

*Datça
Summer
School*

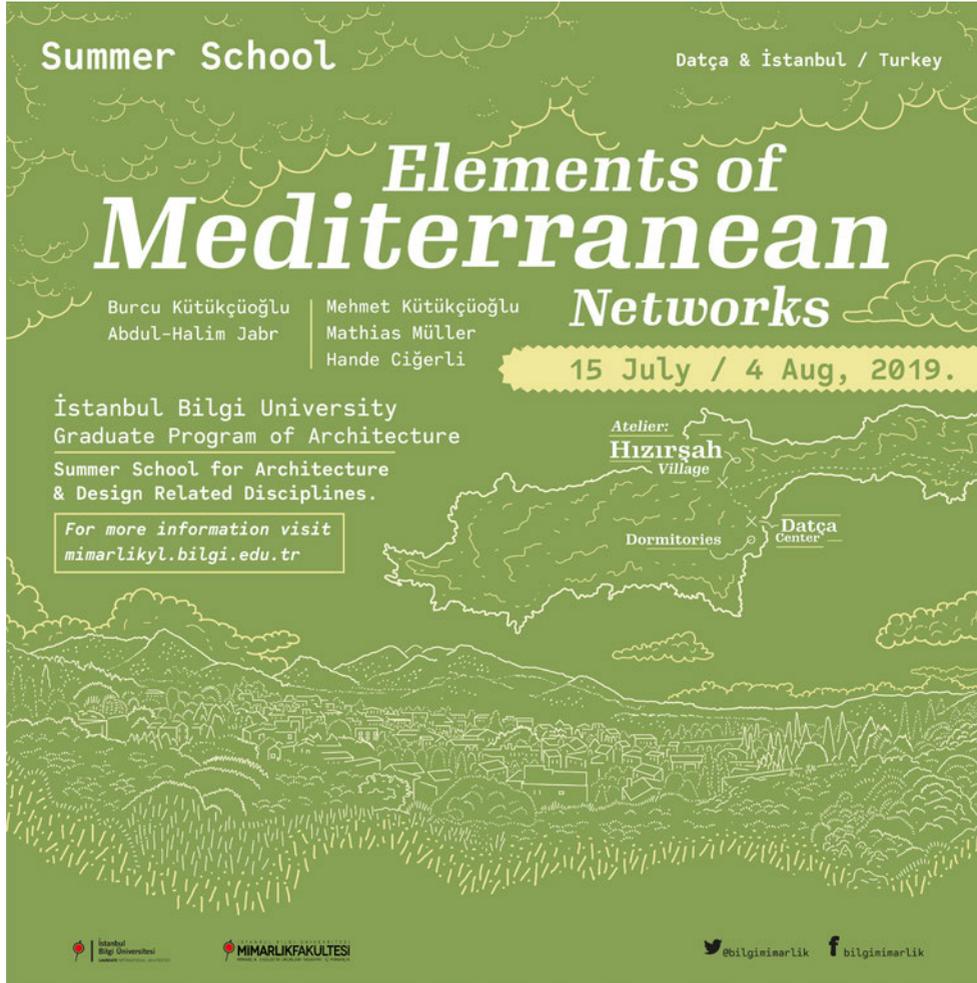
2019

INTERNATIONAL SUMMER SCHOOL
FOR ARCHITECTURE AND
DESIGN RELATED DISCIPLINES

Courses & Student Works 2019

2019 courses and the internship program offered in Datça Summer School dealt with the creative reading and interpretation of the cultural landscape and the vernacular architecture of the peninsula.

Datça Summer School offered two courses/modules and an internship program in 2019 term, under the common theme “Elements of Mediterranean Networks”. The two courses ran parallel between 15th of July and 4th of August, for three weeks, and each provided 5 ECTS credits upon successful completion. Their respective descriptions and samples of student works can be found in the following pages.



MODULE I

HYBRID LANDSCAPES

The natural, spatial and aesthetic characteristics of the cultural landscapes around the traditional villages in Datça peninsula is the subject of this module. The notion of “cultural landscape” as a hybrid phenomenon created by man and nature is discussed in depth through the examples of these villages. Ideas are developed through landscape and urban design proposals to enhance the relationship of the architectural and natural elements of these landscapes, as part of a larger cultural geography. Hızırşah Village, a centrally located traditional settlement that lives on almond production and sericulture, is selected as this year’s case study and project site.

The main steps of the three-week study is explained below:

Step 1 (group work)

Gaining a general knowledge about Datça, through research, site trips and lectures.

Mapping out of the cultural landscape of Datça Peninsula and deriving significant characteristics, themes and concepts

Producing maps/plans, section drawings and photographs that represent them

Step 2 (group work)

Creative reading and interpretation of data collected during Step 1

Focusing on Hızırşah Village from the perspective of the themes and concepts developed in the first step

Selecting a certain part or slice of the village to study in detail

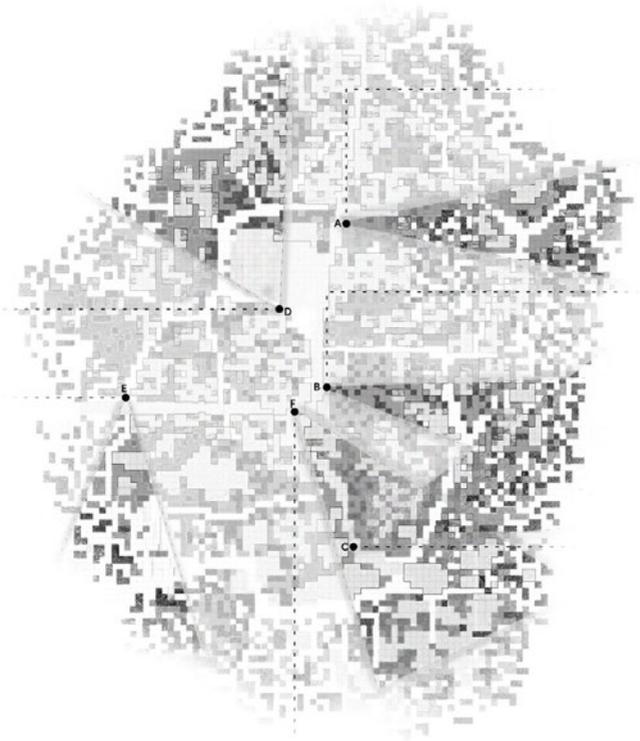
Producing drawings and models (and any other media of preference) that represent the interpretation of each group’s theme over the selected part/slice

Step 3 (individual work)

Developing proposals that will enhance the spatial relationships between different elements of the specific part/slice of the village studied during Step 2

Proposals may put forward programmatic, technical, spatial or aesthetic ideas

Alternative and creative media may be utilized while developing and representing the proposals

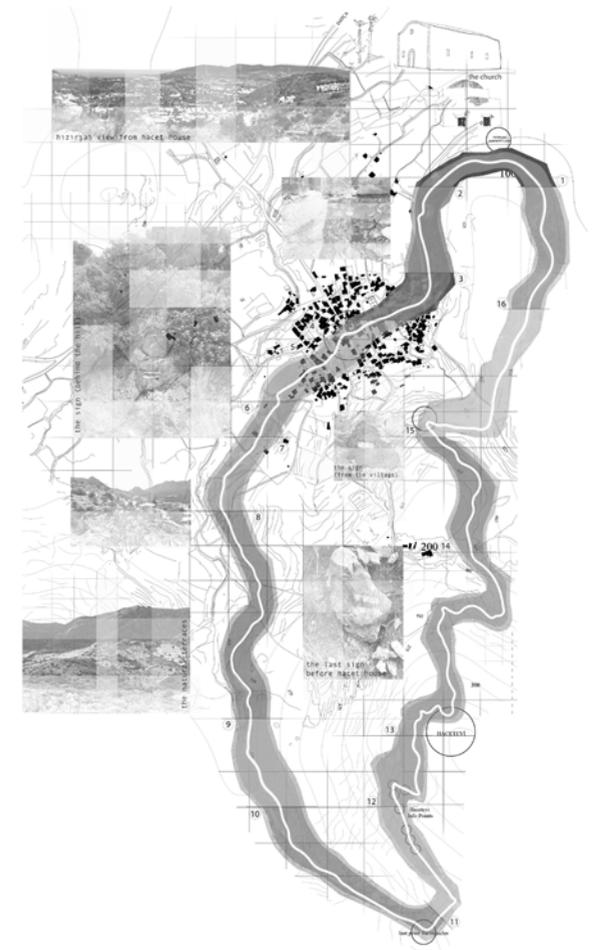


A Mapping of Vistas in Hızırşah Village

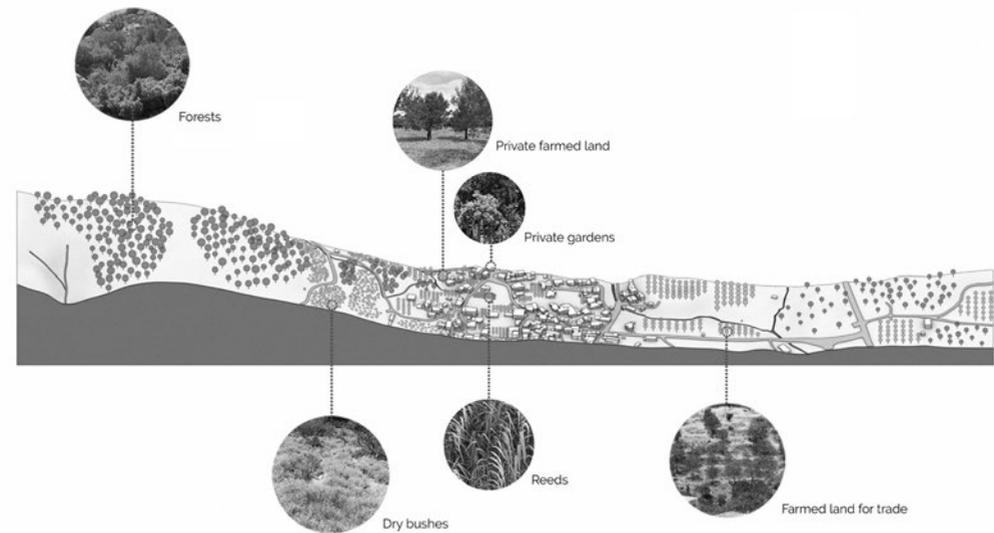


Sketches showing sectional relationships in the rural settlement

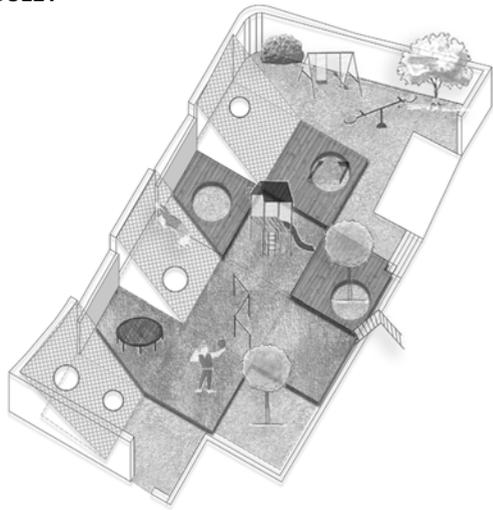
Analysis of a walking route around Hızırşah Village



Axonometric Section of Hızırşah Village settlement showing various sub-regions of the cultural landscape



MODULE I

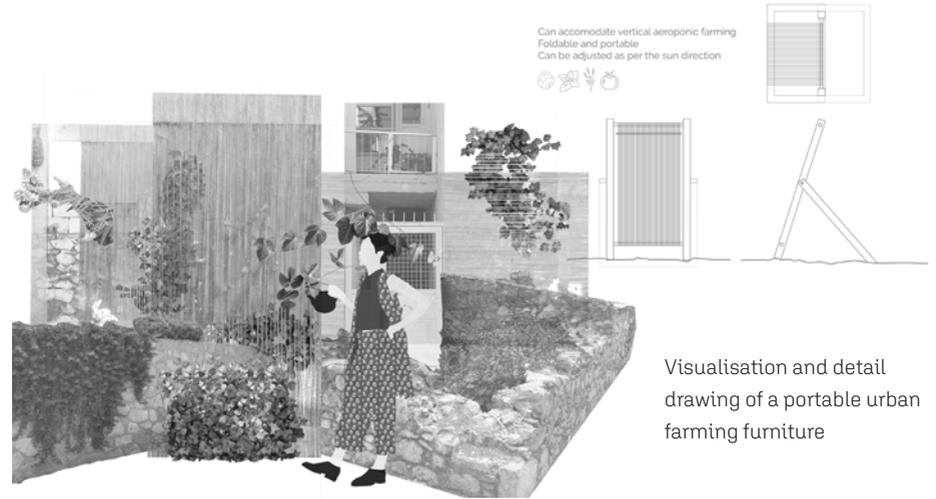


Axonometric and Perspective Drawings of a playground proposal



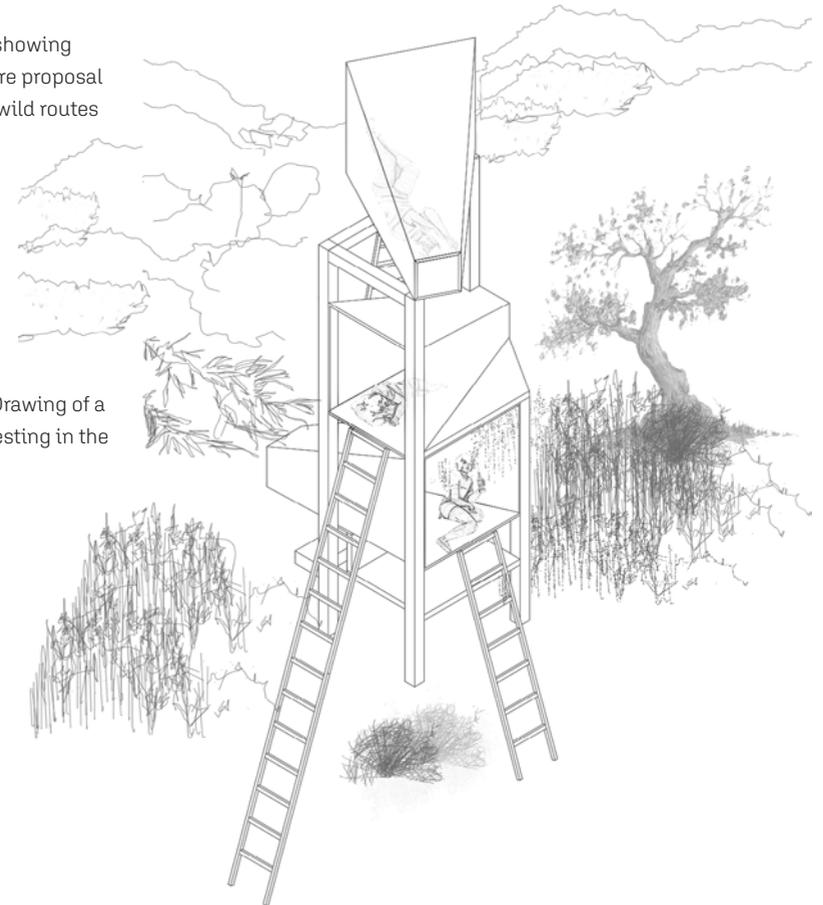
PROPOSITIONS

Can accommodate vertical aeroponic farming
Foldable and portable
Can be adjusted as per the sun direction



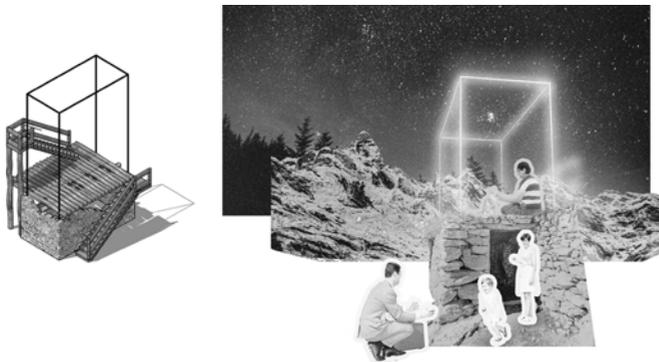
Visualisation and detail drawing of a portable urban farming furniture

Two sections showing tunnel structure proposal for walking in wild routes



Axonometric Drawing of a structure for resting in the wild route

Axonometric, Perspective and Section drawings of proposed structures that settles on top of unused buildings, implying them as public gathering spaces





'Parasite' by Kübra Koyuncu

MODULE II VERNACULAR ANNEXES

Potentials for adding annex units to existing buildings in Datça villages are investigated under this theme. According to a broader vision about the peninsula, the centrally located villages are conceived as places of agricultural, educational and recreational activities. In line with this vision, school buildings in these villages are analyzed by the students and design proposals for adding annex units with alternative programs are developed, parallel to a research on vernacular architecture and settlement patterns. The student projects are carried out in communication with local educational authorities, with the end of addressing their needs and preferences.

The main steps of the three-week study is explained below:

Step 1 (group & individual work)

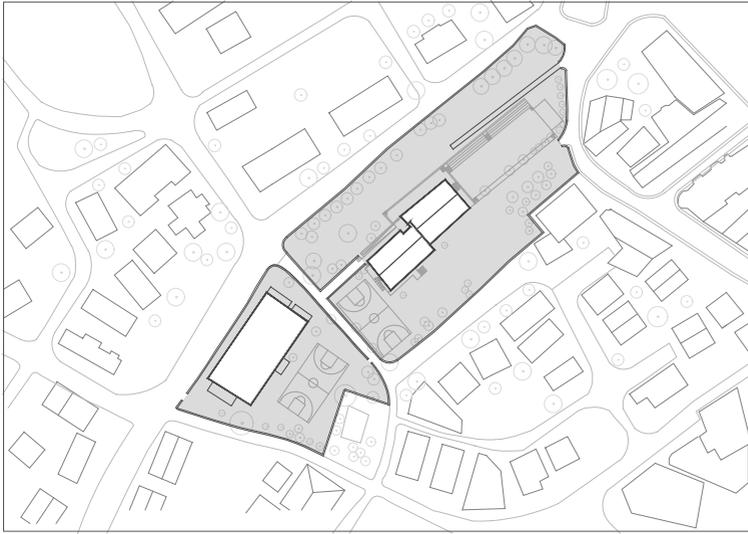
Gaining a general knowledge about Datça, through research, site trips and lectures
Working on different scales and zooming-in around traditional settlements (villages)
Opening up discussions on genealogy, tectonics, typology etc.
Discovering and analyzing the typological elements in and around these settlements
Producing maps/plans, section drawings and photographs that present these findings

Step 2 (individual work)

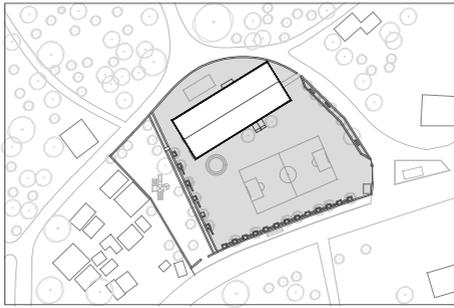
Detailed studies of phenomenal characteristics of different plots given; like orientation, landforms, weather, etc.
Developing proposals for types to be adapted as annex buildings to various schools in Datça
Working on drawings and models (and any other media of preference) that represent the spatial characteristics of the typological variations of the proposals
Elaborating a system of adaptive tectonics and its principles through demonstrating its first spatial variations

Step 3 (individual work)

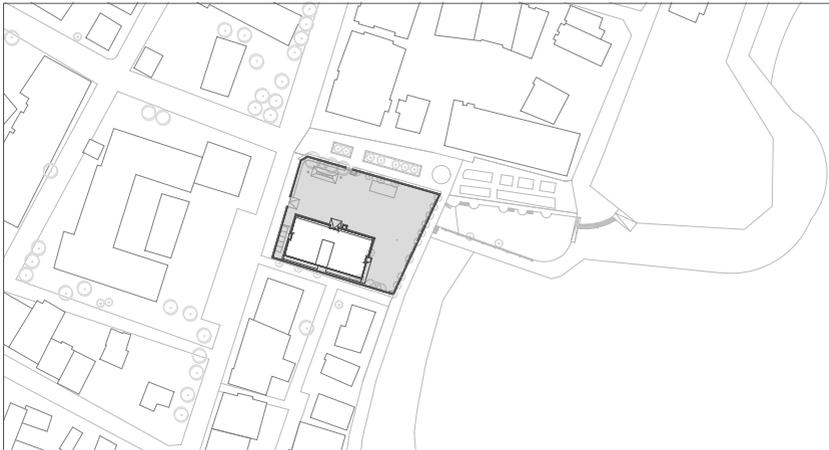
Developing and finalizing annex proposals for eight plots given, using conceptual ideas cultivated in first two steps



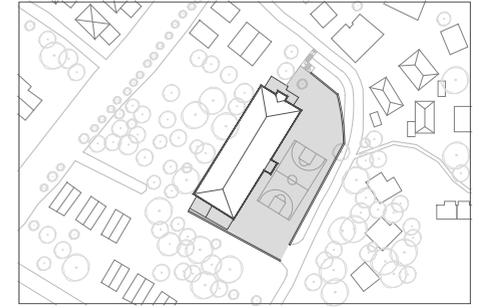
Yılmazlar Midschool and Ersoy Yorulmaz Highschool



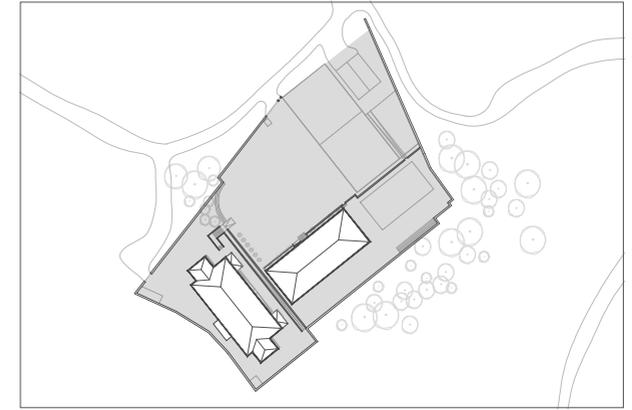
Resadiye Kazım Yılmaz Primary and Midschool



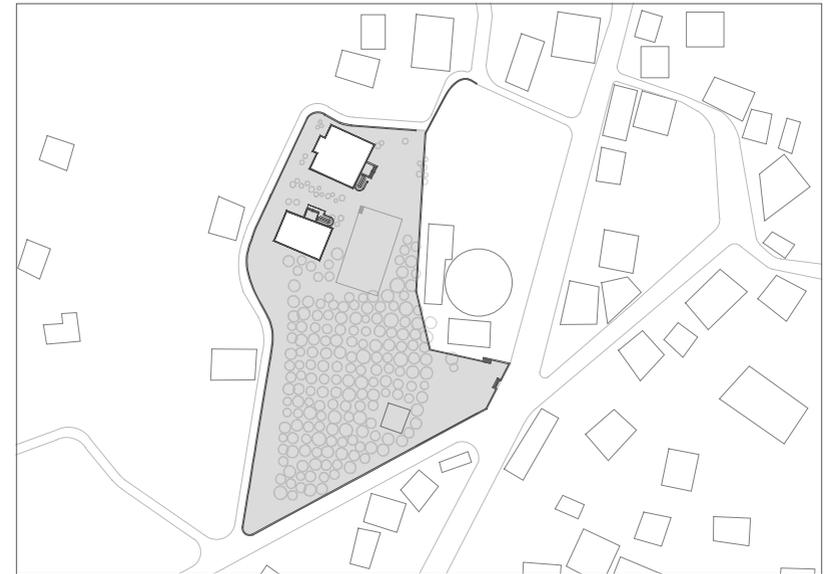
Kazım Yılmaz Primary School



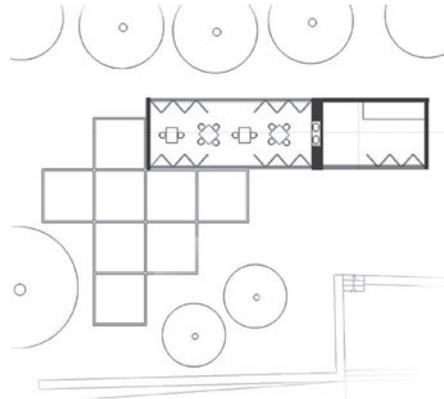
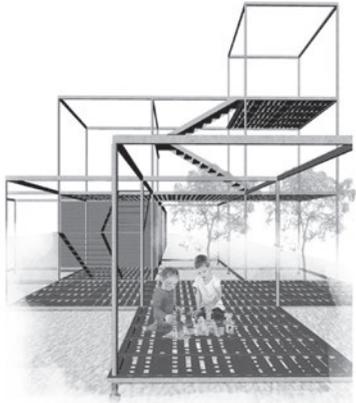
Yılmaz Kardeşler Highschool



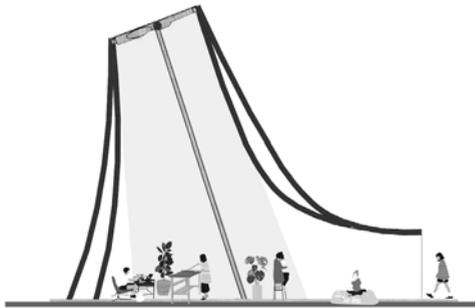
Özcan Yılmaz Technical Highschool



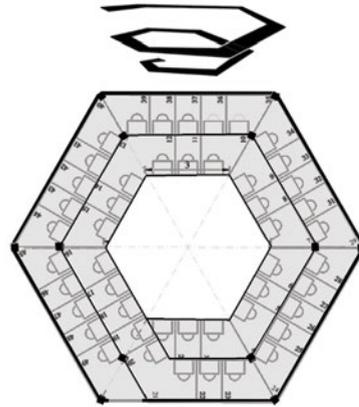
Kızlan Kindergarden and Primary School



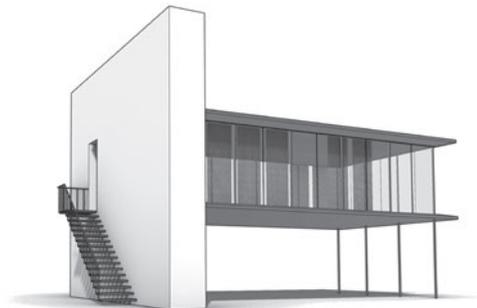
01 'Changeable' by Yaren Nur Özgen



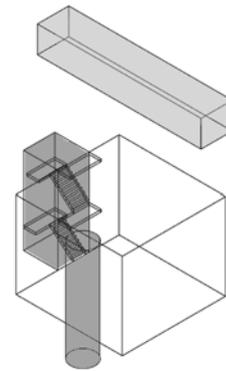
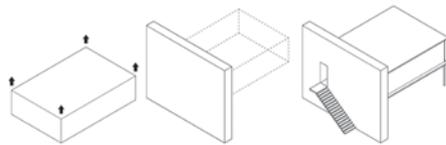
02 'Portholes' by Zeynep Şahbaz



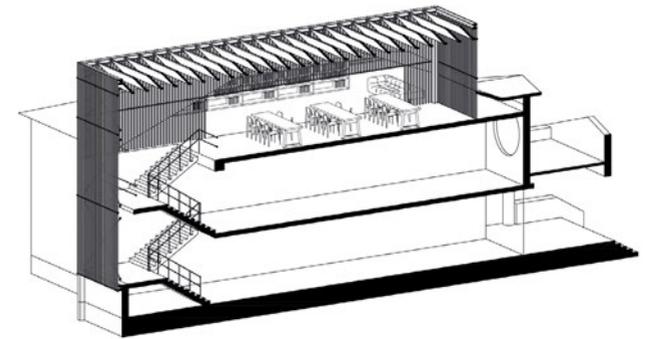
03 'The Ramp' by Semanur Memiş

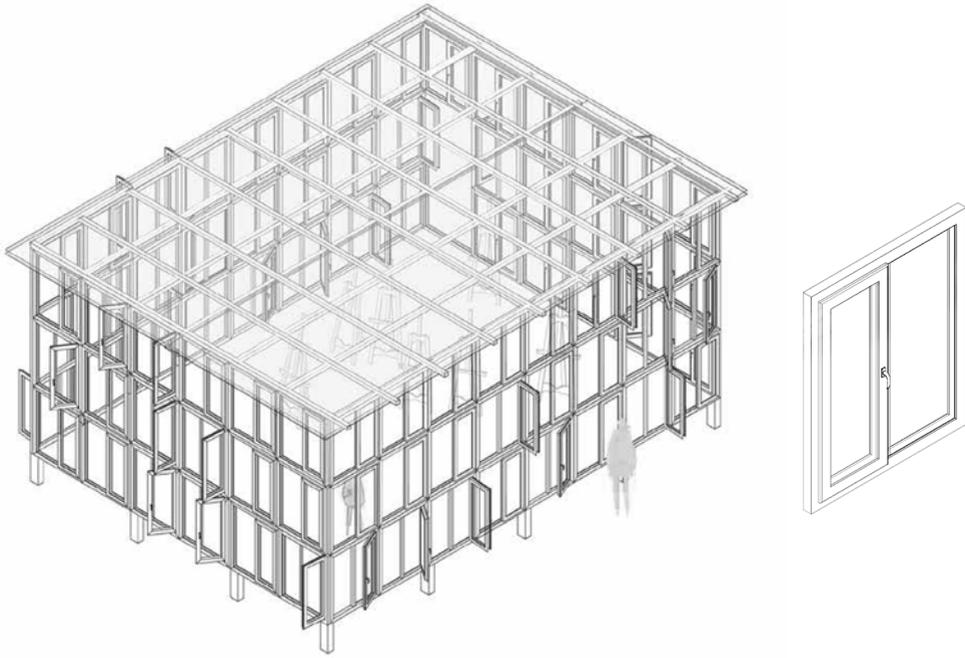


04 'Ascension' by Oğulcan Üneşir

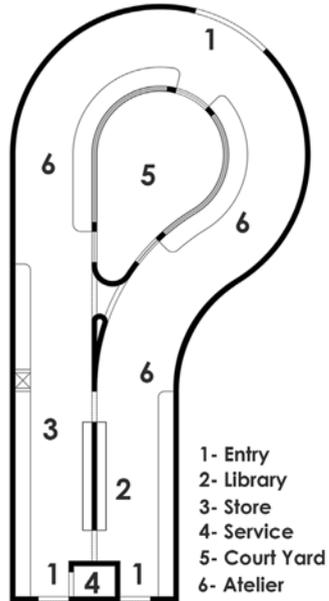
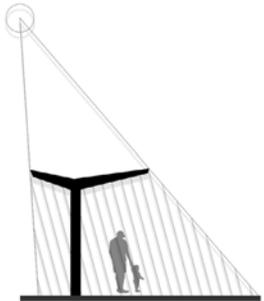


05 'Parasite' by Kübra Koyuncu



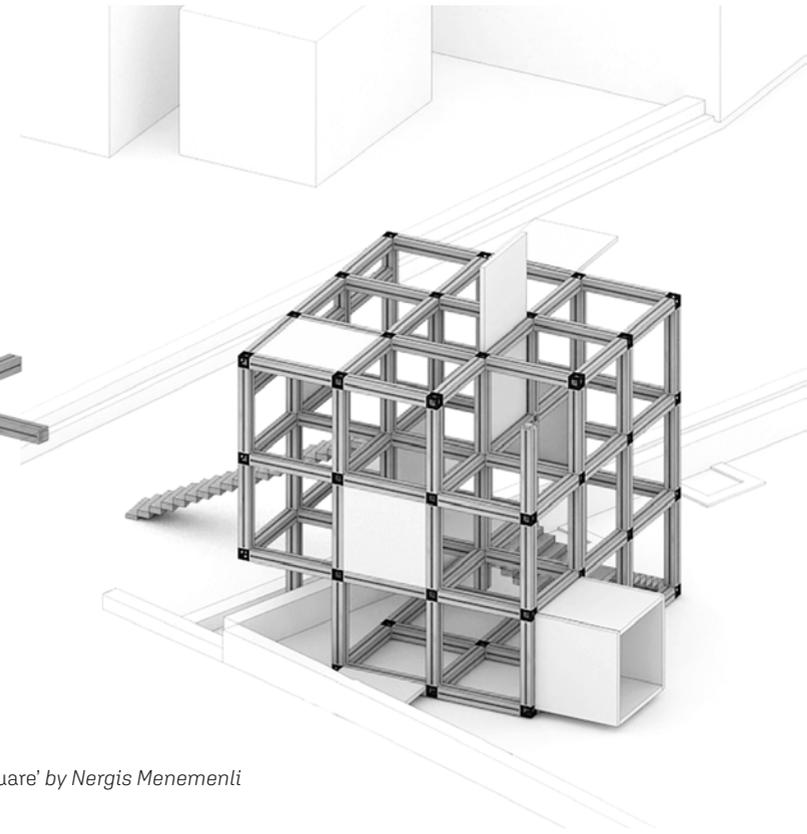
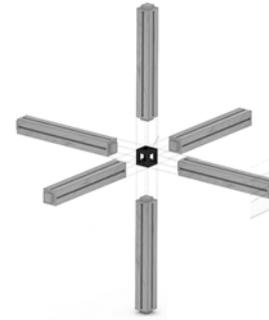


06 'Element as Typology' by Sıla Bozdeveci

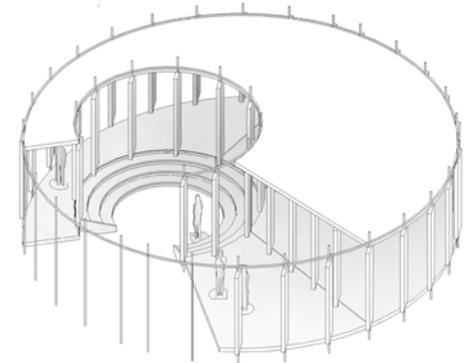
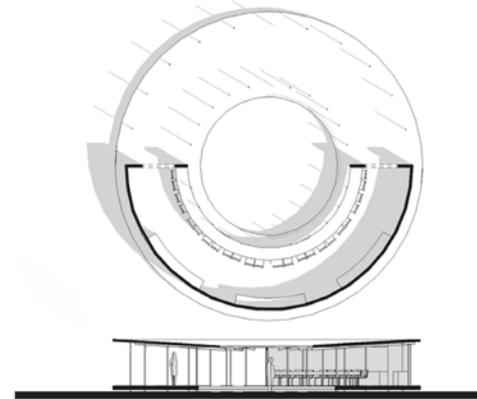


- 1- Entry
- 2- Library
- 3- Store
- 4- Service
- 5- Court Yard
- 6- Atelier

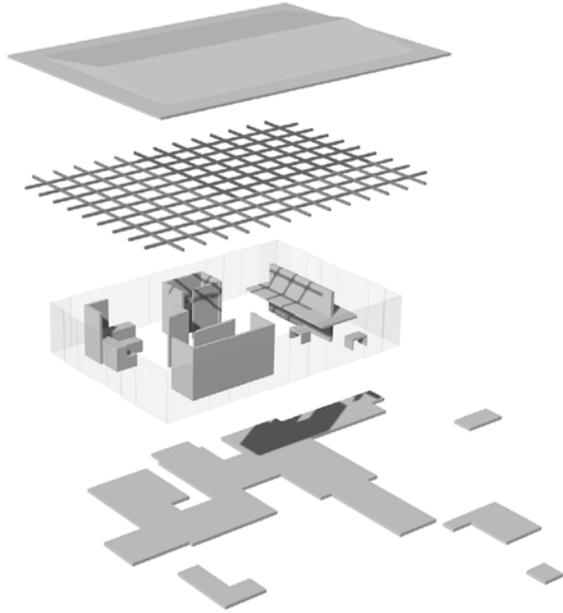
07 'Section' by Reza Jamnezhad



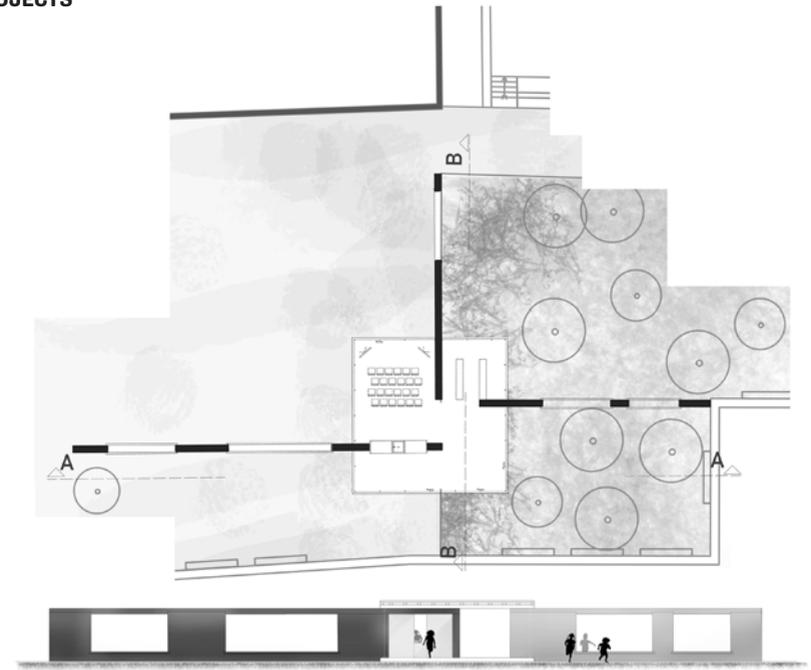
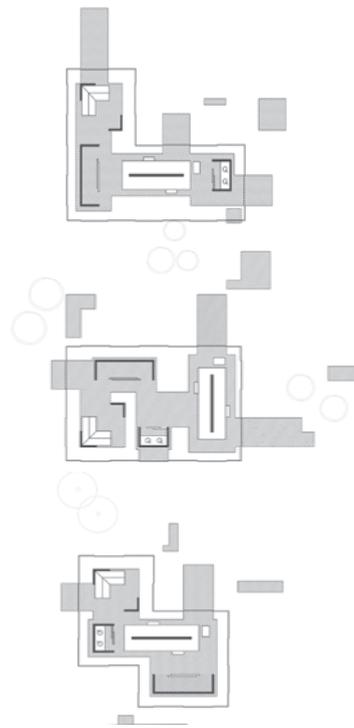
08 'Nine Square' by Nergis Menemenli



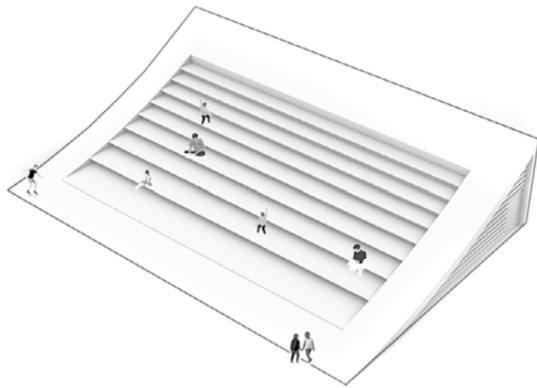
09 'Forum' by Fatime Mermerci



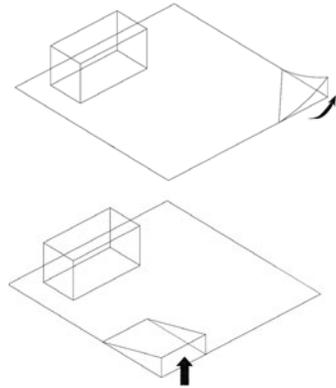
10 'Link' by Aylin Seçgin



12 'Here & Now' by Alperen Coşkuner



11 'Up' by Shirin Hosseinzadeh



PROJECT DESCRIPTIONS

01 'Changeable' attempts to produce a flexible annex space with simple steel framework structures that can house many productive scenarios.

02 'Portholes' suggests a holistic spatiality under a tent like structure that can be easily assembled in a short time with economical measures.

03 'The Ramp' proposes a closed amphitheatre like structure that connects different levels in plots with the continuous ramp inside, taking inspiration from anatomical theaters.

04 'Ascension' problematizes the relationship between the structure and

ground and attempts to solve an elevated structure that touches the ground minimally.

05 'Parasite' offers an elusive spatial system by simply dwelling on top of strategic points of the existing school structures.

06 'Elements as Typology' asks the question of 'what kind of space can produced' by only using mass produced building elements in existing schools.

07 'Section' produces an atypical space by simply revolving a functional section around a defined path.

08 'Nine Square' proposes a modular wood [infra] structure that can be modified in different use scenarios.

09 'Forum' brings together a gathering space for students and atelier in a circular plan, as programs feeding each other.

10 'Link' imagines an atelier space made of prefabricated spatial elements that can be rearranged in each plot with different parameters.

11 'Up' comes up with the idea of nestling the atelier space under partial elevations of school gardens like a curled up rug, producing an inclined seating place on top.

12 'Here & Now' puts forward an atelier space by only using a couple of utilized walls and a roof.

Datça Summer School 2019 was realized by the collaboration of two major parties; Istanbul Bilgi University and TEGET Architectural Office, whose respective representatives are Burcu Kütükçüoğlu and Mehmet Kütükçüoğlu. Datça Municipality and the local office of Ministry of Education also contributed by providing the atelier at Hızırsah and the dormitories for students.

parties: *institutions, tutors, students*

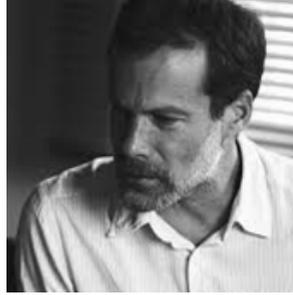
2019

tutors & visiting critics



BURCU KÜTÜKÇÜOĞLU

After graduating from Middle East Technical University, Department of Architecture in 1995 Burcu Kütükçüoğlu earned two masters Degrees at Universidad Politècnica de Catalunya, Barcelona and METU. She worked at TEGET Architectural Office between 2000-2004 and completed her PhD studies at Istanbul Technical University in 2012. She was at Columbia University, Getty Research Institute and CCA Montreal as a researcher between 2008-2015 for different periods. She is a full-time faculty at Istanbul Bilgi University Faculty of Architecture since 2012. Her topics of research and publication include modernism in architecture, visual culture and photography, and the cultural and architectural history of the Mediterranean region.



MEHMET KÜTÜKÇÜOĞLU

Mehmet Kütükçüoğlu was born in Zurich in 1967. He graduated from METU Department of Architecture (1989) and has a masters degree from SCI-ARC in Los Angeles (1993). He lectured in SCI-ARC, Middle East Technical University, Yıldız Technical University and Istanbul Technical University. Kütükçüoğlu is a member of the Board of Directors in Bilgi University Master Degree Programme in Architecture and has articles about city and architecture in various sectoral publications. He is continuing his professional work as a partner of TEGET Architecture.



MATHIAS MÜLLER

With offices in both Zurich and Berlin, EM2N with Mathias Müller (*1966) and Daniel Niggli (*1970) has 70 collaborators working on construction and competition projects in Switzerland and abroad. In addition to a number of awards they received the 'Swiss Art Awards' in Architecture in 2004. They were visiting professors at the EPFL and ETH Zurich, as well as member of the construction committees in Berlin and Zurich. They are members of the Architects Group Krokodil.



ABDUL-HALIM JABR

Abdul-Halim studied urban design and housing at MIT (Massachusetts Institute of Technology), Boston, after obtaining his first degree in architecture from the AUB (American University of Beirut). He taught part-time at his home university in Lebanon for 21 years before joining the graduate program at USEK (Holy Spirit University of Kaslik). With Dr Jala Makhzoumi, he is co-founder of Unit44, a collaborative practice in architecture, landscape design, ecological planning and urban design. Jabr's professional experience includes local and international work demonstrating a commitment to environmentally-responsive design, urban heritage development and context-sensitive planning. Abdul-Halim is also active on urban issues in Beirut, specifically old neighbourhoods, mobility and public spaces.