

Course Day and Hour : Monday-Thursday
Course Room :
Course Credit :
Course Web Site :

Course Instructor: Assoc. Prof. Dr. Funda Uz
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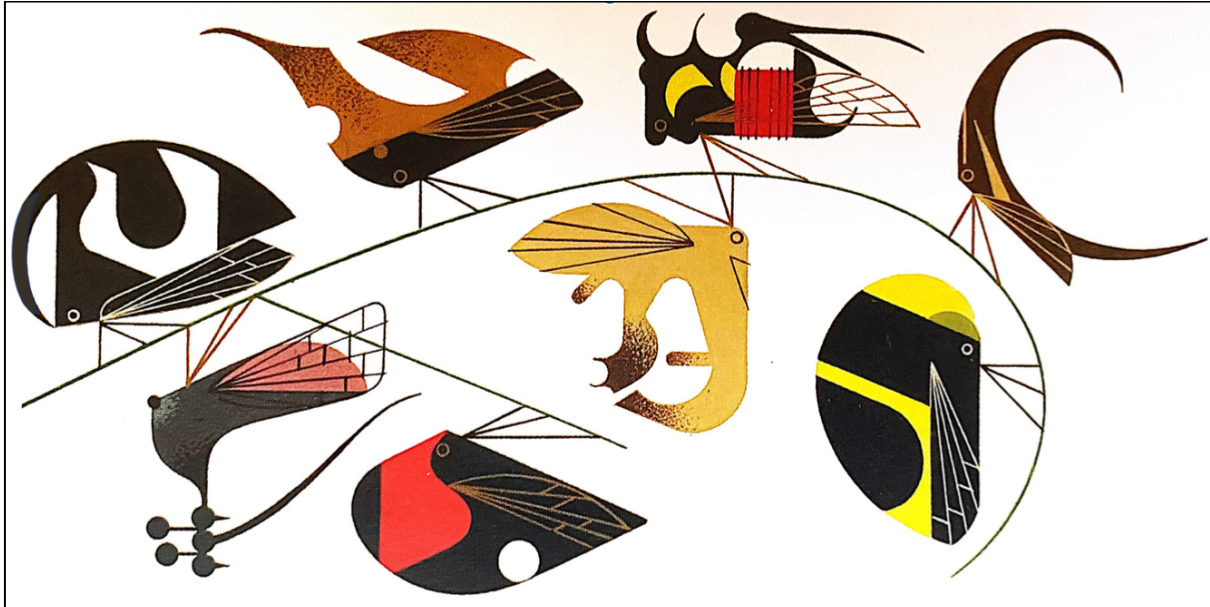


image: *Treehoppers from the Animal Kingdom*, 1968, Charley Harper.

### Course Discription

**Architectural Design Project III** is a comprehensive course that enhances students' ability to think, analyze, and express architectural ideas effectively. Throughout the course, students develop essential skills in reading, writing, speaking, and listening while learning to gather, assess, document, apply, and critically compare relevant information within the design process.

The core stages of the studio include critical thinking, conceptualization, interpretation, problem identification, and creative problem-solving. The primary objective of the course is to enable students to perceive, investigate, interpret, and analyze the relationships between human-space-object (product)-environment within the context of the built environment, culture, and history. Additionally, the course aims to foster creative problem-solving skills and equip students with expertise in utilizing the fundamental terminology of the architectural profession.

This course allows students to develop spatial design alternatives while considering the natural, cultural, and conceptual context. It encourages an understanding of structural, material, and construction parameters relative to the scale of design, ensuring that students make well-informed decisions at every stage of the architectural production process.

### Activities

The studio is a collaborative production space where students learn from one another through discussions, presentations, and critiques. Daily assignments are given during studio hours, and the work produced is shared and collectively discussed to identify critical aspects of the design problem. Students develop their projects through studio critiques and subsequent homework, which are reviewed in the following sessions. Students are expected to explore appropriate means of representation—such as drawings and models—to communicate their ideas clearly. All works are discussed collectively to foster critical thinking and strengthen individual proposals. Throughout the semester, students are required to keep a written and visual project diary documenting their design process, including sketches, notes, and reflections. These diaries form part of the assessment. A variety of techniques (drawings, diagrams, collages, writing, etc.) are encouraged. Studio-related activities such as site visits, lectures, and juries support the ongoing projects. The outcomes of these activities are presented in a final colloquium at the end of the semester. Participation in all studio activities and outings is mandatory.

## **Project Studio Description:**

### Garden of ACADEMIA: embodied ways of knowing

Garden of Academia approaches the university not merely as an institution for the transmission of knowledge, but as a space where thinking together, learning together, and producing knowledge through embodied experience become possible. Garden of Academia reimagines architectural education beyond enclosed classrooms, approaching the campus as a living environment of learning. Drawing inspiration from the open, itinerant practices of the ancient term “Ἀκαδημία”(Akadēmía), the studio foregrounds walking as a mode of thinking, and understands the body and space as integral to processes of knowing.

The studio departs from contemporary debates on embodied knowledge, spatial politics, and collective learning, foregrounding the role of the body, movement, and encounter in architectural thinking. Walking as a mode of thinking, bodily presence, and direct engagement with space are treated not as auxiliary tools, but as central methods of inquiry. Architecture is approached as a relational practice, shaped by social interaction, political conditions, and everyday use rather than by isolated objects alone.

During the first half of the semester, the studio will work on one of ITU's urban campuses, and during the second half on the METU Ankara campus. These two contexts will be explored comparatively, not only in terms of their physical and ecological characteristics, but also through their student cultures, collectives, and modes of organization. Observations and mappings of campus flora, fauna, and spatial rhythms will form the starting point of the design process.

While ongoing debates around housing and accommodation continue to shape student life, the studio places particular emphasis on the urgent need for spaces of gathering, collective production, and shared presence within the university. Students are increasingly engaged in discussions around spatial justice, political expression, and forms of resistance, and the studio encourages these concerns to be addressed through architectural proposals that support student collectives, initiatives, and common practices.

Students will develop spatial proposals—temporary structures, assemblies, or environments— that respond to these needs and debates within the campus. Throughout the semester, each student will maintain a design journal, documenting weekly experiments, observations, and reflections, allowing design to emerge as a process of situated, embodied, and collective inquiry. Garden of Academia understands architecture not as a final object, but as a living ground for thinking and making together, where learning unfolds through movement, encounter, and shared practice.

The studio will be organized as a vertical studio in collaboration with the Architectural Design 6–7 group, coordinated by Prof. Dr. Nurbin Paker and Res. Asst. Çağdaş Kaya. A technical trip to Ankara is planned for 26–28 March as part of the studio program. Partial financial support for the trip has been provided by the İTÜ Geliştirme Vakfı; however, students are expected to cover part of the travel expenses individually.

## **Project Studio Assessment**

Minimum requirements for final submission will be updated and announced 3 weeks prior to submission. The following are prevailing principles for evaluation:

- %80 attendance is a prerequisite for mid-term evaluation and 50/100 mid-term grade is a prerequisite for final evaluation.
- %80 attendance is an official course requirement. Yet, %100 active attendance is encouraged
- Collaboration with other students in group works and studio discussions.
- Development of design responses with alternatives and critical perspectives.
- Enriching architectural thinking by integrating programmatic, contextual, formal, and tectonic qualities
- Developing representational skills appropriate to specific design projects
- %60 of the final grade will be based on the term works and skills gained (workshops, daily and weekly tasks, reviews, active participation, above skills)%40 of the final grade will be based on the final submission to reflect all the above skills.

## Project Studio Structure and Plan

WEEK	DATE	STUDIO TOPIC	WEEKLY WORKS
1	09.02.2026	Introduction to the studio	Research and readings
	12.02.2026	Studio Discussion	Seminars
2	16.02.2026	Studio Discussion	Seminars
	19.02.2026	Studio Discussion // Sketch models on context and drawings	
3	23.02.2026	Studio Discussion // Sketch models on context and drawings	
	26.02.2026	Studio Discussion // models on context and drawings	
4	02.03.2026	Studio Discussion // models on context and drawings	
	05.03.2026	Studio Discussion	
5	09.03.2026	Mid-Submission and Jury Session	
	12.03.2026	Studio Discussion	
6	16.03.2026	Ara Tatil	
	19.03.2026	Ramadan Bayram	
7	23.03.2026	Submission of first project	
	26.03.2026	Excursion to Ankara	
8	30.03.2026	Studio Discussion	
	02.04.2026	Studio Discussion	
9	06.04.2026	Pin up	
	09.04.2026	Project // Studio Critics	
10	13.04.2026	Project // Studio Critics	
	16.04.2026	Project // Studio Critics	
11	20.04.2026	Project // Studio Critics	
	23.04.2026	Ulusal Egemenlik ve Çocuk Bayramı	
12	27.04.2026	Studio Critics	
	30.04.2026	Studio Critics	
13	04.05.2026	Jury Critics	
	07.05.2026	Studio Critics	
14	11.05.2026	Studio Critics	
	14.05.2026	Studio Critics	
15	18.05.2026	Studio Critics	
	21.05.2026	Studio Critics	

## Recommended Readings

### Narrative

- Eco, U., (1995). *Six Walks in the Fictional Woods*. Cambridge, MA: Harvard University Press.
- Aladağ, D. & Arslan, E., (2021). *Bir Yerin İzinde Pek Çok Yer, Many Places*. Istanbul: Manifold.
- Uçar, E., (n.d.). *Ormanda Kaybolmak: Bir Sözlük Projesi*. Istanbul: Alef Publishing.

### Nature

- Hesse, H., (2018). *Ağaçlar*. Istanbul: Kolektif Kitap.
- Sakinç, M., Küçükler, O. & Çekiç, M., (2022). *Magnifying Glasses and Swifts: People, Places and Memories from the History of Natural Sciences in Turkey*. Istanbul: İş Kültür Yayınları.
- Chater, A. O., (n.d.). *Collecting and Pressing Specimens*. Botanical Society of Britain and Ireland.  
Accessed: 23 September 2025. <https://www.bsbi.org.uk>
- Yapı Kredi Culture and Arts, (May 2020). *Sanat Dünyamız Talks 3 – Seeing the Subtleties of Nature: Botanical Illustration* [Video]. YouTube.  
Accessed: <https://www.youtube.com/watch?v=HDG4tkBsOWk>
- Açık Radyo, (n.d.). *Botanitopya / Benan Kapucu: On the History of Botanical Illustration I & II* [Radio program].  
Accessed: <https://acikradyo.com.tr/program/botanitopya>

### Body

- Thoreau, H. D., (1862). "Walking", *The Atlantic Monthly*.
- Solnit, R., (2000). *Wanderlust: A History of Walking*. New York: Viking.
- Erzen, J., (2015). *Three Habitus: Earth, City, Building*. Istanbul: Yapı Kredi Publications.
- Merleau-Ponty, M., (1962). *Phenomenology of Perception*. London: Routledge.
- Ingold, T., (2000). *The Perception of the Environment: Essays on Livelihood, Dwelling and Skill*. London: Routledge.

### Architecture

- Peyzajı açmak*, (2022). M. Erdem Kaya (Ed.). Istanbul: YEM Publications.
- Project for Public Spaces, (2000). *How to Turn a Place Around: A Handbook for Creating Successful Public Spaces*. New York: Project for Public Spaces.
- Enginsoy, S., (2025). "Çiçekleri Suladığın için Teşekkürler": Looking at the Plants, Trees and Forest of METU with Ali Cengizkan", in *The Habitus of the Architect-Researcher: A Book for Ali Cengizkan*, ed. Gökçeçişek Savaşır, Istanbul: İdealkent Publications, pp. 303–320.
- Proctor, R., (2008). "Social Structures: Gillespie, Kidd & Coia's Halls of Residence at the University of Hull", *Journal of the Society of Architectural Historians*, Vol. 67, No. 1, pp. 106–129.
- Yanni, C., (2019). *Living on Campus: An Architectural History of the American Dormitory*. Minneapolis: University of Minnesota Press.
- Sargin, G. A. & Savaş, A., (2016). "'A University Is a Society': An Environmental History of the METU Campus", *The Journal of Architecture*, Vol. 21, No. 4, pp. 602–629.
- Niebrzydowski, W. & Zelef, H., (2012). "Brutalism and the METU Department of Architecture Building in Ankara", *Architecture Civil Engineering Environment*, Vol. 5, No. 2, pp. 21–29.
- Savaş Sargin, A., (2018). "Diamonds in the Sahara: METU Lodgings Documented", *METU Journal of the Faculty of Architecture*, Vol. 1, No. 1, p. 264.
- Savaş, A. & van der Meij, A., (2018). *Diamonds in the Sahara: METU Lodgings Documented*, ed. Agnes van der Meij, Ankara: METU Press, pp. 1–27.

### Seminars:

*Hüseyin Kahvecioğlu, Haluk Zelef, Elvan Altan, Aygöl Ağır, Sevil Enginsoy İkinci... and more...*