

DISCIPLINE DESCRIPTION

1. Information about the program

1.1 Higher education institution	Babeş–Bolyai University
1.2 Faculty	Political, Administrative and Communication Sciences Department
1.3 Department	Political Science Department – English Line of Studies
1.4 Field of study	Political Science
1.5 Level of study	BA
1.6 Study program/Qualification	Political Science

2. Information about the discipline

2.1 Discipline title	Ethnopolitics						
2.2 Course lecturer	Prof. Levente Salat, PhD						
2.3 Seminar assistant	Prof. Levente Salat, PhD						
2.4 Year of study	III	2.5 Semester	VI	2.6. Evaluation type	Exam	2.7 Discipline type	Compulsory
2.5 Schedule							
Course:	Wednesday, 10:00-12:00, Room IV/2			Seminar:	Wednesday, 12:00-14:00, Room IV/2		

3. Total estimated time (hours of didactic activities per semester)

3.1 Number of hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours in the study plan	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time distribution: 4 face to face, 3 individually					hrs
Studying the manual, course reader, bibliography and notes:					1
Supplementary documentation in the library, on electronic platforms and in the field:					1
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					1
Tutorials					3
Examinations					8
Other activities:					
3.7 Total hours of individual study	42				
3.8 Total hours per semester	56				
3.9 Number of credits	5				

4. Prerequisites (where applicable)

4.1 Based on the curriculum	None
4.2 Based on competences	None

5. Conditions (where applicable)

5.1 For the course	Academic dishonesty – plagiarism, cheating, fabrication or multiple submissions – will not be tolerated. Punishment will be in accordance with the department’s rules. For details, see http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/ .
5.2 For the seminar/ laboratory	Participation in at least 75% of the seminars and earning at least 2 points (from the 4 possible) for the seminar activity are eliminatory conditions for being admitted in the exam, both during the regular examination session and the retake. If these conditions are not met, the discipline has to be repeated next year.

6. Accumulated specific competencies

<p>Professional competencies</p>	<p>C1</p> <ul style="list-style-type: none"> • Applying the basics of social and political theories in understanding, analyzing and evaluating social-political organization of societies • Analysis of a particular situation by applying certain principles, theories and fundamental methods of social sciences • The realization, individually or in a team, of a project related to social and political theories • Appropriate use of political science concepts • Utilizing the conceptual apparatus of political science in evaluating the relevance and impact of socio-political theories • Utilizing fundamental concepts of political science in describing and explaining the emergence and unfolding of certain events and processes <p>C5</p> <ul style="list-style-type: none"> • Sustaining, promoting and communicating certain ideas and values with social and political relevance • The realization of a strategic plan by applying methods characteristic to political sciences • Appropriate utilization of fundamental concepts from the field of political ideas in professional communication • Utilizing fundamental concepts in interpreting particular socio-political situations • Utilizing standard criteria and methods in evaluating certain political programs
<p>Transversal competencies</p>	<p>CT1</p> <ul style="list-style-type: none"> • Handling information specific to complex tasks relevant to the context (receiving, transmitting, processing and archiving information in documents characteristic to the field), including the use of a foreign language on advanced level and a second foreign language on medium or advanced level.

7. Discipline objectives (from the accumulated competencies grid)

<p>7.1 General objective</p>	<p>The aim of the course is to provide students with the basic conceptual and analytical tools required by the systematic study of ethnopoltics, a swiftly emerging new sub-discipline of political science which has attracted during the past two decades a growing number of academics and practitioners. The lectures will present the reasons which contributed to the ethnicization of politics, as well as to the politicization of ethnicity, these two complementary processes playing a crucial role in the emergence of ethnopoltics as a distinct area of study and research. Ethnopoltics deals with the phenomenon of global diversity, its political consequences and institutional solutions meant to accommodate diversity, utilized in most of the states of our contemporary world.</p>
<p>7.2 Specific objectives</p>	<p>The course and the seminar activity will cover the following broad topics: 1. the study of ethnopoltical conflicts; 2. means of preventing and resolving ethnopoltical conflicts; 3. institutional solutions of accommodating diversity in the absence of ethnopoltical conflict. The seminars will offer the students the opportunity to discuss the most important concepts, as well as to debate relevant case studies.</p> <p>By participating in the course and seminars the students will gain a deeper understanding of several recent evolutions of the world, a world in which the raising awareness on the global dimensions of diversity and its political</p>

	<p>consequences poses a major challenge for future generations of political scientists and practitioners.</p> <p>Participants in the course will acquire skills and competences in the analysis and the political management of diversity.</p> <p>Key terms: political community, <i>ethnos</i> and <i>demos</i>, ethnicity, primordialism, constructivism, situationalism, diversity, the triadic model of Brubaker, fractionalization, etnopolitical conflict, security dilemma, genocide, ethnocide, assimilation, population changes, hegemony, integration, discrimination, protective measures against discrimination, political representation of diversity, ethnic parties, active representation, passive representation, representative bureaucracy, protective measures of linguistic diversity, protective measures of religious diversity, legal pluralism, power-sharing, territorial autonomy, personal autonomy, cultural autonomy, functional autonomy, the cantonal system, federalism, symmetric and asymmetric federalism, <i>Herrenvolk</i> democracy, ethnic democracy, consociational democracy, multinational democracy, good governance.</p>
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8. Contents

8.1 Course	Teaching methods	Observations
<p>1. The study of ethnopolitics</p> <p>Reasons of the emergence of ethnopolitics as a self-standing study area within political sciences. Joseph Rothschild's early attempt. The structure of the course. Particularities of the course: unit of analysis (political community), main explanatory variable (diversity), cross-country comparative method.</p> <p>1. Rothschild, Joseph: <i>Ethnopolitics. A Conceptual Framework</i>. New York: Columbia University Press, 1981, pp. 11-31; 2. Cordell, Karl – Wolff, Stefan (eds.): <i>The Ethnopolitical Encyclopedia of Europe</i>. New York: Palgrave MacMillan, 2004, pp. 1-21.</p>	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
<p>2. The tradition of homogeneity in the history of political thought</p> <p>The evolution of the concept of political community in the history of political thought. Ethnicity as a political phenomenon. Forms of political organization of ethnicity. The relationship between the state and politically organized ethnicity.</p> <p>1. Mabry, Tristan James: Who Are the People? Why Ethnic Politics Matters. <i>Georgetown Journal of International Affairs</i>; Summer 2008; Vol. 9, No. 2, pp. 13-21. 2. Wimmer, Andreas: Who owns the state? Understanding ethnic conflict in Post-colonial societies. <i>Nations and Nationalism</i> Vol. 3, No. 4, 1997, pp. 631-665.</p>	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
<p>3. The ethnocultural diversity of the world – a challenge for political science</p> <p>The origins and main forms of diversity. The dimensions of diversity: diversity at global level; diversity in Europe; diversity in the case of Romania. Diversity as a</p>	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented

<p>sociologically relevant variable: early researches conducted by Haug and Dahl. Aspects of diversity: cultural, ethnic, linguistic, religious, legal. Sources documenting the various aspects of diversity. The concept of ethnic and cultural fractionalization. Political consequences of cultural diversity.</p> <p>1. Alesina, Alberto – Devleeschauwer, Arnaud – Easterly, William – Kurlat, Sergio – Wacziarg, Romain: Fractionalization. <i>Journal of Economic Growth</i>, Vol. 8, 2003, pp. 155-194; 2. Montalvo, Jose G. – Reynal-Querol, Marta: Ethnic diversity and economic development. <i>Journal of Development Economics</i>, Vol. 76, 2005, pp. 293–323.</p>		
<p>4. Ethnopolitical conflicts – data and theoretical explanations</p> <p>The ethnopolitical conflicts of the world between 1945–2010. Relevant datasets. Analysis: trends and perspectives of ethnopolitical conflict in the world today. A typology of theoretical explanations regarding the origins of ethnopolitical conflict: the explanatory attempt of Donald Horowitz; the Gurr-Harff model; the Lake- Rothchild model; the structural-functional analysis of Michael Brown and Steven van Evera; the explanatory framework of Wolfgang Zeller; Fearon’s attempt of synthesis.</p> <p>1. Melander, Erik: <i>Organized violence in the world 2015</i>. UCDP. 2. Wimmer, Andreas – Cederman, Lars-Erik – Min, Brian: Ethnic Politics and Armed Conflict: A Configurational Analysis of a New Global Data Set. <i>American Sociological Review</i>, Vol. 74, 2009, pp. 316–337.</p>	<p>Interactive presentation + visiting the relevant websites</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>5. Ethnopolitical conflicts – means of prevention and resolution</p> <p>A typology of instruments utilized in preventing and resolving conflicts: methods which aim at preventing and resolving ethnopolitical conflicts by eliminating diversity; methods which aim at preventing and resolving ethnopolitical conflicts by accommodating diversity. The Transitional Justice Peace Agreements Database.</p> <p>1. Harris, Peter – Reilly, Ben (eds.): <i>Democracy and Deep-Rooted Conflict: Options for Negotiators</i>. Stockholm: IDEA, 1998, pp. 7-58.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>6. Ethnopolitical cooperation – integrating migrants</p> <p>Immigration: the global phenomenon. The concept of social inclusion. Citizenship as political instrument of inclusion. The concept of integration. The Migrant Integration Policy Index. The “failed multiculturalism” debate: Merkel, Cameron, Sarkozy.</p> <p>1. Koopmans, Ruud – Statham, Paul: Migration and Ethnic Relations as a Field of Political Contention: An Opportunity Structure Approach. In: Koopmans, Ruud – Statham, Paul (eds): <i>Challenging Immigration and Ethnic Relations Politics. Comparative European Perspectives</i>. Oxford: Oxford University Press, 2003, pp 13-56.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>

<p>2. Niessen, Jan – Huddleston, Thomas – Citron, Laura: <i>Migrant Integration Policy Index</i>. Brussels: British Council–Migration Policy Group, 2007.</p>		
<p>7. Ethnopolitical cooperation – ethnic parties, electoral systems and representation in divided societies</p> <p>Theory of representation. The phenomenon of ethnic parties. The impact of ethnic party on the political system. Electoral systems adapted to the conditions of diversity. Types of minority representation.</p> <p>1. Chandra, Kanchan: What is an Ethnic Party? <i>Party Politics</i>, March 2011, pp. 151-169; 2. Ishiyama, John: Do Ethnic Parties Promote Minority Ethnic Conflict? <i>Nationalism and Ethnic Politics</i>, Vol. 15, No. 1, 2009, pp. 56-83; 3. Reynolds, Andrew: <i>Electoral systems and the protection and participation of minorities</i>. Minority Rights Group International, 2006.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>8. Ethnopolitical cooperation – language policies, religious policies, legal pluralism</p> <p>Language rights and linguistic policies. The concept of official language. Institutional methods of protecting linguistic diversity. Difficulties of implementation. Institutional methods of protecting religious diversity. The concept legal monism. Theories of legal pluralism: Griffith, Pospisil, Smith, Ehrlich, Moore and Le Roy. Cases of jurisprudence of diversity. Attempts to institutionalize legal pluralism: advantages and impediments. The Sharia Courts in Great Britain.</p> <p>1. Zamyatin, Konstatin: <i>An Official Status for Minority Languages? A study of state languages in Russia's Finno-Ugric Republics</i>. Helsinki: University of Helsinki, 2014; 2. Banchoff, Thomas (ed.): <i>Religious Pluralism, Globalization and World Politics</i>. Oxford: Oxford University Press, 2008; 3. Griffiths, John: What is Legal Pluralism? <i>Journal of Legal Pluralism</i>, 1986, Vol. 24.</p>	<p>Interactive presentation + visiting relevant websites</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>9. Ethnopolitical cooperation – representative bureaucracy, public policy</p> <p>Representative bureaucracy. Passive representation, active representation. The relationship between diversity and organizational efficiency. The relationship between diversity and access to resources. The quality of public policies in diverse societies.</p> <p>1. Seldon, Coleman Sally – Frank Seldon: Rethinking Diversity in Public Organizations for the 21st Century. Moving Towards a Multicultural Model. <i>Administration & Society</i>, Vol. 33, No. 3, 2001, pp. 303-329; 2. Hempel, Lynn M.: Power, wealth and common identity: access to resources and ethnic identification in a plural society. <i>Ethnic and Racial Studies</i>, Vol. 32, No. 3, 2009, pp. 460-489; 3. Andrews, Rhys – Boyne, George A. – Meier, Kenneth J. – O’Toole, Lawrence J. Jr. – Walker, Richard M.: <i>Representative Bureaucracy, Organizational Strategy and Public Service</i></p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>

<p>Performance: An Empirical Analysis of English Local Government". Paper presented in the <i>Determinants of Performance in Public Sector Seminar</i>, Cardiff University, May 6-8, 2004.</p>		
<p>10. Ethnopolitical cooperation – forms of power-sharing</p> <p>Means of sharing power: solutions with a territorial basis; solutions with non-territorial basis. Consociationism: a political arrangement for non-territorial power-sharing. Other forms of non-territorial power-sharing: personal autonomy; cultural autonomy; functional autonomy. Territorial forms of power-sharing: territorial autonomy and ethnic federalism. Cases of success and failure.</p> <p>1. Rudolph, Joseph R., Jr. – Thompson, Robert J.: Ethnoterritorial Movements and the Policy Process: Accommodating Nationalist Demands in the Developed World. <i>Comparative Politics</i>, Vol. 17, No. 3, 1985, pp. 291-311;</p> <p>2. Benedikter, Thomas (ed.): <i>Solving Ethnic Conflict through Self-Government. A Short Guide to Autonomy in South Asia and Europe</i>, Bolzano: EURAC, 2009;</p> <p>3. Lijphart, Arend: Constitutional design for divided societies. In: Lijphart, Arend: <i>Thinking about Democracy. Power sharing and majority rule in theory and practice</i>, London–New York: Routledge, 2008, pp. 75-88.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>11. The chances of democracy and good governance in deeply divided societies</p> <p>Contemporary dilemmas of the theory of democracy. Critics of democracy. Correlations between ethnic fractionalization and values of the democracy index. The challenge of democratic transition in deeply divided societies. The ethnic factor in the process of post-communist democratization. Alternatives to the western type of liberal democracy: ethnic democracy, multicultural democracy, consociational democracy, multinational democracy, associational democracy. Combined and simultaneous utilization of political instruments aimed at managing the consequences of diversity. The concept of good governance. Criteria for good governance in multiethnic communities.</p> <p>1. Norris, Pippa: Stable Democracy and Good Governance in Divided Societies. Do Powersharing Institutions Work? <i>Faculty Research Working Paper Series</i>, Harvard University, JFK School of Government February 2005;</p> <p>2. Smootha, Sammy: The Model of Ethnic Democracy: Israel as a Jewish and Democratic State. <i>Nations and Nationalism</i>, Vol. 8, No. 4, 2002, pp. 475-503.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>12. The political management of diversity – a global outlook</p> <p>A comparative analysis of 36 states: level of recognition of diversity; policy measures and institutional arrangements through which diversity is promoted and protected. Recent cases: „The Good Friday Agreement” (1998); the Constitution of South Africa (1994); the Dayton Agreement</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>

<p>(1995); the Ohrid Agreement (2001); the Ahtisaari Plan for Kosovo (2007).</p> <p>1. Khaminwa, Angela – Grino, Laia – Sadeghi, Sabrina: <i>Insiders and Outsiders: A Review of Policies that Recognize Diversity and Promote Inclusion and Coexistence</i>, Coexistence International, 2006.</p>		
<p>Bibliography</p> <p>1. Rothschild, Joseph: <i>Ethnopolitics. A Conceptual Framework</i>. New York: Columbia University Press, 1981; 2. Harris, Peter – Reilly Ben (eds.): <i>Democracy and Deep-Rooted Conflict: Options for Negotiators</i>. Stockholm: IDEA, 1998; 3. Lijphart, Arend: <i>Thinking about Democracy. Power sharing and majority rule in theory and practice</i>, London–New York: Routledge, 2008; 4. Niessen, Jan – Huddleston, Thomas – Citron, Laura: <i>Migrant Integration Policy Index</i>. Brussels: British Council – Migration Policy Group, 2007; 5. <i>Human Development Report 2004. Cultural Liberty in today's diverse world</i>, New York: UNDP, 2004.</p> <p>Students will be provided with a reader including the most important chapters of the recommended works and additional articles. Further texts and articles included in the course bibliography are available upon request.</p>		
8.2 Seminar / laboratory	Teaching methods	Observations
<p>Seminar 1:</p> <p>Preliminary discussion, organizing.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • A paper based on a chosen topic endorsed by the instructor; • Participation in a role-play on the Taagorland case. 	Organizing the activities	
<p>Seminar 2:</p> <p>Rehearsal of the main issues presented in the previous course.</p> <p>Debate: What is a political community? How does it come into being? What do the members of a political community share?</p> <p>Recommended readings: Fustel de Coulanges: <i>The Ancient City</i> (http://socserv.socsci.mcmaster.ca/econ/ugcm/3ll3/fustel/AncientCity.pdf) and Josiah Ober: <i>Epistemic democracy in classical Athens</i> (https://www.princeton.edu/~pswpc/pdfs/ober/080901.pdf).</p>	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in the seminar
<p>Seminar 3:</p> <p>Rehearsal of the main issues presented in the previous course.</p> <p>Debate: Diversity within the political communities – advantage or disadvantage?</p>	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in the seminar

<p>Recommended reading: http://www.economist.com/news/special-report/21645996-one-american-six-now-hispanic-up-small-minority-two-generations-ago</p>		
<p>Seminar 4:</p> <p>Rehearsal of the main issues presented in the previous course.</p> <p>Discussing and endorsing the topics chosen for the paper.</p> <p>Presenting and discussing the Taagorland case.</p>	<p>Discussions</p>	<p>Students are expected to participate actively in the discussions</p>
<p>Seminar 5:</p> <p>Rehearsal of the main issues presented in the previous course.</p> <p>Debate: what elements of the theoretical explanations of ethnic conflicts can be identified in the two articles below: http://www.huffingtonpost.com/2014/01/22/algeria-ethnic-violence_n_4643746.html http://washingtonmonthly.com/magazine/junejulyaug-2016/genocide-in-burma/ http://www.cfr.org/regional-security/renewed-conflict-over-nagorno-karabakh/p38843?cid=soc-facebook-in-renewed_conflict_nagorno_karabakh-030517 and https://www.foreignaffairs.com/articles/africa/2013-11-07/states-war?</p>	<p>Discussion, case study presentation</p>	<p>Students are expected to read the recommended parts of the relevant literature and participate actively in the seminar</p>
<p>Seminar 6:</p> <p>Rehearsal of the main issues presented in the previous course.</p> <p>Dividing the roles for the Taagorland role-play.</p> <p>Debate: “differentiated citizenship” – arguments pro and con (http://www.jstor.org/stable/10.5325/goodsociety.20.2.0240?seq=1#page_scan_tab_contents)</p>	<p>Discussion, case study presentation</p>	<p>Students are expected to read the recommended parts of the relevant literature and participate actively in the seminar</p>
<p>Seminar 7:</p> <p>Rehearsal of the main issues presented in the previous course.</p> <p>Debate: ethnic parties – arguments pro and con; case study: Myanmar https://www.tni.org/files/publication-downloads/bpb16_web_16092015.pdf and http://yangon.coconuts.co/2015/11/27/why-ethnic-parties-lost-out-myanmars-historic-election</p>	<p>Discussion, case study presentation</p>	<p>Students are expected to read the recommended parts of the relevant literature and participate actively in the seminar</p>
<p>Seminar 8:</p> <p>Rehearsal of the main issues presented in the previous course.</p>	<p>Paper presentations, discussions</p>	<p>Students are expected to participate actively in the seminar</p>

<p>Preparing for the Taagorland role-play.</p> <p>Debate: language policies – do more official languages undermine or reinforce the authority of the state?</p> <p>http://www.theguardian.com/world/2011/jan/19/translation-spanish-senators-five-languages http://www.ktoo.org/2014/04/21/alaska-native-languages-bill-passes-15-hour-sit/ http://www.wsj.com/articles/what-the-world-will-speak-in-2115-1420234648</p> <p>Three interesting cases: India: http://www.gfbv.it/3dossier/asia/india2013.html China: http://www.eastwestcenter.org/fileadmin/stored/pdfs/PS015.pdf Nigeria: http://www.jstor.org/stable/485653?seq=1#page_scan_tab_contents</p>		
<p>Seminar 9:</p> <p>Rehearsal of the main issues presented in the previous course.</p> <p>Preparing for the Taagorland role-play.</p> <p>Debate: autonomy – do certain forms of autonomy undermine or reinforce the authority of the state?</p> <p>Forms of autonomy: M. Tkacik: <i>Characteristics of Forms of Autonomy</i> http://scholarworks.sfasu.edu/cgi/viewcontent.cgi?article=1001&context=government</p> <p>Two interesting cases: India: https://www.yumpu.com/en/document/view/37025171/autonomous-regions-under-federalism-the-indian-experience Etiopia: http://liu.diva-portal.org/smash/get/diva2:224417/FULLTEXT01.pdf</p>	<p>Discussion, case study presentation</p>	<p>Students are expected to participate actively in the seminar</p>
<p>Seminar 10–11 :</p> <p>Role-play: Taagorland.</p>	<p>Discussion, case study presentation</p>	<p>Students are expected to participate in the role-play</p>
<p>Seminar 12:</p> <p>Debate: the situation in Romania judged from the perspective of the course.</p>	<p>Discussion, case study presentation</p>	<p>Students are expected to participate actively in the seminar</p>

9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program’s corresponding field

Students will acquire competences that will allow them to assume tasks in designing, implementing and evaluating policies aimed at accommodating diversity and administering its political consequences. Based on the experiences gained during the course and seminars, students will have the necessary skills to initiate and conduct researches of medium complexity with regard to the phenomenon of diversity and its impact on political stability and the quality of governance.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	Exam	<p>Oral exam based on a list of topics communicated in advance: two topics have to be elaborated, 30% each.</p> <p>During the semester, two in-class tests will be operated, 15% each. Students who participate in both will have to elaborate just one topic in the final exam.</p>	60%
10.5 Seminar	Paper	<p>On a freely chosen topic endorsed by the instructor, minim 6 pages (12TNR, 1.5, Chicago style).</p> <p>Deadline: May 18, 6 PM.</p> <p>Papers should be sent in word format (not pdf) to the salat@fspac.ro address.</p>	20%
	Role-play	Participation in the preparations and simulations of the Taagorland case.	20%
10.6 Minimum performance standard			
<ul style="list-style-type: none"> Admission to the oral exam is conditioned by achieving minimum 2 points for the seminar activity. Achieving minimum 3 points at the oral exam, which proves satisfactory level of skills in designing, implementing and evaluating policies aimed at accommodating diversity and administering its political consequences. 			

Date

Course lecturer signature

Seminar assistant signature

Cluj-Napoca, February 25, 2016

Levente Salat

Levente Salat.....

Date of approval in the Department

Head of department's signature

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