PLACE – IDENTITY – CHANGE IN ANKARA UNIVERSITY CEBECİ CAMPUS AS AN ISSUE OF MODERN HERITAGE CONSERVATION

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Submitted by **AZİZE ELİF YABACI** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Conservation of Cultural Heritage, Department of Architecture, Middle East Technical University** by,

Prof. Dr. Gülbin Dural Ünver
Dean, Graduate School of **Natural and Applied Sciences** _____

Prof. Dr. F. Cânâ Bilsel
Head of Department, **Architecture** _____

Prof. Dr. Neriman Şahin Güçhan
Supervisor, **Department of Architecture, METU** _____

Prof. Dr. T. Elvan Altan
Co-Supervisor, **Department of Architecture, METU** _____

Examining Committee Members:

Assoc. Prof. Dr. A. Güliz Bilgin Altınöz
Department of Architecture, METU _____

Prof. Dr. Neriman Şahin Güçhan
Department of Architecture, METU _____

Prof. Dr. Ömür Bakırer
Department of Architecture, METU _____

Assoc. Prof. Dr. Leyla Alpagut
Department of Architecture, Abant İzzet Baysal University _____

Assist. Prof. Dr. Bilge İmamoğlu
Department of Architecture, TED University _____

Date: 06.02.2018

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: AZİZE ELİF YABACI

Signature :

ABSTRACT

PLACE – IDENTITY – CHANGE IN ANKARA UNIVERSITY CEBECI CAMPUS AS AN ISSUE OF MODERN HERITAGE CONSERVATION

Yabacı, Azize Elif

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Supervisor: Prof. Dr. Neriman Şahin Güçhan

Co-Supervisor: Prof. Dr. T. Elvan Altan

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In recent years, following the increasing attention on the conservation of modern buildings and landscapes in Turkey developed after Europe and the United States, a significant recognition of modern buildings and landscapes on private and public campuses has also started. Although there are positive evidences, the heritage of modern movement continues to be threatened in Turkey. Together with the 'modern heritage' discussion, the 'place identity' issue is also a part of the problem for this dissertation. In the case of this study, the focus is on the meaning of 'place identity' which can be defined as the identity of buildings in the scope of the study composed as a result of the interaction between physical and social inputs.

With the foundation of the Republic, the new 'identity' – national identity – of Turkey began to be established with the reforms in the way of Modern Turkey; and, the new 'identity' of the Republic constructed with a direct interaction with the architecture. From this point of view, in this thesis, it is obvious that discussing the 'place identity'

through the examples of ‘modern architecture’ in Turkey made a great contribution to both of the research fields. In this respect, the case of Ankara University Cebeci Campus is one of the best area as housing the architectural examples of the modernization efforts of the Republic which are still in use today with varying transformations as well as being significant figures in the political history of Turkey.

In the scope of the thesis, the buildings in Ankara University Cebeci Campus were studied to define the original architectural features and to document the changes they have gone through until today. Besides, interviews were done with the users of the buildings, mainly students, academicians and graduates results of which provided information about social and political aspects of the faculties. Following that, the collected data including physical and social aspects were analyzed and the varying identities in the Campus were defined. In the light of these definitions, it is introduced that the dominancy of the ‘institutional identity’ and ‘architectural identity’ changes between faculties. The belonging to the past and between the graduates and the architectural language of the buildings stands as the main parameters in this varying identity definitions and change. Lastly, the possible contributions of the thesis to the field through experiences and newly-arise questions were brought for further discussions in addition to the original information in the related topics.

Keywords: conservation, modern heritage, identity of place, Ankara University Cebeci Campus

ÖZ

BİR MODERN MİRAS KORUMA SORUNU OLARAK ANKARA ÜNİVERSİTESİ CEBECİ KAMPÜSÜ'NDE YER - KİMLİK - DEĞİŞİM

Yabacı, Azize Elif
Doktora, Kültürel Mirası Koruma, Mimarlık Bölümü
Tez Yöneticisi: Prof. Dr. Neriman Şahin Güçhan
Ortak Tez Yöneticisi: Prof. Dr. T. Elvan Altan

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Son yıllarda, Avrupa ve Amerika'dan sonra Türkiye'de de modern mimarinin ve peyzajın korunmasına yönelik ilginin artarak gelişmesine koşut özel ve kamusal kampüs sınırları içinde bulunan modern mimarlık dönemi örneklerine yönelik bir farkındalık oluşmaya başlamıştır. Bu konuda olumlu gelişmeler olmasına karşın, modern miras örnekleri Türkiye'de hala tehdit altındadır. 'Modern miras' tartışmasıyla birlikte 'yerin kimliği' de bu tezin irdelediği konunun bir parçasıdır. Bu çalışmada, 'yer kimliği' kavramı, "çalışma kapsamındaki binaların fiziki ve sosyal girdilerin etkileşimi ile ortaya çıkan kimliği" olarak ele alınmıştır.

Cumhuriyetin kuruluşuyla birlikte, Türkiye'nin yeni – ulusal – kimliği modern bir Türkiye yolunda gerçekleştirilen reformlar ile kurulmaya başlanmış ve bu yeni kimlik mimari ile doğrudan bir etkileşim kurularak inşa edilmiştir. Buradan yola çıkarak, bu tezde, 'yer kimliği'ni 'modern mimari' örnekleri üzerinden tartışmanın her iki araştırma alanına da büyük katkıda bulunduğu görülmektedir. Bu bağlamda, Ankara

Üniversitesi Cebeci Kampüsü, Cumhuriyet'in çağdaşlaşma çabalarının yansıması olan ve geçirdiği dönüşümlerle birlikte günümüzde halen kullanılmakta olan mimari örnekleri barındırması ve bu yapıların Türkiye'nin siyasi tarihinde önemli figürler olması sebebiyle, bu kapsamdaki bir çalışma için en iyi örneklerden biridir.

Bu tez kapsamında, Ankara Üniversitesi Cebeci Kampüsü'ndeki binalar incelenerek özgün mimari özellikleri tanımlanmış ve günümüze kadar geçirdikleri değişimler belgelenmiştir. Ayrıca binaların kullanıcıları olarak öğrenciler, akademisyenler ve mezunlarla görüşmeler yapılmış ve fakültelerin karakterini oluşturan sosyal ve politik unsurlar hakkında da bilgi toplanmıştır. Daha sonra, toplanan fiziki, sosyal ve politik veriler analiz edilerek Kampüsteki farklı kimlikler tanımlanmıştır. Bu tanımlar ışığında, 'mimari kimlik' ve 'kurumsal kimlik' girdilerinin bu kimlik tanımlarındaki ağırlığının değiştiği ortaya konmuştur. Kullanıcıların geçmişe ve birbirlerine olan bağlılıkları ile yapıların mimari dili bu tanımlamalardaki değişkenlik ve çeşitliliğin ana parametreleri olarak gösterilmiştir. Son olarak, alana yönelik ortaya çıkan özgün bilgilere ek olarak, süreçteki deneyimler ve sonuçta ortaya çıkan yeni sorular ile bu tezin koruma alanına yapacağı katkılar ve yön vereceği yeni tartışmalar ortaya konmuştur.

Anahtar kelimeler: koruma, modern miras, yerin kimliği, Ankara Üniversitesi Cebeci Kampüsü

To My Family

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LIST OF ABBREVIATIONS

DOCOMOMO: International Committee for Documentation and Conservation of Buildings, Sites and Neighborhoods of the Modern Movement

ERIH: European Route of Industrial Heritage

E-FAITH: European Federation of Associations of Industrial and Technical Heritage

GCI: Getty Conservation Institute

ICOHTEC: International Committee for the History of Technology

ICOMOS: International Council on Monuments and Sites

ilef: Ankara University Faculty of Communication

mAAN: Modern Asian Architecture Network

TICCIH: The International Committee for the Conservation of the Industrial Heritage

VEKAM: *Vehbi Koç Ankara Araştırmaları Uygulama ve Araştırma Merkezi* (Vehbi Koç Ankara Studies Research Center)

UNESCO: United Nations Educational, Scientific and Cultural Organization

CHAPTER 1

INTRODUCTION

In recent years, there has been significant recognition of conservation of modern buildings and landscapes in Turkey which was started earlier in Europe and the United States. The preservation of modern movement architecture and landscapes has broadened the understanding of preservation as a valuable component of planning and design. Despite this positive evidence, the legacy of the modern movement continues to be threatened. Many buildings and landscapes, particularly those of regional or state significance, remain unrecognized in university inventories. As David Lowenthal mentioned that the diffusion of history and cultural heritage makes people aware that the scenes and remains of the past are essential constituents of the present identity (1981: 167). In this scope, regarding the concern of the thesis includes both the modern heritage and the place identity, the theoretical background is searched and analyzed in both aspects in this chapter.

1.1. THEORETICAL BACKGROUND

Conservation of modern heritage and place identity are terms that constitutes the base of the thesis. Both of the terms have their specific literature backgrounds to be studied separately. In this part, in the scope of this research, the terms are defined and discussed in the light of various documents to be used as the source and shed light on the discussions on the issue arising from the case in the following parts of the study.

1.1.1. Conservation of Modern Heritage

'Modern architecture' has been discussed by referring to two meanings in the field one of which is the architecture of the recent past and the other is the architecture using the latest technology, design and material in line with the modern idea. Anne-Laure Guillet (2014: 152) discusses these multiple faces of modern architecture while introducing the approach of DOCOMOMO to the issue in comparison to the general approach among the architectural historians. The author points out that the Modern Movement is assessed as a closed chapter in architectural history – as a past period – by many architectural historians; however, DOCOMOMO emphasizes that "rather than its 'style', it is the innovative character of the modern approach to twentieth-century building (in its social, technical and aesthetical dimensions) that creates its uniqueness".

In recent years, architectural examples of modern movement, glorifying the dynamic spirit of the Machine Age, are under the threat of fading away. At the end of the 1980s, many architectural examples of modern movement had already been demolished or had changed beyond recognition.[1] So, as a result, starting from that period, there has been a continuous growth in the awareness through the conservation of modern heritage.

The built heritage representing the 20th century, so far inscribed on the World Heritage List, ranges from single properties, such as the Rietveld-Schröder House in Utrecht, to larger areas, such as the University Campus in Caracas. The most-quoted examples of modern heritage, like Rietveld-Schröder House in Utrecht, "Bauhaus and its sites in Weimar and Dessau" by Walter Gropius, "Luis Barragán House and Studio" in Mexico City, "Brasilia" in Brazil and "The White City of Tel Aviv" have been mainly focused on the Modern Movement in architecture, which developed particularly from the 1920s. However, as Jokilehto (2006:9) puts excessive emphasis on this time limitation discussion, "What we consider our modern heritage must not be limited to this period

[1] http://www.docomomo.com/mission

or this type of architecture". In fact, what is intended by 'modern heritage' can of course be flexible.

The Amsterdam Declaration (1975) emphasizes the need for a wider perspective in conservation by stating that "embracing all buildings of cultural value, from the greatest to the humblest – not forgetting those of our own day together with their surroundings."; and accordingly, following that some examples of modern movement were listed as heritage such as Walter Gropious' Bauhaus in 1964, Brasilia in 1987, and Skogskyrkogården in 1994. However, despite these early attempts to conserve the most iconic structures of modern era, the conservation of modern heritage as a specific area of practice was began to be studied in 1990s with the intense activity by a growing grouping of practitioners; and next decade, the beginning of twenty-first century, a number of governmental and non-governmental organizations were focused on this area (Macdonald, 2013: 4).

Following this, the international organizations like ICOMOS, UNESCO, DOCOMOMO, ERIH, E-FAITH, TICCIH, GCI, the Twentieth Century Society, mAAN and ICOHTEC included the modern heritage in their scope of conservation studies. With the declaration of the Eindhoven Statement in 1990 by DOCOMOMO – the first international statement on the conservation of modern heritage –, the documents on this area began to be published by the organizations. This statement was followed by the Council of Europe's Recommendation on the Protection of the Twentieth-Century Architectural Heritage (1991) and the ICOMOS general Recommendations on the Protection of Twentieth Century Heritage (1995) (Tülce: 2016, 5).

Besides, ICOMOS International organized two expert meetings in Helsinki (1995) and in Mexico (1996) to focus on the issues raised by this type of heritage. In 2001, a working session was held in Montreal, Quebec (Canada) at the end of September to help define a consistent ICOMOS action on the more 'recent' heritage, and an action plan was presented at the end, namely Montreal Action Plan (MAP). Afterwards, the

International Scientific Committee on 20th Century Heritage published the international standard: Approaches for the Conservation of the Twentieth Century Architectural Heritage (known as the Madrid Document) in 2014. Lastly, a conference titled 'Modern Heritage – Identifying, Assessing and Managing Its Protection and Conservation' was organized in Florence in 2016.

In the conclusion remarks of the ICOMOS Seminar on 20th Century Heritage conducted in June 1995 in Helsinki, the basis of the heritage of 20th century was discussed and the importance of cross-fertilization of ideas, influences and ways of life at an international level was emphasized. Indeed, it was pointed out that, it was possible to witness the integration of such movements into the cultural and social context of each country which enriches the heritage, and makes it reflect the cultural diversity of each area. In the ICOMOS Conference titled 'Modern Heritage - Identifying, Assessing and Managing Its Protection and Conservation' (Florence, 2016), it is emphasized that "The term 'modern heritage' should be understood in a broad sense, as a definition of monuments, places, places and sites created by the culture of the 20th century, whose significance earns them the status of heritage.".

On the conservation of modern heritage Susan Macdonald (2013:5) states that:

> This is the area of conservation where future and past collide, where creator and conservator come together, and where we have better access than ever before to firsthand knowledge of why and how places were created.

Besides, there is the issue of the selection of which to conserve among the examples of modern heritage and the author points out that the places are going through a selection process which she calls as 'Darwinian natural process' after which the 'survivors' are appreciated as heritage.

Ron van Oers (2003:10), additionally, emphasizes the problem of 'lack of distance in time' in assessing the significance and quality to evaluate the examples of modern heritage. Sherban Cantacuzino (2003: 53), on the other hand, points out the 'rarity', which is often a criterion for identification and listing, as a problem for modern

architecture which has numerous examples. In the meeting in Helsinki organized by ICOMOS, it is stated that among the selection factors that "not only aesthetic aspects but the contribution made in terms of the history of technology and political, cultural, economic and social development" should be taken into consideration (As cited in Cantacuzino, 2003:53).

Macdonald (2013:8) grouped the major challenges for conserving modern architecture as:

- Adapting functionally absolute buildings to new spatial and planning requirements (form follows function)
- Retaining significant design features
- Upgrading buildings for modern environmental performance
- Managing scale
- Economic sustainability and the viability of repairing large buildings.

In the light of the discussions, the frequently referred concepts and parameters used in defining modern heritage conservation can be listed are authenticity, change, re-use/re-function and community/memory/social life. Although these keywords listed separately, when they begin to be discussed it is seen that the discussion actually continue in an engaged manner. As authenticity mentioned in Nara Document (1994):

> The understanding of authenticity plays a fundamental role in all scientific studies of the cultural heritage, in conservation and restoration planning, as well as within the inscription procedures used for the World Heritage Convention and other cultural heritage inventories.

Since the modern movement examples were the representatives of the industrialization in a manner, the change in the production and/or construction process was evolved from hand-crafted to machine-produced materials. This evolution, in the end, causes a contradiction in the concept of authenticity in physical terms. In his book 'Preservation of Modern Architecture, Theodore H. M. Prudon claims that the significance of authentic materials was replaced by design intent (as cited in Tülce, 2016). Relatedly, Angel Ayón (2009: 55) discusses about the conservation of 'design intent' in terms of authenticity in conservation of modern heritage and mentions that "Authenticity

cannot be limited to the original fabric and design intent; it must welcome positive changes representing the building's evolution as a living organism.". So, in a way, the authenticity criteria can be thought to have a relation with the evolution and the changes in this evolution of the modern heritage.

About the 'change' issue, Normandin (2005: 6) discusses the term for modern heritage and mentions that in order to continue to be 'economically viable', the twentieth century heritage must be able to adapt and 'absorb the changes of life'.[2] Additionally, the author indicates that the possible changes as results of the dynamics and impacts of the present and the future will continue to shape and change the function, fabric, and appearance of this heritage. The critical point here is the methods in dealing with the management of change. So, it is important to observe the changing economic, political and social trends to provide a viable use and, consequently, to have a control over the changes including the re-functioning of the building or the spaces. It is mostly accepted that if the cultural heritages are wanted to be survived they have to be used; and, if the aim is to provide an appropriate use for the heritage, it is crucial to have a control over it. As Normandin mentions (2005:3):

> The identification and understanding of potential shifting uses over time may allow an opportunity for the users to be conscious and manage change in a manner that is sensitive to heritage value.

With this approach, it is discussed that a preliminary study or thoughts on the possible options for adaptive re-use for a building or for a space will be a guide for the future that can help conserving the features that are defined as valuable. In this respect, the ability to foresee and/or evaluate the changes that a building go through over time becomes a chief point on the management of the change for the built-up heritage.

In ICOMOS Seminar on 20th Century Heritage organized in Mexico City in 1996, attention focused on 20th century heritage considered as the material base of social life itself related to intangible heritage. Moreover, it is stated in conclusions of the seminar that

[2] It is for sure that this determination is a valid fact for the historic buildings also.

> The considerations on constructed 20th century heritage points to a dynamic concept of heritage, which must refer to the present and future of social life within the framework of sustainable development. This concept must place the works within the framework of the general expectations of the community, with special attention given to the environment, economic activities, and cultural life.

Besides, the importance of understanding 'what heritage represents to the community' was emphasized. When modern heritage is thought as the heritage representatives of which is mostly in use or, for Turkey representatives of which is mostly in danger; the social aspect to take into consideration in assessing modern heritage composes an important part of the discussion. Macdonald (2013:6) states on this issue that attendance has shifted from expert assessment to community-based heritage assessment in many places.

In the Seminar in Helsinki organized by ICOMOS in 1995, the 'memory' factor was emphasized, and it was stated that "There is a need to stress the importance of memory over considerations of materials." Relatedly, in Seminar in Mexico also memory input was discussed, and its importance was pointed out in the identification of modern heritage. On this concern, it is noted that memory and collective imaginaries must be considered and taken into consideration as a part of constructed heritage. Further than that, in the definition of heritage conservation and intervention levels, the structures or part of the cities which are testimonies of ways of life, of social uses, etc. also must be included as well as the ones identified due to the quality and significance.

As a developing country, Turkey has taken the same path with Latin America both in the development of country in various field and in the progress of architecture-especially modern movement architecture. While European architects had a policy to reorganize destroyed landscapes after World War II, the architects of Latin America and Turkey were struggling to build a new world and to overcome material and social necessities.[3] Similarly, in same time period, Turkey had also undergone a dense

[3] Segawa, H. 1998. "The Problem of Conservation in Latin America". *Modern Movement Heritage. DOCOMOMO*. London. P. 39-43.

construction activity of university campuses. In the same time period both were trying to construct a new country from the zero and now they both face the same problems in conserving their modern heritage.

1.1.2. Place Identity

The origin of the word 'identity' is explained as "Late 16th century (in the sense 'quality of being identical'): from late Latin *identitas*, from Latin idem 'same' and the dictionary meaning of the word is depicted as "1. The characteristics determining who or what a person or thing is, and 2. A close similarity or affinity" in the Oxford dictionary.[4] From a psychological point of view, Devine-Wright and Clayton (2010: 267) refer to 'identity' as "some way of describing or conceptualizing the self, which may incorporate personal roles and attributes, membership in social groups or categories, and connections to geographical locations." Relatedly, Sarıkulak (2013: 14) makes the definition of the word 'identity' as "distinguishing character, personality of an individual that includes a persistent sameness and unity at the same time". By referring to architectural field, Sargın (1989: 63) defines 'identity' as "particularities that shaped thorough experiences and subjective feelings which are affected by social relations" (1989: 63).

'Place identity' or 'identity of place' on the other hand has studied and defined by many authorities from different study fields, but predominantly, from the field of environmental psychology, architecture, city planning and urban design. Kevin Lynch (1960: 8) described the identity on the city scale as:

> the identification of an object, which implies its distinction from other things, its recognition as a separable identity. It is not in the sense of equality with something else, but with the meaning of individuality or oneness.

Lewicka (2008: 211) approaches the term 'place identity' by referring to the two features of 'identity' put forward by Jacobson-Widding (1983): sameness (continuity) and distinctiveness (uniqueness); and, suggests that the term 'identity of place' should

[4] https://en.oxforddictionaries.com/definition/identity

incorporate both aspects. However, when ‘identity’ and ‘place’ meet in a phrase, the result may refer to two different meanings.

First, the term ‘identity’ defines stand for the physical features that assure the place’s distinctiveness and continuity in time, and the author relates this meaning of the term with *genius loci* – sense of places, spirit of place – (Lewicka, 2008: 211). In the Quebec Declaration on the Preservation of the Spirit of Place (2008) of ICOMOS, the spirit of place is defined by referring to the 16th General Assembly as:

> the tangible (buildings, sites, landscapes, routes, objects) and the intangible elements (memories, narratives, written documents, rituals, festivals, traditional knowledge, values, textures, colors, odors, etc.), that is to say the physical and the spiritual elements that give meaning, value, emotion and mystery to place.

Following that, in the document, the contribution of the concept is discussed as offering a more comprehensive understanding to the field and providing a richer, more dynamic, and inclusive vision of cultural heritage.

Norberg-Schulz (1980:18) discusses the origin of the of concept *genius loci* in his book titled ‘Genius Loci: Towards A Phenomenology of Architecture’ and refers to the terms as a Roman concept that everyone has its genius and guardian loci. According to this concept, the mentioned spirit gives life to people and places by accompanying them throughout the lifetime which, in the end, become a dominant input in the determination of their character or essence. Relatedly, Kropf (1996: 249) argues that in examining the character there are two significant aspects to consider which are the thing has the character and the humans who identify and describe it. And, the author states that it is not possible to get a better idea of the character if one does not recognize the sensory and conceptual tools that are used to construct it.

Rifaioğlu and Şahin Güçhan (2007: 3) discusses the relation between the concept of spirit of place or *genius loci* and the identity of a place by referring to several researchers. According to those researchers, identity and/or character is closely

connected to form and the history of a place creating a sense of place or *genius loci*. In relation to that statement, Kevin Lynch (1987: 132) changes his definition of identity in time from 1960 to 1987 and describes identity as:

> 'a sense of place' which is extent to which a person can recognize or recall a place as being distinct from other places as having a vivid or unique, or at least particular, character of its own. (Rifaioğlu and Şahin Güçhan: 2007: 4).

Further to that, while mentioning the *genius loci* as one of the components that give identity to a place, Relph (1976: 48) differentiated this term from the term 'identity of place' by being persistent despite the changes in the components of identity. Sarıkulak (2013: 23) rephrase this declaration as that "despite the significant social, cultural and technological changes, many places maintain some essence of their place identity."

The second meaning of 'place identity' defined by Lewicka is from the perspective of psychologists and conceived the term as a feature of a person, not a place. In this point of view, 'place identity' is defined as "those dimensions of self that define the individual's personal identity in relation to the physical environment…" by Proshansky (1978: 147 in Lewicka, 2008: 211).

Besides being different meanings from different point of views, they are interrelated and make contribution to the construction of each. Through the shaping it people affect their physical environment and in return, their environment affects their identity and perception. In other words, the identity of a building is a set of meanings composed of physical and environmental features together with the social meanings that people attribute to them. Furthermore, a person or a group of people construct their personal or social identities by referring to a cultural landscape or a man-made environment (Watson and Bentley, 2007: 6 cited in Sarıkulak, 2013: 14).

The parameters of 'place identity' are presented as physical and social which work interrelatedly by Sargın (1989: 65). He mentions nature – untouched world – and man-

made environments as sub-parameters of physical parameter and explains the social parameter as "the organization and the socialization of man in communal and physical context, confining a relationship with physical parameters." (Sargın, 1989: 65). About the factors affecting the 'place identity', 'time' input comes forward as being pointed out mostly. In this scope, the dynamic feature of 'place identity' related with the different people at different times for different reasons brings out an outstanding feature of the term (Ashworth and Graham, 2005 cited in Sarıkulak, 2013: 15).

So, it can be said that based upon the differentiating times, peoples and/or reasons, 'place identity' has a plural character; it can change and be reconstructed. People, as being the affecting and the affected input in the definition of the 'place identity', is another significant factor. Additionally, culture is the other factor affecting the 'place identity'. According to Wagner places and landscapes are unique in terms of content; however, common cultural and symbolic elements and processes are the components that produce these places and landscapes (1972, cited Relph 1976, p.44, cited in Sarıkulak 2013, p.14).

Experts on the field has defined some characteristics of the 'place identity' such as being a social construct – as briefly mentioned above, being related to the characteristics and past of the place, being debatable etc.[5] The past of the place is a significant feature of the term and meaningful to discuss. Tuan (2001) mentions that the establishment of the museums and preservation of the buildings are the motives behind the rootedness to place which makes people to try to identify themselves with certain locality (Sarıkulak, 201:27). In this way, the necessities of today can be met and designed for the continuation of the memories of the past; and the residents or the users today can construct their identity referring to both today and memories. From another perspective, places represent the memories of individuals or societies and construct the identity of self while memories act as a source for people or community to contribute to their identity. So, in this respect, it can be said that there is a mutual

[5] For detailed information about this see: Sarıkulak, S. Changing Identity of Public Spaces: Güvenpark in Ankara, Unpublished Master Thesis, The Graduate School of Natural and Applied Sciences, Middle East Technical University, Ankara, 2013.

relationship between the ‘place identity’ and memory. This, in the end, arises a fruitful discussion about the preservation of ‘place identity’ with the help of personal and collective memory.

There is a discussion and confusion between the definitions of ‘place attachment’ and ‘place identity’. “Place attachment refers to the bonds that people develop with places” (Giulani, 2003; Hidalgo and Hernandez, 2001; Low and Altman, 1992; Manzo, 2003; Pretty, Chipuer and Bramston, 2003; Williams, Patterson, Roggenbuck and Watson, 1992 cited in Lewicka, 2008: 211). Three components of place attachment are defined as affective, cognitive and behavioral (Jorgensen and Stedman, 2001; Kyle, Mowen and Tarrant, 2004; Low and Altman, 1992); and the emotional component is the one that is measured most frequently (Lewicka, 2008: 211). As Altman and Law (1992:5) mentions that ‘place attachment’ can be the common ground of positive emotional communication and interaction with the place (cited in Maghisi and Heidari, 2015: 188). Regarding this, it is stated by the researchers that “historic sites create a sense of continuity with the past, embody the group traditions (Devine-Wright and Lyons, 1992; Hay, 1998; Hayden, 1997) and facilitate place attachment (Low, 1992)” (Lewicka, 2208: 211). In the light of these determination, it is possible to say that historic sites, with the memories and symbolic meanings with the physical features reflecting these, sustain some emotional bonds that people feel a continuity with the past and create an attachment to that place.

As Lewicka (2008:212) states that there is no agreement in literature on how place attachment and place identity related. Sometimes they can be used interchangeably, sometimes ‘place identity’ includes the ‘place attachment’ in conceptual definitions and sometimes ‘place attachment’ precedes formation of ‘place identity’. But, it the light of the discussion about the emotional bond people develop with the places, it would not be wrong to say that people connect to these places and consider themselves as a part of that place. Besides, he depicts a role for the place in his mind according to his experiences; and, in the end, the place becomes necessary and respective to him (Falahat, 1984 cited in Maghisi and Meidari, 2015: 189). This determination can lead

to a final thought when considered together with the relation and interaction between people and place that 'place attachment' with its component of emotional bond is a crucial input in the definition of 'place identity'.

1.2. PROBLEM DEFINITION

In recent years, following the increasing attention on the conservation of modern buildings and landscapes in Turkey developed after Europe and the United States, a significant recognition of modern buildings and landscapes on private and public campuses has also started. However, under today's conditions, preservation of modern heritage has largely existed by default; meaning that institutions maintained existing buildings for economic reasons and continuing space needs but not necessarily on the basis of cultural or historic significance.[6] Furthermore, modern heritage is considered to be particularly vulnerable because of weak legal protection and low appreciation among the general public.

Today's understanding of heritage conservation in Turkey is based on the Venice Regulation dated 1964, which was approved and adopted in international scale. Since 1973, the increase of legal regulations and the development of conservation and historical environmental awareness on the international scale have made the topic a more common issue among the public. Some gaps in legal regulations cause uncertainties in registration decisions which becomes evident in decisions concerning the modern heritage (Omay Polat & Can, 2008: 185). It was an important step that with the "Law on the Protection of Culture and Nature Assets No. 2863", in June 21, 1983, the Turkish Government adopted the Western perspective and started making the institutional changes in order to become a member of the union (Sudan, 2012: 13). With this Law, the notion of old monument was replaced with that of cultural property. The cultural property is defined "All movable and immovable properties above or underground or underwater that belong to prehistoric and historic periods and relates to science, religion, and the fine arts." in its 3rd article. According to this statement, it

[6] Buono, J. 2011. "Modern Architecture and the U.S. Campus Heritage Movement", *Planning for Higher Education,* Vol. 39, No. 3, pp. 88-102.

can be deduced that due to the open-ended manner in time and space context the modern heritage also can be registered in this scope. In fact, in the 6th article of the law, a narrow definition of modern heritage to be conserved was implied in the 'paragraph d' by saying that

> Without regard to date of construction or registration, buildings and sites that witnessed significant episodes of the National War of Independence and the proclamation of the Republic of Turkey and houses used by Mustafa Kemal Atatürk for their relevance to our national history.

which could leave out many examples of the era to be conserved. However, it can be stated that it is the buildings from Early Republican Period that were registered and conserved mostly (ELMAS, 2005: 90).

Although there are positive evidences, the heritage of modern movement continues to be threatened in Turkey. Uncertainties in the definitions required to provide a legal status to modern heritage, political issues that make states to have some choices among examples of architectural heritage of specific periods and lack of public awareness through modern heritage can be seen as the main reasons behind the threats. So, with an examination of the modern architecture of the period and conservation of these buildings and sites, the changes that these buildings have witnessed in order to continue to be used; information and experiments of an important period in architectural history will be documented together with the all the processes of a building has gone through in all time periods with all the interventions, transformations, etc.

Together with the 'modern heritage' discussion, the 'place identity' issue is also a part of the problem for this dissertation. In the case of this study, the focus is on the first meaning of 'place identity' which can be summarized as the identity of buildings in the scope of the study composed as a result of the interaction between physical and social inputs. The 'place identity' term mostly discussed by the environmental psychologists by referring to the questionnaires or public opinion surveys and mostly dependent on the social input – the identity of the people which they constitute with reference to the physical setting –. This issue can be accepted as a rarely-discussed or

a non-popular topic in Turkey as can be seen from the results of the literature review on it; indeed, there is a major deficiency of the discussion of the term in the field of conservation. Additionally, the second meaning of 'place identity' defined as the individual's personal identity in relation to the physical environment also find a place in the study.

With the foundation of the Republic, the new 'identity' – national identity – of Turkey began to be established with the reforms in the way of Modern Turkey. In this scope, the capital city was also changed from İstanbul to Ankara with the aim of building a new modern city as the capital detached form the Ottoman past. Besides, grandiose modern buildings were constructed, mostly by the foreign architects invited, to represent the new Modern Turkey. Thus, it can be asserted that the new 'identity' of the Republic constructed with a direct interaction with the architecture – the physical component –. Further than that, following the construction of the New Capital with modern movement architecture, the architectural language of the buildings continues to follow the changes in modern architecture – and/or other styles – in the world, and, continues to change throughout the century. To exemplify, in 1950s, the field of architecture welcomed the young architects who adopted the aesthetic understanding of 'International Style' (Bozdoğan, 2016: 14). From this point of view, in this thesis, it is obvious that discussing the 'place identity' through the examples of 'modern architecture' in Turkey will make a great contribution to both of the research fields.

In the light of the analysis and descriptions above in the chapter, the case of Ankara University Cebeci Campus is one of the best area as housing the architectural examples of the modernization efforts of the Republic which are still in use today with varying transformations as well as being significant figures in the political history of Turkey. Additionally, throughout the time that the Campus has existed, the continues growth of the Campus with additional buildings constructed in different times by different architects make Cebeci Campus a well-equipped case for such a research. Hence, it will be possible to discuss the 'place identity' with its all aspects – physical and social

– through the buildings within the boundaries of the Campus and the reflections of the users.

1.3. AIM AND CONTENT

The main aim of this dissertation is to study and discuss changing character of 'place identity' via modern heritage examples of the Republic which constitutes an important role in the construction of the new identity of Turkey. As education was a significant aspect of modern Turkish society for the ruling class, the major reforms and changes were realized in this field; and, new buildings for the new educational system were constructed with modern movement language. Because of being the new capital, these new modern educational buildings were constructed in Ankara. For this reason, Ankara University Cebeci Campus is chosen to analyze and discuss the determined topic.

In line with the purpose of the thesis, the buildings within the boundaries of the Campus will be studied to define the original architectural features and to document the changes they have gone through until today. Additionally, through the interviews with users of the buildings – mainly the students, academicians and the graduates – the social and political aspects of the institutions also will be searched. Following that, in the light of the discussions above and the documented data through the analysis, the identities of the faculties in the Campus with varying features will be defined. In the end, the experiences, contributions and newly-arise questions in the field will be bring into the further discussion in addition to provide the original information in the related topics.

1.4. METHODOLOGY

The research of the study is mainly composed of the data collection and its evaluation through determined terms mentioned above. The collected data, additionally, could be grouped under two parts; one is the data gathered by literature review and the other is the data collected on the site and through interviews. This data collection process did

not follow a linear process, on the contrary, it was a continuous process with back and forths.

The studies on the research was firstly started in 2015 with a general data collection on the case – Ankara University Cebeci Campus –. Information, including the architect, data of construction, etc., about the buildings within the limits of the Campus was searched and in the end a timeline of the Campus was formed which constitutes the base of the research. In parallel to that, with detailed literature review through the memoir books of the members of the faculties in addition to the architectural books, papers, etc., this timeline began to be detailed and branched. Among them most informative ones are 'Ankara'nın Mülkiyesi 1936-2007' by Temurhan Öztürk and interviews in the first part of the books published by *Mülkiyeliler Birliği* in the memory of prominent and beloved professors of the school.

In this process, Ankara University Directorate of Construction and Technical Works was visited and all the visual documents exist in the archive ranging from original project drawings to minor repair documents were gathered. Among these documents, there are scans of the original project drawings of library, amphi, dormitory and Faculty of Communication buildings within the boundaries of *Mülkiye* and the extensive and minor repair projects[7] from that time on. In addition, although there does not exist the original drawings of the main building, there is the measured drawing of the main building of *Mülkiye* dated 2015 in digital medium. Besides, there are the scans of the extensive and minor repair projects of the main building[8] starting from the construction of additional buildings in 1960s. Similarly, there are scans of the original project drawings of the additional buildings of *Hukuk Fakültesi*[9]; and the original drawings of the main building is lack among the documents gathered from the archive.

[7] The years of the repair projects of Library building are 1991, 1994, 2004 and 2008 wihle they are 1996, 1999, 2002, 2006, 2009 for Dormitory building and 1971, 1983, 1984, 1986, 2005, 2007 and 2011 for the Faculty of Communication building.
[8] The years of the repair projects of *Mülkiye* are 1955-1960, 1984, 1991, 1994, 2004.
[9] There are no repair projects of additional buildings of *Hukuk Fakültesi*. The additional buildings have kept their originality to a great extent with minor interventions and this could be the main reason behind this lack besides the possible loss of the documents.

In the process, the lack of these documents caused lack of information on the change of the building due to the lack of opportunity to compare original situation of the building with the other repair projects[10] and/or current situation of the building. However, through the end of the studies, in 2017, the measured drawings of the main building of *Hukuk Fakültesi* was completed and gathered in digital medium from Ankara University Directorate of Construction and Technical Works. As being a later-constructed building, there are scans of the original project drawings of both the main and additional buildings of Faculty of Educational Sciences in the archive. Additionally, there are scans of the repair projects varying from extensive to minor repairs of the buildings[11]. And, indeed, there are digital drawings of the repair projects of the main building dated 2014 and 2015.

In addition to this large amount of data enabling to document the transformation of the building in time, starting with the first visit in October 2015, the Campus was frequently visited – approximately three or four times a year by becoming more often through the end of the research process –. In these visits the gathered drawings were compared with the existing situation to document the lacks and/or to observe ongoing works in the Campus. Beside the site visits done in purpose of examining the buildings, the interviews realized in the Campus also helped the author to observe and identify any implementation in the area.

Besides the documentation of the processes of the buildings through physical documents, interviews with about 15 people were done[12]. In the selection of the people for interviews, the main aim is to find users from different faculties who witnessed different periods of the buildings. Through these interviews, information about the buildings, their original situations and transformations, was collected and used to define and analyze the transformation of buildings together with the written and visual

[10] The years of the repair projects are 1968, 1977, 1978, 1983, 1990, 1995, 2004, 2005 and 2016.
[11] The years of the repair projects of the main building are 1980, 1990,1994, 2000, 2005, 2008 while they are 1999, 2000 and 2014 for the Cafeteria building and 1982, 1997 and 2004 for the Sports Hall building.
[12] List of the interviewees and the questions can be found in the Appendix.

data. In addition, the memoirs and thoughts of these people on the building and the institutional identity of the faculties provide remarkable information to define and discuss the meaning of these modern heritage examples to the community.

While the detailed documentation of the transformation of the buildings in the Campus was going on, the literature review on the formation and development of Cebeci as the district housing the Campus was done. The plans after Ankara being capital, the decisions on these plans effecting the Campus and other related written and visual documents were studied and a history of the District was formed. Although not going into the details as current functions in the area, construction technique etc., the transformation of neighborhood, the current situation and how the Campus is related to the area was studied in this scope.

Following all the documentation process, to declare the theoretical backround of the thesis, another literature review was realized on two topics: modern heritage and place identity. At the beginning the aim was to study the area as a campus with the modern heritage examples within its boundary. However, in the process, the overlapping of the information on the physical changes of the buildings and the political and social disturbances in Turkey and/or in the faculties; and, the relation between the extensive changes in the buildings or their conserved status with the approach of the users direct this study towards the analysis of the consistent or dynamic/varying identities in the Campus. In the light of this background, the collected data was evaluated to see the idenitity and/or identities in Ankara University Cebeci Campus and varying conditions In the end, outcomes and contributions of all these documentation and evaluation process to the filed was put forth.

The research methodology of the thesis is composed of mainly five stages. The first stage, Chapter 1 – the introduction part –, includes the literature review over two main concepts forming the theoretical background of the study which are ‘modern heritage’ and ‘place identity’. For ‘modern heritage’, international documents like charters, recommendations, declarations, symposium notes, etc. published by organizations like

ICOMOS, DOCOMOMO and the Getty Conservation Institute were searched. Additionally, the technical books, thesis, articles and other written documents related with the concept were also studied. Besides, the national documents such as the laws, regulations and decisions were also analyzed in this process. In the end, the definition and developments in the conservation of 'modern heritage' was introduced. Following that, the frequently referred concepts and parameters used in the discussions on the conservation of modern heritage – which are authenticity, change, re-use/re-function and community/memory/social life – was analyzed to make a path for the following parts of the study. Furthermore, a parallel literature review was also conducted for the concept of 'place identity'. In this scope, due to be a term begun to be discussed after 1970s mainly, the journal articles were used as the primary sources. These articles were mostly from the field of environmental psychology that help to define and understand the meaning of the term and the components to constitute the identity. Additionally, some thesis and articles from the field of architecture and urban design were found and studied to see the contribution and the scope of the term in these disciplines. Apart from the part introducing the theoretical background, the problem definition in the light of the discussions above was put forward together with the aim and content of the dissertation.

In the second stage, Chapter 2, the formation and development of the district that Ankara University Cebeci Campus was documented to interpret the relation between the Campus and Cebeci in addition to the relation with the city. For this purpose, a literature survey on Ankara – and Cebeci as a part of *Yenişehir* – was realized through numerous written documents (books, articles, thesis). As the crucial and meaningful input for constituting this history, compiling documents like maps, prepared plans, old photographs and aerial photographs were collected from different sources and institutions and used to complete and contribute in missing information. Following the process of the District, the existing situation was depicted with the accompanying up-to-date photos. Besides, the transformation that Cebeci has gone through and the situation today was interpreted by the observations of the functional transformations in the interfaces, the mostly-seen functions, etc. After the District, the formation and the development of the Campus was studied. To that end, information obtained from

different mediums were brought together. In addition to the written documents on the Campus, the site plans, arrangement projects and some documents on rearmaments were taken from Ankara University Directorate of Construction and Technical Works and used to compose a timeline of the development and transformation. As a critical contribution, the interviews were done with the users witnessing this development, or at least a period, of the Campus to fill the missing points to the possible extent. Lastly, the existing situation of Ankara University Cebeci Campus was defined with its physical features in addition to the faculties it embodies. From this point on, in the analysis of the Campus, the method is to study by referring to three separate parcels in which the faculties were located as detached from each other.

The third stage, Chapter 3, the analysis of the Campus was realized with a deepened approach. The buildings in the Campus was studied by referring to the faculty they belong, and so, as a group located in the same parcel. In this study, firstly, the architectural features of the buildings were defined by referring to the period they were constructed. In this part, a literature survey on the architecture of the period was done through the written documents (books, articles, thesis) and visual documents (plans, old photographs, etc.). Besides, another literature survey was also realized specific to the buildings itself though the similar approach. In addition to the written documents, if there was, the projects, original plans, extensive or minor repair, renovation and/or rearrangement projects taken from Ankara University Directorate of Construction and Technical Works composed a major and critical source in defining and documenting the transformation process of the buildings. The archives of VEKAM and *ilef* in addition to some related websites provides a great resource for the visual documents. Further than that, the interviews realized about 15 people from different periods of the Campus, and so faculties, contributed to the social and political history as well as the physical changes and its results in the buildings. Lastly, all the collected data was compared with the information gathered from the site survey realized by the author in the Campus and the transformation processes of the buildings was documented until today.

These three stages included the analysis of the chosen case – Ankara University Cebeci Campus – and the theoretical basis to discuss the collected data and the outcome of the analysis realized for the buildings. Relatedly, in the fourth stage, Chapter 4, the transformation of the buildings went through will be examined with its reasons and impacts by referring to the discussion on the modern heritage and the key concepts mentioned in the first chapter. Moreover, the results of this examination will be evaluated in order to define the 'place identity' of the faculties in the Campus. In this process, the interviews were the key sources for both the physical and social component of the identities. For this assessment study, the focus is on the varying place identities for a faculty and/or in the Campus, how the changes or the conserved situation of the buildings affected the 'place identity' of the faculties and on the impact of the relation between the physical setting and the community on the definition of 'place identity'.

In the last stage, Chapter 5, an overall assessment of the place identities in Ankara University Cebeci Campus will be done through the comparison of them and a discussion of these different identities. In the end, the methodological outcome and the contributions of the observations, analysis and the discussions in the field of conservation, especially the conservation of modern heritage, will be put forward which will provide a base or pave the way for further discussion in this topic.

CHAPTER 2

A DISTRICT AND A CAMPUS IN A NEW CAPITAL CITY

The growth of Ankara and the major changes occurred in the built-up and open areas of the city were mainly dependent on the city plans prepared since Ankara declared as the Capital city of the new Turkish Republic. Especially Jansen Plan (1928) and Uybadin-Yücel Plan (1957) were the plans that determines the general outline and possible growth axis and areas of the city. In addition, in Jansen Plan the area Ankara University Cebeci Campus was sitting on was determined as the zone for higher education. So, it is possible to say that both the District and the Campus are the applied decisions of a plan.

After the Jansen Plan was approved in 1932, firstly, Faculty of Political Sciences *(Mülkiye)*[13] (1936) and Faculty of Law *(Hukuk Fakültesi)*[14] (1940) were constructed. After 1957, until 1980s, there was a dense construction period as additional buildings for existing faculties or new buildings for newly established faculties within the determined blocks. Only after 1990s, Ankara University Cebeci Campus began to be managed as a campus, not as separate faculties. Today, the Campus is a one single area with defined and control entrances.

[13] By referring to the most known and used name of the faculty, the Faculty of Political Science will be mentioned as *Mülkiye* in the text.
[14] By referring to the most known and used name of the faculty, the Faculty of Law will be mentioned as *Hukuk Fakültesi* in the text.

So, the formation, growth and transformation of both the District and the Campus will be the subject of this chapter. Not just physical aspects of the development will be discussed; indeed, the social aspects will also be a part of this discussion like the introduction and formation of slums to the city and their place in development of the city and Cebeci and, daily and social life in Cebeci, etc.

2.1. NEW CAPITAL AND CEBECI AS A PART OF *YENİŞEHİR*

New Turkey has chosen Ankara as the capital of the Republic with the aim of creating a modern city at the center of the country in terms of transportations and communications. In addition, Ankara would be the symbol of the new republic, having a separate identity from the former Ottoman Empire and its capital, Istanbul (Özbilen, 2013: 305). The city was chosen as the prominence of the War of Independence before being the capital of the Republic. In 1923, after the victory, rather than returning to Istanbul and restoring the Empire, Ankara was declared as the capital of the newly founded Republic to realize the reforms. (Kezer, 2010: 42).

In this part, the formation and development of Ankara after the declaration as the new capital and Cebeci district will be explored. In this manner, planning studies, following each other, and Cebeci district as one of the initial zones developed as part a part of *Yenişehir*, and consequently part of these plans, will be analyzed.

2.1.1. Development of the City and Cebeci

After the determination of Ankara as the capital city, some of the urgent needs were defined as preparation of a city plan, housing construction to counteract the housing shortage and arrangement of existing road and construction of new roads (Cengizkan, 2004: 18). And the first attempt of planning was the provision of a plan – late known as Lörcher Plan – prepared by the German planner Dr. Carl Cristoph Lörcher in 1924 and there was an addition to the Plan in 1925, which was the design of *Yenişehir* area (Cengizkan, 2006: 25); (Figure 1). Lörcher Plan was composed of two parts: existing city and *Yenişehir*. The main concern of this first plan was to provide a healthy

relationship between the new development areas and the historical old city (SUDAN, 2012: 38).

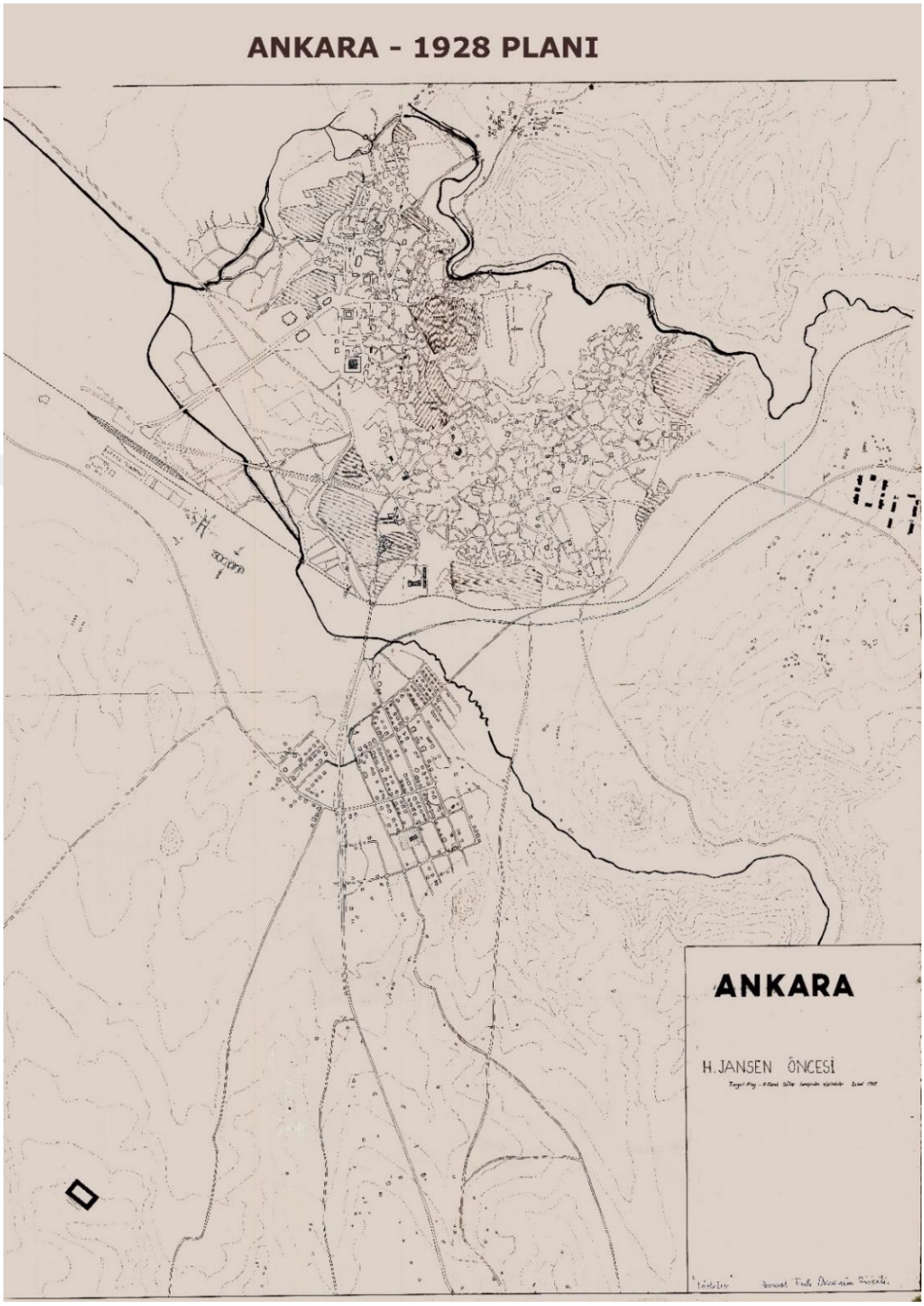


Figure 1. Lörcher Plan[15]

[15] It can be clearly seen on the map that the area called 'Cebeci' and the campus area of today were empty in terms of new constructions except the Ankara University Faculty of Medicine Cebeci Hospital on the East of the map.

For both areas, one or two storey buildings were foreseen; and meeting the needs of people for parks, green space open outdoor areas were planned in the scope of "garden city" movement (Özbilen, 2013: 305). As Cengizkan (2004: 83) mentioned, Cebeci square was one of the open areas designed within the scope of Lörcher Plan. Even though the construction of this square was started, it was not completed and today it does not exist. Besides, because of the main concern of Lörcher Plan was the planning of the central urban space and newly-built part of Ankara, the issues related with higher education were not considered (Köse, 2010: 79).

In 1927, a competition was organized for a new urban plan and Hermann Jansen's plan won the competition. The plan was approved by the Turkish Government's Council of Ministers in 1932 (Figure 2). Tankut (1990: 79) listed the topics of the plan as urban aesthetics, economy and health, land use and transportation, density of the city and a reserved area allocated for the development of the city. Jansen Plan mainly determined the zones residential, industrial and administrative purposes, the pedestrian and vehicular circulation as main axis of the city and indicated the direction of growth of the city towards south (Özbilen, 2013: 306).

At this point it must be stated that Jansen retained many of Lörcher's ideas, especially for the newer parts of town and the layout of major streets (Kezer, 2010: 44). Within the scope of the plan, Cebeci district was determined as the area for higher education (Figure 3). Besides being chosen as the area for higher education, there were, of course, new residential settlement formation related with expansion of the city towards foothills of the castle after being the capital city of the Republic (Figure 4-5).

Meanwhile, in addition to the construction of first mass housing in Bahçelievler, first squatter houses were begun to be constructed in Ankara by those who did not want to or could not purchase properly regulated parcels of land (Özbilen, 2013: 307). Cebeci district, as being close both to the old and the new city, was one of these squatter areas chosen to settle (Şenyapılı, 2004: 76).

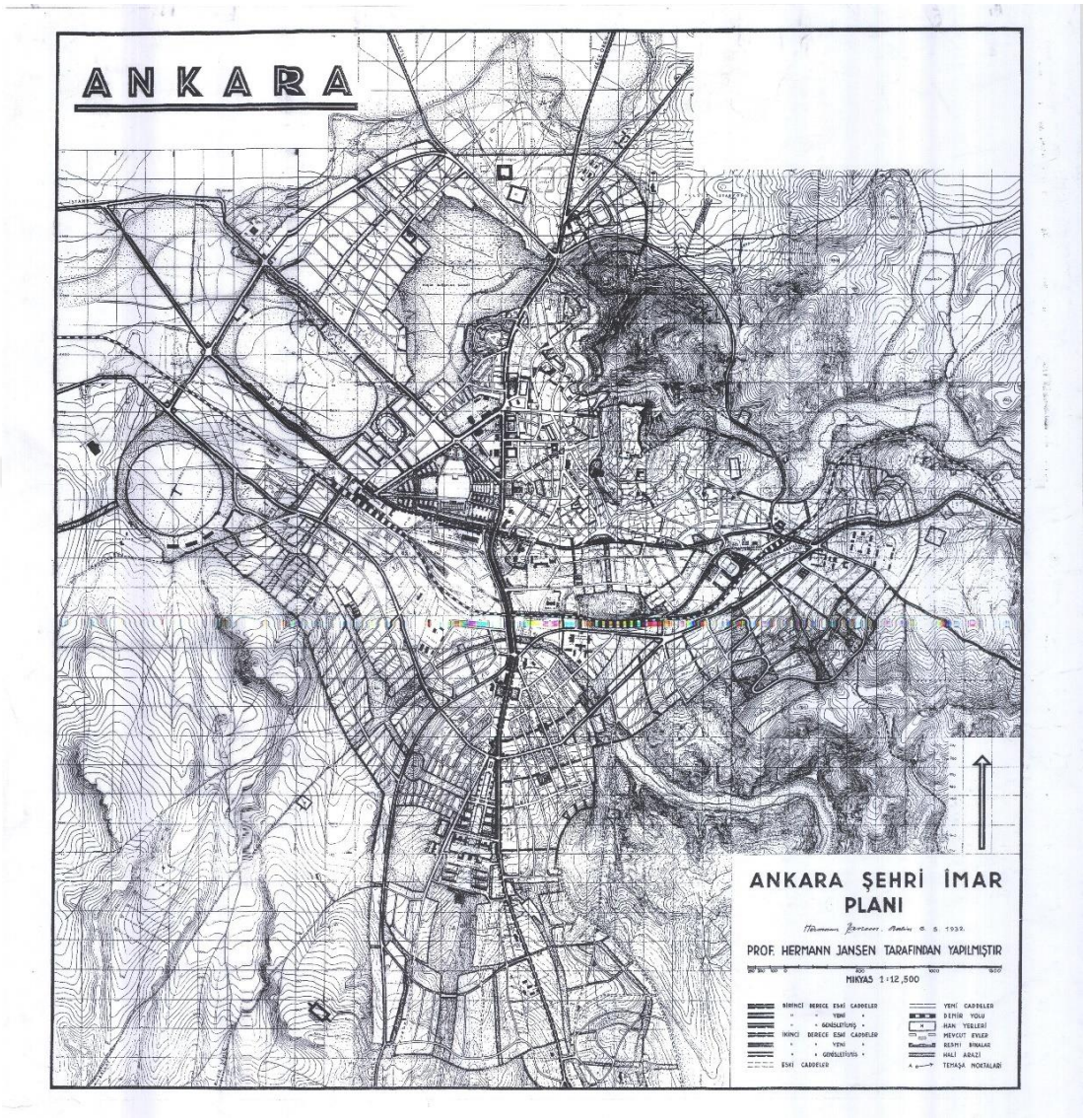


Figure 2. Jansen Plan (archive of METU Department of City and Regional Planning)

The population of Ankara reached 226.000 in 1945 and 290.000 in 1950; which shows that 300.000 population target of Jansen's plan was reached in nearly 25 years (Burat, 2008: 55). Squatter houses accepted as the fact of the city, and were legalized by law number 5218, which put into effect in 1949 (Özbilen, 2013: 307).

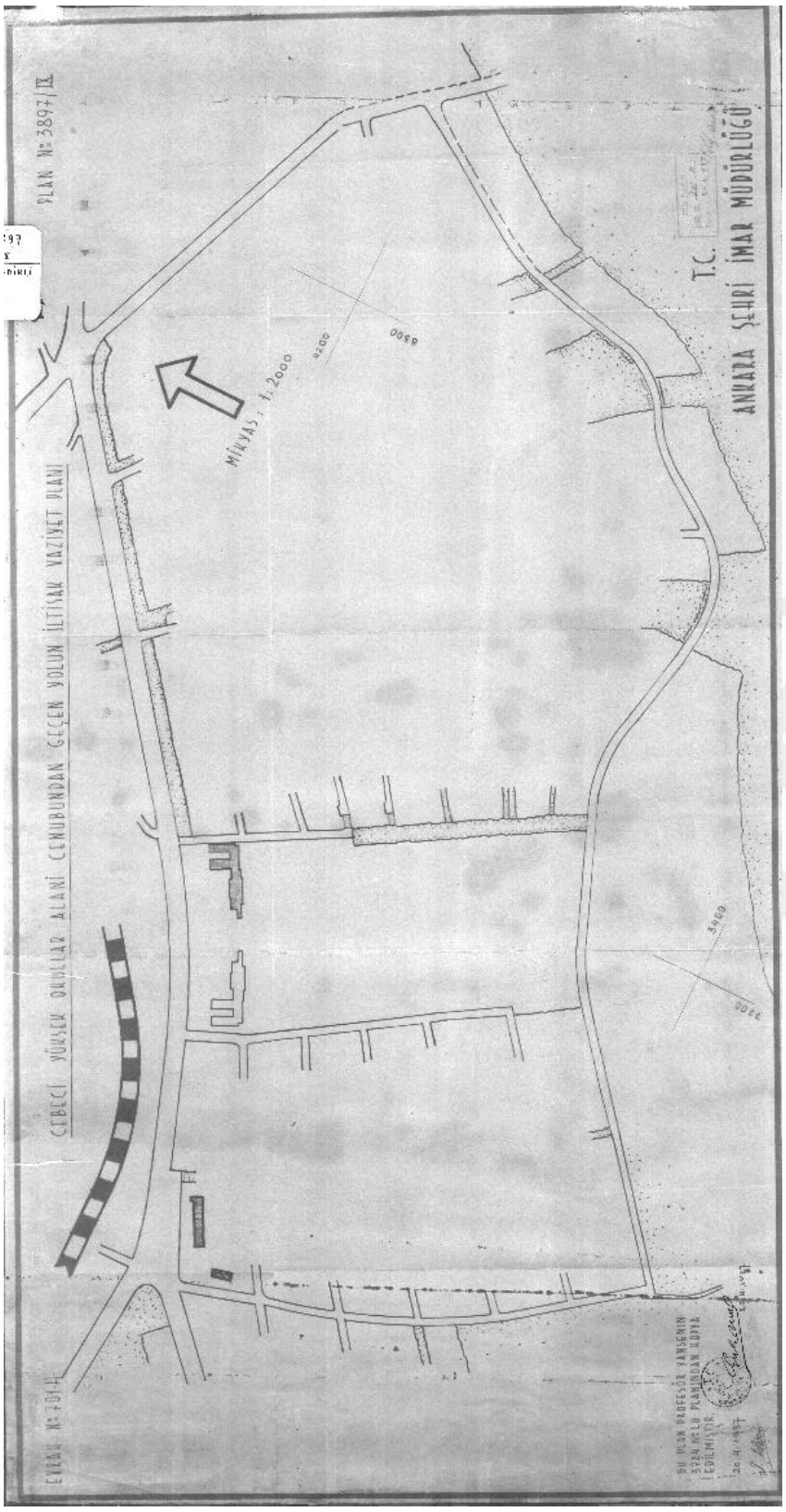


Figure 3. Drawing showing the zone determined for higher education in Cebeci in Jansen Plan(archive of METU Department of City and Regional Planning)

[16] It is also possible to see the masses proposed for the higher education buildings -in this situation these masses can be accepted as the buildings proposed for *Mülkiye* and *Hukuk Fakültesi*- as a part of plan.



Figure 4. Looking towards city from Cebeci dated 1928 (archive of VEKAM)



Figure 5. Cebeci in 1930s (archive of VEKAM)

City expanded beyond the limits of master plan prepared by Jansen in the years following the 1938 and caused the need for a new master plan. Then, an international competition was organized, and the plan prepared by Nihat Yücel-Rasit Uybadin was elected as the winner and approved in 1957 (Figure 6). Opposed to Lörcher and Jansen Plans, which interested with the continuity of the green areas, squares etc. the Uybadin-Yücel plan did not interested with the spatial form of the city. The Uybadin-Yücel plan proposed an order based on the rectangular parcels and directional streets (Günay, 2015); (Sudan, 2012: 39).

Another difference from previous plans is that this plan lies in the essence of offering not only a homogenous pattern but also a high-density development. This type of approach was the solution for the rapid population growth of the city, which was considered as the basic reason of urban problems (Resuloğlu, 2011: 101).

At the beginning of 1960s, the number of building heights were allowed to increase by two or three times which paved the way for a denser city. In same period, a demolish-build-sell understanding became dominant for the existing buildings which was very much market-driven. Examples of residential architecture from the 1920s and 1930s were destroyed, creating an important idleness in historical memory of Ankara (Özbilen, 2013: 308).

The processes of squatter settlements and build-and-sell application was continuing at increasing rates and shaping the environment in 1960s. Besides, industrial buildings began to be an important part of the city, because of rapid growth of industrialization (Resuloğlu, 2011: 102); which means Ankara was no longer only the center of administrative, educational, and cultural affairs; it was, at the same time, an industrially developing city (Özbilen, 2013: 308).

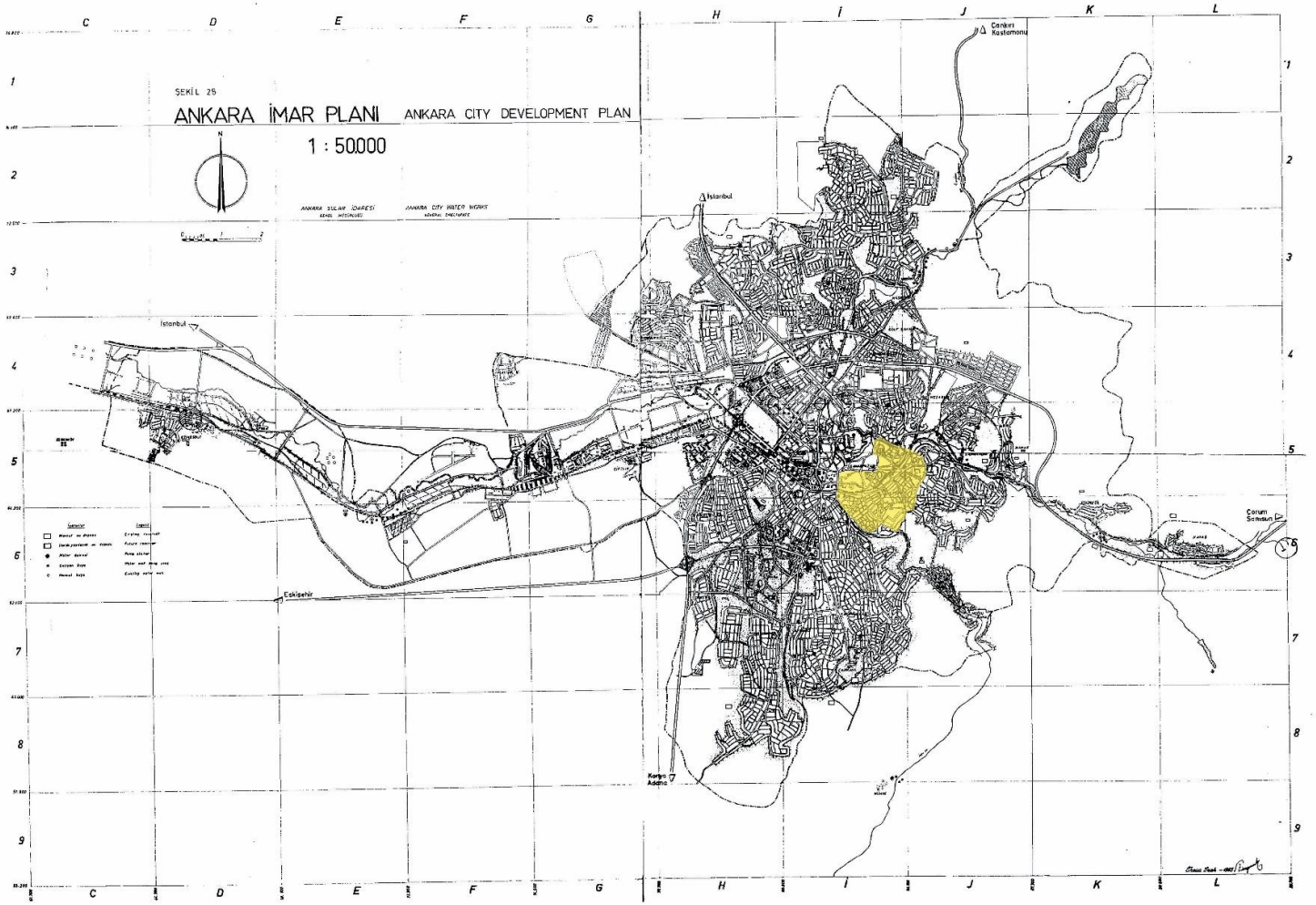


Figure 6. Uybadin-Yücel Plan (personal archive of Baykan Günay)

The Bureau for the Metropolitan Area Master Plan (AMANPB) was established in 1969, the function of which was to prepare plans with metropolitan context. After performing a detailed analysis on Ankara in 1970-1975, the plan of AMANPB was approved in 1982 and final document was called Ankara Master Plan 1990 (Günay, 2006).

The plan was especially interested in future developmental areas of the city rather than existing settled areas. It was aimed to increase the density in the city center, and to ensure a healthy development of the city for 70% of its population who had begun to live in slums (Özbilen, 2013: 308).

Following the 1970s, great housing and industrial districts were developed towards the west which was accepted as the fundamental improvement strategy of the city (Özbilen, 2013: 308). In the late 1970s, the growth pattern of cities also changed. Mass housing, settlements of public offices, university campuses, and headquarters of big companies, can be named as large-scale improvements, began to be located outside cities, though attached to the city (Resuloğlu, 2011: 107). With the efforts of the same office, the periphery of the city was forested, and a green band was created in 1980s. However, in the opposite to the growth strategy of the city towards west, Ankara continued to develop towards south. After that in 1980s, with the mass housing projects, like Bahçelievler, the city continued also towards west (Özbilen, 2013: 308).

In the 1980s, there was seen an intense alteration of functional and social aspects in urban areas. Besides, shift from industrial production to service sector, occurred due to the change in economy policy in Özal Period, had a substantial effect on urbanization. During this transformation process, social segregation was revealed in the urban space more visibly (Resuloğlu, 2011: 111).

After the Grand Ankara Master Public Improvement Plan completed its mission, the 2015 Structural Plan Scheme, and later, the 2023 Planning Studies (1998) were

prepared; and following period, the 2023 Capital Ankara Master Public Improvement Plan was approved and put into progress. The aim of this plan is not to find new areas of settlement, but to interfere with the problems of the city in the existing settled areas; and to provide methods of intervention" to improve quality of living" in the settled areas of the city. Furthermore, by protecting the continuity of natural, cultural, and environmental values and wealth of the city of Ankara, the plan aims to reduce speculative pressures on these areas. Finally, the development of the city has been continued in the context of this plan; and, since there is not a fixed plan, occasionally, regional alterations can be made in the direction of fundamental decisions (Özbilen, 2013: 309).

Cebeci District as a part of *Yenişehir*

Cebeci is one of the few districts that has existed and witnessed to the formation and development of Ankara from the beginning – as capital city. With the first urban plan, the area began to be a subject for the planning studies as being between old city and new city.

Cebeci gets its name from Cebeci Ocağı – a military class in Ottoman Empire- settled in the area in last years of Ottoman Empire (Şenol Cantek & Zırh, 2014: 146).

The first information reached about Cebeci is that in 1919, after the war, two companies of English soldiers brought to Ankara were settled around Cebeci and Demirlibahçe (Şenyapılı, 2004: 30). This information enables us to see that there was no neighborhood formation in Cebeci at that time. Yet, it was known that there was the Villa of Abidin Paşa constructed in Cebeci before the Lörcher Plan (Şenyapılı, 2004: 20). At the end of the 1920s, Cebeci was like a "different place detached from Ankara" (Sağdıç, 1994: 100). Old Cebeci was composed of mudbrick houses and looked like a small modest Central Anatolian village (Şenol Cantek & Zırh, 2014: 148). In 1922, İsmail Habib Sevük described the view of Cebeci from the castle as:

… on the east part there is Cebeci district beneath us and Cebeci square in front. On the left of the square in a higher and sunny position, there are newly-constructed two-storey-high houses and pavilions with red-tiled roofs together with Cebeci hospital look like a small town. (Bozyiğit, 2001: 61); (Figure 7).



Figure 7. View through Cebeci from Hamamönü dated 1920 (archive of VEKAM)

In 1924, two separate plans for old and the new city were prepared to the German city planner M. Heussler. As far as the plans can be followed, it is understood that the planner predicted a homogeneous urban fabric composed of one-storey or at most two-storey buildings with garden on an iron-grid plan. In Cebeci, an old vineyard area on a high plateau, a scattered, irregular and illegal settlement was begun to develop after the implementation of Heussler's plan in Yenişehir. Furthermore, between Cebeci and Yenişehir a tree nursery was forming (Şenyapılı, 1985: 22).

In addition to the open areas, there were traces of Lörcher design in the built-up areas also. According to the decision dated to January 30, 1928, a neighborhood was constructed in a field belong to Ser Attarzade Mehmet Efendi in Cebeci. According to Cengizkan (2002:54), the design of this new neighborhood, situated at the east of

Boşnak District between … and the railway – near *Musiki Muallim Mektebi* -, was more likely belong to Lörcher. In the following years, due to the new developing order by parcels, the neighborhood divided by new streets the reason of which can be related with Jansen Plan. Moreover, this neighborhood construction of which was already started was destroyed with the aim of turnabout according to plan changes (Cengizkan, 2002:54/58).

The parts including decisions about Cebeci in Lörcher Plan can be listed as: Samanpazarı-Cebeci-Ulucanlar were included in the scope of the plan, the ideas about the connection of Cebeci and *Yenişehir* with a park and unity of old Ankara and *Yenişehir* and design of a cemetery behind Cebeci District (Cengizkan, 2002:57). As Şenyapılı (2004: 62) explained, the housing formed between *Yenişehir* and Cebeci was going to be preserved with minor changes and as the development area of these two districts, there was going to be formed a green area in-between.

In Jansen Plan, Cebeci District composes an important part. Until the approval of Jansen Plan, housing fabric has developed around the streets perpendicular to main streets and in the context of Yenişehir, Bahçelievler and Cebeci districts. In the plan, Cebeci district was proposed as the housing area for middle income groups (Şenyapılı, 2004: 63/67); (Figure 8). Besides, as mentioned above, Cebeci was thought to host higher education buildings. Jansen mentioned Cebeci as a suitable district for the construction of monumental buildings and proposed the higher levels of Cebeci district for the schools like *Mühendis Mektebi* planned to be moved from İstanbul to Ankara (Alpagut, 2005 :112). However, in the field planned as the university neighborhood, the squatter houses were constructed, and the education units planned to be constructed here were began to be constructed in the different parts of the city (Şenyapılı, 2004: 69).

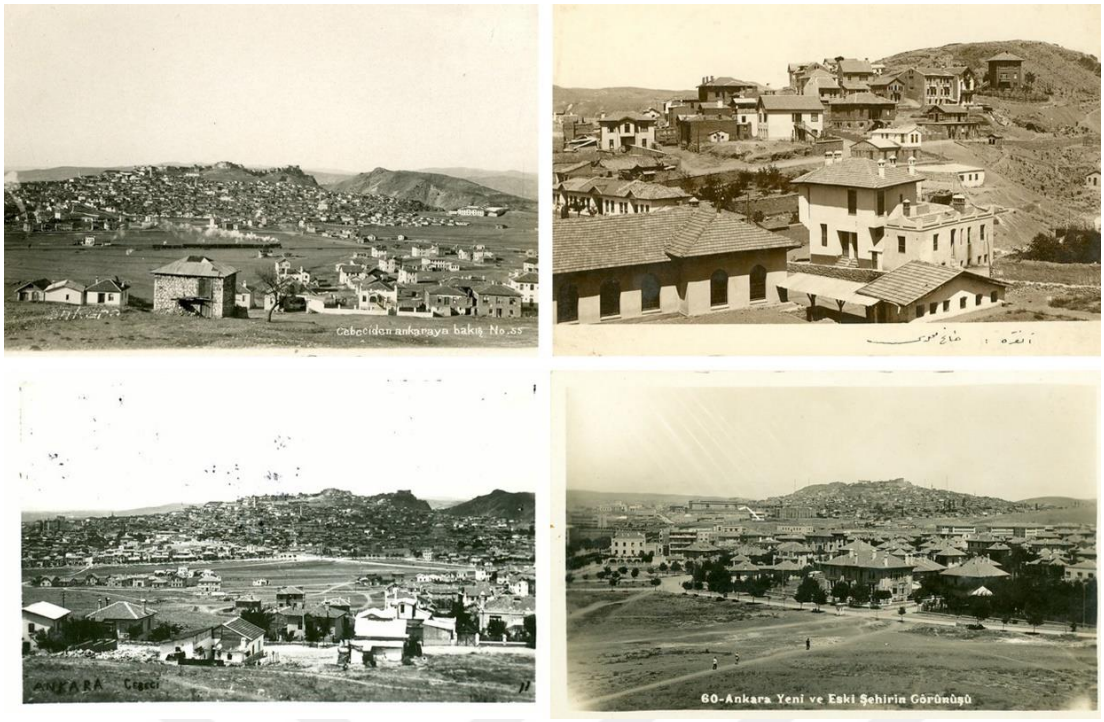


Figure 8. Views from Cebeci and the developing housing areas in the District dated 1928 (above) and 1930 (below) (archive of VEKAM)

In 1924, in the period campaign for education started, *Musiki Muallim Mektebi* was established with the aim of a school to give education in the field of fine arts in Ankara. The school began education first in Şakir Ağa Oteli in Cebeci due to the lack of school building; but in 1928, *Musiki Muallim Mektebi* moved to its own building designed by Ernst Egli (Şenol Cantek&Zırh, 2014: 155). Between 1930-1935[17] important buildings were constructed around on the axis of *Yenişehir*- Cebeci like *Merkez Hıfzı Sıhha Enstitüsü* (1936), *Siyasal Bilgiler Okulu* (1936) and *Cebeci Orta Okulu* (1938). And the existence of these important buildings in the area led to increase in attraction of Cebeci as a housing district.

Cebeci is a district that can preserve its neighborhood fabric with the existence of the institutions of district. *Musiki Muallim Mektebi*[18], faculties, dormitories, military sewing workshop, military and civil hospitals brought outsider population to the district while local places serving both outsider and local people (Şenol Cantek&Zırh,

[17] In this period, there was seen an increase in the construction facilities and requests at the South of railway in the lots 1001, 1013 and 1983.
[18] After, the school took the name 'Conservatory'.

2014: 163). Professors came from İstanbul to teach in *Mülkiye* and *Hukuk Fakültesi* were the people treated with respect and admire by the local people. However, *Musiki Muallim Mektebi* put these two faculties in shade about faces of Cebeci. Almost all old residents of Cebeci had a picture of famous artist came to the district with *Musiki Muallim Mektebi* (Conservatory) in their minds. Kenter siblings, Agah Ün, Ulvi Uraz, Ruhi Su were some faces of this period (Şenol Cantek&Zırh, 2014: 164). This situation shows that the residents of this neighborhood were mainly officers, professors, students, doctors, artists, soldiers and bureaucrats.

In 1935, Yenişehir and Cebeci involved a commercial fabric composed of 100-200 shops in addition to the housing fabric with around 1000 houses; and the part of these fabrics located in Cebeci was gathered around 68 streets. Although single building layout was dominant in old city, Yenişehir and Cebeci, in this period, apartment type buildings were also begun to be seen. While old city had urban and central features in addition to housing fabric, Yenişehir and Cebeci districts were developed as dormitory-qualified urban pieces. In this period, Cebeci could not reach the majority to have distinction in neighborhood level, Yenişehir was composed of three neighborhoods, on the other hand (Şenyapılı, 1985: 50-52). Same year, 300 dwellings were listed in Cebeci[19] (Şenyapılı, 2004: 100-101); (Figure 9).

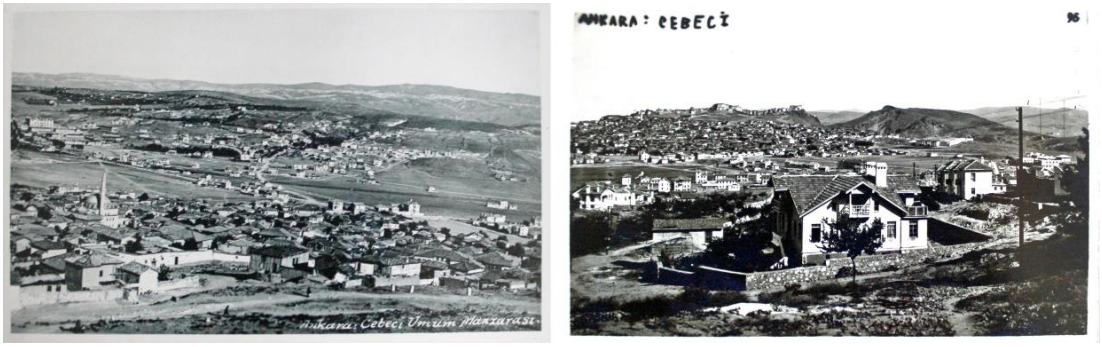


Figure 9.View from Ankara Castle to Cebeci (left) and from Cebeci to Ankara Castle (right) dated 1935 (CANGIR, 2008).

[19] This information was reached as a result of the shop requests from 1015, 1016, 1018 and 1023 in Cebeci. These requests show us the increase in the density of population around these lots.

In 1936, Cebeci was listed as a housing district and according to Jansen Plan, for Cebeci modest and low-rise apartments were proposed while Çankaya direction of *Yenişehir* was reserved for villas (Şenol Cantek&Zırh, 2014: 149). Towards the end of 1930s, there was seen a development in construction facilities in the area. Demands for construction of mosque, arrangement of green areas, expropriation of properties for opening of roads, new parceling and construction types were increased (Şenyapılı, 2004: 100-101); (Figure 10).

Through the mid of 1930s, related with the development of Cebeci, the opening of Cebeci railway station the attraction of the area was increased, Cebeci and *Yenişehir* districts were began to be centralized and construction activities became widespread (Figure 11-12). Thus, as being the closest site to this area, behind Cebeci, the area in İncesu become open to construction of squatter houses (Şenyapılı, 2004: 76).

In 1936, it was seen that the area to be allocated for university was began to be filled with squatter houses and the left area was not enough for the construction. Ministry of Culture applied to Executive Board of Planning for change of the area reserved for construction of university buildings. However, the Board declined this request with the reason of expropriations in the area and the development of nearby neighborhood according to this plan (Şenyapılı, 2004: 111). Though, Tankut's survey show that the illegal buildings existing since 1931 in the public property belonging to the universities in Cebeci, could not be destroyed in 1938 (According to the Act no:1504); (Şahin, 1995: 75).

Between 1940 and 1950, urban housing fabric dangled to the area around Yenişehir and Cebeci; and with the increase of density in these areas, commercial activities jumped in (Şenyapılı, 1985: 109); (Figure 13). Relatedly, increase in the number of floors of the apartments were seen in Ankara while trying to keep the layout of Jansen Plan. In Cebeci the general layout was composed of two-storey buildings and in this period, these two-storey buildings become three-storey. However, towards the end of 1940s, there was seen illegal increase of storeys in the inner parts of neighborhoods

despite the preclusions of the Board (Şenyapılı, 2004: 155/156). In addition, in this period, the widening of existing roads and construction of new roads in Cebeci continued. Of course, in this process, the parts of lands within the limits of roads were expropriated. In addition to the expropriation for the roads, in Cebeci a-3333m^2- field around martyrdom was expropriated for military purposes (Şenyapılı, 2004: 157).

In a narrative of Burhan Günel, in 1947, a trip with the commuter train was depicted and Cebeci was accepted as the border of Ankara. It is stated that "Here, we passed Cebeci. Hereabout Ankara come to the end gradually. Something else starts. A thing that looks like a mountain, plateau, somewhat a town, somewhat a village and a bit city… A thing that reminds all of them but a totally different thing that is none of them." (ed. Bozyiğit, 2002: 259).

Prof. Dr. Erdal Onar[20], born in Cebeci in 1942, describe the district in his childhood as:

> The part from Kurtuluş to Dikimevi across the faculties was two-storey houses with gardens. Owners of every house planted a tree in garden near the side walk and there was another tree on the other side of the sidewalk. In summer, when two trees met on the top, it seemed like a tunnel and very beautiful. It was like that part from Kurtuluş to Dikimevi and it was like a promenade a meeting way. Ayten Gökçer, Yıldız Kenter went through this road because conservatory was there. People from conservatory and doctors working in hospital preferred to live here. The district was very different in terms of both social and visual. (March 2016).

The growing market related with the population of outsiders as stated above and people from neighboring districts made tradesmen the significant faces of the district. Thus, from 1940s on, many shops were opened in Cebeci, and in these years, 30 % of self-employed persons in Ankara were heaped together in Cebeci (Şenol Cantek&Zırh, 2014: 165).

[20] An interview with Prof. Dr. Erdal Onar - a former graduate, academician and vice-dean of *Hukuk Fakültesi*-, March 16, 2016.

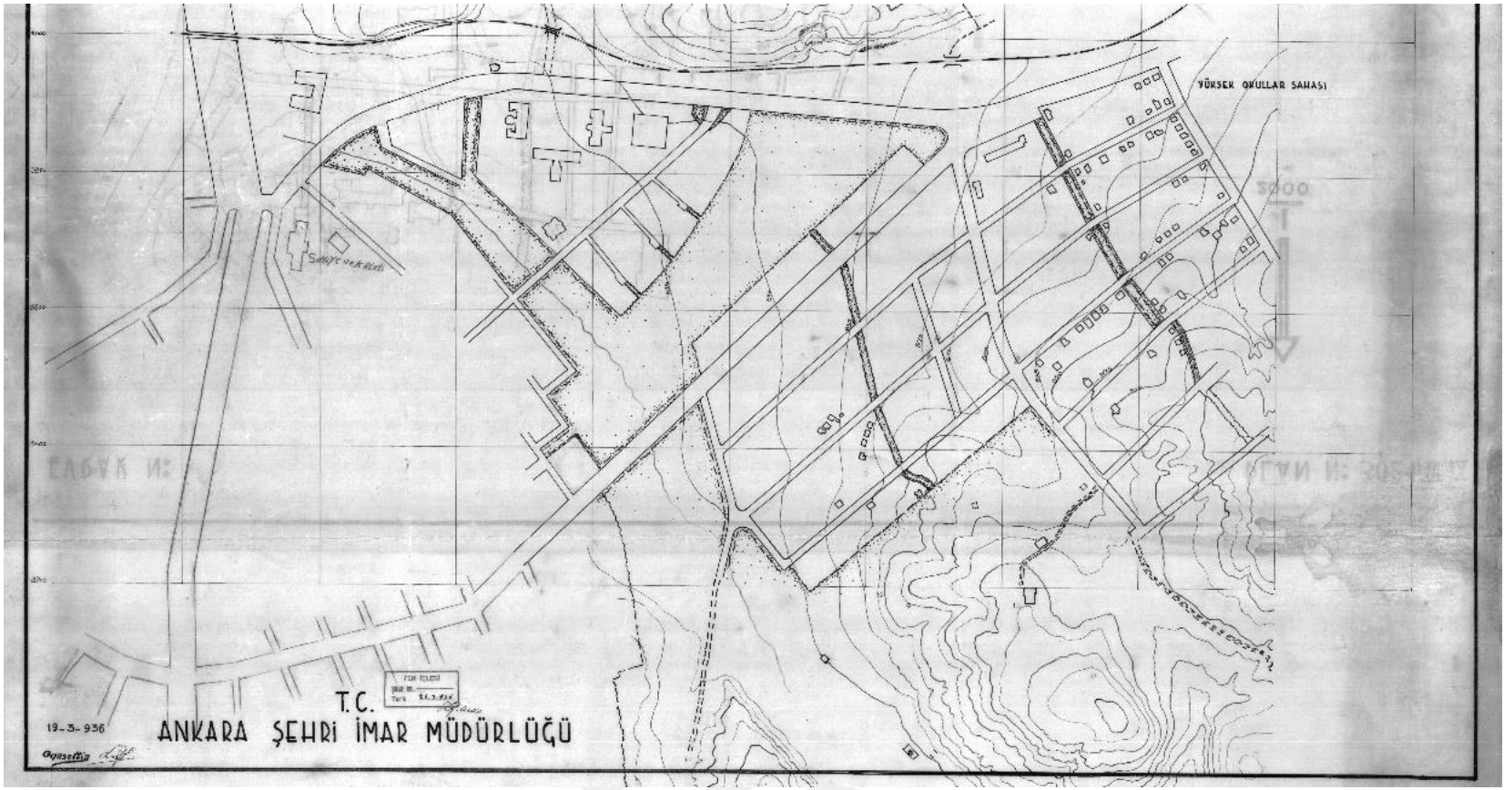


Figure 10. Map of the zone determined for higher education and parcellation studies for near surrounding in Cebeci in 1936 (archive of METU Department of City and Regional Planning)



Figure 11. Aerial photo showing the area around *Mülkiye* and *Hukuk Fakültesi* dated 1939 (archive of General Command of Mapping)



Figure 12. View of Ziya Gökalp Street dated 1938. It is possible to see that the construction of *Mülkiye* was completed but *Hukuk Fakültesi* was still in the construction process (CANGIR, 2008).

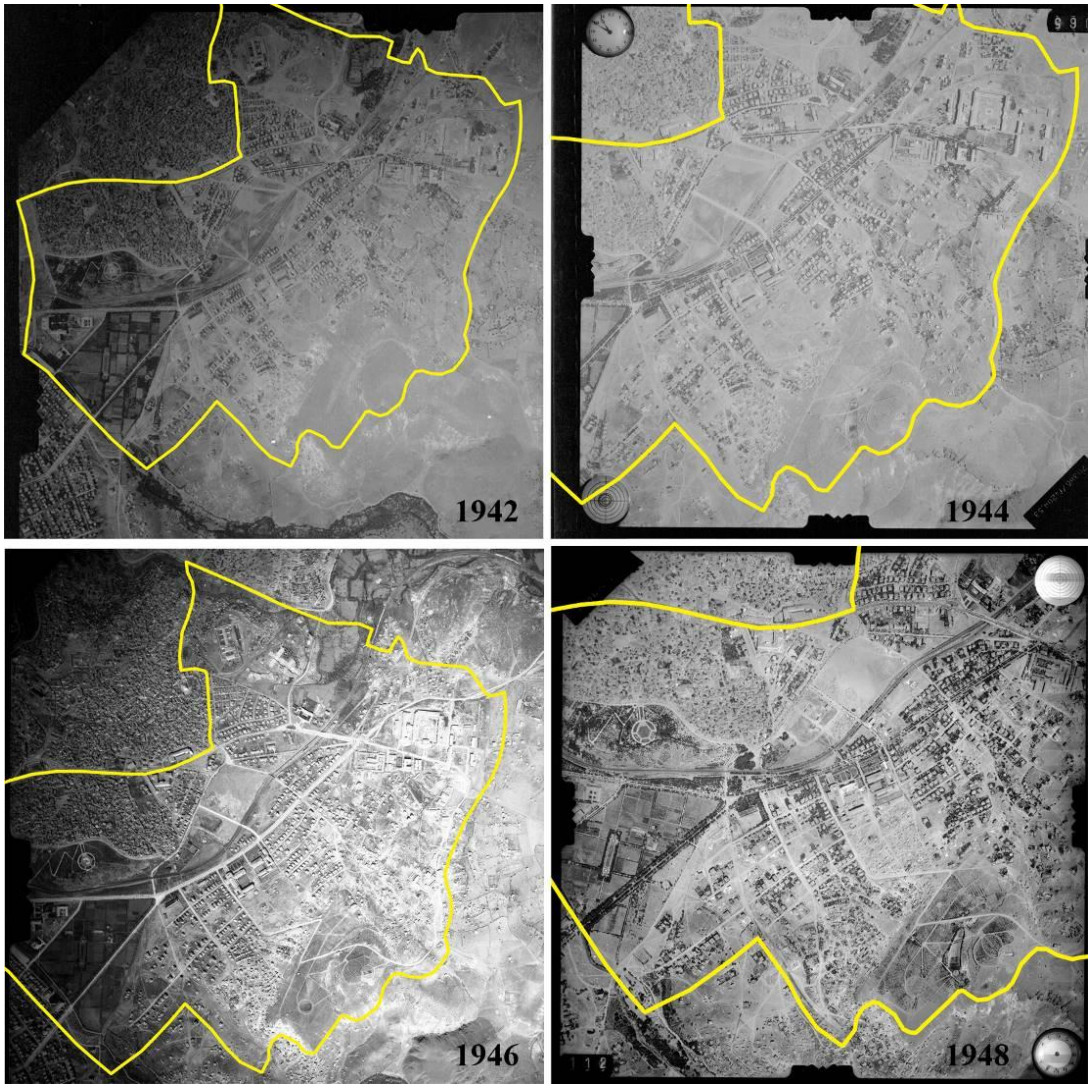


Figure 13. Aerial photos showing development of Cebeci district between 1940-1950 (archive of General Command of Mapping)

Around 1948, *Yenişehir* and Cebeci axes were transformed to commercial axes parallel to the increase of building densities and commercial activities in the new city (ŞAHİN, 1995: 78). One interesting case is in this year was the architectural competition of the old nursery in Cebeci to be designed as a housing neighborhood but as apartment blocks. The area was between Kazım Özalp Street (Ziya Gökalp Street) and Cebeci Street and the design was delimited as apartment blocks. The design of Kurtuluş Parkı must have been with this project competition. (Cengizkan, 2000: 93)

Finally, in 1952, the Board of Development and Administration gave another permission for the increase of storeys. With this permission, in Ziya Gökalp Street

between Kızılay and Dikimevi, the apartments were allowed to have four storeys (Şenyapılı, 2004: 222).

Cebeci is one of the central districts affected from the fundamental decisions given by Uybadin-Yücel Plan. Especially, the decision on the increase of population twice or three times with the permissions on increase in building heights had a significant effect and pressure on the district. Mainly, the buildings facing Ziya Gökalp Street and Cebeci Street had increase in height by demolish-build-sell method, mentioned above, which also changed the character and homogeneity of Cebeci.

Before this plan, in 1950s, *Cebeci Çayırı* was continuously rented in pieces for different functions as circus, storage for wood, shooting range, funfair, tea garden, etc. In 1956, it was decided to construct swimming pool, music hall, funfair and concert area in tree nursery in Cebeci. In new development plan, on the other hand, *Cebeci Çayırı* was reserved for stadium and sports facilities (Şenyapılı, 1985: 171).

Restaurants, soup kitchens, patisseries and *kahvehane*s, serving students, professors and other employees more than residents of the district, were the places where the main factors enabling the relation between faculties and the district. There were numerous students and single servants in Cebeci, relatedly, there were hotel, dormitory and student/single houses. In the scope of the study conducted with residents and/or shop owners of Cebeci, many people told memories related with their relatives or friends rented a room or house in the area in 1950s (Şenol Cantek&Zırh, 2014: 163). Assoc. Prof. Dr. Nurkut İnan states that in his time as student in *Hukuk Fakültesi* between 1957-1961, there was not a canteen space in the faculty building and there were many *kahvehane* around the Campus, so they mostly used the surrounding area for lunch, to have a coffee, etc. He stresses that the neighborhood was like a ‘university campus’ those times.

It is also known that, in this period, the struggle with squatter houses within the boundaries of Cebeci, especially on the south of the *Mülkiye* and the *Hukuk Fakültesi* (Figure 14). Tekeli (1996: 118-119) mentions about a student study conducted in this area on 158 squatter houses and destruction activities of the municipality in this area. Within the boundaries of the study area, 26 houses were demolished and the total number of demolishment of these 26 squatter houses were 79 – which means that these squatter houses were reconstructed again and again –. The most extreme case was that one of these houses was demolished 11 times.



Figure 14. Aerial photo showing Cebeci district in 1963[21] (archive of General Command of Mapping)

Within the scope of a study, interviews with residents of Cebeci were conducted; and one of them spoke of Cebeci as the number of district in Ankara with regards to its location in 1950s and 1960s and there was no other luxury district to live in. He described the houses in the district as one or two-storey houses in all streets or three-storey houses at most. Besides, he states that there were flowers like roses, hyacinths, tulips etc. smells of which were caught up by the people returning home from their works (Şenol Cantek&Zırh: 2014, 152).

[21] It is possible to see the squatters behind the buildings of the *Mülkiye* and *Hukuk Fakültesi* and the construction of Cebeci stadium in *Cebeci Çayırı* in this photo.

In 1960 and after that in 1970s and 1980s, the political disturbance in Turkey affected universities deeply. And as a university district, Cebeci was also witnessed and a part of these political events. In fact, the district was a part of political polarization in the *Mülkiye* and the *Hukuk Fakültesi.* To exemplify, Erdem Sokak on west of *Hukuk Fakültesi* acted as a boundary between different political groups. Many residents had memories belonging this period; and told memories like "They set projection to the five streets linked to Erdem Sokak from the dormitories in Cebeci. To go our homes, we act like drunk, then they leave us alone." (Şenol Cantek&Zırh: 2014, 153). In fact, *Cebeci Çayırı* was also affected and be a part of this political activities in 1960s. One of graduates of the *Mülkiye* remembered his participation in one of meeting in *Cebeci Çayırı.* Besides, another graduate also mentioned the use of the area for forums by the students (Şenol Cantek&Zırh: 2014, 159). The political disturbances were dominant and shaped a part of social life in Cebeci in 1960-1980 period. Not only the students, as one group of residents in the area, but also the local people were a part of this politically polarized atmosphere.

As stated above, before 1950s, diners, soup-kitchens, patisseries and cafes serving students and professors more than local people were the mediums that constituted the relation between the faculties and the district. There were many restaurants, the graduates or professors mentioned in name about the district. Furthermore, in 1960s and 1970, cafes were not just the places to spend free time, but they were places of groups with particular political views and were dissociate according to these different political groups. The discussion in canteen of the faculties mostly continued in these cafes. After 1980s, this dissociation issue continued denominationally and culturally, sometimes even ethnically in the district (Şenol Cantek&Zırh, 2014: 162). Prof. Dr. Yalçın Karatepe was student in *Mülkiye* between 1982-1986 and notes that they did not have a relation with the residents of the neighborhood, but an intense relationship existed with the shopkeepers for the reason that they ate, went to hairdresser, etc. He defines this relationship as "a close relationship and a nice dialog". Indeed, he gives the example that the shopkeepers were provide store credit to students, until they have money the expanses were written and when the money came they paid their loans. About the buildings, additionally, the Professor states that, instead of the high-rise

buildings today, there were two-storey buildings with gardens in the front. Prof. Dr. Figen Çok was also a member of the Campus after 1984; and, she defines Cebeci as ‘an easy to reach area’. The professor mentions that the life outside the Campus in the District was important for her and she was using the neighborhood although not being very often. She was, even, using the district bazaar. Besides, she gives an example to explain the inevitable relation between the member of the Campus and Cebeci that in the past, before the ATMs, the academicians received their salaries from the Cebeci branch of the bank and on the first day of the month, they made a queue in from of the banks on Cemal Gürsel Street.

With the decision of the plan prepared by AMANPB, it was proposed to develop the city to the west; and in the direction of this decision, industrial zones and residential zones were proposed along this axis and mass housing projects were developed within these zones. This plan marked the end of the controlled growth of the city and from this date on, the scale of the sprawl increased in the 2000s (Batuman, 2013: 581-582). During this sprawl of the city, the core of the city -including Cebeci district- began to be abandoned by the upper classes. Moreover, the middle classes were also involved in the movement through suburban areas via housing cooperatives (Batuman, 2013: 586). In the end, after the movement of population outwards, the developments, changes and struggles in the city were began to be seen mainly outside the center of the city. Relatedly, Cebeci district could be said to be settled more and have a steady situation with minor function, spatial or social changes within itself (Figure 15).

There is a significant difference between the current situation of the district and the Cebeci in memories. Cebeci, as a new residential area and the attraction point for a specific social group of a period, moves to the new residential areas of today serving same purposes (Şenol Cantek&Zırh: 2014, 166).

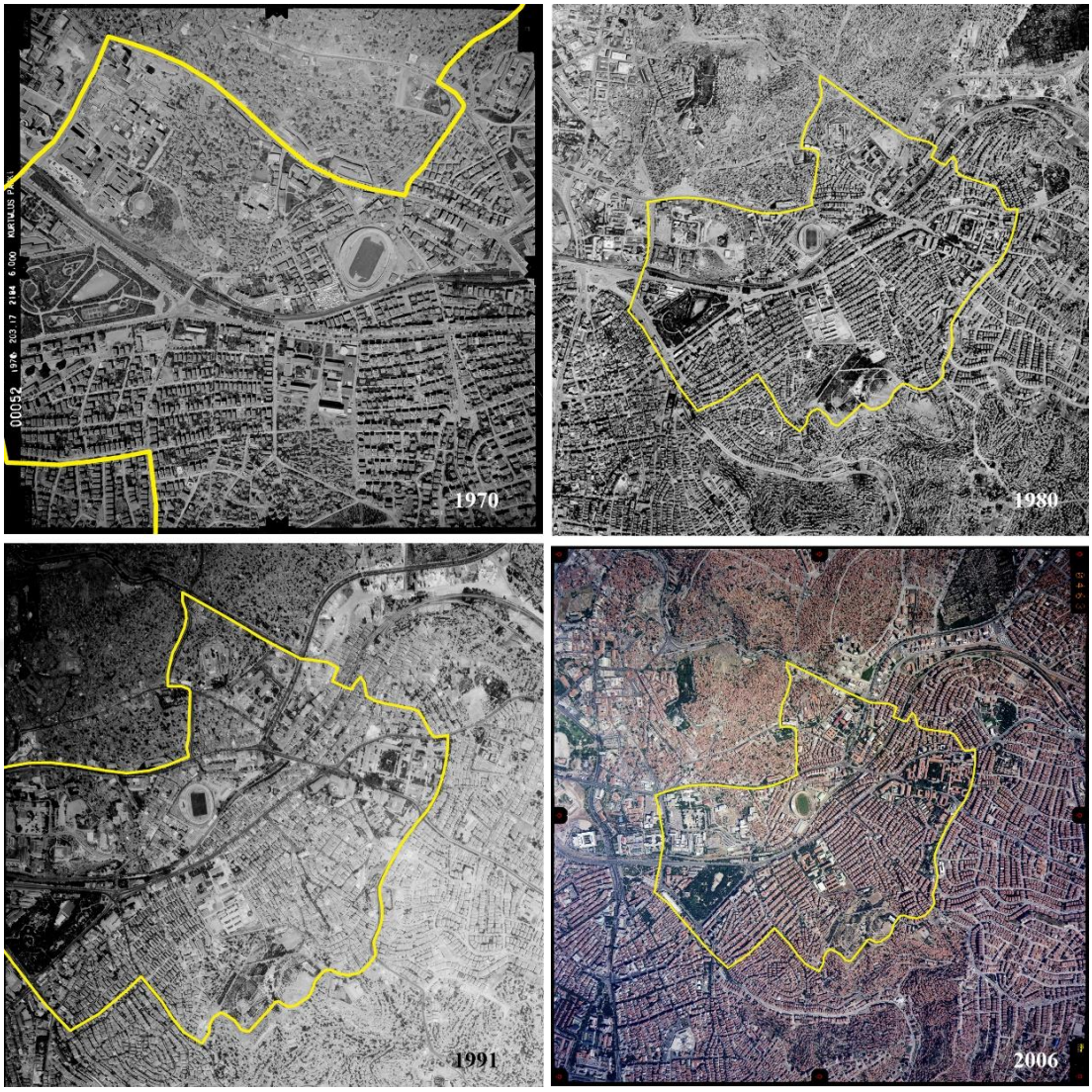


Figure 15. Aerial photos showing development of Cebeci district between 1970-2000 (archive of General Command of Mapping)

It can be stated that all changes in the district occurred parallel to the developments in the city and development and growth of the faculties in Ankara University Cebeci Campus. However, it can be said that physical character and formation of the district was contented after the Uybadin-Yücel Plan implementations. The subsequent changes were mainly social and/or functional transformations related with the existence and enlargement through new additions of the faculties and changes and development in neighboring districts. Prof. Dr. Celal Göle states that he would expect a deeper impact of the existence of the Campus to the District. According to him, the neighborhood mostly transformed last five or ten years. The construction of the subway also made a contribution to the development of the area, however, the traces

of it began to be seen later. In the recent decades, there is an incredible change in Cebeci, a modernization process with modern cafes, restaurants, etc. that student can spend good times, according to Göle.

2.1.2. Existing Situation in Cebeci

After the formation of Cebeci following the declaration of Ankara as the new capital and its development with plans and various unplanned interventions throughout the years; in this part of the study, the existing situation of the District is documented and interpreted.

The plans prepared after the declaration of Ankara until today affected the physical appearance and layout of Cebeci district and its surrounding. The reason is that, the District is one of the areas developed together with the city and its location is critical because of being close to both the historic city center and *Yenişehir*. The increasing population of both the district and the services it hosts, the plan decisions, existence of hospitals, university, etc. embodying crowds are important factors in the formation of current Cebeci. Additionally, the existence of Ankara University Cebeci Campus has also made a significant contribution to the development of the District with other educational institutions. With the development of the city in time, Cebeci evolved into a part of city center from a newly settlement established far from the center; and, relatedly, with its remarkable existence and architecture, Cebeci Campus became a landmark in the city. Prof. Dr. Yalçın Karatepe from *Mülkiye* and Assist. Prof. Dr. Başak Şit İmamoğlu from *Hukuk Fakültesi*, also, mentions that the Campus is a reference point for the citizens and if one wants to come to the area, he mostly gives the name of these faculties to reach the area.

Until 1995, the year that the area of the university was arranged and closed to the outside with the idea of forming a campus, the area limits of which were the surrounding streets was more involved within the district and had a direct interaction with the city. With the construction of the walls around the area to determine the

boundaries and to control, or in a way obstruct, the entrances to the campus. However, the relation and interaction of the members of the University continues due to the limited opportunities offered by the University or due to the pre-established relation with the residents or the spaces in the District.

Today, Cebeci is located on the east part of the city within the jurisdiction of Çankaya Municipality. The district began to be settled before the Republic but be a part of the planning studies and thought to be potential area for universities in addition to the residential zone for newly-developed capital city. Today, there are university hospitals – Ankara University and Hacettepe University – located and distributed in various locations within and around Cebeci, a military zone where General Command of Mapping is in, martyrs' cemetery, Cebeci Stadium[22] and parks – Kurtuluş Park, 50. Yıl Park. Şenol Cantek and Zırh mentions that in consequence of being a territory housing hospitals and military services, large amounts of people come, live, go or move around the District; however, Cebeci still preserves the characteristics of a neighborhood and hosts especially the middle-income group and literate people (2014: 147); (Figure 16). On the other hand, on the south of the Campus, the *gecekondu* buildings can still be seen which were abandoned and under a construction process (Figure 17). Furthermore, there are still some buildings from the earlier periods of the district showing the architectural character of their period which survive despite the rapid change of Cebeci with construction of high-rise buildings (Figure 18).

The existence of the railway is also a significant feature of the area. In addition to this railway dated before the declaration of Ankara as the capital city, the suburban train working on this line and the stations in Kurtuluş and Cebeci close to the area, affected the characteristics – both physical and demographic – and the daily life of the District. Although, due to some repairs and renovation studies, the use of it interrupted sometimes, the railway is still in use today.

[22] Cebeci Stadium was constructed on Cebeci Çayırı, mentioned in detail above in the Development of Cebeci part. The decision about the Stadium can be seen in Jansen Plan.

The main street passing through the District is Cemal Gürsel Street which is parallel to the railway and connects Kurtuluş and Dikimevi. Ankara University Cebeci Campus is located on the south of this street and the street is like both an interface and a boundary between the District and the Campus. The traces of the existence of the Campus can be tracked on Cemal Gürsel Street obviously. Today, there is a mixed-used urban pattern in the street which makes economic and social life of urban space alive in any time of the day; and the needs and the potentials of the Campus determines the types of the activities in the area (KÖSE, 2010: 80); (Figure 19).



Figure 16. Neighborhood around the Campus today - the silhouette of the surrounding streets (Azize Elif Yabacı, 2017)



Figure 17. Gecekondu buildings located on the south of the Campus (Azize Elif Yabacı, 2017)



Figure 18. Buildings from earlier periods of Cebeci today (Azize Elif Yabacı, 2017)



Figure 19. Views from Cemal Gürsel Street (Azize Elif Yabacı, 2017)

Assist. Prof. Dr. Başak Şit İmamoğlu mentions about this relation and notes that the 'face' of the District has been determined by the students. There are numerous cafes and restaurants, and stationaries and photocopy centers mostly located on the ground floors of the apartments.[23] In addition to the recent graduates like Emre Demir and Dr. Erman Özgür, Prof. Dr. Figen Çok also mentions that she mostly uses the photocopy centers located nearby the Campus. This kind of a change in the buildings, spatially and functionally can be observed on the other streets surrounding the Campus.

However, as a result of the significant impact of the Campus on the changing functions, functional transformation, in the area, the commercial functions in the District lose their intense activity and liveliness according to the vacation times of the University due to being dependent on the existence of the students in the area.

There is another significant impact of the existence of the Campus is that there are many apartments transformed into dormitories in the District as a result of insufficient capacity of the dormitory in the Campus which only serves for the female students, and no dormitory for the male students. Some of them were the dormitories of General Directorate of Credit and Dormitories Agency while there are also some private dormitories which are located very close to the Campus. Most of them are on Cemal Gürsel Street, some are on Erdem Street, the western limit of the Campus, and some

[23] According to the data collected by Köse, the number of cafes and restaurants are thirty-eight, internet cafes are eight, stationaries and photocopy centers are ten, branch offices of the banks are seven, second hand sale shops are two and laundries are also two in 2010.

are on the streets on the north of Cemal Gürsel Street (Figure 20). Additionally, many students have rented houses in the neighborhood and became a part of the daily life also.[24]

Assoc. Prof. Dr. Nurkut İnan explains the main difference in Cebeci today when compared to the times he was a student, in 1957-1961 by saying that

> With the restaurants, *kahvehane*s, cinemas, etc. serving to the students of faculties, Cebeci was 'the campus'. Then those *kahvehane*s, restaurants, cinemas were closed, the campus of today was formed, and the neighborhood became 'Cebeci'. Before it was a university campus, today it is Cebeci.



Figure 20. Some of the apartments transformed into dormitories around the Campus (Azize Elif Yabacı, 2017)

2.2. THE CAMPUS

Ankara University Cebeci Campus embodies the first higher education institutions of the New Republic within its boundaries. Although these faculties were established in different location, even different cities[25] they united within a campus; and from 1936 this Campus grew, developed and continuously transformed. The changing spatial needs, technologies of the day or the increase in the population of the faculties and

[24] According to the data collected by Köse, in every block at least two apartments have been rented by the students from the Campus in 2010.

[25] *Mülkiye Mektebi* was established in February 12, 1859 in İstanbul; and after the Republic and declaration of Ankara as the new capital city, the school was moved to Ankara, to its new building in November 6, 1936 and began to education in November 15, 1936. Meanwhile, in June 15, 1935 the name of the school was changed with the Law no.2777 and declared as *Siyasal Bilgiler Okulu*.

relatedly the Campus resulted in an ongoing change and transformation in the Campus. Furthermore, the growth of the City and the development of the District surrounding the Campus also affects the role and importance of the Campus for the City besides affecting the existence of the Campus in itself.

By taking into consideration the importance of the Campus for its surrounding and the City, in this part, a brief history of the development of the Campus will be explained to be detailed and discussed in following parts.

2.2.1. Development of the Campus

Cebeci District was the zone reserved for higher education as mentioned above, and *Mülkiye* is the first building constructed within the boundaries of today's Cebeci Campus. After the education started in *Mülkiye* in 1936, construction of *Hukuk Fakültesi* was started in 1936. *Hukuk Fakültesi* was moved to its new building in 1941; however, it took eight more years to be finished completely.

As known, Cebeci Campus of Ankara University is composed of three parcels; and, the *Mülkiye* (8425-2) and *Hukuk Fakültesi* (8425-1) are located on different parcels next to each other (Figure 21). At the beginning, these two faculties were two different schools and independent in their own operations, both managerial and physical. After the foundation of Ankara University in 1946, these two faculties became part of the same university but still continued as independent schools in their own parcels until 1995. As Prof. Dr. Erdal Onar, the former vice-dean of *Hukuk Fakültesi* between 1994-1997, mentions that there were very-high walls between the faculties. Günal Akbay, the President of the university at that time, decided to transform the existing buildings into a campus. These high walls separating the faculties were lowered and functioned as seating places. So, the seating places between the faculties in the campus today are the traces of pre-campus situation of the faculties (March 2016).

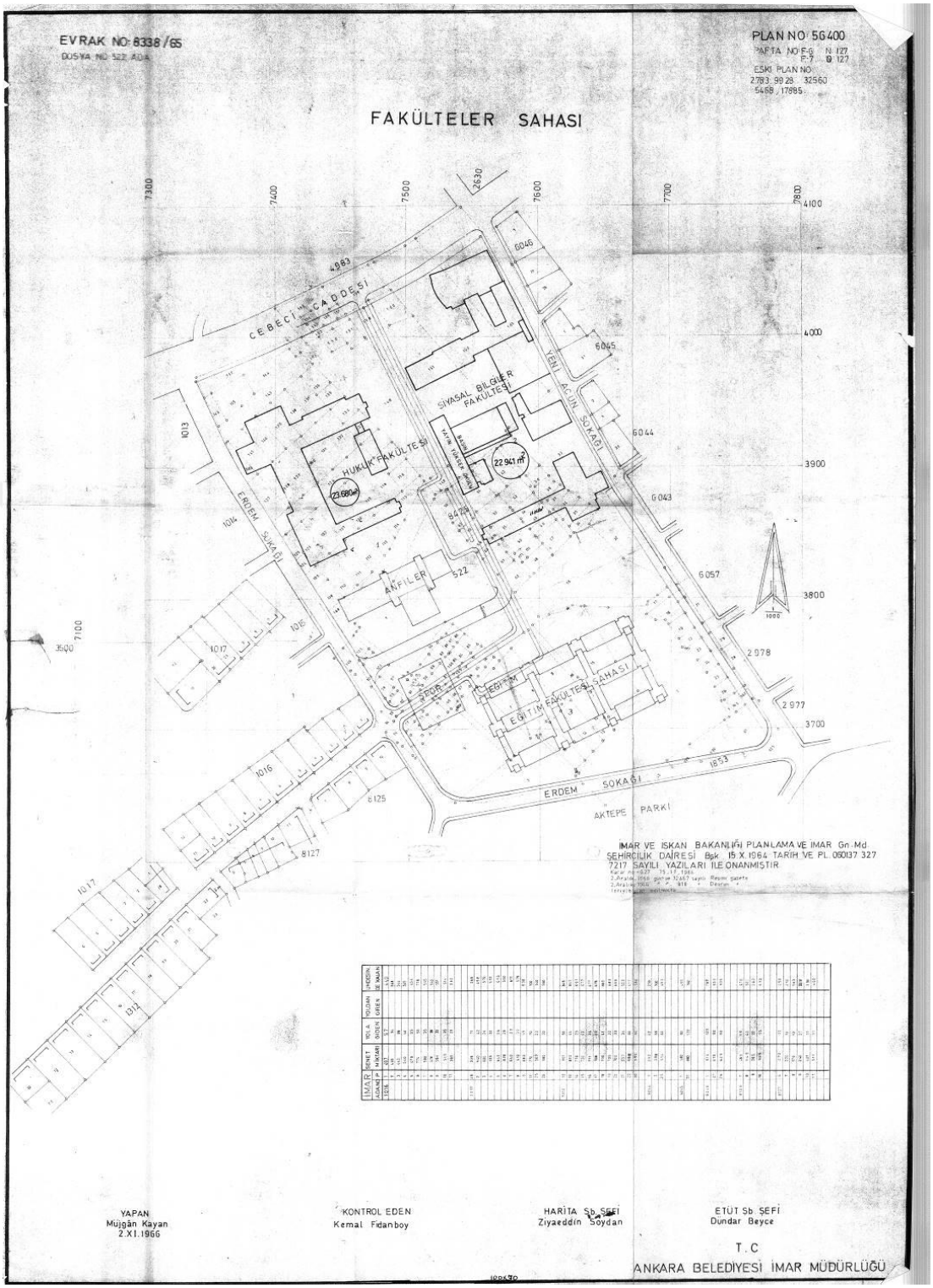


Figure 21. Original site plan drawing of the area as three separate parcels dated 1964 – before arranged as campus settlement (archive of Ankara University Directorate of Construction and Technical Works)

Before that, in 1963, the construction of new dormitory building and new library building of *Mülkiye* was completed and began to be used (Öztürk, 2007: 42). Besides, in 1967-68, the construction of additional building with classes and conference hall(amphi) was completed (Baskıcı, 2009: 30), again as part of *Mülkiye*. Furthermore, in 1968 the building of School of Press and Broadcasting (*Basın Yayın Yüksek Okulu*) –later the Faculty of Communication- was also completed and began to be used (Baskıcı, 2009: 30). [26]

In 1967, there was also an additional building constructed for the use of *Hukuk Fakültesi* (Prof. Dr. Erdal Onar- Interview, March 2016). After, in 1973, a Sports Hall building was constructed on the third parcel which is behind the other two. Meanwhile, the building of Faculty of Educational Sciences was being constructed in this third parcel.

The project began in 1969 but it took time to construct; and the construction was completed in 1976 (Mimarlık, Sayı:160, 1979/3). Additionally, an amphi building was also in construction process behind the *Hukuk Fakültesi*, today known as Block D; the construction was completed in 1975 (Ankara Üni. Yapı İşleri ve Teknik Daire Başkanlığı) (Prof. Dr. Erdal Onar- Interview, March 2016). After that, it is seen from the aerial photo of 1980 that a restaurant building was constructed within the campus.

Prof. Dr. Celal[27] Göle describes the state of the campus in 1993, when he became the dean of *Mülkiye*, as "horrible". The area was open to the residents of the neighborhood and other citizens. And, as Professor Göle mentions there was a dense use of the area by them.[28] However, the faculties had constructed their own higher walls around their

[26] These buildings were up to *Mülkiye* and were in the same parcel. However, in 1992, the School of Press and Broadcasting (*Basın Yayın Yüksek Okulu*) was separated from *Mülkiye*, became a faculty and got the name of Faculty of Communication. Due to this situation, these buildings are studied in the scope of *Mülkiye* but in further stages each will be analyzed separately.

[27] Interview with Prof. Dr. Celal Göle – the former graduate of *Hukuk Fakültesi* and the former dean of *Mülkiye* for 18,5 years between 1993-2011, June 2017.

[28] Prof. Dr. Nurkut İnan tells that this well-kept beautiful garden was serving as park when the campus was open to the public and used by the residents of Cebeci. Assist. Prof. Dr. Başak Şit İmamağlu quoted from her professors that the residents brought their children to play in this garden in front of the faculty

buildings which had a negative impression on the students. In the end, he negotiated with the rector of Ankara University at that period and conveyed his opinions about the need of forming a campus area in Cebeci. In 1995, after the decision of unification these faculties in a campus, the walls surrounding faculties were removed and two agriculture engineers were hired, and studies started (Figure 22). In this regard, the stone wall, platform and stairs were removed, and a large garden was formed in front of *Mülkiye*. Besides, the roads in the campus were reorganized again, control cubicles were placed to the entrances of campus and with electrical slides on the entrances to provide control (Öztürk, 2007: 44); (Figure 23-24). As Prof. Dr. Erdal Onar talked about those days, the walls between faculties were so high that it was impossible to reach even with a jump; and after the decision of forming a campus and removal of the walls, there occurred opposing ideas. But the decision was realized, and the walls were lowered and today these walls functions as sitting places. So, the traces of these walls can still be chased. On the other hand, Prof. Dr. Figen Çok states that this formation of campus by limiting the area and bringing a kind of a control over the area gave the message of 'you could not enter' to the residents of the neighborhood.[29] In fact, the Professor states that although being formed as a campus very lately, the area was always giving the sense of a campus for her, totally an educational zone.

At last, a research center building (ATAUM) was constructed between 1991-1999 near the building of Faculty of Educational Sciences and another additional building for *Hukuk Fakültesi* was constructed in 2002 to be used by the Research Institute of Banking and Commercial Law (Prof. Dr. Erdal Onar- Interview, March 2016). With the construction of this last building the Campus has taken its final form. Following that around 2007-2008, a sculpting symposium was arranged to celebrate 60th year of Ankara University, in the scope of which some sculptors were invited, and they produced some sculptures related to the aim of the celebrations. The products, in the

building in the spring times when it turned green, and the garden was serving as a playground for the children of the residents. Prof. Dr. Figen Çok from Faculty of Educational Sciences also remembers women sitting on the garden in front of *Hukuk Fakültesi* and knitting, and old men reading newspaper. Besides, the Professor also remembers that the children from nearby environment came to pick fruits from the trees in the courtyards in between the blocks of Faculty of Educational Sciences.

[29] An interview with Prof. Dr. Figen Çok - a former graduate and academician of Faculty of Educational Sciences, July 11, 2017.

end, were distributed in the campuses of the University and many of them were replaced in some points in Cebeci Campus also.

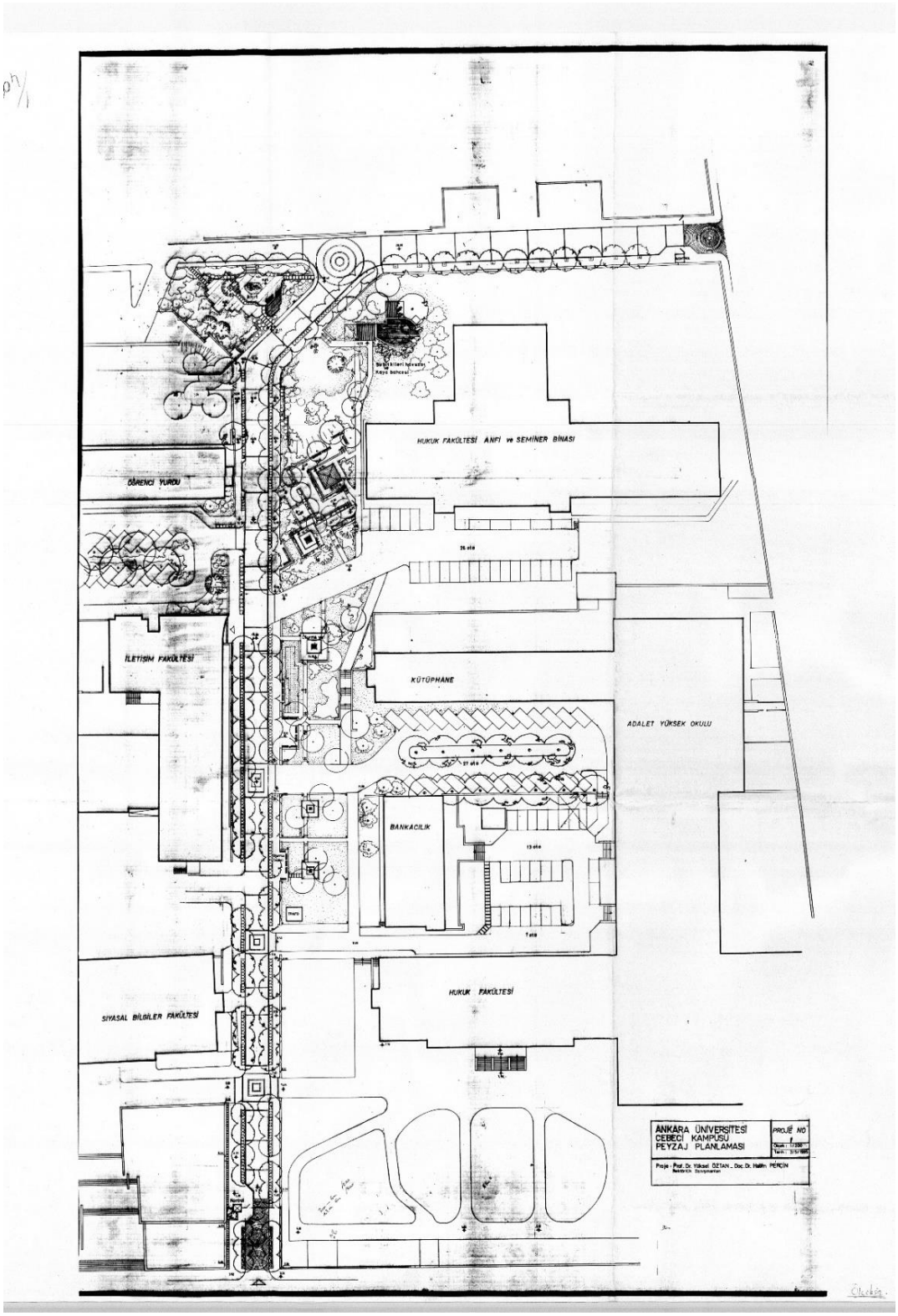


Figure 22. Landscape Planning prepared for the campus (archive of Ankara University Directorate of Construction and Technical Works)

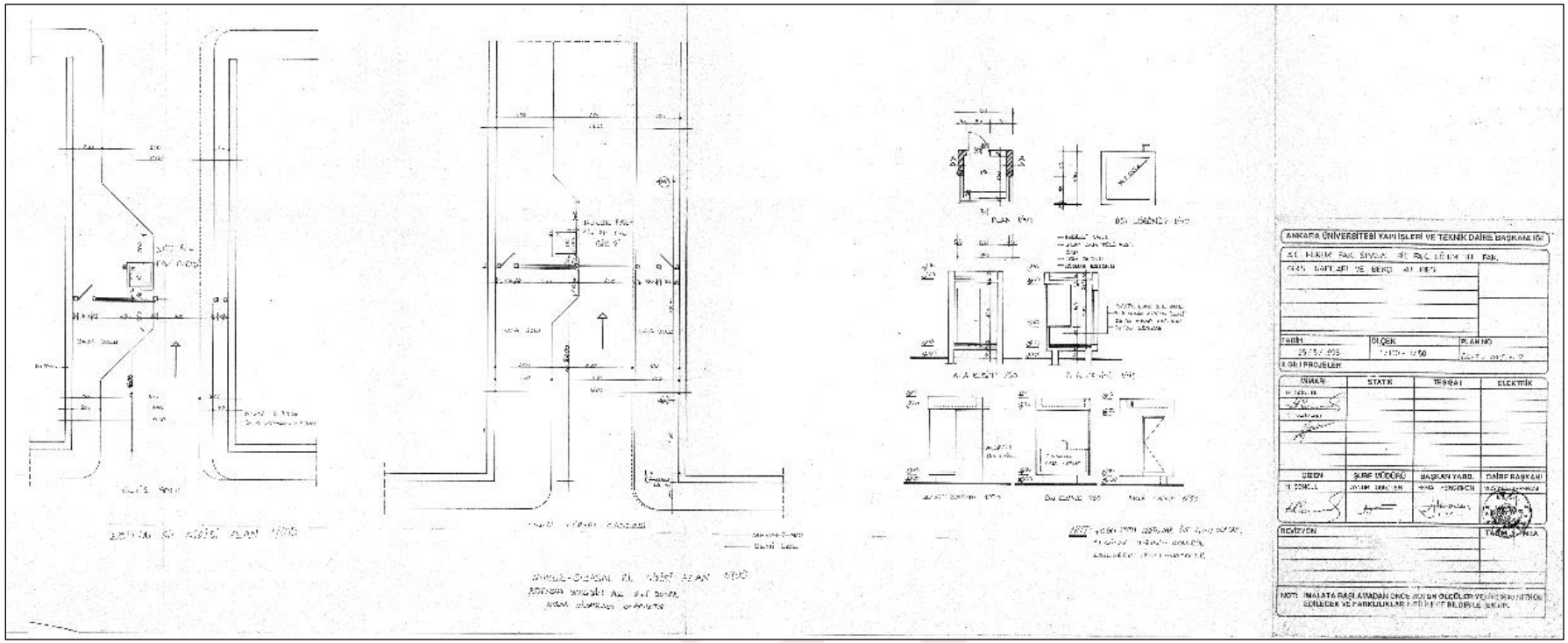


Figure 23. The projects of control cubicles designed after campus formation (archive of Ankara University Directorate of Construction and Technical Works)



Figure 24. Views from the campus settlement (Azize Elif Yabacı, 2017)

Although being formed as a campus in 1995, the campus was still open to the outcomers. The entrance to the campus was not limited with the two vehicular entrances one on Cemal Gürsel Street and the other on Erdem Street, but, the separate gates of *Mülkiye* and *Hukuk Fakültesi* on Cemal Gürsel Street stayed open for a while. In years, these gates were closed by some managers and re-opened again due to the protests; but, in the end, they were kept closed. With the close of the separate gates, the entrances to the campus began to be more controlled. Following that, to increase the level of control, the entrances from the campus gates were also wanted to be arranged. Emre Demir remembers that in the time of Prof. Dr. Nusret Aras as the dean of *Mülkiye*, in 2008-2009, the turnstiles were put on the main entrance of the campus.[30] However, after a while, they were removed. Today, there is a very strict control in the entrance to the campus by checking the student or academic identity cards. In fact, due to this increasing control over the campus, the main entrance to the campus on Cemal Gürsel Street was rearranged lately, in 2017, and a monumental entrance space was

[30] An interview with Emre Demir - a former graduate of *Mülkiye*-, May 15, 2017.

constructed which affected the appearance and perception of the buildings from the street negatively.

2.2.2. Existing Situation in the Campus

Ankara University Cebeci Campus is located in the neighborhood named Fakülteler in Cebeci District of Çankaya county; and surrounded by Cemal Gürsel Street on the north, Yeni Acun Street on the east and Erdem Street on the west and south (Figure 25). After the Campus gained its physical unity in 1990s, the separate entrances to the buildings were removed and two controlled entrances were defined to the Campus area; one of which is from Cemal Gürsel Street as the main entrance and other is from the Erdem Street on the west. However, one of the former entrances from Erdem Street to *Hukuk Fakültesi* - in original it was the entrance belong to the lodgings of The Dean- is still in use for the employees of the Faculty.



Figure 25. Google Earth view showing the existing situation of Ankara University Cebeci Campus

The area the Campus covers is composed of three parcels today: 8425-1 *Hukuk Fakültesi,* 8425-2 *Mülkiye* and 8425-4 Faculty of Educational Sciences (Figure 26). It is easy to grasp the division of the total area by looking at the vehicle road connecting

two entrances of the Campus. Throughout the study, the buildings in the Campus will be studied by referring to this separation of faculties referring to the parceling.



Figure 26. Map showing the parceling in Ankara University Cebeci Campus (https://parselsorgu.tkgm.gov.tr/)

2.2.2.1. *Mülkiye*

The parcel 8425-2 embodying mainly *Mülkiye* is composed of eight buildings. The main building and the Sports Hall building are the ones constructed first and the others were the additional buildings constructed due to the spatial needs. Two of these additional buildings are connected to the main building and composed the Faculty of Political Sciences. These buildings are the amphi building on the north, mainly called Aziz Köklü Conference Hall, and the library building on the south.

In addition, there is the building of Faculty of Communication, which was established as a part of *Mülkiye* with the name of *Basın Yayın Yüksek Okulu* (School of Press and Broadcasting), on the west of Sports Hall building. After the school became a faculty, it gained its independence both as building and as managerially. Similarly, the dormitory building on the south of the parcel was also established as serving to *Mülkiye*

with the name of *Cumhuriyet Yurdu* or called as *Siyasal Yurdu*. Although in time the management of the dormitory change hands, today the dormitory has been directed by the Directorate of Ankara University and serves for the Campus not only for *Mülkiye*. There is also a small building behind the dormitory building serving as restaurant (Figure 27).

It is unfortunate that most of the open spaces created between the buildings are serving as car parking areas. As mentioned above, before the faculties were gathered within the same campus area, *Mülkiye* had its own separate entrance from Cemal Gürsel Street. After becoming Campus, this entrance was cancelled to have common and controlled entrances to the Campus area. This reorganization led non-use of green area facing the street in front of the faculty building. The use of the firm ground as car-parking area could be one important cause behind this misusage. Besides, the area between *Mülkiye* and Sports Hall also serves as car parking area which is a missed opportunity due to the location of canteen and stationery with a small resting area facing this area (Figure 28). However, the open green area designed between the dormitory building and the Sports Hall the as multi-leveled garden with sitting areas and pool may be the most student-friendly peaceful atmosphere within this parcel.

In existing situation, today, with eight buildings and open area in-between, this part of the Campus hosts a crowded population with functions of education, library, sport, accommodation and leisure. Today, it is possible to say that the parcel 8425-2 lost its unity in managerial terms. While the buildings within the limits of the parcel are serving for *Mülkiye* at the beginning; now as a part of the Campus and as becoming independent faculties, the buildings, apart from the ones attached to the main building, are not the buildings serving for *Mülkiye* but serving for the Campus. However, although being a part of a campus, the old habits keeps their existence in a sort of way and this parcel is mainly used by the members of *Mülkiye*; and this case is valid for other faculties also (Figure 29).

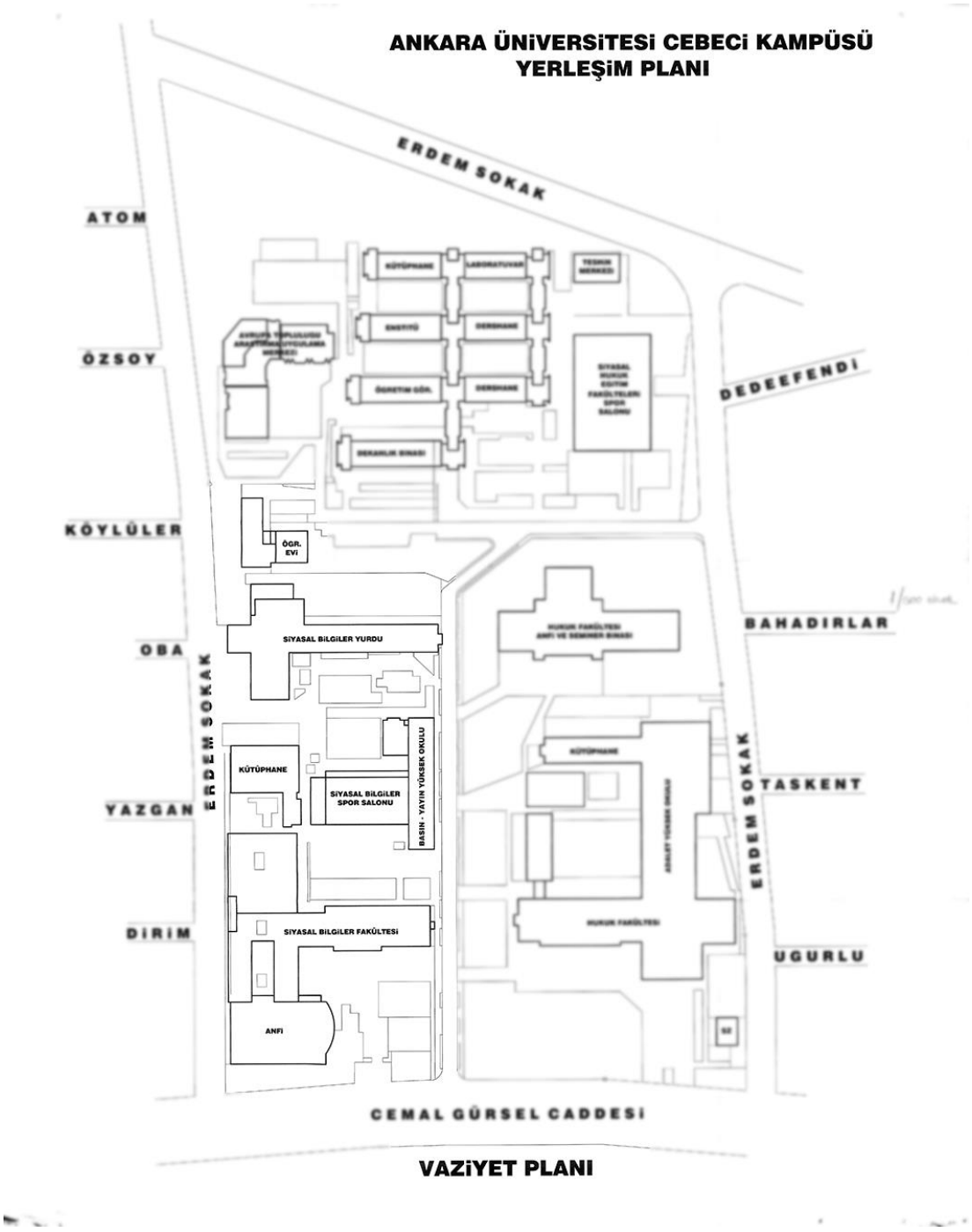


Figure 27. Existing site plan of the parcel 8425-2 (archive of Ankara University Directorate of Construction and Technical Works)

(a)



(b)



Figure 28. The former entrance stairs in front of *Mülkiye* and the area used as car parking area (a) and the area between *Mülkiye* and Sports Hall used as car parking area in front of the canteen (b)
(Azize Elif Yabacı, 2017)

(a)



(b)



Figure 29. The lower garden with sitting area between the Sports Hall building and the Dormitory (a) and the upper level of the open are between the Sports Hall building and the Dormitory with pool in the center (b) (Azize Elif Yabacı, 2017)

2.2.2.2. *Hukuk Fakültesi*

The parcel 8425-1 is the area embodying only the buildings of *Hukuk Fakültesi* which are four in number; one original building and three additional buildings constructed with spatial needs due to increasing population. The main building in large scale is the one built first and the original one embodying various function within itself. Due to the large scale of the building, today it hosts not only the spaces belong to *Hukuk Fakültesi* but it also involves Vocational School of Justice, library, cafeteria and leisure areas. Besides there are two additional buildings constructed for the use of Research Institute of Banking and Commercial Law in different times. Both of these two buildings were located on the eastern border of the open area created within the main building. And lastly, there is another additional building -Block D-, mainly called amphi building, which located on the south of the parcel the main building (Figure 30).

Similar to *Mülkiye, Hukuk Fakültesi* also had its own separate entrance from Cemal Gürsel Street in original, before gathered together as a campus. So, the result also same for this entrance after unification decision and this entrance with wide stairs was cancelled, the area turned to a non-used green area with large trees and the firm ground began to serve as a car parking area (Figure 31). The inner courtyard on the south is also mainly firm ground as serves for cars. However, there small green areas with sitting spaces or small semi closed leisure spaces left. Unfortunately, the wide area in front of the amphi building is also firm ground serving as car parking area. It is possible to say that mostly the corner green spaces with sitting areas and small walking routes within these green areas from the landscape planning of the Campus in time of unification project are left for the use of human beings (Figure 32). So, it is possible to say that most of the open spaces are occupied by the cars and less is left for human experience.

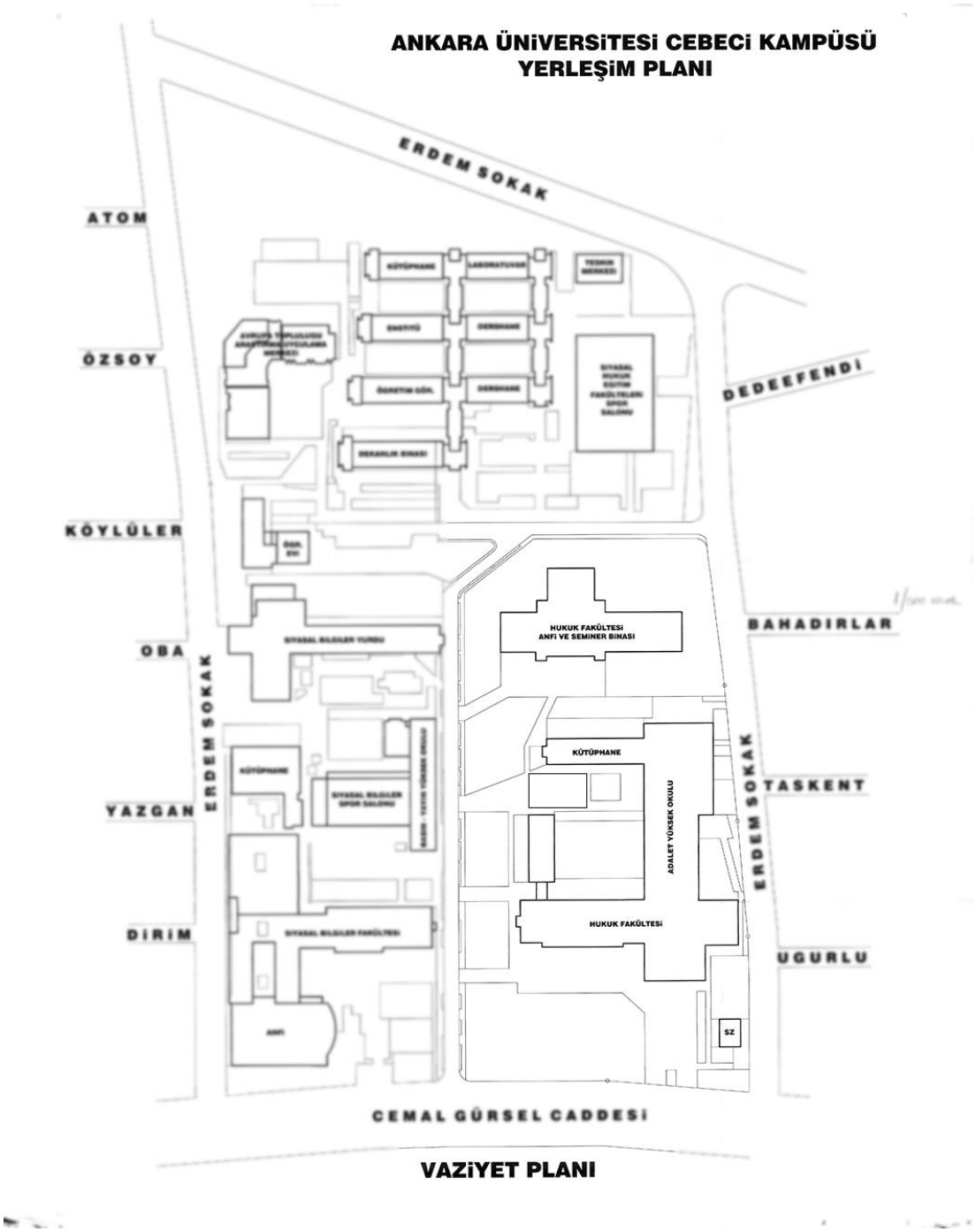


Figure 30. Existing site plan of the parcel 8425-1 (archive of Ankara University Directorate of Construction and Technical Works)



Figure 31. The areas used for car parking in front of *Hukuk Fakültesi* building (Azize Elif Yabacı, 2017)



Figure 32. The green areas left from the landscape planning of the Campus (Azize Elif Yabacı, 2017)

Today, as can be understood from the number of additional buildings, the area serves for a more crowded population than before with four buildings in the parcel. However, the existing ambiance and quality of open spaces are far from meeting the needs of such a population. Besides, as mentioned above, although as spatially and by considering border the buildings are open to use of everyone in the Campus, the buildings in this parcel also serves for or are used by *Hukuk Fakültesi* members. Besides, because of introverted design of the buildings, especially the main building, the removal of the boundaries between the parcels and unification of them do not have an effect on the user profile of the buildings. So, like the adjacent parcel – maybe more – the parcel, *Hukuk Fakültesi* was located in, is used by the faculty members despite the loss of independence in physical and managerial terms.

2.2.2.3. Faculty of Educational Sciences

The parcel 8425-4 is like an extension of the former two faculty zones and the last piece of the Campus area. After the establishment of the Faculty of Educational Sciences, its building was constructed in this parcel. After that, there have been additional buildings in the parcel. A major part of the parcel is occupied by the building of the faculty in the center of the parcel with classrooms, laboratories, library and administrative spaces. On the west of the faculty building there is the Sports Hall building for the use of all faculties which was constructed a few years later. On the

east, on the other hand, there is the building of ATAUM (European Research Center) which was the other additional building which is one of the latest additions to the Campus (Figure 33).

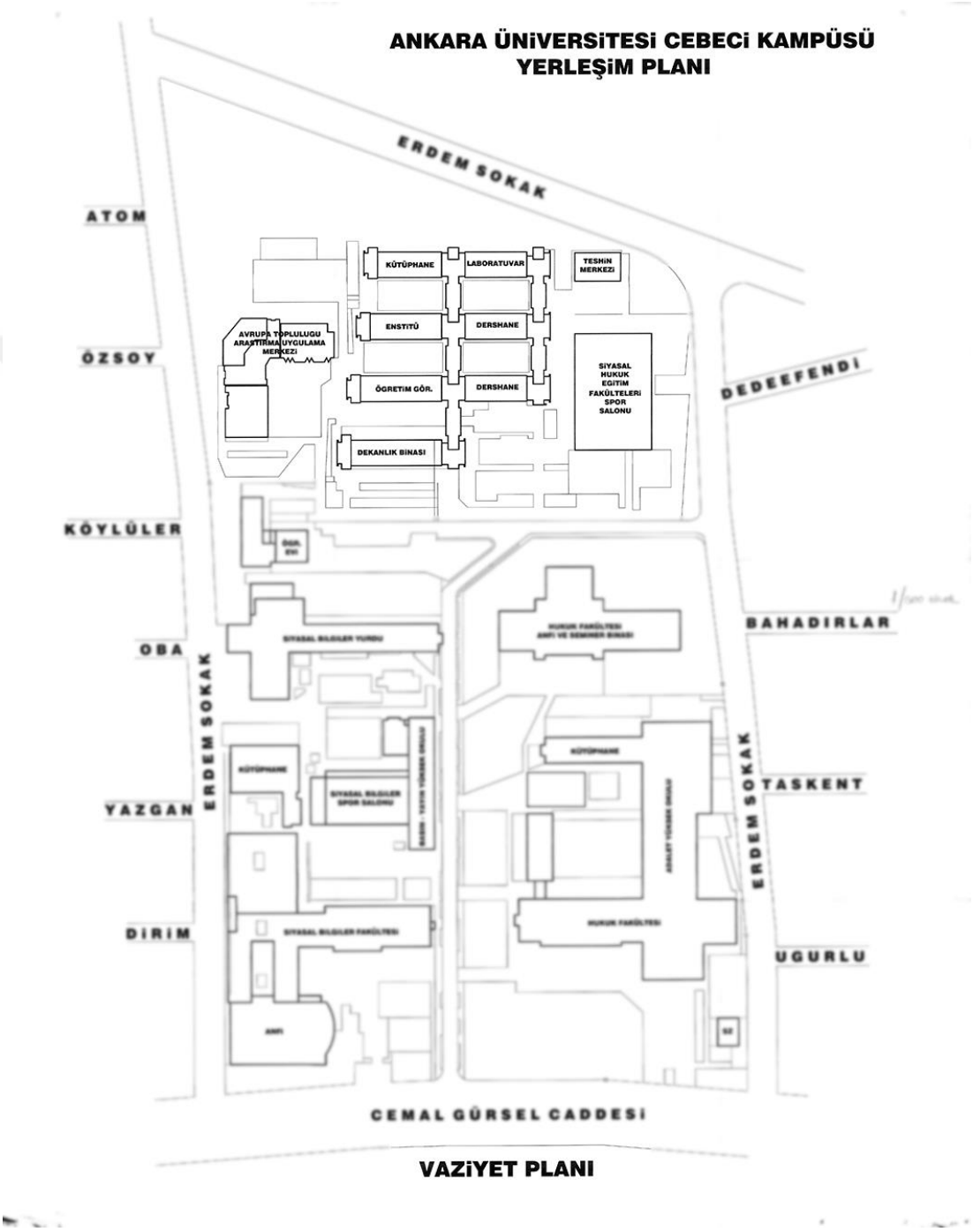


Figure 33. Existing site plan of the parcel 8425-4 (archive of Ankara University Directorate of Construction and Technical Works

Like the main buildings of two other parcels, the building of the *Mülkiye* was also designed with an independent entrance. Indeed, the campus entrance from Erdem Street mostly served for the members of this faculty.

The design of the faculty building mainly depends on the idea of vertically connected linear blocks which is ended up with numerous courtyards in-between. While some of these courtyards are firm ground some are green open spaces. Similar to other two parcels most of the firm ground courts are serving as car parking areas; however, more unfortunate fact is that the courts left as green areas are closed with bars (Figure 34). On the other hand, the wide-open area in front of the entrance of students, on the west wing, is designed and has been kept until today as green areas and firm ground with sitting units (Figure 35). The sensitivity in creating positive outdoor spaces in between the buildings cannot be observed between the faculty building and additional buildings; and these in-between areas are left be except designing entrances to the buildings.

When compared with other two parcel, it can be observed that the parcel Faculty of Educational Sciences located in has a more arbitrary design and layout of buildings. For instance, although having eight buildings in it, these buildings were designed and located with reference to each other; and today composes well-though layout in the parcel of *Mülkiye*. Besides, with inner courtyards -if they could be used in proper manner- the Faculty of Educational Sciences building also can be thougt to have intraverted design. However, in existing situation these courtyards are most like out of use for members of the faculty; and the open area in front of the building is the most welcoming space in the parcel which turns the character of the building to be extraverted in a way. Nevertheless, this new character is not enough to overcome the dominating ambiance in the Campus and the parcel is in use of the members of this faculty also, mostly.

To conclude, Ankara University Cebeci Campus, began to be formed with the construction of *Mülkiye* and *Hukuk Fakültes*i buildings in the beginning of 1030s, is

composed of three parcels with fifteen buildings in total and open spaces in-between today (Figure 36). Like the buildings, the open spaces also have gone through physical and functional transformation in time, process of which will be studied in detail in the following part of the study.

(a)



(b)

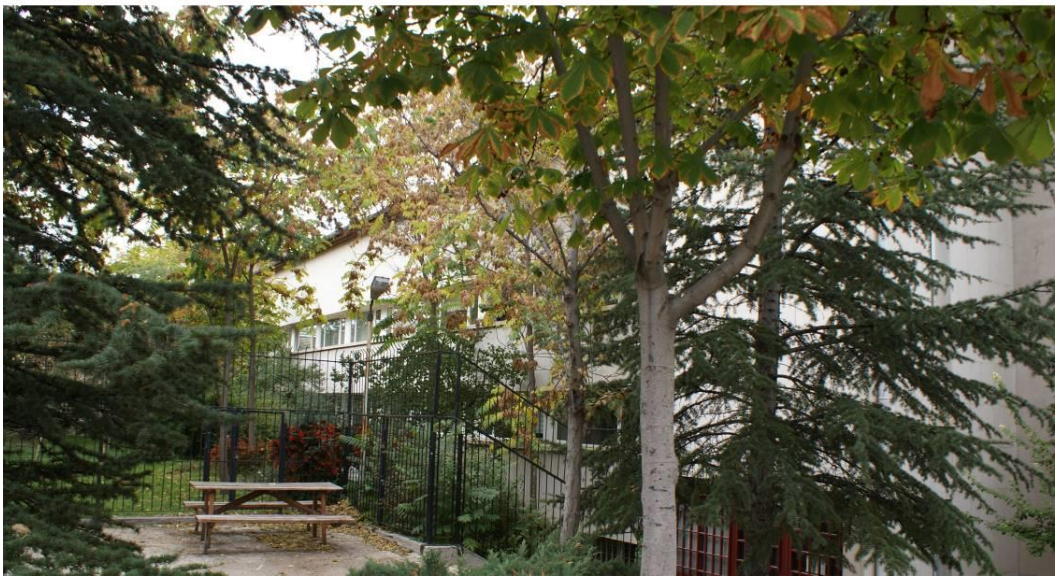


Figure 34. One of the courtyards (a) used as car parking area and the one (b) designed as green area but closed with bars (Azize Elif Yabacı, 2017)



Figure 35. The open area in front of the student entrance of the faculty building (Azize Elif Yabacı, 2017)



Figure 36. General view of the Campus dated 1999 (the only missing building is the building Research Institute of Banking and Commercial Law in the parcel 8425-1) (archive of *ilef*)

CHAPTER 3

BUILDING A CAMPUS: CONSTRUCTION AND TRANSFORMATION OF BUILDINGS IN THE CAMPUS

Mülkiye and *Hukuk Fakültesi* were established independently and constructed (in 1936 and 1940) in adjacent parcels in the zone allocated for higher education functions in Jansen Plan. In 1946, with the establishment of Ankara University, these two schools got together under the same roof. The construction and expansion processes of two schools were different and independent from each other, which led this study to examine these two schools- and the Faculty of Educational Sciences on the third parcel- separately, within their own parcels.

Firstly, the history behind the establishment and construction of the buildings will be explained. Afterwards, the dominant design idea, architectural properties and technical and material properties of the buildings will be described. Following the description of the buildings, the changes and additions will be studied to understand the process of change and transformation that the buildings have gone through until today.

While studying the buildings, the main input to decide on the method of examining the buildings is the division of the campus area into parcels and, relatedly, the faculties located and grew within these separate parcels. In addition, the date of construction of the building and the time it began to be used is another input on which parcel to begin with. Thus, in order to follow the process of the formation of the Campus, in this chapter, firstly the parcel numbered 8425-2, which includes *Mülkiye,*

will be studied and it will be followed by the parcel numbered 8425-1 with *Hukuk Fakültesi*, and finally the parcel numbered 8425-4 housing Faculty of Educational Sciences which was built lately.

3.1. *MÜLKİYE*- FACULTY OF POLITICAL SCIENCES

Mülkiye is the first building constructed in Ankara University Cebeci Campus area. In time, due to the increase in number of users and spatial needs, the additional buildings were constructed. The first buildings constructed in 1936 and 1939, mentioned as *Mülkiye,* are the main building facing Cemal Gürsel Street and the Sports Hall building behind. After that the amphi, library, dormitory buildings and the Faculty of Communication building were constructed in the same parcel between 1957-1968; and the general layout of the parcel reached its final form. Related with these additions, the main building *Mülkiye* has gone through many functional and spatial transformations. Furthermore, the additional buildings have also undergone similar transformation process until today.

In this part, the buildings in the parcel numbered 8425-2, which were under the roof of *Mülkiye* in the beginning, will be studied separately and in detail by beginning with the history and description of the building. After studying the design principles of the building addressing features of modern architecture, the transformation process that the building has gone through will be analyzed by referring to the written and visual documents collected and by comparing the documents in hand with the existing situation of the building.

3.1.1. Main building and Sports Hall

Mülkiye was first established with the name of *Mekteb-i Mülkiye-i Şahane* in 1859 in İstanbul. After the foundation of the Republic, the school was planned to move to Ankara with the wish of Atatürk. The construction of the building, projects of which prepared by Ernst A. Egli, was started in 1935 and the building began to be used in

October 1936. The building has reached today with many spatial transformations and/or additions due to changing conditions and different spatial needs through time.

In original, the building was designed with the functionalist approach and composed of two main blocks perpendicular to each other forming a T-shape (Aslanoğlu, 2010: 182); (Figure 37). The block, perpendicular to the street involved four blocks with two-floor-height; and, the other block, parallel to the street, was a single horizontal block with the main entrance and one floor higher than the other block. This main block was designed as embodying classes and offices while the other block mainly involved common areas like conference hall, dormitory, cafeteria (Alpagut, 2012: 203).

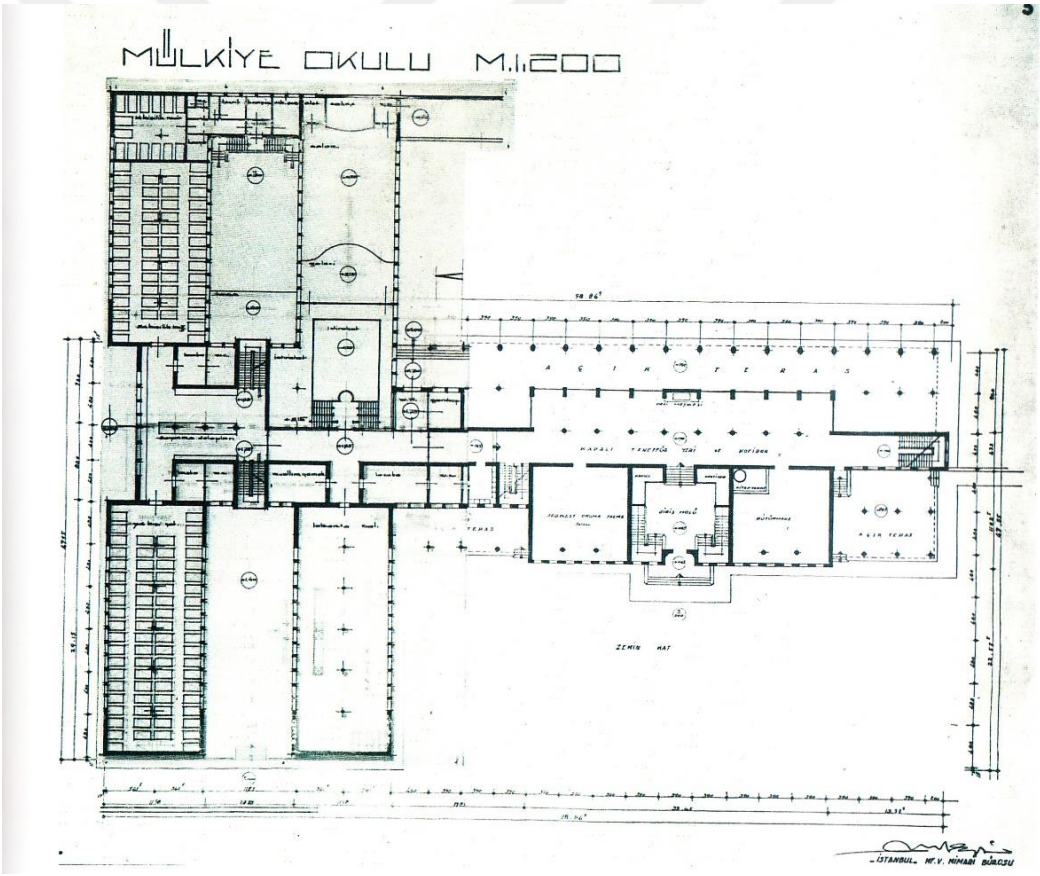


Figure 37. Ground Floor Plan of *Mülkiye* (ALPAGUT, 2012: 205)

A small hall is reached from the entrance in the main block and this hall is opened to a marble-covered multi-purpose hall with two rows of columns. This hall, has a bright and spaciousness effect achieved via nine large windows on the east facade, occupies most of the ground floor. Namık Kemal Güçhan, talks about this marble-covered hall that

> We loved that hall a lot. It was a pleasure to take a walk in the hall. Especially when it rains or snows… you walk warmly and watch from the windows. Students were in the hall mostly; sat, had a chat etc., and that gave a sense of home to you. [31]

Similarly, Aydemir Ceylan also mentions about the importance of this hall for the students as:

> It should not be underrated just by saying 'colonnaded hall'. It was like the agora of the school. Everyone in the course came to the saloon, chatting or joking. It was where the daily stresses were laid. We welcomed our guests from the outside. One of our brothers took the day off with a motorcycle! Some youthful love may have begun here. In the traditional *İnek Bayramı* the 'pillow fight' ends here, the big hall covered with feathers, cotton and torn pieces. In the evenings, under the dim lighting, some of the groups of friends gave a Turkish music concerts. (2008:32); (Figure 38-39-40).

As in original plan, there are two stairs flanking on both sides of the entrance hall to reach the upper floor. In this floor, there are two rows of offices with different sizes on both edges of the corridor. The offices on the east edge of the corridor have wooden floors and ceilings framed with plaster board.

[31] interview with Namık Kemal Güçhan, a former graduate of the school (1947), November 2015



Figure 38. Entrance hall of the faculty building (ALPAGUT: 2010, 142)



Figure 39. Marble- covered multi-purpose hall (ALPAGUT: 2010, 143)



Figure 40. Marble- covered multi-purpose hall (ALPAGUT: 2010, 143)

The second floor with classes and other offices have the same floor plan with first floor. The other block, adjacent to the main embodies large spaces like conference hall, dormitory and cafeteria in original plan. However, because of the different spatial needs through the time, only the conference hall on the south-east corner of this block could preserve its original spatial qualities with minor changes substantially (Alpagut, 2012: 203); (Figure 41-42). Aydemir Ceylan (2008: 38) mentions about the conference hall that important scientists, politicians were often invited for conference. Besides, they had the opportunity to meet with the famous bands and artists and saw these performances in the hall. Another use of the hall was, moreover, was the dance classes given by students who knew how to dance once per a week in the foyer in front of the hall.



Figure 41. Conference Hall (archive of VEKAM)

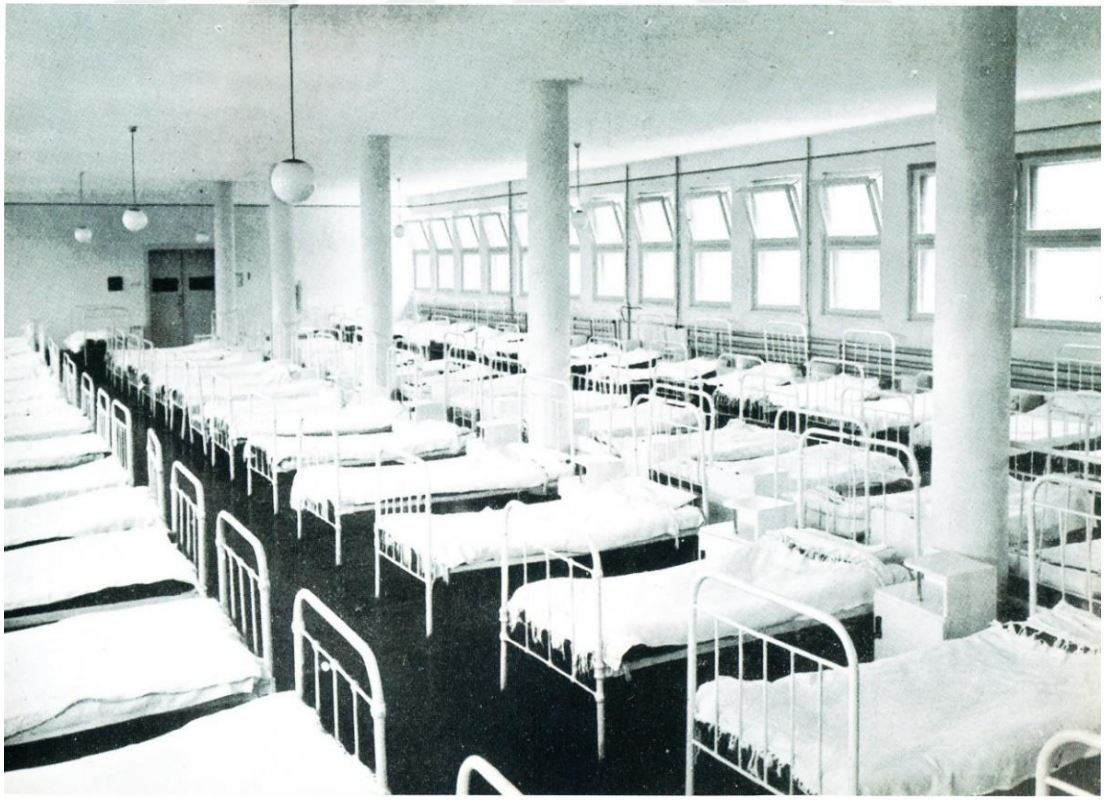


Figure 42. Dormitory (archive of VEKAM)

By referring to Namık Kemal Güçhan, who was a student of *Mülkiye* between 1943-1947, the dormitory spaces can be explained as large enough to embody 60-100 students, no separate rooms. The cabinets were on the corridor; students change their clothes here and enter to the dormitory without turning the lights on. The space got heated well, beds were durable and clean. Cafeteria provided three meals a day and meals were clean, satisfying and of good quality. Besides, there was hot water for 24 hours and the service of laundry for the students. Their clothes were washed, ironed and put into their closets by referring to the signs on their clothes. It is important to mention that the school also gave students shoes and suit every year, and coat in every two years in addition to a certain amount of allowance. The life standard provided for students were quite high for the period.

All four facades of the main blocks were designed with different manners. The one facing the street has a simple and horizontally designed façade, covered with Ankara stone till ground floor level and look alike the base of the building. (Alpagut, 2012: 204). There are eight windows on both sides of twelve-stepped main entrance and with the extension of these window parts a balcony for upper floor is obtained. So, the monotony, created by frequently located same-sized windows, is broken with this arrangement. Besides, the windows are framed with stones extended from the façade which prevents the two-dimensional perception of the façade. In addition, the colonnaded parts on the corners were open in original plan (Aslanoğlu, 2010: 182); (Figure 43-44).

The south façade looking at the Sports Hall is reflecting differentiation of two storeys of the building. On the ground floor the colonnades of the former corner openings are continuing through the façade with vertical windows in-between. On the upper floor, there is a monotonous order of same-sized windows with the front façade.

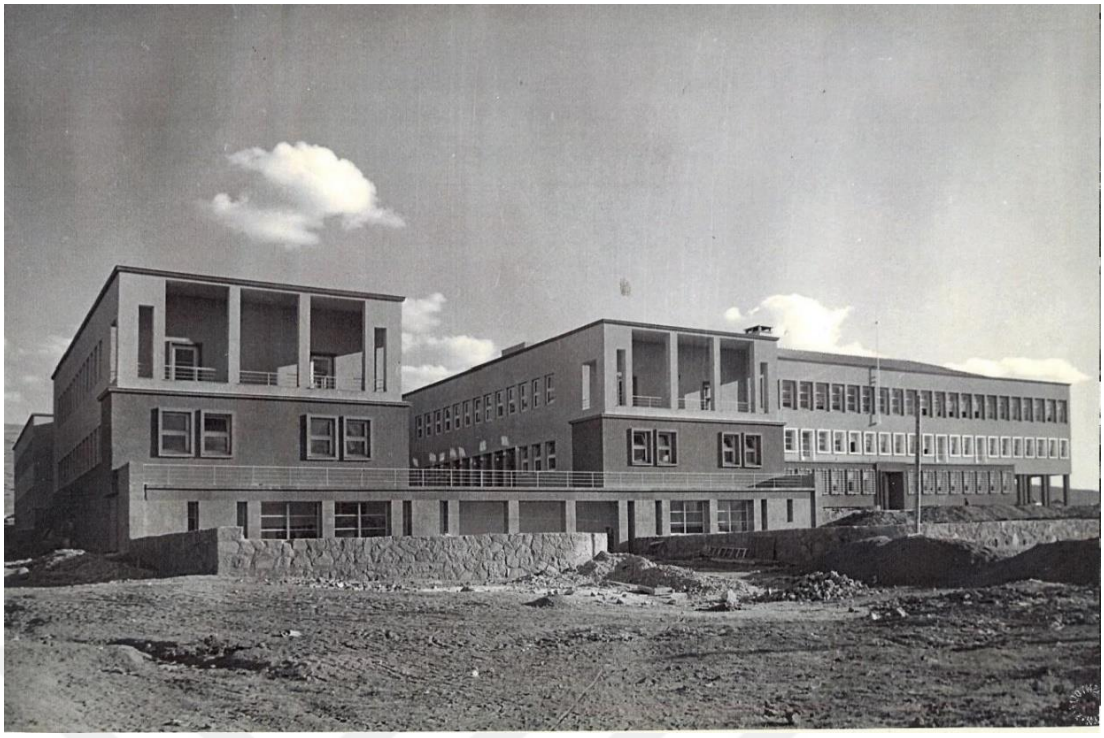


Figure 43. North façade of the faculty building (facing the Street) (ALPAGUT, 2010: 145)



Figure 44. South façade of the faculty building (ALPAGUT, 2010: 141)

While the front façade of the perpendicular block was mainly attracted the attention with large balconies, which were closed after; other façades of the building is mainly composed of the modular composition of same-sized windows. Due to the level difference on the north-south axis of the site, the western façade of the blocks gets higher and the composition of ground floor windows varied within the limitation of the modular arrangement.

There is also a Sports Hall located on the south of *Mülkiye*, designed together with other two buildings and located on the east side of the main block separately. The construction of the building started in 1937, completed in 1939 and was opened to use of students (Öztürk, 2007: 33). The building was originally constructed with concrete frame system with a flat roof in original which was changed into two-level pitched roof.[32] The sports hall also still lingers strongly in Güçhan's memory. He states that the gym teacher came every morning and woke up students to take them to do sport. It was optional to go, but if you had gone, you would have done gymnastic, climbed to the rope, etc. Sometimes students run to Kızılay and returned to Cebeci as a group. There was also a volleyball court behind the main building.

The Sports Hall building is a two-storey height rectangular solid block housing a double-height sports area and service spaces distributed in two stories. The main entrance of the building is on the north façade located close to the east. The corridor surrounded with two solid walls after the entrance divides the mass into two. On the west, there is the double-height sports area and on the east, there are the service functions. Across the entrance, at the end of the corridor, there is the stairs to reach the upper floor; and on the right, there is another corridor along the south of the sports area separating it from the administrative offices, locker rooms, storage, etc. It is also possible to reach to the court from this corridor.

[32] Unfortunately, there is no original project drawings of the Sports Hall building and no photograph on the exterior dated back to its first-built times.

On the upper floor, the service area on the left continue with its own circulation and the area there is no entrance this area from the upper floor. Besides, the secondary corridor on the south repeats on the upper floor and it is the space to reach the tribune with its openness to the court area between columns. Moreover, on the other side of the corridor, there are lodgings for single person with WC&bath in it along the edge. However, this part has a separate entrance from the south-east corner of the building and has solid wall facing the corridor in the interior. However, in original, these lodgings could be reached from this corridor as can be seen in the old photograph from the interior (Figure 45). Prof. Dr. Cevat Geray remembers the times that these lodgings were used by the research assistants when he was a student in *Mülkiye* in 1950s (UYSAL, 2003: 86). Furthermore, this lodging area has a separate roof from the rest and on the upper floor makes a projection over the ground floor which gives the impression of a separate building with its owns entrance. This design idea can be seen as the effort for legibility of distinction in function within the building.



Figure 45. An old photo form the interior of the Sports Hall building (archive of *ilef*)

This Sports Hall building has witnessed many spatial transformations through the time due to needs for more classes[33]. Prof. Dr. Celal Göle remembers the time that the Sports Hall was used as classroom for freshman class in 1963 and mentions that to make the area suitable for this use, huge velvet curtains were hung. Besides, as mentioned above, the roof design and materials were also changed in addition to the removal of the doors belong to lodgings and make them available to reach only from separate entrance from outside. Moreover, the service area also has gone through some transformations. The entrance to the area from outside was cancelled and a new entrance from the main corridor was opened to reach this area. Indeed, there are minor spatial and material changes in this area, also. However, these transformations were temporary and today, the building still serves as sports hall with its original spaces.

The main northern façade of the building where the main entrance was located has a simple façade design with huge windows located between columns and one storey high from the ground. However, there are minor interventions which gives 3-dimensional perception to the façade. A linear concrete band framing the windows which step back from the façade is one of this type of interventions. Color change on the fenestration area and eaves below this area can also be counted. The southern façade which belong to the lodgings on the upper floor and administrative spaces, locking rooms, storages etc. on the ground floor has a distinct façade character.

As stated above, the lodgings make projection over the ground floor with the support of linear columns emphasizing the lodging spaces by dividing them into units. The repetition of the same-sized-window in each unit is also another intervention that reflects the units of spaces on to the façade. By referring to the sizes of the windows, it is possible to accept that upper part of south façade keeps its originality in dimensional terms. The ground floor part of this façade has a large window covering the area between two columns and repeating through façade today. However, due to the lack of original drawings of the building, any drawing of the south façade in time

[33] Baskıcı mentions about the transformation of sports hall space to class with due to the need class in 1962 in his chronological study.

or older photos, it is not possible to define the current situation of the façade as the original or transformed. The eastern façade, has regular windows in two different sizes without a repeating order in line but repeating in floors.

The building of *Mülkiye* is one of the main representatives of international modern architecture movement in Ankara with its architectural features formed related with function. Besides, the symmetrical arrangement of façades with simple and plain approach and low-pitched roofs surrounded with parapets supporting the cubic appearance of the building are the characteristics of the building increasing its being one of the precedents of Early-Republican modernism in Ankara (Figure 46).



Figure 46. *Mülkiye* (ALPAGUT, 2010: 140)

The building also reflects the characteristics of the foreign architects' period in the Early Republican Period. Especially, 3-dimensional projections on the façade and formation of inner courtyard are the features seen in the design of the building of *Mülkiye.* Aslanoğlu (1986: 18) refers buildings of Egli as the good examples of rational architecture in Turkey with their simplified and functional designs; and "all these

buildings[34] display the principles of the functional-rational approach of the modern movement.".

If the characteristics of modern movement architecture in Early Republican Period can be listed as search for pure geometric forms and asymmetry in masses, an organic relation between form and function, complete abandonment of decoration, simplicity, employment of reinforced concrete frame, flat roof, large panels of glass, ribbon and corner windows, coarse gray stucco (edelputz) for facades etc. (Aslanoğlu, 1986: 19), building of *Mülkiye* can be quoted as one of the remarkable ones of the functional-rational approach of the modern movement in Turkey. Not just the mass, plan and façade design were showing the characteristics of the modern movement, as mentioned above, the complete abandonment of decoration and simplicity were also main principles in the design of interiors with the use of modern original details, material and finishing of the faculty building.

The simplicity and no decoration as main concerns can be observed in the entrance and the marble-covered multi-purpose hall where the entrance gave way. The lack of any decorative elements, the use of pure geometric forms in architectural elements, floor coverings, lighting elements etc. and the simple joint details of vertical and horizontal elements prevent user from get lost in details and enable him/her to have spatial experience in its pure form (Figure 47).

The approach of simplicity and purity can be observed throughout the all spaces from offices to dormitory rooms. The simplicity in togetherness of vertical and horizontal elements and pure geometric forms in interior spaces composes a whole with the design of the faculty building with functional approach (Figure 48).

[34] Musiki Muallim Mektebi (School of Music), Divan-ı Muhasebat (Sayıştay), Trade School for Boys, İsmetpaşa Institute for Girls, High School for Girls, building of *Mülkiye*, the Rectorate Building at the campus of the Faculty of Agriculture, Marmara Kiosk and Turkish Bath at Gazi Orman Çiftliği, the Embassy buildings for Iraq and Switzerland, a villa at Bebek in İstanbul

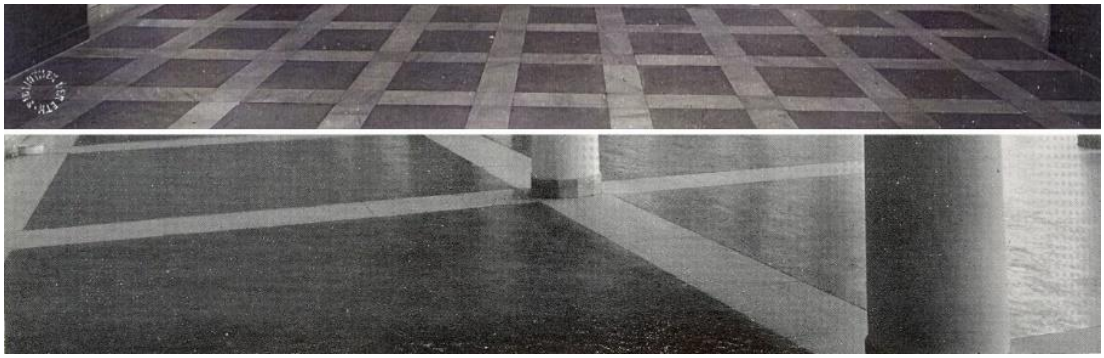


Figure 47. Geometric pattern of floor covering of the entrance hall and the marble-covered multi-purpose hall (ALPAGUT, 2010: 142-143)

Mülkiye embodies all the components of modernism in terms of both spatial and architectural features and social features. As Namık Kemal Güçhan explains the aim of the school was to raise individuals who embraced the principles of the Republic and well-equipped in their field.[35] That is why, in addition to its educational function, the school includes spaces designed for accommodation, catering, sports and social facilities. These spaces contribute to education function of the school as the spaces where the knowledge and grace necessitated for modern life are generated. He mentions about the opportunities provided by the school that the building was very highly-qualified when compared to comfort conditions of Ankara in 1936-37. A memory of him about this issue was very impressive:

> While strolling on the street (Cebeci Street) one day, I came across with a couple walking arm in arm. I hear in the ear one telling the other that they still could not provide the comfort in our school in their own lives.

Additions / Changes / Reorganizations in the Buildings

Following the foundation of the school, there is a continuous growth and development occurred in the faculty buildings as mentioned above. There was addition of building blocks, changes related with construction of these new building blocks, functional changes according to changing spatial needs and improvements of spatial qualities of classrooms etc. Related with increasing student number and changes in spatial needs according to developments in educational mediums *Mülkiye* has gone through various changes and improvements some of which were mentioned above. While some of

[35] interview with Namık Kemal Güçhan, a former graduate of the school (1947), November 2015

these arrangements required serious constructional changes, some were just functional transformations with minor changes.

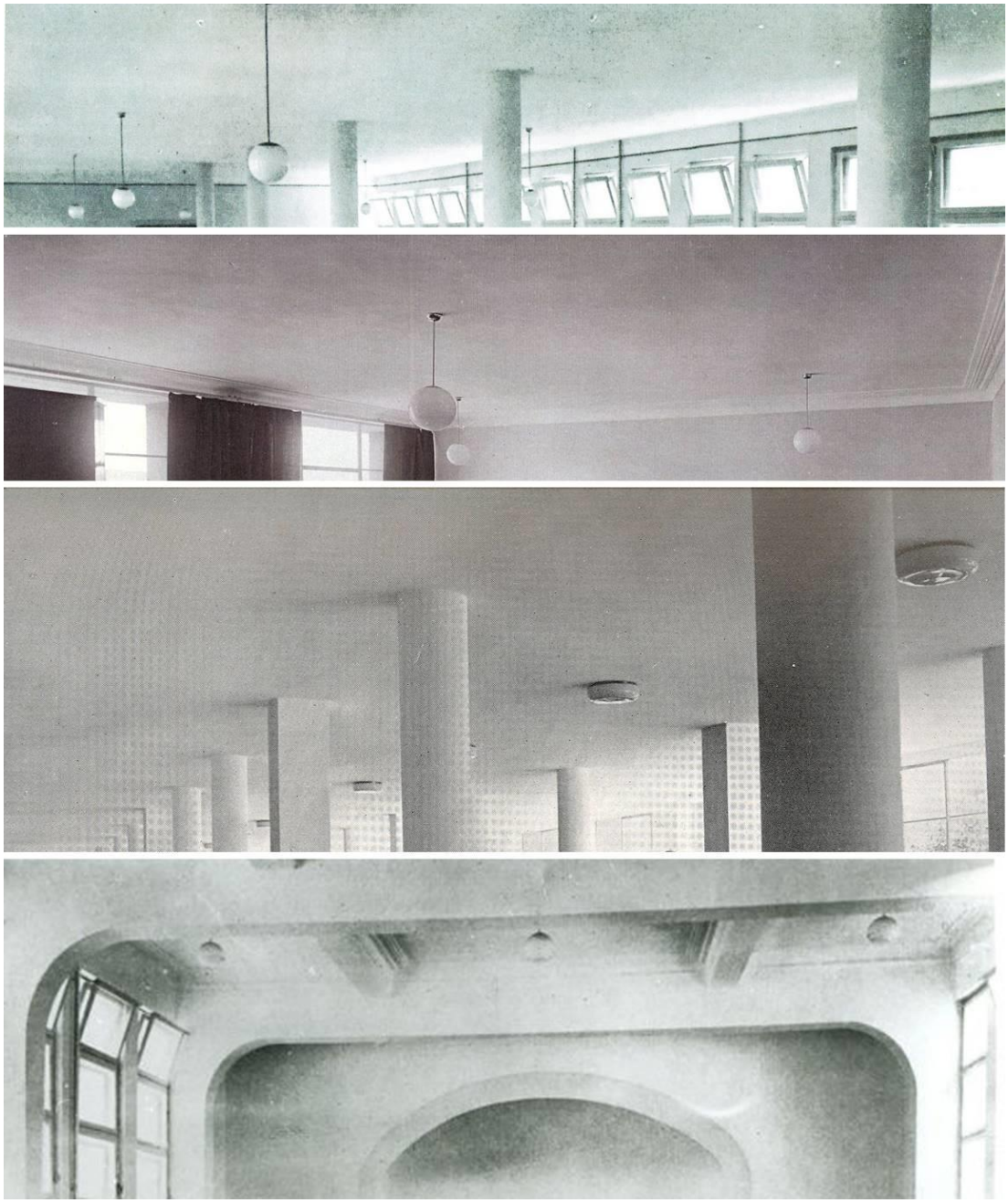


Figure 48. Simple detailing and pure geometric forms of elements in the interior design of the building (archive of VEKAM); (ALPAGUT: 2010, 143)

In 1954, when Prof. Bedri Gürsoy became the Dean of the Faculty, the Faculty demanded for additional building and for expansion and modification projects. After this decision, Ankara University arranged an architectural competition for these additional buildings[36] which were library, dormitory building, classes and conference hall(amphi). The winner of the project was Enver Tokay. Although there was just the name of Enver Tokay, it is seen in the project drawings that the architects Ayhan Tayman and Yılmaz Şanlı were part of the project team.

The construction period was planned to take 3 years; however, it took 10 years for constructions to be completed (Baskıcı, 2009: 25). So, it is not wrong to say that the changes and refurbishment in *Mülkiye* were seen after 1954, mainly. Especially after the completion of new buildings and the transfer of the functions from main building to these buildings, the space left in the main building were transformed into classrooms mostly. So, relatedly, the main building underwent a significant reorganization activity.

When the construction, repair or reorganization studies in the faculty buildings were examined they can be grouped in four stages considering the density of construction and/or transformation activities. The first stage (1936-1955) covers the construction process of the faculty building generally. As stated above, the construction of the building was started in 1935 and the building began to be used in October 1936 (Baskıcı, 2009: 14-15). In 1942, the upper floor of the main block parallel to the street was added (Öztürk, 2007: 49). Besides, the building of Sports Hall was begun to be constructed in 1937 with the initiatives of gym teacher Ahmet Sadık Yaraman and the manager Prof. Dr. Mehmet Emin Erişirgil and completed in 1939 (Öztürk, 2007: 33).

The developments after 1957 are studied in three stages. Firstly, between 1955-1980, new buildings were added to *Mülkiye* within the scope of expansion project of the

[36] Chamber of Architects – Ankara Branch Index of Competitions: http://www.mimarlarodasiankara.org/yarismalardizini/

faculty; and with the transfer of the functions to the new buildings, the spaces were undergone repairs, changes and reorganization activities. Furthermore, the rest of the repair and reorganization activities were divided into two stages via the concentration of these activities: between 1980-2000 and after 2000.

1955-1980

The changes in this stage mainly includes the expansion of the faculty with additional blocks and the use of different spaces as classrooms with need of extra classrooms during the construction of additional buildings. With the construction process ended and some functions located in the main block moved to new buildings, the spaces left refunctioned, mostly as classrooms.

Both projects of new buildings- except the building of School of Press and Broadcasting (*Basın Yayın Yüksek Okulu*)- and the spatial changes related with functional transformation in this stage were prepared by same group of architects: Enver Tokay, Ayhan Tayman and Yılmaz Şanlı. The architect of the School of Press and Broadcasting (*Basın Yayın Yüksek Okulu*), on the other hand, was Nizamettin Doğu.

In 1960, the Dean's Office was moved from its original place to reading part of library[37] on the first floor, which is the current location today (Öztürk, 2007: 40); (Figure 49-50). Together with this spatial change, the open terrace of the west corner of the building-where there was a second entrance to the building facing the *Hukuk Fakültesi*- was closed and added to the inner space. Today, this additional space was used for academic purposes as seminar rooms. As seen from the comparison of Figure 48 and 49 the characteristics of the space had been changed totally with this closure and addition of staircase. Prof. Dr. Yalçın Karatepe has a very dramatic memory about

[37] The library part within the faculty building was two-storey with a gallery gap in the center. Bilsay Kuruç talked about this space as "… in the style of English libraries" (Bilsay Kuruç'a Armağan, 2011:120)

this dean's office.[38] While he was a student in *Mülkiye* between 1982-1986, he was staying in the dormitory of the faculty; and in 1984, they had a boycott about the meals in the cafeteria. However, due to the political trouble in that period as being the post-coup period in Turkey, there occurred a harsh intervention of army forces and about 30 of the students were taken under custody. Following that, the Dean of that time called them to their rooms and told that Professor Karatepe should be careful otherwise he would write these to his personal records that he could not find a job in Turkey. However, in 2011, Professor Karatepe became the Dean of *Mülkiye*. He expresses his feelings as "I was very touched. Because I had entered that room as a Dean, where he told me these words.

Furthermore, while in the stamp printed for the hundredth anniversary of the faculty (dated 1959) this terrace was preserving its original situation, in the photograph dated 1960 this space was seen as closed (Öztürk, 2007: 39-40); (Figure 51-52).

(a) (b)

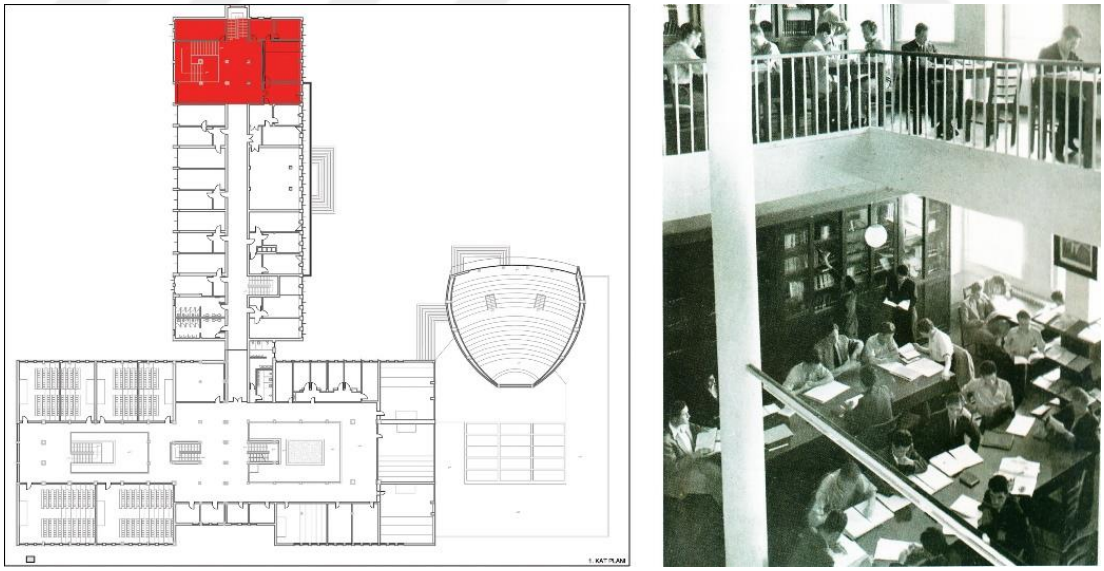


Figure 49. Location of Dean's Office today on the first floor in of current plan (a) and view from the original library (b) (ALPAGUT: 2010, 145)

[38] Interview with Prof. Dr. Yalçın Karatepe – a former graduate, academician and dean of *Mülkiye* –, June 2017.



Figure 50. First floor of original library as the dean's Office and new staircase (Azize Elif Yabacı, 2017)

Öztürk (2007: 32) states that there was a room behind the Dean's office used as bathroom in the first stage of the rearrangement of library as office. Although the exact date of the change was not known, related with this spatial change, it is deduced from the comparison of original and current plan that, the open terrace continuing through the south façade of the building was also closed and added into marble-covered multi-purpose hall (Figure 53-54).

(a) (b)



Figure 51. Location of the open terrace and second entrance on the ground floor (a) and the stamp (b) printed for the hundredth anniversary of the faculty (dated 1959) (archive of *ilef*)



Figure 52. The open terrace as closed and added into inner space (Azize Elif Yabacı, 2016)

Following two years, related with the need for extra classrooms, the conference hall and the sports hall were transformed to be used as classrooms (Baskıcı, 2009: 27); (Figure 55)[39]. Additionally, as Prof. Dr. Celal Göle mentioned that, around 1960-1961, the direction of the inclination of conference hall reversed the reason of which was not known.[40] In 1962, the additional buildings – dormitory building and library- was completed and began to be used in 1963 (Figure 56-57-58).

With the use of new buildings, the library and dorms were moved to their new buildings and the spaces left from dormitory rooms were transformed to use as classrooms (Öztürk, 2007: 40). The classrooms coded 226 and 227 were two separate dormitory rooms for 50 students and the classrooms coded 228 and 229 were a united single dormitory room for 100 students on the first floor. After the new-constructed dormitory building began to be used in 1963, these spaces were rearranged as four classrooms which mean that the dormitory room for 100 students was divided into two classrooms (Öztürk, 2007: 35-36); (Figure 59).

In original, while classrooms coded 228 and 229 were a united single dormitory room, the door of the space was on the side of classroom coded 230 today. After the division and rearrangement of the spaces the location of doors was changed and a classroom -230- was added to the corridor. Besides, a room for professors was also formed in this building and added to the rooms in the next block (Öztürk, 2007: 36); (Figure 60).

[39] There is no visual document showing the situation of conference hall while used as classroom. However, it is known that, the hall is used as classroom today. Emre Demir also mentions that the crowded classes that the students from more than two departments took were done in this hall; and, he took a class in conference hall when he was in the first year. Besides, he states that the conference hall was called as Bigger Amphi; and the crowded events arranged by students were mostly happened here because the faculty management does not enable Aziz Köklü Conference Hall to them for the events.

[40] It is worth to mention that Prof. Dr. Celal Göle states that during his duty as the dean for 18,5 years he touched every corner of *Mülkiye* building by which he mentions that he made almost every space repaired, renovated, etc., in a way. However, there are only two spaces that he never touched and kept as they were which are the conference hall and the small amphi that will be explained in detail below.

(a) (b)

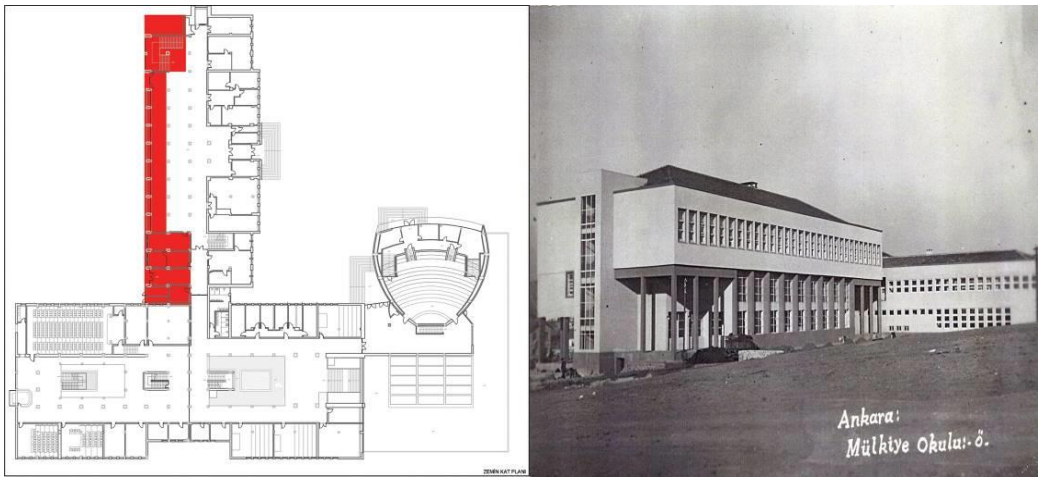


Figure 53. Location of the open terrace continuing through the South façade of the building on the ground floor (a) and south façade of the building (b) dated 1936 (archive of VEKAM)



Figure 54. Marble-covered multi-purpose hall including closed open terrace in 2016 (Azize Elif Yabacı, 2017)

(a) (b)

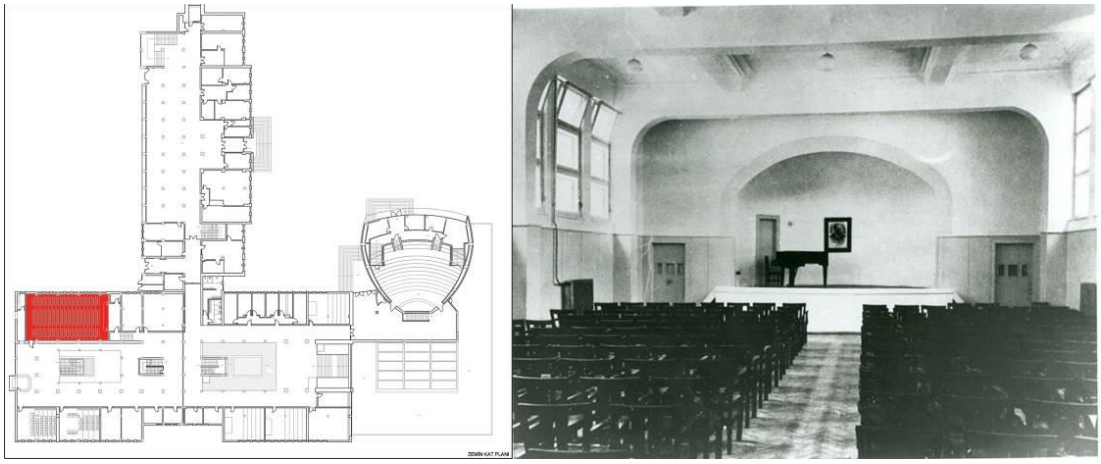


Figure 55. Location of conference hall on the ground floor (a) and view from the conference hall (b) dated 1938 (archive of VEKAM)



Figure 56. Site plan of the faculty showing original and additional buildings



Figure 57. Library building today (Azize Elif Yabacı, 2017)



Figure 58. Dormitory building today (Azize Elif Yabacı, 2017)

(a) (b)

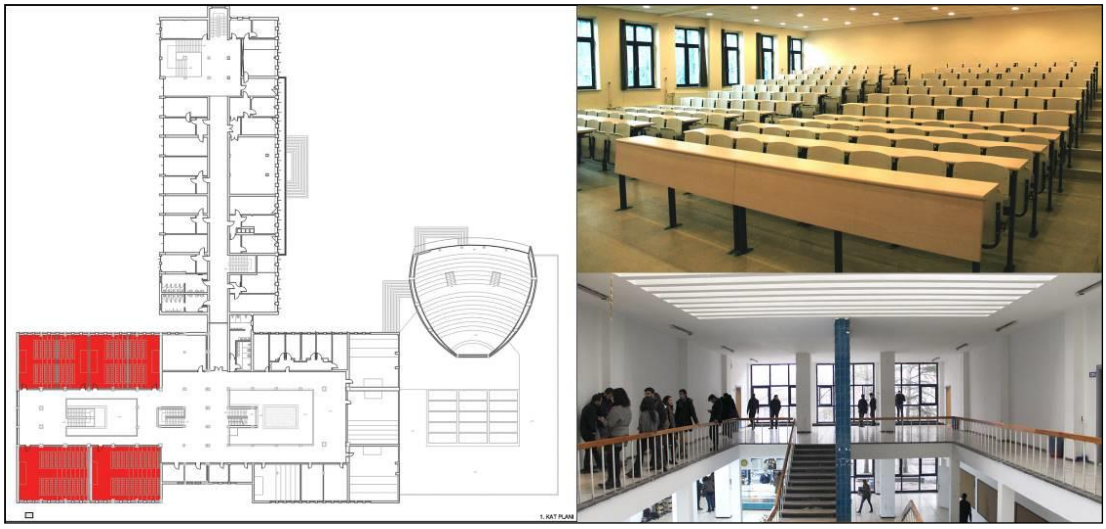


Figure 59. Location of dormitory rooms on the first floor (a) and views from the first floor and classrooms today (b) transformed from dormitory rooms (Azize Elif Yabacı, 2017)

(a) (b)

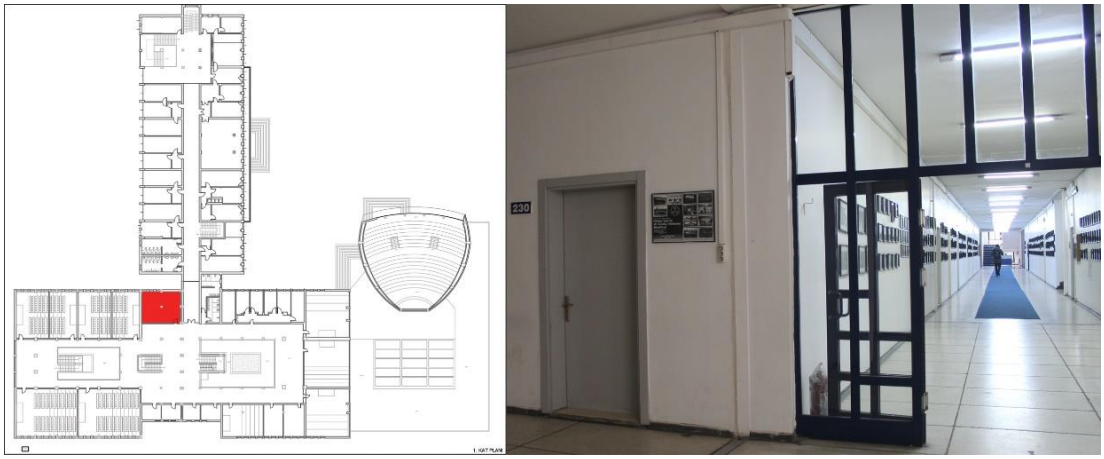


Figure 60. Location of additional classroom 230 on the first floor (a) and view from the corridor looking through the classroom 230 and the other block (b) (Azize Elif Yabacı, 2017)

In the same period, the dormitory rooms across the conference hall on the ground floor were also rearranged as classrooms which were classrooms coded Z01- Z06 and Z13-Z18. While transforming the dormitory rooms, it can be observed from the comparison of original plan with the current plan that the corridor was widened, the location of staircases was changed, and an inner garden was formed. And from the projects taken form the Ankara University Directorate of Construction and Technical Works shows that all these changes and rearrangements were planned within the scope of extension and renovation project of the faculty building prepared by Enver Tokay, Ayhan Tayman and Yılmaz Şanlı (Figure 61). Relatedly, with the use of new classrooms in 1964, sports hall began to serve in its original function again (Baskıcı, 2009: 28).

Additionally, Prof. Dr. Yalçın Karatepe mentions that during this period of the transformation of spaces related with the dormitory into classrooms, the balconies – the voids on the façade of the vertical block of the main building were also closed and added to the inner space. The classrooms coded 217 and 218 were formed in this time in these closed spaces.

In 1967, the construction of classes and conference hall(amphi) building and in 1968 (Figure 62), the main part of the School of Press and Broadcasting (*Basın Yayın Yüksek Okulu*) was completed and begun to be used (Figure 63). Following year, marble-covered multi-purpose hall was reorganized, the cylindrical columns were covered with marble in rectilinear form (Baskıcı, 2009: 30).

Furthermore, in the older photographs of the building, the entrance seemed to have a few steps and there were also a level difference and steps to the marble-covered hall. Relatedly, there were some projects, dated 1969, prepared for the entrance stairs of the building (Figure 64). So, there was also a rearrangement both inside and outside of the entrance of the faculty building in terms of levels differences. The level difference inside building was projected to the outside and the number of steps of entrance stairs increased; and the steps in the entrance hall were removed (Figure 65). In the process of this rearrangement process, the stairs on the both sides of the entrance hall were also removed as deduced from the comparison of old drawings, photos and current situation. After the removal of these stairs, this space was closed and added to the upper floor spaces. Besides, today there were functions as security and document registration located on the entrance hall.

Together with the arrangements in the entrance hall, the marble-covered hall was also reorganized in 1969; and reopened to use in this year, the hundredth anniversaries of the faculty (Baskıcı, 2009: 30-31). Although, the information about the time of change was lack in written documents, it is known that the columns of the hall were in cylindrical and, then these columns were covered with marble and reshaped in cornered form (Öztürk, 2007: 33); (Figure 66). It is highly possible that this change in the material and form of columns was realized in the hundredth anniversary rearrangement of the hall.

(a) (b)



Figure 61. Location of dormitory rooms on the ground floor (a) and views from the ground floor, inner garden and classroom Z18 today (b) transformed from dormitory rooms (Azize Elif Yabacı, 2017)



Figure 62. Amphi building today (Azize Elif Yabacı, 2017)



Figure 63. Building of the Faculty of Communication today (former School of Press and Broadcasting) (Azize Elif Yabacı, 2017)

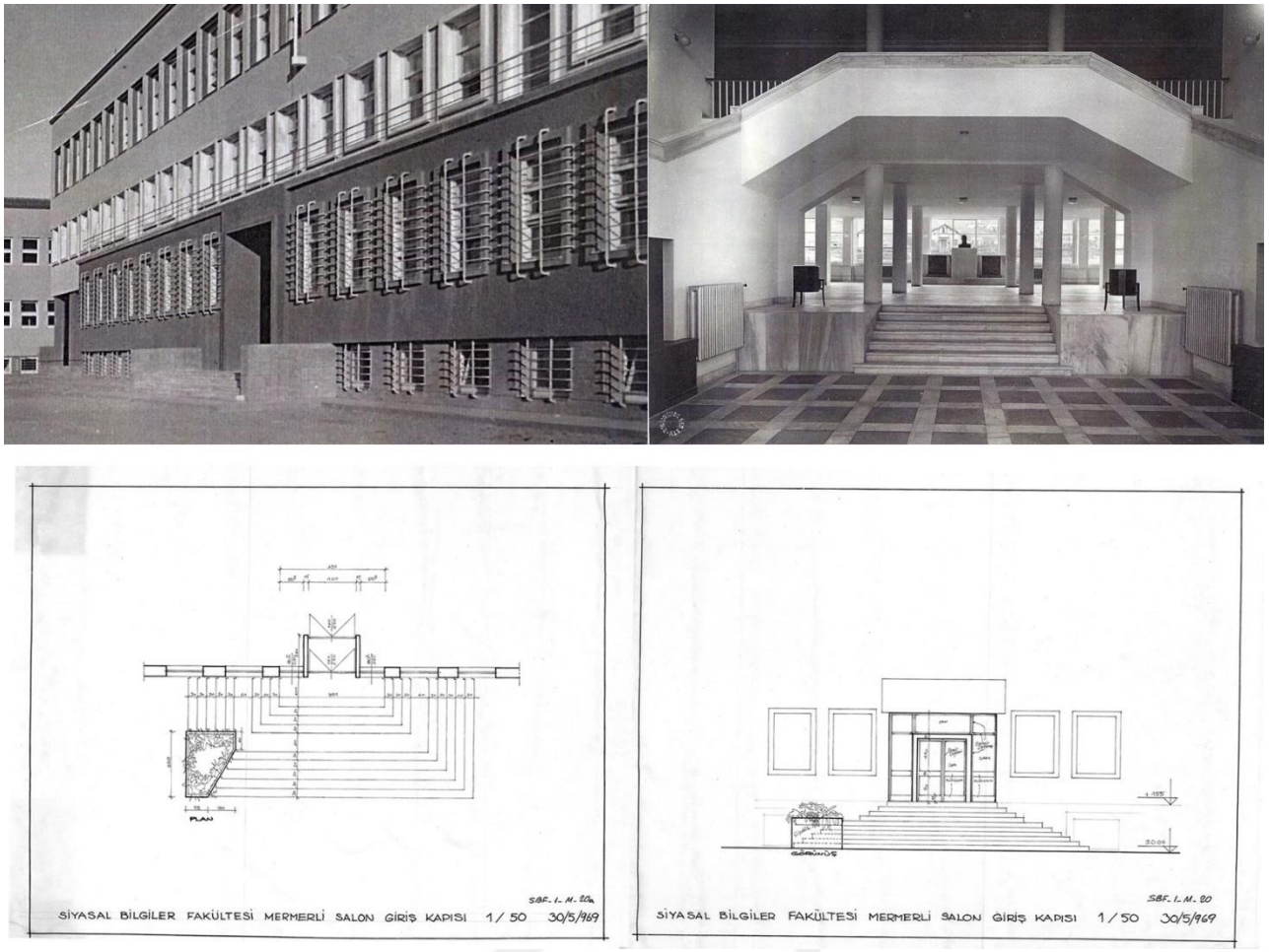


Figure 64. Entrance of the *Mülkiye* and the entrance hall in the building (a) (ALPAGUT: 2010, 141-142) and rearrangement projects prepared for entrance stairs of the faculty building (b) (archive of Ankara University Directorate of Construction and Technical Works)

(a) (b)



Figure 65. Location of the entrance stairs and the entrance hall of the faculty building (a) and entrance stairs and the entrance hall today (Azize Elif Yabacı, 2017)

(a) (b)



(c)

Figure 66. Location of marble-covered multi-purpose hall (a); situation of hall and the columns in original (b) (ALPAGUT, 2010: 143) and the hall today (c) (Azize Elif Yabacı, 2017)

It is also known that in that period, the sports hall of the faculty was also under some renovation/construction facilities. In addition, Prof. Dr. Korkut Özkorkut[41] states that the hall was designed for the use of a determined number of students and academicians in original and it was used. However, when he started to work as a research assistant in *Mülkiye* in 1992, the hall was already begun to be inadequate when compared to the population of the faculty and began to be used for different purposes.

In 1977-1978, storage of the faculty was transformed into students' dining hall, laundry and dorm of servants was transformed into academician's dining hall and the bindery in the middle was transformed into the kitchen of dining halls (Öztürk, 2007: 43). By the way, when the original plan was compared with the current situation, it is seen that the dining hall on the ground floor of dormitory block was then divided and rearranged as several classrooms and office with a corridor on the outside. This functional and spatial transformation was most probably related with the use of storage of the faculty as kitchen and dining halls (Figure 67).

(a) (b)

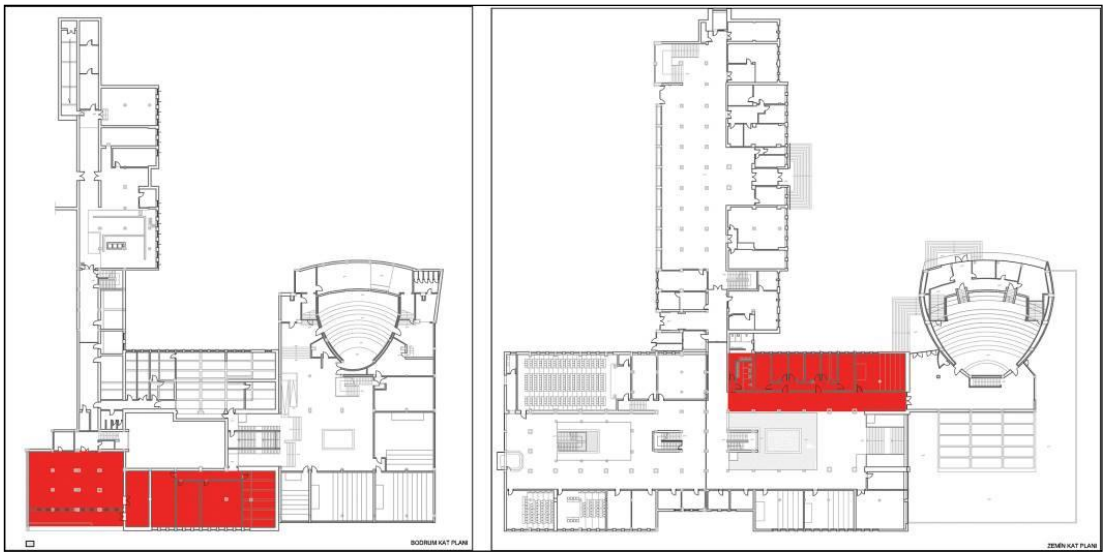


Figure 67. Location of the dining halls and the kitchen on the basement floor(a) and original location of the student's dining hall used as classrooms and office today (b)

[41] Interview with Prof. Dr. Korkut Özkorkut – a former graduate and academician of *Hukuk Fakültesi* and *Mülkiye*–, June 2017.

1980-2000

Second stage mainly involves refunctioning and material renewals or repairs of spaces. However, apart from the building formation the main action in this stage is the decision of uniting the three faculties – *Mülkiye*, *Hukuk Fakültesi* and faculty of Educational Sciences – within the boundaries of a campus. So, with the initiation of the President Prof. Dr. Günal Akbay, in 1995, the decision of forming a campus was realized and some arrangements in terms of open spaces and landscape design were put into practice (Öztürk, 2007: 44).

In 1983, the office of Prof. Dr. Feyyaz Gölcüklü was transformed into Computer Center after the beginning of computer usage in the faculty. Same year, dining halls were gone through some repairs like change of floor covering, renewal of cuisines... etc. In addition, the entrance of students' dining hall was opened from the door on the ground floor. There were also repairs in the toilets of the faculty like covering of walls and floor with tiles and change of sinks (Öztürk, 2007: 43).

From 1987 to 1991, there were ongoing repairs in the faculty like re-furnishing of classrooms coded 114,118, 221 and 230 with covering floor with carpet and served to use of graduate students and change of ceramics on the ground and floor of ceramic and sinks.

The most important development, however, in this stage of change, was the decision of forming a campus, as mentioned above. Following this decision, especially the open spaces went through an intense transformation because of being the common open spaces of the whole campus area. In this process, the high walls within the campus separating faculties from each other were removed. To bring an order to the campus, two agriculture engineers were hired, and studies started. In this regard, the stone wall, platform and stairs were removed, and a large garden was formed in front of *Mülkiye*.

Mülkiye café, was opened in 1995 in current location with some cabinet placement (Figure 68). In 1997, the space used as archive of the faculty was begun to be used as IMKB student computer center after the transfer of archive (Öztürk, 2007: 42-44); (Figure 69). In same education year, the construction of dining hall in the building of the dormitory was completed and relatedly, the space left from the dining hall was divided into four and three classrooms and one archive for student affairs were formed. In addition, the entrance doors, inner doors, windows of entrance hall, library, computer room and archive were changed with aluminum joinery.

The students' dining hall on the basement floor arranged in 1977-1978, as mentioned above, was divided into three classrooms and a room for the archive of student affairs in 1997-1998 with the opening of dining hall of the dormitory for students. However, today this space is used as a meeting room (Öztürk, 2007: 45).

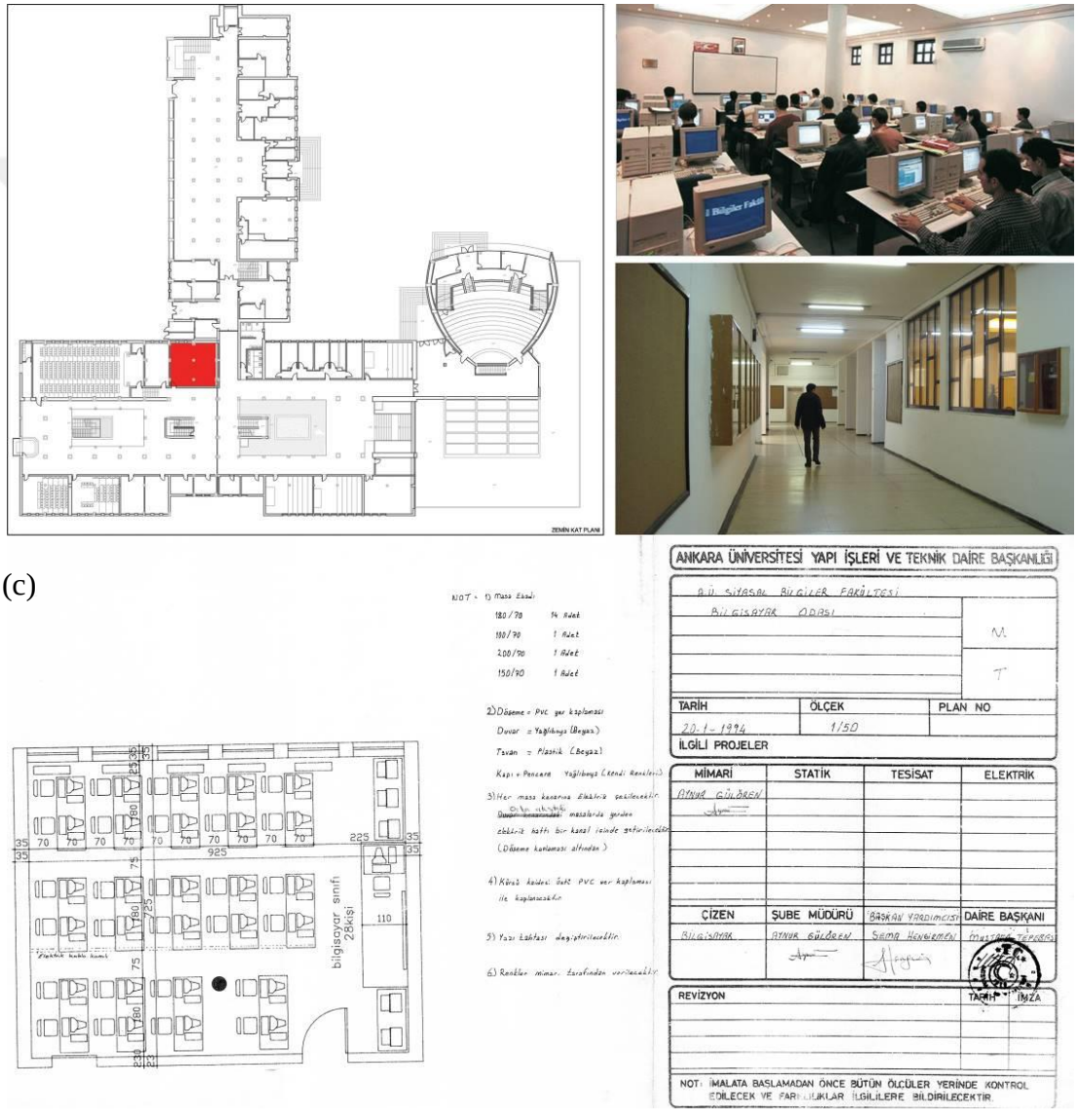
(a) (b)



Figure 68. Location of Mülkiye Cafe on the ground floor (a) and Mülkiye Cafe today (b) (Azize Elif Yabacı, 2017)

Same year, the boundary of the faculty facing the street was closed with a wall and in the area between the wall and the faculty, a garden was arranged. In 1999, the ventilation area, surrounded with glass up to the ceiling, was removed and reunited with the soil ground. The borders were lined with stones from Erzincan, different trees were planted, and an inner garden was formed. Left area was covered with marble. In addition, the roof of the area was covered with space frame to achieve ventilation (Öztürk, 2007: 45); (Figure 70).

(a) (b)



(c)

Figure 69. Location of the computer room on the ground floor (a), computer room in 2006 and today (b) (archive of *ilef*); (Azize Elif Yabacı, 2017) and arrangement and furnishing project prepared for computer room in 1994 (c) (archive of Ankara University Directorate of Construction and Technical Works)

(a) (b)



Figure 70. Location of the inner garden on the ground floor (a) and inner garden and space-frame roof (b) today (Azize Elif Yabacı, 2017)

On the outside of the buildings, the pool between the faculty building and library building was filled with soil and planted. The firm ground around was covered with Ankara stone and began to serve as a nice canteen area and meeting point (Öztürk, 2007: 46); (Figure 71). Emre Demir mentions that due to its physical properties – closed on sides and open from the top – the area was called as aquarium. The area in densely used between April and October and students spend their times mostly in this space. Indeed, Demir remembers that he was spending his all day from 10am to 6pm in aquarium with his friends sometimes.



Figure 71. Courtyard between the faculty building and the library building today (Azize Elif Yabacı, 2017)

After 2000

The last stage of the changes, additions or renovations in the faculty mainly involves minor changes in the classrooms or offices and functional transformation of spaces with minor rearrangements. One important point about the changes in this stage is that there were classrooms that were re-furnished or repaired by the graduates of the faculty or branches of *Mülkiyeliler Birliği*. Furthermore, the most drastic change can be counted as the replacement of the original iron-system-windows with aluminum window frame windows, double-glazing in it.

In 2000, the classroom coded 228 and 229, formed by the division of former dormitory rooms in 1963, were divided into two and four classrooms were composed. The inner organization of classrooms were arranged as amphi, so the rear side of the spaces elevated. In the end, the classrooms coded as 228-A, 228-B, 229-A and 229-B (Öztürk, 2007: 47). However, these division of classrooms were then taken back to previous situation and today they are used as two classrooms.

Similarly, the classrooms coded Z-05, Z-06, Z07 and Z-08 on the ground floor were also reorganized as amphi. In the middle of the hall on the ground floor, the marble covering was removed, enclosed with wall and filled with soil to create a garden. The sheet metal ceiling of the hall was removed and covered with space frame roof with transparent material which enabled enlightening of the inside (Öztürk, 2007: 46); (Figure 72-73).

As minor changes, due to the climatic conditions of the time, the windows of classrooms coded 217, 218 and 219 were renewed, all old radiators of the faculty building were changed with panel radiators. Besides, the storage area formed with the closure of the door of Conference Hall in 1978 was reorganized to be used as technical service of computers. Same year, personal affairs, trust room and the room of circulating capital were reorganized, and an archive room was added in the space (Öztürk, 2007: 47).

In 2001, the front gardens were reorganized and on the edges of the garden, paving stones were placed to compose walking routes. Besides, a stair was constructed from upper garden to lower garden (Figure 74). There were works on sports hall also in this year. The old floor coverings of the hall were renewed, the baskets were changed, and numbers were increased from two to six, the dressing rooms and shower cabins were renewed. In 2003, there was a small repair and reorganization work in boiler room of the faculty (Öztürk, 2007: 47).

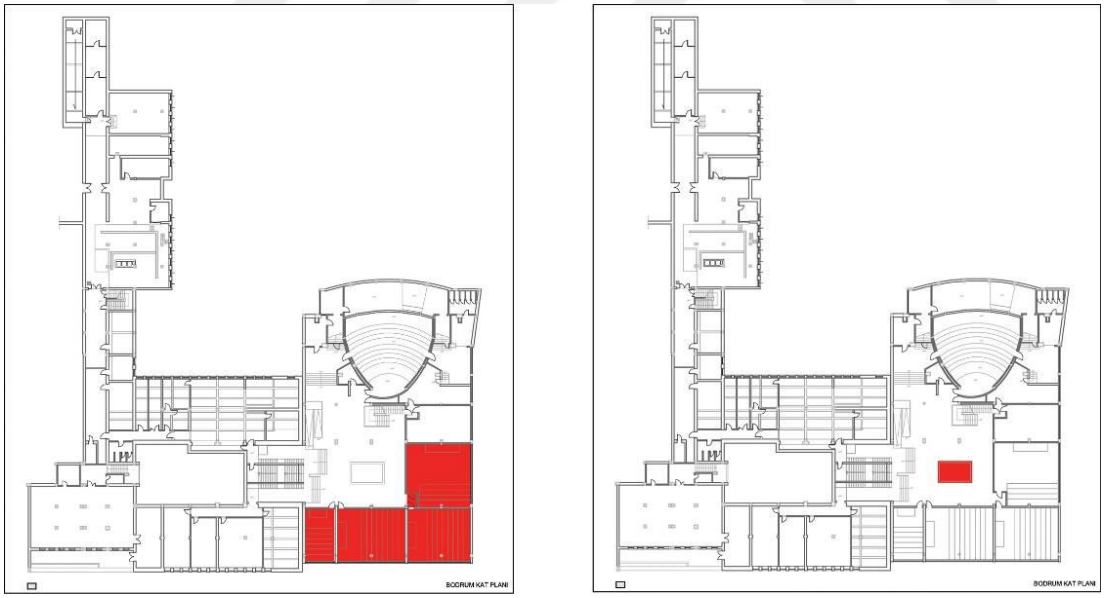


Figure 72. Location of classrooms Z-05, Z-06, Z07 and Z-08 and the inner garden on the ground floor

(a) (b)



Figure 73. View from the stairs getting down to the amphi building (transition from the main block of the faculty to the amphi addition) (a) and the corner of classroom towards inner garden and transition to the main block (b) (Azize Elif Yabacı, 2017)



Figure 74. Stairs constructed in front of the faculty building between upper and lower garden (Azize Elif Yabacı, 2017)

In 2004, the original iron-system-windows were removed and replaced with aluminum window frame, double-glazing in it (Figure 75). Prof. Dr. Celal Göle, who is the decision maker of this implementation, explains the reasons of this change as that the original sash windows were no longer working, and the technology of that day could not be replaced due to the lack of maintenance periodically besides the problem of heat and sound insulation. However, regardless of all these reasons, some academicians were protested this major change and loss of a valuable feature of the building. As

mentioned above, this change in the faculty was the most significant change due to the loss of originality. In 2005, the whole facades of the faculty building were whitewashed; and, the terrace above the classrooms on the ground floor and terraces between the main building and building of Faculty of Communication were covered with isolation. Same year, classroom coded 114 was reorganized as amphi by the graduates of 1961 (Öztürk, 2007: 48).

In 2006, classroom coded 118 and 221 was also reorganized as amphi by an old graduate Erol Göker and Bursa branch of *Mülkiyeliler Birliği* (Figure 76). Besides, storage of belongings was moved to the place of publication storage on the basement floor and the room left was reorganized as Faculty Academic Hall. In 2007, classroom coded218 was reorganized as amphi by *Mülkiyeliler Birliği.* In 2009, the library was reorganized as open-shelf system and re-opened to use (Öztürk, 2007: 49). In addition, Emre Demir remembers that in the 2006-2007 education year, the roof of the building was repaired. He remembers that very clearly because they made this repair in the winter, in December or January.[42]

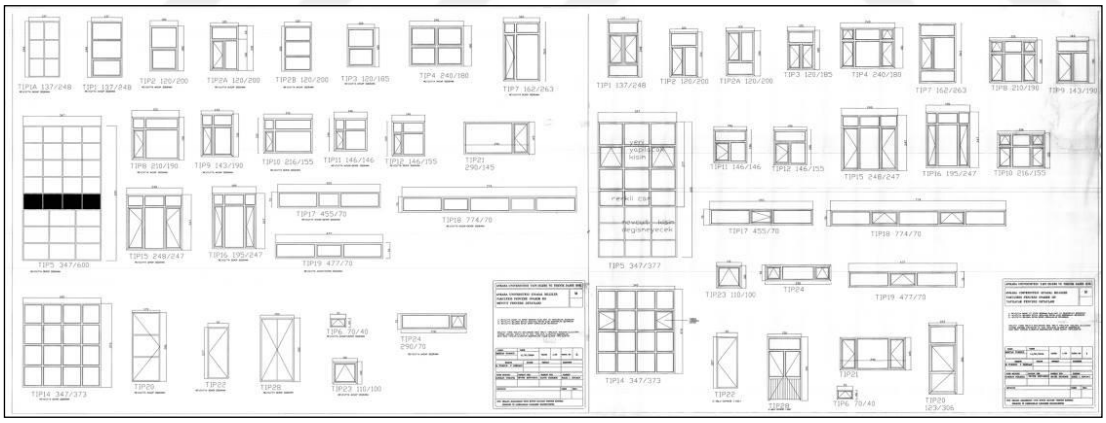


Figure 75. Documentation of the windows before the renewal and detail drawings of the project prepared for the renewal of windows in 2004 (archive of Ankara University Directorate of Construction and Technical Works)

[42] Emre Demir points out that in order not to have a decrease in the allowance given to faculty, every year there has been a paint and white wash implementation in the building. Besides, during and after his time as a student in *Mülkiye*, some classrooms were renewed.

(a) (b)

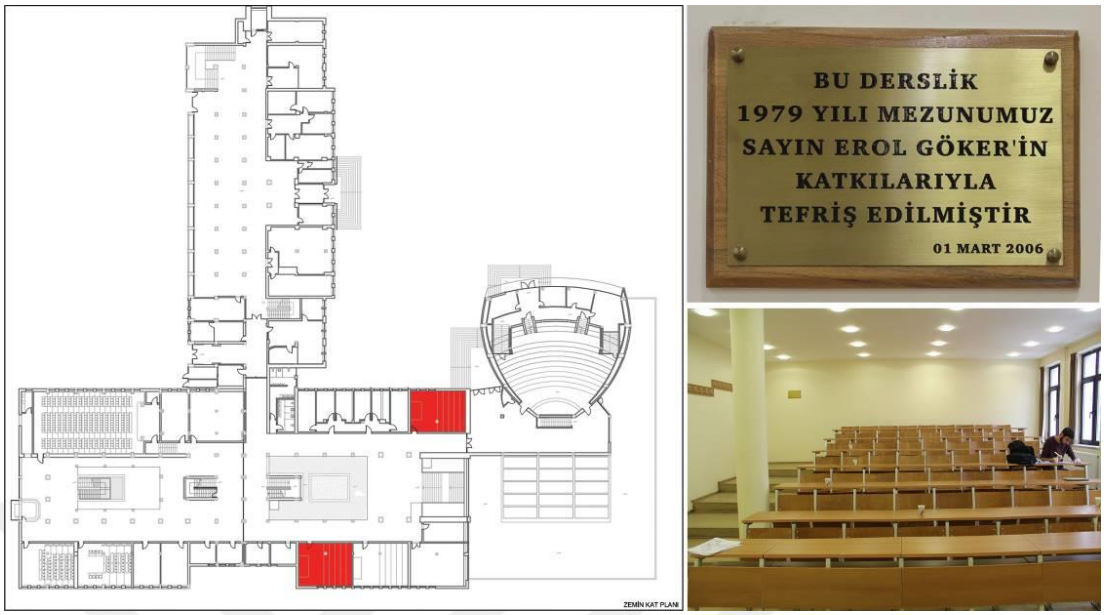


Figure 76. Location of classroom 114 (on top) and classroom 118 (on bottom) on the ground floor (a) and the signboard showing the grantor of the renewal of classroom 118 with the interior view (Azize Elif Yabacı, 2017)

In addition to all these, Prof. Dr. Korkut Özkorkut mentions that due to the dramatic increase in the faculty population and relatedly increase in the need of space, all the passages were entered on the basement floor, all the storages were transferred into classrooms and offices in this floor to obtain new spaces. For that, reason, today, the basement floor of *Mülkiye* looks like a labyrinth. There are also some changes time of which are not known and possible to estimate. However, it is crucial to mention these changes also to make a more comprehensive evaluation in following parts of the study. Although it is possible to see original floor coverings on corridors and around inner gardens in the main faculty building, use of suspended floor and material changes on floors -of classrooms, multi-purpose hall, inner gardens- are crucial changes. Furthermore, these changes in material of elements, floors or ceilings hide the previous spatial changes also.

This Sports Hall building has also witnessed many spatial transformations through the time due to needs for more classes[43]. Prof. Dr. Celal Göle remembers the time that the Sports Hall was used as classroom for freshman class in 1963 and mentions that to make the area suitable for this use, huge velvet curtains were hung. Besides, as mentioned above, the roof design and materials were also changed in addition to the removal of the doors belong to lodgings and make them available to reach only from separate entrance from outside. Moreover, the service area also has gone through some transformations. The entrance to the area from outside was cancelled and a new entrance from the main corridor was opened to reach this area. Indeed, there are minor spatial and material changes in this area, also. However, these transformations were temporary and today, the building still serves as sports hall with its original spaces.

The eastern façade has also changed in time. The comparison with the renovation project dated 1968 gives the information that the separate entrance of the service area from the north-east corner of the building has been closed and transformed into a window (Figure 77). Besides, the windows also seem to be changed in terms of height. In the renovation drawings, the windows were drawn as linear band-like windows above eye level. It is seen that, in time, these windows were enlarged and made regular-window-height windows. Other than these type of changes, there are also material, finishing, etc. changes on the façades.

As being an eighty-year-old building, the main building of Faculty of Political Sciences has gone through intense changes throughout the time in terms of both spatially and materially. There were few spaces that originality could be traced today. Most of the information about changes in the building could just be gathered from written documents or through comparison with old photos; but it is almost impossible to trace these changes with the eye today.

[43] Baskıcı mentions about the transformation of sports hall space to class with due to the need class in 1962 in his chronological study.

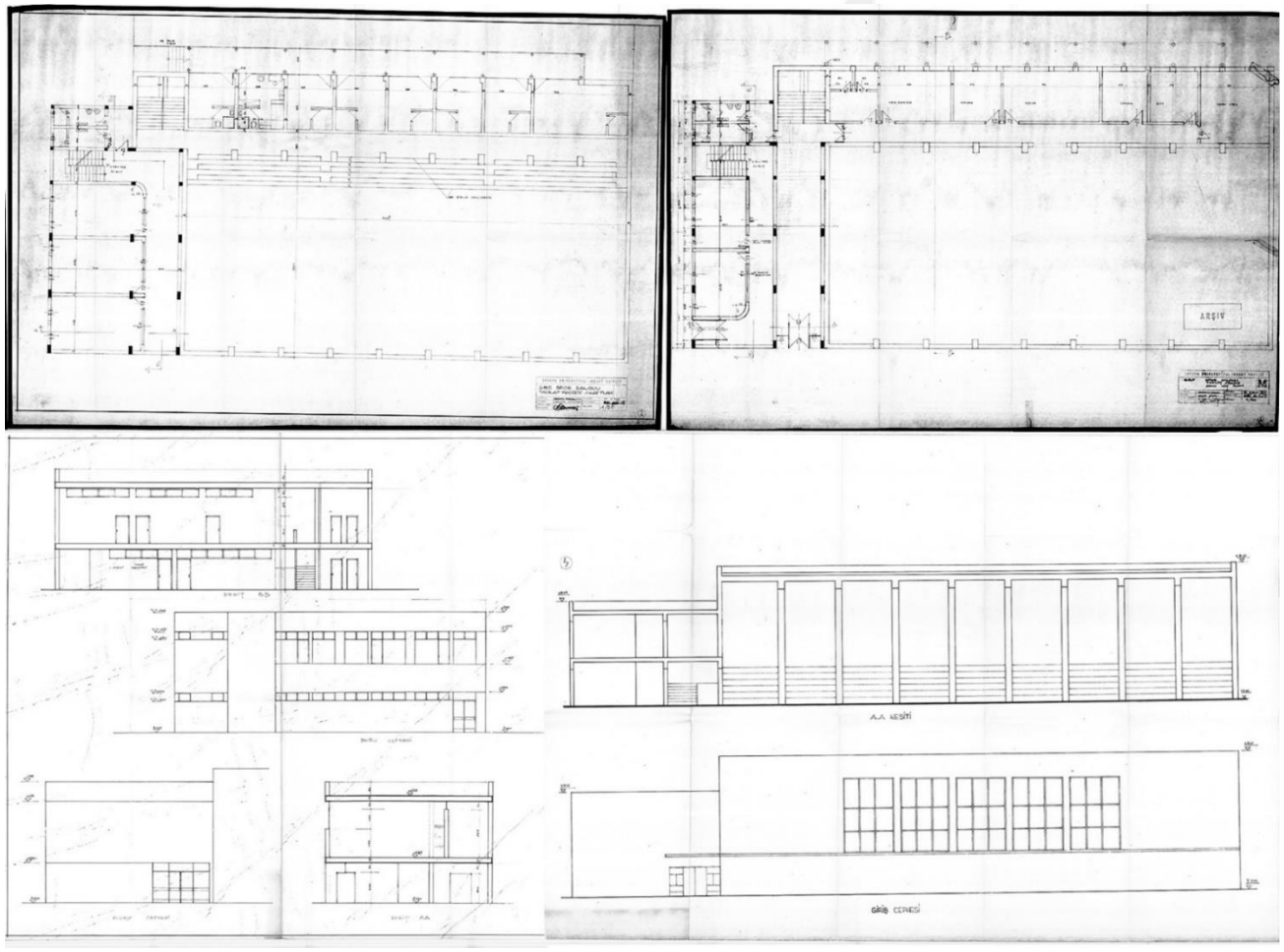


Figure 77. Renovation Project Drawings of the Sports Hall building dated 1967-68 (archive of Ankara University Directorate of Construction and Technical Works)

3.1.2. Library

The main building of *Mülkiye* was designed in 1936 to house spaces designed for accommodation, catering, sports and social facilities in addition to educational needs. Accordingly, the library, dormitory, dining hall, laundry, etc. were thought to function under the same roof. However, due to the spatial needs related with the increase in the student number caused construction of additional separate buildings for some of these functions which could be criticized in terms of holistic approach intended in the first place.[44]

As mentioned above, in 1954, the faculty put the expansion and modification project for additional buildings like library, dormitory building, classes and conference hall(amphi) in progress, by Enver Tokay, Ayhan Tayman and Yılmaz Şanlı. In 1957, these additional buildings were put out to tender and the construction started same year (Baskıcı, 2009: 25). The construction of the library building was completed in 1962 and the building was begun to be used in 1963, together with the dormitory building and the building of the Faculty of Communication today (Öztürk, 2007: 40). After the building opened to use, the library in the main building moved to the building and the spaces left led to spatial transformation in the main building as explained in detail above.

The library building is a three-storey block covered with reverse hipped roof sitting on a rectilinear outline. Reading hall totally covers the upper floor with a small space reserved for book storage, while the ground floor was including a wide area for book shelves with offices behind the information desk. These two floors are connected to each other with a characteristic spiral staircase. On the basement floor, in addition, the storage of the library and some technical spaces are located (Figure 78).

[44] While the student number of the faculty was 404 in 1949-1950, this number increased to 842 in 1959-1960 (BASKICI, 2009: 25)

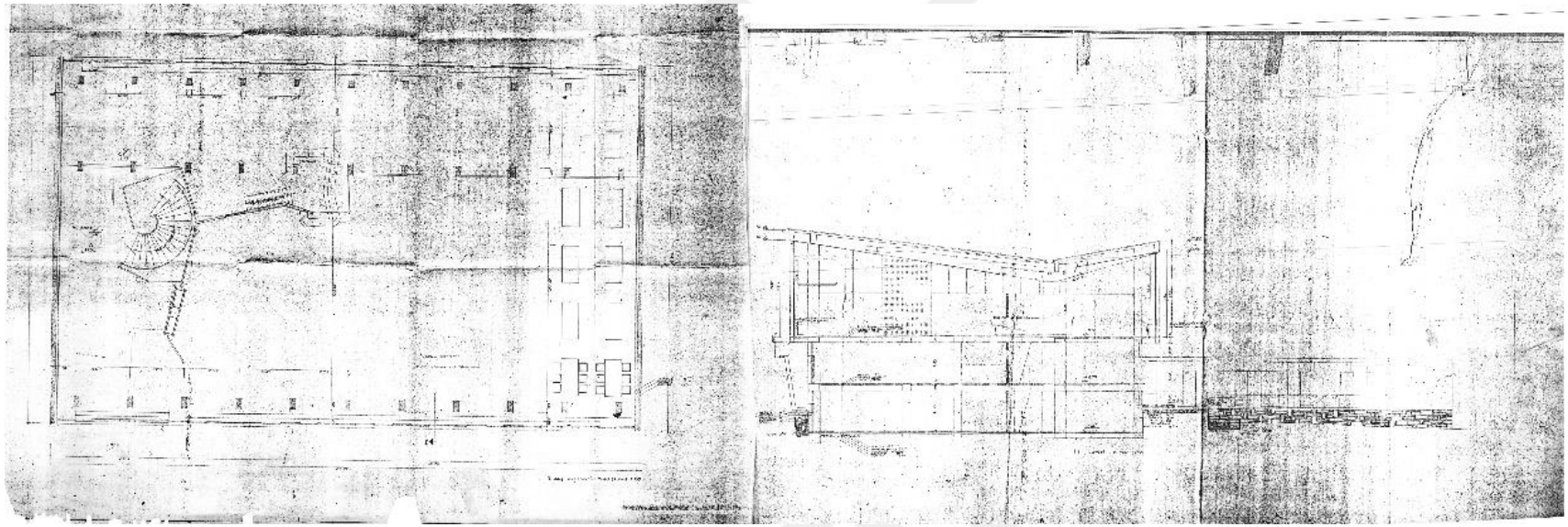


Figure 78. Original drawings of the library building (archive of Ankara University Directorate of Construction and Technical Works)

The upper floor, the main space used by the students, is projected on east and west sides which resulted in the dominancy of this part of the building over ground floor. Besides, except the façade looking the sports hall (western façade), other three façades of the building are full of glass surface enabling natural lighting with daylight with wide transparent surfaces (Figure 79-80). The ground floor, on the other hand, has horizontal windows continuing on the east and west façades as band. This type of fenestration on the floors are strongly related with the function located in these spaces; as reading hall acquires a luminous space while the room for the shelves does not have such a bright space.

The library building is connected to the main building with a wide corridor attached to the main building behind the conference hall; and forms an inner courtyard between these two buildings serving as the open space of the *Mülkiye Café*[45] (Figure 81). While, the eastern side of the corridor was a transparent surface looking directly to this courtyard, on the opposite site- looking to the Sports Hall there are WCs, administrative spaces, etc. with entrances.

Additions / Changes / Reorganizations in the Buildings

The library building witnessed technical renovations or renewal of architectural elements and materials, mainly. Besides, there were some spatial organizations with division of spaces due to the need for more space.

In original the upper floor was a single space and the reading hall covers the whole floor. However, after 15 years of the opening of the building, the reading hall on the upper floor was divided and a space was formed for the periodical publications (Öztürk, 2007: 42-43). Besides, in 1991, rooms for the manager and for the computers were formed within the space reserved for periodical publications with plastic partition walls (Figure 82).

[45] See Figure 71.



Figure 79. Reading Hall on the upper floor (Azize Elif Yabacı, 2017)



Figure 80. Reading Hall on the upper floor from outside (Azize Elif Yabacı, 2017)

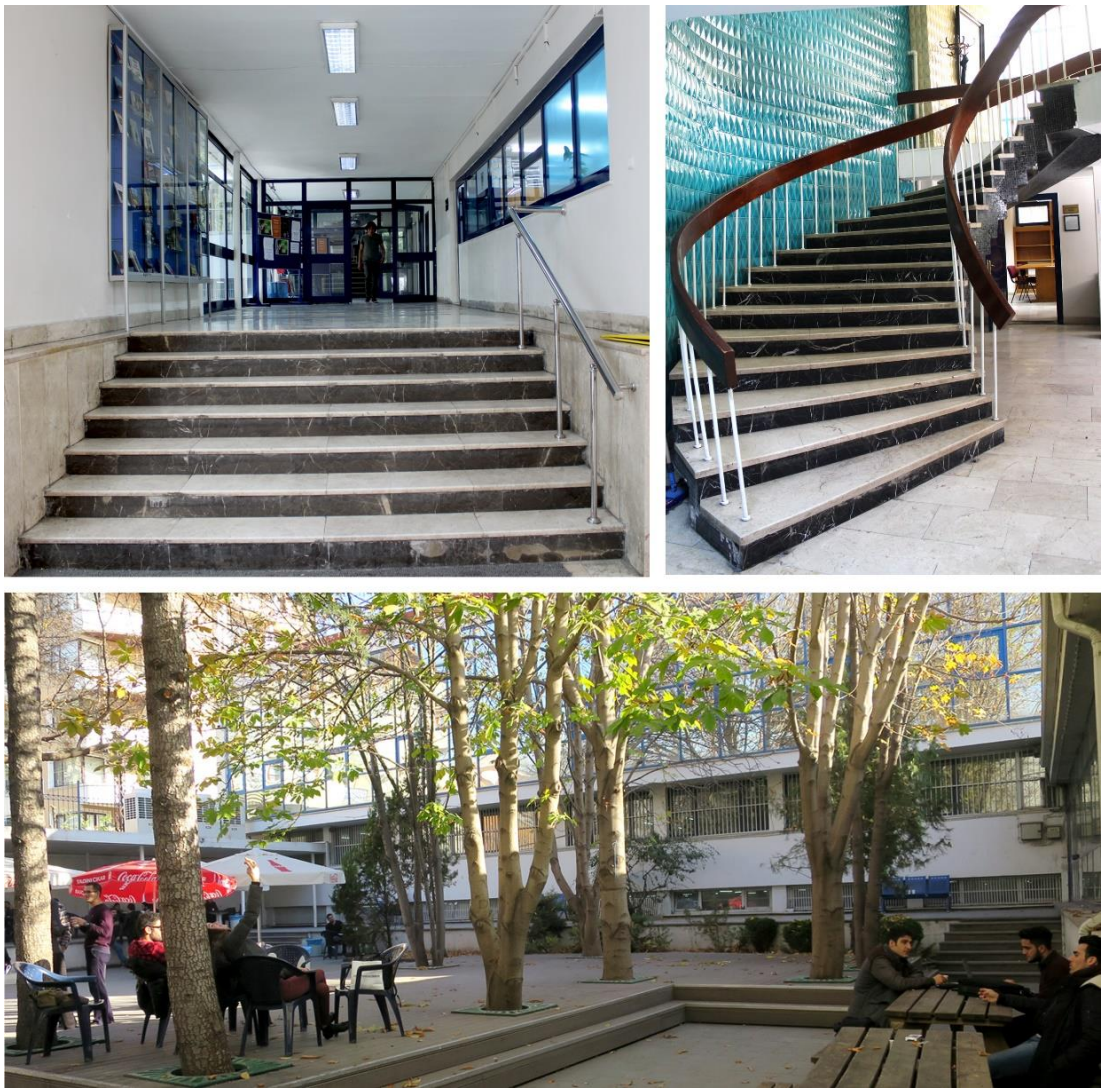


Figure 81. The corridor connecting the library building to *Mülkiye*, the courtyard between the buildings and the spiral staircase in the library building (Azize Elif Yabacı, 2017)

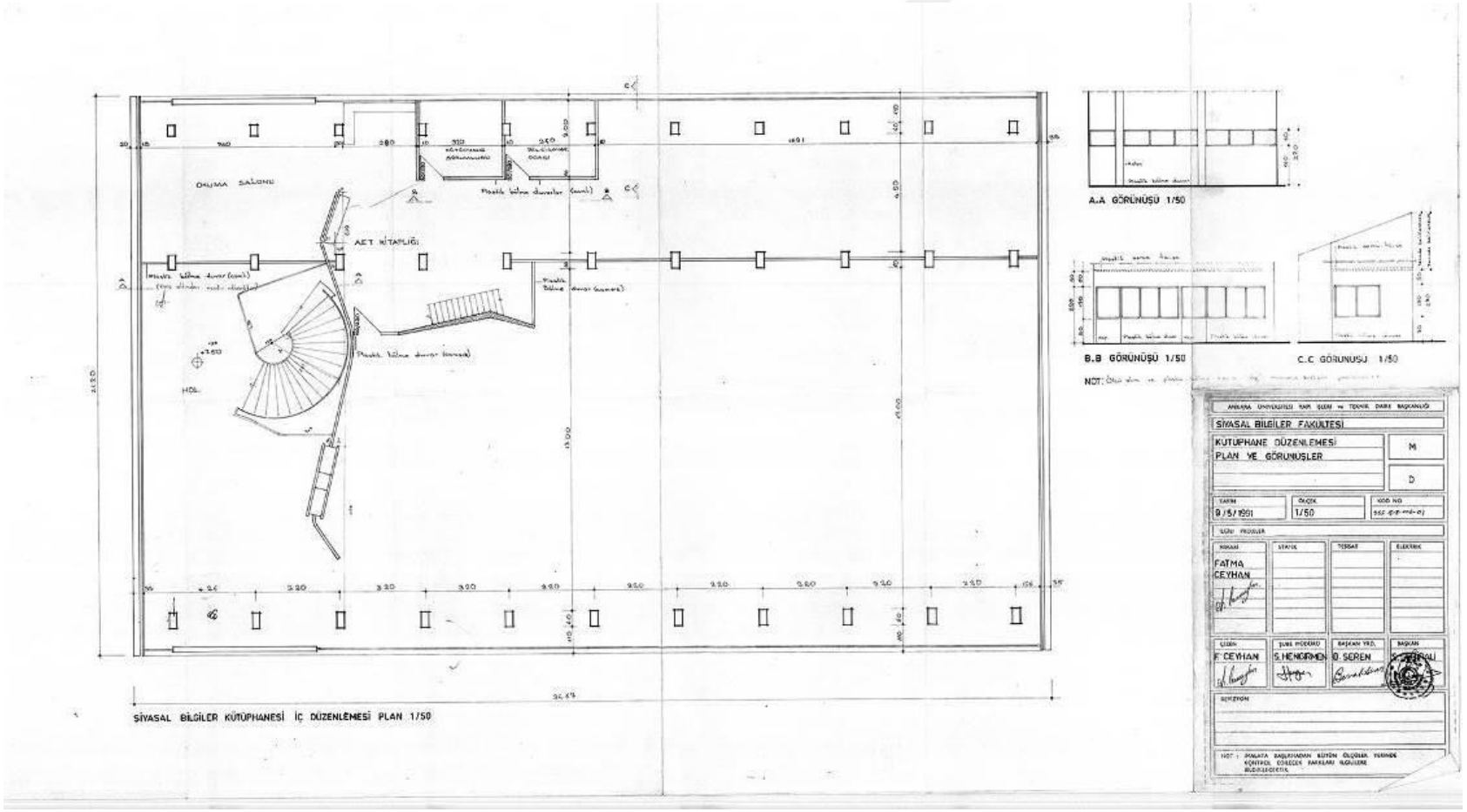


Figure 82. Project drawings prepared for the rearrangement of the library (archive of Ankara University Directorate of Construction and Technical Works)

Later, in 1997-1998, the windows of the upper floor, the doors of the archive and computer room were replaced with the aluminum joinery (Öztürk, 2007: 44-45); (Figure 83). In addition, next year, the original book shelves from 1955 arranged in broadside array were removed and new shelves designed according to the dimensions of the books were brought and placed in longitudinal direction.

Relatedly, the lighting scheme was also removed and rearranged according to the new layout of the shelves. Furthermore, the original tables and chairs from 1955 were renewed together with the air conditioning devices. Together with this change, the space occupied by the air conditioner's motors were rearranged as book storage with shelves with the removal of these motors (Öztürk, 2007: 46).

In 2004, the projects prepared for an extensive repair and renewal of finishing in the inner surfaces of the building. This project includes the repair of the roof, the new finishing materials for the floor, walls and ceiling of the spaces together with the detail drawings for the new fixed book shelves and the book exchange desk. In the scope of this total change of materials, it is surprising that there is shown a sensitivity for the preservation of the ceramic covered wall separating the book storage from the stairs on the entrance on the ground floor (Figure 84-85).

In 2009, another project seemed to be prepared for an extensive repair of finishing and especially the repair of the roof. From the scope of the repair and in the light of drawings, it is highly possible that the implementation of this repair work must be postponed and re-prepared five years later. Due to the sameness in the scope and details of the projects, this inference seems reasonable (Figure 86). Same year, the library re-opened after this extensive repair process also with rearrangement of the spaces, as an important constituent, with the implementation of open shelf system (Baskıcı, 2009: 40).

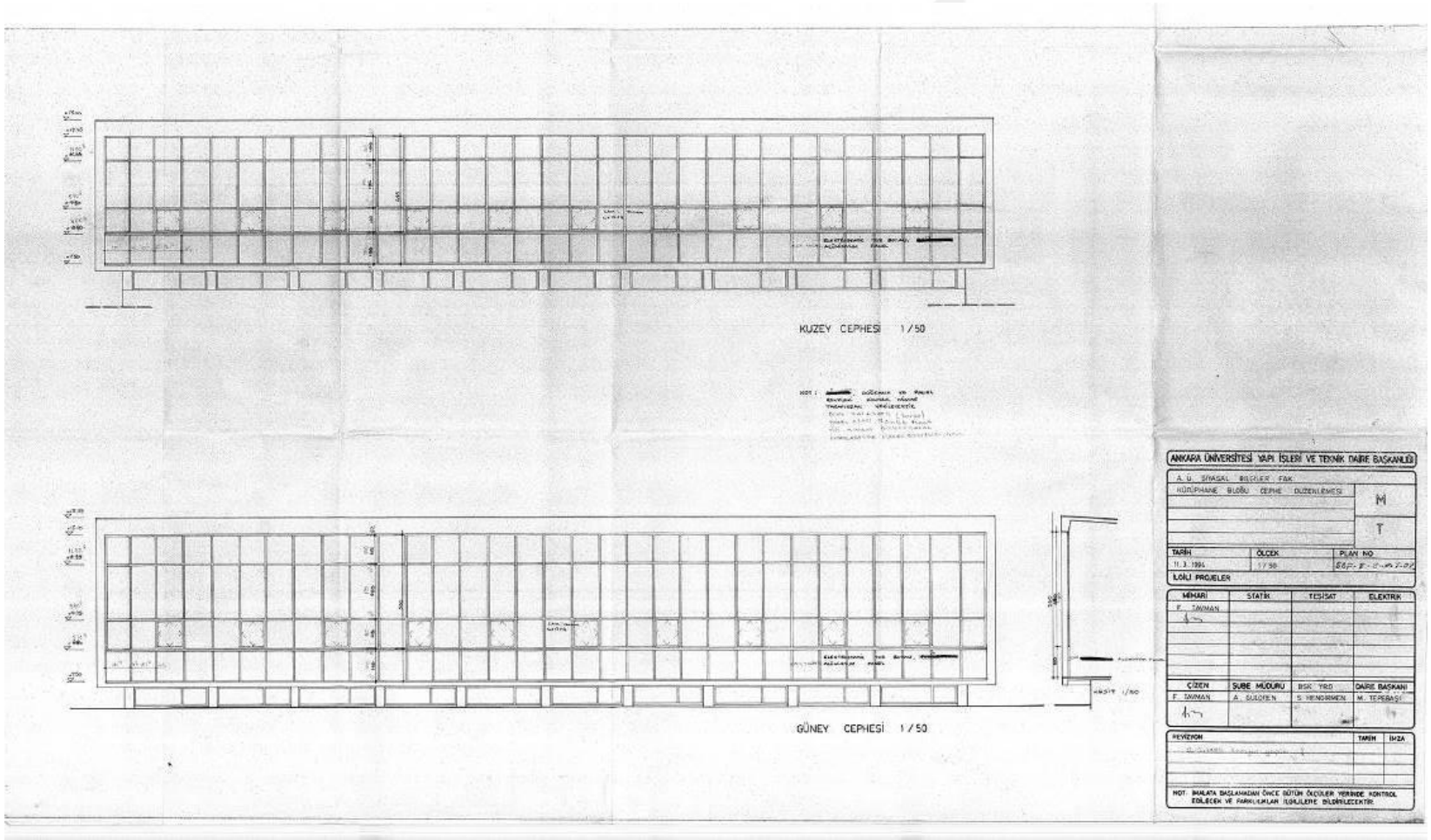


Figure 83. Projects drawings prepared for the renewal of windows of the reading hall (archive of Ankara University Directorate of Construction and Technical Works)

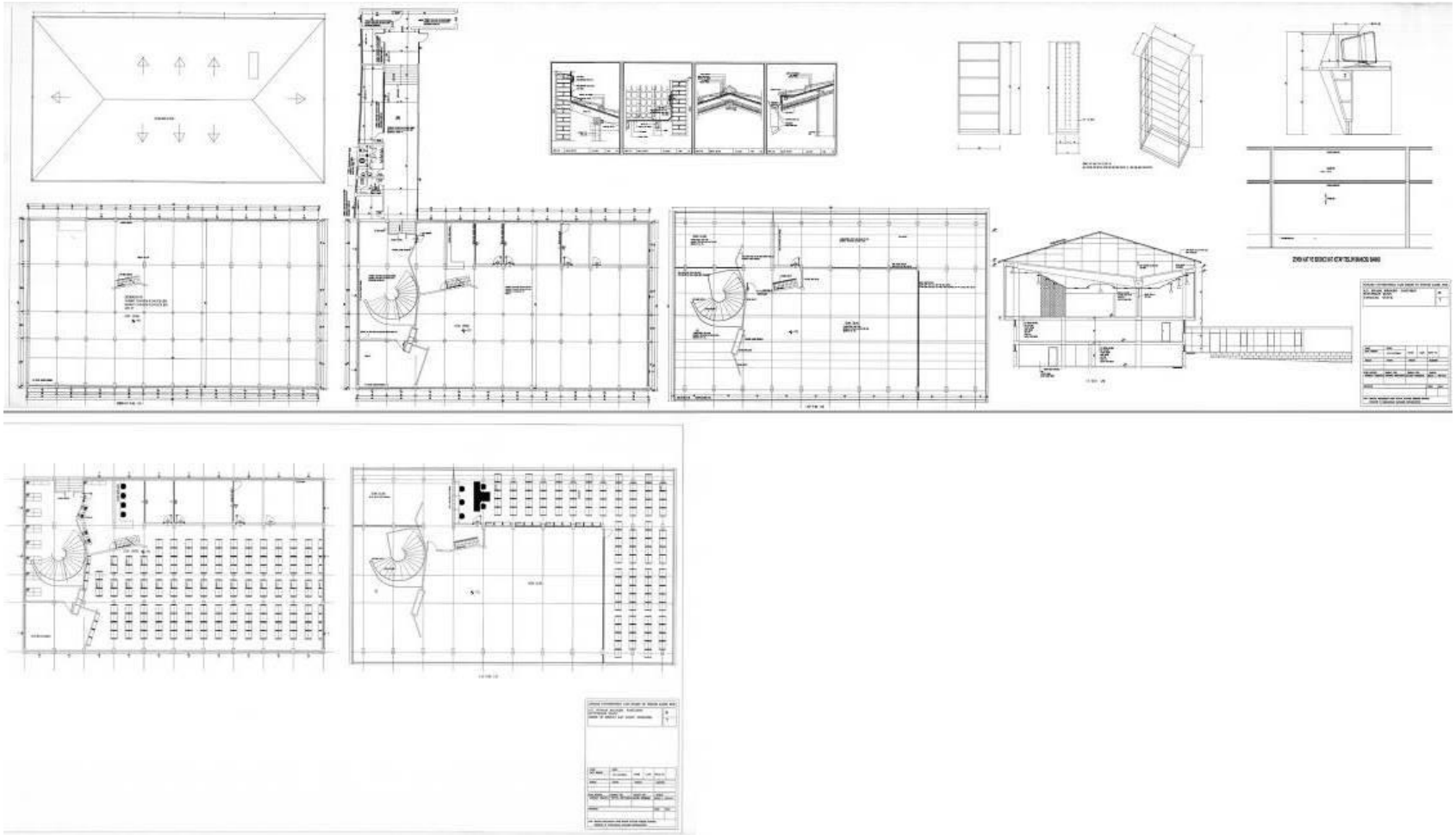


Figure 84. Projects drawings prepared for the repair and renewal of finishing in the inner surfaces of the building (archive of Ankara University Directorate of Construction and Technical Works)



Figure 85. Ceramic covered wall preserved in all renewal projects (personal archive of Zafer Akay)[46]

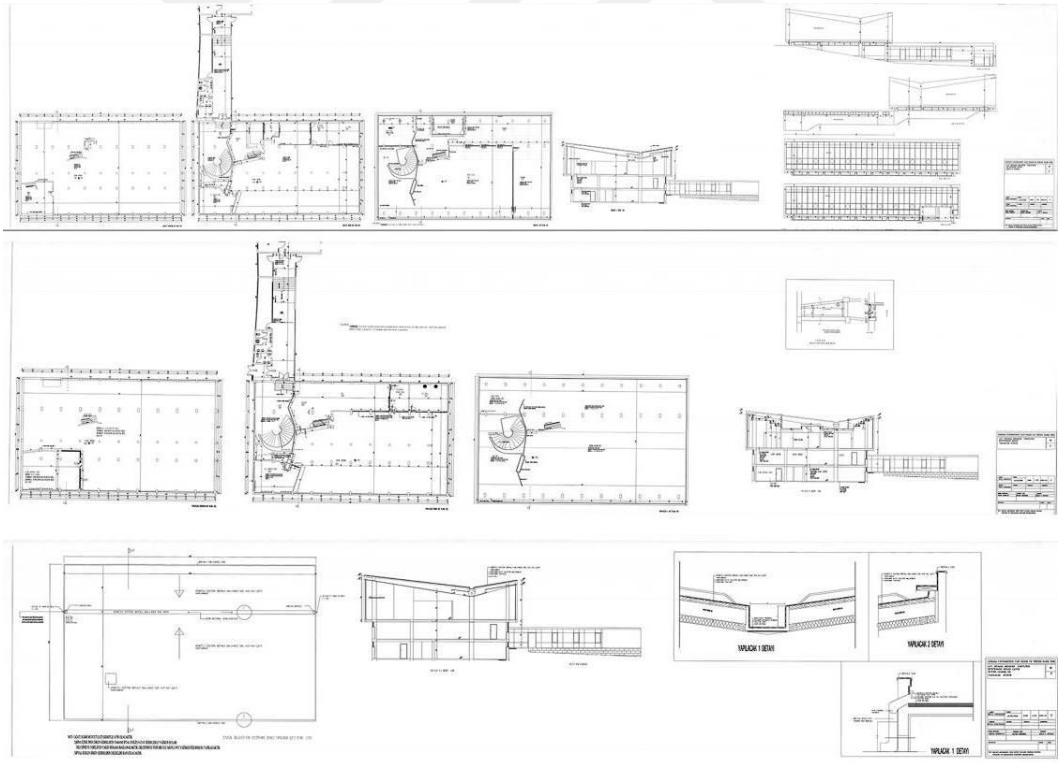


Figure 86. Projects drawings prepared for the repair and renewal of repair of finishing and especially the repair of the roof (archive of Ankara University Directorate of Construction and Technical Works)

[46] Akay, Z., "Rasyonalizmin Titiz ve Sessiz Savunucusu: Ayhan Tayman", Mimarlık, Sayı: 380, Ankara, 2014.

Emre Demir was a student in the faculty in that year, so he remembers the older version of the library and witnessed the repair process of the building. Before the change of system, the books were not open to the reach of the users; people applied to the officer in the desk and gave the name of the book they wanted to borrow by writing to a paper. And, the officer brought the book from the place on the basement floor where the books were kept. After the library was rearranged, the system was also changed, and the open shelf system began.

To evaluate, it is clearly seen from the process of repairs and rearrangements in the library building that the changes or repairs were mostly through the renewal of furnishings and finishing. Although there were not severe spatial changes, there were refunctioning or division of spaces due to the changes in technical devices or increase in spatial needs. Even so, Prof. Dr. Celal Göle mentions that the library is in a such a tragical state that there is no place to put newly-bought books to *Mülkiye*. However, for such a modern building that has few large spaces with well-thought details, not just the spatial changes but also the changes in details and material determine the level of change in the authenticity of the building.

3.1.3. *Milli Piyango Öğrenci Evi* (Dormitory)

Dormitory building is one of the additional buildings needed and constructed in the scope of the expansion and modification project, started in 1955. As mentioned above, this building was also designed by Enver Tokay, Ayhan Tayman and Yılmaz Şanlı. The construction of the building started in October 1957 (Baskıcı, 2009: 25) and the dormitory open to use in 1963 (Öztürk, 2007: 42). With the construction of a new, separate building for the accommodation services, the spaces left were transformed into classrooms with spatial arrangements needed. Thus, the increasing number of students and their needs could be fulfilled. The dormitory is the highest building in the campus today with its eight-storey height and a basement floor with a long and narrow rectangular form and there is a two-storey perpendicular to the high dormitory block.

In original, upper six floors of the dormitory had typical plan with dormitory rooms varying for one, two, three and four students. In addition, common use areas were ones in two floors, ground and mezzanine floor. On ground floor, there were three entrances; two of them were opening to the entrance hall of the dormitory – one from the terrace on the front with spiral stairs, one directly to the hall with a ramp- and the other one was a separate entrance for the lodging. The ground floor includes common use areas for students, offices and two lodgings for the dormitory managers on the western façade facing *Hukuk Fakültesi*. The mezzanine floor, relatedly, includes large reading halls for male and female students separately. From the dramatic difference in the size of the halls, it is possible to form a judgement about the number of students: the number of male students almost three times more than female students. The basement floor, at last, was composed of two parts: one included laundry (separate for male and female students), rooms for drying and ironing, boiler room; and the other includes accommodation for employee of the dormitory -rooms and wc, baths, etc. With no knowledge of the cause, the perpendicular two-storey building was not included in the plans, but from the memories of the graduates the information about the existence of dining hall and the theater within the dormitory building (Figure 87).[47]

The long and narrow mass of the dormitory building is also emphasized with the horizontal band-like windows continuing through the whole façade on the upper six floors of dormitory rooms. These window bands were interrupted with small balconies and each balcony shared by two rooms. As a consequence of that, the façade divided into units composed of one balcony and a window band which belongs to two adjacent rooms. In other words, it is possible to read the floor plan from the façade in the building. Furthermore, the difference of functions between the upper six floors and the ground and mezzanine floor also could be seen from the façade interpretation.

These two floors were indicated with horizontal -but higher than room windows- windows on the whole façade divided by structural elements -columns-. On the upper six floors columns are remined inside due to the projection of these floors as a separate

[47] Dizdar mentions about a theater under the dining hall in the dormitory (2015: 10)

mass which is also emphasize the functional difference. On the basement floor, at last, the narrow horizontal windows, divided by columns, are located on the upper part of the floor that is above the ground (Figure 88-89).

Although there was no information about the exact time, the management of the dormitory was transferred to the State Agency of Credit and Dormitories and just hosting male students. Prof. Dr. Yalçın Karatepe, who was a resident of the dormitory between 1982-1986, states about his dormitory days that it was hosting only male students at that time and it was one of the most beautiful and comfortable dormitories in Ankara. He remembers that the dormitory could meet all the needs of the students with study rooms, hair dresser, tailor, shoeshine boy, chess room, cafeteria, etc. Besides, the professor explains the reason of the transfer of the management to Credit and Dormitories Agency as the political upheavals around 1970s including the police raid in the dormitory and intense political activities in the canteen. It is known that the dormitory was in this conditions in 1989 (Dizdar, 2015: 38).

However, with no knowledge of the cause, the dormitory was closed in a time and after that, in 1997-1998, the dormitory was taken again by the faculty, the building was restored and from that time on the building was in use again (Öztürk, 2007: 40). The building was open to use in 1998 again as a dormitory with 170 rooms for 336 female students and a part reserved as guesthouse part with 16 rooms for 36 guests.[48, 49]

[48] http://sks.ankara.edu.tr/milli-piyango-ogrenci-evi/

[49] The part used by femaie students in the original project, which is the West side of the ramp on the northern façade of the building, is rearranged in the scope of the extensive renovation project in 1998 and refunctioned as guesthouse.

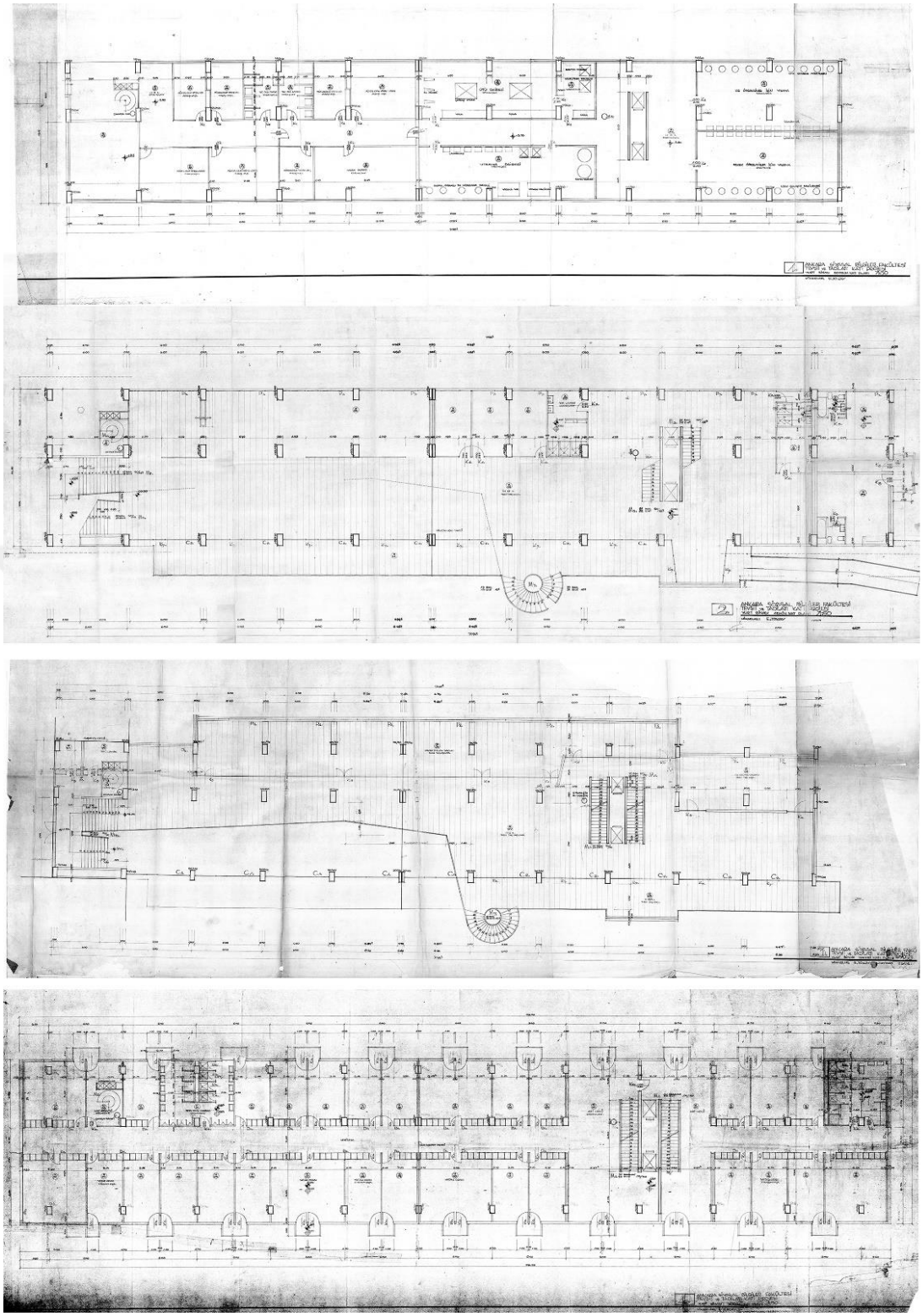


Figure 87. Original basement, ground, mezzanine and typical floor plans of the dormitory building (archive of Ankara University Directorate of Construction and Technical Works)

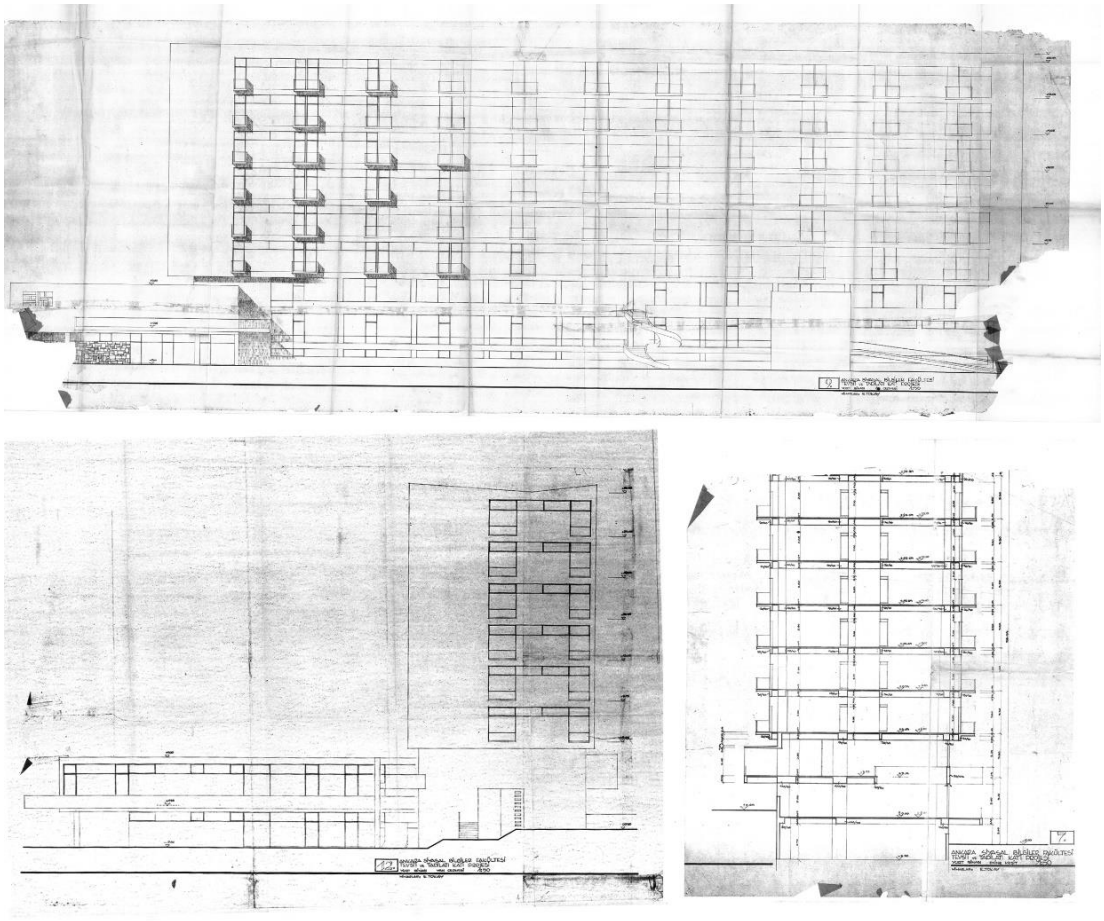


Figure 88. Original section and elevation drawings of the dormitory building (archive of Ankara University Directorate of Construction and Technical Works)



Figure 89. Façades of the dormitory building (Azize Elif Yabacı, 2016)

Additions / Changes / Reorganizations in the Buildings

In the project drawings dated 1996[50], there were some spatial changes and functional changes of some spaces in the building, besides it is possible to see the plans of two-storey block connected with dormitory in this project drawings. In this extensive repair project, the ground floor is composed of two parts: One part includes services like canteen, coiffeur, television room located around a wide hall and the other part includes infirmary, offices and a patisserie which was planned as lodging in original plan. With a visual connection, the mezzanine floor also composed of two parts: one part includes resting room, library and reading room opening to the corridor looking down to the ground floor and the other part includes administrative part-offices- with a balcony. As stated above, in original project, there were two wide spaces arranged as reading halls aside the corridor looking downstairs and no other function like administrative stuff.

The two-storey block is connected to the dormitory block on the ground floor level of the dormitory and has both an independent entrance from the terrace on the front with the stairs mentioned above and an entrance from the dormitory building. This block includes dining hall with its service spaces and kitchen etc. which enables the transfer of dining facilities from the main building of the faculty again. Lastly, on the basement floor, there are technical rooms like HVAC, transformer, boiler room, etc. together with some other common use spaces like resting room, steam room, fitness, massage room, wc and baths which were designed as spaces for accommodation facilities provided for the employees of the dormitory. Besides, the two-storey perpendicular block on the basement floor includes a theatre hall with its foyer, backstage, stage, etc.; and due to the level difference through the longitudinal axis of the garden in-between, this block has an entrance on this level to the foyer. It is seen from the plan drawings that although these two blocks juxtaposed, there is no direct relation-transition between blocks-. Since, the original plans of the two-storey block does not

[50] When the re-opening of the dormitory after restoration is taken into consideration, it is understood that these projects were the restoration projects of the dormitory prepared for re-use of the building.

exist, it is not possible to make a comparison between the original situation and the situation planned in the 1996 restoration project (Figure 90-91). Additionally, Prof. Dr. Celal Göle, the Dean of *Mülkiye* at that time, states that they retook the management of the dormitory from General Directorate of Credit and Dormitories Agency before the agreement period of 25 years was ended; and in the scope of this extensive repair implemented before the reopening of the dormitory they repaired the building to its minor details and they renewed everything from windows, door to the baths, toilets and furniture. In the end, the dormitory building "shimmer" with his words.

Besides, all of these extensive repairs and changes on the building, there are partial implementations also. For example, in 2006, the floor, ceiling and the walls of the theater in the two-storey block were removed and renewed. In addition, the audience platform and the seats were also removed, and the seats were replaced with new ones after the repair of the floor and the audience platform. Same year, the wet spaces of the dormitory rooms were also repaired according to the needs of the day (Figure 92). After that, in 2009, more extensive repair implementation was done in the dormitory room floors; and, together with wet spaces, carpet covered floors were renewed, the ceilings and the walls were re-washed, and cabinets were placed to wet spaces (Figure 93).

Lastly, this year, in 2017, the dormitory building has an exterior repair implementation the change of bars on the balconies, whitewash which changes the colors of the building into grey tones (Figure 94).

(a)

(b)

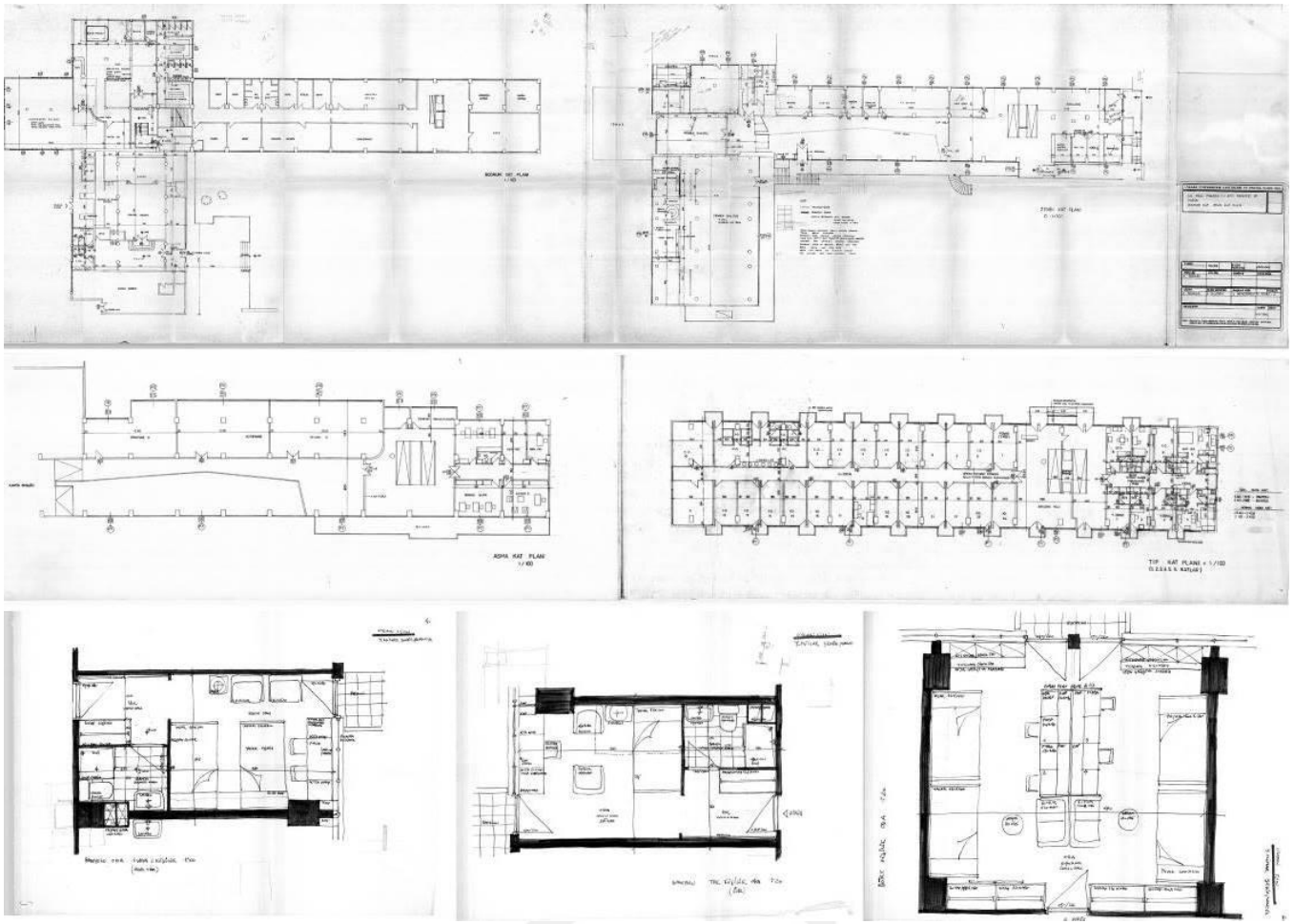


Figure 90. Basement, ground, mezzanine and typical floor plans of the dormitory building (a) and layout plans of dormitory rooms for one, two and four students (b) in the restoration project dated 1996 (archive of Ankara University Directorate of Construction and Technical Works)



Figure 91. Views from the dormitory rooms after the re-opening in 1998 (archive of *ilef*)

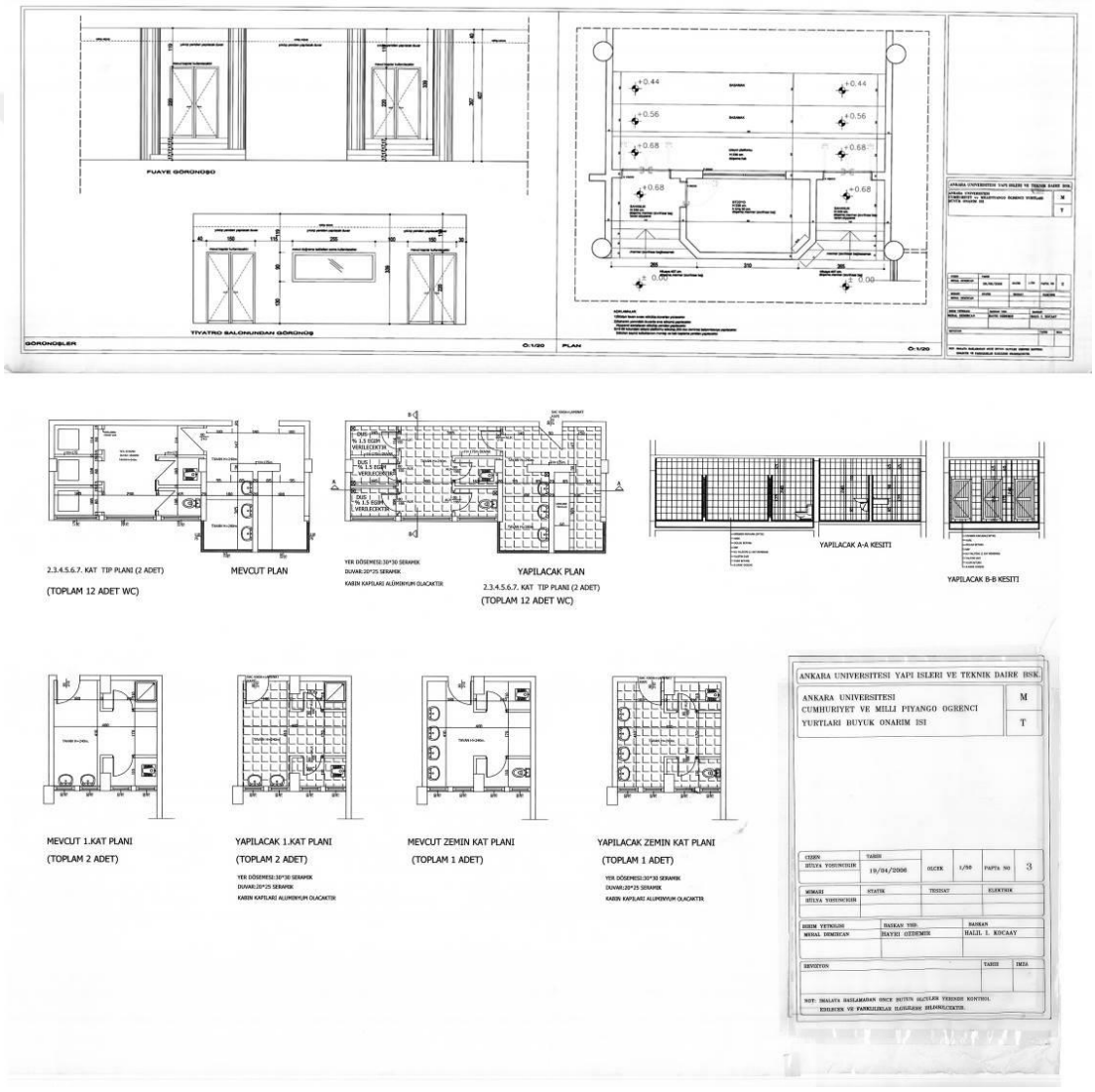


Figure 92. Project drawings of the repairs in theater and the dormitory rooms in 2006 (archive of Ankara University Directorate of Construction and Technical Works)

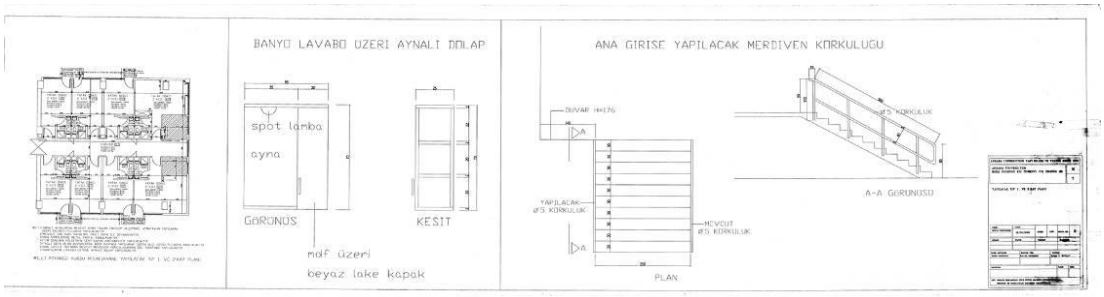


Figure 93. Project drawings of the repairs in the dormitory rooms in 2009 (archive of Ankara University Directorate of Construction and Technical Works)



Figure 94. Dormitory building today (Azize Elif Yabacı, 2017)

Today, although there are some minor changes in the building, the dormitory building keeps its spatial originality mostly, especially in typical floors – dormitory rooms. On the ground floor, there is seen the existence of Department of Fine Arts on the eastern entrance – the one close to the dining hall- of the dormitory. Prof. Dr. Yalçın Karatepe explains that the visual connection between the ground floor and mezzanine floor was cut off by closing the gallery space, and in the end, they became two separated floors. After that, the functions of common areas were cancelled, and Department of Fine Arts was located in this area. So, the entrance to the dormitory is available from the western

door today. In addition, while the administrative functions keep their location and function, spaces of library, resting room and reading rooms serve as three separate study rooms on the mezzanine floor.

3.1.4. Aziz Köklü Conference Hall (Amphi)

As stated, the amphi building is one of the additions constructed within the scope of the expansion and modification projects. Following the completion of its construction in 1967, the building began to be used. Indeed, the opening ceremony of the faculty was done in the bigger amphi in December 4, 1967 (Baskıcı, 2009: 30).

Amphi building, located on the north of the main block as attached to the block perpendicular to Cemal Gürsel Street, as designed by Enver Tokay, Ayhan Tayman and Yılmaz Şanlı. In original, this perpendicular block, housing accommodation facilities of the faculty, had a corridor ending up with a door enabling a separate entrance for the dormitories. However, with the construction of the amphi building, instead of the door, the stairs provide a transition between buildings. Today the amphi building function as a part of the main block through the continuation of the corridors into each other. Having an independent entrance looking to the garden on the front, it was also possible to reach the building on the lower ground from the stairs at the end of the perpendicular block (Figure 95).

The building was composed of mainly two amphies; one bigger with the entrance from the ground floor and one smaller with an entrance from the basement floor located on top of each other. Besides, there are service spaces like technical rooms, wcs etc. Prof. Dr. Yalçın Karatepe told that in original, the main entrance of the Amphi was from the eastern façade of the basement floor that the small amphi was located. This main entrance directed people to the spacious foyer on this floor and from two sides it was possible to reach the bigger amphi with stairs (Figure 96).

As a mass, the building reflects the differentiation of the functions as perceived as composed of two parts. Indeed, it is more accurate to say that the amphies – located on top of each other – differentiated by the projection of the space, housing the bigger amphi, as a mass with height difference and curvilinear form from the general rectilinear layout of the building (Figure 97).

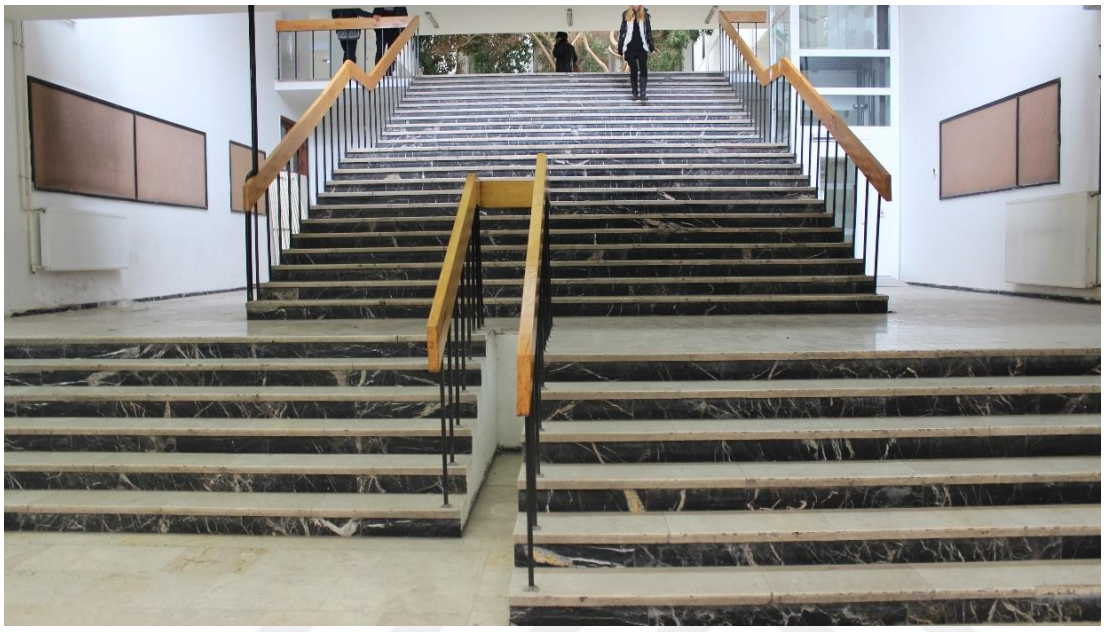


Figure 95. Stairs connecting the amphi building to the main block of the faculty (Azize Elif Yabacı, 2017)

Additions / Changes / Reorganizations in the Buildings

It is possible to say that the building has gone through furnishing and finishing changes mostly, instead of spatial changes. However, it must be stated, in this point, that, in a building designed in detail such the sitting places and stage, the change of furnishing and finish means a lot than the change in spatial terms.

The most remarkable change that affects the spatial formation of the Amphi is the addition of classrooms in the foyer area. This addition caused changes both in the location of the main entrance of the building, the access to the bigger amphi and the size and ambiance of the foyer. In the period of his duty as Dean, Prof. Dr. Yalçın Karatepe made an attempt to uncover these stairs which were hidden behind post-built spaces. One of them was bring out into open while the other could not due to high deterioration (Figure 98).

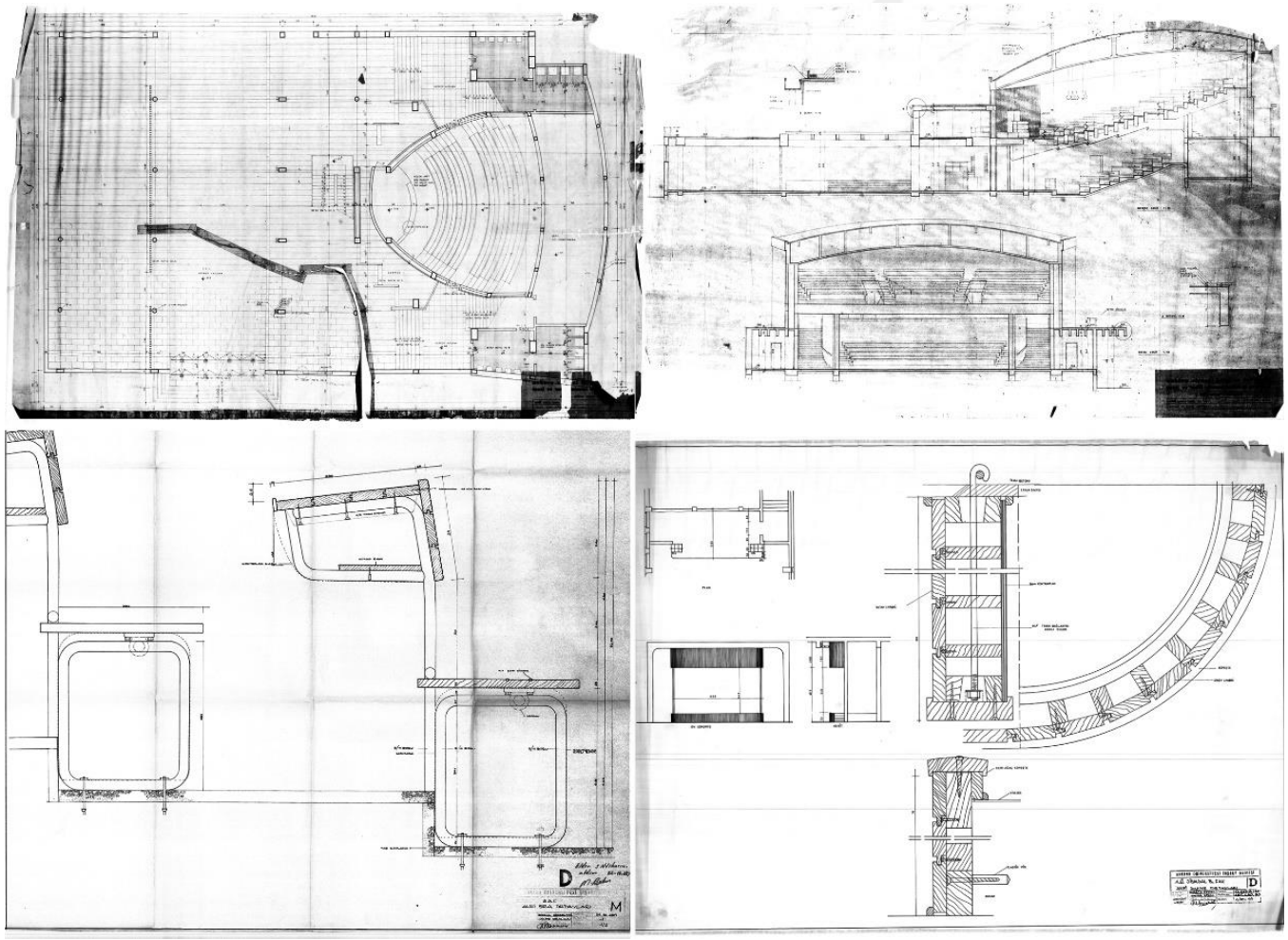


Figure 96. Original plan, section and detail drawings (sitting units and the stage) of the amphi building (archive of Ankara University Directorate of Construction and Technical Works)

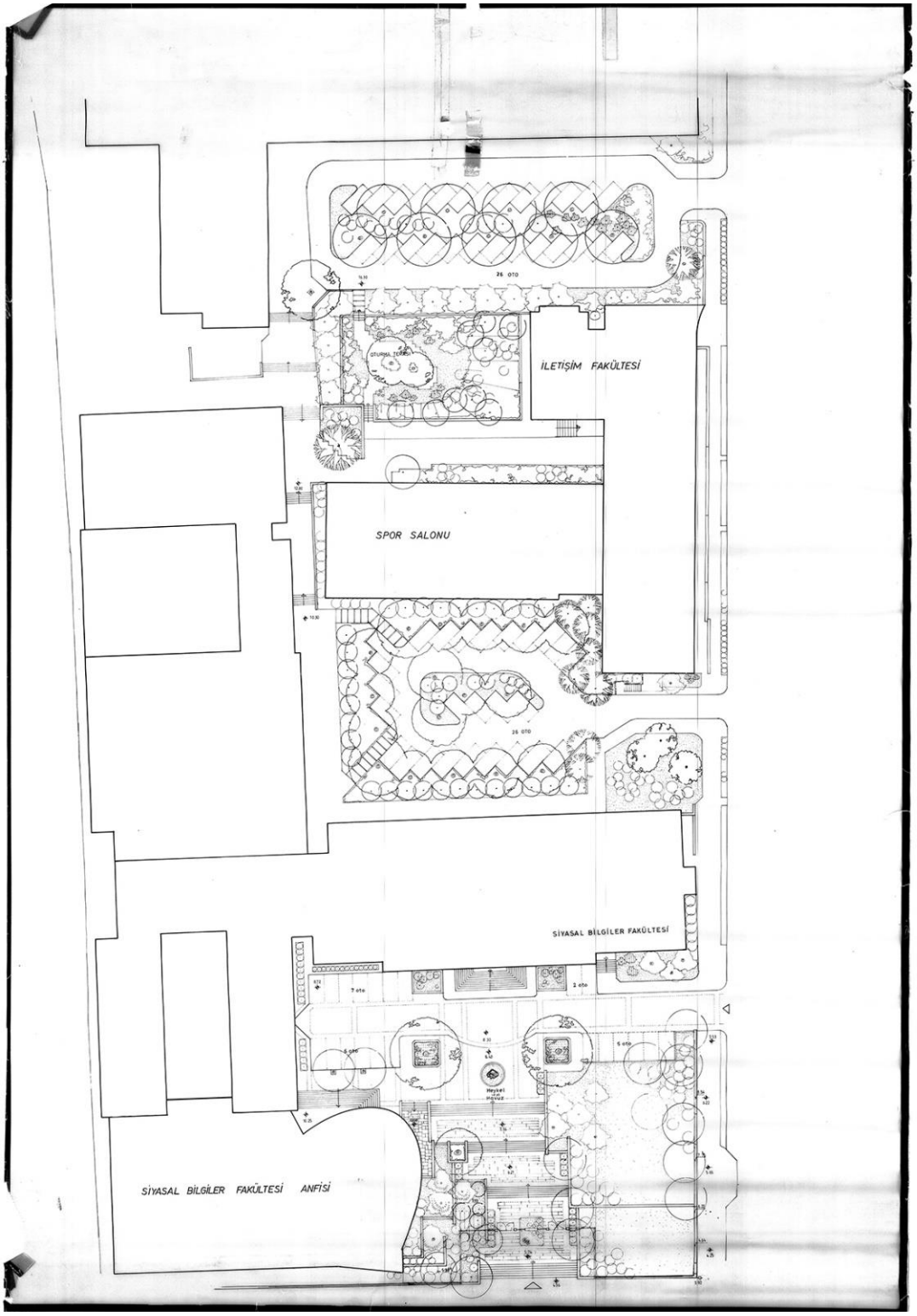


Figure 97. Original site plan showing the form, location and the relation of the amphi building with the main building (archive of Ankara University Directorate of Construction and Technical Works)



Figure 98. The basement floor of the amphi with inner garden and classrooms around, the stairs connecting bigger and small amphi and the hall in front of the entrance of bigger amphi from the entrance of the building on the ground floor (Azize Elif Yabacı, 2017)

It is known that there was a ventilation area, surrounded with glass up to the ceiling in original. In 1999, this glass structure was removed and reunited with the soil ground. As mentioned above, the borders were lined with stones from Erzincan, different trees were planted, and an inner garden was formed. Left area was covered with marble and the roof of the area was covered with space frame to achieve ventilation (Öztürk, 2007: 45)[51].

There were also changes related with technological needs or repairs. To explain, in 1985-1986, the roof of the building was renewed (Öztürk, 2007: 43). Moreover, in 2000-2001 period, ventilation and system of heating with air-conditioner was placed (Öztürk, 2007: 46). Similarly, in 2000-2001 period, the floor and the platform of the small amphi were removed and renewed (Öztürk, 2007: 46). Other than that, the small

[51] Inner garden could be seen in Figure 94.

amphi preserves its original spatial and material features in a very extensive point; and, this space is one of two spaces that the originality and the history of *Mülkiye* building could be observed[52] (Figure 99).

Although the exact time was not known, the change of materials together with the sitting places and the stage is the most remarkable change in the bigger amphi (*Aziz Köklü Salonu*). The original sitting units and the stage were removed and replaced by new ones. Besides, the wooden covering on the walls were also removed in this process (Figure 100).

(a) (b)



(c)

Figure 99. An older photopgraph from the small amphi (a) (archive of Zafer Akay), a view from the small amphi dated between 1999-2006 (b) (archive of *ilef*) and photographs of the small amphi today (c) (Azize Elif Yabacı, 2017)

[52] The other space is the conference hall in the main building.



Figure 100. The bigger amphi today (Azize Elif Yabacı, 2017)

3.1.5. Faculty of Communication

The Faculty of Communication was established with the name of *Basın Yayın Yüksek Okulu* (School of Press and Broadcasting) in 1965 as a part of Faculty of Political Sciences with two classes in *Mülkiye* building. In 1968, the construction of the Faculty of Communication building was completed, and the faculty continued education in its own building after that year (Baskıcı, 2009: 30). Although the construction and completion of the building was matched with the additional buildings of *Mülkiye* analyzed in detail above, the project of the Faculty of Communication was independent from these buildings and prepared by Nizamettin Doğu.

In 1982, *Basın Yayın Yüksek Okulu* (School of Press and Broadcasting) was separated from Faculty of Political Sciences and directly connected to the Presidency of Ankara University. Following that, in 1992, *Basın Yayın Yüksek Okulu* (School of Press and Broadcasting) became a faculty with the name of the Faculty of Communication.[53]

The building of the Faculty of Communication is in the same parcel with the main and additional buildings of *Mülkiye*, in 8425-2 and located in the area between the Sports Hall and the dormitory buildings as parallel to the road passing between parcels of *Mülkiye* and *Hukuk Fakültesi* (Figure 101). The building has a L-shaped plan and has four storeys over two basement floors. Due to slope on the area the Faculty located,

[53] The information about the establishment and development history of the faculty was taken from the Faculty's own website: http://ilef.ankara.edu.tr/fakulte/

the two basement floors are over the ground line in the most part of the façade. The long wing of the L-shaped plan, which is facing the street, embodies classes, offices, rooms, etc. while the short wing is one wide space designed to host crowded activities and more common functions. The short wing is located across the main entrance of the building and have two entrances on two corners of the space. The area between these two entrances of the short wing is designed as a core space involving wet spaces and cloakroom, servants room etc.; and this particular layout in front of the short wing of the 'L' repeats in every floor. The architect made a different intervention to the mass on the south-west corner and finished the rectangular layout with a diagonal angle as seen in the original plan drawings but perceived as a convex form with the eye.

It is remarkable that the layout of the floor plans, related with the dimensions of space and so with the locations of division walls, differentiates in each floor within the limitations of structural system, and except the fixed locations of circulation and wet spaces. In original, the administrative units, student affairs office and offices of academicians were located on the long wing and conference hall was the function of the single space composing the short wing on the ground plan. Due to the level difference of the grounds that long and short wing of the L-shaped building situated on, the conference hall can be reached with a four-stepped entrance. There is the main entrance of the building with six steps on the southern corner of the building on the ground floor. This entrance was designed to give a diagonal direction through the spiral staircase just across the entrance door (Figure 102-103).

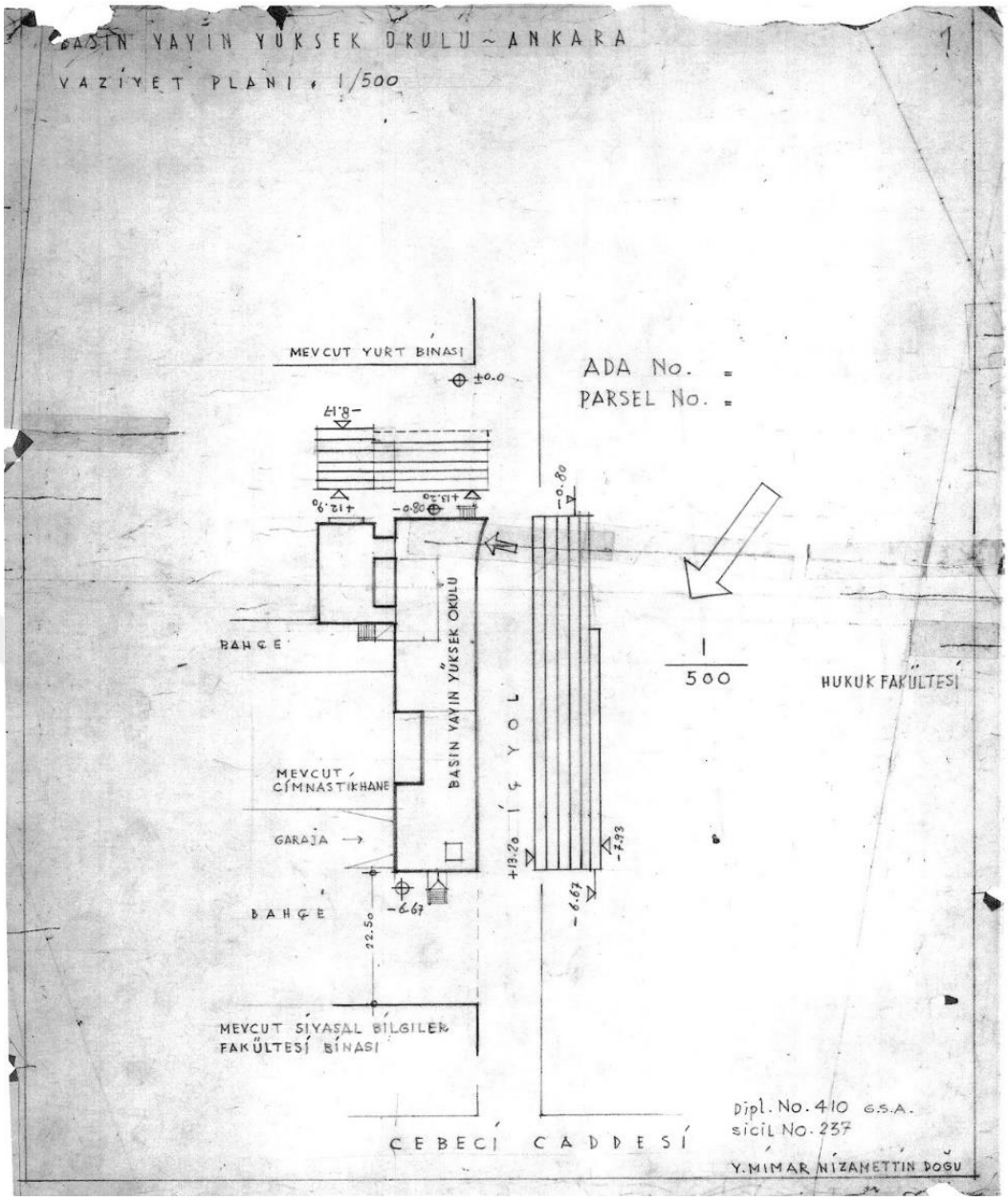


Figure 101. Original site plan showing the form, location and the relation of the Faculty of Communication building with its surrounding (archive of Ankara University Directorate of Construction and Technical Works)



Figure 102. View from Conference Hall in the opening ceremony dated 1985 (archive of *ilef*)

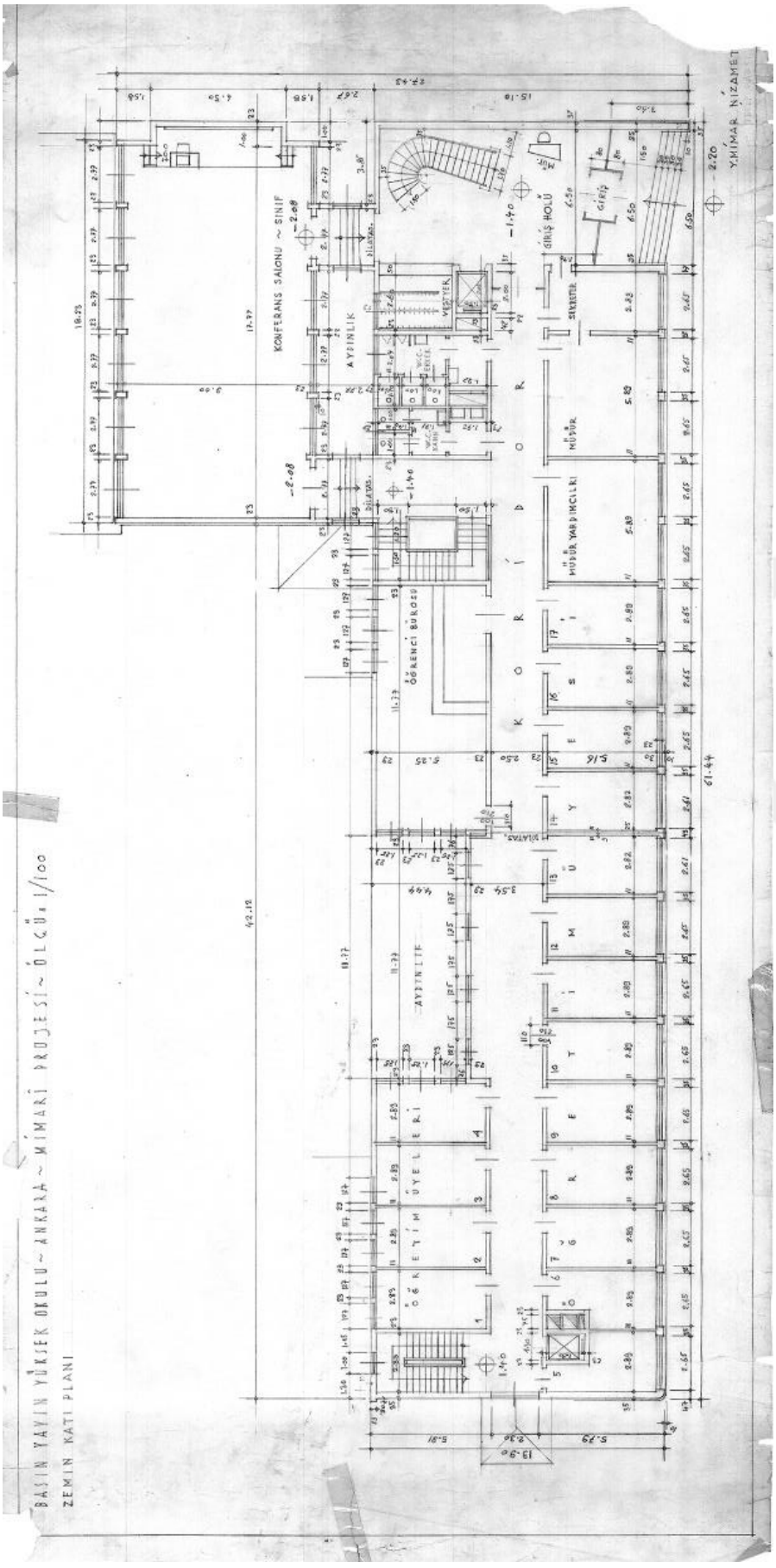


Figure 103. Original ground floor plan of the Faculty of Communication building (archive of Ankara University Directorate of Construction and Technical Works)

The first floor, on the other hand, was reserved totally for the academic functions, the long wing embodied classes, a hall for the academic board and a lounge for the academicians while the library was located on the short wing. The second floor also embodied academic functions like classes and rooms for lecturers on the long wing and radio-tv hall on the short wing. The hall on the short wing is a two-storey height space with a mezzanine connected with a spiral staircase to the hall and also can be reached from the upper floor. On the third floor, different than the mentioned floors, there was a lodging besides the seminar rooms and technicians' room on the long wing of the building. In addition, as mentioned above, there was the mezzanine floor of the radio-tv hall on the short wing (Figure 104-105).

The two basement floors were mainly planned to involve storages, archives, technical rooms etc. The first basement floor, most of which is above the ground level, embodied archive, storage, photo-film studio, dark room for photography and a larger space for press on the long wing of the building. There is another entrance with ten steps on the first basement floor which enables direct access to the press on the northern side. This entrance is also the short-cut between the *Mülkiye* building and the Faculty of Communication building to the location of entrance just across the secondary entrance of *Mülkiye* building on the south façade.

In addition, there is the student canteen as the large space of short wing on this floor, and there also another entrance with ten -stepped stairs enabling direct access to the canteen. Lastly, on the second basement floor of the building, some part of which also remains above the ground level, involved mainly the technical and service functions such as the garage, boiler room, rooms of servants on the long wing; in addition, there was the lodging of the driver on the north of the wing close to the garage. On the space of short wing, there was the radio studio. In addition to the entrances on the ground and first basement floor, there is the entrance to the garage on this floor from the east façade (Figure 106-107).

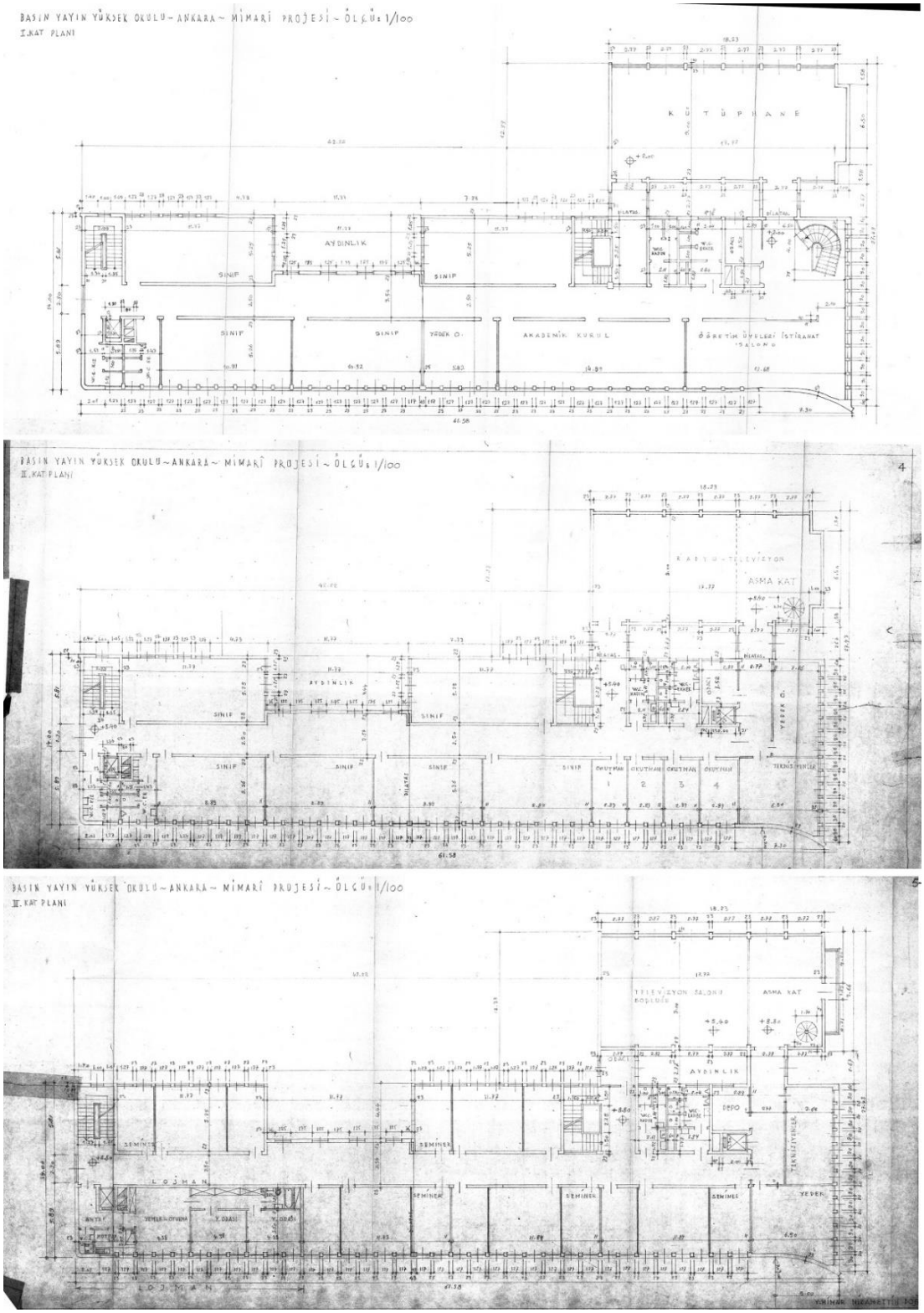


Figure 104. Original plans of upper three floors of the Faculty of Communication building (archive of Ankara University Directorate of Construction and Technical Works)

(a) (b)



(c) (d)

Figure 105. The room of academic board in1982 (a), the Office of the manager in 1986 (b)[54], the library in 1988 (c) and the Cinema Hall in 1986 (d) (archive of *ilef*)

The circulation between the floors were provided by three staircases in different locations and features and two elevators on two sides of long wing of the building. The spiral staircase located across the main entrance door is a particular one which connects just the ground and first floor. The other two, on the other hand, continues through the building. The one close to the main entrance is a part of the service core designed together with the WCs etc. The other one is on the north-east corner of the building and because of the entrance of the garage on the east façade it cannot continue through the second basement floor and ends on the first basement floor.

[54] From the window, the main building of *Hukuk Fakültesi* and the *Anfiler* – D Block building can be seen.

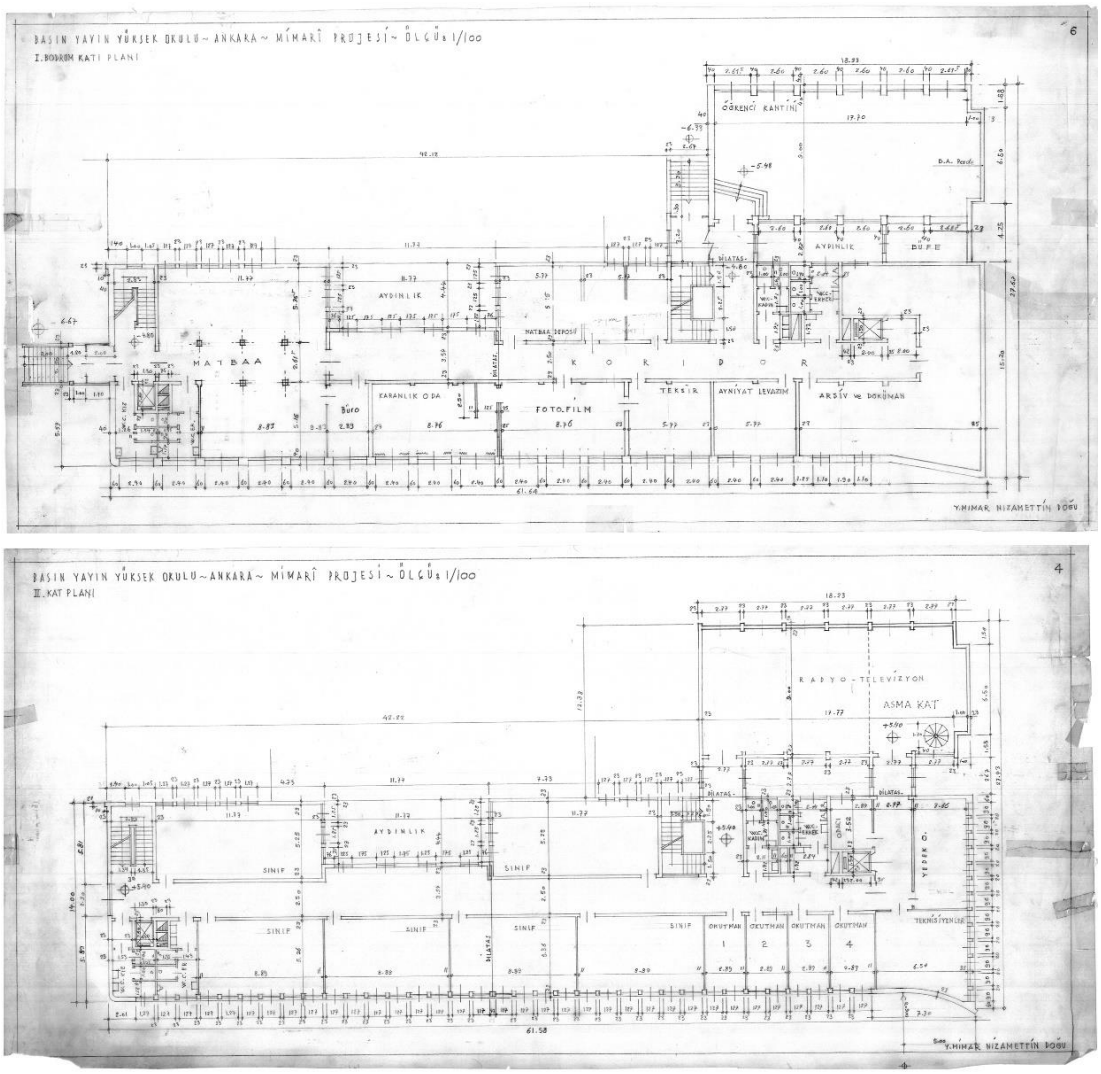


Figure 106. Original plans of basement floors of the Faculty of Communication building (archive of Ankara University Directorate of Construction and Technical Works)



Figure 107. The archive in 1987 (a), the press in 1988 (b), the phtogpraphy studio in 1993 (c) and the photogpraphy studio in 1993 (d) (archive of *ilef*)

The long façades – east and west façades – of the building were designed with similar approach and there are two sizes of windows used on façades: one is narrow, and the other is wide, almost twice as wide.[55] Due to the existence of functions needed daylight such as offices of academicians, classes, administrative offices etc. these two façades were designed as transparent surfaces with these two types of windows covering the whole façade. On the western façade, which is the entrance façade, the ground floor and the basement floors are covered with stone as a distinctive feature from other façades which gives the impression of a base. Besides, the window types differentiate between the upper floors and these 'base' floors; the upper three floors have a regular, almost monotonous, fenestration system with narrow windows while the ground and

[55] Sizes of windows: narrow is 1.27m x 1.70m and the wide is 2.40m x 1.70m.

first basement floors have similar fenestration with wide windows but with different heights due to the ground level. On the second floor plan, on the other hand, related with the existing functions, there are smaller windows on the parts remain above the ground level. The part above the entrance on this façade is a full solid wall which was left as such consciously for a relief /emblem and the name of the faculty.

The eastern façade which has a similar approach with the western façade has a different condition that formed with both the façade of the long wing of and the short wing of the building. The façade of the short wing is covered with wide windows from end to end on the all floors while the façade of the long wing there are narrow windows only; however, these windows are not distributed to the whole façade with a monotonous order. There is a part retracted form the façade with the purpose of lightening on the long wing; and together with the short wing of the 'L' stands in front it gives a 3-dimensional effect to the façade. The fenestration of this lightening part is with narrow windows in order of one full – one empty and the parts of the projected sections on two sides of the lighting gap were left as solid façades; the rest, on the other hand, narrow windows placed side by side in the same manner with the western façade. The minor discrepancy in this layout is that the fenestration is in a continuous layout on the third floor, in other words, the solid parts on the façade ends on the second floor and the third floor has a continuous fenestration layout on the whole façade.

The shorter north and south façades have different approaches; however, it is common that the differentiation of ground and basement floors with stone is valid for the part of long wing of the 'L' on these façades also. The northern façade with the entrance from the first basement floor to the press and another entrance to the canteen has few openings on both long and the short wing of the building. On the façade of the long wing where the entrance was located, there are windows continuing to the roof aligned with the entrance and with the same width with the entrance. Relatedly, the location of the entrance is at the end of the corridor passing the building from end to end; and so, the windows on the other floors are located at the end of this corridor with the floor-height and with balcony railings in front. On the façade of the short wing, similarly,

there are narrow windows only on the circulation hall again aligned with the entrance door. In addition to this layout, there are small windows of the second basement floor independent from the general order.

On the southern façade, lastly, the short and long wings have different façade designs. The façade of the long wing is covered with linear, vertical, floor-height windows with concrete vertical bands in between continuing from first floor to third floor on top of the stone base. The short wing, on the other hand, has almost a sloid façade except the balcony with a narrow door on top of the projected part on the façade. In addition, there is a retreated part between the short and long wing of the building which emphasizes the connection between blocks and has windows on each floor above the ground level (Figure 108-109).

Prof. Dr. Erdal Onar witnessed the construction and the development of the faculty building; so, he had detailed information about it. First of all, he mentions that before being *Basın Yayın Yüksek Okulu* (School of Press and Broadcasting), the faculty building served as lodging for the research assistant of *Mülkiye*; and it continued for a while. After that, Prof. Dr. Celal Göle, as being the Dean of *Mülkiye* for 18,5 years, had close relation with the Faculty of Communication and the building of its. He states that *Mülkiye* used two floors of the building of *Basın Yayın Yüksek Okulu* (School of Press and Broadcasting)[56] even after the school became a faculty and get independent from *Mülkiye.* Indeed, today *Mülkiye* still uses one floor of the building for offices of the professors.

[56] Prof. Dr. Korkut Özkorkut indicated the third and fourth floors as these two floors used by *Mülkiye.*

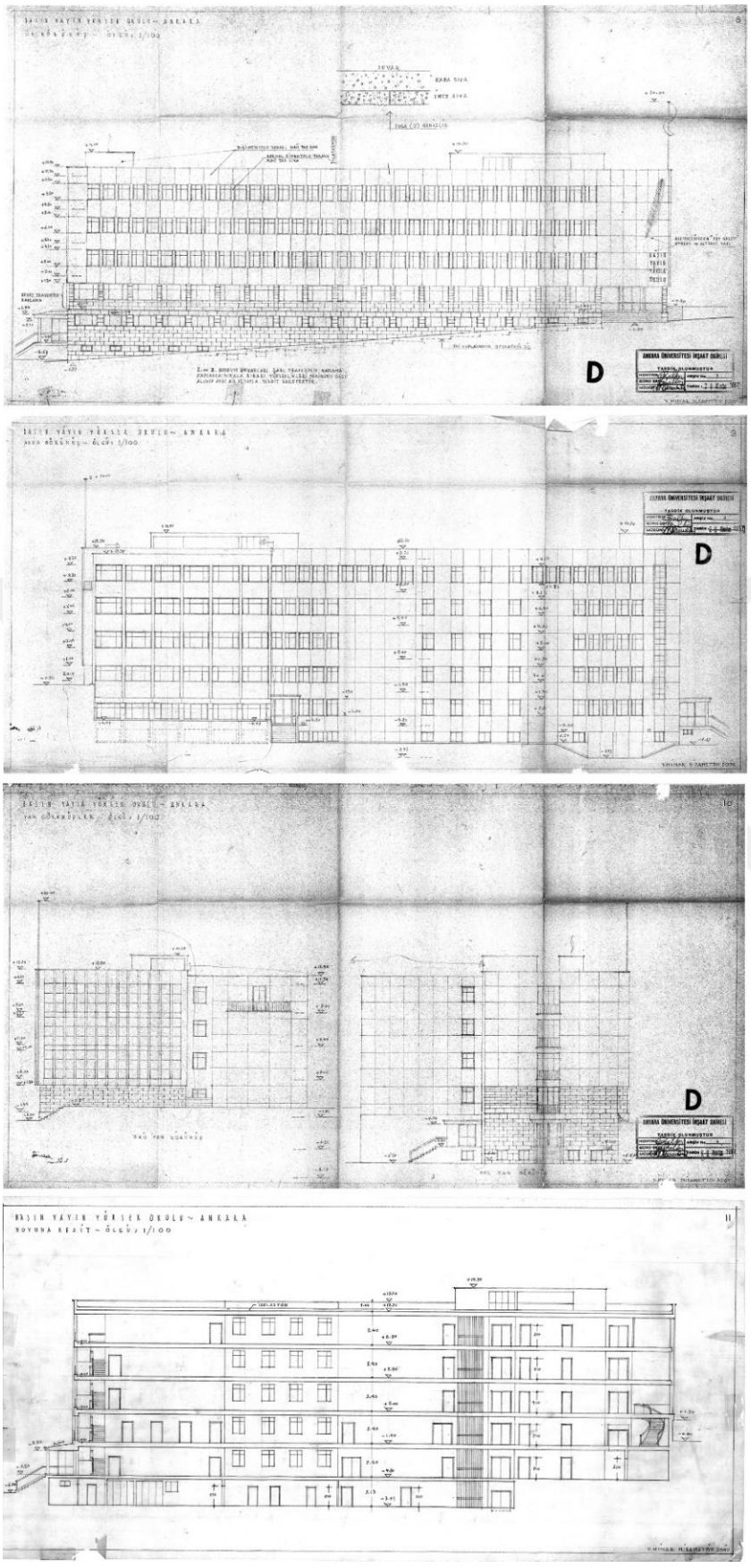


Figure 108. Original section and façade drawings of the Faculty of Communication building (archive of Ankara University Directorate of Construction and Technical Works)



Figure 109. The view from of the Faculty of Communication building from in front of the *Anfiler* – D Block dated 1988 (archive of *ilef*)

Additions / Changes / Reorganizations in the Buildings

The building of the Faculty of Communication has gone through various changes, both minor and major; however, these changes remined as the adaptation of the building to the new conditions within itself. In other words, the building has no additional buildings or spaces outside of it and all the changes took place in it.

According to the project drawings prepared for the repairs and changes in the Faculty of Communication, the first repair was needed very soon, in 1971, three years after the buildings was begun to be used. There are two main extensive repair projects dated 1971; one was prepared for the basement floor and the other was for the roof. The drawings of the project prepared for basement do not involve the whole floor, they are just partial drawings for the part to be changed. However, in the notes on the drawings, there is seen additional walls for the spaces which gives the idea that this change was about the division of existing spaces on the basement floor. The project prepared for

the roof, on the other hand, was about the coverings of the roof. With this project, some parts of the roof were decided to be covered with *eternit*[57] (Figure 110).

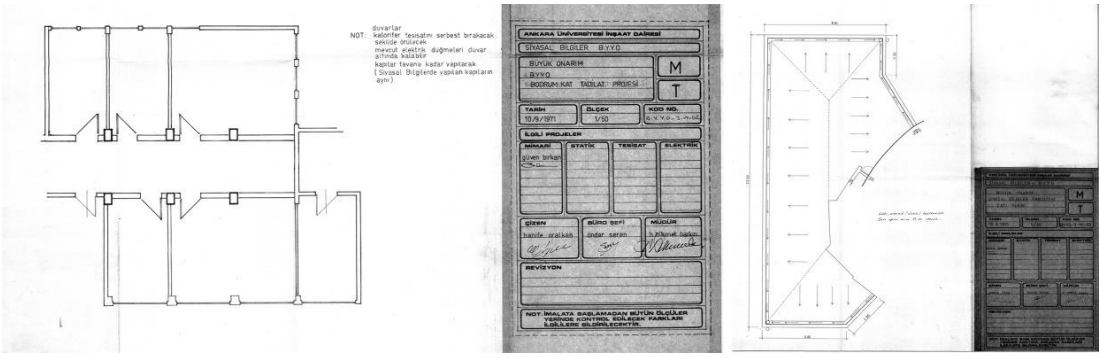


Figure 110. Extensive repair projects for basement floor and the roof of the Faculty of Communication building dated 1971 (archive of Ankara University Directorate of Construction and Technical Works)

The 1980s were also the period that the building had gone through many repairs and changes. In 1983, some repairs and changes were in the dark room of the photography department on the basement floor; four-unit sink was added, the existing tables were covered with marble and the table of enlarger was completed in this scope. After that, in 1984, the roof was repaired again, but the parts covered with tile, this time. In 1986, lastly, there were an extensive repair and interior arrangement in the cafeteria and its kitchen on the ground floor and forming an additional space for the cafeteria on the basement floor. In addition, the roof also has a minor repair for its joint details of aluminum covering and gutter hook (Figure 111).

The 1990s was a stable time interval for the Faculty of Communication building in term of repairs and changes. In 2005, on the other hand, was the year when the period of repairs began, again. That year, the roof was repaired, and the materials were renewed. Besides, the wooden and iron frame windows and doors of the building were removed and replaced with aluminum frames. In 2007, a passenger elevator for 400 kg was constructed to its original place which was determined in the original plan but

[57] roofing material made of asbestos and cement.

cancelled before the construction. After that, in 2011, the cinema hall underwent an extensive repair. The acoustic fabrics over the wooden covering over the walls were removed and replaced with low frequency sound-absorbing wall panels with steel frames. Similarly, the vinyl floor coverings of both the ground floor and the mezzanine floor were also replaced with homogeneous acoustic PVC floor coverings. In addition, the wooden platform on the mezzanine floor was also replaced with the metal one. During this process, seats were removed, and new seats were placed with a new arrangement which enabled increase this number. Besides, the cinema screen in 300x500 cm was removed, the wall behind the screen was covered with sound insulation wooden wall paneling and a new screen in 380x700 cm was placed. Moreover, the doors of the hall, except the backstage door, and the metal spiral staircase were renewed; the rear door of the mezzanine floor was removed, and this entrance was cancelled. Relatedly, the ramp in this entrance of the mezzanine floor was also removed and the floor was made even. The control room on the mezzanine floor also underwent a total renewal in this process. The covering material of the walls, floor and the ceiling were renewed; the walls and the floor covering was renewed with sound absorbing materials and a gypsum suspending ceiling was constructed. Lastly, a new rostrum was added to the hall (Figure 112-113).

To begin with the ground floor, the major change is that the part after light well space was closed, and a door was placed to reach the area which is closed at all times. Other than that, the offices of the manager, vice-manager and the secretary which were next to the entrance in the original plan, in the times of the faculty as School of Press and Broadcasting, serves as the administrative offices such as student affairs, document registration, etc today. The offices of the academicians on the following part of the corridor was refunctioned as the dean’s office and related functions; and this area was separated from the rest with a door. Indeed, the interior façades, including the floor coverings were totally changed and the area was differentiated from the rest of the floor and the building. Additionally, the office of student affairs was divided, and a meeting room and the office of financial affairs located there. Lastly, the cloakroom was cancelled, and the space serves as kitchen today (Figure 114-115).

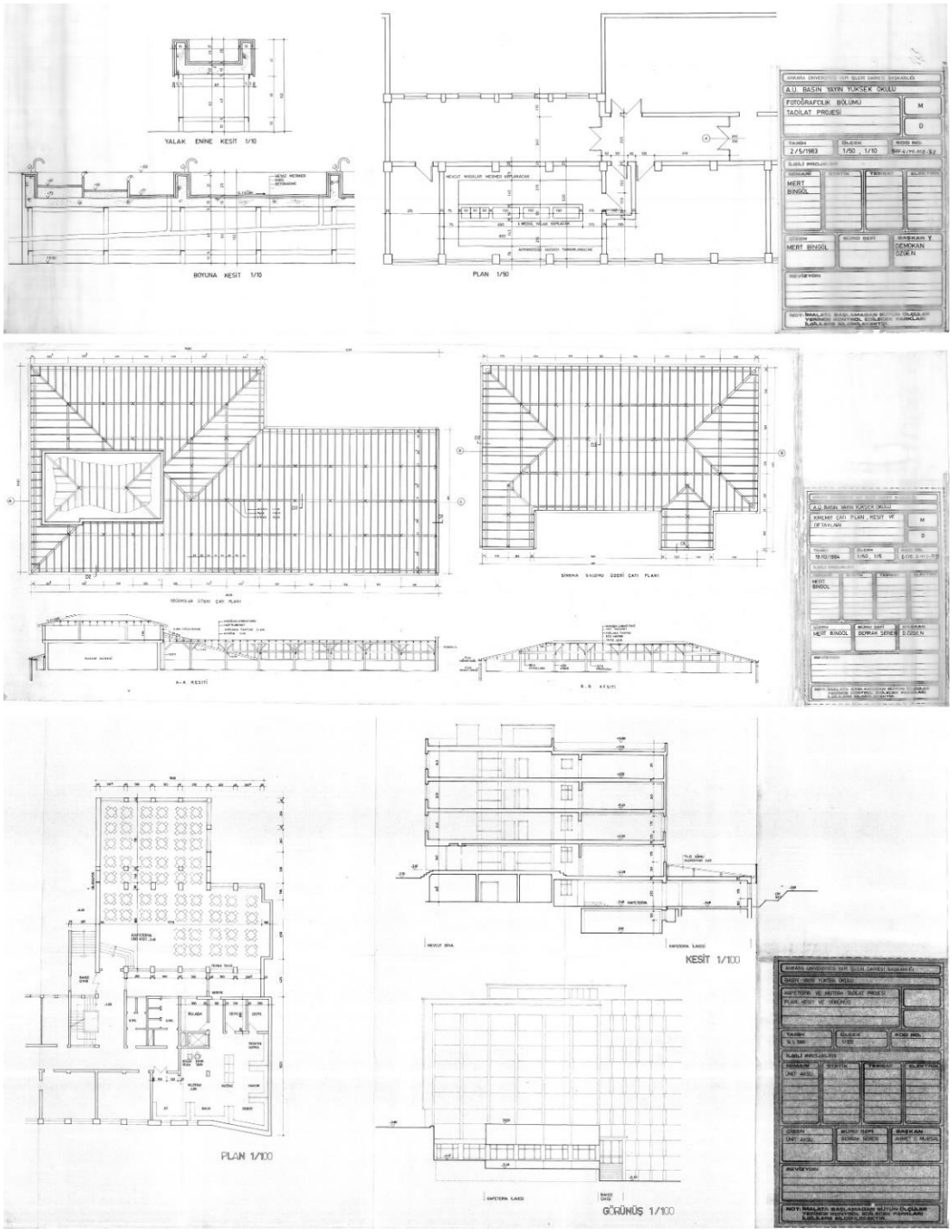


Figure 111. Extensive repair projects for dark room, roof and cafeteria of Faculty of Communication building dated 1983 (archive of Ankara University Directorate of Construction and Technical Works)

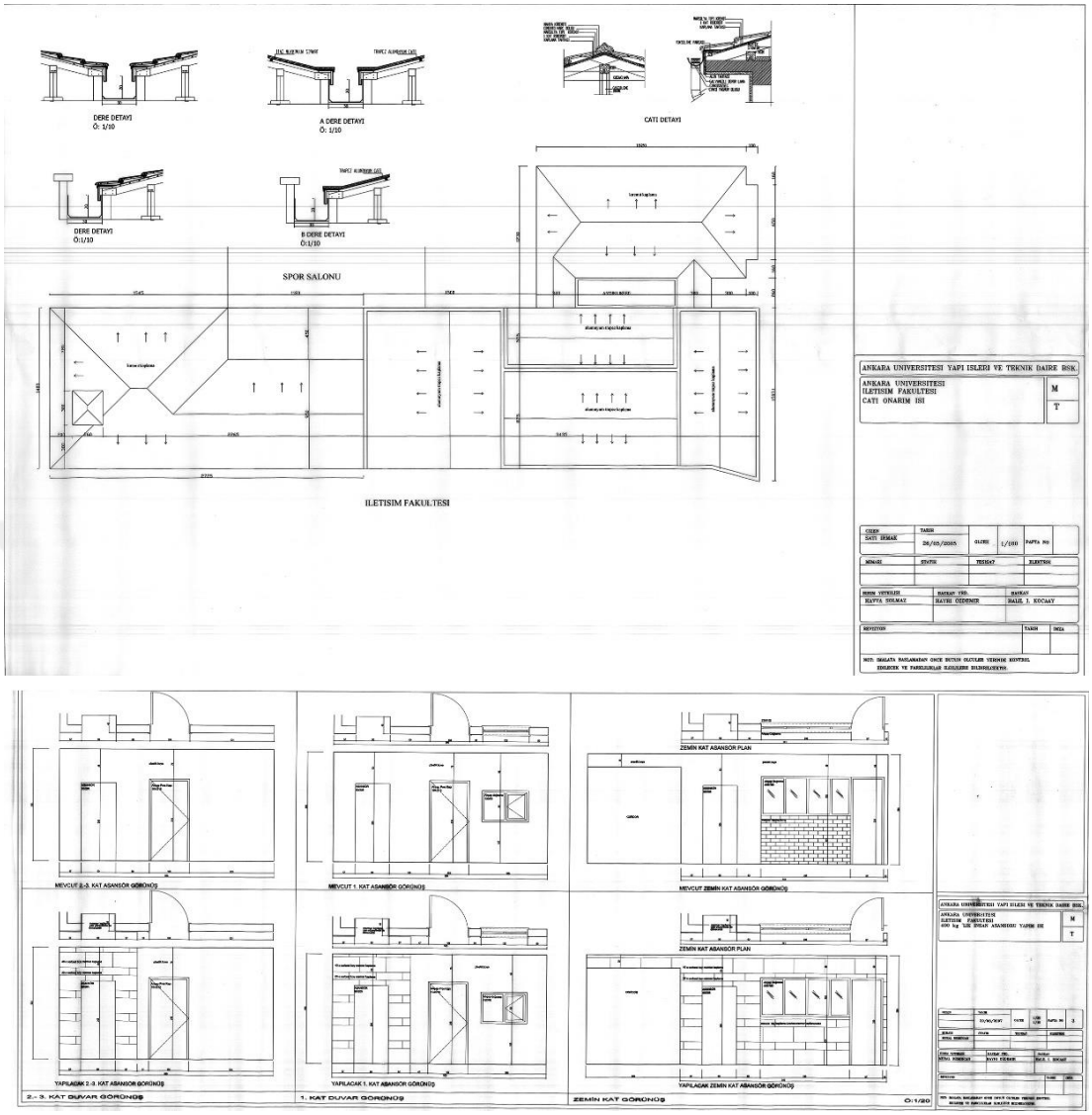


Figure 112a. Extensive repair projects for roof, elevator, fenestration and cinema hall of the Faculty of Communication building dated 2000s (archive of Ankara University Directorate of Construction and Technical Works)

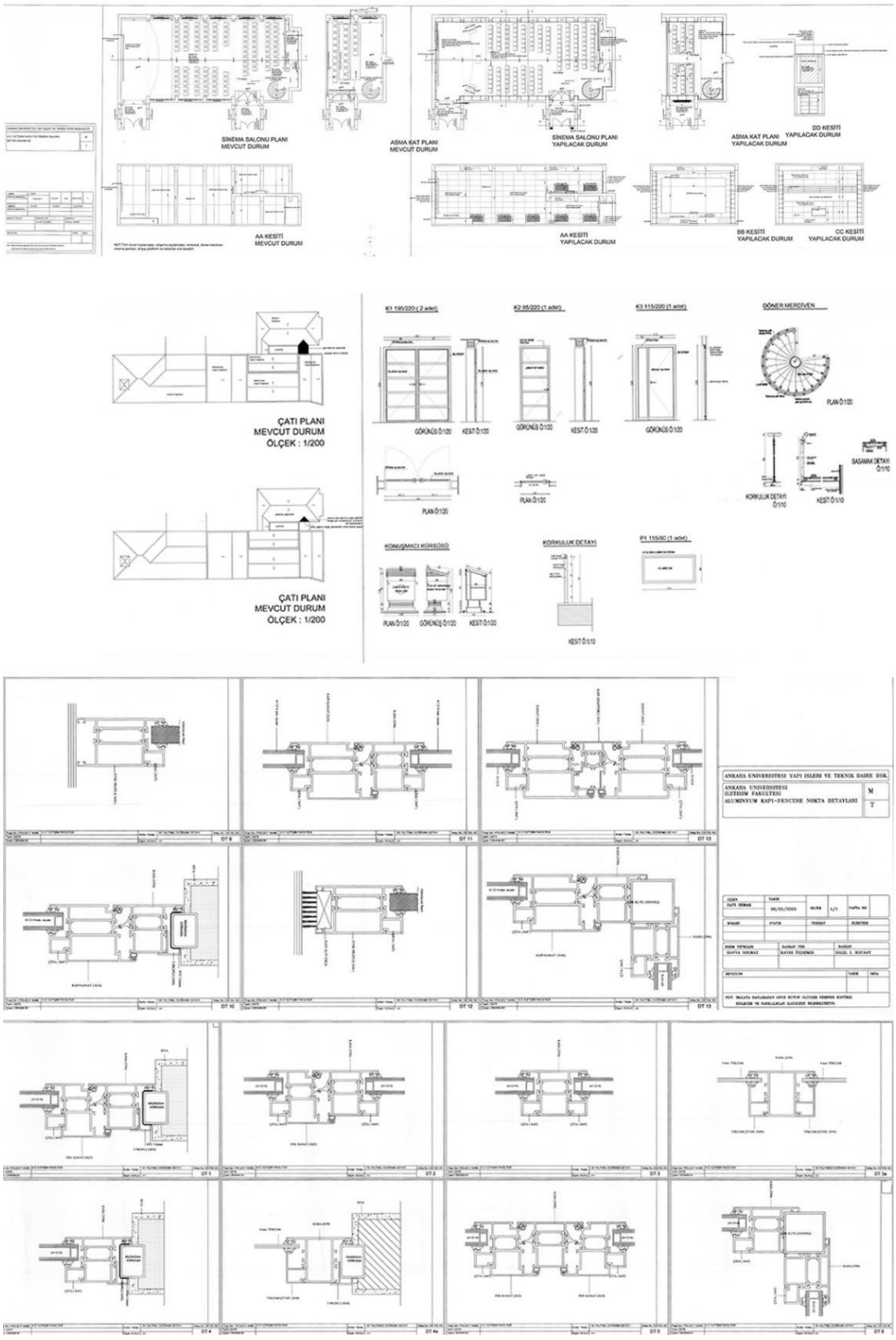


Figure 112b. Extensive repair projects for roof, elevator, fenestration and cinema hall of the Faculty of Communication building dated 2000s (archive of Ankara University Directorate of Construction and Technical Works)

(a)

(b)



Figure 113. Views from the cinema hall dated 1986 (a) (archive of *ilef)* and from the cinema hall today (b) (Azize Elif Yabacı, 2017)



Figure 114. Views from ground floor showing entrance hall and the administrative offices (Azize Elif Yabacı, 2017)

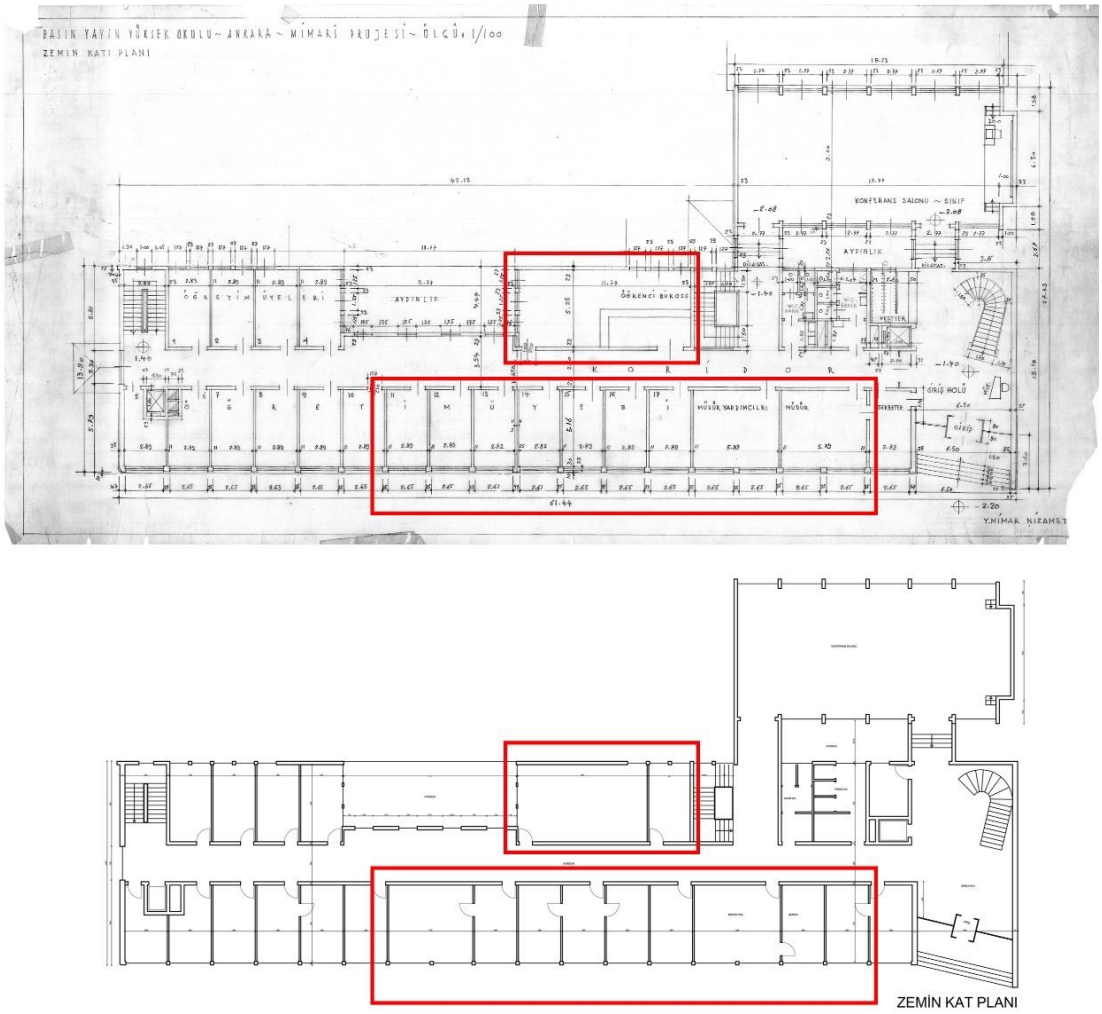


Figure 115. Comparison of the original ground floor plan and the measured drawing of the floor dated 2014 (archive of Ankara University Directorate of Construction and Technical Works)

The first floor, to continue, included wide spaces serving as classroom and room of academic board, resting room for the academicians and library. Today, it is seen that some of these spaces were divided and refunctioned as seminar hall while the room of academic board and resting room were refunctioned as classrooms. The classroom located behind the stairs in the area the two blocks met still serves as classroom. Additionally, the library spaces were also refunctioned as classroom while the library was moved to another floor. By the way, the WCs at the end of the corridor were cancelled in every floor and transformed into spaces needed. In this floor, they were refunctioned as offices (Figure 116). Similar changes can be observed on the second floor also. However, this time, all the wide spaces all of which were classrooms were

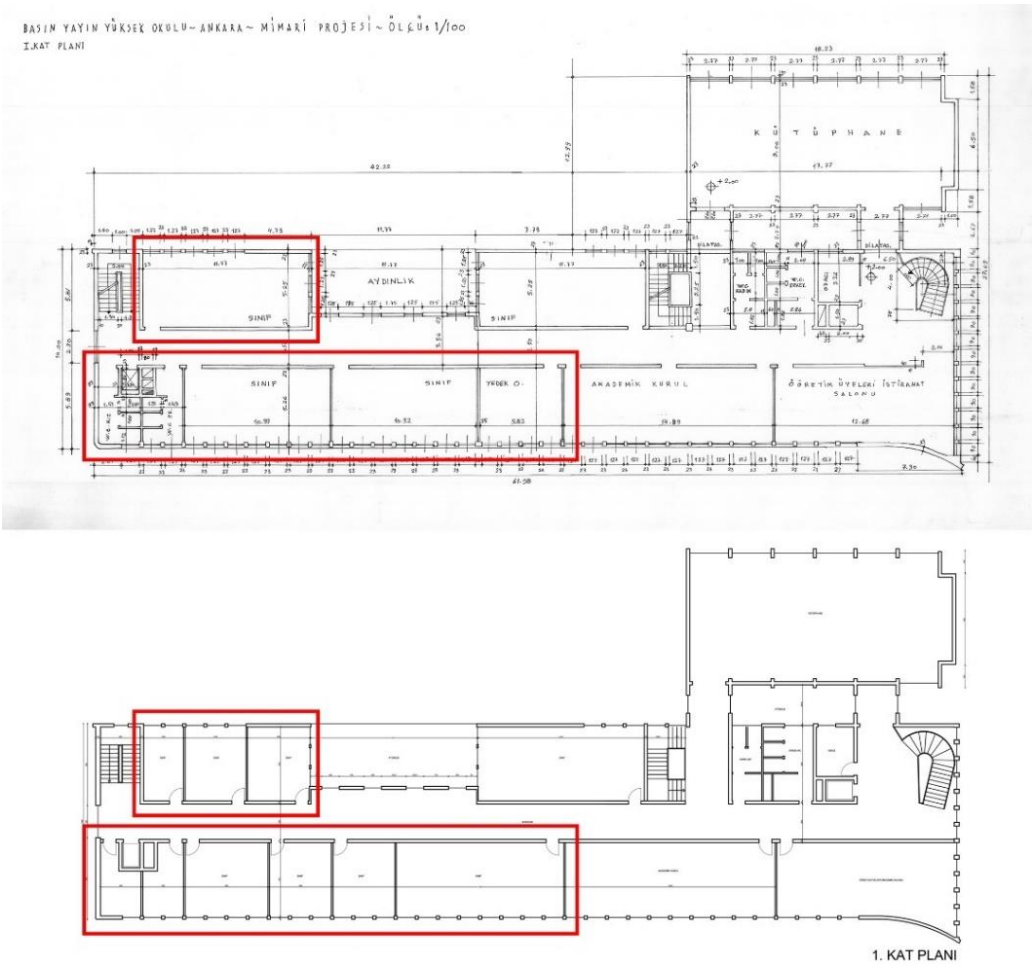
divided and are used as offices of academicians today. The WCs are also transformed into offices in this floor. The offices or technicians on the curved corner of the floor, besides, is the film archive today. On the other hand, the cinema hall on the other block keeps its original form and function while had changes in floor coverings, etc. explained in detail above (Figure 117).

On the third floor, besides cinema hall, some of the wide spaces which were seminar rooms were divided and functioned as the offices of academicians. The lodgings on the north of the floor was cancelled the plan was rearranged and these spaces were also transformed into offices. One of the seminar rooms was also divided and today serves as film recording offices and radio. There are also additional spaces on the corridor formed by dividing the spaces PVC dividers. Additionally, today there is ongoing repair works on the south part of the floor (Figure 118).

On the first basement floor, there are also some spatial changes. First of all, the printing house, which is a wide space in original, was divided into small spaces which can be reached from the outside and closed from the corridor. The film studio originally located in this floor had some spatial changes, some walls were removed an open office space was formed around the corridor. Additionally, some walls were also added to form some additional spaces in the atelier. The space designed to serve as archive and documentation is advertising studio today with adding a part of the corridor. Besides, the original canteen space on the other block was refunctioned as library. In other words, the library was moved to this floor from the first floor. A small space for the officers of the library by dividing with aluminum dividers (Figure 119-120).

The second basement floor, lastly, the radio studio was refunctioned computer laboratories and advertising studio with newly-added dividers. The pressing room was also moved to this floor across the stairs.

(a)

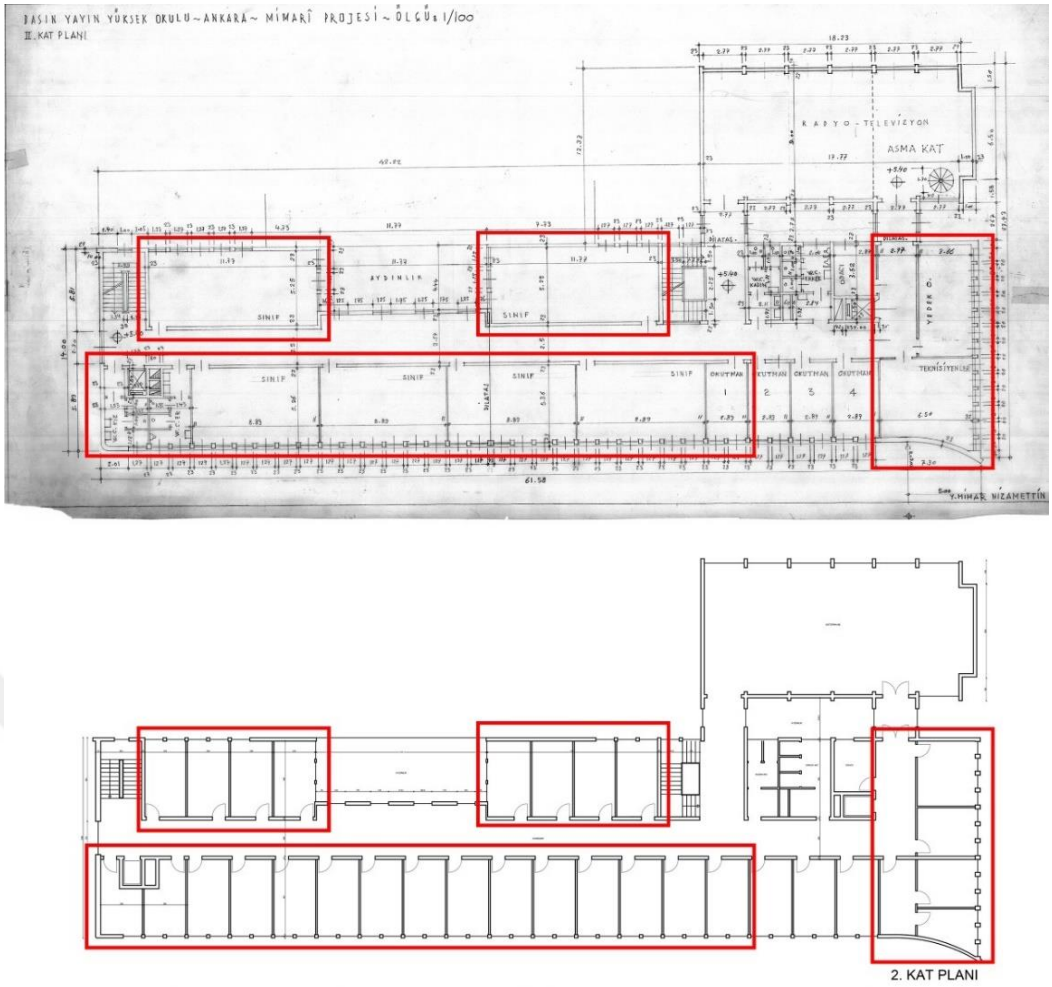


(b)



Figure 116. Comparison of the original first floor plan and the measured drawing of the floor dated 2014 (a) (archive of Ankara University Directorate of Construction and Technical Works) and views from first floor showing corridor, examples from seminar room and classrooms (b) (Azize Elif Yabacı, 2017)

(a)

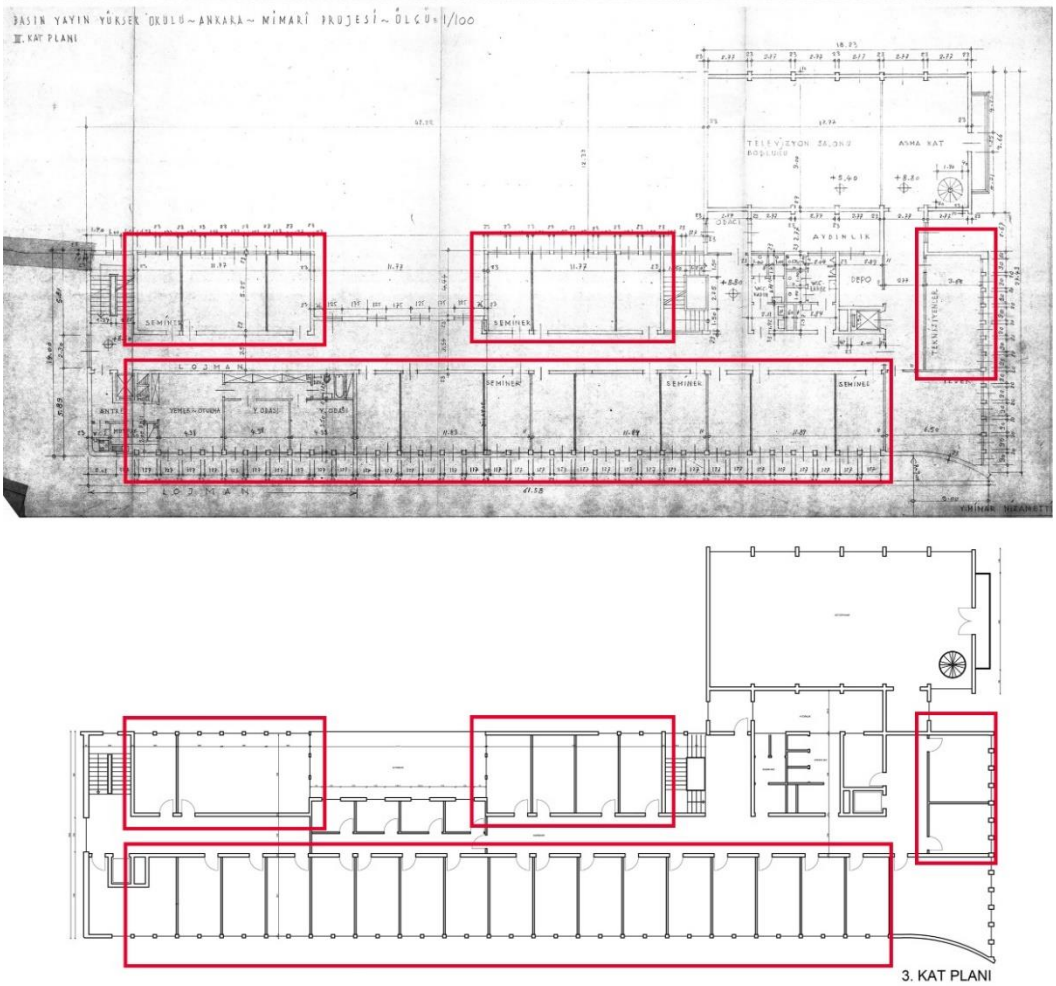


(b)



Figure 117. Comparison of the original second floor plan and the measured drawing of the floor dated 2014 (a) (archive of Ankara University Directorate of Construction and Technical Works) and view from the corridor of the second floor (b) (Azize Elif Yabacı, 2017)

(a)



(b)



Figure 118. Comparison of the original third floor plan and the measured drawing of the floor dated 2014 (a) (archive of Ankara University Directorate of Construction and Technical Works) and vfrom third floor showing corridor, film recording part and classrooms spaces formed with PVC dividers on the corridor (b) (Azize Elif Yabacı, 2017)

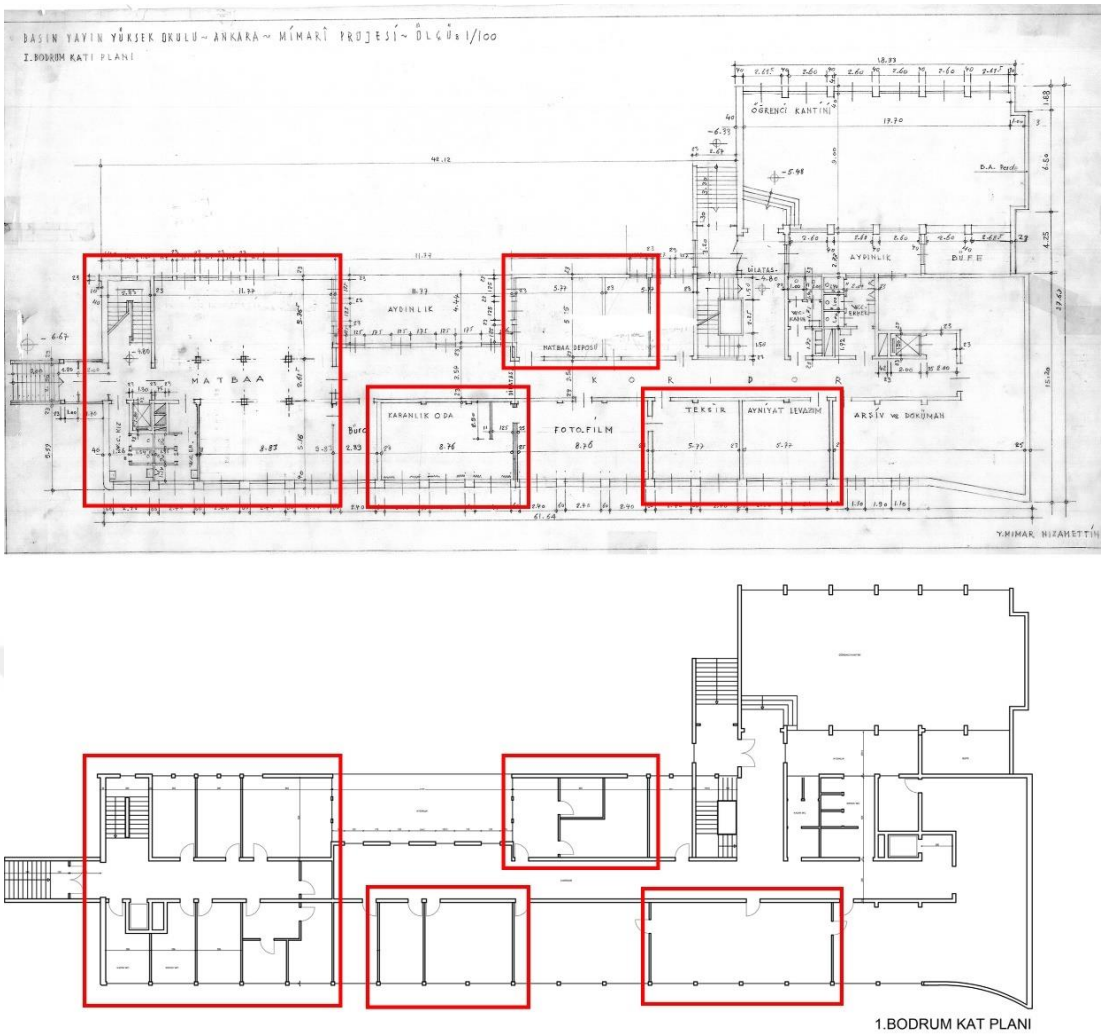


Figure 119. Comparison of the original basement floor plan and the measured drawing of the floor dated 2014 (above) (archive of Ankara University Directorate of Construction and Technical Works)

Despite all these major changes and extensive repairs, the building keeps its originality mostly on the façade. In other words, except the change of fenestrations, there is almost no three-dimensional change on the façades of the Faculty of Communication building. However, there is the relief above the main entrance of the building. With no precise knowledge of the date, by referring to the insigne of the 'fiftieth year of the faculty', the year of the relief can be estimated as 2015. In the original project drawings of the building, it is seen that the architect planned to put a relief of feather above the main entrance; however, today, there is a relief of owls on the branches of a tree (Figure 121).



Figure 120. Views from basement floor showing film studio part with dark room and library spaces (below) (Azize Elif Yabacı, 2017)

(a) (b)



(c)

Figure 121. An old photo of the Faculty of Communication dated 1988 (archive of ilef), relief above the main entrance (b) and faculty of Communication today (Azize Elif Yabacı, 2017)

3.2. *HUKUK FAKÜLTESI* – FACULTY OF LAW

The formation of parcel numbered 8425-1 serving for *Hukuk Fakültesi* begun with the construction of main building in 1936 and completed in 1949. Like *Mülkiye*, due to the increasing population and relatedly the spatial needs, in time there have been additional buildings in the area of the faculty which are amphi building constructed in 1975, and two buildings of the Research Institute of Banking and Commercial Law constructed in 1966 and 2002.

The construction of new buildings led to the functional and spatial transformation in *Hukuk Fakültesi*; and the changing needs and technological developments led the transformation in the additional buildings also.

In this part, the buildings in the parcel 8425-1, which were under the roof of the main building, will be studied separately and in detail. Firstly, the history and description of the building will be explained and documented by referring to the features of modern architecture. Then, the transformation process that the building has gone through will be analyzed.

3.2.1. Main Building

Hukuk Fakültesi was established in 1925 with the initiative of the Mahmut Esat Bozkurt – Minister of Justice of that time with the name of *Ankara Adliye Hukuk Mektebi*. Until 1936, the education continued in separate and temporary buildings – old Post Office building, School of Art of Tahsin Efendi (*1. Sanat Mektebi*), old building of Ministry of Justice, *Evkaf Apartmanı*, old building of Directorate of Religious Affairs. Until 1941, the year faculty moved to its new building, old Post Office building was used 11 years more by *Hukuk Fakültesi* (Kantar, 1950: 2)

At last, it was decided to construct a modern building that could meet the requirements of the school. In 1936, the construction began, however, it took a long time to complete the all buildings which were designed by Recai Akçay. Even so, the school moved to

its new building in June 1941 while the construction was continuing. And, the buildings completed totally according to the project in 1949 (Çadırcı, Süslü, 1982: 112) (Mumcu, 1977: 167).

The general form of *Hukuk Fakültesi* is composed of two blocks parallel to the street and a vertical one combining and cutting these two. The site of the faculty is sloped; the parallel blocks have basement and three floors, and the vertical blocks have basement and two floors. The main entrance is on the parallel block close to the street and have three openings. The extension of the vertical block has the second entrance with six high columns (Figure 122).

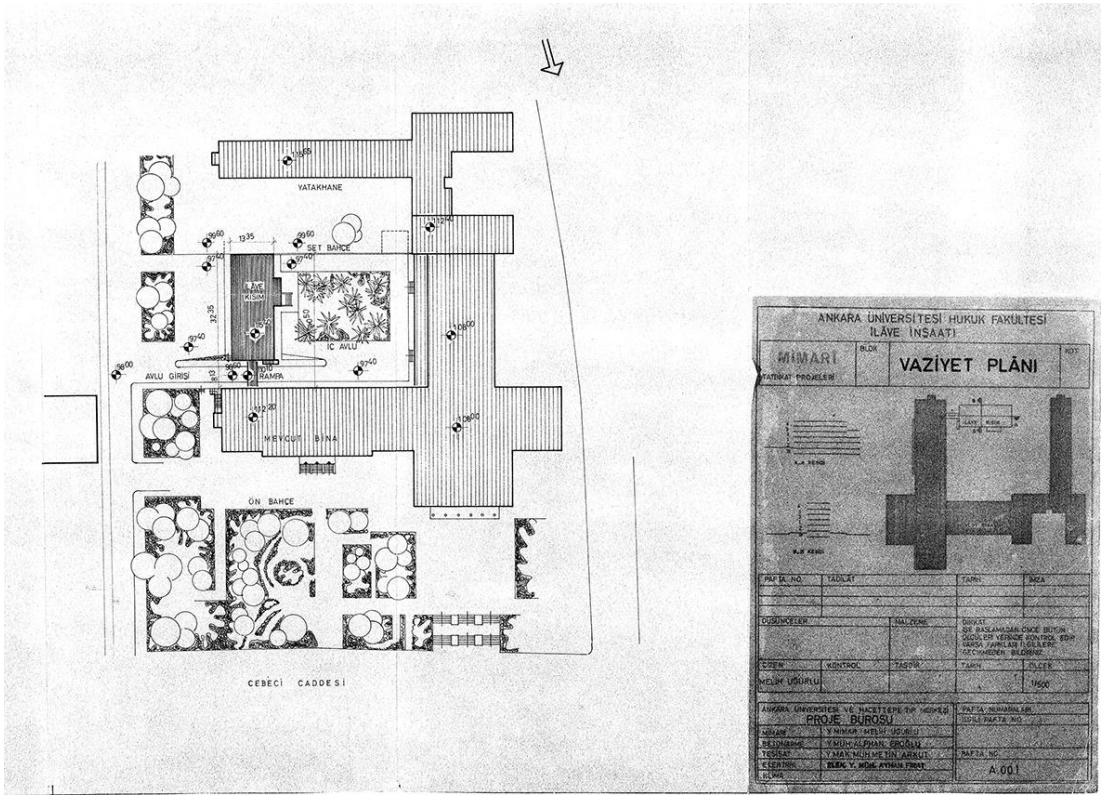


Figure 122. Site Plan of *Hukuk Fakültesi* (archive of Ankara University Directorate of Construction and Technical Works)

The building has concrete frame structural system and the facades are covered with stone and rough rendering. Ankara stone is used in door and window frames, columns, pilaster and stairs of the entrances and on the exterior covering of the basement floor. Masses have pitched roofs covered with roof tiles (Aslanoğlu, 2010: 190). The

entrances with stairs and colonnades, the entrance halls covered with marble and the facade organization reminds the ministry buildings of the period – like Ministry of Justice- and the building of General Directorate of State Railways. With large masses and the facades designed with neo-classical style, the building of *Hukuk Fakültesi* is an example of the last years of the period that German massive architecture gained power (Figure 123).



Figure 123. *Hukuk Fakültesi* in 1954 (archive of VEKAM)

In original plan, the parallel block close to the street included administrative units, library, and classes with two entrances. In the vertical block, the school continued with classes and conference hall (Aslanoğlu, 2010: 190). On the south part of this block, there were lodgings of administration staff -dean, secretary etc. (Prof. Dr. Erdal Onar-interview, March 2016). This part of the block has a separate entrance from Erdem Street on the west part of the Faculty; but, the it is connected to the front block from the inside. On the other block, the parallel block on the south, there was the dormitory part. Of course, within time, related with changing and/or increasing needs of space, *Hukuk Fakültesi* has been through many changes and got additional buildings.

Additions / Changes / Reorganizations in the Buildings

As stated above, the buildings of the faculty can be completed in 1949, after all. So, like *Mülkiye*, *Hukuk Fakültesi* also has undergone the changes after 1950s, mainly. However, although it is possible not to be excepted as a change but, during his duty as the Dean of the Faculty, Prof. Dr. Ahmet Esat Arsebük (1941-1944), formed and furnished the *Profesörler Odası* (Room of Professors) that almost all the former and current academicians mentioned about. Especially, Prof. Dr. Ali Bozer described the room as "an exceptional place in the functional and aesthetic terms. Chairs, table, objects were all very well thought out. It was very beautiful. There was a small place in the back, where everyone had a mail box."[58]

The one main change seen in the faculty was the transformation of the lodgings to classrooms. Because in 1949, Faculty of Divinity was established under the umbrella of Ankara University; and due to the lack of faculty building, the classes rearranged in the lodgings *Hukuk Fakültesi* were used by Faculty of Divinity (Prof. Dr. Erdal Onar-interview, March 2016). Besides, until 1946, some parts of the faculty building were used by some governmental offices. In 1946, these offices moved, and faculty began to be used just by faculty staff (Kansu, 1946: 236). Following that, in 1954, the Research Institute of Banking and Commercial Law was established by a Protocol which was signed between Turkish Isbank (*Türkiye İş Bankası*) and Ankara Law Faculty as a foundation.[59] And, until a new building was constructed for the institute with the grant given by Turkish Isbank (*Türkiye İş Bankası*), this part of the Faculty buildings was used (Assoc. Prof. Dr. Nurkut İnan - interview, June 2017).[60]

Through the same process with *Mülkiye, Hukuk Fakültesi* also has experienced a continuous growth and development occurred in the faculty buildings related with the

[58] Interview with Prof. Dr. Ali Bozer – a former graduate, academician and dean of *Hukuk Fakültesi* –, June 2017.
[59] http://bthae.ankara.edu.tr/institute/
[60] Interview with Assoc. Prof. Dr. Nurkut İnan – a former graduate and academician of *Hukuk Fakültesi* –, June 2017.

increasing number of students.[61] Additional building blocks, changes related with construction of these new building blocks, functional changes according to changing spatial needs and improvements of spatial qualities of classrooms etc. were the main inputs of the development process of the faculty.

In 1966, the dormitory block of the faculty was emptied and made available for the use of the faculty. Then, the library of the faculty was moved to this block (Çadırcı, Süslü, 1982: 113); (Mumcu, 1977: 241). In same year, an additional block was constructed on the free field on the east of the main block in order to be used by the Research Institute of Banking and Commercial Law[62] (Çadırcı, Süslü, 1982: 113); (Prof. Dr. Erdal Onar- Interview, March 2016); (Mumcu, 1977: 241). In 1968, the canteen of the faculty expanded twice and modernized (Karayalçın, 1968: 9).

In the opening speech in 1969, the plan of constructing a new sports hall, including spaces for student clubs, behind the faculty building was declared and aimed to be completed within following two years. Besides, construction plan of a new building including 12 small classrooms was also mentioned. In addition, it was stated that after the Faculty of Educational Sciences was transformed to its own building, the left spaces were served for graduate education (Alacakaptan, 1969: 6).

In 1973, the Sports Hall building, mentioned above was constructed to serve all three faculties behind *Hukuk Fakültesi*, on the west of the Faculty of Educational Sciences[63]. However, this building was left to wear off without any use until 1980. In 1980, this unused building was repaired due to the abandoned condition and opened to the use of students (Ünal, 1979: 41) (Çadırcı, Süslü, 1982: 74). In 1975, the construction of new modern building with classrooms and offices behind the main building block was

[61] To make a comparison this numbers can be compared: When Prof. Dr. Ali Bozer was a student between 1942-1946 the student number was around 750-780. On the other hand. When Assoc. Prof. Dr. Nurkut İnan was a student between 1957 and 1961, the student number was 7500.
[62] The building is studied in detailed in the following parts.
[63] This building is studied in detail in the following parts.

completed and began to be used[64] (Çadırcı, Süslü, 1982: 113) (Mumcu, 1977: 241). This amphi building was planned to be served for common use of three faculties at the beginning; however, later, it was just used by the *Hukuk Fakültesi* (Ünal, 1979: 43).

Vocational School of Justice was established in 1979[65] under the roof of *Hukuk Fakültesi* and the lodgings part, that was used by Faculty of Divinity and some other governmental offices, became the zone of Vocational School of Justice from then on (Figure 124). Prof. Dr. Erdal Onar, director of the school for a period, mentions the incompatibility of the transformation of the lodgings into classrooms and offices by saying that

> It became really strange when it was converted into a faculty from a lodging. Many stairs appeared when a number of dwellings and the walls between – or in between – them were cancelled. You go up and down stairs constantly, there are stairs that reaches nowhere. You climb them, after to reach a space you go down from another stair, etc. It is a very nice building, in any case.[66]

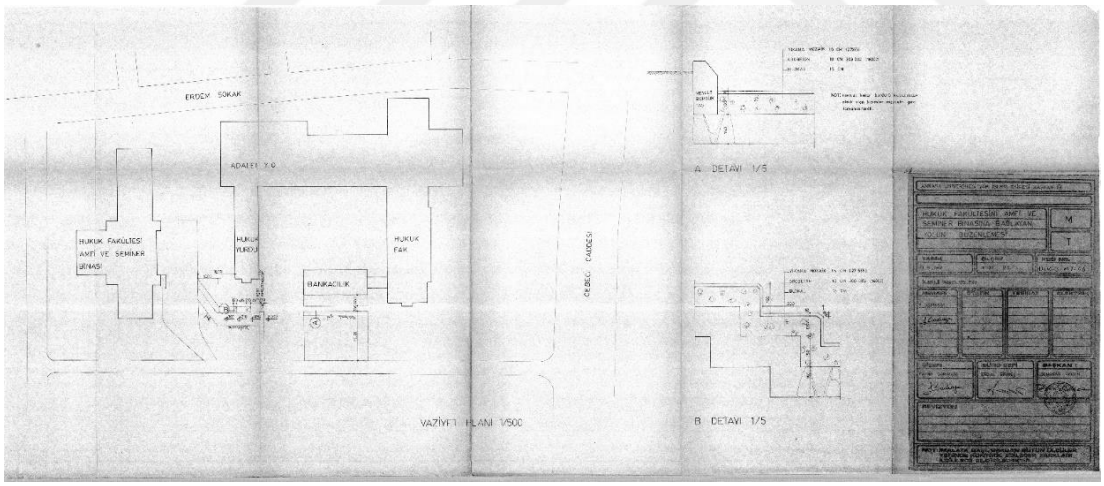


Figure 124. Site plan prepared for the arrangement of the road connecting additional amphi building to the main building which also shows the Vocational School of Justice (archive of Ankara University Directorate of Construction and Technical Works)

[64] This building is studied in detail in the following parts.

[65] http://admyo.ankara.edu.tr/tanitim/

[66] Prof. Dr. Celal Göle tells an interesting story that "When I was the head of that school, a filmmaker wanted to make a movie there. He attended an exam in the building and thought how nice it would be for a movie. Later, he took a movie about a man who was looking for himself. He even participated in a competition and seemed to have gotten a rating."

In the old dormitory building, which was planned to give service as library building, repair and re-use construction continued until 1981. In the opening speech in 1981, the dean announced this four-storey building to begin to be used as library in that year (İnan, 1981: 10); (Figure 125-126-127). The two-storey space on the main block, designed as library in original, got empty after this transfer of library to another block; and refunctioned as the dean's office, as stated by Prof. Dr. Erdal Onar. He evaluates this refunctioning as a 'murder' (Figure 128). According to him, the space was designed to function as a library with the elevator to transfer books between the floors and the storage on the basement floor. Besides, with the working spaces and the spaces looking the main hall in the middle the original library space offered an excellent ambiance. With all this thought, he defends the idea of keeping the space with its original function.

As Assoc. Prof. Dr. Nurkut İnan states, the room on the left of the library was private work space used by research assistants, PhD students, etc. Before the transfer of the library to the dormitory block, in the time of Prof. Dr. Yaşar Karayalçın as the Dean, in 1966, this room was transformed into a reading hall with the books on literature, history, philosophy and general knowledge. It was also possible to borrow books. In the opening speech of 1967-1968 education year, Prof. Dr. Yaşar Karayalçın gave the good news about the formation of this hall as:

> We opened the General Knowledge Library at our faculty. In a very short time you will find hundreds of new books enriching this library. We lend books from this library about literature, history, philosophy politics and culture in general. A culture of law that is not based on a solid general culture cannot be sufficient. I highly recommend you read the books in our library.[67]

[67] http://dergiler.ankara.edu.tr/dergiler/38/335/3400.pdf

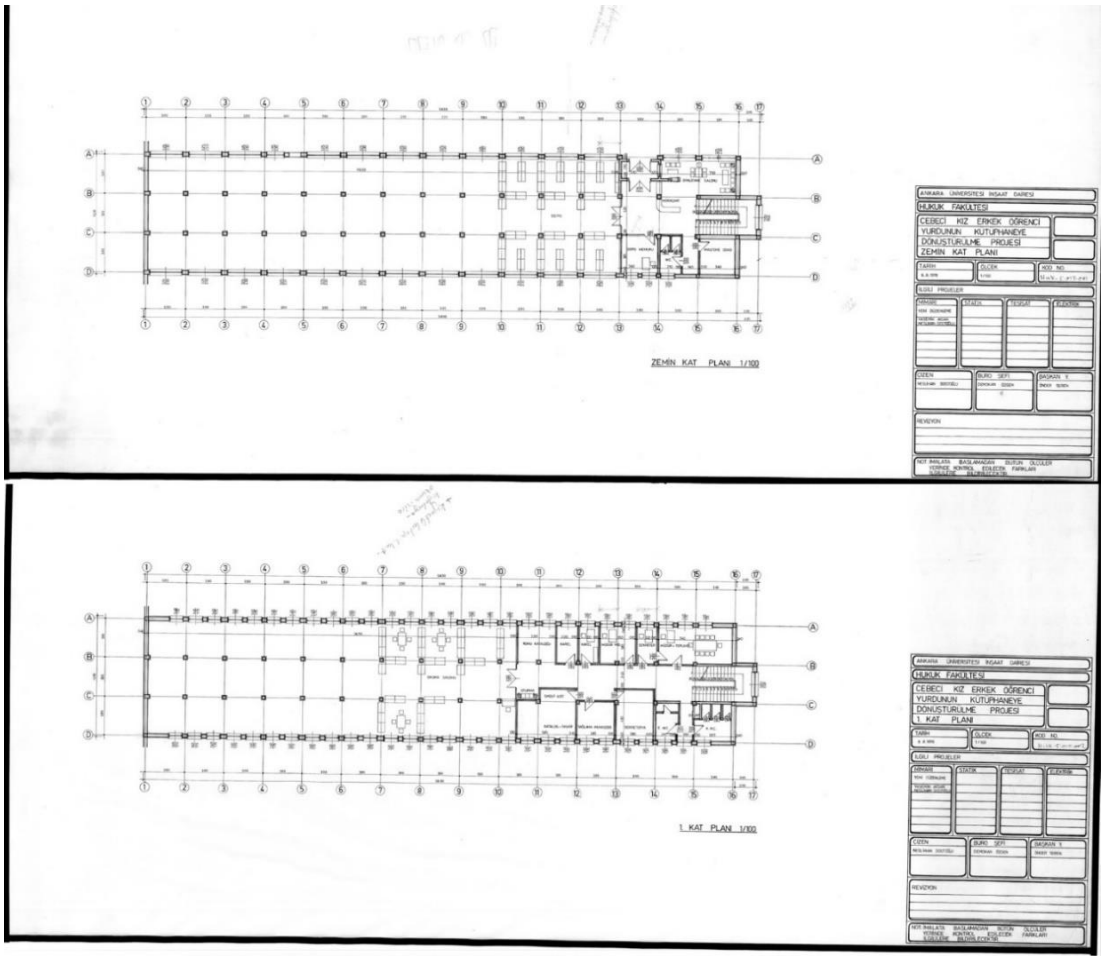


Figure 125. Project drawings of the transformation of the Dormitory block into Library – ground and first floor (archive of Ankara University Directorate of Construction and Technical Works)

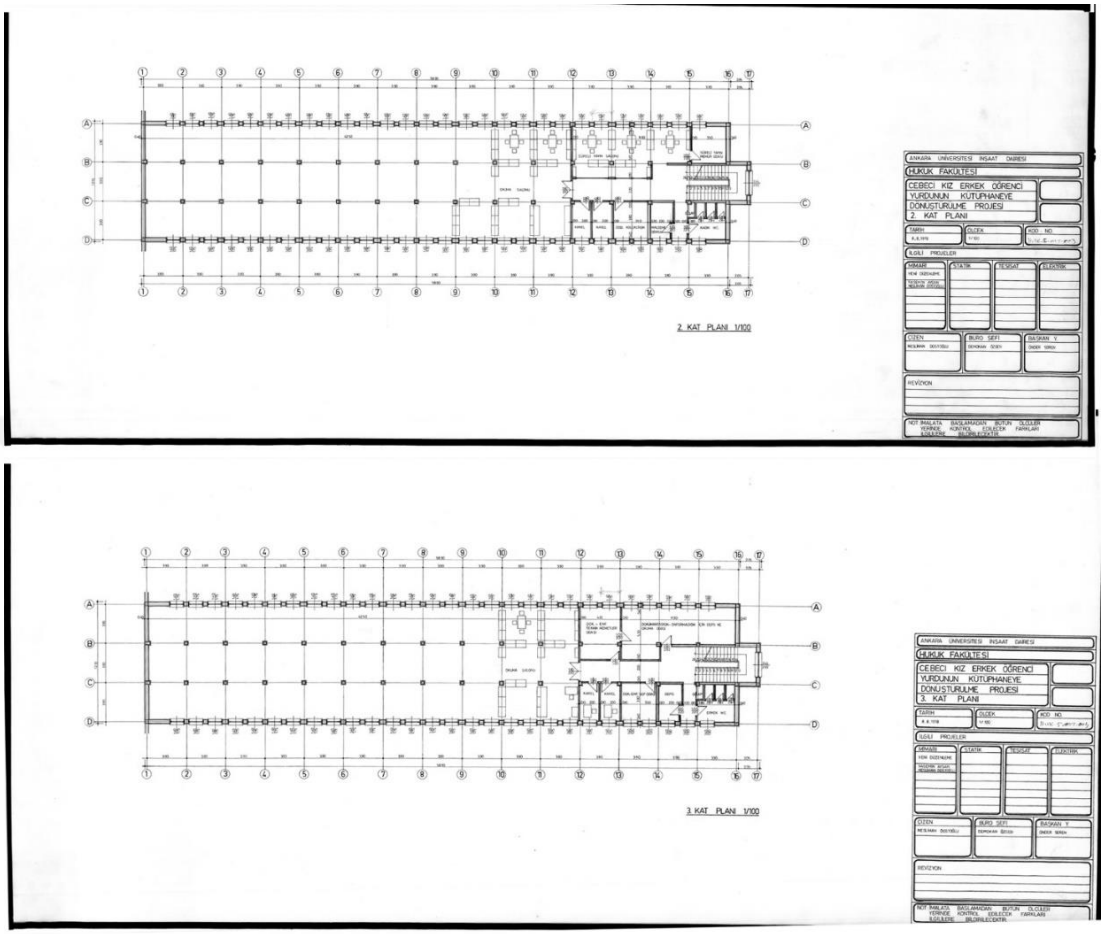


Figure 126. Project drawings of the transformation of the Dormitory block into Library – second and third floor (archive of Ankara University Directorate of Construction and Technical Works)

(a) (b)

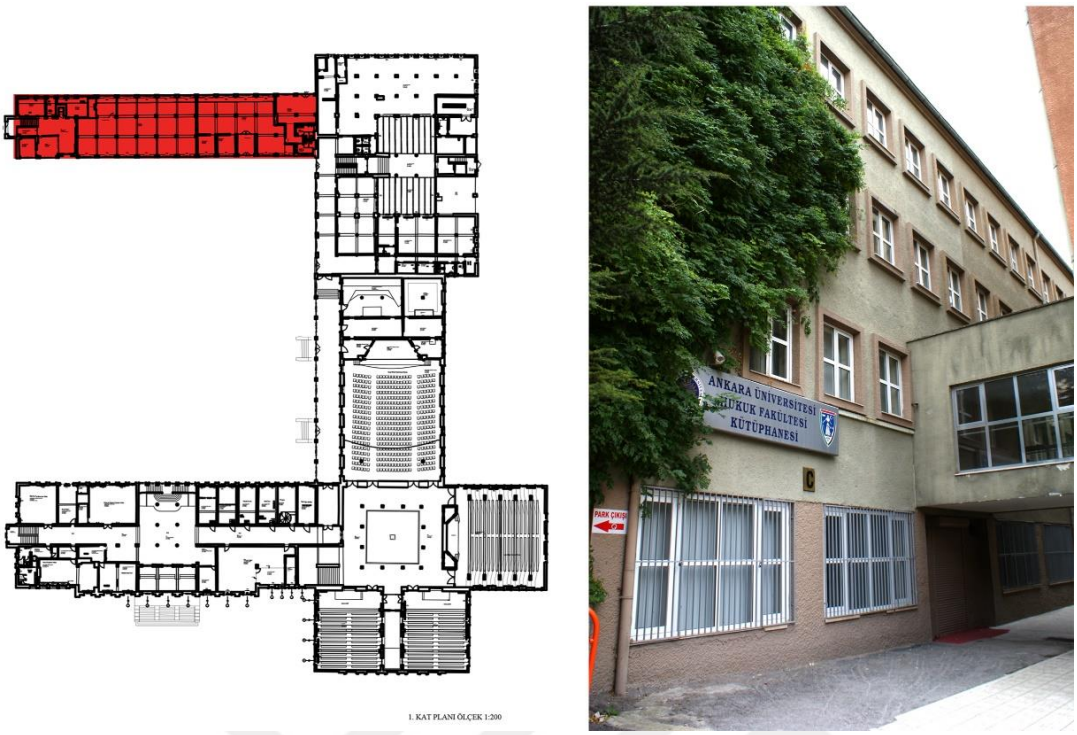


Figure 127. Location of the library in the main building (a) (archive of Ankara University Directorate of Construction and Technical Works) and the block today (b) (Azize Elif Yabacı, 2016)

As Professor İnan mentions that with the transfer of the library to the dormitory block, this space was also moved and transformed into a conference hall which is still in same use with the name, Prof. Dr. Mahmut Esat Bozkurt Conference Hall (Figure 129). In addition, the reading hall of the library on the ground floor was used for the examinations. However, because of the colonnaded design of the space, the control over the student during the exams was hard. So, this space also refunctioned and began to serve as student's cafeteria.

Student canteen of today was not a part of original plan. In 1981, this canteen was added, other than the canteen for lunches called inner canteen, to its location today to offer a place for students to sit, talk, drink tea, coffee …etc. as Prof. Dr. Erdal Onar

mentions.[68] The professor states about the inner canteen as a very nice with a service corridor enabling the transfer of meals from the outside without passing the canteen area which he finds very aristocratic.[69] In time, the function of serving lunch was abandoned and the inner canteen become an extension of the main canteen area. Indeed, the space became the meeting point of political student groups with leftist ideas. Prof. Dr. Erdal Onar refers to the space as his 'nightmare' during his duty as the vice-dean of *Hukuk Fakültesi* due to the fact that all the chaotic and destructive incidents related with students under the influence of political state of the country was happening in this space. Additionally, Assist. Prof. Dr. Başak Şit İmamoğlu also refers to this characteristic of the inner canteen in the interview. In fact, this space has a special meaning for her generation with its political stance, its spatial character and the friendly atmosphere (Figure 130).

In 2000s, like the faith of the original windows in *Mülkiye*, the original wooden windows of the main building of *Hukuk Fakültesi* were also replaced with pvc ones. Besides, Prof. Dr. Erdal Onar remembers with sorrow that during the removal works of the original windows, the ivy covering the façade of the main block was damaged, get dried and removed after. In 2002, the last additional building of the faculty was constructed and began to be used by the Research Institute of Banking and Commercial Law[70].

[68] Prof. Dr. Ali Bozer talks about a space to have lunch 'downstairs'. This space could be the inner canteen of the later stage which serves lunch meals.
[69] Prof. Dr. Erdal Onar talks about the quality of the meals also and states that the meals for both academicians and students were taken from *Karadeniz Lokantası* in Kızılay which was the best restaurant in Ankara in that period.
[70] This building is studied in detail in the following parts.

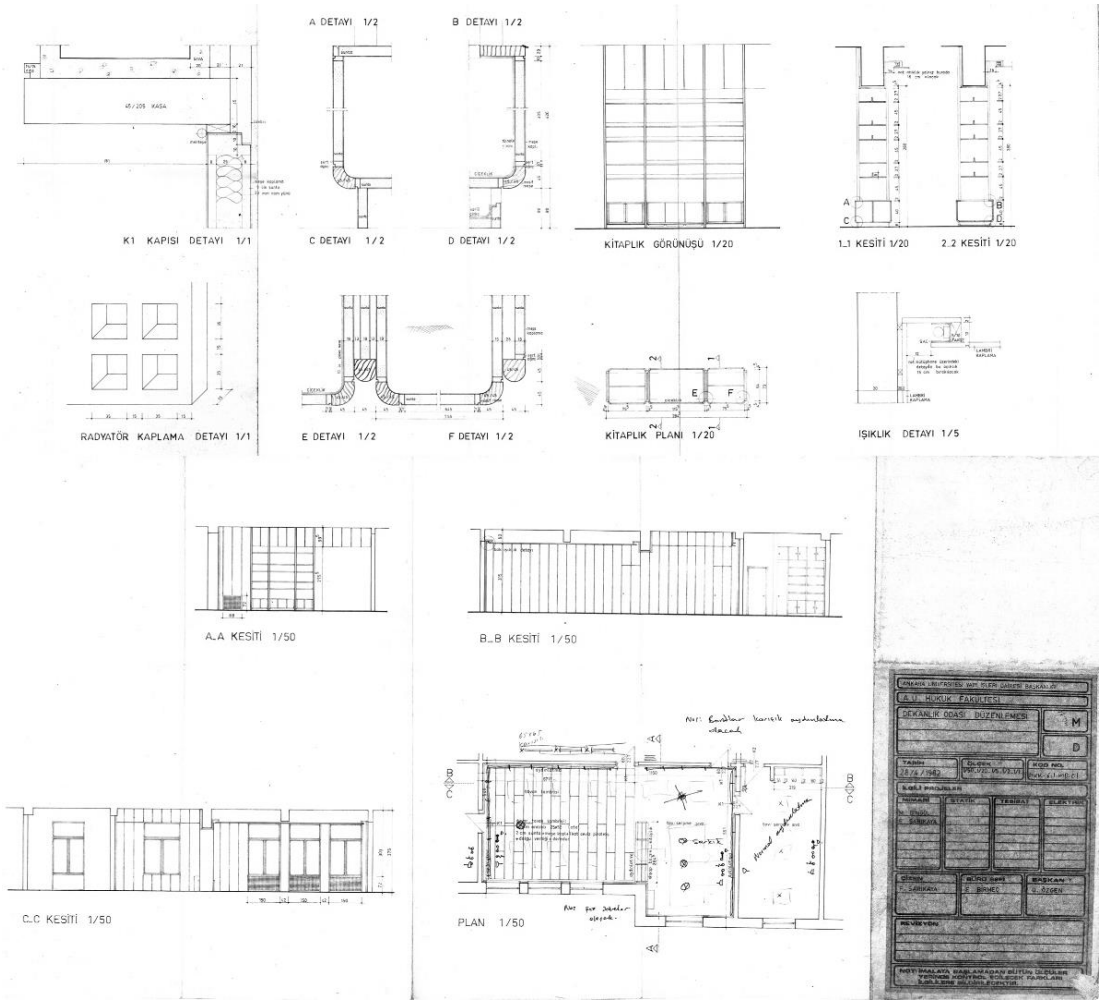


Figure 128. Transformation project of the original library space into the dean's office 1982 in the main building (archive of Ankara University Directorate of Construction and Technical Works)

(a) (b)

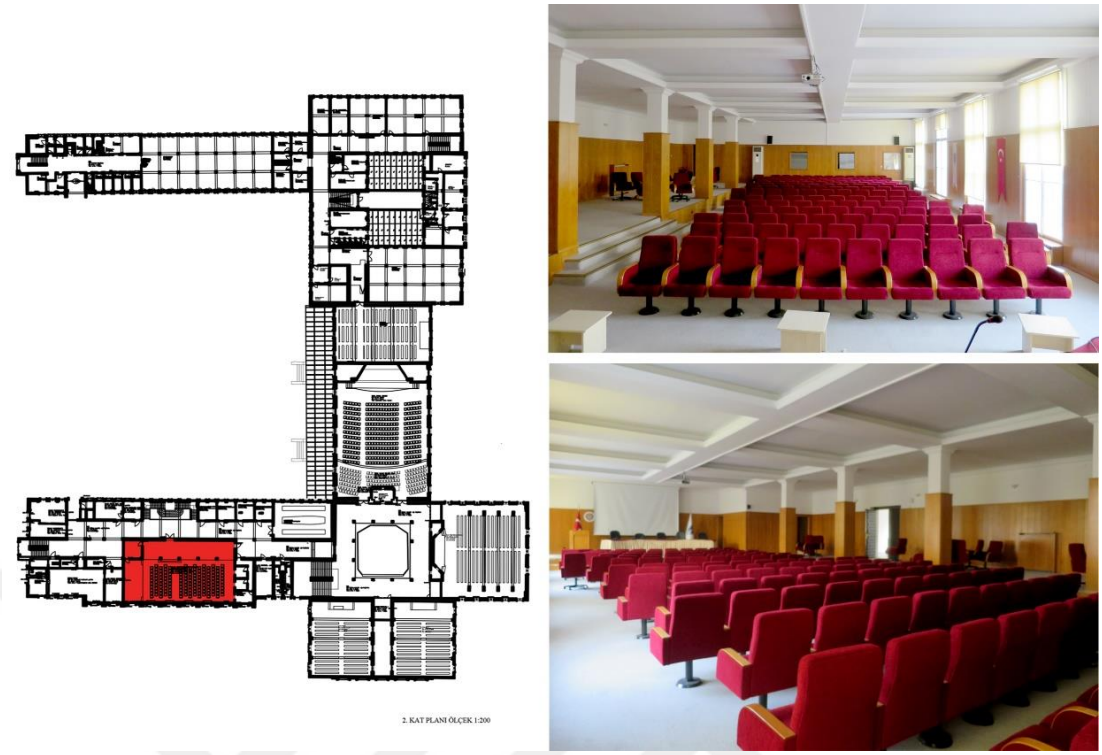


Figure 129. Location of the Mahmut Esat Bozkurt hall in the main building (a) (archive of Ankara University Directorate of Construction and Technical Works) and the hall today (b) (Azize Elif Yabacı, 2017)

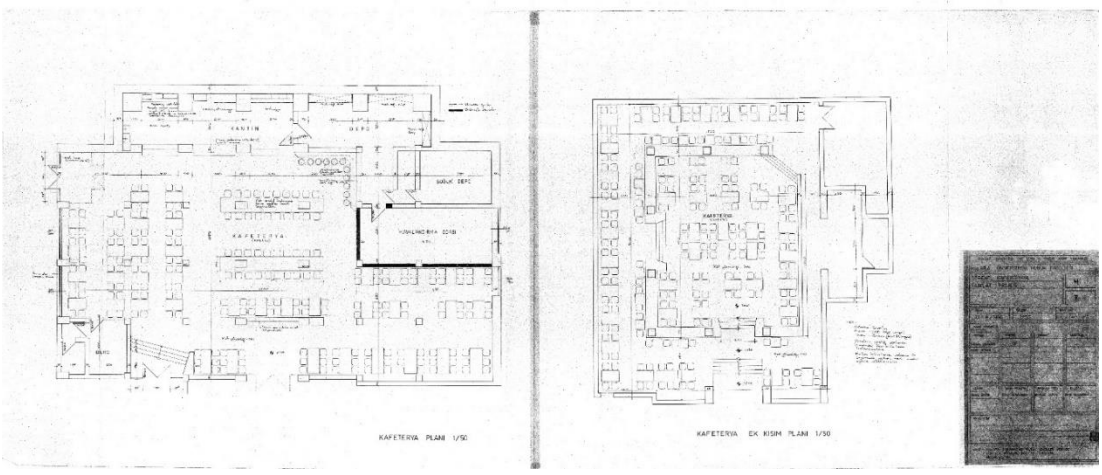


Figure 130. Rearrangement projects prepared for the canteen dated 1980 in the main building (archive of Ankara University Directorate of Construction and Technical Works)

Following that, as Assist. Prof. Dr. Başak Şit İmamoğlu[71] remembers that the huge gate of the faculty with iron bars closed around 2003-2005 which was continued to be open and used even after the formation of campus in 1995. However, academicians objected and complaint about this decision and the gate was reopened and used for a while again. But, in the end, last 7-8 years, the gate was close and out of use. Around same period of time, the inner canteen *Hukuk Fakültesi* was closed and transformed into a storage as both Assist. Prof. Dr. Başak Şit İmamoğlu and Dr. Erman Özgür[72] witnessed this process. This space called inner canteen was separated from the main canteen area with a wall with a wide opening on it. In this cancellation of the area, this opening was closed by constructing a wall and a different entrance was given to the space to be used as storage.

Around 2006-2008, there was another renovation process for the library. The dean of that time, Prof. Dr. Lale Sirmen, wanted to make life easier for the older academicians of the faculty who had difficulty in climbing the stairs of four-storey- block; and, an elevator system was constructed within the block. In addition to this significant intervention, the older wooden bookshelves were replaced by iron bookshelves which ended up with the loss of its historic atmosphere according to Assist. Prof. Dr. Başak Şit İmamoğlu. In time of Dr. Erman Özgür as a student in 2003-2008, Prof. Dr. Metin Feyzioğlu, the dean of that period, made another intervention to the library, around 2005 which made library more useful according to Özgür. Before, there were too old books on the upper floors and the study rooms located on the bottom floors were not used (Figure 131-132).

[71] An interview with Assist. Dr. Başak Şit İmamoğlu - a former graduate and academician of *Hukuk Fakültesi*-, June 2017.
[72] An interview with Dr. Erman Özgür - a former graduate of *Hukuk Fakültesi*-, June 2017.

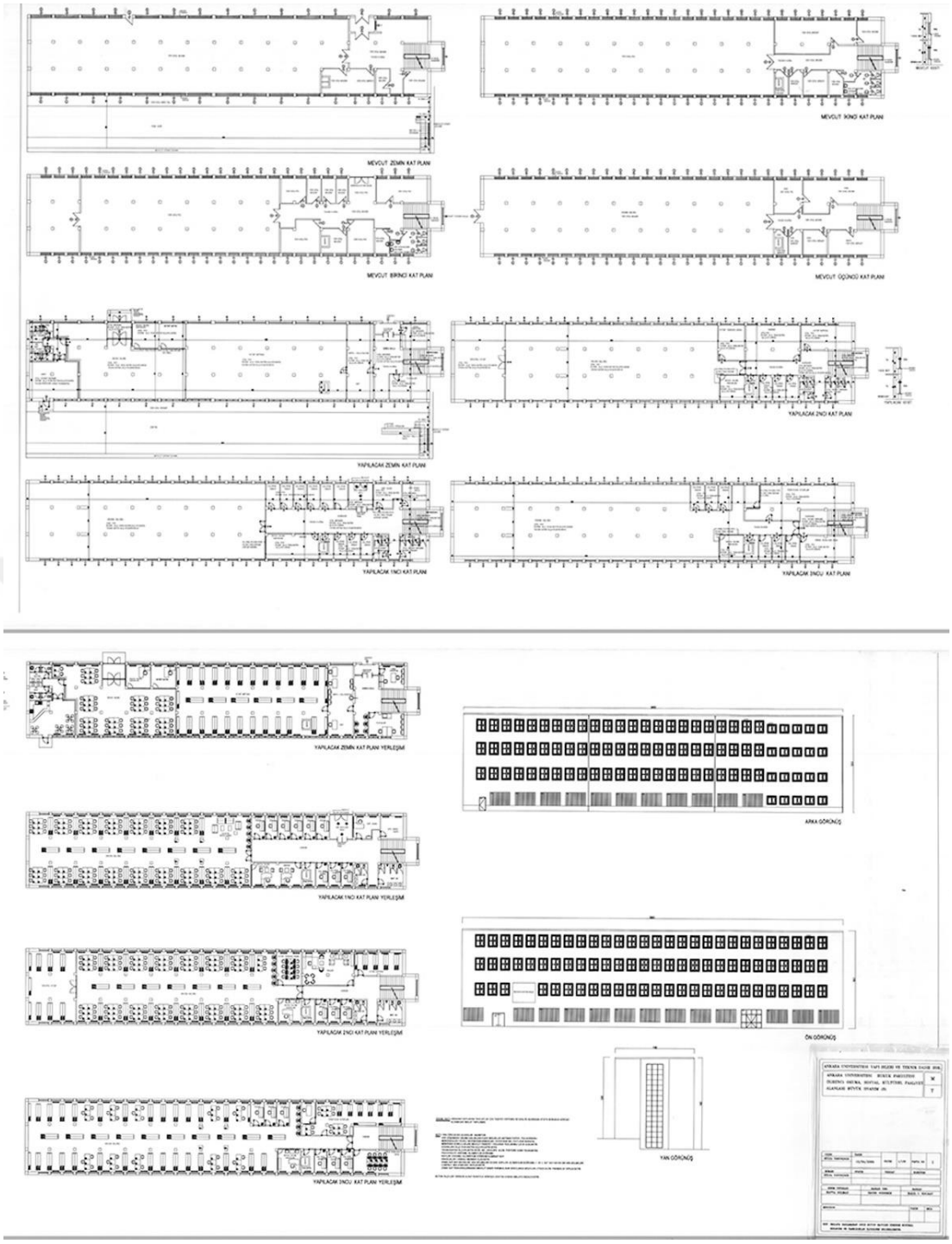


Figure 131. Rearrangement projects prepared for the library dated 2005 in the main building (archive of Ankara University Directorate of Construction and Technical Works)

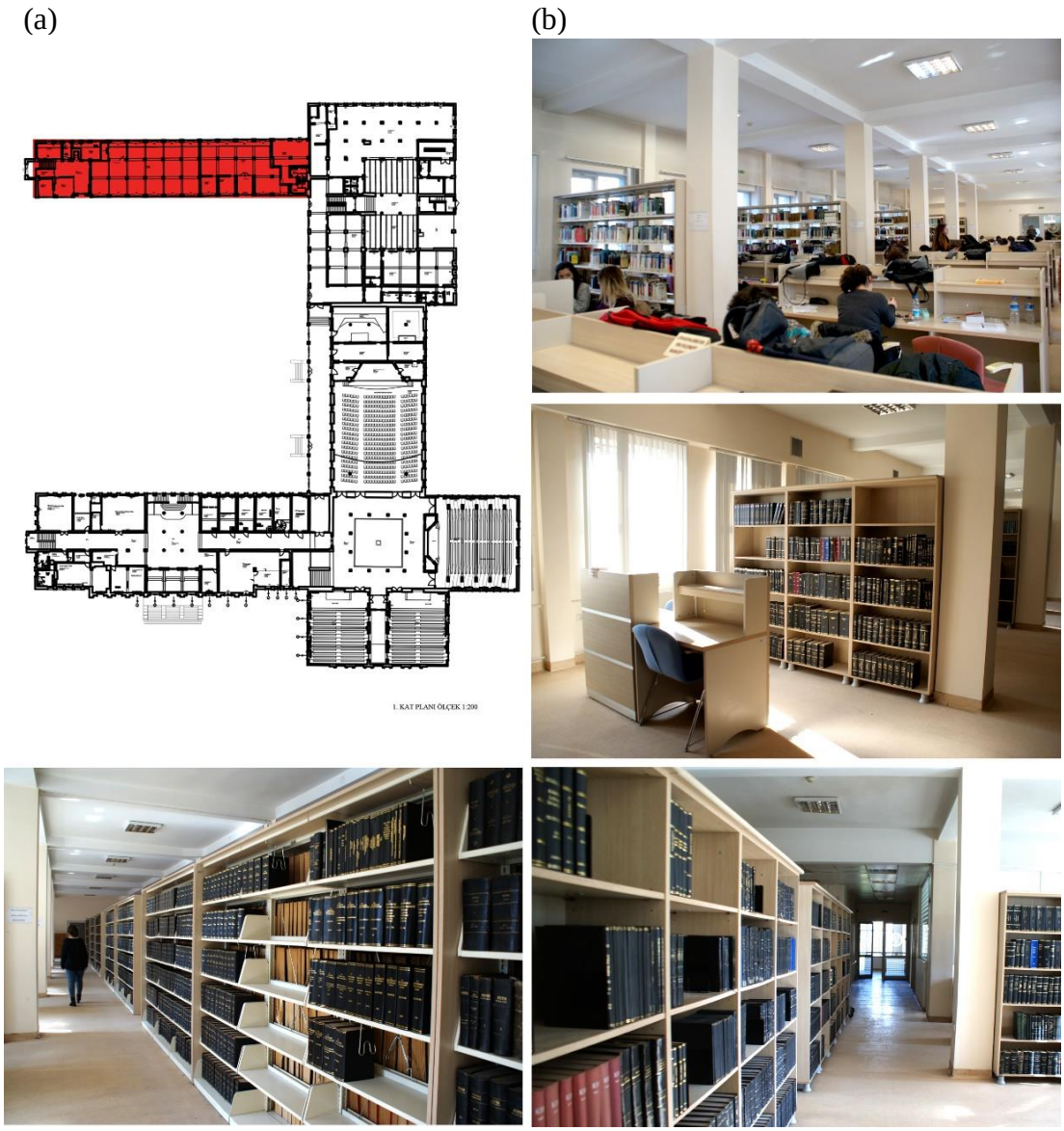


Figure 132. Location of the library in the main building (a) (archive of Ankara University Directorate of Construction and Technical Works) and views from the different floors of the library today (Azize Elif Yabacı, 2017)

Besides, Coffee Break (a coffeeshop) was opened in that period on the ground floor of the library block with a small open area[73] (Figure 133). In addition, again Prof. Dr. Metin Feyzioğlu, formed a music studio for students with instruments like piano, etc. in it. Last intervention that was realized in his period was the renovation of the canteen

[73] Prof. Dr. Figen Çok, from the Faculty of Educational Sciences, also remembers the opening of Cafe Break and evaluates this new place by saying that "With the opening of that cafe unapproachable *Hukuk Fakültesi* gave the impression that it opened the doors to the outside.".

again, covered with shiny ceramic tiles which was not pleased Dr. Erman Özgür at that time (Figure 134).

There is another major repair, and in fact a reformation of a space in the building implemented by Prof. Dr. Metin Feyzioğlu. The space designed as greenhouse in the inner courtyard of the Vocational School of Justice part of the building by the architect Engin Ünal, who was the architect of Faculty of Educational Sciences at the same time, in 1968 was rearranged as a restaurant serving for the academicians with the name Sera Cafe[74]. Prof. Dr. Figen Çok remembers that rearrangement and thinks that it was the most original innovation in the campus. In the beginning, the top of the restaurant was open but then make it available to be used in cold air also (Figure 135-136).

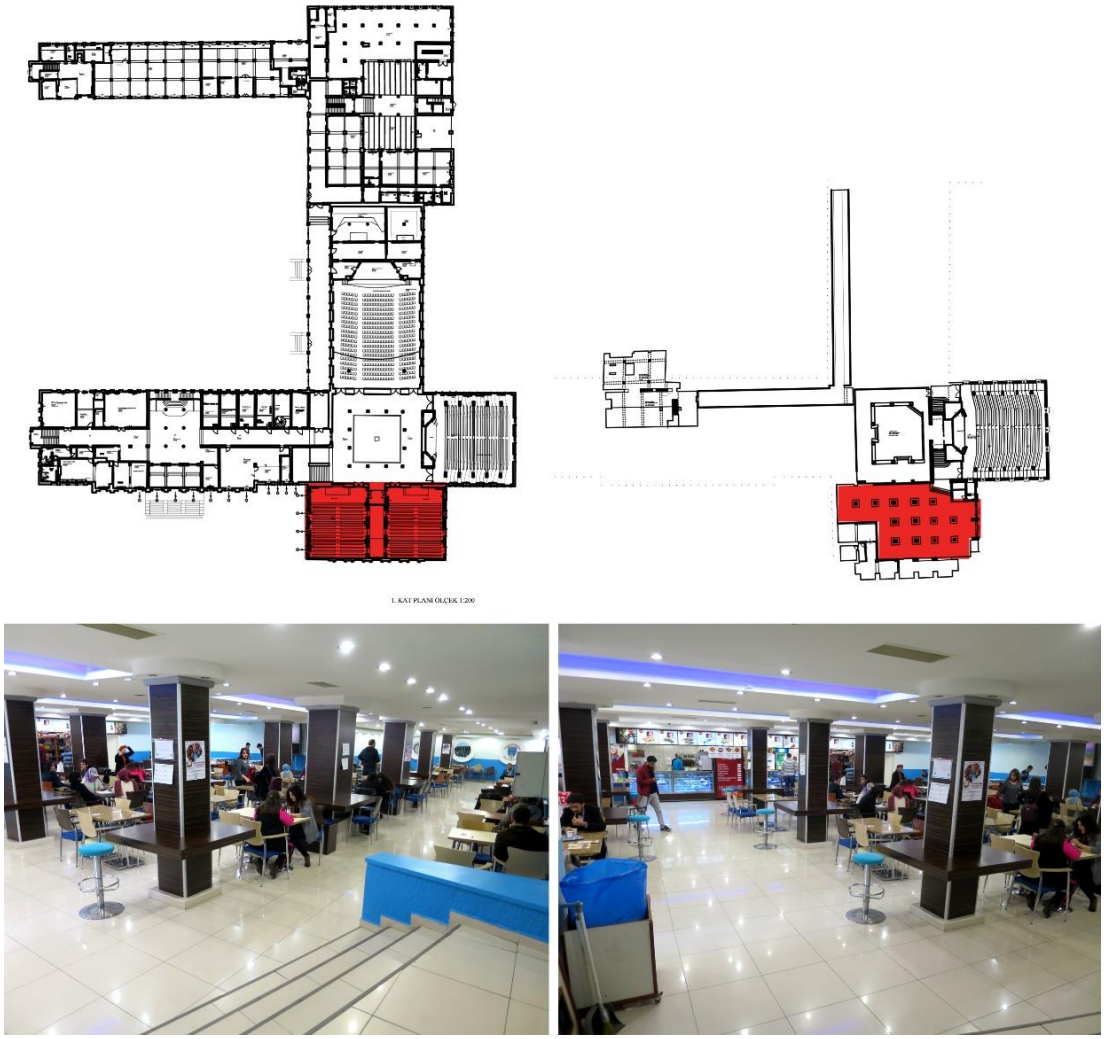
(a) (b)



Figure 133. Location of Coffee Break in the main building (a) (archive of Ankara University Directorate of Construction and Technical Works) and interior of Coffee Break with the additional temporary building of Coffee Break constructed on the south of the library block (b) (Azize Elif Yabacı, 2017)

[74] Although the exact time of this rearrangement was not known, Prof. Dr. Figen Çok mentions that it was after 2007 and it could be around 2008-2009.

(a) (b)



(c)

Figure 134. Location of the canteen in the main building shown in the general layout (a) and in basement floor plan (b) (archive of Ankara University Directorate of Construction and Technical Works) and canteen today (c) (Azize Elif Yabacı, 2017).

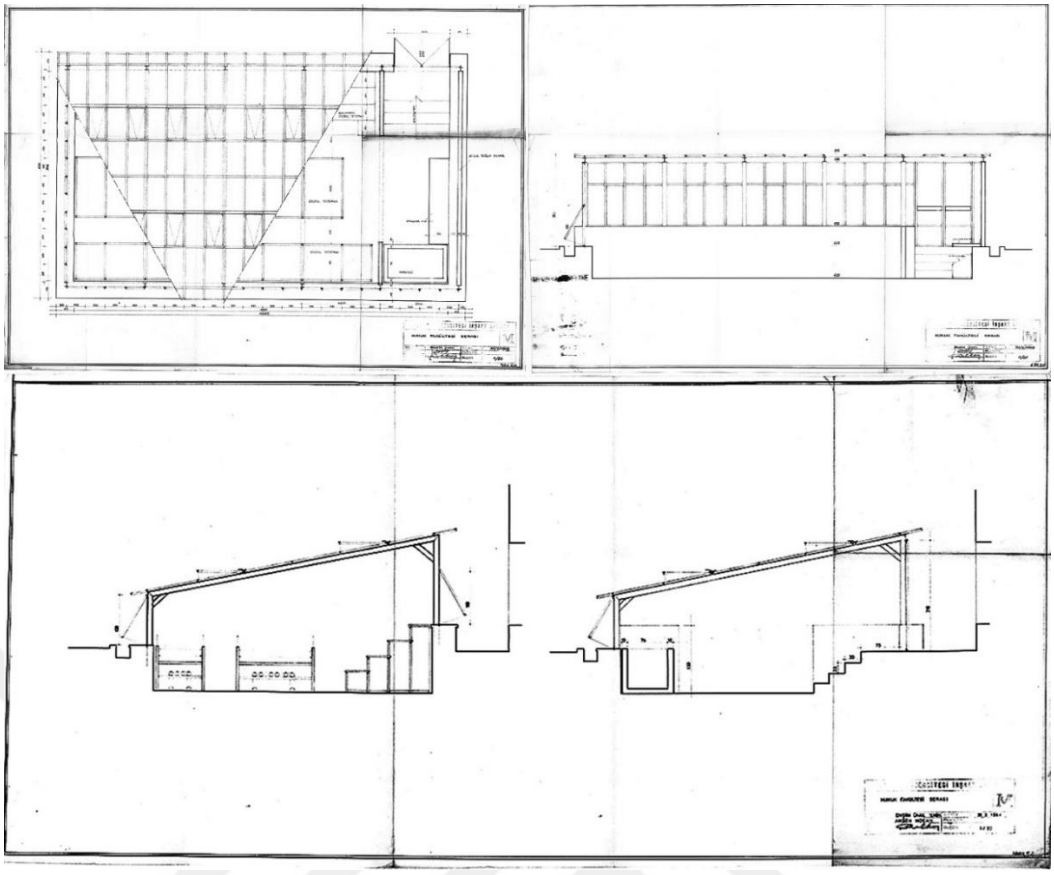


Figure 135. Project drawings showing the arrangement of the courtyard of the Vocational School of Justice as a greenhouse in 1968 (archive of Ankara University Directorate of Construction and Technical Works)

(a) (b)

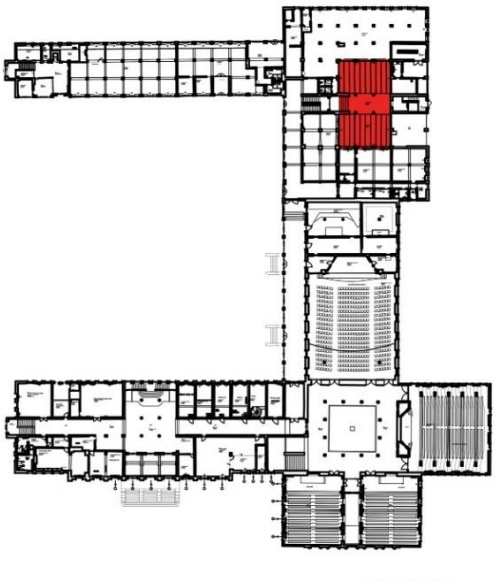




Figure 136. Location of Sera Cafe in the main building (a) Sera Cafe after the rearrangement of the courtyard (b) (archive of Ankara University Directorate of Construction and Technical Works)

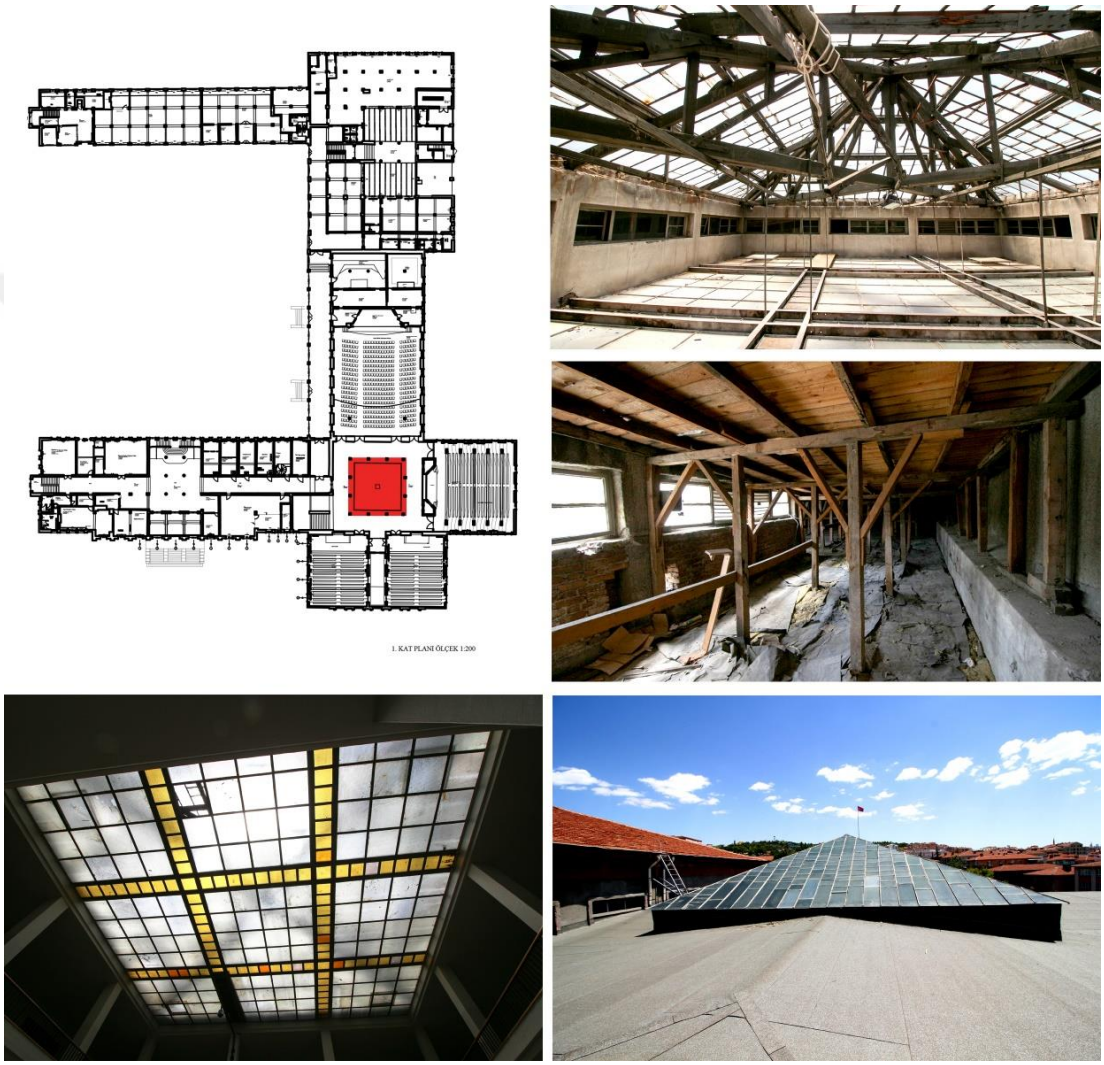
Lastly, in 2016, there was a project for the repair of the roof structures covering the inner courtyard in the main building and the Sera Café. In the scope of this project, the roof of the inner courtyard was gone through an extensive repair process while roof of Sera Café had minor changes. In the roof over the inner courtyard in the main building, the existing steel profiles were cleaned and painted, the glasses on the roof were replaced, the wooden carcass under the glass roof was reinforced, and the colored decorative glasses over the inner courtyard were renovated. In the roof of Sera Café, on the other hand, the broken glasses over the space were replaced (Figure 137).

In addition to all these changes, there are more changes, interventions, etc. Exact time of which is not known but had a place on the memories of the interviewers. It is interesting the learn from Prof. Dr. Erdal Onar that the student cafeteria today on the ground floor of the main building was a separate reading hall of the library. Before this re-functioning of the space, some exams were done in this hall. However, due to the high number of columns within the space which blocks the visual connection between the students and the examiners, this use of space become incompatible with the physical conditions of it; and it was repaired and began to be used as student cafeteria which is still in use today. In addition, Professor Onar remembers the transformation of a seminar room for 40 people to the offices of student affairs.

Assoc. Prof. Dr. Nurkut İnan, in addition, remembers that the space of student affairs today is not in original form because in the early times of his duty as research assistant around 1963, the first door on the left of the corridor was opening to a small place that was used as *Asistanlar Odası* (Room of Assistants). After a few years, around 1965-1966, the large room next to the *Profesörler Odası* was begun to be used as *Asistanlar Odası*; the office of secretary was moved to a space near the dean's office, and the space left from the transfer of *Asistanlar Odası* to its new place was functioned as student affairs which was still in the same point. Another change that has affect and created regret on the users the place from different generations is *Profesörler Odası*. Prof. Dr. Ali Bozer remembers the formation of the room in the time of Prof. Dr. Esat Arsebük, as mentioned above. He mentions his very deep sadness with the loss of the aesthetic quality – as he called – with the change of some furnishes or some minor

interventions. Assist. Prof. Dr. Başak Şit İmamoğlu also remembers this loss which means that this change must be realized after 2000s. She mentions the room as 'absolutely a room of professors' with its heavy – both literally and metaphorically – furniture in it.[75] However, with the loss of these original furniture, the atmosphere of the rooms was also damaged (Figure 138).

(a) (b)



(c) (d)

Figure 137. Location of inner courtyard in the main building (a), views from the roof before the repair (b) and views from inside (c) and outside (d) of the roof after the repair (archive of Ankara University Directorate of Construction and Technical Works)

[75] Assist. Prof. Dr. Başak Şit İmamoğlu makes a joke about the heaviness of the furniture and says that "When you walked in, you would look at the furniture and stand in homage for a while."

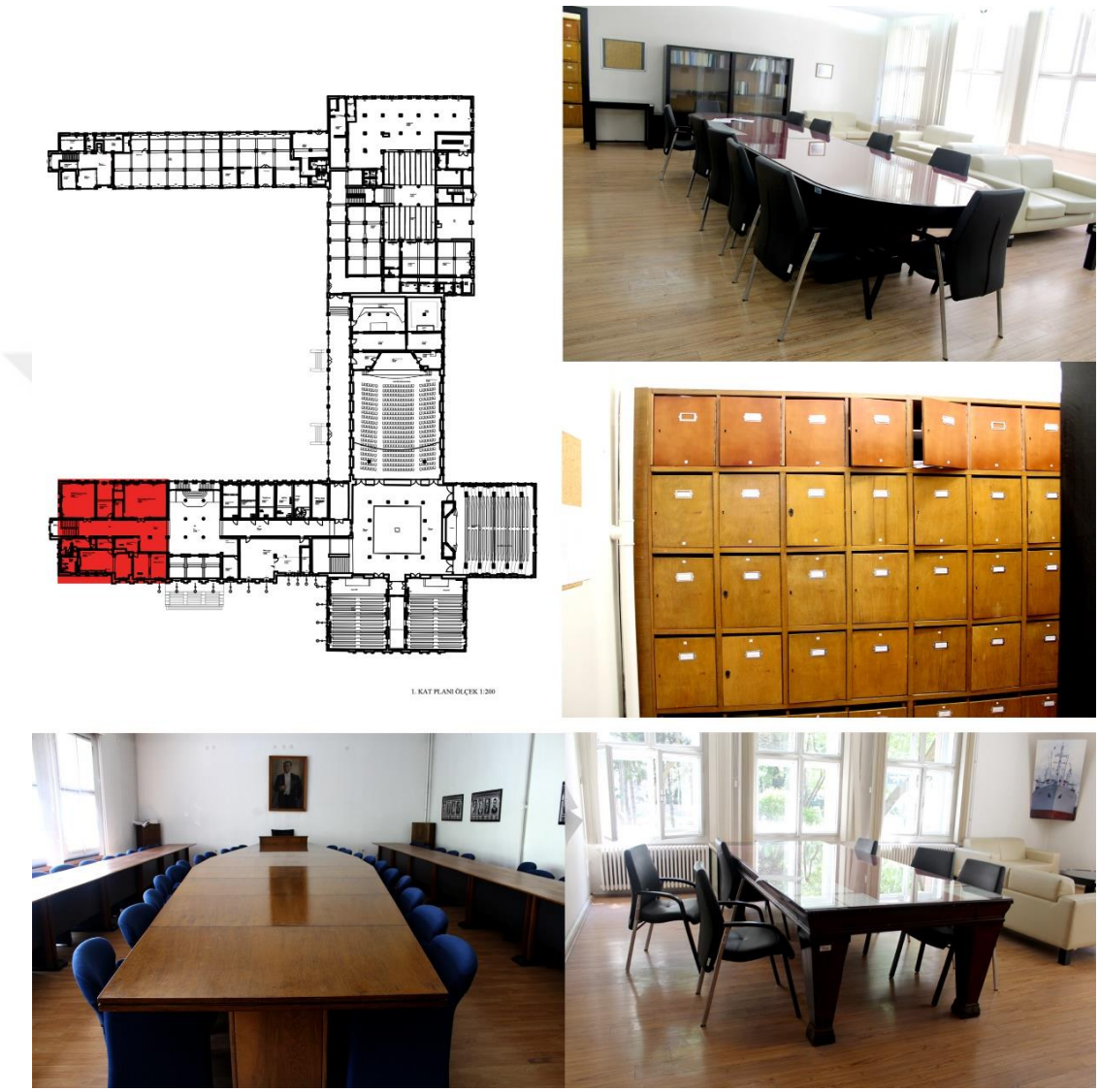
Prof. Dr. Erdal Onar mentions the conference hall in the main building as a very nice place which keeps its originality. But when talk to a new graduate or when visit the building, it is seen that the conference hall was renewed, and it is understood that this could be happened after Professor Onar get retired in 2010. On the other hand, Dr. Erman Özgür, who was student in *Hukuk Fakültesi* between 2003-2008, remembers this renewal process. This created a confusion about the time of renewal in the conference hall. In any way, in this process of renewal, the sitting units were replaced mainly; apart from them, the stage the floor coverings, etc. remains same. Prof. Dr. Erdal Onar, indeed, mentions about the badly condition of the seating units in the hall. He states that the conference was misused at a time. The seating units were wear off quite a bit; some were broken due to the heavily use. So, in the end, they were replaced with the new ones (Figure 139). Assoc. Prof. Dr. Nurkut İnan remembers the use of the conference hall as classroom in a time when the faculty encountered with the need for extra space for lectures.[76] Other than these, Professor İnan also mention that as a result of increasing number of academicians, some of the original, large offices of academicians were divided into smaller offices. Lastly, Prof. Dr. Erdal Onar mentions the renewal of the dean's office by a dean of a closer time. With this intervention, the office got an ultra-modern look which Professor Onar finds it incompatible with the historic atmosphere of the faculty building.

It must be stated that the users and administrators of *Hukuk Fakültesi* are very conscious about their buildings and try to conserve its characteristic, and spatial and material qualities as best as they can. Obviously, there has been major and minor changes and interventions in time due to the increasing population and changing needs. However, it is possible to observe original spaces, materials, furniture in the building in many parts. The conserved state of the building became really impressive when compared with *Mülkiye* building located on the next parcel. Today, the same consciousness still continues and every intervention to be done is questioned by the

[76] Assoc. Prof. Dr. Nurkut İnan established a cinema club in the faculty with the request of the dean of that time. He was renting film from a shop in *Zafer Çarşısı* in Sıhhiye and playing these movies in the conference hall. Sometimes there was theatre performances also. Indeed, he called the space 'theatre hall'.

academicians of the faculty which helps to keep the original qualities and the atmosphere of the building in a determined level (Figure 140).

(a) (b)



(c) (d)

Figure 138. Location the part including *Profesörler Odası Asistanlar Odası* and meeting hall in the main building (a) (archive of Ankara University Directorate of Construction and Technical Works), *Profesörler Odası* and the original mail boxes in the room (b), meeting hall (c) and *Asistanlar Odası* (d) (Azize Elif Yabacı, 2017)

(a) (b)

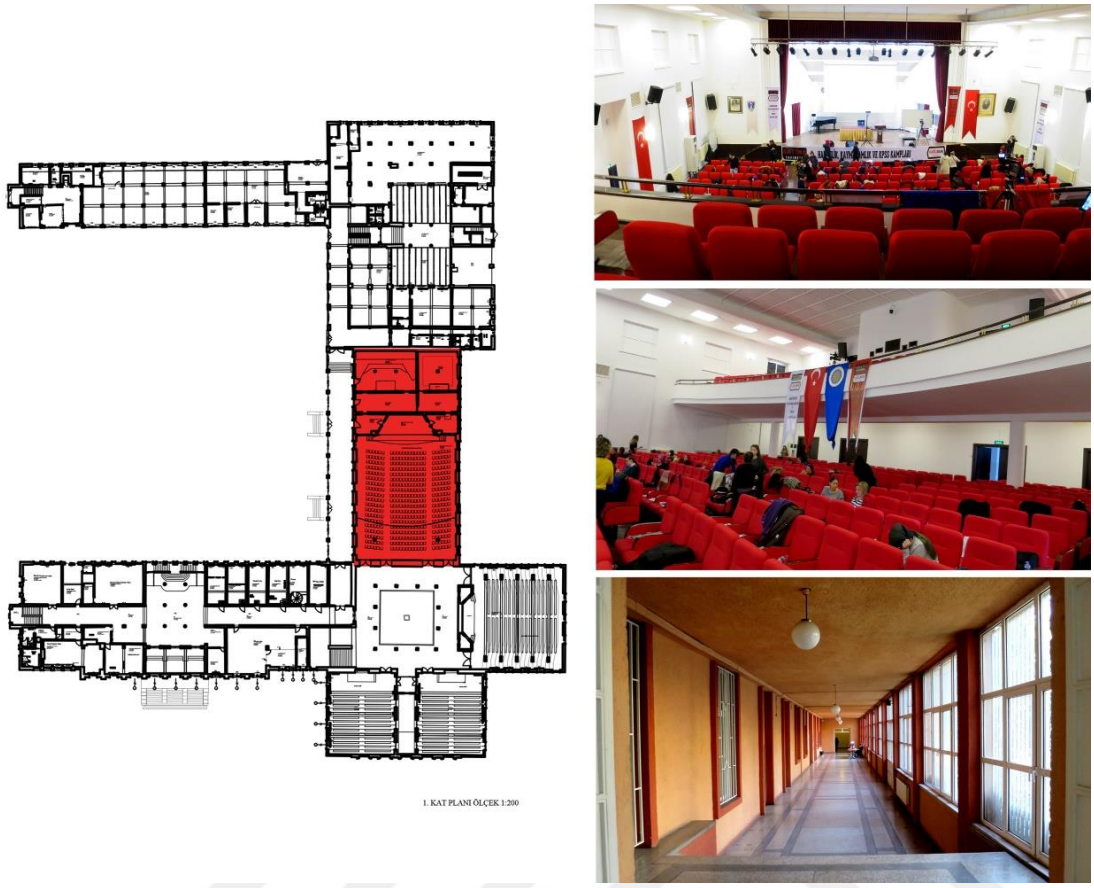


Figure 139. Location the conference hall in the main building (a) (archive of Ankara University Directorate of Construction and Technical Works) and Conference hall and the corridor near the hall today (b) (Azize Elif Yabacı, 2017)

3.2.2. *Anfiler* (D Block)

The construction of *Hukuk Fakültesi* building was started in 1936 and although not finished completely the school moved to the new building 1941 and started to be used by the students. When the construction was completed in 1949, *Hukuk Fakültesi* become sufficient to house all the spaces designed for accommodation, both for students and managers, catering, social facilities besides educational spaces. Hence, dormitory, library, dining hall, lodgings, etc. were thought to be located within the boundaries of a single building. Nevertheless, related with the increase in the population of the school and newly-established departments or institutes in time, construction of additional buildings became a must for the faculty.

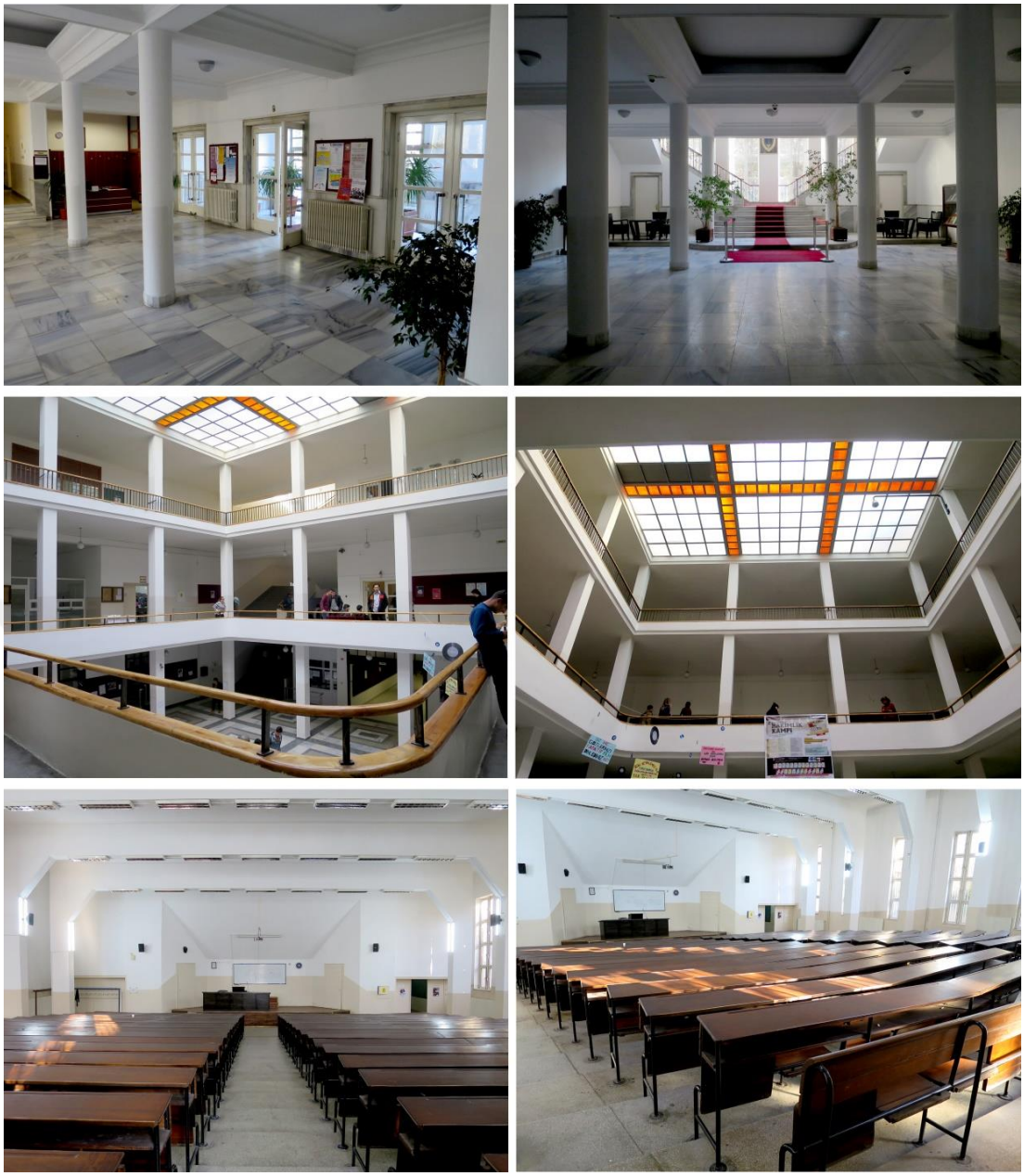


Figure 140. Views from the spaces in the main building that keeps their originality (Azize Elif Yabacı, 2017)

Anfiler building was designed by the Construction Office of Ankara University in 1971. The names written on the project tag were Berrak Seren as designer of the building and Kadri Atabaş as the person who drew the project. In the aerial photo dated 1972, it is seen that the building was still in construction. In the interview with Prof. Dr. Erdal Onar, he mentioned that the finish construction of *Anfiler* building was finished in 1975 and began to be used in 1976; in the aerial photo dated 1976 also the building was seemed to be finished. In this point, it must be stated that, this building

was thought to serve for the three faculties – *Mülkiye, Hukuk Fakültesi* and Faculty of Educational Sciences- in the Campus at first. However, after the construction and still today, the building has been used only by *Hukuk Fakültesi*. (Ünal, 1979: 43).

Anfiler building, located on the south of *Hukuk Fakültesi* with a distance within the same parcel, is composed of two masses: one is a two-storey block with two projected blocks located around a square gallery with 90^{o} angle and a three-storey- one is basement- linear block connected from the gallery to the other part of the building. On the intersections points – or it can be explained as the corners of the gallery in the center - and at the end of the linear block, circulation and WCs are located on different sides of the axis; on the north, there are three circulation cores and on the south, there are three WCs. Similar to the approach on the blocks of amphies, the circulation cores and the WCs on the corners of the gallery space are designed as projected blocks as well. As the building is in the form of combination of two masses with different geometric forms, these two masses were differentiated in functional terms also. When the blocks around the square gallery included two amphies for each block in both two storeys, the linear block includes offices of academicians and meeting hall in upper two storeys and archive and storage on the basement floor (Figure 141-142).

Besides having different forms, the amphi block and the office block have different floor heights related with the functions they embody; the floor height of the amphi block is higher than the office block. But still the floors were connected to each other. To achieve this continuity of circulation, different solutions in different floors are seen. On the ground floor, there is a four-stepped transition from gallery to the office corridor which brings the first floor of the blocks on the same level. On the first floor, however, because of lower floor height of the office block, the roof level of the office block is lower than the amphi block. Besides the masses of circulation cores and the WCs are also ended up in a different roof level which makes the *Anfile*r building have a flat roof with different levels. However, there is a dome over the gallery in the center of the amphi block under the flat roof (Figure 143).

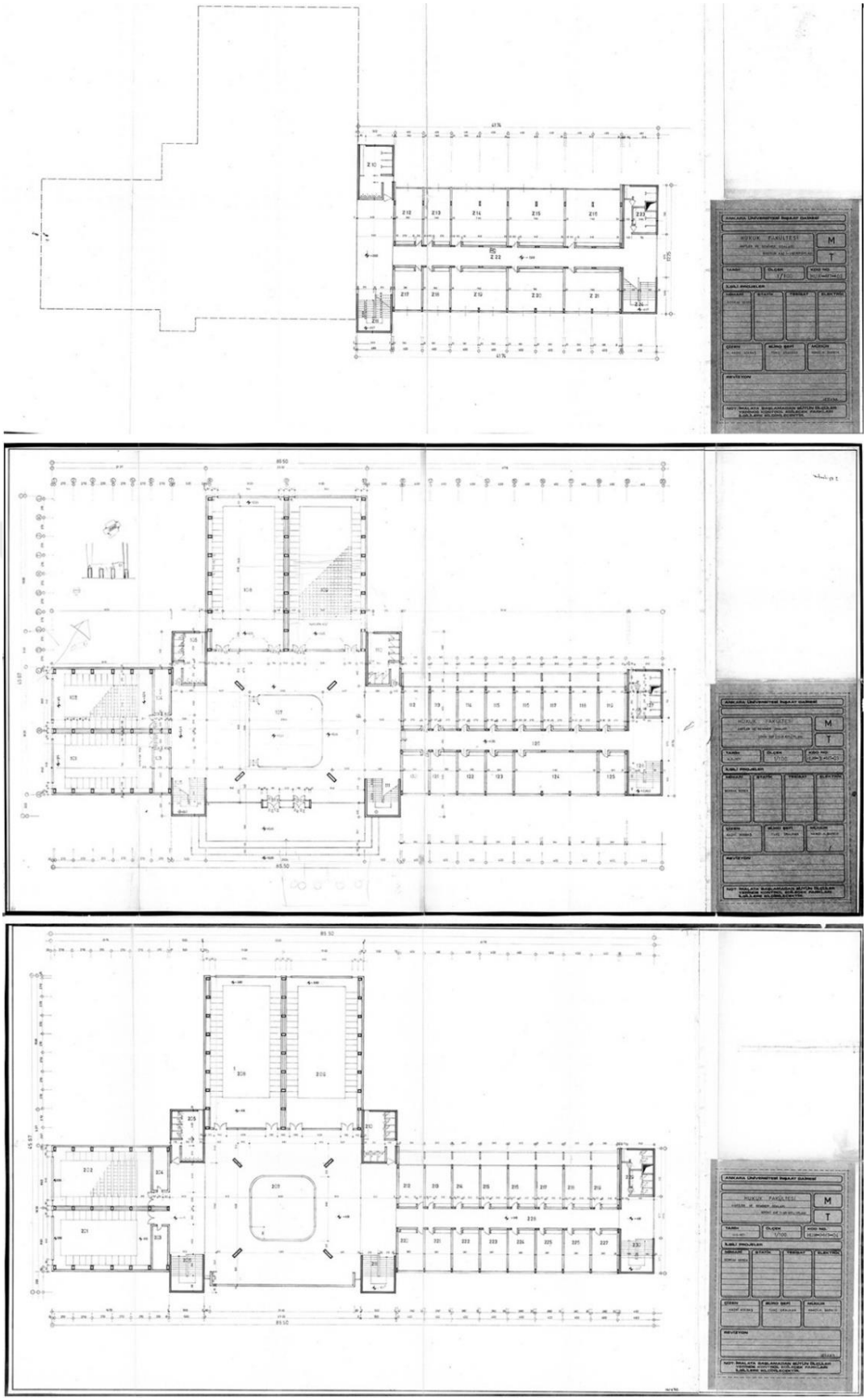


Figure 141. Original basement, ground and first floor plans of the *Anfiler* (archive of Ankara University Directorate of Construction and Technical Works)



Figure 142. Interior of the *Anfiler* building showing the gallery, classrooms, offices corridor and the meeting room (Azize Elif Yabacı, 2017)

The two masses with different functions and geometries have also different façade designs. While the massive amphi block have a more introverted approach the linear block has a more transparent and linear façade design (Figure 144).

The six-stepped entrance of the building is from the north façade of the block with amphies to the gallery in the center. Except this entrance, this block has a solid façade.

On other façades of the projected amphi blocks, there are two different designs. One is with narrow vertical band-like windows in changing but always in few numbers which strengthen the massive appearance of this block. In the other one, there are wide and floor height windows which are located as getting higher with a rhythmic order. This rhythmic order follows the sloped ground surrounding the building while also reflecting the stepped organization of the amphies in the interior. With the need of preventing the direct sunlight in this façade design, there are concrete vertical linear sunshades which gives the impression of verticality to the façade (Figure 145).

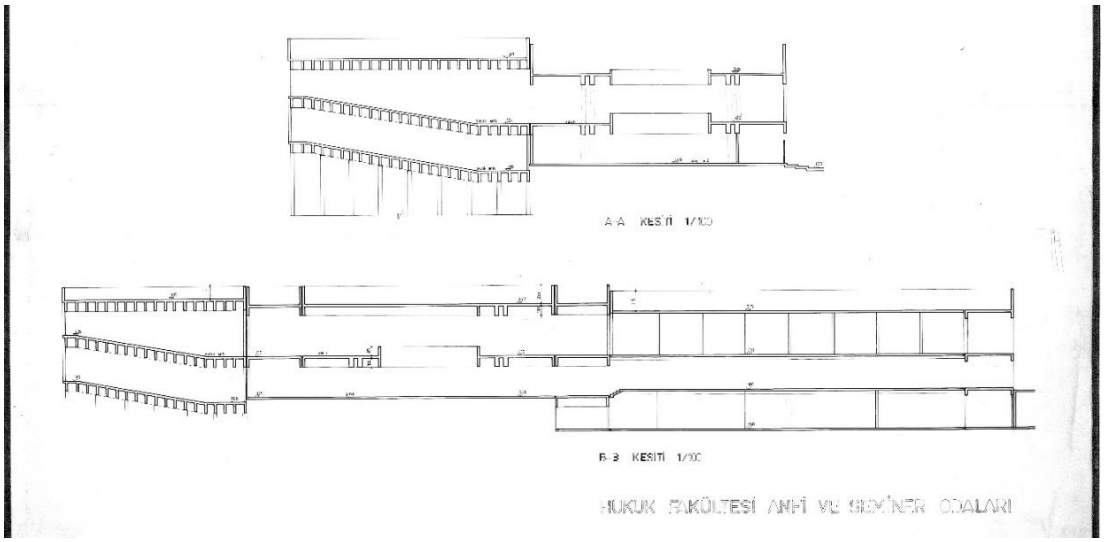


Figure 143. Original section drawings of the *Anfiler* (archive of Ankara University Directorate of Construction and Technical Works)

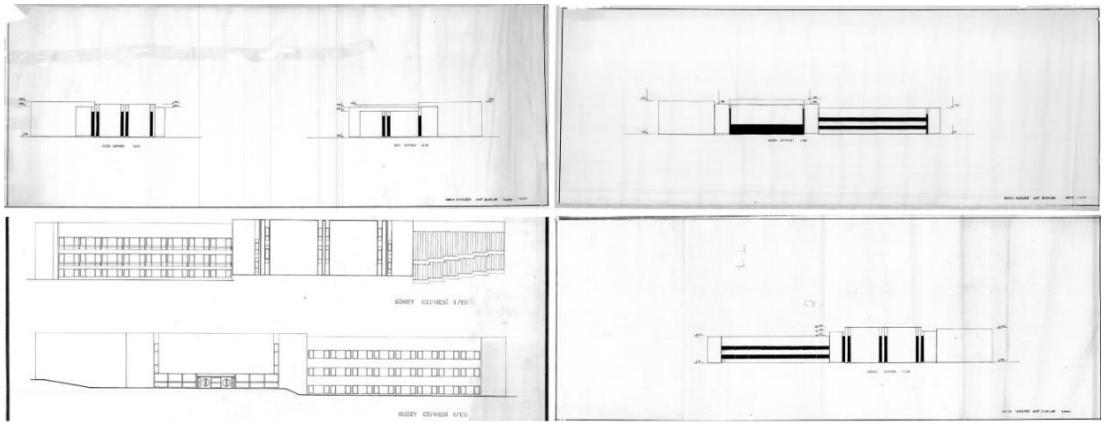


Figure 144. Original façade drawings of the *Anfiler* (archive of Ankara University Directorate of Construction and Technical Works)

(a) (b)



Figure 145. Photo showing the massive look and the entrance of the building (a) and the two-different façade design of amphi block of Anfiler building (b) (Azize Elif Yabacı, 2016)

Related with the different width of the blocks, the linear office block stands a step behind the amphi block both on the north and the south which gives the impression of a dynamic façade. Due to the office spaces, it embodies, the linear office block has horizontal band-like windows divided with structural elements which emphasizes the linearity of the mass. This linearity is achieved by the balconies continues through the whole façade in ground and first floor on the south façade. On the basement floor, on the other hand, the same window arrangement with the north façade is seen (Figure 146).

It is very remarkable that the building has almost kept its originality both in spatial and material terms. The first floor of the building is totally original, while there is a small intervention in the office block on the ground floor. The meeting room was divided into two spaces with 1/3 and 2/3 proportions and the smaller space was functioned as office. On the other hand, the first office on the south of the corridor serves as tea room. Additionally, on the basement floor, a canteen was formed with minor interventions.

(a)



(b)



Figure 146. Photo of north façade (a) of the linear block with horizontal windows and south façade of the linear block (b) with balconies and horizontal windows (Azize Elif Yabacı, 2016)

3.2.3. Research Institute of Banking and Commercial Law

The construction of *Hukuk Fakültesi* building was started in 1936 and although not finished completely the school moved to the new building 1941 and started to be used by the students. When the construction was completed in 1949, *Hukuk Fakültesi* become sufficient to house all the spaces designed for accommodation, both for students and managers, catering, social facilities besides educational spaces. Hence, dormitory, library, dining hall, lodgings, etc. were thought to be located within the boundaries of a single building. Nevertheless, related with the increase in the population of the school and newly-established departments or institutes in time, construction of additional buildings became a must for the faculty.

The building of Research Institute of Banking and Commercial Law was the first of the additional buildings of *Hukuk Fakültesi* and has an interesting construction history. With the increase in the population of the Faculty and establishment of new branches, the need for an additional building was appeared. However, Prof. Dr. A. Hicri Fişek, the Dean of *Hukuk Fakültesi* between 1962-1964, could not find the allowance for a new building. Then, his close friend Prof. Dr. İhsan Doğramacı – the rector of Ankara University at that time- offered him the project of an additional hospital building he had prepared for the Medical Faculty (Prof. Dr. Erdal Onar- Interview, March 2016). The project was prepared by Melih Uğurlu working in Architectural Project Office of Faculty of Medicine and Health Sciences in that period; and the year of the project is seen as 1964 in the original drawings. It is certain that after the decision of constructing this building as the additional building for *Hukuk Fakültesi* there had been some changes in the project to adopt the building to its current location and relation with the main building. Prof. Dr. Erdal Onar stated 1966-67 as the period that the building was started to be used; and in the aerial photo dated 1966, the building was seen as completed (Figure 147).



Figure 147. Aerial photo focused on the Campus dated 1966 and building of Research Institute of Banking and Commercial Law can be seen as completed (archive of General Command of Mapping)

The building of Research Institute of Banking and Commercial Law is located on the east side of the courtyard between the two parallel blocks of *Hukuk Fakültesi* and connected to the main building with bridges in first and second floor. In addition, the building is also connected to the new building of Research Institute of Banking and Commercial Law, located on the space between the former building of the institute and south wing of the main building, with a bridge on the first floor which is a later intervention with the construction of the new building.

In original project of the building of Research Institute of Banking and Commercial Law, upper floors were arranged for staff while ground and basement floors were reserved for administrative and service spaces. On the ground floor, there were mostly administrative spaces besides a large classroom and some service spaces like copy room etc. Besides, two entrances of the building were also located on this floor. The

main entrance was from the inner courtyard on the west of the building with eleven stairs; and the other was located at the north end of the corridor below the bridges connecting to the main building. On the basement floor, on the other hand, there were archive and storages of student affairs, stationary, book storage in addition to the two dorm rooms for twenty persons in total with showers, dressing rooms, etc.

On the upper floors, there were the offices of faculty staff and wet spaces besides the wide spaces at the south corner of the building repeating on each floor. This space was functioned as archive on the basement floor, as classroom on the ground floor, as meeting hall on the first and third floor and as projection room on the second floor. On the fourth floor, on the other hand, this space was divided and four offices on two sides of the corridor extended to the end. The interesting information about these spaces is that in original project of the building, designed as the additional building of a hospital, these wide spaces were thought to be laboratories Faculty (Prof. Dr. Erdal Onar-Interview, March 2016). Then, after the project given to *Hukuk Fakültesi*, these spaces were utilized as spaces for gathering facilities (Figure 148-149-150).

Although being connected to each other bridges the building of Research Institute of Banking and Commercial Law and the main building have different floor heights; the additional building has 3.10m floor height while the main building has 4.10 m floor height. Related with being prepared for another function for another location, it was not possible that the additional building was designed regarding the main building. For this reason, there is an articulation in the two-storey-bridge connecting two buildings. The building of Research Institute of Banking and Commercial Law was constructed in the way that the first floor of the building is on the same level with the main building which enabled to build the bridge as the continuation of the corridor. However, because of this articulation, the ground floor of the additional building was needed to be elevated and after the entrance to the building under the bridge there is a four-step-stair to reach the floor. Again, due to the height difference, second floor of the main building is on a higher level from the additional building. This situation was resulted

with an inclined bridge on the second floor getting higher while reaching the main building.[77]

On the façades of the building, the area of the windows is articulated like they were carved out and which gives three-dimensional effect to the façades. The carved-out area is divided into units by columns and each of unit is composed of a unit of window and a unit of wall following each other two times. Furthermore, there is horizontal reinforced concrete sun breakers continuing above the columns on the façades. The eastern and western façades have almost the similar design. On the east façade, the whole façade was composed of above-mentioned units except and area of blank wall covering first four floors with two window-unit width which is repeated on the west façade also. On the west façade, besides, the wet spaces and stairs with halls above the entrance has different approaches on façade in addition to the window units on offices part. The wet spaces have band-like horizontal window above eye level and stairs and halls have floor-height windows with vertical sun breakers. The large blank wall on the façade common for these two façades belong to the wide spaces at the end of the corridors. The northern façade has two-floor bridges on two floors and windows following the trace of the bridge at the center of the façade and blank walls on two sides. The southern façade, on the other hand, is covered with window units described above on the whole façade (Figure 151-152).

[77] The height differences can be seen in the section drawings in Figure 208.

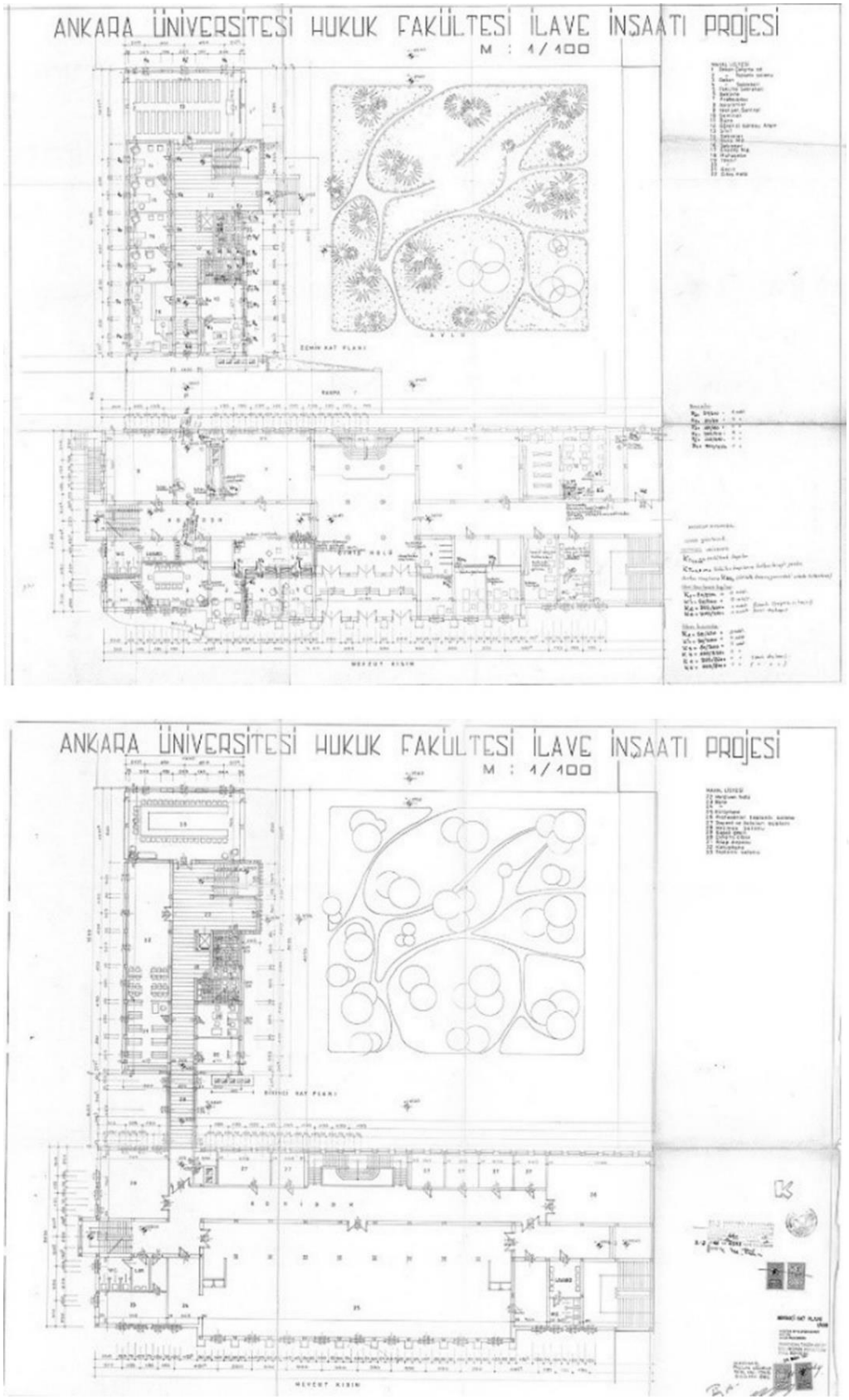


Figure 148. Original ground and first floor plans of the building of Research Institute of Banking and Commercial Law (archive of Ankara University Directorate of Construction and Technical Works)

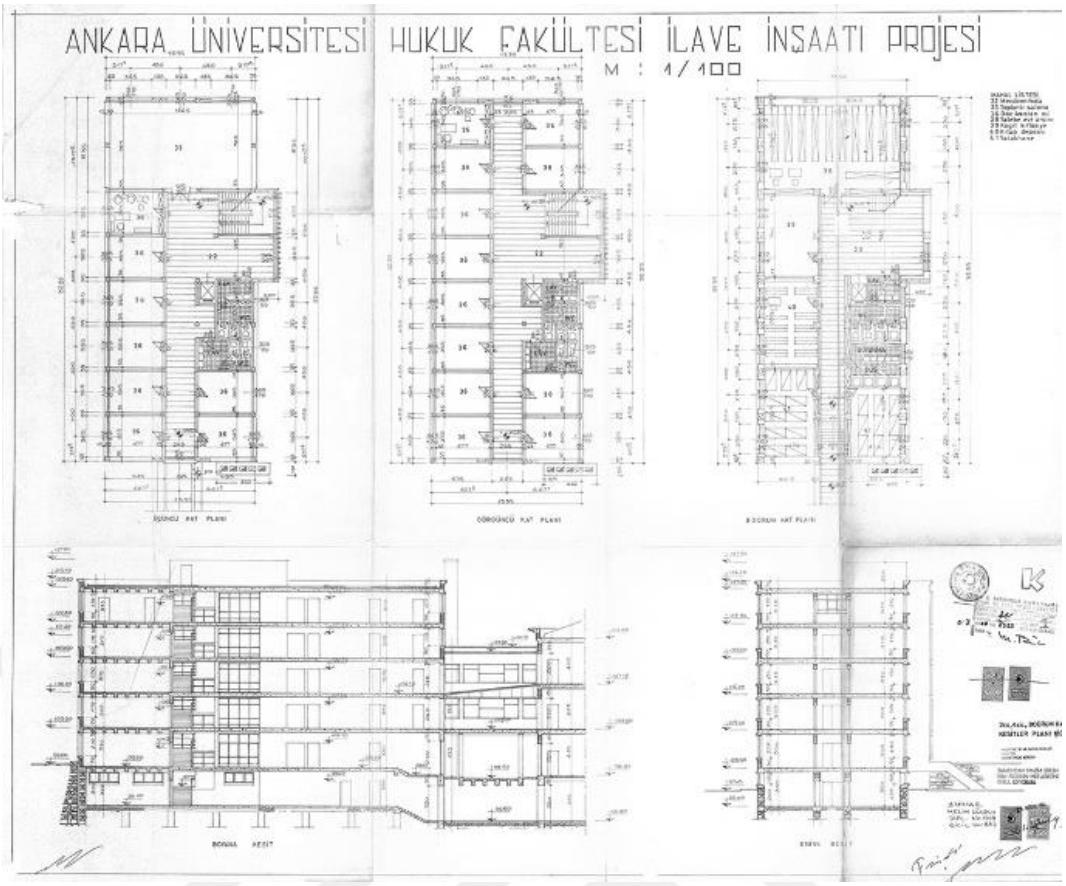


Figure 149. Other original floor plans and the sections of the building of Research Institute of Banking and Commercial Law (archive of Ankara University Directorate of Construction and Technical Works)



Figure 150. Views from interior of the building of Research Institute of Banking and Commercial Law (Azize Elif Yabacı, 2017)

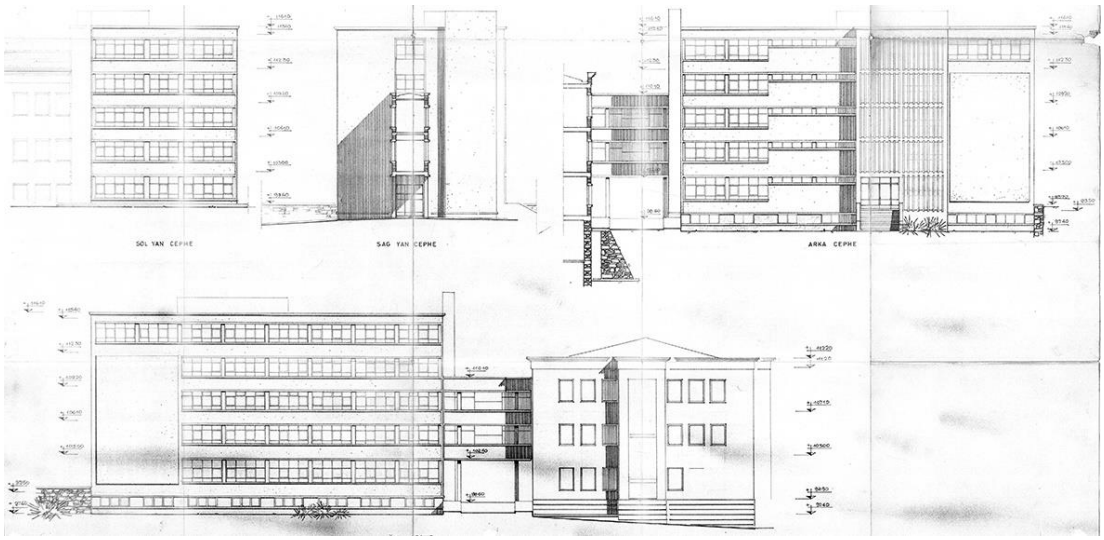


Figure 151. Original façade drawings of the the building of Research Institute of Banking and Commercial Law (archive of Ankara University Directorate of Construction and Technical Works)

(a)



(b)



Figure 152. Photo of façades of the building of Research Institute of Banking and Commercial Law looking inner courtyard ang the connecting bridges (a) (Azize Elif Yabacı, 2017) and the eastern façade with its relationship with the main building (archive of Ankara University Directorate of Construction and Technical Works)

Additions / Changes / Reorganizations in the Buildings

The first building of the Research Institute of Banking and Commercial Law has been through some changes in time which were mainly minor spatial changes and re-functioning and/or renewal of architectural elements and materials. The information about these changes could be obtained by comparing the original project drawings and the measured drawings of the building dated 2016, besides checking the current situation by visiting the faculty which means that there is no information about most of the changes. Because of that, instead of following the changes according to the time they happened, for this building, the changes will be followed floor by floor.

In general, it is seen that most of the floors with offices of academicians keep their original form, the wide spaces at the south end of the corridors were refunctioned by keeping the original size mostly, the common spaces located on the ground floor and first floor are mostly divided and/or refunctioned, and the WCs were rearranged in each floor and in the scope of it, one of the WCs was cancelled and the space was transformed into an office except the basement floor.

To begin with the ground floor, the wide space designed as classroom at the south end of the corridor was refunctioned as the office of room of research assistants. The WCs were rearranged and in the scope of it, one of the toilets was used and arranged to house both of the toilets – male and female – and both of their entrances was taken to the southern wall facing the vestibule of the stairs. With this change of the entrance the niche space formed behind the elevator could be closed and functioned as either kitchen or as room for floor attendant. In addition, the cancelled toilet was transformed into an office by giving an entrance from the corridor. This extended arrangement in and around the WC repeats in each floor. In addition, by keeping the original sizes same, all the spaces were refunctioned. The offices of the institute manager and the secretary and the course manager and secretary on the east of the corridor are offices of academicians today. Furthermore, the spaces on the west like the accounting unit was refunctioned as in-home justice student counseling unit, one of the spaces of

duplicator room was refunctioned as support unit for sexual harassment and sexual assault and the other one was refunctioned as office of academician.

The second floor witnessed one major change with the construction of the new building of the Institute in 2002; and, the wide space designed as meeting room was divided with the extension of the corridor in the center to the new building as a bridge to connect these two buildings. The two spaces that formed with the division were functioned as a seminar room on the east and as a library on the west. The original library on the east of the corridor was also divided into three spaces – two small and one large space – which are two offices of academicians and one is office of personal affairs. This change also could be the result of the construction of the new building since there is a large library in that building. Further, the book storage next to the library was also refunctioned and the space serves as accounting chief's office.

Upper three floors – second, third and fourth floors – do not have that much refunctioning interventions which could be related with that there are offices of the academicians over all. The small changes can be listed as the wide projection room at the south end is a classroom today; other than that, the offices of academicians keep their original form. The only difference is that in the original project the offices were specialized as office for associate professors, office for research assistants, etc. Naturally, these decisions could not be kept as same in time and today they are not valid. This situation is valid for the offices in other two floors also. On the third floor, the wide meeting hall at the south end is a classroom, again, today. The fourth floor do not have any other change besides the change of the owners of the offices.

Lastly, the basement floor has gone through some spatial changes due to the cancelation of some functions. The stationery serves as archive, the book storage was divided into two spaces one of which serves as archive again and the other as changing room for security staff and, the dormitory room was also divided into two spaces while one serves as room for cleaning staff and the other serves as the storage. It is interesting that the WC keeps its original spatial form in this floor with minor changes, but the

interior was rearranged. The spaces involving showers and changing rooms was totally changed and four small spaces was formed. Lastly, the dormitory on this west side of the corridor was refunctioned and serves as printing press today.

It must be stated that, as seen, the building mostly keeps its original spaces in terms of size and form in the upper floors; and, there are divisions and refunctions on the basement, ground and first floor which houses common spaces mostly. However, due to the fact that the changes in the spaces – divisions, etc.- were mostly following the structural system or were in the spaces looking the corridor, the façades of the building almost keep their original design in an extensive manner and did not have any change other that the replacement of some of the original windows with PVC ones.

3.2.4. Research Institute of Banking and Commercial Law (new)

The new building of the Research Institute of Banking and Commercial Law was the last additional building constructed due to the increase in the need of spaces in *Hukuk Fakültesi*, especially the institute. The building was constructed in 2012 as mentioned by Prof. Dr. Erdal Onar and Assist. Prof. Dr. Başak Şit İmamoğlu which can be observed from the aerial photos also. The original project drawings could not be found in the archive of Ankara University Directorate of Construction and Technical Works and they were also lack in the archive of the Institute. So, because of that the architect (or architects) of the building could not be known. However, as professor Şit learned from an officer of the Institute and conveyed that Bahar Zarakoğlu Saygar, architect from Turkish Isbank (*Türkiye İş Bankası*) Construction and Real Estate Directorate Ankara Unit made some changes in the project. The building was located between the library block of the main building and the older building of the Institute; and the building was connected to these buildings with corridors on the second floor.

The five-storey building with a basement floor was constructed with concrete frame structural system and it can be observed that the structural system was an important input in the forms and sizes of the spaces. Besides, a floor layout was applied to all the

floors with minor changes, which will be explained below, except the ground floor. In fact, its layout also formed with a small change due to being under the ground level. The main entrance of the building was on the ground floor of the building and from the main road in the campus to the eastern façade looking the Faculty of Communication building. On the continuation of the entrance, there is a wide corridor which is surrounded with spaces on other three sides; this U-shaped layout of spaces with a corridor in the middle is a continuous layout applied to the upper floors also. The spaces on the both sides of the corridor are mainly smaller spaces and the spaces at the end of the corridor are wider spaces and mainly house common functions. The stairs were located in between the spaces on the northern wing of the corridor and the elevator was located on the other side of the corridor, just across the stairs. In addition, the WCS and the kitchen is located near the elevator and in the end, a service core was composed on two sides of the corridor which repeats in each floor.

On the ground floor, there are service and common spaces mainly. On the south wing, archive and distributing center are located while there is bookshop, office of a research assistant, publishing unit and a room for education seminars on the north wing. At the end of the corridor, west edge of the building, there is a meeting room and an office of a professor. On the first floor, on the other hand, is totally in use of academicians. There are offices of academicians on both sides of the corridor and here are two seminar rooms at the end of the corridor.

In the second floor, the second unit of spaces were cancelled, and corridors were created to connect the building to the library block on the south and to the older building of the north which is also connected to the main building of *Hukuk Fakültesi* with corridors in two floors. Other than that, like the first floor, there are offices on two sides of the corridor; and a meeting room and an office for an academician at the end of the corridor.

The third floor also has a similar plan with other two floors as offices on both sides of the corridor, but this time the spaces at the end of the corridor was united and

additionally, the space gets bigger through the corridor also which ended up with a decrease in the number of offices. The large space at the end of the corridor is the library of the Institute. The fourth floor has the Research Center of the Sea and Maritime Law on the south wing of the corridor and there are three offices on the north wing. The large library space on the third floor repeats in term of size of space on the fourth floor which was functioned as a conference hall. Lastly, the basement floor has a similar plan layout with a small change: on the east side of the corridor, there are also spaces in this floor which ended up with a rectangular hall in front of the stairs and elevator. These spaces on the east side houses archive and the spare library. The rest of the spaces on this floor are wide storages (Figure 153-154).

The façades of the building, in fact, reflects that the time it was built was a very late period than the main building and the older building of the Institute. This difference emphasized due to the very close location of the building to these older buildings and its direct connection with the buildings through bridge-like corridors. Although the windows sizes give reference to the older building of the Institute, in a way, the façade articulation, explained in detailed above, of the older building does not exist in this building.

The main façade of the building on the east faces the Faculty of Communication. It is possible to read to plan repeating in each floor from the façade that the corridor in the middle of the floor can be observed via the window continuing through the whole façade above the main entrance door. In addition, same sized windows, which could be defined as horizontal windows located in-between two columns, on both sides of this linear window emphasizing the central axis also are also repeated in each floor. Relatedly, the western façade is a solid façade again as a reflection of the plan; since the inner corridor is surrounded with spaces like U-shaped; in other words, there are spaces at the west end on the corridor unlike the east end. These spaces, sometime one wide space sometimes two spaces, have openings on two sides – north and south – rather than the façade facing the inner courtyard of *Hukuk Fakültesi*; and, this is resulted in a whole blank wall at the western façade of the building.



Figure 153. Measured plan drawings of the building of Research Institute of Banking and Commercial Law (new) (archive of Ankara University Directorate of Construction and Technical Works)



Figure 154. A general view showing the floor plan repeating in each floor of the building of Research Institute of Banking and Commercial Law (new) (Azize Elif Yabacı, 2017)

The northern and southern façades have almost same design with minor differences related with the functions behind. Both façades have regular window series. Between two columns there are three windows located with small intervals in each floor. Both façades are interrupted in the first floor with the bridge-like corridor connecting the building to the neighboring buildings. The only difference between two façades is on the circulation and service areas. While on the northern façade there is a long vertical window in the stair well continuing through the floors like in the main façade. On the other hand, there are small windows on the toilets and one-unit window with same height with the other regular windows on the kitchens in each floor; and, a blank part for the small space behind the elevator. Additionally, there is fire-escape stairs in front of the one-unit regular window which becomes a door on the top floor. Other than that, there are bars on all the windows on the ground floor in each façade (Figure 155).

Due to being constructed in recent years and mainly housing the offices of the academicians of the Institute, the building has not been changed mostly. But it is known that the academicians were free to make some changes or interventions in their own offices. So, it is possible to be some minor interventions in the building. Other than that, the Research Center of the Sea and Maritime Law was established in January 7, 2015[78] which means that the office of the center was being used with some other function before it was established. However, due to lack of original project drawings it is not possible to make a comparison with today. But, it is known from the interviews

[78] http://dehukam.ankara.edu.tr/en/about-us-2/

with the users of the building from different generations that building has not gone through major spatial or functional transformations. Relatedly, the façades of the building keep their originality, as well. There are some air conditioning devices on the façades that were added later related with the changes that the academicians have done in their offices.



Figure 155. Photos showing the façades of the building of Research Institute of Banking and Commercial Law (new) (Azize Elif Yabacı, 2017)

3.3. FACULTY OF EDUCATIONAL SCIENCES

The main building and its additional buildings are located on the south edge of the campus, in the parcel numbered 8425-4. When compared with the other two parcels, the parcel of the Faculty of Educational Sciences was begun to be shaped later than other two, in 1970s. It is seen from the aerial photos that there was formation and growth of a squatter settlement behind the *Mülkiye* and *Hukuk Fakültesi*, in other words in the location of the Faculty of Educational Sciences today.[79] With the foundation of the Faculty of Educational Sciences in 1964 and started to give education in 1965-1966 education year (Sağlam, 2012: 283); the area covered with squatter houses was expropriated for the building of the faculty (Figure 156).

Following the construction of the main faculty building, the Sports Hall building and ATAUM (European Research Center) were constructed in the parcel. However, different from the additional buildings of other faculties, these additional buildings of the Faculty of Educational Sciences do not cause any functional or spatial transformations due to the specific functions of themselves. More precisely, it is sure that the main building of the Faculty has gone through many changes; however, these changes are related with the changing needs or growth of the faculty mainly.

In this part, the building of the Faculty of Educational Sciences, the Sports Hall and the building of ATAUM (European Research Center), located in the parcel numbered 8425-4, will be studied in detail. First, the history and the description of the buildings will be documented and then the transformation process of the buildings will be analyzed.

[79] To have detailed information of see: Şenyapılı, T., Barakadan Gecekonduya: Ankara'da Kentsel Mekanın Dönüşümü 1923-1960, İletişim Yayınları, İstanbul, 2004 and Öğretmen, İ., 1957, Ankara'da 158 Gecekondu hakkında Monografi, Ajans-Türk Matbaası, Ankara.

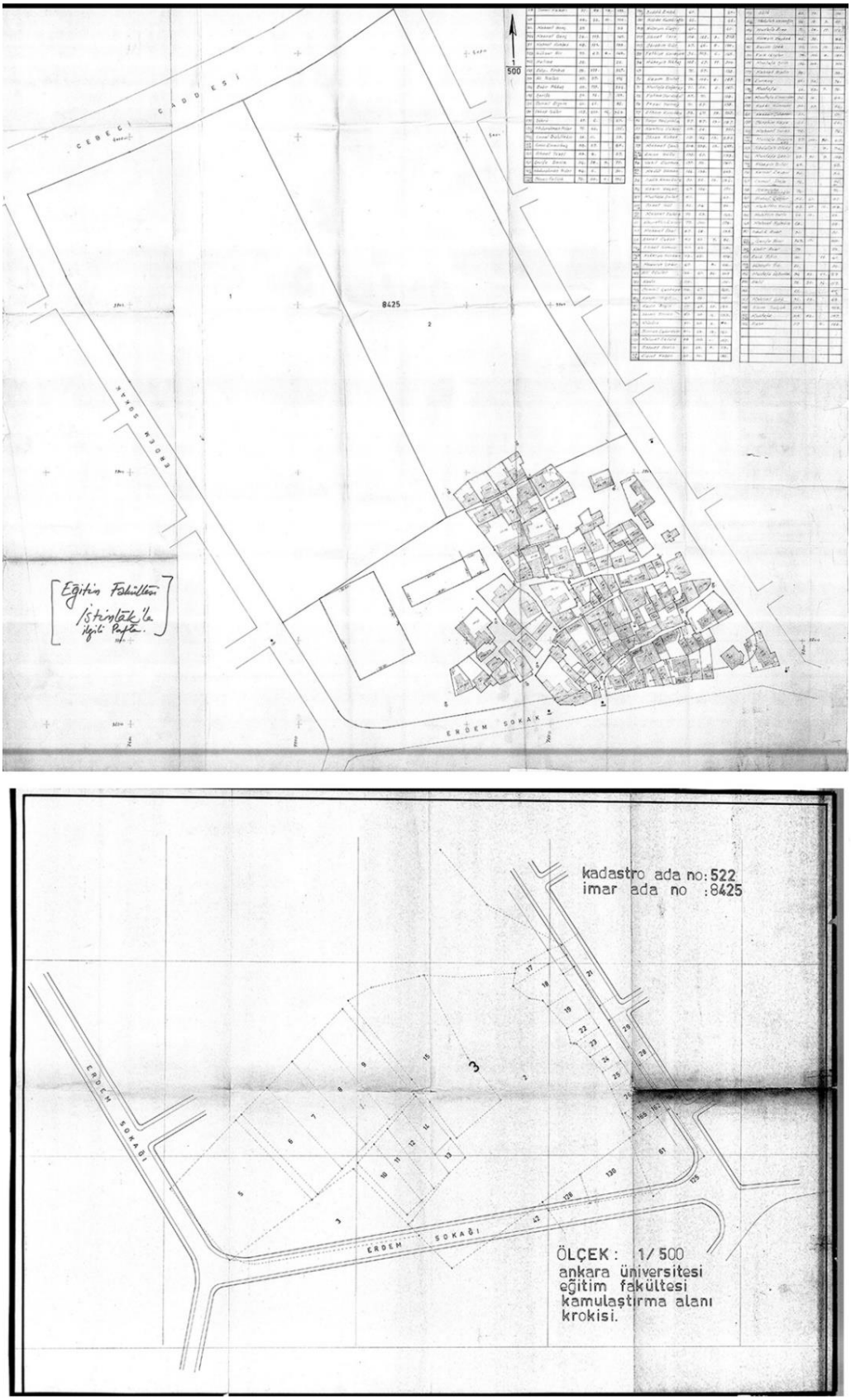


Figure 156. Project drawings showing the boundaries of the area of expropriation and the squatter houses located in the area (archive of Ankara University Directorate of Construction and Technical Works)

3.3.1. Main Building

Until 1965, there had been many attempts to establish the Faculty of Educational Sciences at different times. In the end, with the decision of Ankara University Senate No. 463/2718 dated March 31, 1964, the Faculty was established and began to the education in 1965-1966 academic year (Sağlam, 2012: 279,283). The education was started in a part of the building of *Hukuk Fakültesi* until the building of the Faculty of Educational Sciences was constructed (Alacakaptan, 1969: 6). Prof. Dr. Figen Çok also confirms this information by depending on the information given by her instructors that the classrooms and the offices of academicians were in the building of *Hukuk Fakültesi* in the earlier times of the faculty. The project of the Faculty building was prepared in 1969 by Engin Ünal who was working in the architectural office of the Ankara University at that time. The construction was started in 1970; however, due to the problems related with the expropriation of the area and rocky feature of the land, the construction was completed in 1976 which was estimated to be in 1973 (Ünal, 1979: 41). Kozacıoğlu mentioned the importance of the building of the Faculty of Political Sciences as the construction of a building for a 'Faculty of Education' in an environment where the education system in Turkey was claimed to be collapsed in 1968s (Ünal, 1979: 47).

The total area, program and the form of the Faculty building had changed and revised in the designed process due to the expropriation studies, budget problems and the changing decisions of the university management about the limits of the site and the program of the building. The first proposal was a single block which was composed of three main parts: the parts mainly used by students, the parts including the offices of academicians and the meeting halls and the parts housing common areas like library. However, the architect, Engin Ünal, wanted additional time to revise his proposal and came up with a new design. In this process, the university wanted to build an amphi building on the south of *Hukuk Fakültesi* for the use of all three faculties which led a change in the program of the Faculty of Educational Sciences and amphi was removed from the program. Nonetheless, as stated above, this building has been used by *Hukuk*

Fakültesi, only[80]. In addition, the site of the building got narrowed besides the limitations on the budget (Figure 157). As a result, the architects decided to design the building with minimum capacity which can be increased with additional buildings on the south-east or with additional storeys (Ünal, 1979: 43). In the construction process, it is understood that the building was planned to be constructed stage by stage and the last stage was realized. This information can be gathered with comparison of the different versions of the project and from the statements of the architect (Ünal, 1979: 45); (Figure 158).

In the final version, the building was composed of two rows of parallel blocks connected to each other with vertical passways mainly; and these connections were thought to be started on the first floor and leaving the ground free to not to divide the courtyards between the blocks (Ünal, 1979: 44); (Figure 159). The site that the Faculty building was constructed has a slopped ground in both east west and north-south direction. This compelling situation of the site lead one-storey-high level difference between the blocks; and, due to this slope in two directions, there is this level difference between the blocks connected to each other both horizontally and vertically (Ünal, 1979: 41). To explain more clearly, for example, the first floor of the Block 1A is on the same level with the ground floor of the Block 2A and the first floor of the block 2B (Figure 160).

The vertical passways connecting parallel blocks to each other separating the two rows at the same time. The four parallel blocks, named as 'Block A's, on the east were thought to be in service of faculty management, offices of academicians, etc. while the three blocks, named as 'Block B's, on the west were thought to be in service of students and embody cafeteria, classrooms, laboratories, etc. The blocks in these two rows were differentiated in themselves in terms of functions; in other words, the functions were grouped and located in blocks (Figure 161). The vertical passways acts as the core of services by including the staircases and the WCs on each floor where the passway juxtaposed with the blocks.

[80] See the part titled 3.2.2. *Anfiler* (D Block)

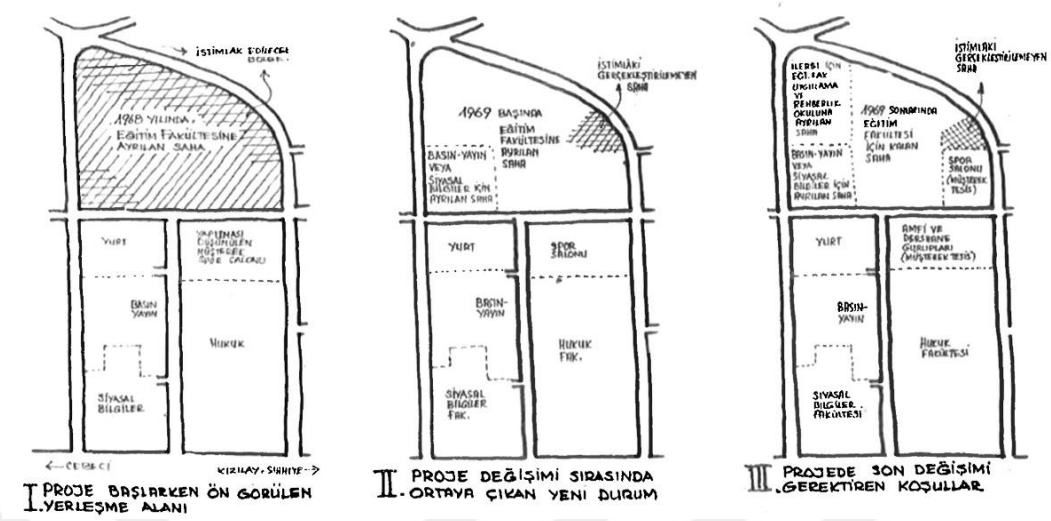


Figure 157. Drawings of the architect showing the process reduction in the site of the Faculty of Educational Sciences (ÜNAL, 1979: 43)

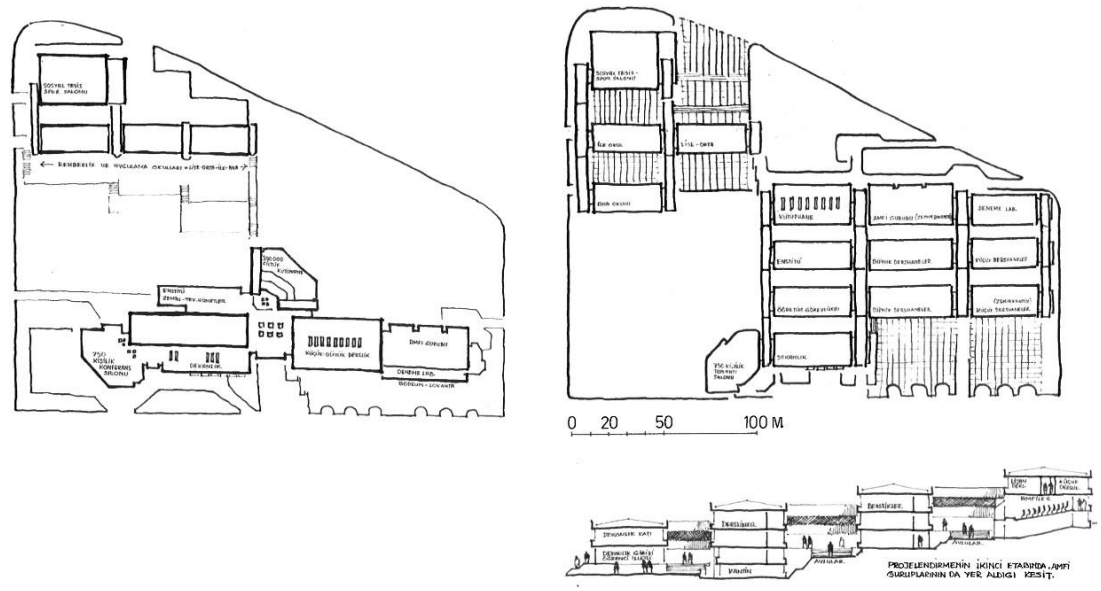


Figure 158. Drawings of the architect showing the second stage of design proposal for the Faculty of Educational Sciences (ÜNAL, 1979: 44)

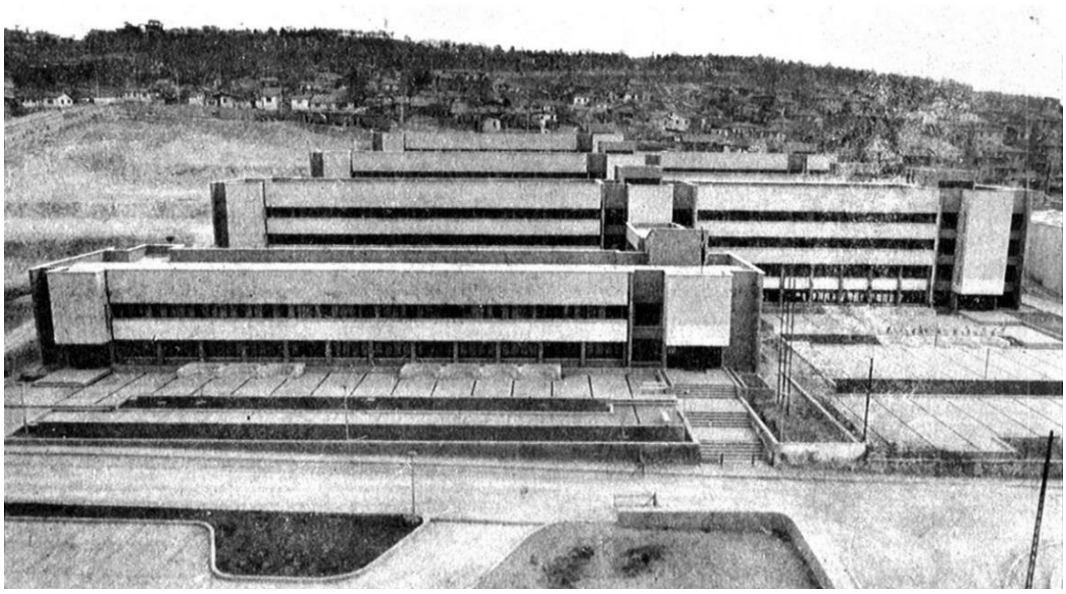


Figure 159. Building of the Faculty of Political Sciences and the squatter houses behind the Faculty dated before 1979 (ÜNAL, 1979: 40)

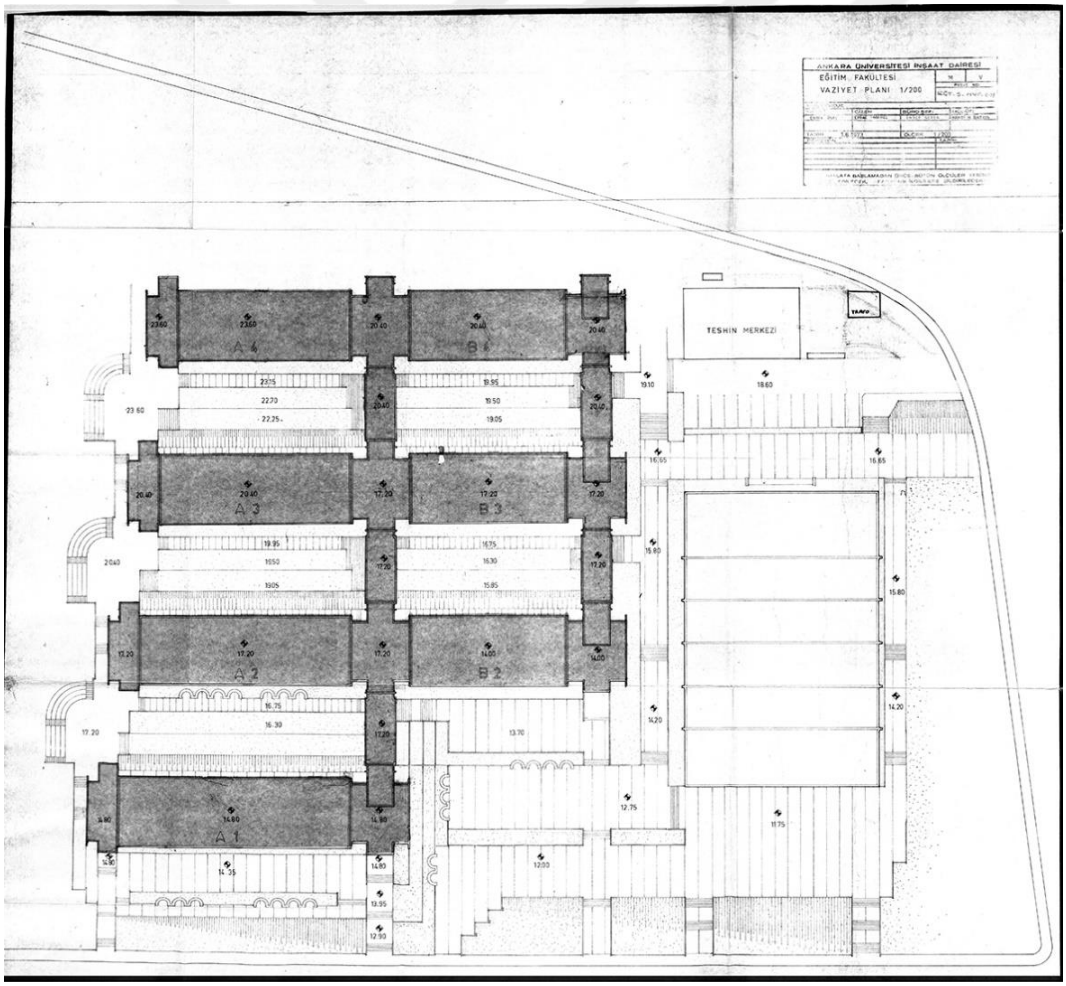


Figure 160. Original site plan of the Faculty of Educational Sciences showing the final version of the building (archive of Ankara University Directorate of Construction and Technical Works)

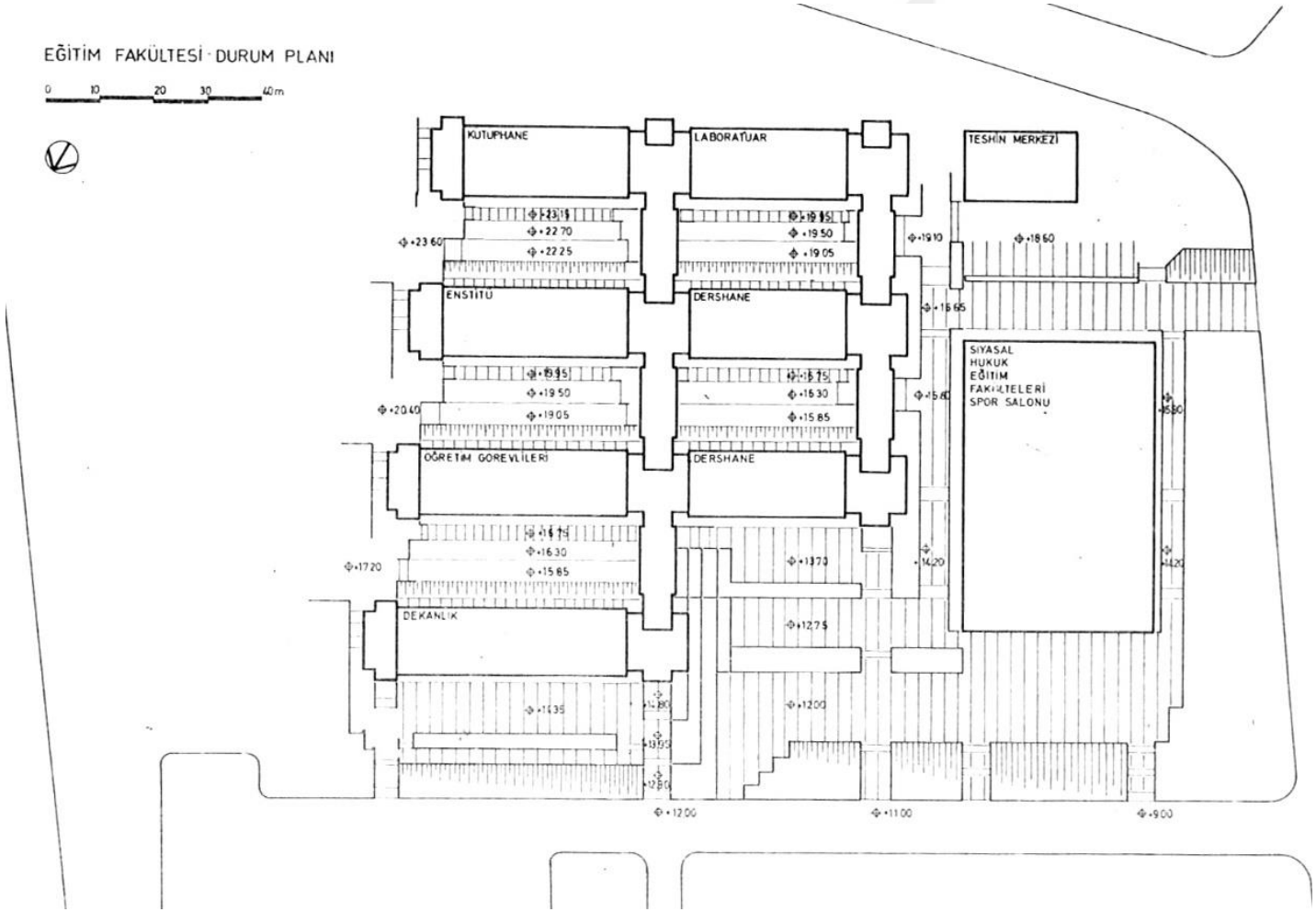


Figure 161. Site plan of the Faculty of Educational Sciences showing the distribution of the functions between the blocks (ÜNAL, 1979: 39)

The block located on the front 1A – two-storey-height block - is the part that managerial functions of the faculty were located, 2A –three-storey-height block -is the block that involved the offices of academicians, 3A – three-storey-height block -has almost the same floor plans with 2A and was thought to be the block of the institution, and lastly, 4A– two-storey-height block - is the part that mainly housing the library of the faculty with some other wider spaces for common facilities. The block 2B – highest block with four storeys - had three wide spaces in each floor functioned as language classrooms except the ground floor which is a single wide space hosting the student cafeteria. 3B – three-storey-height block -, like the 2B, had three wide spaces in each floor serving as classrooms. And lastly, the block 4B – three-storey-height block - has spaces named as laboratories in both two floors.

The building has five levels of floors in total; in other words, along the slope on north-south direction, the blocks on different level of elevation are connected to each other with vertical corridors, and in the end, there are five different levels of spaces in the building in total. While getting in the detail of the functions, in order to make the connection of the blocks in to each other clearly, instead of moving from block to another block, the blocks will be explained by referring to these levels. That is to say, the storeys of different blocks which are on the same level will be explained together.

The 11.00 m^{2-}area-building has concrete frame structural system. The floors and the façades are covered with artificial stone and pitched roof was covered with *eternit*; there are flat parts on the roof design. The original joineries were iron vertically (Ünal, 1979: 41).

All blocks had an independent entrance from the ground floor in original, mostly under the passways; and, as stated above, can be reached from the vertical passways which connects the blocks. The height of the blocks varied between two-storey and four-storey but in general the building can be mentioned as a low-rise building.

In original, on the first level, on the ground floor of the block in the front (1A) is the managerial part of the building and housing offices, storages, bookstore etc. This block is the one that situated on the lowest level of elevation on the site together with the first block of the east row of the building (2B) which is in the use of the students. This row begins one-block behind the other row and missing one block in number which results a wide-open area in front of the building. The four-storey-height block housed the cafeteria covering the whole floor with the entrance hall, stairs and the WCs within the mass of the connecting passways on two sides of the block (Figure 222). Although being on the same level these two blocks were not connected on the ground floor in original. Because, as mentioned above, the ground floors were remained free to provide a continuity between the inner courtyards.

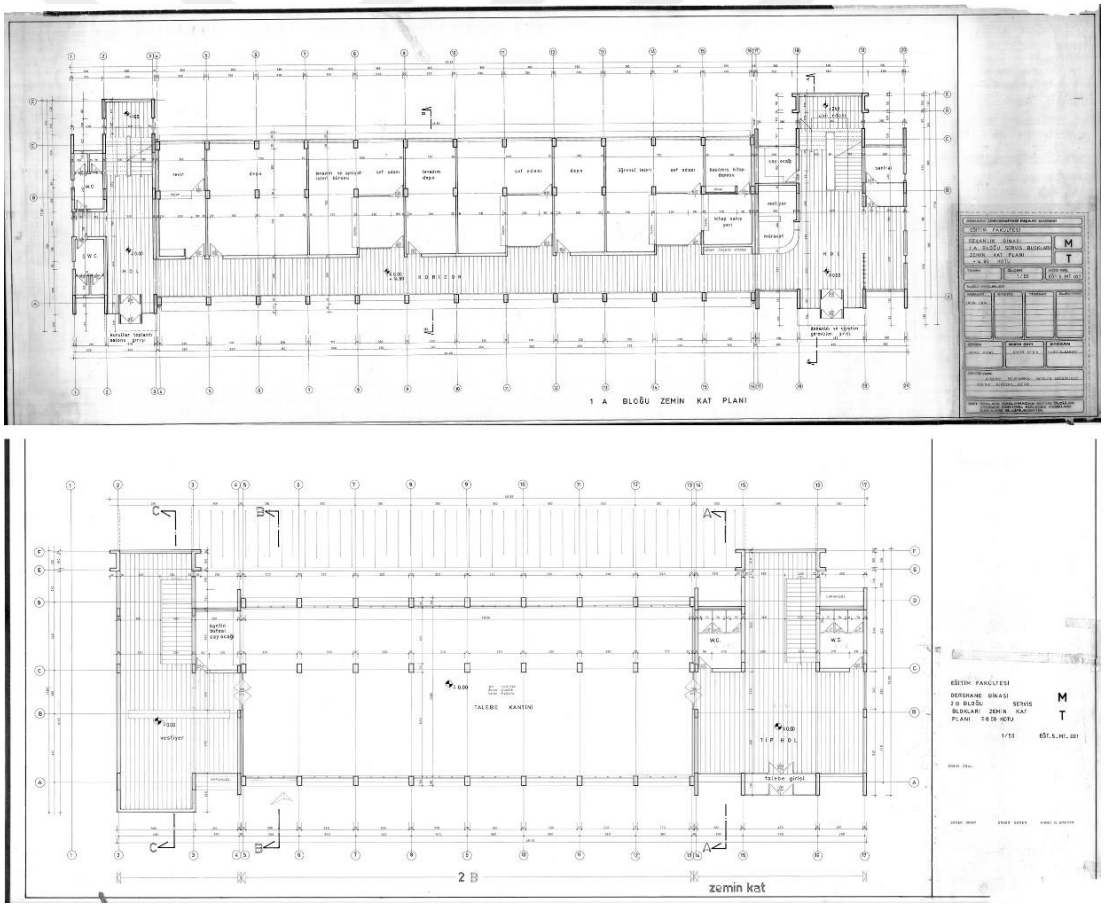


Figure 162. Original ground floor plans of the Block A1 and the Block B2 in the Faculty of Educational Sciences (archive of Ankara University Directorate of Construction and Technical Works)

On the second level, on the first floor of the Block 1A, there were the offices of the dean, vice dean and their secretaries in two-storey-height block. Through the vertical passway, it is possible to reach to the ground floor of the block behind, the Block 2A which housed offices of academicians, as mentioned above. This block is located side by side with the Block 2B and connected to its first floor which included language classrooms. In addition, by following the passway between the Blocks A and B, it is possible to reach the ground floor of the Block 3B with three wide classrooms in this level (Figure 163).

On the third level, on the first floor of the Block 2A, there were offices of the academicians and when the corridor was followed, it is possible to reach to the second floor of the Block 2B with three wide language classrooms as the first floor. Through the vertical passway connecting the parallel blocks, it is also possible to reach to the ground floor of the Block 3A and first floor of the Block 3B on two sides. While there were offices of the institute in 3A, there were three wide classrooms in 3B as being the Block housing classrooms. Lastly, by following the same passway the ground floor of the Block 4B can be reached in the end which involved two wide laboratories (Figure 164).

On the forth level, on top of the floors mentioned above, the same intricate relationship of floors between block continued; in addition, the ground floor of the block 4A get involved. As the floor plans of the block were same through the whole floors of the block, the functions included, and the plan of this level is same with the level below. Just with the addition of the ground floor of the Block 4A, the library part was added to the continuation of the first floor of the Block 4B with laboratories (Figure 165).

On the fifth level, at last, there are just the top floors of the blocks 3A, 4A and 4B. The second floor of the Block 3A was the continuation of the first floor and included the offices of the institute; and through the vertical passway it is possible to reach the first floor of the Block 4A housing wide spaces for ateliers, projection rooms and the offices for the managers of the library. And in the continuation of this floor, there were the

language laboratories on the second floor of the Block 4B like the first floor (Figure 166).

With all the functions and spaces explained in detail above, the building of the Faculty of Educational Sciences covers 11.000 m^2 area in total. The building has concrete frame structural system and the floors, and the façades are covered with artificial stone. In original, the joineries were iron which were the feature of the building that changed in time. In addition to these built-up fetures, the Faculty building has courtyards in between these fragmented blocks, some of them was converted into car parking area with a solid ground while some of them are still inner gardens. Prof. Dr. Figen Çok mentions about these gardens as:

> My room in the room was looking at one of those green spaces between the blocks. It gave me great happiness. To witness seasonal turns, to enjoy the spring, to see the dried leaves of autumn closely ... So, although the space was very small, I enjoyed the seasonal turns that I could not live elsewhere. Besides the windows were so wide that I experienced snow, rain, wind all very clearly and beautifully.

Apart from the structural and functional features of the spaces, due to the period that the faculty building was constructed, the spaces, especially vertical passways-corridors- became significant in terms of political struggle of that time. To explain, the existence of two separate parallel corridors connecting the blocks was useful in preventing the incidents created by political grouping between students (Ünal, 1979: 41). Indeed, the directors managed this situation and give one corridor to each group (1979: 47). In addition, this political grouping between students was seen as one of the reasons behind the non-use of the courtyard-gardens totally. Because of the dominancy of one of the groups in the faculty, the members of the other group could not use and walk around the open spaces (Ünal, 1979: 42).

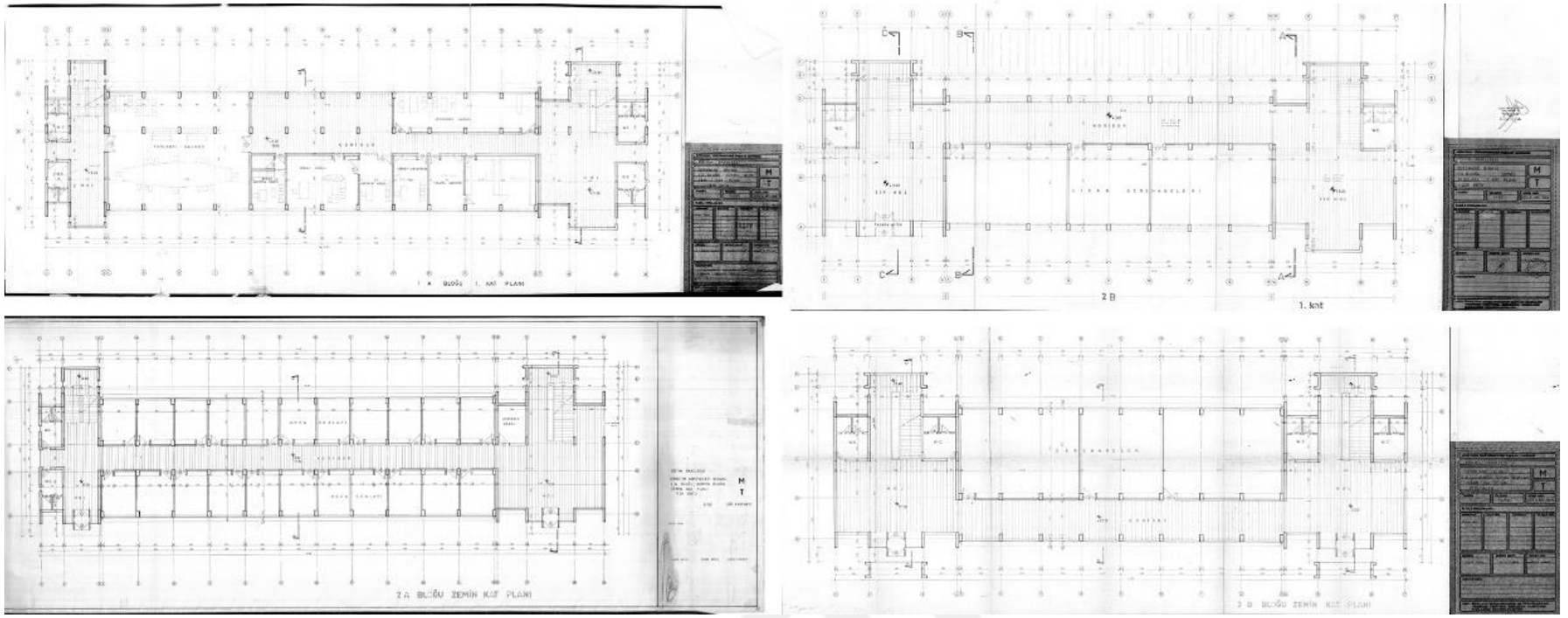


Figure 163. Original plans of the first floor of the Block 1A, the ground floor plan of the Block 2A, the first floor of the Block 2B and the ground floor plan of the Block 3B in the Faculty of Educational Sciences (archive of Ankara University Directorate of Construction and Technical Works)

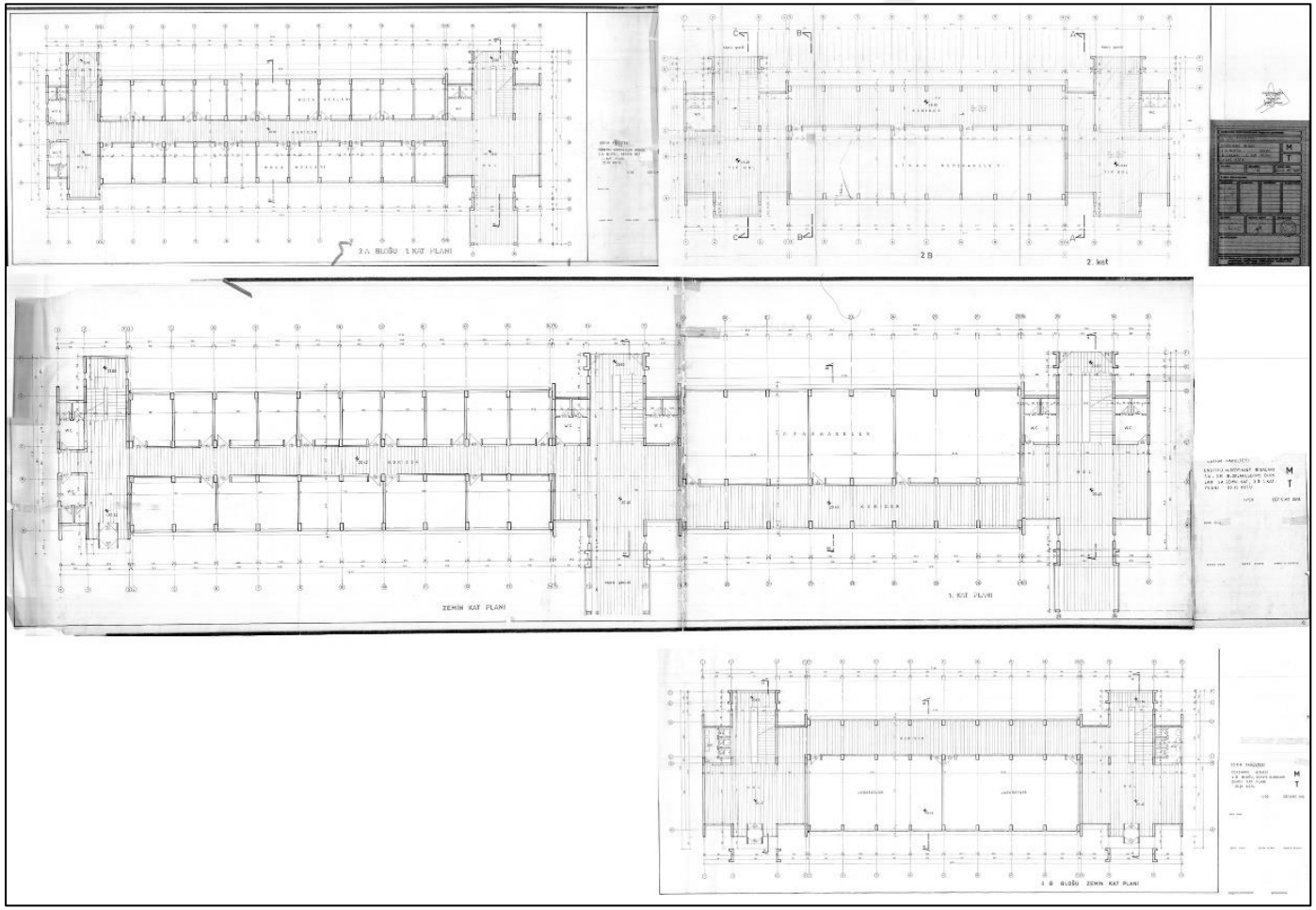


Figure 164. Original plans of the first floor of the Block 2A, the second floor plan of the Block 2B, the ground floor plan of the 3A Block, the first floor plan of the Block 3B and the ground floor plan of the Block 4B in the Faculty of Educational Sciences (archive of Ankara University Directorate of Construction and Technical Works)

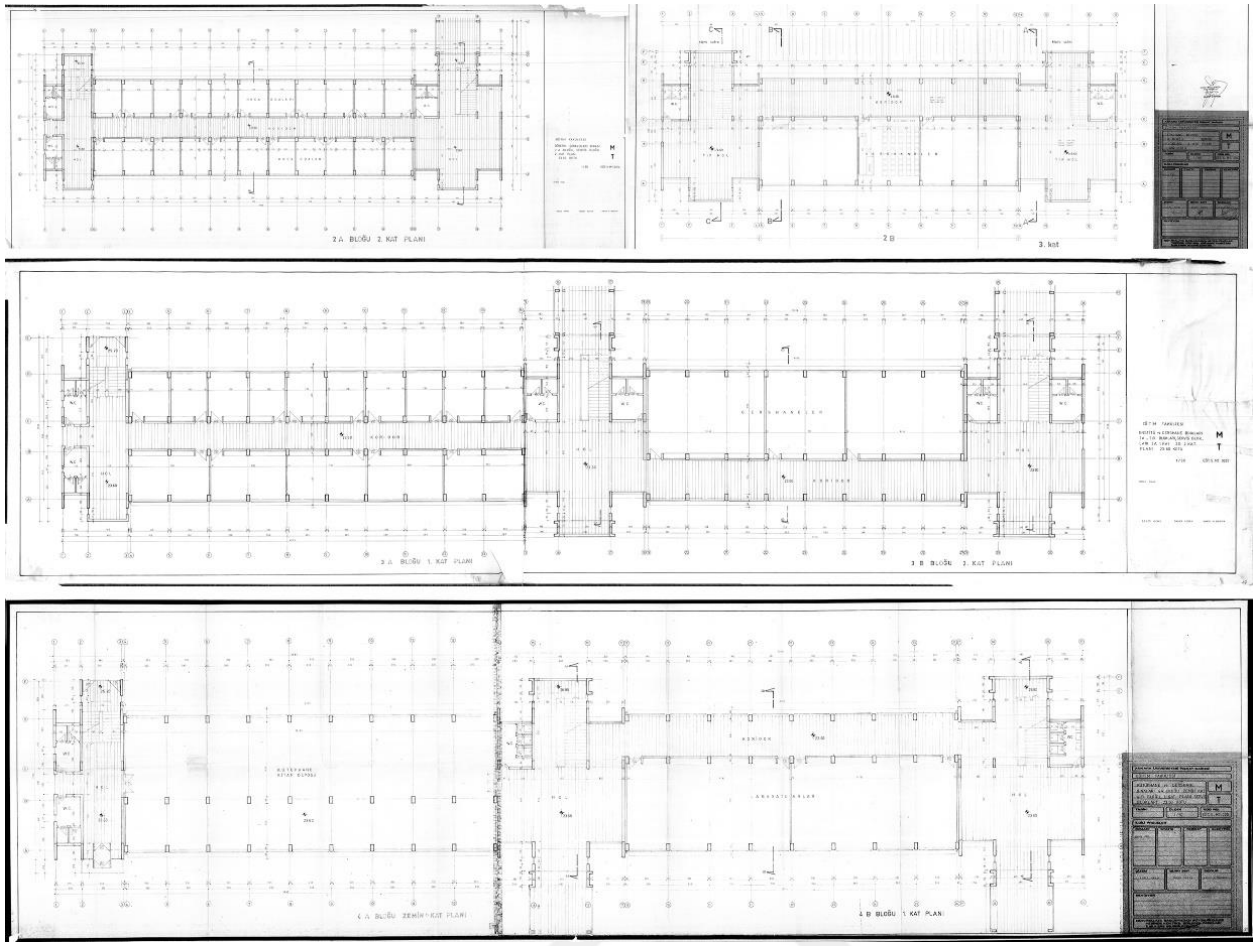


Figure 165. Original plans of the second floor of the Block 2A, the third floor plan of the Block 2B, the first floor plan of the 3A Block, the second floor plan of the Block 3B, the ground floor plan of the Block 4A and the first floor plan of the Block 4B in the Faculty of Educational Sciences (archive of Ankara University Directorate of Construction and Technical Works)

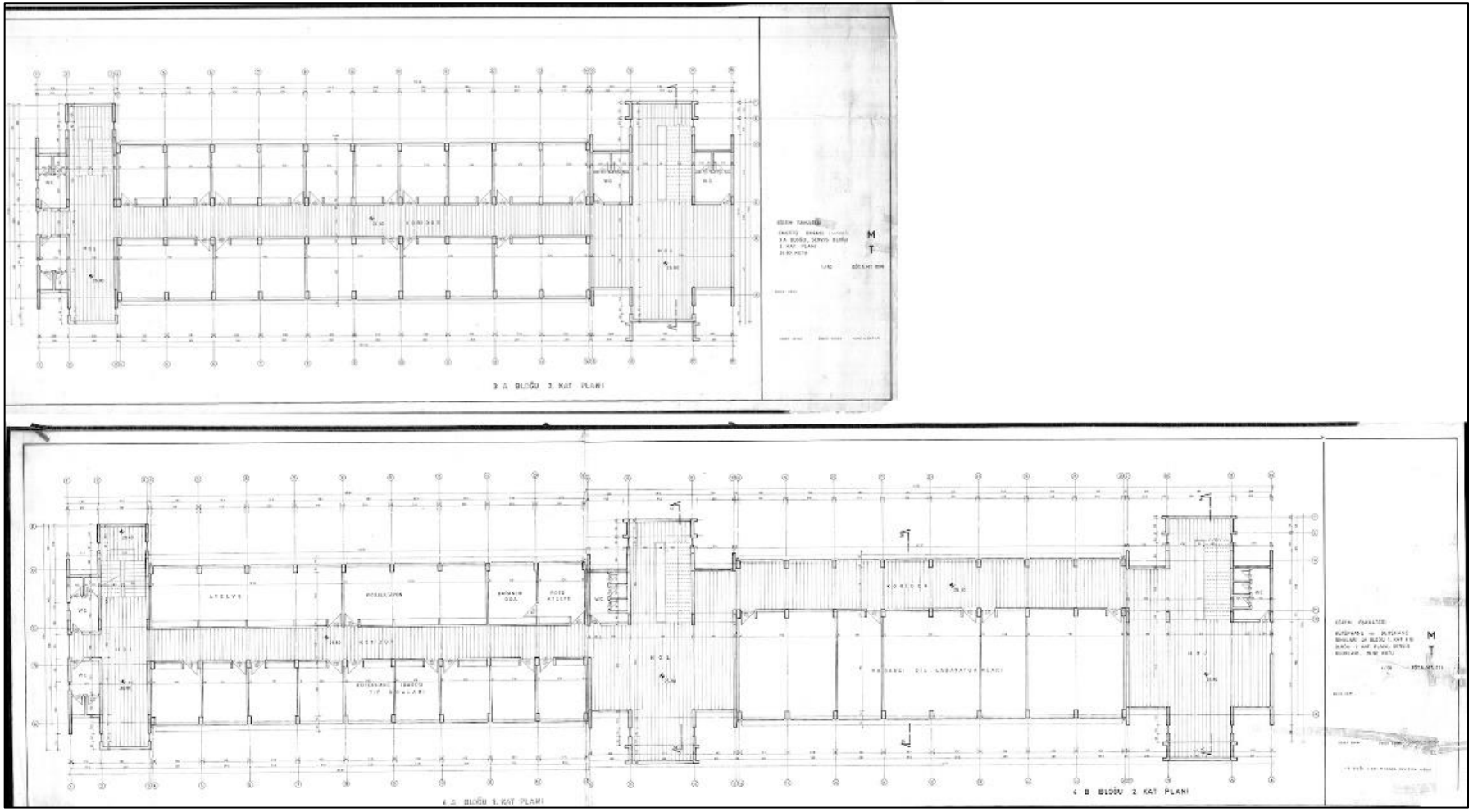


Figure 166. Original plans of the second floor of the Block 3A, the first floor plan of the Block 4A and the second floor plan of the Block 4B in the Faculty of Educational Sciences (archive of Ankara University Directorate of Construction and Technical Works)

The fragmented design of the structure composed of parallel blocks connected to each other with vertical passways has reflected its uniformness on the façades also. Each block has horizontal band-like windows divided by columns emphasizing the linearity of longitudinal façades facing north-south direction. The corridors also have similar fenestration system on both sides. The shorter façades with staircases, vestibule, WCs, on the other hand, has narrow, vertical windows few in number when compared to the other façades. The projection of the cores, housing stairs, vestibules and WCs, on both sides of each parallel block makes a strong contribution to the abruption of linear, two-dimensional arrangement of longitudinal façades (Figure 167-168).

It is understood from the explanations of the architect that the building began to be transformed by the users just after began to be used. In addition, the time and the changing needs also caused many spatial changes and additional spaces in the blocks of the Faculty.

Additions / Changes / Reorganizations in the Buildings

It is interesting that, as stated above, the changes in the building of the Faculty of Educational Sciences right after the building began to be used. The architect, ÜNAL, (1979: 41) mentioned the voids under the pass ways which were closed and added to the blocks and resulted in the loss of connection between inner courtyards in his interview in 1979 (Figure 169). Besides, in the same interview, he also talked that two classrooms for 90 students were united to get one classroom for 180 students which was resulted in insufficient medium. Furthermore, it is mentioned in the same interview that, the ground floor of the first block – 2B-, designed as student canteen was being used as the cafeteria in 1979; and this use of the space is not applicable thinking the bringing stuff to the kitchen of the cafeteria which was formed by closing a space on the corridor (1979: 47).

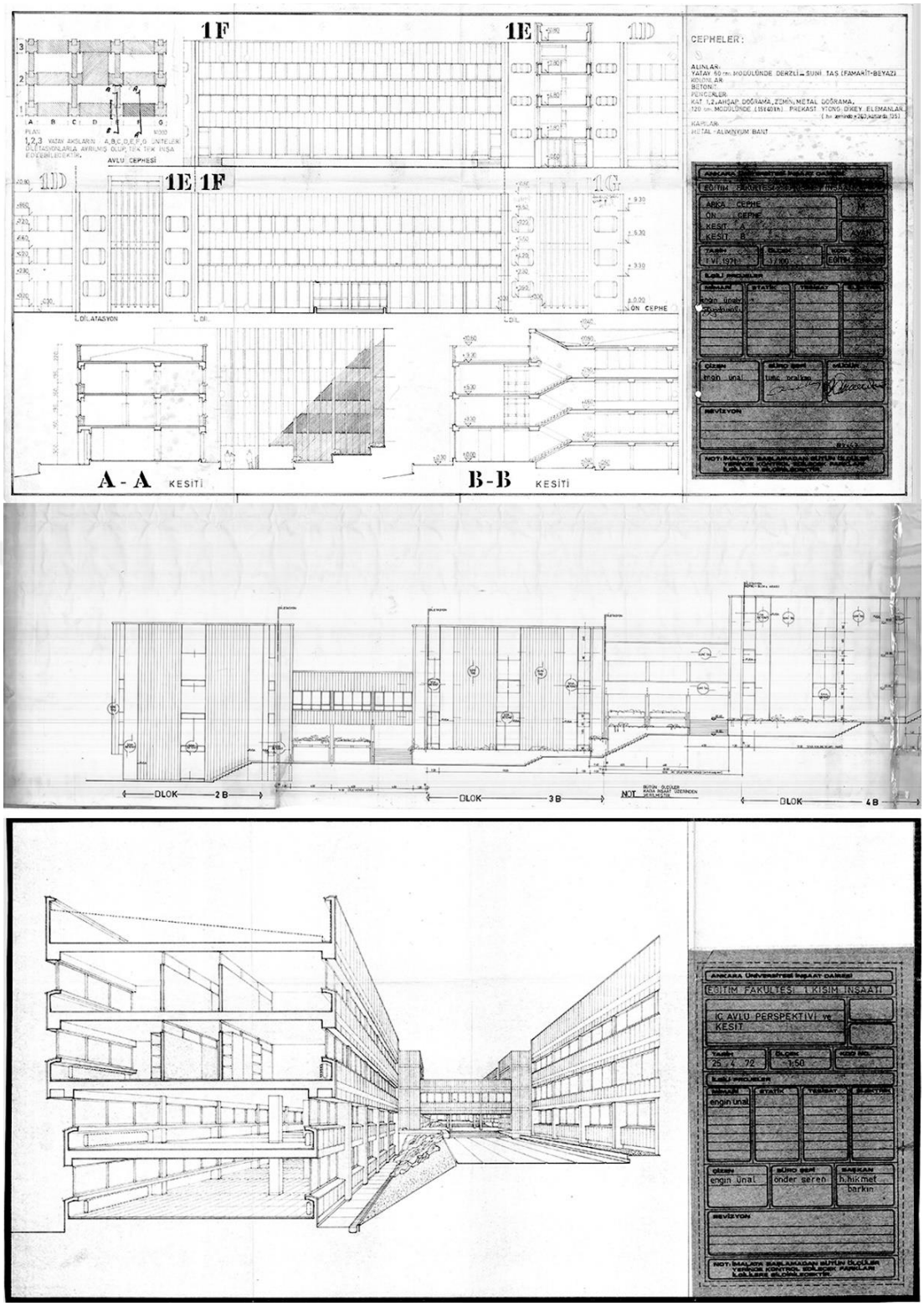


Figure 167. Original section and façade drawings of the Faculty of Political Sciences (archive of Ankara University Directorate of Construction and Technical Works)



Figure 168. Photos showing the façades of the Faculty of Political Sciences dated 1976 (archive of SALT)

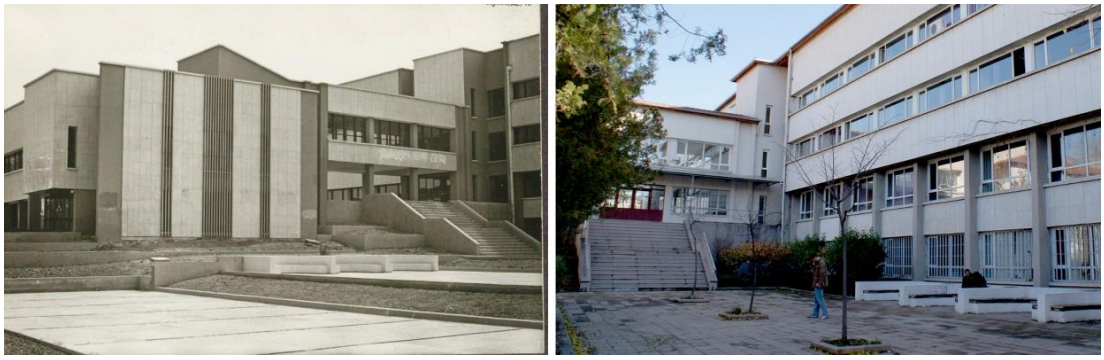


Figure 169. Comparision of the photo dated 1976 (archive of SALT) and today (Azize Elif Yabacı, 2017) showing the closure of the spaces under the passway

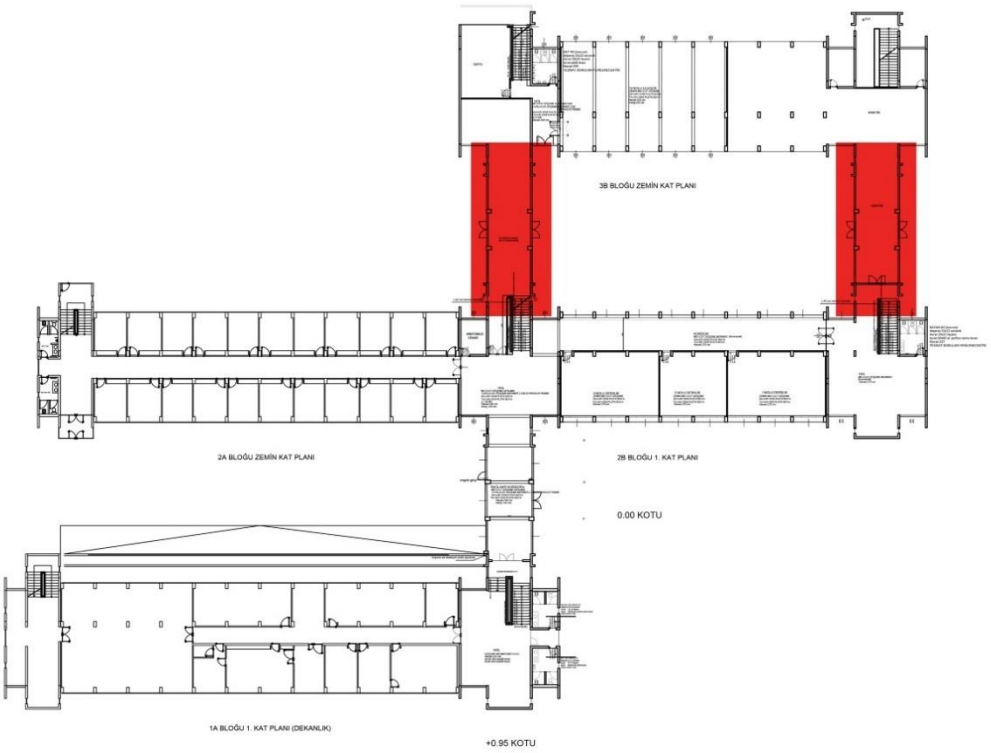
Prof. Dr. Figen Çok, joined the faculty in 1985, remembers one of these voids in its opened form. She states that according to the spatial needs they were closed and added to the inner space in time. The one that she remembers was functioned as the cafeteria of academicians the earlier times that she joined the faculty. Because with the increase in the number of students the current cafeteria that academicians and the students had lunch together became inadequate. So, to gain an additional space, the pass ways connecting Blocks 2A and 2B to the ground floor of the Block 3B closed and a cafeteria was formed. Although being not an effectively-used space, it had an aesthetic value before it was closed, as she evaluated this change (Figure 170).

In the renovation project of Psychological Services dated 1980, there was change in form of spaces and additional spaces gathered from a part of the corridor. Related with this change in spatial forms, the windows and doors dividing and connecting these spaces were introduced with detail drawings in the scope of this project (Figure 171).

In 1990, the buildings went through an extensive change and renovation process in the block of the Dean – 1A- and in the block of the library – 4A. In the part of the Dean, the space of the vice-dean and the secretary on the first floor was divided with a wall and their spaces were separated. Besides, it is understood that a toy museum was formed in the hall in front of the stairs at the end of the corridor on the same floor. Within the scope of the same project, there was some changes in this museum area also; some of the existing walls were demolished, one of the WCs located in the hall

was cancelled, the other one was narrowed and by this way the area of the museum was enlarged. On the ground floor, the space of student affairs also had some changes. The wall separating the space was demolished and the spaces of chief, bookstore and the bookshop were united to have an enlarged space for the student affairs. Only the space reserved as the storage of the student affairs was divided with a wall and kept separate. Relatedly, the desk was renewed according to new spatial features and its location was changed. Furthermore, in the connection space – passway- on the ground floor of the Blocks 2 and, a seminar room was arranged in the scope of the project. The iron glass partition separating the space from the canteen area was removed and put up a wall instead (Figure 172).

(a)



(b)



Figure 170. Location of the closed spaces under pass ways in the building of Political Sciences (a) (archive of Ankara University Directorate of Construction and Technical Works) and the closed spaces on the right in the upper figure transformed into canteen (b) (Azize Elif Yabacı, 2017)

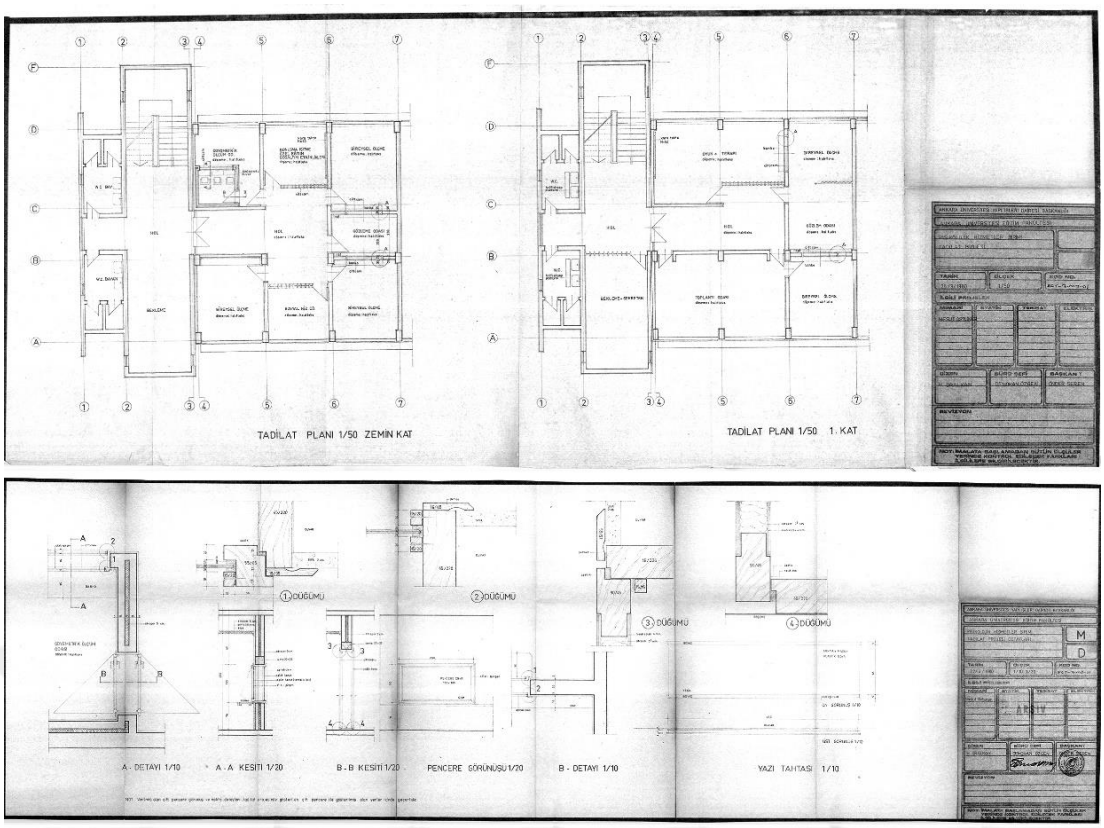


Figure 171. Renovation Project of Psychological Services dated 1980 (archive of Ankara University Directorate of Construction and Technical Works)

In the library block – 4A -, the single space book storage on the ground floor was divided into spaces surrounding a central corridor; and at the end of the corridor a storage space, four times larger than others, was formed. On the first floor, the niche spaces in hall of the stairs in the pass ways were closed and two more spaces were acquired. On the second floor, lastly, the WCs were cancelled, the hall was narrowed, and a reading room was formed in these gathered spaces (Figure 173).

In 1994, there were repairs in the canteen of the Faculty. The finishing of surfaces was renewed, repainted. The stuff elated with the kitchen like fixtures, range hood etc. were renewed also in this process and aspirator was added. After that, in 2000, another renovation project was realized in laboratories part. WCs near the stairs in the passway was cancelled and the wall were demolished. By this way, it became possible to reach to space between the laboratories and the stairs and to the corridor formed on the south side of the laboratories. In the spatial transformation of these two laboratories, the

existing windows and doors looking on two sides were closed by filling in the openings and new doors were opened from the new corridor (Figure 174).

(a)

(b)

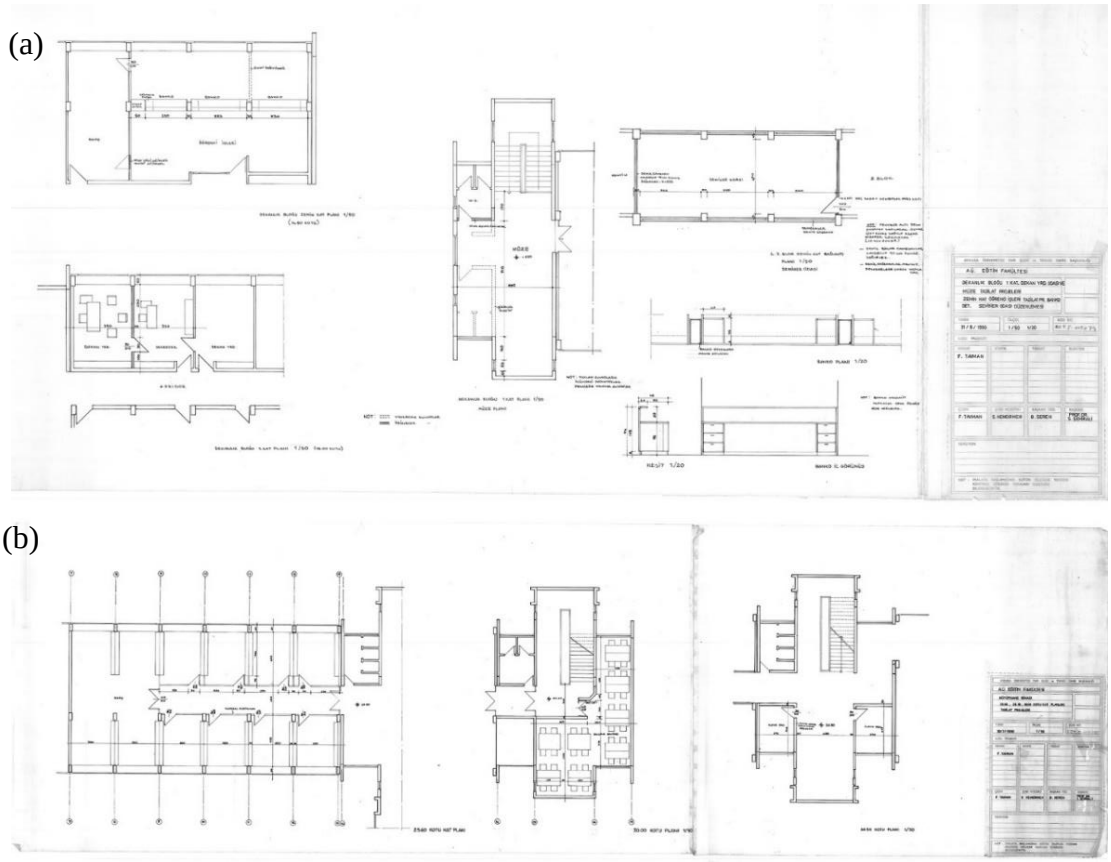


Figure 172. Renovation Project in the block of the Dean (a) and the library (b) dated 1990 (archive of Ankara University Directorate of Construction and Technical Works)



Figure 173. The deanery in the Block 1A and the reading room of the library in the Block 4A today (Azize Elif Yabacı, 2017)

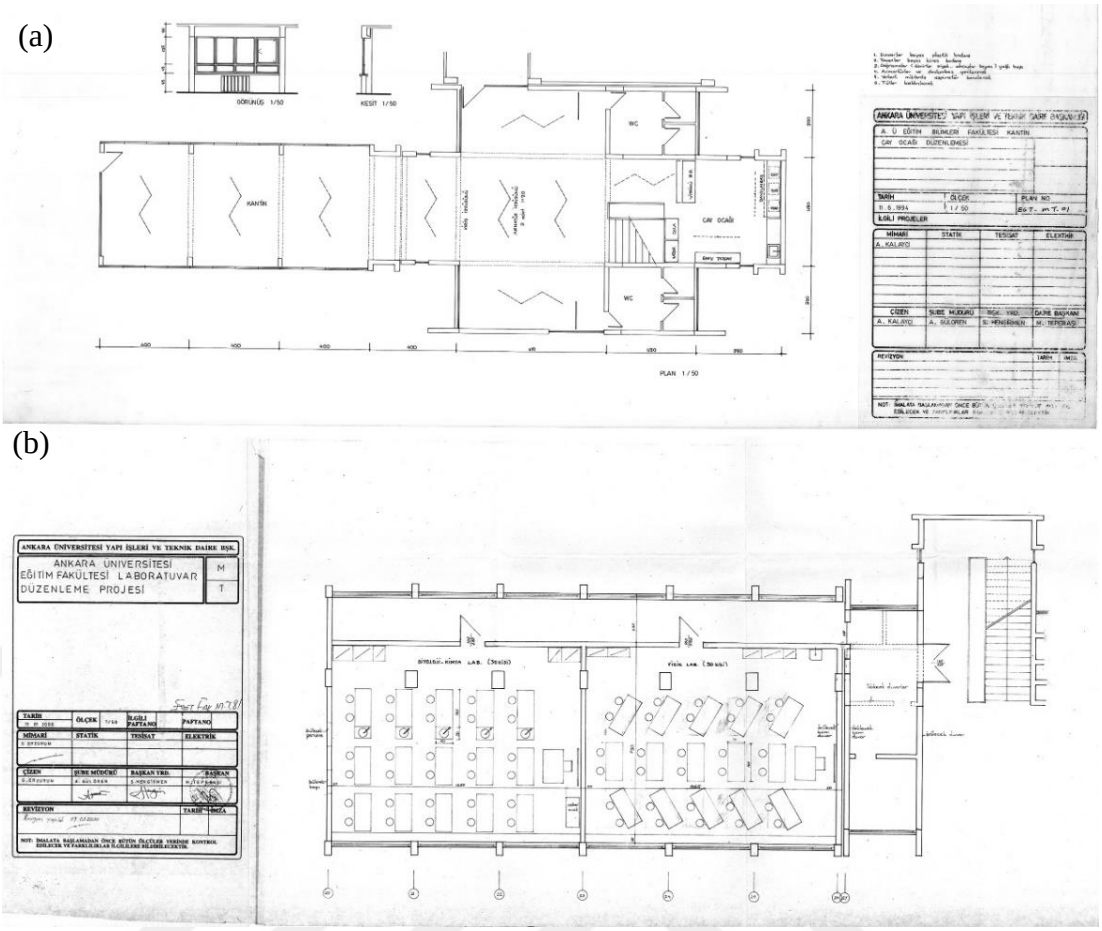


Figure 174. Renovation Project of the canteen of the Faculty dated 1994 (a) and the laboratories (b) dated 2000 (archive of Ankara University Directorate of Construction and Technical Works)

In 2005, the iron joints of doors and windows of the Faculty building were replaced with PVC, aluminum or new iron joints depending on their typology and location. In any case, these replacements resulted with loss of originality. Besides, within the scope of the same project, WCs went through some changes and repairs also; and, suspended ceiling, new laminate partitions were introduced in addition to renewal of finishing of surfaces (Figure 175a).

Following that, in 2008, there was an extensive repair project prepared for the corridors and the WCs. In the scope of this project, the wooden partitions of the bookshop on the ground floor of the block 1A – Deanery Building - were removed and walls were built up in place of them. Besides, cracked walls of the rooms on the same floor were

demolished and reconstructed. In addition, all the furnishing and the finishing of WCs, such as sink, ceramic coverings, etc. were renewed; whole floor of the Block 1A, the floors of the corridors and the pass ways of the all floors of blocks 2A, 3A and 4A covered with terrazzo tiles were replaced with granite ceramic tiles. Besides, some walls that had cracks on them on the ground floor were demolished and reconstructed, and the other walls were whitewashed. In addition, wooden pressed doors of WCs were replaced with the compact laminate ones, the furnishing and the covering materials were renewed (Figure 175b).

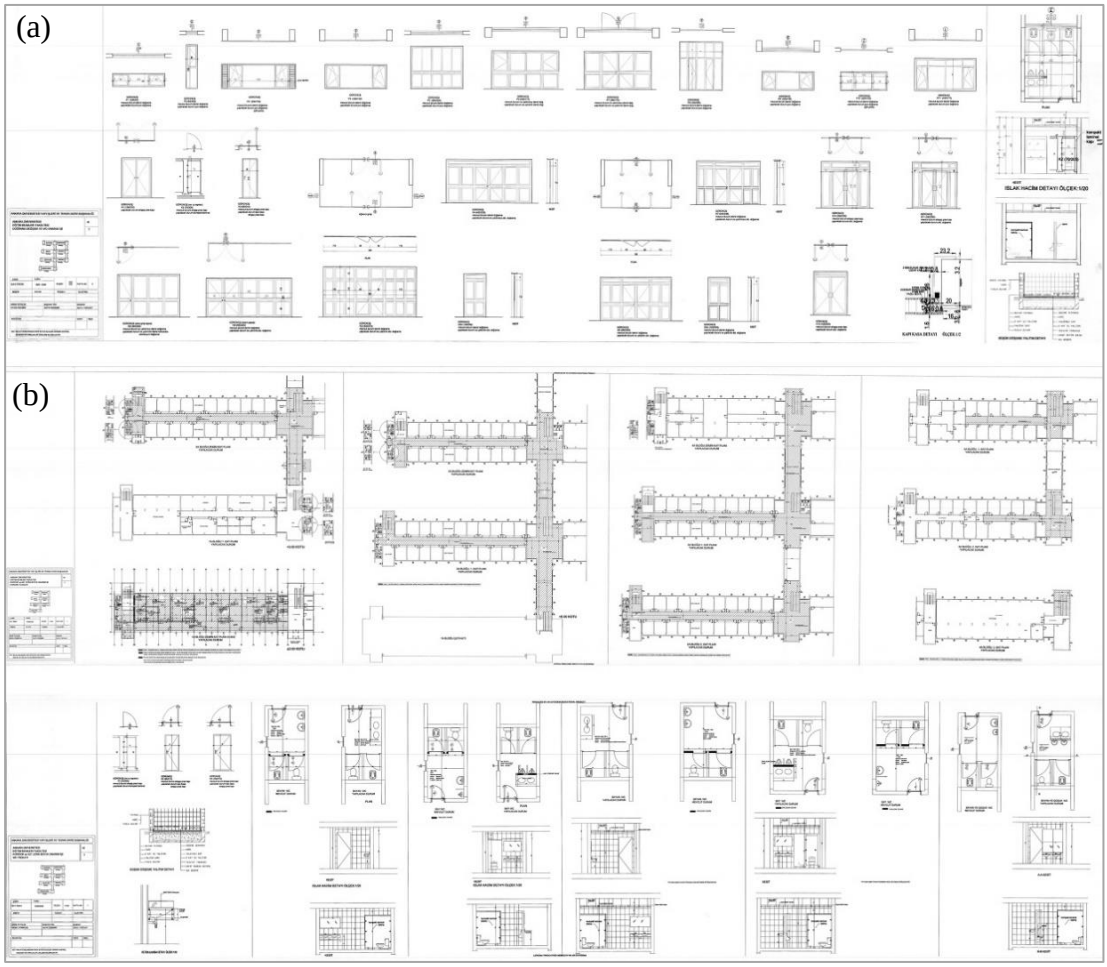


Figure 175. Project for the renewal of the joints and repair in WCs (a) dated 2005 and Extensive Repair Project for the corridors and WCs in the A Blocks (b) dated 2008 (archive of Ankara University Directorate of Construction and Technical Works)

Around 2007-2008, within the scope of the celebrations of 60th year of Ankara University, a sculpting symposium was arranged, some sculptors were invited, and they worked like in a workshop. The products, in the end, were distributed in the campuses of the University and many of them were replaced in some point in Cebeci Campus also. The sculpture of the girl reading a book in front of the Faculty of Educational Sciences building was produced and placed in the scope of this event.

In 2014, another extensive repair project was put into progress in the faculty, this time for the Blocks B. In this scope, the installation units in the wet spaces were renewed, the direction and the material of the doors of classrooms were changed. Besides, the floor, wall and ceiling coverings were renewed together with the addition of new dilatation underneath the floor coverings in all floors of the Blocks 4B, 3B, 2B and the connecting pass ways. In addition, the entrance doors of the Block 1A on two sides giving approach to the toy museum and the offices of academicians and the dean were replaced with the photocell-doors. In addition to these implementations in the interior of the buildings, there was also an outdoor arrangement in front of the faculty building. The firm ground covered with stone-textured mosaic covering between the green areas in front of the Blocks 1A and 2B – main entrances of the faculty building – were replaced with andesite covering (Figure 176-177).

Following that, in 2015, the changes on two bridge – pass way – terraces that were shown in the projects dated 2014 were revised and detailed. In this project, two of these bridge-terraces were closed on the top by constructing steel construction over a78cm-height-wall from aerated concrete replacing the parapet wall, and in between the steel pillar, windows were located. One is these terraces is the pass way that connects the Blocks 2A and 2B to the Blocks 3A and 3B. In the process, the terrazzo tile floor coverings were also renewed and placed with marble. In addition, the other bridge – pass way – terrace was also closed on the top with same interventions and functioned as archive (Figure 177-178).

In addition to these changes that the projects of which could be reached, it is also possible to compare the original plans of the building with the measured drawings prepared for the extensive repair projects dated 2008 and 2014 beside the current situation. When looked at the general state of change in the whole building, it is observed that while some of the blocks keep their originality to a great extent, some of them or some floors was witnessed a total change including both the spatial and functional properties. To begin with, the Block 1A which houses the administrative units and the dean’s office has kept its original spatial qualities mostly with minor additions of spaces or division of some existing spaces.

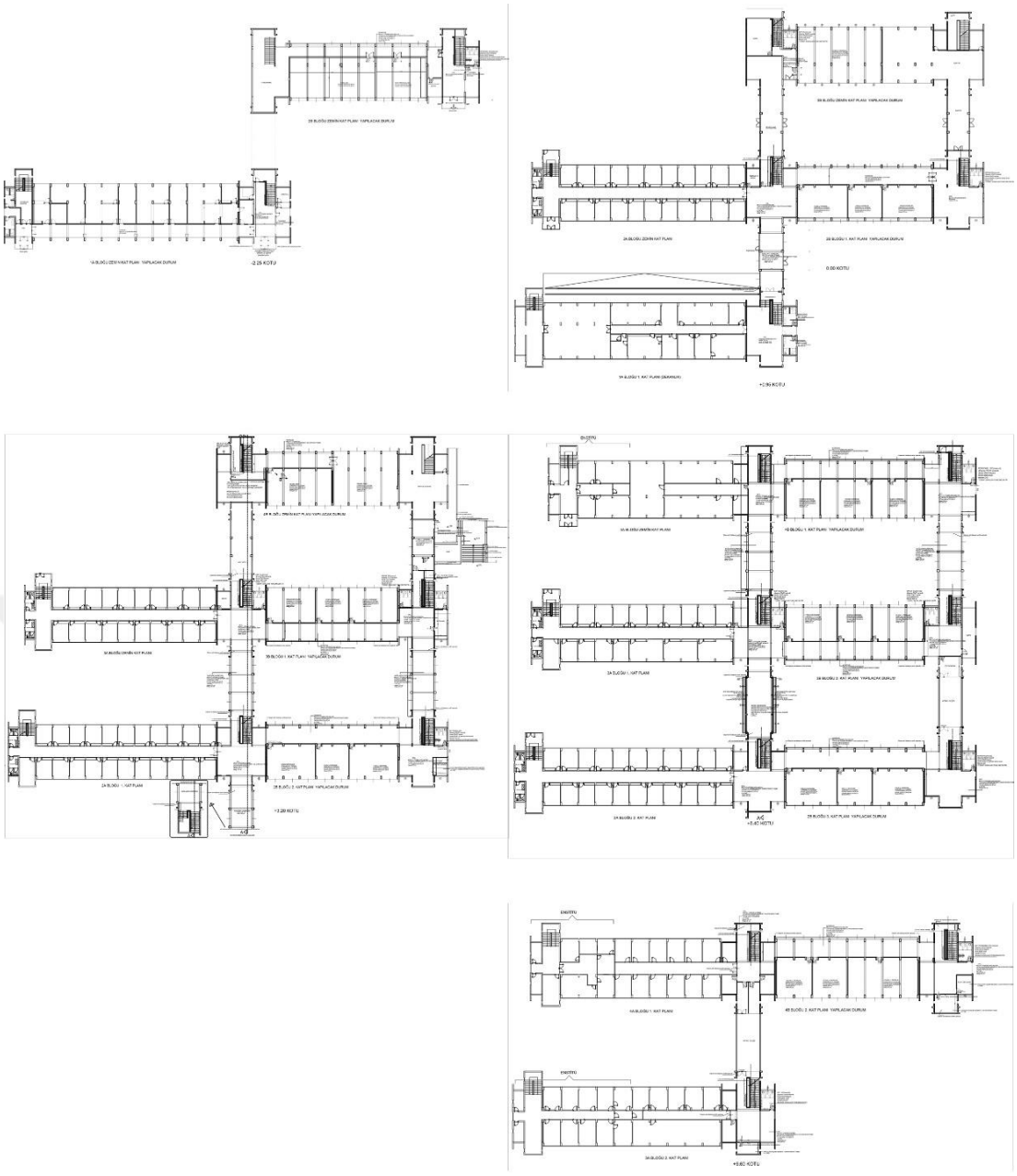


Figure 176. Extensive Repair Project for the corridors and WCs in the B Blocks dated 2014 (archive of Ankara University Directorate of Construction and Technical Works)



Figure 177. After the extensive repair projects applied in the corridors of the building of the Faculty of Eduational Sciences (Azize Elif Yabacı, 2017)

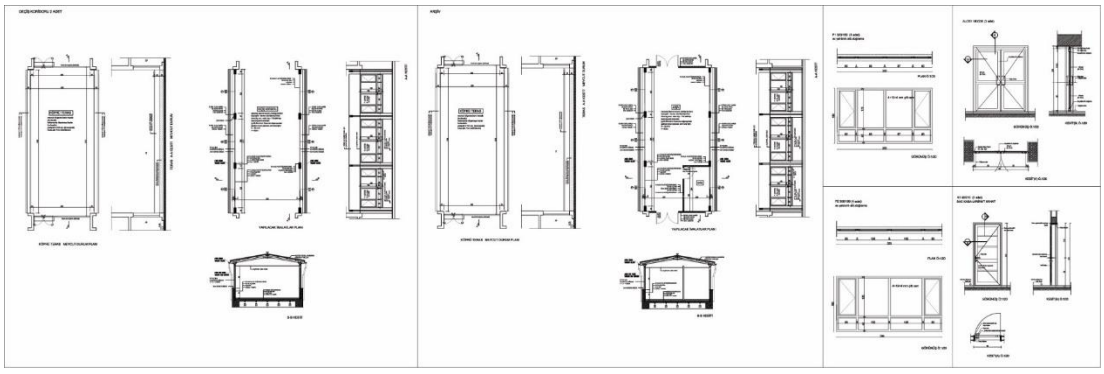


Figure 178. Project drawings of the closure of the bridge-terraces in Faculty of Educational Sciences dated 2015 (archive of Ankara University Directorate of Construction and Technical Works)



Figure 179. The photo of the archive formed by closing the bridge-terrace (Azize Elif Yabacı, 2017)

The blocks housing the offices of academicians and the classrooms, which are 2A, 2B, 3A and 3B, have also keeps their original floor plans. Especially the classrooms in the Blocks 3A and 3B do not have any spatial change compared to the original plans; there are just some spaces added to the halls on two ends of the blocks (Figure 180). The larger offices, twice of the other office, in the Blocks 2A and 2B were divided into two to increase the number of offices. Other than this change there is no spatial change in these parts also. However, there was a very drastic intervention to the ground floor of the Block 3B which included three classrooms as the rest of the floors in the building. Yet, these classrooms were cancelled and a new large classroom, covering around 2/3 of the floor was formed on the east. On the other side, a canteen was designed by adding the hall and the vertical pass way that reaches to the hall to this canteen area. In addition, the vertical pass way on the east was also transformed and functioned as cafeteria by adding a part of the hall to the space, again. Besides, a storage was formed in the hall near the staircase (Figure 181).



Figure 180. Original classrooms survived today (above) and the newly-formed classrooms in time today (below) (Azize Elif Yabacı, 2017)

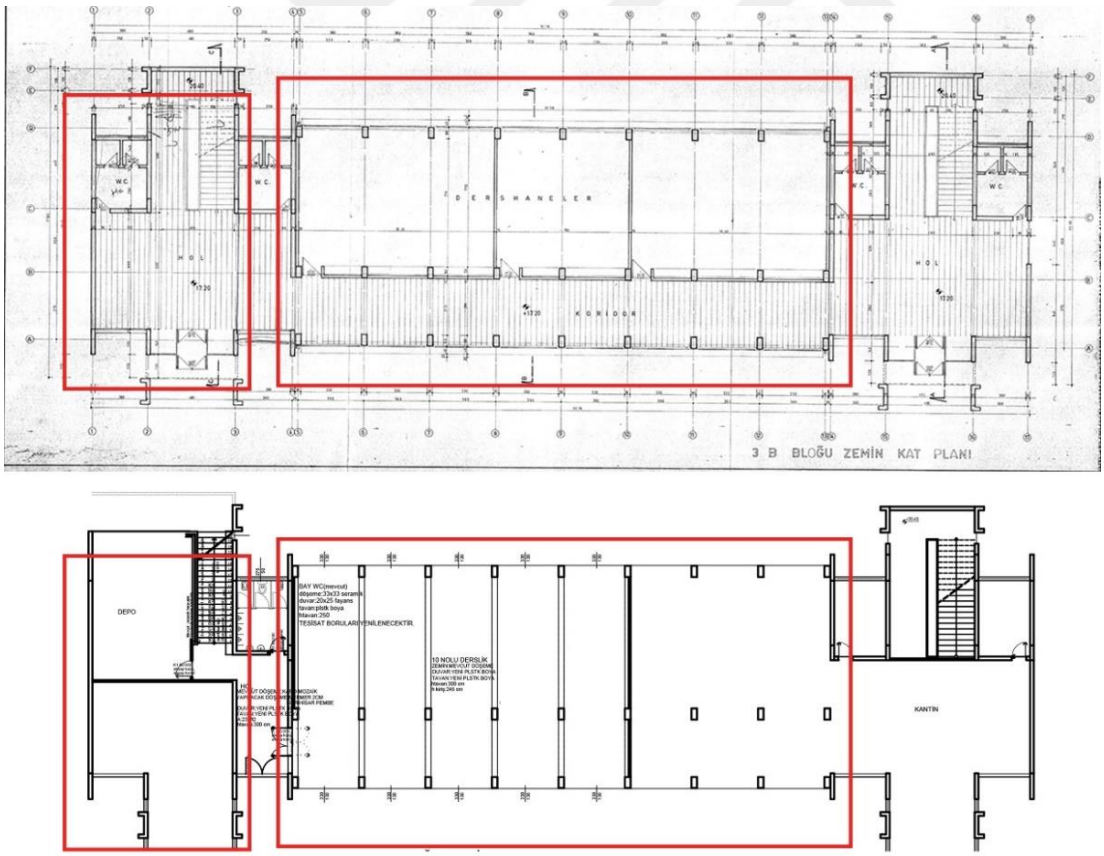


Figure 181. Comparison of the original ground floor plan of the Block 3B and the measured drawing of the floor dated 2014 (archive of Ankara University Directorate of Construction and Technical Works)

In the Blocks 4A and 4B, it is observed that the general design decisions on the floor plan kept. In other words, the corridor-spaces relationship remains the same; however, the sizes and relatedly the numbers of spaces, such as the laboratories and classrooms, were changed. In some floors, it is seen that some functional changes were realized also. Unlike this general process, the wide-single space designed as the reading room of the library on the second floor of the Block 4A keeps its original form to a large extent, and today it serves as the library. On the contrary, the ground floors of these blocks were totally changed. In the Block 4A, the wide-single space floor plan was divided into different space. The space of library storage was reduced to 2/3 and a corridor was formed in the center of the area and 3 separate spaces surrounding the corridor like U-shape. On the other part, offices and a storage were formed for the use of the Institute; and there is no connection and direct relation between these two parts (Figure 182).

Similarly, the ground floor of the Block 4B also went through a total change. The laboratory on the east conserved its spatial form but the space was refunctioned as painting classroom. The second laboratory, on the other hand, was enlarged with the addition of the corridor to the space which cuts the relationship of this part with the hall on the west which ended up as an independent space and functioned as carpenter. Besides, the vertical pass way reaching to this hall was closed and transformed into a classroom with access from the Block 3B (Figure 183). Further than that, the hall on the east was also transformed into a music classroom with a small corridor to reach. The vertical pass way reaching to this hall also closed and functioned as stationery with entrance from the hall connecting the Blocks 3A and 3B.

Beside these changes, there were some others learned with the interviews with the users, exact year of which was not known. Some of them can be listed as refunctioning of some space as seminar rooms, some of the amphies were transformed into classrooms, some classrooms were rearranged, one of the bigger amphies was divided and spaces for drama rooms and music room were composed, etc. As. Prof. Dr. Figen Çok mentions, these changes were required due to some necessities and they were

functional interventions, in the end. Besides, these changes required by solid needs, there were also some changes which were realized because of ideological reasons and conflicts in the faculty; indeed, they were came up as a natural result of the ideological differentiations between the students. To exemplify, there was formed one more canteen within the faculty building named as back-canteen and the original canteen was called front canteen. The later-formed back-canteen, which was close to the masjid at the same time, was mostly used by conservative students.

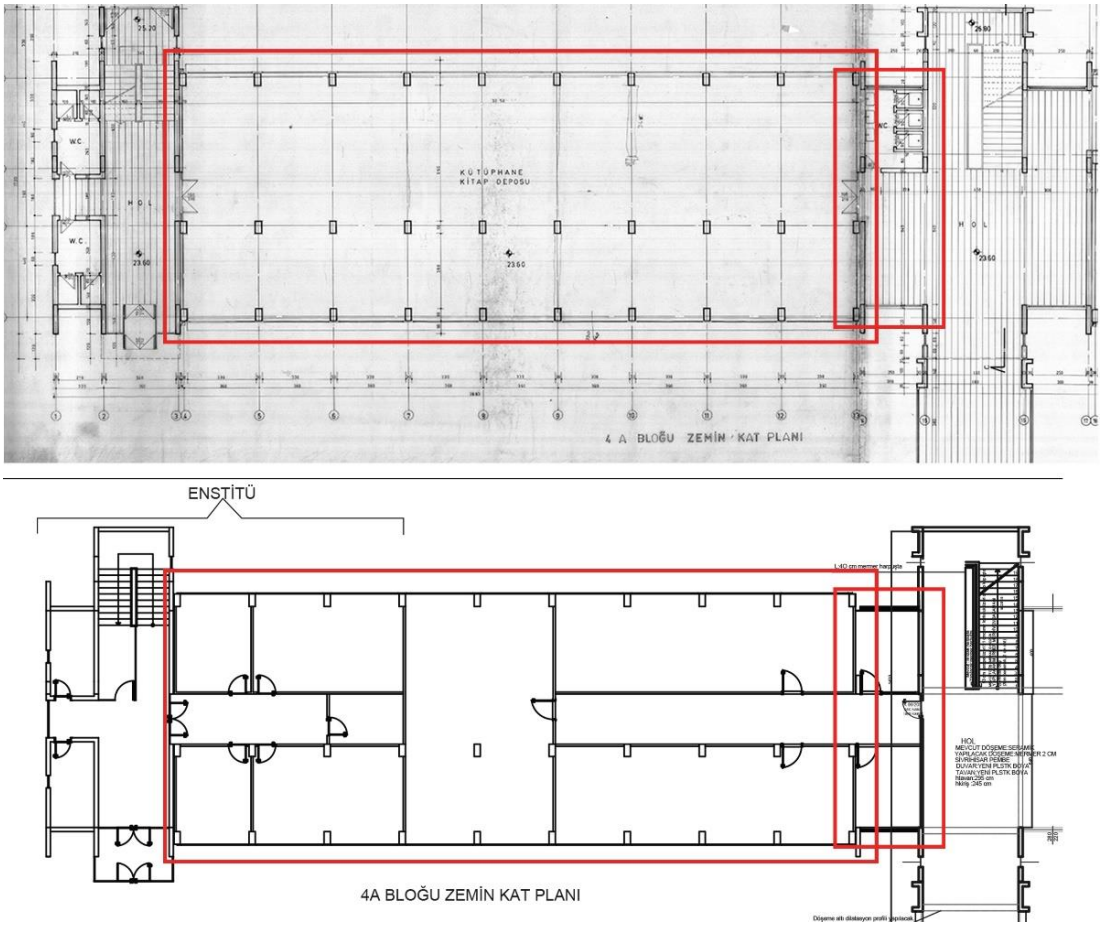


Figure 182. Comparison of the original ground floor plan of the Block 4A and the measured drawing of the floor dated 2014 (archive of Ankara University Directorate of Construction and Technical Works)

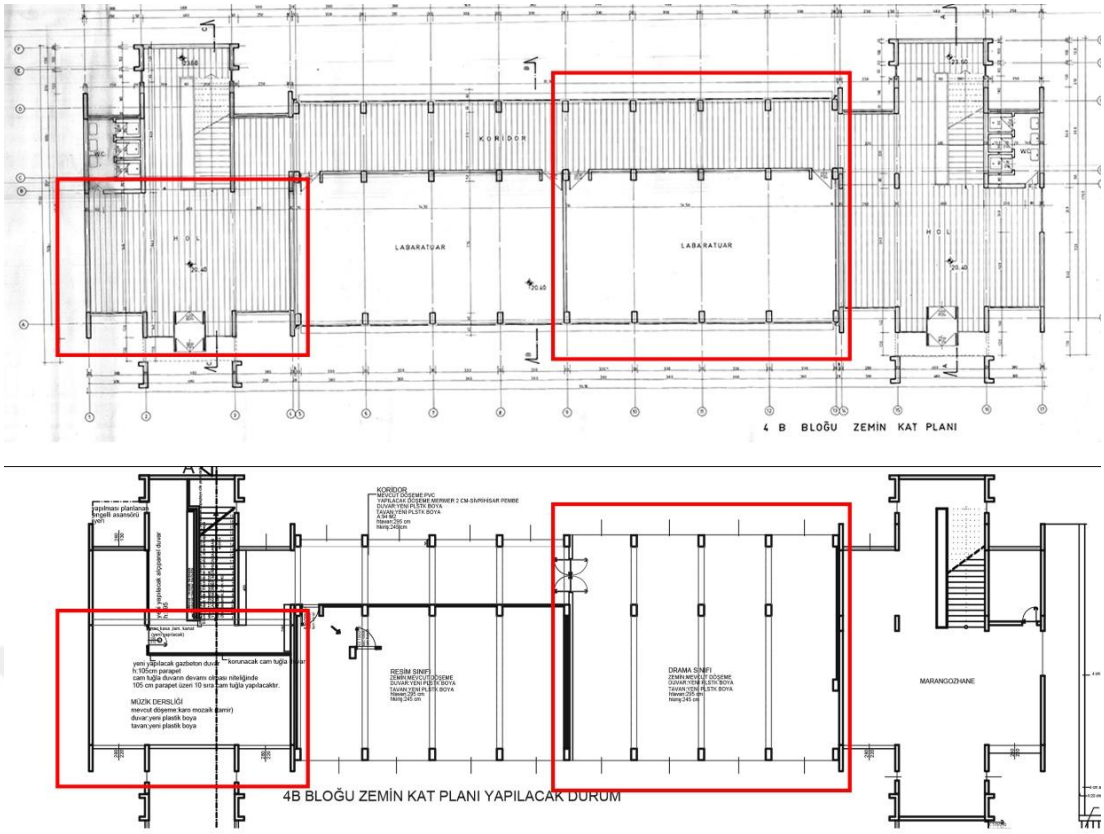


Figure 183. Comparison of the original ground floor plan of the Block 4B and the measured drawing of the floor dated 2014 (archive of Ankara University Directorate of Construction and Technical Works)

The building of the Faculty of Educational Science has an interesting story as being a structure that was immediately begun to be changed after began to be used. But in the course of time, the building keeps some parts with minor changes as close to the original design. As a general look, the spatial changes were mostly concentrated on some parts of the building. Especially, the offices and the classrooms keep their original spatial qualities while the wider spaces like spaces belong to library, large laboratories in the blocks, mostly divided to get required spaces related with the changing needs. Additionally, due to the increase in the population of the faculty and increase in the need of spaces, some of the vertical pass ways, which were significant inputs of the architectural character of the building, were closed from the ends to use them for the needed functions like, classroom, canteen, cafeteria, stationery, archive, etc. Beside these spatial interventions, there are changes related with the technologic, hygienic, monitoring needs, also. But, in the end, it is possible to mention about the

Faculty of Educational Sciences that one can observe the both ends of the conservation issue – conserved and totally changed – in this building.

3.3.2. Sports Hall

The building of the Faculty of Political Sciences began to be constructed in 1970, as stated above. Following that, the studies for a new and wider sports hall for the use of three faculties began. In 1971, the project of the Sports Hall was prepared by Berrak Seren and Ziya Tanalı who were working in the General Directorate of Construction of Ankara University

The Sports Hall building is situated on a sloppy land on north-south axis. The architects made use of this slope in the design of the building and reflect it in the interior: the tribune of the hall was designed by using the slope and situated on it. Relatedly, the single-volume-building has entrances on two different levels: one is on the north serving for athletes on the lowest level of the tribune while the other on the south serving for onlookers on the highest level of the tribune. Thus, the onlookers enter from the south can directly reach to the tribune and the athlete can reach to the hall. On two sides of the entrance of athletes, there are locker rooms and referee room. On the upper floor, gained by the level difference on two sides of the building, there are two wide spaces for athletes to practice. Besides, this upper floor makes a projection and makes and intervention on the façade. On the other hand, the onlookers confront with a long wall directing them to the control points on two sides before going to the tribune. There are WCs and buffet located on the other side of the wall which separates the entrance hall and the hall at the same time (Figure 184).

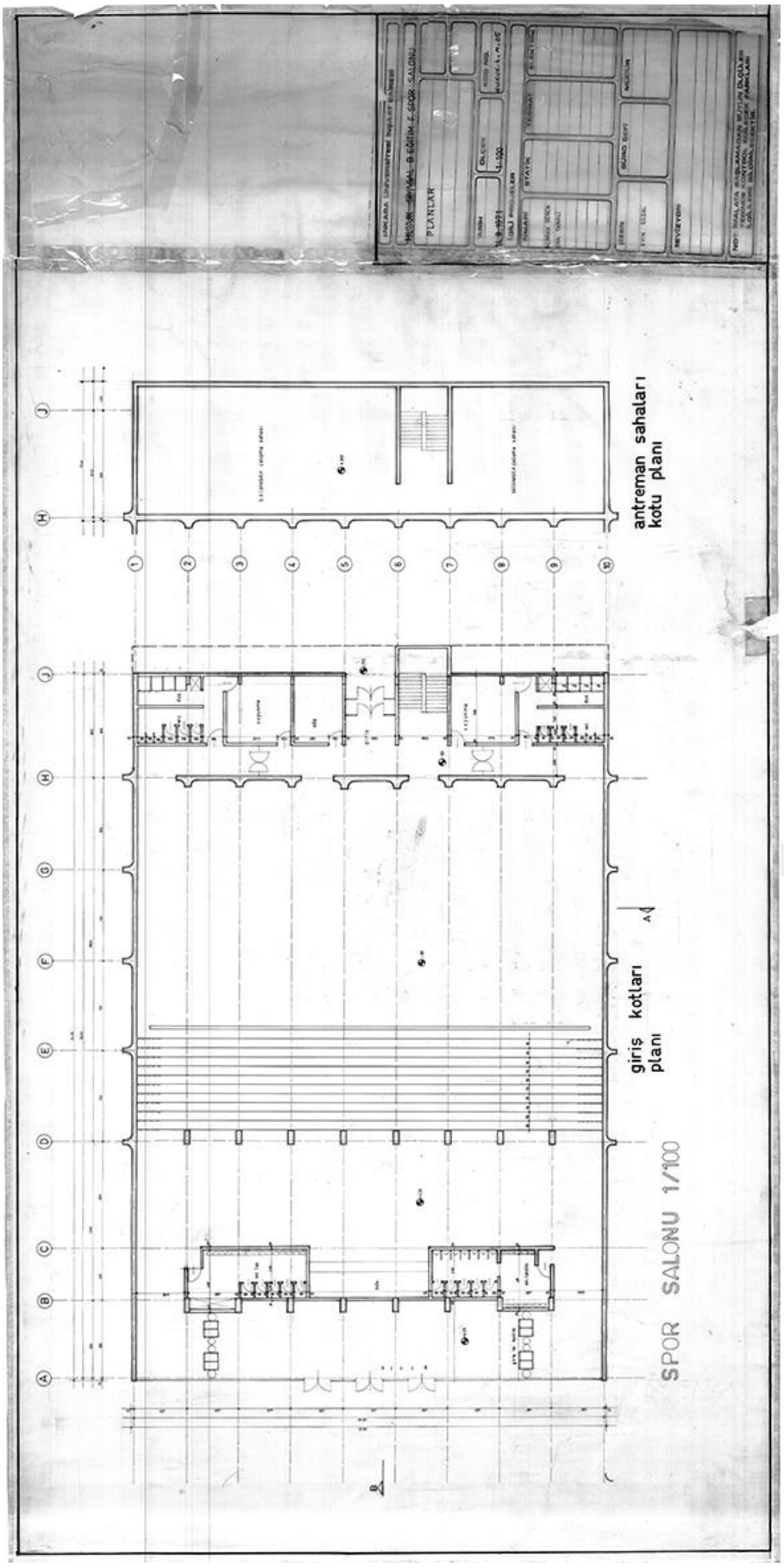


Figure 184. Original floor plans of the Sports Hall building (archive of Ankara University Directorate of Construction and Technical Works)

The building has load-bearing walls on two sides and concrete columns to help in load carrying in the interior. The steel roof structure is hidden behind the parapet walls which strengthen the flatness and simple massive characteristic of the Sports Hall building.

The façades of the building can be explained in two parts. While the northern and southern façades of the building include entrances, the eastern and western façades were solid façades and they have the duty of carrying load of the load. Steel truss beams forming the roof structure sit on these walls. The support details needed wide seating area on these walls and the architects used a kind of strut legible from outside instead of thickening the curtain wall.[81] This design and interpretation of the architects ended up with a solid wall which has dynamic façade organization as an alternative to flat, blank façade from a point of view. The northern façade with the entrance of the athletes has two-storey-height. The façade has an entrance door and horizontal window band located aligned with the higher level of the door. In addition, the upper floor was projected from the façade which makes the flor height legible from outside. Moreover, the stairs are also projected from the landing and makes them legible also. Indeed, together with the projection of the upper floor, the projected mass of the stairs emphasizes the entrance on the façade in a way. Lastly, the southern façade with the entrances of onlookers has one-storey height and more transparent façade design. There are three doors located at the center of the façade and on both sides of these doors there are windows in same size with the doors together which they cover the hall width of the façade. Besides, this series of doors and windows almost cover the half of the façade in height (Figure 185-186).

[81] http://v2.arkiv.com.tr/p6234-ankara-universitesi-siyasal-ve-egitim-fakulteleri-spor-salonu.html

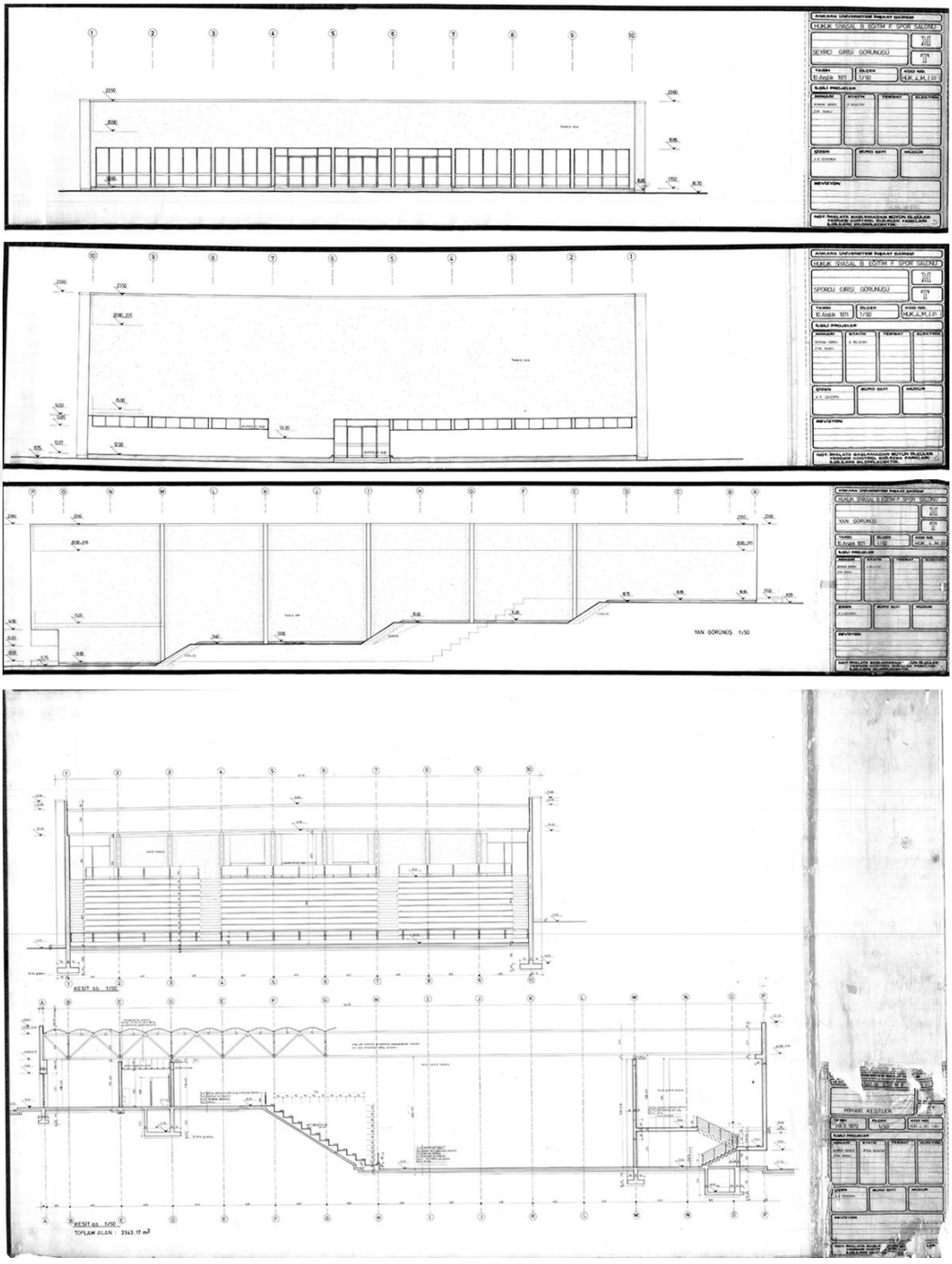


Figure 185. Original section and façade drawings of the Sports Hall building (archive of Ankara University Directorate of Construction and Technical Works)



Figure 186. Façades of the Sports Hall building today (Azize Elif Yabacı, 2017)

The building was designed to take the light totally from the top and to sit on the slope. It was planned that the heat load will be thrown by air conditioner; however, the university could not afford it due to the financial difficulties. After that, the roof design was revised; the light taken from the roof was cancelled and, instead, a completely closed roof was constructed.[82] Ünal also mentioned in his interview in 1979 that the new Sports Hall building constructed for the use of three faculties did not put into service for years and abandoned (1979: 41). However, Prof. Dr. Figen Çok remembers that the Sporst Hall was being used around 1982 and basketball tournaments were arranged in the hall.[83]

Additions / Changes / Reorganizations in the Buildings

The Sports Hall building has gone through mainly material changes and small spatial interventions through time. However, as stated above, the building had the major change before it began to be used. The roof design was changed due to financial restrictions and the period till the change of roof design and construction was the time of abundance for the building.

After the building began to be used there are few changes and arrangements in and around the building according to the projects. In 1982, there was an arrangement in locker rooms and for the doors of the building. There were only the detail drawings of

[82] http://v2.arkiv.com.tr/p6234-ankara-universitesi-siyasal-ve-egitim-fakulteleri-spor-salonu.html
[83] Prof. Dr. Figen Çok also remembers the use of Sports Hall for the graduation ceremonies of the Faculty of Educational Sciences, especially in the bad weathers.

this project in the archive; that's why it can be just deduced that in the scope of this project, there was an intervention for the division walls in the locker rooms and change of the doors (Figure 187).

Later, in 1997, there was relatively more extensive change in the building. The space designed as buffet in front of the entrance of onlookers was divided and two wide and one small room was attained. While doing this, the solid wall across the entrance was changed a lot: the entrances of the rooms was put on this wall and window spaces were opened for the rooms. Besides, in original the buffet is open to the tribunes, there was counters between columns. After the formation of rooms, the area between the columns were closed either by walls or windows. Another change in the scope of the same project was the change of doors and windows. The original outdoor aluminum doors were replaced with colored aluminum in addition to the change in pattern of the door. The inside doors were changed with sheet metal frame and pressed wing. Aluminum windows were also renewed. Besides, the walls were covered with BTB and the windows on two sides of the entrances on the southern façade were removed and the area between columns were closed with glass brick (Figure 188).

Lastly, in 2004, there had been arrangements around the Sports Hall building and the open sports fields. In the scope of this project, the existing wire mesh surrounding the field were repaired and washed. Besides, the short wire mesh was raised, the height was doubled. In addition, a path with stairs was designed near the open sports field.

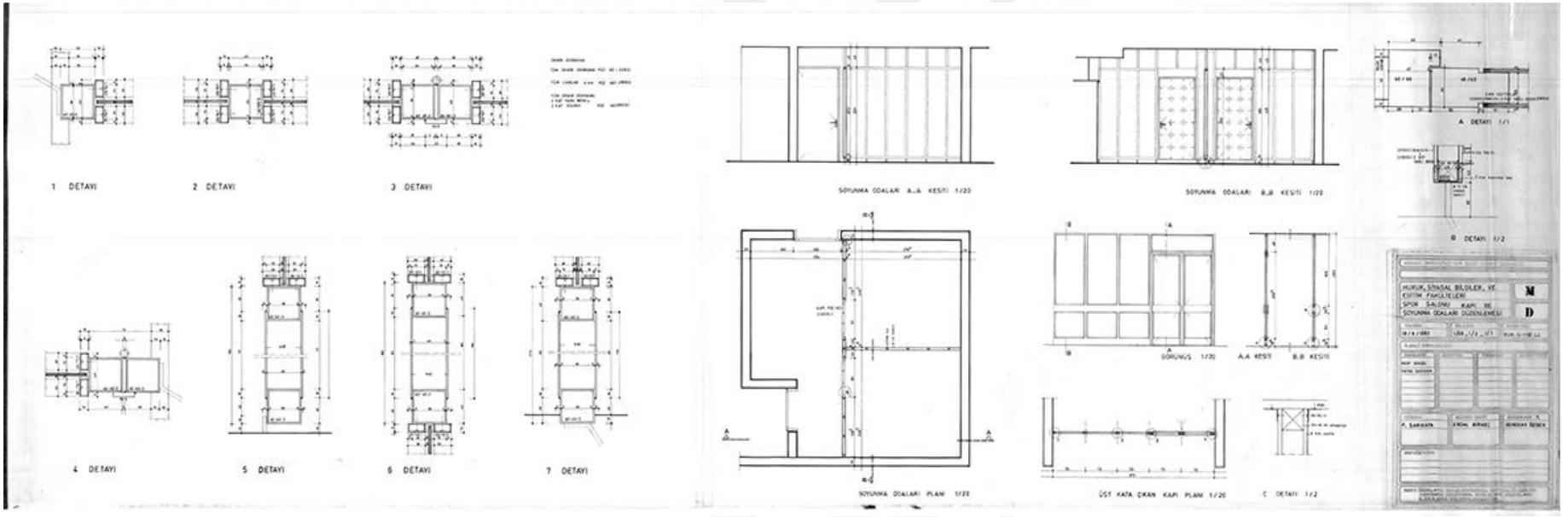


Figure 187.Rearrangement projects for the locker rooms in the Sports Hall building (archive of Ankara University Directorate of Construction and Technical

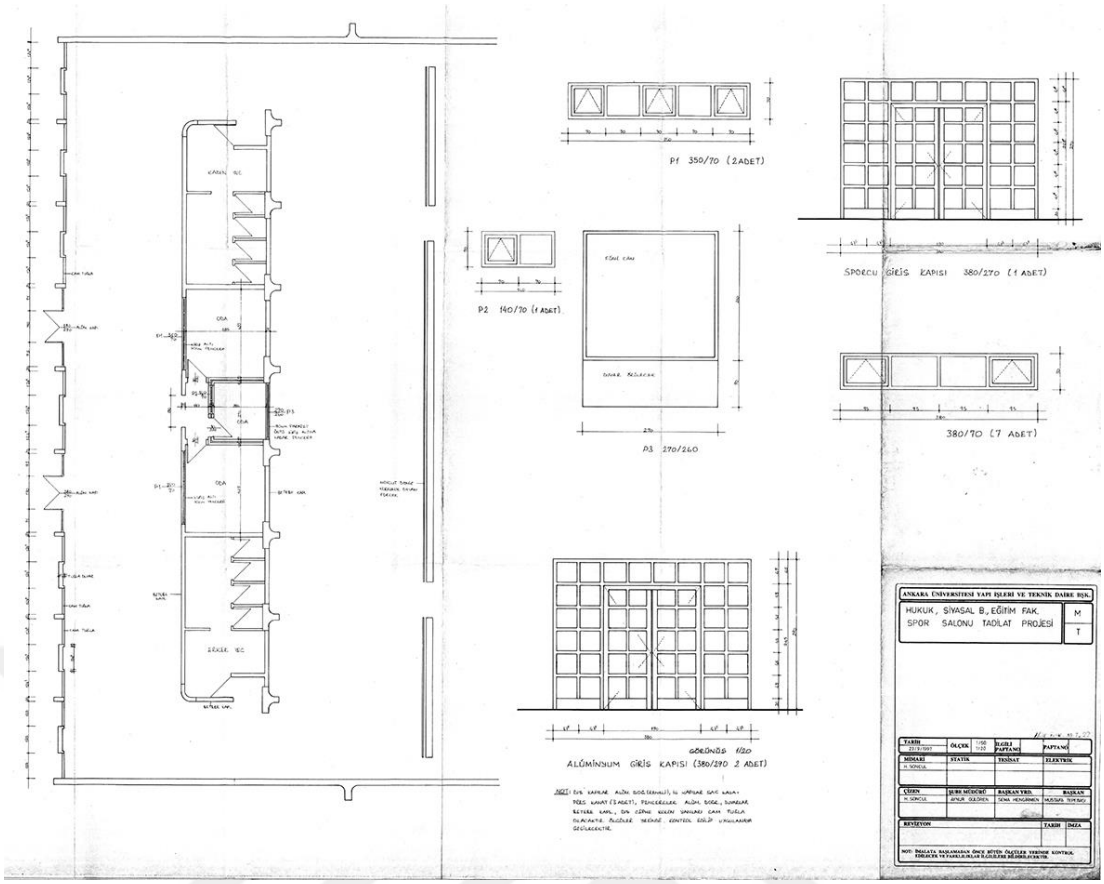


Figure 188. Rearrangement projects for the locker rooms and renewal of the doors and windows in the Sports Hall building (archive of Ankara University Directorate of Construction and Technical Works)

There were also repairs and whitewash in the interior and exterior, especially on the façades of the buildings. Recently, in 2017, the building has gone through another repair and the part of the locker rooms was rearranged. The walls dividing the rooms was removed and only the main wall separating the space from the hall remained; the whole area of the locker rooms was refunctioned as fitness center (Figure 189). However, there was no projects found in the archives related with this kind of interventions. With reference to these minimum changes and interventions in the building, it can be said that they were mostly material changes related with the renewal of doors and windows. There were no severe spatial changes which is related with the function of the building probably. The existing spatial changes, on the other hand, were realized within the boundaries of an existing space which did not end up with spaces affecting the original design of the building (Figure 190).



Figure 189. Fitness center formed by rearrangement of the locker rooms area in the Sports Hall building (Azize Elif Yabacı, 2017)



Figure 190. Sports Hall building today (Azize Elif Yabacı, 2017)

3.3.3. Institute of Educational Sciences and Restaurant

The building embodying Institute of Educational Sciences and Çınar Restaurant is one of the additional buildings constructed with the need of an additional space for the Faculty of Educational Sciences. In the project tag, the year of the project was 1983; however, in the aerial photo dated 1980, the building can be seen as constructed. By referring to this information, the project drawings could be the revision drawings of the project. In this project dated 1983, the architects of the building were Ümit Aksu and Mert Bingöl both of whom were the architects of the General Directorate of Construction of Ankara University (Figure 191).

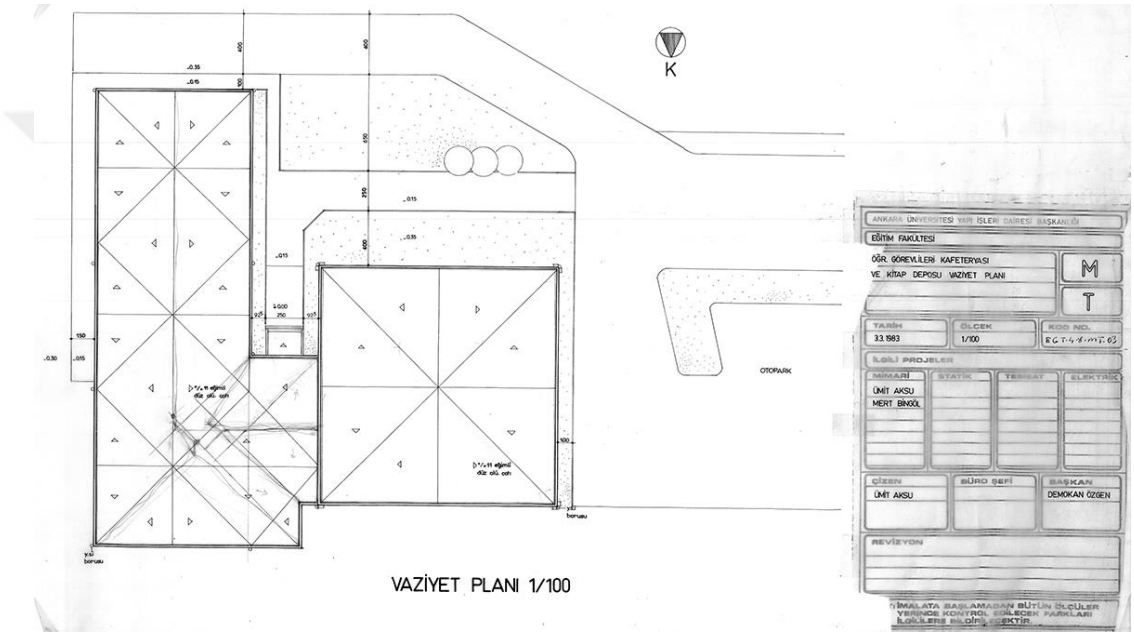


Figure 191. Original site plan of the Institute of Educational Sciences and Restaurant building (archive of Ankara University Directorate of Construction and Technical Works)

The building, located on the south of *Milli Piyango Öğrenci Evi*, is composed two one-storey-high blocks connected to each other; one is a rectangular mass and the other is a cubic mass. In original, the building was constructed to house the cafeteria of academicians and the bookstore. The cubic block facing the inner street of the campus has the cafeteria in it, the rectangular block behind has the bookstore. On the point that these two blocks are connected, there were the kitchen of the cafeteria, storages and the WCs. The main entrance of the building was also from the gap between the blocks through the entrance hall in the connection part. From this entrance, it was possible to

reach cafeteria. The bookstore had a separate entrance from the short edge of the rectangular block on the south giving access directly to the store. There was also another entrance on the eastern façade of the rectangular block which enables a direct entrance to the kitchen and storage part of the cafeteria; so, it can be called the service entrance of the cafeteria. The building with concrete frame structural system has combination of flat and low-pitched roof covered with aluminum hidden behind the parapet walls which emphasizes the simple geometric form of the building (Figure 192).

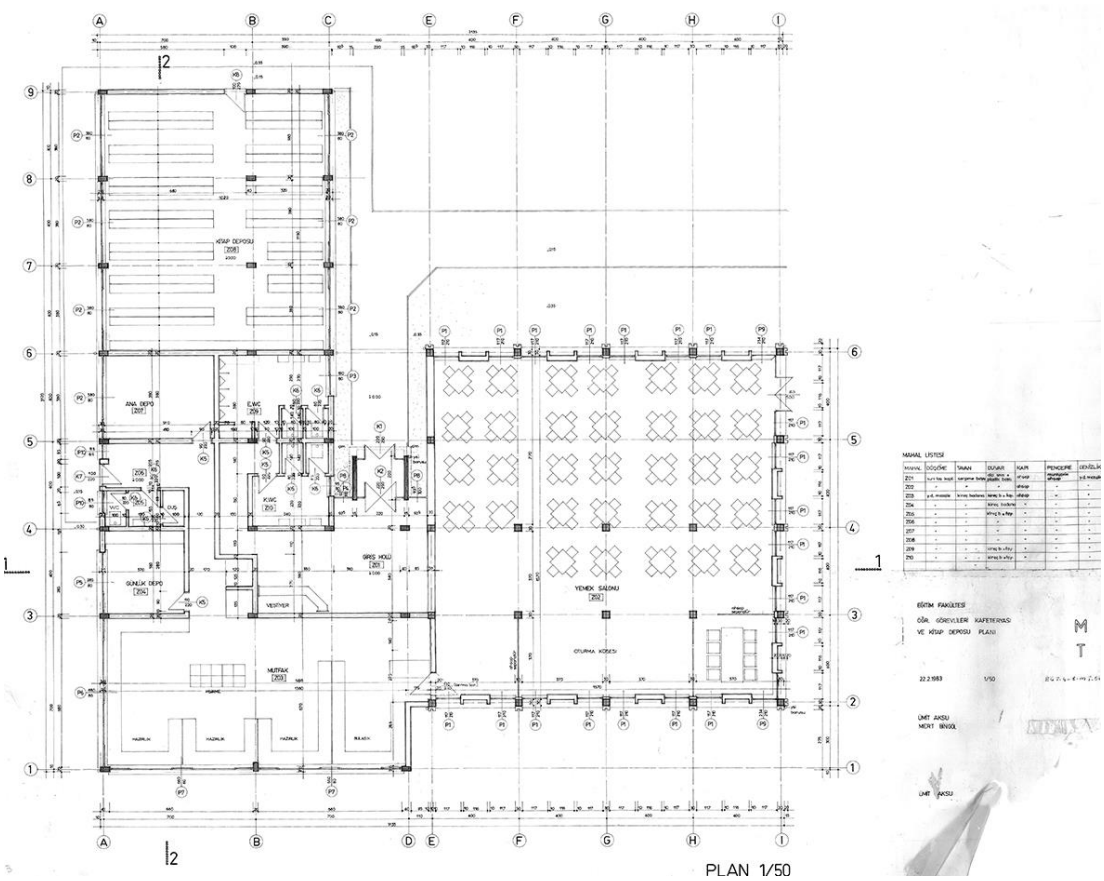


Figure 192. Original plan of the Institute of Educational Sciences and Restaurant building (archive of Ankara University Directorate of Construction and Technical Works)

Façades of the cafeteria blocks were designed same except the east façade which was belong the storages and kitchen of the cafeteria. These façades have a design emphasizing the geometric form of the building: The façade is divided into equal four units each composed of window-wall-window configuration. Additionally, there are

concrete linear dividers between these units. The southern façade, on the other hand, has horizontal band-like window above the eye level all along the façade. The book store block also has same façade design in all façades except the south façade with the entrance. These same three façades have horizontal band-like window above the eye level all along the façade as the southern façade of the cafeteria block. The entrance façade has only the entrance of the bookstore and a small window above the door. On the southern façade of the building the main entrance opening to the cafeteria also can be seen. Moreover, it must be stated that façades of the both blocks composing the building were treated to have a common sense of design with small scratches dividing façades vertically into units (Figure 193).

Additions / Changes / Reorganizations in the Buildings

As it is stated in the project drawings and as stated above, the building was designed to house two parts; one is cafeteria and the other is bookstore. About cafeteria part, Prof. Dr. Figen Çok states that, it was not used as cafeteria of academicians for a long time. For a while, it was used as student canteen. The professor remembers the use of the area as student canteen in 1990s with more various options for students than other canteens in the faculty. Indeed, she remembers that they arranged welcome events for the newcomers of the faculty. Following that this part was functioned as a restaurant for the use of academicians with alcohol.[84] Professor Çok mentions that the inner space was wider before; but in time the space in the interior gets smaller, which was probably related with the transfer of the institute to the building afterwards, and the restaurant became more a garden-dominated restaurant. This final form of the restaurant part could be dated to 2007-2008, as Çok states.

[84] Today, the alcohol has not been served in the restaurant and Assist. Prof. Dr. Başak İmamoğlu states that they were using the restaurant in the past but after the alcohol service was given up they also stopped going there.

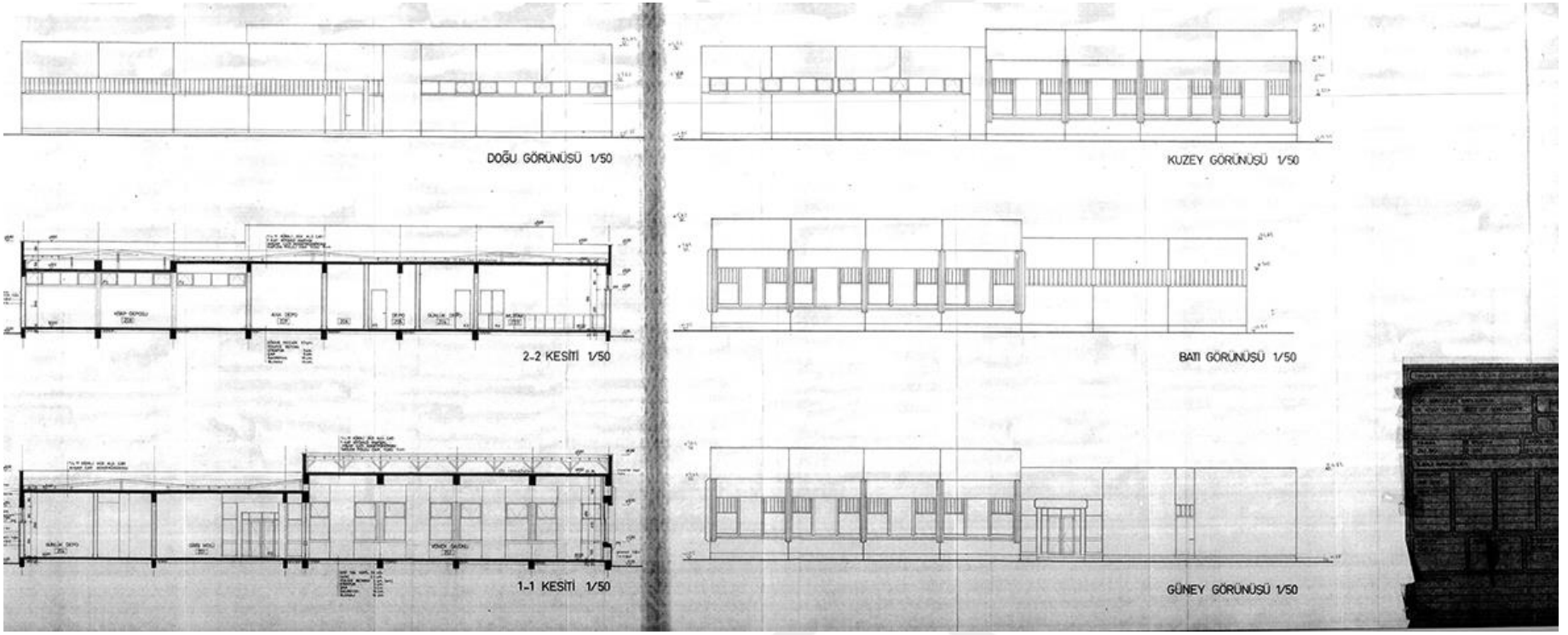


Figure 193. Original section and plan drawings of the Institute of Educational Sciences and Restaurant building (archive of Ankara University Directorate of

In 2014, the bookstore was rearranged for the use of the Institute of Educational Sciences, which was founded in 1992 and using one floor of the Block 3A. However, this area was very limited and more like an unsound structure. Both the complaints of the users and the increase in the spatial needs of the Faculty itself required the transfer of the Institute to this building. Today, the Institute is still in this building.

From the transformation project of this block, it is seen that the bookstore was already rearranged as an extension of kitchen of Çınar Restaurant in time and included parts serving as kitchen and storage. In the end, with the decision of the transfer of the Institute to this building, this part was undergone an extensive repair process. In this scope, firstly the entrance of this block on the south façade was cancelled and new entrance was opened on the west façade of the block facing the open are in front of the building and the intersection of the two roads in the campus. This change, in fact, was an inevitable outcome of the functional transformation, because the original function of the blocks as bookstore and the later function as the kitchen did not necessitate an easy-to-reach entrance while as an institute with administrative offices needed a visible and accessible entrance. Relatedly, the plan of the building, the sizes of the spaces and the materials of the surfaces of the spaces was also changed.

Because of the total change, the refunctioning of the spaces one by one could not be listed, but the former and current function can be compared. As mentioned above, there were five separate spaces used as the kitchen by the restaurant facing the eastern façade and storages on the west of the corridor dividing the block into two by following the entrance.

With the refunctioning of the block, again, a corridor dividing the block into two parts was formed, but this time it is L-shaped corridor due to the change of the location of entrance. On the east of the corridor, there are the offices of the manager, his secretary and the vice-manager of the Institute, student and personal affairs and information technologies; while there are offices of the institute secretary, document recording,

meeting room and archive. Lastly, the location of the WCs was also changed and moved from a space facing the west façade to north façade (Figure 194).

In this process, the façades were also changed as a reflection of the change of the function behind. As being a store in original and a service area later, the block had horizontal band-like window above the eye level all along the façade on the east façade and as separate windows on the other façades while the entrance façade – the south façade – had no window. By placing offices in the block, the need for windows in adequate sizes and numbers was occurred. With the new design of the façades, the western façade of the block with the entrance of the Institute has windows with regular height on two sides. Similarly, the eastern façade, as the longest façade, has a fenestration system with the same-height windows, the southern façade, which had no windows, has two windows belong to two offices inside and the norther façade small windows located above eye-level due to the WCs located inside and a service door of the kitchen of the restaurant located close to the west edge (Figure 195).



Figure 194. Rearrangement project of the bookstore as the Institute building (archive of Ankara University Directorate of Construction and Technical Works)

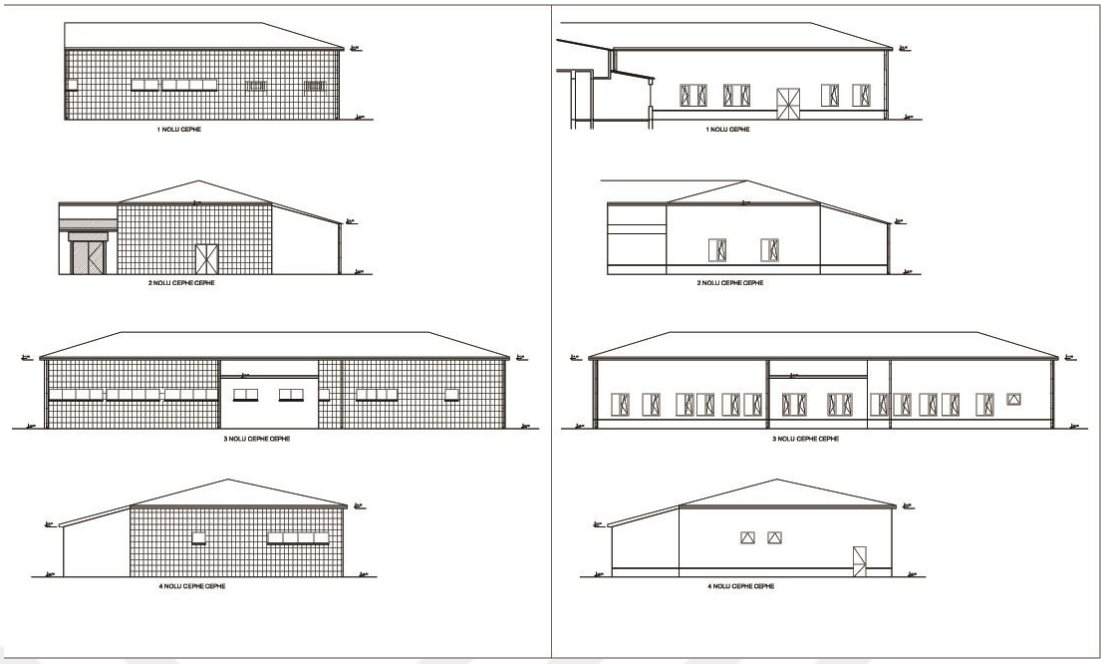


Figure 195. Reflections of rearrangement project of the bookstore as the Institute building on the façades (archive of Ankara University Directorate of Construction and Technical Works)

Lastly, related with the refunctioning of the service area of the restaurant and the cancellation of the main entrance of the building from the gap in the intersection point of the blocks, Çınar Restaurant needed a new entrance. Similar to the Institute, in fact with no other option, the restaurant also rearranged its main façade which is the western façade facing the wide-open area and the equal four units on the south corner was transformed into the entrance door of the restaurant.

Although being a later-constructed building in the campus in comparison to the other and being a small-scaled one, the building has gone through remarkable and extensive changes, especially the rectangular block. The interior design of the blocks has totally changed in time which has effects on the façade of the building. Besides, the cubic mass also had some changes in terms of function, all of which were related with gastronomic activities, space and material. However, when compared with the other block, they were minor interventions mostly necessitated in consequence of the transformation of the connected block. In the end, it is almost impossible to trace the originality of the building in the Institute part while it can be possible to have some clues on the façade and the plan in the restaurant part (Figure 196).



Figure 196. Photos showing the façades and the interior of the Institute of Educational Sciences and Restaurant building (Azize Elif Yabacı, 2017)

3.3.4. ATAUM

The building of ATAUM (European Research Center) is the last additional building constructed in the parcel numbered 8425-4 affiliated with the Faculty of Educational Sciences. The building was designed by Aynur Gülören and Sema Hengirmen, architects of the General Directorate of Construction of Ankara University. The year that the projects was prepared is 1990 in the project tag; then, as seen from the aerial photos, the construction of the building was started in 1991 and completed in 1994.

The building of the center was located near the Faculty of Educational Sciences, on the east, and on the south of the Institute of Educational Sciences and Restaurant. The ATAUM building was situated on a sloppy land and the site was articulated according to the design of the building. Two rectangular blocks located perpendicular to each other and the third block connecting these two blocks are composing the research center building. The points that two perpendicular blocks meet were designed as 45^{o} parallel edges. In other words, instead of connecting perpendicular blocks directly, a

third rectangular block positioned as 45^{o} to the each and connects them. The blocks were named in the project drawings as Block A – the connecting block -, Block B – the block on the north – and the Block C – the block on the west; and in the description of the building, these notations were used below. The Block A is two stories high, the Block B is three stories high and the Block C is a single storey mass with a function needed two stories height space (Figure 197).

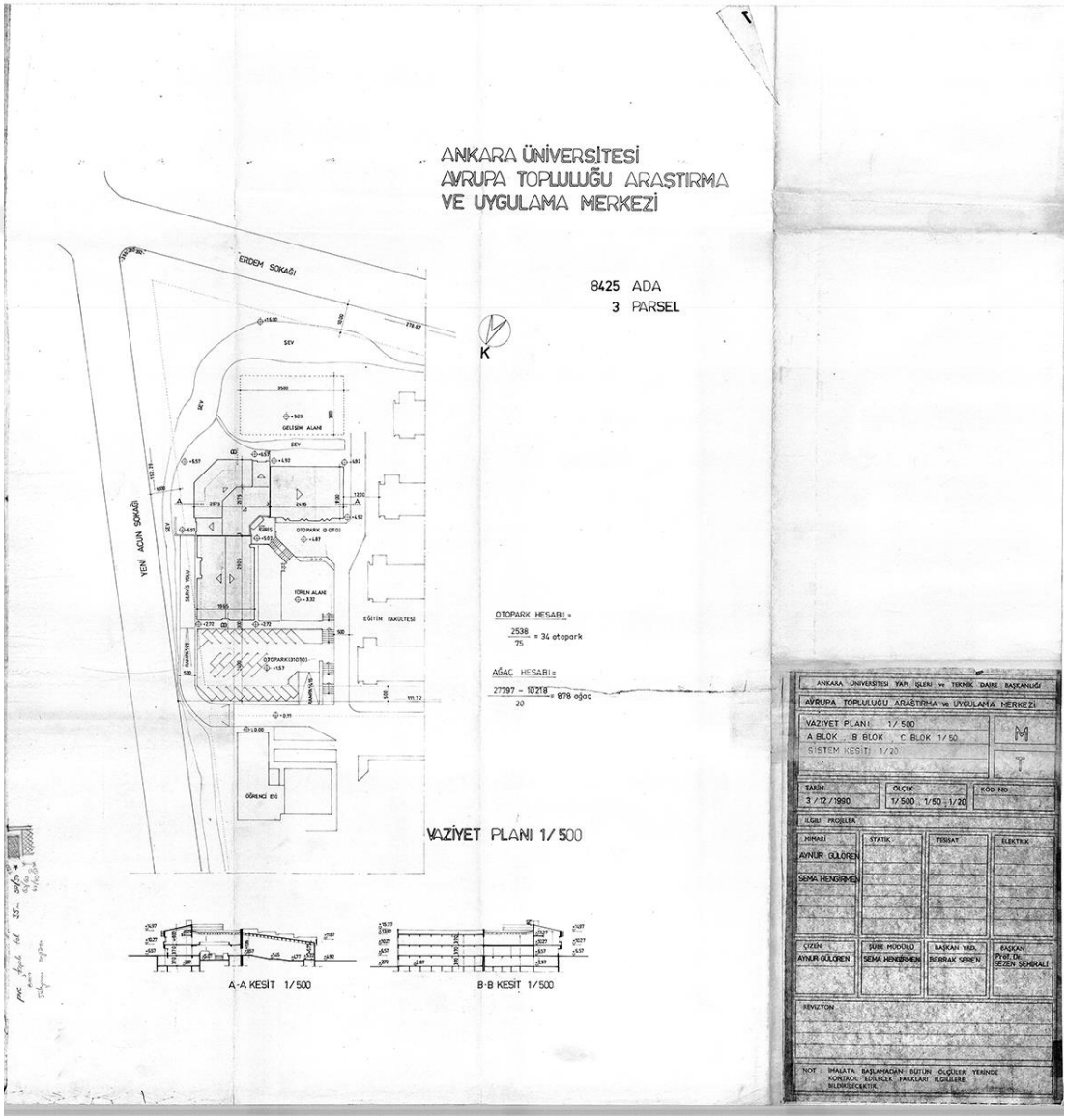


Figure 197. Original site plan of the ATAUM building (archive of Ankara University Directorate of Construction and Technical Works)

The main entrance of the building of ATAUM is from the connection points of the blocks, from Block A. With a twelve-stepped way to the entrance, it is possible to reach the ground floor of the block where the entrance hall confronts. On the right, there is a nine-stepped-stair that connects entrance hall to a spacious foyer with cloakroom, WCs, etc. This foyer is the reaching point to the large conference hall on the Block C. In addition to the main space as conference hall, there are related technical rooms, storages, etc. also in the Block C; and as mentioned above, this conference hall covers the whole block.

On the other hand, from the foyer, it is also possible to reach to Block B with a corridor where there are four offices for academicians. As a consequence of being located on a sloppy land, there is level difference between the blocks and so, the corridor of the ground floor of the Block A directly continues to the first floor of the Block B on two sides of which there are classrooms, the offices of student affairs and other administrative functions and WCs.

On the ground floor, the Block B has a separate entrance as service entrance giving direct access to the entrance hall on the connection oh two blocks. Across this service entrance there is the staircase continuing along the floors. This floor embodies a large space for printing house, related managerial offices, storage, photography room with dark room in it and a wide canteen space. From this floor, the corridor continues to the basement floor of the Block A which involves technical spaces of the building like boiler rooms and HVAC. Lastly, the first floor of the Block A has a library with a mezzanine floor and related administrative spaces located corridor surrounding and looking down the entrance hall. In the continuation of this corridor, there are administrative offices of the research center like the offices of the manager, assistant manager and their secretaries, meeting room and computer room (Figure 198-199-200).

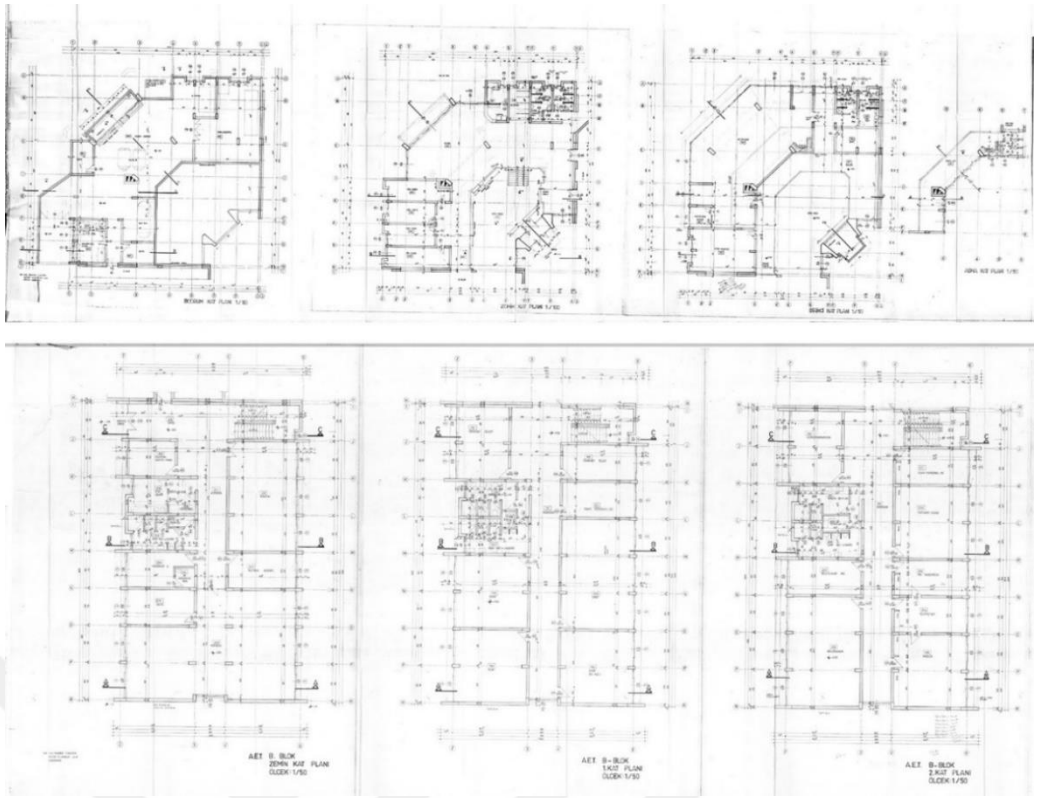


Figure 198. Original plan drawings of the Block A (left) and Block B (right) of the ATAUM building (archive of Ankara University Directorate of Construction and Technical Works)

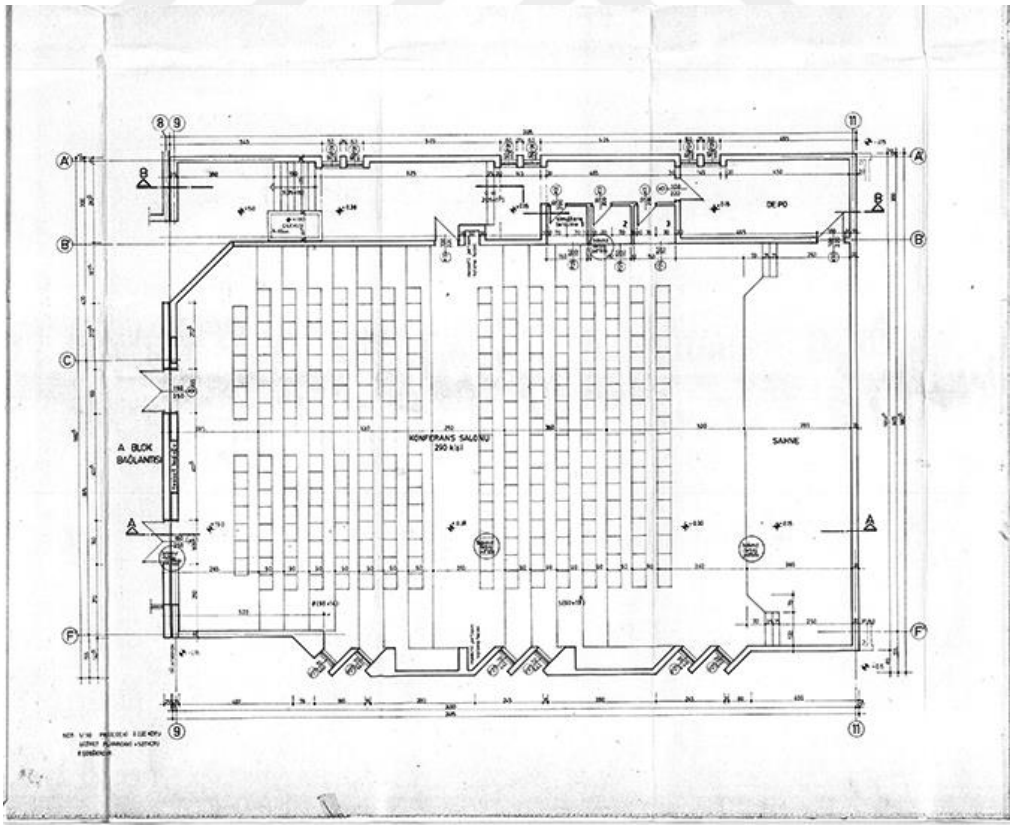


Figure 199. Original plan drawings of the Block C of the ATAUM building (archive of Ankara University Directorate of Construction and Technical Works)

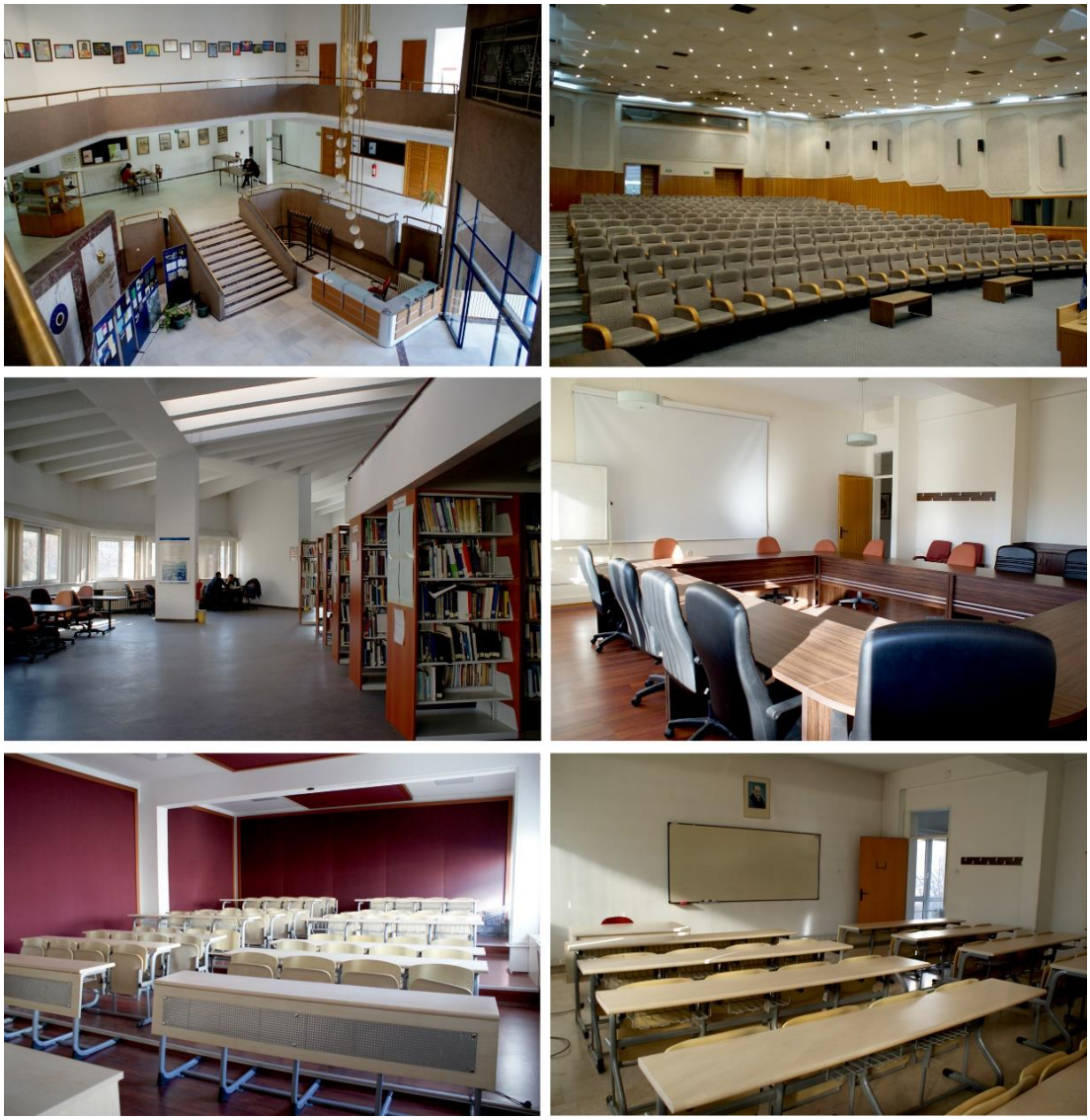


Figure 200. Views from the interior of ATAUM building showing conference hall and the foyer, library, seminar room and classrooms (Azize Elif Yabacı, 2017)

As being composed of three blocks housing different functions, the concrete frame building of ATAUM has different façade designs for these three blocks compatible with the functions they host. The Block A has other two blocks on two sides, so has one shorter façade with the main entrance on north-west direction and one longer façade composed of three parts coming side by side with 135^{o} on south-east direction.

The entrance façade has the entrance door at the center with solid wall above and vertical windows getting sunlight to the entrance hall on two sides with 45^{o} angle. The rear three-partite-façade reflects the two-floor height of the block; the ground floor with the foyer has more transparent façade with floor-height windows and the upper

floor has a horizontal fenestration system. Indeed, the upper floor was projected over the ground floor, but the band of fenestration was pulled back and a three dimensionality was achieved while the horizontality of the window system was emphasized. On the other hand, with the single space – conference hall – the Block B has totally different façades than two other blocks.

The levelling on the floor of the conference hall was reflected on the outside. Two façades on two sides of the hall facing north and south has four separate solid walls height of which are getting lower regarding the interior; and in-between these separate walls there are vertical linear windows. Additionally, the façade behind the stage facing west is totally solid. Lastly, the Block C has a façade design more alike the façade of the Faculty of Educational Sciences related with the functions the block housing like offices, classes, etc. The same fenestration system repeats in every floor on the façades. The longer façades of the rectangular block – eastern and western façades - were designed in the same manner except the entrance on the corner and the solid façade with small windows on each side continue through the height of the block in line with the WCs on each floor. These two façades have linear window bands divided by columns existing on the façade. The short façade facing the north, on the other hand, has two solid walls on each side of the windows at the end of the corridor at the center of the floors which have vertical linear concrete elements in the front (Figure 201-202).

This building, as one of the latest buildings constructed in the Campus, has kept its originality mostly. To mention, the Block A does not have any spatial change while some of the spaces refunctioned according to the changing needs. The changes are on the ground floor; the offices of academicians serve as administrative offices today. There is another minor intervention that in the library on the first floor a small space was formed in front of the office part to house a specific group of books.

Same manner of change is valid for the Block B also. Some administrative offices were refunctioned as offices of academicians while the reverse is also seen on the first and

second floors. However, a more extensive intervention can be seen on the ground floor and the hall floor was turned into ‘Regional Research Centers’.

The spaces of canteen, storage and administrative offices were refunctioned, and the large entrance hall was divided into spaces by constructing walls into the space. The canteen serves as office, the new formed spaces on the hall are the offices of research centers of different regions such as North America Studies Application and Research Center, Middle East Studies Application and Research Center, etc. Lastly, the conference hall covering the hall Block C keeps its originality today also.

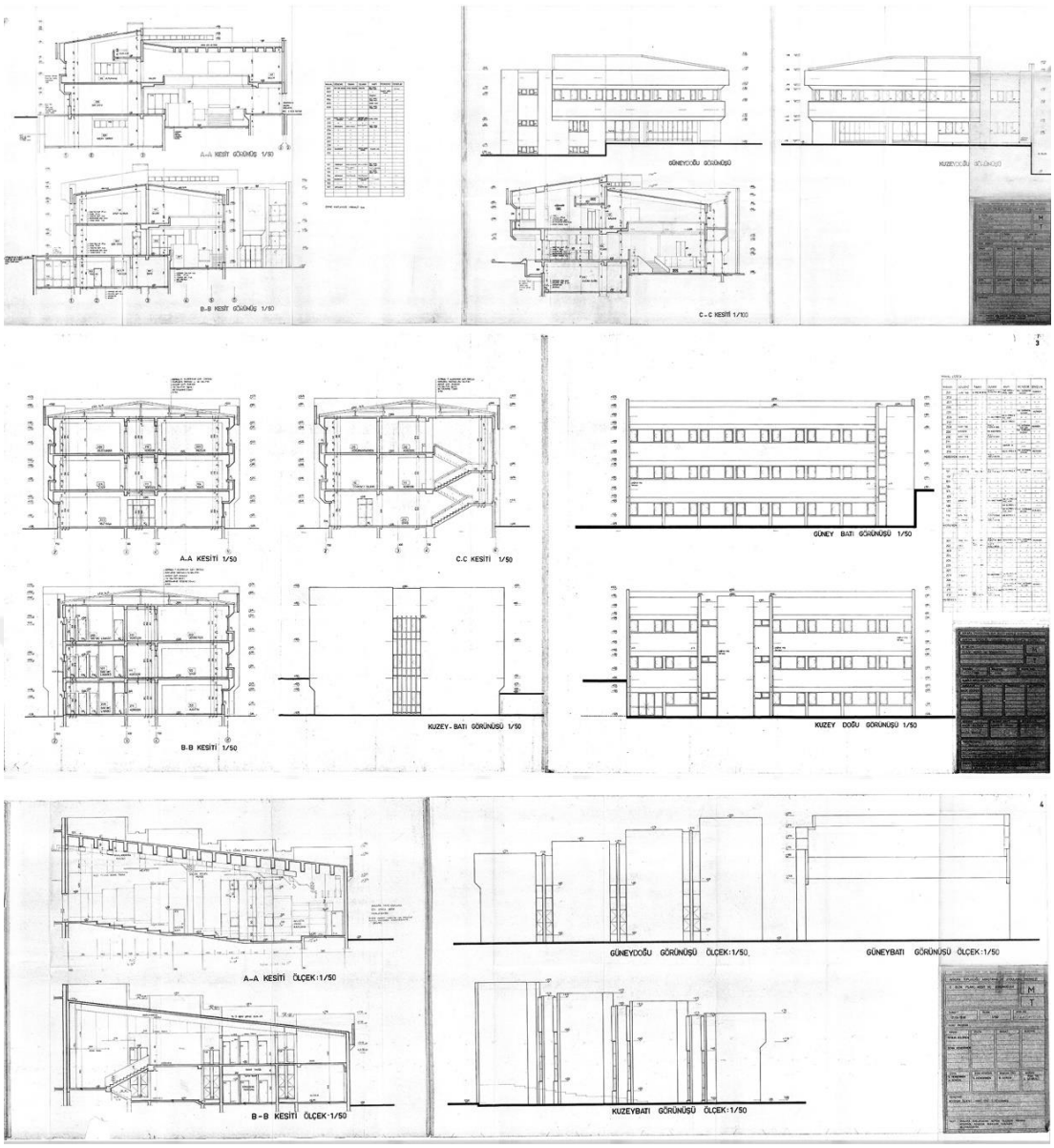


Figure 201. Original section and façades drawings of the Block C of the ATAUM building (archive of Ankara University Directorate of Construction and Technical Works)



Figure 202. Façades of the ATAUM building today (Azize Elif Yabacı, 2017)

CHAPTER 4

ASSESSMENT OF THE COLLECTED DATA FROM THE PERSPECTIVE OF 'PLACE IDENTITY'

The buildings in Cebeci Campus are located in three separate parcels due the faculties they belong to. As given in the previous chapter, this separate order of the parcels was distintive factor in expansion of the faculties were implemented within their own parcels afterwards. In fact, this was a natural consequence of the fact that these faculties were separate entities both in physical and managerial terms until the decision of forming a campus in 1995 with the attempt of the President Prof. Dr. Günal Akbay. This later initiation would not be successful enough to form a campus area that works as a whole, unfortunately. Because, till that time, the character, meaning of the buildings that can be defined as the 'place identity', of the building were formed as faculty-based understanding. Additionally, although being a faculty in 1992, Faculty of Communication is also included in the discussions on *Mülkiye*. So, this chapter focuses on the analysis of multiple identities within the borders of Cebeci Campus from this perspective and tries to formulate this approach and results.

Before focusing on the faculties, Campus should be examined shortly in terms of change and place identity. In fact, due to being formed in 1995, the built-up features of the Campus did not change much. After that time, there were two additional buildings constructed only which did not affect the general layout of the Campus that was designed and formed with the decision of forming a campus. However, with the increase in the need of parking area, there occurred transformation of some open areas

into car parking area thought as the courtyards or gardens by the architects of the buildings. To exemplify, a part of the gardens in from of *Mülkiye* and *Hukuk Fakültesi*, which were mentioned by older graduates as comfortable spaces for students to sit and/or to study are transformed into car parking areas; and together with the cancelation of the entrance to the campus from the stepped-entrances of the faculties, the rest of these gardens became abandoned areas and not used by the students. Similarly, the courtyards and gardens on the west designed between the parallel blocks of the Faculty of Educational Sciences are also serving as car parking areas today. Additionally, the open areas were designed by the agricultural engineers and landscape designers in the process of forming the Campus. The green open areas, pathways connecting them to each other or to the buildings, sitting areas and pools in these green areas were formed in this scope. Apart from the car parking areas, these features are mostly conserved, most probably due to being designed after the Campus completed its formation.

The identities in Cebeci Campus are discussed in this chapter and it is going to be seen that these are independent identities. In other words, there are strong and varying identities in the Campus which do not contribute to form an overall identity referring to the Campus. It is not possible to talk about a place identity of Ankara University Cebeci Campus reasons of which is discussed in the following parts.

4.1. *MÜLKİYE* - FACULTY OF POLITICAL SCIENCES

After the foundation of the Republic, the ruling class paid specific attention to the reforms in the field of education in the scope of the modernization of Turkish society. As being the place housing the new modern education system, the educational buildings were designed with modern architectural language. Ernst A. Egli, responsible with design of the most important field of the newly established Republic as being the chief architect of Ankara branch of the Ministry of Education, designed modern educational buildings to raise modern young people who were bound up with the revolutions (Yabacı and Dinler, 2017: 423-425). In that sense, *Mülkiye* was one of the most important of these schools which could direct the development of this

political attitude in terms of both educational and architectural perspective. The diverse identity – or identities – of *Mülkiye* can be described by political fluctuations referring to the periods that cause a change and diversity in the identity of the school.[85] This situation drives creation of three different identities of *Mülkiye.* Here, these different identities will be defined and discussed which were determined in the light of physical and political input effecting the development of the school and the definition of the identity (Table 1).

	Mülkiye
Character of Buildings as Examples of Modern Architecture	Modern, form & function relation, simplicity, pure geometric forms and cubic appearance, no ornament and no decoration
Physical Component	extensively changed loss of original architectural character
Social Component	deep belonging and loyalty to the past memory as a valuable heritage changing identities: 1- attributed by the constituents 2- gained by students 3- apolitical

Table 1. Table showing the features forming the identity of *Mülkiye*

[85] As mentioned in the introduction: "About the factors affecting the 'place identity', 'time' input comes forward as being pointed out mostly. In this scope, the dynamic feature of 'place identity' related with the different people at different times for different reasons brings out an outstanding feature of the term (Ashworth and Graham, 2005 cited in Sarıkulak, 2013: 15). So, it can be said that based upon the differentiating times, peoples and/or reasons, 'place identity' has a plural character; it can change and be reconstructed." In the light of this discussion, *Mülkiye* is a very appropriate case for such a plural-identity-place.

The Identity Attributed by Constituents: The School of Modern Turkey

The first identity which can be accepted as the 'original identity' was constituted during the transfer of the school from İstanbul to Ankara. Since, this transfer decision is a consequence of the modernization attempts of the Republic and the identity of *Mülkiye* was re-built as the representative of Modern Turkey and school took the name *Siyasal Bilgiler Okulu*. The building of *Mülkiye* is one of the main representatives of the international modern architecture movement in Ankara as the physical reflection of the reforms in the way of modern nation. The building constructed in an empty landscape at that time that was proposed for the higher education in Jansen Plan. Norberg-Schulz mentions about the identity of places that some places get their identity from a specific attractive location while the man-made components rather stay in the background. On the other hand, some other places can be a distinctive piece of design located in a dull landscape, like *Mülkiye,* and have a noticeable character (1984: 179 cited in Sarıkulak, 2013: 16).

The new building of the school was designed by Ernst A. Egli to acquire the characteristics of modern movement such as, pure geometric forms both in massive quality of the building and in smaller scale feature, simple detailing, no decoration, geometric patterns on floors, etc. By taking the functionalist approach as the basis of the design, the relation between the spaces and the related functions was taken as the main concern. The massive form of the building as 'T-shape' also reflects this function-related design approach in the distribution of the spaces in branches of the mass.[86] All these architectural features of the building composes a significant part of the identity of the school as the physical component.

The relation of the users with the building itself or the spaces in it, is other input that worth to mention. As Namık Kemal Güçhan states they had a strong belonging with the school because of both being boarders and the opportunities school gave them. The marble-covered hall, for example was referred as 'giving a sense of home' by Güçhan.

[86] The detailed information about the distribution of the spaces and the related functions can be found in part 3.1.1.

Besides, Aydemir Ceylan (2006: 32) also talked about this hall as 'like the megaron of the school' where everybody met in coffee breaks, laid daily stress, welcomed their guests, listened the concerts given by students in the evenings etc. Similarly, memories of Güçhan about the dormitory and cafeteria also reflects the emotional bonds they have at that time. In addition, Prof. Dr. Cahit Talas remembers the transfer of the school form İstanbul to Ankara and mentions about the building that with the dorms, cafeteria and classes, the new building was very favorable and qualified building. They stay together in the dormitory rooms and eat together in cafeteria, and this is a situation that made them feel like a family (1990:4-5)[87].

On the other hand, many graduates of the school between 1936-1960 mentions their memories on the conference hall. Earlier graduates talk about the seminars given by the important political figures of the period like frequents visits of İsmet İnönü. So making visits and giving talks at *Mülkiye* was a privilege as it was one of the most honorable establishments of the young Republic that all actors, politicians, writers, journalists, important figures of the time was respecting.

The school had a significant responsibility – raising the bureaucrats of the Republic who would spread to Anatolia and disseminate and place the modernist reforms to the country besides being the representative of the modernization efforts of the Republic in the field of Education. As mentioned by Namık Kemal Güçhan above, the opportunities that school provided for the students – accommodation, meal, clothes, pocket money, etc. – were very high and well above the time requirements. This is another feature of the modernization reforms thought to new generations: modern life style which constitutes another component of the original identity of *Mülkiye*. The school was seen as an opportunity to raise modern individuals beside the well-equipped bureaucrats. So, it is possible to mention 'modernization' fact as an overall term defining the original identity.

[87] Prof. Dr. Cahit Talas started his education in *Mülkiye* when the school was still in İstanbul 1935 and graduated in 1938 in Ankara.

Besides, following time, the writers, authors, important figures of Turkish literature also came and make speeches in this hall. Besides the interaction and relation of people with the spaces, "İnek Bayramı" – the well-known tradition of *Mülkiye* -[88] is the most important social component of the identity of the school.

When all these memories and feelings about the spaces are considered by referring to the identity of *Mülkiye*, it is possible to talk about the identity of the school constructed by the users with their memories, bond and the image of the school and spaces on their minds. In fact, Hauge talks about this kind of a formation of identity from the user's point of view and says that "When attachment grows, people identify themselves according to the place and social references that refer to physical places where people live." (2007 cited in Sarıkulak, 2013: 15).

Identity Gained by the Students: Critical to the System and Progressivist

With *Siyasal Bilgiler Okulu* getting attached to Ankara University as a faculty in 1950, major changes took place in the school. The school expanded, and this resulted with additional buildings and changes and transformations in the existing buildings. In addition, in 1946, Turkey has switched to multi-party system and in 1950, *Demokrat Parti* won the election following of which led to a confusion in the country and also in *Mülkiye* in the following years.

Firstly, to discuss, the reasons behind the physical changes in the building can be mentioned. The main and the most forceful reason behind the expansion of the school with the additional buildings in the limited parcel in this period is the drastic increase in the number of students.[89] This increase brought along the additional spatial needs

[88] "İnek Bayramı" is a deep-rooted tradition of *Mülkiye* dated back to the establishment years of the school. Within the scope of this feast, a cow representing the hardworking student is walked around the school. In time, the scope of the feast extended and the surrounding neighborhood – Cebeci – and residents of the neighborhood also got involved. Besides, students developed the feast and added more activities. For more and detailed information see: http://www.politics.ankara.edu.tr/?bil=bil_icerik&icerik_id=335&ens_birim=0

[89] *Mülkiye* started with 40 students in 1936 and this number increased to 100 immediately after in 1941. Following that in 1949-50 education year this number increased four times and reached 484 which triggered and initiated the expansion projects of the school. Relatedly, after the construction of the

with additional buildings. The architectural language of the additional buildings – library, dormitory and amphi building – is an important issue in the definition of the identity of that period. The buildings were designed by Enver Tokay, Ayhan Tayman and Yılmaz Şanlı which were counted as the successful representatives of International Architectural Movement in Turkey.[90] So, in the end, architecturally, *Mülkiye* still continued to be the modern face of Turkey in that period also with its new buildings constructed with modern understanding and contemporary language of its own time.

With the construction of new buildings transformation of existing spaces in the main building became inevitable. For instance, with the construction of library and dormitory buildings and the transfer of related functions from the main building to these buildings, the spaces left were transformed into other functions. As details mentioned above, the reading room of the library was functioned as Dean's office while the other parts divided into smaller units and transformed into administrative offices. Similarly, the large dormitory rooms in the main building were divided and functioned as classrooms number of which began to be inadequate of the increasing number of students. Due to the new cafeteria hall in the scope of dormitory building, the cafeteria part of the main building was also divided to house offices and classrooms. Following that arrangement, the continuous growth of the population in *Mülkiye* resulted in the need for a second cafeteria and led to the change in the use of the storages on the basement floor into the cafeteria. In addition to the transformation of existing spaces, there were also other attempts to attain additional spaces in the main building such as addition of the colonnaded corner terrace on the west of the building by closing the area and gaining additional space on the ground floor and the first floor with an arrangement in the entrance hall that eliminated the level difference and the symmetrical stairs on two sides of the hall.

projects started and some parts were completed, the number of students doubled and became 842 in 1959-1960 education year (BASKICI, 2009).

[90] Vanlı has described Enver Tokay as 'the most prestigious Turkish architect after 1950's Sedad Hakkı Eldem', and as one of the leading practitioners of international style in Turkey (2006: 237).

Although most of the changes in *Mülkiye* in that period were the results of some necessities and required due to the increase population of the faculty, the renewal and reopening of the marble-covered multi-purpose hall for the honor of the hundredth anniversaries of the faculty look like more of an aesthetic concern. Because, it is understood from the comparison of older photos with the current situation that there is only the change of materials in the space: the pure and simple cylindrical columns of the hall were covered with marble and reshaped in cornered form and the original floor covering with geometric patterned terrazzo floor was also covered with marble. In the end, these minor-appearing changes meant a lot when the principles of the modern architecture were taken into consideration. It is understood from the interviews that the use and the meaning of the space for the students or for the academicians had changed in time that the "feeling of home" that is mentioned by Namık Kemal Güçhan was not valid for them. Indeed, Prof. Dr. Korkut Özkorkut found the hall impractical when the existing population and contemporary needs are taken into consideration. Even in the time his duty as research assistant, the first half of 1990s, he mentioned that the space was insufficient and was used for different purposes. In fact, the approach and thought of people about the hall reflects the general idea or reasons behind the state of conservation of *Mülkiye*. To exemplify, Prof. Dr. Celal Göle talks about their thought of restoring the hall to bring it back to its original spatial and material state. Nonetheless, the original hall with pure and thin cylindrical columns was not grandiose like its marble-covered state that they decided to keep it as it is.

There is another aspect in these major construction facilities and transformation of the spaces in the existing buildings that composes the financial background led all these activities. Prof. Dr. Celal Göle mentioned about the significant financial support from the government in the beginning of 1960s while pointing these constructional activities in the faculty as the most important and extensive implementations in the faculty history that resulted in the loss of the original architectural identity. Related with the physical and social damage that *Mülkiye* witnessed during the political upheavals before the military coup in 1960, especially the incidents in 29, April 1960, which is

discussed in the following paragraphs, the government gave the promise to sustain all kinds of financial support in 1961.[91]

The social structure of *Mülkiye* also has gone through a transformation in relation to the political developments in Turkey in that period. Between 1960 and 1980, Turkey witnessed two military coups and a memorandum besides a few unsuccessful attempts of some soldiers. As mentioned above, the change in the election system in 1946 and the election of *Demokrat Parti* against *Cumhuriyet Halk Partisi* in 1950 started a new period in the political and daily life in the country. After the re-election of *Demokrat Parti* with the increase in votes in 1954, things began to change; the Party began to apply repressive policies over community and violate the constitution. Further, polarization within the society began to be seen as a result of the policies of the Party.[92] In this period, in universities the protests of students were also seen as a reaction to the government. As being the school of the bureaucrats of the future, the conscious students in *Mülkiye* were raising their voices against the situation which attracts the attention of the Party. Öztürk (2003: 41-42) states about the student upheaval in the Campus in these days:

> On April 29, 1960, the students who was exhausted stepped into action and there were unexpected major incidents between the military police and the student in front of the faculty. The faculty building was shot, the windows were broken. Many students and faculty members were arrested in those days. However, for the Faculty of Political Science, it was a year when a truly honorable mission was fulfilled. The principle and noble scene of the resistance power used in the nation has been realized these days. *Mülkiye* consciously demonstrates once again the usefulness of collecting revolutionary stance in accordance with the saying 'First *Mülkiye*, then Turkey'.

After that, many people came to the faculty to see the traces of this incidents on the walls. Relatedly, the day following the incident, the Prime Minister Menderes called Fehmi Yavuz – the Dean of the Faculty that day – and told him to ‘wipe the stains off

[91] Prof. Dr. Celal Göle relates this extensive financial support with the effort of erase, both literally and metaphorically, the traces of the incidents including the shooting of the students and the building by army forces resulted in bullet holes, traces on the walls.
[92] https://www.cnnturk.com/turkiye/turkiyenin-darbeler-tarihi?page=1

the wall, immediately close the holes on the walls, whitewash and remove the glasses around'. In response, the Dean answered him by saying "It is the honor of the owner and will remain long." (UysaL, 2013: 103).

This incident can be accepted as a representative of the situation in Turkey at that period which ended up with the military coup next month, on May 27, 1960. Following the coup, there were trials for the politicians of the period and in the end, Adnan Menderes, Hasan Polatkan and Fatin Rüştü Zorlu were executed in September 15, 1961.[93]

1960s was continuing to be an unsteady period for the social and political life in Turkey. There were failed attempts to take over the country's government by some officers.[94] Meanwhile, there were serious student upheavals for their education rights and conditions took place in France in March 1968. Students at the University of Nanterre not only moved on to change the centralized university laws dating back to Napoleon (1808), but also began to raise their voices about the political agenda. In May, the incidents spread to the Paris, universities were closed, and student-police clashes began.[95] Turkey was one of the countries that had founded a reflection of this incidents which began as student upheaval and turned something more and deeper than that with the participation of different segments of the society like workers, farmers, etc. Ertuğrul Kürkçü (2008) talks about these days:

> "In 1968, Turkey passed through the last revolutionary wave of the century together with all spheres. Not only the university youth, but also the factory workers, the unemployed, the landless and the producer peasants were at the same time for their rights."[96]

[93] https://www.cnnturk.com/turkiye/turkiyenin-darbeler-tarihi?page=4
[94] https://www.cnnturk.com/turkiye/turkiyenin-darbeler-tarihi?page=5
[95] http://www.radikal.com.tr/yazarlar/ayse-hur/siyasi-ve-kulturel-bir-karnaval-paris-mayis-1968-1136873/
[96] http://www.milliyet.com.tr/----turkiye-deki-ogrenci-hareketleri-nasildi-/sabetay-varol/pazar/yazardetay/18.05.2008/545562/default.htm

Mülkiye, as an important location of political movements within university students in Ankara, was also witnessed many violent incidents in the campus. Savaş Dizdar (2015: 73) mentions one of his memories on this issue that students from right wing made a raid to the dormitory on the last day of 1968. He also witnessed two boycotts by students in 1967 and 1968 which were different in terms of their motives: while in 1967 students protested the new test regulation, the one in 1968 was directly political attitude and stance of university youth. Following these occurrences, in December 31, 1968 – on the last day of 1968 –, students from right wing made another raid to the dormitory with their special sticks and a big fight took place between students in the canteen (Dizdar, 2015: 86-88). Besides, and after, these incidents between students, the harsh interferences of the polis began to be seen in the faculty, especially in the dormitory which was known was the castle of the students from left- wing. In these interferences in 1970 and 1971, there were also fights between police and students after which many of the students were taken into custody while many of which were injured and taken to hospital (Dizdar, 2015: 91-92). In the documentary 'Yetiştik Çünkü Biz', prepared by Can Dündar in 2006, it was mentioned that 400 students were taken to the police station. The assistants reached to the dormitory after the incidents and Prof. Dr. Celal Göle described the situation as "beds, cupboards, chalets, everything was thrown into the stairs, nothing was left. A terrible destruction from beginning to end." In addition, the professor relates this strong bond of the faculty with the political disturbances of the time with the existence of a dormitory belong to *Mülkiye*; and indicates this as the reason that *Mülkiye* was more involved in the political incidents in the campus, especially being in the target of the army forces when compared with *Hukuk Fakültesi* during the interview.

In the meantime, in March 12, 1971, a memorandum was issued to the government due to the rise of left movement, provocations, fatal events between opposing students. May 27 ended with the execution of three politicians. And this time, three young people were executed following March 12: Deniz Gezmiş, Hüseyin İnan, Yusuf Aslan.[97] Unfortunately, this situation was not an end, instead the incident continued by increasing in the country. In the second half of the seventies of the 70s, massacres were

[97] https://www.cnnturk.com/turkiye/turkiyenin-darbeler-tarihi?page=9

begun to happen in Turkey and of course, these founded reflections in universities. The last but the most violent incident between the police and the students of *Mülkiye* in that period was occurred in 1976. In April 28, 1976, the faculty building was surrounded by police officers. Meanwhile, a group of students went out from the building. Police scouted with guns and one person died. Two more people were killed in the protest following this incident.[98] In the end, in September 12, 1980, Turkey witnessed the last military coup in its history which closed up a period in the country and in *Mülkiye*, also.

In this period remarked with military coups in political life of the country and its reflections in *Mülkiye*, and extensive constructions and repairs in the buildings of *Mülkiye*, the definition of the identity of *Mülkiye* is composed with the contribution of both aspects. In other words, although the physical component of the spaces did not mean the intense feelings for the users as the previous period, they still had a significant place while students or academicians referring to their memories related with the faculty. As explained in detail above, while they were referring the political incidents or activities, they referred to some specific spaces that ha significance for them as meeting point etc. so, in this period, the identity was mainly defined by the political stance – political and social component – of *Mülkiye*, the physical component still had some place as an input in the place identity.

Apolitical Identity: Identity Based on the Heritage

The identity of *Mülkiye* representing the period after 1980 still valid today. In physical terms, this period is the time when the construction of new buildings was left behind and only the transformation of existing spaces and repair or renewals according to the upcoming needs and damages. Besides, as being the times after the last and most repressive military coup period, the political stance of the school was also destructed intentionally as well as the whole institutions with the policies of military government. As a result of this lack of these physical and socio-political inputs, the definition of the

[98] The documentary 'Yetiştik Çünkü Biz', accessed by: https://www.youtube.com/watch?v=TeDlXw7ktiU&t=1157s

identity in this period mainly depends on the memory of the users and can be defined as the continuation of past due to the strong belonging.

When looked at the physical changes, there is seen changes within the existing structures one of the main reasons is the increase in the student number continuing in this period also.[99] As a result there occurred transformation of spaces into classrooms in need of additional space.

For example, as mentioned above, the students' dining hall on the basement floor was divided into three classrooms and a room for the archive of student affairs in 1997-1998 with the opening of dining hall of the dormitory for students. Besides, the intent of Prof. Dr. Yalçın Karatepe as the Dean of the faculty between 2011-2014 on bringing the original spatial arrangement of foyer area of amphi building shows the problem of increasing spatial needs from a different perspective. The Dean worked with *Bütüner Mimarlık* and Assoc. Prof. Dr. Namık Erkal for the projects and interventions in the faculty building; and, in the process, they found out that the original entrance and the foyer of the amphi building was different. Karatepe wanted to rearrange the area to bring its original spatial arrangement back; however, "it was impossible" with his words. Because in order to do that they had to cancel the classrooms constructed within the foyer area which was impossible while the need of the faculty for additional classroom was still continuing.

But, more dominantly, the re-furnishing of the existing classrooms and minor repairs were seen. This is valid not only for the classrooms or offices but also to the common spaces like cafeteria, dining hall, amphies, etc. Besides the need of renewal due to the oldness of the furniture or the structure, new trends dependent on up-to-date usage in

[99] According to the data in Strategic Plans of Ankara University, the period between 1960 and 2007, there is again a drastic increase in student number and in 2007-2008 education year, this number reached 2198 while it was 842 in 1959-1960. Following years, the number continued to increase gradually. Student number was 2394 in 2008-2009, 2511 in 2009-2010, 2714 in 2010-2011 and 2913 in 2011-2012.

education and change of educational environments and tools also caused changes in the existing spaces in that period also.

To exemplify, due to the introduction of new technology to the faculty – the use of computer, in this case – resulted in need of a computer room in the building. To this end, in 1983, one of the offices of the professors was refunctioned as computer room and opened to the use of students. On the other hand, although not being such an extensive change, the use of projector in the classes caused installation of the machines and addition of related substructure to the spaces. Additionally, there are arrangements related with the air conditioning systems and up-to-date technology in this area. In this scope, the systems were renewed and older radiators were renewed together with the whole system.

The Library building also has gone through renovations related with both the insufficient spaces and developing technologies. It is interesting that throughout the interviews, it comes out that the library of *Mülkiye* has been used by the members of different faculties. However, the former-Dean Prof. Dr. Celal Göle, who is the Dean realized the major changes and renovations in the library building, still thinks that the existing situation of the building is almost awful due to the lack of enough space that there is no more space to place the newly-bought books for the faculty.

Other than these inputs caused changes, security problems, change in communication levels and techniques between the instructors and students, change in hygiene standards in time and also the developing accessibility opportunities (like ramps) are other important factors triggers the changes in the physical environment of the school.

To instantiate, in 1995, with an important decision and attempt, the separate faculties located side by side in different parcels were brought together and united to form a campus area. With this formation, to sustain the security of the campus and to be able to control the entrances, the area was surrounded with walls and specific locations

were determined as campus gates on which control cubicles and electrical slides were situated. Besides, there are additional security points within the buildings separately in each which was added later in time. Other than that, especially after 2000, the change in the spatial and sitting arrangement of classrooms were seen which can be related with the change of communication levels. Because most of the classrooms with flat ground were transformed into amphi arrangement by elevating the one side of the space which increased the level of interaction and visual connection.

Prof. Dr. Celal Göle, who made the most of the changes in the faculty that were mentioned as extensive after the ones realized in 1960s[100] during his duty as the Dean for 18,5 years, approach to the reasons of these changes from a different perspective. Besides the need for spaces due to the increasing population, he puts emphasize on the competitive environment in the choice of students. He explains this issue that students want a contemporary technological infrastructure in the university besides a welcoming atmosphere which led them to give the decision of forming a campus by tearing down the walls and rearranging the open areas with the guidance of agricultural engineers and landscape architects.

On the other hand, Prof. Dr. Yalçın Karatepe, a later dean of the faculty, points out his aim during the studies on the original architecture of the buildings. He explains his effort on this issue that students of a faculty or university should feel the history and past when entered to the building besides the power of the institution originated from its architecture, furniture, academicians, talks on the corridors etc. These two different approaches by different deans represent the motives of the changes and transformations realized in *Mülkiye*.

These changes could be resulted in very extensive repairs while sometimes, they just can be some minor interventions. Although not being very dramatic changes, these

[100] Prof. Dr. Yalçın Karatepe, a former dean of *Mülkiye* after Prof. Dr. Celal Göle, classifies the major changes in two periods. First period is 1960s that explained in detail above and the second period is 1990s that coincides with Prof. Dr. Celal Göle's term of Office as the dean of the faculty.

minor interventions mean a lot for modern architecture. As taking the simplicity and pure forms as the main principles, all minor or major interventions can cause very dramatic losses and destructive results.

When discussed about the social and political aspect of the identity of this last period which extends until today, it can be observed and understood from the interviews and existing situation in the campus that after the last military coup in 1980, *Mülkiye* has witnessed the period of generations getting apolitical day by day as the rest of the country. Of course, there have been political groups as the continuation of the glorious political past of the faculty; however, they generally compose a minor group in the total population. Besides, as mentioned by Emre Demir, in recent years, there occurred attacks by the people from other universities within the campus which was mostly ended up with police intervention.[101] However, these were mostly provocative and rare incidents.

This stabile and apolitical character, on the other hand, resulted in a strong belonging to the history of *Mülkiye*, its powerful past as the representative of the modernization efforts of the Ottoman Empire and the modern education system of the Republic besides being the most powerful opponent of the governments in history. As Lewicka (2008: 211) suggested there is bilateral relation between the awareness of the place history and place attachment. According to this proposition, awareness of the place history intensifies place attachment while it is also possible that people attached to a place expressed more interest in the place's past. Relatedly, the members of *Mülkiye* with an interest in the past of the faculty or gain awareness after becoming a member gained an attachment and belonging to the place. Emre Demir, as a representative of the latest generation, states that almost all the students in *Mülkiye* were aware of the history and the political identity that developed in time. He points out that the documentary '*Yetiştik Çünkü Biz'* prepared by Can Dündar increased the awareness.

[101] Demir states that in this kind of happenings that ended up with police intervention, the students mostly run to the courtyard of the canteen called 'aquarium' both from the chaotic environment of fighting groups and the effects of pepper gas thrown by the police. Because the gas diffuses interiors also and the aquarium remained the only place to breathe.

However, even before the documentary, that political atmosphere could be sensed from the moment entered to the faculty building. Other than that, he adds, “To take lessons from professors who have lived in those periods, to listen to those times, to move around where they were affects people.”

This bonding to the past could be developed by depending on the social and political history of the place and by developing on the physical environment also. Although being changed to a very extended point, Demir mentions an important memory that in their first semester in *Mülkiye*, Prof. Dr. Ayhan Yalçınkaya made a quiz and the first question was “Who designed this building?”; hence, they did learn the architect of the building in the very beginning. He adds that there is also a name plate on the entrance of the building with the name of the architect and the construction date. In the end, he states that although being very different from its original design it is still nice to study in a place that has a history.

As a result, the belonging and loyalty to the past and treating the memory as a valuable heritage become the most powerful inputs in the definition of the identity of *Mülkiye* in this period. However, related with the extensive changes and loss of the architectural character, the physical component of the place identity, almost, cannot be observed in the definition of the identity of *Mülkiye* of this period.

4.2. *HUKUK FAKÜLTESİ* – FACULTY OF LAW

Hukuk Fakültesi is another institution that was established in the scope of modernization efforts in the educational system by the Republican rulers. Different from the *Mülkiye*, the past of the *Hukuk Fakültesi* did not date back to the Ottoman Period but it is a totally Republican institution established in 1925. In the end, the school becomes another representative of the reforms and modern face of the new Turkey with its building constructed in Cebeci which was defined as Higher Education Zone by Jansen in the first plan of the capital Ankara. Again, different from *Mülkiye, Hukuk Fakültesi* depicts a consistent place identity with minor revisions or

modifications related with the changing social and physical inputs reasons and results of which will be discussed in detail (Table 2).

	Hukuk Fakültesi
Character of Buildings as Examples of Modern Architecture	Monumental, powerful and strong appearance, Neo-Classical Style on façades, example of German architecture
Physical Component	highly conserved minimum spatial and material change strong bond with the building
Social Component	weak social bond between members and with the past minimum contribution to the identity

Table 2. Table showing the features forming the identity of *Hukuk Fakültesi*

The reforms that involves abolition of caliphate and acceptance of law on unity of education[102] constitutes an important ground for the modern law education and pave the path for the establishment of a modern law school. Following that Mahmut Esat Bozkurt, the Mister of Law in that period, made the first attempt with the initiations of Mustafa Kemal Atatürk to establish a *Hukuk Mektebi* (Law School)[103] in order to raise modern individuals who had cut off relation with the old laws and would apply the new legislations.

With this crucial responsibility, *Hukuk Fakültesi* was opened with a big ceremony in November 5, 1925 with the participation of Mustafa Kemal Atatürk and İsmet İnönü who regarded the establishment of this school as the beginning of the revolutions in

[102] *Tevhid-i Tedrisat Kanunu*

[103] The name of the school will be mentioned as *Hukuk Fakültesi* from this point on due to the general use of people as a part of social identity of the school. More importantly, *Ankara Hukuk Mektebi* took the name *Ankara Hukuk Fakültesi* in 1927 with the ministerial board decision (MUMCU, 1977: 161).

the field of law. It is significant to mention that with the regulation announcing the establishment of *Hukuk Fakültesi*, the first higher education institution of the Republic had been opened. However, *Hukuk Fakültesi* was opened in a hurry within the modernization reforms that the education started in temporary buildings like old parliament building, old post office building with other unused buildings as dormitory etc. until the decision of construction of a modern building that could meet all the needs of the school in 1936. The school moved to this new modern building in 1941, however, the completion of the building took 8 more years (Mumcu, 1977).

Unlike the building of *Mülkiye* designed by Ernst A. Egli, the chief architect of Ministry of Education, this new building of *Hukuk Fakültesi* was designed by Recai Akçay who was an architect in the Ministry of Public Works. The choice of location in Cebeci for the school is important due to being in accordance with the plan decisions of Jansen. Together with *Mülkiye* building constructed a few years ago in the same area, the construction of *Hukuk Fakültesi* building gave way to the formation the zone named as 'Higher Education Zone' in Jansen Plan. Although being designed in the same period, Early Republican Period as named, and constructed through the sequence of years, these two buildings have two different architectural language displayed side by side. Different from Egli's buildings as a representative of modern movement with general principles of pure geometric forms both in massive quality of the building and in smaller scale feature, simple detailing, no decoration, *Hukuk Fakültesi* building has large masses and the facades designed with neo-classical style which reflects the features of German stone architecture the ministry buildings of the period – like Ministry of Justice- and the building of General Directorate of State Railways.

It is possible discuss here the understanding or different approaches to the 'modern' architecture in Early Republican Period by looking these two buildings of same years. Aside from this, it is very significant that how this different architectural language affected the place identity of *Hukuk Fakültesi*. The concrete frame structure has a grandiose appearance, especially in the time of construction in a dull landscape, with its high columns in the entrance, marble covered entrance hall and spaces with high

ceiling. The power the building displayed with this architectural language has constituted a respect over the users and the citizens until the day it constructed which formed the strong physical input in the definition of identity of *Hukuk Fakültesi*.

The relation of the users with the building and/or with the specific spaces in the building is also an important data for the identity of the school. Prof. Dr. Ali Bozer mentions about the building that it had a very special architectural feature for him by saying that he appreciated the physical appearance of *Hukuk Fakültesi*. In terms of its interior design, he finds the building coherent and functional. Especially, *Profesörler Odası* (Room of Professors) has a significant place in his memory. He remembers the room as "functionally and aesthetically an exceptional place" with moroccan leather chairs, well-designed furnishes located with appropriate distances. From the interview, it is acquired that *Profesörler Odası* found a niche in most of the academicians' mind.

Assist. Prof. Dr. Başak Şit İmamoğlu mentions the room when talking about the state of preservation of the faculty and how a great care shown on the building. Professor states that *Profesörler Odası* displayed its importance and dominancy with the heavy and dark colored furnishes which was then lost by changes. Assoc. Prof. Dr. Nurkut İnan, also, needs a necessity to talk about the room, especially the time that he works as a research assistant in the faculty since it was forbidden for research assistants to enter the room. However, for the professor the room of research assistants, *Asistanlar Odası*, have a deeper meaning when compared with *Profesörler Odası.* He tells that he spent most of his time in this room during his research assistant duty by having conversations with collogues, having a drink, preparing assertions, making elections, etc. Indeed, he continued to spend time in *Asistanlar Odası* after becoming a professor and had the right to use *Profesörler Odası.*

Other than that, the original library located in the parallel block facing the street in the main building is another popular space that mentioned during the interview by the ones that experienced or heard about the space. Prof. Dr. Erdal Onar expresses his feelings about the refunctioning of the space as the dean's office as a "murder". He describes

the library as a very nice ambience to have a research or study on large and well-designed desks "each of which was a masterwork". Prof. Dr. Ali Bozer also talks about the well-coming atmosphere in the reading hall of the original library and mentions his regret about the change of the space.

Hukuk Fakültesi shared the responsibility of raising modern generation with *Mülkiye* by contributing to the issue with educating the modern lawyers who would apply the new legislations that would enacted with the reforms given a start with the establishment of *Hukuk Fakültesi.*

As in *Mülkiye*, every need of the students was fulfilled from accommodation to the clothing in *Hukuk Fakültesi* also. Relatedly, the construction of a new modern building to house the first higher education institution of the Republic with the design that houses all the spatial needs mentioned was an important step and input supporting the modernization efforts in the field of education and the modernization of social life at the same time. Another important feature of *Hukuk Fakültesi* in that period that the school accept all the students graduated from high school without an exam which gave opportunity to all the high school graduates to have a law education.[104] Thus, the aim of raising modern and well-educated generations of the Republic gained speed at the same time.

The physical features of the school constituted the stronger input in the definition of the place identity of *Hukuk Fakültesi*, especially the feeling and bond of the users of the building with the whole structure and the specific spaces in original states within in the early years, examples of which were given above. Together with this, the social responsibility of the school as one of the leading institutions in the modernization

[104] Assoc. Prof. Dr. Nurkut İnan states that he started to *Hukuk Fakültesi* right after his graduation from high school without entering an exam and this opportunity continued until the central examination system started to be applied for the universities in Turkey.

efforts of the government put a significant basis for the identity of the place which will be the pride for the upcoming generations.

With the construction of an additional block for the use of the Research Institute of Banking and Commercial Law in 1967, the growth of *Hukuk Fakültesi* within its own parcel limits started and continued until 2002 with the last addition of another block again. In between, in 1975, a building involving amphies and offices in the area behind the main faculty building was constructed. There is a significant difference between *Hukuk Fakültesi* and *Mülkiye* in terms of the results of construction of additional buildings for the schools.

In *Hukuk Fakültesi*, the construction of these three additional buildings did not cause major spatial transformation related with the re-functioning of existing spaces within the main building as it occurred in *Mülkiye* and ended up with the loss of most of the original spatial features. This is probably because the program of the additional buildings were generally as additional classrooms and offices which was presented as a solution for the increasing population of the school with students and academicians. Only, there was an extensive transformation in the parallel block on the south which was a dormitory block and re-functioned as library in the end of 1970s.

However, this transformation was not caused by the construction of another dormitory building as in *Mülkiye*, but the dormitory function is totally abandoned. For sure, this transfer of library to the dormitory block caused a re-functioning of original library results of which was accepted with sorrow as mentioned above. The professors of *Mülkiye* appreciate the decision of re-functioning of the dormitory block as the library by *Hukuk Fakültesi* because due to the intense political student upheavals *Mülkiye* transferred the management of the dormitory to the General Directorate of Credit and Dormitories Agency and after that with the new regulations *Mülkiye* totally lost the ownership of the dormitory building which caused the main spatial problems for the faculty while *Hukuk Fakültesi* kept their building by re-functioning as library.

Similarly, the lodgings of the dean on the perpendicular block connecting two parallel blocks was cancelled in the very early years of the faculty and transformed into offices and classrooms for newly-established Faculty of Divine and later for research institute and Justice Vocational High School today. It is interesting and must be pointed out that this spatial transformation was realized in a very early stage – in 1949 – that this change did not have a niche in the minds or not have a deep impact on the memories of the graduates.

As expected, there were some other spatial changes due to increasing number of students, changing standards of communication and hygiene, developing technologies etc., nonetheless, they could be compensated when the whole structure taken into consideration. But still, when talking about the current or previous users, a great objection and sorrow can be perceived from their words about these transformations.

The spaces could have different meanings for the users from different periods or different spaces could lead similar feelings. To exemplify, the transfer of library to the dormitory block created sadness for the users of the original space, as mentioned above. Following that, the renovation studies and the changes realized in the scope of these studies in the library block around 2006-2008, again, got a negative reaction by Assist. Prof. Başak Şit İmamoğlu due to the loss of that "old, romantic and historic ambiance". She detailed her experiences and thoughts on the changes in the library as:

> We had very nice bookshelves. very nice, very old. The whole library was full of them. Instead of those, iron bookshelves were brought which are still in use. I feel sorry for that. There was a very romantic ambiance. I remember TRT using the library as a set for series and documentaries. Those famous green table lamps were put on the table and one would not know if you were in Europe or in Turkey. It was so beautiful. They all went away. It turned into a more functional and useful library, but it completely lost the romantic old historic atmosphere of the library.

At this point, it must be emphasized that, although the changes were resulted in more functional spaces that ease the use and obtain the spaces with the most useful way they could be under the pressure of increasing spatial need of the faculty, the users show

their preferences on the older versions. In other words, they give importance to atmosphere more than the functional aspect of the spaces which is an important feature to be used in the description of the place identity in *Hukuk Fakültesi*.

The 'inner' canteen has a significant place on the memories of the users from different generations, especially with its social and political aspects; and its abundance and use as storage brought sadness and reaction.

Erman Özgür, studied at *Hukuk Fakültesi* between 2003-2008, remembers the construction of the wall separating the inner canteen from the canteen area and becoming a storage. Although he was not using the space, he remembers that the students from left wing always sat in that part of the canteen, they had meetings, etc. In the scope of the renovation of the canteen in the time of Prof. Dr. Metin Feyzioğlu's duty as the dean, the inner canteen was closed with a wall besides covering all the surfaces with reflective tiles. this intervention was not appreciated by him due to aesthetic concerns; but, he adds a remarkable information that with the close of the inner canteen, the leftist students using the space left the canteen, never came back, the profile of the users of canteen totally changed and become a space used by totally apolitical students.

Assist. Prof. Dr. Başak Şit İmamoğlu, from a previous generation, talks about the inner canteen with very positive feelings as a user of the space. During her time as a student, she spent most of her time in this inner canteen by studying. Indeed, she mentions that the most beautiful memories of their generation are in the inner canteen because everybody could not enter there. Although not being involved in any fraction of the student group from left wing, Şit İmamoğlu speaks of them as very good person and all were her friends. So, she did not hesitate to sit with them, study in the inner canteen and enjoy the atmosphere. She described the use of space by the political groups as the meeting point to write their manifestoes and make plans. Relatedly, the abundance of the space as use as a storage today caused a big disappointment due to the loss of memory belong to the space.

Further than these, Prof. Dr. Erdal Onar witnessed the formation of the canteen and inner canteen spaces; and following that, he had experiences with the political groups in the inner canteen during his administrative duties as the vice-dean of Hukuk Fakültesi. In original, the differentiation between the main canteen area and the inner canteen was on the functions as the main canteen was for a drink, sit and chat, the inner canteen was more like a restaurant to eat, to have lunch, etc. However, in time, the cafeteria was moved to another space and inner canteen also functioned as additional space of canteen which was mostly us by political student groups from left wing at that time also. Professor Onar mentions about the inner canteen as "my most fearful nightmare" because of being the center of terrorized upheavals in the building. At the time of the most violent happenings they found the solution in cutting off the electricity, as he told.

The garden in front of *HukukFakültesi* was formed during the deanery of Prof. Dr. Ahmet Esat Arsebük (1941-1944), as mentioned by Prof. Dr. Ali Bozer in the interview to emphasize this open area as one of the exceptional spaces the other of which was *Profesörler Odası*. Assoc. Prof. Dr. Nurkut İnan also speaks of the garden with good memories but at the same time in the past tense due to the change. He tells that this well-kept beautiful garden was serving as park when the campus was open to the public and used by the residents of Cebeci. Additionally, they were studying on the grasses in the summer times.

Assist. Prof. Dr. Başak Şit İmamağlu quoted from her professors that the residents brought their children to play in this garden in front of the faculty building in the spring times when it turned green, and the garden was serving as a playground for the children of the residents.

Prof. Dr. Figen Çok, from Faculty of Educational Sciences, also remembers women sitting on the garden in front of *Hukuk Fakültesi* and knitting, and old men reading newspaper. After increasing security precautions, restricted entrances to the campus and the change of entrance from the faculty's own gate to the single and common

entrance of the campus resulted in the non-use of the garden as it was in the past; in a way, this situation brings the conservation of the garden physically for a certain point.

In addition to the reactions of the faculty members to the change of places they attributed some values or developed a bond, there are also places that they establish an emotional belonging due to being conserved from the beginning or studying in the same spaces with some remarkable graduates of *Hukuk Fakültesi*, some important figures of Turkish political history today. As the representative of the latest generation, Erman Özgür mentions that they were always been told about the famous graduates of the faculty and made them proud. Especially, being a member of the faculty that the famous Uğur Mumcu, graduated from and worked as a research assistant for a time, made them very proud; indeed, having classes in the amphi that the name of Uğur Mumcu was given had a significant part in their life and memory. Other than that, the conservation of the marble-covered entrance hall on the offices block as its original state also made them create a bond and love their buildings. Özgür explains his thoughts about the building as:

> I hated the building at first. But as the stories are told and so on ... For example, some of those stairs were wasted away due to continuous use. The corners are worn. They said 'These have never changed since the building was first built'. After a while I began to like it, even.

Similarly, there is another important attitude of the faculty management throughout the years that the desks in the classes were the original ones since the building was constructed. In years, they were not replaced with new ones but they were just rubbed with emery and polished. This kind of an approach to the building of *Hukuk Fakültesi* and its all type of contents in general is valid for every dean and other administrators throughout the years and the building keeps its originality in a wider extent. In the end, the physical appearance and the spaces within the building began to be crucial for the users from different generations and began to compose a common ground for them. Furthermore, the building with its all components becomes the most dominant feature in the definition of place identity of *Hukuk Fakültesi*.

When it comes to discuss the social component of place identity, it must be stated that, for Hukuk Fakültesi, it does not compose a strong data as much as it did for *Mülkiye*. For sure, there are people, happenings, etc. that created some kind of a knowledge but as discussed above it is mostly developed over the spaces. But, still it is possible to mention about some happenings that *Hukuk Fakültesi* make a name, specifically referring to the politically active days between 1960 and 1980.

Prof. Dr. Celal Göle who was a student in *Hukuk Fakültesi* during the student upheavals under the effect of the ones began in France in 1968. He mentions that the student upheavals in France had reflections on *Hukuk Fakültesi* as boycott of the students in the faculty. He says "The first thing I remember is that students started boycotting. They boycotted the exams - I guess it is in 1968, the June exams - they occupied the faculty building." Following that the faculty management and students were reconciled; regulation and examination system was changed and the boycott was ended by the students.

Assoc. Prof. Dr. Nurkut İnan also witnessed most of the incidents in the faculty and the campus. He implies as the first happening he involved as the police raid and shooting *Mülkiye* building in April, 1960. He detailed that he was a third-year-student that year, he ran into the faculty when he heard the happenings and saw that shooting in the first eye. Following that, the army forces entered to Hukuk Fakültesi building from the main entrance and the students tried to prevent them to go further by throwing desks from upper floors. Professor İnan remembers the boycott in 1968 also because he was writing his PhD thesis at that time which was in his room in the faculty building. He tells that he entered to the building with the permission of the students to get – indeed, rescued – his thesis. After these, as details of the political incidents, military coups, etc. given above, he also witnessed the extreme incidents happening between the groups from two different political views and the intervention of army forces in his own faculty building.

Around 1976-77, he had a memory of shooting incident in front of the faculty building. There occurred a police raid and the police was shooting targeting the building while they were in. After the gunshots was ended he and a friend of him reached to the outside of the entrance and saw the students on the ground who was shot. After that they brought him to the hospital. He mentions that he has more memories about those days and adds that there occurred too many happenings but they took it natural, normal.

However, 1980 became a mile stone in the history of *Hukuk Fakültesi* in political terms. While *Hukuk Fakültesi* was an influencer in the Turkish political life with its students and academicians before 1980; after the military coup and following regulations, the faculty lost its identity in these terms according to Assoc. Prof. Dr. Nurkut İnan. Apparently, the political stance of the faculty survived and continuity in a way, with small groups as the continuation of a consciousness; and, the incidents still continued to be occurred in the campus since then by changing character in different periods. To exemplify, Assist. Prof. Dr. Başak Şit İmamoğlu states that in her times as a student in the faculty, the happenings were mostly between the student groups from the campus; however, lately, there has been provocative interferences out of the campus and the happenings occurred between the students from the campus and them. Additionally, Professor Şit İmamoğlu feels the need of mentioning that this interaction of students with the ones from outside resulted in an increasing violence in the campus.

In the social aspect of the identity, there are different inputs affecting the development of social bonding of users with each other and with the building in a way. The first and the main reason behind this problem – if it is accepted as a problem in the definition of place identity – is that the attendance to the classes is not mandatory in *Hukuk Fakültesi* from the beginning. And, the justification of this decision is the large number of students were admitted to the faculty, again since the beginning.

Assoc. Prof. Dr. Nurkut İnan explains his own experiences that in his time as student (1957-1961), the faculty was accepting students without any exam, as stated above; which resulted in about 7500 students in his period 5000 of whom were in the first

year.[105] Because, students were enrolled to the faculty due to the acceptance without exams and study in the faculty until they were expelled from the school. In the opening speech of the faculty in 1967-1968 education year, the Dean Prof. Dr. Yaşar Karayalçın points out this situation and stated that:

> It is incompatible with the principles of education and labor force planning to determine the number of students who will be taken to faculties, especially to social sciences faculties, through taking student above capacity and out of necessity by saying 'There should not be any student that cannot enter a university'. …As is the case in every business, the faculties, which are an educational enterprise, are also of an optimal size to be most productive and successful. Even if teaching members of an optimal size faculty are increased, there is no way to increase the number of students without lowering the teaching level.[106]

Another fact that affecting the students to use the building is that the newly established faculties of Ankara University as the Faculty of Divinity and Faculty of Educational Sciences used some parts and the classrooms *of Hukuk Fakültesi* building until they had their own buildings. The classes were in the morning in *Hukuk Fakültesi* and there were no classes in the afternoon which made these faculties possible to have classes by using the classrooms of *Hukuk Fakültesi*. Furthermore, Ankara Academy of Engineering and Architecture also had classes in the building in the evenings, after 17.00 for a time. This share of the faculty building with some other faculties or institutions pushed the faculty students away because of that they could not use their buildings the time left from the classes.

The tradition of using National Library to study emerged as a result of this situation, most probably. Assoc. Prof. Dr. Nurkut İnan is the one that mentions about this tradition. Erman Özgür, the latest graduate of the faculty among the interviewers, also speaks of the use of National Library by the students of *Hukuk Fakültesi* by arguing

[105] It is possible to make a comparison with the time of Prof. Dr. Ali Bozer (1942-1946) to understand the incompatibility between the spatial opportunities and the student number. His time as student coincided with the time that the newly-constructed modern building of *Hukuk Fakültesi* was begun to be used. At that period, the student number was around 750-780 and Professor Bozer mentions that the building could meet all the spatial requirements of students and academicians.
[106] http://dergiler.ankara.edu.tr/dergiler/38/335/3400.pdf

the lack of enough space in the library building for the current student numbers.[107] On the other hand, most of the students did not spend much time in the faculty due to the fact that the attendance was not mandatory. Even they attended to the classes, they left the school after the class and not spend time in the faculty.

Assist. Prof. Dr. Başak Şit İmamoğlu also refers to the non-compulsory attendance to the classes as the reason behind the lack of social bonding. She adds that some of the students just comes to the faculty for the exams and has no connection, or communication with the school and classmates, that a great number of students do not know each other.

Emre Demir, as a member of *Mülkiye*, even, mentions about the non-compulsory attendance when talking about the political incidents between student groups. He mentions that these incidents were mostly related with *Mülkiye* students. Although sometimes *Hukuk Fakültesi* students were involved, that did not happen much; and Emre Demir thinks that this was a result of the fact that students were not in the faculty most of the time, even they were, they were not related with the campus life. When Professor Şit İmamoğlu compared them with *Mülkiye* in terms of relations between the students and graduates, and the bond developed among them, she mentions that solidarity of *Mülkiye* developed in time could not be seen in *Hukuk Fakültesi.* In fact, they could not get along with each other which could be a professional deformation. On the other hand, the graduates of *Mülkiye* hold each other in the professional life also.

When all these arguments are thought, it is possible to say that the social input for the place identity has remained relatively weak due to different conditions in *Hukuk*

[107] According to the data in Strategic Plans of Ankara University, the number of student in *Hukuk Fakültesi* in 2007-2008 education year was 2207. Following years, the number increased gradually. Student number was 2431 in 2008-2009, 2780 in 2009-2010, 3184 in 2010-2011 and 3993 in 2011-2012. Assoc. Prof. Dr. Nurkut İnan estimates current number around 4500.

Fakültesi. Although being very conservative and respectful about their building[108] and the spaces they attributed some values and meanings, the same level of attention could not be observed in their social relations – with each other and with the building. In the end, it is observed that the minor social bond that constituted the period between 1960 and 1980 is almost lost today.

So, the bilateral relation between the awareness of the place history and the place attachment suggested by Lewicka (2008:211) works in one way for *Hukuk Fakültesi*. Indeed, the 'place history' mostly refers to the history of the building for this case; and people feel attached to the faculty among the faculty building: People feel attached to the building, to its historical atmosphere and appearance but not to the political history of the faculty or to the people they shared this history. This differentiation becomes clearer when compared with *Mükiye*. From another perspective, the people has memories based on the physical component of the identity of *Hukuk Fakültesi*. As a result, it is possible to make a determination that physical component becomes stronger than the social component in the definition of place identity for *Hukuk Fakültesi* as time goes by and valid for today.

4.3. FACULTY OF EDUCATIONAL SCIENCES

Faculty of Educational Sciences was established, in name of Faculty of Education, in 1964 under the umbrella of Ankara University with the aim of raising specialists on educational sciences as needed in the country; and until 1980s the faculty was the only one in fulfilling this duty.[109]

In addition, contributing to the scientific resolution of educational problems and the development of the national education policy, educate vocational school teachers for teachers' schools and to educate the personnel for the various specialization areas that

[108] Assist. Prof. Dr. Başak Şit İmamoğlu explains this conservative approach and resistance to change in *Hukuk Fakültesi* by saying that "If we are to accept it as a science, the Law is very conservative. It will not easily accept that something changes. So, I think that we cannot easily change the place we live in, also."

[109] http://www.education.ankara.edu.tr/en/history/

the modern developments in educational sciences reveal were the other missions that were aimed at the establishment of such a faculty (Ünal, 1979: 39-40).

In 1982, the name of the faculty changed to its current name and the reason of this change is explained as:

> Enacted in 1982, the Law No. 2547 transformed Institutes of Education, a 2- or 3-year education institute to train teachers under the authority of MoNE[110], into Faculties of Education in university organization. Since our Faculty's basic aim is to raise educational science specialists and aim of new Faculties of Education is to train teachers, the name of our Faculty was changed to "Faculty of Educational Sciences" to underline this fundamental difference.[111]

By regarding the period that the faculty was established, Kozacıoğlu mentions that the construction of a building for a 'faculty of education' became a significant move in an environment that the education system in Turkey was claimed to be collapsed around 1968 (Ünal, 1979: 47). Together with the design of a new and modern building to the Faculty, the identity of the Faculty of Educational Sciences began to be formed (Table 3).

The building was designed by Engin Ünal working in Ankara University Department of Construction. He prepared many proposals for the faculty building due to the constantly changing program and the given area for the building. However, in the process, another important input made the architect re-handle the project which was explained by Ünal as:

> The number of "universities" published by the 'L'architecture d'aujourd'hui' magazine and gathering various campus planning approaches around the world caused me to reconsider the project. With the solution I brought as a single mass, I thought I would have prevented the 'change' phenomenon (Ünal, 1979: 43).

[110] Ministry of National Education
[111] http://www.education.ankara.edu.tr/en/history/

Eskinat stated that it was the first time in Turkey to give some thought on the problem of flexibility in the buildings by thinking on that the needs of an educational building could change in time; and, in the end, design a building according to this possible change (Ünal, 1979: 45).

	Faculty of Educational Sciences
Character of Buildings as Examples of Modern Architecture	International Style, functional design, pure geometric forms with modular design, 'flexible' design by thinking possible changes and growth
Physical Component	mostly conserved archiectural character both extremes in spaces : - totally conserved - totally changed
Social Component	relation/social bond with *Mülkiye* and *Hukuk Fakültesi* direct relation between social/political structure and the design of the building

Table 3. Table showing the features forming the identity of Faculty of Educational Sciences

The final design was composed of two rows of parallel blocks connected to each other with vertical pass ways which brought a flexible design to the structure. With the search for a modern and contemporary design for this first faculty of education, that concerned the modern developments in educational science and aimed raising modern teachers and academicians in this field, the architect came up with a building design of which had many common features with the buildings of university campuses in that period. Besides, with the architectural language, the structure is an example of 'International Style' in the field of architecture. So, as in other two faculties, a modern shell housed the modernization efforts in a different field in a different period.

Prof. Dr. Figen Çok finds the building very functional with its lower height, the inner gardens, offices designed for one person with ideal dimensions. Although the new-

coming students have difficulty to be adapted to the building, after a while it is understood that it has a practical and systematic design. The functions are distributed in the blocks like offices, classrooms and departments accordingly, etc.

With the modular design approach, the blocks could have been reproduced in any direction and the building could have grew if needed. In addition, the architect thought on this flexibility, or in other words made any changes possible, and kept the ceiling heights the same as thinking that number of academicians would not reach the estimated maximum number, so that some of the offices would be used as classrooms, as he mentioned[112, 113]. As appropriate to this decision of designing the building according to any possible changes, the spaces in the building started to be transformed right after began to be used. Intentionally kept open areas below the bridges connecting blocks were closed to enable to reach to the other blocks on the ground floor also which broke of the relation between the inner courtyards. In addition, the ground floor of the Block 2B, designed to serve as canteen, began to be used as cafeteria. In the interview dated 1979, the architect himself mentioned these changes; and added that in the program of the faculty the cafeteria was not included. If it was, he would have positioned it in a more central location and gave an independent access to the space (Ünal, 1979: 48).

In the same interview, the interpretations of the users about the building also indicated; and users mentioned about the inadequacy of service spaces such as storage, archive, room for cleaning and other tools and 'tea room' at that time. Today, these critics of the users seems to be effective, or in time these needs became so obvious that there are tea rooms in the floors of the offices and administrative units, and many storages, archives formed with the transformation of existing spaces or with addition of new

[112] This approach of the architect shows that he shares the approach of Normandin, which is explained in the 'Introduction' chapter that The identification and understanding of potential shifting uses over time may allow an opportunity for the users to be conscious and manage change in a manner that is sensitive to heritage value (2005: 3).

[113] This prediction of the architect did not come true. In fact, while the number of academicians was around 50 in 1979, today, in 2017, the number of academicians reached 193.

spaces in the halls, etc. On the other hand, Prof. Dr. Figen Çok mentions about the lack of social spaces in the building today, even.

Besides, the users thought that the building is too big, and therefore the whole building was not used, and a part was always empty. Some other users, on the other hand, based this situation on the conditions of the day[114] and thought that the building would not be even adequate after the growth and development of the faculty in time which became a reality.

In time, the population of the faculty increased and the changes that were foreseen to be happened came true in time: the wide offices were divided into two in order to meet the increasing number of the academicians, wider spaces like library and laboratories were, again, divided to have more space, some vertical pass ways were closed and transformed into classroom or other needed functions like stationery, archive, etc., and new spaces were formed in the large halls on both sides of the corridors.[115] There are repairs, and renewals related with the changing hygiene standards and changing technologies both in the field of education and in the service field. To exemplify, the kitchen of the canteen went through a repair process and in this scope aspirator was added, fixtures, etc. were changed in addition to the renewal and repaint of the surfaces. Likewise, there were an extensive repair project for the WCs and corridors in the building that with the renewals and repair of the surfaces, a dilatation layer was added under the renewed floor covering, suspended ceilings were added to the WCs. Similarly, as seen in all the buildings in the campus, the original iron joint windows were replaced with PVC, aluminum or new iron joint ones. Indeed, the entrance doors of the Block 1A, where the administrative units and the office of the Dean housed, were replaced with the ones with photocell. In addition, similar to *Mülkiye*, some of

[114] In 1979, due to the 'student incidents', only about 400 students in undergraduate programs came to the school. In other programs, attendance obligation was repealed (Ünal, 1979: 40).
[115] The student number in undergraduate programs was around 400 while recently the total number of student was changing around 1800-1900 between 2007 and 2012, as stated in Strategic Plans of Ankara University.

the classrooms were rearranged with amphi system which is related with the aim of increasing the communication in the classes.

In the definition of the identity of place for the Faculty of Educational Sciences, the intricate relation between the physical and social component draws the attention. Because of that relation, some of the physical changes or formations in the building is discussed in relation to the social character of the Faculty that formed and developed in time.

By year that the building of the faculty was constructed and began to be used, Turkey was in a politically chaotic situation, details of which is explained above in the part of *Mülkiye.* As a reflection of the country, indeed living all the disturbances deeper than the rest, Cebeci Campus was witnessing many problems, incident, upheavals, etc. between the students. Naturally, most of students of the Faculty of Education were also involved as a member of the campus and a citizen of the country, and there were students from both of the political views – right and left –. Engin Ünal noted that two parallel vertical pass way system connecting the blocks was used to prevent political incidents among the students with different political views. Each political group preferred a collective presence in a different corridor in the building. Indeed, this separation of the groups from each other was thought and supported by the management of the Faculty. In the interviews with the users in 1979, they mentioned the not-designed and unorganized appearance of the courtyards between the clocks when responding to their opinions on the open spaces in the faculty. However, more effective than that, they imply the 'current political situation' in the faculty as the reason for that all students could not use the gardens entirely. They stated that one of the political view was active in the faculty environment and the others from a different political view could not use or hang around the open areas except the collective movement – just as coming and leaving the faculty building – in these areas (Ünal, 1979: 41-42).

In 1990s, the first crowded groups of conservative students came to the faculty and another divergency period began in the building, and had effects on the building, again. Prof. Dr. Figen Çok was a member of the faculty at those times and notes that there was an observation about the principle that students prefer ideologically different places.

To exemplify, in that period, two canteens formed each of which was used by different groups. In fact, this time, groups were not divided as opponent groups as in the 1960-1980 period of right and left view, but it was like the 'conservatives' and others. And, the conservatives used the canteen located in the backside of the building formed afterwards which was also close to the masjid. Although the violent incidents of 1970s between students was not seen in 1990s between the groups of that period, Professor Çok witnessed, and carried out the investigation, of some incidents in the faculty. She remembers that the conservatives argued and interfered to some students who was smoking or drinking tea in Ramadan. There were similar incidents also in time; and Professor Çok notes that with some of her colloquies, they had a conviction that spaces supported the divergence between these groups.

Prof. Dr. Figen Çok talks about the changing profile of the users in the faculty while talking about these groups. The professor states that her professors conveyed the spirit of the 'campus' and the faculty to them very well. She mentions about the conversations focused on the history and fidelity and about how that area was built from the period of Atatürk, how the old *Mülkiye* became a part of Ankara University, etc. With these conversations, Professor Çok thinks, the past was reflected in a very internalized way. Especially, during her duty as research assistant, around 1985-1993, the fidelity had a significant place for the people and the history of faculty was cared a lot. The founding members of the Faculty of Educational Sciences were the academicians from *Mükiye* and *Hukuk Fakültesi* which made the professor very proud. Established with such great contributions and became the biggest faculty of education in Turkey was a very significant feature to get impressed.

This sensibility and attention shown on the past and character of the faculty started to lose its influence on the users in time, and the profile of the faculty, both students and academicians, started to change. In fact, she defines the general or majority, student profile of the Faculty of Education as the teens under the effect of their background coming from the rural and religionist areas of Turkey.

And, with the establishment of the Department of Teacher Training for the Religion and Ethics in 1998-1999 under the umbrella of Faculty of Educational Sciences affects the atmosphere of the faculty deeply.[116] The establishment of this department under the umbrella of Faculty of Educational Sciences, but not the Faculty of Divinity, had good intentions the most important of which was to educate the students in a secular environment. Prof. Dr. Figen Çok states that she found this attempt very positive that there would be a bright atmosphere in the faculty and gave courses voluntarily in this department. However, it turned out that this positive intentions and expectations were too optimistic.

Because these teens were coming with a sharp religionist background, especially in the beginning of 2000s, as mentioned above; and, they did not get in touch with any others than the people from their own environment like the immigrants which in the end, the atmosphere in the faculty got damaged.

There are also student groups as the continuation of the political groups in the period between 1960-1980, especially form the left view. Emre Demir states about them during the interview that when an incident provoked, the student form the Faculty of Education came down from the faculty building to the area, mostly around *Mülkiye*.

Prof. Dr. Figen Çok also talks about that relation and togetherness between faculties and states that things like press release are more in front of the *Mülkiye*. For sure, the

[116] Today, this department continues in the Faculty of Divinity and in Tandoğan Campus of Ankara University.

practical reason is also very important; journalist come, *Mülkiye* is located on the head of the road and so on. The incident took place there. We were informed about the time and place which was mostly at 12.00, in lunch break and around *Mülkiye*, as mentioned. Professor Çok talks about the planned events, certainly, while Demir is referring both to this kind of events and the police raids, conflict with the police or between students or the raids of the students from outside the campus, etc.

However, Professor Çok draws attention to a significant point about the changing character of these student groups with left view that there were registered members of PKK among the students and it was known who they were. Indeed, around the ends of 1990s and beginning of 2000s, there was a hearing that students were making bombs in the faculty building. In the end, a large number of students were taken into custody; however, it was very threatening for the users of the building. Prof. Dr. Figen Çok evaluates this change in the political character and atmosphere of the faculty by saying that "It was very hard for me to see that the spirit of Atatürk, which played the pioneer role in the establishment of the institution, and the atmosphere of generation of 68 was replaced with such an ideology."

With all the discussions, changes both in physical and social and/or political features, there are important points that the Faculty of Educational Sciences differentiates from other two faculties and relates from another perspective. It is very valuable to reach the explanations and thoughts of the Architect, Engin Ünal, which made great contribution in the study of defining physical components of place identity of the Faculty. As the architect explains, the building was designed according to the possibility of the development and growth of the faculty; and so, the building was decided to be composed of repetition of blocks. Besides, the heights or some other features of the spaces were designed by foreseeing possible changes in the building. This approach of 'flexible' design, as mentioned by the architects in the interview, was a kind of an innovation in the field of architecture in Turkey for that time.

In terms of the social component, a direct relation with *Mülkiye* and *Hukuk Fakültesi* is observed due to being established by the academicians of these faculties and feeling of belonging to them as a part of the history of Faculty. Besides, as the year that the building began to be used, 1976, the political state of the country and of the campus was very effective in the development of the social and political component of the place identity of the Faculty. The divergence between the political groups had reflections on the developing character and on the use of the building. In other words, the fragmented design of the building was very appropriate for such a divergence between the groups with two parallel corridor systems and numerous inner courtyards between parallel blocks. This existence of different groups continued to exist even the political state and actors were changed in 1990s; and this use of some determined space by specific groups continued.

In the end, due to the intricate relation between the physical and social component of the place identity, it is not possible to talk about any dominancy in between two components for the Faculty of Educational Sciences which is valid for other two faculties.[117] However, it is also not possible to talk about a belongingness to the building as a value or feature defining the Faculty but there is more a social bonding between the users or to the history which was mentioned by depending on *Mülkiye* and *Hukuk Fakültesi*.

[117] As mentioned above, while the social component is very dominant in the place identity of *Mülkiye*, it was the physical component for *Hukuk Fakültesi.*

CHAPTER 5

CONCLUSION

In this thesis, the concept of ‘place identity’ and its dynamic character was studied through the modern heritage examples within the boundaries of Ankara University Cebeci Campus. In this respect, the modern institutions with their modern buildings reflecting the period they were constructed were defined, and their process of change was documented and analyzed which constituted a rich base to define the identity or identities they acquired with the contribution of thoughts and memories of the users from different periods. The multidimensional outcomes of this research are given under two main titles below to define conclusions:

AN OVERALL ASSESSMENT OF THE DATA

Cebeci, as one of the newly-developed districts of Ankara after its declaration as the capital in 1920, has witnessed many plan decision, implementations and the transformation as reflections of them. The neighborhood shaped together with the formation and development of Ankara University Cebeci Campus, as explained in detail in Chapter 2.

However, through the visual and oral data collected, it is seen that, on the contrary of the parallelity between the formation and development of the District and the Campus, there has not been a continuous interaction between them affecting both and the identities of them. The interaction is mostly limited with the interface area around the

Campus which mostly resulted in refunctioning of some apartments as dormitories, increase in the cafes and restaurants on Cemal Gürsel Street and stationaries around the Campus. Interestingly, the existence of dormitories and flats rented by students did not resulted in a drastic change in the characteristics of the District. When the location of the Campus as being in a very central location in the city and in the district, this limited interaction becomes remarkable.

Apart from the earlier times of the faculties and politically unsteady periods of Turkey, especially between 1960-1980, the use of the District by the members of the Campus is very limited. In fact, at those times also, the interaction with the members of the neighborhood was also limited with the shopkeepers, *kahvehane* and restaurant owners, etc. From the point of the residents, the situation is not different, even more detached. Although, the Campus area was surrounded with walls and bars to form a campus area with restricted entrances in 1995, before that time also the use of the areas in the zone, buildings and/or open areas were not frequently used by the residents. It is understood from the interviews that they either use the street in the campus to pass or just take a breath in the benches on the gardens of the faculties. So, in the end, the limited interaction was resulted in a very limited effect of the existence of the Campus on the District that could not diffuse in the interior of the neighborhood.

Ankara University, established in 1946, embodies some faculties which are older and stronger than the university itself, such as *Dil ve Tarih, Coğrafya Fakütesi, Fen Fakültesi, Ziraat Mektebi, Mülkiye* and *Hukuk Fakültesi.* The latter of two of these faculties were located in Cebeci Campus, which was formed in 1995, even before they were brought together in the same institution with the establishment of Ankara University. The Faculty of Education, on the other hand, was established under the umbrella of Ankara University with the contributions of *Mülkiye* and *Hukuk Fakültesi*. Ankara University Cebeci Campus is not a typical campus example in Turkey as designed and developed as a whole – as a campus –. Together with the architectural examples from three different periods in the modern architectural history of Turkey, the stance of the faculties in the political history of Turkey make the Campus a very

appropriate and interesting case to study. In fact, these are the facts that make the area worth to study.

Due to having a separate history and origin before meeting in the same institution, *Mülkiye* and *Hukuk Fakültesi* had already began to build and develop their social identities before they had their current buildings and, after that, being members of Ankara University. Relatedly, Faculty of Educational Sciences developed its social identity independent from other two pioneer and significant faculties although established by the founding members from these two faculties. Besides, the architectural languages of the buildings of these three faculties made important contributions to their place identity, as a distinctive input, indeed. In the end, three different identities co-exist in Cebeci Campus today.

By referring to these strong independent identities, Ankara University management wanted to deveop an institutional identity as an umbrealla over them and formation of a campus can be seen as the first step. However, it can be understood from the interviews that members of these faculties do not feel any sentimental attachment to the Univierstiy and/or the Campus. They still define their identity by referring to the faculties they belong. In the end, although being within the boundaries of a single campus, there could not develop an identity of campus nourished from the different identities of faculties.

There are some common ideas that the users from three faculties agree on. The first thing is that the building of *Hukuk Fakültesi* appeals to people with its monumental building with its columns on the entrance façade that gives the powerful impression to them. Even the members of other faculties agree on that. On the other hand, in social terms, such as political stance, bond between the graduates, etc., *Mülkiye* accepted as the strongest figure in the Campus. This is, again, was declared by the members of other faculties.

For example, Prof. Dr. Figen Çok from Faculty of Education notes that the building of *Hukuk Fakültesi* is more impressive to her and adds that *Mülkiye* is a more powerful institution but it's not reflected in its building. Prof. Dr. Celal Göle, who was graduated from *Hukuk Fakültesi* and became an academician and the Dean of *Mülkiye* afterwards, also thinks that the building of *Hukuk Fakültesi* is more powerful than the *Mülkiye*'s and holds the attraction of people. As being another example that agreed on the consensus about the building of *Hukuk Fakültesi*, Assoc. Prof. Dr. Nurkut İnan mentions that it was an advantage to be a member of *Mülkiye* at the time he was a student in *Hukuk Fakültesi* and the members of *Hukuk Fakültesi* were of secondary importance in the Campus. However, his first impression about the buildings was that "When I look from the outside, the building of *Mülkiye* cannot compete with our faculty. It is much better in architectural terms." Assist. Prof. Dr. Başak Şit İmamoğlu, also, thinks that the building of *Hukuk Fakültesi* has a more impressive architecture; however, she also points out the lack of social bonding between the member of her faculty and notes that

> Members of *Mülkiye* are very dependent and loyal to each other. This is very exceptional for us to have a collaboration, and so in the profession. For example, if a graduate of *Mülkiye* has position in a job, the person that he employs also will be from *Mülkiye.* They always watch for each other.

Prof. Figen Çok, on the other hand, points out the importance of *Mülkiye* in terms of political stance of the Campus and as being the center of political incidents in the Campus.

Being on the extreme ends of conservation, the buildings of *Mülkiye* and *Hukuk Fakültesi* are compared and the reasons of the different state and/or approach of conservation are discussed by the former deans of *Mülkiye.* It is stated that, in a basic manner, *Hukuk Fakültesi* grew with additional blocks while *Mülkiye* got smaller by loosing the blocks dependent on it. To explain, *Hukuk Fakültesi* constructed additional buildings in time due to increasing population and need of space within the limits of its parcel.

Indeed, the amphi building – D Block – was constructed to be in use of all three faculties in the Campus but it is being used by only *Hukuk Fakültesi* since it was constructed. Similarly, *Mülkiye*, also, grew with additional buildings in time in its parcel. However, *Mülkiye* lost the ownership of some of them in time and got stuck on the main building. Due to the student upheavals around 1970, firstly, the faculty management gave the administration of the dormitory to another institution for a limited time; however, after that they lost the voice over the building because now the dormitory became the property of Ankara University.

Prof. Dr. Celal Göle states that *Hukuk Fakültesi* also encountered with same problems with *Mülkiye* but they prefer to refunction the block as library instead of giving up on the management of the dormitory. Additionally, the School of Press and Broadcasting (*Basın Yayın Yüksek Okulu*) became a faculty and get independent which ended up with the looss of another building for *Mülkiye.* As a consequence, Hukuk Fakültesi could solve the spatial problems related with the increase in the population, Mülkiye became obliged to solve them within the main building with extensive spatial and functional transformations.

Beside this major reason behind the difference in approaching to the buildings, different architectural languages also could be effective in the intention of conservation. Further than that, the professional habits or character could also be an input in this topic. As Assist. Prof. Dr. Başak Şit İmamoğlu mentions that the law is very conservative as a science and it will not easy to accept that something changes for lawyers which is valid for their spaces also.

As mentioned above, *Mülkiye* and *Hukuk Fakültesi* had already begun to build and develop their social identities before they became a part of Ankara University which resulted in independent identities and lack of belonging to the university management. The academicians from both faculties notes that they do not associate themselves with the University and with the Campus also. Prof. Dr. Yalçın Karatepe mentions that *Mülkiye* has an autonomous structure and adds that

> When you ask someone in METU where they are studying, they say METU. When you ask what you are studying, he tells the department. But, we directly say *Siyasal* or *Mülkiye*. Hence, both the institution and the institutional stakeholders do not even have a bond of communion. In other words, the whole relationship with the university is a legal necessity that emerged with Council of Higher Education. For example, when looked at our rosette, the university does not have any place, not the name or the symbol of it. This is the case for *Hukuk Fakültesi* also.

Assist. Prof. Dr. Başak Şit İmamoğlu also shared the same thoughts for *Hukuk Fakültesi.* She states that they do not embrace the University or the Campus and when asked they say they are from "Ankara Hukuk". She adds that there is the feeling of "We were here before you" in the members of *Hukuk Fakültesi*. Besides, she does not think that the required effort to establish a bond is not shown by the University. Indeed, in the strategic plan of Ankara University dated 2014-2018, the university management determined one of the objectives as 'to develop a corporate identity of Ankara University which constitutes a roof over the identities developed individually and strengths the belongingness to the University, and to develop sense of belonging of its graduates' to improve structure that will adopt to the changing conditions of the University and will realize the goals and objectives of it. But, in fact, those values, developed before Ankara University, are very important and powerful.

To sum up, within the limits of Cebeci Campus, there are three separate parcels in each of which three different identities have developed. While the physical component was stronger than the social in *Hukuk Fakültesi*, the social component is dominant in the definition of place identity *in Mülkiye*. These two faculties have totally independent identities from each other due to having already strong identities before becoming a part of Ankara University. The Faculty of Educational Sciences, on the other hand, have a more intricate relation between the physical and social component in defining the identity of place. Furthermore, the Faculty of Educational Sciences developed its social identity by depending on *Mülkiye* and *Hukuk Fakültesi* because it feels a bond and a relation with these two faculties due to being established by the members of them and gave education in a part of the building of Hukuk Fakültesi, also.

All the data collected and obtained by the comparisons show that 'modern architecture' is strongly attached with the life standards, comfort and modern living habits brought together with the establishment of Republic and its reforms in early times of the Republic. Modern language in the buildings were chosen to be the representative of the modernization efforts in varying fields of the Republic including education. In case of *Mülkiye*, the modern and functional building of the school was a reflection of the modern education system, the related spaces and the modern life in it. So, the users and/or the citizens made a direct relation between the standards of the period and the architecture of the building which, in fact, forms the admiration of people among the modern architecture. From this perspective, with the change in the standards, trends, and/or admiration, it become easy to change the building also. Additionally, the humble and simple language of the building stayed in the background compared to the strong institutional culture and identity. Against this dominant identity, the architecture could not be a part of it or it is not needed to be.

The meaning of marble-covered hall for Namık Kemal Güçhan, one of the earlier graduates of *Mülkiye*, is a well-suit example in this respect. The hall is a valuable space in the building for the students mentioned as 'giving sense of home'. The opportunities provided by the school for the students, the life standards and the ambiance of the 'valuable educational institution' composes the spirit of *Mülkiye* which formed the basis of the identity of the school together with the architecture also. However, the important point here is the spirit of the period which society paid attention and it is related with how the society defines the modern. Indeed, it is this spirit that is needed to be conserved.

However, in case of *Hukuk Fakültesi*, the monumental appearance with its powerful stance, the building think as worth to conserve. Both are modern educational institutions with modern architecture from different perspectives; yet, the feeling of 'strength' and 'power' reflected from building of *Hukuk Fakültesi* is seen as the motives to conserve the building while the modest and modern building of *Mülkiye* is not thought to have a value to conserve.

The value definition that is done by the architects or the value attributed by them is different from the society. While architects define the value of the building as a representative of the modern architecture in Ankara in Early Republican Period, the users and/or citizens defines according to opportunities, standards and spirit which could be resulted in problematic situations in the conservation of modern architecture.

In the end, it is not possible to talk about a collective identity for the faculties in Cebeci Campus; however, it is value of the Campus that housing such strong and diverse identities within its limits. And, this is the crucial and most powerful character of the Campus that should be conserved with its diverse character.

THE METHODOLOGICAL OUTCOME AND CONTRIBUTIONS

Ankara University Cebeci Campus is a concrete result of Jansen Plan as being one of the plan decisions that was put into practice and survived until today. In the plan, the area was pointed out as *Yüksek Mektepler Bölgesi* (Higher Education District) and in the light of this decision the modern buildings of the educational institutions of the Republic was constructed here.

Due to this direct relationship, it is valuable to study on the development of Cebeci district with the plans decisions, and with the existence of such an educational focus in there. In addition to the physical existence, the relation of the users of the buildings with the district and the residents, especially before 1980s, and the relation of the residents with the campus are also important inputs in the examination of this mutual relationship. This analysis, in the end, puts out that before the buildings were surrounded with high walls, and following that, the area was closed to the outside, in way, with the decision of the forming a campus, Cebeci Campus was more like in a city-university form and lost this quality with the closing the campus to the outside although being located at city center. The analysis showing the process and the oral data gathered from the written documents and the interviews will sustain a base on the discussion of city-university / city-campus relation and the further studies on this

subject. With this collected data and with a detailed site analysis to be done on the current situation in Cebeci, it is planned to have a study based on the interaction between Cebeci and the campus showing the continuity and/or interruption through the time with related politic social and physical incidents.

The documentation of the description and changes in the buildings were documented through not just the visual documents and literature reviews but also through the contributions of the users from different periods. With the interviews it became possible to document the further changes, reasons and results of these changes and, most importantly, the impact of these changes. Further than that, the thoughts and opinions of the users from different periods on the same specific place clearly shows the physical and social impacts of the changes implemented in that specific space.[118] Through this method of documentation of changes by involving the thoughts, memories and perceptions of the users on the buildings and/or the spaces, the scope of the discussion on the 'change' issue gets wider which will open further discussion and contributions in the field of conservation.

On the 'change' issue, it is clearly seen in the interviews that the architectural language of the buildings has a serious influence of the reactions of the people to the interventions or on the value that they give. As discussed above, two representatives of the Early Republican Architecture in Ankara – *Mülkiye* and *Hukuk Fakültesi* – were designed with different architectural languages which created different perception on users. The general idea is that a university building should manifest the 'power' of the institution like *Hukuk Fakültesi* building. In this respect, the modern building of *Mülkiye*, with pure geometric forms and the complete abandonment of decoration and simplicity, could not represent the 'power' of the school coming from its deep history and strong political identity. When this approach is evaluated together with the state of conservation, or in other words, the extent of the change; it produced an outcome that the building appreciated by the users with its monumental appearance and

[118] A remarkable example of this can be seen in the different thoughts on marble-covered multi-purpose hall in *Mülkiye* building. While Namık Kemal Güçhan mentions that the hall gave 'a sense of home', Prof. Dr. Korkut Özkorkut thinks that the hall is useless with it 'meaningless' design.

ostentatious inner spaces was worth to preserve. On the other hand, the other one was mentioned as 'there is nothing to preserve.".[119] At this point, the question of "Is there a direct correlation between the architectural language of the building with its preservation status in the conservation of modern architecture in Turkey?", and/or "In the choice of the buildings to be preserved from the modern era, does architectural language have an effect?" brings a niche in the discussion on the field.

Additionally, it is observed from the intervies that the 'value' attributed by the users and the 'aesthetic value' have significant impact on the conservation of the buildings. The change of the 'value' could open a new discussion in this field also. Indeed, the change in the 'value of place' related with the users and the 'aesthetic value' related with the change of the buildings could be a new field for the further studies.

On the definition of the identities in the Campus, the significance of the architecture was discussed. From this point of view and the determinations above, it is also possible to question the effect of the conserved structure on the place identity today while it is also possible to taltk about the effect of the pre-established identity of the institution on the motive to conserve the building. Furthermore, the social and political component in the definition of place identity, also, clearly shown as a noticeable input in differentiation of identities in Cebeci Campus.

Mülkiye building have had varying identities through time by depending on the change in the political character and on the loss of importance attributed to the building while *Hukuk Fakültesi* is consistent about the importance of the building in the definition of identity throughout all the time although having a political stance and identity also as an input. It can be deduced that although the political identity has ties – sometimes

[119] There was almost no hesitation shown in the major and extensive intervention in *Mülkiye* building while there is shown a great reaction and regret to the change of, even, furniture in *Hukuk Fakültesi* building.

directly – with the building or the spaces in it, its effect on the conservation of the buildings is questionable; and needed further studies to produce some assertions.

In the end, through the detailed description of the buildings in Ankara University Cebeci Campus and the analysis of the changes and transformations the buildings have gone through, the documentation of the life of the buildings were brought to some level. However, by putting the memories and thoughts of the users about the buildings and specific spaces on this collected data, not just the physical but also the social aspects of them became a part of the study. Following that, the identities differentiating between the faculties and even for a faculty in time could be defined and discussed according to physical and social components. The discussions on the importance of architectural language on the perception of the users, 'change', its reasons, and the effects of these concepts on the identity will bring a dynamic platform for future studies.

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APPENDIX A

LITERATURE REVIEW OVER THE CAMPUS

Table A.1. Documentation of Formation and Development History of the Campus

CEBECİ YERLEŞKESİ / 8425-1 / YAPILAR			
YAPI	TARİH	OLAY	AÇIKLAMA
Siyasal Bilgiler Okulu	5 Haziran 1935	Ankara'da yaptırılacak Mülkiye Mektebi hakkında 2750 sayılı Kanunun Resmi Gazete'de yayımlanması.	Projesi daha önce yaptırılan binanın inşası yıl içinde Ankara'da Cebeci Topraktepe'de başlamıştır. (BASKICI, 2009: 14)
Siyasal Bilgiler Okulu	Ekim 1936	Siyasal Bilgiler Okulu'nun Ankara'da yapılmakta olan binasının Milli Eğitim Bakanlığ'na ve Okul Müdürülüğü'ne teslim edilmesi.	(BASKICI, 2009: 15)
Siyasal Bilgiler Okulu	1936	Girişler-balkon çıkıntısı-kütüphane	... ana binanın, ön(cadde) tarafında bulunan giriş kapısı iki taneydi. Birisi şu anki giriş kapısı. Bu kapıdan salona üç veya dört ayak merdivenle çıkılırdı. Fakültenin önüne eklenmiş olan bina genişleme bölümü (balkon çıkıntısı) yoktu... İkinci kapı Hukuk Fakültesi tarafında balkon çıkıntısının bittiği yerdeki kapıydı. Bu kapıdan girişte dönerek çıkan merdivenlerle üst kata ulaşılırdı. Merdivenden çıkarken giriş katı ve şimdiki dekanlık katında açık ve çalışmakta olan kütüphane bölümleri vardı. Ayrıca şimdiki dekanlık bölümü kütüphane-okuma salonu olup, buranın arka odası banyo olarak hizmet vermekteydi. (ÖZTÜRK, 2003: 32)
Siyasal Bilgiler Okulu	1936	Giriş katı-Sütunlu Salon	Giriş katı binaya ilk kapıdan girişte "Sütunlu Salon" ile bu salonu bağlı odaların tamamıydı... Bu salonun ilk yapılışındaki sütun şekilleri yuvarlaktı. Sonradan çevreleri mermerle kaplanıp köşeli olarak düzenlendi. Bu salona kapısı açılan hizmet yerleri olarak santral, kütüphane, personel yazı işleri ve öğrenci işleri bürosu ile yayın bürosu bulunmaktaydı. (ÖZTÜRK, 2003: 33)
Siyasal Bilgiler Okulu	1936	Orta kat	Öğretim üyeleri odaları, dekanlık, sekreterlik gibi idari bürolar ve muhtelif derslikler düzenlenmişti. (ÖZTÜRK, 2003: 33)
Siyasal Bilgiler Okulu	1936-1940	yemekhane-kantin-bölüm odaları-yatakhane	Aynı yıllarda okulun üst katında ise yemekhane, kantin, derslikler ve bölüm odaları bulunmaktaydı. (bu düzen 1936-1940lı yılların okul düzeni). Üst kattaki odalar sonradan bölünerek on dört oda şekline getirildi ve bu odalar şubelerin sınıfları olarak düzenlendi. Ayrıca bu katta bir de yatakhane bulunmaktaydı. (ÖZTÜRK, 2003: 34)
Siyasal Bilgiler Okulu	1936-1937		"O günlerde Mülkiye'nin güneyi bomboştu. Gecekondunun adı sanı yoktu. ... Belki, Harbiye dışında, spor slonu olan tek Yüksek Öğretim Kurumu Mülkiye idi. ... Bugün Perşembe pazarı kurulan, Stadyum bulunan, Demiryolunun kuzeyindeki geniş alan bomboştu. Buranın adı Cebeci Çayırı idi. Hacettepe Parkı'na dönüştürüldükten sonra, Hacettepe Üniversitesi'nin kurulmasıyla bakımsız kalan Cebeci Çayırı'nın batısındaki geniş alan Hacettepe Mezarlığı idi. (YAVUZ, ?: 54)
Siyasal Bilgiler Okulu	Aralık 1938	Okulun Konferans Salonun projeksiyon dairesine bir sinema makinesi yerleştirilerek haftanın iki günü talebeye film gösterimine başlanması.	(BASKICI, 2009: 17)
SBO Spor Salonu	1937-1939	Siyasal Bilgiler Okulu Spor Salonu'nun tamamlanarak kullanıma açılması.	1937'de beden eğitimi öğretmenliğine atanan Ahmet Sadık Yaraman hoca ile, zamanın Siyasal Bilgiler Okulu Müdürü Prof. Dr. Mehmet Emin Erişirgil'in çabaları sonucu başlatılan Spor Salonu binası, 1939 yılında bitirilip faaliyete geçerek spor hizmetine başladı. (ÖZTÜRK, 2003: 33)
SBO Spor Salonu	1939	Siyasal Bilgiler Okulu Spor Salonu'nun tamamlanarak kullanıma açılması.	(BASKICI, 2009: 17)
Siyasal Bilgiler Okulu	1942	Siyasal Bilgiler Okulu'na kat eklenmesi	Binaya yeniden bir kat arttırılarak üst kat yapıldı. (ÖZTÜRK, 2003: 49)
SBO Ek Bina	1942-1943	Siyasal Bilgiler Okulu'nun ek binasının tamamlanarak kullanıma girmesi - Yatakhane	... Talep üzerine, keşfi yapılıp, tahsisatı ayrılarak; okulun doğu tarafında bulunan arsa üzerine, mevcut binaya teğet olarak bitişik ve iki katlı ek bir bina yapımına 1942 yılında başlandı. Ertesi yıl (1943) bitirilen yeni bina hizmete şöyle tahsis edildi: Şimdiki dekanlık koridorundan sınıflar katına geçerken her iki tarafta bulunan bütün odalar eski binanın numara sırası takip edilerek numaralandırılıp öğrenci yatak odaları olarak tahsis edildi. Bu odaların küçük olanları beşer kişilik, büyükleri de onar kişilik, daha büyük olan şimdili 226-227 nolu sınıflar ellişer kişilik yatak yerlerdiydi. Kapıları baş ve koridor tarafından açılırdı. Şimdiki 228-229 nolu sınıflar, o zamanın bitişik tek yatak odalası olup kapısı şimdiki 230 nolu sınıf tarafından açılmıştı. 1963 yılına kadar böyle devam edip Fakülte'de yine yer sıkışıklığı başlayınca yeni bir yurt yapılması gerekti. (ÖZTÜRK, 2003: 35-36)
SBO Ek Bina	1943	Siyasal Bilgiler Okulu'nun ek binasının tamamlanarak kullanıma girmesi.	Ek bina 1963'e kadar öğrenci yatakhanesi ve yurt olarak kullanılmıştır. Daha sonra yatakhaneler sınıfa çevrilmiştir. (BASKICI, 2009: 19)
SBO Ek Bina	1943	giriş ve zemin kat	Yeni yapılan yatak odalarının altında bulunan giriş katı odaları ise bir kısmı yine yatakhane, diğerleri de kantin, terzihane, berber ve dernek odası olarak hizmet bölümlerine ayrılmıştı. Diğer hizmet yerleri ise zemin kata konuldu. O tarihlerin Konferans Salonu ise, tabanı düz, platformu şimdikinin ters tarafı olan karşıda bulunmaktaydı. Ayrıca her iki tarafa pencere vardı. (ÖZTÜRK, 2003: 36)

Table A.1. Continued

Siyasal Bilgiler Fakültesi	1949-1953		"Bizim öğrenciliğimizde yapısı değişikti mülkiyenin. Bir kere dışarıdaki merdivenler yoktu. Kapıdan girerdin, şimdi dört köşe, o zaman yuvarlak sütunluydu. Sütunlu salon diye bilinirdi. O giriş kapısından ikinci kata, iki taraftan, iki merdivenle çıkılırdı. Giriş güzeldi. Büyük amfi, o kısımlar yoktu. Yan binada, şimdi bir kütüphaneye, bir büyük amfiye giden salon var ya, oranın hocalar ve öğrenciler kısmıyla tek ilgisi yatakhane ve yemekhaneydi. Alt kattan caddeye doğru dönersen yüzünü, solda asıl büyük yemekhane vardı. Birinci sınıfta oraya girdik. Bir de merdivenden inince oradan sokağa çıkılırdı, büyükçe bir çıkış. ... Sınıflara göre değiştirdi yatakhane. ... Alt kattan kafeteryaya doğru giderken, orada büyük bir kapı vardı. O kapı ile gündüzlülerle derslikler ve hocalar kısmı ayrılır, yatılıları ayırırdı. ... Bazı hocaların odaları vardı. Lojman gibi. ... Sonra caddeye paralel giden sokakta bir çıkış kapısı vardı. Yatılı kısmın giriş-çıkış kapısı orasıydı. ... Şimdi ikinci kat denilen yer idari birimlerdi. Dekan odası, genel sekreterlik... Sınıfların hepsi üçüncü kattaydı. Zaten üç dört tane sınıf vardı, başka bir şey yoktu. Konferans salonu falan öbür taraftaydı. Şimdiki kafeteryanın olduğu yerden aşağıya inilen bir merdivenle sinema salonuna, konferans salonuna gidilirdi. Alt kata." (Mümtaz Soysal'a Armağan, 2009: 60-61)
SBF Ek bina ve genişleme projesi	1954	Ek bina ve genişleme projesi projelerinin hazırlanması	1954 yılında Prof. Bedri Gürsoy Hoca'nın Dekan olması ile, zamanın hükümetine yeniden talepte bulunup, hem ek bina hem de tevsi ve tadilat (genişleme ve değiştirme) projesi verilerek yapılması istendi. Bu projede, yatakhanelerin dershane düzenine çevrilmesi... kabul edilmişti. ... Mimar Prof. Dr. Ernst Egli'nin hazırladığı projeler ile keşfi yapılıp inşaata başlanarak ikinci yıl bitirildi. Birkaç küçük oda da, öğretim üyesi çalışma odaları olarak düzenlenmiş oldu. (ÖZTÜRK, 2003: 38)
Spor Salonu	1950ler-(1954)		"Spor salonunun bulunduğu yerde odalar vardı. Asistanlar orada kalırdı." (UYSAL, 2003: 86)
Siyasal Bilgiler Okulu	1955	Balkon çıkıntının yapılması.	Ben 1949'da Siyasal Bilgiler Okulu'na başladığımda ve 1953'te mezun olurken de Fakültenin ön çıkıntısı yoktu. (Prof. Dr. Mümtaz Soysal)(ÖZTÜRK, 2003: 32)
Büyük - küçük amfi	1955-1960lar	Amfilerin yapılması.	Büyük amfi, küçük amfi yapılıp, zemin kat sınıfları ve şimdiki matbaanın yeri de boş ve açık bir salon olarak kaldı. 1955'te inşaata başayıp 1960'lı yıllarda hizmete giren büyük amfi, küçük amfi için yapılan zemin kat salondan caddeye açılan bir kapı konulmuştu. Fakülte mobilya ve ayniyat malzemeleri geldiğinde bu kapıdan alınmaktaydı. (ÖZTÜRK, 2003: 39)
SBF Ek Binaları	Ekim 1957	SBF Ek binaları ihalesinin yapılması ve inşaata başlanması.	Ek binalar arasında Kütüphane, Yurt binası, sınıflar ve konferans salonu/amfi zikredilmekte, inşaatın üç senede biteceği tahmin edilmektedir. Ancak inşaatların tamamlanması on seneyi bulmuştur. Fakültenin öğrenci sayısının 1949-1950'de 404'ten 1959-1960'ta 842'ye yükselmesi 1950'li yıllarda yeni mekan ihtiyacının fazlalaştığının en önemli göstergesidir. BASKICI, 2009: 25)
Siyasal Bilgiler Fakültesi	1958-1962		"Yurt, fakültenin içindeydi. 20-25 kişilik ranzalı koğuşlarda kalacaktık." p.31 Binanın girişinde sütunlu salon vardı. Oradaki banklarda oturulur ve salonda tur atılırdı. Girişten sol tarafa gidildiğinde kantin, kantinin altında da yemekhane vardı. Konser salonu ve yurtlar kantinin sol tarafındaydı." (ÖZYÜREK, 2014: 33)
Siyasal Bilgiler Fakültesi	1959	Ana binadaki kolonlu kısım (ikinci giriş)	1959 yılı Fakültenin 100.yılı için basılan puldaki resimde sağ köşedeki kolonlu kısım henüz kapatılmamış. (ÖZTÜRK, 2003: 39)
Siyasal Bilgiler Fakültesi	1950ler		... Fakültenin küçük, mütevazı bir kantini vardı. ... Kantinde radyo dinlenir. Mülkiye'nin güzel bir geleneği vardır. Birinci sınıf ve son sınıf öğrencilerinin bir arada bulunduğu bir tanışma toplantısı yapılır, çay, kuru pasta meyve suyu ikram edilirdi. Hocalar da orada bulunur. ... Daha sonra Fakültenin yatakhanelerini yurt haline getirilince... " (UYSAL, 2013: 43)
Siyasal Bilgiler Fakültesi	1950ler		"İNEK BAYRAMLARI. Arka bahçede, yemekten sonra gece toplanılır, okulla ilgili, arkadaşlar ile ilgili öyküler, fıkra anlatılır, bir kamp ateşi gibi bi ateş yanardı... Şimdiki kahveci Recep'in olduğu yerde teksir odası vardı..." (UYSAL, 2013: 64)
Siyasal Bilgiler Fakültesi	1960	Ana binadaki kolonlu kısım (ikinci giriş)	1960 yılına ait fotoğrafta bu kısım kapatılmış ancak ön merdiven henüz yapılmamış. (ÖZTÜRK, 2003: 40)
Siyasal Bilgiler Fakültesi	1960	Dekanlık makamı	Şimdiki genel sekreterliğin yerinde olan dekanlık makamı o tarihte düzenlenip değiştirilerek şimdiki yerine alındı. (ÖZTÜRK, 2003: 40)
Siyasal Bilgiler Fakültesi	29 Nisan 1960	Ankara'da üniversite öğrencilerinin protesto gösterilerinde Hukuk Fakültesi ile Siyasal Bilgiler Fakültesi'nde olaylar meydana gelmesi.	Olaylarda bir çok öğrenci ve öğretim üyesi yaralanmış, fakülte binasında hasar meydana gelmiştir. (BASKICI, 2009: 26)
Siyasal Bilgiler Fakültesi	29 Nisan 1960	Ankara'da üniversite öğrencilerinin protesto gösterilerinde Hukuk Fakültesi ile Siyasal Bilgiler Fakültesi'nde olaylar meydana gelmesi.	29 Nisan 1960 günü sabrı tükenen öğrencinin eyleme geçmesi üzerinei fakülte önünde askeri polis ve öğrenci arasında istenmeyen büyük olaylar yaşandı. Fakülte binası kurşunlandı, camlar kırıldı. (ÖZTÜRK, 2003: 41)
Siyasal Bilgiler Fakültesi	1960		29 Nisan'ı takip eden günlerde, binanın cephesindeki kurşunlamadan ötürü kırılan camları, çerçeveleri, binanın içindeki kurşunlanan yerleri, kan lekelerini vs. görmek için gelenlerin sayısı durmadan artıyordu. (Mümtaz Soysal'a Armağan, 2009: 84)
Siyasal Bilgiler Fakültesi	16 Mayıs 1960		Fakülte Yönetim Kurulu, 16 Mayıs'ta toplanarak, Sıkı Yönetim Komutanlığı'na verilecek yanıtı hazırladı ve yapılan onarımlara ait masraf faturalarının ekli olarak gönderilmesine, geri kalan onarımların yapılmasını sağlamak üzere ödenek istenmesine, Sıkı Yönetim Komutanlığı'ndan bir tahkik ve tesbit heyeti istenmesine karar verdi. (Mümtaz Soysal'a Armağan, 2009: 86)
Siyasal Bilgiler Fakültesi	1961	Derslik ihtiyacından dolayı SBF Konferans Salonu'nun sınıf haline getirilmesi.	(BASKICI, 2009: 27)
Spor Salonu	4 Aralık 1962	SBF'nin 103. yıldönümünün SBF Spor Salonu'nda kutlanması.	Derslik ihtiyacından dolayı Spor Salonu'nun yıl içinde dersliğe çevrildiği konuşmasında Dekan A. Suat Bilge tarafından ifade edilmiştir. (BASKICI, 2009: 27)

Table A.1. Continued

SBF Kütüphane ve Yurt Binaları İletişim Fakültesi	1962-1963	Yurt-kütüphane ve iletişim fakültesi binalarının hizmete girmesi	... yeni yurt binası, yeni kütüphane binası ve Basın Yayın Yüksek Okulu da 1962 yılı içerisinde tamamlanarak 1963 yılında hizmete girince, dekanlık katındaki kütüphane yeni kütüphaneye, şimdiki sınıflar ve bu katta bulunan yatakhane de yeni yurt binasına taşındı. (ÖZTÜRK, 2003: 40)
SBF Kütüphane ve Yurt Binaları	1963	Yeni kütüphane ve yurt binalarının hizmete girmesi.	(ÖZTÜRK, 2003: 42)
Siyasal Bilgiler Fakültesi	1963	Yurt binasının açılması ile ek binadaki yatakhanelerin sınıfa dönüştürülmesi	Mevcut yatakhaneler sınıf olup, koridora bir sınıf daha eklenerek 230 nolu sınıf yapıldı. Dekanlık koridoruna girince 231 nolu oda öğretim üyeleri için yeni binadan bir oda oluşturularak eski bina odalarına katıldı.(ÖZTÜRK, 2003: 36)
Yurt	1963-1964		... Benim bildiğim 1963-64 öğretim yılında hizmete girmiş. Yönetim anlamında doğrudan fakülteye bağlı Cebeci Hilton diye anılan ve o dönem için hayli konforlu bir yurttu bizimkisi. 1963'e kadar fakültenin alt katında, koğuş düzenindeki yurtta kalırlarmış... Altı katlı yedi yüz öğrenci kapasiteli yurtta iaşe ve ibate ihtiyaçlarımızın tamamını karşılamak mümkündü.(DİZDAR, 2015: 29)
Siyasal Bilgiler Fakültesi	1963-...		"... Şimdiki fakülte sekreterliğinin olduğu yere denk geliyor (maliye enstitüsü). Oralar yıkıldı tabi ki tamamen. Oradaki merdiven boşluğu doluydu.. Fakülte sekreterinin olduğu yere denk geliyordu., büyük bir salondu., onun bitişiğinde zaten fakülte Profesörler Kurulu odası vardı. Yani, plan değişikti. Cümle kapısından girince iki yandan çıkılıyor iki merdiven ile, uzun bir koridor var: Koridorun tam karşısında profesörler odası var, soldan ilerlediğin zaman şimdi tuvaletlerin olduğu yerde Fakülte Sekreteri ve onun yanında Dekan odası var. Sağ tarafta ise (yani Profesörler Kurulu odasının sağında) Maliye odası var. ... Şimdiki dekanlığın olduğu yer ve altı kütüphaneydi. İki katlı, ortası açık. Bu İngiliz üniversitelerinin olduğu tarzda. Merdiven ile aşağı inilir, balkon, çepeçevre kitaplar ve bir alt kat vardı. (Bilsay Kuruç'a Armağan, 2011: 120)
Siyasal Bilgiler Fakültesi	4 Aralık 1964	SBF'nin 105. yıldönümü	Derslere yeni sınıflarda başlandığı, spor salonunun kullanıma açıldığı, kütüphanenin kullanılır duruma geldiği konuşmasında Dekan Prof.Dr. Cumhur Ferman tarafından ifade edilmiştir. (BASKICI, 2009: 28)
Siyasal Bilgiler Fakültesi	1964		"Bir de iki yıllıkları eklersek birinci sınıfın mevcudu dört yüz kişiyi aşıyordu. Sınıfın girişinin üstündeki balkonu da göz önüne alırsak fiziki anlamda bu sayıdaki öğrenciye yeterdi." (DİZDAR, 2015: 105)
Siyasal Bilgiler Fakültesi	1960lar		"Fakültemizde 1960'lı yılların başında önemli tamirat işleri yaşandı. Öğrenciliğimizde fakülte içinde, bugünkü sınıfların olduğu yerde olan Yatakhanemiz bugünkü yeni binasına geçti. Eski yatakhanemizden Fakülteye geçilirdi. Geçişte solda konferans salonu, sağda bir küçük, bir büyük salondan oluşan geniş bir kantin vardı. Bugünkü Aziz Köklü anfisi yoktu, onun yerine ağaçlıklı bir alan yer alırdı. Şimdi öğretim üyelerinin bulunduğu üst katta sınıflar vardı." (ÖZYÜREK, 2014: 28) "Kantin, yemekhane işletmecileri, berber, terzi, ayakkabıcı, ayakkabı boyacısı yurdumuzda hizmet veren esnaf olarak 'Yurrtan Yüzler'in ilk ağızda anacağımız suretleridir." (ÖZYÜREK, 2014: 30)
Büyük Amfi	4 Aralık 1967	SBF'nin 108. yıldönümü töreninin yıl içinde inşaatı tamamlanmış olan (Büyük) Amfi'de yapılması.	(BASKICI, 2009: 30)
İletişim Fakültesi	Ağustos 1968	SBF Basın Yayın Yüksek Okulu binasının ana bölümünün tamamlanarak hizmete girmesi.	Bugünkü İletişim Fakültesi (BASKICI, 2009: 30)
Yurt	1969		Yurdun(yemekhane) nin altında tiyatro salonu... (DİZDAR, 2015: 10)
Siyasal Bilgiler Fakültesi	4 Aralık 1969	SBF'nin 110. yıldönümü	Aynı gün Sütunlu Salon ya da Mermer Salon'un yeniden düzenlenmiş hali ile açılışı da yapılmıştır. O dönemde spor salonunda da düzenleme/inşaat faaliyetleri sürdürülmektedir. (BASKICI, 2009: 30-31)
Siyasal Bilgiler Fakültesi	1969		Yalnız o sıralar yemekhane kapalıydı.(DİZDAR, 2015: 31)
Siyasal Bilgiler Fakültesi	1964-1970		"Küçük kantine çıkan beş altı basamaklı merdivenlerin..." (DİZDAR, 2015: 36)
Yurt	1964-1970		... Köpekköy'de (Mülkiyeli yurt sakinleri yurdun arkasındaki gecekondu mahallesine 'All Cap'ın 'Hoş Memo'sundan esinlenerek bu adı vermişti... (DİZDAR, 2015: 37)
Yurt	1964-1970		"Yurt müdürü için yurdun altında bir lojman olduğunu duymuştum. Leman Hanım kızlar bölümünün müdüresiydi ve o bölümde kalırdı. Yine yurdun altında bir de revir var diye bilinirdi ama hiç yolum düşmedi." (DİZDAR, 2015: 39)
Yurt	1964-1970		"Okulla yurt yan yana idi. Kız yurdu ile erkek yurdunu ortadan bir duvar ayırıyordu... Kızlarla aynı kantini paylaşıyorduk. (DİZDAR, 2015: 50)
Yurt	1964-1970		"Yurdun asma katında Köpekköy'e bakan inekhanenin... "(DİZDAR, 2015: 73)
Yurt	1970		1970'te yemekhanede akşamları televizyon izleme imkanı da sağlanınca kimilerimiz günlerce çıkmaz olmuştu yurrtan. Yirmi dört saat sıcak su (üst katlara çıkmadığı zamanlarda alt katlara, çamaşırhaneye kadar indiğimiz olurdu arada bir), kantin, yemekhane, çalışma salonu (inekhane), çamaşırhane (en küçüğü üç, en büyüğü sekiz kişilik), her gün hizmetlilerce silip süpürülen odalarımız, iki haftada bir nevresimi, çarşafı, yastık yüzü değiştirilen yataklarımızla(bizden hayli sonra ranza sistemine geçilmiş) ferah ferah yaşadık yıllarca o yurtta. 1965'te öğretime başlayan ve SBF'ye bağlı Basın Yayın Yüksekokulu'nun öğrencilerini de dikkate alırsak yurtta kalanların %95'ini SBF ve BYYO öğrencileri oluşturuyordu. Cebeci'den komşu Hukuk Fakültesi'nden bizim yurtta kalan öğrenciler de vardı az sayıda. (DİZDAR, 2015: 30)
Kütüphane	1977-1978	Kütüphane binasında düzenlemeler	... fakültemiz kütüphanesinin okuma salonu olan üst katı bölünerek süreli yayınlar bölümü (Periyodik Salonu) olarak düzenlendi. p.42... aynı tarihlerde Basın Yayın Yüksek Okulu'nun altında bir matbaa kuruldu.(ÖZTÜRK, 2003: 42-43)

Table A.1. Continued

Siyasal Bilgiler Fakültesi	1977-1978	Fakülte yemekhanesinde düzenlemeler	Fakültenin eski deposu öğrenci yemekhanesine, eski çamaşırhane veya hizmetli yatakhanesi Akademik Personel Yemekhanesine çevrilerek, ortada bulunan eski mücellithane(ciltevi) de yemek pişirme mutfağı olarak düzenlendi. (ÖZTÜRK, 2003: 43)
Siyasal Bilgiler Fakültesi	Eylül 1979	SBF için şehir dışında bir kampüs kurulması düşüncesi sonucunda fakülte yönetimince Gölbaşı'nda 1070 dönümlük arazi satın alınması.	(BASKICI, 2009: 33)
Siyasal Bilgiler Fakültesi	1980 öncesi		"... Ülkücü öğrencilerin derslere girmesi değilse bile, ders notlarına ulaşmaları sağlandı; kendilerine tahsis edilen 'Taş Odalar'da sınavlara girdiler; diploma alabildiler." (UYSAL, 2013: 142)
Siyasal Bilgiler Fakültesi	1981	Büyük onarım	(RGBK, 1981)
Siyasal Bilgiler Fakültesi	1983	Fakülte binası içinde düzenleme ve onarımlar	1983'ü izleyen yıllarda fakültemiz bilgisayar kullanmaya başladı. Prof. Dr. Feyyaz Gölcüklü Hoca'nın odası değiştirilip aynı oda Bilgisayar Merkezi olarak tefriş edildi (Bu mekan daha sonra şimdiki yerine alındı.). Aynı yıl mevcut yemekhane yeniden tefriş edilerek, tabanları karo döşenip, yemek masaları, sandalyeler ve kuzineler yenilendi. ... Bu arada öğrenci yemekhanesinin kapısı aşağıdan açılıpgiriş çıkışlar zemin kattaki kapıdan verildi. (ÖZTÜRK, 2003: 43)
Büyük amfi - Spor Salonu	1985-1986	Büyük amfi ve Spor Salonu'nda onarım	Büyük amfi ve spor salonunun eskimiş çatıları yenilendi. (ÖZTÜRK, 2003: 43)
Siyasal Bilgiler Fakültesi	1987-1989	Fakülte binası içinde düzenleme ve onarımlar	114, 118, 230, 221 nolu sınıflar tefriş edilerek içlerinehalı döşenip, yüksek lisans ve doktora sınıflarına dönüştürüldü. (ÖZTÜRK, 2003: 43)
Yurt	1989		usulündeydi yataklar. Öğrenci karmaydı. Yani her fakülteden öğrenci vardı." (DİZDAR, 2015: 38)
Siyasal Bilgiler Fakültesi	1990-1991	Fakülte binası içinde düzenleme ve onarımlar	Önce dekanlık tuvaletleri, sonraki yıllarda ise öğrenci ve üst kat tuvaletleri yenilenerek, iç duvarları fayans, tabanları ie kalebodurla kaplanıp lavaboları değiştirildi. (ÖZTÜRK, 2003: 43)
Siyasal Bilgiler Fakültesi	1995	Mülkiye Kafe	Arka salonun sağ tarafının içine yeni dolaplar yaptırılıp, 'Mülkiye Kafe' adı ile kantin yerleştirilerek hizmete başlatıldı. (ÖZTÜRK, 2003: 44)
Cebeci Yerleşkesi	1995	Kampüs içi düzenlemeler	Cebeci Yerleşkesi içindeki demir ve taş duvarların tamamı kaldırılıp, bahçelerin bir düzene sokulması için, Yerleşke koordinatörü olan SBF Dekanı'nın isteği üzerine iki tane Ziraat Mühendisi alınarak, yerleşkenin içerisinde olan fazla ve eksikliğin giderilmesine başlandı. Bu bağlamda, SBF önündeki taş duvar, platform ve merdivenler de kaldırılarak fakültenin önünde büyük bir bahçe yapıldı. Kalan duvarlar ise yeniden taşlanarak, güzelleştirildi. Yollar yeniden düzenlendi. Giriş ve çıkış kapılarına kontrol kabinleri yapıldı. Eğitim Bilimleri Fakültesi'nin önüne bir anıt yapıldı. ... Yerleşkenin yolları asfaltlandı. Yol kenarları bordür taşları ile döşendi. Giriş ve çıkış kapılarına elektrikli sürgü konuldu. Devam eden yıllarda, büyük emekler verilerek kampüs çevresinin duvar ve demir parmaklık tamirleri yapıldı. (ÖZTÜRK, 2003: 44)
Siyasal Bilgiler Fakültesi	1997	Fakülte binası içinde düzenlemeler	1997 yılı öncesi fakülte içerisinde arşiv için kullanılmakta olan mekandan arşiv taşınınca, yerine İMKB öğrenci bilgisayar sınıfı düzenlendi. (ÖZTÜRK, 2003: 44)
Yurt binası	1997-1998	Yurt yönetiminin tekrar Ankara Üniversitesi'ne geçmesi	... 1997-1998'de Ankara Üniversitesi tarafından alınıp, restore edilerek o tarihten beri kendi tasarrufunda kullanılmaktadır. (ÖZTÜRK, 2003: 40)
Yurt binası	1997-1998	Yemekhane inşaatının bitmesi	Yurt yemekhanesinin inşaatı bitip hizmete girdi. (ÖZTÜRK, 2003: 45)
Siyasal Bilgiler Fakültesi	1997-1998	Fakülte binası içinde düzenlemeler	Yurt yemekhanesinin inşaatı bitip hizmete girmesi ile, yemeklerini orda yemeye başlayan öğrencilerden boşalan yemekhane yeri bölünerek üç adet sınıf ve bir adet de halen kullanılmakta olan öğrenci işleri arşivi yapıldı. (ÖZTÜRK, 2003: 45)
Siyasal Bilgiler Fakültesi	1997-1998	Fakülte binası-kütüphane içinde düzenleme ve onarımlar	Fakülte giriş kapıları, öğrenci giriş kapıları, salonlar arası çarpma kapılar, giriş salonu çerçeve ve camları, kütüphane üst kat camları ve çerçeveleri ile bilgisayar odası kapısı, arşiv odası giriş kapısı alüminyum doğrama ile yapılarak değiştirildi.(ÖZTÜRK, 2003: 44-45)
Siyasal Bilgiler Fakültesi	Eylül 1998	Fakülte bahçesinde düzenleme	Fakültenin caddeye bakan tarafında bulunan geniş alanın kaldırım kenarına duvar çekilerek, duvarın iç kısmına ve mevcut binanın önüne güzel bir bahçe yaptırıldı. (ÖZTÜRK, 2003: 45)
Siyasal Bilgiler Fakültesi	1999	Fakülte binası içinde düzenlemeler	Fakülte arka salonu ortasında bulunan etrafı tavana kadar çerçeve camla kapatılmış havalandırma alanı sökülerek yeri kazınıp toprakla birleştirildi. ... Kenarları da duvarla çevrilip içine değişik ağaçlar dikilerek güzel bir iç bahçe yapıldı. Kenar alanları ise, aralarına Erzincan kırmızı taşı ile şerit çekilip, alanın tamamı mermer taşla döşenerek hizmete sunuldu. Salonun tavanı ise, uzay çatı şeklinde yapılarak salona tavandan hava verilemesi sağlandı. (ÖZTÜRK, 2003: 45)
Siyasal Bilgiler Fakültesi	1999	Fakülte ana binası çatısında onarım	Haziranda başlayan bu yenilemede, çatının her iki başındaki açıklık kapatılıp binanın yağmur ve rüzgardan korunması sağlandı. Çatının ahşap döşemesi tamir edilip üzerine ziftli malzeme döşenerek kiremitleri yenileri ile değiştirildi. (ÖZTÜRK, 2003: 46)
Kütüphane	1999	Kütüphane binasında düzenlemeler	Kütüphanenin 1955'ten kalan kalın sacla içeri derince yapılmış ve salonunn enine düzülmüş gereksiz fazla yer kaplayan kitap rafları değiştirildi. Daha pratik olan lacivert renkli ölçüleri kitaba uygun olan raflar uzunlamasına dizayn edilerek salonun daha çok kitap alması sağlandı. Bu alanın tavan lambaları ise tamamen sökülerek yeni plana göre aydınlatması yapıldı. Bunun yanında; okuma salonu ve periyodik salonunun bütün çerçeve ve camları ile, ilk imalattan kalan masaları, sandalyeleri ve klima cihazları yenilenerek çağa uygun hale getirildi. Zemin katta bulunan klima motorları odasının klimaları kaldırılarak mevcut mekana raflar döşenip kitaplık haline çevrildi. (ÖZTÜRK, 2003: 46)
Siyasal Bilgiler Fakültesi	1999	Fakülte-Kütüphane arasındaki bahçe düzenlemesi	Fakülte ile Kütüphane arasında bulunan bahçedeki havuzun içi toprakla doldurularak ağaçlandırıldı. Çevresi platform alanlarının sert zeminleri ise Ankara taşı ile döşettirilip güzel bir toplantı ve kantin bahçesi oldu.(ÖZTÜRK, 2003: 46)

Table A.1. Continued

Siyasal Bilgiler Fakültesi	2000	Fakülte binası içinde düzenlemeler	228 ve 229 nolu sınıflar ortadan bölünüp dört sınıf oluşturuldu. İç düzenleri amfi şeklinde, arka kısım yükseltildi.. Böylece 228-A, 228-B ile 229-A, 229-B numaraları konulup, aynı yıl hizmete sunuldu. (ÖZTÜRK, 2003: 47)
Siyasal Bilgiler Fakültesi	2000-2001	Fakülte binası içinde düzenlemeler	Zemin kat sınıfları olan Z-05, Z-06, Z-07 ve Z-08'in ders düzeni şekli değiştirilerek, içleri amfi konumuna getirilip arka tarafları yükseltildi. ... Zemin kat salonu ortasına bahçe yapılması için orta yerin mermer döşemeleri sökülüp, kenarları duvarla çevrildi. Ortası toprakla doldurularak bahçe yapıldı. Mevcut salonun üzerinde bulunan ve binanın yapılışından kalan saclı çatı söktürülüp , yerine salonu aydınlatan şeffaf malzemeden bir uzay çatı yaptırıldı. (ÖZTÜRK, 2003: 46)
Siyasal Bilgiler Fakültesi	2000-2001	Fakülte binası içinde düzenlemeler	217, 218 ve 219 nolu sınıfların eskimiş çerçeve ve camları sökülerek, ısı cam ile yeniden yaptırıldı. Bu sınıfların camlaına film naylon çekilerek yeniden yaptırıldı. Fakültenin içinde mevcut bütün sınıfların eski radyatörleri değiştirilerek, yeni ve panel radyatör konuldu. ... Konferans Salonu arkasında 1970lerin kütüphane giriş kapısı olan yer 1978'de kapatıldıktan sonra depo hizmetinde kullanılırken, 2000 yılında tefriş edilip bilgisayar teknik servisinin hizmetine verildi. Aynı yıl , personel işleri, mutemetlik ve döner sermaye odaları yeniden düzenlenerek aynı mekan içine bir arşiv bir de oda eklendi. (ÖZTÜRK, 2003: 47)
Amfi	2000-2001	Küçük amfide düzenleme	Küçük amfi tabanı ve platformu sökülerek her ikisi de yeniden yaptırıldı. Küçük amfiye ayrıca havalandırma ve klimalı ısıtma sistemi konuldu. (ÖZTÜRK, 2003: 46)
Siyasal Bilgiler Fakültesi	2001	Fakülte bahçelerinde düzenleme	Fakültenin ön bahçeleri yeniden düzenlenerek orta bahçenin kenarlarına gezi yolları için parke taşı döşenirken, orta bahçeden aly bahçeye beton merdiven yapıldı. (ÖZTÜRK, 2003: 47)
Spor Salonu	2001	Spor salonunda düzenleme ve onarımlar	Fakülte spor salonunun eskimiş olan parkeleri sökülerek yeniden döşendi. Erkek ve kız soyunma odaları ile duş kabinleri yenilenerek kullnışlı hale getirildi. Salonun potaları yeniden değiştirilerek sayıları iki iken altı adede çıkarıldı. Aydınlatma için eskiden kalan iki yüz adet florasan lambası tavanda sökülerek, yeteri kadar projektör takıldı. radyatörleri değiştirilip yeni panel radyatörler konuldu. (ÖZTÜRK, 2003: 47)
Siyasal Bilgiler Fakültesi	2003	Fakülte binası içinde düzenleme ve onarımlar	Rektörlük tarafından ihale sonucu, kalorifer kazan dairesi yeniden tefriş edilerek, eski düzen tamamen kaldırılıp, mekanlara kare taş döşendi. (ÖZTÜRK, 2003: 47)
Spor Salonu	2004	Depo inşaatı	Spor salonu arka bitişiğine yeniden bir depo yapılarak salonun bir çok eşyası kaldırılmış oldu. (ÖZTÜRK, 2003: 48)
Siyasal Bilgiler Fakültesi	2004	Fakülte-Spor Salonu arasındaki bahçe düzenlemesi	Fakülte ile spor salonu arasında bulunan sundurmanın üzerinin önceden yapılmış olan betona ve onun üzerine dökülen kaplama zifti kazınarak, yeniden ince bir beton dökülüp üzerine yeni çıkan Yalteks yalıtım malzemesi döşenerek yenilendi ve altına yeni lambalar takıldı. İletişim Fakültesi köşesine Jeneratör konulup Siyasal, Hukuk ve İletişim Fakültelerinin elektrik kesilmesi önlenmiş oldu. (ÖZTÜRK, 2003: 48)
Siyasal Bilgiler Fakültesi	Kasım 2004	Fakülte binası içinde düzenleme ve onarımlar	Fakültenin ilk yapılışından kalan tarihi pencerelerin kasalarının içlerine konan, her birinin ağırlığı altı kilo olan döküm demirlerin çekmesi ile çalışan ve her bir pencerenin büyüklüğüne göre üç, dört veya altı ayrı üniteden oluşan çerçevelerin yukarı aşağı çekilerek kullanımını sağlayan yapım şekli bugüne kadar kullanıldı. Ancak A.Ü. Rektörlüğü'nün ihalesi ile, bu pencereler sökülüp atıldı ve yerlerine alüminyum çerçeve içine ısıcam konularak Kasım 2004'te yenileri ile değiştirildi. (ÖZTÜRK, 2003: 48)
Siyasal Bilgiler Fakültesi	2005	Fakülte binası cephesinde onarımlar	Fakültenin dış cephesi tamamen boyandı. ... SBF Zemin kat sınıfları üzeri teras ve Fakülte ile İletişim Fakülteleri arasında terasların üzeri yeni bir yalıtımlakaplanarak akıntı önlenmiş oldu. (ÖZTÜRK, 2003: 48)
Siyasal Bilgiler Fakültesi	2005	Fakülte binası içinde düzenleme ve onarımlar	114 nolu sınıf, 1961 mezunları tarafından yeniden yapılarak amfi şekline getirildi. Zemin kat sınıflarının üzerinde bulunan yaklaşık 600 m2 lik büyük teras da aynı yıl yapılarak sınıflara yağmur akıntısı önlenmiş oldu. 21 adet olan öğrenci ve personel tuvalet kabini kapısı Ege Pen'in PVC'sinden yeniden yaptırılarak hizmete girdi. (ÖZTÜRK, 2003: 48)
Siyasal Bilgiler Fakültesi	Şubat 2006	Fakülte binası içinde düzenleme ve onarımlar	118 nolu sınıf eski mezun Erol Göker tarafından yaptırılarak amfi şekline getirildi. (ÖZTÜRK, 2003: 48-49)
Siyasal Bilgiler Fakültesi	2006	Fakülte binası içinde düzenleme ve onarımlar	221 nolu sınıf Mülkiyeliler Birliği Bursa şubesi tarafından yeniden yaptırılıp amfi şekline getirildi. Ayniyat deposunun yeri değiştirilip bodrum kattaki yayın deposu yerine taşındı. (ÖZTÜRK, 2003: 49)
Siyasal Bilgiler Fakültesi	Temmuz 2006	Fakülte binası içinde düzenleme ve onarımlar	Ayniyat deposunun yerine Fakülte Akademik Salonu yapıldı. (ÖZTÜRK, 2003: 49)
Siyasal Bilgiler Fakültesi	2006	Fakülte binası içinde düzenleme ve onarımlar	Fakülte dersliklerinin çatıları yenilenip yeni sac ile döşendi. ... Kalorifer dairesine 60m3lük yeni bir su deposu yapılıp hizmete girdi. (ÖZTÜRK, 2003: 49)
Siyasal Bilgiler Fakültesi	Haziran 2007	Fakülte binası içinde düzenleme ve onarımlar	218 nolu sınıf Mülkiyeliler Birliği tarafından amfi şeklinde yapılarak hizmete girdi. (ÖZTÜRK, 2003: 49)
Kütüphane	9 Nisan 2009	SBF Kütüphanesi'nin yeniden düzenlenmiş hali ve açık raf sistemini uygulaması ile yeniden hizmete girmesi.	(BASKICI, 2009: 40)
Siyasal Bilgiler Fakültesi	2015		Günümüzde, yapının özgün kimliğine zarar veren bazı değişiklikler dikkati çeker. Ana kütlenin köşelerindeki portikler kapatılmış, giriş önündeki merdivenler artırılmış, giriş holünün düzenlemesi bütünüyle değiştirilmiştir. Girişin iki yanındaki kütüphane ve okuma salonu bölünerek büroya dönüştürülmüştür. Caddeye dik uzanan, yemekhane, yatakhane ve konferans salonu gibi büyük mekanların yer aldığı bölümler arası cam kapılı örtü ile kapatılmış, konferans salonu dışındaki bütün bölümlere derslik ve büro işlevi kazandırılmıştır. (ALPAGUT, 2010: 208)

APPENDIX B

LITERATURE REVIEW OVER CEBECİ

Table B.1. Documentation of Formation and Development History of Cebeci

CEBECİ		
TARİH	**OLAY**	**AÇIKLAMA**
1919		1919'da mütarekeden sonra kente getirilen iki bölük İngiliz askeri Cebeci ve Demirlibahçe tarafına yerleşmiş, kumandanları ise istasyon civarında karargah kurmuştur. (ŞENYAPILI, 2004: 30)
1920 sonrası		Daha güneyde, Hamamönü-Cebeci arasında **Hamit tarlası** adı verilen ve bayram yeri olarak kullanılan büyük bir açıklık vardı. (ŞENYAPILI, 2004: 20)
1923 öncesi	Ankara'daki belli başlı binalar	Cebeci'de Abidin Paşa Köşkü (rivayete göre Paşa Ankara'nın çeşitli tepelerine et astırmış ve en geç bozulan etin astırıldığı tepeye bu köşkü yaptırmıştı.) (ŞENYAPILI, 2004: 29)
1924	Heussler Plan	In 1924, two separate plans for old and the new city were prepared to the German city planner M. Heussler. As far as the plans can be followed, it is understood that the planner predicted a homogeneous urban fabric composed of one-storey or at most two-storey buildings with garden on an iron-grid plan. In Cebeci, an old vineyard area on a high plateau, a scattered, irregular and illegal settlement was begun to develop after the implementation og Heussler's plan in Yenişehir. Furthermore, between Cebeci and Yenişehir a tree nursery was forming (ŞENYAPILI, 1985: 22).
1924-1930	Lörcher Planı - Jansen Planı	Anlaşılan odur ki, Lörcher Planı 1928 yılı ortalarında kadar, kentin yerleşimini yönlendirmeyi sürdürmüştür. 30 Ocak 1928 tarihli bir karar göre, **Cebeci'de Ser Attar-zade Mehmet Efendi'ye ait tarlada bir mahalle oluşturulurken yapılan tasarım**, yine Lörcher'in elinden çıkmışa benzemektedir. Mahalle, Boşnak Mahallesi'nin doğusunda, demiryolu köprüsü ile, ... arasında kurgulanmıştır. 24 Ekim 1882 tarihli Ebniyye Kanunu'nun 16. fıkrasına göre okul ve karakol yerlerini ayıran bu tasarım, onaylanmıştır. Ancak, sonraki yıllarda parselasyonun yeniden yapıldığını ve Samanpazarı Meydanı'nı Dikimevi Dörtyol'a bağlayan Kazım Karabekir Caddesi ile mahallenin ortadan ikiye bölündüğünü görmekteyiz. Bu durumu Jansen-Lörcher davasına bağlamak da olasıdır. Sonuç bölümünde göreceğimiz 1930 tarihli davanın suçlamalarından Ankara Şehremaneti'nin desteğiyle kurtulan Jansen, kent planında arta kalan ve uygulamaya geçmemiş olan ya da karardan dönmenin kolay olabileceği alanlardan biri sayılabilecek **Cebeci'deki parça dokunun yol şema. (TEKELİ, 1996:** 118-119)r. Semt sakinlerinin yöreyle ilgili "çok fazla yol ve parsel oynaması olduğu-yapıldığı"na ilişkin gözlemleri de anımsanınca bu durum güçlülük kazanmaktadır. (CENGİZKAN, 2002:54)
1924-1925	Lörcher Planı	5. Samanpazarı-Cebeci-Ulucanlar; Taşhan-Samanpazarı; Mukaddem-Cumhuriyet Caddeleri arası ve Hükümet civarı, Hacı Bayram, yangın yerleri plana dahildir. 10. Yeni Şehir'in kurulmuş bölümü Kurtuluş Meydanı'na (Kızılay Meydanı) kadar korunmalı; alanın doğu, batı ve güneye doğru genişlemesi düşünülmelidir. Cebeci ile Yeni Şehir'in bir park ile bütünleştirilmesi, eski Ankara ile Yeni Şehir'in birlikteliğinin düşünülmesi gerekir. 13. Mezarlık, Cebeci arkasında konumlanmalıdır. (CENGİZKAN, 2002:57)
1924-1925	Lörcher Planı	Lörcher Planı'nda **Cebeci Musiki Muallim Mektebi yakınındaki Ser Attar-zade Mehmed Efendi'ye ait arsada üretilen ve yapımına başlanan mahalle, geriye dönüş uğruna plan değişikliğiyle ortadan kaldırılmış**; bir bataklık alanı olan bugünkü Gençlik Parkı ve Kurtuluş Parkı alanlarında Lörcher'in önerdiği yapılaşma yoluyla kurutma düşüncesi, Jansen'in 1929 Planı'nda benimsenmiş iken 1932 Planı'nda bu alanlar 'yeşile tahvil edilmiş'... (CENGİZKAN, 2002:58)
1927	Kent Planı Yaptırma Girişimi	Yenişehir ile Cebeci arasında oluşmuş yapılaşma, yüzeysel düzeltmelerle korunacak ve iki kesimin de ilerideki gelişme alanı olarak **arada bir yeşil alan** oluşturulacaktı. **Cebeci'nin arkası ise kent kabristanı** olarak düzenlenecekti. (ŞENYAPILI, 2004: 62)
1928-1932	Jansen Planı	Konut dokusu ana caddeleri dik kesen sokaklar çevresinde, Yenişehir, Bahçelievler, Cebeci semtleri bağlamında gelişmişti. (ŞENYAPILI, 2004: 63)
1928-1932	Jansen Planı	Konut Bölgesi kentin güneyine doğru genişlerken, kentten tepelerle ayrılan kuzeydoğu kesimi kentin gelişme alanı olarak ayrılmıştı. Özetle, bulvar üzerinde, kuzeyde alt gelir gruplarından başlayan, Eski kentte alt-orta ve orta, **Sıhhiye kesiminde ve Cebeci'de orta**, Bakanlıklar çevresinde üst-orta, Kavaklıdere-Çankaya ekseninde üst gelir grupları için bir konut çözüm çeşitliliği önerilmişti. (ŞENYAPILI, 2004: 67)
1928-1932	Jansen Planı	Eski kentin güneyindeki Yenişehir, bunun güneydoğusunda ise eğitim yapılarının konumlanması planlanan Cebeci bulunmaktadır. (ALPAGUT, 2005 :111)
1928-1932	Jansen Planı	Jansen ayrıca, Cebeci'nin özellikle anıtsal yapılar için uygun bir bölge olduğunu belirtmektedir. İstanbul'dan Ankara'ya taşınması düşünülen Mühendis Mektebi gibi yüksek öğretim düzeyindeki bazı eğitim yapılarının Cebeci'nin yüksek bölümlerine yapılmasını önermektedir. (ALPAGUT, 2005 :112)

Table B.1. Continued

1932 sonrası	Jansen Planı	Daha sonraki yıllarda Jansen Planı önerilerinden Bakanlıklar Mahallesi, aktif yeşil alanlar ve spor alanları (Gençlik Parkı, Hacettepe Parkı, kalenin kuzeybatısındaki park, stadyum, hipodrom), bahçeli evler, yollar (Samsun yolunun bir kesimi gerçekleşti, gerisi Uybadin planı ile tamamlandı) ve köprülerin uygulanmış olmasına karşın, **üniversite mahallesi (bu alanda kaçak yapılaşma gerçekleşti, planda öngörülen eğitim birimleri kentin farklı bölgelerinde yapılmaya başlandı)**, amele mahallesi, çıkmaz sokaklar (2290 sayılı yasa çıkmaz sokakları yasakladı), havaalanı (Tandoğan Meydanı), havaalanı yakınındaki sanayi bölgesi, Bakanlıklar Mahallesi'ndeki 3000 konutluk memur kooperatifi önerilerinin gerçekleşmediği izlenecektir. (ŞENYAPILI, 2004: 69)
1930ların sonu	Gecekondulaşma	Bir sonraki dönemde etkisini gösterecek olan bir diğer olgu da 1930'ların sonuna doğru Cebeci'nin gelişmesi, Cebeci'de tren istasyonunun açılması ve Mamak-Kayaş yönünde banliyö treninin işlemeye başlamasıdır. **1930'ların ortasına doğru bu alanın çekiciliğinin artması, Cebeci ve Yenişehir'de merkezleşmenin başlaması, inşaatların yaygınlaşması sonucu bu alana en yakın eşik olan Cebeci'nin arkasında, İncesu'nun basman alanı içinde kalan vadinin de gecekondulaşmaya açıldığı izlenir.** (ŞENYAPILI, 2004: 76)
1935	Tek konut düzeni - Apartmanlaşma	Eski Kenti, çevre bağ dokusundaki yığılma izler. Yeni gelişen Yenişehir ve Cebeci, **1000 dolayında bir konut dokusu ile 100-200 arası dükkandan oluşan bir ticaret dokusu** taşır. Bu dokular Eski Kentte 511, Yenişehir'de 66 ve **Cebeci'de ise 68 sokak çevresinde örgütlenmişti.** ... Eski Kent, Yenişehir ve **Cebeci'de tek konut düzeninin hakim olmasına karşın apartmanlaşma da başlamıştı.** Eski kentte, apartmanların çevredeki toplam konut sayısına oranı %2 iken, Yenişehir'de %16'dır. Ancak toplam olarak Eski Kentte daha çok apartman yapılmıştı, kentteki tüm apartmanların %52'si Eski Kentte, %44'ü Yenişehir'de, **%3'ü ise Cebeci'de** idi. Bu durum Eski Kentte hızlı yenilenmenin göstergesidir. (ŞENYAPILI, 2004: 83)
1930-1935		1930-1935 yılları arasında demiryolunun güneyinde, Cebeci'nin 1001, 1013 ve 1983 numaralı imar adalarında inşaat ve inşaat biçimi isteklerinin hızla arttığı izleniyor. Bu yıllarda Yenişehir-Cebeci arasında açılmakta olan cadde özellikle Ön Cebeci'nin çekiciliğini arttırmaktadır. Bu eksen üzerinde, Sağlık Bakanlığı karşısında 1933'te Holzmeister'in Ordu Evi inşaatını bitirmesi bugünkü Etibank binasının yerinde Devlet Sanayii ve İşçi Yatırım Bankası'nın yapılması, 1983'de arkada Bruno Taut ve Asım Kömürcüoğlu'nun Atatürk Lisesi'ni bitirmeleri Sıhhiye'yi odaklaştırmış, biraz ileride 1936'da projesini V. Hüttig'in yaptığı Merkez Hıfzı Sıhha Enstitüsü'nün açılması, aynı yıl Ernest Egli'nin Siyasal Bilgiler Okulu'nun, 1938'de Bruno Taut ve Franz Hillinger'in Cebeci Orta Okulu'nun bitirmeleri (İ. Aslanoğlu, 1980), **Cebeci semtinin konut bölgesi olarak çekiciliğine katkıda bulunmuştur.** (ŞENYAPILI, 2004: 100-101)
1935		1935 yılında Cebeci'nin 1016, 1015, 1018, 1023 numaralı adalarından gelen dükkan istekleri karşısında İmar İdare Heyeti, **bu yörede 300 kadar hane olduğunu belirtmekte** ve bu adaların dükkan yapımı için uygun olduğunu öne sürmektedir. Bu isteklerden nüfusun bu adalar çevresinde yoğunlaştığı anlaşılmaktadır. Ancak heyet, planda henüz Cebeci'de dükkan alanlarının saptanmadığını belirterek dükkan yapımına izin vermemiştir. (ŞENYAPILI, 2004: 100 101)
1935		In 1935, Yenişehir and Cebeci involved a commercial fabric composed of 100-200 shops in addition to the housing fabric with around 1000 houses; and the part of these fabrics located in Cebeci was gathered around 68 streets. Although single building layout was dominant in old city, Yenişehir and Cebeci, in this period, apartment type buildings were also begun to be seen. While old city had urban and central features in addition to housing fabric, Yenişehir and Cebeci districts were developed as dormitory-qualified urban pieces. In this period, Cebeci could not reach the majority to have distinction in neighborhood level, Yenişehir was composed of three neighborhoods, on the other hand (ŞENYAPILI, 1985: 50-52).
1930ların sonu		1930'ların sonuna doğru Cebeci taraflarında büyük bir gelişme izlenir. **Cami yapımı, yeşil saha düzenlemeleri, yol açımı için istimlak edilecek taşınmazlara değer biçilme çalışmaları, yeni parselasyon ve inşaat biçimi istekleri** oldukça artmıştır. Bu bölgede Doğumevi inşaatı planları da bu yılda tamamlanır. (ŞENYAPILI, 2004: 100-101)
1936	Üniversite sahası-gecekondulaşma	Gene 1936 yılında Kültür Bakanlığı, İmar İdare Heyeti'ne başvurarak **üniversite sitesi**nin demiryolu kuzeyinde, Numune Hastanesi ile demiryolu arasında yer seçmesini önerir. **Plandaki üniversite sahasının çevresi barakalarla dolmaya başlamıştır ve bu çevrede yeterli yer yoktur.** Heyet bu öneriyi, plandaki alanda üniversite sitesi yapmak üzere istimlak yapıldığını ve çevrede de plana göre mahalle oluştuğunu bildirerek reddeder. Önerilen alanda yalnızca tıp fakültesi yapılabileceğini iletir. Ancak **ileriki yıllarda, üniversite sahası olarak ayrılan bu alanın gecekondular ile dolduğu, belediyenin sonunda istimlak bedellerini ödeyerek bir kısım araziyi eski sahiplerine iade ettiği izlenir.** (ŞENYAPILI, 2004: 111)

Table B.1. Continued

1937-1938	Siyasal Bilgiler Fakültesi çevresi	"O günlerde **Mülkiye'nin güneyi bomboştu. Gecekondunun adı sanı yoktu.** Arkadaşlar, yapıdan kalan dilme, tahta gibi kereste artıklarından yaptıkları kayaklarla, kızaklarla kış sporu yaparlardı. Bugün Perşembe Pazarı kurulan, Stadyum bulunan, Demiryolunun Kuzeyindeki geniş alan bomboştu. Buranın adı **Cebeci Çayırı** idi. Hacettepe Parkı'na dönüştürüldükten sonra, Hacettepe üniversitesi'nin kurulmasıyla bakımsız kalan, Cebeci Çayırı'nın batısındaki geniş alan Hacettepe Mezarlığı idi. Park ve üniversite adlarını bu mezarlıktan almışlardır. Hacettepe mezarlığında at, eşek, inek, koyun, keçi gibi hayvanlar otlar, komşuların tavukları dolaşır, çocuklar oynaşırdı. Kâğıt, tavla oynamak için gidilebilecek kahveler, mezarlıkla Cebeci Çayır ı arasında bulunan, Erzurum Mahallesi nde idi. (YAVUZ, ?: 54)
1938	Illegal buildings	Though, Tankut's survey show that the **illegal buildings existing since 1931 in the public property belonging to the universities in Cebeci, could not be destroyed in 1938**. (According to the Act no:1504) (ŞAHİN, 1995: 75)
1940-1950	Önemli binalar	Doğuda ise bulvar; Akay Sokak-Kızılırmak Caddesi-İncesu üçgeni; demiryolu koşutunda Cebeci ve Tuna caddeleri ile, Yenişehir üzerinde ise Kazım Özalp Bulvarı ile Cebeci'ye bağlanıyordu. **Cebeci kesiminde ise Gülhane Hastahanesi, Harita Genel Müdürlüğü, Konservatuvar binası ve Siyasal Bilgiler Fakültesi en önemli binaları oluşturuyorlardı. 1940 yılında mimar Abdullah Ziya Kozanoğlu Hukuk Fakültesi inşaatını bitirmişken, İmar Heyeti, doğum evi ve çevresinin planlarını onaylıyordu.** (ŞENYAPILI, 2004: 148)
1940-1945	Kaçak inşaatlar	Kaçak inşaatlar iki grupta incelenebilir: İmarlı alandaki kaçaklar ve imarsız alanda, özellikle 1945'ten sonra hızla büyüyen gecekondular. İmarlı alandaki kaçaklarda iki eğilim izlenir. Birincisi, 1940-1941 yıllarında daha yoğun olan kaçakların 1942 yılından başlayarak azalması diğeri ise **1930'lı yılların sonunda Eski Kentte ve Cebeci'de yoğunlaşan kaçakların** 1940'ların başında Yenişehir'e atlamasıdır. Eski dokuda İsmet Paşa, Özgen, Öztürk, Hacı Doğan mahalleleri ile eski yangın yeri ve Çocuk Sarayı Caddesi ile Çankırı Caddesi çevresinde kaçak inşaatlar sürerken **Ön Cebeci'de ve Yenişehir'de 1087, 1070, 1044, 1079, 1038, 1074, 1088 numaralı imar adalarından kaçak ihbarları gelmektedir.** Ancak eski dokudaki kaçak ihbarları, daha önce de değinildiği gibi, konutlara tamirat ya da ek yapmak için alınan izinlere uymayarak konut yapılması biçiminde gelişirken, Yenişehir tarafında projeden sapma biçiminde gelişir. (ŞENYAPILI, 2004: 151-152)
1940-1950	Kat arttırımı	Posta Caddesi'ndeki iki katlı binalar üç kat, Bulvar dört kat, **Cebeci'de Konservatuvar civarındaki iki katlı binalar üç kat**, Kavaklıdere üç kat, Konya asfaltı dört kat olmuştur. (ŞENYAPILI, 2004: 155)
1940-1950	Kat arttırımı	... Bu kararlardan da izlendiği gibi 1940-1950 yılları arasında kentin ana cadde ile meydanları çevresinde kat arttırımına izin vermekle birlikte konut mahalleleri için Jansen planı düzeni korunmaya çalışılmaktadır ancak 1940'lı yılların sonuna doğru mahallelerin iç kesimlerinde kaçak katların artmasına heyetin bu engellemesinin etkin olmadığını göstermektedir. (ŞENYAPILI, 2004: 156)
1940-1950	Yolların genişletilmesi	1940-1950 yılları arasında kentte var olan yolların genişletilmesi, merkez yerleşmeyi çevreye bağlayacak yolların açılması ve bazı meydanların düzenlenmesi işlemleri sürer. ... (1940-1945) **Cebeci'de de yol yapımları sürmekte**, kentteki arsaların bu yollara giden kısımlarına İmar Müdürlüğü bedelsiz olarak el koymaktadır. ... Cebeci'de Şehitlik civarında 3333m2 alan askeri gereksinmelerle kamulaştırılırken... (ŞENYAPILI, 2004: 157)
1940-1950	Ticari fonksiyonlar	Ayrıca, 1940-1950 döneminde, Cebeci, Bahçelievler ve Eski Kent **mahalle planlarında projelere aykırı değişiklikler** yapıldığı izlenir. 1940-1950 döneminde kentte oluşan bir diğer gelişme de **kentsel konut dokusunun Yenişehir ve Cebeci tarafına sarkması ve bu alanlarda yoğunluğun artmaya başlaması ile birlikte, ticaret işlemlerinin bu eksene atlamasıdır.** Örneğin, 1944 yılında heyete gelen bir başvuruda **Cebeci'de 1530 numaralı imar adasında, sinema-pasta salonu ve gazino yapma önerisi** gelmiş ve heyet yanıtında Cebeci, Demirlibahçe, Hamamönü gibi önemli mahallelerin ortasında yer alan bu adada böyle işlevlerin gelişmesinin çok uygun olacağını belirtmiştir. (ŞENYAPILI, 2004: 162)

Table B.1. Continued

1940-1950	Cebeci konut dokusu	Cebeci'de oturduk biz. **Bütün bir Cebeci Caddesi, Dikimevi'nden Kurtuluş'a kadar olan kısım, Siyasal ve Hukuk'un karşısı hep iki katlı evlerdi. Bahçe içinde.** Bir ev bir ağaç dikiyor bahçesine kaldırımın yanına. Bir de kaldırımın bittiği yere dikiliyor. İki ağaç kümesi arasında hele yazın onlar yukarıda buluşmuşsa, böyle bir tünelden geçer gibi. Ta Dikimevi'nde Kurtuluş'a kadar öyleydi ve orası bir piyasa yeriydi. Ayten Gökçer, Yıldız Kenter,... Eskiden Devlet Konservatuarı da orada olduğu için. Müzikle uğraşanlar, Tıp Fakültesindeki ünlü doktorlar da o civarda oturmayı tercih ederlerdi. Gerek sosyal gerek görsel açıdan çok farklıydı. **Sonra onlar yıkıldı dört katlı apartmanlar oldu. Sonra onlar da yıkıldı şimdi sekiz katlı apartmanlar var.** (Erdal Onar- Söyleşi, Mart 2016)
1947	Parselasyon geçmemiş alanlara verilen inşaat izinleri	Ancak bu arada planlama ve konut yapımı işlemlerinin paralel hızlar ile gelişmemesi nedeni ile parselasyon yapılmamış yerlerde de inşaat izni verildiği izlenmektedir. Örneğin 1947 yılında heyet; Dikmen, Etlik, Keçiören, **Cebeci** ve Balkeriz semtlerinde **imarın işlenmemiş olduğu alanlarda, bu durumu da belirterek inşaat izni vermiştir.** Bu oldu, daha önce de değinilen, geçici statü ile verilen izinleri kapsar ki bu tür gelişmeler hızla kalıcı nitelik kazanmıştır. (ŞENYAPILI, 2004: 161)
~1948		Meanwhile, Yenişehir and **Cebeci axes were transformed to commercial axes** parallel to the increase of building densities and commercial activities in the new city. (ŞAHİN, 1995: 78)
1948	Ankara Cebeci'de Fidanlık yerine yapılacak mahalle Mimari Proje Yarışması	One interesting case is in 1948, where the announcement about the winning projects of the competition at Cebeci, the old nursery to be designed as a housing neighbourhood but as apartment blocks. The area is between Kazım Özalp Caddesi (Ziya Gökalp Caddesi) and Cebeci Caddesi and the design is delimited as apartment blocks. The design of Kurtuluş Parkı must have been with this project competition. (CENGİZKAN, 2000: 93)
1950	Cebeci çayırı	in 1950s, *Cebeci Çayırı* was continuously rented in pieces for different functions as circus, storage for wood, shooting range, funfair, tea garden, etc. In 1956, it was decided to construct swimming pool, music hall, funfair and concert area in tree nursery in Cebeci. In new development plan, on the other hand, Cebeci Çayırı was reserved for stadium and sports facilities (SŞENYAPILI, 1985: 171).
1950-1960	Gecekondulaşma	Doğu kesiminde **Cebeci yoğunlaşıyor ancak çevresi de gecekondular ile sarılıyordu.** Yeni mezarlık çevresi ve Saime Kadın'ın yanı sıra Mamak-Üreğil-Kayaş ekseni ve Cebeci'nin güneyinde Abidinpaşa, Topraklık, Balkeriz yöreleri gecekonduya açılıyordu. (ŞENYAPILI, 2004: 208)
1950-1960		Bu ekseni doğu-batı yöneliminde kesen Cebeci-Kurtuluş-Anıttepe-Maltepe-Bahçelievler ekseninin pahası ise **üst-orta ve orta gelir grupları**nda ödenebiliyordu. (ŞENYAPILI, 2004: 209)
1952	Kat arttırımı	1952 yılında ise heyet, gelen baskılar altında, bir dizi kat izni vermiştir ki, bu izinler içinde daha önce reddettiği bazı sokaklar da vardır. Heyet bu kararında Kızılay'dan sonra Mustafa Kemal Bulvarı'nın, Kumrukar Sokağı'nın, Kızılay-Dikimevi arasında Ziya Gökalp Caddesi'nin, Opera-Dikimevi arasında Talatpaşa Bulvarı'nın dört kata çıkmasına ve Ulus-Yıldırım Beyazıt Meydanı arasında Çankırı Caddesi'nin bel kata çıkmasına izin vermiştir. (ŞENYAPILI, 2004: 222)
1950-1960		Bu karar dizisi içinde dağılım, **Cebeci, Yenimahalle gibi semtlerde alt merkezler oluştuğunu göstermekle birlikte**, Ulus'taki merkezin Opera binası ile Sağlık Bakanlığı arasında uzanarak Yenişehir'deki merkezle birleştiğini de gösterir. (ŞENYAPILI, 2004: 228)
1950-1960	İç çarşı oluşumu	Böylece 1950-1960 yılları arasında kentte Ulus ve Yenişehir'de nüveleşen ve Sıhhiye-Opera ekseni üzerinden birleşen doğrusal bir merkez çarşı ile Kavaklıdere, **Yenimahalle, Bahçelievler, Cebeci, Maltepe-Anıttepe gibi yoğun konut mahallelerinde iç çarşılar oluşmuştu.** (ŞENYAPILI, 2004: 231)
1953	Cebeci Sineması	Kentte eğlence yerleri nüfus artışına oranla çok gelişmiş değildi. 1953 yılında toplam 8809 kişilik 10 sinema vardı. Bunların içinde en büyükleri Yenişehir'de Büyük Sinema (1552 kişilik), **Cebeci Sineması (1282 kişilik)** ve Ulus'ta Yeni Sinema (1152 kişilik) idi. (ŞENYAPILI, 2004: 238)
1956	Cebeci Çayırı	1956 yılında Cebeci Fidanlığı'nda yüzme havuzu, gazino, Luna Park, konser alanı yapma kararı alındı. Yeni imar planında ise **Cebeci Çayırı stadyum ve spor kuruluşları için ayrıldı.** Heyet de bu kararı onayladı. (ŞENYAPILI, 2004: 238)

Table B.1. Continued

1956	Kampüs arkasındaki alandaki gecekondular üzerine bir araştırma	Bu araştırma Fehmi Yavuz'un bir öğrencisi olan İbrahim Öğretmen tarafından Ankara'da Hukuk ve Siyasal Bilgiler Fakültelerinin güneyindeki alanda inşa edilmiş bulunan 158 gecekondu üzerinde 1956 yılında bir saha araştırması olarak yapılmıştır. Siyasal Bilgiler Fakültesinde okurken bu gecekondulardan birinde yaşamış olan İbrahim Öğretmen bu alanın incelenmesini ihtisas ödevine konu olarak seçmiştir. Araştırma gecekondu olgusunu çok yönlü olarak betimlemeye çalışmasıa karşın araştırmanın merkez öğesini yıkım süreci oluşturmuştur. Ankara'da 1955 yılında gecekondular yıkım bakımından üç bölgeye ayrılmış bulunuyordu. Bunlar Merkez, Çankaya ve Altındağ bölgeleridir. bu yıl içinde belediye encümenine 1200 yıkım işlemi intikal etmiştir. Bunların hemen hemen hepsi üzerine yıkım kararı verilmiştir. İbrahim Öğretmen'in inceleme yaptığı mahallede **26 gecekondu yıkıma uğramıştır. bu 26 gecekondunun toplam yıkım sayısı 79'dur. gecekondu başına ortalama yıkım sayısı 3'tür. Bu gecekondulardan en çok yıkılanı 11 kez yıkılmıştır.** (TEKELİ, 1996: 118-119)

APPENDIX C

LIST OF INTERVIEWEES

Table C.1. List and Detailed Information of the Interviwees

Name-Surname	Graduate of	Studied between	Academic Duty	Between
Prof. Dr. Ali Bozer	Hukuk Fakültesi	1942-1946	Research Assistant - Professor Manager of the Research Institute of Banking and Commercial Law	1951-present (varying time intervals)
Namık Kemal Güçhan	Mülkiye	1943-1947	-	-
Assoc. Prof. Dr. Nurkut İnan	Hukuk Fakültesi	1957-1961	Research Assistant-Assoc. Prof.	1963-1997 (varying time intervals)
Prof. Dr. Erdal Onar	Hukuk Fakültesi	1962-1969	Research Assisstant - Professor Vice-dean of Hukuk Fakültesi Manager of the Vocational School of Justice	1970-2009
Prof. Dr. Celal Göle	Hukuk Fakültesi	1965-1969	Research Assisstant - Professor Dean of Mülkiye	1970-2012 1993-2011
Assoc. Prof. Dr. Cüneyt Ozansoy	Hukuk Fakültesi	1973-1977	Research Assistant - Assoc. Prof.	1977-present
Prof. Dr. Yalçın Karatepe	Mülkiye	1982-1986	Assist. Prof - Professor Vice Dean of Mülkiye Dean	1996-present - 2011-2014
Prof. Dr. Figen Çok	Faculty of Educational Sciences	1985-1993	Research Assistant-Professor	1987-2010
Prof. Dr. Korkut Özkorkut	Hukuk Fakültesi	1985-1989	Research Assistant-Professor	1992-present
Pınar Adalı	Faculty of Communication	1995-1999	-	-
Assist. Prof. Dr. Başak Şit İmamoğlu	Hukuk Fakültesi	1998-2002	Research Assistant - Assist. Prof.	2002-present
Dr. Erman Özgür	Hukuk Fakültesi	2003-2008	-	-
Emre Demir	Mülkiye	2003-2007	-	-

APPENDIX D

QUESTIONS OF INTERVIEWS

1. In which department did you study and when?
2. Where did you stay during your education period? (Dormitory – in or out of the Campus –, home, etc.)
3. What do you think about the location of the Campus and its relationship with the surrounding neighborhood?
4. What are the advantages and disadvantages of Cebeci Campus as being located very close to city center? How does this effect the campus life?
5. What was your first impressions about the Campus and your faculty?
6. What were your thoughts on the buildings in the Campus?
7. Which spaces did you use most in your faculty and in the Campus? Was there any space that you never used?
8. In which building did you spend your time most except your own faculty building? Why?
9. Do you remember any repairs and/or changes in your faculty building? What were they?
10. Do you remember any repairs, changes and/or construction facility in the Campus? What were they?
11. Did you think that the Campus work/process as a whole?
12. Did the faculties of the Campus have any interaction with each other, or did the students spend their time in their own faculties? What are the reasons according to you?
13. Do you remember any social/political incidents in the Campus?

14. In such incidents, which spaces were the most active ones, or, in other words, which were mostly used and preferred?

15. What are your thoughts on the political history of the Campus? What does it mean to you that being an important center in the political identity / student events that the Campus gained after student upheavals between 1960 and 1980?

16. Do you think that this stance of the Campus was still valid and effective in the same way during your time? What are your general thoughts on this issue?

17. What are the tangible (building, space, sculpture, etc.) and intangible (traditions, rituals, publishes, etc.) things that should be conserved in the Campus?

CURRICULUM VITAE

AZİZE ELİF YABACI

elif.sudan@tedu.edu.tr | elifsudan@gmail.com

PhD Candidate and Research Assistant

in Conservation of Cultural Heritage Graduate Program,

Department of Architecture, Faculty of Architecture,

Middle East Technical University, Ankara, Turkey

EDUCATION

09.2012 – cont.	Conservation of Cultural Heritage (PhD), Department of Architecture, Middle East Technical University. Supervisor: Prof. Dr. Neriman Şahin Güçhan Co-Supervisor: Prof. Dr. Elvan Altan
09.2009 – 09.2012	Restoration (MSc), Department of Architecture Middle East Technical University Supervisor: Assoc. Prof. Dr. A. Güliz Bilgin Altınöz
09.2004 – 06.2009	Architecture (BSc), Department of Architecture Middle East Technical University

PUBLICATIONS

Master Thesis

Sudan, Azize Elif. *The Role and Approach Of Local Authorities In The Field Of 'Conservation': Case Study in Hamamönü / Ankara.* Supervisor: Assoc. Prof. Dr. A. Güliz Bilgin Altınöz. Deparment of Architecture, Graduate Program in Restoration, METU, Ankara, 2012

Journal Article

Yabacı, A.E., Yavuz, I., Ataç, E., "Within and Against Urban Regeneration: The Case of TED Ankara College as a Representation of Modern Heritage", *Urbanistica Informazioni*, Vol. 272, Special Issue on 10th Inu Study Day, 476-480, Napoli, 2017.

Symposium Proceedings

Yavuz, I. and Yabacı, A.E., "Modern Mirasın Korunması ve Sürekliliği Üzerine Bir Tartışma: TED Üniversitesi Yerleşkesi Örneği", *Koruma: Geçmiş | Bugün | Gelecek Arasındaki Diyalog*, Proceeding Book, 66-75, Ankara, 2017.

Yabacı, A. E. ve Dinler, M., "Egli's Mülkiye: Ankara's Modern Heritage and Its Transformation", *ICONARCH-III International Congress of Architecture / Memory of Place in Architecture and Planning*, Proceedings Book Vol.2. 422-433, Konya, 2017.

Yabacı, A. E., Bilgin Altınöz, A. G. "Development of A Historic City Center Via Cultural Tourism: Hamamönü". *Association of Critical Heritage Studies, Third Biennial Conference*. 3 – 8 June 2016, Montreal.

Köse, B., Yabacı, A. E., Bilgin Altınöz, A. G. "Challenges and Potentials of Traditional Urban Fabric in Terms of Cultural Tourism: A Case Study, Historic Settlement of Sivrihisar / Turkey". *Association of Critical Heritage Studies, Third Biennial Conference*. 3 – 8 June 2016, Montreal.

Yabacı, A. E. "Re-existence and Presentation of a Historic City Center: Hamamönü". *KOÇ ARHA GSA Graduate Symposium, Cities: A Bigger Picture*. 27 April 2013.

Poster Presentations

Yabacı, A. E. "Turkish Education Association Ankara College Building Complex*"*, *DOCOMOMO_TURKEY National Study Group, Local Initiatives of Modernism in Architecture of Turkey IX*, Poster Presentations, 6-8 December 2013.

Yabacı, A. E. with the members of 'REST 506 Architectural Conservation and Restoration' course in METU Graduate Program in Restoration. Sivrihisar Conservation and Management Plan, '2nd National Architectural Conservation Projects and Applications Symposium', with the members of REST 507 Planning and Design in Urban Conservation. Ankara, April, 2011

Yabacı, A. E. with the members of 'REST 507 Planning and Design in Urban Conservation' course in METU Graduate Program in Restoration. Conservation and Restoration Project of Emir Ali Han, Gaziantep. '2nd National Architectural Conservation Projects and Applications Symposium' with the members of REST 506 Architectural Restoration and Conservation. Ankara, April, 2011.

AWARDS AND SCHOLARSHIPS

VEKAM Research Award (2017)

TÜBİTAK, International Scientific Event Participation Support Program, Association of Critical Heritage Studies, Third Biennial Conference, Montreal, Canada. (2016)

MARIE CURIE ACTIONS, International Research Staff Exchange Scheme, PUMAH – Planning, Urban Management and Heritage Program. Peking University, Xia'an University of Architecture and Technology, Wuhan University, China. (2014).

PROFESSIONAL PRACTICE and PROJECTS PARTICIPATED

02.2012 – cont.	Research Assistant, Department of Architecture, TED University
03.2011 – 08.2011	Architect, Ulusoy Construction Company
07.2010 – 09.2010	UTTA Planning, Project and Consultancy – Site Analysis Study for Conservation Plan of Ankara Historic City Center
12.2010 – 02.2011	UTTA Planning, Project and Consultancy – Site Analysis Study for Conservation Plan of Ankara Historic City Center
10.2010 – 12.2010	FON Architecture Office – Survey, Analysis and Measures Drawings of Old Courthouse in Gaziantep.
09.2010 – 10.2010	NOVUS Conservation of Cultural Heritage - Measures Drawings of House in Tarsus, Mersin.