi. Özellikle üçüncü sınıfta hatırlıyorum, Ankara çevresindeki projeler hatırlıyorum. Demin dediğim 85 sonrası şey demek değildir ki öncesinde yoktu. Zaten böyle yerleşik bir morfoloji söylemek zordur, yani şu yılda şunlar yapıldı bunda ise şunlar gibisinden birşeye ulaşmak zordur. Hiç bir zaman ODTÜde eskiden özellikle yapı tipolojisi üzerinde, daha doğrusu hastane mimarisi üzerinde yok konut mimarisi gibi bir ayırım ve özelleşmeden çok tasarım etkinliğinin edinilmesi, tasarım becerisinin edinilmesi, tasarımla ilgili deneyimin artırılması ve buna giderek yıllar içerisinde daha etkin bir şekilde geliştirmesi amaçlanıyor yoksa bu seneler bu konular öğrenilir şu senelerde ise bunlar gibisinden değil. Bu bizim eğitim felsefemizde yoktu. Şimdi de öyle bir şey yoka ama her ne kadar bazı işet konular varsa öncelikli tutup onla ilgili ilgili bir sonucu elde etmekteki sürecin ve süreçte eğitimin kazanılması. Bu becerin geliştirilmesidir. Yoksa herhangi bir bina tipolojisi önermek değil. Mesela konut konusunu hem ikinci hem üçüncü hem de dördüncü sınıfta verebilirsin ama öğrencinin kazancı farklı olur herbirinde. Beklentiler değişebilir. Mesela yapılarla

ilgili her zaman bir incelik beklenir mimardan ama ikinci ve dördüncü sınıfta öğrencilerden beklentiler ve hasasiyet bekleyişi farklı olur. Bunun gibi değişik mimarlık konuların üzerinde her yıl belli bir anlayış, bilgi ve beceri beklenmektedir. Bunlar sadece studio ile ilgili değil ama aynı zamanda diğer derslerde de aynı . En büyük sorunlardan birisi de bu iki şey birbiriyle ilişkilendirilmesi ve transfer edilmesi. Bu bilginin ve becerinin, bir konudan diğerine aktarılması. Bu genel mimarlık okulların sorunu olarak devam etmektedir hala. Konut konusuna dönersek, benzer bir şekilde teorik dersler vardır hep. Konut konusunun önemi bu derslerin olmasıyla da desteklenir hata ODTÜ'nün kurulmasında da çok etkisi vardır konut konusunun. Özellikle kentleşme, bununla birlikte doğan mekan ihtiyacı. Ondan sonra bu kentlerin doğru planlanması ki ondan sonra planlama bölümü doğdu . dolayısıyla baştan itibaren konutla ilgili bir teorik bir referans vardır.

DR: Mesela bu kitapta 72-73 senesindeki bir projede housing konusunu teorik derslerde konularla desteklenmesi bekleniyor.

SÖ: Evet o tür şeyi aramışızdır hep. Fakat başarılığın bakarsak bu sınırlı kalmıştır. Bu paralel verilen dersler değilde bir önceki dönemde verilen teorik dersi kullanması beklenebilir. Aynı anda paralel yürümesi zor. Çünkü her dersin belli bir malzemesi var bir ritmi var. bir dersin ritmini diğerine uydurmak kolay değil. Ancak studio bazlı bazı lecturelar olacak ki olabilsin. O da olmadığı için, daha çok studyoya giren hocaların onu vermesi beklenir. O da var yani tasarım hocaların, strüktür olsun diğer konular olsun yeri geldiğinde bu konularda bilgi vermesi lazım.