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Dear colleagues,

Welcome to the first issue of 2011. This issue covers research activities carried out between January 2011 and March 2011, as well as the post-graduate degrees obtained in the 2010-2011 Academic Year, Fall Semester.

For this issue, we interviewed Prof. Dr. Suleyman Irvan and his PhD supervisee, Yonca Aybay, from the Faculty of Communication and Media Studies. They shared with us their views on research, and collaboration in research, and gave information on their current research activities as well as their future plans.

In our Research Spotlight section, Dr. Ilmiye Ozreis from the Department of Psychology investigates whether playing video games improves reaction times among older adults, and shares her findings with us. In Student Research Profile, post-graduate student and emerging researcher, Shirin Izadpanah, from the Faculty of Architecture, reports the results of her survey on the transformation of Lala Mustafa Pasa from a Gothic cathedral into an Islamic mosque.

Our alumni in this issue, Oytun, Ipek and Turan, are all away from Cyprus, pursuing higher educational degrees in the UK. They all have fond memories of their time at EMU, and emphasize how much their education at EMU has benefitted them.

As you know, you can always reach us through e-mail [research.newsletter@emu.edu.tr](mailto:research.newsletter@emu.edu.tr), and through our website <http://researchnewsletter.emu.edu.tr/>. We are looking forward to your valuable feedback.

We hope you find this issue stimulating. We would like to thank all the contributors for sharing their work with us, and, as always, my personal thanks go to the Editorial Team for their support.

With my best wishes,

Asst. Prof. Dr. Nilgün Hancıoğlu  
Editor-in-Chief

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### Research @ EMU

#### ■ EMU Visual Arts and Visual Communication Design Department and “DAILY NEWS project 3”

After the successful edition of the Daily news project 1 in 2008 and the second edition in 2010, Daily news project 3 was introduced in February 2011. Apart from EMU Faculty of Communication and Media Studies, Department of Visual Arts & Visual Communication Design, the following institutions participated in the project: Isik University, Faculty of Fine Arts, Department of Graphic Design, Turkey; Shanxi University, Fine Arts College, China; University College Ghent, Faculty of Fine Arts – Department of Graphic Design, Belgium; Vije, School of Visual Communication, Iran; Anadolu University, Faculty of Fine Arts, Department of Graphic Design, Turkey. In this project, participating students were asked to select a positive news item and turn it into a work of art, using the front page as the layer of the design. If no positive news item could be found, students were free to produce an image related to their culture in any technique they liked. Students from EMU Visual Arts and Visual Communication Design participated in this very interesting project, which aimed to reveal the ‘real’ news in a very rational way by processing newspaper pages graphically and plastically. In the project, a comparison was drawn between the physical appearance and the communicative impact of the newspaper and butterflies which attract our attention with their beauty. As known, butterflies have a short life span and as a result the effect of their beauty on the viewers does not last very long. Focusing on the ‘butterfly effect’ of newspapers, “Daily News Project 3” aimed to revitalize pages through aesthetical touches considering the content and images as the primary elements of graphical production. The structural aspect of newspaper and semantic level were considered as the first layer of the graphical process and using their creativity, designers were expected to estimate probability of converting “read made” newspaper into the post productive capabilities. Therefore, the work created by the participating students was in fact a new media art production that enabled the newspapers to be read by another eye, another sensibility of visual language. The Department of Visual Arts and Visual Communication Design was represented in this project with the ‘egg box’ design by Senih Cavusoglu and Kursat Sekmen. Although quite a young department, Visual Arts and Visual Communication Design has participated in many international activities and the participants’ performance in almost every activity has been outstanding.

*News submitted by: Department of Visual Arts and Visual Communication Design*

#### ■ Understanding Brunelleschi Workshop in Florence

Assoc. Prof. Dr. Özgür Dinçyürek, Chair of the Department of Architecture and Assoc. Prof. Dr. Netice Yıldız, (lecturer in history of architecture), had conducted a workshop with ten students in the historic city, Florence (Italy) during the week 6-13 March 2011. This event was one of the series of workshops organised by the Fondazione Romualdo del Bianco within their cultural and education programmes of “Life beyond Tourism”. The theme of the workshop was “Understanding Brunelleschi”, which was prepared by Prof. Dr. Yasemin Güney İnce, the project leader from Balıkesir University. Alongside the two lecturers and ten students from both Balıkesir University and Eastern Mediterranean University, Trakya University and Kocaeli University groups with two lecturers and ten students in each group, took part in the workshop. The first day of the workshop begun with the welcoming speech by Paolo del Bianco, the Director of the Foundation and presentation of the project by Prof. Yasemin Güney İnce, which was followed by the students’ presentations from each university related with their university as well as the cultural heritage of the relevant city and country. This first presentation on behalf of our team was successfully made by Mohammad Javad Khodaparast, Floriana Jemini and Andım Eryılmazlar. Under a rather compact programme prepared by the Foundation, there were conferences by Prof. Stefano Bertocci of Florence University, an expert on Florence city, who also guided some of the visits to several historical sites and museums in Florence. During the week, a itinerary of Brunelleschi’s works were followed and San Lorenzo Church, Ospedale degli Innocenti, Santa Croce Church, Santa Spirito, Pitti Palace and Boboli’s Garden, S. Marco Museum, Academia Gallery, Bargello Museum, Uffizi Gallery, Medici’s Chapel and Florence Cathedral and its Dome were visited. Evening workshops studies were conducted together with the lecturers and students in the hotel lobbies on the topics assigned to each group. There were five groups, each of which consisted of two lecturers and 10 students. There was an arrangement to assign 1





lecturer from a different university and 2 students from each university to each group so as to create a better coordination and friendship atmosphere. These workshops encouraged cooperation and friendship between the colleagues and students from different universities. The workshop study ended on Friday with a conference about the Brunelleschi's dome by Prof. Roberto Corazzo from Florence University and the final works of the students' with brief power-point presentation of their teams in Auditorium Duomo (Laurus Hotel). Five groups worked on different buildings, made their presentation on Santa Croce, Santa Lorenzo Maggiore, The Dome of Florence Cathedral, Pazzi Chapel and St. Spirito, while another group of students from Kiev (Ukraine) also made the final presentation of their workshop entitled as "New Life of Aged Buildings". The workshop attendees were all given certificates at the end of presentations and finally a Pasta Party and closing speeches were the time of farewell to the workshop. Our students made a trip to Rome before the workshop and a trip to Sienna on the last day of the program with our chair Dr. Dinçyürek, who attended the students during the whole trip. It was a great pleasure and honour to have all the presentations made on behalf of all five groups by the students of our Department of Architecture successfully. Among these, the second group working on the San Lorenzo Church was selected as the most successful group. This project was presented by our beloved student, Kamiar Yazdani and supervised by Assoc. Prof. Dr. Özgür Dinçyürek. The sketch studies of Muammer Hamarat, Çağrı Şanlıtürk and Kamiar Yazdani were also selected amongst the six best projects of the workshop. Our students who joined to the workshop were Şeyma Cerit, Ron Cern, Funda Ergun, Andım Eryılmazlar, Muammer Hamarat, Floriana Jemini, Mohammad Javad Khodaparast, Mirza Müezzinoğlu, Çağrı Şanlıtürk and Kamiar Yazdani. We are grateful to Paolo del Bianco, the director of Bianco Foundation for his offer to sign a memorandum of understanding between the two institutions (Faculty of Architecture EMU) and (Fondazione Romualdo del Bianco) and for the and kind efforts and all arrangements made by Simone Giometti and Chiara Gomiselli and Prof. Dr. Yasemin İnce for her offer to have a joint workshop. It is the intention of the Department of Architecture to increase the interest of our students in such educational activities in the future.

*News submitted by: Assoc. Prof. Dr. Özgür Dinçyürek*

## ■ EASTERN MEDITERRANEAN COLLEGE MIDDLE SCHOOL TEACHERS PRESENTED THEIR EU FUNDED RESEARCH PROJECT IN ANKARA

EU Project & Middle School Coordinator Koray Bilen, Soner Uluğ and Elvan K. Dökmecioğlu have represented EMC at Çankaya University English Preparatory School 2nd ELT Symposium entitled "HOW TO COPE WITH DIGITAL BEES: E-learning Practices in Secondary Education". In this symposium, the research findings of



the European Commission funded project, "ONLINE ENGLISH for TEENS", were shared with colleagues from all around the world. The EU funded project, which started in March 2010, has offered 130 Year 8th and 9th students two free online EFL certificate courses by Netlanguages at A2 to B1 levels by a sister company of International House Barcelona, founded by Scott Thornbury, Gavin Dudeney and Jonathan Dykes (Chief Executive at present). The project also provided financial support for the installation of data projectors, screens and broadband internet into each classroom of the middle school. In this project, teachers of English were also given the opportunity to do a free certificate course entitled "Integrating Virtual Learning Environments into EFL/ESL contexts" by Peter Loveday, Head of Materials of Netlanguages. In the study "ONLINE ENGLISH for TEENS" conducted in EMC, 8th and 9th grade students' and EFL and ESL teachers' perceptions on the integration of virtual learning environments into EFL and ESL contexts were investigated. The study took place from March 2010 to March 2011. During this process, multiple data collection instruments were employed to gather data. The main data collection instruments were student and teacher questionnaires. The results collected from the questionnaires were analysed numerically. The data from multiple data sources revealed that both students and teachers had positive attitudes towards the integration and use of virtual learning environments. In addition, the data indicated that "Online English for Teens" courses facilitated students' understanding and learning. Both teachers and students expressed their positive feelings towards the use of visual materials - video clips and animations. Thus, visual materials were considered to have a strong impact on students' learning. While the data showed that students developed positive feelings towards learning through virtual learning environments in general, the analysis of the data also pointed to the need to improve the quality of the online courses by performing regular content updates. Based on the findings, it can be said that for successful integration of Virtual Learning Environments into EFL & ESL contexts, it is critical to make online courses part of the syllabus and partial assessment tools. This research carried out at Eastern Mediterranean College is still going on and the final outcomes will be presented at the 3rd International Conference on Educational Sciences (ICES '11) at EMU.

*News submitted by: Koray Bilen, Soner Uluğ and Elvan K. Dökmecioğlu, Eastern Mediterranean College*

# Improving Reaction Time among Older Adults using Video Game Training

By Dr. Ilmiye Ozreis  
Department of Psychology , Faculty of Arts and Sciences



Dr. Ilmiye Özreis

Quickly responding to environmental stimuli i.e., having fast reaction times is important for the performance of a number of everyday activities such as driving. Retaining the ability to drive safely is particularly important for older adults as it allows them to retain their independence (Fricke & Unsworth, 2001). In spite of this, older adults' ability to quickly respond to stimuli declines with increased age (Salthouse, 1996). It is therefore of great importance to investigate ways in which reaction times among older adults can be enhanced and hence, allow them to react more quickly to environmental stimuli.

A few studies (Clark et al., 1987; Dustman, Emmerson, Steinhaus, Shearer, & Dustman, 1992; Goldstein et al., 1997) have examined the use of video games as a tool to improve reaction time among older individuals. One study by Goldstein et al. (1997) included participants who were aged 60 years and over and who played a video game (Super Tetris) for five or more hours per week for a period of five weeks. They were tested on their reaction time, their perceptual/ cognitive

adaptability as well as their emotional well being. Results revealed that older adults who played the video game had faster reaction times, indicating that video games which require quick responses are able to improve older adults' reaction times. Another study by Clark et al. (1987) investigating the effects that video games play on the response selection processing of older adults included participants who were aged 60 years and over and who played two video games (Pac man and Donkey Kong) for at least two hours per week over a period of seven weeks. They were later assessed on their response selection skills. Results revealed that older individuals who played the two video games had faster reaction times and improved processing ability than those who did not play the video games. Together, these studies (Clark et al., 1987; Goldstein et al., 1997) demonstrate that video games are able to enhance reaction times among older individuals. Video game training is effective in improving the efficiency of the Central Nervous System (CNS) processing i.e., the

time required for the primary cortex to register a visual stimuli and for the motor cortex to initiate a response (Dustman et al., 1992). Consequently, positive changes can occur in the CNS of older adults allowing them to respond faster to environmental stimuli through the practice of enjoyable activities such as video game playing.

The aim of the current study was to replicate previous studies (Clark et al., 1987; Dustman, et al., 1992; Goldstein et al., 1997) and assess whether reaction time can be improved through video game training among an Australian sample of older adults. It was hypothesized that there would be an increase in reaction times for the group who played the video game than the group who did not play the video game.

## Method

### *Participants*

A total of 29 (25 females; 4 males) participants aged 50 to 84 years ( $M=70$  years) took part in the study. They were recruited from senior citizen clubs, bowling clubs, and senior community groups from Melbourne and Geelong in Australia. The selection criteria for participation in the current study included older adults who: (a) achieved an adequate level of competency on certain cognitive skills as assessed by the Mini Mental State Examination, and (b) had no prior experience with playing the experimental video game, Pac-man.

### *Apparatus*

The apparatus used in the current study included the Mini Mental State Examination, a reaction time task, and a computer game.

### ■ The Mini Mental State Examination

The Mini Mental State Examination (MMSE) is a standardized tool designed to assess the mental status of adults (Folstein, Folstein, & McHugh, 1975). It is an 11-item measure that tests five areas of cognitive function including orientation, registration, attention and calculation, recall and language and is an effective screening tool for cognitive impairments such as dementia with older, community dwelling, hospitalized and institutionalized adults. This was used to assess older adults' mental status and screen for any participants who may have cognitive impairments.

### ■ Reaction time task

Reaction time (RT) was measured using the software program SuperLab Pro Version 4 (Cedrus Corporation, 2006), which runs on Microsoft Windows operating system. Each experiment consisted of 152 trials. The reaction time from the onset of to the completion of each trial was recorded by the computer program with millisecond accuracy.

### ■ Computer game

The computer game 'Pac-Man Adventures in Time' was selected based on a range of criteria developed from previous research (Durkin & Aisbett, 1999; Hollander & Plummer, 1986). The selection criterion for the computer game included that the game as having: (a) a 'G' rating, (b) a minimum level of difficulty to play and control, (c) several levels to maintain motivation for game play and, (e) the ability to be played on a computer system using the keyboard for control.

### Procedure

Participants were randomly allocated either to the experimental group (i.e., video game training group) or to the control group (i.e., non video game training group). In the pre-test phase, participants in both groups were assessed on their reaction times using the Superlab program, and they performed the RT task for exactly one minute. Upon completion of the pre-test phase, only participants in

the experimental group were trained with the computer game, Pac-Man for three hours across three sessions. They played the computer game for one hour during each session. They completed all three sessions across two to three weeks. Upon completion of the training session, all participants in the experimental and control groups returned to complete the posttest phase to once again assess their reaction time.

### Results

With alpha set at 0.05, a repeated measures ANOVA<sup>1</sup> was conducted to analyze for any differences between the trained and untrained groups at pre test and posttest on the Reaction Time tasks. The within-subjects variable was Time: Pretest vs. Posttest data while Group: Trained vs. Untrained groups formed the between-subjects variable.

The repeated measures ANOVA for the RT task performed shows that the main effect of group was not statistically significant for the RT task,  $F(1, 27) = 0.29, p > .05$ . This result indicates that reaction times did not decrease as a result of training. Reaction times were however shorter at posttest than pretest,  $F(1, 27) = 12.50, p < .01$ , indicating that there were differences in reaction times across time i.e., from pre to posttest.

### Discussion

The hypothesis which stated that playing video games would improve reaction times among older adults was not supported. The findings of the current study showed that older adults who had trained with the video game could not perform the RT task faster in comparison to those older adults who had not trained with the game. These findings therefore indicate that the training provided could not improve reaction time performance.

The findings of this study which show that reaction time could not be improved following training are in contrast with the findings of past studies (Clark et al., 1987; Dustman, et al., 1992; Goldstein et al., 1997) which have shown improvements in reaction time following

video game training. Goldstein et al. (1997) has shown that reaction times can be improved with five or more hours of video game training while Clark et al. (1987) have shown that these skills could be improved after 14 hours of training. One important factor contributing to the differences found between the findings of the current study and that of Clark et al. (1987) and Goldstein et al. (1997) is that both these studies provided greater amounts of training. In light of previous research, the limited amount of training could be a major factor contributing to the non significant findings of the current study.

Overall, the current findings have shown that three hours of video game training was insufficient to improve reaction time among older adults. Perhaps through extensive video game training, older adults could respond faster to environmental stimuli. This thus warrants the need for further research to determine the amount of training that is necessary to improve reaction times among older adults

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### About the Researcher

*Dr. Ilmiye Ozreis* has completed her PhD in the field of Cognitive Psychology at Deakin University in Australia. Her thesis examined whether divided attention and memory skills of older adults could be improved through video game training. The findings show that limited training with the games cannot enhance these skills. However, greater amounts of training could improve these vital skills amongst older adults. Dr. Ozreis has further worked on a number of research projects such as investigating for sex differences in skills of divided attention and has attended a number of national and international conferences to present findings in relation to the applications of computer training to reverse cognitive decline. Furthermore, she has taught a range of units including Introduction to Psychology I & II, Cognitive Psychology, and Health Behaviour at Deakin University for the past four years. She is currently teaching the courses of Experimental Psychology I: Learning, Experimental Psychology II: Attention and Memory, Cognitive Psychology, Neuropsychology and Social Statistics I & II at Eastern Mediterranean University. For more information please contact our researcher at [Ilmiye.Ozreis@emu.edu.tr](mailto:Ilmiye.Ozreis@emu.edu.tr)



# The Outcome of Transforming a Gothic Cathedral into an Islamic Mosque: A case study on the Openings in the Southern Elevation of Lala Mustafa Pasha

By Shirin Izadpanah  
Faculty of Architecture



*Shirin Izadpanah*

## Introduction

This paper is a study related to the greatest example of gothic architecture in Famagusta in Northern Cyprus. This study focuses on the openings in the southern elevation of Lala Mustafa Pasha Mosque as a case study to understand the effects that this building had changing the cathedral into a mosque.

Two events that would change the cathedral process were the death of the patron or the death of the architect (Erlande, 1995). According to the history of Lala Mustafa Pasha, different patrons were in positions of power and hence, influence, during different periods of time and this had an effect on the design process of the building as well as the building regulations. However, in addition to the definition of Enlande, we could say that historical events and the use of the building for different purposes from its original use as well as restorations during different

periods where technological changes had taken place, could be considered as contributing factors towards the alterations made to the building.

The aim of this paper is to explore how much the openings on the present building have been affected due to the change in the functions of the building from a cathedral to a mosque. As part of a group study, my focus will be the south elevation of the building.

## Methods Used in the Study:

To do this research we started by doing a literature review on gothic architecture in other European countries as well as in Cyprus with the help of our teacher and reliable sources. While making several trips around St. Nicholas cathedral we noticed that the openings were one of the most important features of St. Nicholas Cathedral and therefore studying the openings became the main focus of this study. To conduct the

study, arches and openings of the south façade were observed in detail and captured by photography on site. Thereafter, we got involved in different discussions with other members of the group and our teacher. The openings were all analyzed one by one according to the reliable sources in hand. After clarifying the openings, their details were all transferred into simple sketches to distinguish openings' differences and similarities from the same elevations and see how much the changes were related to the transformation of the building from a Cathedral to a Mosque.

## Historical Background of St. Nicholas Cathedral (Lala Mustafa Pasha Mosque)

The Gothic architectural period spread all over Europe, but its origin can be found in France. One of the countries with brilliant touches of gothic architecture is northern Cyprus.

The exact date during which Famagusta was founded is not clear, but most probably, according to the historical evidence available it was around the early period of 288B.C. (Trudy, Salkin, La Boda, 1995). There are plenty of historical places located in Famagusta such as ancient churches and walls. Among these entire places, Lala Mustafa Pasha Mosque prominently stands out. Famagusta is a city in northern Cyprus forty miles east of Nicosia, the capital city of the island. Throughout the history of Cyprus, Famagusta was the point of contact for the entire island because of its location with regards to Asia Minor. The city has a diverse history and it is easy to see the influences

that different cultures had all over the town, from “Roman and Byzantine to the French Lusignan family, the Venetians, Ottoman Turks and the British”(Trudy, Salkin, La boda, 1995, p.238).

Unfortunately, there is little information or evidence about the actual building process of the St. Nicholas Cathedral and how it was affected throughout this historical period. Not much evidence exists dealing with the later periods especially after the transformation from cathedral to mosque. However, reliable sources such as Jeffery and Enlart’s (1983, 1987) previous studies reinforced the information gathered during several trips to the site.

Lala Mustafa Pasha, the most important Mosque in Famagusta, or in other words the previous St. Nicholas Cathedral is an example of European art and architecture (Jeffery, 1983). Lala Mustafa Pasha Mosque used to be a cathedral before the Ottoman Empire. It is a brilliant gothic monument and the main attraction of Famagusta city.

Earliest documents about the cathedral go back to 1300. An authority called Guy was the bishop of Famagusta at the beginning of the cathedral’s construction. He died in 1308 and left 70,000 bezants for the construction of this cathedral. The work slowed down from 1300 because of a budget deficiency. So only the apsidal chapels on the east side were completed in 1311. Construction continued according to the orders of Beldwin Lambert and because he was a wealthy patron, the building process moved along at a faster pace. Construction continued while different bishops were responsible for the cathedral (Enlart, 1983). “St. Nicholas cathedral was the royal place for crowning the kings of Jerusalem. The last king of Jerusalem who had the chance to be crowned in this cathedral was Peter the Second. In 1571, venetians lost Cyprus to Turks. According to Jauna after the Turks entered the city, first they left the cathedral to Greeks and after 1571, they closed the island for three hundred years (Jeffery, 1983, p.104, 117-118) and most probably it was during that period that the cathedral was transferred to a mosque.

“The Enlightenment, which produced the maxims and models of modern culture, also invented the Gothic” (Botting, 2000, p.13). The real gothic period begins in the twelfth century and its revival occurred in the eighteenth century. “The literary and imaginary background to the Gothic revival is clearly manifested as an artificial or fabricated aesthetic phenomenon” (Botting, 2000, p.14). Transitions and changes are main characteristics of gothic architecture (Smith, 1884). These characteristic makes the study of gothic buildings interesting because all the transitions and changes speak about different time periods and the story of a building’s soul.

**Case Study: St. Nicholas Cathedral (Lala Mustafa Pasha Mosque) and its South Openings.**

Constructing wedge-shaped blocks of stone, or bricks with a curvilinear outline and an open space span creates an arch. Arches can be constructed to create an opening (Jeffery, 1918, p. xxv). Each style has specific characteristics for the building’s openings. When it comes to gothic openings there are two main characteristics: the pointed arches and window traceries.

A pointed opening formed by the intersection of the two semicircular arches, is not a gothic arch; a pointed arch ending in a key-stone, excavated into a cusp, is not a gothic arch, the essential character of the gothic is derived from the absence of the key-stone and from the presence of the perpendicular joint or opening in the

center, where the archivolt rest against each other. (Murray, Street, 182, p.143)

There are different types of arches: “Semi-circular; Acutely-pointed or Lancet; Equilateral or Less acutely-pointed; Four centered or Depressed Tudor; Three centered or Elliptic; Ogival; Segmental and Stilted” (Jeffery, 1918, p.xxv). Reading an opening in a gothic building can be done by analyzing the opening’s arch, layers of mouldings, traceries and the stained glass. Openings on the south elevation of Lala Mustafa Pasha have been studied using these steps in this paper.

**The Characteristics of Gothic Arches of St. Nicholas Cathedral (Lala Mustafa Pasha Mosque)**

The cathedral was constructed in the style of Champagne. Different sculptors and architects have been brought to the city from France to proceed with the construction of the cathedral (Enlart, 1983). So, mainly the style of the building is related to the gothic cathedrals in France and many people compare it with Rheims Cathedral in Notre Dame. (Figure1) “Famagusta cathedral was the appointed place for the coronation of the Lusignan kings as kings of Jerusalem, after they had been crowned in Nicosia as Kings of Cyprus. This perhaps may be the reason why it imitates Rheims Cathedral” (Enlart, 1983, p.224).

The Gothic in France differs from other countries in Europe. “The transition of rounded arches to pointed arches took place in the royal domain of which Paris was the

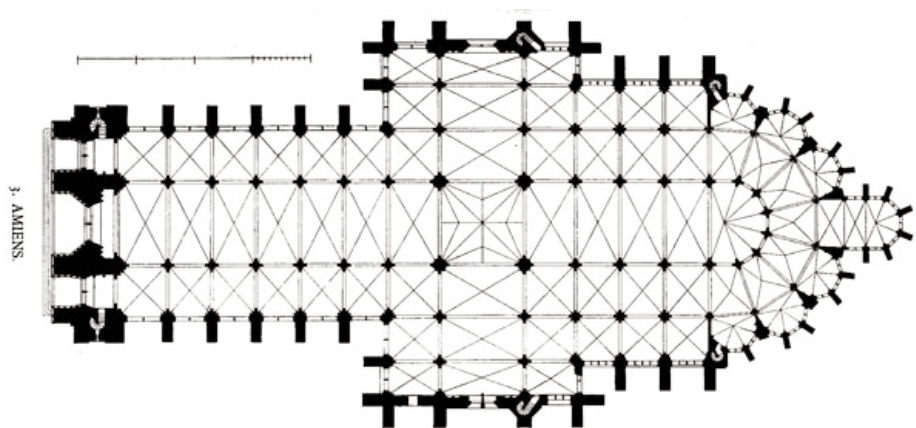


Figure 1- Plan of Rheims cathedral in Notre Dame (Smith, 1220-1272)

center” (Smith, 1884, p.71). The gothic appears with different characteristics in France. The plans of the cathedrals in France were wider in length and side chapels were added frequently (Smith, 1884). Although the plan of the Lala Mustafa Pasha was not essentially French because of the absence of the east ambulatory and it also had some touches of Italian gothic, the mason crafts were most probably French. Touches of Sicily gothic were emphasized in mouldings around the doorways (Jeffery, 1918). Circular staircase turrets were another characteristic of the French cathedral which can be seen in the Reims cathedral as well as in the Lala Mustafa Pasha (Smith, 1884).

When it comes to openings, arch type openings in Lala Mustafa Pasha are mainly equilateral arches which can be seen mostly in France. (Figure 2&3) The arches in the gothic cathedrals in France are less sharp and windows are wider rather than being taller and thinner. The mouldings around the openings are fewer and simpler as compared to the gothic in England (Smith, 1884). In Lala Mustafa “well proportioned opening surfaces are defined by lines of the richest mouldings which are united with surfaces decorated in a style of natural foliated ornament and with figure sculptures.” (Jeffery, 1983).

## II. Lala Mustafa Pasha’s South Elevation

Openings on the south elevation can be grouped into four categories which have been coded in a shorter version on the plan below which are as follows: (figure 4)



Figure 1. Equilateral arch in Lala Mustafa Pasha southern side

- South Aisle (SA)
- South Nave (SN)
- South Chapel (C)
- South Portal (DG)

### ■ Aisle

Aisle means “the subdivision in a church: occasionally all the subdivisions, including the nave, are called aisles” (Jeffery, 1918, p. xxv).

By looking at the arches on the south elevation it is obvious that arches of the aisles are the same and the differences are between the shape of their traceries inside quatrefoils and mullions. All arches on aisle have two lines of mouldings around them while SA1 has three lines of mouldings. (Figure 4, 5, 6, 7, and 8. Inside all five arches of the aisle the overall form of the mullions are the same, the only difference being in the shape of the empty spaces at the head of the quatrefoils in the openings.

As light is one of the characteristics of gothic architecture, blocking the light to enter the interior with filling the mullions with crocket traceries suggest that these inner traceries were added on openings later on. Although light is important in French gothic architecture, shade too is another important factor especially because of the climate in Cyprus which have an effect on the openings in St. Nicholas Cathedral. The hot climate in Cyprus would be a reason for filtering the light with traceries. This appears to have been done to produce shade during the hot season which is the longest season in Cyprus. The gothic style of inner traceries makes them harmonious with the



Figure 3. Equilateral arch in Paris

rest of the facade but unfortunately, the use of stucco made of lime tends to destroy the aesthetics.

A small section of SA2 in the top right hand corner is filled with stone. This most probably was done to repair the damage from bombardment in 1571. Turks did not try to imitate the tracery and they just filled the broken parts in. (Figure 9).

### ■ Nave

The openings on the nave wall of the Lala Mustafa Pasha differ in the details from the aisle’s openings. The first opening from the west side (figure 10) is a blind arch. This opening most probably had the worst damage in the bombardment of 1571 and the Turks preferred to fill in the whole arch. At the same time the construction materials used to fill in this arch was different from the original materials used on the façade, proving again that this arch had not been a blind arch before the bombardment of 1571

One of the interesting facts about the south elevation of Lala Mustafa Pasha is the second opening marked as SN2 in the plan (Figure 11). This opening seems to have been an original one. The traceries inside of the arch were not filled with secondary traceries and this issue once again shapes the hypothesis that the inner traceries were added later on maybe during the Ottoman

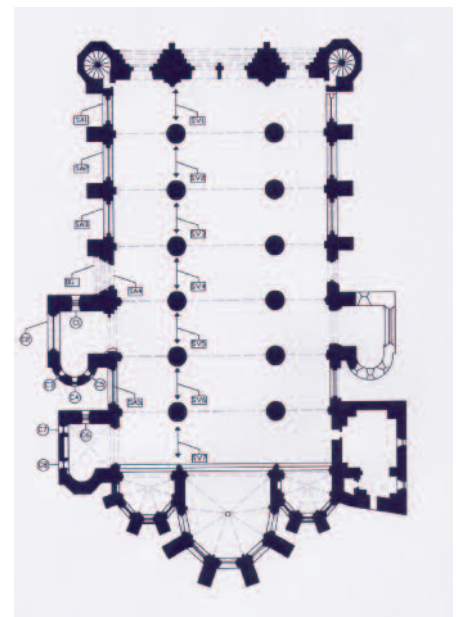


Figure 3. Plan of Lala Mustafa Pasha



period. The remains of some pieces of the stained glass play a dominant role in emphasis on the south elevation. “ These fragments of glass consist of some bits of light purple and emerald green with some plain lozenge-shaped panes or pieces of bottle-glass all evidently Italian work dating from the end of the Latin domination.” (Enlart, 1983, p.243).

Another unique characteristic of the SN2 is the gable. The gable which surrounded this opening has the most remaining parts. Most probably SN2’s gable was designed in the same shape as the entrance gables on the west façade. The remaining parts support this idea. (Figure 12). “As the north and south sides of the upper portion of the nave have been completely shot away by Turkish batteries” (Jeffery, 1983, p.121) the remaining parts of gables above SN1 and SN3 (Figure 13, 14) informs us with the idea that, perhaps the arches of the nave had the same gables and lines of mouldings. Later on some of the gables and ornaments were damaged or removed, so the arches of the nave, except for SN1 and SN2, were transformed to simpler arches with no gables and less lines of moulding around the arch.

The traceries inside the arches on the nave differ completely from the rest of the opening’s traceries on the south elevation. This once again was the result of the damages that the bombardment of 1571 had left on the façade and mainly on the nave. Therefore, it appears that most probably SN3, 4, 5, 6, 7 were renovated all over again.

#### ■ Side Chapels

At the end of the fourteenth century the plan of Lala Mustafa Pasha Mosque was altered which was similar to the changes

made to the Nicosia cathedral. Two chapels were added to the main body of the Lala Mustafa Pasha. The southern chapel remains while the northern one was destroyed (Enlart, 1983). The southern chapel up to the fifth bay on the south elevation consisted of a square bay with semi-circular apse. “The apse with three small windows still survives, but the southern side is practically gone” (Jeffery, 1918, p.124). This chapel used to have five openings, however, C2 (figure 15) is now a blind arch and no longer an opening. Once again, this was the result of the bombardment of 1571. The chapel was “cut off from the cathedral by a wall against which the mihrab of the mosque now stands” (Jeffery, 1918, p.124).

The rest of the openings in this chapel remain. C3, 4, 5 (Figure 16) still have pointed arches however, they are of a more semi-circular shape than the arches in the main facade..

There is another chapel right after the first one of the seventh bay which most probably was built at a later date than the first two chapels of the fifth bay on the south and north side of the building. The second chapel is similar to the first one in plan and construction. On one side of the second chapel there is a circular window similar to the one in the first chapel but with totally different traceries. (Figure 17, 18).

Another difference between these two chapels is that the apse of the second chapel is three sided on the interior with no windows. It only has two small pointed arches (Figure 20) on the south side. “Between these two arches is a richly carved gable, covered with small undulating leaves and bearing a shield on its pediment; the sepulchral monument which it once enclosed has disap-

peared” (Enlart, 1983 241).

In the middle of the south side of the second chapel there is a rectangular door opening which was added later on in order to enter the chapel from outside. (Figure 19).

#### ■ South Portal

“In addition to the three western entrances, a large doorway with gabled drip stone in the middle of the south wall” (Jeffery, 1918, p.119) used to give access to the cathedral. Today according to the placement of the mihrab in the mosque the entrance has been closed and replaced by a rectangular iron. (Figure 20)

The southern door gate used to have a powerful image on its southern facade. There used to be an imposing gable with foliar crockets. “It occupies the whole space between the buttresses, its deep-set arches almost touching their exterior faces. According to Hunt (1983, p. 233), these two fine pinnacles were set at an angle, which protruded from the inner faces of the two buttresses and framed the gable”. . The inner part of the gable was filled in by traceries and lost most of its upper part. The arches of the door gable were pointed and the mouldings continued down to the jamb. “They are made up of torus and bird’s beak mouldings and five deep grooves, the outermost of them filled with a row of large compound leaves carved with a vigorous flexibility which produces a striking effect” (HUNT, 1983, p.233). Figure 21 shows the detail of the arch of the south door.

When it comes to gothic architecture, the first thought that comes to mind is the pointed arches which are the main characteristic of gothic buildings so arches have an important role to play in the introduction of



Figure 4. SA1



Figure 5. SA2



Figure 6. SA3



Figure 7. SA4

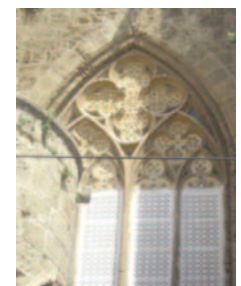


Figure 8. SA5



the Gothic buildings. Reading the arches of St. Nicholas Cathedral speaks of a long history of changes that have shaped the building over the different periods of occupation.

Construction methods and materials used were diverse, with their own peculiarities for arches and openings spanning the different historical periods throughout Europe. In Great Britain “openings were occasionally covered by flat heads and lintels. Ordinarily they have arched heads. The shape of the arch varies throughout all the periods.” (Smith, 1884, p.45) In the early English period the arches mostly were lancet arches. “The windows in this style were almost always long, narrow, and with a pointed head resembling the blade of a lancet” (Smith, 1884, p.46). (Figure 24)

It was very common to group these lancet windows. One of the popular groups was “the five sisters”. “A common arrangement in designing such a group was to make the central light the highest and to graduate the height of the others” (Smith, 1884, p.47) and then pointed projections called caps were added to these openings and form a resembling ‘trefoil leaf’. Between two of these windows which had been placed close to each other there would be a solid head in the shape of a circle, forming a quatrefoil which can be seen below in figure 25. (Smith, 1884). “Three, four, five, or more windows were often placed under one arch, the head of which was filled by a more or less rich group of circles; mouldings were added, and thus rose the system of decoration for window-heads known as tracery” (Smith, 1884, p.48). As mentioned above, characteristics of the openings and arches were changed during the time and so were the traceries. The char-

acter of the cusping changed again; the cusps became club-headed in their form (Figure 26) and the traceries were developed from the geometry forms to a more decorative form of traceries with both horizontal and vertical bars. During the Perpendicular period the “Tudor arch” was introduced and “though it did not entirely supersede the equilateral arch, yet its employment became at last all but universal, and it is one of the especially characteristic features of the Tudor period” (Smith, 1884, p.52).

Another characteristic of the gothic openings was the stained glass. The fabulous examples of stained glass can be seen in cathedrals such as “La Sainte Chapelle in Paris, as well as the Cathedrals of Chartres, Le Mans, Bourges, and Rheims” (Smith, 1884, p.64). “Stained-glass windows must be something quite different from transparent pictures, and the scenes they represent must not detach themselves too violently from the general ground” (Smith, 1884, p.66).

In France gothic architecture started in the 13th century. The arches were usually less acute, and the windows were not so long in proportion to their width. “The mouldings employed were few and simple compared with the many and intricate English ones” (Smith, 1884, p.73). There are well-known examples of cathedrals in France such as the Notre dame, Rheims, and Laon.

According to Smith (1884, p. 82), “The treatment of openings gives occasion for one of the most strongly-marked points of contrast between French and English Gothic architecture”. For the French the doorways were more important than the windows so the quality of the window treatment was less than the doorway treatment. The head of the door was mostly

decorated by a sculpture and there were also sculptures on the sides of the arch and the sides of the gables (Smith, 1884).

“The windows in the earliest period were of a simpler style to those in the early English period and were less slender in proportion. In the second and third periods they were full of rich tracery, and were made lofty and wide to receive the magnificent stained glass with which it was intended to fill them, and which many churches retain. Circular windows, sometimes called wheel-windows, often occupy the gables, and many of them were very fine in composition (Smith, 1884, p.83).

In Cyprus, the St. Nicholas Cathedral had different characteristics from the gothic which was prevalent in Europe at that time but it appears to be more like the gothic architecture in France. Although there were sources which claimed that the ornamentation of the building was done by Italian and Sicilian architects, the overall appearance of this monument is closer to the French gothic. The wide Equilateral arches on the south aisle consist of two lights in the shape of an arch each filled by two mullions with the top in the shape of a trefoil and the head between these two mullions were filled by a quatrefoil. The empty spaces between the two arches and the lights evident in the other bigger quatrefoil and all its mullions and quatrefoils were filled with tracery (figure 27).

The south nave openings except for those of SN1 and SN2 were filled with vertical and horizontal lines in a grid shape and the inside of this grid was filled with tracery. SN2 is more like the south aisle’s opening although the top head is not a quatrefoil but a circle filled with tracery in the shape of a flower



Figure 9. SA2

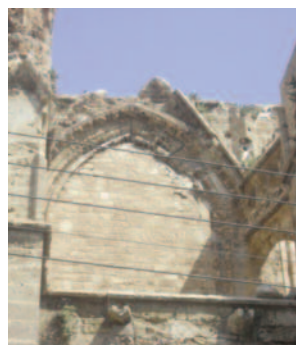


Figure 10. SN1



Figure 11. SN2

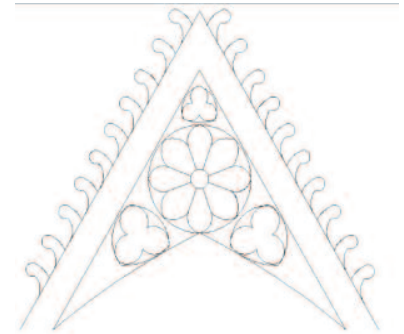


Figure 12. Gable above SN2



Figure 13. SN1



Figure 14. SN3



Figure 15. C2



Figure 16. C3 & C4



Figure 17. C1



Figure 18. C6



Figure 19. C7 & C8

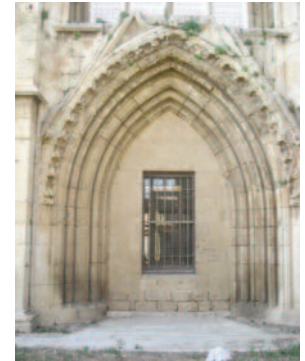


Figure 20. Southern portal

and the stained glass was visible from the exterior. (Figure 28).

The southern portal as mentioned above used to be so exaggerated compared to the openings which was also another characteristic of the French gothic cathedrals of that time.

As previously mentioned in this paper, changes to the design of the building occurred throughout the different stages of occupation of the city and these changes affected the openings and their original style.

According to Jeffery, the bombardment of 1571 had a major effect on the south side of the Lala Mustafa Pasha. Openings as well as flying buttresses and side chapels were damaged during this bombardment, so most probably the dominant changes were made after the bombardment. However, there were further doubts about the damages incurred to the north elevation. It appears likely that these damages could be the result of an earthquake that occurred around the same time as the bombardment. By walking on top of the south gallery and having a closer look at the openings and buttresses, the

difference between the damaged buttresses and arches can easily be seen.

“Fortunately the Turks refrained from any effort to reproduce the tracery, and the misshapen arches were filled in with pierced gypsum slabs which were commonly used to decorate Turkish mosques” (Jeffery, 1983, p. 121) Although the south door gate was destroyed it is still evident that it used to be more important than the north entrance because of the exaggerated size of its gable. The exaggerated south portal demonstrates that most probably in previous historical times the south elevation of the building as cathedral was surrounded with more public functions while the north side was more private.

### Conclusion

This study demonstrated that most of the renovation changes that took place in the openings of the Lala Mustafa Pasha resulted from the damages of the bombardment in 1571 or perhaps earthquakes that happened around the same periods and the changes were probably not so

much related to the transformation of the different functions of the building from cathedral to mosque. But rather, the change in function mainly affected the southern portal rather than the windows.

Over this long historical period, many details were changed in Lala Mustafa Pasha Mosque. However, even with these extensive changes, this brilliant building still remains as one of the main attractions of northern Cyprus. The results of this study suggest that most probably the Turks were not interested in changing the building’s originality and that they just changed the details to repair the damages incurred over time. Unfortunately, the lack of a budget and not enough knowledge to implement the original design detracted from the building’s originality.

However, the absence of original documents pertaining to the Lala Mustafa Pasha enables us to read the original aspects of the building entirely, due to damages of bombardment and earthquakes, but the valuable researches by Jeffery and Enlart lead us through the history of this valuable monument.





Figure 21. Detail of South Door (Hunt, 1983, Page 237)

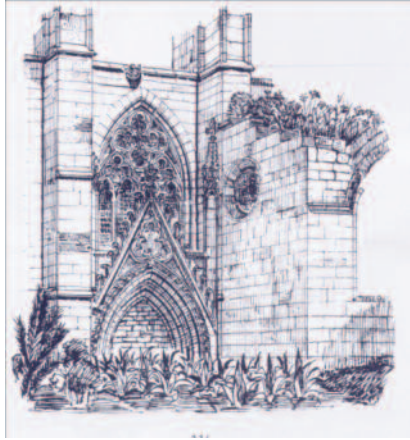


Figure 22. South Portal in 1883 (Hunt, 1983, Page 236)

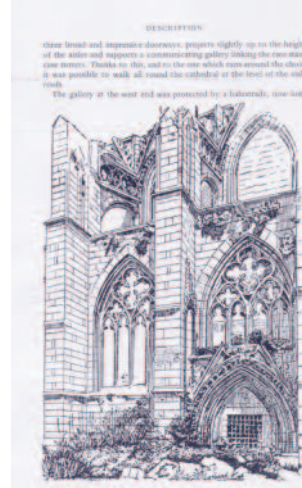


Figure 23. South Portal in 1896 (Hunt, 1983, Page 237)

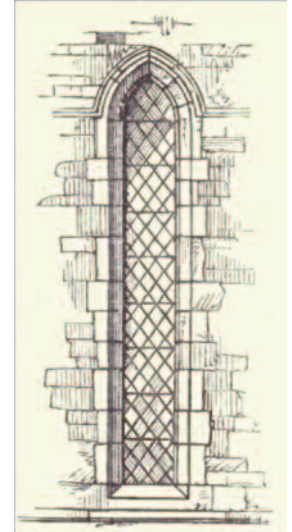


Figure 24. Lancet window in the 12th Century (Smith, 1884, Page 46)

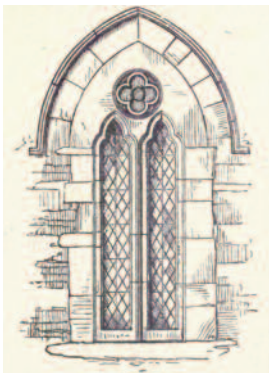


Figure 25. Two light windows in the 13th Century (Smith, 1884, Page 47)

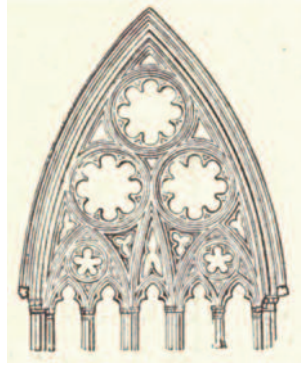


Figure 26. Geometrical tracery in the 14th Century (Smith, 1884, Page 48)

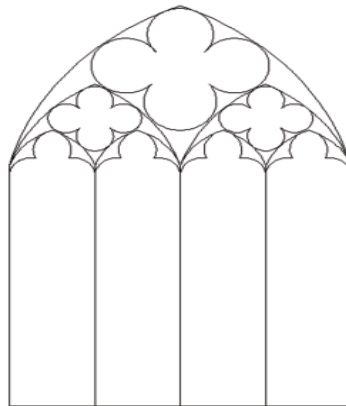


Figure 27. Tracery inside the south aisle's arches

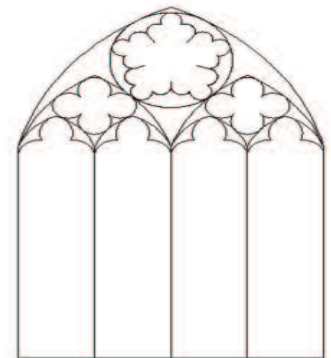


Figure 28. Tracery inside the SN2

There is still a lack of information to answer many of the puzzling questions about this fabulous gothic monument, therefore further studies need to be done in order to discover and understand the original details of the façade of this building.

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## About the Researcher

Shirin Izadpanah is from Iran and she is currently pursuing a Master's degree in Architecture. Shirin is also a research assistant in the Department of Interior Architecture. One of her research interests is childhood environment. E-mail: Shirin.Izadpanah@emu.edu.tr



*For this issue, Prof. Dr. Suleyman Irvan (left) and his PhD supervisee Yonca Aybay (right) from the Faculty of Communication and Media Studies have kindly agreed to be interviewed.*

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

**SI:** My name is Suleyman Irvan. I am a Turkish citizen. I received my BA degree in Journalism and Public Relations from Gazi University, School of Press and Broadcasting in 1987. I earned the MA degree in Communication Arts from the University of West Florida, US. I received my PhD degree in Journalism from Ankara University in 1997. I began working as a research assistant at the Gazi University in 1987 until 1998. I was appointed an assistant professor at the Faculty of Communication of Gazi University, and started to teach there. In 2002, I received my Associate Professorship from the Turkish Council of Higher Education (YOK). The same year I began working for EMU at the Faculty of Communication and Media Studies. I was appointed the Chair of Journalism Department in October 2002. For a while, I acted as the Chair of Radio, TV and Film Department. In 2007, I moved to Antalya where I began working for Akdeniz University, Faculty of Communication. I received my Professorship in 2008. There I became the chair of the Journalism Department until 2010. In September 2010, I was invited to be the Dean of the Faculty of Communication and Media Studies at EMU. During my academic career, I have been actively involved in many things. In 1999, I initiated a refereed quarterly communication journal, İletişim, and worked as the editor of this journal for two years. In 2000, I co-organized a national communication symposium held in Ankara. I coordinated the First International Conference on Communication and Media

Studies entitled, "Ethics in Communication: Culture, Community, Identity..." held on May 5-7, 2004 at EMU. I have published more than 50 articles in scholarly and sector journals. My main area of interest is the sociology of journalism. In recent years, I have focused on peace journalism which I think needs strong advocates.

**YH:** My name is Yonca Aybay. I am from Turkey and I am a TRNC Citizen. I graduated from Hacettepe University, Child Development and Education Department in 1986. I got my MA degree from the same department in 1993. My MA thesis topic was "Impacts of Stressful Life Events on Primary School Children". After my graduation I worked at kindergardens as a preschool teacher and then as a director. In 1993, I joined the Turkish Ministry of Education as a specialist at the Directorate of Vocational Education for Girls. I took part in a number of projects for the improvement of vocational education. In 1996, I was appointed as an instructor at the Eastern Mediterranean University English Preparatory School, where I was responsible for the Student Counseling and Development Center of the School. Since then, I have carried out student counseling duties and research at this center together with peer counselors and coordinated its operation. I have taught Development and Learning, Introduction to Education, Introduction to Counseling, and Educational Sociology, and Developmental Psychology courses at the Faculty of Education. I started my PhD studies at the Faculty of Communication in 2002. I have carried out a study under Prof. Irvan's supervision on Women Journalists at Managerial Positions in the TRNC. Currently, I am writing my PhD thesis, which is on the impact of teen magazines on teenager girls.

■ **Could you please give us some information on your department and the post graduate programmes?**

**SI** The Faculty of Communication and Media Studies, where I am the Dean, has four undergraduate programs, one thesis and one non-thesis master's program, and a PhD program. The undergraduate departments are Journalism; Public Relations and Advertising; Radio-TV and Film; and Visual Arts and Visual Communication Design. If we receive YOK approval we will start the Turkish programs in Journalism, Public Relations and Advertising, and Radio-TV and Film in the next academic year. The Faculty of Communication and Media Studies offers a thesis-based master's program in Communication and Media Studies. In that program, we already have more than 60 graduates. The non-thesis master's program is offered by the Visual Arts and Visual Communication Design Department. The PhD program in



Communication and Media Studies attracts students from all around the world. In the last few years, we have begun giving doctorate degrees.

**YA:** My supervisor, who is the Dean of the Faculty of Communication, has already given detailed information on graduate programs offered. In the graduate programs of the Faculty of Communication, there are many courses offered in different research areas. This is an advantage for students, as you have a wide selection of courses in your area of interest. I would like to add that, all the professors I took courses from were experts in their area, and I learned a lot from every course that I took.

■ **Could you define 'good research' for us?**

**SI:** Good research is research that brings an understanding to a defined problem. The research starts with a problem. The researcher must ask this question first: Why am I doing this research? Is this an important issue to deal with? Or, am I going to waste my time by conducting a research study that contributes nothing to the society? Secondly, the researcher must use research methods that are appropriate to the research question. The best research method is the one that suits the research problem. A good presentation of the findings gives the reader a sense of understanding.

**YA:** A good research study is one that contributes to the field, and is original. In social studies, it should also be informative, interesting and helpful for many people and for the society.

■ **Could you tell us about the research you have been working on and its significance in your research field?**

**SI:** My supervisee (Yonca Aybay) has been working on her dissertation. Her study deals with cultivating the image of the ideal teenager. She employs cultivation theory to base her arguments. She argues that the teen magazines consumed by the teenagers cultivate the ideal teenager image. This topic is important in terms of understanding the effects of media consumption in the long run. The cultivation theory claims that the media (in her case, teen magazines) cultivate a view of social reality. She has employed different research methods at the same time to get a deeper understanding of the problem. She has content analyzed the magazines in order to see what kind of social reality they are promoting. She has employed survey methodology to gather data from the teenagers. She has also established focus groups to gather in-depth information from the teenagers. This study is expected to make contributions to the discussions about whether teen magazines by creating the image of ideal beauty cause body dissatisfaction among the teenagers, and force them to spend more money to get closer to the ideal beauty (western) standards.

**YA:** The aim of my study is to investigate the impact of teen magazines on teenager girls from a feminist point of view. I am trying to find out if teen magazines play a role in the cultivation of an ideal teenager image. Another question is whether these magazines cause body dissatisfaction among teenager girls, turning them into heavy consumers of beauty and fashion products. I am also investigating consumption habits of teenagers, and whether these habits are affected by teen magazines. I am employing different research methods concurrently. I have performed a content analysis on 24 issues of Hey Girl and Cosmo Girl magazines, spanning the years 2006-2010. I have applied a questionnaire to 157 teenager girls, to study the impact of teen magazines, in secondary and high schools of Gazimagosa. I also conducted focus group studies with teenager girls of different age groups. Currently, I am about to complete the analysis of my findings. A discussion of results will follow.

My literature survey shows that there are only a limited number of studies on teen magazines. In Turkey and TRNC, there is no study on teen magazines and teenage girls. Studies on the consumption habits of teenagers are also very rare. So, I am hoping that my study will contribute to the field of media studies, and specifically, to the impact of teen magazines.

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

**SI:** My supervisee has already attended an international conference to present some of her findings. She is currently working on a paper to send it to a journal. In order for her to defend the dissertation, a published paper in indexed journals is a university requirement.

**YA:** I presented a paper on my study at the 4th Child and Media Consumption Conference, in Norkköpping, Sweden, in June 2010. I am currently about to finish a journal paper on the findings of the focus group studies of my work. In the future, I am planning to write at least one more paper on the content analysis study. Later, I may make use of this study in developing counseling techniques for teenage girls.

■ **What has been the most fruitful aspect of the collaboration between you and your supervisee?**

**SI:** For my part, I have learned a lot about the teen magazines to which I had given little attention. I tried my best to guide her in terms of the theoretical background, and applying research methods. She is a good learner and hard worker. Supervising a dissertation is no different than writing one. In all steps the supervisor and the supervisee work together.

**YA:** My supervisor has a lot of experience and expertise on media studies. I have learned a lot from him about the theoretical framework of Cultivation Theory. He is also an expert on

content analysis studies in media. He guided me on how to perform content analysis on magazines. He is an excellent motivator. At times when I felt the study was not going well, he encouraged me to continue working and guided me on how to proceed.

■ **What advice would you give to researchers involved in post-graduate research?**

**SI:** Some students, after completing and defending their dissertations, turn to different topics for research. The reason could be their over-involvement with the topic. They probably get fed up with reading and writing similar things. However, this is not good. They should continue with the topic, do more research and make more contributions. There is no better way of becoming an expert on something.

**YA:** Firstly, they should start graduate studies knowing what kind of study they intend to do. One should have a clear understanding of research questions to be investigated during the study. The selection of a supervisor who is an expert in that area is very important. A PhD study requires an extensive literature survey on the subject. So, one has to read a large number of articles, books and conference papers. A PhD study is a long process. Therefore, researchers should select a topic in which they will not lose their interest.



**İpek Çalışkanelli**

I got my BSc degree from EMU, Department of Computer Engineering in 2010. Before I started my BSc in EMU, I had many concerns about student life, environment, and the most important, the level of education in EMU. I arrived in Cyprus with

these concerns and the first thing I observed was the friendly and lovely Cypriots. They were very helpful in many respects and that caused me to become extremely interested in the Cypriot culture. Through the years, I made many local friends, learned their culture, lifestyle, dialect, food recipes and I became “almost” a Turkish Cypriot girl. When I was about to complete my BSc studies, I decided to apply to other universities and continue my education abroad. I was not scared at all. When I first left my hometown and family I was 17 years old, and in Cyprus nothing made me regret this. It was worth coming to Cyprus for my university degree and the experience offered me new and different perspectives. I perceive this as a wonderful opportunity. After my graduation from EMU, I started to apply for higher education programmes in some European Countries. I was not aware of the level of the education I got at EMU till I got a direct PhD offer without holding an MSc degree. This is one of the best opportunities in my life. After leaving Cyprus a year ago, I came to England and started my PhD. in Computer Science in the University of York, which is one of the best higher education institutions in England. I am still in touch with my lovely Cypriot friends, socializing with Cypriots here in UK, still cooking with the Cypriot recipes, and from time to time, talking with my friends using the Turkish Cypriot dialect. I can easily say that Cyprus and Cypriot culture is part of me, and I really like this. From my point of view; my studies in EMU together with many international students was worth every moment. And all the experience that I gained in Cyprus was as precious as my degree.



**Oytun Sözüdoğru**

I received my BA degree in English Language Teaching and MA degree in Educational Sciences from Eastern Mediterranean University in North Cyprus. Currently, I am studying for my PhD degree at the Department of Education, University of York, UK. I have to say that I had some great times and unforgettable memories

during my long journey at Eastern Mediterranean University. Throughout my master's studies, I worked as a research assistant both in the Department of Educational Sciences and English Language Teaching. This was a good experience for me. During this time, I had very good relations with both academic staff and students. After graduating from EMU, I wanted to develop myself more academically so I applied to the University of York, to pursue a PhD degree in the Department of Education. It was a long and exhausting application process but in the end I got an offer from the University of York. My doctoral study is in the field of English Language Education. My area of interest is the impact of Web 2.0 technology (social networking) on the processes of learning English as a foreign language. My motivation towards this topic originates from my experiences gained during my journey in EMU and also working with technology. I believe that working in this field of study will contribute to my intellectual and professional development and make invaluable contribution to my profession. I am proud of being a graduate of Eastern Mediterranean University and I would like to thank every single person in the Faculty of Education for the wonderful memories and to Dr. Hancioglu for giving me the chance to share my feelings and experiences about EMU.



### ***Turan Degirmencioglu***

I received my BA degree in English Language and Literature at the Eastern Mediterranean University in 2010. In retrospect, I can very comfortably say that deciding to do my BA at the Department of English Literature was the best choice I made in my life. It is really important to be sure

of the choices one makes when determining their future career. As for me, English literature has always been my passion and therefore, being educated in this department has changed my life. The programme and the courses I took instilled deep knowledge, inspiration and ambition in me for my further studies. Along with English literature courses, I also decided to take elective courses in English Language Teaching and I was awarded a teaching certificate by the Faculty of Education. My ambition to improve myself in English Language teaching also led me to take the Cambridge ESOL Teaching Knowledge Test (TKT). After I graduated from EMU, I applied for an MA in Applied Linguistics and TESOL and I am now a postgraduate student at Anglia Ruskin University, Cambridge. This MA programme, I believe, will have a great impact on my future career. It has broadened my horizons and acted as a springboard for my further graduate studies. I have now satisfactorily completed all my courses and I am working on my dissertation. For my dissertation, I am working on the use of instructional technology in English language teaching, because it is evident that the prevailing technology of the 21st century is also having a great impact on education. As a result, I can honestly say that the education I received both from EMU and Anglia Ruskin University has enabled and will further enable me to deliver not only highly respected knowledge, but knowledge that brings with it the quality to provide the inspiration to teach English Language with all it has to offer.



## Fall 2010-2011 Postgraduate Degrees

Following is the list of students who have successfully completed their postgraduate degrees in Fall 2010 -2011. This list has been provided by EMU Institute of Graduate Studies and Research on 20 April 2011.

### ■ LL.M. ■

#### **Law**

Emine Kocano Rodoslu

*Thesis Title:* Borçlar Hukuku Sözleşmelerinde Butlan Kavramı

*Supervisor:* Metin Gürkanlar

### ■ M.A. ■

#### **Communication and Media Studies**

Mozhgan Sadat Marandi

*Thesis Title:* Feminist Perspectives on Iranian Films: Analyzing Oppression and Violence against Woman

*Supervisor:* Mashoed Bailie

Naghmeh Sadughi

*Thesis Title:* The Representation of women in Iranian Popular Cinema after the Revolution (1979)

*Supervisor:* Pembe Behçetoğullari

#### **English Language Teaching**

Nigera Ibragimova

*Thesis Title:* Multiple Intelligences Theory in Action in EFL Classes: A Case Study

*Supervisor:* Fatos Erozan

*Co-Supervisor:* Javanshir Shibliyev

#### **International Relations**

Akinyemi Omokorede

*Thesis Title:* International Law and the Normative Systems of International Organizations Applicable in the Niger Delta Conflict

*Supervisor:* Wojciech Forsysinski

Fezile Carpar

*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

Devrim Sahin

*Thesis Title:* The Butterfly Effect of the 2003 Iraq War on US-

Turkey Relations

*Supervisor:* Ahmet Sozen

Aybaniz Huseyn

*Thesis Title:* The Origins of Azerbaijan's Geopolitical Strategy vis-à-vis Iran (1991-2009): an Analysis of the Case of the Caspian Sea

*Supervisor:* Erol Kaymak

*Co-Supervisor:* Wojciech Forsysinski

### ■ M.ARCH ■

#### **Architecture**

Zehra Babutsali

*Thesis Title:* Evaluation of Authorization and Autonomous Interior Space Organization Case Study-TV Studio

*Supervisor:* Ugur Ulas Dagli

*Co-Supervisor:* Nil Paşaoğlulari Şahin

Sowgol Khoshroonejad

*Thesis Title:* A Comparison of Daylight Prediction Methods

*Supervisor:* Mesut Özdeniz

Sinem Kara

*Thesis Title:* Evaluation of Residential Buildings from the Beginning of 20<sup>th</sup> Century to Our Days

*Supervisor:* Nazife Özay

Narin Faravar

*Thesis Title:* Aesthetics and Users Preferences of Formal Aesthetic (The Case Study on Restaurants in Girne, Mağusa and Lefkoşa)

*Supervisor:* Kutsal Öztürk

Amir Peyravi

*Thesis Title:* An Evaluation of Re-functioning Opportunities of Historical Churches in Walled-City Famagusta

*Supervisor:* Özlem Olgac Turker

*Co-Supervisor:* Hülya Yuceer

Milad Rabifard

*Thesis Title:* The Integration of Form and Structure in the Work of Louis Kahn

*Supervisor:* Isaac Lerner

Samaneh Pakishan

*Thesis Title:* Evaluating the Appropriateness of Double Skin Glass Facade System, within the Context of Sustainability, for North Cyprus

*Supervisor:* Ercan Hoşkara

Sahar Barazesh  
*Thesis Title:* Suggestions for Designing Sustainable Touristic Resort Complexes  
*Supervisor:* Nicholas Wilkinson

## ■ MBA ■

### ***Business Administration***

Gorkem Kinik  
*Thesis Title:* Just in Time Production System: A Case Study  
*Supervisor:* İlhan Dalci

Behdad Etemad  
*Thesis Title:* Economic Analysis of the Impacts of Net Inflows of Foreign Direct Investment on Several Key Macroeconomic Parameters of Selected Latin American and South East Asian Countries  
*Supervisor:* Serhan Ciftcioglu

Sally Saliha Abdulrahim  
*Thesis Title:* Nigerian Stock Returns and Macroeconomic Variables from the APT Model  
*Supervisor:* Sami Fethi

Nuri Colakoglu  
*Thesis Title:* Evolution of External Debt, Sectoral Composition of Output and Macroeconomic Volatility before and after Capital Account Liberalization in Selected Emerging Markets  
*Supervisor:* Serhan Ciftcioglu

Mysam Poormolla  
*Thesis Title:* Antecedents and Outcomes of Service Recovery Satisfaction of Financial Service Institutions Customers: the Case of Dubai  
*Supervisor:* Halil Naderi

Seyed Shahram Mazar  
*Thesis Title:* Financial Crisis in the US Economy: Evidence from a Probit Model for Time Period 2001-2009  
*Supervisor:* Sami Fethi

Alireza Athari  
*Thesis Title:* The Role of the Stock Market and the Banking Sector in the Iranian Economy: Evidence from Time Series Data 1967-2009  
*Supervisor:* Sami Fethi

## ■ MS ■

### ***Applied Mathematics and Computer Science***

Ersan Gazioglu  
*Thesis Title:* Grover Algorithm

*Supervisor:* Mustafa Riza

Hatice Aktore  
*Thesis Title:* Multiplicative Runge-kutta Methods  
*Supervisor:* Mustafa Riza

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

### ***Banking and Finance***

Fatih Omohomo Okharu  
*Thesis Title:* Weak Supervision and Internal Fraud: The Case of Nigerian Banks  
*Supervisor:* Nesrin Özatac

Damoon Sahabalahmadi  
*Thesis Title:* Hedge Funds: Case Study on Short Dedicated Startegy  
*Supervisor:* Cahit Adaoglu

Meysam M. Dehghan  
*Thesis Title:* The Recent Development of Dubai as the Biggest International Financial Center in Middle East  
*Supervisor:* Hatice Jenkins

Karim Chashm Banam  
*Thesis Title:* Impact of Financial Liberalization on Economic Growth in Iran: An Emprirical Investigation  
*Supervisor:* Mete Feridun

### ***Chemistry***

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

### ***Civil Engineering***

Fatemeh M. Shhab  
*Thesis Title:* Temperature Effect on the Engineering Behavior of Clay soils  
*Supervisor:* Zalihe Sezai

### ***Computer Engineering***

Fatemeh Mirzaei  
*Thesis Title:* Age Classification using Facial Feature Extraction  
*Supervisor:* Önsen Toygar

Seyed Mohammad Hossein Mayboudi  
*Thesis Title:* Rational versus Emotional Reasoning in a Realistic

Multi-Objective Environment

*Supervisor:* Adnan Acan

Selin Dalgiçoğlu

*Thesis Title:* An Online Automation System based on Windows Sidebar Gadget for Local Market in Turkish Republic of Northern Cyprus

*Supervisor:* Yiltan Bitirim

Amin Almassian

*Thesis Title:* An Investigation into the Dissipative Stochastic Mechanics Based Neuron Model under Time Varying Input Currents

*Supervisor:* Marifi Güler

Saed Alqaraleh

*Thesis Title:* Elimination of Repeated Occurrences in Image Research Engines

*Supervisor:* Isik Aybay

### ***Economics***

Natiga Almazova

*Thesis Title:* An Empirical Study to Identify the Russian Financial Crisis and the Transmission Relation of Asian Crisis

*Supervisor:* Gülcay Tuna Payaslioglu

### ***Electrical and Electronic Engineering***

Falah Al Hassan

*Thesis Title:* A Transformerless Step-Up DC-DC Converter

*Supervisor:* Osman Kükrer

Cafer Elgin

*Thesis Title:* Robust Detection of DS-CDMA Signals in Impulsive Noise and Near-far Scenarios

*Supervisor:* Aykut Hocanin

Mustafa Kaleli

*Thesis Title:* Robust Successive Interference Cancellation in DS/CDMA

*Supervisor:* Aykut Hocanin

Reza Shahrara

*Thesis Title:* Design and Implementation of a Microcontroller Based Wireless Energy Meter

*Supervisor:* Suha Bayindir

Azadeh Didari

*Thesis Title:* Analysis of Single and Coupled Microstrip Lines using Finite Difference Time Domain Technique

*Supervisor:* Rasime Uyguroglu

Mahmoud Nazzal

*Thesis Title:* Color Demosaicing for Digital Camera Images

*Supervisor:* Huseyin Ozkaramanli

Seydeh Faegheh Yeganli

*Thesis Title:* Image Inpainting by Singular Value Thresholding

*Supervisor:* Runyi Yu

Reza Makvandi

*Thesis Title:* Microcontroller-based Implementation of Parsekey + for Limited Resources Embedded Applications

*Supervisor:* Şener Uysal

*Co-Supervisor:* Behnam Rahnama

### ***Industrial Engineering***

Hajieh Jabbari

*Thesis Title:* Optimizing the Route of an Assembly Arm

*Supervisor:* Bela Vizvari

Hanife Demiralp

*Thesis Title:* Preliminary Studies on the Application of Hidden Markov Chains in Quality Control

*Supervisor:* Alagar Rangan

### ***Physics***

Ali Dayi

*Thesis Title:* Low Frequency Electromagnetic Fields and its Possible Effects on Public Health

*Supervisor:* Özey Gürtuğ

Muhittin Cenk Eser

*Thesis Title:* Tunneling Times

*Supervisor:* Mustafa Riza

### ***Tourism Management***

Ali Raoofi

*Thesis Title:* An Empirical Evaluation of Policy and Planning Process Towards Heritage Tourism Planning View from Public Officials: The Case of Islamic Republic of Iran

*Supervisor:* Habib Alipour

Tina Mintieh Njenku

*Thesis Title:* A Qualitative Analysis of Ecotourism Policy and Planning: The Case of TRNC-Karpaz Region

*Supervisor:* Habib Alipour

Elaheh Ehsani

*Thesis Title:* Antecedents of Work-Related Depression among Frontline Hotel Employees: A Study in Iran

*Supervisor:* Osman Karatepe

Cristina Gheorghieva

*Thesis Title:* Strategic Management Accounting (SMA): A Contingency-Based Study of North Cyprus Hotel Industry

*Supervisor:* Mine Haktanir

## ■ Ph.D. ■

Recognition Boosted by Data Fusion  
Supervisor: Hasan Demirel

### **Architecture**

Cemil Atakara

*Thesis Title:* Determination Factors of Complexity in Structures  
*Supervisor:* Yonca Hürol

### **Applied Mathematics and Computer Science**

Şerife Bekar

*Thesis Title:* q-Matrix Summability Methods  
*Supervisor:* Huseyin Aktuglu

Emine Ozergin

*Thesis Title:* Some Properties of Hypergeometric Functions  
*Supervisor:* Mehmet Ali Ozarslan

### **Chemistry**

Hossein Vahid

*Thesis Title:* Production of Ethanol from Carob  
*Supervisor:* Hasan Galip

Jagadeesh Babu Bodapati

*Thesis Title:* Novel Donor Acceptor Polymers for Solar Cells  
*Supervisor:* Huriye Icil

### **Civil Engineering**

Saeed Khorram

*Thesis Title:* Prediction of the Predominant Governing Parameters for the Sediment Flux Equations in Alluvial Rivers  
*Supervisor:* Mustafa Ergil

Yousef Mohammad Baalousha

*Thesis Title:* An Intergrated Web-Based Data Warehouse & Artificial Neural Networks for Unit Price Analysis with Inflation Adjustment  
*Supervisor:* Tahir Celik

### **Communication and Media Studies**

Fulya Erdentuğ

*Thesis Title:* A Pragmatic Study of Media Texts: A Corpus of New Age Talks by Osho (On the Basis of Burke's Pragmatic Approach to Concordancing)  
*Supervisor:* Gülşen Musayeva Vefali

### **Computer Engineering**

Vassilya Abdulova

*Thesis Title:* Prioritized New Call Queuing Policy for Call Admission Control Schemes in Wireless Cellular Network  
*Supervisor:* İsik Aybay

### **Electrical and Electronic Engineering**

Gholamreza Anbarjafari

*Thesis Title:* Probability Distribution Function Based Face



### ■ 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), Science Citation Index Expanded (SCI-Expanded), or Social Sciences Citation Index (SSCI). A search on ISI Web of Science was performed on 2 May 2011 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.**

Abdulova V and Aybay I. (2011). "Predictive Mobile-Oriented Channel Reservation Schemes In Wireless Cellular Networks." *Wireless Networks*, 17(1): 149-166.

Aliefendioglu H and Arslan Y. (2011). "Don't take it personally, it's just a joke: The masculine media discourse of jokes and cartoons on the Cyprus issue." *Womens Studies International forum*, 34(2): 101-111.

Arpan LM and Tüzünkan F. (2011). "Photographic Depiction of Normative Deviance and Informational Utility as Predictors of Protest News Exposure, Related Perceptions, and Story Comprehension." *Mass Communication and Society*, 14(2): 178-195.

Arslanturk Y Balcilar M and Ozdemir ZA. (2011). "Time-varying Linkages Between Tourism Receipts And Economic Growth In A Small Open Economy." *Economic Modelling*, 28(1-2): 664-671.

Bal M and Hashemipour M. (2011). "Implementation of Holonic Scheduling and Control in Flow-Line Manufacturing Systems: Die-Casting Case Study." *Production Planning & Control*, 22(2): 108-123.

Bayindir NS, Degirmencioglu I, and Bayindir HO. (2011). "Smart Experimental Management System for Electrical and Electronic Engineering Laboratories," *Electronics World*, 117(1897): 30-34.

Berhan BA and Jenkins GP. (2011). "The Self-imposed Embargo: Customs-related Transaction Costs of North Cyprus." *Applied Economics*, 1466-4283.

Çancı H and Şen ŞS. (2011). "The Gulf War and Turkey: Regional Changes and their Domestic Effects (1991-2003)." *International Journal on World Peace*, XXVIII(1): 41-65.

Duman O and Ozarlan MA. (2011). "Global Approximation Results For Modified Szasz-Mirakjan Operators." *Taiwanese Journal of Mathematics*, 15(1): 75-86.

Eleyan A and Demirel H. (2011). "Co-occurrence Matrix And Its Statistical Features As A New Approach For Face Recognition." *Turkish Journal of Electrical Engineering and Computer Sciences*, 19(1): 97-107.

Gumus A and Ozad B. (2011). "Implication For Media Convergence On News Learning." *Turkish Online Journal of Educational Technology*, 10(1): 125-135.

Iqbal A, Dar NU and Hussain G. (2011). "Optimization of Abrasive Water Jet Cutting of Ductile Materials." *Journal of Wuhan University of Technology-Materials Science Edition*, 26(1): 88-92.

Iscioglu D and Keles R. (2011). "Urban Development and Planning in North Cyprus (In the context of Local, National and International Factors)." *Information-Aninternational Interdisciplinary Journal*, 14(2): 343-359.

Jalil A and Feridun M. (2011). "The Impact Of Growth, Energy And Financial Development On The Environment In China: A Cointegration Analysis." *Energy Economics*, 33(2): 284-291.

Karatepe OM. (2011). "Do job resources moderate the effect of emotional dissonance on burnout? A study in the city of Ankara, Turkey." *International Journal of Contemporary Hospitality Management*, 23(1): 44-65.

Katircioglu ST, Fethi S, Unlucan D, and Dalci I. (2011). "Bank Selection Factors In The Banking Industry: An Empirical Investigation From Potential Customers In Northern Cyprus." *Acta Oeconomica*, 61(1): 77-89.

Khorram S and Ergil M. (2011). "Determining the Predominant Governing Parameters of the Bed-Load Equations for Sediment-Laden Rivers on the Continental Shelf." *Journal of Coastal Research*, 27(2): 276-290.

Kilincceker G, Taze N, Galip H, and Yazici B. (2011). "The Effect Of Sulfur Dioxide On Iron, Copper And Brass." *Anti-Corrosion Methods and Materials*, 58(1): 4-12.

Korhan O. and Mackieh A. (2011). "An Empirical Investigation of the Detrimental Effects of the Intensive Use of Computers in the Business World." *African Journal of Business Management*, 5 (3), P. 656-665.

Leary IJ and Saadetoglu M. (2011) "The cohomology of Bestvina-Brady Groups." *Geometry and Dynamics*, 5 (1): 121-138.

Mahmudov NI. (2011). "Approximation By Genuine Q-Bernstein-Durrmeyer Polynomials In Compact Disks." *Hacettepe Journal of Mathematics and Statistics*, 40(1): 77-89.

Manesh HF, Schaefer D, and Hashemipour M. (2011). "Information Requirements Analysis For Holonic Manufacturing Systems In A Virtual Environment." *International Journal of Advanced Manufacturing Technology*, 53(1-4): 385-398.

Mazharimousavi SH and Halilsoy M. (2011). "Note on "Domain wall universe in the Einstein-Born-Infeld theory" [Phys. Lett. B 679 (2009) 160]." *Physics Letters B*, 697(5): 497-499.

Mazharimousavi SH, Halilsoy M, and Amirabi Z. (2011). "D-Dimensional Non-Asymptotically Flat Thin-Shell Wormholes in Einstein-Yang-Mills-Dilaton Gravity." *Physics Letters A*, 375(3): 231-236.

Mazharimousavi SH, Halilsoy M, and Amirabi Z. (2011). "Higher-Dimensional Thin-Shell Wormholes in Einstein-Yang-Mills-Gauss-Bonnet Gravity." *Classical And Quantum Gravity*, 28(2): 025004.

Mertan B. (2011). "Children's Perception of National identity and in-group-out-group Attitudes: Turkish-Cypriot School Children." *Special Issue of the European Journal of Developmental Psychology*, 8 (1): 74-86.

Nadiri H, Hussain K and Kandampully J. (2011). "Zones of Tolerance for Higher Education Services: A Diagnostic Model of Service Quality towards Student Services." *Egitim Ve Bilim-Education And Science*, 36(159): 112-126.

Ozarslan MA, Duman O and Mahmudov NI. (2011). "Local Approximation Properties of Modified Baskakov Operators." *Results in Mathematics*, 59(1-2): 1-11.

Ozatac N. (2011). "Gender Diversity In Board Of Directors And Top Management: The Case Of Turkish Banks." *Actual Problems of Economics*, 115: 311-319.

Ramadan O. (2011). "Complex Envelope Split-Step Wave-Equation FDTD Formulations for Dispersive Electromagnetic Applications." *Electronics Letters*, 47(4): 250-+.

Toygar O and Altincay H. (2011). "Preserving Spatial Information And Overcoming Variations in Appearance for Face Recognition." *Pattern Analysis and Applications*, 14(1): 67-75.

Vural Y. (2011). "Resolving the Cyprus Conflict: Negotiating History." *Journal of Peace Research*, 48(2): 265-265.

## ■ Other Refereed Journal Publications ■

Azer Can (2011). "Görsel-İşitsel İletişim Özgürlüğünde Tekel ve Oligopol Sorununa Genel Bir Bakış", Ankara Üniversitesi Hukuk Fakültesi Dergisi, Yıl 2011, Cilt 60, Sayı 2.

## ■ Conference Papers ■

Aker Sule L. ve Ahmet H. Aker. "Türkiye-Bağımsız Devletler Topluluğu Serbest Ticaret Bölgesi." in 21. Yüzyılda Türk Dünyası. s.143-149. Ankara, Mart 2011.

## ■ Conference Presentations ■

Celikag M. and Naimi S. "Building Construction in North Cyprus: Problems and Alternatives Solutions" *The Twelfth East Asia-Pacific Conference on Structural Engineering and Construction*, Hong Kong SAR, China, January 2011.

## ■ Books ■

Azer Can (2010). *Bilgi Edinme Hakkı*, Yetkin Yayınevi, Aralık 2010, Ankara. (ISBN: 978-975-464-575-0)

## ■ Addendum ■

The following publications were not included in the previous issues. They may have been deposited to ISI after the query date.

Çancı H and Şen ŞS. (2010). "Turkish dilemma after Operation Desert Storm (1990-91): An analysis of "negative consequences." *Innovation: The European Journal of Social Science Research*, 23(3):279-292.

Khorram S and Ergil M. (2010). "A Sensitivity Analysis of Total-Load Prediction Parameters in Standard Sediment Transport Equations." *Journal of the American Water Resources Association*, 46: 1091-1115.

Khorram S and Ergil M. (2010). "Most Influential Parameters for the Bed-Load Sediment Flux Equations Used in Alluvial Rivers." *Journal of the American Water Resources Association*, 46: 1065-1090.

Nadiri H and Mayboudi SMA. (2010). "Diagnosing University

Students' Zone of Tolerance from University Library Services.” *Malaysian Journal of Library & Information Science*, 15(1): 1-21.

Nadiri H and Tanova C. (2010). “An Investigation of the Role of Justice in Turnover Intentions, Job Satisfaction, and Organizational Citizenship Behavior in Hospitality Industry.” *International Journal of Hospitality Management*, 29(1): 33-41.

Nadiri H and Tumer M. (2010). “Influence Of Ethnocentrism On Consumers' Intention To Buy Domestically Produced Goods: An Empirical Study In North Cyprus.” *Journal of Business Economics and Management*, 11(3): 444-461.

Tanova C and Nadiri H. (2010). “The Role of Cultural Context in Direct Communication.” *Baltic Journal of Management*, 5(2): 185-196

**Conference Name:** 3<sup>rd</sup> International Conference on Educational Sciences (ICES'11)

**Date:** 22-25 June 2011

**Web Address:** <http://ices2011.emu.edu.tr/index.html>

**Conference Name:** ASIA Pacific International Conference on Environment-Behaviour Studies (AicE-Bs 2011 Famagusta)

**Date:** 06-08 December 2011

**Web Address:**  
<http://urdc.emu.edu.tr/Internationalconference.htm>

**Conference Name:** 3<sup>rd</sup> International Conference in Communication and Media Studies (Re)Making and Undoing of Peace/Conflict

**Date:** 11-13 April 2012

**Web Address:** <http://fcms.emu.edu.tr/mupc2012/>