Dear colleagues,

Welcome to the first issue of EMU Research Newsletter of the 2010-11 Academic Year.

In this issue, you will find news on a variety of research activities in which EMU academic staff and students have been involved in during July, August and September 2010, as well as their publications and conference presentations in the same period.

The researchers we interviewed for this issue are from the Faculty of Education, Department of English Language Teaching. The supervisor, Prof. Dr. Ulker Vanci Osam, and PhD candidate, Yesim Betul Oktay, share their views and beliefs on research and collaboration with us, as well as providing us with information on the post-graduate programme in their department.

In our Research Spotlight section, Asst. Prof. Dr. Thomas Svatos and Asst. Prof. Dr. Luca Zavagno, from the Department of Arts, Humanities, and Social Sciences, report on the research activities they carried out during their summer 2010 research leave.

EMU post-graduate student, Vahibe Kazek, from the Faculty of Architecture, shares her research on Zero Energy Houses with us, and introduces the first ZEH (Zero Energy House) in Northern Cyprus.

EMU graduate students are most important for us, as it is they who promote our university and its research culture in various parts of the world. Three EMU Alumni join us for this issue.

The EMU Research Newsletter now has its own website (http://researchnewsletter.emu.edu.tr), which we hope will act as a forum for researchers at our university. We would like to invite you all to become members. Another development is that the EMU Research Newsletter is going into print again having been available only online since the 2009/2 Issue. Through these developments, we hope that the newsletter secures a wider readership both locally and abroad.

Finally, we would like to welcome Asst. Prof. Dr. Elmaziye Oзgur Kufi into the Editorial Team, and thank departing Associate Editor, Asst. Prof. Dr. Jim Kusch, for his contributions.

We sincerely hope that you find this issue stimulating. I would like to thank all the contributors for sharing their work with us, and the Editorial Team for their support.

With my very best wishes,
Asst. Prof. Dr. Nilgün Hancıoğlu
Editor-in-Chief
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Faculty of Architecture, which is a full member of EAAE since 2005, participates in the general assembly of the organization annually. Upon the request expressed during the EAAE General Assembly in Chania - Crete in September 2009, representative of the Faculty (Assoc. Prof. Dr. Naciye Doratlı) became a member of the research committee, which was set up to work around the issue of “research in architecture”. Having the objectives to prepare a full-fledged draft of a ‘research charter’, and to discuss whether a ranked list of journals is a helpful tool in enhancing the research capacities of architectural schools, the Committee has been working on a research charter and the list of journals since then. In line with this work, an ad-hoc committee has been formed at the Faculty of Architecture (Assoc. Prof. Dr. Naciye Doratlı (Coordinator), Prof. Dr. Şebnem Hoşkara, Assoc. Prof. Dr. Türkan Uraz, Assoc. Prof. Dr. Hfsiye Pulhan, Assoc. Prof. Dr. Netice Yıldız, Assoc. Prof. Dr. Nesil Baytin, Assist. Prof. Dr. Harun Sevinç, Assist. Prof. Dr. Resmiye Alpar Atun). The draft ‘Research Charter’ which has been prepared by this committee in the Faculty of Architecture is now taken as a basis for the framework of the Charter by EAAE Research Committee. This framework was presented in the meeting of the Committee in Paris on 16th October 2010 and with some modifications it has been accepted for further elaboration. The Committee at the Faculty of Architecture will carry on the work and give full support to the finalization of the Research Charter, which would be approved by the EAAE General Assembly during the Chania meeting in September 2011.

News submitted by: Faculty of Architecture

EMU Center for Strategic Studies (CSS) is organizing an international conference on Balkan and North Cyprus relations, which will be held at EMU on 17-18 March 2011. This conference aims at strengthening collaboration between CSS and likeminded think-tanks, strategic research centers and academic institutions in the Balkans with a view to enhancing relations between North Cyprus and Balkan countries. The first conference in the series was held on 20-21 March 2008 and explored the relations between North Cyprus and Middle Eastern countries. The second conference, which focused on Central Asia and North Cyprus relations, was held on 20-21 November 2008. The conference which took place on 12-13 November 2009 discussed the relations between Europe and North Cyprus. The upcoming conference will be in March 2011, and the main theme will be the relations between Balkan countries and North Cyprus. EMU Center for Strategic Studies (CSS) is inviting all interested parties to take part in this event.

News submitted by: EMU Center for Strategic Studies (CSS)

Developmental Psychology is the scientific study of physical, cognitive and emotional-social changes and developments that occur from fertilization till death in human beings. In other words, developmental psychologists aim to describe, explain and predict the developmental changes across the life span. The term ‘life span’ has to be stressed because not all developmental psychologists focus primarily on children as generally believed. Sub-fields of Developmental Psychology include research and practice on infants, adolescents, adults and even the prenatal development. The research range of Developmental Psychology is very wide including parenting, language development, developmental disabilities, environmental-biological effects on human development, learning, aging etc. Moreover, Developmental Psychology is one of the pioneering fields in Developmental Science, an interdisciplinary field which includes Anthropology, Behavioral Genetics, Education, Epidemiology, Nursing, Public Health, Sociology and other related fields. Eastern Mediterranean University (EMU) Department of Psychology is proud to offer a one-year Master’s Degree program in Developmental Psychology. The program is designed to provide students with the opportunity to specialize in Developmental Psychology principles, theories and research methods. Graduates from this program will be equipped with the necessary knowledge and experience to work in a number of fields related to Developmental Psychology. As professional developmental psychologists, the graduates can work in a wide range of settings such as universities, research facilities, schools, and private practices. Furthermore, the Developmental Psychology Master’s degree program curriculum offered by EMU is specifically designed to meet the standards of the European Diploma in Psychology (EuroPsy) to ensure that the
students receive internationally recognized diplomas which will enable them to practice Developmental Psychology anywhere they choose to do so.

News submitted by: Asst. Prof. Dr. Fatih Bayraktar
Coordinator of Developmental Psychology Master’s Program

Department of Architecture of EMU applies for accreditation

Within the contemporary world, in which every country in Europe determines its own quality assurance standards, the best guarantee for quality of education is accreditation by national or international agencies of quality; in other words, accreditation councils. It is known that accreditation influences the recognition and equivalence of diplomas besides quality, and students all over the world prefer accredited institutions for their education. The Department of Architecture in the Faculty of Architecture of EMU, has applied for accreditation by the Architectural Accreditation Council (known as MİAK – Mimarlık Akreditasyon Kurulu) in Turkey to have the quality of the education in the department evaluated. MİAK is a council which contributes to the well-being of society through ensuring quality education for architects. It enables the standardisation of different departments of architecture while at the same time protecting their peculiarities and differences. The evaluation criteria of MİAK are not only the curriculum, and the knowledge and skills which should be gained by the graduates, but also the physical, financial and the human resources of the department. The evaluation process, which aims to arrive at a multi-dimensional and truthful self-evaluation of the department, starts with the submission of a detailed self-evaluation report. After the evaluation of this report by the appointed MİAK visit-team, the same team, who is also responsible for the overall evaluation of the department, visits the institution and has further meetings with the students, academic staff and administrators of the department, faculty and the university. Since the target is getting the department to become accustomed to making changes through self-evaluation, the evaluation process continues regularly after being accredited as well. The members of the MİAK evaluation team are determined by the organization of the chair-persons of all departments of Architecture in Turkey and North Cyprus (known as MOBBİG) and the Chamber of Architects of Turkey, which is a part of the Union of Turkish Architects and Engineers. Following the accreditation of the departments of architecture of Anadolu University, Yıldız Technical University and TR İstanbul Kültür University, the target of EMU, Department of Architecture is also to become accredited by MİAK.

News submitted by: EMU, Department of Architecture

EMU graphic designers’ work exhibited in China-Europe Creative Works Collection

The designs of Asst. Prof. Dr. Senih Cavuşoğlu, and Asst. Prof. Dr. Umit Inatci have been included in the China-Europe Creative Works Collection. At the exhibition, ‘20.30 Never.Ever.Forever’, which took place on the 30th October 2010 in XLY MuMA 2 Museum in Chengdu-China, the work of 20 European and 30 Chinese designers were exhibited.

News submitted by: Asst. Prof. Dr. Senih Çavuşoğlu

Department of Visual Arts & Visual Communication Design launches its MA program

The M.A. program in Visual Arts and Visual Communication Design, instigated in Fall 2010-2011, offers a rigorous study programme within a wide spectrum comprising visual arts, visual communication design, plastic arts, mass communication and related disciplines. Students from diverse disciplines and backgrounds can enroll on this M.A programme which is based on a broad domain which encompasses graphic design, typography, advertising, packaging, illustration and design for analogue and digital media (Web Design, Motion Graphics etc.). Contemporary dialogues between traditional print-based practices and the new digital screen-based media, introduced in lectures and discussed in seminars, will allow the possibilities for visual communication to become more socially interactive and conceptually challenging. This newly-launched graduate program is without thesis and consists of 10 credit-courses, and the duration of the program is 12 months.

News submitted by: Department of Visual Arts and Visual Communication Design
The preliminary research I conducted in 2009 during the Numismatic and Sigillographic Summer Programme at Dumbarton Oaks Research Center for Byzantine Studies (Harvard University) has constituted the starting point of my future book entitled: “An island in transition: Cyprus in the passage from Late Antiquity to the Early Middle Ages (500-800 A.D.)”.

The research plan I pursued at the Centre for Byzantine Studies Dumbarton Oaks since 2009 derived from my work on urbanism in and beyond the Mediterranean basin, pointing to the partial continuity of the city as a scenario where the (still urban-oriented) local landowning elites played a central role in supporting local activities, which included artisanal production, trade in foodstuffs, and fiscal exchange. Since my research guidelines focus on retrieving the archaeological data, which has recently emerged and remains to be synthesized, providing a new method to approach the topic, the Numismatic and Sigillographic Summer Programme at Dumbarton Oaks was, in this sense, indispensable to pursue the aims of my research. Indeed, coins and seals (together with epigraphic remains and ceramics) are, in my opinion, essential to put urban transformations into perspective, by avoiding the temptation of labelling them as a collapse in the urban scenario. By bringing together these materials, I focused on the urban transition of Byzantine Eastern Cyprus in the passage from Late Antiquity to the early Middle Ages, with particular regard to the city of Famagusta-Ammochostos and its relationship with the nearby centre of Salamis-Constantia. Here, indeed, we were in need of both a reappraisal of the old sigillographic and numismatic material and a different methodological and analytical approach to the evidence yielded by the new archaeological excavations. These studies aim to show that the urbs was not just a place where social groups resided and institutions thrived. These centres followed peculiar trajectories in the Late Antiquity and the early Middle Ages by transferring their economic vitality, political relevance, social and structural fabric, topography, and demographic persistence into a newly emergent world system. Following these trajectories in Cyprus, indeed, provides us with a unique opportunity, due to the role of the island as a strategic and commercial hub along the Eastern Mediterranean sea routes, the continued administrative and exchange links with Constantinople, and the vicinity of a region like Syria and Palestine, where the expansion of Islam replaced the Byzantine sway. Indeed, Levantine cities could engage in de-monumentalization and spatial de-structuring with social and economic re-structuring and spatial coherence from the late seventh century onwards. It is also clear that the region retained certain urban structures, which in turn allowed large-scale artisanal and commercial production, underpinned by urban-oriented elites, as part of a highly monetised economy.
With all this in mind, during the Numismatic and Sigillographic Summer Programme at Dumbarton Oaks, I focused my attention on the numismatic evidence[1] as opening up new possibilities of accurately reconstructing the socio-economic profiles in both Cypriot urban and rural contexts; to this, I have added the analysis of lead seals, the results of the archaeological excavations conducted in urban centres like Salamis-Constantia, Paphos SarandaKolones, and Kourion, and the freshly published survey of the rural villages of the Cypriot mainland, which all contribute to draw a complex political, social, cultural and economic picture of the island in the passage from late antiquity to the early middle ages (i.e between 500 to 800 A.D.).

Moreover I have analysed the importance of Cyprus in the distribution and circulation of the so-called Arab-Byzantine coins, stressing how much the island benefitted from urban continuity Syria and Palestine experienced at a critical moment of social, cultural, and religious change; a continuity which affected the urban structures and social system of cities like Salamis and Famagusta, which faced the Levantine coast, peculiarly reflecting (as in a mirror) the political, military, administrative and fiscal Byzantine and Arab joint control over Cyprus during the eighth and ninth century, which render the island a real crossroads for two empires.

Following in the footsteps of the previous year research, the 2010 Dumbarton Oaks Research Stipend has allowed me to mainly focus on a partial analysis of the literary sources (Byzantine hagiography[1], Siriac and Armenian Chronicles and Arab narratives[2]) mentioning Cyprus in the passage from Late Antiquity to the early Middle Ages and on retrieving and reassessing part of the material data (ceramic, seals, artefacts, crafts and luxury goods, and reports of stratigraphically aware excavations) yielded during more than one hundred years of archaeology on the island[3]. This has virtually allowed me to sketch the first two chapters of my future book (which should ideally develop along five chapters lines[4]): the first focussing on the research methodology and the critical assessment of the primary sources needed to write a History of Cyprus from 500 to 800 A.D., the second based upon a brief but exhaustive political and ecclesiastical outline of the history of the island.

In view of the progress I made while at Dumbarton Oaks, my research has advanced towards a preliminary re-discussion of the traditional historiography (recently synthesised by Metcalf and Megaw[5] among the others[2]; [3]) stressing the role of watershed that the Arab invasions of 649-653 AD supposedly played in the history of the island by disrupting the prosperity and stability Cyprus had been enjoying from the fourth century onwards[6]. The (still in its earlier stages) analysis of the ceramics and sigillographic material, the careful reconsideration of the information provided by the Byzantine hagiography, and the critically aware use of some Arabic sources seem rather to point towards a less violent localization and simplification of the Cypriot economy and material culture[7] and a continuation of the Byzantine bureaucratic and fiscal network (although more militarized and permeated by the increasing social relevance of the local archbishopric clergy) although in a period when the Empire experiences a breakdown in levels of demand and concentration of wealth, weather public or private. The presence of lead seals up to the mid-eight century (and even beyond), the presence of Glazed White Ware in some excavated sites[8] (both witnessing a continuing ‘Constantinopolitan link’), and the strategic role played by Cyprus in the Arab-Byzantine trading (as mirroring in later Arabic sources like IbnHawqal o Masudi[9] all point to the persistence of the political, administrative and fiscal structures and should allow to overcome the conclusion stemming from the analysis of numismatic evidence. In other words, the disappearance of coins in the late seventh century would prove less an economic maelstrom (and the end of any economic life on the island) than a transformation of the Imperial fiscal structures (de facto belying the idea of Cyprus as independent province loosely tied to Constantinople) more oriented towards natural output[10]. This in turn would allow us to draw a different picture of the cultural identities, political practices and hierarchy of wealth and power in Cyprus during the so-called Condominium era (688–965 AD). If, indeed, the local society in this very period has often been regarded as ruralised, de-urbanised, rarefied in terms of density of settlement and focussed mainly on small residential foci in the hinterland as result of the dislocation brought about by the Arab raids, the preliminary results of my research prove that this idea has more to do with the relative invisibility of Cyprus in the Byzantine sources, the underdeveloped analysis of the Arabic sources, the lack of a proper and comparative analysis of the locally made and imported pottery, and eventually, the gap brought about by the absence of proper archaeology in the northern part of the island in the 1.
The Legend of St.Spyridion, Bishop of Trimithus, the Life of Constantine the Jew and the Apocryphal Acts of St.Herakleidon of Cyprus among the others.
2. For an exhaustive summary of these sources mainly V.Christides, The Image of Cyprus in the Arab Sources (Lefkosa 2006) and Sources for the history of Cyprus, ed. P.W. Wallace and A.G. Orphanides, vols. VII–VIII (Lefkosa 1990–2006) and A.Palmer The Seventh Century in the West-Syrian Chronicles (Translated Texts for Historians) (Liverpool, 1993).
3. Part of my activity while at Dumbarton Oaks was an Aesopian exercise in gathering enough primary and secondary sources to overcome a long winter on an island where access to libraries is not easy or rewarding at all.
4. To be added to a Geo-Morphological description of the island, an analysis of the transformation experienced by the Cypriot economy and, eventually, a re-appraisal of the trajectories experienced by urbanism in the period under investigation.

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last 35 years than with the geographical range and complexity of exchange and levels of local (aristocratic) demand.

Indeed, it seems to me possible that the future development of my research (entrenched in the completion of the analysis of Arab sources and Byzantine hagiography and in a further evaluation of the archaeological surveys and excavations) could lead me to prove a striking resemblance between the economic trajectories experienced by Byzantine (and partially Arab) Cyprus and the Umayyad Syria and Palestine; in this sense a comparative analysis of the ceramics yielded in both areas may prove essential to attest the persistence of commercial and artisanal activities underpinned by the levels of demand of a weakened but still substantial and urban-oriented local elites; this in turn would raise the issue of the possible vitality of some Cypriot cities as partially influenced by the Arab influxes in terms of social fabric and urban landscape and social identities.

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Dr. Zavagno is the author of "Cities in Transition: Urbanism in Byzantium Between Late Antiquity and the Early Middle Ages" (British Archaeological Reports-International Series, 2009), a book which explores the impact of important historical events on urban settlements in the Pontus (Amastris), Italy (Naples), western Anatolia (Ephesus), and Greece (Gortyn and Athens) during this period. His work dramatically reveals how cities did not simply shrink or become self-enclosed and isolated, but were transformed administratively, defensively, and economically as the Byzantine empire changed.

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About the Researcher

Asst. Prof. Dr. Luca Zavagno was born in Venice, where he received his B.A. degree in History from the University Ca’ Foscari; he completed his Ph.D. studies at the University of Birmingham on the society, culture, economics and politics of Byzantine cities. He is currently an Assistant Professor in the Department of Arts, Social Sciences and Humanities at Eastern Mediterranean University, where he is also working on his forthcoming book on the History of Cyprus in the Early Byzantine period. The book will analyze the role of the island as a major strategic and commercial hub along the eastern Mediterranean sea-routes, its administrative and exchange links with Constantinople, and its relation to Syria and Palestine, where Byzantine power succumbed to the expansion of Islam.

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7. Here a further study of the eighth and ninth century locally-made pottery yielded by excavations at Constantia and Paphos would be essential to both understand the role of Cyprus vis-à-vis the smooth transition experienced by Syrian and Palestine material culture in the Early Islamic period and to recognize the economic actors of rural, urban and inter-regional exchange.
Musical culture in the Soviet satellite states is a subject that has only recently been addressed in the academic literature. With respect to Poland and Hungary, studies of this kind have included Adrian Thomas's *Polish Music since Szymanowski* (Cambridge University Press, 2005) and Rachel Beckles Willson's *Ligeti, Kurtág and Hungarian Music during the Cold War* (Cambridge University Press, 2007). At the same time, a reliable account revealing the situation in Czechoslovakia has yet to be released.

This is the goal of my research, for which I laid the groundwork with my publication "Sovietizing Czechoslovak Music," released on-line in the Winter 2010 issue of *Music and Politics*. My article focuses on Miroslav Barvík, the primary figure charged with transforming Czechoslovak musical life according to Soviet artistic policy during the years 1948-53. With the support of EMU’s Research Institute, I was able to spend valuable time in the Czech Republic to work with the key institutions, the researchers currently engaged in the study of communist cultural politics, and the witnesses who were able to provide testimony in the form of interviews. For the benefit of EMU’s research community, I shall discuss the monograph I envisage chapter by chapter:

The Participants. For anyone who lived under the Czechoslovak communist system, or read the government-controlled propaganda, there was the illusion that cultural politics were the result of a monolithic force in which individuals were all but anonymous servants in the common socialist struggle. The function of this chapter, therefore, will be to isolate the key figures who created and directed musical politics. This will include the highest-ranking communist politicians (Gottwald, Slanský, Kopecký), the most important figures in national cultural policy (Kopecký, Nejedlý, Bareš, Stoll), through to the principles of the music scene (Nejedlý, Dobiáš, Barvík, Sychra, Jiránek).

The Chronology. My monograph will consider the years 1938-1969, but focus on the years 1945-1955. As a prelude, I will comment on the situation in music during the Protectorate of Bohemia and Moravia, in some ways continuing where Brian Locke left off in his monograph *Opera and Ideology in Prague: Polemics and Practice at the National Theater, 1900-1938* (University of Rochester Press, 2006). I will then discuss the critical situation just after the liberation in 1945, which set the tone for the Third Republic (1945-48). For the period following the February 1948 coup, I shall trace the centralization of musical life (which reached its most intense period during the years 1950-1); the thaw in cultural politics that transpired during the years 1951-53 with the imprisonment, show-trial, and execution of Rudolf Slanský (the Secretary-General of the Czechoslovak Communist Party); through to the first decentralization measures that went into force during the years 1953-55. A fundamental question I shall attempt to answer concerns whether musical politics were more under the control of the Communist Party Apparatus, or the Ministry of Culture. The rivalry between the Party Apparatus and government ministries is the subject of Jiří Knapík’s brilliant study *In the Captivity of Power: Cultural Politics, its System, and Participants 1948-1956* (Prague: Nakladatelství Libri, 2006), a
The Institutions. What I have discovered thus far is that a centralized archive documenting directives in musical politics is not extant, particularly one for the Syndicate of Czechoslovak Composers (1946-49) and the Union of Czechoslovak Composers (1949-). To this day, the files of the Syndicate are lost, and those for the Union at the Prague National Archive contain all but no significant documentation for the years 1949-53. This became apparent in my attempt to locate the files for the Syndicate’s Action Committee, which was charged with the purging of non-communists in 1948. In the case of the purges and the implementation of musical policy, it will be necessary therefore to conduct my research from within the archives of a number of key institutions. These will include the Music Faculty of the Academy for Performing Arts, Czechoslovak Radio, the Prague National Theater, the present-day Prague State Opera, and the Czech Philharmonic Orchestra.

The Ideology. This chapter shall trace how Zhdanov’s Soviet socialist realism became married with the tradition of Czechoslovak socialist music criticism. A primary figure in this discussion will be Zdeněk Nejedlý, the leading Czech socialist music critic before the Nazi occupation and a government minister after the war. I shall illustrate the socialist music critic before the Nazi occupation and a government minister after the war. I shall illustrate the modalities of the Zhdanov–Nejedlý axis through samples from the official communist music journal Hudební rozhledy [Musical Perspectives]. Otherwise, key speeches printed in Hudební rozhledy and other publications will help me gauge political trends. What might seem controversial is my view that the ideological tracts – commonly seen as crude academically for their deterministic point of view – have a greater value as literary works than the actual music they were attempting to encourage. As Vladimír Karbusík shows in his study “Towards the Technology of Pamphlets about Music during the Years 1948-1952,” there can be little question that the musical ideologues practiced rhetorical forms that achieved their operative effect through the careful control of nuance and cadence, often showing a high level of literary artistic control. This chapter shall also provide a number of case studies on how we may interpret the communist-era musical literature, which although not necessarily dogmatic ideologically was almost always subject to either official or auto-censorship.

The Repertoire. This chapter shall survey communist musical production. My study of Miroslav Barvík’s 1950 speech to the Union of Czechoslovak Composers allowed me to establish which composers and works were most favored by the regime. But it will now be necessary to conduct a more extensive survey, particularly of Václav Dobiáš, who was all but crowned by Barvík as the official communist composer. One of my goals will be to evaluate how successfully the new socialist works were disseminated, or even to propose what the complete socialization of music would have looked like had this been realized in practice. Indeed, the greatest challenge here will be to measure how the socialist music was actually viewed both before and after the communists had lost virtually all credibility among musicians and the larger musical public.

The Disenfranchized and Persecuted. This chapter shall examine the situation of composers such as Bohuslav Martinů and Alois Hába, two of the most renowned Czech composers internationally, both disenfranchised by the regime. Of the younger generation, musicians such as Jaroslav Doubra, Oldřich Korte, and Karel Reiner will be considered, whose careers could not rise to the levels they might have reached internationally had they not been restricted to the provincial parameters of the new communist state.

From my participation in the American Musicological Society’s Cold War and Music Study Group, I know of no other scholar in the English language musicological world currently engaged in this subject. In order to execute this project, a deep knowledge of Czech cultural history is necessary. Also needed is the academic objectivity to deal with the philosophical undertcurrents of socialism as they were perceived and interpreted during the various phases of the twentieth century, as well as the ability to embrace objectively the communist point-of-view. Although it is highly improbable that a communist system will emerge in a major industrialized nation in the near future, the debate between laissez faire and proactive government policy will certainly continue. And the role that art plays in this debate is one that should continue to merit both historical and contemporary inquiry.

REFERENCES

Beckles Willson, Rachel. Ligeti, Kurtág and Hungarian Music during the Cold War (Cambridge University Press, 2007).


Below we provide the abstract to Dr. Svatos’s article “Sovietizing Czechoslovak Music,” released on-line in the Winter 2010 issue of Music and Politics:

This article offers a close-up view of musical politics during the early and most repressive years of the Czechoslovak communist regime. Forming the focus is Miroslav Barvík (1919-1998), the top apparatchik in music at this time. Examined here are the political forces that gave Barvík the authority to create and control a highly centralized musical arena for the purpose of implementing Soviet ideas. Given extensive treatment is his 1950 speech to the Union of Czechoslovak Composers entitled The Composers Go with the People. What on the surface level was a call for musicians to join the socialist struggle was in reality an instruction for them to prove themselves ideologically. Barvík’s speech reveals the story of Czech music according to the communists and shows which musicians were favored or disenfranchised. Barvík is virtually unknown internationally and even in today’s Czech Republic, he is somewhat forgotten. Thus the article also considers the forces that led to his neutralization as the strong-man of the Czech music scene as well as the circumstances that account for his disappearance from the Czech historical conscience.

About the Researcher

Asst. Prof. Dr. Thomas D. Svatos earned his Ph.D in musicology from UC, Santa Barbara in 2001. In 2002, he joined the academic staff at EMU, where he teaches music history in the Department of Arts, Humanities, and Social Sciences. His web-site may be accessed at http://thomasdsvatos.com/
The First Zero Energy House in Northern Cyprus

By Vahibe Kazek
Faculty of Architecture

Introduction
Nowadays, the rising energy consumption is one of the biggest problems of Northern Cyprus as the generated energy does not meet the increasing energy needs. The residential houses are responsible for 31.25% of energy consumption (KIB-TEK, 2008). Although most of this energy is used for heating and cooling, the thermal comfort may not be supplied in the house. The island has not any sources such as petroleum or natural gas, however, it receives about 5.4 kWh/m² solar radiation on a horizontal surface (Kalogirou 1996). This paper argues that using renewable energy resources in residential houses can largely solve the energy problem in Northern Cyprus and also provide ecological sustainability.

Most countries have already begun to turn to alternative energy sources through using the developing technology and they have started to build less energy-consuming buildings with high insulation solutions. These types of structures can be seen in many countries of the world.

The first example of Zero Energy Houses (ZEH) in N. Cyprus is in Alsancak. The house was completed by AGD Solar Trading Ltd. Renewable Energy Application in 2006, and was granted the International Energy Globe Awards 2007.

Literature review
Zero energy and energy consuming buildings have become important for architects and multi-disciplinary researchers involved in architectural engineering and building physics (Wang, 2009) in their attempt to reduce greenhouse gas emission to address global warming.

ZEH is a term which is used for a house that can meet its own energy needs from renewable energy sources through getting help from active as well as passive solar technologies. “The zero energy building concepts is a progression from passive sustainable design” (Wang, 2009), and we can refer to passive solar heating, insulation, controlled windows, shading etc. as passive solar design techniques. In the Alsancak’ ZEH, however, only insulation, controlled windows and shading were used as passive techniques. On the other hand, active systems were used dominantly such as heat recovery air ventilation system, earth heat exchanger and photovoltaic panels.

A ZEH may or may not be grid connected. An off grid ZEH can store the largest energy in batteries, but depending upon the battery storage, a part of the load may be un-served. In a grid connected system, the ZEH may supply excess generated power to the grid (Iqbal, 2003). The grid connection systems are mainly used in the developed countries and governments of N. Cyprus have just started to change old systems to the connection grid system. “A ZEH is designed and constructed to generate all of the energy it requires through a combination of energy efficiency and renewable energy generation technologies” (Iqbal, 2003).

The construction of a ZEH costs 15-20% more than a conventional house because of the use of extra systems such as solar cell systems, super insulation etc. But it can be said that the current systems can pay off the extra costs through producing energy in a few years and these systems can be maintained for at least 20 years. Also the ZEH is designed to provide comfort to the building occupants by the use of design techniques.
ventilation systems and super insulation. Being comfortable at home means having comfortable thermal heat in the whole house.

**Design Methodology**

The design process is the most important part of construction. Most of cost-effective strategies and potential of saving are usually considered during the design process (Vieira, 2006). 3D computer simulation tools are employed to model the building and analyze data for understanding how a building will perform with a range of design variables such as orientation (relative to the daily and seasonal position of the sun), window and door type and placement, insulation and calculation of values of the building elements, air tightness, the efficiency of heating and cooling and local climate. These simulations help the designers to see how the building will perform before the construction, build the building with maximum performance and make the financial analysis of the building. As there are no official thermal insulation regulations in N. Cyprus, the designer of the first ZEH used computer simulation tools NESA, Casanova and later confirmed with TRNSYS to do these analyses and calculation of U-values for the climate of Cyprus before the construction of the first ZEH. Also they included some general standards of PassivHaus, Germany.

**Planning of ZEH in N. Cyprus**

The house is 150m² including a living area with a large open kitchen, two bedrooms with personal bathrooms, a TV room, utility room and a separate toilet. On the site plan a garage was included and also the designer planned a water treatment pool, but later these were cancelled because the owners do not live in N. Cyprus permanently, so they use little water in the few months they are in the house. (Photo 1).

The designer mentioned that one of the most important aspects of ZEH’s energy saving potential is not the technology used but the location of the ZEH. The house does not face directly north-south, but it is offset by about 30 degrees to avoid direct sunshine on the south walls in the summer during the midday and this helps to avoid the use of air conditioning. Also the north-east window is protected by a terrace roof to help stabilize temperatures inside, in south smaller windows are installed and the utility room was designed as a thermal buffer room.

**Insulation Methods**

Insulation is one of the main factors in saving energy. A well insulated house would use less energy. Although N. Cyprus has a significant energy problem, there are no official thermal insulation regulations. For this reason, the values were calculated by designers.

Local materials such as sand stone were used. In the ZEH, wall construction was designed as (from inside to outside): 25cm sand stone, for insulation Styrofoam and plastic foil and 25cm sand stone.(Photos 2-3). According to M. Ozdeniz, the 25cm sand and stone inside is too much and it increased the cost of construction. The wall thickness is approximately 55 cm and this is too much for the climate of Cyprus. 10 cm can be enough for the inside wall. The insulation material was used in the middle of the wall, but in hot climates, it should be close to the inside wall. According to P. Hancer using massive materials like stone results in temperature fluctuation and this fluctuation gives more heat to the room. So, more energy is needed for cooling. The region where the house is built is humid and plastic foil was used to stop humidity. M. Ozdeniz stated that this also prevented the escape of humidity from the inside. The wooden roof is insulated with fiberglass, roof sealing with bitumen PP300 ceiling with calcium sulfate and the floors with foam. The U-values were then compared with the Turkish standards of Antalya region (Table 1). So it can be said that the ZEH is successful with respect to most of the U-values.

Windows are another important factor in energy saving. Most of the windows are non-opening to reduce the heat loss and in several places the designer did not use windows, but only glass frames. Double glazing is used in the house. However, the designer said that the local production of windows and doors is not very good in N. Cyprus and the U-value of glaze is not convenient (Table 1). Third glazing could be used to prevent more heat loss and provide more efficiency. According to Turkish heat regulation the U-value of glaze is 2.4 W/m²K (TS 825) and for PassivHaus it might be around 0.5 W/m²K.

The aim of insulation is to minimize heat loss. An annual heating demand with insulations is 25kWh/m² per year for the ZEH. However, according to PassivHaus standard it should be 15

<table>
<thead>
<tr>
<th>W/m²K</th>
<th>Wall</th>
<th>Roof</th>
<th>Floor</th>
<th>Door</th>
<th>Glazing</th>
</tr>
</thead>
<tbody>
<tr>
<td>U-value of ZEH</td>
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<td>0.22</td>
<td>0.35</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>TS 825</td>
<td>0.70</td>
<td>0.45</td>
<td>0.70</td>
<td>-</td>
<td>2.40</td>
</tr>
</tbody>
</table>

**Table 1.** Comparing U-values of first ZEH in N. Cyprus with Turkish standards of Antalya region (TS 825)

![Photo 1. Site plan of house. Drawn by design]-er.](image1)

![Photo 2. Detail of wall insulation. Photo taken by designer](image2)
kWh/m² per year, but there are other U-values and techniques for European countries. For this reason the annual heating demand of ZEH is not bad for Cyprus.

**Heating, Ventilation, and Air Conditioning Systems (HVAC) of the first ZEH in N. Cyprus**

HVAC systems are important factors in providing comfort. Clean air and comfortable temperatures should be supplied for healthy living. Heat recovery air ventilation system, earth heat exchanger and solar air thermals were installed in ZEH. Heating recovery ventilation (HRV) is an energy recovery ventilation system which provides fresh air and improved climate control, while also saving energy by reducing the heating or (cooling) requirements. This system brings fresh air from outside and preheats the incoming air during the winter and precools air during the summer. There are some kinds of HRV systems which are called air to air heat exchanger, earth to air exchanger and earth to water exchanger. The earth to air exchanger was used with heat pump in the first ZEH. As stated in the standards of PassivHaus, 40m earth pipe was installed 1.5m below ground (Photos 4-5.)

A disadvantage of this system is it needs a very big area for installation. For this reason, a very big site was chosen for the construction. Also solar air thermal system was used for heating air. The average heating is 4 m² of solar air thermals in winter which amounts to 1200-1400 kW/h per winter, but solar air thermal system have not been used yet, because the owners don’t live in N. Cyprus during the winter.

For cooling during the summer 9000 btu split air condition (smallest one) was installed and it is running 6 to 8 hours. This system obtains energy needs from the PV panels.

All these systems heat and cool all house with limit cooling is 27°C and limit heating is 21°C. As the systems are not good enough, the house could not be cooled very well. The smallest air condition was chosen for reducing energy and cost of PV panels. 27°C could be enough during the night in summer, but during the day time it may be insufficient. For water heating collectors with area 2.5m² was installed for the 150lt. water tank which cannot cover all needs in winter. A geyser was planned to heat warm water to hot water.

**Photovoltaics (PV)**

PV cells convert the sunlight directly into electrical energy. The electricity, which they produce, is DC (direct current), but it needs to be converted to AC (alternating current). For this reason inverters are used for converting current to use electricity in homes. Batteries and accumulators are used to store electricity until it is needed, for example during the night time. All these equipments are called PV system. In the first ZEH, 1360Wp Tracked PV, 3kW inverter, 60A MPPT changer, 12 x 2V 600 Ah OpzS accumulators which have been installed are used to produce additional electricity (Photo 6). This system can produce 10kW electricity per day in May. According to the designer, the electricity produced by PV systems could meet all the needs of the occupants. Therefore the house was designed off-grid. However, as the occupants have additional fridges and they wanted to use air-conditioning more often, they decided to connect KIBTEK to get more electricity instead of having more solar power installation. Due to this change it can be said that the house has changed from net ZEH to low ZEH.

**Conclusion**

The ZEH was designed for comfortable living and less energy consumption cost for the future. Also it was designed very simply without any ornamentation or architectural elements on façade and interior to keep it affordable. In general, the house was...
built successfully by using the rapidly developing design techniques. However, exterior walls were very thickly constructed for the climate of Cyprus and massive walls can store more heat during days than that can be released back during the night. On the whole, the house has reduced most of its energy consumption costs and provided a comfortable and healthy life for occupants. Although these kinds of house design techniques are used in a lot of countries, there aren’t any design rules or encouragement in Northern Cyprus. As a result, it is very hard to build a ZEH. If the government provides support and makes the necessary legal arrangements, building ZEHs will be easier and people will decide to have these energy-saving houses more and more in the future.

Acknowledgement: I would like to thank Peter Personn, Assoc. Prof. Dr. Yonca Hurol and Assist. Prof. Dr. Nicholas Wilkinson for their support.

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About the Researcher

Vahibe Kazek graduated from the Faculty of Architecture, Kiev National University of Construction and Architecture in 2009. She is now pursuing her Master’s degree in the Faculty of Architecture at EMU. Her academic interests are sustainable architecture, energy efficient construction, and using renewable energy sources in architecture.

Email: vahibekazek@gmail.com
On the day I sat for the entrance examination of Middle East Technical University for 20 years. I first came for my BA, MA and PhD degrees from there. I have been in the Foreign Languages Department, Faculty of Education, in the field of English language teaching for quite a long time. In the early years of my teaching, I was lucky enough to link for some academics in the field. I worked at the Faculty of Education, English Language Teaching Department at Hacettepe University and obtained a full scholarship by EMU that lasted for four years. My department, English Language and Literature, contributed a lot to my professional and individual development. I learned to analyze things objectively and to look at issues from different angles. My graduation rank was first among the graduates of the Faculty of Arts and Sciences and the Department of English Language and Literature. As soon as I received my BA, I started teaching at EMU, my “second home”. I have been teaching English for Specific Purposes and English for Academic Purposes mostly to Engineering students from the Departments of Computer Engineering, Mechanical Engineering, Electrical & Electronic Engineering, Civil Engineering, Industrial Engineering, and Mathematics for thirteen years. While teaching Engineering students, I observed that the needs of the students were not met to the desired degree. Therefore, I chose my MA research topic on the academic English needs of Engineering and Mathematics students. During my MA research, I carried out a deep and comprehensive analysis of the scientific language and classroom environment of these students. My MA thesis, which was later published as a book, has been a starting point in the attempt to meet the needs of these students. In addition to teaching English to Engineering students, I have also taught English to students from an array of different departments such as Architecture, Business and Economics, Psychological Counseling and Guidance, Music Teaching, Archaeology, Computer Aided Accounting, Turkish Language Teaching, English Language and Literature, English Language Teaching, Pre-school Teacher Education, and Middle-school Math Teacher Education, Science Teacher Education, International Relations, Political Science, Tourism and Hospitality Management, Banking and Finance, Biomedical Equipment Technology, Medical Documentation and Office Management, and Physical Therapy and Rehabilitation. Throughout these years, I have learnt that teaching involves learning as well and I must say that I have learnt a lot from my students. Their feedback has always been important for me. I do my best to progressively refine my courses based on reflection and feedback. I also acquire relevant knowledge about my students and use that knowledge to inform my course design and classroom teaching. I believe that every student is unique, with their own learning needs, preferences and talents. In my classes, I try to create an environment where every learner can feel that he or she can make a difference. I enjoy teaching a lot because it allows me to help other people and it helps me to stay intellectually active.

Could you tell us a bit about yourself? Your nationality, academic and professional background, experience, research activities…..?

ÜVO: I was educated at Hacettepe University and obtained my BA, MA and PhD degrees from there. I have been in the field of English language teaching for quite a long time. In the early years of my teaching, I was lucky enough to have the opportunity to teach at different levels to different student groups – from teenagers to adults, zero beginners to PhD level students. This breadth in experience has helped me relate the academic and theoretical issues to classroom practice or vice versa, which can be a missing link for some academics in the field. I worked at the Foreign Languages Department, Faculty of Education, Middle East Technical University for 20 years. I first came to Eastern Mediterranean University in 1989 for one and a half years as the founding Chair of the English Department in the Faculty of Arts and Sciences. In 1995 I worked at Lefke University as the Dean of the Faculty of Arts and Sciences. Since 2000, I have been working at the Faculty of Education, English Language Teaching Department at EMU. In addition to my teaching in the BA programme, I have supervised quite a few MA and PhD theses. I have also taken part in some projects such as comparison of L1 and L2 reading strategies, curriculum development for high school English courses, accreditation in pre-service teacher education. My research interests are Teacher Cognition, Teacher Education/Development, and Teaching Methodology.

YBO: On the day I sat for the entrance examination of EMU, I had the feeling that EMU was going to be my ‘second home’. I came first in the examination and was awarded with a full scholarship by EMU that lasted for four years. My department, English Language and Literature, contributed a lot to my professional and individual development. I learned to analyze things objectively and to look at issues from different angles. My graduation rank was first among the graduates of the Faculty of Arts and Sciences and the Department of English Language and Literature. As soon as I received my BA, I started teaching at EMU, my “second home”. I have been teaching English for Specific Purposes and English for Academic Purposes mostly to Engineering students from the Departments of Computer Engineering, Mechanical Engineering, Electrical & Electronic Engineering, Civil Engineering, Industrial Engineering, and Mathematics for thirteen years. While teaching Engineering students, I observed that the needs of the students were not met to the desired degree. Therefore, I chose my MA research topic on the academic English needs of Engineering and Mathematics students. During my MA research, I carried out a deep and comprehensive analysis of the scientific language and classroom environment of these students. My MA thesis, which was later published as a book, has been a starting point in the attempt to meet the needs of these students. In addition to teaching English to Engineering students, I have also taught English to students from an array of different departments such as Architecture, Business and Economics, Psychological Counseling and Guidance, Music Teaching, Archaeology, Computer Aided Accounting, Turkish Language Teaching, English Language and Literature, English Language Teaching, Pre-school Teacher Education, and Middle-school Math Teacher Education, Science Teacher Education, International Relations, Political Science, Tourism and Hospitality Management, Banking and Finance, Biomedical Equipment Technology, Medical Documentation and Office Management, and Physical Therapy and Rehabilitation. Throughout these years, I have learnt that teaching involves learning as well and I must say that I have learnt a lot from my students. Their feedback has always been important for me. I do my best to progressively refine my courses based on reflection and feedback. I also acquire relevant knowledge about my students and use that knowledge to inform my course design and classroom teaching. I believe that every student is unique, with their own learning needs, preferences and talents. In my classes, I try to create an environment where every learner can feel that he or she can make a difference. I enjoy teaching a lot because it allows me to help other people and it helps me to stay intellectually active.
Could you please give us some information on your department and the postgraduate programmes?

ÜVO: The Department of English Language Teaching, which first functioned as part of the Department of English Language and Humanities, was officially founded in 1994 as an independent department, and served under the Faculty of Arts and Sciences until 1998. In 1998, it played an important role in founding the Faculty of Education as the most established department of the new faculty. The main goal of the Department of English Language Teaching is to train English teachers who are equipped with the knowledge and the skills that contemporary foreign language education requires, and as those who are trained for continuous self-improvement. Our senior students are given the opportunity to do their practice teaching under the supervision of their professors at the public high schools as well as the schools affiliated with our university such as the School of Foreign Languages and Eastern Mediterranean College. Most of our alumni have been working at the schools in TRNC, Turkey and other countries. Some of our alumni hold other positions which require an advanced level of English proficiency. The Department of English Language Teaching provides not only a 4-year undergraduate program but also an MA and a Ph.D. program. All these programs have been approved by the Higher Education Council of the Republic of Turkey. The graduate programs mainly focus on research on English Language Teaching and Applied Linguistics.

YBO: After completing my MA, I thought that attending EMU’s PhD program in ELT would be a natural extension of my professional interests. I wanted an academic life because I love to challenge myself all the time. I love to build new things and I love to teach and share with others what I know. In my PhD I wanted to advance my knowledge of theory and practice related to English language Teaching/TEFL and gain better awareness of the complexities of my profession. Also, I wanted to conduct research in topics related to my profession and undertake responsibilities to better meet the needs of my institution. In the PhD program at ELT, EMU, I am presented with the opportunity to be taught by some of the most learned and dynamic professors in the world. I believe that EMU is the best place for me to study ELT. It is a school of outstanding academic reputation and recognition not only in the region but in the world as well. Admission to the PhD program, like the university admissions and selection process, is a very important one, perhaps one that will have the greatest impact on one’s future. I believe that you can get a good education anywhere, if you are self-motivated as far as actual knowledge is concerned. At least as important or even more important than knowledge is the attitude towards that knowledge. What strikes me at EMU is the passion with which professors talk about their field of study. They are prestigious academics who continuously contribute to their field of study through their publications and attendance to conferences. The postgraduate program in ELT is challenging and professionally satisfying. Both the MA and the Doctoral Program in the ELT Department are designed to provide thorough training in the theory and practice of English language teaching. Like myself, most candidates on these programs are practicing teachers who register as part-time applicants. This gives them the advantage to relate what they learn in their postgraduate courses to their teaching experience and vice versa.

At EMU, especially in the ELT Department, the faculty, and the administration display a deep eagerness about learning and collaboration. This makes EMU, and its ELT Department in particular, a good match for me, as, I, too, am very enthusiastic about the subjects I study. I love learning and when those around me do too, it creates a great atmosphere from which everyone benefits. Academically, I believe I fit EMU well. Before starting the PhD program, I expected the program to broaden my professional knowledge and support me in my research endeavors. Now, I am in the writing stage of my PhD dissertation and can say that it has met my expectations thoroughly.

Could you define good research for us?

ÜVO: In my opinion, research is the systematic process a researcher is engaged in. The researcher collects and analyzes information in order to increase his/her understanding of a phenomenon. Of course, the researcher is expected to communicate this understanding to others. Also, the research should be an original contribution to the knowledge in the related field of study. Confirming or denying previous conclusions automatically gives the new research more credibility. Another important characteristic of good research is whether the research can provide benefits for a number of people.

YBO: Good research is an exciting journey of discovery. It is unique and offers new insights. Like a successful journey, it broadens your mind, provides a fascinating and exciting experience, fun and reward. Good research is a matter not only of sound procedures but also of beneficial aims and results. In short, good research produces new knowledge which brings benefits and advantages for individuals and the society.
Could you tell us about the research you have been working on and its significance in your research field?

ÜVO: The research topic my supervisee (Yeşim) and I have been working on for some time is about investigating the English language teachers’ cognition of the concepts of teaching and learning English. The term ‘teacher cognition’ refers to what teachers know and think and how this affects their behaviour in the classroom. In other words, researching into what teachers actually do in the classroom raises awareness of why they do it. Therefore, we aimed to investigate the perceptions of pre-service teachers of English (i.e., student teachers studying at the ELT Department) and in-service teachers of English (i.e., practising teachers at the state schools in North Cyprus) as regards the teaching/learning of English and the role of teachers/learners of English. For this purpose, metaphors (both verbal and visual) were used as a tool to collect data. The findings on the similarities and differences between pre- and in-service teachers of English were interpreted with regard to language teacher education.

YBO: I have been working on English language teachers’ conceptions of English language teaching and English teachers. I aim to analyze these conceptions in terms of emerging themes and their corresponding philosophical perspectives. This study of language teacher cognition will be particularly relevant to researchers, teacher educators, policy makers, and program and curriculum managers working in second and foreign language education contexts.

Do you have plans to promote this research to a wider audience? (conferences, publications)

ÜVO: Of course we would like to produce a publication from this study for two reasons. The stronger reason is the by-law article which requires that at least one publication related to the thesis topic has to be published or be accepted for publication in SSCI, AHCI and/or in internationally recognized indexes specified in the Academic Evaluation Criteria. Otherwise the thesis jury cannot be appointed. This is a real source of motivation for us. The second reason is more general. A doctoral thesis must make a significant contribution to knowledge in a field of study, embody the results of original investigation and analysis, and be of such quality as to merit publication.

YBO: I think that the communication of research is an essential part of the research journey. So we aim to submit this research for publication in relevant journals and present it in conferences.

What has been the most fruitful aspect of your collaboration?

ÜVO: In my point of view, the relationship between the supervisor and the researcher is like a two-way street. Both parties give some and take some. In other words, there are mutual expectations and obligations. As a supervisor I have lots of responsibilities to perform and I expect my supervisee to fulfill her own responsibilities, too. What is important here is the supervisor should kindle the spark in the researcher to make him/her to move forward without deviation. The supervision period is like a long journey you set off with your supervisee. On the way to the target you spend too much time together and this gets you closer. Working as a team necessitates harmony, understanding, constant and effective communication, and trust. I think each supervision experience teaches the supervisor new things because supervisees are all unique. Both Yeşim and I have gained a lot from this collaboration, no doubt about it.

YBO: I began my journey with a naive interest in my research topic and over time constructed new knowledge and developed a new voice while my supervisor provided inspiration, knowledge and experience in the research process. The most fruitful aspect of the collaboration between me and my supervisor has been our intellectual discussions. The characteristics I like the most about my supervisor are that she is open to ideas and flexible about adopting alternative approaches. Moreover, she is a conscientious, enthusiastic and respectful teacher. She displays a sincere interest in promoting my learning and professional development balancing control and direction with respect for my autonomy. I like the idea of being given considerable individual autonomy because this satisfies my overriding sense of the need for freedom. She is understanding and supportive at difficult times. She creates a climate of mutual trust and respect. She is always ready to share her expertise and she gives valuable, constructive, honest, critical, and detailed feedback on each draft I submit. I am particularly grateful for her incisive and perceptive editing. With her academic characteristics like being ambitious, perfectionist, and hard-working, she is the most powerful role model for me. I wholeheartedly thank my supervisor Prof. Dr. Ulker Vancı Osam for guiding me through my research journey.
What advice would you give to researchers involved in postgraduate research?

ÜVO: Doing research means a lot of hard work. It also means going beyond what is readily at hand and digging deeper. Researchers should be willing and ready - both mentally and emotionally – to work hard. They should have good time management and study skills. Researchers should demonstrate rigorous critical thinking and analysis. More important than everything, there must be enthusiasm for the work they are engaged in. Especially during the publication period researchers should avoid emotional letdowns. It is hardly and rarely possible to get the response or results on the first go. There will always be some form of rejection or disappointment in terms of having the research paper accepted for publication in SSCI or AHCI indexed journals. Yet, this rejection can be a good thing if you use it to fuel you in fortifying your data further and really solidifying your body of work.

YBO: They need to be enthusiastic about their research project. It should hold some sort of mental stimulation so that it doesn’t bore them. My advice for candidates who are either just embarking upon, or at any stage of their PhD studies is to maintain a healthy work-life balance. They should remember that ‘the key to life is balance’. Candidates, who are considering applying for MA and PhD, should raise their awareness of the self-discipline needed to sustain a program of intense study across a number of years. Writing a thesis is a long and lonely road. I suggest they write down the road-map of their thesis at the beginning of their journey. I hope that their unique journey (i.e. postgraduate research experience) is both rewarding and challenging and that they all reach their destination safely and successfully. I suggest that they make full use of the opportunities at their university. Also, they should be determined to succeed and show perseverance in the face of difficulty. In the end they will succeed, through dogged determination plus a bit of good luck. Of course, they should realize that even when their particular journey ends, it is not actually the end. Rather it is the beginning of further research and the world of academia.

...share this interview with your undergraduate students as well? Please direct them to http://research.emu.edu.tr.
Ali Kashkooli.
I am a PhD Candidate in the field of Architecture at the University of Sheffield, United Kingdom. My PhD research project is based on Building Lifecycle Assessments mostly focused on energy, carbon, and environmental impact of structures as an interdisciplinary field between Sustainable Architecture and Structural Engineering. I am also the president of AKID Ltd, a consultation and design company established in Sheffield, UK, and a member of Building Environments Analysis Unit (BEAU) at The University of Sheffield. As a member of a broad group (AKID Ltd), I aim to provide a platform for new research ideas for designers and engineering practitioners to transfer new approaches to the global market. Providing new opportunities for canon perspectives and enterprise activities are our principal goals. Recent global economic recession calls for a serious revolution in attitude and revision of present definitions in team-working and brain-storming are necessary to create a new professional market. Thus, me and my team aspire to create a new atmosphere established on diverse backgrounds in knowledge and nationalities. In 2008, I received my Master’s degree in Architecture (MArch) from Eastern Mediterranean University (EMU). Passing of time has revealed to me that choosing EMU was one of the most important decisions I’ve made in my life, a decision which I will never regret.The University provided an exceptional academic, supportive and friendly environment for all students from all different backgrounds. To me, it opened new doors to high-standard academic networking with developed countries. It also motivated me to contribute to professional scientific research projects and international publications (books, international journals and conferences). I enjoyed my whole experience and I am quite confident in recommending EMU to anyone who is keen to broaden their horizons, improve their knowledge and gain extensive research skills.

Ali Rezvani
As a new graduate of the MA program in the English Language Teaching Department, I firmly believe that Eastern Mediterranean University offered a wide range of opportunities that enhanced my experience and went far beyond simply offering a high quality degree from a good university. In addition to university-based opportunities, I could also get to know the area and the local community, which proved to be an extremely memorable experience. I am currently working for various language schools in Iran on the following subjects; teacher training, English for specific purposes, and general English as well as conducting some research studies in the field of English language pedagogy. In the meantime, I am planning to pursue a PhD degree in English Language Teaching in another country soon. Iran is a developing country with an enormous potential in the field of English Language Teaching. To serve the needs of this developing field and more important Iran’s vast population, ELT is going to become of utmost importance. Thus the conditions here are very conducive to fulfil my aspirations when I return to my country after completing my graduate studies.

Ceren Kürüm
Having received my Bachelor’s and Master’s degrees from the Department of Architecture, EMU in 2005 and 2009 respectively, I went on to continue with doctoral studies in KU Leuven, Belgium. I have been here for almost a year now, working on modern dwellings of Cyprus therefore returning home periodically for fieldwork. While studying Cyprus from abroad has its difficulties, the objective point of view that one acquires from a distance is definitely worth the challenge. From the first day on, Leuven has proven to be a most welcoming student town in greens, providing a perfect setting for a long term study. Founded in 1425, KU Leuven is one of the oldest universities in Europe, and fosters a significantly structured research environment in collaboration with several Flemish and international funding agencies. As a Turkish Cypriot researcher, I cannot help but wish for similar research opportunities at EMU, where young researchers are encouraged to produce knowledge collectively. Pursuing a PhD degree in an institution as rooted as KU Leuven is a big step forward and at the same time a true challenge. Doctoral researchers are expected to produce publications from the second year on and this eventually results in sound continuous progress. I believe at the end of this four-year marathon I will leave this institution with much more than a bound thesis in my hands.
Following is the list of students who have successfully completed their postgraduate degrees in Spring 2009-2010. This additional list has been provided by EMU Institute of Graduate Studies and Research on 26 October 2010.

**MA**

**Communication and Media Studies**
Festus Oziegbe Odiley
*Thesis Title:* A Comparative Analysis of News Coverage of Africa: A case Study of two English Language Newspapers in Turkey
*Supervisor:* Baruck Opiyo

**English Language and Literature**
Alper Guclucan
*Thesis Title:* Passing: A Comparative Reading of Larsen and Roth
*Supervisor:* Nicholas Pagan

Huseyin Bilsen
*Thesis Title:* Remembering Black Consciousness Through Conscious Rap
*Supervisor:* Francesca Cauchi

Meryem Riza-Ezel
*Thesis Title:* Magic Realist Transformations in Paulo Coelho’s The Witch of Portobello and The Experimental Witch
*Supervisor:* Mehmet Erginel

**English Language Teaching**
Çiğdem Özdemir
*Thesis Title:* Pre-service and In-service Teacher’s Beliefs about Language Learning and Teaching: the case of ELT Department of EMU
*Supervisor:* Naciye Kunt

**International Relations**
Edwin Emeka Ajaero
*Thesis Title:* State and non-State Violence in World Politics
*Supervisor:* Ahmet Sözen

Fezile Çarpăr
*Thesis Title:* The Comparative Analysis of Kosovo and Cyprus: Analysing the Applicability of the Resolution Applied to Kosovo on Cyprus Status Settlement
*Supervisor:* Ahmet Sözen

Aybaniz Huseyn
*Supervisor:* Erol Kaymak

**MArch**

**Architecture**
Roshanak Divsalar
*Thesis Title:* Building Problem in Hot Climates
*Supervisor:* Polat Hançer

Sarvenaz Pakravan
*Thesis Title:* Uses of the Basic Landscaping Elements in shopping Malls, Case Study: Istanbul and Dubai
*Supervisor:* Mukaddes Fasli

Maral Saffarian Nour
*Thesis Title:* Adaptable Housing for Low Income Group in Northern Cyprus
*Supervisor:* Nicholas Wilkinson

Sowgol Khoshroonejad
*Thesis Title:* A Comparison of Daylight Prediction Methods
*Supervisor:* Mesut Özdeniz

Narin Faravar
*Thesis Title:* Aesthetics and Users Preferences of Formal Aesthetic (The Case Study on Restaurants on Girne, Mağusa and Lefkoşa)
*Supervisor:* Kutsal Özturk

Saereh Zabihi
*Thesis Title:* Evaluating the Effects of Modern Movement on Contemporary Residential Buildings in Iran's capital city-Tehran
*Supervisor:* Nasife Özay

Jallaludeen Muazu
*Thesis Title:* Affordable Housing within the Context of Sustainability: Challenges and Prospects in Yola, Nigeria
*Supervisor:* Derya Oktay

Sinem Kara
*Thesis Title:* Evolution of Residential Buildings from the Beginning of 20th Century to Our Days
*Supervisor:* Nasife Özay

Amir Peyravi
*Thesis Title:* An Evaluation of Re-Functioning Opportunities of
Historical Churches in Walled-City of Famagusta  
*Supervisor: Özlem Olgaç Türker*

**Business Administration**
Görkan Kimik  
*Thesis Title: Just in Time Production System: A Case Study*  
*Supervisor: İlhan Dalcı*

**Educational Sciences**
Hatice Mulla  
*Thesis Title: Perceptions of Student’s Verbal Praise: The Case of English Preparatory School at the Eastern Mediterranean University*  
*Supervisor: Bahire Efe Özad*

Tuba Him  
*Thesis Title: School Counselors’ Professional Satisfactions and Perceptions on Achievement of Professional Activities in Turkish Republic of Northern Cyprus Public Schools*  
*Supervisor: Ahmet Konrot*

Müjgan Asmacı  
*Thesis Title: Teachers’ Attitude Toward Music Lessons*  
*Supervisor: Ahmet Konrot*

Seda Emirzadeoğlu  
*Thesis Title: Out-of-School Activities of 8th Grade Students in the Turkish Republic of Northern Cyprus*  
*Supervisor: Hüseyin Yaratan*

**Banking and Finance**
Inidi Hafizi  
*Thesis Title: Capital Account Liberalization: The case of Albania*  
*Supervisor: Mustafa Besim*

Damoon Sahabanalahmadi  
*Thesis Title: Hedge Funds: Case Study on Short Dedicated Strategy*  
*Supervisor: Cahit Adaoglu*

Hassan Rajaeian  
*Thesis Title: Internet Banking Service in Iran: An Exploratory Study of the Perceptions of Bank Management and Iranian Bank Customers*  
*Supervisor: Salime Mehtap Smadi*

**Chemistry**
Rüya Ünlüer  
*Thesis Title: A Check on Ion Balance of the Drinking Waters and the SAR Profile of Irrigation Waters in North Cyprus*  
*Supervisor: Hasan Galip*

Osman İlter  
*Thesis Title: Use of Pumice in Mortar and Rendering for Lightweight Building Blocks*  
*Supervisor: Özgür Eren*

Hormoz Motameni  
*Thesis Title: A Rule Based Expert System for Mobilization of Construction*  
*Supervisor: Tahir Çelik*

**Computer Engineering**
Aslı Apaydın  
*Thesis Title: GMM Based Environmental Sound Recognition Using MFCC and MPEG-7 Audio Low-Level Descriptions*  
*Supervisor: Cem Ergün*

**Economics**
Natiga Almazova  
*Thesis Title: An Empirical Study to Identify the Russian Financial Crisis and the Transmission Relation of Asian Crisis*  
*Supervisor: Gülçay Tuna Payaslıoğlu*

**Electrical and Electronic Engineering**
Seyyede Faegheh Yeganli  
*Thesis Title: Image Inpainting by Singular Value Thresholding*  
*Supervisor: Runyi Yu*

Mahmoud Nazzal  
*Thesis Title: Color Demosaicing for Digital Camera Images*  
*Supervisor: Hüseyin Özkaramanlı*
Dushantha Nalin Kumara Jayakody Arachchilage
*Thesis Title:* NLOS QPSK-OFDM with Concatenated Reed-Solomon / Convolutin Codin for Data Transmission over Fading Channels
*Supervisor:* Erhan A. İnce

**Mathematics**

Sinem Unul
*Thesis Title:* Misconceptions and Errors in Exponents and Radicals in University Mathematics
*Supervisor:* Mehmet Ali Tut

İpek Savun
*Thesis Title:* Stability of Systems of Differential Equations and Biological Applications
*Supervisor:* Svitlana Rogovchenko

**Mechanical Engineering**

Danial Salimizad
*Thesis Title:* Solar Matrix Air heater System
*Supervisor:* Mustafa Ilkan

**Tourism Management**

Sarvnaz Baradarani
*Thesis Title:* Business Excellence Performance in Hospitality Industry: An Empirical Study for 3, 4 and 5 Star Hotels in Iran
*Supervisor:* Huseyin Arasli

Arezou Khabbaz Azar
*Thesis Title:* Work-Family Conflict and facilitation in Frontline Service Jobs: Evidence from Iranian Hotels
*Supervisor:* Osman M. Karatepe

Cristina Gheorghieva
*Thesis Title:* Strategic Management Accounting (SMA): A Contingency-Based Study of North Cyprus
*Supervisor:* Mine Haktanir

**Communication and Media Studies**

Agah Gümüş
*Thesis Title:* Tertiary Students' Comprehension and Remembering of the News from Traditional versus New Media
*Supervisor:* Bahire Efe Özad

**Electrical and Electronic Engineering**

Hamit Soylu
*Thesis Title:* 3D Facial Expression Recognition with Local Face Descriptors
*Supervisor:* Hasan Demirel

**Mathematics**

Mustafa Hasanbulli
*Thesis Title:* Asymptotic Behavior of Solutions to Nonlinear Neutral Differential Equation
*Supervisor:* Svitlana Rogovchenko

**Mechanical Engineering**

Hani Sadrhosseini
*Thesis Title:* Use of Magnetic Fields in Damping Convection and Controlling Dopant Segregation in Semiconductor Melts
*Supervisor:* İbrahim Sezai

Hamed Farahani Manesh
*Thesis Title:* Virtual Reality-Based Methodology for Holonic Manufacturing Systems Requirements Analysis
*Supervisor:* Majid Hashemipour

**Computer Engineering**

Zafer Erenel
*Thesis Title:* Text Categorization using Statistical Learning Techniques
*Supervisor:* Hakan Altınçay

Duygu Çelik
*Thesis Title:* Towards a Semantic based Workflow Model for Composition of OWL-S based Atomic Processes
*Supervisor:* Atilla Elçi
Recent Publications and Presentations (July - September 2010)

Journal Publications (SCI, SSCI, AHCI)

The journal publications listed here are those that are listed in Arts & Humanities Citation Index (A&HCI), Science Citation Index (SCI), Social Sciences Citation Index (SSCI). A search on ISI Web of Science was performed on 27 October 2010 to retrieve articles with at least one author having EMU affiliation. This list may not be comprehensive as some articles could be deposited to ISI after the query date.


Munther M. “Seismic Risk Assessment of Existing Building in Northern Cyprus (Case Study of Famagusta), invited speaker
paper," in proceedings of the International Conference on Sustainable Built Environment (ICSBE 2010), pp.11-16. Faculty of Civil Engineering and Planning, Islamic University of Indonesia, August 2010.

Nadiri H, and Günay GN. 'Customers' Service Quality Perceptions at Fast Food Chain Restaurants: An Empirical Study in Turkey." in Proceedings of the 13th QMOD Conference on Quality and Service Sciences - Learnability, Innovability and Sustainability, Cottbus, Germany, 30 August - 1 September, 2010

### Conference Presentations


### Books


### Book Chapters


Conferences organized by / in collaboration with EMU

**Conference Name:** International Conference on Balkan and North Cyprus Relations: Perspectives in Political, Economic and Strategic Issues

**Date:** 17-18 March 2011


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**Conference Name:** The First International Conference on Banking and Finance Perspectives (ICBFP’2011)

**Date:** 13–15 April 2011

**Web Address:** http://icbfp.emu.edu.tr/

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**Conference Name:** Taking Malta out of the Box: Island Cultures, Economies, & Identities Valetta – Malta

**Date:** 11–15 May 2011

**Web Address:** http://www.islanddynamics.org

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**Conference Name:** 3rd International Conference on Educational Sciences (ICES'11)

**Date:** 22-25 June 2011

**Web Address:** http://ices2011.emu.edu.tr/index.html
### Conferences in North Cyprus (as submitted by contributors)

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<th>Conference Name:</th>
<th>International Conference on Islamic Civilisation in the Mediterranean</th>
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<td>Near East University, Nicosia</td>
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<tr>
<td><strong>Web Address:</strong></td>
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