AGAINST THE DÉCOR OF “NOMADIC-MODERNITY”; URBAN-ARCHITECTURAL EDUCATION WITHIN A SMALL ANATOLIAN TOWN

ABSTRACT

The study tackles the issue of “Teaching the Livable City” within the framework of “vernacular culture versus modernity”. The paper is based on the relationship between the built environment and patterns of urban social life or experience of well-being as the foundations of teaching students of architecture, city as a social and physical organism. It argues that lack of urban spaces conducive to public life, for sociability, dialogue, urban traditions such as civic community festivals, and also an overall outlook of a shanty town directly influence the relation between urban-architectural quality of the life in the city and quality of architectural education in that city. Thus, it is intended to scrutinize the parallels between the concept sensitivity to the culture of daily life in the city and susceptibility to the spatial richness in architectural design projects by young students. To this aim, an excavation through four successive layers; city, architectural school, design studio, and student projects is conducted on the basis of their spatial organisation and architectural features, following an historical overview of the morphological evolution of the urban tissue and an overall analysis of the curriculum with reference to a particular case study selected from a small town university in Turkey. The study reveals astonishing results since one could observe a strong correlation between the urban scene and educational realm in the schools of architecture.