

**COURSE RECORD**

Code	<b>ARCH GD08</b>
Name	<b>Architecture as Social Practice</b>
Hour per week	2+0
Credit	2
ECTS	3
Level/Year	Undergraduate
Semester	4
Type	Elective
Offered Semester	Spring
Prerequisites	-
Special Conditions	-
Coordinator(s)	Prof. Dr. Arzu Erdem, Res. As. Mehmet Gören
Webpage	-
Content	
Objectives	*Learning alternative ways of architectural practice and collective making *Discussing about transformation and intervention on urban and rural conditions *Developing creative ways of raising civil society awareness about social challenges with architectural thinking. *Identifying problems in various conditions and scales and developing solutions with temporary approaches
Learning Outcomes	LO1 : Considering different approaches to architecture as a social practice LO2 : Awareness of how transformations can effect urban and rural conditions and societies LO3 : Formation of social consciousness and problem solving with architectural thinking LO4 : Ability of discussing and developing temporary and permanent solutions LO5 : Ability of working together and collectivity
Requirements	Expected requirements of the course.
Reading List	Expanding Architecture: Design as Activism – Bryan Bell & Kate Wakeford Design Like You Give A Damn: Architectural Responses To Humanitarian Crises – Architecture for Humanity & Kate Stohr Design Like You Give a Damn {2}: Building Change from the Ground Up – Kate Stohr & Cameron Sinclair Small Scale, Big Change: New Architectures of Social Engagement – Andres Lepik
Ethical Rules and Course Policy	Students are liable to attend every course, practical and laboratory work of the program they are enrolled and to take the exams and participate in academic work required for achieving the course. Student attendance to all courses is compulsory. Students who do not attend a minimum 70% of the theoretical courses and 80% of the practical courses will be considered as absent for the related courses. Students who do not meet the mandatory minimum requirement of attendance will fail the course. Students who fail a course for not fulfilling minimum attendance requirement are obliged to meet the attendance requirement when they re-take the course.

**ASSESSMENT**

<b>Grading Policy</b>	<b>Weight (%)</b>
Learning Activities	80
Final Exam/Submission	20
Total	100



	Activity: Poster presentation, brainstorming, mapping
9	Project I – Transformation, Placemaking Activity: Presentation, discussion
10	Project I – Final Evaluation Activity: Presentation, discussion
11	Project II – Collective project, introduction Activity: Poster presentation, problem finding, analysis evaluation of the problem
12	Project II – Design Stage Activity: Design discussions based on the emerging problem
13	Project II – Design Stage Activity: Cost analysis, defining construction methods
14	Project II – Design Stage Activity: Ending design stage, final presentations

**COURSE RECORD**

Code	<b>ARCH224</b>
Name	<b>Structure 2</b>
Hour per week	3 (3T+1P)
Credit	3
ECTS	3
Level/Year	Undergraduate
Semester	4
Type	Compulsory
Offered Semester	Spring
Prerequisites	ARCH223
Special Conditions	/
Coordinator(s)	Valentina BEATINI
Webpage	Material and communications will be shared in a FB page or Dropbox folder according with students' preferences
Content	The course discusses the physical laws underlying structural principles. It introduces the relationships between material and geometrical proprieties of elements and structural behavior. It highlights the relationship between shape and dimension of structural elements and their role within the overall structure. The opportunities offered by structural forms to the definition of the architectural spaces are emphasized.
Objectives	<ol style="list-style-type: none"><li>1. To transmit sufficient theoretical background to understand the principles of structural design.</li><li>2. To speculate on the configuration of form and structural elements and systems</li><li>3. To gain an understanding of how structures resist loads through form.</li><li>4. To explore the creative potential of structural solutions and the influence on the organizational and symbolic architectural results.</li><li>5. To encourage students to naturally consider structural design within the design development.</li></ol>
Learning Outcomes	<p>LO1. Understand the main physical laws underlying structural behaviors and their relation to structural forms.</p> <p>LO 2. Be aware of the scope of basic structural types and systems, their behavior and performance characteristics, and their potential for contributing to architectural form.</p> <p>LO 3. Be able to identify common structural and building construction systems and describe their characteristics as well as their advantages and disadvantages.</p> <p>LO 4. Be able to evaluate and select structural systems, sizing simple main structural elements at the level of preliminary design.</p> <p>LO 5. Move the first steps into an effective capacity to guide and modify the structural design at a macro scale level under the architectural decisions.</p>
Requirements	Assignments given in one lesson are due at the beginning of the next lesson . Templates and indications for the format will be provided. Models should be integrated with photos which should be sent by email or given at the end of the class through an electronic support.
Reading List	Schodek, D., Bechthold, M., <i>Structures</i> , 7 Ed., Pearson , International Ed. Optional: Ching, Onouye, and Kuberbuhler, <i>Building Structures Illustrated</i> , Wiley. Readings and additional resources on specific topics will be made available during the course.
Ethical Rules and Course Policy	<b>Attendance:</b> Students are expected to attend at least 70% of the classes. Attending class briefly does not count as attendance. Accommodations are made for students with excused absences. Students unexcused absent from a required presentation,

assignment or examination will receive an F for that presentation, assignment, or examination.

**Participation:** Active participation is encouraged and it contributes to decide on in-between final grades. Active participation is less concerned with “right” or “wrong” answers than with thoughtful contributions which follow the discussion and either add to the debate or move it in a new direction.

**Communication:** Communications from the instructor will be usually made during the class hours and posted on the course’s page.

Students are invited to ask for clarifications and other questions during the class, by visiting the instructor’s office, by posting questions on the web page or by email. Problems with the workload or any suggestion for the improvement of the course are welcomed and can be expressed as above.

**Plagiarism:** copying the work of other students involves a F grade for all parties involved.

#### ASSESSMENT

Grading Policy	Weight (%)
Learning Activities	70
Final Exam	30
<b>Total</b>	<b>100</b>

Learning Activities	Number	Weight (%)
Homework Weeks 1, 6,9,11	4	20
Homework Weeks 4,5, 12	3	30
Mid-term	1	20
Final Exam	1	30
<b>Total</b>		<b>100</b>

#### COURSE LOAD

Activity	Duration (hour)	Quantity	Work Load (hour)
Course Hours	3	14	42
Study Hours Out of Class	1.5	14	21
Homework Assignments, research and calculation	1	5	5
Homework Assignments, physical model	5	2	10
Midterm	3	1	3
Final	3	1	3
<b>General Sum</b>			<b>84</b>
<b>ECTS: Work Load/25-30</b>			<b>3</b>

#### CONTRIBUTION TO PROGRAMME OUTCOMES\*

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
LO1	0	5	4	0	2	0	0	4	0	0	3	1	3	2
LO2	1	5	2	2	3	1	2	2	0	0	3	1	5	3
LO3	2	2	5	0	3	3	3	2	2	4	4	4	3	4
LO4	3	3	4	2	5	0	2	3	3	3	4	3	3	5
LO5	2	3	3	2	4	2	3	5	2	3	5	5	4	4

\* Contribution Level: 0: None, 1: Very Low, 2: Low, 3: Medium, 4: High, 5: Very High

**WEEKLY SCHEDULE**

<b>W</b>	<b>Topic</b>	<b>Outcomes</b>
1	Presentation of the course. Introduction to the scope of structural design and its architectural relevance. Review of structural definitions and main principles. Activity: homework assignment: calculation	LO1
2	3D stress. Plane stress: normal, shear and torsion stress; relative strains and moduli. Activity: in class discussion	LO1
3	Axial resistant structures; focus on trusses and space trusses. Activity: in class practical exercise.	LO2 LO4
4	Stability and buckling under axial load. Tree-like structures, propped structures and columns. Activity: homework assignment, physical model.	LO1 LO3
5	Axial resistant structures and form: arch, vaults, domes, shells Activity: homework assignment: drawings.	LO3 LO4
6	Shear resistant structures: joints, shear walls and tubular walls. Activity: homework assignment, research of two relevant examples.	LO2 LO3
7	Plane stress: pure bending. Bending and shear. Second area moment and section of structural elements. Activity: in class exercises	LO1 LO2
8	Moment-area theorem. Slope and deflection. Equation of the elastic line. Activity: mid-term exam: quizzes	LO2 LO3
9	Bending resistant structures: beams, cylindrical shells, tube structures. Activity: homework assignment: discussion of a relevant example.	LO4 LO5
10	Indeterminate structures. Introduction to equilibrium, compatibility and force-displacement equations. Activity:	LO1 LO2
11	Bending resistant structures: moment frame, slabs. Activity: homework assignment: comparison of two relevant examples.	LO3 LO4
12	Design for lateral loadings. Examples in long span and lightweight structures. (cable stayed, horizontal and vertical suspended, membranes, braced tubes). Activity: in class plus homework assignment, physical model (group work).	LO3 LO5
13	Flow of loads and hierarchy of structural elements. Structural grids. Activity: in class discussion	LO4 LO5
14	Synergy of structures. General design strategies. Activity: in class discussion, final exam.	LO5

## **ARCH 232 Architectural History & Theory 1**

Burak Asiliskender, Nilüfer Yöney

MON 09.00-12.00 (3h/pw, 4 ECTS)  
at Senate Room 2

### **Office Hours:**

Burak Asiliskender, WED 13.00-15.00

Nilüfer Yöney, FRI 13.00-15.00

*Other times possible by appointment*

### **CONTENT**

Architectural History & Theory 1 course intends to create a critical point of view over cultures and architectures from ancient to medieval times to comprehend the interactions and conflicts of their social environment, technics and technologies. Architectural and historical backgrounds of the civilizations are examined to evaluate their formal and stylistic characteristics in a contextual approach. Course also generates a research environment to discover not only the impressions or expressions and their artifacts, but also the social order, art and culture of the world civilizations.

### **OBJECTIVES**

- Exploring the historical background of the world civilizations.
- Examining the relationship between architectures of civilizations and their theories in history.
- Comprehending the interactions of building techniques and technologies in history.
- Understanding the development process of building technologies and culture.
- Enriching the cultural perspectives, and architectural background.

### **LEARNING OUTCOMES**

- To examine the civilizations in Mediterranean basin from prehistory to the Renaissance.
- To understand the evolution of the dwelling, and interactions of the civilizations.
- To explore the effects of the local characteristics on the development of architecture.
- To comprehend how societies and life styles define the cultures.
- To conceptualize historical continuity and development.
- To comprehend 'the building' as an architectural artifact formed by social, economical and cultural aspects.
- To create a sense of architectural dwelling culture through historical perspective.

### **REQUIREMENTS**

Sketch/Logbook

Laptop, CAD/CAM Software, Camera

### **ETHICAL RULES AND COURSE POLICY**

Active attendance to the each course is expected. It is essential that students come to class regularly and they are expected to perform well in the class. Students should attend with prepared for the day's course work. Preparation includes having completed any assignments that are due, being ready to listen and answer questions during a lecture, discussion or presentations.

Cheating in any form, including plagiarism, will not be tolerated. Plagiarism includes, but is not limited to, copying directly out of a book (including the assigned readings) or from the internet without correct citation or even using the ideas and conclusions of other people without giving them credit. Cheating on

any assignment will result in a failing grade for the assignment or test and may also result in a failing grade for the course. Please note that each student is responsible for the work he or she turns in.

#### **READING LIST**

Freeman, C. 2004. Egypt, Greece and Rome: Civilizations of the Ancient Mediterranean, Oxford University Press.

Roth, L.M. 2000. Mimarlığın Öyküsü, Kabalıcı, İstanbul.

Norberg-Schulz, C. 1975. Meaning in Western Architecture, Rizzoli

Kostof, S. 1995. A History of Architecture: Settings and Rituals, Oxford University Press.

Muller W., G. Vogel, G. 1995. Mimarlık Atlası (vol.1 and 2), YEM, İstanbul.

Stalley, R.A. 1999. Early Medieval Architecture, Oxford University Press.

Maalouf, A. 2001. Semerkant, YKY.

Eco, U. 2003. Baudolino, Doğan Kitap, İstanbul. (TR)

Eco, U. 2003. Baudolino Mariner Books. (EN)

Eco, U. 2010. History of Beauty, Rizzoli.

Wycherley, R.E. 2011. Antik Çağda Kentler Nasıl Kuruldu?, Arkeoloji Sanat Yayınları, İstanbul

Kramer, S.N. 2014. Tarih Sümerde Başlar, Kabalıcı.

Akurgal, E. 2015. Anadolu Kültür Tarihi, Phoenix.

#### **WATCHING LIST**

Indiana Jones, Raiders of the Lost Ark, 1981, Steven Spielberg

The Name Of The Rose, 1986, Jean-Jacques Annaud

Indiana Jones and the Last Crusade, 1989, Steven Spielberg

Gladiator, 2000, Ridley Scott

Hititler, 2013. Tolga Örnek

Alexander, 2004, Oliver Stone

Troy, 2004, Wolfgang Petersen

10.000 BCE, 2008, Roland Emmerich

Exodus: Gods and Kings, 2014, Ridley Scott

#### **ASSESSMENT**

Learning Activities

Attendance	10%
Discussion & Presentations	10%
Pop-Quizzes	10%
Mid Term	30%
Final *	<u>40%</u>
	100%

- It is expected to submit a poster about one of the research topics a part of the final exam.



**WEEKLY SCHEDULE**

<b>W</b>	<b>Date</b>	<b>Topic</b>	<b>Research Topics</b>
<b>1</b>	01.02	Basis of -architectural- history  Villages to Cities in the Neolithic Age	Göbeklitepe Çatalhöyük Stonehenge Jericho Lascaux
<b>2</b>	08.02	Immortality; Rituals and Artifacts of Afterlife	Ancient Egypt
<b>3</b>	15.02	Defense; Defining the Territories Sanctuaries and Landscape	Bronze & Iron Age in Anatolia Mesopotamia; Hittites Kültepe Phrygia...
<b>4</b>	22.02	Poetics of the Stone	Bronze Age - Aegean Civilizations Minoan Mycenae Archaic ...
<b>5</b>	29.02	Gods Walking on the Earth	Hellenistic Temples The City, in the making Agora House
<b>6</b>	07.03	Roman Engineering; New Structures and Form  Defining the Architectural Profession	Roman Cities, Art and Architecture Roman Road Pax Romana Vitruvius
<b>7</b>	14.03	A Single God, A Single Empire	Early Christianity Byzance
<b>8</b>	21.03	Mid-Term	
	28.03	<b>Spring Break</b>	
<b>9</b>	04.04	Turks Going West!	Turks in Central Asia Moghul Sassanid Mamluk Seljukid Empire
<b>10</b>	11.04	Turks in Their New Homeland	Early Middle Age in Anatolia; İlhanid Artuquid Danismend Menqujekid Saltukid
<b>11</b>	18.04	Conquering New Territories	Seljuks of Rum Anatolian Principalities to the Ottoman Empire
<b>12</b>	25.04	The Knights and Dragons	Middle Age in Europe Romanesque
<b>13</b>	02.05	Odious Monsters of an Ignorant Age	Gothic Art and Architecture
<b>14</b>	09.05	"I Think, Therefore I am"	Middle Age to Renaissance Early Renaissance

## **ARCH 222 Technology 2: Elements & Components**

Asutan SARP YALÇIN

**e-mail:** asutan.sarp@agu.edu.tr

Canvas: Arch 222

Wednesday 08.00-13.00 (5h/pw, 5 ECTS)

### **Office Hours:**

Tuesday 14.00-17.00

Other times possible by appointment

### **CONTENT**

Constructional definitions, classification of building elements and their components, and relationships between them will be taught. In this context, foundations, walls, floors, stairs, roofs, wall openings, windows & doors, coatings & finishes will be analyzed in detail.

### **OBJECTIVES**

- acquisition of the ability to form design decisions and principles for constructional elements
- to teach the knowledge of bringing materials, pieces and components together to form building elements
- to provide students with understanding the constructional design concept of elements by taking problems arise from environmental factors into account
- to develop the awareness about the fact that design of elements affect the design of the building and they must be considered as the parts of a whole, within the building.

### **LEARNING OUTCOMES**

1. to identify the building elements and their components
2. to distinguish materials, pieces, components, elements between each other and establish the relationships between them
3. to gain knowledge of the details of building elements
4. to gain the ability of designing building components & elements by taking the problems of insulation, security and control into account
5. to gain the ability of developing solution approaches for the problems arising from environmental factors

### **REQUIREMENTS**

Graph paper notebook

45° and 60° mini rulers for exams and/or for in-class exercises

Notebook for AutoCAD drawings of homework and/or in-class exercises

Sketch paper when hand drawing is preferred.

## **ETHICAL RULES AND COURSE POLICY**

Active attendance to each lecture, in-class exercises and homework assignments is expected. It is essential that students come to class regularly and they are expected to take notes, be attendant to discussions.

Cheating in any form, including plagiarism, will not be tolerated. Plagiarism includes, but is not limited to, copying directly out of a book (including the assigned readings) or from the internet without correct citation or even using the ideas and conclusions of other people without giving them credit. Cheating on any assignment will result in a failing grade for the assignment or test and may also result in a failing grade for the course. Please note that each student is responsible for the work he or she submits.

## **LITERATURE**

Allen, E., Iano, J., Fundamentals of Building Construction: Materials and Methods, John Wiley & Sons, 2009.

Balanlı, A., Yapıda Ürün Seçimi, İstanbul, YÜMFED Yayını, No: 4, 1997.

Çelebi, R., Yapı Elemanları 1-2, Ebru Tanıtım Matbaa, 1990.

Ching, F.D.K., Building Construction Illustrated, Wiley, 2014.

McLeod, V., Detail in Contemporary Residential Architecture, Laurence King Publishing Ltd., London, 2007.

Toydemir, N., Bulut, Ü., Çatılar, Yapı Yayın, 2006.

Toydemir, N., Gürdal, E., Tanaçan, L., Yapı Elemanları Tasarımında Malzeme, İstanbul, Literatür, 2000.

Yücesoy, L., Temeller, Duvarlar, Döşemeler, YEM Yayın, İstanbul, 2001.

## **ASSESSMENT**

Homework assignments	15%
In-class exercises	15%
Mid-term Exam	30%
Final Exam	<u>40%</u>
	100%

**WEEKLY SCHEDULE**

<b>W</b>	<b>Date</b>	<b>Topic</b>	<b>Activity</b>
<b>1</b>	03.02	Introduction to the Course	
<b>2</b>	10.02	Foundations – shallow foundations, deep foundations	in-class exercise*
<b>3</b>	17.02	Foundations – water and heat insulation of foundations, drainage	in-class exercise + model*
<b>4</b>	24.02	Walls – definition, classification, wall openings	in-class exercise + model*
<b>5</b>	02.03	Floors – definition, classification, composite floors, concrete slabs, wood and steel floors	in-class exercise + model* 1 <sup>st</sup> homework submission
<b>6</b>	09.03	Stairs – definition, classification, stair construction systems; load transferring stairs, cantilever stairs, carriages, slabs	in-class exercise + model*
<b>7</b>	16.03	Stairs – stair coverings, handrails and guardrails method of step balancing escalators, ramps, elevators	in-class exercise + model* 2 <sup>nd</sup> homework submission
<b>8</b>	23.03		mid-term exam
<b>9</b>	06.04	Roofs – definitions, classifications sloping roof systems: load transferring roofs, suspended roofs and advanced structures insulation & ventilation, roof covering materials and drainage systems for sloping roofs	in-class exercise + model*
<b>10</b>	13.04	Roofs – flat roof systems insulation & ventilation, roof covering materials and drainage systems for flat roofs roof penetrations: chimneys, skylights, scuttle	in-class exercise + model* 3 <sup>rd</sup> homework submission
<b>11</b>	20.04	Wall openings & joinery – definitions, functions case, casement relationships between wall & case, case & casement, casement & casement, joinery & glass	in-class exercise + model* field visit / Cumalıkızık**
<b>12</b>	27.04	Window & door design – problems & solution approaches of wall openings - insulation (heat, noise, fire, dust-fume, harmful radiation, water-humidity) - security (thief, animals, falling) - control (wind, sun, sight)	in-class exercise + model* 4 <sup>th</sup> homework submission
<b>13</b>	04.05	Fine construction practices	in-class exercise*
<b>14</b>	11.05		final exam

\* For in-class exercises and homework, students are going to work on a designed project which will be given by the instructor. 1/50 scaled plans and sections, 1/10 or 1/5 details and 1/20 model should be prepared and submitted on the dates given above. The details about the submissions will be announced later.

\*\* The field visit will be held on the appropriate date of the students.

**ARCHGH 03 ANATOLIAN CITIES SYLLABUS  
(GENERAL ELECTIVE COURSE)**

Mondays, @ 10:00-12:00

**Instructors: Assistant Professor Doctor Asım Mustafa Ayten**

**Course Overview:**

Introduction to city concept, city in historical context, evolution of city and city development in general. Man and nature interaction and the ecological system's determination on cities. The historical periodization characteristics; Paleolithic age, Mesolithic age and Neolithic age. We will concentrate on Pre-Industrial city and urbanization of Anatolia especially. How the city was established and developed? Discussion on causes and results of them by mentioning economic, social and environmental aspects. We will also evaluate that the form and plan of cities, architectural urban elements, spatial differentiation in cities such as transportation elements, roads and other infrastructure elements, sport buildings and open spaces, cultural amenities, governmental and religious units and housing, commercial units. Finally, in order to research on different city example in ancient times of Anatolia since Neolithic age. The every student's give a seminar about the Anatolian cities such as Hittites cities: Kültepe, Hattusas or Ionian cities: Bergamon, Ephesus, Priene, Miletus. They will firstly examine and select and propose one of the cities systematically. In the last fall term, They will submit their research works (report and presentations such as document films, plans, photographs included). Additionally, This course comprise of historical and archeological books, e-books, lectures by academicians, field trips to mentioned archeological sites Kayseri and it's hinterland, Anatolian civilizations museum in Ankara, capital city of Turkey and Çorum Archeological museum.

This course indicates that emergence of cities in history. Spatial sciences connected with history directly. Spatial science researchers should know and learn the historical development of cities because of the dynamic system. It enables that make the comparisons between today's city and past's city by students. Thus, They can be efficiently make planning and design by using older plans and urban forms. Additionally The conservation culture and public awareness of conservation might be increased by utilizing course materials

**Specific Learning Outcomes:**

Expected outcomes of each session are presented in the weekly schedule.

**Required Texts:**

-  
-

**Course Requirements:**

Each student in the course is expected to complete successfully the requirements of the course load.

- **Home works:** Home works are mostly made to develop ability thinking and discussing about the relationship between architecture, urban planning and history for every week. Those works are based on mainly essays, and scientific papers
- **Weekly readings:** There are a number of texts assigned for certain weeks. The students are responsible for obtaining and reading textual materials on time. It is strongly advised to take notes, prepare questions and comments for the common discussions before coming to the class.
- **Other works:** visiting on archeological site areas and museums for observation spatial elements and analysis. Then, preparation of small reports. Every student must prepare and present seminar work in class.
- **Final Submission:** A final seminar work will rearrange and submit according to discussions within the class and critiques in the last week of semester

**Attendance and participation to discussions:**

It is expected students to attend at least 70% of the courses. The medical reports are not counted as excuses to the attendance.

**Grading Policy:**

Small reports on field work: 10%	Grades:
Home works: 10%	90-100: AA
Midterm exam: 20%	85-90: BA
Final submission: 60%	80-84:BB
Seminar works:(Scientific research report presentation and submission overall)	75-79:CB
	70-74:CC
	60-69:DC
	50-59:DD
	40-49:FD
	0-39: FF

**Late assignments & make-ups:**

There is no excuse for late assignments unless the instructors express the exceptional conditions for specific submissions. Therefore, students are responsible to complete home works until the specified deadline.

**Course Policies and Student Expectations:**

- Once in class, it is expected that students will be attentive, including taking notes, attending common discussions and that students will show respect to their classmates and the instructors.
- Cheating in any form, including plagiarism, will not be tolerated. Plagiarism includes, but is not limited to, copying directly out of a book (including the assigned readings) or from the internet without correct citation or even using the ideas and conclusions of other people without giving them credit. Cheating on any assignment will result in a failing grade for the assignment or test and may also result in a failing grade for the course. Please note that each student is responsible for the work he or she turns in.
- Course policy comprises of thinking, learning and implementation helping with seeing different examples and finally develop own seminar works and submit it.
- It will enable to students to develop the rational thinking between history and architecture by researching some Anatolian cities. This fact will also increase conservation consciousness on historical cities, architectural cultural heritage.

**Office hours:**

Unless you are not in an emergency situation, please use only your instructors' office hours to conduct your instructors about your seminar works and other issues. Make good use of the office hours. Feel free to consult with the instructors during your progress through the course. The time to seek help is when you begin to experience a problem, not at the end of the semester.

**Disclaimer:**

In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted, once the course resumes, on the course website or can be obtained by contacting the instructor via email or phone.

This syllabus can be altered at any point by the instructor. This may include extra readings that will be provided, discussions, film screenings, site visits and alterations in class/home assignments.

Any such changes in this course will be posted immediately on Schoology and course web page.

Week	Theory	Practice	Deadlines, Deliverables
1 28.09.2015	Introduction: The knowledge about Man and Environment system, Anthropological period of time; Palaeolithic period, Mesolithic period's characteristics	Digital slight photographs	Home works on Socio-cultural anthropological essays discussions
2 5.10.2015	Pre-Industrial city theorems, City concept, Urbanization, Neolithic period characteristics and Agricultural revolution; causes and results	Digital slight photographs	Taking examples concerned with pre-examined on Neolithic settlements in Anatolia peninsula, home works
3 12.10.2015	Pre-Industrial city theorems, City concept, Urbanization, Neolithic period characteristics and Agricultural revolution; causes and results	Digital slight photographs	Reading on different essays on pre-industrial city theorems/ making results from the essays (homework)
4 19.10.2015	General overview about the Anatolia, The Asia Minor (political, economical, geographical etc.)	Digital slight photographs	Homework: pre-research on mainly Anatolian civilizations
5 26.10.2015	Field work 1 on Kultepe nearby Kayseri and Kultepe excavations lecturing	Discussions	Small field report
6 2.11.2015	Field work 2 on Hattusas nearby Çorum and visiting Çorum Archeological museum	Observations and discussions	Small field report
7 9.11.2015	Evaluation on Anatolian city essays and research	Giving the problem, requirements on selecting Anatolian cities cases.	Grade by %40
8 16.11.2015	<b>Midterm examination</b>		<b>Grade by %40</b>
9 23.11.2015	Anatolian cities research Seminar 1	Anatolian cities research Seminar 1	Presentation evaluation by grade: %30 by totally
10	Anatolian cities research	Anatolian cities research	Presentation

30.11.2015	Seminar 2	Seminar 2	evaluation by grade: %30 by totally
11 7.12.2015	Anatolian cities research Seminar 3	Anatolian cities research Seminar 3	Presentation evaluation by grade: %30 by totally
12 14.12.2015	Anatolian cities research Seminar 4	Anatolian cities research Seminar 4	Presentation evaluation by grade: %30 by totally
13 21.12.2015	Anatolian cities research Seminar 5	Anatolian cities research Seminar 5	Presentation evaluation by grade: %30 by totally
14 28.12.2015	Anatolian cities research Seminar 6	Anatolian cities research Seminar 6	Presentation evaluation by grade: %30 by totally
31.12.2015	Final submission	Final submission	Grade %60 by totally



## **ARCH 221 Building Materials & Technologies**

Asutan SARP YALÇIN

**e-mail:** asutan.sarp@agu.edu.tr

Wednesday 08.00-11.00 (3h/pw, 3 ECTS)

at *Seminar room 1*

### **Office Hours:**

Tuesday 14.00-17.00

Other times possible by appointment

## **CONTENT**

The main goal of this course is to gain ability to form design decisions and principles for construction by establishing the relationship between building products (material, piece, component, element) and building in the design process. In this context, definition and classification of building products, relationships between them, and characteristics will be taught by taking environmental factors, user needs, functions and quality indicators of building products into account.

## **OBJECTIVES**

- Acquisition of the ability to form design decisions and principles for construction by establishing the relationship between building products (material, piece, component, element) and building in the design process.
- Introducing students with various building products that have been increasing and developing according to recent technologies.
- Providing students with understanding the properties of materials used in construction.
- Gaining the ability of product selection according to the area of usage.

## **LEARNING OUTCOMES**

1. To identify the building materials and their properties.
2. To distinguish materials, pieces, components, elements between each other and establish the relationships between them
3. To make the right decision during the selection of building products.
4. To be able to use materials at the proper place of the building.
5. To make a research on given subject and present it visually and orally.

## **REQUIREMENTS**

Notebook

Laptop

## **ETHICAL RULES AND COURSE POLICY**

Active attendance to each lecture, presentation and seminar is expected. It is essential that students come to class regularly and they are expected to take notes, be attendant to discussions. Each student will prepare a poster and make a research about the subjects she/he will chose and present these studies on her/his set date.

Cheating in any form, including plagiarism, will not be tolerated. Plagiarism includes, but is not limited to, copying directly out of a book (including the assigned readings) or from the internet without correct citation or even using the ideas and conclusions of other people without giving them credit. Cheating on any assignment will result in a failing grade for the assignment or test and may also result in a failing grade for the course. Please note that each student is responsible for the work he or she submits.

## **LITERATURE**

Allen, E., Iano, J., Fundamentals of Building Construction: Materials and Methods, Wiley, 2013.

Balanlı, A., Yapıda Ürün Seçimi, İstanbul, YÜMFED Yayını, No: 4, 1997.

Brownell, B., Transmaterial: A Catalog of Materials That Redefine our Physical Environment, Princeton Architectural Press, 2005.

Brownell, B., Transmaterial 2: A Catalog of Materials That Redefine our Physical Environment, Princeton Architectural Press, 2008.

Brownell, B., Transmaterial 3: A Catalog of Materials That Redefine our Physical Environment, Princeton Architectural Press, 2010.

Deplazes, A., Constructing Architecture Materials Processes Structures, Birkhäuser Architecture, 2008.

Eriç, M., Yapı Fiziği ve Malzeme, İstanbul, Literatür, 1994.

Lyons, A., Materials for Architects and Builders, Routledge, 2010.

Onaran, K., Malzeme Bilimi, İstanbul, Bilim Teknik Yayınevi, 1997.

Peters, S., Material Revolution: Sustainable Multi-Purpose Materials for Design and Architecture, Birkhäuser, 2011.

Peters, S., Material Revolution 2: New Sustainable and Multi-purpose Materials for Design and Architecture, Birkhäuser, 2013.

Rosen, H.J., Heineman, T., Architectural Materials for Construction, McGraw-Hill Inc., NY, 1996.

Saraylı, M. A., Yapı Malzemeleri Bilimi, Tanımlar ve Özellikler; Çözülmüş Örneklerle, I. Kısım, İstanbul, Kutulmuş, 1978.

Schpfer, T., Material Design: Informing Architecture by Materiality, Birkhäuser, 2010.

Toydemir, N., Gürdal, E., Tanaçan, L., Yapı Elemanları Tasarımında Malzeme, İstanbul, Literatür, 2000.

## **ASSESSMENT**

Poster Presentation	15%
Research & Presentation	20%
Mid-term Exam	25%

Final Exam

40%  
100%

### ARCH 201 Architectural Design Studio 1

#### WEEKLY SCHEDULE

W	Date	Topic	Activity
1	30.09	Introduction to the Course Definition and classification of building products /material, piece, component, element, unit/ Relationships between building products	
2	07.10	Characteristics of building products /visual, physical, chemical, mechanical, technological, health, economical/ Building product selection in the design process <b>/environmental factors, user requirements, functions of building products, quality indicators of building products/</b>	
3	14.10	Building product selection in the design process /environmental factors, user requirements, <b>functions of building products, quality indicators of building products/</b>	
4	21.10	Earth /definition, types, features of usage, features of production/	Poster presentation /Adobe buildings/ Seminar by Onur Yurttaş /handmade ceramic tiles/
5	28.10	Wood /definition, types, features of usage, features of production/	Poster presentation /Timber buildings/ Field visit /Cumalıkızık*/
6	04.11	Natural stones /definition, types, features of usage, features of production/ Aggregates /definition, types, features of usage, features of production/	Poster presentation /Stone buildings/ Field visit /Capadoccia*/
7	11.11	Binders /definition, types, features of usage, features of production/ Concrete & mortars /definition, types, features of usage, features of production/	Poster presentation /Concrete buildings/
8	18.11	Silicates (Glass) /definition, types, features of usage, features of production/	Poster presentation /Glass buildings/
9	25.11	Metals /definition, types, features of usage, features of production/	Poster presentation /Metals in buildings/ Seminar by VMZinc /Metals used at roofs/
10	02.12		Mid-term exam
11	09.12	Plastics and rubbers /definition, types, features of usage, features of production/ Fibers /definition, types, features of usage, features of production/ Bituminous products /definition, types, features of usage, features of production/	Poster presentation /Plastics in buildings/
12	16.12	Paints & varnishes /definition, types, features of usage, features of production/ Preservatives /definition, types, features of usage, features of production/	

	Jointers /definition, types, features of usage, features of production/	
<b>13</b>	23.12	Research Presentations**
<b>14</b>	30.12	Research Presentations**

\* Field visits will be held on the appropriate date of the students.

\*\* Each student is going to make a research about the chosen product in terms of the one of the subjects below:

FEATURES of USAGE

A. QUALITY INDICATORS RELATED TO USERS

- a. Biological
- b. Psychological
- c. Social

B. QUALITY INDICATORS RELATED TO NATURAL and BUILT ENVIRONMENT

- a. Thermal features
- b. Sonic features
- c. Features about water, moisture, and other liquids
- d. Features about gases
- e. Features about light
- f. Electrical features
- g. Fire features
- h. Features about animals, plants, and microorganisms
- i. Features about surface pollution
- j. Features about load and strength
- k. Features about settlement
- l. Features about usage phase
- m. Features about construction phase

## **ARCH GH01 Playing with the Past**

2 hours / 2 Credits, 3 ECTS

**Course coordinator:** Cinzia Tavernari

### **Lecturers:**

M. Şükrü Kuran  
Cinzia Tavernari

### **Content:**

Although they often remain largely overlooked by academicians, videogames, make increasing claims to “**accurately**” representing history, either using it as a storytelling context or claiming to dissect the very **principles that guide history’s flow**. This course will examine the representations of history and – to a lesser extent – historical architecture in a variety of videogames not only to evaluate their accuracy against the standards of scholarly works, but also to investigate the assumptions that guide such representation and even to determine whether these media can bring **new questions and perspectives** to the research work of academic fields of history and architecture.

### **Outcomes:**

During the course students will mainly develop soft skills they will be able to use in every field of research but also in everyday life. Particularly, students will:

- develop communication skills and strategies;
- develop their critical thinking abilities and their capacity of analysis;
- be able to identify and draw relationships between developments in science, information technology, and society;
- be able to gain insight into the fabrication of historical knowledge and how each society understand and produces history;
- learn how to think across disciplines and methodologies to understand videogames as a multifaceted phenomenon.

### **Teaching Methods:**

- Lectures;
- Class discussions & discussion groups;
- Multimedia instruction;
- Written reports by students (blog);
- Research on topics and problems (library research, on-line research)

### **Methods of assessment:**

- 40% Final Exam
- 60% Learning Activities
  - 10% attendance
  - 35% active participation (discussions, questions, etc..)
  - 20% mid-term assignment
  - 35% homework assignments

### **Language Policy**

The medium of teaching at AGU is English, therefore all students are expected to communicate in English in all their activities in class and at recitation sessions, even with their Turkish peers and instructors.

### **Attendance Policy and Homework assignment policy:**

- Minimum 60% of attendance in each course is mandatory.
- Attendance will be counted at all times.
- Students having NA grade (fail due to not attending) cannot take final or make-up exams.
- Students (or groups of students) who will fail to complete at least 70% of the homework assignment cannot take final exam.

**Excuse Documents (valid for exams, attendance, quizzes):**

- The non-emergency excuse (joining a university activity, European project etc.) documents are valid only if documents are presented **before** the exam or the class.
- The emergency excuse (accident, illness, death of a close family member) documents are valid only if they are medical documents from an authorized health institution such as doctor's office or hospital, or official death document.
- The emergency or non-emergency excuse documents are validated by Student Dean's Office or Vice Rector's Office and forwarded to the Student Affairs
- A make-up for an exam is given only with a valid, approved document

**Plagiarism and Cheating:**

- Plagiarism and cheating are severely handled by the university authorities
- Each incident is to be forwarded to the disciplinary committee for penalty (including but not limited to penalties such as getting 0 grade from the assignment, getting F grade from the course, or suspension from the university)

**Canvas:**

- Canvas is consistently and regularly used by all students to communicate and to be informed about the course
- It is the students' responsibility to follow all changes made through Canvas.
- To be checked by Turnitin, students should submit their written essays through Canvas

**In-class Rules:**

- Non-educational use of portable electronics is strictly prohibited. Before the class starts make sure that your mobile phones are in your bags and not on your table.
- Tardiness policy: Students are expected to be in class 5 minutes earlier than starting time. Latecomers are NOT allowed after the door is closed. Thus, marked as absent for that period.

**Disclaimer:**

In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to change. These will be notified by a revised semester calendar. Any such changes in this course will be posted, once the course resumes, on the course website or can be obtained by contacting the teacher via email. **The instructor can alter this syllabus at any point.** This may include extra readings that will be provided and discussions, film screenings, site visits and alterations in class/home assignments. **The students will be informed of any change during the class and/or through Canvas.** It is the teacher's responsibility to inform the students of any change as soon as possible. **It is students' responsibility to check Canvas regularly and, generally, to stay update and be aware of any change in the course.**

**Office Hours:**

Cinzia Tavernari: Friday 3pm – 5pm

M. Şükrü Kuran:

**Keytexts:** - Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies*, W. W. Norton & Company, 1999.

- Daron Acemoglu & James Robinson, *Why Nations Fail*, Crown Publishing Group, 2012.

- Usamah ibn-Munqidh, *An Arab-Syrian Gentleman and warrior in the period of the Crusades: Memoirs of Usamah ibn-Munqidh (Kitab al-I'tibar)*, translated by Philip K. Hitty, Columbia University, New York, 2000.
- Doğan Kuban, *Ottoman's Istanbul*, YEM, 2013.

WEEK	DATE	TOPIC	HOMEWORK
1	2 October	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>- students' expectations</li> <li>- presentaiton of research topics for the final exam</li> <li>- Introduction to Civilization IV (M. Şükrü Kuran)</li> </ul>	<ul style="list-style-type: none"> <li>- play Civilization IV</li> <li>- create a blog</li> <li>- choose a research topic for the final exam</li> </ul>
2	9 October	<b>What is history about?</b> <ul style="list-style-type: none"> <li>- Beyond facts</li> <li>- "Longue durée", the Law of Accelerating Returns and Civilization IV</li> </ul>	<ul style="list-style-type: none"> <li>- play Civilization IV</li> <li>- write a blog post</li> <li>- choose a research topic for the final exam</li> </ul> <b>Suggested readings for homework assignment:</b> <ul style="list-style-type: none"> <li>- Eric Hobsbawm, <i>On History</i>, Abacus Press, 1998.</li> <li>- Fernand Braudel &amp; Emmanuel Wallerstein, <i>History and the Social Sciences: The Longue Durée</i>, in <i>Review</i> 32 (2), pp. 171-203.</li> </ul>
3	16 October	<b>Yali's question, Civilization's answer</b> <ul style="list-style-type: none"> <li>- Civilization IV and the forces that shapes history.</li> </ul>	<ul style="list-style-type: none"> <li>- play Civilization IV</li> <li>- write a blog post</li> </ul>
4	23 October	<ul style="list-style-type: none"> <li>- Introduction to Crusader Kings (M. Şükrü Kuran).</li> </ul>	<ul style="list-style-type: none"> <li>- play Crusader Kings</li> </ul>
5	30 October	<b>History and Politics</b> <ul style="list-style-type: none"> <li>- Crusader Kings: political mechanics in a Medieval grand strategy game.</li> </ul>	<ul style="list-style-type: none"> <li>- play Crusader Kings</li> <li>- write a blog post</li> </ul>
6	6 November	<b>Can videogames handle history?</b> <ul style="list-style-type: none"> <li>- Analysis of Civilization IV and Crusader Kings</li> <li>- Videogames and counterfactual history</li> </ul>	<ul style="list-style-type: none"> <li>- play Crusader Kings &amp; Civilization IV</li> <li>- write a blog post comparing Crusader Kings and Civilization IV</li> </ul> <b>Suggested readings for homework assignment:</b> <p>Usamah ibn-Munqidh, <i>An Arab-Syrian Gentleman and warrior in the period of the Crusades: Memoirs of Usamah ibn-Munqidh (Kitab al-</i></p>

			<i>l'tibar</i> ), translated by Philip K. Hitty, Columbia University, New York, 2000.
7	13 November	<b>First draft of final essay due: class discussion</b>	
8	20 November	- Introduction to Empire Total War (M. Şükrü Kuran)	- play Total War
9	27 November	<b>Total war and colonization</b> - How colonization is represented in Total war - The effects of colonization on countries' development.	- play Total War - write a blog post on the issue of colonization. <b>Suggested readings for homework assignment:</b> - Daron Acemoglu & James Robinson, <i>Why Nations Fail</i> , Crown Publishing Group, 2012.
10	4 December	<b>Total war and the representation of a battle</b> - Strategy and logistics - Armours and firearms	- play Total War - write a blog post
11	11 December	<b>Assassin's Creed in context</b> - The representation of Middle Eastern Architecture in Assassin's Creed	- write a blog post on the architecture of the Middle East in the Medieval Period
12	18 December	<b>Assassin's Creed: Revelations and Istanbul</b> - The game rendition of Istanbul in Assassin's Creed: Revelations	- write a blog post <b>Suggested readings for homework assignment:</b> - Doğan Kuban, <i>Ottoman's Istanbul</i> , YEM, 2013.
13	25 December	<b>Final wrap-up</b> - Why and how is history used in video games? - How this use of history changes in the videogames we have seen? - Are the uses of history in videogames merely a pretense for entertainment or do they offer a real opportunity to learn about the past? - How the issues of historical and architectural accuracy and authenticity are dealt with in videogames?	
14	1 January	<b>No class – National Holiday</b>	

**Final assignment due between 7 – 16 January 2016.**



## **ARCH 201 Architectural Design Studio 1**

Burak Asiliskender, Nilüfer Yöney, Ebru Özaşır

TUE 10.00-17.00, THU 10.00-17.00 (12h/pw, 12 ECTS)

at AGU Arch Studio

### **Office Hours:**

Burak Asiliskender, MON 10.00-12.00, FRI 10.00-12.00

Nilüfer Yöney, MON 13.00-15.00, FRI 13.00-15.00

*Other times possible by appointment*

### **CONTENT**

Architectural Design Studio 1 intends to focus on dwelling problems as an elementary design project to explore not only interior-exterior or public-private conflict, but also to learn from material-structure interaction and the relationship between spatial functions and basic needs of daily life. Design research into historic examples and context will provide a background for the problem of dwelling.

### **OBJECTIVES**

- Enriching the architectural design perspectives.
- Comprehending the alternative ways of design as research challenge.
- Examining the basic functions related with the basic needs, and transferring them into design.
- Exploring the public and private conflict through examining interior and exterior spaces created by different cultures in historical context.
- Understanding basic roles of architectural materials and technologies in design process.

### **LEARNING OUTCOMES**

- To comprehend 'the building' as an architectural artifact formed by social, economical and cultural aspects.
- To understand the interaction between function, needs and space, and how these come together to create architectural program
- To examine the formation of the space through material-structure and culture-life style interactions.
- To create a sense of architectural dwelling culture through historical perspective.
- To develop alternative ways of thinking in terms of research by design.
- To comprehend the interactions between the house, its inhabitants, the nature and/or the urban context, and the dwelling itself.
- To conceptualize the design problem and express it with different representation techniques.

### **REQUIREMENTS**

Architectural drawing equipment,

Sketch/Logbook

Laptop, CAD/CAM Software, Camera

### **ETHICAL RULES AND COURSE POLICY**

Active attendance to the each studio is expected. It is essential that students come to class regularly and they are expected to perform well in the class. Students should come to studio prepared for the day's course work. Preparation includes having completed any assignments that are due, being ready to listen and answer questions during a lecture, discussion or presentations. All students should bring their materials necessary for the studio work

Cheating in any form, including plagiarism, will not be tolerated. Plagiarism includes, but is not limited to, copying directly out of a book (including the assigned readings) or from the internet without correct citation or even using the ideas and conclusions of other people without giving them credit. Cheating on

any assignment will result in a failing grade for the assignment or test and may also result in a failing grade for the course. Please note that each student is responsible for the work he or she turns in.

#### **READING LIST**

- Bachelard, G. 1994. *The Poetics of Space*, Beacon Press.
- Benton, C. (ed.) 1975. *Form and Function, A Source Book for the History of Architecture and Design*, Crosby Lockwood Staples, London.
- Conrads, U. 1971. *Programs and Manifestoes on 20<sup>th</sup> Century Architecture*, MIT Press.
- Ching, F.D.K. 2014(4<sup>th</sup> ed.). *Architecture, Form, Space and Order*, Willey.
- Davies, C. 2006. *Key Houses of the Twentieth Century*, W. W. Norton & Company.
- Davis, S. 2015. *The Architecture of Affordable Housing*, University of California Press.
- Dömer, K.; Drexler, H., Schultz-Granberg, J. (eds.) 2015. *Housing for Everyone, Affordable Living*, Jovis.
- French, H. 2008. *Key Urban Housing of the Twentieth Century: Plans, Sections and Elevations*, W. W. Norton & Company.
- French, H. 2006. *New Urban Housing*, Yale University Press.
- McLeod, V. 2012. *Detail in Contemporary Residential Architecture*, Laurence King Publishing.
- Norberg-Schulz, C. 1993. *The Concept of Dwelling: On the Way to Figurative Architecture*, Rizzoli.
- Leupen, B. 2012. *Housing Design: A Manual*, NAi Publishers.
- Sturm, H. 1977. *Fabrikarchitektur, Villa, Arbeitersiedlung*, Heinz Moos Verlag, München.
- Vitruvius, 1914 (15 B.C.). *De Architectura Book II*, Oxford University Press.
- Von Meiss, P. 1991. *Elements of Architecture*, E&FN Spon, London.
- Yeakey, C.C.; Thompson V.L.; Wells, A. (eds.) 2015. *Urban Ills: Twenty-first-Century Complexities of Urban Living in Global Contexts*, Lexington Books.

#### **WATCHING LIST**

- Dogville, Lars von Trier, 2003
- Kitchen Stories, Bent Hamer, 2003
- Red Road, Andrea Arnold, 2006
- The Truman Show, Peter Weir, 1998
- American Beauty, Sam Mendes, 1999
- The Mysteries of the Chateau du Dé, Man Ray, 1929
- Insomnia, Erik Skjoldbjaerg, 1997
- Cabin in the Woods, Drew Goddard, 2012
- Cube, Vincenzo Natali, 1997
- The Black Cat, Edgar G. Ulmer, 1934
- Rear Window, Alfred Hitchcock, 1954
- Rope, Alfred Hitchcock, 1948
- Equilibrium, Kurt Wimmer, 2002
- Beetlejuice, Tim Burton, 1988
- Tideland, Terry Gilliam, 2005
- Escape Plan, Mikael Häfström, 2013

**ASSESSMENT**

Learning Activities	10%
Studio Work	
Discussion & Presentations	
Mid Term Submissions	30%
Final Submission	<u>60%</u>
	100%

**WEEKLY SCHEDULE**

<b>W</b>	<b>Date</b>	<b>Topic</b>	<b>Homework</b>
<b>1</b>	29.09	Introduction to the Studio Lecture/Film: Dogville Discussion: <b>"Form, Space, Order"</b>	Reading: "The Origin of the Dwelling House" Vitruvius, De Architectura Book II
	01.10	Lecture and Discussion <b>"What is a Shelter?"</b>	Research: Farnsworth House, 1951 Ludwig Mies van der Rohe
<b>2</b>	06.10	<b>Project 1: Weekend Hut</b> Introduction, Discussions	Reading: "Space" von Meiss, Elements of Architecture, pp.99-131
	09.10	Discussions, Presentations, Studio Work	Reading: "The House, From Cellar to Garret, The Significance of the Hut", Bachelard, The Poetics of the Space
<b>3</b>	13.10	Discussions, Presentations, Studio Work	Research: House VI, Cornwall, Connecticut, 1965 Peter Eisenmann
	16.10	Studio Work, Representation Techniques	
<b>4</b>	20.10	<b>Submission and Jury 1</b> "Weekend Hut"	
	23.10	Lecture/Film: Discussion	
<b>5</b>	27.10	<b>Field Trip</b>	
	29.10	<b>Republic Day!</b>	
<b>6</b>	03.11	<b>Project 2: Row House Unit</b> Introduction, Discussions	Reading: "Flats for subsistence living" Ernst May, 1929
	05.11	Discussions, Presentations, Studio Work	Research: "Siedlung/Housing Estates" Bruno Taut, Otto Wagner, etc.
<b>7</b>	10.11	Discussions, Presentations, Studio Work	Reading: "Five points towards a new architecture" Le Corbusier, 1926
	12.11	Discussions, Presentations, Studio Work	Research: Hoek van Holland Housing,

			Rotterdam, 1924 J. J. P. Oud,
<b>8</b>	17.11	Discussions, Presentations, Studio Work	Reading: "The house as an organic structure" Hugo Haring, 1932
	19.11	Studio Work, Representation Techniques	
<b>9</b>	24.11	<b>Submission and Jury 2</b> Row House Unit	
	26.11	<b>Field Trip</b>	
<b>10</b>	01.12	<b>Project 3: Affordable Housing</b> Introduction, Discussions	Reading: "How can we build cheaper, better, more attractive houses?" Walter Gropius, 1927
	03.12	Discussions, Presentations, Studio Work	Research: Habitat'67, Montreal, 1967 Moshe Safdie
<b>11</b>	08.12	Discussions, Presentations, Studio Work	Research: Cube Houses, Rotterdam, 1977 Piet Blom
	10.12	Discussions, Presentations, Studio Work	Reading: "Cloak and Dagger Theory" Mark David Major, Nicholas Sarvis
<b>12</b>	15.12	Discussions, Presentations, Studio Work	Research: Villa Verde Housing, Chile, 2010 Elemental
	18.12	Discussions, Presentations, Studio Work	Research: Pentagons, Letzigraben Housing Complex, Zurich, 4 <sup>th</sup> Prize E2A
<b>13</b>	22.12	Discussions, Presentations, Studio Work	Research: Container Skyscraper for Mumbai Slum, Mumbai, 2015 GA Design
	25.12	Discussions, Presentations, Studio Work	
<b>14</b>	29.12	Studio Work, Representation Techniques	
	31.12	Studio Work Representation Techniques	

## **MEDIA LITERACY ARCH 211 – Beniamino Polimeni, Elbruz Kilic, Mehmet Gören**

Friday, 09:00 – 12:00. (Total = 3 hrs per week)

Location: AGU, Architecture Studio/Computer LAB

**E-mail:** beniamino.polimeni@agu.edu.tr

### **Office Hours**

Wednesday 14:00 am – 17:00 am

Other times possible by appointment

### **CONTENT**

The course is designed to help students develop an informed and critical understanding of the nature of an ever expanding and increasingly dominating media –as information sources, as entertainment, and as an industry–as well as to examine, interpret, and evaluate the messages contained within, and their social and cultural implications. Several class activities will expose students to the base complexities of media literacy in order to develop their critical thinking skills and provide the methods of analysis necessary to interpret media contents.

In addition to these analytical skills, students will be asked to explore their creative and potentially non-conformist ideas within the context of digital media practices.

In particular, the second part of the course will retool different media techniques into form generation devices for architectural design and communication. Students will examine how a variety of media is incorporated into representations of design, and in particular, how computer media is used in contemporary architecture design practice. Students will learn the principles of computer-based interactivity and combine two-dimensional imaging and graphics authoring as well as audio and visual technology for achieving interactivity from multiple source media.

The last part of the course will give students the opportunity to create a range of models. They will explore the work of artists and professional makers in order to use this technique as a powerful communication tool in experimentation and design development.

### **OBJECTIVES**

- Understand the graphic design process.
- Develop an understanding of the visual message/visual literacy.
- Develop an understanding of the meaning behind media messages.
- Evaluate the relative strengths and weaknesses of a variety of media tools in terms of potential communication and education outcomes.

### **LEARNING OUTCOMES**

- Develop a Critical thinking about visual culture.
- Establish a core visual literacy in digital media by considering work across a range of methods.
- Develop different media skills through concrete experiences.
- Use these media skills to critique the media with the other media tools.

### **PREREQUISITES**

Previous experience of CAD and raster graphic editor software is not necessary but familiarity with reading (and perhaps creating) technical drawings will be valuable.

## REQUIREMENTS

- You must read Canvas the day before class to be updated with Studio activities and requirements.
- Keep electronic copies of all of your work. Final documentation will be turned in on paper and electronically.
- Save back-ups of your work. Computer crashes and technology failures are not accepted reasons for late or missing work.
- All work must be submitted on time. Failure to do so will result in a deduction of marks.

## READING LIST

Francis D.K. Ching, *Architectural Graphics*, John Wiley & Sons, New York 2009.

Francis D.K. Ching with Steven P. Jurosek, *Design Drawing*, John Wiley & Sons, New York 2010.

Hod Lipson, Melba Kurman, *Fabricated: The New World of 3d Printing*, John Wiley & Sons, New York 2013.

Michael O'Shaughnessy and Jane Stadler, *Media & Society*, 5e. London. Oxford Press, London 2012.

Richard Poulin, *The Language of graphic design: An Illustrated Handbook for Understanding Fundamental Design Principles*, Rockport Publisher, 2012.

Ali Rahim, *Catalytic Formations: Digital Design in Architecture*, Routledge London 2005.

Timothy Samara, *Drawing/for Graphic Design*, Rockport Publisher, 2012.

Rendow Yee, *Architectural Drawing: A Visual Compendium of Types and Methods*, John Wiley & Sons, New York 2013.

<http://www.mariabuszek.com/kcai/PoMoSeminar/Readings/BenjRepro.pdf>

## GRADING POLICY

	Weight (%)
<b>First Submission</b>	33%
<b>Second Submission</b>	33%
<b>Third Submission (FINAL)</b>	34%
<b>Total</b>	100%

## ETHICAL RULES AND COURSE POLICY

Active attendance at each lecture and individual / group project is expected. It is essential that students come to class regularly. Class will begin promptly at 09:00 so please be on time. Students should come to class prepared for the day's course work. Preparation includes having completed any assignments that are due, being ready to listen and answer questions during a lecture, and finishing all the assigned studio work within the course time. Openness to new ideas, experimentation, and risk-taking is also important for your learning. It is expected that students will be attentive, take notes, attend common discussions and show respect to their classmates and teachers.

Cheating in any form, including plagiarism, will not be tolerated. Plagiarism includes, but is not limited to, copying directly out of a book (including the assigned readings) or from the internet without correct citation or even using the ideas and conclusions of other people without giving them credit. Cheating on

any assignment will result in a Fail grade for the assignment or test and may also result in a Fail grade for the course. Please note that each student is responsible for the work he or she submits.

**TIMETABLE**

<b>Week</b>	<b>Theory</b>	<b>Practice</b>	<b>Homework</b>
<b>1</b> FRIDAY 2 Oct 9 a.m.	Course presentation  Introduction to Media Literacy		Reading and analysing the essay "The Work of Art in the Age of Mechanical Reproduction"
<b>2</b> FRIDAY 9 Oct	Understanding visual messages	Design an A2 Poster Topic: "Daily Dishonesty"	Finalize your poster
<b>3</b> FRIDAY 16 Oct	Deconstructing Media Messages	Design an A2 Poster Topic: "The moving People"	Finalize your poster
<b>4</b> FRIDAY 23 Oct	Architecture and visual communication	Design an A2 Poster Topic: "Growth and form"	Finalize your poster
<b>5</b> FRIDAY 30 Oct	Architecture and Cinema  Projection of the film "The man with the movie camera"  <b>FIRST SUBMISSION</b>	Discussion	
<b>6</b> FRIDAY 6 Nov	Introduction to digital media	Discussion	
<b>7</b> FRIDAY 13 Nov	Surface Project (Part 1)*		Drawing and Modeling of a studio project
<b>8</b> FRIDAY 20 Nov	Surface Project (Part 2)		Making 3 different videos of moving material and tracing one of it with Autodesk MAYA software.
<b>9</b> FRIDAY 27 Nov	Storyboarding and stop-motion logic		
<b>10</b> FRIDAY 04 Dec	Advanced Stop Motion Animation  <b>SECOND SUBMISSION</b>		
<b>11</b> FRIDAY 11 Dec	Introduction to Model Making  Using tools efficiently (tips and tricks)  Making own/unique tools		

	Understanding the potential of the materials used for model making		
<b>12</b> FRIDAY 18 Dec	Model Making and spatial explorations		
<b>13</b> FRIDAY 25 Dec	Model Making and spatial explorations		
<b>FINAL SUBMISSION</b> WEDNESDAY 13 JAN			

\* The project is a study of the possibility of surface. By tracing the material flow in daily life, a textured surface is created. Apply forces on the surface; the embodied forces interacted with the forces from outside, change the shape of the surface. Recorded this process, the surface obtain sufficient complexity to create Stirring space experiences and the potential to provide multifunction spaces as architecture. This Timetable is an indication of the semester's direction, however occasionally minor changes to the routine may occur if unexpected opportunities arise or are due to unforeseen circumstances. You will be advised of any change via the University's online communication system **CANVAS**.