

SPATIAL FORMATION OF THE INTERFACE BETWEEN UNIVERSITY  
AND CITY; CONSIDERATION OF THE INTERFACES OF ANKARA  
UNIVERSITY AND METU IN THEIR OWN CONTEXTS

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SEMRA KÖSE

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OWN CONTEXTS**

submitted by **SEMRA KÖSE** in partial fulfillment of the requirements for  
the degree of **Master of Science in City and Regional Planning  
Department in Urban Design, Middle East Technical University** by,

Prof. Dr. Canan Özgen \_\_\_\_\_  
Dean, Graduate School of **Natural and Applied Sciences**

Prof. Dr. Melih Ersoy \_\_\_\_\_  
Head of Department, **City and Regional Planning**

Assoc. Prof. Dr. Baykan Günay \_\_\_\_\_  
Supervisor, **City and Regional Planning Dept., METU**

**Examining Committee Members:**

Assoc. Prof. Dr. Adnan Barlas \_\_\_\_\_  
City and Regional Planning Dept., METU

Assoc. Prof. Dr. Baykan Günay \_\_\_\_\_  
City and Regional Planning Dept., METU

Assoc. Prof. Dr. Ela Babalık-Sutcliffe \_\_\_\_\_  
City and Regional Planning Dept., METU

Assoc. Prof. Dr. F. Cana Bilsel \_\_\_\_\_  
Architecture Dept., METU

Prof. Dr. Yalçın Memlük \_\_\_\_\_  
Landscape Architecture Dept., Ankara University

**Date:** 14.09.2010

**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: Semra Köse

Signature:

## **ABSTRACT**

### **SPATIAL FORMATION OF THE INTERFACE BETWEEN UNIVERSITY AND CITY; CONSIDERATION OF THE INTERFACES OF ANKARA UNIVERSITY AND METU IN THEIR OWN CONTEXTS**

Köse, Semra

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Universities have a significant role in society as they are generators of economic activity, as land developers, as neighbors and as property owners. Therefore it is a focal point in the community. Every university lives within a surrounding community. They have been creating their own relations with the neighborhoods. The space that the university confronts with the city is shaped according to the needs of the people from the university and the inhabitants of the area. Between the university and the city, every university creates their own interface in accordance with the location and the inhabitants of the area. While planning the city or the university the interface zone did not take into account. It has been behaved as a part of the city although it has been a neighbor with university. While designing the university there has been no attempt to design this zone or making decisions including this zone. Therefore this space creates its own character in time. As it is locating between the city and the university it has been carrying both the character of the university and the city.

The main aim of this study is to examine the spatial formation of the interface of university and city in respect to the planning decisions and spatial features of the area by investigating the two different types of universities in their own contexts in Ankara; Ankara University and METU. In this context, the spatial character of interface area is defined by examining this space as a transitional area, boundary and threshold. Then universities and their historical developments are examined in urban space and the relations between these two domains are investigated through the selected universities in Europe and USA. Finally, the situation of the university in Turkey is handled and searched the formation of the interface areas around the campuses of the two selected universities in Ankara.

Key words: interface, transitional area, boundary, threshold, in-between space, university.

## ÖZ

### **ÜNİVERSİTE VE ŞEHİR ARASINDAKİ ARAYÜZÜN MEKANSAL OLUŞUMU; ANKARA ÜNİVERSİTESİ'NİN VE ODTÜ'NÜN ARAYÜZLERİNİN KENDİ BAĞLAMLARI İÇERİSİNDE İNCELENMESİ**

Köse, Semra

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Üniversiteler ekonomik aktivite üretmeleri, komşu olmaları ve mülk sahibi olmaları bakımından toplumda önemli bir yere sahiptirler. Bu yüzden toplumda odak noktasında bulunmaktadır. Her üniversite kendi çevresi ile yaşamaktadır. Her üniversite çevresi ile olan bağlantılarını ve çevresi ile olan arayüzünü kendisi yaratmaktadır. Üniversitenin şehir ile karsılaştığı noktada mekan, üniversitenin insanları ve o çevrede yaşayanların istekleri doğrultusunda şekillenir. Üniversite ile şehir arasında her üniversite kendi arayüzünü bölgenin konumuna ve orada yaşayan insanlara bağlı olarak oluşturur. Fakat hem şehir hem de üniversite tasarlanırken veya planlanırken bu arayüz göz önüne alınmamaktadır. Bu alan üniversitenin komşusu olmasına rağmen şehrin bir parçası olarak görülmektedir. Diğer taraftan üniversite de tasarlanırken de arayüz hakkında herhangi bir tasarım kararı alınmamaktadır. Dolayısıyla bu alan zamanla kendi karakterini oluşturmaktadır. Bu süreçte, arayüz şehir ve üniversite arasında bulunmasından dolayı hem şehrin hem de üniversitenin karakterini taşımaktadır.

Bu alıřmanın amacı Üniversite ile Őehir arasında oluřan arayüzün mekansal oluřumunu Ankara'da bulunan farklı özellikteki iki üniversite üzerinden incelemek; Őehir üniversitesi olan ve başkent merkezinde bulunan Ankara Üniversitesi ve kampus üniversitesi olan ODTÜ. Bu bağlamda, alıřmanın ilk kısmında, arayüz mekanının tanımı, bu mekanın geiř alanı, sınır ve eřik olarak incelenmesi ile yapılmıřtır. Daha sonra, kent mekanında üniversiteler ve üniversitelerin tarihsel geliřimi incelenmiřtir ve bu iki etki alanı arasındaki iliřkiler Avrupa ve ABD'den seilen üniversiteler üzerinden gözden geirilmiş. Son olarak, Türkiye'deki üniversiteler ele alınmıřtır ve Ankara'da seilen iki üniversitenin kampuslerinin çevresinde oluřan arayüzün oluřumu arařtırılmıştır.

Anahtar sözcükler: arayüz, geiř alanı, sınır, eřik, ara-mekan, üniversite

*to my family*

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Source:Atilla Çağır, 2007, Cumhuriyet'in Başkenti,  
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# CHAPTER 1

## INTRODUCTION

### 1.1. Aim and Scope of the Study

Education is a comprehension of the knowledge, which is a mutual product of social effort and thoughts, by masses and an application process of them to the social production practices and relationships in order to realize further developments.<sup>1</sup> In the education systems, universities are placed in the upper level for training people in specified professions. Universities are the prominent institutions for the development of the societies in science and technological fields in the contemporary world. They exist for training "*qualified intellectuals who produce information and technology on higher levels, direct nations and mankind by trying to solve the technological and scientific problems of their country.*"<sup>2</sup>

In addition to the mission of training people in a profession and producing knowledge, however, universities are defined as living in "*ivory tower*", and concerning the urban pattern, they have been forming close and inevitable relations and have been building up economical, social and spatial interactions with cities. It can be stated that universities have a significant role in society as they are '*generators of economic activity*', as '*land developers*', as neighbors and as property owners. The relationship between the university and the city is

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<sup>1</sup> 1972/12, *Mimarlık*, Ankara: Mimarlar Odası, p.5

<sup>2</sup> Yök, 1996, p.34

becoming an increasingly popular issue as they are the inseparable and major parts of the cities. Therefore it is a focal point in the community. Just as important, the university is considered as a center of culture, aesthetic direction, and the moral forces shaping the "civilized" society.<sup>3</sup> Universities also contribute in important ways to the economic health and physical landscape of cities, serving as all but permanent fixtures of the urban economy and built environment.

Every university 'lives' within a surrounding community. As being a part of city, universities have a great impact on it. These impacts represent their existence by creating their own spaces in the surrounding of the university in urban space. The space that the university confronts with the city, can be defined as interface area between these two domains, is shaped according to the needs of the people from the university and the inhabitants of the area.

Architecture, city planning and urban design are the disciplines for creating space. They are creating new spaces and also making the relation between them. The interface between the university and the city is also an urban space and making relation with these two domains. In the book *the Idea of Threshold in Oriental Architecture* Fawcett describes architecture as a separator and connector of the things. He expresses that:

*"The making of architecture and building is an act of division; dividing the 'worlds into subsidiary worlds'. However in order to compensate a division, some sort of connection must also be set up. Architecture comes out as the consequence of the dialectical relationship entailing the division and then connection."*<sup>4</sup>

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<sup>3</sup> Perry, David, C. and Wiewel, Wim, 2005, *The University as Urban Developer : Case Studies and Analysis*, Cambridge, Mass.: Lincoln Institute of Land Policy ; Armonk, N.Y. : M.E. Sharpe, p.3

<sup>4</sup> Fawcett, C., 1983, *The Idea of Threshold in Oriental Architecture*, Boston: Department of Art, Essex University, p.13

The interface or transitional space between city and university which is also a part of city creates its own potential. Although, most of the universities especially campus universities behave as they are independent from the city, they are the parts of the city and they are influencing it, especially the universities close area. *"The relation between parts persists in perceptual experience, although the participant may not spontaneously acknowledge it."*<sup>5</sup>

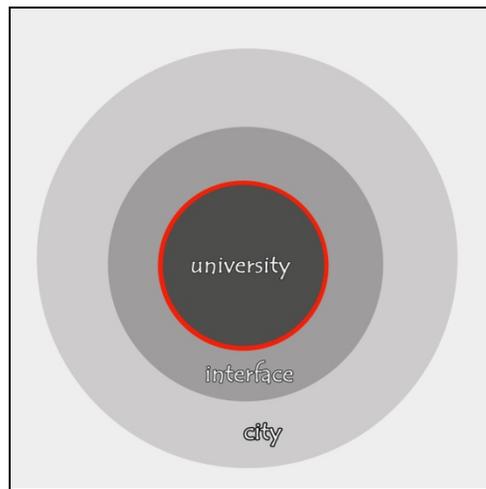


Figure 1.1 Diagram of the placement of the interface area.

This interface space fulfills the needs of both university and the city. The transitional space provides the relation between areas with *'divergent territorial claims'* and eliminates the sharp division between different domains. It constitutes the spatial condition for the meeting and dialogue between areas of different orders.<sup>6</sup> Perry defines the universities situation in neighborhood as;

*"If the university is surrounded by a neighborhood that has received little new investment, our universities become urban*

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<sup>5</sup> Bacon, Edmund N., 1967, *The Design of Cities*, New York: The Viking Press

<sup>6</sup> Hertzberger, Herman, 1995, *Lessons for Students in Architecture*, Rotterdam: Uitgeverij 010 Publishers, p.32

*developers in a way that will achieve their core mission as well as provide positive spillovers for the neighbors.”<sup>7</sup>*

The interface space talked in this study is a result of the interaction between the two main domains; the university and the city within their inhabitants. In urban space design the correlation of urban space with its surrounding and its relation with the other objects are as important as the design of the space itself. The topic relates to increasing interest in connecting universities’ with their surrounding communities. Urban design can be identified as not only the design of events and objects in the urban realm but also the design of relationships between them. As mentioned before the relation of city and the university is a problem of the city. And the interface space is the product of this relationship. The zone of transition and the treatment within it have important roles on the formation of urban space. The interface answers the requirement of different domains and provides a linkage between them. *“The growth of the knowledge economy and the renewed importance of urban areas in the global economy have prompted expansion of urban universities, increased their visibility locally and nationally, and brought attention to their physical development.”<sup>8</sup>*

Pressured by growing student interest in learning that is focused on real-world problems, *“by policy makers who view universities as catalysts for economic and social development and by donors who want to see their contributions have impacts, universities have become increasingly involved in community outreach”.*<sup>9</sup>

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<sup>7</sup> Perry, David, C. and Wiewel, Wim, 2005, *The University as Urban Developer : Case Studies and Analysis*, Cambridge, Mass.: Lincoln Institute of Land Policy ; Armonk, N.Y. : M.E. Sharpe, p.xv

<sup>8</sup> Wim Wiewel and David C. Perry, p.xv

<sup>9</sup> Wiewel, Wim and Knaap, Gerrit Jan, 2005, *Partnerships for Smart Growth University-Community Collaboration for Better Public Places*, Cambridge, Massachusetts: Lincoln Institute of Land Policy, p.3

In Turkey, the issue of higher education came into question in 1930s. During the production process of university space in Turkey the neighborhood of this space is not considered sufficiently. Therefore this neighborhood has been shaped according to the needs of the inhabitants of the university and the city in time. In the book *Global Universities and Urban Development*, it has been expressed that colleges and universities are significant and active in acquiring and developing property of the urban formation.<sup>10</sup>

There have been studies about the urban pattern of the city without considering the big potential in respect to economic and social profits of universities. Therefore, in this study the potential of the universities will be investigated by examining the effectuated space of interface of the university in urban space. The main aim of this study is to examine the spatial formation of the interface of university and city in different university contexts by examining the university campuses in Ankara in their own context as case studies.

## **1.2. Method of the Study**

In the second chapter of this study, the spatial character of interface area is defined by examining this space as a transitional area, boundary and threshold. From these definitions, the relations and impacts of the two domains; university and city to the interface area can be read implicitly.

The concept of transitional space is quite important in the interaction of university and urban space. The urban level is distinguished by concentration and density. It is determined by social interaction that is by the common 'form of life'. The other, university

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<sup>10</sup>Perry, David, C. and Wiewel, Wim, 2005, *The University as Urban Developer : Case Studies and Analysis*, Cambridge, Mass.: Lincoln Institute of Land Policy ; Armonk, N.Y. : M.E. Sharpe, p:13

space, however expresses certain isolation. The relationship between the two domains or between two levels proceeds from two aspects of dependence. It provides both 'separation and transition', 'interruption and continuity', 'boundary and crossing'. Spaces of transition become places in which the world reverses itself.<sup>11</sup>

Boundary expresses the interface of the university and the city which is influenced by the two domains. The common boundary can be shared equally by each space or can develop its own integrity as a space that serves to link two original spaces.<sup>12</sup> And on the other hand in this boundary or the interface space a disturbing contradiction occurs as a tension is created with the interface of two different and unequal conditions. In such a case, the interface, related to different "vectorial centers" is torn in opposite directions.<sup>13</sup>

In addition to the definition and explanation of the word interface, it is suitable to clarify the two domains university and city which are affecting each other in variable ways. In the third chapter, in addition to the history of university, the university categorized and examined into two groups; Urban-City University and Campus University. There have been growths in the number of universities in all around the world. Some universities are founded in urban pattern some of them are on the outside of the city centers. The location of the university affects the organization of the settlement of the university. For example the organization of the urban-city university has a tendency of "*doors set wide to the city*". On the other hand Campus University behaves as an isolated space from the city with its introverted and full implemented organization.

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<sup>11</sup> Meiss, Pierre Von, 1986, *Elements of Architecture*, New York: Van Nostrand Reinhold Company, p.49

<sup>12</sup> Ching, Francis D.K., 1976, *Architecture; Form, Space and Order*, New York: Van Nostrand Reinhold Company, p.87

<sup>13</sup> Bachelard, Gaston, 1969, *Poetics in Space*, Boston: Beacon Press

In the following chapter, relation between the city and university is examined in respect to the social, economic and spatial concerns by examining examples from Europe and USA.

On the other hand the relationships between the University and the city in Turkey are parallel with the relationships of the other countries. Therefore in Chapter 5 this concern is discussed over 4 selected university campuses in Ankara in their own contexts. Ankara which has been a capital city of a new born republican of Turkey since 1923 have been going on a gradual development for becoming a suitable capital city of the new country. By this way, education one of the important issues for society, have been gained the necessity and new universities founded in the capital city. The foremost universities of the Turkish Republic are Ankara University and METU in Ankara. These universities were founded by different architectural and ideological mentalities. Ankara University founded 10 years later after the declaration of the Turkish Republic in a period including modernization of Turkey. Additionally METU was founded in a period witnessing changes in political level after the Second World War. In this period transition from single-party system to multi-party system and authorization of autonomy to the universities were occurred at the same time in Turkey. Therefore establishment of a campus university, METU, with its own world and autonomy is the evidence of this policy. From the foundation dates of these universities to the present day universities have been affected from the political and ideological situation of the country. On the other hand these higher institutions have been also influencing the country, the city and their near environment in different levels. In this study, effects of the campuses of Ankara University and METU are examined in respect to their power of forming their interface areas by transforming the spatial character of the vicinity of these university campuses. The relation of the people from university to this interface, the attitude of the city residents towards the space and the

way how they use this space will be investigated. The placement of the work places, residences and the other places related with the life of university will be examined as they are the elements of this created space. And also the attitude of the city in terms of its development plans, services to this space will be examined. As this research is seeking to examine the formation of the interface of the university and the city the documents will provide the essential information for the research. The research will be supported by gathering all available documentary materials that describes the histories related to our research interests, from each campus. These documents will be the plans, planning decisions, development plans, photography displaying the situation of the university and the city and also the statistics about the population of the university through the years will collected for showing the transformation of the interface with the effect of the population of the university inhabitants. As the interface of the university and city creates its own space through time, and the aim of the study is to examine the formation of this space these documents are very important for proofing the claim. Besides, schematic drawings and maps will be done for illustrating the interface of the university and the city. In addition to that these areas are examined physically and socially. And the influence of the social life on the physical space has been observed. Also in these areas land use analysis are done and the border of the affected area will be defined by the results of the observations done in these interface areas.

This interface space is an artifact created by social actors. Therefore, it is to be studied not as a static outcome but as a dynamic phenomenon, it takes its shape thorough society's dynamic changes. Everyday life, which consists of a diversity of everyday experiences, defined by the actors and activities in this interface area will be discussed in order to understand the everyday use of the space and their influences on the spatial organization. This area has created its

own identity according to its inhabitant's needs and behaviors thorough time. After defining the different interface of university and city in different university and city context, in the second part of the study, the actors effecting the formation will be described. How do the inhabitants of the university affect this process? What are their expectations and the needs from this space? Moreover, the activities that the students, academicians and the inhabitants of the university participate in the interface will be studied and the relation between their behaviors and the space will be explored. The identity of this space and the content of this space will be considered. At this point it is essential to mention the social aspect of the space. Bender states: they (universities) are crucial as a means of assuring that our city colleges and universities become a part of the community where they are located.<sup>14</sup>

In this research student, the academicians of the university and the people living and working in this interface are the main actors. In all fields, there will be interviews with the students, academicians of the university and the workers and the inhabitants of the interface of the university and the city. Collecting data which will be in the form of words and images from documents and observations will build the research. In addition to this, analysis of the data takes places. It will be done by scrutinizing the data obtained from the cases and extracting generalization from them and organizing them for displaying a coherent, consistent study.

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<sup>14</sup> Bender, Thomas,ed. 1998, *The University and the City: From Medieval Origins to the Present*, New York: Oxford University Press, p.18

## CHAPTER 2

### THE CONCEPT AND DEFINITION OF THE SPATIAL CHARACTER OF INTERFACE

#### 2.1. The Concept of Interface

*... the sensation of being surrounded is primary and universal: the maternal womb, the room, the house, the canyon of the street, the final enclosure of the horizon and the hemisphere of the sky – they all belong with us. The primary awareness of being inside is directly reflected in the house as a surrounding shelter and in the semi – spherical sky of the architectural vault or cupola. It is supplemented secondarily by the experience of being outside other things.*<sup>15</sup>

In every part of life of human being while being in somewhere have been called inside, the surrounding of them have been called outside. Like the exterior, interior relation in architecture, in the urban space this type of spatial divisions can be used. In this study, University and city, the two domains can be called inside for university and outside for the city. The relations between these spaces are constructed on this inside outside contradiction. Robert Venturi states that;

*“Designing from the outside in, as well as the inside out, creates necessary tensions, which help make architecture. Since the inside is different from the outside, the wall—the point of change—becomes an architectural event.”*<sup>16</sup>

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<sup>15</sup>Arnheim, Rudolf, 1996, p.46, quoted in *Architecture from the inside out : from the body, the senses, the site, and the community* Frank, Karen A., 2007, Chichester, England ; Hoboken, NJ : Wiley-Academy, p.18

<sup>16</sup> Venturi, Robert , 1966, *Complexity and Contradiction in Architecture* New York: Museum of Modern Art, p.86

This interface area is an intermediary area containing the both sides' characteristics. It is serving for the needs of this two conflicting polarities. About the intermediary area Aldo Van Eyck states that;

*"Architecture should be conceived of as a configuration of intermediary places clearly defined. This does not imply continual transition or endless postponement with respect to place and occasion. On the contrary, it implies a break away from the contemporary concept of spatial continuity and the tendency to erase every articulation between spaces, i.e., between outside and inside, between one space and another. Instead the transition must be articulated by means of defined in-between places which induce simultaneous awareness of what is significant on either side. An in-between space in this sense provides the common ground where conflicting polarities can again become twin phenomena"*<sup>17</sup>.

On the other hand as Simmel stated we can only sense those things to be related which we have previously somehow isolated from one another; things must first be separated from one another in order to be together.<sup>18</sup> Actually spaces which are separated from each other are the part of the same system, although they have different functions. Their main mission is serving for people. Therefore, the connections between these separate parts gain importance and a will for making connection between them emerges. At this point, Simmel thinks that "the will to connection has become a shaping of things, a shaping that was available to the will at every repetition, without still being dependent on its frequency or rarity."<sup>19</sup> He also states that;

*"... the human being is the creature who must always separate and cannot connect without separating – that is why we must we must first conceive intellectually of the merely indifferent existence of two river banks as something separated in order to connect them by means of a bridge."*<sup>20</sup>

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<sup>17</sup> Eyck, Aldo Van

<sup>18</sup> Simmel, 1997, in *Rethinking architecture : a reader in cultural theory*, Leach, Neil (ed.), London; New York: Routledge, p.66

<sup>19</sup> Ibid.,p.66

<sup>20</sup> Simmel, 1997, p. 69

In some situations the separate parts are unifying without a conscious effort. In these cases the unification process has been occurring in time.

In addition to the inside and outside space and the separate parts unifying themselves, an "in-between space"<sup>21</sup> has been created. For this study this type of in-between space is located between university and the city and it is called interface.

*"The naming, and representing of places according to use occurs in many domains - in daily life, in the design work of architects ... in building codes and zoning ordinance, in land use planning... Use types are invented, modified, discarded, and, sometimes, rediscovered. The form, use, and meaning attributes associated with a use type ... emerge and change even though the name of the type remains the same."*<sup>22</sup>

The interface areas investigated in this study planned as dwelling area. In time, this area gains the character of being interface of university and the city. To understand the characteristics of the interface space between university and the city it is suitable to clarify the meaning of the word and the formation of this interface space in the University City relation context.

In this chapter the term "interface" will be discussed. The meaning of interface will be investigated firstly. Following the meaning of the word, interface will be defined through the characteristics of transitional space, boundary and threshold.

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<sup>21</sup> The concept of in-between was introduced in Forum 7, 1959 (La Plus grande realite du seuil) and Forum 8, 1959 (Das Gestalt gewordene Zwischen: the concretization of the in-between). Hertzberger, Herman, 1995, *Lessons for students in architecture*, Rotterdam: Uitgeverij 010 Publishers, p.32

<sup>22</sup> Franck, Karen A, Schneekloth (ed.), Lynda H, 1994, *Ordering Space; Types in Architecture and Design*, New York : Van Nostrand Reinhold, p-349-350

## **2.2. Definition of Interface**

Interface can be defined as a surface regarded as the common boundary of two bodies, spaces, or phases. The definition of the word interface as a noun is explained in two ways in the Cambridge Advanced Learner's Dictionary.

1. a connection between two pieces of electronic equipment, or between a person and a computer.
2. a situation, way or place where two things come together and affect each other.

In this study, the word interface will be considered with the second meaning discussed above and the word defines the area that university and city confronts with each other. This interface area between university and city will be articulated in three ways; in the first explanation interface area is considered as a transitional space, in the second one interface area is handled as a boundary and in the last way the interface area is examined as a threshold.

### **2.2.1. Interface as a Transitional Area**

In this part of the study it will be investigated the interface spatial characteristics of interface area carrying transitional space qualifications. This interface area as transitional space is an urban space. Transitional space between university and city makes connection with the city and the inhabitants of the city. Norberg Schulz is explaining the area of transition in his book *Existence, Space and Architecture* that:

*"The direction unites inside and outside more or less strongly and the place as such is influenced by the direction: it is*

*stretched towards the outside, at the same time as the outside penetrates the border, creating an area of transition.”<sup>23</sup>*

At this point, as stated before outside and inside can be defined; university as inside and city as outside. The interaction between these two spaces constitutes the transitional space. (Figure:2.1) The transitional space is the intersection of two domains in respect to social, economic and spatial characteristics. A continuous effect exists, especially from inside to outside, in other words from university to the city. The interface space talked in this study is a result of the interaction between the two main domains the university and the city within their inhabitants.

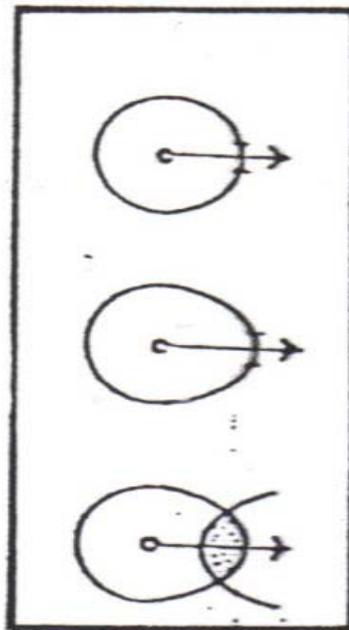


Figure 2.1 Schema of transitional area

Source: Schulz, C. Norberg, 1971, *Existence, Space and Architecture*, New York: Prager Publishers Co., p.25

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<sup>23</sup> Schulz, C. Norberg, 1971, *Existence, Space and Architecture*, New York: Prager Publishers Co., p.25

This transitional space or interface space fulfills the needs of both university and the city. It provides the relation between areas with 'divergent territorial claims' and eliminates the sharp division between different domains. It constitutes the spatial condition for the meeting and dialogue between areas of different orders.<sup>24</sup>

The concept of transitional space is quite important in the interaction of university and urban space. The urban level is distinguished by concentration and density. It is determined by social interaction that is by the common 'form of life'. The other, university space, however expresses certain isolation.

The relationship between the two domains or between two levels proceeds from two aspects of dependence. It provides both 'separation and transition', 'interruption and continuity', 'boundary and crossing'. Spaces of transition become places in which the world reverses itself.<sup>25</sup>

The zone of transition and the treatment within it have important roles on the formation of urban space. The space at the transitional zone answers for the requirement of different domains and provides a linkage between them. The space between surrounding the university is an urban space. Urban design can be identified as not only the design of events and objects in the urban realm but also the design of relationships between them. In addition to be an urban space it is an interface space of the university and the city.

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<sup>24</sup>Hertzberger, Herman, 1995, *Lessons for Students in Architecture*, Netherlands: Uitgeverij 010 Publishers, Rotterdam, p:32

<sup>25</sup>Meiss, Pierre Von, 1986, *Elements of Architecture*, New York: Van Nostrand Reinhold Company, p.49

### 2.2.2. Interface as a Boundary

Space is containing many different bodies and domains itself. The units and the components of space takes on restrictive, determinative, router, providing continuity, having meaning, connective, separator role in the spatial organization. These roles give the essential clues to the observer for understanding the space.<sup>26</sup>

In this study the space means urban space and the boundary is not a line or a wall surrounding an area. Boundary, expresses also a space, the interface of the university and the city, carrying the characteristics of the two domains and warning people that they are in a different space they are used to. Özyörük interpreted the words of Ching about boundary that;

*"The boundary can be shared equally by each space or can develop its own integrity as a space that serves to link original spaces."*<sup>27</sup>

Bernard Tschumi states that *"to define space in architecture means to determine boundaries."*<sup>28</sup> The boundary in urban space can be a district, street etc. *"Boundary is not a static condition; it is an indefinite, dynamic condition, which exists through activities in urban space"*.<sup>29</sup>

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<sup>26</sup> Gür, Şengül Öymen, 1996, Mekan Örgütlenmesi, Trabzon: Gür yayıncılık, p.49

<sup>27</sup> Francis D.K. Ching, 1976, *Architecture; Form ,Space and Order*, New York: Van Nostrand Reinhold Company, quoted in *The interface of architectural built form and urban outdoor space*, Özyörük, İnci, 1995, Ankara, METU (Unpublished Master Thesis), p.11

<sup>28</sup> Tschumi, Bernard, 1994, *Architecture and disjunction*, Cambridge, Mass.: MIT Press, pp.13-14

<sup>29</sup> Özen, Perin, 2002, *Mutual transformation of urban public space and social life case studies from Ankara: 7th street in Bahçelievler and Bilkent center*, Ankara: METU, (Unpublished Master Thesis), p.87

Pierre von Meiss in his book *Elements of architecture* expresses that the relation between objects and boundaries creates the architectural space.<sup>30</sup> On the other hand Heidegger defines boundary as; *"A boundary is not that at which something stops but, as Greeks recognized, the boundary is that, from which something begins its presencing."*<sup>31</sup> Besides Norberg-Schulz expresses in the essay *"The Phenomenon of Space"* the importance of the definition of boundaries for defining a space. He continues that; "how a boundary is depends upon its formal articulation, which is again related to the way it is 'built'."<sup>32</sup> The way boundaries are established, articulated and related to the private or public spheres often has a major impact on the character of each side, defining many characteristics of urbanism in general. The boundaries are simultaneously means of separation and communication.<sup>33</sup> Additionally, Lang thinks about the boundaries of the urban that urban space boundaries can be functionally not accessible or unrelated working areas, factories, and universities in respect to their functional characteristics or green belts<sup>34</sup>.

### **2.2.3. Interface as a Threshold**

The interface area is a threshold for between the university and the city. Threshold in its original meaning is a sheltered area at the front door and this entrance zone is regarded as the extension of the house. In that study the area named interface can be examined as it is a threshold of the university. This area has been making people to notice being in the surrounding of university. Herzberger states in his book

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<sup>30</sup> Meiss, Pierre Von, 1986, p.32

<sup>31</sup> Presense is the old word for being (Christian norberg-Schulz, *the phenomenon of place*, 2003, 120, edited by Alexander r. Cuthbert; *Designing cities: critical readings in Urban design*.

<sup>32</sup> Norberg-Schulz, 2003, 121 edited by Cuthbert

<sup>33</sup> Madanipour, 2003, p.240.

<sup>34</sup> Gür, 1996, 51; Lang, 1982, quoted in *Mekan Örgütlenmesi*, Trabzon: Gür yayıncılık

*Lessons for Students in Architecture* about the characteristics of the threshold that:

*"The threshold provides the key to the transition and connection between area with divergent territorial claims and, as a place in its own right, it constitutes, essentially, the spatial condition for meeting and dialogue between areas of different orders."*<sup>35</sup>

In the area of interface between university and city is including the condition for the dialogue between the two domains. The spatial transformation on the site is the display of this dialogue.

In urban space design the correlation of urban space with its surrounding and its relation with the other objects is as important as the design of the space itself. As mentioned before the relation of city and the university is a problem of the city. And the transitional space is the product of this relationship. The independence and self-sufficient characteristics of university with its own and with its interface area, it has been a part of a larger context, in other words it has been a part of urban fabric.

As a result, urban space is composed of the unity of different territories including university areas and districts. These territories nested in each other socially and spatially. The transition from the territory of university to other territory, urban space, creates the area of interface. The existence of university and the intertwining of university and city in this zone make this area gain different characteristics.

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<sup>35</sup> Hertzberger, Herman, 1995, p.32

## CHAPTER 3

### HISTORICAL DEVELOPMENT OF UNIVERSITY

In this chapter, in the first step definition, the development of university through history and contemporary situation of the university will be discussed. After the generic overview on the issue, types of the university as city-urban university and as Campus University will be scrutinized.

#### 3.1. Definition of University

In Middle Ages, the institution university was called "Studium" in Italy.<sup>36</sup> Not only in mediaval ages, but also in early modern period the medieval term '*stadium generale*' was carried on to use in Mediterranean countries.<sup>37</sup> A university basically defined as an institution including higher education, researches and producing knowledge. In addition it has been granting the researchers with academic degrees in different subjects. University which has been developed through the history has an important place in society and its history has been lasted till the middle ages. Walter Rüegg in his book "*A history of the university in Europe*" defines and explains the history of it as;

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<sup>36</sup> Sottili, Agostino, 2006, *Renaissance humanism and university studies; Italian Universities and their influence on the Studia humanitatis in Northern Europe*, Leiden ; Boston : Brill, p.1

<sup>37</sup> Rüegg, Walter, 2004, *A history of the university in Europe*, Cambridge: Cambridge University Press, vol.1, p. 47

*“Even the name of the universitas , which in the Middle ages applied to corporate organization of teachers and students, has in the course of centuries been given a more particular focus: the university, as a universitas litterarum, has since the eighteenth century been the intellectual institution which cultivates and transmits the entire corpus of methodologically studies intellectual disciplines. ”<sup>38</sup>*

Moreover Enis Kortan defines university, in his book about the contemporary university design, as universities, which had been emerged in 12<sup>th</sup> century in middle ages, have been continues their lives as an institution of science by developing themselves and gaining importance gradually in the scope of the society. He clarifies that in the beginning university was named as “*universitas magistrorum et scholarium*” which was the place teachers and students come together and a place for the people engaged in science. And today University means “*Universitas Literarum*” in other words it means the unity of science.<sup>39</sup>

In addition to conveying science, universities have a mission of shaping the society. On this issue Keleş defines this mission of transmitting culture, values and ideology as making the masses conscious. He also states that university is the last step educational institution, directly serving the products of its researches done for the needs of people and society in addition to the mission of training the people governing the country.<sup>40</sup> On the other hand, Sönmez argues that the function of developing, conveying and transferring science of the universities have an indispensable importance in the historical development of modern societies.<sup>41</sup> Therefore, after the definition of

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<sup>38</sup> Ibid., p.xx

<sup>39</sup> Enis Kortan, Enis, 1981, *Çağdaş üniversite kampusları tasarımı*, Ankara: Orta Doğu Teknik Üniversitesi, p. 4

<sup>40</sup> Keleş, Ruşen, 1972/12, *Mimarlık*, Ankara: Mimarlar Odası, p. 29

<sup>41</sup> Sönmez, Atilla, 1972/12, *Mimarlık*, Ankara: Mimarlar Odası, p. 42

university in the following part of the study it is suitable to examine the historical development of the university briefly.

### **3.2. Development of University Through History**

Universities emerged in an era when the church had great impact on society, in Europe. In the Medieval Ages, the activities and the researches of the people of the university were restricted within the borders of the church and *"it was the sole authority in controlling education, which was shown as a necessity in order to control minds of men."*<sup>42</sup> Lewis Mumford explains the situation of university and the aim of it in those ages in his book "the Culture of Cities". According to Mumford;

*"The social activities of the town shrank as the new capitalistic economy grew up. Outside the church, only one institution survived from the old guilds and even increased its power and influence: perhaps the most important single institution in the medieval town. With an instinctive recognition of its importance, the name of this institution was originally the common term for all guilds in the twelfth century: universitas. Like other forms of craft guild, the aim of university was to prepare for the practice of a vocation and to regulate the conditions under which its members performed their work. Each of the great schools that originally formed the university, jurisprudence, medicine and theology, was professional in character: the general humanistic education that began to come in with the Renaissance College, particularly in England, was an upper class graft on the original tree."*<sup>43</sup>

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<sup>42</sup> Zengel, Rengin, 1998, *An Evaluation of Settlement Patterns in Campus Planning with Regard to the Criteria of Accessibility*, İzmir: Dokuz Eylül Department of Architecture, (unpublished Ph. D. Thesis), p.9

<sup>43</sup> Mumford, Lewis, 1938, *The culture of cities [by] Lewis Mumford*, New York: Harcourt, Brace and company, p. 33

Besides, Professor Laurence Brockliss studying the history of university at the *University of Oxford* in the department of history explains the situation of the university in the same way. He expresses that although the monasteries have located in towns they have been the institutions for the education with its self-sufficient and usually isolated character in the classic era of the Dark Ages.<sup>44</sup>

Brokliss enumerates the changes in learning in the course of twelfth and thirteenth century as: "*learning moved out of the cloister and settled in ecclesiastical institutions run by the secular clergy – the cathedral school and later the university. In contrast, these institutions, especially the university, were firmly embedded in an urban context.*"<sup>45</sup>

The first universities; University of Bologna was established in the end of the twelfth century University of Paris and Oxford was established in the beginning of the thirteenth century<sup>46</sup>. The major centers in respect to the administration and justice were hosting the universities and as the universities supplied educated people for the church, they gained ecclesiastical recognition quickly.<sup>47</sup> In every example of the medieval university, it was an '*organized grouping of individuals*', a '*societal community*' and a mirror of the surrounding society.<sup>48</sup>

Walter Ruegg argues the situation of the university in his book series "*a History of the University in Europe*" that "*university is a European institution has spread over the entire world in the way in*

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<sup>44</sup> Brockliss, Laurence, 2000, *Gown and Town: The University and the City in Europe, 1200-2000*, Netherlands: Kruver Academic Publishers, p-151, <http://www.springerlink.com/content/r18661476u2j7186/fulltext.pdf> (accessed in April 15, 2010)

<sup>45</sup> Ibid., p. 151

<sup>46</sup> Rüegg, 2004, p. 81

<sup>47</sup> Ibid., p. 151

<sup>48</sup> Schwinges, Rainer Christoph, 1992, "*Student Education, Student Life*", A History of the University in Europe Volume I: Universities in the Middle Ages, Editor: Hilde de Ridder - Symoens, Cambridge, p.202-203

*which the traditional form of the European university has done.*"<sup>49</sup> He explains the reason why university is a European institution as;

*"... it has, in its social role, performed certain functions for all European societies. It has developed methods and transmitted scientific and scholarly knowledge and the methods of cultivating that knowledge which has arisen from and formed part of the common European intellectual tradition. It has at the same time formed academic elite, the ethos of which rests on common European values and which transcends all national boundaries"*<sup>50</sup>

In addition, while spreading over the Europe some perceptible differences in respect to the mission, spatial organizations and relations with the cities was emerged between the universities. To illustrate, in the early thirteenth century, University of Cambridge (1209) and Padua (1222) was founded because of the migration of the students who *"thought their interests were not being properly protected by the local bishop and decamped, and did not reestablish their scholarly community in the wilderness."* A group of student from Oxford established the University of Cambridge and a group of student from Bologna established the University of Padua.<sup>51</sup>

Even, the comparison of English and Scottish Universities of medieval ages, done by Paul Venable Turner, displays the differences between universities in different cultures. He states that although the concept of English Universities was *"communities in themselves"*, these universities were in an opposite manner towards the society that they had a tendency of turning their backs to the city. On the other hand, the Scottish Universities, imitated the English Universities during the foundations, were in an attitude of *"more urban in character"* and they had less pressure over the urban environment. Because of these

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<sup>49</sup> Rüegg, 2004, p.xix

<sup>50</sup> Ibid., p.xx

<sup>51</sup> Rashdall, Hastings, 1936, *The Universities of Europe in the Late Middle Ages*, Oxford: Oxford University Press, 3 vols., in Brockliss, 2000, p-151

reasons, "...the Scottish schools were less collegiate than the English, in that the English ideal of a tightly regulated college community did not hold sway. Scottish students were freer to live in town rather than at their colleges and in this way their lives were more like those of continental students. Architecturally, this meant that fewer collegiate buildings were required.'<sup>52</sup>

University and city have always interaction with each other along the history. Alan B. Cobban puts forwards that the medieval university developed together with the urbanization of the European Society<sup>53</sup>. As a result, Max Weber expresses one of the major differences between the Western and Eastern Cultures is the constitution of autonomous campus, disengaged from the domination of church and religion. By this way, universities found their places in the urban pattern and became a part of the cities.

In medieval ages, the only concerns of the universities were the theological issues. On the other hand in 1500s including Renaissance period, the mentality of the university was changed. It had a tendency of training "homo universal", means "universal man", rather than training religious man. Zengel makes a relation between this tendency and the search of new areas for the location of the university. He states that<sup>54</sup>:

*"... in achieving the idea and in preventing the religious pressures of the community, the university was moved outside the city. It concentrated on a hierarchical complexity, which could follow scientific studies more independently."*

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<sup>52</sup> Turner, Paul Vaneble, 1995, *Campus: An American Planning Tradition*, pp.3,15, quoted *Big plans : the Allure and Folly of Urban Design*, 2001, p.167

<sup>53</sup> Cobban, Alan B., 1988, *The medieval English Universities: Oxford and Cambridge to C. 1500*, , 2, quoted in *Big plans : the Allure and Folly of Urban Design*, 2001, p.167

<sup>54</sup> Zengel, Rengin, 1998, p. 10

Mumford named the Renaissance College with its general humanistic education, as an “*upper class graft on the original tree*”, particularly in England.<sup>55</sup>

During the 18<sup>th</sup> century, the system of the university followed the tradition of medieval scholarship. But, after the French Revolution, the *equality principle* was reigned the science and educational fields and the aristocrats or the bourgeois academicians had to give their places to the “citizen scholars”.<sup>56</sup>

In the 19<sup>th</sup> century, university and city became closer and they were a part of the economy of the city. In addition to them, ideology of a society is one of the dominant factors on the educational systems of that society. Because of this reason, universities in different cultures and ideologies have varied identities. To illustrate, in the second half of the 19<sup>th</sup> century in United States, went under a drastic change. Change in the ideology of the society caused increase in the number of the university students which is named as “boom at the university” by Veysey, thus the transformation occurred in the universities. A new type of university named as campus model was established in newly settled territories for providing the local demands for higher education and supported eagerly. On the other hand, in Anglophone world was founded near the small cities, not near the large developing cities. In this type of model, students located in the “*purpose-built dormitories*”. Some of the universities of this model were surrounded by urban sprawl, but some of them prevented its isolated character, such as the University of California at Berkeley or University of Chicago. Brockliss portrays this university model as; “*as much as the late medieval university, they are educational islands or ghettos where students and professors can live their lives (if they so wish) completely without*

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<sup>55</sup> Mumford, 1938, p.33

<sup>56</sup> Timur, Taner, 2000, Toplumsal deęişme ve üniversiteler, Ankara: İmge Kitapevi, p. 64

*reference to the surrounding neighborhood.*"<sup>57</sup> Besides in England in the 19<sup>th</sup> century the well-known traditional universities, Oxford and Cambridge was transformed in a process like the evolution of the aristocracy of the England and the autonomy of these university was prevented towards the state in the process of modernization.<sup>58</sup>

In the 20<sup>th</sup> century, after the Second World War America became the most powerful state in respect to financial and military realms around the world. For maintaining and developing this power there had to be relations with scientific researches and institutions. In addition to that, because of the capitalism and improvement in technology, need for varied professions emerged and engendered separate units called 'departments' in the higher education.

### **3.3. Contemporary Situation of University**

Modern universities started their journey after they disengaged from the domination of church and religion and constitute their autonomous campus. By this way, universities found their places in the urban pattern and became a part of the cities. According to a research done by UNESCO about the components, operating the alteration and development of higher education in modern world was determined in this way<sup>59</sup>;

- Rapid increase in the population of urban societies causes increase in the number of the students attending secondary schools and graduating from these schools. Because of this reason, there

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<sup>57</sup> Brockliss, 2000, p.165

<sup>58</sup> Timur, Taner, 2000, p. 75

<sup>59</sup>Kisakurek, 1976, 11, quoted in Tuna, 1994, Anadolu Univ sosyal bilimler enstitusu, p. 24

have been needs for new fields of professions and people for researches for these new professions.

- Demand of higher education among the women population has been increased. There has been a tendency of ensuring and pervading equality of opportunity in education.

Today, university gains different additional functions to its classic functions including education and research. In history, university became an institution of making the society to go in a further place in civilization, technological, science and cultural areas. *“Modern universities embody a diverse set of missions and organizational goals that differently affect their surrounding regions, ranging from the traditional functions of teaching and public service to the more recent activities of licensing inventions and engaging collaboratively in research with private sector industries.”*<sup>60</sup>

In a study about the situation in the metropolitan area, Felsenstein describes the contemporary university as an institution founded in broad areas, running with enormous income with its thousands employees.<sup>61</sup> Besides, aims and the functions of the current university can be summarized as; maintenance of improvement, production of knowledge, making criticism socially and morally, training people for variable professions, serving as a consultant and influencing the social roles and distribution of facilities.<sup>62</sup>

According to Wim Vievel he states in the book Partnerships for Smart Growth, universities are large, complex institutions. In many

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<sup>60</sup> Glasson, 2003; Thanki, 1999, qouted in Goldstein and Drucker,2006, 23

<sup>61</sup> Sürmeli, Fevzi, 2008, *Anadolu Üniversitesinin Eskişehir’e Etkileri ve Şehrin Üniversiteyi Algılayışı* , Eskişehir: Anadolu Üniversitesi, p.11

<sup>62</sup> Tuna, Beyhan 1994, Anadolu Univ sosyal bilimler enstitusu, p. 20

places they are among the largest employers in the community; in most places, they are communities unto themselves. Yet universities and their administrative units must collaborate with external organizations to succeed. They work, for example, with professional organizations on curricula, local governments on community development, and state and federal agencies on government policy. Universities also collaborate with a variety of organizations to promote smart growth.<sup>63</sup> In the same book Wievel cites from the former Mayor Rosemary Waldorf of Chapel Hill for expressing the importance of university<sup>64</sup>.

*"Universities are revered institutions. They are lighthouses during dark and confusing times dedicated to the improvement of civilization. We should expect that they should provide examples of good development, and deal with their towns with understanding and generosity. They must set higher standards as they attempt to grow and educate a growing populace."*<sup>65</sup>

As a result, social formations and the development of universities have been in the parallel route to the capitalist mode of production through the history. In this part it is suitable to examine the types of university emerged in this time period.

### **3.3. Types of University**

Universities, with diverse functions and aims for developing the societies, can be classified into two groups in respect to their spatial organizations. The first one is city-urban university, locating in the city center and having direct connection with the city. The second one is Campus University, having its own world with its boundaries, locating generally outside the city.

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<sup>63</sup> Wiewel, Wim and Knaap, Gerrit Jan, 2005, *Partnerships for Smart Growth University-Community Collaboration for Better Public Places*, Cambridge, Massachusetts: Lincoln Institute of Land Policy, p.9

<sup>64</sup> Ibid., p.198

<sup>65</sup> Ibid., p.198

### 3.3.1. City - Urban University

A city-urban university is an institution of higher learning that is socially involved and serves as a resource for educating the citizens of the city in which it is located. That is, a city-urban university must be of the city as well as in the city.<sup>66</sup> According to Perry and Wievel "the urban university is an urban institution-not only in terms of transmission of knowledge, but in many other ways as well."<sup>67</sup> Wievel states in his book that the "University of the City" with a "land grant mission" serving as an "engaged" institution with "urban goals" is a recurring theme of academic leadership and literature, especially in the late twentieth century.<sup>68</sup> In city space higher educational institutions are the main landowners and employers and consumers of private goods and public services. Perry and Wievel state that;

"In light of the institution's educational mission and in terms of the university's physical location, economic relations, and political demands, the constituencies often assert every bit the same level of claims on the university as they do on public agencies in the city. Therefore the role of the urban university is an important and complex one-mixing the institutional demands of both academy and city."<sup>69</sup>

### 3.3.2. Campus University

"Campus Martius" or "Field of Mars" was an area near the Tiber River for military training activity of both the **army** and of private people. In this phrase campus means "a flat expanse of land, plain, field" and the word campus was derived from this Latin term. "*Mainly the Roman Age "Castrum" camps were imitated in the first examples of*

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<sup>66</sup> Bender, 1998, quoted in Perry and Wievel, 2005, p.4

<sup>67</sup> Perry and Wiewel, 2005, p.4

<sup>68</sup> Ibid., p.4

<sup>69</sup> Ibid., p.6

*American universities as in the University of Virginia.*"<sup>70</sup> According to Oscar Ojeda the term "campus" has been appeared with the change of the word "*campo*" which means camp in the 19th century in Italy.<sup>71</sup> In general meaning, campus identifies the area of the university, "*became common as an expression for an ensemble of buildings for higher education,*"<sup>72</sup> in which the buildings including teaching and research facilities, places for student accommodation and often shops and cafes all in one site. "*The term underlines the self-containedness of the institution and thus its separateness*".<sup>73</sup> The source of this self-containedness was derived from the perceived nature of the intellectual mission of the institution and the "separateness" of the campus working to ensure the academic "community" or enclave in the service of that mission.<sup>74</sup> In the same manner, historian Thomes Bender criticizes the attitude of the American Universities both the campus and the urban ones, and states that they are all the expansion of the tradition of "Anglo-American pastoralism" and formed in and around the "green" or the quad; a setting that links faculty and students to their buildings and dorms while keeping them separate and away from the city.<sup>75</sup> About the campus university the example of the mediaval cities can be given. Lewis Mumford explains it as;

*"... the determining elements in the medieval town are the bounding wall, and the central open space where the principle church is usually located, and where the town hall, the guild hall, the market and the inns, finally clusters. The wall, with its outside moat both defines and symbolizes the town: it made it an island... It was a world of sharp definitions: what could not be paced and measured, defined and classified, immediately dropped into the realm of the mythological. Walls of custom bounded the economic classes and kept them in their place... Though the wall existed for military defence and the main ways of the city were usually*

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<sup>70</sup> Dober, R.H. 1963, p.112

<sup>71</sup> Kortan, 1981

<sup>72</sup> Perry and Wiewel, 2005, p.7

<sup>73</sup> Muthesius, Stefan 2000, *The Postwar University: Utopianist Campus and Collage*, New Haven: Yale University Press,p.24

<sup>74</sup> Perry and Wiewel, 2005, p.7

<sup>75</sup> Bender, 1998, quoted in Perry and Wiewel, 2005, p.8

*planned to facilitate rallying to the main gates, the psychological import of the wall must not be forgotten. One was either in or out of the city; one belonged or did not belong".*<sup>76</sup>

From the first time that the universities were emerged the design or physical features of the universities have been changed along with the context of the university. The physical changes in universities have been constituted the campus universities. After *"the educational reformers in the modern era became convinced that the university and city must be seperated and institutions of learning located in a rural idyll"*, the campus universities emerged in America.<sup>77</sup> Enis kortan expresses in his book that the word "campus" has been firstly used in Princeton in America in the second half of the 18th century and the word "campus" identifies the open areas between the colege and university buildings.<sup>78</sup>

In addition, there have been some ideas criticizing the campus university concept. Perry and Wievel argues that for producing the knowledge and information for understanding the society and the science and technical inventions which are changing the university, it perceives itself as a "site of knowledge" locating in a distance from the modern life.<sup>79</sup> This attitude of university has been evaluated in two ways. For some; "the purpose of the modern research university was to create a community of scholars removed from the "turmoil" of the city and free "from the distractions of modern civilization".<sup>80</sup> On the contrary, Perry and Wievel state that the university, removed from the society, means "an unresponsive, disconnected, and alienated institution with a decidedly anti

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<sup>76</sup> Mumford, 1938, p.53-54

<sup>77</sup> Brockliss, 2000, p-165

<sup>78</sup> Kortan, 1981, p. 25

<sup>79</sup> Perry and Wiewel, 2005, p:4

<sup>80</sup> Graham, 1898, as quoted in Perry and Wiewel, 2005, p.4

urban bias" for the others.<sup>81</sup> Bender makes similarity with the Campus University and suburbs and he states that campus environments have "*an affinity with the purified, safe and calm life of the suburbs.*"<sup>82</sup>

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<sup>81</sup> Perry and Wievel, 2005, p.4

<sup>82</sup> Bender, 1998, 18, quoted in Perry and Wievel, 2005,p.4

## CHAPTER 4

### UNIVERSITY CITY RELATION AND THE FORMATION OF THE INTERFACE BETWEEN THESE TWO DOMAINS

In the preceding chapters, the definition of university and its development through history (Chapter 3) and the definition of interface (Chapter 2) have been reviewed. Before touching on the linkage between the university and the city it is suitable to make the definition of this container briefly.

#### 4.1. Definition of City-Urban Space

Civis (citizen) is a Latin word, means the act of dwelling, where the word *city* derived from. Miles defines city as; “*a city is where things happen to influence history.*”<sup>83</sup> Park figures the city as;

*“The city is, rather, a state of mind, a body of customs and traditions, and of the organized attitudes and sentiments that inhere in these customs and are transmitted with this tradition. The city is not merely a physical mechanism and an artificial construction. It is involved in the vital processes of the people who compose it; it is a product of nature, and particularly of human nature.”*<sup>84</sup>

Cities are the places encapsulating people with various life styles and living together by adopting to these differentiations. Cities are also

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<sup>83</sup> Miles, Malcolm, 2007, *Cities and Cultures*, London ; New York : Routledge, p.9

<sup>84</sup> Park, Robert Ezra, 1967, *the City*, Chicago: University of Chicago Press, p.1

organized societies that professional organizations take over and the individuals take place in the social relationships.<sup>85</sup>

City is the place that modern man lives and meets its own needs by consuming the cities products and facilities. According to Le Corbusier city is a “*machine for living in*”, on the contrary according to Mumford, it is a “*megamachine*” with producing goods and services specialties.<sup>86</sup> City also defines its own structure and urban order. Mumford states that;

*“The key to a fresh architectural image of the city as a whole lies in working toward an organic unit of urban order which will hold together its component parts through successive changes in function and purpose from generation to generation ... this concept of the city as a whole, restated in contemporary terms, will help to define the character of each institutional structure.”<sup>87</sup>*

In city space there have been many different activities and groups of the society within their variable spatial needs like dwelling areas for accommodation, schools for education, hospitals for health problems and universities for creating knowledge etc. The built form of the city exists and come together for serving to these activities and for engendering the urban pattern of the city. But, “*A built form is not perceived just on its own, but it is perceived with its surroundings.*”<sup>88</sup> As for the university which is a landowner and an institution of the city with its built form and identity, the near environment, which is called interface area in this study, discussing together is the purposeful way for identifying the spatial possession of the university in the city space.

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<sup>85</sup>Tatlidil, Ercan, 1992, *Kent Sosyolojisi; Kuram ve Kavramlar*, İzmir: Sosyoloji, E.U. Edebiyat Fak. Ya., p.30

<sup>86</sup> Banz, George, 1970, *Elements of Urban Form*, New York: McGraw-Hill, p.12

<sup>87</sup> Mumford, Lewis, 1968, *the urban prospect*, New York: Harcourt, Brace & World, p.153

<sup>88</sup> Güçlü, Tuğba, 2006, *Architectural built form and public dialogue : an evaluation of public wall in its communicative role*, Ankara: METU, (Unpublished Master Thesis in Department of Architecture in Middle East Technical University), p.9

Additionally it can be figured that the city is an arena, in such a location any type of event or structure or group which either physically or metaphorically takes place. Mumford expresses about the relations in the city in his book *"The Urban Prospect"* that;

*"The city is a related collection of primary groups and purposive associations: the first; like family and neighborhood, are common to all communities, while the second are especially characteristics of city life. These varied groups support themselves through economic organizations that are likewise of a more or less corporate, or at least publicly regulated, character; and they are all housed in permanent structures, within a relatively limited area... The city in its complete sense, then, is a geographical plexus, an economic organization, an institutional process, a theatre of social action, and an aesthetic symbol of collective unity."*<sup>89</sup>

King states that society with the help of architects, planner and many others has been creating types of places.<sup>90</sup> In addition, Lefebvre explains the concept of production according to Marx and Engels as; "humans as social beings are said to produce their own life, their own consciousness, their own world. 'Nature' itself, as apprehended in social life by the sense of organs, has been modified and therefore in a sense produced."<sup>91</sup> The users of the types of the places not only ask for a building or a place but also ask for a particular kind of a place usually named like "school", a "park", or a "memorial."<sup>92</sup>

*"The types that are physically created support and promote the values, social relationships and patterns of activities that are dominant in that society at that time. It is through the development, repetition, and modification of types that "physical and spatial forms... constitute as well as present social and cultural existence."*<sup>93</sup>

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<sup>89</sup> Mumford, 1968, p.480

<sup>90</sup> King, A., 1992, 130, in *Ordering Space; Types in Architecture and Design, 1994, edited by Franck, Karen A., Schneekloth, Lynda H., p-345*

<sup>91</sup> Lefebvre, Henri, 1991, *The production of space* ; translated by Donald Nicholson-Smith, Oxford, OX, UK ; Cambridge, Mass.: Blackwell, p.68

<sup>92</sup> King, 1992, 130

<sup>93</sup> *Ibid.*, 130

## **4.2. Formation of the Interface between City and University**

University in the city as a place or as a type of the city stands in the existing culture and social and economic life of it. Types are conceptual categories that are used for ordering the places in a mental way in daily life, design, research, and regulation and types of places are the physically created, observed, and experienced, material places.<sup>94</sup> The interface area shaped *in-between* the university and the city has its own peculiarity, compounding and interwoven both the characteristics of the university and the city and also being a type in urban space. The materialization of the interface area can be emerged in the middle of a dwelling area (investigated in the later chapters as case studies in Ankara) or a business districts. Therefore, in this transition area between the university and the city, the activity pattern and the purposes gain the features of university. Franck argues that:

“Either the individual place or the type of place – is both the product of human intention and action and the necessary support for human intention and action... the types that society creates further that society’s dominant purposes and values... As the purposes, values, and patterns of activities and relationships change, so do types.”<sup>95</sup>

Besides, Norberg-Schulz expresses that the structures are determined by the activities of the users. In the interface area emerging between the university and the city is a composition including the activities and the needs of the inhabitants of the university, in addition to the inhabitants of the area. By this way the area leaves its identity of being an extension of the city and gains the identity of being an interface or *in-between* space between the university and the city.

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<sup>94</sup> Franck, Karen A., Schneekloth, Lynda H., 1994, *Ordering Space; Types in Architecture and Design*, New York: Van Nostrand Reinhold, p.346

<sup>95</sup> *Ibid.*, p.346

According to Norberg-Schulz, he states in his book *Existence Space and Architecture* that:

*"On the urban level we find structures which are mostly determined by man's own activities, that is, by his interaction with a man made environment. On this level, therefore, the basic form is what could be called 'our place'. During this development the individual discovers a structured whole which he shares with others and which more than anything else gives him a sense of identity."*<sup>96</sup>

According to the Journal of Keles about the universities published in the Journal of "Mimarlik"; the universities in western countries, Oxford, Cambridge, Heidelberg, Gottingen, Princeton and Uppsala were founded in small towns. On the other hand as the facilities that the university is used are as important as the population of the town it was founded, nearly all of them was established outside the big metropolitan city, but very close to it.<sup>97</sup>

Keleş explains the effects of the university and city into two groups. In the first group the things that the university takes from the city and in the second group the things that the city takes from the university. For the former group, he states that the University City or the surrounding of the university only provides the facilities of health, accommodation, culture and other social facilities that the city can serve as being a city. On the other hand, for the second group Keleş, states that the university creates a milieu full with idea and products of the researches. In this environment the inhabitants of the university make the economic and social life of the city liveliness by the necessities of these people. Also this environment created by the university in city space gives chance to the adults of the region to be educated is another

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<sup>96</sup>Norberg-Schulz, Christian, 1965, *Intentions in Architecture*, Cambridge, Mass.: M.I.T. Press, p.29

<sup>97</sup> Keleş, Ruşen, 1972/12, *Mimarlık*, Ankara: Mimarlar Odası, p. 26

contribution of the university. Lastly, he expresses that, especially in underdeveloped countries the society sees the university as a "change of agent", as the most crucial effect of the university.<sup>98</sup> According to Arnstein universities affect city in different way in small and metropolitan cities. In small cities, the university has a great impact on the society of the small city, on the other hand the universities in metropolitan cities, take the role of being prominent with their unique institutional characteristics in the society.<sup>99</sup> On the other hand Laub argued that;

"When a college is located in a college or city, the input of jobs, students, college purchases, and other economic and social factors has important impact on the locality. Social and economic benefits depend, in large degree, on what proportion of the input stays in the community, at least in the first round of transactions. Benefits may rapidly diffuse to localities outside the college community and help develop surrounding areas."<sup>100</sup>

The spatial, social and economic effects of university on the society are interrelated and affected from the other. These efficacy and the relations between them mainly occur in the interface area. As Uexkull states;

"Like the spider with its web, so every subject weaves relationships between itself and particular properties of objects; the many strands are then woven together and finally form the basis of the subject's very existence."<sup>101</sup>

In this study the relations between university and city in the interface area will be defined by examining the social and economical and spatial relations between university and the city.

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<sup>98</sup> Keleş, 1972/12, p.30

<sup>99</sup> Arnstein, 1970, quoted in *University-city relations: from Coexistence to Cooperation*, 1973, p.4

<sup>100</sup> Laub, 1972,p.4

<sup>101</sup> Jakob von Uexkull, quoted in *existence space and architecture*, Norberg-Schulz, 1965, p.9

#### **4.2.1.Sociological and Economical Relations of University (City-Urban University, Campus University) and City**

Transmitting culture, doing scientific researches, providing education on a profession, affecting society and economy are the functions of the universities.<sup>102</sup> The impact of modern universities on economic development was categorized into eight different topics by Goldstein, Maier, and Luger:<sup>103</sup>

- (a) creation of knowledge,
- (b) human capital creation,
- (c) transfer of existing know-how,
- (d) technological innovation,
- (e) capital investment,
- (f) regional leadership,
- (g) influence on regional milieu, and
- (h) knowledge infrastructure production.

In this study the main concern is the 7<sup>th</sup> entry, the economical, social influence of university on the regional milieu. In this part of the study the relation between university and city will be investigated through the examples in Europe and USA in respect to the sociological and economical aspect. Laub argued in the community there have been many social and economic factors changed, as a college is founded or expands in an area.<sup>104</sup>

Goldstein and Drucker state in an article about the economical impact of university that; "...*the distinctive contributions to atmosphere*

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<sup>102</sup> King, Alexandre, 1966, "Eğitim Toplumu ve Gelişimi", Ekonomik Gelişmeyi Hızlandıran Etken Olarak Eğitim, İstanbul, p.25

<sup>103</sup> Goldstein, H. Drucker, J., 2006, The Economic Development Impacts of Universities on Regions: Do Size and Distance Matter?, P.23, <http://edq.sagepub.com/cgi/content/abstract/20/1/22> (accessed in May 5, 2010)

<sup>104</sup> Laub, 1972, p.83

*and environment—intellectual, cultural, social, and recreational—that universities impart to their surrounding regions, typically unintentionally, as a by-product of their presence and activities. Such externalities are often highly valued by residents as well as businesses and other regional organizations.”*<sup>105</sup> Ross argues that universities have similarities with large corporations in many ways. He states that universities; “*own real estate, purchase supplies , use local banks, purchase insurance, employ hundreds of thousands of people, and utilize public services.*”<sup>106</sup>

Existence of university in a district in the city makes the area attractive for additional central services and amenities. The college in a city “can help diversify the community, increase social interaction, and offer a strong center or focal point.”<sup>107</sup> At this point the proximity to a settlement is crucial for the economical and social impact of the university on the city. According to Keles, the existence of university affects the income range and the employment situation of the area in a positive way, as the needs of the academicians and the students of the university like accommodation, recreational and gastronomical activities and the other personal needs take place in the area. By this way the economical structure and the morphology of the university cities has been changed.<sup>108</sup>

The development of places where host such processes to the extent that it becomes rooted in the structure of local interests are propped up by the produced knowledge. Accordingly, it has been stated that;

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<sup>105</sup>Goldstein, Drucker, 2006, p.23

<sup>106</sup> Ross, Bernard H., 1973, quoted in *University-city relations: from Coexistence to Cooperation*, 1973, p.4

<sup>107</sup> Laub, 1972, p. 22

<sup>108</sup> Keleş, 1972/12, p.26

*“The local community becomes a stakeholder, establishing a stewardship for knowledge. As such, academic training—a powerful generator of knowledge—cannot be demarcated from the social and environmental context in which it takes place, as this will determine the extent to which knowledge filters and sediments in local socioeconomic processes.”<sup>109</sup>*

As a result, it can be stated that the effect of the global economy in respect to the national and regional scale increases with the contribution of the universities. As the universities are the producers of knowledge they are the major player in the global economies. “The activities, related with knowledge locating in the center of global economies, carried out by the universities; make integration between regional economies and the global economy. This process increases the effect of university in regional level.”<sup>110</sup>

#### **4.2.1.1. Example in Europe**

As stated before the presence of university brings considerable economical benefits to the society. Especially the science parks supported by the universities contribute to the economical, social, scientific and technological development of the countries. For example, Aston Science Park in Birmingham in United Kingdom is one of the science parks aiming to create wealth and employment in Birmingham was established by the lead of the Aston University. This science park is managed by Birmingham Technology Limited in the manufacturing powerhouse of the country. The science park adjacent to the university “provide facilities for the establishment and rapid growth of knowledge-based companies that can benefit from the business support services,

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<sup>109</sup> Russo, 2007, p.199

<sup>110</sup> Sürmeli, Fevzi, 2008, *Anadolu Üniversitesinin Eskişehir’e Etkileri ve Şehrin Üniversiteyi Algılayışı* , Eskişehir: Anadolu Üniversitesi, p.10

*management skills of Birmingham Technology Limited and interaction with other companies within Aston business community.”<sup>111</sup>*

*“A close working relationship is maintained and many of the companies that have developed on the site have been ideas that germinated in the university. Spin-off companies from the Research Departments at Aston University are actively encouraged to locate within the Business & Innovation Centre so that they may benefit from the incubation services.”<sup>112</sup>*

#### **4.2.1.2. Examples in USA**

In this part of the study SUNY Cortland Campus and University of Washington in Tacoma will be analyzed in respect to its economic and social effectiveness on the society.

The Cortland Campus is locating on a hilltop close to the main commercial center of New York. The State University of New York College at Cortland was founded in 1868 as the Cortland Normal School and the present campus was opened in 1923. According to the study done by Laub about the Cortland College and the relation with the city, he deduced that;

*“The City of Cortland has retained a high proportion of the benefits generated by its college. Residential ratings for both professional and auxiliary college staff are relatively high, and there is a high college payroll input to the city. The college is a factor in drawing new industry to the Cortland area, and the city is additionally provided with a substantial export industry in education,*

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<sup>111</sup> Uçar, Serdar, 2001, *Changing understandings in the space organization of a university campus: The Middle East Technical University*, Ankara: METU, (Unpublished Master Thesis), p.53

<sup>112</sup> Ibid., p.53

*owing to the large number of nonlocal students in attendance at the college.”<sup>113</sup>*

During the design process of the university the surrounding of it has been considered. The University of Washington Tacoma Campus is examined and the whole development of the site can be seen clearly. In the report about the University of Washington it has been stated that the daily activities of the university supply “*ongoing financial benefits*” to the economy of the country. Expenditures, government revenues, and the employment and personal income of residents are the way that the university affects the statewide economy.<sup>114</sup> According to Brian Coffey and Yonn Dierwechter state in the book *the University as Urban Developer* that the urban university is a vehicle for the Inner –city renewal<sup>115</sup> and they explain it through the example of the University of Washington, Tacoma. They express that:

*“While it is difficult to say precisely what development can be directly attributed to the university’s presence, it is clear that the establishment of the campus changed attitudes about the area and had a significant effect on investment decisions by both the public and private sectors. Besides the investment in the university itself, hundreds of millions of dollars in public and private investment in projects immediately surrounding the campus came on the heels of campus construction.”<sup>116</sup>*

One task that is fundamental to the issue of assessing the economic impacts of higher education is to distinguish the different ways in which colleges and universities potentially contribute to regional economic development.

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<sup>113</sup> Laub, 1972, p.50

<sup>114</sup> UW Report

<sup>115</sup> Perry and Wiewel, 2005, p.89

<sup>116</sup> Perry and Wiewel, 2005, p.89

The principle economic impact of universities like UWt( university of Washington in Tacoma) is their longterm contribution to the formation of human capital in local labor markets<sup>117</sup>, but there are more immediate and concrete impacts as well. This section discusses two economic impacts. First, UWT is a powerful magnet at the center of consumption thresholds that stretch over a large region. By attracting cash from nonlocal sources, UWT is influencing the economic character of adjacent neighborhoods; it is also contributing to the urban, regional, national, and even global economy through multiplier effects.<sup>118</sup> Second by pulling in this spending and by improving the local investment climate, UWT is also stimulating adjacent developments, including “big – ticket” projects such as museums and large-scale housing projects.<sup>119</sup>

In addition to the preceding examples the Silicon Valley supported by Stanford University in San Francisco is another noteworthy example reflecting the economical relation between the university and the city. This University campus has become a focal point of the software business and computer industry. While emerging a central area for informatics, this sector brought about the service industry. In time gastronomical activities, hotels and places for accommodation have taken their places, and the area becomes an urban area with its complex structure around the university campus. The University created its economical and social interface between the city by composing and supporting the Silicon Valley. The Dutch architect Kees Christiaanse studying on “Campus Design” expresses about the relation between the university and city through the example of Silicon Valley that; the economical and social relation between the university and the area cannot be kept in “single-function” and marginal point. On the other hand he argues that, a strategy with the approaches of developing

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<sup>117</sup> Blackwell,Cob.and Weinberg, 2002

<sup>118</sup> Weisbord and Pollakowski,1984

<sup>119</sup> Perry and Wiewel, 2005, p.86

spontaneously and having ways for spreading in certain points, can engender an interface in the city where the new possibilities can be converted into a net for the efficient and dependable relations with the city.

#### **4.2.2.Spatial Relations of University (City-Urban University, Campus University) and City**

There have been universities locating in different part of the city center as urban-city universities. In some cases these urban universities have direct interactions with the city. But in some cases the university closes its door and live in an area isolates itself from the city. In both cases the effect of the university on the spatial characteristics of the surrounding area exists. In this part of the study the effect of the university on the spatial characteristics of the city space deals with through examining some selected universities in Europe and USA.

##### **4.2.2.1. An Example in Europe (Relation between Trinity College- University of Cambridge and Trinity Street)**

University of Cambridge which was founded in the beginning of the thirteenth century, one of the early founded university became a model for other academies and universities in history. In Europe, University of Cambridge is one of the good examples for the spatial analysis of the city- university relation. Like Oxford University, University of Cambridge has a system of consecutive quadrangles that link up with the town of Cambridge. University of Cambridge with its over 18.000-student population and 31 self-governing and independent colleges with their own property and income contributes the character of the urban culture of the city. Clark states that: *"Some towns built their economies around more specialized education: Oxford, Cambridge each contained several hundred university students and staff whose economic*

*and political power could be considerable.*"<sup>120</sup> Because of this the city and university "grown together gradually" and the units of the city and the university intertwined as they are the part of this city system.<sup>121</sup> Especially the relation between Trinity College (1546), which is a part of University of Cambridge, and The Trinity Street has an indistinguishable relation. The planning types of the college around quadrangles can be defined as; "such islands, enclosed by walls and buildings, sometimes entered by a court from the street, expressed that need for solitude, protection, sanctuary."<sup>122</sup> In addition to its protected feature, in some part of the area the streets are part of the college. Along the Trinity Street, coffee shops, stores have been locating in the ground floors. In history it was stated that, "Scholars could not only visit famous colleges but also attend the plentiful coffee-houses to admire 'the chief professors and doctors, who read the papers over a cup of coffee, and converse on all subjects', as a German traveler noted approvingly in 1710."<sup>123</sup> And the upper parts of the buildings are used for the accommodation of the students. Alexander defines this situation as; "In many cases the actual fabric of the street buildings melts into the fabric of the old college buildings so that one cannot be altered without the other."<sup>124</sup>

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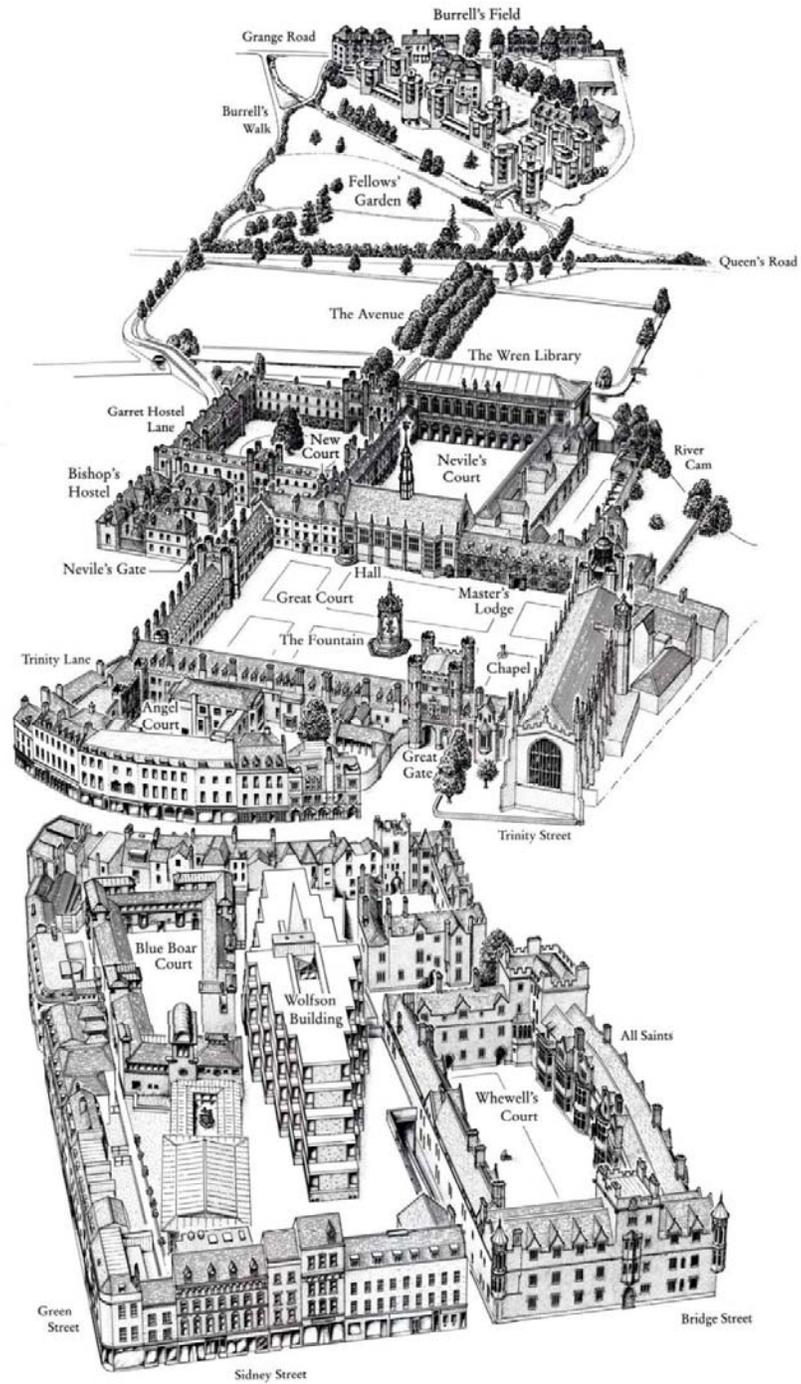
<sup>120</sup> Clark, Peter, 2000, *The Cambridge Urban history of Britain volume II 1540-1840*, Cambridge, U.K.; New York : Cambridge University Press, p-185

<sup>121</sup> Kolson, Kenneth, 2001, *Big plans : the Allure and Folly of Urban Design*, Baltimore : Johns Hopkins University Press, p-174

<sup>122</sup> The culture of the cities, lewis mumford, p-37

<sup>123</sup> Clark, Peter, 2000, p,39

<sup>124</sup> Kolson, Kenneth, 2001, p.174



©Trinity College, 1996  
 Drawn by Jeremy Bays, Art-Work-Shop, PO Box 389 Cambridge CB3 0SA.

Figure 4.1. Aerial view of Trinity College University of Cambridge  
 Drawn by Jeremy Bays, Art-Work Shops, Cambridge



Figure 4.2. A view from the Trinity Street

Source:<http://www.flickr.com/photos/neorelix/401006135/>

#### **4.2.2.2. An Example in USA (Relation between University of Michigan and Ann Arbor)**

The buildings were designed side by side in a compositional order. Rectangular sites were the basic plan typologies again and the most important uses of campuses were designed on the shorter sides of the rectangular sites. 19<sup>th</sup> century American campus defined itself as a group of neoclassical type of buildings where the central area became shut in by successive rings of these developments.

In USA, the relation between Michigan University which was established in 1817 and Ann Arbor, town of university, is an example for investigating the spatial relation between university and the city. Ann Arbor which is a livable city in USA with its 180-year history, the affect of university on cannot be hidden. Michigan University with its 40.000-student population has 4 campuses and one of them is locating in the

city center which is the campus examined in this study. In the town, there have been many different activities full with culture and education and recreation. Michigan University characterizes Ann Arbor as “always part of the conversation about America’s great university towns.”

As stated before university is an element in the city for changing its surrounding and creating the interface area. The inhabitants of both sides can benefit from the relation between the city and the university. According to Oktay, the answer for the relation between city and university can be varied. She states that:

*“For each city (and university) different answers can be found to the questions how an institution of higher education develops relationships with the city and what changes this brings about since every place has its own distinctive historical, geographical cultural, social and institutional structure. At the same time this relationship is affected by the position of a university with respect to the city; that is whether it is situated within or outside the city, its planning, and the city’s size.”<sup>125</sup>*

The intertwinement of the university and city creates an environment where the intellectuals are surrounded by a city space with an identity. Michigan University has positive contribution to the city. Oktay states about the relation between Michigan University and the city Ann Arbor that;

*“...relations between Michigan University and the city of Ann Arbor stand out as an extremely favorable and unusual model. We can examine the many ways in which Michigan University has played a pioneering role for the city and region, and made a positive impact on physical and social life in Ann Arbor under four headings: good planning and good environmental design, emphasis on environmentalist approaches, support for the cities*

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<sup>125</sup> Oktay, Derya, 2007, January, Yapi, İstanbul: p.47

*social and cultural life, and contributions to the city's economy."*<sup>126</sup>

The surrounding of the central campus of University of Michigan, the historical dwelling units have harmony with the historical buildings of the, university and the recreational activities. A pedestrian axis located in the middle of the Central Campus of University of Michigan, called "Diag" is the center for socialization. Any type of student activity takes place in this area like concerts, sportive activities etc.

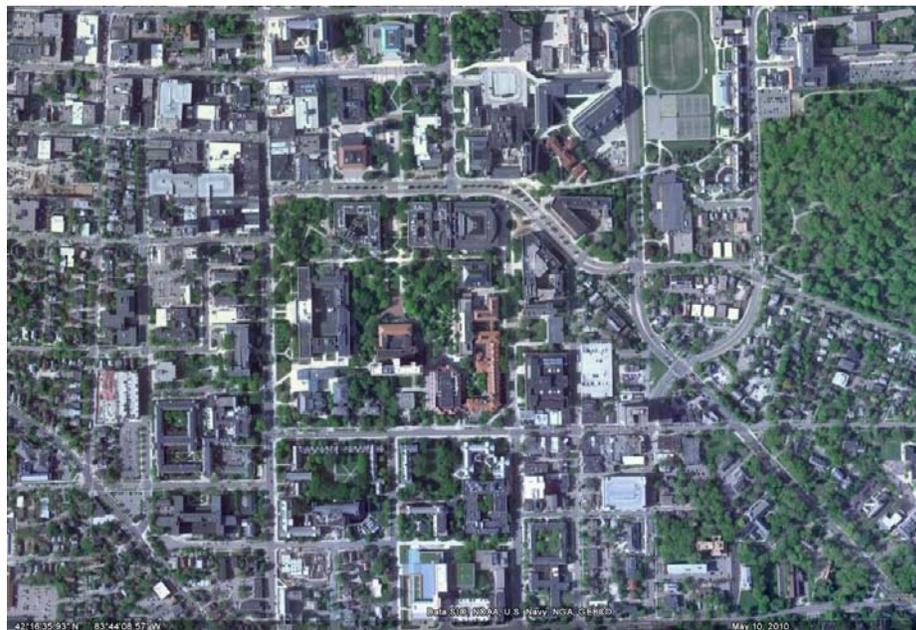


Figure 4.3. Site plan of University of Michigan (Central Campus)

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<sup>126</sup> Oktay, 2007, p.47



Figure 4.4. A view of University of Michigan and Diag

As a result, in Ann Arbor the existence of University of Michigan and the intertwining of these two domains create an area for pedestrians and full with activity. Ashihara told about the urban universities in United States and the relation with it's the city in the book *The Aesthetic Townscape*. He states that;

*"In universities in the United States, the streets of the surrounding town often pass through the campus itself; you may find yourself on the campus one moment and in a residential section of the town the next. The university buildings face the street, each with its own numbered address."*<sup>127</sup>

The tendency the university having direct interaction with Ann Arbor creates the spaces related with the university and intellectual population. For example, the ratio of the number of bookshops to the

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<sup>127</sup> Ashihara, Yoshinobu, 1983, *The Aesthetic of Townscape*, Cambridge, Mass.: MIT Press, p.19

population in Ann Arbor is in the highest rank in USA. University of Michigan is an institution supporting the cultural and educational life in Ann Arbor. Especially the pedestrian area "Diag" is a space for these activities in addition to the bookshops, cafes locating in the surrounding buildings. Oktay argued about Ann Arbor that; the thing make a city livable and qualified is not the unity of attractive buildings designed separately from each other. A building is a place uniting the various functions and users in a harmony, and this harmony is apparent in Ann Arbor.<sup>128</sup> The pedestrian area and the direct interaction with the city blend the two domains.

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<sup>128</sup> Oktay, 2007, p.43

## CHAPTER 5

### **UNIVERSITIES IN TURKEY (CASE STUDIES – ANKARA UNIVERSITY and MIDDLE EAST TECHNICAL UNIVERSITY)**

The city-university intercourse and the occurrence of the interface area between these two entities in Europe and USA have been looked through in the previous chapter by examining the selected examples of these areas. In this chapter the relation between the city and university in Ankara will be considered over the specified university campuses and their interfaces in the urban realm. The main aim of this chapter is to examine the interfaces within the city of the four selected university areas, including both the city-urban and campus universities locating in Ankara. The selected areas for this study are the vicinity of *Ankara University Tandoğan Campus*, *Ankara University Cebeci Campus* and *Ankara University Faculty of Agriculture and Veterinary (Dışkapı) Campus* and the vicinity of *METU* campus.

The analysis of these areas of this study is based on interviews with the students, academicians, and the people working and living in these areas. In addition to the interviews, detailed analysis of university records, public documents of the universities are the other elements that the study is based on. For understanding the developments and changes in urban space, it is crucial to investigate the space in terms of the historical and short-term perspectives.<sup>129</sup> Therefore, before

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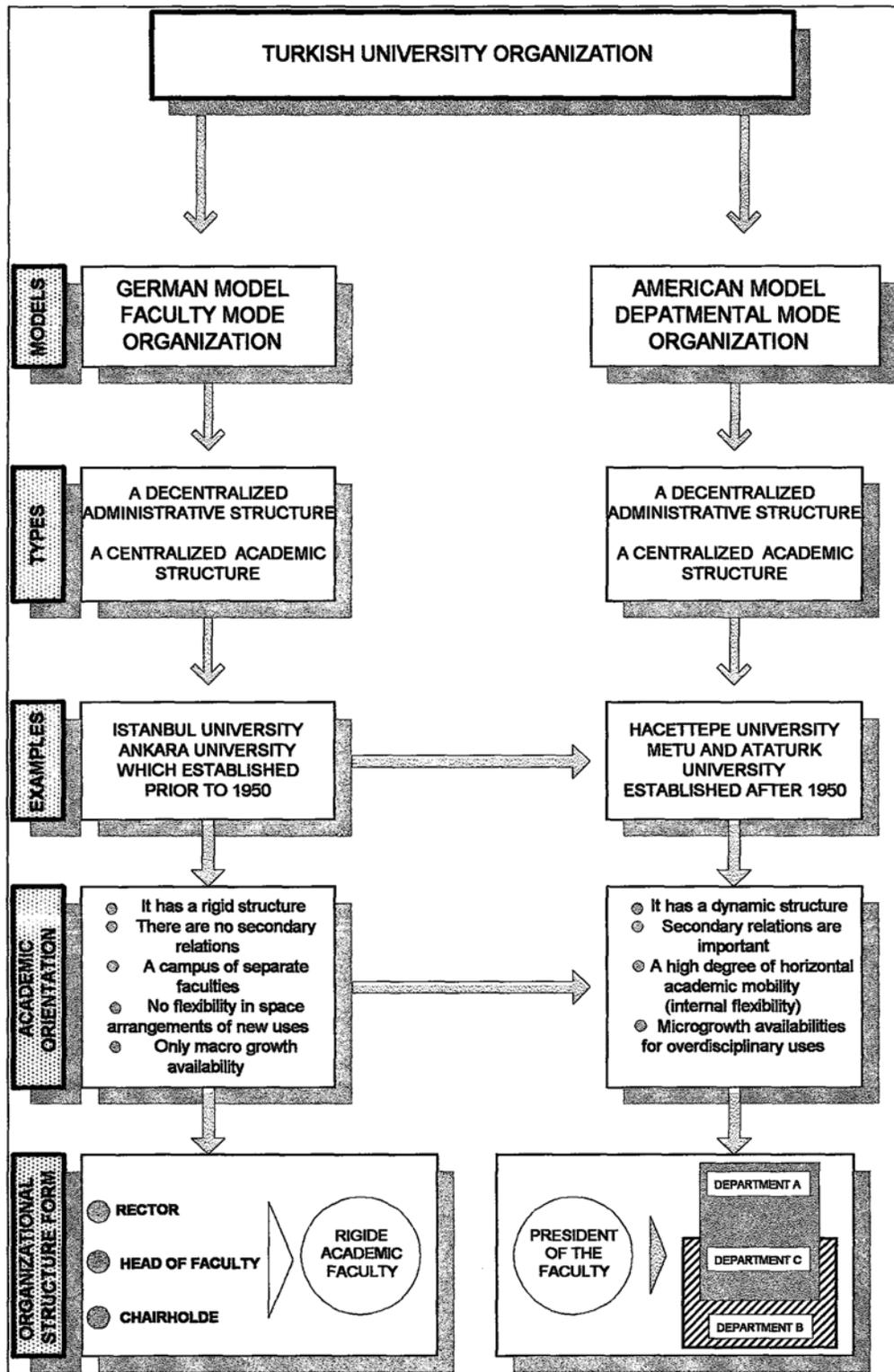
<sup>129</sup> Madanipour, Ali, 1996, *Design of urban space : an inquiry into a socio-spatial process*, New York: Wiley, Chichester , p.218

examining the relation and the formation of the interfaces of the selected universities in Ankara, it is worthwhile to touch on the historical development of university and some other marked University-City relations briefly in Turkey and then, the mutual improvement of university and Ankara by examining the development plan of the capital city.

### **5.1 A General View to the Historical Development of University in Turkey**

Education is one of the major considerations for a country for developing the country in technological, scientific areas with the countries own culture, ideology and potential. This mission was accepted in the history of education in Turkey. Therefore after the declaration of Turkish Republic, the country left the Ottoman type of higher educational institutions which were mainly based on theological education till the 18<sup>th</sup> century and then westernization duration started in those institutions. In modern Turkey, in different periods German and American types of universities affected the development of this newly born country's higher education institutions according to the political relations with these countries.

Table 5.1. Table of Turkish University Organization (Zengel, 1998, 17)



After the Second World War, In Turkey the populations in the rural and urban areas growths were in their regular speed. The acceleration of the urbanization of the newly born republic ascended. As, urbanization was not only an increase in the population but also a process of transformation in respect to economic, social, cultural and spatial contexts, with urbanization, people constitute new societal relations, communities organized in administrative and the way of life's point of view.<sup>130</sup> In this complex structure of the urban space, university was one of the major communities, producing knowledge. Developments in sociological, cultural and political fields caused changes in the approach to the higher education. In addition to the universities in Ankara and Istanbul, the government decided to found new universities to the other cities of the country. The university system of America entered to the Turkish higher education system as America used the universities to spread its cultural and political ideologies in the Cold-War Period against USSR which was the other powered country of that period. By this way, the spatial organization of universities changed and the idea of American University with Campus model was concretized by the foundation of METU in 1956.

In 1970, there were requests from the inhabitants of the big cities for the foundation of universities to their regions, as universities affected the economical, social and spatial structure of the cities in positive way and these people desires to benefit from these advantageous situations.<sup>131</sup> In addition to its economical effect, universities have cultural and social effect on the society. Therefore founding university in undeveloped area was a politics of Turkey in 1960s and 1970s. On this issue according to the 7<sup>th</sup> National Education Council done in 1964 it was stated that; corporation with S.P.O. (*State Planning Organization*), it can be possible to benefit from the existing

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<sup>130</sup> Sencer, Yakut, 1979, *Türkiye'de Kentleşme*, Ankara: Kültür Bakanlığı Yayınları, p.3

<sup>131</sup> Keleş, Ruşen, 1972/12, *Mimarlık*, Ankara: Mimarlar Odası, p.26

intellectuals and to train new intellectuals and technicians, if new attractive centers, especially universities are founded in places with social, economic and cultural facilities, in respect to the regional planning principles.<sup>132</sup>

The number of university has been increased and different types of universities have been emerged in different spatial contexts, in the Turkish Higher Education history. The relationship between *Anadolu University* and Eskişehir is a gratifying example for this issue. Anadolu University which was founded in 1958, locates in the city within two campuses one of which is a part of city center. As university is a generator of knowledge, activity and relations with the city, being in a city engenders inevitable relations and interface between the two domains. The interplay between *Anadolu University* and Eskişehir effectuates its own interface where the influence of the university can be seen in the economic, social and spatial life of the city. The university has been offering variable services like cultural activities and keep alive the economy of the city by the population of the university and the fundamental needs of them. Because of the effects of *Anadolu University* on the social, economic and spatial life of Eskişehir, the city has been called as a city of university.

Besides *Anadolu University*, the relation between Ankara and *Hacettepe University* in Hamamönü District, and the emergence of the university in a settled area by destructing the existing pattern, forms another remarkable relationship for investigating. In this area, a large part of the existing settlement had been torn down while constructing the campus of *Hacettepe University*. In the first stage, the university seized the Hacettepe Park proposed in the Jansen Plan. Cengizkan states that "Esenpark was removed for the construction of Altindag

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<sup>132</sup> Keleş, Ruşen, 1972/12, *Mimarlık*, Ankara: Mimarlar Odası, p.29

Municipality and Hacettepe Park was destroyed by University buildings. Thus, one of the green axis of Jansen remained just as a proposal and even two parks created on the beginning and on the end points of the axis were destructed".<sup>133</sup> Expropriation of the land started in 1965 and extended till 1972. During this period small scale buildings gave their place to huge hospital buildings. A small remaining portion of the old settlement was restored by Altındağ Municipality. Economically, this small settlement is dependent on the University as a big portion of the clients of the economic life of the area is coming from the university. It can be said that the domain which caused the destruction of the district, nowadays provides the essential support for the economic survival of the district. This area proceeds as an interface between *Hacettepe University* and Ankara. In addition to its identity of being an old settlement of Ankara, the area has gained the identity of being an interface between the university and the city by converting the houses into cafes, restaurants, stationeries, photocopy centers.

On the other side of *Hacettepe University*, another type of interface has been formed because of the influence of the identity of being a medical institution. Therefore, the medical units can be observed, as *Hacettepe University* Faculty of Medicine and *Ankara University* Ibn-I Sina Hospital are located in this area. In this part of the city numerous pharmacies, medical shops and laboratories can be observed and the affect of being hospital is more apparent and dominant than the affect of being university.

In addition to them *Bilkent University* and its surrounding has a different relation. This differentiation from the other examples of University City relations comes out, as the organization of the university and its surrounding is designed as a part of a whole body supporting

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<sup>133</sup> Cengizkan, Ali, 1994, "*Bir Baskentin Yıkılışı*" in *Bir Baskentin Oluşumu*, Ankara: TMMOB Mimarlar Odası Ankara Şubesi Yayınları, p.86

each other. The location of the university has also contributed to this type of development in the area. *Bilkent University* was founded in 1984 in an area 12km distance from the city center.

The periphery of *Bilkent University* includes all the facilities like shopping centers, residences whose inhabitants can need. Bilkent Center, a commercial center and Bilkent Housing Communities were constructed in the periphery and Bilkent Cyber Park was founded in Bilkent University. Bilkent District behaves as a sub-center that contains all activities for the inhabitants of the area.

## **5.2 Examining the History of Universities in Ankara through the Development Plans of the City**

*"Capital city is the sign of the hopes and the mirror of the expectations. For this reason, the physical image of a capital city has a curial importance. This physical image has been the reassurance for the continuity of the liveliness of the nationality".*<sup>134</sup>

Ankara had the mission of being an indispensable transitional area for centuries. After it gained the title of the Capital of newly born Turkish Republic, a new period started for the city. Gönül Tankut states that creating a new capital city of the country has a symbolic meaning on the way of national unification. In addition, it was expected from the new capital city of Turkish Republic to provide the modern settlements which were essential for modern life.<sup>135</sup> Therefore, the issue of the planning of the city was important as it was a model for the other parts of the new country and Tekeli summarized this tendency as the success

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<sup>134</sup> Tankut, Gönül, 1990, *Bir Başkent'in İmarı, Ankara (1929-1939)*, Ankara: ODTÜ Yayını, p.9

<sup>135</sup> Ibid., p.9

of the development of the new capital Ankara was also the success of the new regime.<sup>136</sup> Also Cengiz Çakan and Yusuf Okçuoğlu states in their article published in 1977 that City of Ankara had an important mission to present the new regime and make the citizen of new country and the other countries to accept the new regime. And they continue that the young government of Ankara equated the success of the construction of Ankara with the success of the regime.<sup>137</sup>

Ankara, which has been the capital city of a newly born Republic of Turkey since 1923, has been going on a gradual development for becoming a suitable capital city of the new country. International competitions were arranged by the government of Turkish Republic for the design of the big cities and made the major planners of the period come to Turkey.<sup>138</sup>

### 5.2.1 Lörcher Plan Period

It has been known that, Lörcher Plan made by the German Planner Carl Christoh Lörcher in 1924 and he made an addition in 1925 by designing Yenışehir area. These plans were the first plans of Ankara defining the development of the city between 1923 and 1929.<sup>139</sup> In addition Günay portrayed Lörcher Plan as a plan guiding the development of Ankara till 1931 that the Jansen plan had been started to apply.<sup>140</sup> This plan had been proposed regeneration in most part of

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<sup>136</sup> Tekeli, İlhan, 2006, "Kent Tarihi Yazımı Konusunda Yeni Bir Paradigma Önerisi" in *Cumhuriyet'in Ankarası*, Ankara: ODTÜ Geliştirme Vakfı Yayıncılık, 7

<sup>137</sup> Çakan, Cengiz and Okçuoğlu, Yusuf, 1977/3, *Mimarlık*, Ankara: Mimarlar Odası, p.42

<sup>138</sup> Tekeli, p.7

<sup>139</sup> Cengizkan, Ali, 2006, "1957 Yücel-Uybadın İmar Planı ve Ankara Şehir Mimarisi" in *Cumhuriyet'in Ankarası*, Ankara: ODTÜ Geliştirme Vakfı Yayıncılık, p.25

<sup>140</sup> Günay, Baykan, 2006, "Ankara Çekirdek Alanının Oluşumu ve 1990 Nazım Planı Hakkında bir Değerlendirme" in *Cumhuriyet'in Ankarası*, Ankara: ODTÜ Geliştirme Vakfı Yayıncılık, p.67

the existing city. It had defined the foundation of new central functions of Ulus and Kızılay. (Figure 5.1) As the plan mainly dealt with the planning problem of the central urban space of Ankara, the issues related with higher education were not considered.

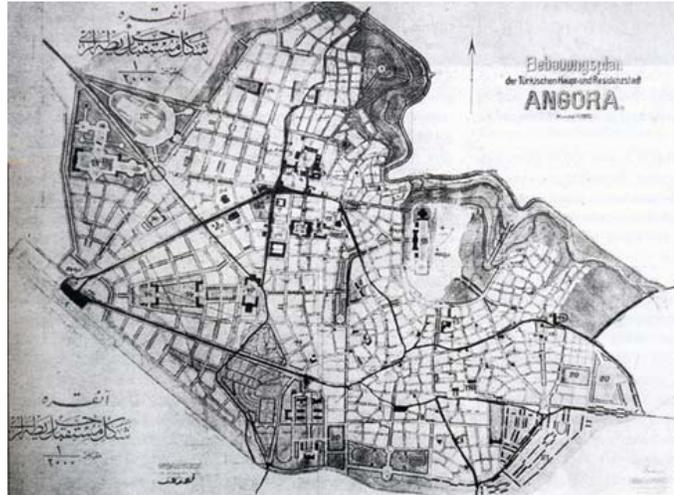


Figure 5.1. Lörcher plan, 1924

### **5.2.2. Jansen Plan Period (1931-1937)**

Jansen Plan became the development plan of Ankara, in 1927 the competition organized for the planning of the capital city Ankara was won by the German Architect Herman Jansen's project in 1932 and it was inured as the first plan and a forerunner of the period in Turkish Republic.

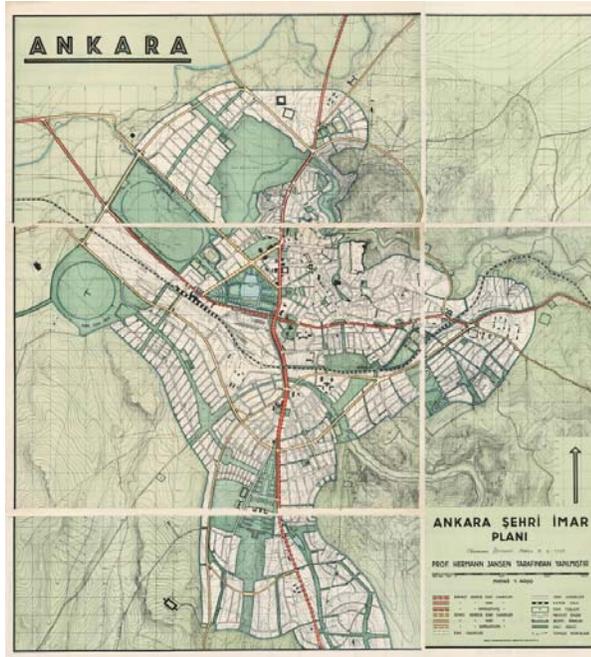


Figure 5.2. Jansen plan, 1932

The topics of the plan were: urban aesthetics, economy and health, land use and transportation, density of the city and a reserved area was allocated for the development of the city (Tankut, 1993, 79).<sup>141</sup> In addition to planning of the urban space of the new capital as “its *physical image has been the reassurance for the continuity of the liveliness of the nationality*<sup>142</sup>”, education is the other important issue for the society and the nationality to be considered. In Jansen plan this consideration was taken into account and an area for higher education was determined in Cebeci District. *Ankara University* Faculty of Political Science (1938) and Faculty of Law (1940) were built in that area. İnci Aslanoğlu has made a quotation from the journal of Times in 26<sup>th</sup> January 1935 about the schools in Turkey. She cited that “in addition to the development of the city Ankara, there was a progress in cultural and educational areas. Therefore, school of medicine, school of law, and

<sup>141</sup> Tankut, Gönül, 1990, *Bir Başkent'in İmarı, Ankara (1929-1939)*, Ankara: ODTÜ Yayını, p.79

<sup>142</sup>Ibid., p.9

veterinary institutions were made up of the beginnings of the universities".<sup>143</sup>

According to the Jansen plan report it was stated that, the Higher Educational Area was not include the higher Agricultural School and that school was located in the periphery of the city on the Keçiören Avenue, as this type of school need extra fields for experimental gardens.<sup>144</sup> In addition it was discussed about that, there were many old buildings locating in the both sides of the Avenue in the direction of Kayseri and the location of the higher educational area in the western part of Cebeci would make changes in the area.<sup>145</sup> On the other hand, there were no further information about those changes in the report and plan.

### **5.2.3. Uybadin-Yucel Plan Period (1957-1969)**

Between the years 1945 and 1950 the process of entering the Multi-party system caused a new political era in Turkey. While the country was developing in the political arena, the rapid growth in the capital city of Turkey made the development plan insufficient for the city, as the settlement of the center had already reached the boundaries of that plan. Making a new development plan became an obligation, because of the unplanned expansion. Therefore, in 1955 a new competition was organized for that job. Then, Rasit Uybadin and Nihat Yucel won it and undertook the planning of Ankara.

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<sup>143</sup> Aslanoğlu, İnci, 1880, *Erken Cumhuriyet Dönemi Mimarlığı*, Ankara: O.D.T.Ü. Mimarlık Fakültesi Basım İşliđi, p.52

<sup>144</sup> Jansen, Hermann, 1932, *Jansen Plan Report*, p.20

<sup>145</sup> *Ibid.*, p.43

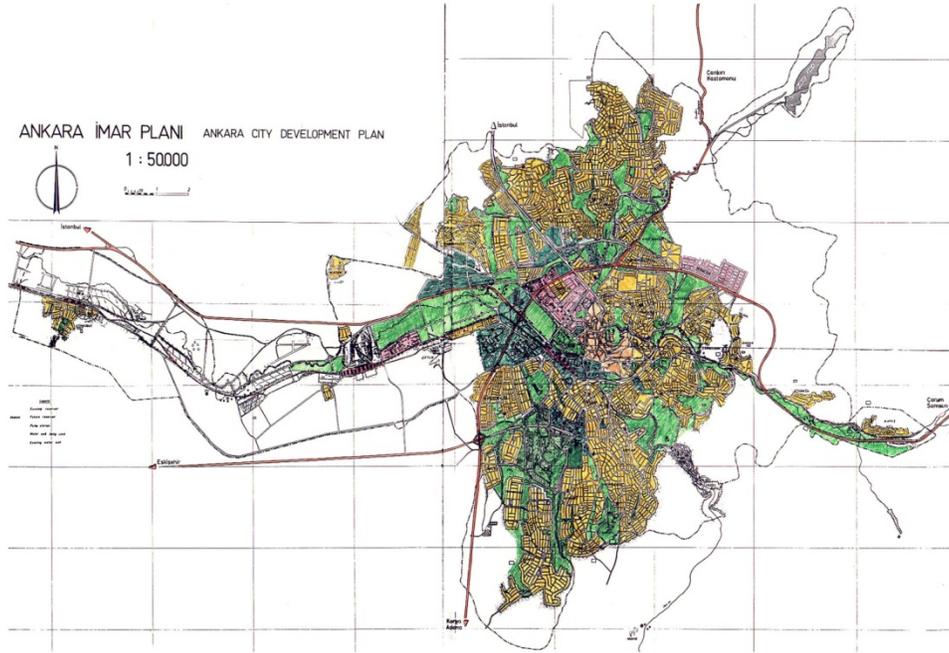


Figure 5.3. Uybadin - Yucel Development Plan, 1955

Günay thinks about this development plan that it does not have any strategy about the city center and the relation between the two center Kizilay and Ulus, provided by the Atatürk Boulevard.<sup>146</sup> There has not been any alternative way for making the connection between the two centers. And also there has been no idea about the illegal constructions and squatters. Besides it has been proposing a simple plan with low storey buildings in rectangular building plots. In this development plan also higher education was considered and 226-hectare area was reserved for the higher education institutions. In this plan, it has been stated about the surrounding of *Ankara University* Cebeci Campus that; a university building, houses for students and academicians were proposed in the area through Aktepe occupied by the squatters, locating in the background of the Faculty of Political Sciences

<sup>146</sup> Günay, Baykan, 2006, "Ankara Çekirdek Alanının Oluşumu ve 1990 Nazım Planı Hakkında bir Değerlendirme" in *Cumhuriyet'in Ankarası*, Ankara: ODTÜ Geliştirme Vakfı Yayıncılık, p.81

and the Faculty of Law.<sup>147</sup> About the technical university (*Ankara University Faculty of Science*) it was stated that; the area which was determined as the area of the technical university locating between the railway and art schools was suitable for the establishment of it. In this area not only technical university, faculty of science and the related faculties but also, academy of fine arts and art museum would be established. Dwelling units of the academicians and students was arranged in the rear part of the area. Besides, the areas about the technical schools and faculty of Medicine were determined for answering the spatial needs of these institutions in Ankara.

#### **5.2.4 Ankara 1990 Master Plan (1969-1984)**

Ankara Metropolitan Area Master Plan Bureau prepared the Master plan project, as a conclusion of a comprehensive survey in Ankara prepared for 5-year period between the years 1970-1975. It was a structural plan and sectoral project packets like mass housing, industry, institutional-regional development projects was formed it.<sup>148</sup>

In this project the services in the urban scale was defined as the services serving for the whole city and also the periphery of the city and sometimes the whole country such as universities, higher education institutions.<sup>149</sup>

About the institution of higher education it was expressed that; Ankara was a specialized city in respect to the Higher Education

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<sup>147</sup> Uybadin, Raşit and Yücel, Nihat, 1973, *Ankara İmar Planı Raporu*, Ankara: p.11

<sup>148</sup> Bademli, Raci, 1982, *Ankara'da Kent Planlama Deneyi ve Ulaşılan Sonuçlar*, in *Ankara 1985'den 2015'e*, Ankara: p.109

<sup>149</sup> T.C.İmar ve Iskan Bakanlığı Planlama ve İmar Genel Müdürlüğü. Metropolitan Planlama Dairesi Başkanlığı, *Ankara nazım plan semasi raporu- (1970-1990)*, Ankara: Ankara Yüksek Teknik Öğretmen Okulu Matbaa Atelyesi , p.316

Institution in Turkey. In 1970, the number of the student in the higher education institutions was nearly 40.000. This specialization in the educational area was a result of being a capital of the country. In Ankara the higher educational institutions in the urban area was portrayed as being congested without sufficient spaces in the urban pattern of Ankara except the two extensive university campuses. Therefore ANPB considered these circumstances and the increasing needs of the universities and allocated 888-hectare area in the newly developing areas. These areas were Etimesgut-Baglica Village with 623-hectare and the rear part of Beytepe Village with 265-hectare proposed for higher education.<sup>150</sup>

### **5.2.5 Ankara 2015 Macroform Scheme**

In 1986, research group of METU City and Regional Planning Department proposed a research about Ankara for defining and examining the developments and constituting the principles of the transportation system project of the city till 2015. The aim of this Scheme was the decentralization of the city. In this scheme the situations of the institutional usages in the future were examined. It was stated in this plan that; the public buildings and areas would become an important design tool for the macroform of Ankara stretching to 2000s. On the other hand, educational, cultural, health and research institutions and campuses which were categorized as functions apart from the Central Governmental functions would be a tool for the decentralization of the settlement pattern of the metropolitan area.<sup>151</sup> In addition, it was meant that the variation and the selection of the places of the

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<sup>150</sup> T.C.İmar ve Iskan Bakanlığı Planlama ve İmar Genel Müdürlüğü. Metropolitan Planlama Dairesi Başkanlığı, *Ankara nazim plan semasi raporu- (1970-1990)*, Ankara: Ankara Yüksek Teknik Öğretmen Okulu Matbaa Atelyesi , pp.374-375

<sup>151</sup> Altaban, Özcan, 1982, *Kamu Yapıları Yer Seçim Süreçleri*, in *Ankara 1985'den 2015'e*, Ankara: p. 45

institutional usages would contribute to the socio-economic structures to become heterogeneous in the developing areas.<sup>152</sup>

### **5.2.6 Ankara 2023 Plan Schema (2003-2023)**

In Ankara 2023 Plan Schema, current situations of the universities of Ankara are examined by comparing the other universities in Turkey. In this plan scheme the part about the higher education in Ankara reveals that, Ankara is in the first rank with its educated population in high level, in Turkey. In the plan report, it has been stated that the student population in Ankara in the 2005-2006 semester was 290.636 and this number was consisting of the % 18.61 portion of the student population of the whole country. The numbers of the students attending the state universities are 242.267 and 48.369 attending the private universities in Ankara.<sup>153</sup> Universities in Ankara have great impact on the development of the country in respect to the scientific and technological researches in addition to the population of university students. Nearly % 25 portions of the academicians in Turkey teaching at the universities in Ankara and this portions reveals the importance of the universities of Ankara for the higher education of the country.

The tendency of the higher education institutions composing campuses and selecting areas in the periphery of the city is supported in this plan schema. On the other hand, some parts of the universities related with medicine and social life can be supported to locate in the city center with preparing management plans including access and circulation etc. components. In addition, in this part about the strategies of sectors, it is proposed that the universities in Ankara, city of science

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<sup>152</sup> Altaban, Özcan, 1982, *Kamu Yapıları Yer Seçim Süreçleri*, in *Ankara 1985'den 2015'e*, Ankara: p. 45

<sup>153</sup> Ankara Büyükşehir Belediyesi İmar ve Şehircilik Dairesi Başkanlığı, 2006, 2023 Başkent Ankra Nazım İmar Plan Raporu Ankara2023, p.344, [http://www.ankara.bel.tr/AbbSayfalari/ABB\\_Nazim\\_Planı/rapor/7-sosyal-yasam.pdf](http://www.ankara.bel.tr/AbbSayfalari/ABB_Nazim_Planı/rapor/7-sosyal-yasam.pdf), (accessed in June 21, 2010)

and technology, should constitute technology centers cooperation with industry, present new fields for the urban economy. There should be done cooperation with the universities for the training of the required workers of these production processes.<sup>154</sup> For the spatial strategies it is decided to constitute university, research and techno park areas in the different points of the city. For this target;

a. Research areas are determined in the northern corridor; round Susuz and Güvercinlik airport, in the eastern corridor; around Lalahan, in the south-west corridor, southern corridor; İkizce, Esenboğa Highway, Karapürçek and Temelli

b. University areas are determined in Southern corridor; Karagedik, Northern corridor; Kazan, South-Western corridor; around Yurtçu.<sup>155</sup>

Additionally, in this plan it has been stated that the public buildings chose their areas around Eskişehir and Konya highway with their open areas. Especially, the campus area of METU is defined as an open area with its forest in the south-western corridor of the city and suggested to protect as an open area.<sup>156</sup> In this city of universities, Ankara, the university campuses are one of the major components of the open-green area system of the city. Therefore the campus type of universities is supported in this plan report.

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<sup>154</sup> Ibid., p.365

<sup>155</sup> Ibid., p.366

<sup>156</sup> Ibid., p.278

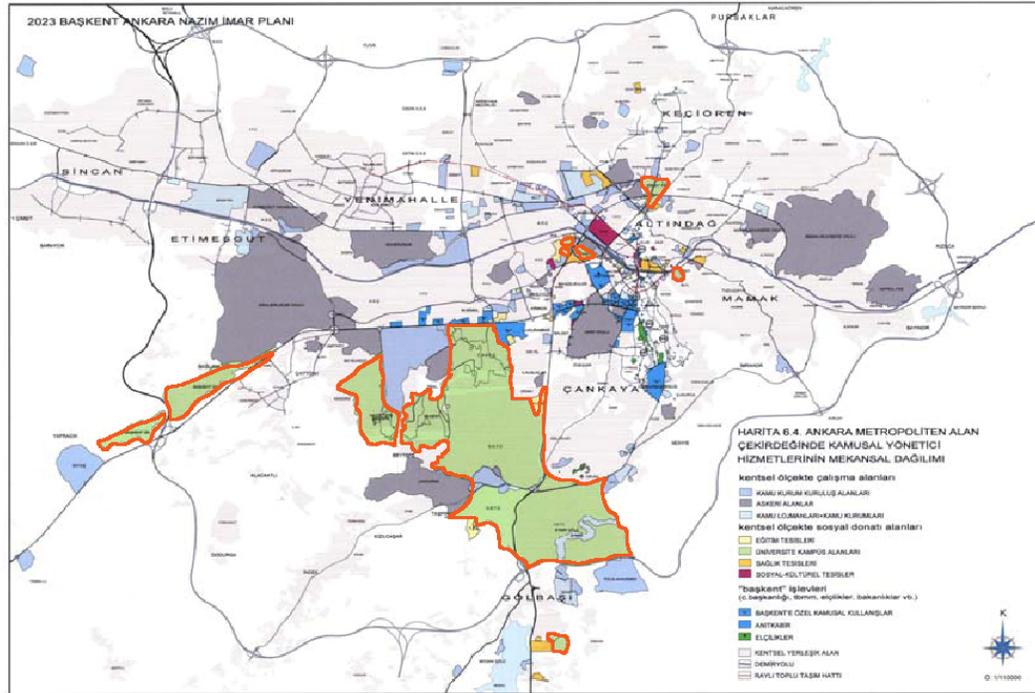


Figure 5.4. Ankara 2023 Plan Schema (2003-2023); Displaying the university areas

### 5.3. *Ankara University* Urban Campuses and the Formation of the Interface with the City Ankara

History of *Ankara University* has parallelism with the history of the Republic of Turkey. *Ankara University* had been founded by Atatürk in 1925. The first faculty of the university has been the School of Law, also the first higher educational school of the newly born Turkish Republic, was opened to educate jurists for a new restructuring of the law. In addition, in 1933 the Higher Institution of Agriculture had been established to serve the farmers of the Turkish Republic. In 1943 *Ankara University* Faculty of Science had been opened. The reason why this faculty had been opened was the idea of founding a technical university in Ankara in those years.

In this study, as stated before the case studies include the Cebeci campus of *Ankara University* including the Law School, the first faculty of Turkish Republic and Tandogan Campus including the Faculty of Science and The Campus including Agriculture and Veterinary Faculties and their interface areas formed in the intersection area of the city. These urban campuses of Ankara University and their vicinities, and their impacts on the formation of the interface between these universities and the city are examined in their own contexts as they have their own characteristics and histories. Firstly the urban campus of Ankara University in Cebeci and its surrounding, secondly the Tandogan Campus and its vicinity Mebusevler District and thirdly the relation between the Campus of Faculty of Agriculture and Veterinary and the near environment of the university campus will be investigated. (Figure 5.5)

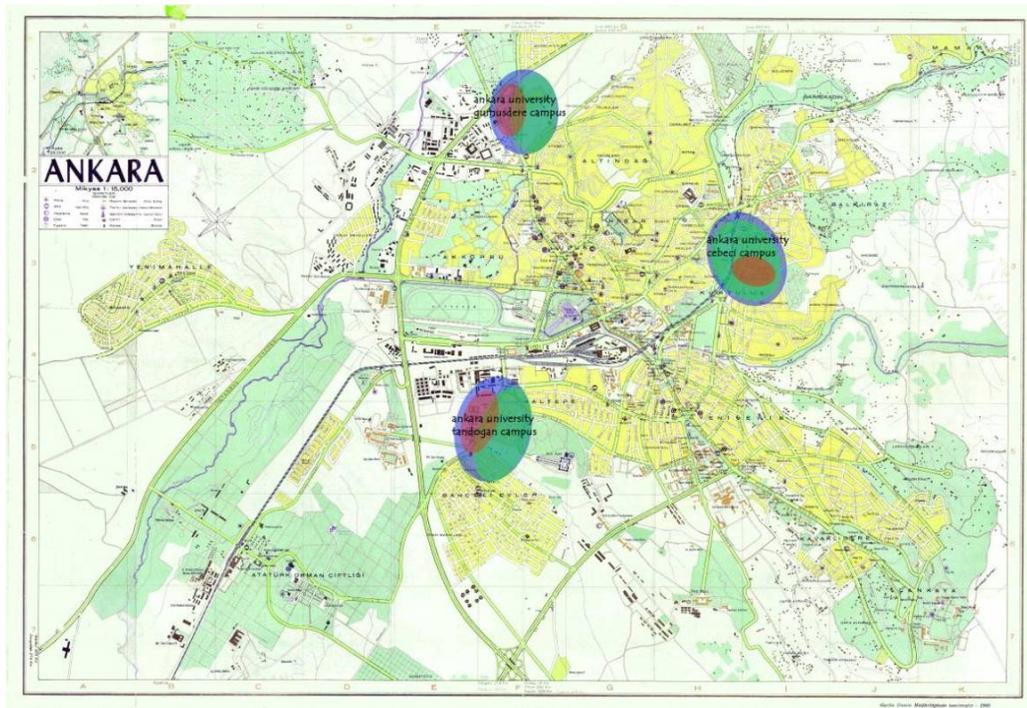


Figure 5.5 the selected three Urban Campuses of *Ankara University* in 1960s

### 5.3.1 Ankara University Cebeci Campus and the Formation of the Interface in the City

#### 5.3.1.1 General Characteristics of the Area in the First Years of the University

According to the Hermann Jansen's plan approved in 1928, Cebeci had been arranged as an urban region for the workers' settlements. As stated before, educational activities had been thought in this area in the same plan (Figure 5.3). If the plan is examined, the educational, sports facilities arranged in the same area for connection with each other. But the railway separates these areas and also obstructs the physical and social connection between these two facilities. Therefore these activities have lived in their own plot and have created their own near environment.

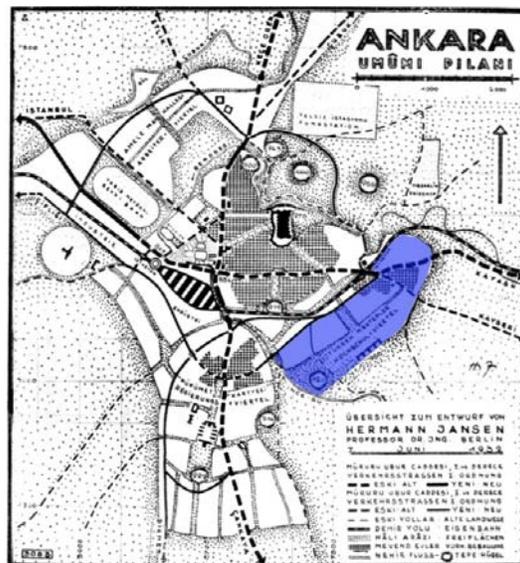


Figure 5.6 University District according to the Jansen Plan in 1928

The contribution of Jansen plan to the city was the development of Cebeci District. The educational activities envisioned in this district

were supported by the establishment of *Ankara University* Faculty of Law, Political Sciences and the Medical School.<sup>157</sup> In 1936 the foundation of the School of Political Sciences designed by Ernst Egli and in 1938, the foundation of Cebeci Secondary School designed by Bruno Taut and Franz Hillinger were contributing the attractiveness of the Cebeci District as a dwelling area.<sup>158</sup>

*Ankara University* Cebeci Campus was founded in 1935 - 1936 with the establishment of the School of Politics which was moved from İstanbul to Ankara by the order of Atatürk. The architect of the Faculty of Political Sciences was Ernst Egli, Swiss architect and urban planner. (Figure 5.5, 5.6) The faculty started education in Ankara and the number of academic staff working in the faculty was only twenty six.<sup>159</sup>



Figure 5.7. A view of Faculty of Political Sciences of Ankara University in 1938 (Atilla Çangır, 2007, volume2, 942)

<sup>157</sup> Günay, Baykan, 2006, "Ankara Çekirdek Alanının Oluşumu ve 1990 Nazım Planı Hakkında bir Değerlendirme" in *Cumhuriyet'in Ankarası*, Ankara: ODTÜ Geliştirme Vakfı Yayıncılık, pp.76-77

<sup>158</sup> Şenyapılı, Tansı, 2004, *Baraka'dan Gecekonduya: Ankara'da Kentsel Mekanin Dönüşümü 1923-1968*, İstanbul: İletişim Yayınları, p.101

<sup>159</sup> Baskıcı, Murat, 2009, *Mekteb-i Mülkiye'den Siyasal Bilgiler Fakültesine 150 Yılın Kronolojisi*, Ankara: p.15, <http://www.politics.ankara.edu.tr/MM-Kronoloji.pdf>, (accessed March 10, 2010)

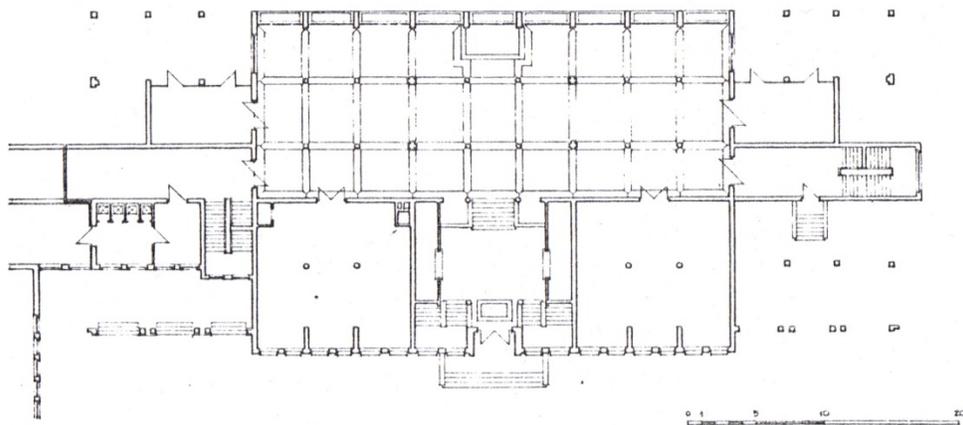


Figure 5.8. Plan of *Ankara University* Faculty of Political Sciences (Ground Floor Plan)

The school of law with its colonnaded entrance was designed in a slopy area, parallel to Cemal Gürsel Avenue by the architect Aptullah Ziya Kozanoğlu and the university started education in 1940. (Figure 5.6)

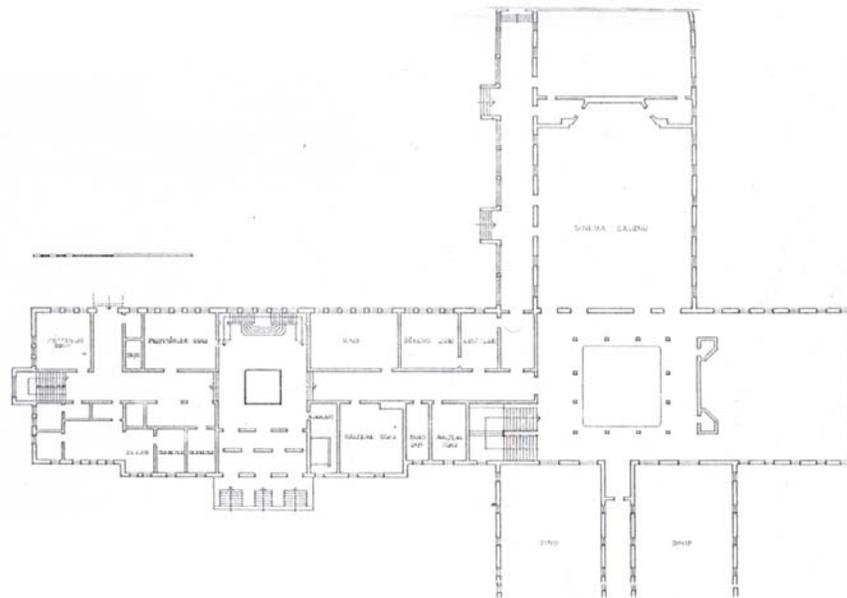


Figure 5.9. Plan of *Ankara University* Faculty of Law (ground and 1<sup>st</sup> Floor plan)

In 1930s the city center did not extent till the area of the Cebeci Campus. Kemal Kurdaş told in the memories about the Cebeci District in 1933 that, the Faculty of Political Science and Faculty of Law had not constructed yet and Cebeci District did not expand to the current area of these faculties.<sup>160</sup> Additionally the photograph taken from the Hamamönü District displays the situation of the period (Figure 5.10). The Cebeci District did not develop and dwelling units were spreaded over the area like the other settlement patterns of Ankara. In 1930, Cebeci started to develop as a dwelling area for middle class.<sup>161</sup>



Figure.5.10. A view of the area of Faculty of Political Sciences of Ankara University and Cebeci in 1930

Source:Atilla Çangır, 2007, Cumhuriyet'in Başkenti, Ankara: Ankara Üniversitesi, vol.2, p.500

After Jansen Plan Period, Uybadin – Yücel plan was approved as the new development plan of Ankara. In this plan it has been stated about the surrounding of *Ankara University Cebeci Campus* that; a

<sup>160</sup> Taylan, Ayşe, 2006, *ODTÜ'yu ODTÜ Yapan Rektör Kemal Kurdaş*, İstanbul: Eymir Kültür Vakfı, p.26

<sup>161</sup> Altaban, Özcan, 1982, *Kamu Yapıları Yer Seçim Süreçleri*, in *Ankara 1985'den 2015'e*, Ankara: p. 126

university building, houses for students and academicians were proposed in the area through Aktepe occupied by the squatters, locating in the background of the Faculty of Political Sciences and the Faculty of Law.<sup>162</sup> But, this suggestion could not be realized. The houses for the students and the academicians were not constructed.

In this period, mechanization in the agriculture decreased the need of manpower and this made the big cities attractive to the agriculturist and accelerated the migration from rural area to the city. By this way, Turkey entered in a period of rapid urbanization. The attractiveness of big cities caused migration and accumulation in these cities. Ankara was one of the major cities affected from this movement. Additionally, it could be seen that, the activities related with administrative considerations proceeded their plentifulness caused ascend in the sectors of construction, service and commercial and rise in the population of governmental employees and migrant from the near cities.<sup>163</sup> Therefore, the population of the city increased and the problem of housing emerged. Because of the insufficient legislative rules the desire of rise in the density of the plots came into question. In Cebeci, for increasing the density in plots, some additional rules were approved and the density level of this area reached 2.5 times higher than the earlier density of the area. By this way the present urban pattern and silhouette of Cebeci was constructed after the tear down-built up process.

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<sup>162</sup>Uybadin, Raşit and Yücel, Nihat, 1973, *Ankara İmar Planı Raporu*, Ankara: p.11

<sup>163</sup> Şenyapılı, Tansı, "Ankara Kentinde Gecekondu Gelişimi", (1923-1960), quoted in *Ankara 1985'den 2015'e*, Ankara:p.30

### 5.3.1.2 General Characteristics of the Area at Present

#### 5.3.1.2.a Existing urban pattern of the interface area

Present situation of *Ankara University Cebeci Campus* is including Faculty of Political Sciences, Faculty of Law, Faculty of Communication, Faculty of Educational Sciences, and Vocational School of Justice. The campus invades 34.500 m<sup>2</sup> areas. In addition to the faculty buildings, there have been a student dormitory, called Milli Piyango Student House with 300-student capacity, a library and a cultural center of the university.

Table 5.2. Population of Ankara University Cebeci Campus in 1936 and 2010

Ankara University Cebeci Campus	Academic Staff	Administrative and Technical Staff	Students	Dorm Capacity
1936	26		Nearly 100	
2010	355	165	Nearly 8000	Milli Piyango Student Dormitory 300

Cebeci campus has been surrounded by Cemal Gürsel Avenue, Yeni Acun Street and Erdem Street in Fakteleler District which are examined as interface area in this study. In the vicinity of the urban-campus there have been two train stations called; Cebeci Train Station and Kurtulus Train station and two metro stations; Kurtuluş Metro Station and Dikimevi Metro Station. Kurtuluş Park, 50.Yıl Park and Hukuk Park have been locating in the near environment of the *Ankara University Cebeci Campus* (Figure 5.11).



Figure 5.11. *Ankara University Cebeci Campus and its environment*



Figure 5.12. A general view to *Ankara University Cebeci Campus*  
Source: <http://www.ilef.ankara.edu.tr> (retrieved Mach 12, 2010)

Until the recent years there had been no boundary around the university buildings; it had direct interaction with the city. The university building behaved as a building of the city like Alexander's idea of the university which should be integrated to the city.<sup>164</sup> Roads around the building were the boundary of the university area. On the other hand, Ashihara explains the universities in the city center in America that they are behaving as a part of the city. "*American University campus is an integral part of the town in which it is located, a kind of external space congruent with the external order.*"<sup>165</sup>

In time, *Ankara University* in Cebeci had to build its surrounding walls to obstruct the entrance to the university campus for security reasons. But as it does not thought as Campus University, these walls

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<sup>164</sup> Alexander, Christopher, 1977, *A pattern language : towns, buildings, construction*, New York: Oxford University Press, , pp.232-234

<sup>165</sup> Ashihara, Yoshinobu, 1983, *the Aesthetic of Townspace*, Cambridge, Mass.: MIT Press, p.19

have not blocked the direct interaction with the city. The interaction between these two domains exists, as in "*urban space, everywhere is interconnected and therefore without physical boundaries.*"<sup>166</sup> As the university has been locating in the middle of the city center from the first decades of the new Turkish Republic, it has been creating its own interface, despite the ignorance of the potential of university during the process of making development plans of the city. The interface area has been created spontaneously by the students, academicians etc. In other words, the inhabitants of the university have been changed the area in accordance with their needs. In the planning process the university, its potential was not taken into account and spaces without the sense towards the university had been created.

Along Cemal Gürsel Avenue neighboring buildings consist of the urban fabric of the area. In these buildings, generally ground floors of the apartments are used for economic activities and the upper parts are used as residences.

#### **5.3.1.2.b The Users of the Interface Area**

In time, with rapid urbanization and the migration to the big cities created the needs for space. This need provided by construction new dwelling areas or increasing the density of the plots by making new development plans, as stated before. In this wise, the city center of Ankara expanded and embraced the Cebeci District and converted it as a part of city center and made *Ankara University Cebeci Campus* as a landmark in this city space. In addition to the increase in the population of the city inhabitants, foundation of new faculties and the increase in the population of university inhabitants have made Cebeci District to gain a new identity. Especially in the near environment of the university, the major group, living in, is the students from the *Ankara University*. In

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<sup>166</sup> Banz, George, 1970, *Elements of Urban Form*, New York: McGraw-Hill, 13

addition the people from university, families also lived in that area as they easily access to the transportation facilities and social equipments of the city. The other users of the area are the small business owners who earn money running a book-store or a café or a market etc. in Cebeci. But the life in Cemal Gürsel Avenue is constructed on the university students.

In that campus in 2009-2010 semester there have been nearly 8000 students attending the faculties. The number of students of the Faculty of Communication is 1200. There are 155 academicians in the Faculty of Political Sciences, 110 academicians in the Faculty of Law, 70 academicians in the Faculty of Communication. Although, all of the people attending to this campus do not live in the near environment of the university, they spent most of their times at university, and they are the actors of the life of the area. Therefore they provide their needs from the small business in the near environment of the campus.

#### **5.3.1.2.c Land Use and Major Activity Analysis of the Interface Area**

Residential, gastronomical, recreational and educational activities are the major activities in the interface area including Cemal Gürsel Avenue. These activities take place in different ways. Some of them take up a space in the existing pattern and some of them exist by transforming the space they are located in the urban fabric.

The mixed-use urban pattern in this interface area makes the economic and social life of urban space alive in any time of the day. The existing potential of the university determines the types of the activities. The economic and social life is shaped in accordance with the needs of the inhabitants of the university. The number of the urban dynamics

along the Cemal Gürsel Avenue is counted during the field researches and the numbers of the places, directly related with the students of university, displays the impact of them over the life of this interface area. The number of cafes and restaurants are thirty-eight, internet cafes are eight, stationeries and photocopy centers are ten, branch offices of the banks are seven second hand sale shops are two and laundries are also two. Most of them are locating in the lower parts of the buildings that were designed for commercial activities.



Figure 5.13. A View from Cemal Gürsel Avenue

Source: Personal Archive

On the other hand, in some of the apartment blocks the usage of dwelling transformed into some other usages. In this interface area, two blocks were turned into governmental offices, one of them shelters *Higher Education Credit and Dormitory Authority* and the other one shelters *Directorate of Ulusite Tax Department*. Five buildings have been turned into dormitories, because of the insufficient capacity of the Ankara University's dormitory in Cebeci Campus. As a result, the effect of the students on the social and economic life of the region, unavoidably changes the area, in respect to the spatial features.

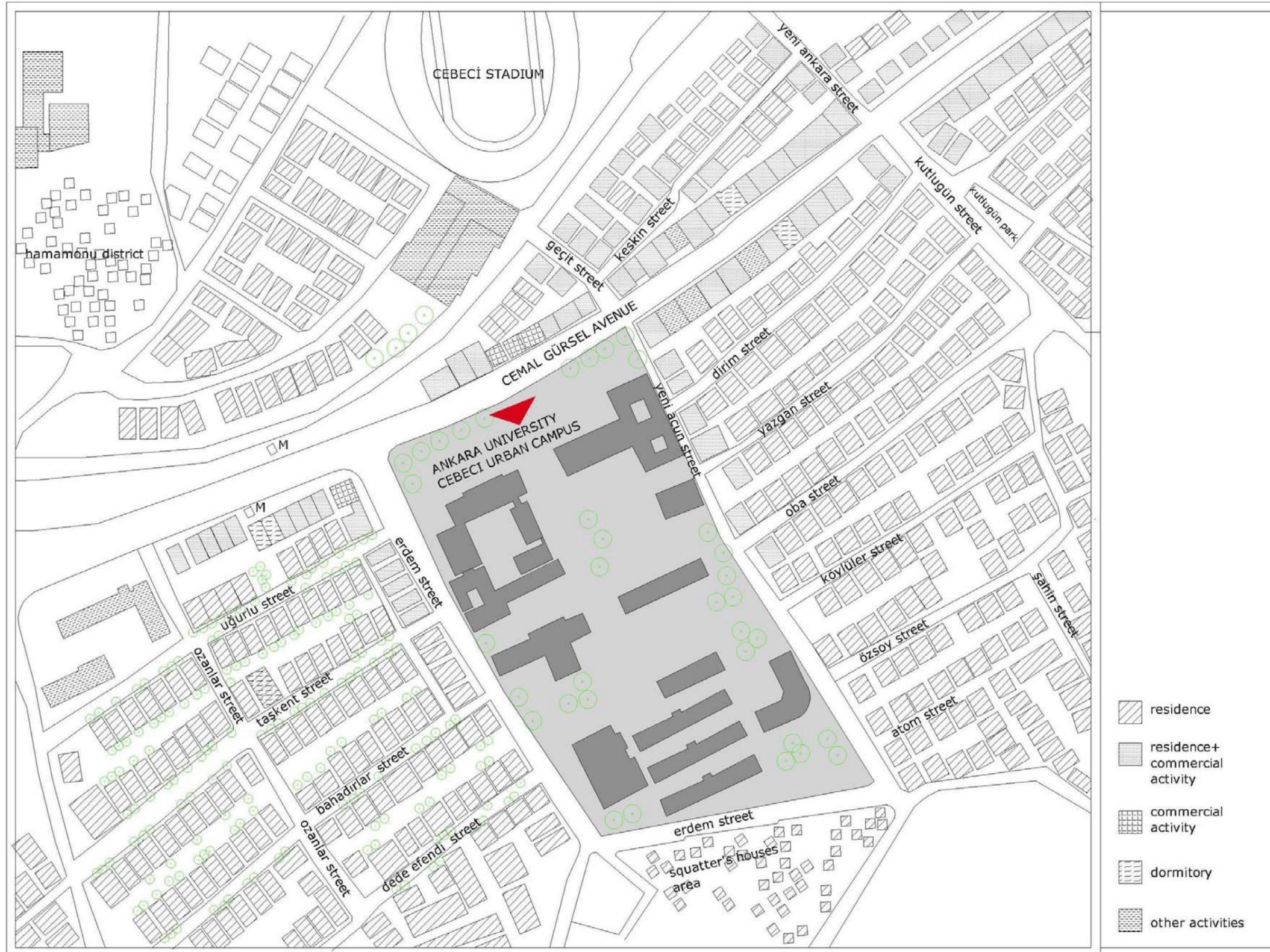


Figure 5.14. Residential and commercial uses in Cebeci

#### **5.3.1.2.d Activity analysis of Daily Routine of the Interface Area**

In the preceding part, the predominance of the university students in the area has been mentioned. In this part the active hours and periods of the area is examined by using the observations and the interviews done in the subjected area. The active life in the area has a changing routine in accordance with the hourly, daily and the academic calendar of *Ankara University*.

The active hours of the interface area, including Cemal Gürsel Avenue and the near environment of the *Ankara University* Cebeci Campus, have been the hours that the students coming to the university. According to the interviews done in the site, the most active hours of the restaurants, cafes and stationeries are the launch time. Most of the students prefer having their launches in the restaurants and the cafes locating along the Cemal Gürsel Avenue. Besides, the inhabitants locating in the near environment of the university contribute to the dynamism of the interface area. And, also, in addition to the inhabitants of the interface area, the people using Cemal Gursel Avenue as a linkage to Mamak make it very crowded in the rush hours.

The population of the area has been changing in number according to the seasons and the semesters of the university. During the vacation of the school as students coming from the other cities, go back to their hometowns; the economic and social life in urban space loses its liveliness and these periods are dead seasons for the owners of the small business in the interface area.

### **5.3.1.3 Interviews, Observations done in the Interface Area**

The physical and social characteristics of the interface area of *Ankara University* Cebeci Campus have been investigated in the previous part. In this part the formation of the interface will be examined in accordance with the interviews with 10 students and 10 employees living and working in this interface area and observations done in this area.

The part of *Ankara University* in Cebeci started its training within a building in 1936. Although, the campus has not been too much big, the effect of it on the area is considerable. The buildings of the university have social characters. Norberg-Schulz states that;

*"The social purpose of a building may thus be the expression of a status, a role, a group, a collectivity, or an institution; and a collection of buildings may represent the social system as a whole. It is evident that we here transcend the mere physical functions."*<sup>167</sup>

University building as a public building has been a part and an expression of a social structure. In this interface area, an in-between space of city and university, the inhabitants of the university are composing of the big portion of the social structure. Therefore, not only the building but also the inhabitants of the buildings are affecting the surrounding. The surrounding area has been transforming for serving the desires of them. Regarding the needs of the people of this interface area, the architectural form of the area become sensitive to them and the transformation in the architectural built form of the urban space occurs for making them as a part of everyday life. Likewise Güçlü thinks that; "... *the architectural form of the city will talk the same language*

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<sup>167</sup> Norberg-Schulz, Christian, 1965, *Intentions in Architecture*, Cambridge, Mass.: M.I.T. Press, 118

*with its citizens, and the public built form would be a part of everyday life".*<sup>168</sup>

The existence of the university students and university can be felt in the names, and contexts of the public spaces. In the field research the effect of the university towards the city space can be seen clearly. Simply the name of the district "Fakülteler District" also gives clue that there are universities in the near environment of this zone. Not only the name of the district but also the names of the taxi stations take the names of the faculties in the area. In addition to them the name of the cafes and the restaurants mostly choose the names reminding the university as their major clients are university students of *Ankara University Cebeci Campus*. "*Social considerations are a kind of functional approach that constructs the built form-user relationship*".<sup>169</sup>

According to the interviews and observation in that area, the major need for a student is a place for accommodation, and being close to the school is a crucial point for the students. The dormitory locating in the campus has capacity for 300-student. Therefore, the need for the dormitory has made five dwelling blocks turn into student dormitories. The buildings lost their identities of being residential units in terms of their facades and their interior organization. (Figure 5.15) But, these five dormitories have not been sufficient for the university students. Thus, in the neighborhood of the university, students have rented houses for accommodation. In every block at least two apartments have been rented by the students from this campus.

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<sup>168</sup> Güçlü, Tuğba, 2006, *Architectural built form and public dialogue: an evaluation of public wall in its communicative role*, Ankara: METU, (Master Thesis) , p.27

<sup>169</sup> Ibid., p.27

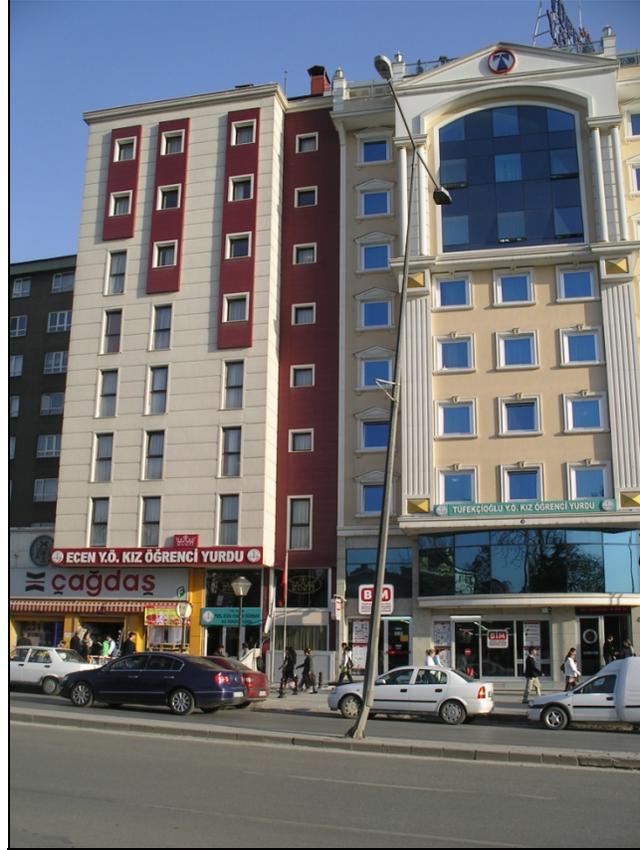


Figure 5.15. Dormitories on the Cemal Gursel Avenue

Source: Personal Archive

An interview was done with a graduate student at *Ankara University* Faculty of Law, living in Oba Street, a very close street to campus. While he was choosing the area for living, he firstly considered the point of proximity to the school. He states that he could reach to things anything he wants from the facilities of the area. He could provide not only the needs of a normal citizen but also the needs of a student. Another interview with a graduate student at the department of Business and living in Cebeci, states that the university creates its own milieu and the proximity to the school makes me to select this area to live. He states that he and most of his friends choose the near environment of the University for accommodation. On the other hand, the owner of Ilim internet café, who lives in Cebeci for twenty-eight

years, states that the tendency of the university students to live in the near environment of the school makes the rent prices of the apartments raise. The rents in the vicinity of the university is between 600 and 800 TL, on the other hand the rents of the houses 500 meters distance from the school decrease rapidly. The rents in that area are around 400 TL.

Another interview was done with a student at the Faculty of Communication at *Ankara University* and he is living in Şen Street very close to the University. He thinks that he has been living inside and outside the campus at the same time like the other students attending the faculties in this campus. This interface area can be considered as an extension of the university. This sensual relation between the students and the space of interface is the other factor in the course of the preference of these places for accommodation.

As Cebeci is a part of city center and including different types of transportation systems like metro or railways. The access to the other places for the needs of people is easy. Kevin Lynch thinks that to access something easily increasing adaptableness to the place. He states in his book *A Theory of Good City Form* that: "*Another prime means of increasing adaptability is to improve access, thickening and extending the web of communication and transportation. If it is easy to obtain information and to bring in resources, then I can change my activity quickly and with small effort.*"<sup>170</sup> The sophisticated transportation system of the interface area is the other agent renders this intermediary area in Cebeci as an appropriate place for the students from the Cebeci Campus.

Gastronomical and recreational needs of students are the other inputs transforming the economical, social and spatial life in Cebeci. As

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<sup>170</sup> Lynch Kevin, 1981, *A theory of good city form*, Cambridge, Mass.: MIT Press, p.177

stated in the part about the land uses in Cebeci there have been nearly forty Cafes, restaurants and recreational places. In the article *Towards a Sustainable Relationship between City and University: A Stakeholdership Approach* it has been stated that:

*"...students are eager consumers of cultural and recreational products (Wynne and O'Connor 1998) and, in many cases, are producers themselves (Griffiths et al. 1999). In this way, cities with a large student population sustain a leisure infrastructure that could normally be found only in cities of higher rank, improving the quality of life of the resident population."*<sup>171</sup>

Also, the young people are the major users of the parks, beaches, theatres, restaurants, shops, clubs and art galleries of the urban space.<sup>172</sup> The reason of the location of the recreational places in this area is the need of the students and the potential of the students as being consumers. The owner of the Ütopya Café & Bar expresses during the interview that %85 portions of the clients coming to this bar are the students of *Ankara University*. Existence of the bar in this area for twenty years is confirming that recreation is an indispensable part of the student's life. In this 20-year period the bar is invading a part of a dwelling unit in this urban fabric of Cebeci. The café has been locating in an apartment of two-storey building on Cemal Gursel Avenue (Figure 5.11). It is apparent according to the plan of the building that; this space designed as a dwelling unit, but because of being in the vicinity of the university it lost its identity in respect to its new usage and became a recreational area in time. Lynch expressed in his book about the transformation of houses to the other uses that: *"Old houses are easily*

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<sup>171</sup>Russo, van den Berg, Lavanga, 2007, *Towards a Sustainable Relationship between City and University: A Stakeholdership Approach*: <http://www.sagepublications.com>,p.201,<http://jpe.sagepub.com/cgi/content/abstract/27/2/199>, (accessed in February 9, 2010)

<sup>172</sup> Gerson, Wolfgang, 1970, *Patterns of Urban Living*, Toronto: *University of Toronto Press*, p.64

converted to small professional and commercial offices. The interior space has a scale suitable for many uses, and retains the sense of warmth."<sup>173</sup> This bar is sharing the building with small business' with different activities like photocopier, internet café etc. The mutual characteristic of these different activities in this building is that; they changed the usage of the building in the urban space because of the impact of the university on the interface area.



Figure 5.16. Recreational places in Cebeci in the near environment of *Ankara University*

Source: Personal Archive

Wievel and Knaap explain the impact of university in that way; as universities are large and complex institutions, "*in many places they*

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<sup>173</sup> Lynch Kevin, 1981, *A theory of good city form*, Cambridge, Mass.: MIT Press, p.176

*are among the largest employers in the community; in most places, they are communities unto themselves".*<sup>174</sup>

The existence of second-hand sale shop is an unusual commercial usage in urban pattern. Such shops are placed in this interface area because of the needs of students for obtaining low-priced furniture. Interviews with the students reveal that they buy furniture for home from these shops like the other students locating on the area. If they did not exist in Cebeci they had to go to Ulus for this demand.

As a result, in Cebeci, the interface created by the impact of the university on the social, economic and spatial life, can be observed clearly. The population of the university shaped the near environment of the campus. Thus, the university has been forming its interface in the city. It can be claimed that in Cebeci the near environment of *Ankara University*, is the interface zone of the university and it has been formed gradually with the development of this institution.

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<sup>174</sup> Wiewel, Wim and Knaap, Gerrit Jan, 2005, *Partnerships for Smart Growth University-Community Collaboration for Better Public Places*, Cambridge, Massachusetts: Lincoln Institute of Land Policy, p.9

### **5.3.2 Ankara University Tandoğan Campus and the Formation of the Interface with the City**

In addition to the *Ankara University* Cebeci Campus as an urban-city university area, in this part of the study Tandoğan Campus of the same university and its environment will be examined in respect to the spatial formation of the interface area.

#### **5.3.2.1 General Characteristics of the Area in the first years of the university**

*Ankara University* which was founded as the first university in the Republic of Turkey, its Faculty of Science located in Tandoğan was opened in 1943. The faculty was founded with a special law in 1943 by *Turkish Grand National Assembly*, the place where the faculty had been constructed in Tandoğan Campus. The campus area was expropriated in the first half of 1940s. The main buildings of the Faculty of Science have been designed in modern architecture and they have been preserved by the Ministry of Culture as historical artifacts.

In Tandoğan, Urban-City Campus of *Ankara University* Faculty of Science, which has been locating parallel to the De Gaul Avenue, was the first school founded in that area. Then, in different time periods the presidency, faculty of pharmacy and faculty of dentistry have been moved to the campus. After the foundation of the faculties of *Ankara University*, *Gazi University* Faculty of Economics and Administrative sciences have been located adjacent to this area.

*Ankara University* Science School was designed in 1943 by Sedat Hakki Eldem one of the most important architect in Turkey. Ugur Tanyeli criticizes the design of *Ankara University* as the Turkish things had been

limited in the detail of the building. He states that in respect to the design logic of *Ankara University Faculty of Science* (1943-1945), it cannot be thought separate from the architecture developed in the Nazi Germany.<sup>175</sup> The reason for opening this faculty is the need for a technical university in that time, but only a small part of the project could be realized.<sup>176</sup> (Figure 5.8)

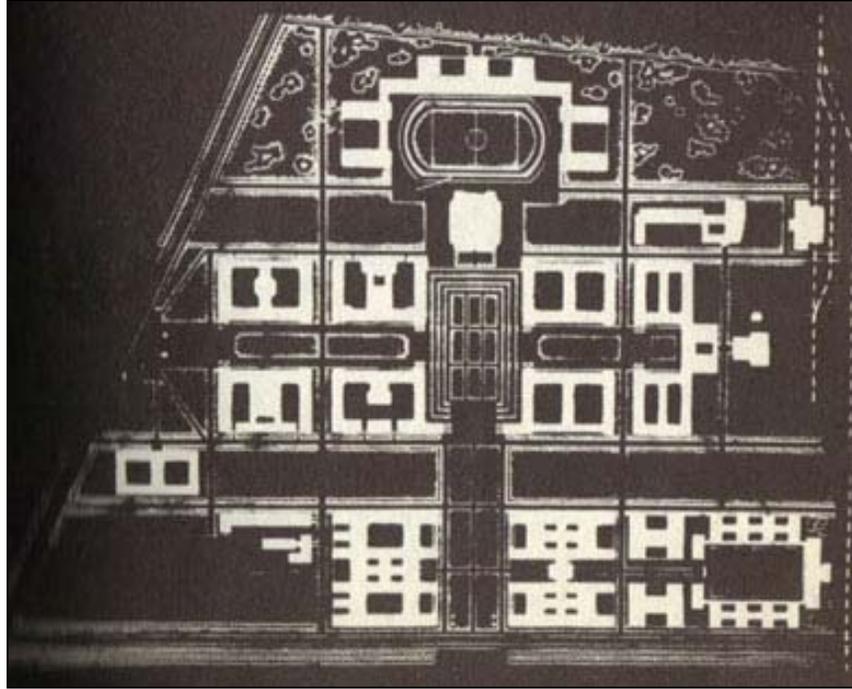


Figure 5.17. The project of *Ankara University Faculty of Science* by Sedad Hakki Eldem (1943)

Source: Tanyeli,Uğur,2001, *Sedad Hakki Eldem*, İstanbul: Boyut Kitapları, ,p.65

<sup>175</sup> Tanyeli Uğur,2001, *Sedad Hakki Eldem*, İstanbul: Boyut Kitapları,p.28

<sup>176</sup> Ibid., p.64

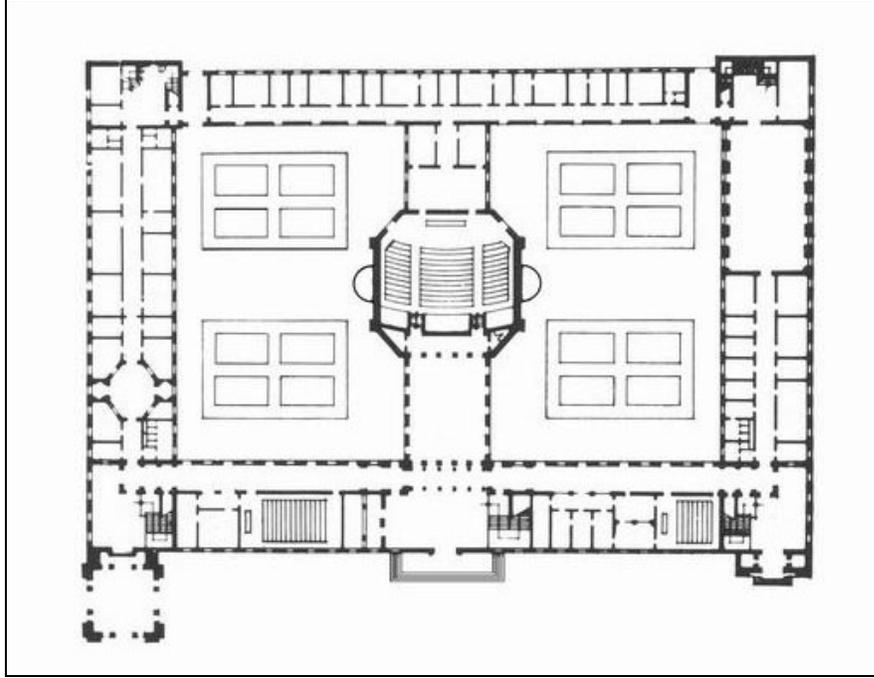


Figure 5.18. Ground Floor Plan (*Ankara University Faculty of Science* by Sedad Hakki Eldem, 1943)

Near environment of the university was shaped after 1940s. In the Önder Şenyapılı's book he makes quotation from Erhan Kocabıyık for explaining the history of Mebusevler. He states that after 1946 and especially 1950 the deputies of the parliament were changed, this caused the need for dwelling in Ankara for them, as the majority of these deputies were coming from outside the Ankara. But, the deputies could not afford the high-priced rents of the houses. For this reason the deputies were searching for solving the problem of accommodation in the city where they were permanent in. The settlements built by the cooperatives were the solution. The first settlement of this type has been Mebusevler locating between Tandoğan Square and Bahçelievler District.<sup>177</sup>

<sup>177</sup> Kocabıyıkoglu, Erhan: *Kaybolan 14 Mayıs Evleri*, Ankara: Ankara Magazin , Sayı:5, Subat 2002/2, p.17, quoted in *Ne Demek Ankara, Balgat Niye Balgat:* p-146

After the construction of Mebusevler, the raise in the storey of the buildings in Ankara also affected this district. Cengiz Çakan and Yusuf Okçuoğlu state in an article of the Journal of "Mimarlık" about Ankara that; Mebusevler has been a dwelling area which was constructed by two different cooperatives in 1950. There were two-storey detached buildings in 145 parcels, when they were built. But in 1960 the rise in the storey of buildings in the other parts of Ankara, also included Mebusevler District.<sup>178</sup> Even though, the rejection from the official institution, the raise in the storey of the buildings in Mebusevler was accepted in 1971.<sup>179</sup>



Figure 5.19. *Ankara University* in Tandogan and Mebusevler District in 1970s

Source: <http://www.ankara.edu.tr/tarihce.php> (accessed in February 2, 2010)

<sup>178</sup> Çakan, Cengiz and Okçuoğlu, Yusuf, 1977/3, *Mimarlık*, Ankara: Mimarlar Odası, p.45

<sup>179</sup> *Ibid.*, p.46

The density of the area was previously 148 person/hectare 1-dwelling unit in each parcel and then the density of the area became 888 person/hectare with 12-dwelling unit in each parcel. By this way, in 1968 the density of the area increased 6 times higher than the proposed density in the development plan in 1957 and the existing silhouette has been built.

*Ankara University* Tandoğan Campus was situated in the suburbia when it was founded. In the web page of the university, about the location of *Ankara University* Tandoğan Campus, it has been stated that in 1943 the campus had been forming the suburbia of the 23-year old capital city of the new country. But, today it has become one part of the city center.<sup>180</sup>

### **5.3.2.2 General Characteristics of the Area at Present**

#### **5.3.1.2.a Existing urban pattern of the interface Area**

Today, *Ankara University* in Tandoğan includes the presidency, Faculty of Science, Faculty of Pharmacy, Faculty of Dentistry, Faculty of Engineering and Faculty of Divinity, College of Physical Education and Sports Ankara University Press and Ankara University library. In addition, Vehbi Koç student dormitory, which was a gift from Vehbi Koç to the university in 1945, has been serving to the university students with its 265-student capacity.

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<sup>180</sup> <http://www.ankara.edu.tr/tarihce.php> (accessed in February 2, 2010)



Figure 5.20. A view of *Ankara University* Tandoğan Campus

Source: <http://www.ankara.edu.tr/tarihce.php> (accessed in February 2, 2010)

During the expansion of *Ankara University* in Tandoğan, some faculties of *Gazi University* and *Hacettepe University* were located next to the Ankara University. Meanwhile, the city center has been expanding and encompassing this area.



Figure 5.21. *Ankara University Tandoğan Campus and its environment*

Along the De Gaul Avenue two metro stations; Tandoğan Metro Station and Beşevler Metro Station are located as a linkage to the other parts of Ankara. A government building *Mechanical and Chemical Industry Corporation* exists in there. In addition to university this governmental office has effects on the area. Therefore, business related to hunting and weapon has place in Mebusevler. There have been 6 places related to weapon and hunting. In addition, a work and travel office is locating on the De Gaul avenue gives the chance for socialization and developing friendships.



Figure 5.22., 5.23. Places related to weapon and hunting in Tandoğan

Source:Personal Archive

### **5.3.2.2.b The Users of the Interface Area**

The Urban-City Campus of Ankara University in Tandoğan, which was a part of suburbia in the first years of the republic, became a part of the city center. The inhabitants of Mebusevler are mainly composed of university students, people working at the government office, Mechanical and Chemical Industry Corporation locating next to the university, and retired people living in the area for long times. There have been 31.433 student registered to *Ankara University*, and nearly 5500 students are educated in the campus of Tandoğan. In addition to university students and the existing inhabitants of the district, people working in the governmental offices, the retired and the owners of the small business in this area are the other actors of the urban life of Mebusevler. Not only the people staying permanently in the area but

also, people coming for daily activities can be classified as the users of this interface area.

#### **5.3.2.2.c Land Uses and Major Activity Analysis of the Interface Area**

As stated before, the Mebusevler District was founded for providing the need of housing for the deputies of Republic of Turkey. After high buildings took the place of two-storey buildings because of the increase in the number of building storey of the subsequent development plans, the uses changed either. The ground floors of the buildings started serving for other activities rather than being a dwelling unit. Along De Gaul Avenue the ground floor of the apartment blocks reserved for the commercial uses. Today these commercial usages also invade the upper floors of the apartment blocks. There have been stationeries, internet cafes etc. in Mebusevler. The number of internet café is 2, and the number of the stationeries and book stores and photocopy centers are 11.

One of the apartment block totally lost its residential identity and turned into a dormitory locating on the DeGaul Avenue. In Mebusevler there exist 3 student dormitories. One of them is Sait Bey Student Dormitory for boys with 83-student capacity; the other one is Bařkent Student Dormitory for boys with 161-student capacity and the third one is Sesan Student Dormitory for girls with 73-student capacity.



Figure 5.24. A view of a dormitory for boys locating on the DeGaul Avenue

Besides, most of the places for shopping activities were replaced by gastronomical activities. There have been many restaurants and cafes along the De Gaul Avenue. The numbers of these cafes, restaurants and pubs are twenty in Mebusevler District.

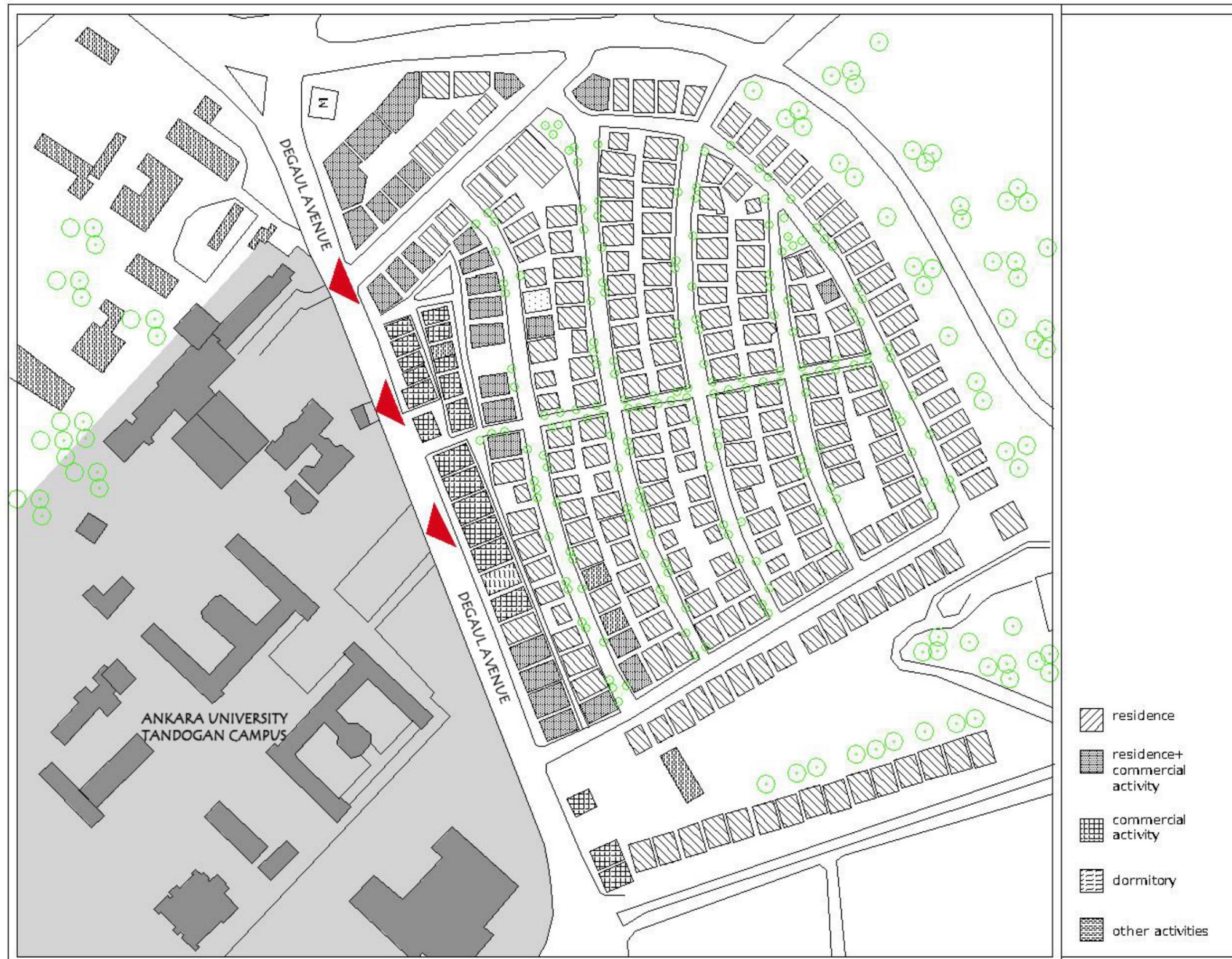


Figure 5.25. Residential and commercial uses in Tandogan

#### **5.3.2.2.d Activity analysis of daily routine of the area**

In the De Gaul Avenue, there have been places for residential, recreational and economic activities. The activity of the life in the area changes in respect to the hour of the day and the academic calendar of the University. Between 12.30 pm – 1.30 pm, in launch time the commercial areas including gastronomic activities are very crowded than the other hours of the day. Also after 5.00 pm these places gains liveliness with the students, who are returning to their homes, coming for dinner. In addition, during the vacation of the university, the area loses its dynamism. As a result, the existence of the students in the area is the major dynamic for the social and economic life of the area.

#### **5.3.2.3 Interviews, Observations and the Results**

History and the present situation of *Ankara University* in Tandoğan have been mentioned in the previous parts. In this part, the social, economic and spatial character of the area will be examined over the interviews and observations done in the area. In Mebusevler, interviews done with 10 students and 5 small business owner provide the information for figuring out the character of the interface area of *Ankara University* Tandoğan Campus.

As all known, universities are the center of culture and science, additionally, they have some other missions. The authors of the book “The University as Urban Developer” state that;

... *“Universities also contribute in important ways to the economic health and physical landscape of cities, serving as all*

*but permanent fixtures of the urban economy and built environment.”*<sup>181</sup>

The transformation in the spatial character, social and economic life of the area of Mebusevler District, can be clearly seen. According to Laub when a college is located in a village or city;

*“...the input of jobs, students, college purchases, and other economic and social factors has important impact on the locality. Social and economic benefits depend, in large degree, on what proportion of the input stays in the community, at least in the first round of transactions. Benefits may rapidly diffuse to localities outside the college community and help develop surrounding areas.”*<sup>182</sup>

In addition to that he expresses that *“in effect, the college has impact on the community, and the community has impact on the region.”*<sup>183</sup> The social life in Mebusevler like the life in Cebeci has been displaying the effects between the university and the community.

In Mebusevler district, the identity of *Ankara University* can be observed, in addition to the housing identity, which is the main feature of the district. The district has taken its name as it has been a dwelling area for the deputies of Turkish Republic. In time because of the expansion of city and the increase in the population in Mebusevler, firstly the deputies left the area to the normal citizens and then because

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<sup>181</sup> Perry, David, C. and Wiewel, Wim, 2005, *The University as Urban Developer : Case Studies and Analysis*, Cambridge, Mass.: Lincoln Institute of Land Policy; Armonk, N.Y. : M.E. Sharpe, p.3

<sup>182</sup> Laub, Julian Martin, 1972, *The college and community development; a socioeconomic analysis for urban and regional growth*, New York: Praeger, p.4

<sup>183</sup> Ibid.,21

of the increase in the number of the students in the area, the normal citizens left the area to the students. In addition to that, there have been other disadvantageous of university in that area. The expansion of university campuses causes traffic congestion, parking problems, heavy demands on local housing.<sup>184</sup>

With the expansion of the university through the years and the addition of new faculties, and universities, the number of students has increased in the dwelling area. Therefore, like the transformation of buildings into dormitory in Cebeci some apartment buildings turn into dormitories for students in Tandoğan. In many apartments the population of the students from *Ankara University* is invading the %20 percentage of the building. Proximity to the university is an advantageous of the area, as students and the people of the university mostly prefer to stay in a near environment to their school or working place.

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<sup>184</sup> Laub, Julian Martin, 1972, *The college and community development; a socioeconomic analysis for urban and regional growth*, New York: Praeger, p.20



Figure 5.26. An example of the transformation of a residential block to a student dormitory for girls locating on the Şerefli Street in Mebusevler

Source: Personal Archive

An interview was done with a graduate student at the Department of Biology in the Faculty of Science in Ankara University. After the undergraduate program, she continues the graduate program in the same department. She has been living in Mebusevler for 3 years and before she stayed in a governmental dormitory far from the school. She

states that "she and most of her friends choose Mebusevler for accommodation because of the proximity to the university". She continues that the prices of the dormitories in Mebusevler are high and on the other hand the capacity is very limited, therefore finding a dormitory needs previously application to the administration of the dormitories. She has been living within a two roommates in a house with a price of 850 TL. In addition, she states that most of her friends prefer this way for accommodation. According to another interview within a student at the department of Astronomy and Space Sciences states nearly same things with the other students of this campus. She also states that Mebusevler is an extension of the school and she feels herself secure in that area. According to the interviews done in mebusevler students have the same tendency as feeling secure staying close to the school.

One of the students from the department of Physics also tells that the prices of the dormitories are high. Therefore staying in an apartment with one or two roommates is more proper than staying in a dormitory. The price of the Vehbi Koç Dormitory is 350 TL for single room. On the other hand, the rents of the houses are between 750 and 1000 TL. Therefore renting a house with one or two roommates is mostly preferred. Referring the interviews the percentage of the apartments sheltering more than one student is %80. Another student from the faculty of pharmacy says that high prices of the apartments and the dormitories, makes students share an apartment with others.

Furthermore as university people are huge potential for the economic life the prices of the houses and the rents have been increased. David C. Perry states for in his book *The University as Urban Developer* that "university based land development is clearly a significant element of urban formation-colleges and universities are becoming increasingly active in acquiring and developing property,

adding not only land but also commercial ventures to their asset base.”<sup>185</sup> During the interviews in the field research the real estate agents say that most of their clients are university students. The agents state that at least two apartments are rented by the students in Mebusevler. As majority of them live as groups in the houses, the students can afford the rents easily. Because of that reason, generally the note of ‘will be given to student’ is attached to the ads of the rented houses. These attitudes towards students mean that the owners of the houses perceive university student as an economic income.

Another reason for selecting the area is that they can access anything for providing their needs easily. And the existences of metro stations make direct interaction with the other parts of the city; contribute the request of the choice of this area. The interviewers think that the existences of the metro stations are advantageous for them for accessing the places fast and cheaply whenever they want. They think that living in Mebusevler makes me close to everywhere. This type of access to everywhere makes the area attractive. One of the interviewer states that as a student, generally she spends most of her time at school and the near environment of the school. She goes other places rarely and prefers the places where she can access with the metro.

In addition to the transformation of the apartment blocks to dormitories some of them had been demolished and new buildings have been built serving as working place. Antonio P. Russo, Leo van den Berg states in “Toward a Sustainable Relationship between City and University”;

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<sup>185</sup> Perry, David, C. and Wiewel, Wim, 2005, *The University as Urban Developer : Case Studies and Analysis*, Cambridge, Mass.: Lincoln Institute of Land Policy ; Armonk, N.Y. : M.E. Sharpe, p.xiii

*"...universities could be a driving force for urban development, provided cities succeed in embedding knowledge in the local social and economic networks, which is seen to depend to a large extent on the balance in the process of exchange between the various stakeholders of higher education: students and academic communities, entrepreneurs, and local communities".*<sup>186</sup>

*"Many social and economic factors in the community change when a college is established or expands".*<sup>187</sup> Therefore, in economic and social life there have been transformed old places to new places and opened new places for serving the people of the university including the students and the university members. Not only the issue of dwelling but also recreation and other human needs have been provided from the places in this district. Some places turn into restaurants, cafes, stationeries etc. for providing the needs of the university people and these changes making economic life of the area alive. As stated in the previous part, the periods that the university students return their homes for vacation make the life in Mebusevler stagnant. The owner of the Gümüş Café states that the university students are the major sources for the economic incomes of the area. In Mebusevler the prices of the meals are low that the students can paid. Therefore, restaurants and cafes generally serve fast foods. The spatial need of these places is small because of the fast food type of eating culture.

As stated before university students are the major users and consumers in Mebusevler. So stationeries, book stores and internet

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<sup>186</sup> Russo, van den Berg, Lavanga, 2007, *Towards a Sustainable Relationship between City and University: A Stakeholdership Approach*: <http://www.sagepublications.com>,p.199,<http://jpe.sagepub.com/cgi/content/abstract/27/2/199>, (accessed in February 9, 2010)

<sup>187</sup> Laub, Julian Martin, 1972, *The college and community development; a socioeconomic analysis for urban and regional growth*, New York: Praeger, p.83

cafes are the other related places for the students. According to an interview with the owner of internet café on DeGaul Avenue, the percentage of the student coming to the café is nearly % 75. They come there for making researches and internet surfing. The number of the stationeries and book stores along the avenue is 11. The owner of them like the owner of the cafes and restaurants states that they depend on the students and they don't want to enter the period of the schools vacation. The income of the shop has been decreased rapidly in these periods.



Figure 5.27. A view from the DeGaul Avenue

Source: Personal Archive

### 5.3.3 Ankara University Faculties of Agriculture and Veterinary (Dışkapı) Campus and the Formation of the Interface with the City

First building of the Institute was founded in 14<sup>th</sup> October in 1928. In Jansen Plan's report, as this agricultural school needs wide agricultural areas and experimental gardens, this school is planned separate from the part of university. It was located along Keçiören Avenue with its 500 decares area.<sup>188</sup>

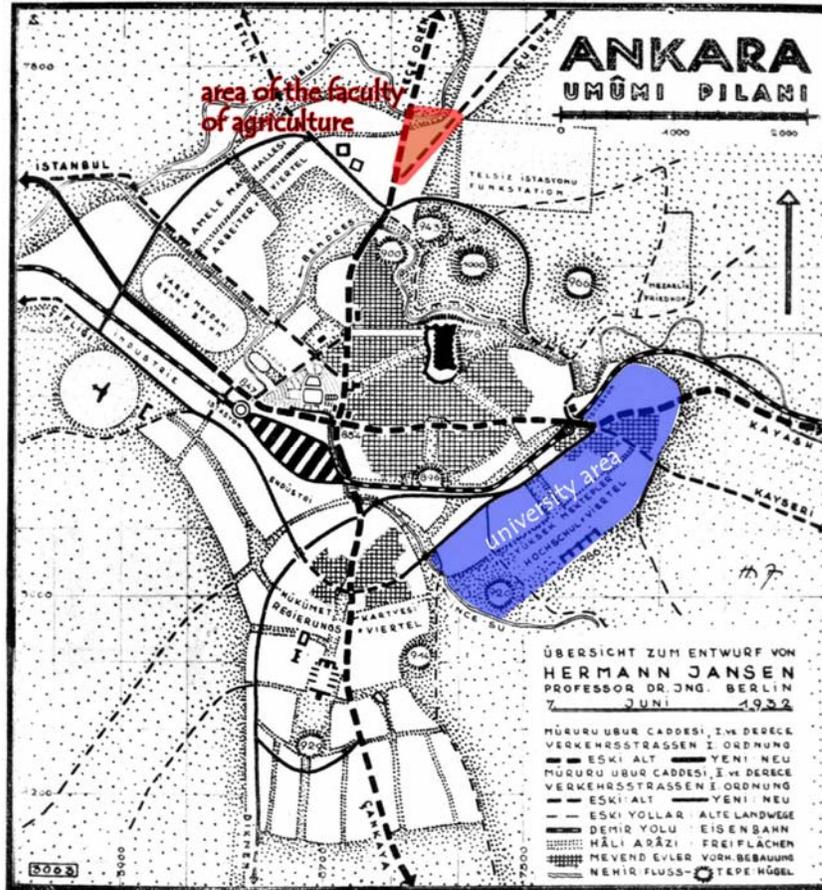


Figure.5.28. Jansen plan showing the areas for the universities

<sup>188</sup>Lambert, 1936, "Kemalist Ankara", quoted in Aslanoğlu, İnci, 1980, *Erken Cumhuriyet Dönemi Mimarlığı*, Ankara: O.D.T.Ü. Mimarlık Fakültesi Basım İşliği, p.95



Figure.5.29. A view of Faculty of Veterinary and Agriculture of Ankara University from Atıfbey District in 1935

Source:Atilla Çangır, 2007, Cumhuriyet'in Başkenti, Ankara: Ankara Üniversitesi, vol.3, p.1134

In the first years of the school the near environment of the campus area was empty, as this area was locating outside the city center.(Figure.5.29) In time with the expansion of the city center this area become a part of it. The district, founded next to the university campus, called Ziraat District was a place for the accomodation of the academicians of this campus. According to the interview done with Proffessor Memluk, most of the academicians of the faculty of Agriculture and Veterinary chose the Ziraat District for accomodation.

The school was designed by Ernst Egli, a Swiss architect and urban planner. Aslanoglu states about the spatial organization of the school that, porticos and collanedes which are binding the two main buildings have been used in the L-shaped main building and its

architecture has been reflecting the tendency towards being modern of the Last years of 1920s .<sup>189</sup>

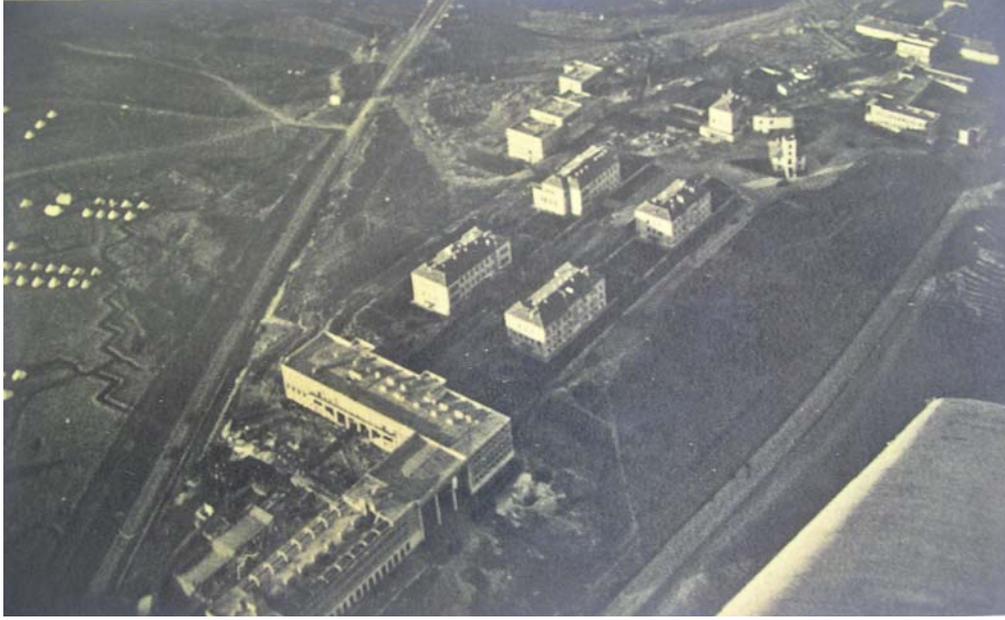


Figure.5.30. A view of Faculty of Veterinary and Agriculture of Ankara University in 1937

Source:Atilla angır, 2007, Cumhuriyet'in Bařkenti, Ankara: Ankara Üniversitesi, vol.3, p.1404

The Higher Agricultural Institute had been founded by the 2291 numbered law of "Ankara Higher Agricultural Institute Law" by the directive of Atatürk. It started education in 30<sup>th</sup> October in 1933 with 300 students. The aim of the school has been modernizing the Turkish agriculture and graduating students serving for the Turkish Agriculture. It has been consisted of the faculties of Agriculture, Forest, Veterinary, Ecological Sciences and Arts of Agriculture.

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<sup>189</sup> Aslanođlu, İnci, 1880, *Erken Cumhuriyet Dönemi Mimarlıđı*, Ankara: O.D.T.Ü. Mimarlık Fakültesi Basım İşliđi, p.95



Figure.5.31. A view of Faculty of Veterinary and Agriculture of Ankara University in 1937

Source:Atilla Çangır, 2007, Cumhuriyet'in Başkenti, Ankara: Ankara Üniversitesi, vol.2, p.733

### **5.3.3.1 General Characteristics of the Area at Present**

#### **5.3.3.1.a Existing urban pattern of the interface area**

Today the campus of Ankara University contains Faculty of Agriculture and Faculty of Veterinary with their application gardens, research stations was founded in a 500-decare area. But in time, after the construction of Turgut Özal Boulevard and Fatih Avenue, the campus area was divided into four parts. Professor Perçin defines the movement of dividing the campus area into parts with avenues as "*crucades*". In addition, he expresses that after the construction of the avenues the unity of the campus had been destroyed and every part of the campus feels itself as a unique power and started to live in its own land with minimum interaction with the other parts. These avenues are the boundaries of the parts of the campuses and make every part to live in

its own world. One of the parts of this division is Dışkapı Campus including Faculty of Agriculture and Faculty of Veterinary which is also one of the research areas of this study. In addition to the faculty buildings and there have been a library, cafeterias and Yıldırım Beyazıt Dormitories for girls with 127-student capacity and for boys with 177-student capacity. This urban campus area is surrounded by Turgut Özal Boulevard in northern, by military area in the southern, by İrfan Baştuğ Avenue in eastern and by Fatih Avenue in western part of the campus. In the near environment of this urban campus there have been Yıldırım Beyazıt Training and Research Hospital with 800-bed, Tongaç park, Facilities of Municipality of Altındağ. As the main aim of this study is to explore the interface area of the university formed in the urban space, it is suitable to focus on the İrfan Baştuğ Avenue and the streets intersecting this avenue. In this respect, Küçük Street, Pamuk Street, Tekdal, Street, Kurtdereli Street, Sağ Street and Şehit Haluk Çağlar Street are investigated for compiling the data about the spatial character of the interface area. According to the observation done during the field research, main streets are İrfan Baştuğ Avenue, Kurtdereli Street and Sağ Street in respect to the social economical point of view. In these streets, generally ground floors of the apartments are used for economic activities and the upper parts are used as residences.

#### **5.3.3.1.b The inhabitants of the Area**

Like the Cebeci Cebeci and Tandogan Campuses of Ankara University, Gumusdere is a part of the city center. As stated before the Ziraat District was generally preferred by the academicians working in the faculties of this campus. But in time because of the changes in the character of the population of the area and the student of this campus makes the academicians to leave this area to the new inhabitants. In the previous part of this study about Mebusevler, it was told about this

type of changes in the population characteristics of the area. Today this area shelters low-income people and the students attending the faculties of this campus, coming from the different part of Turkey. In addition to the university students, and the inhabitants of the area, because of the existence of Diskapi Yıldırım Beyazıt Training and Research Hospital in the interface area of the university, there have been 4500-8000 people coming to the area for health problems from the different parts of Ankara. Therefore the students of the university and the people coming for the hospitals are the major actors of the interface area of the campus.

#### **5.3.3.1.c Land Use and major Activity analysis of the area**

Residential, gastronomical, recreational, educational and medical activities are the major activities in the interface area of the Dışkapı Campus. After the foundation of Dışkapı Yıldırım Beyazıt Training and Research Hospital in 1964 the effect of the hospital could be sensed in the economic, social and spatial character of the area in addition to the influence of the Ankara University Dışkapı Campus. The number of cafes and restaurants are fifteen, internet cafes are two, stationeries and photocopy centers are three, veterinary clinic is one, pharmacies are seven and medical shops are five.



Figure 5.32. Residential and commercial uses in Dışkapı

#### **5.3.3.1.d The hours and periods activity analysis of the area**

In the İrfan Bastuğ Avenue, there have been places for residential, recreational and economic activities. Types of the activities are mainly determined by the university students and the people coming for the hospital. The activity of the life in the area changes in respect to the hour of the day and the academic calendar of the University. In launch time the commercial areas including gastronomic activities are very crowded than the other times of the day. In addition during the vacation of the university, the area loses its dynamism. As a result, the existence of the students in the area is the major dynamic for the social and economic life of the area.

#### **5.3.3.2 Interviews, Observations done in the Interface Area**

While compiling data about the formation of the interface area around Dışkapı Campus, interviews with two academicians at the department of Landscape Design in this campus, 5 students, 5 employees are flashed on the study.

In this research area, as this university campus is locating in the city center, the results from the interviews and the observations are nearly same with the results of the other campuses of Ankara University examined in this study.

According to the interviews and observation done in this area, most of the students choose this place for accommodation because of the proximity to the school. Additionally, the rents of the houses are between 400-600 TL and this makes students to live in there. Also, students told that as attendance to the lessons is an obligation for them, they spent most of their time in and around the school. Therefore they prefer to live and socialize in the near environment of the campus area.

These preferences cause changes in the economic and social life of this area. The economic and social life of this area is shaped for providing the needs of the students.

*“The university considered a center of culture, aesthetic direction, and the moral forces shaping the “civilized” society. Universities also contribute in important ways to the economic health and physical landscape of cities, serving as all but permanent fixtures of the urban economy and built environment.”<sup>190</sup>*



Figure 5.33. A View from Sağ Street

Source: Personal Archive

These changes in the economic and social life in this interface area have taken place by transforming the existing spatial character of the area. Like the situation in Cebeci and Tandoğan, the dwelling units have been turned into places for small business.

<sup>190</sup> Perry, 2005, p.3

Unlike Tandoğan and Cebeci, in Dışkapı there have been people with lower-incomes, therefore, as stated before the economic and social life of this area adjacent to the university campus is not as active as the life in Tandoğan and Cebeci. On this issue Perry states that; “... *the role of university promoting economic renewal; land use issues and concerns related to the development of the site; and the perceived role the university plays in community development, particularly as related to social welfare and equity.*”<sup>191</sup> An interview with a student at the department of Veterinary living in Kenar Street told that he and most of the students prefer the places in the near environment for socialization during the school time, and for the weekends and nights they go to Kizilay or shopping malls in the other parts of Ankara, as this place is not sufficient enough for the students.

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<sup>191</sup> Perry, 2005, p.12

## **5.4. METU Campus and the Formation of the Interface with the City**

In addition to the urban-city university campuses of *Ankara University* and their interfaces with the city, it is suitable to talk about a campus university and its interface with the city. In this part of the study the main target is to reveal the impact of university on this fast-comprised urban arena by examining *METU* and its near environment within the information taken from the interviews with 10 METU students and 5 small business employees.

### **5.4.1. General Characteristics of the Area in 1960s**

It is stated before that the progressing relations with USA, which became the most powerful state in respect to financial and military realms around the world after the Second World War, also affected the higher education system in Turkey. The first example of the concretization of this influence on university education is the establishment of Middle East Technical University. The idea of founding a technical and international university was firstly discussed in 1954, as certain shortcomings had been appeared in the building and planning registration of Turkey. The foundation of the university was supported by United Nations. According to Charles Abrams from UN, the number of architects in Turkey was very few and the education for training architect did not educate real architects.<sup>192</sup> He also stated that: There had been no technical university educating in the area of architecture and engineering in Ankara, where there had been very many government officials working for the development of the newly born

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<sup>192</sup> Payaslioglu, Arif T., 1996, *Türk yükseköğretiminde bir yeniliğin tarihi : barakadan kampusa 1954-1964*, Ankara: Orta Doğu Teknik Üniversitesi, p.2

country.<sup>193</sup> Also, Abrams was criticizing the existing schools for their insufficient education of architecture. Besides he underlined the necessity of a new technical university for educating skilled architects and city planners. Therefore, *Middle East Technical University* was started its semester in 1956 in a building locating in the garden of Turkey Grand National Assembly with 50 students and 18 academicians.

The relation with USA also influenced the design process of the university. It was decided to settle METU as a campus out of the city with a modern western architecture. Constructing the campus out of the city can be seen as a precaution to make the university autonomous and "*the style of the proposed campus buildings as modern and western proves that the school was not just an institution studying on planning problems but also modernization project to create a small version of the future community in the campus.*"<sup>194</sup> For the site of the project, isolated from the urban pattern, the lower part of Balgat has been decided by the group concerning the foundation of the university. It has been stated in the development and planning decisions of *Middle East Technical University* that the most important characteristics of the new campus was locating in a 42 km<sup>2</sup>-area outside the city and a small part of the area was used for the campus project which was obtained by an architectural competition.

The design of the campus was determined by a national design competition. In the competition of the campus project, the jury selected the project designed by Altug and Behruz Cinici. By this way, control over the spatial organization of the campus space was done by a single project. According to the report of the jury, the project was selected as the locations of the three major parts of the campus (academic center,

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<sup>193</sup>Ibid., p.2

<sup>194</sup> Uçar, Serdar, 2001, *Changing understandings in the space organization of a university campus: The Middle East Technical University*, Ankara: METU, (Master Thesis), p.15

student's dormitories and the staff apartments) were consistance with the topography of the site and the area was used in efficiently. Therefore the project was totally accepted in August 21, 1961. (Figure 5.34) In October 1963 *METU* was moved to its new campus and began instruction with Faculty of Architecture, Faculty of Engineering and Faculty of Administrative Sciences and Faculty of Arts and Sciences.

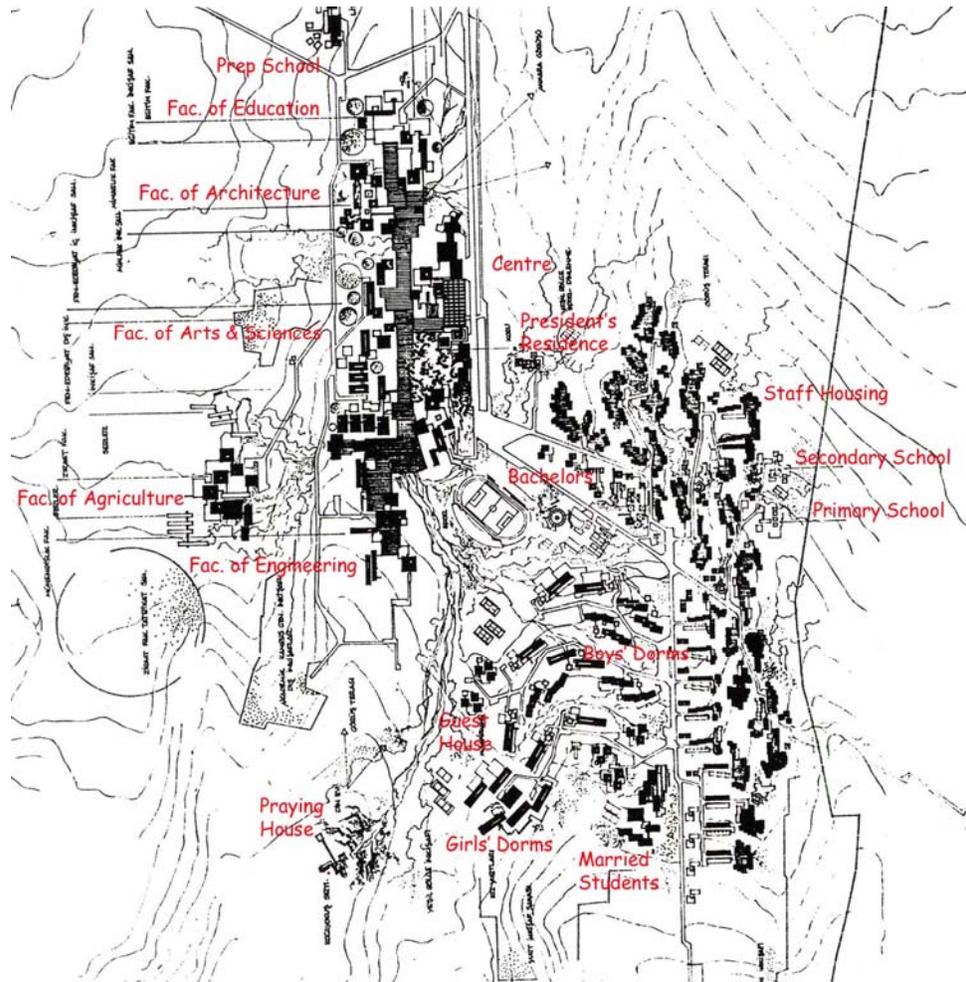


Figure 5.34. Site Plan of *METU* (1961) (prepared by Behruz Cinici)

In 1960, the near environment of the campus area which has constituted the interface of the university and the city at present was empty. The campus was designed with a little concern towards the

surrounding environment of the university, in respect to the conscious preference of being isolated from the city. Samuel Noe professor at METU in 1969-1970 academic year at the department of city and Regional Planning was explaining the situation of the campus, city and the student that;

*"Our students are isolated from the environment they will serve - physically isolated, socially and professionally. The campus is removed from the city, the students come from one side of what appears to me as a rigid two class society, and they have little awareness of the nature of the practicing profession."*<sup>195</sup>

In the book about Ankara, Şenyapılı states that; according to the "Report of Ankara City Development Commission" prepared in 1953 the name of the area was Karakusunlar Village.<sup>196</sup> In this book he tells his experiences that in 1970s this area Karakusunlar is a village with very few buildings and the access to the area was arduous.<sup>197</sup> After mid 1980s the area started to transform to become a part of the city. According to the development plan of Ankara made by Uybadin – Yucel in 1955 the area was empty and the city expanded up to the Konya Highway. (Figure 5.35)

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<sup>195</sup> Noe, Samuel, 1970, p.5

<sup>196</sup> Şenyapılı, Önder, 2004, *Ne Demek Ankara; Balgat niye Balgat?*, Ankara: METU Press, p.121

<sup>197</sup> Ibid., p.121

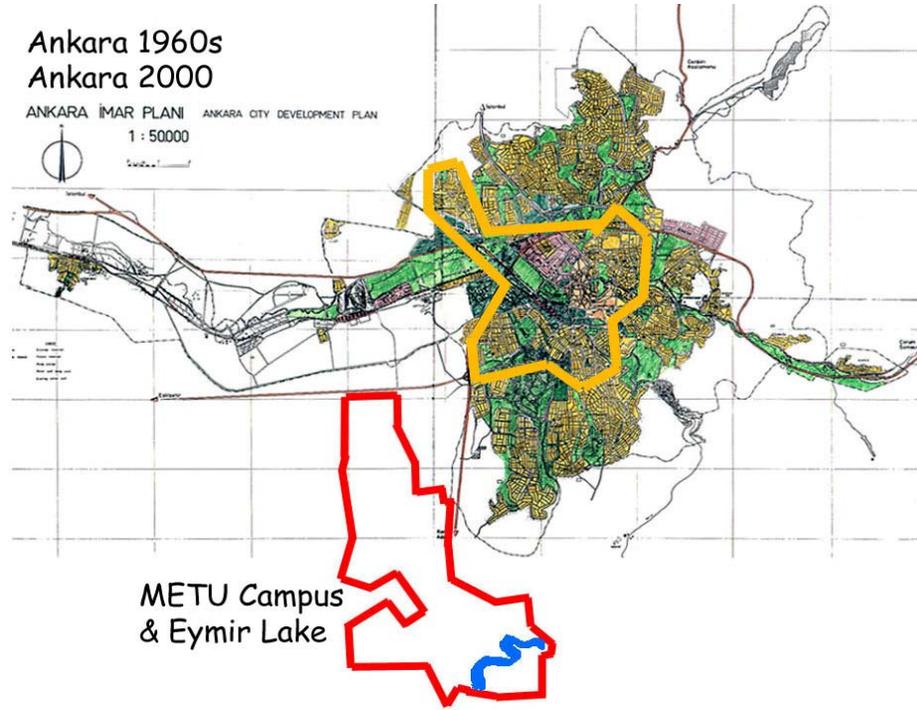


Figure 5.35. Development plan of Ankara - showing the area of *METU* Campus and the near environment. (prepared by Baykan Günay)

According to the report of Ankara Development Plan Scheme 1970-1990, it has been stated that an area nearly 75-hectare around the Karakusunlar Social Housing and Public Service Areas (Project no: 9), the existing dwellings for workers would be expropriated. In that area, there would be areas allotted for the public services which were essential for the inadequate living environment in respect to the Ankara Development Plan Office density and service standards.<sup>198</sup> According to the Ankara 1990 Plan, there were principles for on the issue of the institutions in the urban pattern. In this plan, both sides of the Eskisehir

<sup>198</sup> T.C.İmar ve Iskan Bakanlığı Planlama ve İmar Genel Müdürlüğü.Metropolitan Planlama Dairesi Başkanlığı, *Ankara nazim plan semasi raporu- (1970-1990)*, Ankara: Ankara Yüksek Teknik Öğretmen Okulu Matbaa Atelyesi , p. 411

Highway's part extending between the entrance of Bahcelievler and the junction point of belt highway was proposed as an alternative area for the establishment of the governmental offices. And this principle made Eskisehir Highway as a popular and busy part of the city. By this way the main entrance of the university was included by the city.

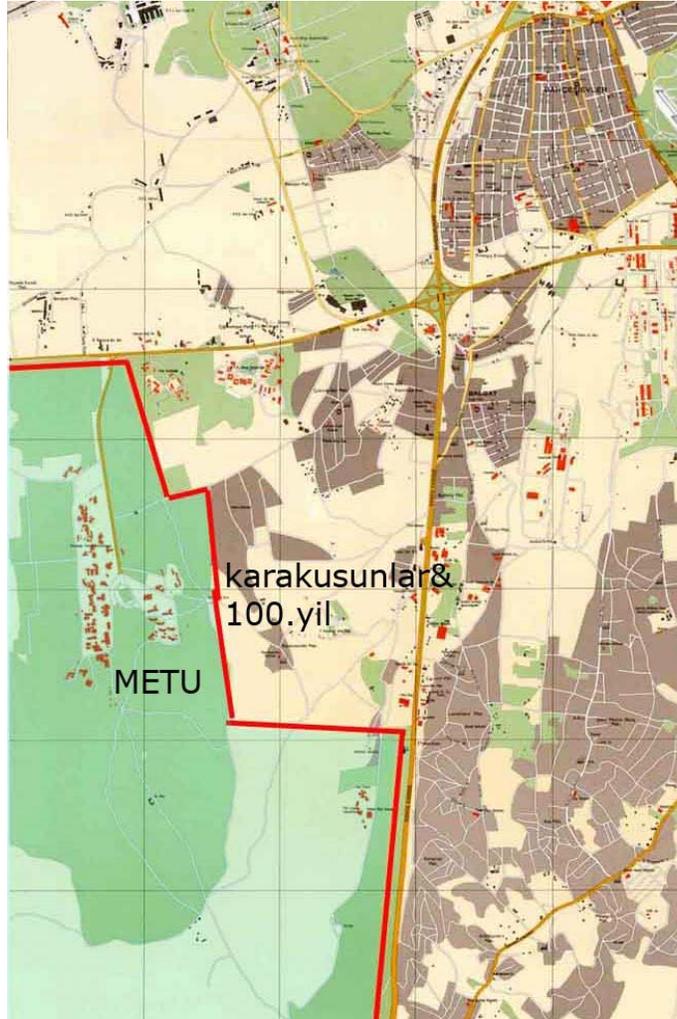


Figure 5.36. Karakusunlar in 1970s

According to the development plan of Ankara approved in 1990 the site of *METU* has been accepted as an "educational area" and only the surrounding of Eymir Lake has been expressed as "recreational

area." Until 1980 the campus area had growth according to the plan made in 1963. But after 1980 making a new development plan was an obligation. The growth of the city made the campus become a part of the city center. At this point, university had some ideas for developing the relation with the city like developing the cultural, sportive facilities and also founding a Techno polis for supporting researches. Besides, these facilities have been economical resources for the university after the reduction in the educational expenses which caused economic problems and searching for new financial sources for the university. Therefore in 1993, 1/5000 new development plan of METU was approved. After the approval of the new development plan of METU in 1993, the improvement of the cultural, sportive facilities accelerated. The effect of University on the cultural life of the inhabitants of the near environment has been stated as socio-cultural effect of university in literature.<sup>199</sup> "...higher education students (both undergraduate and postgraduate) and, to some extent, the rest of the academic community, may be described as an urban population that establishes important economic, social, and cultural relations with other groups, modifying urban landscapes in specific ways, and ultimately determining the viability and extent of the knowledge spillover."<sup>200</sup> This affect has been created at METU by the construction of Cultural center, organizing cultural and scientific festivals. By this way, the relation with the city can be concretized.

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<sup>199</sup> Sürmeli, Fevzi, 2008, *Anadolu Üniversitesinin Eskişehir'e Etkileri ve Şehrin Üniversiteyi Algılayışı* , Eskişehir: Anadolu Üniversitesi, p 14

<sup>200</sup>Russo, van den Berg, Lavanga, 2007, *Towards a Sustainable Relationship between City and University: A Stakeholdership Approach*: <http://www.sagepublications.com,p.201>,<http://jpe.sagepub.com/cgi/content/abstract/27/2/199>, (accessed in February 9, 2010) p-201

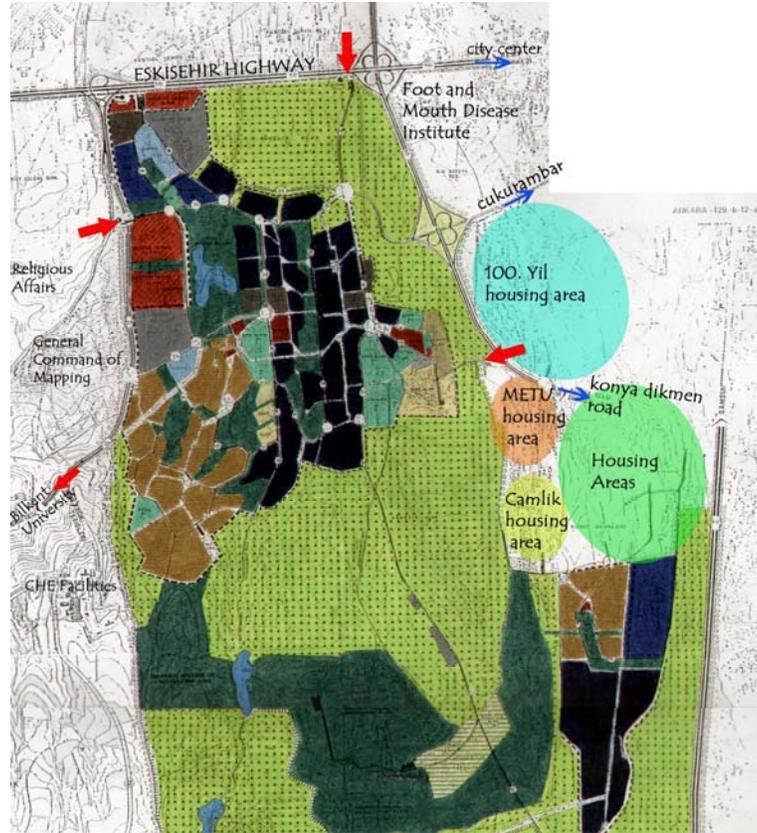


Figure 5.37. METU Development Plan and settlements in the near environment (prepared by Baykan Günay)

## 5.4.2 General Characteristics of the Area at Present

### 5.4.2.1. Existing urban pattern of the interface area

The University began instruction in Architecture with 50 students and 18 teachers in a building in the garden of Turkey Grand National Assembly. Today, METU campus has been including 22.978 students in 5 faculties and 37 departments. The campus area extents 4500 hectare and 3043 hectare of the area is covered by the forest. METU is the widest university campus in Turkey and with its area it is consisting of the place for breath in the southern part of the capital city. In addition to 17 student dormitories sheltering 6496 students, there have been

libraries, cultural center and commercial areas serving the inhabitants of the university.

Table 5.3. Population of METU Campus in 1956, 1969 and 2010

METU Campus	Academic Staff	Administrative Staff	Students	Dorm Capacity
1956	18		50	
1969	630		5.200	2.300
2010	2.550	1.258	22.978	6,466 F: 3.108 M: 3.388

Growth in the population of the university and the city in the 54-year period was appeared new demands and needs.(table 5.3) However, as stated in the committee report of Perkins in 1954 that the campus area of METU was selected in an isolated area from the city for protecting the physical autonomy of the university. On the other hand, today, the housing districts, 100. Yil and Karakusunlar have encircled eastern part of the university.

Formerly it has been stated that, the development in Karakusunlar has been started after 1980s. Today this area includes two universities; METU and Çankaya University, high schools and dwelling blocks. The development of Karakusunlar affected *METU* and the university made an additional entrance which was not proposed in the first site plan of METU from Karakusunlar District. Besides, from the date of the foundation of the University until present, city has been expanding through the Eskisehir Highway and *METU* campus has

become a part of the city center. In the metro project of Ankara, *METU* has been considered and a station has been proposed along the Eskisehir Highway route on the northern entrance of the university. On the eastern part of METU, Bilkent, another university campus and its commercial center and housing district has been locating. Like the entrance from the Karakusunlar District, the entrance from the eastern part of the university opened in the following periods, because of the interaction with Bilkent. Eventhough METU was planned as a university outside the complexities of the city, in time social relations and human beings have made relations between the two domains. As Lefebvre states that;

*"The user's space is lived – not represented (or conceived). When compared with the abstract space of the experts (architects, urbanists, planners), the space of the everyday activities of user is a concrete one, which is to say, subjective."*<sup>201</sup>

Being isolated can be true for the first year of the university as it was locating outside of the city center. Today, in the interface area between Middle East Technical University and Ankara, the relation and the belonging of the university to the city is apparent. The metro stations, the bus services are the examples of being an extension of the Ankara. However, being separate from the city, METU has been a part of the city at the same time.

#### **5.4.2.2. The Users of the Area**

In Karakusunlar and 100. Yil Districts, there have been two universities locating in the area, so the student population in these areas are high. As METU is a university with high student population, the students from METU can be seen every part of the districts. In the

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<sup>201</sup> Lefebvre, Henri, 1991, *The production of space* ; translated by Donald Nicholson-Smith, Oxford, OX, UK ; Cambridge, Mass.: Blackwell, p. 362

report of Ankara 2023 Plan Schema, it has been stated that because of the student population the portion of the households with 1 and 2 people is %31,28 in Middle East Region.<sup>202</sup> Also the academicians of METU prefer to live in that area. Although the workers of METU coming from the different part of Ankara, the workers coming from 100. Yil and Karakusunlar are in a big portion. In addition, as the area is dwelling area, families are also living in there. Other users in the area are the owner and the workers of the businesses in this district. As a result, the population of Karakusunlar and 100. Yil region has a great diversity in respect to the social and economic level of the inhabitants.

#### **5.4.2.3. Land Use and major Activity analysis of the area**

It can be seen the effect of social life on the physical space in these interface areas. The activities needful for social life can be concretized by transforming the functions of the space into another function. A campus like *METU* with high population has a great impact on the near surrounding for changing its real activities into another. In 100. Yil and Karakusunlar, the ground and basement floors of the apartment blocks are used for economic activities and the upper floors for residences. In some residential blocks, the spaces for economic activities were designed before, but in some cases the dwelling unit turned into a shop or something else in time. The spaces in the lower floors of the residential blocks can be a supermarket, a coiffeur, a real estate, a restaurant or a café etc. the number of the small businesses in this interface area are 23 restaurants and cafes, 7 super market, 6 coiffeurs and 5 stationeries and photocopy centers.

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<sup>202</sup> Ankara Büyükşehir Belediyesi İmar ve Şehircilik Dairesi Başkanlığı, 2006, 2023 Başkent Ankra Nazım İmar Plan Raporu Ankara2023, p.574 [http://www.ankara.bel.tr/AbbSayfalari/ABB\\_Nazim\\_Planı/rapor/7-sosyal-yasam.pdf](http://www.ankara.bel.tr/AbbSayfalari/ABB_Nazim_Planı/rapor/7-sosyal-yasam.pdf), (accessed in June 21, 2010)

Although the surrounding area of *METU*, as stated before, was planned as dwelling area, some of the activities and the life of the area have been changed and some of the houses lost their identity and gained new identities. For example the neighboring houses along the road to *METU*, have been converted into a commercial area (Figure 5.39). One of them is photocopier; one of them is hairdresser etc.



Figure 5.38. A view from the street longing through *METU*

Source: Personal Archive

Another example is the pub, café, Drunk, locating nearly 4-5 years very near to the A4 entrance of *METU*. The clients of this place are mostly the students of *METU*. Like the bar opposite to the *Ankara University Cebeci Campus*, the inhabitants of the university are the main clients of these recreational places. The recreational areas are necessities for the students not only because of their ages but also because of going away from the lessons and creating break time for themselves for a while.

According to the *METU* Development Plan approved in 1993, dwelling area for the academicians of the university was proposed. In addition to this dwelling area many of the academicians have been living in the area surrounding the university.



#### 5.4.2.4. The hours and periods activity analysis of the area

Unlike the urban campuses of Ankara University, as METU is a campus university and the distance from the settlement area of the campus to the district is further than the distance of Ankara University City Campuses to the city. In Cebeci the faculty buildings are consisting of the façade of the Cemal Gursel Avenue, on the other hand at METU the entrance building of the university are the only elements seen from the city. Mumford argues in his book "*the Culture of Cities*" that;

"Limitations on size density, and area absolutely necessary to effective social intercourse; and they are therefore the most important instruments of rational economic and civic planning."<sup>203</sup>

In addition to being far from the district the facilities of university is sufficient for the students needs. In METU campus there have been eighteen dormitories serving for the students of the university with 6496-student capacity, shopping area, market, patisseries and restaurants etc. Therefore, because of these two reasons, in daytime period the relation between the city campuses of Ankara University and the relation between METU and Ankara is different. Students of METU mainly prefer to live in campus in day time. Afterwards, they join the life of the near environment. So the life of near surrounding of METU become alive after the lessons finished at the campus. According to an owner of a market in 100. Yil, the students generally come there after 6 p.m. after the end of the lessons at school. Also, the owner of Arjantin Kebap reveals the same information. And he added that the percentage of students in the restaurants in launch time is %30 and this ratio increases to % 80 in dinner time and in late hours. Weekends are also alive for the district on respect the student population. On the other hand the midterm and especially final exam periods the area also loses its active life in respect to the students. In addition, like the city

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<sup>203</sup> Mumford, Lewis, 1938, *The culture of cities [by] Lewis Mumford*, New York: Harcourt, Brace and company, p. 488

campuses of Ankara University examined before, the surrounding area of METU loses its active life in the vacation period of the university. To sum up, the student population of METU affects the life of Karakusunlar and 100. Yil districts in respect to the daily routine of the university.

### **5.4.3 Interviews, Observations and the Results**

With the foundation of *METU*, there have been many improvement realized for the Turkish Higher education. One of them is the organization of Campus University. In other words *METU* has become a model with its campus unlike the scattered spatial organization of *Ankara University*.<sup>204</sup> But, being a campus university made *METU* isolated from the city at a glance. Although, most of the universities especially campus universities behave as, they are independent from the city, but they are the parts of the city with its impact on varied fields of the city life. Economic and social life in this interface area has been changed within the spatial character of the area. Karakusunlar and 100. Yil region which was in the boundary of a village has gained its identity within the growth in the population of the university and the expansion of the city along the Eskişehir Highway. Actually economic, social and spatial changes are affecting each other in the area, and finally the transformation is completed. The major actors are the students of the university, causing that transformation in urban space. Most of the students at METU prefer 100. Yil and Karakusunlar Districts, after the years staying at dormitories. In an interview with a senior student at the department of Computer Engineering staying in Karakusunlar states that in the first years of the school she was staying in the METU Dormitories, then she moved to her house with a roommate

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<sup>204</sup>Payaslioglu, Arif T., 1996, *Türk yükseköğretiminde bir yeniliğin tarihi: barakadan kampusa 1954-1964*, Ankara: Orta Doğu Teknik Üniversitesi, p.340

in that area as this district can be seen as an extension of the school in urban space.

According to the interviews done in the area display that; the students choose this area, adjacent to the university, not only for being very close to the university, but also feeling safe of being in the threshold of the university. A graduate student at the department of Electric and Electronic Engineering staying in 100.Yil district explains her reasons for preferring this area that proximity to the school and feeling safe are crucial. Here they can be inside the university and also outside the university. This interface zone has a mission of being a transitional area to the main space for the students. Ashihara observes the same intention on the Japanese students. He claims that as the universities in Japan are Campus Universities with introverted lives, this campus area is assumed as internal space and the outside assumed as external space. He gives examples about that issue;

*"If police, who belong to the external order, intrude into this space, student and faculty react in much the same way as if their home had been invaded, because psychologically, for them the campus is internal space."*<sup>205</sup>

Additionally, in Karakusunlar and 100.Yil district there have been many people keep on living in this area after graduating from the school. The same dissertation is true for the other campuses examined in this study. During the field researches the number of the people living in the near environment of their school after graduation is pretty high. One of them is graduated from the department of Biology is living in this district; however her working place is in Kizilay. She states that as she

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<sup>205</sup> Ashihara, Yoshinobu, 1983, *the Aesthetic of Townspace*, Cambridge, Mass.: MIT Press, p.19

is used to live near the school, she does not want to move to another part of Ankara. By this way she does not break off her relation with the school and can attend any activity of the school whenever she wants.

The students coming from the other cities, have been improving new relations and new belongings and changing their life styles. Students can choose to continue living in the same city that they were educated after the graduation, because of the relations and the belongings they improved. The proportion of living in the same city after graduation is higher among the graduate students than the bachelor students.<sup>206</sup>

*METU* was a campus university far from the city center in the first decades of the university. Then, city has been growth and this area and university became a part of the city center. As *METU* has been a campus university it is an introverted world living in its boundaries. Although it has been surrounded by walls and the entrance to the university is limited for the people except the students of university, it has relations and contact with the city. In addition, Samuel Noe was expressing while he was serving as professor in 1969-70 academic year in the Department of City and Regional Planning at *METU* that professional capability, awareness of their total environment, concern for the human condition and motivation to serve were the four qualities that they want from their students in USA. He was comparing the student in America and students at *METU* and stating that the environmental awareness of the students at *METU* was less than adequate.<sup>207</sup>

As a result, the interface between the city and *METU* campus has been formed by the inhabitants of the university and the city. In

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<sup>206</sup> Sürmeli, Fevzi, 2008, *Anadolu Üniversitesinin Eskişehir'e Etkileri ve Şehrin Üniversiteyi Algılayışı* , Eskişehir: Anadolu Üniversitesi, p 14

<sup>207</sup> Noe, Samuel, 1970, p.5

addition to the people in that area, the lessons and the education at the university have been also effective on the formation of the interface as they have been supporting the awareness and relations of the students with their near environment.

*METU*, the first technical university in the history of Turkish Republic, always has a mission for developing the city and the country. Being a technical university takes some additional services with it. The foundation of Techno polis at *METU* is an additional service in the campus and a step for the mission of developing the country. Laub expresses the potential of university as;

*"Placement of a college in a locality can help attract additional central services and amenities and can draw industry and tertiary activity. The college can help diversify the community, increase social interaction, and offer a strong center or focal point."*<sup>208</sup>

By this way university have a relation with the state and the city like other universities in Europe or In USA.

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<sup>208</sup>Laub, Julian Martin, 1972, *The college and community development; a socioeconomic analysis for urban and regional growth*, New York: Praeger, p.22

## 5.5. EVALUATIONS and RESULTS

Existence of universities in urban settlements is arisen different types of needs and desires within the rapid growth in the population of the expanding universities and the cities. These needs are influencing the social, economical and spatial structure of the near environment of the university in the urban pattern. However, university has a great impacts not only to the city it is locating but also, to the whole country, in this study the main concern is the vicinity of the university and its spatial formation in time within the effects mentioned in the former parts. After revealing the past and present situations of the four selected university campuses in Ankara it is worthwhile to evaluate the findings and extracting the characteristics of the interface areas formed around these urban-city Universities and campus university in Ankara.

Field researches, done in the three urban universities and a campus university in Ankara, display that every university is transformed their surrounding and creates their own interfaces in the urban tissue. This interface area can be defined as a "structure" in urban space. Teymur reveals on this issue that a "structure" is composed of the relations and transformation system; in addition to them it also includes 'wholeness' and 'self-regulation'.<sup>209</sup> For understanding the structure, it is not compulsory to make references to extraneous elements.<sup>210</sup> And the formation owes its existence and its effect to the structure. Therefore, the structure of the interface area of the examined university campuses, social, economic life and spatial organization have been influenced by the existence of university.

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<sup>209</sup>Teymur, Necdet, 1982, *Environmental discourse : a critical analysis of "environmentalism" in architecture, planning, design, ecology, social sciences, and the media*, London: Question Press, p.55

<sup>210</sup> Ibid., p.55

In all cases major problem of the close area of the university campuses is that; during the planning process of the vicinity of the university there has been nothing taken into consideration about the needs and the potential of the university. The communications and relations between different communities and the different parts of the city have been decided by the architects and the city planners, designers of the city space. In some cases the relations has been considered, but in some there has been no attempt for this interconnection. Banz talks about that *"rather than finding communal communications concepts readily translated into urban space concepts, the community may in fact be forced adapt its communications process to the already implemented spatial conception of kings or bureaucratic elites or to that of real estate developers, planners or architects."*<sup>211</sup> Actually, these communications does not defined by the experts of the issue or not fully leave as untouched issue. The communal communications should be aided by the arrangement of the urban space.<sup>212</sup> For creating belongings it is important to embody the common values of the inhabitants of the space. This type of belongings has been created in time by transforming the spaces according to the needs and the values of the inhabitants living in the area. *"The function is shaped in accordance with the social milieu."*<sup>213</sup> The social life shapes the interface area between the university and the city. At this point, Norberg-Schulz states about the buildings and the relation of the social life that;

*"Artifacts and buildings participate in social situations. When defining the building task, we have to take this into consideration and render an account of the social factors which should enter the architectural concretization...The social purpose of a building may thus be the expression of a status, a role, a group, a collectivity, or an institution; and a collection of buildings*

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<sup>211</sup> Banz, George, 1970, *Elements of Urban Form*, New York: McGraw-Hill, p.11

<sup>212</sup> Ibid., p.11

<sup>213</sup> Güçlü, Tuğba, 2006, *Architectural built form and public dialogue : an evaluation of public wall in its communicative role*, Ankara: METU, (Master Thesis), p.26

*may represent the social system as a whole. It is evident that we here transcend the mere physical functions.”<sup>214</sup>*

In the development plans of Ankara the areas of universities and the importance of these institutions have been revealed, but its potential and its influence on the spatial character of the neighborhood have not been considered. According to the first development plans the near environment of Cebeci, Tandoğan and Dışkapı (Faculty of Agriculture and Veterinary) campuses and METU Campus were proposed as dwelling areas. The interface spaces around the universities are not planned or designed by considering the needs of the inhabitants of the university. Therefore, mutual transformation in the existing and proposed architectural spaces and their functions started for providing the needs and the desires of the inhabitants of the university. In Cebeci and Tandoğan some of the dwelling units turned into dormitories, because of the insufficient capacity of the dormitories of the universities. On the other hand, because of being a campus university with its introverted type of life style, the capacity and the services of the dormitories of METU are in good condition and there is no need for dormitories in the near environment of this campus. In the case study including the Dışkapı (Faculty of Agriculture and the Faculty of Veterinary) Campus, because of the economic level, location of the area and the low-prices of the houses, there has been no intention for establishing a private dormitory.

According to the field researches and interviews, in addition to the need of a place for accommodation, students need places for recreational activities. As universities are places for socialization, they have tendency joining school clubs, going to cafes and bars etc. According to the Report of Harvard committee, about the '*general education in a free society*', the college years means a period for

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<sup>214</sup> Ibid., p.26-27

developing friendships, socialization, and having time full with good fun the bars around the university campuses and Coffee houses are places for socialization.<sup>215</sup> Around the urban-city university as there have been a direct interaction between the university and the city, these interface areas have been completing the insufficient activities of these universities and behaving as an extension of them. On the other hand, although METU is a campus university including every type of activity in its campus area and its settlement locating in a certain distance from the settlements of the city space, this type of recreational places are also locating in the near environment of the campus and students are composing of the majority of the clients of these places.

In respect to the higher educated population in Turkey, Ankara is in the first rank with its %11,14 ratio. This ratio not only gives clues about the highly educated society and its social structure and, but also includes details about the development of urban economy.<sup>216</sup> In these interface areas the economic life has been affected in a positive way from the universities. According to the observations and the interviews the examined universities are increased the number of gastronomical activities, shops for serving the needs of students i.e. stationeries and photocopy centers.

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<sup>215</sup> Report of Harvard committee, 1945, *General Education in a Free Society*, quoted in Lucas, Christopher J., 2006, *American Higher Education: A History*, New York: St. Martin's Press, p.208

<sup>216</sup> Ankara Büyükşehir Belediyesi İmar ve Şehircilik Dairesi Başkanlığı, 2006, 2023 Başkent Ankra Nazım İmar Plan Raporu Ankara2023, p.339, [http://www.ankara.bel.tr/AbbSayfalari/ABB\\_Nazim\\_Planı/rapor/7-sosyal-yasam.pdf](http://www.ankara.bel.tr/AbbSayfalari/ABB_Nazim_Planı/rapor/7-sosyal-yasam.pdf), (accessed in June 21, 2010)

Table 5.4. Economical activity analysis in the four university campuses

interface area of	portion of the economical activities directly related with the students	Portions of the clients of these economical activities directly related with the students
Cebeci Campus	85%	70% student 30% inhabitants of the area
Tandogan Campus	80%	60% student 40% inhabitants of the area
Faculty of Agriculture and Veterinary Campus	50%	45% student 35% people coming for the hospital 20% inhabitants of the area
METU Campus	80%	60% student 40% inhabitants of the area

Rises in the rents of houses in these interface areas are the other influence of the university in the local economies of these areas. Foundation of research centers and techno parks by the universities contribute the economy of the country.

According to the studies done in the four selected university campuses vicinities in Ankara, universities not only influence the spatial, social and economic characteristics of the interface area, but also the names of the places are affected from this dominant institution in the urban space. For example the name of the streets or the districts and the name of the places serving for the students have been taking the

names related with the university locating in the near environment. "Districts are the sections of the city and are mentally recognized as having something identifiable character."<sup>217</sup> The name of district is "Fakulteler District" where Cebeci Urban-City Campus has been locating, also the "Ziraat District" where Ankara University Faculty of Agriculture and Faculty of Veterinary have been locating and "Orta Dogu District" where METU Campus have been locating. Gur states that names include the memories and the meanings of the certain groups.<sup>218</sup> In addition she interprets the words of Tuan; it can be stated that the physical environment is an expression of conscious classification of the culture.<sup>219</sup> It is clear that the names of the places are the product of the university culture in the area. Being visible and being distinguished from the surrounding of the physical objects or remembering something from the inhabitants past is important for the realization of perception-conscious process.<sup>220</sup> During the observations in around the 4 university campuses in Ankara, names of the places have tendency of preferring names evoking university and youth. By this way, students or the inhabitants of the university feel as these places are parts of their life and include something belong to their life in university and they choose these places for their needs.

Existence of university can be felt in the interface area in these university campuses in Ankara. As university campus is a part and a type of a space locating in the city; types organize our thinking, communicating and acting in all domains of life.<sup>221</sup> By this way the character of the interface space is shaped. The character of a place is

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<sup>217</sup> Lynch, Kevin, quoted in Madanipour, Ali, 1996, *Design of urban space : an inquiry into a socio-spatial process*, New York: Wiley, Chichester, p.67

<sup>218</sup> Gür, Şengül Öymen, 1996, *Mekan Örgütlenmesi*, Trabzon: Gür yayıncılık, P.87

<sup>219</sup> Tuan, 1974, quoted in Gür, Şengül Öymen, 1996, *Mekan Örgütlenmesi*, Trabzon: Gür yayıncılık, P.87

<sup>220</sup> Ibid., 187

<sup>221</sup> Franck, Karen A., Schneekloth, Lynda H., 1994, *Ordering Space; Types in Architecture and Design*, New York: Van Nostrand Reinhold, p.345

designated by its material and formal participants<sup>222</sup>. As Norberg-Schulz states "... different actions demand places with different character, which becomes an important part of the experience<sup>223</sup>." The character of the interface area is carrying both the character of the city and the character of the university. In medieval ages in the streets of Università Cattolica in Milan, one could sense easily the existence of university in near environment because of the students with their long black togas.<sup>224</sup> Today the university students are not wearing togas but when a person comes to that interface area without knowing the neighboring of university, he can sense the existence of university from the character of the place, population of the university students in the streets, from the names of the places, from the transformed places etc. in the area. Franck states that;

*"In entering and occupying a place occupants recognize, however unconsciously, what type of place they are in and act according to the customary pattern of uses and relationships associated with that type in that society."*<sup>225</sup>

Main issue of this thesis is the spatial interpretation of the relation with the city in the interface space of the University with the city where social interaction and daily experience of urban life take place. Bacon thinks that "although the participant may not acknowledge the relation between parts, it persists in perpetual experience (Bacon, 1967)<sup>226</sup>."

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<sup>222</sup>Norberg-Schulz, Christian, 2003, *the phenomenon of place* in Cuthbert Alexander R. (ed.),2003, *critical readings in Urban Design*; Malden, MA: Blackwell Pub., p.121

<sup>223</sup> Ibid., p.120

<sup>224</sup> Sottili, Agostino, 2006, *Renaissance humanism and university studies; Italian Universities and their influence on the Studia humanitatis in Northern Europe*, Leiden ; Boston : Brill, p.1

<sup>225</sup> Franck, Karen A., Schneekloth, Lynda H., 1994, *Ordering Space; Types in Architecture and Design*, New York: Van Nostrand Reinhold, p.345

<sup>226</sup> Edmund N. Bacon, 1967, *The Design of Cities*, New York: The Viking Press

Thomas Bender a history professor thinks that "...in recent time's universities has been seen as a product of its relationship with the city and its urban surroundings, with a strong belief in a university **of**, not simply **in**, the city."<sup>227</sup> By this way *Ankara University* has become a part of the center of the city or in other words it has become the University of the City.

The affect of the university cannot be limited to its plot. As the faculties in Cebeci, Tandoğan and Faculty of Agriculture and Veterinary campuses are urban universities the relation between the city and university is stronger than the relation between the city and the campus university. This relation occurs along the street in Cebeci, Tandoğan and Dışkapı. Especially, in Cebeci the university is a part of the rhythm of the city. Ashihara told about the urban universities in United States and the relation with it's the city in the book *The Aesthetic Townscape*. He states that;

*"In universities in the United States, the streets of the surrounding town often pass through the campus itself; you may find yourself on the campus one moment and in a residential section of the town the next. The university buildings face the street, each with its own numbered address."*<sup>228</sup>

Before the construction of the surrounding walls of the Urban Campus of *Ankara University* in Cebeci, the relation between the city and the university is similar with the relation Ashihara told. Although, University has its own boundary or separators it does not really isolated from the social space of its periphery. It continues effecting its surrounding. Lefebvre states that:

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<sup>227</sup> Bender 1998, quoted in Perry, David, C. and Wiewel, Wim, 2005, *The University as Urban Developer : Case Studies and Analysis*, USA: Lincoln Institute of Land Policy ; Armonk, N.Y. : M.E. Sharpe, Cambridge, Mass., p.4

<sup>228</sup> Ashihara, Yoshinobu, 1983, *The Aesthetic of Townspace*, Cambridge, Mass.: MIT Press, p.19

*"Social spaces interpenetrate another and/or superimpose themselves upon one another. They are not things, which have mutually limiting boundaries and which collide because of their contours or as a result of inertia...Visible boundaries, such as walls or enclosures in general, give rise for their part to an appearance of separation between spaces where in fact what exists is an ambiguous continuity. The space of a room, bedroom, house or garden may be cut off in a sense from social space by barriers and walls, by all the signs of private property, yet still remain fundamentally part of that space."* <sup>229</sup>

In addition as being a part of city, university areas are used by the inhabitants of the city in these three city-urban campuses. METU is an isolated campus university forbidden the entrance of people of the city. Jacobs criticizes this isolated situation of universities by examining the policy of University of Chicago. She states that this type of policies where universities separated from the city, generate the kinds of "border vacuums" and these "border vacuums" "tear a city to tatters."<sup>230</sup>

Keleş criticizes the isolated characteristics of university and adds that in case the character of the education of the university with isolated from its surrounding, the location of university whether in the city or outside the city is not important.<sup>231</sup> METU has this type of tendency. But according to the observations and the investigations done in the near environment of the campus, the university is not totally isolated from its surrounding. As the inhabitants of the university, students are social living creatures, the interaction and the effect on the near environment and society is inevitable.

In Cebeci and Tandoğan the interface area is consisted of an avenue and a settlement across the avenue. As the urban campuses in Tandoğan

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<sup>229</sup> Lefebvre, Henri, 1991, *The production of space* ; translated by Donald Nicholson-Smith, Oxford, OX, UK ; Cambridge, Mass.: Blackwell, p.86

<sup>230</sup> Jacobs, Jane, 1961, *Death and Life of American Cities*, pp.264-65, quoted in Kolson, Kenneth, 2001, *Big plans : the Allure and Folly of Urban Design*, Baltimore : Johns Hopkins University Press, p.166

<sup>231</sup> Keleş, Ruşen, 1972/12, *Mimarlık*, Ankara: Mimarlar Odası, p.17

and Cebeci are very close to the main avenues, these avenues have very active life because of the students of the university. During the vacation periods of the university these avenues lose their liveliness. This type of relation between METU and city does not exist. METU has created its own interface with the city in different ways. Unlike the other examined urban campuses, METU does not locating on an avenue in the city center. Also, as the settlement of the university is far from the entrances of the university, the near environment of the university gains liveliness after the school time. According to Lefebvre "space is social morphology: it is to lived experience what form itself is to the living organism, and just as intimately bound up with function and structure."<sup>232</sup> The changing population of the university as well as the changes in the social and economic life of the interface area has transformed the spatial character of this area.

According to the interviews and observations in the interface of 4 selected campuses in Ankara have been psychological factors for students to choose these areas for accommodation. Because of the security problems of the big cities, living adjacent to a familiar place is a psychological reason among students while choosing the interface area to live in. Today, fast urbanization causes unsolvable urban problems. The problem about the criminal issues is the thing most of the students take into consideration. Crimes like kidnapping, robbery, swindle etc., occurring in the urban space, rates in the big cities are in serious ratios. In big cities, as, societal mobility gives way for doing the action cavalierly and provides possibilities for hiding, it is easy to commit a crime in big cities.<sup>233</sup> Herzberger states that;

*"A 'safe nest' – familiar surroundings where you know that your things are safe and where you can concentrate without being*

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<sup>232</sup> Lefebvre, Henri, 1991, *The Production of Space* ; translated by Donald Nicholson-Smith, Oxford, OX, UK ; Cambridge, Mass.: Blackwell, p.94

<sup>233</sup> Şener, Muharrem,1994, *Büyük Kentlerin Gecekondu Bölgelerindeki Sosyo-Ekonomik Yapının Suç Olgusuna Etkileri*, İzmir: (Master Thesis), 64

*disturbed by others – is something to get each individual needs as much as group. Without this there can be no collaboration with others. If you don't have a place that you can call your own you don't know where you can stand.*"<sup>234</sup>

Herzberger also gives example about a child that when a child sitting on the step in front of his house, he feels independent that he is far away from his mother. On the other hand, he also feels secure that his mother is very close to him. Namely, "*the child feels at home and at the same time in the outside world.*"<sup>235</sup> This example can be explained the attitude of the students selecting Mebusevler, Cebeci, Karakusunlar and 100. Yil District for accommodation.

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<sup>234</sup>Hertzberger, Herman, 1995, Lessons for students in architecture, Rotterdam: 010 Publishers, p.28

<sup>235</sup>Ibid., p.32

## **CHAPTER 6**

### **CONCLUSION**

All through the study, interface area between university and city has been analyzed in terms of theoretical framework and the formation of this space around the universities in different contexts in Ankara. The survey demonstrates relation between the city and the university in the vicinity of the university.

The relationship between universities and their settled communities cannot be limited to the sphere of the major services of the universities. In addition to their mission of producing knowledge, training people in a specific professions and contributing the development of society by the researches in technology and science, the potential of these institutions establish significant economic social and cultural relations with the community. By this way, these relations influence the spatial character of the urban tissue of the city and make them to transform in respect to the needs and desires of the inhabitants of the university.

There have been studies about the urban pattern of the city without considering the big potential in respect to economic and social profits of universities. Therefore, in this study the potential of the universities is investigated by examining the effectuated space of interface of the university in urban space.

In the second chapter of the study definition of the interface has been done for clarifying the content of the word. The interface area, which has been forming the transition, is explored as an area belonging to both university and the city.

The interface area is described as transitional and in-between areas in this study. This concept of interface between the university and city is shaped in times. It is suitable to say, interface area is an in-between formation of university and city. "*The in-between concept is the key to eliminate sharp division between areas with different territorial claims.*" In this thesis the case studies are the areas disconnected from their surrounding when they were founded. On the contrary, the division is depressed by the formation of the interface area between the university and the city. Another questioned subject is the communicative and transitional role of the interface as a boundary between the city and the university. This transitional space as explained is named as interface area between the university and the city in this thesis.

In the following chapter history of university has been examined from the medieval ages till the contemporary world. After the definition of the interface and the history of the university, relation between the city and the university has been scrutinized over specific examples around the world. In this part economical, social and spatial relations between the city and the university have been clarified. From the economical respect, urbanization can be defined as a transition from the production in agricultural area to a sophisticated production level. This continuum engenders the emergence of division of labor and assemblance of different sectors in urban space and a more rapid growth is eventuated in urban area than the rural area.<sup>236</sup> From the

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<sup>236</sup> Keleş, Ruşen, 2004, Kentleşme Politikası, Ankara: İmge Kitapevi Yayınları, p.22

sociological point of view, it can be portrayed as a transition from a community life with constricted spaces to a complex life of society.<sup>237</sup>

In the fifth chapter, relation between university and city and the formation of the interface area between these two domains have been examined through 4 selected university campuses in Ankara. Although, there has been a tendency towards constructing isolated university campuses in cities, university has a counter-tendency creating relations with the city. As examined in Chapter 5, METU a campus university creates its own interface with the city, as the inhabitants of the university are social things. Le Febvre expresses that social humanity produce by using the resources that the nature provides.<sup>238</sup> By this way the university and its inhabitants can be woven with the city.

After that, the effects of the formation of the area will be defined and examined. Social and economic effects on the formation of this space are examined. This research tries to seek the ways how universities effect, transform and produce their own interface with the city. In this research a general view of the University, City interaction will be examined in different contexts and then this study will look at social life of the actors of the study from multiple points of view and explain how they affect the formation of the interface.

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<sup>237</sup> Sezal, İhsan, Şehirleşme, İstanbul: Ağaç Yayıncılık, p.22

<sup>238</sup> Lefebvre, Henri, 1991, The production of space ; translated by Donald Nicholson-Smith, Oxford, OX, UK ; Cambridge, Mass.: Blackwell, p. 70

Table 5.5. Activity analysis of the four campus area

interface area of the campuses	major actors of the area	student population of the campuses	Economical income of the inhabitants	activities in the area	percentages of the client groups in the economical activities	Number of the places for commercial activities	Number of the places for gastronomical activities	Rent intervals of the houses in interface area (TL)	Number of the dormitories
Cebeci Campus	1.inhabitants of the university 2.inhabitants of the city people using 3.the area for transitional area	nearly 8000	middle	-places for commercial activities -places for gastronomical activities -places for accommodation	70% student 30% inhabitants of the area	stationery+ photocopy centers-10 internet café+playstation-8 second hand sale shop-2 laundry-1	café+restaurant + patisserie+pub-37	600-800	university's dormitory-1 private dormitory-5
Tandoğan Campus	1.inhabitants of the university 2.inhabitants of the city people using 3.the area for transitional area	nearly 5500	Middle-high	-places for commercial activities -places for gastronomical activities -places for accommodation -places related with weapon	60% student 40% inhabitants of the area	stationery+phorcopy centers-11 internet café+playstation-2 laundry-1 weapon shop-6	café+restaurant + patisserie+pub-20	800-1000	university's dormitory-1 private dormitory-2
Dışkapi (Faculty of Agriculture and Veterinary) Campus	1.inhabitants of the university 2.inhabitants of the city 3.people coming for the hospital 4.people using the area for transition	nearly 3200	middle-low	-places for commercial activities -places for gastronomical activities -places for accommodation -places related with health	45% student 35% people coming for the hospital 20% inhabitants of the area	stationeries+ photocopy centers-3 super market-7 Pharmacy-7 Medical shop-5 Veterinary Clinic-1 internet café+playstation-2	café+restaurant + patisserie+pub-15	400-600	university's dormitory-2
METU Campus	1.inhabitants of the university 2.inhabitants of the city people using	nearly 30000	Middle-high	-places for commercial activities -places for gastronomical activities -places for accommodation	60% student 40% inhabitants of the area	stationeries+ photocopy centers-5 super market-7	café+restaurant + patisserie+pub-23	700-1200	university's dormitory-17

In this study, the effect of urban-city University and the effect of Campus University on the city are examined by the observations and the interviews done in the selected research areas. However, being a campus university, METU affects its surrounding in its own context. If METU and Ankara University Cebeci Campus is compared the magnitude of the impact of two different kind of university in the city space can be seen clearly. In Cebeci Campus the university student population is nearly 8000 and in METU this number is rising to 30.000. On the other hand, in the vicinity of Cebeci Campus, the economic and social life is more active than the life in the vicinity of METU. The reason of the life around METU is inactive than the life in the vicinity of urban-city university of Ankara University, is the spatial organization of the campus and proximity to the places of these activities. The topographic situation of METU obstructs the direct connection and the access to the near environment of the university. According to the interviews some of the students express that as they access to 100. Yıl and Karakusunlar by bus or car, so they prefer to go central part of the city like Bahçelievler or Kızılay. As a result, in addition to the population of the university, proximity to the vicinity of the university is one of the major effects on the transformation of the economic, social and spatial life of the vicinity of the university.

Additionally, according to the interviews and observations the multitude of the activities make the university students spent most of their times at school. For example, METU which is a campus university with its autonomy creates its own activity pattern and spaces. Therefore, METU students generally prefer to spend their times in campus. On the other hand, as this type of activity and spatial organizations of the other examined university campuses is not sufficient for the students, they generally prefer to go outside of the school for spending their times. In Cebeci and Tandoğan they generally prefer the surrounding of the university campus and in Dışkapı the students prefer to go to the central parts of Ankara as the students of

this campus generally spent most of their times at campus area, because of some of the obligations of the lessons. As a result, in addition to the population and the proximity to the vicinity of the campus, the potential of the activity life of the campus affects the economic, social and spatial life around the universities.

The economic level of the inhabitants of the interface area is also affecting the life in this area. According to the researches done in the four selected areas in Ankara, the economical income of the people of the area affecting the number of the small business, rents etc. For example in Dışkapı, majority of the inhabitants of the interface area have middle-low income. Therefore, the social and economical life in this area are reflecting the situation of its inhabitants as they are the other actor of this interface area transforming the urban space in accordance with their needs. Also the spatial organization, inner decoration and the types of the activities give clues about the income of the people. In Dışkapı the shops and the restaurants are smaller than the places locating around the other urban-city campuses.

Additionally, it can be argued that the profit of the actors of the interface area transforming the space in accordance with their needs and have become dominant in the area. For example in Dışkapı, the existence of the hospital and its effect on the space is much more than the existence of the university. In this area main actors of the social and economic life are the inhabitants of the hospital and people coming for the hospital. The number of the pharmacies, medical shops and the location of the restaurants opposite to the hospital are displaying the effect of the hospital in the life of this interface area. On the other hand, around the other selected university campuses, as the main actors of these areas are the university students, the economic and social life in these areas showing the dominance of them.

Table 5.6. Differences between City-Urban University and Campus University

Differences between City-Urban University and Campus University	
Ankara University (as City-Urban University)	METU (as Campus University)
Locating in the urban pattern	Locating in the periphery of the city center
Behave as a part of the rhythm of the city	Living in its autonomy
Makes the interface area active in every hour of the day	the interface area gains activity from the university in certain hours of the day
The relation occurs in short distance	The relation occurs in long distance

However, there have been differences between city-urban universities and campus universities in Ankara, changes in the interface area occur in both cases (Table 5.6.). Difference between campus and urban-city University in Ankara and their mode of existence is the other result of the study. According to the study, the urban-city university campuses behave as a part of the city and the campus university, METU, lives in its own autonomy. The interface areas between the city and the university are active in every hour of the day around the urban-city university campuses. On the other hand as the distance between these two domains is respectable, the effect of the university is limited.

While creating its own space, university changes the characteristics of its environment. It creates its own interface that constructs its own relations according to the needs and necessities of the inhabitants of the area. A city must be living with the university they should benefit from each other. The existence of a university is a great potential in respect to economic and social life of the city. Jacobs argues that a city "must serve more than one primary function; preferably more than two. These must insure the presence of people who go outdoors on different schedules and are in the place for different purposes, but who are able to use many facilities in common."<sup>239</sup> In the same manner Kolson states that in a city places for commercial activities were not separated from the dwelling units, they should intertwine each other for a living city.<sup>240</sup>

University needs strong relation with the city. This relationship of these two poles should be sensed and planned in planning process of the area. Christopher Alexander talks about the appropriate organization of the university as it should be a marketplace for the students that they can easily access whatever they want and harmonize them for their studies.<sup>241</sup> He expresses that;

*"Certainly, a marketplace could never have the form of an isolated campus. Rather it would tend to be open and public, woven through the city, perhaps with one or two streets where university facilities are concentrated."*<sup>242</sup>

Kolson summarizes the perception of Alexander for the University City relation as "he perceives that the isolated university campus is one

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<sup>239</sup> (Jacobs, Jane, 1961, *Death and Life of American Cities*, pp.150, quoted in *Big plans : the Allure and Folly of Urban Design*, Kolson, Kenneth, 2001, Baltimore : Johns Hopkins University Press, p.167

<sup>240</sup> Kolson, Kenneth, 2001, *Big plans : the Allure and Folly of Urban Design*, Baltimore : Johns Hopkins University Press, pp.167-168

<sup>241</sup> Alexander, Christopher, 1977, *A pattern language : towns, buildings, construction*, New York: Oxford University Press, p.232

<sup>242</sup> Alexander, 1977, p.233

result of tree-like thinking, where a line is drawn and in the city so that "everything within the boundary is university, and everything outside is non-university."<sup>243</sup>

The relation between the residential and non residential activities can be concretized as they are inseparable parts of a whole body. Christopher Alexander reveals that "*wherever there is a sharp separation between residential and non residential parts of town, the nonresidential areas will turn to slums.*"<sup>244</sup> Alexander states that "... *the places where people are user-owners are kept-up nicely; the places where they are not, tend to run down. When people have their own homes among shops, workplaces, schools, services, the university, these places area enhanced by the vitality that is natural to their homes. They extend themselves to make it personal and comfortable. A person will put more of himself into his home than into any of the other places where he spends his time. And it is unlikely that a person can put this kind of feeling into two places, two parts of his life.*"<sup>245</sup> Moreover, Alexander suggests about this issue that; build houses into the fabric of shops, small industry, schools, public services, universities – all those parts of cities which draw people in during the day, but which tend to be "nonresidential." The houses may be in rows or "hills" with shops beneath, or they may be free-standing, so long as they mix with the other functions, and make the entire area "lived-in."<sup>246</sup>

Integration of the university and the community can be materialized by making appropriate decisions in the planning process of the surrounding of the university. "*The physical and spatial form of higher education institutions—their disciplinary orientation and activities,*

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<sup>243</sup> Alexander, Christopher, 1965, *a city is not a tree*, part2, p. 59 quoted in *Big plans : the Allure and Folly of Urban Design*, Kolson, Kenneth, 2001, Baltimore : Johns Hopkins University Press, p.173

<sup>244</sup> Alexander, 1977, p.257

<sup>245</sup> Ibid., p.257

<sup>246</sup> Alexander, 1977, p.258

*the relations that they establish with the residents' and business community, and the impacts of academic settlements—should be the object of careful planning and management, to promote integration and synergy in local development.*"<sup>247</sup>

Therefore during the planning and design process of the interface area between the university and the city, the needs of the university and its inhabitants should be considered and the plans should be done accordingly. Besides, people living in the interface area should understand the "*language of their environment*". "*If the design of the environment is seen as a process of encoding information, then the users can be seen as decoding it. If the code is not shared, not understood or inappropriate, the environment does not communicate.*"<sup>248</sup> Mumford suggests about the design of city that;

*"... we must design whole social units: we must design cities; and in the order of design the arrangement of the essential social institutes, their adequate provision and servicing, is a key to the rest of the structure. It is on the purely instrumental physical services that we must practice the most stringent economy, even parsimony; it is on the political and educational services that we spend with a lavish hand."*<sup>249</sup>

Universities occupy a significant position in many communities-as generators of economic activity, as land developers, as neighbors and property owners. Therefore perhaps it is not surprising that, as universities have sought greater involvement in the community, they

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<sup>247</sup> Rapoport, Amos, 1977 *Human aspects of urban form : towards a man-environment approach to urban form and design*, Oxford ; New York : Pergamon Press, p.220

<sup>248</sup> Ibid., p.3

<sup>249</sup> Mumford, Lewis, 1938, *The culture of cities [by] Lewis Mumford*, New York: Harcourt, Brace and company, p. 484

have chosen smart growth as focal point.<sup>250</sup> Nor is it surprising that communities have welcomed university involvement in land use development decisions.<sup>251</sup> Universities and their respective neighborhoods strive for the same thing: an enhanced quality of life for residents, students, visitors and workers. On the other side community have a reaction towards the university. In the book *Partnerships for Smart Growth University-Community Collaboration for Better Public Places* that has been explained that: from the community's standpoint, the university can bring expertise, multidisciplinary resources and academic rigor to the development discussions.<sup>252</sup> The fundamental mission of universities is to educate students. In the interface space of university and city, students can directly be a part of the real life, they have been living in a transitional space including both university and city features. In the book *Partnerships for Smart Growth* it has been expressed that there is no better way to teach students than to involve them directly in real-world problem solving.<sup>253</sup>

As a result, it is wrong to see the university as an "ivory tower" or "wholly self-contained" isolated from the city space. The essential mission of the university is to produce knowledge and share with the students, academicians and other people from the other parts of the world. Therefore "*no university can be wholly self-contained*".<sup>254</sup> In this study the whole discussion is depending on the assumption that; every university a city-urban university or a campus university creates their own interface in the urban space within their own contexts. The

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<sup>250</sup> Wiewel, Wim and Knaap, Gerrit Jan, 2005, *Partnerships for Smart Growth University-Community Collaboration for Better Public Places*, Cambridge, Massachusetts: Lincoln Institute of Land Policy, p.2

<sup>251</sup> Ibid., p.2

<sup>252</sup> Ibid., p.3

<sup>253</sup> Ibid., p.6

<sup>254</sup> Shils, Edward, 1988, *The University, the city, and the world: Chicago and the university of Chicago*. in *The University as Urban Developer: Case Studies and Analysis*, ed., quoted in Perry David C. and Wiewel Wim, 2005, Lincoln Institute of Land Policy ; Armonk, N.Y., Cambridge, Mass., p.4

assumption is based on the relationship and mutual effect between the university and the city space in social, economic and spatial character of the vicinity of the university. Spatial formation and transformation in the near environment of the university are defined by the impacts of the inhabitants of the university. These impacts are sought through the interface areas of the four selected university campuses in Ankara. In these areas transformation of social and economic structures are guiding certain changes in the spatial organization of the areas.

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## APPENDIX A

### INTERVIEWS DONE IN CEBECİ, TANDOĞAN, DIŞKAPI AND KARAKUSUNLAR – 100. YIL DISTRICT

#### Interview 1.

1. Bölüm- Sınıf: işletme yüksek lisans
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Şahin sokak- Cebeci
3. Kaldığınız yer ( )Yurt (x) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
660 tl
5. Evi tercih etme nedeniniz nelerdir?  
( x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması  
( x ) Yurt koşullarının iyi olmaması  
( ) Yurt kapasitesinin yetersiz olması  
( x ) Diğer  
Çocukluk arkadaşlarım ile kalma fırsatı buluyorum.
6. Evde kaç kişi beraber kalıyorsunuz?  
3
7. Ev arkadaşı ile beraber kalma nedeniniz?  
( x ) Ev kiralarının yüksek olması  
( ) Güvenlik  
( ) Ortak proje ve ödev yapmamızdan

( x ) Diğer

Çocukluk arkadaşlarım ile yaşamak ve harcamalarımızı düşürmek.

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( ) Tüm arkadaşlarımın burada oturması

( ) Kendimi güvende hissetmem

( ) Diğer

Kızılıya ve diğer merkezi yerlere ulaşımın kolay olması. Ayrıca üniversitenin çevresi üniversitenin etkisi altında olduğu için kendimi rahat daha hissediyorum.

9. Ev sahiplerinin size karşı tutumu nedir?

Mesafeli, ama kira zamanında yatırıldığı zaman bir sorun olmuyor.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Geleneksel Türk ailelerinin oturduğu bir apartmanda iyi ilişkiler kurabilirseniz gayet iyi. Yemek yapıp getiriyorlar, çocukları ile ilgilenmenizi, okumalarını (üniversite sınavlarına hazırlanmalarını vs.) teşvik etmenizi istiyorlar.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Temel ihtiyaçlar büyük marketler ve semt pazarlarından karşılanabiliyor fakat kaliteli lokanta, café, bar vb. yerler mevcut değil.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Okul çevresinde var olan café ve barları tercih ediyoruz. Özellikle Ütopya bar Cebecide bulunan öğrencilerin en çok tercih ettiği yer. Ama haftasonları genelde kızılâyda bulunan mekanları tercih ediyoruz.

## **Interview 2.**

1. Bölüm- Sınıf: Hukuk Fakültesi- Yüksek lisans
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Oba sokak- Cebeci
3. Kaldığınız yer ( )Yurt (x) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
700 tl
5. Evi tercih etme nedeniniz nelerdir?  
( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması  
( ) Yurt koşullarının iyi olmaması  
( ) Yurt kapasitesinin yetersiz olması  
(x) Diğer  
Yurttan ve yurt kurallarından ve kalabalıktan sıkıldığım için
6. Evde kaç kişi beraber kalıyorsunuz?  
2
7. Ev arkadaşı ile beraber kalma nedeniniz?  
( x ) Ev kiralarının yüksek olması  
( ) Güvenlik  
( ) Ortak proje ve ödev yapmamızdan  
( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

Okula yakın olması

Bir öğrenci için okula dair tüm aktiviteleri barındırması

Bir öğrenci için okul harici tüm aktiviteleri barındırması

Tüm arkadaşlarımla burada oturması

Kendimi güvende hissetmem

Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

Abartılmış kiraları ancak öğrencilerden karşılayabildikleri için, olumlu.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Komşuluk ilişkilerimiz yok denecek kadar az.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz. Burada ev kiralarken bu noktayı da göz önünde bulundurduk.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Çok fazla boş vaktim olmuyor, ama fırsat buldukça okul çevresinde takılıyorum.

### **Interview 3.**

1. Bölüm- Sınıf: Radyo-tv ve sinema- 4

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Şen sokak- Cebeci

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
650 tl

5. Evi tercih etme nedeniniz nelerdir?

( x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt kosullarının iyi olmaması

( x ) Yurt kapasitesinin yetersiz olması

( ) Diğer

6. Evde kaç kişi beraber kalıyorsunuz?

2

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralarının yüksek olması

( ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( x ) Tüm arkadaşlarımla burada oturması

( ) Kendimi güvende hissetmem

( ) Diğer

Aynı zamanda üniversitenin hem içinde hem de dışında bir yasama sahip olunabiliyor. Cebeci de kalan çoğu öğrenci de bu şekilde düşünüyor.

9. Ev sahiplerinin size karşı tutumu nedir?

Genel olarak ılımlı, Cebeci öğrenci mekanı olduğu için ev sahiplerinin tutumu gayet iyi.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

-

11.Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz.

12.Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Boş vakitlerimi farklı yerlerde değerlendirebiliyorum. Cebeci'nin metro güzergahında olması öğrencilere birçok alternative sunuyor.

#### **Interview 4.**

1. Bölüm- Sınıf: Siyasal Bilgiler- 2

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Şerefli sokak- Cebeci

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
675 TL

5. Evi tercih etme nedeniniz nelerdir?

(x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt koşullarının iyi olmaması

(x ) Yurt kapasitesinin yetersiz olması

( ) Diğer

6. Evde kaç kişi beraber kalıyorsunuz?

2

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralarının yüksek olması

( x ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( x ) Tüm arkadaşlarımla burada oturması

( x ) Kendimi güvende hissetmem

( ) Diğer

Ulaşım olanakları fazla. Özellikle metronun varoluşu ulaşımı çok kolaylaştırıyor. Aynı zamanda Kızılaya yakın olması ve diğer üniversite kampuslerine yakın olması bu bölgeyi tam bir öğrenci alanına çeviriyor.

9. Ev sahiplerinin size karşı tutumu nedir?

Genel olarak iyi. Genel olarak öğrencileri tercih ediyorlar kiracı olarak.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Özellikle bayan öğrencilere çok yardımsever davranıyorlar.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz. Değişiklik olması açısından büyük alışveriş merkezlerine de arada gidiyoruz.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Okul çıkışı ve öğle aralarında okul çevresindeki yerleri, haftasonları metro ile ulaşabileceğimiz Kızılay veya alışveriş merkezlerini tercih ediyoruz.

### Interview 5.

1. Bölüm- Sınıf: Hukuk Fakültesi- 4. sınıf
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Köylüler sokak- Cebeci
3. Kaldığınız yer ( )Yurt (x) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
650 TL
5. Evi tercih etme nedeniniz nelerdir?  
(x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması  
(x) Yurt kosullarının iyi olmaması  
(x ) Yurt kapasitesinin yetersiz olması  
( ) Diğer
6. Evde kaç kişi beraber kalıyorsunuz?  
3
7. Ev arkadaşı ile beraber kalma nedeniniz?  
( x ) Ev kiralarının yüksek olması  
( ) Güvenlik  
( ) Ortak proje ve ödev yapmamızdan  
( ) Diğer
8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?  
( x ) Okula yakın olması  
(x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması  
( x) Bir öğrenci için okul harici tüm aktiviteleri barındırması  
( ) Tüm arkadaşlarımın burada oturması  
( ) Kendimi güvende hissetmem  
( ) Diğer  
Cebeci de herşey mevcut. Bar dahil olmak üzere market, cafe, 2. el eşya satıcıları var. Tüm gereksinimlerimizi burdan karşılayabiliyoruz.

9. Ev sahiplerinin size karşı tutumu nedir?

Öğrencileri çok sevmeseler de, öğrencilerden yüksek kiralar alabiliyorlar.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Olumlu değil. En ufak bir şeyde şikayet ediyorlar.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz. Pek fazla gitmiyorum farklı yerlere.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Genel olarak okulun yakınında bulunan yerlere gidiyoruz. Özellikle öğle aralarında bu yerler öğrenci ile dolu oluyor.

### **Interview 6.**

1. Bölüm- Sınıf: Maliye- 1

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Cemal Gürsel Caddesi- Cebeci

3. Kaldığınız yer (x)Yurt ( ) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
350 TL

5. Evi tercih etme nedeniniz nelerdir?

( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt koşullarının iyi olmaması

( ) Yurt kapasitesinin yetersiz olması

( ) Diğer

6. Evde kaç kişi beraber kalıyorsunuz?

---

7. Ev arkadaşı ile beraber kalma nedeniniz?

( ) Ev kiralalarının yüksek olması

( ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( x ) Tüm arkadaşlarımla burada oturması

( x ) Kendimi güvende hissetmem

( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

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10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

----

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz. Pek fazla gitmiyorum farklı yerlere.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Genel olarak okulun yakınında bulunan yerlere gidiyoruz. Zaten Ankara'da pek fazla bir yer bilmediğim için genelde Cebeci takılıyorum, bazen de Kızılay a ve alısveris merkezlerine gidiyorum.

### **Interview 7.**

1. Bölüm- Sınıf: İktisat- 3
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Cemal Gürsel Caddesi- Cebeci
3. Kaldığınız yer ( )Yurt (x) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
750 TL
5. Evi tercih etme nedeniniz nelerdir?  
( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması  
(x) Yurt kosullarının iyi olmaması  
(x) Yurt kapasitesinin yetersiz olması  
( ) Diğer
6. Evde kaç kişi beraber kalıyorsunuz?  
3
7. Ev arkadaşı ile beraber kalma nedeniniz?  
(x ) Ev kiralının yüksek olması  
( ) Güvenlik  
(x ) Ortak proje ve ödev yapmamızdan  
( ) Diğer
8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?  
( x ) Okula yakın olması  
(x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması  
( x) Bir öğrenci için okul harici tüm aktiviteleri barındırması  
( x ) Tüm arkadaşlarımla burada oturması  
( ) Kendimi güvende hissetmem  
( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

Olumlu.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Olumlu.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Okul saatleri içinde cebecide bulunan okula yakın yerleri tercih ediyoruz. Diğer zamanlarda genelde farklı yerlere gitmeyi tercih ediyoruz. Mesela Kızılay, Tunalı en çok gittiğimiz yerler.

### **Interview 8.**

1. Bölüm- Sınıf: Uluslararası ilişkiler – 4

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Yazgan sokak- Cebeci

3. Kaldığınız yer ( ) Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
700 tl

5. Evi tercih etme nedeniniz nelerdir?

( x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( x ) Yurt koşullarının iyi olmaması

( ) Yurt kapasitesinin yetersiz olması

( x ) Diğer

Giriş çıkış saatleri yok, daha özgür bir ortam

6. Evde kaç kişi beraber kalıyorsunuz?

2

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralarının yüksek olması

( x ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( x ) Tüm arkadaşlarımla burada oturması

( x ) Kendimi güvende hissetmem

( ) Diğer

Hem okulun içinde hem okulun dışında gibi bir yer Cebeci. Aynı zamanda diğer yerlere de ulaşım çok kolay.

9. Ev sahiplerinin size karşı tutumu nedir?

İyi.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

İyi.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerinizi karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet tüm ihtiyaçlarımı karşılayabiliyorum.

12. Boş vakitlerinizi değerlendirme için genelde nereleri tercih ediyorsunuz?

Haftaiçi genelde Cebeci'deki yerlere gidiyoruz. Haftasonları farklı yerleri tercih ediyoruz. Cebeci'de çok kaliteli yerler yok, genelde

öğrenciye yönelik ucuz yerler var. Bu yüzden fırsat buldukça Tunalı ya gidiyoruz.

### **Interview 9.**

1. Bölüm- Sınıf: İşletme- 1
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Cemal Gürsel Caddesi- Cebeci
3. Kaldığınız yer (x)Yurt ( ) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
350 TL
5. Evi tercih etme nedeniniz nelerdir?  
( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması  
( ) Yurt koşullarının iyi olmaması  
( ) Yurt kapasitesinin yetersiz olması  
( ) Diğer
6. Evde kaç kişi beraber kalıyorsunuz?  
---
7. Ev arkadaşı ile beraber kalma nedeniniz?  
( ) Ev kiralının yüksek olması  
( ) Güvenlik  
( ) Ortak proje ve ödev yapmamızdan  
( ) Diğer
8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?  
( x ) Okula yakın olması  
(x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması  
( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması  
( x ) Tüm arkadaşlarımla burada oturması  
(x ) Kendimi güvende hissetmem

( ) Diđer

9. Ev sahiplerinin size karřı tutumu nedir?

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10. Apartmanda yařayan diđer insanların ođrencilere karřı tutumu nedir?

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11. Hem bir ođrenci olarak hem de normal bir vatandař olarak yařadığınız yerden tüm gereksinimlerini karřılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karřılayabiliyoruz.

12. Boř vakitlerinizi deđerlendirmek için genelde nereleri tercih ediyorsunuz?

Genelde Cebeci de bulunan caf  lerini tercih ediyoruz. Burada her türlü aktivite olduđu için bařka yerlere gitmeye ihtiya duymuyorum.

Arada Alıř veriř merkezlerine ve Kızılay a gidiyorum.

### **Interview 10.**

1. B l m- Sınıf: İktisat – 4

2. řu anda ikamet ettiđiniz yer (mahalle ve sokak) :  
Dede Efendi sokak- Cebeci

3. Kaldığınız yer ( ) Yurt (x) Ev

4. İkamet ettiđiniz yere aylık  dediđiniz kira veya yurt  creti nedir?  
750 TL

5. Evi tercih etme nedeniniz nelerdir?

(x ) Yakın evrede bulunan yurtların  cretlerinin y ksek olması

(x) Yurt kosullarının iyi olmaması

(x ) Yurt kapasitesinin yetersiz olması

( ) Diđer

6. Evde kaç kişi beraber kalıyorsunuz?

3

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralalarının yüksek olması

( ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( ) Tüm arkadaşlarımın burada oturması

( ) Kendimi güvende hissetmem

( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

Öğrencileri çok sevmeseler de, bizden yüksek kiralar alabiliyorlar.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Olumlu değil. Öğrencilere sadece işletme sahipleri iyi davranıyor.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz. Pek fazla gitmiyorum farklı yerlere.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Öğle aralarında okul çevresindeki yerlere gidiyoruz. Diğer zamanlarda çoğunlukla yine Cebeci de, ek olarak, Kızılay, Tunalı, Bahçeli gibi yerlerde vakit geçiriyoruz.

### **Interview 11.**

1. Bölüm- Sınıf: Bioloji – yüksek lisans
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Mebusevler
3. Kaldığınız yer ( )Yurt (x) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
850 TL
5. Evi tercih etme nedeniniz nelerdir?  
(x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması  
( ) Yurt kosullarının iyi olmaması  
(x ) Yurt kapasitesinin yetersiz olması  
( ) Diğer
6. Evde kaç kişi beraber kalıyorsunuz?  
3
7. Ev arkadaşı ile beraber kalma nedeniniz?  
( x ) Ev kiralının yüksek olması  
( ) Güvenlik  
( ) Ortak proje ve ödev yapmamızdan  
( ) Diğer
8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?  
( x ) Okula yakın olması  
(x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması  
( x) Bir öğrenci için okul harici tüm aktiviteleri barındırması  
( ) Tüm arkadaşlarımla burada oturması  
( ) Kendimi güvende hissetmem  
( ) Diğer

3 yıldır Mebusevlerde oturduğum için okul bittikten sonra da yüksek lisans dönemimde de burada kalmayı tercih ettim.

9. Ev sahiplerinin size karşı tutumu nedir?

Kiralar zamanında ödendiği zaman bir sorun olmuyor.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Genelde öğrenci pek sevilmiyor, ama öğrenciler apartman kurallarına dikkat ettikleri zaman herhangi bir sorun olmuyor.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz. Kırtasiyeler, kitapçıları, ucuz restoranlar ve kafeler gibi daha çok öğrencilere hitap eden yerler bulunmakta.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Vaktimin çoğunu okulda harcadığım için öğle aralarında ve diğer zamanlarda genelde okul çevresindeki yerlere gidiyorum. Arada alışveriş merkezlerine gidiyorum.

## **Interview 12.**

1. Bölüm- Sınıf: Astronomi ve Uzay Bilimleri -3

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Mebusevler

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
700 tl

5. Evi tercih etme nedeniniz nelerdir?

( x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

- Yurt kosullarının iyi olmaması
- Yurtkapasitesinin yetersiz olması
- Diđer

6. Evde kaç kiři beraber kalıyorsunuz?

3

7. Ev arkadaşı ile beraber kalma nedeniniz?

- Ev kiralarının yüksek olması
- Güvenlik
- Ortak proje ve ödev yapmamızdan
- Diđer

8. (Eđer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

- Okula yakın olması
- Bir öğrenci için okula dair tüm aktiviteleri barındırması
- Bir öğrenci için okul harici tüm aktiviteleri barındırması
- Tüm arkadaşlarımla burada oturması
- Kendimi güvende hissetmem
- Diđer

Kızılaya ve diđer merkezi yerlere ulaşımın kolay olması.

9. Ev sahiplerinin size karşı tutumu nedir?

Mesafeli.

10. Apartmanda yaşayan diđer insanların öğrencilere karşı tutumu nedir?

Mesafeli

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Temel ihtiyaçlarımızı marketlerden karşılayabiliyorum. Öğrencilere yönelik mekanlarda var. Bu nedenle öğrenci tüm ihtiyaçlarını buradan karşılayabilir. Farklı yerlere gitmesine gerek olmuyor.

12.Boş vakitlerinizi degerlendirmek için genelde nereleri tercih ediyorsunuz?

Okul çevresinde var olan caféleri ve restaurant ları tercih ediyoruz. Haftasonları genelde, Kızılay a ve büyük alışveriş merkezlerine gidiyoruz.

### **Interview 13.**

1. Bölüm- Sınıf: Fizik – 4

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Mebusevler

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
800 tl

5. Evi tercih etme nedeniniz nelerdir?

(x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt koşullarının iyi olmaması

( ) Yurt kapasitesinin yetersiz olması

(x ) Diğer

Yurt giriş çıkış saatlerinin olması

6. Evde kaç kişi beraber kalıyorsunuz?

3

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralarının yüksek olması

( ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

Her ne kadar kiralar fazla olsa da ev 1 veya 2 ev arkadaşı ile beraber kalınca ödenen miktar makul düzeye geliyor ve ev konforunda yaşamış oluyorsunuz.

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

(x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( ) Tüm arkadaşlarımın burada oturması

( ) Kendimi güvende hissetmem

( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

Genel olarak iyi.

10.Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Genel olarak iyi.

11.Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz.

12.Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Boş vakitlerimi farklı yerlerde değerlendirebiliyorum. Tandoğan ın metro güzergahında olması nedeniyle birçok yere rahatlıkla ulaşabiliyorum.

#### **Interview 14.**

1. Bölüm- Sınıf: Eczacılık- 2

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Mebusevler

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
650 TL

5. Evi tercih etme nedeniniz nelerdir?

( x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt kosullarının iyi olmaması

( x ) Yurt kapasitesinin yetersiz olması

( ) Diğer

6. Evde kaç kişi beraber kalıyorsunuz?

2

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralarının yüksek olması

( x ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( x ) Tüm arkadaşlarımla burada oturması

( x ) Kendimi güvende hissetmem

( ) Diğer

Ulaşım olanakları fazla. Özellikle metronun varoluşu ulaşımı çok kolaylaştırıyor.

9. Ev sahiplerinin size karşı tutumu nedir?

Genel olarak kiracı olarak öğrencileri tercih ediyorlar. Bazı durumlarda öğrenciye kiraya vermedikleri durumlarda oluyor.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Özellikle bayan öğrencilere çok iyi davranıyorlar.

11.Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz. Temel ihtiyaçlarımızı karşılamak için başka yerlere gittiğim söylenemez.

12.Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Okul çıkışı ve öğle aralarında okul çevresindeki yerleri, haftasonları metro ile ulaşabileceğimiz Kızılay veya alışveriş merkezlerini tercih ediyoruz.

### **Interview 15.**

1. Bölüm- Sınıf: Biyoloji- 1
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Mebusevler
3. Kaldığınız yer (x)Yurt ( ) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
350 TL
5. Evi tercih etme nedeniniz nelerdir?  
( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması  
( ) Yurt koşullarının iyi olmaması  
( ) Yurt kapasitesinin yetersiz olması  
( ) Diğer
6. Evde kaç kişi beraber kalıyorsunuz?  
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7. Ev arkadaşı ile beraber kalma nedeniniz?  
( ) Ev kiralarının yüksek olması  
( ) Güvenlik  
( ) Ortak proje ve ödev yapmamızdan  
( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( x ) Tüm arkadaşlarımla burada oturması

( x ) Kendimi güvende hissetmem

( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

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10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

----

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Genelde yakın çevredeki yerlere gidiyorum.

### **Interview 16.**

1. Bölüm- Sınıf: Bilgisayar Mühendisliği – 4

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Mebusevler

3. Kaldığınız yer ( ) Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
700 tl

5. Evi tercih etme nedeniniz nelerdir?

( x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( x ) Yurt kosullarının iyi olmaması

( ) Yurtkapasitesinin yetersiz olması

( x ) Diğer

Giriş çıkış saatleri yok, bölümden eve gece geç saatte döndüğümüzde sorun olmuyor.

6. Evde kaç kişi beraber kalıyorsunuz?

2

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralarının yüksek olması

( x ) Güvenlik

( x ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( x ) Tüm arkadaşlarımla burada oturması

( x ) Kendimi güvende hissetmem

( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

İyi.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

İyi.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet tüm ihtiyaçlarımı karşılayabiliyorum.

12.Boş vakitlerinizi degerlendirmek için genelde nereleri tercih ediyorsunuz?

Genelde okul çevresindeki yerlere gidiyoruz. Özellikle sınav dönemlerinde çok fazla Tandoğan dışına çıkma fırsatımız olmuyor.

### **Interview 17.**

1. Bölüm- Sınıf: Matematik – 3
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Mebusevler
3. Kaldığınız yer ( )Yurt (x) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
750 TL
5. Evi tercih etme nedeniniz nelerdir?  
(x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması  
(x) Yurt koşullarının iyi olmaması  
(x ) Yurt kapasitesinin yetersiz olması  
( ) Diğer
6. Evde kaç kişi beraber kalıyorsunuz?  
3
7. Ev arkadaşı ile beraber kalma nedeniniz?  
( x ) Ev kiralarının yüksek olması  
( ) Güvenlik  
( ) Ortak proje ve ödev yapmamızdan  
( ) Diğer
8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?  
( x ) Okula yakın olması  
(x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

- ( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması  
( ) Tüm arkadaşlarımın burada oturması  
( ) Kendimi güvende hissetmem  
( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

Kişiden kişiye değişiyor. İlk oturduğum evin sahibi sorunluymuş fakat şimdiki evin sahibi genelde olumlu.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Olumlu.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz. Giyimle alakalı ihtiyaçlar için, seçenek daha fazla olduğundan alışveriş merkezlerine gidiyoruz.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Öğle aralarında okul çevresindeki yerlere gidiyoruz. Diğer zamanlarda çoğunlukla yine Mebusevlerde, ek olarak, Kızılay, Tunalı, Bahçeli gibi yerlerde vakit geçiriyoruz.

### **Interview 18.**

1. Bölüm- Sınıf: İstatistik – 4
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Mebusevler
3. Kaldığınız yer ( ) Yurt (x) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
720 tl

5. Evi tercih etme nedeniniz nelerdir?

( x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt kosullarının iyi olmaması

( ) Yurt kapasitesinin yetersiz olması

( x ) Diğer

Yurt giriş çıkış saatlerinin olması

6. Evde kaç kişi beraber kalıyorsunuz?

3

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralarının yüksek olması

( ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( ) Tüm arkadaşlarımın burada oturması

( ) Kendimi güvende hissetmem

( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

Genel olarak iyi.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Genel olarak iyi.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz.

12.Boş vakitlerinizi degerlendirmek için genelde nereleri tercih ediyorsunuz?

Genelde evde oturmayı tercih ediyorum. Eğer dışarı çıkacaksam yine bu çevrede takılıyorum. Bunun nedeni tandoğanda bana hitap eden herşeyin olması.

### **Interview 19.**

1. Bölüm- Sınıf: Kimya- 2

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Mebusevler

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
750 TL

5. Evi tercih etme nedeniniz nelerdir?

(x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt kosullarının iyi olmaması

(x ) Yurt kapasitesinin yetersiz olması

( ) Diğer

6. Evde kaç kişi beraber kalıyorsunuz?

3

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralarının yüksek olması

( ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

(x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

- ( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması  
( ) Tüm arkadaşlarımla burada oturması  
( ) Kendimi güvende hissetmem  
( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

İyi.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

İyi.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz. Öğrencinin ihtiyaçlarına göre şekillenen bir ekonomik varoluş bulunmaktadır.

12. Boş vakitlerinizi değerlendirme için genelde nereleri tercih ediyorsunuz?

Vaktimin çoğunu okulda harcadığım için genelde okul çevresindeki yerlere gidiyorum. Haftasonları da alışveriş merkezlerine gidiyorum.

### **Interview 20.**

1. Bölüm- Sınıf: Fizik -3
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Mebusevler
3. Kaldığınız yer ( ) Yurt (x) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
700 tl
5. Evi tercih etme nedeniniz nelerdir?  
( x ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

- Yurt kosullarının iyi olmaması
- Yurtkapasitesinin yetersiz olması
- Diđer

6. Evde kaç kiři beraber kalıyorsunuz?

3

7. Ev arkadaşı ile beraber kalma nedeniniz?

- Ev kiralarının yüksek olması
- Güvenlik
- Ortak proje ve ödev yapmamızdan
- Diđer

8. (Eđer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

- Okula yakın olması
- Bir öğrenci için okula dair tüm aktiviteleri barındırması
- Bir öğrenci için okul harici tüm aktiviteleri barındırması
- Tüm arkadaşlarımin burada oturması
- Kendimi güvende hissetmem
- Diđer

Kızılaya ve diđer merkezi yerlere ulaşımın kolay olması.

9. Ev sahiplerinin size karşı tutumu nedir?

Mesafeli.

10. Apartmanda yaşayan diđer insanların öğrencilere karşı tutumu nedir?

Mesafeli

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Öğrenciler tüm ihtiyaçlarını burada bulunan yerlerden karşılayabilir.  
Farklı yerlere gitmesine gerek olmuyor.

12.Boş vakitlerinizi degerlendirmek için genelde nereleri tercih ediyorsunuz?

Okul çevresinde var olan caféleri ve restaurantları tercih ediyoruz. Haftasonları genelde, Kızılay a ve büyük alışveriş merkezlerine gidiyoruz.

### **Interview 21.**

1. Bölüm- Sınıf: Veterinerlik -3
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Kenar Sokak- Dışkapı
3. Kaldığınız yer ( )Yurt (x) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
450 tl
5. Evi tercih etme nedeniniz nelerdir?  
( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması  
( x ) Yurt koşullarının iyi olmaması  
( ) Yurt kapasitesinin yetersiz olması  
( x ) Diğer  
Okula ulaşım kolay ve yurda göre daha rahat bir ortamın olması.
6. Evde kaç kişi beraber kalıyorsunuz?  
2
7. Ev arkadaşı ile beraber kalma nedeniniz?  
(x) Ev kiralmasının yüksek olması  
( ) Güvenlik  
( ) Ortak proje ve ödev yapmamızdan  
( ) Diğer  
Kırayı ve harcamaları bölüşmek için.

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

- ( x ) Okula yakın olması
- ( ) Bir öğrenci için okula dair tüm aktiviteleri barındırması
- ( ) Bir öğrenci için okul harici tüm aktiviteleri barındırması
- ( ) Tüm arkadaşlarımla burada oturması
- ( ) Kendimi güvende hissetmem
- ( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

Herhangi bir problem olmuyor.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

İyi davranıyorlar, bunun yanında sık sık apartman kurallarını hatırlatıyorlar.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Ev ihtiyaçlarını çevreden rahatlıkla sağlayabiliyoruz.

12. Boş vakitlerinizi değerlendirme için genelde nereleri tercih ediyorsunuz?

Okulun çevresinde sınırlı sayıda zaman geçirmek için gidilebilecek yer olmasından dolayı, genelde okul çıkışı ve haftasonları Kızılay veya alışveriş merkezlerine gidiyoruz.

## **Interview 22.**

1. Bölüm- Sınıf: Süt Teknolojisi -2
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Pamuk Sokak- Dışkapı
3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
500 tl

5. Evi tercih etme nedeniniz nelerdir?

( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( x ) Yurt kosullarının iyi olmaması

( ) Yurtkapasitesinin yetersiz olması

( x ) Diğer

Okula ulaşım kolay ve yurda göre daha rahat bir ortamın olması.

6. Evde kaç kişi beraber kalıyorsunuz?

2

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralalarının yüksek olması

( ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

Kirayı ve harcamaları bölüşmek için.

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( ) Tüm arkadaşlarımla burada oturması

( x ) Kendimi güvende hissetmem

( x ) Diğer

Vaktimin çoğunu okulda geçirdiğim için, okula yakın bir yerde oturmam benim için daha avantajlı.

9. Ev sahiplerinin size karşı tutumu nedir?

Olumlu, problem yaşamadım.

10.Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Yardımsever ve anlayışlılar.

11.Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Ev ihtiyaçlarını kolaylıkla buradan karşılayabiliyorum.

12.Boş vakitlerinizi değerlendirme için genelde nereleri tercih ediyorsunuz?

Burada eğlence ve alışveriş yerlerinin olmaması nedeniyle Kızılay'a gitmeyi tercih ediyorum.

### **Interview 23.**

1. Bölüm- Sınıf: Veterinerlik Fakültesi -4

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Tekdal Sokak- Dışkapı

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
470 tl

5. Evi tercih etme nedeniniz nelerdir?

( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( x ) Yurt koşullarının iyi olmaması

( ) Yurt kapasitesinin yetersiz olması

( x ) Diğer

Okula ulaşım kolay ve yurda göre daha rahat bir ortamın olması.

6. Evde kaç kişi beraber kalıyorsunuz?

3

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralının yüksek olması

- ( ) Güvenlik  
( ) Ortak proje ve ödev yapmamızdan  
( ) Diğer  
Kirayı ve harcamaları bölüşmek için.

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

- ( x ) Okula yakın olması  
( ) Bir öğrenci için okula dair tüm aktiviteleri barındırması  
( ) Bir öğrenci için okul harici tüm aktiviteleri barındırması  
( ) Tüm arkadaşlarımla burada oturması  
( ) Kendimi güvende hissetmem  
( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

İyi.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

İyi davranıyorlar.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Ev ihtiyaçlarını çevreden rahatlıkla sağlayabiliyoruz.

12. Boş vakitlerinizi değerlendirme için genelde nereleri tercih ediyorsunuz?

Okulun çevresinde sınırlı sayıda, zaman geçirmek için gidilebilecek yer var. Bu nedenle genelde kızılay veya ulusa gidiyorum.

#### **Interview 24.**

1. Bölüm- Sınıf: Çevre Mühendisliği- 4
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Karakusunlar

3. Kaldığınız yer ( )Yurt (x) Ev
4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
850 TL
5. Evi tercih etme nedeniniz nelerdir?  
( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması  
( ) Yurt koşullarının iyi olmaması  
( ) Yurt kapasitesinin yetersiz olması  
(x) Diğer  
Yurttan sıkıldığım için, yurttan ayrıldım.
6. Evde kaç kişi beraber kalıyorsunuz?  
3
7. Ev arkadaşı ile beraber kalma nedeniniz?  
( x ) Ev kiralalarının yüksek olması  
( ) Güvenlik  
( ) Ortak proje ve ödev yapmamızdan  
( ) Diğer
8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?  
( x ) Okula yakın olması  
(x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması  
( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması  
(x ) Tüm arkadaşlarımın burada oturması  
( x ) Kendimi güvende hissetmem  
( ) Diğer
9. Ev sahiplerinin size karşı tutumu nedir?  
İyi.
10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

İyi.

11.Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz.

12.Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Genelde Bahçelievler ve Tunalıyı tercih ediyorum.

### **Interview 25.**

1. Bölüm- Sınıf: İşletme- 3

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Karakusunlar

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
800 tl

5. Evi tercih etme nedeniniz nelerdir?

( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt koşullarının iyi olmaması

( ) Yurt kapasitesinin yetersiz olması

(x) Diğer

Yurttan ve yurt kurallarından ve kalabalıktan sıkıldığım için eve taşındım.

6. Evde kaç kişi beraber kalıyorsunuz?

2

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralmasının yüksek olması

( ) Güvenlik

- Ortak proje ve ödev yapmamızdan  
 Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

- Okula yakın olması  
 Bir öğrenci için okula dair tüm aktiviteleri barındırması  
 Bir öğrenci için okul harici tüm aktiviteleri barındırması  
 Tüm arkadaşlarımla burada oturması  
 Kendimi güvende hissetmem  
 Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

Olumlu.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Komşuluk ilişkilerimiz yok denecek kadar az.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz.

12. Boş vakitlerinizi değerlendirme için genelde nereleri tercih ediyorsunuz?

Çok fazla boş vaktim olmuyor, ama fırsat buldukça okulda Tunalı'da takılıyorum.

## **Interview 26.**

1. Bölüm- Sınıf: Bilgisayar Mühendisliği -4
2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
İşçi blokları - 100.yıl

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
700 tl

5. Evi tercih etme nedeniniz nelerdir?

( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt kosullarının iyi olmaması

( ) Yurtkapasitesinin yetersiz olması

(x) Diğer

Ankara'ya geldikten sonra 4 yıl boyunca yurttta kaldım. Son sene derslerin hafiflemesiyle biraz okul stresinden uzak kalmak için eve çıktım.

6. Evde kaç kişi beraber kalıyorsunuz?

2

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralalarının yüksek olması

( x ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

Yalnız başına kalmaktan korktuğum için.

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( ) Tüm arkadaşlarımla burada oturması

( x ) Kendimi güvende hissetmem

( ) Diğer

100. Yıl okulun bir uzantısı gibi. Çevremde birçok ODTÜ'lü var.

9. Ev sahiplerinin size karşı tutumu nedir?

Mesafeli.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Mesafeli

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Öğrenciler tüm ihtiyaçlarını burada bulunan yerlerden karşılayabilir. Giyim ile alakalı ihtiyaçlar için yine ODTÜ yakınındaki alışveriş merkezlerini tercih ediyorum.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Boş vakitlerimde genelde campus içindeki aktivitelere katılarak harcıyorum. Bazen okul çıkışında 100. Yılda bulunan mekanlara geliyorum. Ara sıra da Kızılay veya Tunaliya gidiyorum.

### **Interview 27.**

1. Bölüm- Sınıf: Elektrik-Elektronik Mühendisliği –Yüksek Lisans

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
İşçi blokları - 100.yıl

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
750 tl

5. Evi tercih etme nedeniniz nelerdir?

( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt koşullarının iyi olmaması

( ) Yurt kapasitesinin yetersiz olması

(x) Diğer

Okul bittikten sonra yine okula yakın bir yerde oturmayı tercih ettiğim için 100. Yılda ev tuttum.

6. Evde kaç kişi beraber kalıyorsunuz?

2

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralının yüksek olması

( x ) Güvenlik

( x ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( ) Tüm arkadaşlarımın burada oturması

( x ) Kendimi güvende hissetmem

( ) Diğer

Okulun hem içinde hem de dışında kalmış oluyorum.

9. Ev sahiplerinin size karşı tutumu nedir?

İyi.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

İyi.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Varolan marketlerden ve pazardan her türlü ihtiyaçlarımızı karşılayabiliyoruz.

12.Boş vakitlerinizi degerlendirmek için genelde nereleri tercih ediyorsunuz?

Çok fazla boş vaktim olmuyor, olduğu zamanlarda genelde okul içinde birseyler yapıyorum veya evin çevresinde bulunan yerlere gidiyorum.

### **Interview 28.**

1. Bölüm- Sınıf: Bioloji –Mezun

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Yıldız blokları - 100.yıl

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
700 tl

5. Evi tercih etme nedeniniz nelerdir?

( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt kosullarının iyi olmaması

( ) Yurtkapasitesinin yetersiz olması

(x) Diğer

Okul bittikten sonra yine okula yakın bir yerde oturmayı tercih ettiğim için 100. Yılda ev tuttum.

6. Evde kaç kişi beraber kalıyorsunuz?

2

7. Ev arkadaşı ile beraber kalma nedeniniz?

( ) Ev kiralarının yüksek olması

( ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

(x) Diğer

Kardeşimle beraber kalıyorum.

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( x ) Tüm arkadaşlarımla burada oturması

( x ) Kendimi güvende hissetmem

( ) Diğer

Burada yaşamaya alıştığım için işyerimin Kızılay'da olmasına rağmen burada kalmaya devam ettim. Bu şekilde okul ile olan bağlantım kesilmemiş oldu ve okulda olan aktivitelere rahatlıkla katılmış oluyorum.

9. Ev sahiplerinin size karşı tutumu nedir?

İyi.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

İyi.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Eve dair hertürlü ihtiyacımı karşılayabiliyorum.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Boş vakitlerimi genelde kampüste geçiriyorum, özellikle güzel havalarda. 100. Yıl dan Kızılay ve Bahçelievler'e ulaşım kolay, bu yüzden Kızılay veya Bahçelievler'e gidiyorum.

### **Interview 29.**

1. Bölüm- Sınıf: Makina Mühendisliği -4

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
İşçi Blokları- 100. Yıl

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
680 tl

5. Evi tercih etme nedeniniz nelerdir?

( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt kosullarının iyi olmaması

( ) Yurt kapasitesinin yetersiz olması

( x ) Diğer

Daha rahat olduğu için.

6. Evde kaç kişi beraber kalıyorsunuz?

2

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralarının yüksek olması

( ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( x ) Tüm arkadaşlarımla burada oturması

( x ) Kendimi güvende hissetmem

( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

Mesafeli.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

Mesafeli

11.Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Temel ihtiyaçlarımızı marketlerden karşılayabiliyorum. Öğrencilere yönelik mekanlarda var. Bu nedenle öğrenci tüm ihtiyaçlarını buradan karşılayabilir. Farklı yerlere gitmesine gerek olmuyor.

12.Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Okul içinde veya çevresinde var olan cafeleri ve restaurant ları tercih ediyoruz. Haftasonları genelde, Kızılay'a ve büyük alışveriş merkezlerine gidiyoruz.

### **Interview 30.**

1. Bölüm- Sınıf: Psikoloji- 3

2. Şu anda ikamet ettiğiniz yer (mahalle ve sokak) :  
Karakusunlar

3. Kaldığınız yer ( )Yurt (x) Ev

4. İkamet ettiğiniz yere aylık ödediğiniz kira veya yurt ücreti nedir?  
850 TL

5. Evi tercih etme nedeniniz nelerdir?

( ) Yakın çevrede bulunan yurtların ücretlerinin yüksek olması

( ) Yurt koşullarının iyi olmaması

( ) Yurt kapasitesinin yetersiz olması

(x) Diğer

Yurt olanaklarının istediğim konforu sağlamamasından dolayı ev kiraladım.

6. Evde kaç kişi beraber kalıyorsunuz?

3

7. Ev arkadaşı ile beraber kalma nedeniniz?

( x ) Ev kiralarının yüksek olması

( ) Güvenlik

( ) Ortak proje ve ödev yapmamızdan

( ) Diğer

8. (Eğer üniversiteye yakın bir yerde oturuyorsanız) Neden bu alanı tercih ettiniz?

( x ) Okula yakın olması

( x ) Bir öğrenci için okula dair tüm aktiviteleri barındırması

( x ) Bir öğrenci için okul harici tüm aktiviteleri barındırması

( ) Tüm arkadaşlarımla burada oturması

( ) Kendimi güvende hissetmem

( ) Diğer

9. Ev sahiplerinin size karşı tutumu nedir?

İyi.

10. Apartmanda yaşayan diğer insanların öğrencilere karşı tutumu nedir?

İyi.

11. Hem bir öğrenci olarak hem de normal bir vatandaş olarak yaşadığınız yerden tüm gereksinimlerini karşılayabiliyor musunuz? Yoksa farklı yerlere gitmek zorunda kalıyor musunuz?

Evet karşılayabiliyoruz. Öğrencinin ihtiyaçlarını da gözetilen alışveriş yerleri ve restoranlar bulunmakta.

12. Boş vakitlerinizi değerlendirmek için genelde nereleri tercih ediyorsunuz?

Kısıtlı zamanlarda ders çıkışında, okulda veya evin çevresinde birşeyler yapıyorum. Haftasonları şehir merkezini tercih ediyorum.