



# NEW HORIZONS

**STEP INTO THE FUTURE OF  
LANDSCAPE ARCHITECTURE!**

TES 211E / CRN 13932

MONDAY - THURSDAY 13:30-17:30  
ONLINE STUDIO

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FACULTY OF  
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pem

# tes211e

PROJECT III

2020-2021 fall  
Monday - Thursday 13:30-17:30

Assistant Prof. Dr. Melih Bozkurt  
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# Syllabus

## PROJECT III

### COURSE DESCRIPTION AND PURPOSE

The Project III studio introduces students to the fundamental elements of landscape design at the scale of public space. The studio investigates landscape design methods and approaches, based on morphological, experiential, and visual, to develop spatial landscape setting with diverse programs and functions. The studio helps students to develop spatial literacy, the ability to represent the landscape, and critical design thinking. The objective of this studio is to gain an understanding of the design process and hybrid solutions to common conceptual design problems. The 14-week studio program is accompanied by three common workshops and seminars that are organized within an interdisciplinary perspective by the active involvement of instructors and students from urban and regional planning and architecture departments to create an interactive studio environment.

The PEM content of Project III is structured around two main modules. The main goal of the modules are as follows;

- To gain the ability to perceive, investigate, interpret, and analyze the dynamic structure of the landscape by utilizing different methods and tools.
- To gain insight into the concept of scale in the context of landscape design by experiencing different design methods
- To gain the ability to develop a conceptual approach to the design problems
- To gain ability in designing small scale urban spaces with different themes in urban contexts
- To gain the ability to use hybrid drafting techniques to represent the characteristics of the landscape.

Students can develop design alternatives in relation to the natural, cultural, and conceptual context and by taking into consideration the structural, material, construction parameters related to the scale of design through this course.

### **Put your belts on! Going to the future.**

Landscape is a continuous spectrum of things around us. Understanding the surroundings is the key feature and fundamental approach for developing better design. Therefore, this year we are starting with the futuristic idea of inhabiting Mars. You will be dealing with the unfamiliarity of the environment but still need to collect information and understand the landscape to develop elements that suit the surroundings and yet provide all the needs of human beings going to Mars. In the second part of the semester you will be developing future landscapes in the historical peninsula. With this perspective, the main goal of the second module is to develop small scale design interventions which are going to be attached to the existing spatial setting of the historical peninsula.

### MODULES

#### **MODULE 1 - REALIZING THE FUTURE ON MARS**

In the context of the first module, students will be dealing with the complexities of the site to develop design ideas based on the local context of the planet Mars. Mars is the most earth-like alien planet in our solar system and facing space exploration in near future. This class will let students study and analyze the environment of this alien planet and will let them select the perfect landing spot for the first expedition team.

The class will give students conditions such as the payload of the rocket, the number of members in the expedition team, the period of the expedition and necessary supplies, etc. Students will be able to use Google Mars-like online service to investigate.

With this module work, students will be able to train how to study and analyze a large-scale site with the perspective of designers. Additionally, there will be no field trip.

## **MODULE 2. HALIÇ**

### **FUTURE OF LANDSCAPE IN HISTORICAL REALITY**

The second module of the studio includes the development of design ideas with respect to the preliminary investigation of the site. With this perspective, the main goal of the second module is to develop small scale design interventions which are going to be attached to the existing spatial setting of the Haliç. The rich historical background of this unique estuary and ecological structure of the landscape will be scrutinized in this module. The site-specific design regarding these cultural settings, geographical context, and topography will be expected from students.

The design proposals will be developed for the sites which will be chosen by students in the light of their individual assessments. The potentials of the land, topographical advantages, vista points, natural setting, usage behavior, existing spatial layout, historic and cultural characteristics will be leading parameters for site selections.

The decisions on landscape design, location, spatiality, materiality, structural composition, and its relation to topography will be precisely defined by the student. The following issues should be answered with landscape representation techniques (plans, sections, drawings, axons, isometrics, photo collages, models).

The main purpose, and context of design,  
The correlation of the design idea with human and nature,  
The unseen historical walls of the city and their relation with public spaces,  
The coastal landscape and public usage,  
The landmarks in the urban context,  
The silhouette of the urban fabric.

Finally, what is your contribution to this valuable landscape with your design?

Common activities contain workshops and a jury. Two interdisciplinary workshops in small interdisciplinary groups will take place throughout the studio. Interdisciplinary workshops will consist of two main ideas: Common Module 1: A Virtual approach to Urban Stories ,Common Module 2: Hang-Out Space Designing Urban Furniture. And the third common module is designed to create a new way of jury to understand the significance of representation; Common Module 3: Praxis Telling The Experience.

## **COMMON MODULE**

### **Common Module 1: A Virtual approach to Urban Stories**

The workshop includes direct involvement of instructors and students of Landscape Architecture and Urban and Regional Planning Departments and Interior Architecture departments. . The workshop will explore the built environment from territorial to local scale. The students of Landscape Architecture, Urban and Regional Planning, and Interior Architecture will collaboratively research the ways through Google maps for 1 KM in any city- in which Citys's built environment is structured and produce collective with maps and collages.

### **Common Module 2: Hang-Out Space Designing Urban Furniture.**

The main objective of the workshop is to design a Hang-out space in backyard of Taşkışla. Students will be asked to design a urban furniture for this content. The urban furniture and the space that it created is the key point of this workshop .

### **Common Module 3: Praxis Telling The Experience**

The main objective of the panel is to introduce students to the significance of representation.. After two workshops, this study aims to create a new understanding of a jury. Students will be asked to explain each other's projects over their drawings and representations. It will create a new way of understanding.

#### **OTHER ACTIVITIES**

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

#### **STUDIO**

The online studio is a production space where all students learn from each other through discussions and presentations. During 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. Students will develop their work based on studio critiques through home works which in turn will be discussed in the next studio hour. 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 proposals for the students. Thus, the students are expected to develop a critical thinking perspective in English.

#### **PROJECT DIARY**

The students are expected to keep a written/visual log of their design process in a project diary (this can be digital); 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.

#### **EXHIBITION**

Each work is exhibited at the end of the process.

**ATTENDANCE** This can change depending on the rectorate regulation

It is important that students attend the studio and actively participate in all the activities/discussions carried out/held during the course hours. Students are only allowed a maximum of 5 absences. The 6th absence will automatically cause the student to fail the course.

At the end of every studio day, a daily visual report will be submitted as proof of attendance.

**EVALUATION  
CRITERIA**

**EVALUATION CRITERIA AND EXPECTED LEARNING OUTCOMES**

	<b>Activities</b>	<b>Quantity</b>	<b>Effects of Grading</b>
<b>ASSESSMENT CRITERIA</b>	DURING TERM ASS.	1	% 50
	COMMON MODULE	1	% 10
	FINAL SUBMISSION	1	% 40

\* Minimum requirements for **final submission**:

- Conceptual Plan (Freescale plans)
- Landscape Plan ( 1/500-1/200 landscape plans-hardscape and softscape)
- Diagrams (Free scale diagrams, analysis, open space program, user profile, decisions on design, environmental data, conceptual approach)
- Sections (1/500 & 1/200 landscape sections in relation to environment, materiality, and layers of landscape)
- Visual Materials ( Sketches, Collages, Photomontage, 3D visuals )
- A booklet (including the narratives, conceptual background of the design, process of design, and all visuals)
- Students may use additional materials. posters should be submitted in both vertical A2 and A3 format. digital versions will be uploaded to NINOVA and google drive folder (will be announced).

Week	Date	Studio Work	
<b>MODULE 1 – MARS</b>			
<i>Realizing the Future on Mars</i>			
1	19 Oct.	Introduction to the Studio / Program and Context	Introduction and Discussions
	22 Oct.	<b>Mars Project.</b> Personal experiences / Site Dynamics / Recording textures / Sketches - Discussion on online lecture and communal production	Studio Work
2	26 Oct.	Reading the topographical landscape of MARS Exploring the landscape models and model materials	Studio Work
	29 Oct.	Understanding & Representing the Landscape Idea	Studio Work
3	2 Nov.	<b>Common Module 1</b> <b>A Virtual approach to Urban Stories</b>  Development of Conceptual Framework / Sketches / Collages / Free scale mapping / Hybrid drafting techniques	Studio Work
	5 Nov.	Understanding & Representing the Landscape Idea	Studio Work
4	9 Nov.	Landscape Analysis 1/500 Analyzes and assessment examples with Sketch / Section and Plans	<b>Submissions</b>
	12 Nov.	Landscape design plans 1/100 Sections, perspectives, and 3d representations	Studio works
5	16 Nov.	<b>Landscape analysis of MARS (A-1 poster format)/ Photo collage</b>	Pin-up
	19 Nov.	Landscape design plans 1/100- 1/50 Sections, perspectives, and 3d representations	Studio works
6	23 Nov.	<b>COMMON MODULE II</b> <b>Hang-Out Space Designing Urban Furniture</b>	Jury, Panel, and submission
	26 Nov.	<b>COMMON MODULE III</b> <b>Praxis Telling The Experience</b>	Studio works
7	30 Nov.	Landscape design plans 1/100- 1/50 Sections, perspectives, and 3d representations	
	3 Dec.	Landscape design plans 1/100- 1/50 Sections, perspectives, and 3d representations	Studio works
8	7 Dec.	Landscape design plans 1/50 Sections, perspectives, and 3d representations	Studio works
	10 Dec.	JURY	Jury, Panel, and submission
<b>MODULE 2   The Historical Port of Istanbul –HALIC</b>			
<i>Future of Landscape In Historical Reality</i>			
9	14 Dec.	Introduction to the Studio / Program and Context	Studio works
	17 Dec.	Understanding & Representing the Landscape Idea	Studio works
10	21 Dec.	Development of Conceptual Framework / Sketches / Collages / Free scale mapping / Hybrid drafting techniques	Studio works
	24 Dec.	Development of Conceptual Framework / Sketches / Collages / Free scale mapping / Hybrid drafting techniques	Studio works
11	28 Dec.	Through Conceptual Thinking to Design Thinking / Landscape Design Plan & Sections / Scale 1/500	Studio works
	31 Dec.	Through Conceptual Thinking to Design Thinking / Landscape Design Plan & Sections / Scale 1/500	Studio works

1 2	4 Jan.	Through Conceptual Thinking to Design Thinking / Landscape Design Plan & Sections / Scale 1/500	Studio works
	7 Jan.	Landscape Design with Model / Structures in landscape/ 1/200 scale landscape design	Studio works
1 3	11 Jan.	Landscape Design with Model / Structures in landscape/ 1/200 scale landscape design	Studio works
	14 Jan.	Landscape Design with Model / Structures in landscape/ 1/200 scale landscape design	Studio works
1 4	18 Jan.	Detail Design in Landscape / Materials point details. Urban furniture	Studio works
	21 Jan.	Detail Design in Landscape / Materials point details. Urban furniture	Jury, Panel, and submission

\* COMMON MODULE (*Landscape Architecture and Urban & Regional Planning Students*)

## REFERENCES

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## JOURNALS

TOPOS. The International Review of Landscape Architecture  
Landscape Architecture Magazine  
Architectural Review



Architectural Record  
Domus: The Magazine of Architecture, Design and Art  
Landscape Architecture  
Journal of Landscape Architecture  
Landscape Journal  
Daidalos: Berlin Architectural Journal  
Lotus International

Digital

<https://www.dezeen.com/>

<https://architizer.com/>

<https://worldlandscapearchitect.com/>

<https://www.google.com/mars/>