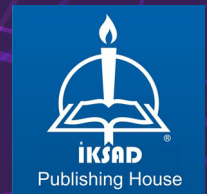


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CHAPTER 2

UNIVERSITIES IN THE CONTEXT OF ITS RELATIONSHIP WITH THE CITY*

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* This study was derived from the Ph.D. Thesis of Zafer KUYRUKÇU, titled “The proposal of a new method for the location selection of universities”, which is finished at Konya Technical University, Department of Architecture, Institute of Graduate Studies, with the supervision of Prof. Dr. Ahmet ALKAN.

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INTRODUCTION

The university has emerged in medieval Europe, which is the most fundamental element of a country's higher education system. Various political, religious, social and economic factors began in the late 11th and early 12th centuries, especially in the urbanized regions of Western Europe, Italy, France and Britain. The institutional structure of the university has begun to develop in its environment (Gürüz, 2003). Since the initial stages of the university, there has been a strong relationship with the city where it was founded. In fact, Bologna and Paris, the two oldest universities in Europe, formed relatively early institutional zones in the urban fabric. Oxford, the third oldest university in the world, followed an urban model similar to Bologna and Paris. However, as the University of Oxford grew, it dominated the city more than the universities in Bologna and Paris (Baird, 2012). Today, some medieval universities, especially the universities in the United Kingdom, retain many of their original features. Established in cities or small towns, universities shape their surroundings and form one of the most important aspects of the city on their own (Merlin, 2006).

In fact, it is possible to find a different answer for each city (and university) to the question of how a higher education institution develops in relation with the city where it is founded and what changes there; there are different historical, geographical, cultural, social and institutional structures. But there are more concrete factors that determine the relationship. The first concern was the location of

the university in relation distance to the city; that is, whether it is inside or outside the city and how it is planned. The fact that the university is within the city's borders, that is an urban university, naturally facilitates the birth of a multi-dimensional relationship between the university and the city, but does not make it absolute. Although it is located within the city, there are universities that close their doors to the outside world, but there are universities that have not lost their institutional integrity (Oktay, 2007).

The aim of this study is to determine how many different forms of university settlement occur in the context of the relationship with the city. In this sense, the physical structures of the universities according to city have been tried to be explained by examples.

1. DIVERSIFICATION OF UNIVERSITIES IN THE CONTEXT OF ITS RELATIONSHIP WITH THE CITY

In the phase of historical development, universities demonstrate two different forms of settlement in the sense of relations with the city in general. The first is '**urban universities**' and the second is '**extra-urban campus universities**'. Urban universities are of European origin and are known to be the origins of the university. All the first universities are named after the city where they were founded and are located in the center of the city. The university campus, which appears as an autonomous settlement outside the city, is of American origin and is formed as a kind of extension of the city, capable of performing all functions in the city (Günel, 2013). There are physical and

structural factors that differentiate between urban universities and extra-urban campus universities that are not especially different in terms of their function (Türeyen, 2002).

1.1. Urban Universities

Today, universities that have emerged as an urban institution in medieval Europe continue to qualify, especially in Continental Europe. Usually, university buildings within the city are no different from other public buildings. Specific buildings, located at distances where transport could be made on foot, did not have strong communication drawbacks but also made positive contributions to the city. The use by the residents of the city of the facilities belonging to the university and the university could benefit from the facilities of the city has formed a natural and close connection between the two. The universities that grew in cities such as Oxford, Cambridge, Tübingen, Jena and Harvard have transformed them into “**a university city**” (Sönmezler, 2003).

Historically an integral part of the city and for a long time, universities that have been integrated in the center of the city and have been operating within a main structure and diversification in science/department branches over time and the need for expansion for reasons such as the increase in the number of students. Nevertheless, due to the increase in the population of the city, the implementation of new usable facilities and areas and the increase in the cost of land in the center the prospect of expansion as a space in the university has

been shown to be lost. As a short-term solution to this problem, different units of the same university had to choose locations in different parts of the city, mostly public spaces and land. All of this mobility and view of the university, formed on the scale of the building island or in the form of a settlement by designing new buildings in the city or by transforming existing structures, corresponds to the idea of “city university” (Çağlayandereli & Güleş, 2013).

In this context, **the physical structures of universities within the city** are divided into three concepts:

- Universities that develop in organic urban fabric
- Universities that develop in building blocks
- Urban campus universities

The universities that develop in organic urban fabric and develop in building blocks and have many common points in the city. These universities have been integrated into the city and/or intertwined with the city. The boundaries between the university-city are not clearly perceived or defined. Urban campus universities use areas within the city texture and are perceived as a separate settlement with borders.

1.1.1. Universities That Develop in Organic Urban Fabric

Oxford was selected as an example for universities developing organic urban fabric. Oxford is chosen because it continues to represent medieval university-city interactions with courtyard college structures as one of the world’s top seven universities still in operation.

•Oxford University

The organic urban tissue, which is financially independent and autonomous, but consists of 38 Oxford colleges connected to the central university in a kind of federal system, constitutes the University of Oxford. College buildings are scattered throughout the city, but they have not lost their integrity with the system of courtyards with pedestrian connections.

Upon the fact that Henry II of England banned British from studying in Paris, teachers and students who emigrated from Paris to Oxford in 1167 in the town of Oxford (a small the cathedral town of Oxford, housed royal and religious courts), is located along the main street called High Street. The university's main area of activity within the city has developed in and its immediate surroundings of St. Mary's Church on this street. Lengart and Vince (1992) explain the formation of expanding colleges in the city's continuity:

“It is understood that these institutions, which are the descendants of medieval monasteries, are arranged according to the typology of the “quadrangle” (central courtyard plan scheme) derived from monastic architecture. This structure, consisting of classrooms, libraries, teacher and student accommodation, dining rooms and halls, is arranged to enclose a central courtyard (Figure 1). The central courtyard, closed to the street, at times, serves as a defense against the city's population or some attacks and protects the university community from the dangers

of urban life.” At the same time, the courtyard doors facilitated control and order of entry and exits to the college. The geometric formation of colleges facilitated their placement in urban areas and increased land values (Campos, 2002). The urban pattern that these central courtyard colleges spread over the city over time has made Oxford a ‘university city’ (Figure 2).

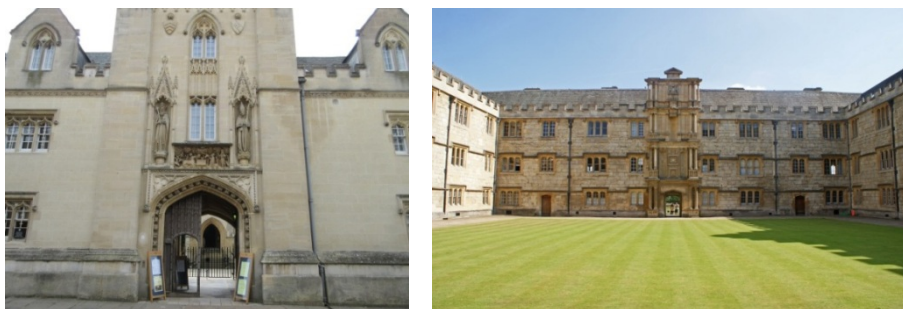


Figure 1: Merton College (Anonymous, 2019)



Figure 2: The University of Oxford, which dispersed in many parts of the city (Anonymous, 2020)

1.1.2. Universities That Develop in Building Blocks

Harvard was chosen as an example of the universities that developed in the building blocks. The reason Harvard University was elected is that it is spread across almost every part of the city, keeping pace with the city's growth and development.

•Harvard University

The first American colleges emerged as a religious identity in American colonies in the eastern states such as *Massachusetts, New Jersey and New York, Harvard, William & Mary, Yale, Princeton, Columbia, Brown, Dartmouth, Rutgers, and Pennsylvania* colleges were established during the colonial period, which refers to the period from the end of the 16th century when European settlers first settled in the colonies until the American Revolution (1775-1783), when the United States gained its independence. The primary purpose of the colonial colleges established by the devout Puritans (i.e. Presbyterians and Congregationalists) who settled in the East Side of the United States, primarily in the Massachusetts Bay Colony, did not generally take the official view of religion in England and avoided the pressure of that official view to train clergy (Gür, 2016).

Harvard University, the first higher education institution in the United States, established in 1636, just after the Massachusetts Bay Colony was founded (1630). In 1638, it was located on 4,000 m² of land in Newtown (Cambridge), a village on the Charles River, four miles from Boston. The puritan immigrants who founded Harvard have

expressed their intention “to overcome ignorance by improving education and improving prosperity” (Gürüz, 2016). Harvard, which over time adds adjacent plots to its own land and, as it expands, operates by dispersing other parts of the city, is essentially an urban university (Figure 3). The community that grew with Harvard was organized around the university. The transformation of the city has kept pace with the development of the university.



Figure 3: The University of Harvard, Which Dispersed in Many Parts of the Cambridge and Boston city's (Harvard Planning Office, 2018)

1.1.3. Urban Campus Universities

The Massachusetts Institute of Technology (MIT) has been named as an example for urban campus universities. MIT was elected because it created a new triangulation point in an evolving and growing city and developed it in a restricted urban area.

•Massachusetts Institute of Technology (MIT)

Founded in 1861 in response to the growing industrialization of the United States, MIT adopted the German Research University Model. The first MIT building began training in a leased building in downtown Boston in 1865. It was completed in 1866 in Boston's Back Bay. MIT was known as 'Boston Tech' until 1916, when it moved to its new site on the Cambridge side of the Charles River. First installed along the Charles River on an area of 200,000 m², MIT now has a campus area of 680.000 m².

Located close to Boston Logan International Airport, the campus benefits from Boston's public transport system (Figure 4). The nearest metro station is Kendall Square, which serves as a commercial hub for MIT and locals. The campus is roughly split from 77 Massachusetts Boulevard. Most dormitories and student living units are located in the west, most academic units are located in the east (Figure 5). The heart of the campus consists of a group of interconnected buildings designed by W. Welles Bosworth to facilitate interaction and communication between faculty and departments. W. Welles

Bosworth rejected the American tradition at Harvard, consisting of separate buildings, in favor of a majestic and large structure. This monumental building embraces a large courtyard that extends from the central dome and leads to the river.

The main entrance to the campus was considered to be the Rogers building of this complex building overlooking 77 Massachusetts Boulevard. It also provides the main pedestrian road connection between the west and the eastern campus. High-tech companies are concentrated in the immediate vicinity of MIT, where there are socio-economically diverse residents of settlements as well as modern offices and industrial buildings. A number of research institutes and companies, such as the Whitehead Biomedical Research Institute and Novartis, have exploited MIT's potential and extensive resources to attract talent worldwide. MIT actively supports this type of development, although no corporation is directly involved in the campus settlement, as this would jeopardize MIT's tax-free status.

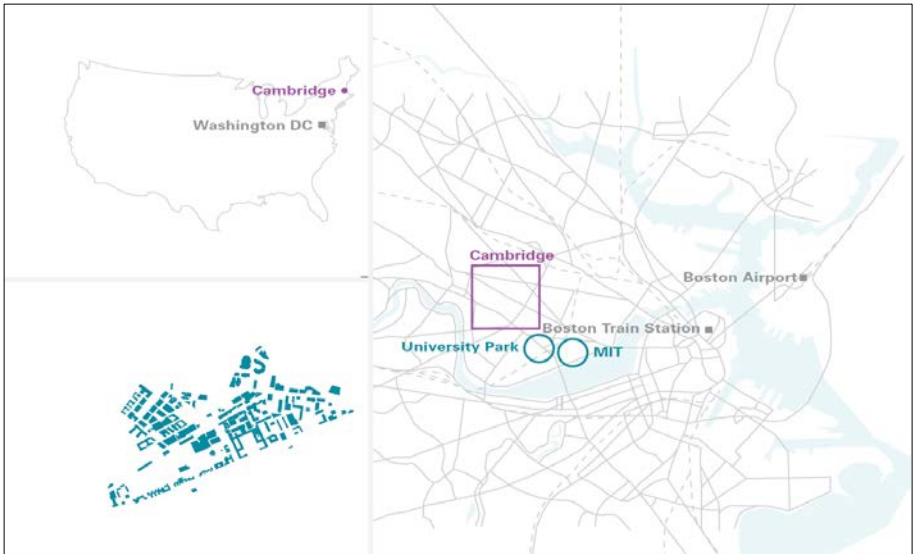


Figure 4: Urban location of MIT (Hoeger, 2007)



Figure 5: MIT (eastern and western campus), Which Now Spans An Area of 680,000 m² (Hoeger, 2007)

1.2. Extra-urban Campus Universities

The university was first taken out of the city in the United States. Although it is a Latin term, **the campus** reflects a new American educational concept. **The term campus was originally first used for the University of Princeton** (Figure 6), **which was founded in 1746**, in a large park, outside the city (Turner, 1984). While today the term campus is often associated with out-of-town (green areas) or urban areas, this statement does not always apply. The word campus is also used to indicate where university activities are taking place (den Heijer & Magdaniel, 2018).

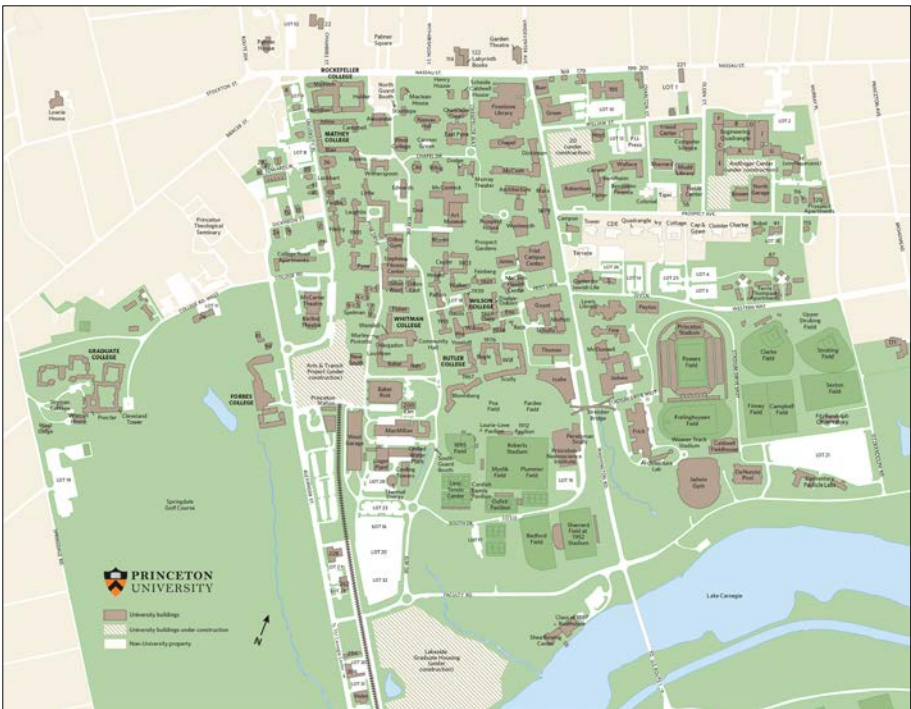


Figure 6: Princeton University Campus (Anonymous, 2017)

The model that inspires American universities of the time is the British Colleges that create an in-house community with their buildings and green spaces and have a combination of education, teaching and accommodation (particularly Oxford and Cambridge). The first university campuses were established after the American Revolutionary War, when it became clear that the nation would not be governed by colonial colleges. The American extra-urban tradition has embraced this preference for rural areas. It is believed that this will have beneficial effects by interaction with nature, as well as prevent the harmful effects of misunderstanding and debauchery found in cities. By the Morrill Act of 1862 providing federal land outside city centers for the establishment of public universities and colleges, campus settlement became a dominant model for American universities has come. University planning was settled in the hands of F. L. Olmsted (1822-1903), who assumed responsibility for about twenty or more projects. The dominant idea of time is based on the fact that the university is building its own city (Merlin, 2006).

The first U.S. campus plan was made in 1813 by the French Joseph-Jacques Ramée (Figure 7) for Union College (Schenectady, New York). Ramée has formed a large central courtyard that opens to the west, surrounded by buildings on three sides. In the center of the courtyard is a circular building (Nott Memorial), which is the symbol of the college. Union College occupies an area of approximately 500,000 m² of land in the city center of Schenectady. This plan is followed by the University of Virginia (Charlottesville, Virginia),

designed by Thomas Jefferson in 1817 (Dober, 1996). Jefferson described his goal as creating an academic village (Figure 8). Especially for many reasons such as fire, health, economy, peace and silence, this village form was preferred instead of a single large building (Miller, 2010).



Figure 7: Union College Settlement Plan (Anonymous, 2013)



Figure 8: Aerial Photography of the University of Virginia (Campos & Wilson, 2019)

The American campus concept was introduced to Europe after the World War II. Many Western European countries gone through a period of rapid growth in student recruitment in the 1960s. For France alone, the number of university centers increased five times from 1954 to 74. Rapid expansion made it necessary to obtain only the plots located on the outskirts of the city in order to establish the needed scientific parts. Therefore, the idea of campus has started to be synonymous with out-of-town land, which has enabled buildings to spread and grow.

The reasons that led to the preference of extra-urban campuses in the 1960s are listed as follows:

- The need to establish scientific laboratories that require a lot of space.
- The increasing number of students can not be met with several buildings located in the city center or to be built.
- The availability of suburban plots, which in case of urgent need, can be purchased quickly and much cheaper than acquiring a similar land in the city center.
- Possibility to assemble all buildings on a large terrain outside the city and in an area that is not in demand from the city.
- Possibility of untouched land and region that will allow the university to come up with a rational plan (The surroundings of the university can be planned in an urban arrangement according to the needs of the university. This untouched environment will

also be able to provide a higher level of quality than anything that can be realized in the city center).

- A semi-rural environment is more conducive than the noisy/crowded busy city center in order to provide better working conditions.
- The problem of transportation outside the city will be solved greatly, especially by car (Merlin, 2006).

The arguments for those who oppose extra-urban campuses are:

- Universities have opportunity to access of many abandoned buildings located in the city centre.
- In general terms, campus integrity/unity is a myth. Because the relationships between the units of a university are often inconsistent, incompatible, and bringing them together on a single campus is not going to change that fact.
- Students will be closer to cultural facilities such as public libraries, working conditions will be more appropriate in the city center.
- The surrounding area of the historic city center is more pleasant and prestigious than semi-rural and deserted areas.
- The more urban context the university is, the greater the impact on the environment will be (Merlin, 2006).

However, views in favor of the university's disengagement from the city have gained importance and emerged as an independent settling model in America, the university campus immediately after World

War II immediately adopted as an ideal planning tool in all countries of the world (Sönmezler, 2003).

CONCLUSION

The University, which originated as an urban institution in medieval Europe, has undergone continuous evolution through its structure, which constantly regenerates itself, leads or adapts to social changes and transitions in the historical process. Historically an integral part of the city and has been involved in the city center for a long time, universities have moved away from the city over time. It has now been established that the growth of universities is taking place in two ways in the context of its relationship with the city due to the influence of the American campus model. First of all, whether it's a group of scattered structures within the city or as urban campuses, **urban universities** are increasingly integrating with the city, moreover, the internal organization of the city formatting has become a planning tool. Secondly, as an independent settlement model, **extra-urban campuses** have acquired urban qualities with its new functions and a progressively expanding and changing structure.

As a result of the growth and development of higher education, the establishment of an extra-urban university campus has been facilitated. It is also seen that the campus model is preferred when it comes to expanding the existing universities. However, it can be said that extra-urban university campuses have a serious disadvantage, based on the fact that universities exist for society and cannot be

isolated from society. It should not be forgotten that this situation, which actually seems to be a disadvantage, can be a conscious choice.

As a result, in order to establish a healthy communication between the university and the city, first of all, the university needs to be accessible to the urban and the city needs to be accessible to the university.

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