

# THE CRITICAL ANALYSIS OF “DESIGN ISSUE” IN URBAN PLANNING EDUCATION IN ACCORDANCE WITH THE CHANGING PARADIGMS

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## Abstract

The idea of urban planning and implications went back to Neolithic ages when the first urban settlements started. On the other hand, addressing urban planning as an independent educational field is considered to be the beginning of 20<sup>th</sup> century. The program, firstly established as “civic design” in 1907, describes planning as an approach handling the relationships of items in an aesthetic concept and focusing on “beautification and regulation” with a reformist perspective. With the following periodical changes, the paradigms in the social theory gained urban planning education a multi-dimensional discipline. Under the circumstances of this period, “design” oriented spatial-regulation based planning schools created their education policy accordingly. Consequently, this concept was totally changed and “design” issue has started to become ambiguous especially in education planning. Therefore, this paper discusses the concept of “design issue” in the education programs of planning schools in consideration with the changing paradigms with a special focus on the ambiguity factor. The constant change of urban information makes traditional planning education processes inadequate and requires new approaches. In this new educational process; with the flexibility, creativity, innovation and discussion factors; “design issue” gained a special importance.

**Key Terms:** Urban Planning Education, Urban Design, Basic Design, Planning Paradigms

## KENT PLANLAMA EĞİTİMİNDE “TASARIM OLGUSU”NUN DEĞİŞEN PARADİGMALAR KAPSAMINDA YORUMLANMASI

### Öz

Kent planlama fikri ve uygulamaları ilk kentsel yerleşmelerin oluşmaya başladığı neolitik çağa dek gider. Formel kent planlama eğitiminin bağımsız bir alan olarak ele alınması ise 20.yüzyılın başlangıcı olarak kabul edilmektedir. İlk olarak 1907 tarihinde “civic design” adı ile kurulan program, planlamayı; öğelerin birbirleri ile olan ilişkilerini estetik değerler düzleminde ele alan, reformist bir anlayışla “güzelleştirme ve düzenleme” odaklı bir yaklaşımla tariflemektedir. Sonrasında yaşanan dönemseller kırımlarla birlikte sosyal teoride yer alan paradigmlar tarihsel süreç içerisinde kent planlama eğitimine çok etmenli-boyutlu-disiplinli bir yapı kazandırmıştır. Söz konusu dönemin koşullarında “tasarım” odaklı mekânsal düzenleme temelli oluşan planlama okulları, eğitim modellerini bu doğrultuda oluşturmuşlardır. Günümüzde ise bu yapı tamamen değişmiş, özellikle

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planlama eğitiminde “tasarım” konusu muğlak bir zeminde yer alamaya başlamıştır. Bu muğlaklığı temel alan makale, değişen paradigmlar doğrultusunda “tasarım olgusu” kavramını planlama okulları eğitim programları kapsamında tartışmaktadır. Kentsel bilginin sürekli olan değişimi, geleneksel planlama eğitimi süreçlerini yetersiz kılmakta, yeni yaklaşımları işaret etmektedir. Esnek, yaratıcı, yenilikçi ve öze ilişkin bilgiyi yakalayan/sorgulayan bir tanımlamanın yapıldığı bu yeni eğitim sürecinde “tasarım olgusu” kavramı ayrı bir önem kazanmaktadır.

**Anahtar Kelimeler:** Kent Planlama Eğitimi, Temel Tasarım, Kentsel Tasarım, Planlama Paradigmaları

### **1. Introduction**

The education of formal urban planning, having an approximately over a hundred-year of history, is defined in accordance with the constant change of the paradigms in the social theory. Within the rapid change tendencies in the cities and evolution of the problems, education of planning also underwent different stages, was discussed and redefined in each stage in terms of its scope. The education progress, starting with physical plan approach, displays a multi-dimensional, controversial and diverse structure including many different disciplines. In all these stages, the place, content and especially importance of “design issue” in the education of city planning have remained ambiguous and controversial. This discussion can be still seen in today’s urban planning education approaches. In today’s world, “design idea”, which emphasizes teaching how to deal with problems<sup>1</sup> and how to approach them in a more “innovative” way within the potential options beyond teaching a particular skill or technique have become extremely significant. This importance focuses on the changing nature of the urban information. While traditional planning education presents a stereotyped and unquestionable structure, it is not valid nowadays. An era which is flexible, creative, innovative and curious about the core of information, in other words, a “design-oriented” one is valid, though.

This article, addressing “design issue”, aims at finding out the effects of the changing paradigms on education programs and the importance of design-oriented programs in the curriculum. The most important reason of choosing this issue is the ambiguity of the importance of design issue in urban planning curriculum. Moreover, whether the requirements of changing paradigms have an effect on the curriculum or not was also evaluated. First of all, in all of these discussions, the effects of the paradigms, from 19<sup>th</sup> century till now, on education in terms of dealing with the concept of “design issue” are focused. Afterwards, the curriculum of the leading institutions in urban planning education was analyzed in terms of the content and approaches of design-oriented courses. Lastly, the results of the analysis were compared with the curriculum of Turkish institutions. The focus of the discussion was the effects of design issue of the 21<sup>st</sup> century modern urban planning on curriculum. Regarding the results, “design” and “creativity” were emphasized in the urban planning to make the cycle of living and production best.

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<sup>1</sup> B., Archer, *The Need for Design Education*, Royal College of Art 1973.

## **2. Urban Planning Education and the Effects of Changing Paradigms**

It is known that the first “Civic Design” program was offered by the University of Liverpool (UK) in 1907. Then, in 1913 Lviv Technical University (Poland) added it in its curriculum, and it followed by University College London in 1924, the Karlsruhe Institute of Technology in 1915 and lastly it continued till today with the establishment of planning schools in Harvard University in 1928.<sup>2</sup> After 1907, “urban planning” has started to be developed as a separate and independent field of education.

Planning programs, with an approximately over a hundred-year of history, have been in a constant ongoing development progress. Owing to the emerging changes in urban areas, the evolving programs related to urbanization, and the paradigm changes in the field of area resulted in modifications in planning education, causing it to be redefined and readapted. During this process, the content and method of the program have been controversial. Since the whole program is too broad and multi-dimensional, this study only focuses on “design” issue. The history of planning education is aimed to be analyzed regarding the “design issue” in each period. The basis of this analysis is the changing paradigms. Besides, the effects of the changes in organizations on planning education are emphasized with a special focus on “design issue”.

### **2.1. 1900s- Planning Following Industrialization and 1<sup>st</sup> World War**

Urban planning emerged as a requirement around the end of 19<sup>th</sup> century. Increasing population movements, urban-rural relationships and new forms of settlements caused by industrial revolution made the establishment of planning organizations mandatory. Class discriminations emerged due to the regulations to control the unhealthy living conditions as a result of industrialization. Hence, enhancing the living conditions of the working class, decreasing the “slum-city” concept and lastly building new living areas for them were the main concerns of the planning program.<sup>3</sup> In accordance with these developments, planning education supported adding new courses to the curriculum and opening new departments in universities.

As a result of these developments, the contents of whole education programs in the beginning of the 20<sup>th</sup> century mostly consisted of physical-oriented approach. As it can be understood from the name of the first institution “Civic Design”, “design-oriented” approached was the basis of the programs. Moreover, the contents and the programs were mainly based on the physical arrangements.<sup>4</sup> In this period, called as early modernity, the aims of planning can be stated as a focus on physical-oriented designs, constructing healthy living conditions by means of careful consideration of beauty and aesthetics of the cities.<sup>5</sup>

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<sup>2</sup> P. Hall, "Cities of tomorrow", *Oxford: Blackwell* (Updated edition. First published 1988), 1996; E. Howard, "Garden Cities of Tomorrow", *Attic Books* (First published in 1898 as 'Tomorrow: Aktaran: Steno, N. (2000), Normativity In Urban Planning), 1985.

<sup>3</sup> P. Hall, *ibid*, 1985.

<sup>4</sup> L. Mumford, "The City in History: Its Origins, Its Transformations and Its Prospects", *Secker & Warburg*, London 1961.

<sup>5</sup> H. T. Şengül, "Planlama Paradigmalarının Dönüşümü Üzerine Eleştirel Bir Değerlendirme", *Planlama Dergisi*, 2002/2-3.

As a result, the possible solutions to deal with the poverty and problems caused by urbanization came into question. Ebenezer Howard's "Garden City", Le Corbusier's "Radiant City" and Frank Lloyd Wright's "Broadacre City" designs were prominent examples of the "modernist" designs of this period.

In the following years of the 1<sup>st</sup> World War, urban planning was mostly based on the prevention of the negative factors, i.e. social and physical elements related to social life. On the other hand, "comprehensive plan" including demographic, social, economic and environmental data gained importance in planning program. Moreover, this comprehensive program evolved itself and it is still valid today. Besides, it was also found out that changing the physical structures was not enough to deal with the social problems; hence, the Department of Sociology of Chicago University was established. Afterwards, planning departments were introduced in MIT, Cornell, Columbia and Illinois Universities in 1930 and the number of the courses about planning issue were increased in many countries.<sup>6</sup>

Regarding these changes, education programs also redesigned their curriculums. Hence, in addition to the "design" courses focusing on physical arrangements, courses that include demographical, economical, sociological and environmental considerations also became significant in curriculum design.

## **2.2. 1940s- Comprehensive Planning- Planning After the 2<sup>nd</sup> World War**

As the governments' control became dominant in every field of life, it also affected the urbanization. The principles like public benefit, durability and scope were developed in the University of Chicago and became official ideologies in a variety of countries afterwards.<sup>7</sup>

In the basis of the comprehensive planning, George Eugene Hausmann's plan for Paris, Ildefons Cerda's plans for Barcelona and lastly Daniel Burnham's 1909-Chicago "Beautiful City" plan can be observed.<sup>8</sup>

In such a planning design, planning process has a vertical "technical" character. It is assumed that as a scientific tool, it can define the problems of the physical areas, and develop long-term solutions and predict the possible results of the planning. Moreover, during this technical process, the planner is also assumed to come up with the best alternate solution for the problem. The base of this idea is accepted as the scientific information and mind.<sup>9</sup> Regarding the importance of scientific information in methods and implications part, planning education adapted their curriculums accordingly and this belief has been valid

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<sup>6</sup> P. Hall, *ibid*, 1985.

<sup>7</sup> A. Thornley, *Urban Planning under Thatcherism*, Routledge, Londra 1991.

<sup>8</sup> F. Bölen, G. Erkut, C. Giritlioğlu, Y. Ünal, N. Zeren Gülersoy, "Prospects for Planning Education: The Case of Istanbul Technical University", International Workshop on Planning Education, Rethinking Planning Education, Yıldız Teknik Üniversitesi, İstanbul, 8-10 May 2002.

<sup>9</sup> H. T. Şengül, *ibid*, 2002.

since then. Considering the need for “scientific technique” in urban planning,<sup>10</sup> the content of the program started to be changed. To put it in other words, the content of the courses, which were mainly physical-oriented courses such as “design” and “environmental regulation”, was supported with sociological discrimination, economy, geography, and natural areas etc. topics.<sup>11</sup>

### **2.3. 1960s- Advocacy Planning**

According to Davidoff,<sup>12</sup> comprehensive planning underestimates the aims and results of the planning process as the process is only thought as a technical one and neglects the political perspectives. Therefore, he added that planners should actively take part of the political process as well. On the other hand, it is claimed that although planning is supposed to be equal for all society, it is believed that weak members are excluded in the planning.

The idea of planning process is not only technical but also political is not pertaining to advocacy perspective. Since the beginning of 1970s, it has been seen that Marxist perspective has emphasized the political aspects of the planning.<sup>13</sup> Unlike advocacy planning, Marxist perspective displayed an interrogative viewpoint on the consistency and structural relationships. Regarding this point of view, it can be seen that Marxist belief puts an emphasis on the capitalist relations and their roles in reproduction. In the earlier criticisms, the main focus was on the necessity of sustaining the functional notion of a capitalist city.

Regarding the effects of this process on education, new courses were added to the curriculum. Based on the system perspective, new courses were included in the program. Moreover, because of the intense population increase since 1950s, more equipment was needed and planning system was redesigned accordingly. One of the attempts was to analyze the previous theories on place locations. Considering this attempt, courses about place locations were added to the programs. With this progress, science became a part of the planning in addition to the physics. Besides, cities and various areas started to be seen as complicated systems. Therefore, beyond physical planning, it was also argued that observation and control mechanics should be given priority and the planning system should be a constant process.

### **2.4. 1970s-80s- “Advocacy”, “Equity” and “Contributor” Planning**

After 1970s, the ideas of comprehensive planning were replaced with new ones such as limited functional planning, and partiality. With the increasing environmental problems, social and ecological aspects also became parts of the planning. Moreover, new issues such as renewable energy, protection of environmental, historical and cultural values

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<sup>10</sup> A. Gospodini, P. Skayannis, “Towards an ‘Integration Model’ of Planning Education Programmes in a European and International Context: The Contribution of Recent Greek Experience”, *Planning Theory & Practice*, sayı: 6, 2005, 355-382.

<sup>11</sup> P. Hall, *ibid*, 1985.

<sup>12</sup> P. Davidoff, “Advocacy and Pluralism in Planning”, *Journal of American Institute of Planners*, c. 31, sayı: 4, 1965, 544-45.

<sup>13</sup> H. T. Şengül, *ibid*, 2002.

gained awareness in this period. On the other hand, beginning from the mid of 1960s, “advocacy planning” and “equal planning”, dominant in 1970s and 1980s, were also significant in planning in this period. “Sustainability” issue was the main focus of the governments, which could also be seen in Shared Future Report (1987), Local Agenda 21 (1992), and Kyoto Protocol (1997). Another issue about planning is the “contribution”, which shapes the today’s planning and has been evolved since 1970s. The contribution issue is centered on civilians and supports organizations starting from the civilians.<sup>14</sup>

As a result of this period, new specialization areas are introduced into the planning schools. Limited planning specializations such as “Transportation planner”, “Infrastructure planner” and “Social planner” became prevalent. These specialists were not expected to be aware of design abilities related to aesthetic perspective, creative vision, social ideals or aims. In other words, specialization on their own areas was accepted appropriate. The effect of this on the education was to add numeric courses such as mathematical modeling and abstract data analysis courses to the curriculum in addition to society and city rearrangement. Therefore, it can be stated that limited functional planning regained importance.<sup>15</sup>

### **2.5. Strategic Planning in 1990 and Afterwards**

The changing socio-economic situations caused new urban problems. Since the traditional planning in the cities was criticized for not being adequate; strategic planning, described as “more flexible approach”, became popular. Traditional planning was claimed not to be flexible enough; as a barrier to innovation; not appropriate for requirements of the era and lastly not to be supported by participants. Therefore, in 1980s, in various countries, traditional planning was replaced by strategic planning; a more flexible, sort-time oriented, easily adaptable to politics, project-oriented and comprehensive.

The aim of city development can be listed as to increase the quality of design, gain economic power and environmental awareness, and provide good management and lastly quality in the society. However, the main purpose is to build stability and coordination among these different areas. Briefly, strategic planning can be defined as an approach enabling modern planning in whole city or different parts of the cities by taking into consideration the cultural, social and establishment factors.<sup>16</sup>

The effect of this perspective on education is a multi-dimensional education; however, the intense and increasing urbanization is the basis of not focusing on the whole topics. All of the approaches put an emphasis on specializing on their own areas, hence, following 90s; educational programs differentiate their courses accordingly. Moreover, apart from focusing on physical design, transportation, planning as a more innovative, less

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<sup>14</sup> J. Friedman, *Planning in the Public Domain: From Knowledge to Action*, Princeton, USA, 1987.

<sup>15</sup> American Planning Association (APA), 2007. <http://www.planning.org/>

<sup>16</sup> G. Konuk, "Kentsel Rönesans Uyanış Kentsel Gelişmeyi Yönlendirmede / Planlama İlişkisi İçinde / Kentsel Tasarım Bakış Açısından / Kentsel Regenasyonun Yeri", Kentsel Yenileşme ve Kentsel Tasarım, 14<sup>th</sup> International Urban Design and Practices Symposium, MSGSÜ, İstanbul, 2003.

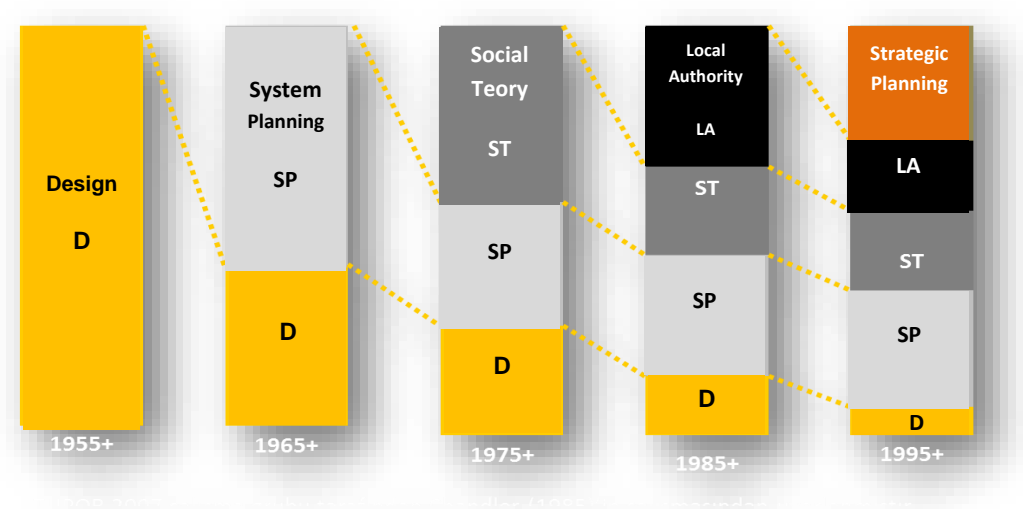
rule-bases, and comprehensive nature added technological, economic, environmental and socio-cultural sustainability perspective to its' viewpoint and adapted a broader educational experiments. As the competition between cities is important, physical planning and design-oriented courses become a valuable part of the curriculum. Therefore, giving importance to action, result and implication-oriented projects and qualitative analysis (Castells & Borja, 1997) are embraced.

## 2.6. Evaluation of the Process

As the hundred-year history of the planning was analyzed, it can be seen that it includes a variety of subjects, constantly evolves and develops itself in accordance with the needs of the society and the changes in the world. Furthermore, this change process also affects the educational approaches.

First of all, the **single-discipline** education includes architecture, engineering and geography. Urban design, computerized drawing and regional planning are only evaluated as drawing and drafts. In the following years, **multi-discipline** perspective differentiates itself by taking into consideration social sciences, which causes notional and functional changes. In multi-disciplinary approach, various scientific areas contribute planning in an equal way. On the other hand, in today's **cross-disciplinary** approach, the inputs and outputs of each disciplinary are taken into consideration. However, **specialization** in the areas where these multi-disciplines do not cover encourages an integrated planning.<sup>17</sup>

**Figure 1:** The development of Planning Education



**Resource:** It is adapted from Chandler's (1985) study by TUPOB 2007 group

<sup>17</sup> G. Dix, "Planning Education for Developing Countries: A Review and Some Proposal for a Policy", *Ekistics*, sayı: 285, 1980, 400-401.

These new approaches are developed and sorted in a variety of ways through the needs of society. Therefore, the previous approaches have always fewer features. Chandler (1985) summarizes this process in his work, the development of planning education. Previously physical-oriented “design” focusing planning education has enhanced its scope in the last 50 years with the addition of system planning, social theory, local management and strategic planning approaches. Thanks to this development, the courses in planning education differentiate their curriculum by adding physical planning, social planning, economics, culture, history, environment, energy, transportation and city relations subjects. Thus, today’s planning education embraces multi-functional educational approaches. Therefore, the “design” issue, seen as a mutual aspect of this variety, is the basis of this study to analyze the educational approaches.

### **3. The Basis of Design Issue in Urban Planning Education**

As it was discussed in the previous sections, till the beginning of the 20<sup>th</sup> century, urban planning focused on “physical” environmental arrangements and established its organizational status accordingly. By “physical-focused” approach, it was meant that multi-dimensional factors were neglected. Although it was accepted that various problems related to urbanization could be fixed with a single perspective, it was realized that this was not adequate on its own. Especially with the technological developments in transportation and communication technologies began a new era and gained a different perspective to the planning. Whereas planning was accepted as only an art till 20<sup>th</sup> century, a new scientific and law dimension was added.<sup>18</sup> Therefore, in this new era, “design” issue included a lot of different aspects to its content.

Considering its definition, design issue has a variety of descriptions. All of the descriptions focused on defining a problem according to a result, constructing a structure and deciding on solutions. Therefore, the technique, skill, and approaches used to develop future industrial products, places and surroundings are accepted as a definition.<sup>19</sup> In the following parts of the article, the historical relationship of the urban planning with design issue is discussed.

Considering the institutionalization of urban planning, with changing paradigms, planning education became an interrogative, renewed and multi-functional. Although the importance of it in educational programs changes according to eras, design issue is always a valuable part of planning education. On the other hand, planning and design are seen as a whole process and design is accepted as an inseparable part of planning. Formal urban planning consists of institutional education and design (implication/ workshop). While theoretical knowledge (environment, history, socio-economics, statistics, urbanization, and etc.) aiming to encourage systematical thinking is presented in institutional education, design education helps to develop the skills and creative and it is directly related to implication. Another issue in the planning education is to reassure gaining -design

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<sup>18</sup> S. Aydemir, “Planlama ve Planlamanın Evrimi”, Ş. Aydemir, S. Aydemir, vd, *Kentsel Alanların Planlanması ve Tasarımı*, Akademi Kitabevi, Trabzon, 2004, 41-99.

<sup>19</sup> B., Archer, *ibid*, 1973.



awareness to be able to comprehend the changing situations. Therefore, design education has a remarkable value in urban planning education.

The article puts an emphasis on the design-oriented courses, their implications and lastly theoretical courses. Although the courses may be named differently, the contents mostly include basic design, urban design, landscape design, workshops, architecture design, and etc., which are included in undergraduate studies. On the other hand, graduate courses have a variety of different specializations. Therefore, in this study, the main focus is to analyze the design courses in undergraduate programs.

Formal design (1919) was introduced to the curriculum in the following years of urban planning (1907). “Civic design”, 1907, (urban design) firstly aimed to eliminate the negative effects of environmental problems. However, “Bauhaus”, established in 1919, changed the “design” issue and affected the planning education accordingly.

The “Bauhaus” school, built in Weimar, Germany, has been a leading institution with its new design education system not only in its era but also since its closedown in 1933. Therefore, all of the contents of the courses about design such as planning, architecture, and industrial design are believed to be chosen according to the curriculum of Bauhaus. In terms of its education, Bauhaus has a 2-semester “basic design” course. During these two semesters, students are supposed to complete “basic application education”, “basic formal education” and lastly “scientific knowledge”. The purpose of the basic design education is to encourage students’ creativity, to inform about the productions and lastly to introduce the basic functions of the visual arts.<sup>20</sup> Since the past, a lot of planning institutions adapt this motto and applied it in their own schools. Moreover, why the design education is so valuable in planning programs is that most of the educators have architecture degrees. Therefore, the motto of Bauhaus theory is the unity of all design-oriented disciplines. In other words, it puts an emphasis on the mutual aspects of each program. Regardless of the scale of the work, the shape of the establishment and the shared values are assumed to be significant. Considering the importance of Bauhaus institution and its effects on planning education, there is a great emphasis on Bauhaus in the article.

#### **4. The Importance of “Design” Issue in Today’s Urban Planning Education**

In the previous parts, formal urban planning and the introductions and contents of design education are presented. In this section, the effects of changing design schools on chosen sample institutions are analyzed. Most of the institutions chosen abroad have had leading roles in planning education since their establishments.

There are a variety of ideas about planning education worldwide and each country has a specific education policy with their reasons. Cultural, social, and economical aspects have a direct effect on planning education. Therefore, the education models of developed countries affect the ones in developing countries. Considering this factor, the institutions and education models from America and UK were chosen to compare with the ones in Turkey. Five institutions from each model were chosen and analyzed in terms of historical

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<sup>20</sup> R., Banham, *Theory and Design in the First Machine Age*, Atheneum Press, Great Britain, 1997.

features and experiences. Although a variety of variables could be taken into consideration, “design issue” was focused in this article. Thus, workshops, theoretical or applied design (basic design, architecture, projects, urban design, and etc.) courses were chosen in the comparison.

#### **4.1. The USA**

Although the establishment of graduate studies dates back later than the UK, America has a chief role in planning education. The research studies, articles and education models are appreciated by most of the countries and have a leading role in planning education.

Planning education in America is generally four years; however, there are some institutions having a 3-year of graduate education 1-year of certificate program. The students completing the programs have a BSc or BA degrees.

In terms of the contents of the courses, it can be seen that basic courses are introduced in the first year and last two years are designed for elective courses enabling specialization in the chosen field. These elective courses are accepted as introduction to graduate degrees; hence, specialization education starts during undergraduate degree. While the courses mostly include theoretical information, some courses such as public administration, geography, political sciences are included in many school programs. In the first two years, methodology, statistics, social science, computer and liberal education courses and numerical courses are displayed in the curriculums. On the other hand, theoretical planning and workshops are given in the last two years of the programs. Lastly, application and design courses are presented as elective in the last terms or they are not included in the programs (see figure 2). It is believed that specialization and experience can be gained through work-experience.

UNIVERSITY-COUNTRY	FACULTY/SCHOOL	DEPARTMENT-PROGRAM	YEAR	PERIOD	COMPULSORY COURSES (hours)		ELECTIVE COURSES (hours)		The percentage of the design courses
					DESIGN (Studio,Practical, Theoretical Design Courses)	OTHERS	DESIGN (Studio,Practical, Theoretical Design Courses)	OTHERS	
Cornell University New York/USA	College of Architecture, Art and Planning	Department of City and Regional Planning	1935	4 years	-	48	32	292	% 9
University of Illinois Illinois/USA	College of Fine and Applied Arts	Department of Urban and Regional Planning	1945	4 years	12	86	4	60	% 10
Michigan State University Michigan/USA	School of Planning, Design and Construction	Department of Urban and Regional Planning	1959	4 years	-	16	-	104	% 0
Massachusetts Institute of Technology MIT Boston/USA	School of Architecture	Department of Urban Studies and Planning	.	4 +1 years	4	52	8	86	% 8
University of Virginia Virginia/USA	School of Architecture	Department of Urban and Environmental Planning	.	4 years	8	66	16	88	% 13
USA				4 years	24	268	60	630	% 9

**Figure 2:** Design-Oriented Courses in the USA Urban Planning Schools

Five institutions were analyzed in terms of the content and importance of design-oriented of courses. As it can be understood from the Figure 2, design-oriented courses are so limited, and the average of these five institutions is between 9% and 13%. The average of schools is really low with 9%. Although there may be a variety of different reasons of this situation, the changing contents of the programs from physical-oriented courses to including of social aspects is a notable cause. The courses related directly to physical arrangements and design-oriented are mostly displayed in the elective parts. As it can be understood, the “design-oriented” American planning education models have a limited place in undergraduate studies and direct a specialization afterwards. Therefore, design and application are seen as specialization fields and they are included in many graduate

programs, master and doctoral, degrees. Lastly, this specialization is not restrained to urban planning and it is basis for architecture and especially landscape architecture.

#### 4.2. The UK

Planning education has two phases in the UK. The first phase is three years and the students completing the program graduates with BSc or BA degrees. However, these degrees are not enough for working and they need to continue 1 or 2-year of certificate programs afterwards. Certificate programs are mainly designed for specialization in planning discipline. The 3-year of undergraduate program has a general basis; however, they provide general knowledge for the following specialization programs. Following this training, the students can continue their education with a variety of courses namely as Environmental Assessment and Management, European Environmental and Spatial Planning, Historic Conservation, Housing, Regeneration and Economic Development, Tourism and Environmental Management, Urban Design, Urban Planning in Developing Countries.

UNIVERSITY -COUNTRY	FACULTY/ SCHOOL	DEPARTMEN- PROGRAM	YEAR	PERIOD	COMPULSORY COURSES (hours)		ELECTIVE COURSES (hours)		The percentage of the design courses
					DESIGN (Studio,Practical, Theoretical Design Courses)	OTHERS	DESIGN (Studio,Practical, Theoretical Design Courses)	OTHERS	
University of Birmingham Birmingham/ ENGLAND	School of Geography, Earth and Environmental Sciences	Department of Urban and Region Studies	'	3 years	-	32	8	68	% 7
Cardiff University Cardiff/ ENGLAND	School of Planning and Geography	Department of Urban and Regional Planning	'	3+1 years	-	44	2	32	% 3
Collage of London London/ ENGLAND	School of Planning	Urban Planning, Design & Management Programme	1914	3 years	20	42	12	24	% 33
University of Liverpool Liverpool/ ENGLAND	School of Environmental Sciences / Geography and Planning	Planning Programme	1919	3 years	22	66	14	42	% 25
Newcastle University Newcastle/ ENGLAND	School of Architecture, Planning and Landscape	Department of Urban Planning	'	3 years	-	42	2	48	% 2
UNITED KINGDOM				Avr: 3 years	42	226	38	214	% 15

**Figure 3: Design-Oriented Courses in the UK Urban Planning Schools**

It is seen that the proportion of the mandatory courses in programs is really low (see figure 3) and elective courses including multi-disciplines are higher in number. Moreover, the earlier beliefs focusing on planning education as a physical planning are losing their emphasis on physical planning and design as well. In contrast, the effects of social sciences have gained power. Hence, design and application are accepted graduate fields to be specialize in; however, as it can be understood from Figure 3, it is not possible to make generalization about undergraduate programs. Moreover, the rate of design-oriented course is between 33% and 25% in some of the schools, which shows that the faculties/ colleges/ departments adopt different approaches in their programs. Nevertheless, the rate of design-oriented courses is 15% regardless of the variety of the courses in different programs. Although this rate is higher than American programs and consideration of the elective courses, it may be still seen as inadequate portion.

**4.3. Europe**

Since there are lots of varieties in education, it is not possible to make a generalization in the planning education in Europe. Among these varieties, the leading planning schools were chosen for the study.

Planning education Europe has a modular system. It can be seen that instead of physical approaches valid till 1980s, new areas focusing on current issues are the main considerations in the education. Moreover, it is also realized that in addition to defining European planning system and analyzing urban issues , there appers to be new specialization fields regarding the current problems. Urban design, city reforming, urban renewal, development of housing, sustanibility and globalization can be listed as the new specialization areas. This situation is closeley related with the industrialization of European countries. In order to arouse the public interest and gain importance to industrial fields, many application areas are developed and the effects of these developments can be seen in the planning education. The renewal of the cities, gaining functionality, and design topics have a great impact on the planning education.

UNIVERSITY- COUNTRY	FACULTY/ SCHOOL	DEPARTMENT -PROGRAM	YEAR	PERIOD	COMPULSORY COURSES (hours)		ELECTIVE COURSES (hours)		The percentage of the design courses
					DESIGN (Studio,Practical, Theoretical Design Courses)	OTHERS	DESIGN (Studio,Practical, Theoretical Design Courses)	OTHERS	
<b>Brandenburg Technology University Cottbus Senftenberg/ GERMANY</b>	Faculty of Architecture	Department of Civic Engineering and Urban Planning	-	<b>3 years</b>	<b>30</b>	<b>58</b>	<b>20</b>	<b>60</b>	<b>% 30</b>
<b>Groningen University Groningen/ NETHERLAND</b>	Geology Faculty	Department of Human Geography, Urban and Regional Planning	-	<b>3 years</b>	<b>4</b>	<b>80</b>	<b>12</b>	<b>40</b>	<b>% 12</b>
<b>Thessaly University Volos/GREECE</b>	School of Engineering	Department of Planning and Regional Development	-	<b>5 years</b>	<b>56</b>	<b>88</b>	<b>22</b>	<b>32</b>	<b>% 40</b>
<b>Milano Technical University Milano/ITALY</b>	School of Architecture and Society	Department of Urban Planning	-	<b>3 years</b>	<b>20</b>	<b>64</b>	<b>8</b>	<b>48</b>	<b>% 20</b>
<b>Vienna University of Technology Vienna/AUSTRIA</b>	Faculty of Architecture and Regional Planning	Department of Spatial Planning	-	<b>3 years</b>	<b>68</b>	<b>36</b>	<b>18</b>	<b>24</b>	<b>% 60</b>
<b>EUROPE</b>				<b>3/5 years</b>	<b>178</b>	<b>326</b>	<b>80</b>	<b>204</b>	<b>% 33</b>

**Figure 4:** Design-Oriented Courses in European Urban Planning Schools

In terms of the content of the design courses in the country, the homogeneity of the cities cannot be achieved as it was stated previously (see figure 4). Countries, regions and even different cities have different education perspectives, which display a more different structure than America and the UK. Although the ratio of the design courses is 60% in some of the institutions, some other institutions have only a 12% ratio. Nevertheless, the ratio of the design courses out of all the courses in five countries is still a high rate of 33%. Therefore, it can be stated that design issue has a significant part in European urban planning education.

#### **4.4. Turkey**

Considering the urban planning education in Turkey, it is known that it goes back to 1930s; however, it was not an “independent” process. The first notion was “urban courses” given as a part of architecture education. Afterwards, “City and Region Planning Department” was established at Middle East Technical University in 1961.

It can be stated that the programs of the first years are highly influenced by the urban planning education programs in the USA. Similarly, city and region planning education in the USA is mostly inspired by the programs in Tugwell-Perlof's program in Chicago. The motto of this program is the idea that urban planning can be achieved by group work.<sup>21</sup>

The education programs in Turkey are developed through the design studios and other courses supported these studios. This approach is believed to be a reflection of the architectural perspectives. Although the content of the whole curriculum has been increased till now, the content of the design-oriented courses has been decreased. Besides the arouse importance of the qualitative techniques, some courses about economy, sociology and social-oriented courses in addition to the numerical ones are added to the curriculum.<sup>22</sup>

With a 50-year of education history, urban planning education has developed its curriculum regarding the changes in Turkey. In 2014, 19 state universities and 2 private ones have students getting ready for the field. In these schools, 1005 students are enrolled in these programs each year. Although established in different cities, their approaches towards education do not display differences and studio courses are given significance in all of the schools. As it can be seen in the figure 5, the ratio of the design-oriented courses is higher than the other ones in all of the institutions and it is almost half of the whole courses of the curriculum. However, it should be emphasized that these ratios are parallel with architecture education.

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<sup>21</sup> N. Z. Gülersoy vd. Türkiye’de Şehir ve Bölge Planlama Eğitiminde Kalite Geliştirme ve Akreditasyon, Türkiye Planlama Okulları Birliği III. Dönem Çalışmaları, İTÜ, Şehir ve Bölge Planlaması Bölümü, İstanbul, 2007.

<sup>22</sup> N. Z. Gülersoy vd., *ibid*, 2007.

UNIVERSITY-COUNTRY	FACULTY/SCHOOL	DEPARTMENT-PROGRAM	YEAR	PERIOD	COMPULSORY COURSES (hours)		ELECTIVE COURSES (hours)		The percentage of the design courses
					DESIGN (Studio, Practical, Theoretical Design Courses)	OTHERS	DESIGN (Studio, Practical, Theoretical Design Courses)	OTHERS	
<b>Dokuz Eylül University Izmir/TURKEY</b>	Faculty of Architecture	Department of City and Regional Planning	1979	4 years	102	58	16	74	% 47
<b>İstanbul Technical University Istanbul/TURKEY</b>	Faculty of Architecture	Department of City and Regional Planning	1982	4 years	77	62	117	197	% 42
<b>Middle East Technical University Ankara/TURKEY</b>	Faculty of Architecture	Department of City and Regional Planning	1961	4 years	111	90	48	118	% 43
<b>Yıldız Technical University Istanbul/TURKEY</b>	Faculty of Architecture	Department of City and Regional Planning	1982	4 years	70	88	18	66	% 36
<b>Mimar Sinan Fine Arts University Istanbul/TURKEY</b>	Faculty of Architecture	Department of City and Regional Planning	1982	4 years	76	84	10	46	% 40
<b>TURKEY</b>				4 years	436	382	209	501	% 40

**Figure 5:** Design-Oriented Courses in Turkish Urban Planning Schools

The design-oriented institutions in Turkey differ from the other countries in a variety of ways. Especially the lowest ratio, 36%, and the highest one, 47%, are remarkable



portions. Besides the stable content of the courses over the years, the number of courses is also higher than the other countries. This difference is also related with the number of the compulsory courses. Therefore, flexible, and student-ability focused elective courses abroad cannot be introduced into the Turkish curriculum. On the other hand, in today's modern planning approaches, the value of theory and application becomes obvious. Therefore, it is expected that increasing design-oriented courses and developing ways to encourage design skills gain importance worldwide; hence, it is aimed to emphasize the significance of design in planning education. All in all, Turkey is providential in planning education regarding the ratio of the design-oriented courses in the programs.

### **5. Evaluation/Results**

The idea of urban planning and its application goes back to Neolithic age when the first urbanization started. On the other hand, today's urban planning deals with urban planning as a more complicated issue and emphasizes the effects of social relationships in addition to the sole analysis of physical arrangements, which has been changed since industrialization.<sup>23</sup> In parallel with these changes, urban planning education has also adapted its content since the end of 19<sup>th</sup> century and the beginning of 20<sup>th</sup> century. Although the education mostly focused on "beautification", "arrangement" and "physical features" in the beginning, it gained a multi-dimensional perspective in time. Paradigms are the factors that affect and shape this process. Moreover, paradigms states that there is not a common approaches in terms of planning education as the paradigms differ scientifically and institutionally. In contrast, paradigms highlight the fact that they consist of a comprehensive, ambiguous and various systems.

As it can be clearly seen from the planning approaches regarding design issue, all of the paradigms in the institutions shape the education policy. Although some approaches are mostly concerned with design issue, others become more interested in social perspectives. On the other hand, a few approaches stress the multi-dimensional nature of the planning and claim that various approaches should be analyzed as a whole. The whole process can be seen in the curriculum of the institutions. Therefore, the formal education, starting with "civic design" enhanced its scope by adding a variety of specialization areas, different scientific fields and various institutions. It is not surprising that planning education has undergone these changes since the world has experienced a lot of revolutions. To elaborate, from industrialization to science, from mass-production to flexibility, from nationalism to globalization, or from modernity to post-modernity can be represented as the changes through worldwide.<sup>24</sup>

As it can be understood from the analysis, the west, especially the USA, does not provide a sound planning education regarding the design issue. Unlikely, the curriculum does not even include design issue in graduate schools. In contrast, design issue is accepted as a specialization fields and a common multi-disciplinary issue. Although most of the schools agree on this approach, in some institutions, especially the ones in Europe, the opposite situation can be observed. According to experts, the approach considering the

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<sup>23</sup> P. Hall, *ibid*, 1985.

<sup>24</sup> N. Z. Gülersoy vd., *ibid*, 2007.

focus on the design applications has come into prominence, which can be a result of today's planning perspectives. "Design issue" is accepted as a milestone in the revolution of the field. Especially project-based planning with its strategic physical planning approach affects urbanization and puts an emphasis on the quality of the spatial area. Although this approach can be criticized for a variety of reasons, it is still a common agreement on the design issue. Turkey has an advantageous position in terms of planning education since the number of design-oriented courses is rather high and they even cover the half of the education. While the content and application of the courses is still controversial, focusing on design issue is clearly an advantage. Hence, "design" issue has come into prominence and discussed a variety of different aspects. Especially, physic-focused ideas and approaches such as "new urbanization" and "place" issue can strongly indicate that design issue will be integrated to field.<sup>25</sup>

Traditional educational approaches, firstly focusing on "form", have included new ideas such as creativity and design and started to emphasize the "process". The education process aims to raise *critical, creative, innovative, and determined* people.<sup>26</sup> However, how the design education should be is still a controversial issue in the planning education.

All in all, today's urban planning approaches assume that the success of a dynamic, society-oriented, planning; the active participation of each part; the use of technology based on the mathematical models; the production of the alternate models; the importance of the aesthetic and the quality of the place can be only achieved with the careful consideration of the design issue and current approaches. This belief leads the analysis of design issue and its importance on urban planning in this article. As a result, it is found out that urban planning education is not adequate to meet the needs of the society. Therefore, it is clear that design issue is underestimated. To conclude, it is strongly suggested that design issue should be considered as an inseparable part of the urban planning education.

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<sup>25</sup> E.J. Carter, "Toward a core body of knowledge: A new curriculum for city and regional planners", *Journal of Planning Education and Research* 12 (2), 1993,160-63.

<sup>26</sup> B., Archer, *ibid*, 1973

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