COURSE RECORD

Code	**ARCD307**
Name	**Palimpsest Cities**
Hour per week	3 (3 + 0)
Credit	3
ECTS	5
Level/Year	Undergraduate
Semester	2024-2025/Fall
Type	Elective
Prerequisites	-
Coordinator(s)	Nisa Semiz Muzaffer Özgüleş
Description	This course deals with multi-layered cities. Within the scope of the course, the historical and cultural layers of the selected multi-layered city or settlement example are primarily examined. The aim of the course is creating architectural history and cultural heritage awareness, by particularly using techniques of gamification and digital storytelling, and a student-centered approach.
Objectives	- Creating architectural history and cultural heritage awareness, especially for multilayered cities. - Creating intangible heritage awareness, by establishing bonds with city's past and its inhabitants. - Using techniques of gamification, digital storytelling and model making, and a student-centered approach.
Learning Outcomes	*By the end of the course, the student will be able to* LO1. discover the historical buildings of the multi-layered city which they choose. LO2. examine the different periods of the city they live in and will be able to distinguish the structures of these different layers from each other and will have a holistic perspective on the different layers of the city. LO3. comprehend the historical buildings, events and people of the city as a whole and create digital stories, city models, timelines that will use all these elements together. LO4. interpret the intangible cultural heritage elements of the city and will include them in their studies during the semester. LO5. construct research by improving teamwork skills.
Additional Info	Research topic: Kayseri as a palimpsest city Classroom: BA02
Requirements	-
Teaching Methodology	Learners will be provided with as many opportunities of hands-on practice as possible with the aim of striking a balance between learner-centeredness and sufficient guidance. Various forms of interaction (i.e. pair work and group work) will also be encouraged to cater for learners with different learning styles. Additionally, individuals will be expected to produce both in-class activities and homework assignments in addition to the reading tasks, which will encourage them to reflect and think critically. Technology will also be incorporated into the classroom procedures in order to create a better learning environment.
Reading List	Ahmet Nazif, (1987) Kayseri Tarihi, Sadeleştiren: Mehmet Palamutoğlu. Baydur, N. (1970). Kültepe (Kanes) ve Kayseri tarihi üzerine araştırmalar (en eski çağlardan MS 395 yılına kadar). Çayırdağ, M. (2001). Kayseri Tarihi Araştırmaları.

	Ecer, A. V., (2001). XIII. ve XIV. yüzyıllarda Kayseri kültür ve tarihi. Erkiletlioğlu, H. (1993). Kayseri tarihi: En eski zamandan Osmanlılara kadar. Erkiletlioğlu, H. (2006). Geniş Kayseri tarihi. Güngör Açıkgöz, Ş. (2007). Kayseri ve çevresindeki 19. yüzyıl kiliseleri ve korunmaları için öneriler, Doktora tezi. İmamoğlu, V. (1992). Geleneksel Kayseri Evleri. Ermeni ve Rum Kültür Varlıklarıyla Kayseri, (2016). Kayseri'nin 20. yüzyılı: mimarlık, kent tarihi ve kültürü, (2012). Ed. Burak Asıliskender, Burcu Ceylan, Ahmet Erdem Tozoğlu. Kayseri Ansiklopedisi Kayseri Medeniyetlerin Beşiği Kayseri Taşınmaz Kültür Varlıkları Envanteri, Cilt I, II, III. Köse, M. (2018). Kayseri Şehri 1830-1860 idari demografik sosyal ve iktisadi yapısı.
Ethical Rules and Course Policy	*Cheating & Plagiarism* You are responsible for knowing the University policies on cheating and plagiarism. Not giving credit to a person for their intellectual work and passing it off as your own is stealing. Specifically: • Copying or allowing someone to copy your work on an exam, homework, or in class assignment is cheating. • Cutting and pasting material from the web or any other electronic source is plagiarism. • Copying and turning in the same assignment as someone else, from this class or from another class, is cheating. Unless explicitly told otherwise, you can discuss and problem- solve on homework together but the final product has to be your own – not just your own handwriting but your own way of explaining and organizing your ideas. • Making superficial changes (minor additions, deletions, word changes, tense changes, etc.) to material obtained from another person, the web, a book, magazine, song, etc. and not citing the work, is plagiarism. The idea is the intellectual property, not the specific format in which it appears (e.g., you wouldn't reword Einstein's theory of relativity and imply that relativity was your own idea, would you?) • If you find material and it is exactly what you are trying to say, or you want to discuss someone's idea, give the person credit and cite it appropriately. Don't overuse citations and quotes: instructors want to know how you think and reason, not how someone else does. • If you have any questions or concerns about whether your behavior could be interpreted as plagiarism, please ask the assistants or instructors before you submit the work. *For a detailed description of AGU policies, please refer to the website at https://goo.gl/FjLhzH* *Communication* Please check your AGU e-mail and canvas course main page and announcements module for the official announcements. Therefore, it is the responsibility of every student to read his/her official university e-mail address and check the CANVAS regularly. *Attendance policy* Students are expected to attend all times. Student absences in excess of 3 weeks (4 or more) of lectures will result in automatic failure in the course. It is your responsibility to join in-class meetings and lectures **on time**.

Students with medical reports, you need to submit the paperwork to your department secretary in 5 days following the last day of the sick leave. (refer to: Section 27 at https://goo.gl/HbPM2y). Absence due to medical reasons cannot exceed 2 weeks.
It is the responsibility of each student to keep track of how you are doing on class participation by checking with the instructor several times during the semester.
For a detailed description of AGU attendance policy, please refer to the website at https://goo.gl/HbPM2y section 25.

Make-up policy
For the AGU Make-up policy, please refer to the website https://goo.gl/HbPM2y section 26.

Flexibility
A tentative schedule for the entire semester is included in this syllabus. Although much thought and planning were put into the course schedule included in the syllabus, the schedule is tentative and subject to change as necessary to adapt to the specific needs of the class. Occasional departures from the schedule, such as additional readings, assignments, and activities, may be announced in class or via canvas during the semester. Therefore, it is each student's responsibility to be in class, on time, and paying attention in order to keep up-to-date with whatever changes are made in the schedule.

Feedback
Your comments and suggestions are very important and will be taken into consideration during the course. Please do not hesitate to provide feedback about the course. You can give your feedback during the class, at office hours, or through e-mail. In addition, with the assistance of Teaching and Learning Center we will run mid-term and end of term feedback.

ASSESSMENT

Evaluation Criteria	**Weight** (%)
Fieldworks	10%
Presentation (City-on-Trial Performance)	10%
Group Projects (Timeline Travel (10%), Digital Story (30%))	40%
Attendance/Participation	10%
Final Submission (Model of Kayseri Historical Center)	30%
Total	100%

For a detailed description of grading policy and scale, please refer to the website https://goo.gl/HbPM2y section 28.

COURSE LOAD

Activity	**Duration** (hour)	**Quantity**	**Work Load** (hour)
In class activities	3	14	42
Field trip	10	1	10
Group work	18	3	54
Research (web, library)	7	1	7
Required Readings	-	-	-
Pre-work for Presentation	10	3	30
Lab reports	-	-	-
		General Sum	**143**

ECTS: 4 (Work Load/25-30, 143/25-30)

WEEKLY SCHEDULE

W	Date	Topic	Activities/Assignments	Outcomes
1	27.09	Making a pre-test, introduction lecture video, presenting the syllabus, meeting through personifications.	*We will ask each student to identify with a building:* *3 features related to the architecture of the building.* *2 features about the environment of the building.* *Tell 1 feature he/she wanted to learn about the building.*	LO1, LO2
2	04.10	Presentation of Kayseri as a palimpsest city and its cultural heritage. Showing the previous timelines available on Timeline Travel mobile application as examples. Presentation of the new timelines prepared within the scope of the project, which can be used as the background for the periods that the students will study. Dividing the students in the class into groups according to the layers/periods of the city. Sharing the research resources with the students and starting to work.	*Downloading Timeline Travel mobile application to mobile devices and learning how to use it. Asking students to use the building photographs they took during the trips. Timeline Travel Mobile App: iOS: https://apps.apple.com/us/app/timeline-travel/id1530897783 & Android: https://play.google.com/store/apps/details?id=com.timelinetravel*	LO1, LO2
3	11.10	Students present the timelines they prepared on Timeline Travel mobile application in the classroom and make social media posts about these timelines.	*What can be included in timelines: (both tangible and intangible): Historical personalities (see people to be included in digital stories), important events/decision points in the history of Kayseri, buildings and gates in the castle, buildings from earlier periods of the city that have not survived.*	LO1, LO2
4	18.10	First field trip in Kayseri with gamification and storytelling	*Students try to collect points from the games to be played on the field. Game pool folder*	LO1, LO2
5	25.10	In the first week of the Digital Storytelling activity, students will create an original script that blends their impressions from the field trips and the structure/characters/events in the timelines they created. They will be supported to create a short script in the classroom. The prepared scenarios/stories will be turned into a storyboard. This storyboard will contain the scenes and texts of the movie to be shot the following week. Library research	*Learning to use storyboard programmes such as Canva and editing programmes such as Wevideo.*	LO3, LO4

6	01.11	Library research		LO1, LO2
7	08.11	In the second week of the Digital Storytelling activity, we will ask the students to go to the sites of the field trips again, this time on their own. We will expect them to shoot short films in which they are the actors/cameramen and then edit them.	*Reviewing the list of people and events expected to take place in digital stories and including them in the digital stories to be prepared. People we expect to be included in digital stories: Historians, travellers: Evliya Çelebi, eg. Administrators, statesmen, architects: Alaeddin Keykubad, Huant Khatun, Gevher Nesibe Sultan, Raşit Pasha, Architect Sinan* *Common, ordinary people (may be fictitious): Merchants*	LO3, LO4, LO5
8	15.11	Fall break		
9	22.11	Watching the digital stories prepared by the students in class and discussing each one. Sharing what has been learned about the layers of the city.	*Students score each other's stories and award prizes in various categories (best digital story, best actress, best actor).*	LO3, LO4, LO5
10	29.11	Explaining different model options to the students. Introducing the area to be worked on (Kayseri city center), determining the scale. Watching the "model making" video. Determination of model groups. Adding memorable data from all previous studies to the model.	*Students work on the materials they will use and the aesthetics of the model. Thinking of creative solutions to add intangible cultural heritage elements to the model.*	LO3, LO5
11	06.12	Field work to collect new data, complete missing data and add it to the model. Producing the necessary products for the model. Including the intangible cultural heritage items collected during the semester in the model.	*How much information does the model convey? To what extent can layers and changes be shown?*	LO3, LO5
12	13.12	Checking whether the information obtained in other modules is added to the model in a complete way. Creating the final version of the model by adding layers. Presentation of the models.	*Asking students to come up with creative ideas to turn their models into a game. This game should be a game that children can play and learn about the city while playing.*	LO3, LO5
13	20.12	Explaining the City on Trial activity in the classroom and dividing the students into two groups: prosecution and defense. Students are then sent to the field and asked to collect data to support their arguments.	*Students watch the "City-on-Trial" activity video, read the guiding document. Students collect data in the field or in libraries to support their arguments. Their performance in the trial, the notes they took before the trial will be evaluated, there will be a group grade.*	LO4, LO5
14	27.12	Conducting the trial in the classroom. Listening to the parties, presenting the evidence	*Whether the old Armenian neighbourhood/houses in Tavukçu Quarter should be turned into an open-air museum or new houses/residences*	LO4, LO5

		and then the jury (instructors) announces its verdict.	*should be built through urban transformation and brought to the city. Parties: Developers, Locals. Students access information about this neighbourhood from the municipality, old records, and contact the former inhabitants.*	
15	03.01	Watching the closing lecture video. Listening to the students' comments about the course. Expressing different perspectives on the concept of cultural heritage with the Thinking hats game. Application of the end-test.	*Discussion of the activities carried out during the semester. Evaluation of what will happen if cultural heritage is protected or not protected.*	LO5