

Istanbul Technical University – Department of Architecture
MIM 411E - Architectural Design VII, 21984
Course Syllabus | 2020-2021 Spring Semester

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| Course Day and Hour: Monday 13.30-17.30, Thursday 13.30-17.30 |
| Course Room : |
| Course Credit : 6 |
| Course Web Site : |

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| Course Instructor: Assoc. Prof. Dr. Dilek Yıldız Özkan |
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Project Studio Description

The studio of Architectural Design VII enables the students to improve their design abilities such as imagination, critical thinking, innovative thoughts and effective writing, speaking, listening on architectural design. Conceptualizing, interpreting and defining a design problem and problem solving are the main stages of the studio. Students will gain creative problem solving skills and have the expertise in using the fundamental terminology of the profession.

The key purposes of the studio that will be addressed are:

- Establishing a critical design approach through analysis and research that informs a response to site.
- Improving a creative conceptual approach for building design.
- Developing formal and spatial relationships both internal and external to design.
- Developing a tectonic language consistent with the defined conceptual approach and developing this in detail and material clarity.
- Improving the representational skills of the students.

The studio will focus on the theme of “rethinking a **HYBRID LIVING**”.

According to Holl (2014), hybrid building has the mixed-used gene in its gene code. However, a hybrid building is more than a mixed-use building. Hybrid typologies should create a new type of urban space and unexpected mixing of functions. The hybrid building includes both the city context and the architecture itself which shows a high programmatic complexity and there should be a functional and physical integration of the building components in a coherent whole. Thus, a high linkage of spaces in a building is a key for hybrid buildings. Holl (2014) states that: “The intimacy of private life and sociability of public life dwell within the hybrid and produce constant activity, making it a building working full-time”. Hybrids are incomplete and rely on the reorganization of the social dimension of the building (Holl, in Hybrid II, p.23). So there must be an ideal arrangement of internal space and users’ interaction.

The architectural design studio will focus on the life scenarios based on hybridity arising from the coexistence of different ideas and opposite concepts which enrich each other. These scenarios will be matched with related contexts in Istanbul. Thus, taking advantage of the contrast brought by the opposite concepts below, the aim of the studio is to explore the spatial potentials of hybrid buildings.

nature versus technology / public versus private / coastal versus inland/ connection versus segregation / individuality versus communality / front versus back / new versus old / individual working versus collaborating /interior versus exterior / dark versus light / continuity versus disconnection /uniform versus variety /compact versus sprawled / solid versus void / spacious versus dense / flexibility versus rigidity / mobility versus stability / mixed-use versus mono functional / etc.

Project Studio Structure and Plan

Creative design is best achieved through collaboration, participation and discussions within the studio, which is a production space where all students learn from each other through discussions and presentations. The students will be encouraged to work together and discuss and exchange ideas about the coursework throughout the semester.

During the studio hours daily assignments will be given. The work produced will be shared and discussed in order to discover critical qualities related to the problem at hand. The students will develop their work based on studio critiques through home works which in turn will be discussed in the next studio hour. The students are responsible to discover the best means to communicate their ideas using drawings and models.

Discussion

The works are commonly discussed in order to develop the proposals of the students. Thus, the students are expected to develop a critical thinking perspective.

Project Diary

The students are expected to keep a written/visual log of their design process in a project diary; where they keep their sketches, notes and ideas regarding their projects. These project diaries will be included in the assessment process. The students are expected to use various techniques (drawings, diagrams, collages, writing etc.) in representing his/her ideas.

Other activities such as trips, lectures, juries are considered to support ongoing projects during the semester. The outcomes of these activities are exhibited in colloquium at the end of the semester. The participation to these outings and other activities are mandatory.

A more complete schedule of the studio is as follows:

Course Plan

| WEEK | DATE | TOPIC |
|------|------------|---|
| 1 | 01.03.2021 | Introduction to the studio |
| | 04.03.2021 | Understanding context - site |
| 2 | 08.03.2021 | Seminar Understanding context and mapping building-environment relations - Idea generation: thema & scenarios |
| | 11.03.2021 | Contextual analysis, mapping building-environment relations |
| 3 | 15.03.2021 | Contextual analysis, mapping building-environment relations |
| | 18.03.2021 | Idea generation: Sketches, narratives & scenarios |
| 4 | 22.03.2021 | Idea generation: Sketches, narratives & scenarios |
| | 25.03.2021 | Idea generation: Sketches, narratives & scenarios |
| 5 | 29.03.2021 | Idea generation: Sketches, narratives & scenarios |
| | 01.04.2021 | Submission of contextual analysis & scenarios |
| 6 | 05.04.2021 | Developing design ideas |
| | 08.04.2021 | Developing design ideas |
| 7 | 12.04.2021 | Developing design ideas |
| | 15.04.2021 | Developing design ideas |
| 8 | 19.04.2021 | Jury 1 |
| | 22.04.2021 | Reviewing design ideas and discussions |
| 9 | 26.04.2021 | Reviewing design ideas and discussions |
| | 29.04.2021 | Developing and detailing design ideas |
| 10 | 03.05.2021 | Developing and detailing design ideas |
| | 06.05.2021 | Developing and detailing design ideas |
| 11 | 10.05.2021 | Developing and detailing design ideas |
| | 13.05.2021 | Holiday |
| 12 | 17.05.2021 | Developing and detailing design ideas |
| | 20.05.2021 | Developing and detailing design ideas |
| 13 | 24.05.2021 | Jury 2 |
| | 27.05.2021 | Developing representations |
| 14 | 31.05.2021 | Developing representations |
| | 03.06.2021 | Developing representations |

Recommended Readings

1. Kellert, R., (2005) **Building for life : designing and understanding the human-nature connection**, Washington, DC : Island Press.
2. Ellin, N. 2006. **Integral Urbanism**, Taylor & Francis.
3. Gehl, J. & Svarre, B. 2013. **How to Study Public Life**, Island Press, Washington, DC.
4. Carmona, M., Heath, T., Oc, T. & Tiesdell, S. 2003. **Public Places - Urban Spaces**, London: Architectural Press.

5. Lefebvre, H., 1991. **Production of Space**, çev: Donald Nicholson Smith, Blackwell.
6. Lefebvre, H. 1996. **The Right to the City**, in Kofman, Eleonore; Lebas, Elizabeth, Writings on cities, Cambridge, Massachusetts Wiley-Blackwell.
7. Lang, J. 2005. **Urban Design: A Typology of Procedures and Products, London and New York**: Routledge.
8. Whyte, W. H. 2001. **The social life of small urban spaces**, New York: Project for Public Spaces.
9. Whyte, W. 1979. **Belgesel Film: 'Social Life of Small Urban Spaces'**, The Street Life Project, Municipal Art Society of New York.
10. Pallasmaa, J. 2011. **Tenin Gözleri**, YEM Yayın.
11. Holl, S. (2014). **Hybrid Buildings**. Oz, 36(1), 12.
12. Fernández Per, A. F., Mozas, J., & Arpa, J. (Eds.). (2014). **This is hybrid: An analysis of mixed-use buildings**. a+t architecture publishers.
13. Fernández Per, A., & Mozas, J. (2008). **Hybrids II: Low-rise mixed-use buildings**. Revista independiente de arquitectura+ tecnología, 32.
14. Mozas, J., Per, A. F., & Arpa III, J. (2009). **Hybrids III. Residential mixed-use buildings**. Architecture+ Technology magazine/spring-autumn.
15. Arpa, J., Mozas, J., & Per, A. F. (2020). **50 Hybrid Buildings: catalogue on the art of mixing uses**. A+t Architecture Publishers
16. Rappaport, N. (2017). **Hybrid Factory | Hybrid City**. Built Environment, 43(1), 72-86.
17. Cavallo, R., Komossa, S., & Marzot, N. (2011). GROOT-GREAT. **European and Dutch hybrid buildings: Vitalizing the tradition of the urban low-rise, mixed hybrid building**. In 4th International Alvar Aalto Meeting on Modern Architecture (pp. 84-93). Aalvar Alto Akademia.
18. Alpert, D., (2010), **What Is 'Mixed Use?'** < <http://greatergreaterwashington.org/post/5478/what-is-mixed-use/>>
19. Byrd, B., 2014, **Hybrid Building**, ENVD 3300: Green Neighborhoods praxis instrutors: Michael Tavel and David Kahn. <http://www.colorado.edu/envd/sites/default/files/attached-files/Hybrid%20Buildings_Byrd.pdf>
20. Henry, C, **This is Hybrid** / a+t research group, 22 Jul 2011. ArchDaily. <<http://www.archdaily.com/152914/this-is-hybrid-at/>>
21. Robert E. Witherspoon, et al. 1976. **'Mixed-Use Development: New Ways Of Land Use. Washington'**, DC:ULI.
22. web: <https://verticalcommunityinhybrid.wordpress.com/2015/09/28/hybrid-building-changes-the-form-of-public-space-and-brings-ground-activitiesprograms-from-horizontal-to-vertical-to-generate-a-vertical-community/>

Project Studio Assessment

The attendance to the class is absolutely necessary and it is required that students will be well prepared for each upcoming class. Every student is expected to participate actively in all parts of the course. It is important to be on time for all class meetings and to produce work regularly for input and review.

| | Activities | Quantity | Grading |
|---------------------|--------------|----------|---------|
| Assessment Criteria | Jury 1 | 1 | % 20 |
| | Jury 2 | 1 | % 20 |
| | Main Project | 1 | % 60 |
| | Total | 3 | 100 |

Minimum requirements for final submission:

- Contextual analyses and readings,
- Mappings, storyboards, diagrams, transcripts, serial sections and physical/digital models in order to illustrate the conceptual approach,
- Technical drawings (site plan, plans, elevations, sections) (in appropriate scales, which will be announced later),
- 3D expressions (different types of perspectives),
- Panoramas and silhouettes,
- Students may use additional materials,
- Digital versions of the sheets will be uploaded to the Ninova.

Contributors

Architect Ali Can Atagür

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