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Importance of cultural heritage and conservation concept in the “architectural education”¹

Ozlem Atalan²

Abstract

The concept of culture includes the concept of “conservation” within itself. Conservation culture and education are two basic tools for the transfer of cultural heritage. Education is at the forefront of activities that will contribute to the formation of conservation consciousness. People, who have a consciousness of conservation culture and consciousness of cultural heritage, will be able to both protect today and the past.

In today's conditions where the impact of globalization is rapidly affecting our cities, it is fundamental to approach consciously cultural heritage and conservation culture. From this point of view, it is important to understand the conservation culture for the newly educated “Architectural students”. In this context, architectural education and curriculum are important. Are architectural course programs sufficient for students to enjoy cultural heritage and to take responsibility for protecting it? In this article, the necessity of teaching conservation culture in architectural education will be discussed. At the same time, the adequacy of the courses about conservation and cultural heritage in the curriculum will be investigated.

Keywords: Conservation Culture; Cultural Heritage; Architectural Education; Architectural Courses Programs.

1. Introduction

The impact of globalization quickly changes our cities. It is necessary to approach the cultural heritage and conservation culture consciously. In this respect, it is important to understand conservation cultures for the newly graduated “Architecture Students”. Architecture education differs from the education style of other disciplines. High school education in Turkey is insufficient for architectural education. Many researchers say that coincidence plays a role in the choice of the profession. For this reason, the process of adaptation to the architectural profession is usually takes long time. (Ayran, 1995; Nalçakan& Polatoğlu, 2008).

1.1 Cultural Heritage and Conservation

Culture is defined as all of the factors that represent all material and spiritual values created in the process of historical and social development. It is also all the factors used to convey to the next generation, indicating the extent of the sovereignty of man's natural and social environment (<http://www.tdk.gov.tr/>). Culture is transferred from generation to generation. Protecting and

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² Asst. Prof. Dr., Manisa Celal Bayar University, Kula Vocational School, Department of Architecture and Urban Planning, ozlem.atalan@cbu.edu.tr

maintaining the cultures depends on this transfer. This transfer of culture from generations to generations is defined as heritage and that's what makes it important, Kuban (1975) states that in people's life, the transformation of concepts and goods into symbols for various reasons constitutes a phenomenon called “Culture”. Cultural Heritage is a reflection of people's ever-changing values, beliefs, knowledge and traditions that have reached today. Cultural Heritage covers all tangible and non-tangible assets. Cultural heritage includes all the features of the environment, stemming from the intermingling of people and places over the time (Turkish Architectural Heritage Protection notification, 2013).

Architectural heritage is a cultural asset which is a common property of mankind and must be conveyed to the future with its unique qualities. It is a group of buildings and structures that must be protected according to conservation principles. The concept of Cultural Heritage has become today with developing in terms of definition and scope in the historical time. Cultural heritage is limited only to important monumental structures in the early days of the formation process of the conservation notion. In the later processes the scope of the conservation notion has expanded, it encompasses civilian structures as well as urban and rural areas. Scope of cultural heritage has also developed, including intangible work of branch of culture and art (Korumaz, 2015).

In the expansion of the concept of Cultural Heritage, important events that took place in history became decisive. The French Revolution of the 18.th century was a time when both cultural heritages were important and there was debate and practices for protection and restoration. In the 19th century, the definition, scope, scale and conservation methods of cultural heritage have developed. For the first time, cultural heritage is being used by international organizations with the 1931 Athens Regulation. "Carta Del Restauero", prepared in 1931 by the Supreme Council of Antiquities and Fine Arts, is an important documentary in this area. The United Nations Educational, Scientific and Cultural Organization (UNESCO) were established in 1945 and the Council of Europe was established in 1954. In the same year, the signing and the ratification of the "Convention on the Protection of Cultural Values in the Case of Armed Conflict" took place in La Haye, the capital of the Netherlands (Madran &Özgönül, 2005) .

After the Second World War, where significant reconstructions were made, the cultural legacy became even more important with the 1964 Venice Regulation. Historical and rural settlements have been included in the definition of cultural heritage in the 1970s. At the meetings of the Council of Europe (1985), ICOMOS (1987) and UNESCO (1989), intangible values were included to the notion of cultural heritage. The ICOMOS declaration on the conservation of the architectural heritage of Turkey states that cultural heritage is the symbol of the identity. It is stated that tangible and intangible cultural heritage includes historical, documentary, aesthetic, artistic, social, economic and spiritual values. The architectural heritage is one of the most important components of cultural heritage. It is necessary to reveal aesthetic and cultural values without changing the originality and the qualities that constitute identity (Icomos, 2013).

Cultural heritage can be dealt with in two main groups as tangible and intangible cultural heritage. In general, monuments, sites, movable artifacts are included in tangible cultural heritage (<http://whc.unesco.org/en/conventiontext/>). Intangible cultural heritage is not visible to the eye such as language, tradition, custom, music, dance, etc. However, the concepts of tangible and intangible cultural heritage are interrelated. Socio-cultural, cultural heritage values have a connection to society, between present and past (Zancheti et al.,2009)

According to the World Cultural and Natural Heritage Agreement; the concept of conservation is to understand the cultural heritage which consists of monumental and sites, natural, geological and physiographical formations and to protect its material. And all the methods used to restore and to present (http://whc.unesco.org/en/conventiontext). In the history of thousands of years of civilization, the protection of historical values which we call cultural and natural heritage, was the common problem of mankind in our day. The notion of conservation is all that humanity has created in the historical process and has provided for cultural continuity.

Cultural heritage is divided into sub-groups such as movable, immovable and intangible cultural heritage. However, from the year 2000, the views advocating the handling of cultural heritage as a whole have gained importance. Nevertheless, intangible values are of great importance in terms of constitution of the essence of the cultural heritage. Sustainability and conservation concepts are similar in terms of general understanding and purpose. Brutland Report describes “Sustainability” as the following.

“Humanity has the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs. The concept of sustainable development does imply limits - not absolute limits but limitations imposed by the present state of technology and social organization on environmental resources and by the ability of the biosphere to absorb the effects of human activities (Bruthland Report, 1987). In this context, the aim is to protect the natural ecosystem and cultural values. The destruction of this cultural heritage not only destroys architecture and aesthetics, but also destroys cultural and historical values.

Sustainability and conservation concepts are similar in terms of general understanding and purpose. Sustainable development is defined as meeting present-day needs without compromising the ability of future generations to meet their needs. Within this scope, it is aimed to protect the natural ecosystem and cultural values.

2. Methods

Cultural heritage and conservation concept should be intensively involved in architectural education and curriculum. In this research, the following questions have been discussed.

- Are there sufficient courses on “Cultural Heritage, Conservation, History of Architecture” in the curriculum of Architecture Department?
- What are the courses on “history of cultural heritage and conservation” concept in 6 major universities Architecture Department of Turkey?

In this research, the examined curriculums represent Departments Architecture of 6 universities in Turkey. Compulsory and elective courses about the “History of Architecture and Conservation” in the curriculum will be examined. We will try to determine the intensity of these courses in these programs. With this comparison, we will be able to see where Turkey stands in education of architecture for conservation concept understanding and what kind of developments and changes are needed.

3. Findings and Interpretation

3.1. Cultural Heritage and Conservation Courses in Architecture Departments

Turkey continues to work for progress in terms of education system. Studies on the reorganization of the period are underway to advance the education of architecture. Studies on the reorganization of the education process and curriculum continue for the development of education of architecture.

It is very important for students of architecture to understand the cultural heritage and conservation concepts. The new generation of architects who will build our future, should have enough conservation knowledge to protect our cultural heritage. Departments of Architecture of 6 universities in Turkey have been studied together with compulsory courses, elective courses and curriculum in terms of “conservation and restoration” topics. In the research conducted, courses and credits are based on the information received from the websites of these universities. The data obtained are organized according to the period of 2016-2017. Depending on the academic year, the number of courses and credits may vary.

a. Yıldız Technical University /Istanbul/Turkey

Yıldız Technical University was founded as “Kondüktör Mekteb-i Âlisi” in 1911 and it’s name was changed to “Nafia Fen Mektebi” in 1922. The University was given the name “Istanbul Technical School” in order to provide education in the field of engineering within the premises of Yıldız Palace in 1937. In 1969, the Istanbul State Academy (IDMMA) of Engineering and Architecture was established. IDMMA passed university status and became “Yıldız University” in 1982. Later on it’s name has been changed to ‘Yıldız Technical University’ in 1992 (<http://www.yildiz.edu.tr>).



Picture 1. Yıldız Technical University, Faculty of Architecture (ht <http://www.mim.yildiz.edu.tr/>)

Compulsory courses related to the concept of "Cultural Heritage and Conservation" in Yıldız Technical University Department of Architecture are given below : Introduction to History of Art and Architecture (2 ECTS), History of Architecture 1 (2 ECTS) , Structure Analysis (3 ECTS), History of Architecture 2 (2 ECTS), History of Architecture 3, (2 ECTS), History of Architecture 4 (2 ECTS), Conservation and Restoration (4 ECTS) , Architectural Thought History (2 ECTS). Total credits of these compulsory courses are approximately 19 ECTS credits.

Elective courses related to the concept of “Cultural Heritage and Conservation” in Yıldız Technical University Department of Architecture are given below: Structural Problems in the Transformation of Housing Structures, History of Construction, Turkish Art, Last Age of Architecture, Historical Sites and Analysis, World of Architecture after 1970, Architect Sinan and his period, History of Architecture Profession, Ratio in Design, Modernity Problems in Art and Design, Social Environment Effects in Design, Spatial and Morphological Analysis in Contemporary Islamic Architecture, Relation of Design and Environment Problems, Industrial Archeology, Architecture and Coastal Space, Typological Analysis in Architecture, Conservation and Tourism, Architectural Approaches in the Contemporary Environment, Housing and Cultural Sustainability, Relation of Traditional Architecture and Design, Istanbul in the Period of Westernization, Turkish House and Conservation, 19th Century Architects / Constructions in Istanbul, Architectural Photography, Visual Production of Historical Spaces³.

³ In the research conducted, courses and credits are based on the information received from the websites of these universities. The data obtained are organized according to the period of 2016-2017. Depending on the year, the number of courses and credits may vary.

b. Mimar Sinan Fine Arts University /Istanbul/Turkey

Mimar Sinan Fine Arts University was founded by art historian, archaeologist, museum artist, painter Osman Hamdi Bey in 1882 as "Sanayi-i Nefise Mektebi". The institution, which was the first school of art and architecture in Istanbul/Turkey, was named as "Academy of Fine Arts" in 1928. Since 1982, the name of the school is "Mimar Sinan Fine Arts University".



Picture 2. Mimar Sinan Fine Arts University, Faculty of Architecture (<http://www.msgsu.edu.tr>)

The compulsory courses related to the concept of "Cultural Heritage and Conservation" in Mimar Sinan Fine Arts University, Department of Architecture are given below: Basic Concepts in Art and Architecture (3 ECTS), History of Civilizations (2 ECTS), Traditional Construction Material (3 ECTS), History of Art and Architecture (3 ECTS), History of Turkish Architecture (3 Ects), 19th Century and Early Period 20th Century Architecture (3 ECTS) Survey and Evaluation 1 (4 ECTS), Architecture from 1920 to the day (3 ECTS), Survey and Evaluation 2 (4 ECTS). Total credits of these compulsory courses are approximately 28 ECTS credits.

The elective courses related to the concept of "Cultural Heritage and Conservation" in Mimar Sinan Fine Arts University Department of Architecture are given below: History of Civilizations (2 ECTS), Conservation of Monumental Buildings (5 ECTS) , Conservation of Vernacular Architectural Heritage (5 ECTS), Architectural Theory in History (3 ECTS), History on Thought (3 ECTS), History on Thought from Enlightenment to Today (3 ECTS), Spatial Organization and Use of Color in Vernacular Architecture (3 ECTS), Contemporary Architectural Theory (3 ECTS), Architectural Theory in History(3 ECTS), Conservation Of Industrial and Modern Architectural Heritage (3 ECTS) The Identity Issues in Architecture (3 ECTC), etc.⁴

c. Istanbul Technical University /Istanbul/ Turkey

The history of Istanbul Technical University (ITU) dates back to the Ottoman Empire period, more specifically reign of Sultan 3.Mustafa.“Mühendishane-i Bahr-i Hümayun” (Imperial Naval Engineering). Istanbul Technical University was established in 1773 in order to provide engineering education in the Western style for the first time in the Ottoman Empire. ITU had trained students specialized in ship building and marine mapping. The history of the Faculty of Architecture dates back to 1884, when it was founded as "Hendese-i Mülkiye Mektebi". At the beginning of the 1900s, architecture department was found by the name "Nafia nezareti", in which education was divided into Roads, Railways, Water Works and Construction-Architecture. In 1944, the school was named “Istanbul Technical University” (<http://www.itu.edu.tr>).

⁴ The data obtained are organized according to the period of 2016-2017. Depending on the year, the number of courses and credits may vary.



Picture 3. Istanbul Technical University, Faculty of Architecture (<http://mim.itu.edu.tr/>)

The compulsory courses related to the concept of "Cultural Heritage and Conservation" in at Istanbul Technical University, Department of Architecture are given below: History of Ancient and Byzantine Architecture (4 ECTS), History of Turkish Architecture (3 ECTS), History of European Architecture (3 ECTS), Contemporary Architecture (3 ECTS), Conservation of History Build. Sites (4 ECTS), Survey and Restoration Studio (6 ECTS). Total credits of these compulsory courses are approximately 23 ECTS credits. The elective courses related to the concept of "Cultural Heritage and Conservation" in Istanbul Technical University, Department of Architecture are given below: Theory of Architecture and Modernism, Architect Sinan, Istanbul Conservation of a World Heritage Site, Istanbul, Preservation Practice at Architectural Sites, Modern & Contemporary Architecture in the Balkans, Introduction to the History of Architecture, Urban Identity and Image, Late Ottoman Architecture, Survey with Optic & Elect. Equip, Infill Problem in Urban Historical Site (4 ECTS), etc 5.

d. Gazi University /Ankara/ Turkey

Gazi University, Department of Architecture was established in 1982. At the beginning of its establishment; it was constituted of Zafer Engineering (1966) and Architecture Collage and Yukselis Collage (1967). These two private collage united at 1971. It was named as the Ankara State Engineering and Architecture Academy (ADMMA) at 1973. ADMMA, was incorporated to Gazi University in 1982 with the name “Faculty of Engineering and Architecture”(http://gazi-universitesi.gazi.edu.tr).



Picture 4. Gazi University, Faculty of Architecture (<http://www.yapi.com.tr/>)

⁵ The data obtained are organized according to the period of 2016-2017. Depending on the year, the number of courses and credits may vary.

The compulsory courses related to the concept of “Cultural Heritage and Conservation” Gazi University Department of Architecture are given below: Introduction to History of Art and Architecture (2 ECTS), History of Architecture 1 (2 ECTS), Architecture Culture (2 ECTS), History of Architecture 2 (2 ECTS), History of Architecture 3 (3 ECTS), History of Architecture 4 (3 ECTS), Contemporary Architecture Theory 1 (3 ECTS), Contemporary Architecture Theory 2 (3 ECTS) and Survey and Restoration (4 ECTS). Total credits of these compulsory courses are approximately 24 ECTS credits.

The elective courses related to the concept of "Cultural Heritage and Conservation" in Gazi University Department of Architecture are given below: Space of Turkish Era Building, Culture and Identity, Development of Architectural Space Thought, Conservation Techniques in Historical Sites, Evaluation in Historical Environment, Pre-Islamic Turkish Architecture, Historical Building, Ottoman Architecture in the Period of Westernization, Construction Techniques in Traditional Houses, Participation of Turkish Buildings Architectural Elements to Contemporary Life, Restitution, Ottoman City Analysis, Restoration Critics, Turkey Architecture during the Republican Period, Housing in Historical Process (3 ECTS), etc ⁶.

e. Middle East Technical University /Ankara/ Turkey

Middle East Technical University was founded under the name of “Middle East High Technology Institute” in 1956. The purpose of the university was to contribute to the development of Turkey, Middle East countries. Department of Architecture was found in 1957 (<http://www.metu.edu.tr/>).



Picture 5. Middle East Technical University, Faculty of Architecture (<http://www.mimdap.org/>)

The compulsory courses related to the concept of "Cultural Heritage and Conservation" in Middle East Technical University (METU) Department of Architecture are given below: Architectural History 1 (4 ECTS), Architectural History 2 (4 ECTS), Architectural History 3 (4 ECTS), Practice in Building Construction & Survey (8 ECTS), Principles of Cultural Heritage Conservation (4 ECTS). Total credits of these compulsory courses are approximately 24 ECTS credits. In addition, in the architecture curriculum, there is a Summer Survey Internship.

The elective courses related to the concept of "Cultural Heritage and Conservation" in Middle East Technical University (METU) Department of Architecture are given below: The Cultural Context of Art and Architecture, Theory and History of Landscape Architecture 1, Theory and History of Landscape Architecture 2, Aesthetics and Criticism 1, Aesthetics and Criticism 2, Theory of Restoration and Conservation 1, Theory of Restoration and Conservation 2, Developments in Modern Art, Architecture in Situ, , City in Late Antiquity and Byzantium:

⁶ The data obtained are organized according to the period of 2016-2017. Depending on the year, the number of courses and credits may vary.

Topography and Architecture, Perspectives in the Conservation and Valorization of Cultural Heritage, A Survey on Architectural Culture: From the Neolithic to the Modern Period, Survey of Early Christian and Byzantine Architecture, Pre-Classical Architecture of Ancient Anatolia, Architects and Architectural Practice in History, Classical Antiquity in Asia Minor, Domestic Architecture in Antiquity, The Cultural Context of Art and Architecture, House and Daily Life in History, Studies in Greek Architecture, Twentieth Century Architecture in Turkey, Seminar in Contemporary Architecture, Studies in Roman Architecture, Masterworks of Medieval Architecture in East and West, Environmental Aesthetics I, Environmental Aesthetics 2, Issues and Problems in Modernism, Nineteenth Century Architecture, Conservation of Archaeological Sites, Studying Architectural History, Aesthetics and Criticism I, Aesthetics and Criticism 2, Topics on Urban Form, Patterns and Architecture, Themes on Ancient Domestic Architecture, Special Topics in Byzantine Architecture: The Art and Architecture of Byzantine Cappadocia, History and Theory of Art and Architectural Styles, Ottoman Architecture in the Nineteenth Century, Approaches in Greek Architecture, Approaches in Roman Architecture, Cosmological Thought and Architecture in the Middle East, Assimilation of Western Modes in Eighteenth Century Ottoman Architecture, Anatolian Seljuk Architecture (11-14th Centuries), Architectural History Research Studio: The Modern Capital City, Ankara, Aesthetics and the Psyche, Sources and Methods of Research in Conservation, History of Architecture in the Eastern Mediterranean, History of Modern Structural Engineering, Problems of Traditional Building Materials, Introduction to Deterioration and Conservation, Conservation of Archaeological Sites, Structural Analysis of Historical Structures, Historical Structural Systems, Architecture and Politics in 20th Century Italy, etc.. (4 ECTS)⁷.

f. Dokuz Eylul University/ Izmir /Turkey

The education of Architecture is started in Izmir in 1971 with the establishment of "Ege University, Faculty of Engineering Sciences, Engineering and Architecture Academy". In 1975, it was named as the Faculty of Fine Arts. In addition to undergraduate education in Architecture, City and Regional Planning education was started in 1979. This university was named after as "Dokuz Eylul University Faculty of Architecture" in 1992 (<http://debis.deu.edu.tr>).



Picture 6. Dokuz Eylul University, Faculty Of Architecture (<http://mimarlik.deu.edu.tr/tr/>)

The compulsory courses related to the concept of "Cultural Heritage and Conservation" in Dokuz Eylül University Department of Architecture are given below: Introduction to Architecture History (3 ECTS), Architectural History from Antiquity to Industrial Revolution (3 ECTS), Summer Survey Internship (1 ECTS), Contemporary Architecture History (3 ECTS), Conservation Project of Historical Building (4 ECTS), Turkish Architecture History (3 ECTS), Architecture Theory and Criticism(3 ECTS). Total credits of these compulsory courses are approximately 20 ECTS credits.

⁷ The data obtained are organized according to the period of 2016-2017. Depending on the year, the number of courses and credits may vary.

The elective courses related to the concept of "Cultural Heritage and Conservation" in Dokuz Eylül University Department of Architecture are given below: History of Art, Historical Constructions Conservation, Modernization and Development of Industrial Spaces, Spatial Structure of the Turkish House , Turkish Architecture in Republican Period , Modernization Process of İzmir and the Production of Modern Architecture , Visual Production Techniques in the Modern Age, Contemporary Debates in Architecture, Theoretical Analysis of Modernity, History and Theory of Architectural Drawing, Historical Constructions Conservation Project, Design Approaches of New Buildings in Historical Environment ,History of Civilizations, Historical Environment and Concept of Restoration, Historical Space Reading ,Inter culturality and Mediterranean Houses, Traditional Housing Culture of Anatolia, History of Anatolian Civilizations, Ancient Architecture in Aegean, Renaissance Architecture, Archeological Heritage and Preservation, History of Modern Architecture, History of Turkish Architecture Architectural Theory and Criticism , Architectural Developments in İzmir, Contemporary Approaches in Housing Design, Old Buildings, New Uses, Hostelry Buildings, Principles for Conservation, Traditional – Regional Architecture, Research of Historical Environment Fabric in İzmir, Contemporary Approaches on the Renovation Phenomenon, etc. (3 ECTS)⁸.

3.2. Interpretation

In this study, compulsory and elective courses of Architecture departments of six universities in Turkey were examined. Projects related to “Conservation” in architectural studio courses are not included in this research.

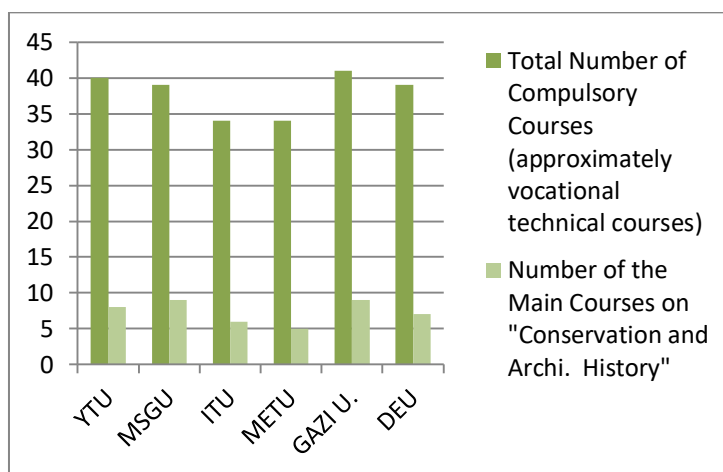


Figure 1. Main and elective courses rates which are focused on “Conservation and Architectural History” in curriculum of Architecture department.

In the Department of Architecture, the total ECTS credit in the curriculum is 240. When the courses are evaluated according to the ECTS credits, compulsory courses credit rates for “Conservation and Architectural History” vary between % 11.6 and % 7.9. For the elective courses, this rate will change depending on the student's choice of those courses.

⁸ The data obtained are organized according to the period of 2016-2017. Depending on the year, the number of courses and credits may vary.

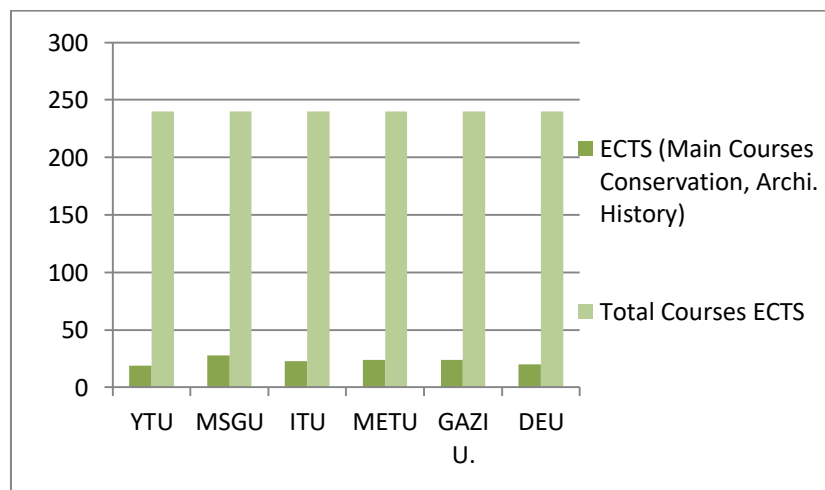


Figure 2 . ECTS rates of main courses which are focused on “Conservation and Architectural History” in curriculum of Architecture department.

4. Conclusion and Suggestions

Students studying in the Department of Architecture will influence the future of the architecture. In order to protect the cultural heritage and to transfer it from generation to generation, this education should be comprehensively taught to the students. The education given varies from one Department of Architecture to other, due to different models and traditions. However, in all universities, the architecture undergraduate program is totalling to the 240 ECTS credits (240 ECTS). These curriculums are planned for the education of architecture students to have similar knowledge. But it will be their local culture and cultural heritage knowledge, which makes them unique. For this reason, compulsory and elective courses related to “Cultural Heritage and Conservation” in the architecture education of the universities, are indispensable. Furthermore, students of architecture should be also taught of cultural heritage via more elective courses about “history of civilization and history of architecture”.

Within the scope of this research, “Conservation and Architectural History” courses in six universities are examined as their rates in curriculums. “Cultural heritage, conservation, art, architecture and civilization history” courses are frequently seen in elective courses pools in six universities architecture departments. However, the proportion of these courses is between % 11.6 and % 7.9 (ECTS rate) in compulsory courses. Number of courses related to cultural heritage, conservation, art and architecture and civilization history will positively affect student’s conservation consciousness. Raising this ratio will increase the interest of the students to the protection of cultural heritage. The selection rate of these courses may vary depending on the number of courses in the elective course pool. For this reason, these courses related to cultural heritage, conservation and architectural history should be increased in the elective course lists.

Finally, there is no doubt that the placement of summer survey internships in the curriculum and the organisation of cultural and technical trips to historical sites will attract students attention to this topic of architecture and will arouse their curiosity.

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