

ISTANBUL BİLGİ UNIVERSITY
Summer School for Graduate Programs in Architecture
July 2020

ARCH 561 / 477

ON THE WATERFRONT: NEW YORK CITY'S EDGES FROM LANDSCAPES OF PRODUCTION TO URBAN PARKS

Instructor: Tulay Atak



Left: Buckminster Fuller, Dome over Manhattan, 1960; right: Michael Van Valkenburgh, Brooklyn Bridge Park (2005)

Description:

New York's waterfront is a contested landscape. The five boroughs that make up New York City are all connected to water. Surrounded by the Hudson River and the East River, Manhattan, the heart of NYC is a peninsula comparable to the historic peninsula of Istanbul. Yet most New Yorkers often don't experience water as part of their everyday lives. Many may even forget the proximity to water until it becomes threat like the Hurricane Sandy did in 2012, when NYC's subway system was flooded. Mannahatta of the Lenape people, the indigenous inhabitants of the region, was a wet landscape whose main source of life and communication was water. As the Dutch and the British settled on this peninsula, the water became a means for transporting colonial and industrial goods. Eventually, the gridded division of landownership became the main urban form of Manhattan, turning its back on water, and making Manhattan a closed world. The grid has its own advantages, such as homogeneity, equity and accessibility, which has made New York City one of the main urban centers of the world. Yet how the city connects to its edge, to water, has remained a persistent question throughout New York's modern history.

This summer studio will focus on New York's waterfront as a site and consider the relation between urban form and bodies of water. We will study the history of the transformations of the waterfront from industrial landscape to contemporary urban parks. We will analyze recent projects for the waterfront

such as the Battery Park, West 8's Hill and Brooklyn Bridge Park as well as proposals for the future of the city including responses to rising water levels, remediation of water ways and waterfront development.

The students will selected a site on NY's waterfront from a list. They will research the history of the site and develop analytical drawings of the site using GIS and Google Earth. The final project will be a speculative drawing that imagines the future of urbanism based on the initial analysis.

Schedule of classes:

The class will meet via Zoom on Tuesdays, Thursdays and Fridays beginning on July 7. The classes will be in two sessions: for each class, there will be a session for group meetings from 3 pm- 6 pm. There will be a second session for individual meetings scheduled between 7 pm – 11 pm, or by individual appointment.

1. Jul 7: Introduction, sites issued
2. Jul 9: Lecture on the history of NY's waterfront
3. Jul 10: Student presentations: preliminary research questions

4. Jul 14: Lecture on site analysis and drawing, layering information, introduction to GIS
5. Jul 16: desk crits
6. Jul 17: Student presentations: analytical site drawing

7. Jul 21: Lecture on speculative drawing
8. Jul 23: desk crits
9. Jul 24: desk crits

10. Jul 28: Final review
11. Jul 30-31: Individual exit interviews

Tulay Atak is an architect and an architectural historian. Her work focuses on questions of modern urbanism in a global context. She received her Bachelor's degree at METU in Ankara, Turkey and pursued her PhD at UCLA. Her dissertation, "Byzantine Modern: Displacements of Modernism in Istanbul," considers the place of Istanbul in the making of modern architecture.

Tulay studied critical theory in Paris for a year at the EHESS. During her doctoral studies, she conducted fieldwork in Chandigarh as part of the Getty Research Institute's project on Museology and the Colony. She worked as part of a team of scholars archiving the work of the structural engineer Heinz Isler for the ETH in Zurich. Her book, *Fragile City*, co-authored with a curator and a photographer, was published by MER Paper Kunsthalle. She was recently the recipient of a grant from the Graham Foundation for her current research project on the international panorama of urbanism in the second half of the 20th century. She has taught at SCI-Arc, Cornell, RISD, RPI and currently teaches at Pratt Institute and the Cooper Union.

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Datça Summer School II / July-August 2020

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DATÇA PENINSULA: MICROECOLOGIES OF A MEDITERRANEAN ENCLAVE

Instructor: Burcu Kütükçüoğlu

Panoramic View of Datça Peninsula (PC: Cemal Emden)



This graduate course is the second one of a series of summer schools that is planned to focus on the creative reading and representation of the cultural landscape of Datça Peninsula in southwestern Turkey. The objectives of the course include exploring the major elements that constitute the **particular landscape of Datça** with its natural and man-made components, while investigating its characteristics associated with the greater Mediterranean space as well.

This year, the concept of “**microecology**” –as it is defined by historians Horden and Purcell¹- will be utilized as a tool for understanding the distinct sub-regions of the peninsula and their interrelationships. And the objective of the course is **mapping** these different regions or microecologies, with a focus on their spatial expressions that are manifested in settlement and landscape morphologies. Secondary concepts of production and connectivity will also be utilized in this mapping, with reference to some major literature from within the fields of Cultural Geography and Mediterranean history. As the course will be conducted online due to restrictions related to the pandemic, the students will be asked to gain knowledge of Datça through digital maps and navigation tools, satellite images, aerial photographs and models in addition to relevant literature and research. They will eventually produce their original maps of the **distinct microecologies of Datça**, supported by creative representation techniques and relevant data, as group works and individual work as well.

Apart from understanding and creatively representing the spatial character of a particular cultural and geographic unit, this graduate course aims to equip the students with the abilities of synthesizing knowledge from different fields, bringing together theoretical and empirical knowledge and translating them into spatial terms, through original academic production. Therefore, successful completion of the course requires competence in reading and interpreting complex texts from the different fields of **Mediterranean studies**, reaching relevant data about the site and producing original work with visual and architectural representation tools.

PS: An optional short trip may be realized to Datça during the summer school, if the restrictions about the pandemic ease.

¹ Horden, P. and Purcell, N. (2006) ‘The Mediterranean and the “New Thalassology”’, *The American Historical Review*, 111(3), p722-740.

SCHEDULE

Courses will be held online in two daily sessions (Mornings:10:00-13:00, Afternoons:14:00-18:00) on the dates mentioned below

WEEK 1

Group Work I: Collecting and Sorting Data about Datça Peninsula

27/07 Monday

Morning: Course introduction by the instructor and the assignment of Reading I
Afternoon: Group Work I

29/07 Wednesday

M: Discussion on Reading I and the primary concepts to be utilized
Talk by guest lecturer
A: Group Work I (continued with crit sessions)

29/07 Thursday

M: Group Work I (continued with crit sessions)
Assignment of Readings II and III (for the next week)
A: **Presentation and Submission of Group Work I**

WEEK 2

Group Work II: Mapping the Microecologies of Datça Peninsula

04/08 Tuesday

M: Introduction of Group Work II by the instructor
Discussion on Reading II
A: Group Work II

05/08 Wednesday

M: Discussion on Reading III
Talk by guest lecturer
A: Group Work II (continued with crit sessions)

07/08 Friday

M: Group Work II (continued with crit sessions)
Assignment of Reading IV (for the next week)
A: **Presentation and Submission of Group Work II**

WEEK 3

Individual Work: Spatial Expression of a Sub-Unit within the Map

10/08 Monday

M: Introduction of Individual Work by the instructor
Discussion on Reading IV
A: Individual Work

12/08 Wednesday

M: Talk by guest lecturer
Presentation of Individual Work in progress
A: Individual Work (continued with crit sessions)

14/08 Friday

M: Presentation of Individual Work in progress

A: Individual Work (continued with crit sessions)

Submission of Individual Work and Final Review: 17/08 Monday @10:00

EVALUATION

Readings and Participation	%20
Group Work 1	%20
Group Work 2	%20
Individual Work	%40

COMPULSORY READINGS

Reading I

Horden, P. and Purcell, N. (2006) 'The Mediterranean and the "New Thalassology"', *The American Historical Review*, 111(3), p722-740.

Reading II

Chapters from: Sauer, C.O. (1925) *The Morphology of Landscape*. Berkeley, Calif.: University of California Publications in Geography.

Reading III

Ergül, E. and Kaya, C. (2008) 'Datça Konut Mimarlığı I', *Ege Mimarlık*, 2-65, 16-25.

Ergül, E. and Kaya, C. (2008) 'Datça Konut Mimarlığı II', *Ege Mimarlık*, 4-67, 30-35.

Reading IV

Chapters from:

Grove, A. T., and O. Rackham (2001). *The Nature of Mediterranean Europe: an Ecological History*. New Haven: Yale University Press.

Burcu Kütükçüoğlu graduated from Middle East Technical University, Department of Architecture in 1995 and earned two Masters Degrees at Universidad Politècnica de Catalunya, Barcelona and Middle East Technical University between 1996-1999. She worked at Teğet Architectural Office between 2000 and 2004 and started PhD studies at Istanbul Technical University in 2005. She was at Columbia University during 2007-2008 term as Fulbright PhD Research Fellow, at Getty Research Institute with a Library Research Grant during summer 2009 and at CCA Montreal as a researcher during summer 2015. She finished her PhD study in 2012 and joined Istanbul Bilgi University Faculty of Architecture as an assistant professor, where she has been teaching since 2010. History and theory of Modern architecture, cultural and architectural history of the Mediterranean Region, visual culture and photography are among her topics of research and interest.