Planning Education in the Case Study of the Course of Metropolitan Planning in Istanbul*

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Abstract

This paper examines the courses, which are called "Metropolitan Planning in Istanbul" in Marmara University, using a Bourdieu's participant objectivation method. These courses are in Global Cities and Istanbul Studies Master's Program in which there is a protocol between Marmara University and Turkish Association of Municipalities. Most of students in this program have been working at different level management in several municipalities. They got a scholarship according to the protocol. The courses are about planning theory and practices. The center of discussion in these courses is the planning agenda of Istanbul. This text discusses the possibilities and the hidden hardships of teaching planning, using the Istanbul Metropolitan Planning course in 2016-2017 academic year, as a case study.
Keywords: Planning Education, participant objectivation method, Istanbul.

'İstanbul`da Metropoliten Planlama' Dersi Örnek Olayı Çerçevesinde Planlama Eğitimi

Özet

Bu makale Marmara Üniversitesi'nde sunulan "İstanbul'da Metropoliten Planlama" başlıklı dersleri Bourdieu'nun katılımcı nesneleştirme metodunu kullanarak incelemektedir. Bu dersler, Marmara Üniversitesi ve Türkiye Belediyeler Birliği arasındaki işbirliğinin protokole bağlandığı Küresel Şehirler ve İstanbul Araştırmaları Yüksek Lisans Programı'nda yer almaktadır. Programdaki öğrencilerin çoğunluğu burslu ve çeşitli kademelerde görevli yerel yöneticilerdir. İncelenen dersler kentsel planlama teori ve pratiğini konu almaktadır, derslerdeki tartışmanın odağında İstanbul planlama gündemi bulunmaktadır. Bu yazı, planlama eğitiminde gizli kalan zorlukları ve olanakları, 2016-17 akademik yılındaki İstanbul Metropoliten Planlama dersleri örneğinde tartışmaktadır.
Anahtar kelimeler: Planlama Eğitimi, Katılımcı Nesneleştirme Metodu, İstanbul.

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INTRODUCTION: TO FORGET BEING A CITY PLANNER

After completing my urban planning degree in early 1990's, I started to work in local government. It did not take me long at all to notice the great gap between education and practice, just like Tasan-Kok et al. pointed out recently[1]. Every day, drawing cities anew that were never approved of as they are anyway and putting my signature under urban failures were all I was doing in the municipality. But the person who kept writing minutes and petitions in the Chamber of Turkish Urban Planners in opposition to practice meetings; that was also me. Besides, the same person was editing theoretical articles of academicians for a local governments journal. Despite their value, the signatures put under documents of the municipality kept losing effect once they entered the city, making them resemble drops in the ocean. They were being imprisoned within the limits of the role planning was able to play in urbanization[2]. And what is more, that same pen used blood as ink most of the time. The production of inequality never slowed down in the process of capitalized urbanization[3]. The meetings of the Chamber amounted to beating the air, with the rare exception of a concrete outcome: a petition. Because filing charges against a planning project, without even knowing if you will win the case or not, could be described as participation in urban planning back in those days in Turkey. The journal's[4] range and hinterland, on the other hand, was limited like that of an "island", just as its name suggested. I was educated to be a planner, I wished to plan cities, I believed that I was able to change cities, that I was able to change the world. However, I was weak. So I returned to the academy, as a field of power, because the educational environment could give me a chance to forget that I was a planner myself. At that point of my life, I was far away from and oblivious of using reflexivity tools like Bourdieu did in Homo Academicus[5].

It has been 25 years since I graduated as a city planner. By writing this article in 2017, the 25th anniversary of my graduation, I aim to contribute to the improvement of planning education. I have picked my own educational activities as a research topic and in this paper I present the background, the theoretical framework, the methodology for my research, the data I obtained and the conclusion I came to in the end.

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1 Tuna Tasan-Kok et al "Float like a butterfly, sting like a bee": giving voice to planning practitioners, Planning Theory & Practice, Vol. 17, No 4, 2016, s. 621-51.

2 Scott Campbell and Susan S. Fainstein, "The Structures and Debates of Planning Theory", Scott Campbell, Susan S. Fainstein, (ed.), Readings in Planning Theory, (Oxford: Blackwell Publishing, 2005), s. 1-16.

3 David Harvey, Kent Deneyimi, Esin Soğancılar (çev.), (Istanbul: Sel Yayıncılık, 2016), s. 35-92.

4 The name of journal is ADA Kentliyim. (The ISLAND: A town-dweller).

5 Peter Bourdieu, Homo academicus, (California: Stanford University Press, 1988).

1. RESEARCH BACKGROUND, JUSTIFICATION, RELEVANCE AND OBJECTIVES: DIFFICULTIES AND POSSIBILITIES IN PLANNING EDUCATION

In general, planning education has three main components: spatial planning education, expertise-oriented planning education, professional competence[6]. Planners are at the centre of this categorization, which causes a major question in planning theory to be missed: "Who plans/makes cities?" Over the course of hundred years, planners have been a minority among those who plan/make the cities and have had limited influence on the result as well. This situation shows how important it is for planning education to involve a broader part of the society.

The shifting role of planners within the urbanization process and with related professions can be described as follows: From the proclamation of the Republic (1923) until the rapid urbanization phase which took place after the Second World War (1945), the exposed face of Turkey's modernization process, namely the cities were planned for the most part by foreign masters of architecture and planning. Then, planning entered a phase of institutionalization especially starting from the 1960's until the 1980's. While planners were busy with performing scientific activities in collaboration with demographers and sociologists in the newly-established educational and governmental institutions, cities got built by squatters. Following the year 1980, planners either had to resort to the skills of cartographers or, more often than not, became bankers while they tried to draft the improvement plans for these already constructed cities (in accordance with the new construction repentance laws). In the 2000's, the number of graduates with the title of "planner" have increased in parallel with the also increasing number of city planning departments in universities. Additionally, jobs (types of labour) became varied in Turkey for planners: They can be employed as technicians, project directors, realty experts, academicians, city councillors, or maybe even as planners in private or public sector. In the end, they take their place among those who plan/make the cities. Well then who are those who plan (make) the cities? Uncertain. If you are an educator in a university, regardless of the program you teach, the student you are facing is definitely one of those "makers". Either with a little, or a big influence.

But who are you? Who is the educator? If you are licensed to teach planning, you are supposed to provide the students with the characteristics of a good planning program. The Royal Town Planning Institute specifies more than ten (10) characteristic features for a planning program to be considered good. Improvement of forecast and creativity in spatial planning, development of guiding strategies for implementation, as well as instructions on how to acquire skills for decision-making, mediation and efficient sourcing are among the criteria highlighted by the institute. The students get equipped with abilities to make spaces based on public interest.

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6   Nuran Z. Gülersoy, et al, Türkiye'de Şehir ve Bölge Planlama Eğitiminde Kalite Geliştirme ve Akreditasyon, Türkiye Planlama Okulları Birliği III. Dönem Çalışmaları, (İstanbul: İTÜ Şehir ve Bölge Planlaması Bölümü), 2007.

The educators, on the other hand, try to transfer these skills, values and knowledge to their students.

After completing their education, planners begin their duty where they are going to do their best. But as Kristina Nillson, Andrea Frank and Artur Rosa Pires point out, the conditions in today's European cities contradict with this duty, since the economic uncertainties combined with the problems caused by growing migrant and refugee influx are taking their toll on both the urban residents and administration, where public services keep failing and land use plans result in conflicts. In addition to this, social segregation tends to increase as a consequence. Further to that, owing to its social and economical texture and also the political processes it has been through, compared to European cities, Istanbul presents much more severe conditions that could be described as penal servitude for planners.

This text discusses the possibilities and the hidden hardships of teaching planning, using the Istanbul Metropolitan Planning course as a case study.

2. THEORETICAL/CONCEPTUAL FRAMEWORK/HYPOTHESES: GUIDANCE OF URBAN PLANNING THEORY IN PLANNING EDUCATION

Since the beginning of 2000's, I have been teaching in the Local Governments and Decentralization Master's and PhD Program, Institute of Social Sciences, at Marmara University. I also have been giving lectures on urban planning as part of the Global Cities and Istanbul Studies Master's Program since its launch. In the first years, abiding the course's place in the curriculum, I used to prepare a standard annual plan under the title of "urban planning theory and practice". The students taking part in the program formed a both demographically and professionally heterogeneous group consisting of graduates of various disciplines from engineering to political sciences. Professionals, experts, bureaucrats working in central and local government, politicians, the unemployed, who were elected or pursue academic careers, and even planners here and there, were among them. In the class, I was expected to introduce urban planning education to these makers of cities. The unit list of the class started with descriptions of fundamental urban and planning concepts and concluded with current debates on the agenda of planning in Istanbul. I was talking about the city as the subject and about decision-making mechanisms as the method of planning. The development of planning theory in a nutshell and what had to be done in order to solve urban problems mainly based on comprehensive planning were also included in my schedule. After all, if urban plans could be realized, we would have livable, sustainable and equitable cities. My aim was clearly "good urbanism" and I had my "tools of urban planning". All I had to do was to use these tools according to the rules I was teaching (and had been taught). As a result, my students agreed on asking "why are these plans not being/can these plans not be implemented, what a relief it would be if they were!", within academic limits and under my authority.

This point of view involved theory taking on the role of rule-making for the practice: If practice would conform to theory, the problems would be gone.

However, it was generally accepted that theory and practice were disconnected. There were heated debates going on about planning theory, the development of planning as a discipline, its relations with other disciplines, the legitimacy of the action of planning, the field's boundaries/limitations and its ideal and actional foundations (its values). While theory was taking on the role of rule-making and leading for practice most of the time, it also could be its echo occasionally. The disconnection between theory and practice was usually defined as a difficulty to overcome, but was also examined in terms of its functionality for educational purposes[7].

In Sandercock's words, "In the late 1990's the world of planning education and practice uneasily straddles an old planning paradigm, and one that is struggling to be born, in a way that is evocative of Matthew Arnold's great mid-nineteenth-century image of wandering between worlds, one lost, the other yet to be found."[8]. Those were the years how planning, that had removed the differences of the postwar era, was abandoned and the transition of cities from being metropolises to cosmopolises were talked about. Arguments were starting about how the space of flows could be included as a part of planning. Jane Manning Thomas had made the call for educating planners for unified diversity for social action back in 1996[9]. In the world of postmodern era, theories of planning were diversifying and developing based especially on the communicative action approach by Habermas[10].

The differentiation of discourses in planning education were triggered by the changes in the field of planning theory. As a planning teacher, I was following how planning theory was evolving. Adopting the communicative rationality paradigm was an appealing idea as well, but I had my doubts about types of participatory planning (communicative planning, argumentative planning, collaborative planning, …), because the reason I came back to the academia was how all the participatory planning experiences I had "outside" left me disappointed, after all. The notion of being a "planner worth her salt" triggered wandering away from participatory practice and the "public interest" basis, while being capable of, "having command" of theory triggered desperation in practice. As I was swaying from one side to the other, planning education conferred the inefficacy and disgrace of being a planner on me rather than the opportunity and strength of a "thinking practitioner" or "practical scientist"[11].

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7   Scott Campbell and Susan S. Fainstein, "The Structures and Debates of Planning Theory", Scott Campbell, Susan S. Fainstein, (ed.), Readings in Planning Theory, (Oxford: Blackwell Publishing, 2005), s. 1-16.

8   Leonie Sandercock, "Towards cosmopolis: Utopia as construction site", Scott Campbell, Susan S. Fainstein, (ed.), Readings in Planning Theory, (Oxford: Blackwell Publishing, 2005), s.401.

9   Jane M. Thomas, "Educating Planners: Unified Diversity for Social Action", Scott Campbell, Susan S. Fainstein, (ed.), Readings in Planning Theory, Blackwell Publishing, Oxford 2005, s. 356-75.

10   Philip Allmendinger, Planning Theory, (Hampshire: Palgrave Macmillan, 2009).

11   Scott Campbell And Susan S. Fainstein, "The Structures and Debates of Planning Theory", Scott Campbell, Susan S. Fainstein, (ed.), Readings in Planning Theory, (Oxford: Blackwell Publishing,

For my educational activities, I had two basic presuppositions, that were derived from theories of planning and education. "If a capable (group of) planner(s) have adequate background information about what a city is, they are able (supposed) to plan a good city" was the first one, while the second went like "If the educator has adequate knowledge (has a good grasp of the subject), they can (should be able to) answer the students' questions in class." While the first aims to improve the notion of the "good and wished-for city as we know it", the second aims to do the same for the "good and wished-for subject". The responsibility and the authority belongs to the planner and educator. If you have the adequate knowledge and skills, you will (might) be able to attain the aims (imposed on you). In other words, if you have the adequate knowledge and skills, the problem might be solved "in the way that it is demanded from you".

Adhering to these presuppositions, I experienced that the fuller my luggage was packed with knowledge, the more prepared I was to give quick answers. Both the questions and their prepared answers increased in number over the years. I knew and gave the answers to students' questions; I was teaching them, and they were learning. However, the answers would not solve the problems. I have not been able to reach the high level of "adequately knowing the subject of urban planning" then, and I still am not able today. Istanbul is being regenerated day by day. Every day, urban studies are being developed. But I do not, cannot have adequate knowledge. I will repeat this in the ontological, epistemological and methodological contexts: I cannot know. This research is the result of a planning educator confronting the state of not being able to know. It is the product of the acceptance of uncertainty.

Along with this acceptance, I reviewed my theoretical orientation and restructured my educational activities accordingly over the years, which was not something that happened overnight and is actually still going on. I tried to read Habermas in company with its criticism. Among theories of planning, I adopted the idea of turning my classes into laboratory in order to functionalize Haley's inclusive approach which improves multicultural communication and learning capacity, based on collaboration that strengthens mutual understanding and trust. I looked through Collaborative Learning, a topic included in the pedagogical formation course I took in 2004. I brought Thomas Gordon's effective communication approach into class with me, whom I was introduced to during my formation, but actually internalized thanks to the Effective Parenting courses I took[12].

I entered the classroom not to convey what I know, but to discover, to understand, to find meaning and to explain what I did not. I was there to research. I chose to be a researcher planner.

2005), s. 1-16.

12 Thomas Gordon, *Etkili Ana Baba Eğtiminde Uygulamalar*, Emel Aksay(çev.), (Istanbul: Sistem Yayıncılık, 2001). Thomas Gordon, *Etkili Öğretmenli Eğitimi*, Emel Aksay (çev.), (Istanbul: Sistem Yayıncılık, 2002). Birsen Ozkan, *Mutlu Aile Mutlu Çocuk*, (Istanbul: Final Yayınları, 2015).

3. METHODOLOGY: THE CASE STUDY OF THE COURSE "METROPOLITAN PLANNING IN ISTANBUL"

While keeping track of my educational activities by the way of participant objectivation suggested by Bourdieu (not to be confused with participant observation) during the last years, "I have always seen myself as an object, but in the meaning of representing a category, not of narcissism," in his own words[13]. I cared about his promise of the possibility of finding places of real freedom (which are already very scarce) and generating a modest, practical morality if we carry reflexive sociology into action. I turned my classes into a research topic and and submitted a research project suggestion to the Scientific Research Projects Committee of Marmara University. This first attempt of mine was completed with a paper entitled "How Has the Problem of Research Evolved in Urban Studies?" (Marmara University, Scientific Research Projects Committee, project no SOS-D-130416-0151). Even if interrupted every now and then, I continued with the necessary systematic work for my research, while planning my two master's classes and teaching the others.

As part of this research, I collected data under the categories of students, instructors, pre-class preparations, contents of the course, teaching method, class discipline, teaching activities, students' reactions and questions and student & instructor assessment & evaluation, using the participant objectivation method. My techniques for compiling data were varied, such as standard forms, surveys and interviews. Then, using these data, I reached some conclusions.

Data on students were collected over time: The documents they submitted for the master's program application and their performances before the jury were the initial source of data. The second source was the forms I prepared according to Vygotsky's conceptualization of cognitive readiness, which they had filled out at the beginning of the term[14]. There were five sections in these forms: 1.The student's demographical information and address. 2. Their relation to the program and the course. 3. Their experience of spaces and places. 4. Association game about their knowledge of fundamental urban and planning concepts 5. Foreknowledge of scientists and sources in the field of urban planning. And my third source of data was the documents from various classes, where the students took notes or drew about the current agenda, their spatial experiences and conceptualization in spontaneous exams. Additionally, written and oral term papers and examination documents were basic sources of data on students.

Information about the instructor and the class was collected from the instructor evaluation forms students had filled out, the class evaluation surveys of the department, the comments delivered to fellow instructors or to the administration and from the instructor's diary. In addition to the above-mentioned material, lecture notes used by the instructor, forms given to the students, the course plan submitted

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13 Peter Bourdieu, Louis J. Wacquant, Düşünümsel bir antropoloji için cevaplar. Nazlı Ökten (çev) (İstanbul: İletişim Yayınları, 2003), s.205.

14 L. S. Vygotsky, Düşünce ve Dil, S. Koray (çev.), (İstanbul: Kuram Yayınları, 1998).

to the institute and the class project report by a student who compiled their and their friends' notes were used to acquire data on the contents of the course, the educational activities and class discipline.

While techniques for data varied, a case study has been done methodologically based on participant objectivation. By comparative evaluation, data were turned into findings. Due to the qualitative approach of the study, the findings are presented in the end, in the form of potential hypotheses. A critical and reflective stance was adopted throughout the whole study.

4. ANALYSIS AND DISCUSSION OF RESULTS/FINDINGS: WHAT A RESEARCHING CITY PLANNER HAS LEARNED

The Metropolitan Planning in Istanbul lectures subject to this case study are part of the curriculum of the Global Cities and Istanbul Studies Master's Program of the Institute of Social Sciences. The program offers both options of completion with or without thesis. Among the students who receive acceptance to the program without thesis, the ones who are permanent or temporary employees of municipalities or subsidiaries and participations receive automatically 75% scholarship according to the protocol signed by the Turkish Union of Municipalities and Marmara University. This collaboration of the university and the union of local governments was able to activate the program to guide the city makers of Istanbul, who are in charge in local governments.

The History of Istanbul, The Administration Structure and Governance Process in Istanbul, The Economic Structure and Development of Istanbul, Metropolitan Planning in Istanbul, Comparative Metropolitan Governments, Scientific Research Methods are the classes of the first term. The class schedule of the second term constitute of Istanbul's Culture and Aesthetics, Istanbul and Environmental Management, The Demographic Structure of Istanbul, Strategical Management and Strategical Planning in Istanbul and Metropolitan Financial Management. The teaching staff includes sociologists, political scientists, environmental scientists, financiers and experts of public administration and international relations. The instructor of the course in question is one of the three urban planner educators in the staff.

39 students took part in the two Metropolitan Planning in Istanbul classes (one each in the programs with and without thesis) during the 2016-2017 school year. All of them approximately were practitioners; 28 students had been working on different levels of management in several municipalities of Istanbul, two of them were deputy mayors and one student was an alderman. 9 students had been working in NGOs in Istanbul. Only two of the students were unemployed.

While occupational origins varied from engineer to firefighter, gathered data on students show that senior manager municipal employees were the majority of the group. Students who never went abroad and who form the elite layer of the space

of flows [15] coexist within the classes, where the ages ranged from 22 to 51. On one hand, there are ones who preserved strong attachment to their hometowns and fellow townsmen; on the other, there are "villagers without a village" [16] who came to Istanbul as a result of forced migration and lost all connection with their hometown. Squatters and villa residents seem to have met in the same classroom as students. Being members of different urban groups, they are also scattered to various districts of Istanbul due to the city's labor and housing markets. Among the students working in Istanbul's municipalities that belong to the political party in power and the opposition parties, the number of them working for the party in power is dominating. Additionally, it can be deduced that the class profiles represents the segregation that has been debated to have increased in Istanbul's social texture in the last years.

Each course contains 10 units of presentation and discussion. Each unit is to be taught during one lecture a day of the week. Each lesson is between one and three hours long, depending on the topic. A new topic is presented with a catchy question. Students' criticism and comments are received by the educator in manageable quantities, with free-flowing conversation following right after.

The lessons were formulated according to two models that have been interwoven: the simulation of the planning process and the black box model. The classical planning process diagram was utilized as well, while the lessons were configured based on planning theory. As is known, basic steps of the planning process are a common key for planners: It is possible to list them with reference to Keleş and to Friedmann, show them in a diagram like APA does or copy them from the Habitat report[17]. As for the lessons, the starting point was to see the class as an arena of debate as Healey[18] suggests as part of the spatial strategy formulation and then follow the steps of flow as follows: the scope and style of discussion, sorting through the arguments, creating new discourse, agreement and critique.

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15   Manuel Castells, Ağ toplumunun yükselişi/enformasyon çağı: Ekonomi, toplum ve kültür (Cilt 1), Ebru Kılıç (çev.), (İstanbul: Istanbul Bilgi Üniversitesi Yayınları, 2005).

16   Sema Erder, Köysüz 'köylü' göçü, Görüş, 34, 1998, s. 24-26.

17   Ruşen Keleş, Kentleşme Politikası, (Ankara: İmge Yayınları, 2012), s. 155, John Friedmann, Planning in the public domain: From knowledge to action, (New Jersey: Princeton University Press, 1987), s.37-38, American Planning Association, Planning and urban design standards, (John Wiley & Sons, 2006), UN-HABITAT, National urban policy: A guiding framework, (UN-Habitat, HS Number: HS/090/15E, 2015).

18   Patsy Healey, "The communicative turn in planning theory and its implications for spatial strategy formation, Environment and Planning B: Planning and design, vol. 23, no. 2, 1996, s. 217-234.
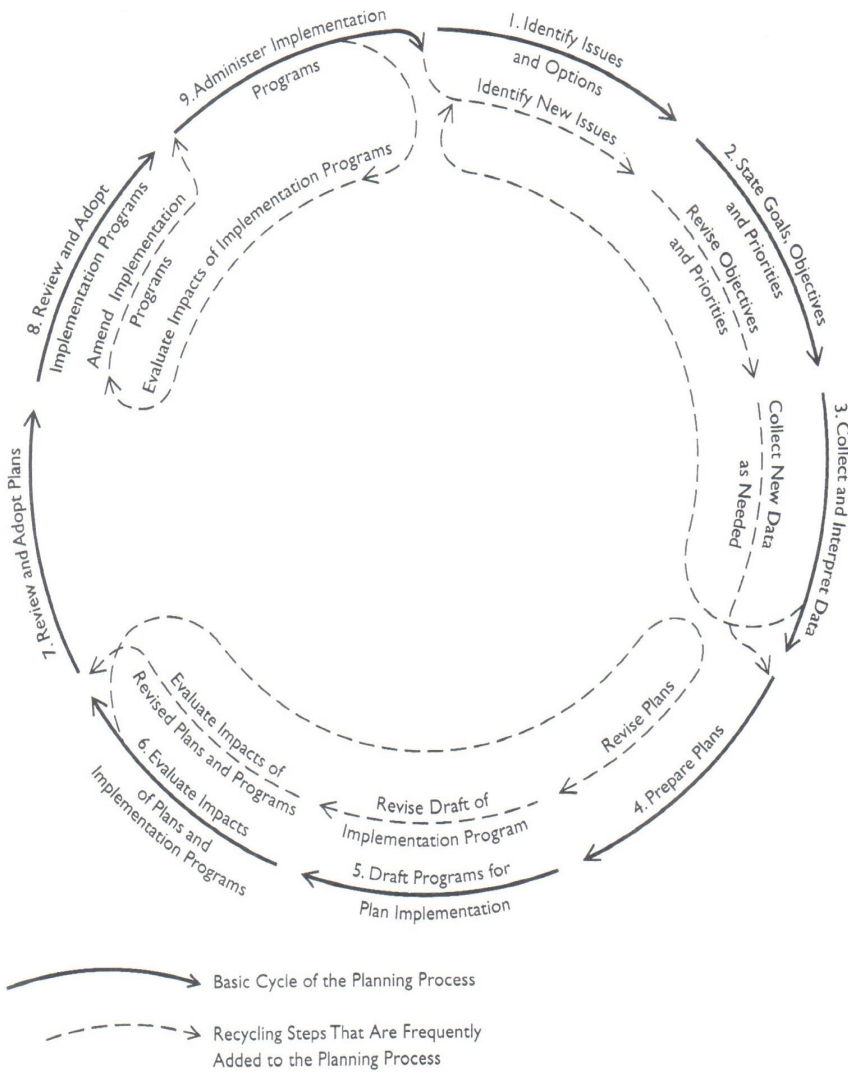
Figure 1 - The Planning Process

During each class (in other words, black box), we constructed the topic using the participants' questions and answers which were "derived" from each other and then knowledge was processed and became shared. (After first week's class) each day we repeated/copied the residue of the previous class and also multiplied it. While the classes kept going on (in a cycle), the residues of knowledge kept accumulating in

layers and formed an iceberg.[19] Regardless of the fact that I had flexibly mapped out the topics forming the iceberg in the beginning of the term, the class contents evolved with the students' questions and my following of their interests and knowledge during the term. Each week, I brought forth a caption, a suggestion for a question. These captions expanded and transformed by the debates in the class. The classes were stylistically conforming to the standardization requested by the university, but they flowed with the students' knowledge and were constructed accordingly. Some question (caption) examples and what kind of research questions (topic of study) these correspond to for the instructor are as follows:

Introduction to the field of urban planning: description and development of knowledge, science and urban studies.

Activity of "locating" Istanbul in 2016 and in the universe as a built environment

As a member of the homo sapiens, the instructor's attempt of "participant objectivation" in the academy

What are the essential elements of cities? What are the similarities and differences between the first cities and the contemporary cities? Describing the evolution of cities as historical and geographical contingencies.

Discussing the elements and sequence of urban DNA and designing questions for the patterns of the dynamics of transformation.

How do we experience, perceive and represent (a city) Istanbul? (The students describe the way they take to school with drawings. These drawings are discussed with Lefevbre's triad, also using input from Harvey and Castells[20].

Re-deciphering the capitalist and global character of (a city) Istanbul from various aspects.

What are the main questions of planning theory? How can the relation between urban politics and planning be described?

Relating the object of planning, namely the city to the method of planning, namely decision-making mechanisms: Moving away from the distinction of object and method in planning theory. Examination of decision-making mechanisms in Istanbul's construction/development process.

How was Istanbul urbanized? What kind of role did planning play in this process?

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19   The iceberg metaphor lays emphasis on the unseen portion of the accumulation as well as on being foundationless, the possibility of slides and vulnerability.

20   Henri Lefebvre, Mekânın Üretimi, Işık Ergüden (çev.), (İstanbul: Sel Yayıncılık, 2014). David Harvey, Postmodernliğin Durumu. Sungur Savran (çev.), (Istanbul: Metis Yayınları, 1999). Manuel Castells, Kent, sınıf, iktidar. Asuman Erendil (çev.), (Ankara: Bilim ve Sanat, 1997). Manuel Castells, Ağ toplumunun yükselişi/enformasyon çağı: Ekonomi, toplum ve kültür (Cilt 1), Ebru Kılıç (çev.), (İstanbul: İstanbul Bilgi Üniversitesi Yayınları, 2005).

Realizing the interdependence between the socioeconomic and political-governmental structures and that planning is located within this interdependence. Analysis of the structural background of problems caused by conjuncture.

Examining the planning of Istanbul from various aspects historically and pluralistically.

Keeping track of Istanbul's planning agenda: What are the mega projects, relevant organizations, plans in force, new demands?

To perceive the existence and the role of alternative realities in understanding, explaining and designing Istanbul, becoming aware of the choices and the variety of them.

Examining the "preference falsification" [21].

7. Discussing the urban transformation practices and their results, the fact of gentrification and evolving publicity in Istanbul.

Expanding the boundaries of generating alternatives.

Utilizing the planning classes as an alternative space for dialogue and a public place.

8. What are the main foundations of urban planning? What are the planning principles specified in the constitution and international documents? Bringing the principles of urban planning up for discussion.

Paning the references.

Seeking and discovering shared values (the "communals")

Casting and playing out roles in Istanbul's planning; right now right here.

Discovering the plurivocality of the conceptualization of public interest (all over again).

The list above is the knowledge formed by the subjects in the classroom and dissected by the instructor who used the method of participative objectification. Below follows the evaluation of the course and instructor by the students.

Some of the questions that were included in the survey that includes closed ended, ordered alternative questions (I don't agree at all, I don't agree, No comment, I agree, I completely agree) anonymously filled out by the students with the purpose of evaluating the course and the instructor, were about: the suitability of the course's reading material, the intensity of the necessary amoung of study for the class compared to other classes, the encouragement the class provides for thinking and creativity, the benefits of the course compared to other courses. On the other hand, questions about the instructor included: the level of the instructor's knowledge about the subject, the level of the instructor's encouragement for asking questions, discussion

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21   Timur Kuran, *Yalanla yaşamak*, Alp Tümertekin (çev). (Istanbul: Yapı Kredi Yayınları, 2013.

and class participation, if s/he evaluates the students' work fairly, if s/he is reachable out of class, if the students would like to take another class from the same instructor and the instructor's overall situation (from poor to excellent). The majority of answers in both of the surveys were either "I agree" or "I completely agree". The questions where the "I don't agree" and "I don't agree at all" were marked, were those about comparing the class to others. Two among the total of thirty nine students marked "I don't agree" for the statement "the class is more beneficial compared to other classes". Six students marked "No comment" for the same question. Also the students stated that they studied less for other classes.

In the class improvement survey including three open ended questions, students specified the positive aspects of the class, the points where they think it should improve and three adjectives they would use to describe the instructor. Considering its content and style, the most significant feature of the class appeared as "full participation". While this particular style usually is approved of, it apparently had disadvantages for some of them such as "The class is so interactive that I sometimes forgot what we were talking about", in a student's words.

The need for clearer and more concrete share of knowledge was a concern generally expressed. In addition, the surveys revealed a warning for the instructor to care about the students' profile, as can be seen in some student comments below:

"I think that the course should be simplified and include more visual material for people with different undergraduate degrees to understand better."

"Students who were not sufficiently equipped for the class would benefit from short reading texts on the topics or similar material which would be helpful for them to reach the same level as others. The subjects can be discussed in a more clear and concrete way."

"The definitions of scientists such as Harvey and Castells were not internalized by the class. The current issues of people, institutions, history and lawsuits in metropolitan practice that we had in the last days attracted our interest a lot more. Concrete concepts could be included more."

"Every essential aspect has been dwelled on here. In addition, there could be more examples. There could be more bad examples which are more concrete, to compare with what should have been instead."

The positive evaluations of the course indicate some really important outputs. A student who worked as administrator said that the class "raised awareness. It put it in my mind that I have the duty of planning cities for future generations."

Another student who was an alderman stated "I know that I am not alone in my worries for Istanbul, where my children are going to live in the future. I will have a louder voice from now on."

The students' comments highlighted that the instructor had an "unbiased" attitude towards all, despite most of them were working in municipalities which belong to the political party in power and their arguments tended to favor the power:

"No project was aggrandized just because it was made by the power. There was not even a doubt about that in the class."

"The students' point of view and way of thinking have shown resistance to accept a new one. There could be different strategies to overcome this. But in the end, the instructor's strategy worked as well."

Ultimately, these courses were "thought-provoking and informative, provided motivation to do research" in a student's words and have also been guiding and expanding horizons for the instructor.

CONCLUSION: THE JOURNEY OF BEING A CITY PLANNER

I am one of the instructors who has been trying to bring the possibilities of participative planning into class with my urban planning courses that I have been giving since years. I am utilizing effective communication in generating collaboration with my students. I am carrying out my experience keeping in mind that "Experience can be reversely educative", as Dewey advised. Still contemplating about if my classes should be a topic for research, I am trying to find out what benefits could come from analyzing the classes as case studies. What could planning education gain from the comparative analyses of instructor's experiences with city makers as students from various disciplines, all over the world? Planning theory and practice, or cities, students, educators… I am not sure…

Examining the findings of case studies from the Istanbul Metropolitan Planning classes, the outcomes, the challenges confronted… Can these really act as guides?

In classes, when the topics were presented in form of open ended questions which we sought answers for together, the doors to possibilities for collective reflexivity opened up slightly. Now and then, our synergy and our flow generated some kind of public interest. One day, when I was thinking that particular class was an example of relationality for public interest, I was not expecting it at all when suddenly a student told me "to give them the 'right' information (notes) and dismiss the class instead of wearing myself out for nothing". I wanted to quit and leave the class, but I didn't. I realized that planners are in quest for power to generate public interest, as planners. Planners are the ones authorizing public interest in their city. But at the same time, I was able to observe that the motto of "Public interest means solving the citizens' problems, to protect their property and to maximize their profit" were reflected on my students' actions who were aldermen, deputy mayors and advisors. Together, we looked for ways to regard public interest and also building it as a "win-win" situation as matters of creating common interest ("A single zero leads the whole multiplication to zero."[22]), rather than creating total benefit.

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22 Margeret S. Archer, "Kollektif Düşünümsellik: İlişkisel Bir Örnek", Cristoher Powell, François Depelteau, İlişkisel Sosyoloji, Özlem Akkaya (çev.), (Ankara: Phoenix yayınları, 2015), s.249, alıntı Stefano Zamagni "The Proximate and Remotes causes of a crisis foretold", 2011.

I realized that two variables stood out in the way my students participated in this pursuit. One of these is the student's aim in enrolling in the program (obtain diploma, acquire status, curiosity) and the second is if the student was able to generate a sense of belonging to the class or not. The symptoms for their levels of belonging could be observed in their positive or negative reactions to each other during class, the seats they chose to sit, their conversations and arguments during breaks and (partially) in their friendships after class. The stronger their relations became, the more they wanted to defend the common grounds they had and the more they resisted to opposite ways of thought. Additionally, I noticed that factors such as the students' personal development level, their knowledge in the field and political preferences were affecting their performance of class participation in an indirect way.

While playing out my role as an instructor in taking part in discussions, listing arguments and forming a new and common discourse, the part both most difficult and helpful for me was to attain intellectual and emotional acceptance; in other words, to understand the other(s) (the antithesis). Regardless of how unfavorable the idea sounds, I realized that I was able to understand the other and as a result to become independent and flexible, as long as I kept accepting them intellectually and emotionally. Accepting a disagreeable idea or action was not the same with approving it; in fact it was a prerequisite to change it or play a part in the change. For freedom, the connection with the opposite had to be severed. Thus flexibility could arise. Apparently, in the instructor evaluation forms students described these efforts with adjectives such as questioning, question-provoking, fair and unbiased.

During the whole term, I was able to reach neither the sufficient flexibility nor the sufficient concreteness to solve the problems. My efforts in dealing with issues in dual languages of both theory and practice did not satisfy my students. While they kept demanding more concrete and ready solutions, I, as a planner educator, was busy looking for ways to decipher/solve the formula for the pattern in practice together with them. Very often, I reminded myself Crick's warning against blind faith in democracy and about how much should be expected from science in discovering the objective truth, who also describes politics as reconciliation[23]. I kept repeating that our demand for "democracy" and "truth" in Istanbul's aggravated circumstances also came with the obligation and opportunity of finding creative ways for Istanbul. As a consequence, the findings of these case studies in class revealed my dependence on methodical generation of knowledge (research) in planning, while they pulled me into the boundaries of critical pedagogy as an academician.

In the end, as participants of the course of Metropolitan Planning in Istanbul during the 2016-2017 term in Marmara University, we tried to create a humble and temporary space of dialogue and an alternative public area. Even if we did not succeed yet, not having consented to the existing, having enough courage to try to change; are these not "planning" itself?

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23   Andrew Heywood, Politics, (Palgrave, 2013).

As stated by Aesop 2017 under the title of Urban Futures: Challenges and Vision, "Inspired by Harvey and Lefevbre, the track invites you to envision "an alternative urban life that is less alienated, more meaningful and playful but … conflictual and dialectical, open to becoming, to encounters (both fearful and pleasurable), and to the perpetual pursuit of the unknowable novelty". I am aware that we have possibility of making comparative analyses with educators who respond to this invitation and wish to open their classes to participant objectivation. With this paper (this beginning), I am gathering my pride as a planner instead of my embarrassment as one, as I celebrate the 30th year of my start to planning education and my journey of becoming a planner.

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