



ARISTOTLE UNIVERSITY OF THESSALONIKI

UNESCO CHAIR
ON EDUCATION FOR HUMAN RIGHTS AND PEACE



**European Master's Degree
in Human Rights and Democratization**

Thessaloniki, Spring Semester 2001



European Master's Degree in Human Rights and Democratization

The aim of this one-year academic programme is to educate professionals in the field of human rights and democratization according to an action- and policy- oriented approach. The programme is organized with the co-operation of 15 Universities, in Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, The Netherlands, Portugal, Spain, Sweden, United Kingdom, with the support of the European Union, the Region of Veneto and the Municipality of Venice.

As a multidisciplinary programme, the Master' s Degree reflects the indivisible links between human rights, democracy, peace, and development.

The first semester courses take place in Venice. During the second semester, students conduct further specialized studies and write a dissertation at one of the participating Universities.

The programme consists of lectures, seminars, workshops and individual research on the following topics:

- History, Philosophy and Politics of Human Rights and Democracy
- Human Rights and Humanitarian Law
- Universal and Regional Systems for the Protection of Human Rights
- Human Rights and Democracy in the Field

Contemporary World Problems and the Scientist's Responsibility

The contribution of the Aristotle University of Thessaloniki to the European Master's Degree in Human Rights and Democratization consists in an interdisciplinary and inter-faculty post-graduate programme under the title "Contemporary World Problems and the Scientist's Responsibility".

The programme (lectures, workshops, essay writing and presentations made by students) focuses on 3 thematic areas:

- a. Issues of Peace and Human Rights Education. Towards a Culture of Peace (3 hours per week)
- b. Human Rights, Issues of International Law and International Relations (3 hours per week)
- c. Contemporary World Problems and the Scientist' s Responsibility (3 hours per week)

In the context of the programme, Professors from various Schools of the A.U.Th. and International Organizations Officials (INGOs and NGOs) will teach and collaborate with the students.

National Director of the Programme:
Dr Dimitra Papadopoulou
Professor of Social Psychology
and International Education
Responsible of the UNESCO Chair
at A.U.Th.

Lecture Titles listed by Instructor

Dr Grammaticaki-Alexiou, Anastasia: **International Protection of Cultural Property**

Dr Deliyanni-Kouimtzis, Vassiliki: **Women's Rights and Democratic Education: Discussing about Gender, Democracy and Citizenship**

Dr Dikaiou, Maria: **Street Children and Marginalized Youth: A Social Action Perspective**

Dr Kordoutis Panayiotis: **Social Interdependence as a Social Organizer**

Mr Liberis, Ilias, M.A., Officer of the Information, Education for Development and Fund Raising Office of the Greek Committee for UNICEF: **International Protection of Children' s Rights and the Role of UNICEF**

Dr. Mattheoudaki, Marina: **Human Rights in Education**

Dr Papadopoulos, Leonidas: **Conflict' s Law**

Dr Papadopoulou, Dimitra: **Education for Human Rights, Democracy and Peace: Towards a Culture of Peace**

Dr Papassiopi – Passia, Zoe: **The Right to Nationality: International Conventions on nationality, stateless persons, women, refugees and minorities**

Dr. Simosi, Maria: **Conflict Resolution in Environmental Settings**

Lectures listed by title

Page no

<u>INTERNATIONAL PROTECTION OF CHILDREN' S RIGHTS AND THE ROLE OF UNICEF</u>	7
<u>WOMEN'S RIGHTS AND DEMOCRATIC EDUCATION: DISCUSSING ABOUT GENDER, DEMOCRACY AND CITIZENSHIP</u>	8
<u>INTERNATIONAL PROTECTION OF CULTURAL PROPERTY</u>	10
<u>SOCIAL INTERDEPENDENCE AS A SOCIAL ORGANIZER</u>	12
<u>EDUCATION FOR HUMAN RIGHTS, DEMOCRACY AND PEACE. TOWARDS A CULTURE OF PEACE</u> .	14
<u>CONFLICT'S LAW</u>	16
<u>THE RIGHT TO NATIONALITY INTERNATIONAL CONVENTIONS ON NATIONALITY, STATELESS PERSONS, WOMEN, REFUGEES AND MINORITIES</u>	17
<u>STREET CHILDREN AND MARGINALIZED YOUTH: A SOCIAL ACTION PERSPECTIVE</u>	19
<u>CONFLICT RESOLUTION IN ENVIRONMENTAL SETTINGS</u>	21
<u>HUMAN RIGHTS IN EDUCATION</u>	22

International Protection of Children' s Rights and the Role of UNICEF

Ilias Liberis, M.A.
Officer of the Information,
Education for Development and
Fund Raising Office
of the Greek Committee for UNICEF

Topics

- I. The International Convention on the Rights of the Child (1989)
- II. Violations of Children' s Rights worldwide
- III. Children' s rights: the role of the society

Women's Rights and Democratic Education: Discussing about Gender, Democracy and Citizenship

Dr V. Deliyanni-Kouimtzis
Associate Professor of Psychology

Topics

- I. Feminist perspectives on gender, democracy and citizenship
- II. Women and Citizenship: women in the public life, paid work and the family
- III. Women's rights are human rights: notions of inclusion and exclusion in the contemporary concept of citizenship
- IV. Teachers, gender and citizenship: concepts of gender relations in private and public spheres
- V. Education for Citizenship: promoting gender equality in the classroom

Selected Bibliography

Arnot, M. "Equality and Democracy: a decade of struggle over education", *British Journal of Sociology of Education*, 1991, 12,3, p. 447-466.

Arnot M., Deliyanni-Kouimtzis K., Ziogou R., *Promoting Equality Awareness: women as citizens*, Final Report, European Commission, Equal Opportunities Unit, Brussels, June 1995

Arnot, M., Araujo, H., Deliyanni, K., Rowe, G. and Tome, A. "Teachers, Gender and the Discourses of Citizenship", *International Studies in Sociology of Education* 1996, 6, 1, p. 3-35.

Arnot M., Araujo H., Deliyanni K., Ivinson G. "Changing Femininity, Changing Concepts of Citizenship: social representations of public and private spheres in a European context", Paper presented at the 3d European Feminist Research Conference *Shifting Bonds, Shifting Bounds in Europe*, Coimbra, Portugal, July 1997.

Arnot M. "Rethinking Democracy and Education" in **V. Deliyanni, S. Ziogou (eds)** *Teachers and School Praxis*, ed. Vaniias, Thessaloniki, 1997, p. 23-48.

Ferreira V. et al, *Shifting bonds, shifting bounds: Women, Mobility and Citizenship in Europe*, ed. Celta, Lisbon 1998.

Heater D. *Citizenship*, ed. Longman, London 1990.

Pateman C., *The Disorder of Women*, Polity Press London 1989.

Weiler K. "Women's rights are Human rights: what are the implication for education?" in **V. Deliyanni, S. Ziogou (eds)** *Teachers and School Praxis*, ed. Vaniias Thessaloniki 1997, p. 49-72.

Study Questions

- How could the term of citizenship be defined? How do we understand the "good citizen"?
- How does the feminist perspectives connect citizenship with gender equality?
- In which terms could we connect Democracy with Citizenship?
- What is the role of schooling in promoting democratic values in the frame of education for citizenship?

International Protection of Cultural Property

Dr Anastasia Grammaticaki-Alexiou
Associate Professor of International Law

Outline of the Course

Cultural heritage consists of tangible and intangible things that express the way of life and thought of a given society and provide evidence for its intellectual achievements. The attempt to provide a definition, especially a legal definition, of cultural heritage is a very difficult task. International Conventions use differing definitions, depending on their particular purpose and the part of cultural heritage they seek to protect. The problems are greater when it comes to national laws. What is certain is that «cultural heritage» includes material things, such as sites and monuments, artworks of all kinds, objects of historic, archaeological or prehistoric importance, evidence of habitation and of particular skills, objects of daily life, objects of scientific importance, as well as intangibles, such as patterns of behavior and knowledge embodied in ceremonies and skills, oral history (sagas, myths, poetry, songs).

Law, especially during the last decades, manifests an increasing interest in the regulation and protection of cultural heritage which is threatened by various factors, such as wars, industrialization, colonization, illegal activities, land exploitation, to mention just a few. In most cases it deals with the protection of "cultural property". It is significant that there are several UNESCO instruments (Conventions and Recommendations) on the subject as well as several others emanating from other organizations.

The course will attempt a description of the methods used by law to protect cultural property and their evaluation, using as

examples certain well known cases, beginning with the *cause celebre* of the Parthenon Marbles.

Topics

- I. Introduction and historical developments
- II. Definition of cultural property
- III. Threats to cultural property
- IV. The special problem of illicit traffic of cultural property
- V. International and regional efforts for the protection of cultural property
- VI. Common cultural heritage of mankind v. national cultural heritage. Issues of human rights
- VII. Evaluation of the means of protection of cultural property

Selected Bibliography

- Bator**, *The International Trade in Art*, 1988.
- Byrne-Sutton**, *Le trafic international des biens culturels sous l'angle de leur revendication par l'etat d'origine*, 1988.
- DuBoff**, *Art Law in a Nutshell*, 1993.
- Greenfield**, *The Return of Cultural Property*, 1995.
- Merryman**, "Thinking About the Elgin Marbles", 83 Michigan Law Review (1985), p. 1881.
- Prott**, Problems of Private International Law for the Protection of the Cultural Heritage, Recueil des Cours, Academie de droit international, 1989 V, p. 219.
- Siehr**, International Art Trade and the Law, Recueil des Cours, Academie de droit international, 1993 VI, p. 13.

Study Questions

- Diverging definitions of cultural property in the international instruments and the resulting complications.
- The time factor in the protection of cultural property.
- Methods of legal protection of cultural property.
- Stolen works of art.

Social Interdependence as a Social Organizer

Dr Panayiotis S. Kordoutis
Lecturer of Social Psychology

Outline of the Course

Human Social organization is strongly conditioned by the interdependence relationships that actors, be they individuals or groups, share, as well as the outcomes or values they pursue for self and/ or for the interdependent other. The lecture will discuss how social values and social interdependence have dictated the evolutionary development of three systems of social organization: Threat, Exchange and Integration. The structure, processes and consequences of such systems will be analyzed.

Topics

- I. Social Interdependence, social values and the evolution of social organizational systems
- II. The Threat System
- III. The Exchange System
- IV. The Integrative System

Selected Bibliography

Boulding, Kenneth E. (1978). Ecodynamics: A new theory of societal evolution. Beverly Hills, London. Sage Publications.

Boulding, Kenneth E. (1978). Stable peace. Austin: University of Texas Press.

Boulding, Kenneth E. (1985). The world as a total system. Beverly Hills, Calif.: Sage Publications.

Boulding, Kenneth E. (1989). Three faces of power. Newbury Park. Calif. : Sage Publications.

Deutsch, Morton (1973). The resolution of conflict, constructive and destructive processes. New Haven. Yale University Press.

Fisher, Ronald J. (1990). The Social Psychology of intergroup and international conflict resolution. New York: Springer-Verlag.

Komorita, Samuel S . & Parks Craig D. (1994). Social Dilemmas. Madison, Wis.: Brown & Benchmark.

Mc Clintock, Ch. (1988). Evolution, systems of interdependence and social values. Behavioral Science, 33, 59 – 76.

Thibaut, J. W. & Kelley, H.H. (1986). The Social Psychology of Groups. New Brunswick, USA: Transaction Books.

Education for Human Rights, Democracy and Peace. Towards a Culture of Peace

Dr Dimitra Papadopoulou
Professor of Social Psychology
Responsible for the UNESCO Chair at A.U.Th

Topics

- I. Education for Human Rights and Peace: meaning, content, history and achievements. The United Nations Decade for Human Rights Education, 1995-2004. National and International Plans of Action.
- II. The UNESCO Transdisciplinary Programme for a Culture of Peace. Study of the basic concepts and components of a Culture of Peace: non-violence, respect for human rights, intercultural understanding, co-operation, tolerance, solidarity etc.
- III. The contribution of U.N., UNESCO, the Council of Europe and international NGOs to the education for human rights and peace. Discussion on relative international documents (Resolutions, Declarations, Recommendations etc.)
- IV. The education for Human Rights and Peace in the 3 levels of education (primary, secondary education and Universities): an interdisciplinary educational approach.

Selected Bibliography

Adams D. (ed.), *UNESCO and a Culture of Peace. Promoting a global movement*, UNESCO, 1995.

Calleja J. (ed.), *International Education and the University*, Jessica Kingsley Publ. and UNESCO Publ., 1995.

Spiliotopoulou - Akerman S. (ed.), *Human Rights Education. Achievements and Challenges*, Institute for Human Rights, Abo Academi University and the Finnish National Commission, 1998.

Symonides J., Volodin V., *UNESCO and Human Rights. Standard-setting instruments, major meetings, publications*, 1996.

European University Center for Peace Studies, German Commission for UNESCO, Austrian Commission of UNESCO, *Education for Peace, Human Rights and Democracy in the UNESCO Context. Sourcebook of Documents and Materials*, 1998.

Human Rights Education Centre of Charles University, Prague, *Education for Human Rights and Citizenship in Central and Eastern Europe. Teaching means, teaching aids and methodology of education*, 1995.

UNESCO, *L'enseignement des Droits de l' Homme*, Travaux du Congrès International sur l' enseignement des droits de l' homme, Vienna 12-16 Septembre 1978.

Conflict's Law

Dr Leonidas Papadopoulos
Lecturer of International Law

Topics

- I. The Law of the Conflicts (the Hague Conventions)
- II. International Humanitarian Law (the Geneva Conventions)

Selected Bibliography

Asser Institute, *Humanitarian Law of Armed Conflict*

Mc Coubrey H., *International Humanitarian Law*

Starke J. G., *Introduction to International Law*

Documents/ Conventions

The right to nationality International Conventions on nationality, stateless persons, women, refugees and minorities

Dr Zoe Papassiopi - Passia
Associate Professor of Private International Law

Topics

- I. The conception of nationality, citizenship and national identity. The principle of non-discrimination on the ground of national or ethnic origin.
- II. Jus sanguinis versus jus soli. Plurinationals and the notion of the effective nationality. The phenomenon of statelessness and the meaning of its elimination.
- III. Stateless and not naturalized children. Roma. Refugees. Married women. Displaced people and minorities.

Selected Bibliography

- Batchelor C.**, "UNHCR and Issues related to nationality", *Refugee Survey Quarterly* vol. 14 no 3, 1995, p. 112.
- Brubaker W.** (ed.), *Membership without Citizenship: the Economic and Social Rights of Citizens*, 1989.
- Donner**, *The Regulation of Nationality in International Law*, 1983.
- Guendelsberger J.** , "Access to Citizenship for Children born within the State to Foreign Parents", *AJIL* 1992, p. 379.
- Van Gunsteren H. R.**, *Theory of Citizenship. Organising Plurality in Contemporary Democracies*, 1998.
- Miller D.**, *On nationality*, 1995.
- Oommen T. K.** (ed.), *Citizenship and National Identity. From Colonialism to Globalism*, 1997.

Piper N., *Racism, nationality and citizenship: ethnic minorities in Britain and Germany*, 1998.

Spinner J., *The Boundaries of Citizenship: race, ethnicity and nationality in the liberal state*, 1994.

La Torre M., *European Citizenship: an institutional challenge*, 1998.

Weis P., *Nationality and Statelessness in International Law*, 1979.

Weis P., "The United Nations Convention on the Reduction of Statelessness", ICLQ 1962, 1073 s.

Yaakov B., *Dual Nationality*, 1961.

Street Children and Marginalized Youth: A Social Action Perspective

Dr. M. Dikaiou

Associate professor in Social Psychology

Topics

Recent socio-economic, demographic and political changes have created a great amount of ethnic and cultural diversity within and between European states. The situation of new migrant groups, refugee and asylum seekers are very often in the agenda of most discussions in European meetings, trying to develop:

(1) an interdisciplinary way (by sharing different approaches and perspectives) in analyzing the new types of social problems faced by the above groups and (2) common schemes of strategies to handle discrimination, social exclusion, and human rights problems. Within this perspective, the aim of the proposed meetings below is to mobilize students to discuss some of the most acute social problems facing Europe today such as "street child phenomena", by analyzing both their causes and consequences for contemporary societies. Focusing on social action paradigms an effort is made to discuss the multidimensional character of interventions required to "restore" the child-community relations.

Selected Bibliography

Turton, D., Gonzalez, J. (1999). Cultural and Ethnic Minorities in Europe. Bilbao: Humanitariannet.

Cherry, F., Borshuck, C. (1998). Social action research and the Commission on Community Interrelations. *Journal of Social Issues*, 54(1), 119-142.

Council of Europe (1994). Street Children: Coordinated Research Program in the Social Field (1992-1993). Steering Committee on Social Policy (CDPS). Council of Europe Press.

Haritos-Fatouros, M et.al (1997). The Street and Homeless Marginalized Youth: A comparative feasibility study on problems and coping strategies. Report to the EU Youth for Euro Programs. Aristotle University of Thessaloniki, Greece.

Conflict Resolution in Environmental Settings

Dr. Maria Simosi,

Topics

- Conflict resolution strategies
- Escalation processes and outcomes
- Decision making in real-life situations
- Public participation / involvement
- Environmental policy making systems
- Case studies of environmental disputes

Selected Bibliography

Deutsch, M. (1991). Subjective features of conflict resolution: Psychological, social and cultural influences. In R. Vayrynen (ed) *New Directions in Conflict Theory: Conflict Resolution and Conflict Transformation* (pp.26-56). London: Sage

Kasperson, R., Golding, D. & Tuler, S. (1992). Social distrust as a factor in siting hazardous facilities and communicating risks, *Journal of Social Issues*,48, No.4, pp.161-187

Human Rights in Education

Dr. Marina Mattheoudaki

Topics

- Human rights education as a peace building process
- The decade for human rights education
- The challenge of introducing human rights in education and its role
- Types of activities within the framework of human rights education: aims and methodology
- Human rights education and individual responsibility

Selected internet sites

- <http://erc.hrea.org>
- <http://www.pdhre.org>
- <http://www.un.org>
- <http://www.unesco.org>
- <http://www.unhchr.ch/html>
- <http://www.unicef.org>

European Master's Degree in Human Rights and Democratization

Schedule of Classes

date (day/month), weekday, hours, *location*, instructor

1st week: 5-9 March 2001

7/03, Wednesday, 17:30 - 20:30, *Unesco Chair*, Prof. D. Papadopoulou

8/03, Thursday, 17:30 – 20:30, *Room 114*,: Prof. D. Papadopoulou

2nd week: 12-16 March 2001

15/3, Thursday, 17:00 – 20:00, *Room 114*, Assoc. Prof. M. Dikaou

12/3, Monday, 17:00 – 20:00, *Unesco Chair*, Assoc.Prof. M. Dikaiou

3rd week: 19-23 March 2001

21/03, Wednesday, 12:00-15:00, *Unesco Chair*, Assoc. Prof. V. Deliyanni-Kouimtzis

22/3, Thursday, 12:00-15:00, *Unesco Chair*, Lecturer P. Kordoutis

4th week: 26-30 March 2001

28/3, Wednesday, 12:00-15:00, *Unesco Chair*, Assoc. Prof. V. Deliyanni-Kouimtzis

29/3, Thursday, 12:00-15:00, *Unesco Chair*, Lecturer P. Kordoutis

5th week: 2 – 6 April 2001

2/4, Monday, 13:00-15:00, *Unesco Chair*, Dr. M Simosi

5/4, Thursday, 17:00-20:00, *Room 114*, Dr. M. Mattheoudaki

**** **mmmmmmm9 -22 April 2001: EASTER HOLIDAYS**

6th week: 23 - 27 April 2001

25/4, Wednesday, 12:00-15:00, *Unesco Chair*, Assoc. Prof. A. Grammatikaki-Alexiou

25/4, Wednesday, XXX, *Unesco Chair*, Mr. I. Liberis

7th week: 30 April - 4 May 2001

2/5, Wednesday, 12:00-15:00, *Unesco Chair*, Assoc. Prof A. Grammaticaki-Alexiou

3/5, Thursday, 17:00-20:00, *Room 114*, Assoc. Prof. Z. Papassiopi-Passia

8th week: 7 - 11 May 2001

10/5, Thursday, 17:00-20:00, *Room 114*, Assoc. Prof. Z. Papassiopi-Passia

7/5, Monday, 14:00-17:00, *Unesco Chair*, Lecturer L. Papadopoulos

9th week: 14 - 18 May 2001

16/5, Wednesday, 14:00-15:00, *Unesco Chair*, Lecturer
L.Papadopoulos

10th week: 21 - 25 May 2001

Study week

11th week: 28 May – 1 June 2001

Examinations

Biographical Data

Anastasia Grammaticaki-Alexiou, PhD: Associate Professor of International Law in the Aristotle University of Thessaloniki (School of Law) teaching Private International Law and Nationality Law. Former Member of the Thessaloniki Bar. Visiting Professor at Loyola Law School and Tulane Law School, New Orleans, USA. Author of several books and articles on subjects of Private International Law, Civil Law, Nationality Law, Cyber Law.

Vassiliki Deliyanni-Kouimtzis, PhD: Associate Professor of School Psychology in the Aristotle University of Thessaloniki (School of Psychology), teaching 'Feminist Perspectives in Psychology', 'Gender Identities in Adolescence', 'Sociology of Education' and 'Women and Citizenship'. Research Director of National and European Projects on Gender and Citizenship, Masculinities and Gender Identities, Marginalized Youth, Gender and Occupational Choices. Author of many books and articles in the Greek and English language.

Maria Dikaiou, Ph. D.: Associate Professor in Social Psychology at the School of Psychology of the Aristotle University of Thessaloniki. Main research interests include minorities, psychosocial problems and time perspective.

Panayiotis Kordoutis, PhD: BA in Philosophy, Univ. of Athens. MA and Ph.D. in Social Psychology, University of California in Santa Barbara, USA. Lecturer of Social Psychology at the School of Psychology of the Aristotle University of Thessaloniki. Research interests: applications of Social Psychology in the domain of public health, intergroup and interpersonal relations, social interdependence and human rights.

Ilias Liberis, M.A.: B.A. in Physics-Mathematics, University of Patras. M.A. in Development Economics, University of Brussels. M.A. in Business Administration, Greek Association of Business Administration. Founder/ editor of the magazine *UNICEF and the World*. Officer of the Information, Education for Development and Fund Raising Office of the Greek Committee for UNICEF. Author of articles on problems of the developing countries.

Marina Mattheoudaki, Ph.D.: BA in English Language and Literature (Aristotle University of Thessaloniki), MA (University of Birmingham), Ph.D. (Aristotle University of Thessaloniki). Areas of interest: Second Language Acquisition, Modern Language Learning and Teaching Methodology, Lexicology.

Leonidas Papadopoulos, PhD: Lecturer of International Law in the Aristotle University of Thessaloniki (School of Law), teaching Public International Law, International Institutions and Greek Foreign Policy.

Dimitra Papadopoulou, PhD: Professor of Social Psychology and International Education in the Aristotle University of Thessaloniki (School of Psychology). Director of the UNESCO Chair on Education for Human Rights and Peace at A.U.Th. Founder and Director of the Institute of Education for Peace (Greek NGO).

Zoe Papassiopi - Passia, PhD: Associate Professor of International Law in the Aristotle University of Thessaloniki (School of Law), teaching Private International Law, Nationality Law, Immigrants' Law.

Maria Simosi, Ph.D. Ph. D. at the London School of Economics and Political Science, UK, Department of Social Psychology. Research Fellow at the Robens Centre for Public and Environmental Health at the University of Surrey, UK, on a research project on the development and evaluation of procedures for the resolution of environmental disputes. Currently lecturing on 'Organizational Psychology' at the University of Macedonia, Greece. Her interests

include conflict resolution, organizational decision making and analysis of discourse.

Since wars begin in the minds of men,
it is in the minds of men
that the defenses of Peace
must be constructed

(Constitution of UNESCO, 1945)

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