



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 2003



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2001 - 2010 International Decade
for a Culture of Peace and Non-Violence
for the Children of the World



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 28 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

UNESCO CHAIR
on Education for Human Rights and Peace

UNESCO/UNITWIN Award 2002

The UNESCO Chair at the Aristotle University of Thessaloniki on Education for Human Rights and Peace has been founded in 1997, according to an Agreement signed between UNESCO and the Aristotle University.

The UNESCO Chair is part of the Project UNITWIN / UNESCO Chairs of UNESCO and is related to:

- a. the UNESCO Plan for the "Introduction of Education for Peace and Human Rights in Higher Education" (UNESCO, ED-91/Conf. 612/3 UNESCO 3rd Medium Plan 1991-95, para. 397, 25 C/4), and
- b. the UNESCO Action for the creation of a Culture of Peace (UNESCO, 141 EX/16, 1993, 5.4.2).

The purpose of the UNESCO Chair is, according to Article 2 of the Agreement, "to promote an integrated system of research, training, information and documentation activities in the field of human rights, peace and democracy" at local, sub-regional and regional level.

Today, there are more than 500 UNESCO Chairs worldwide, in Universities and Research Institutes of the UNESCO Member States. Their objects are related to the fields of interest and action of UNESCO.

Among these Chairs, more than 60 deal with issues that are related to "Human Rights, Democracy, Peace".

The UNESCO Chair at the Aristotle University of Thessaloniki is the development of:

a. *A Peace and Human Rights Education Programme* which started in the School of Psychology in 1986 and expanded in 1988 into a Postgraduate Course with the central research project "*School Books in Greece and Education for Peace*".

b. An Inter-Faculty Interdisciplinary Programme on Education for Human Rights and Peace, entitled "*Contemporary World Problems and the Scientist's Responsibility*", which has been in continuous functioning at the Aristotle University since 1993.

c. The educational activities of the *Institute of Education for Peace*, a Greek NGO founded in 1986.

The UNESCO Chair of the A.U.Th. organizes and runs the interdisciplinary, interfaculty course (undergraduate) "*Contemporary World Problems and the Scientist's Responsibility*", which is attended every academic semester by a great number of students from all the Schools of the A.U.Th.

Issues discussed in this academic Programme are organized according to the following general themes:

1. Contemporary World Problems
2. International Organizations, International Law and Human Rights
3. Environment and its protection
4. Economy and Development
5. Education and its role in contemporary world problems

Up until October 2002, more than 100 Professors from 35 Schools of the Aristotle University of Thessaloniki have lectured at the Interdisciplinary Interfaculty Programme of the UNESCO Chair of the A.U.Th., which is one of the few on a European level and unique in the Mediterranean.

The UNESCO Chair of the A.U.Th. is the only such Chair in a Greek University and it represents the Aristotle University of Thessaloniki at UNESCO as well as at the International Organizations and Networks which belong to the above mentioned.

Prof. Dimitra Papadopoulou
UNESCO Chairholder

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
- b. Human Rights, Issues of International Law and International Relations
- c. Contemporary World Problems and the Scientist's Responsibility

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
Dr Dimitra Papadopoulou
Professor of Social Psychology
and International Education
UNESCO Chairholder, A.U.Th.

Deputy National Director
Dr Anastasia Grammaticaki-Alexiou
Professor of Private International Law, A.U.Th.

Lecture Titles listed by Instructor

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

Dr Dikaiou, Maria: **Underprivileged Groups: Refugees and Migrants**

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

Dr Hatjikonstantinou, Konstantinos: **International Protection of Cultural Property in Time of War**

Dr Koliopoulos, Ioannis: **The “Other” Greeks**

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

Dr Kozyris, Phaedon: **Human Rights and Wrongs: A Look from the Reverse Angle of Costs and Obligations**

Mr Liberis, Ilias, M.A., UNICEF: **International Protection of Children' s Rights and the Role of UNICEF**

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

Dr Naskou-Perraki, Paraskevi : **Immigration and Human Rights : International Issues**

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

Dr Papassiopi – Passia, Zoe: **Immigration and Human Rights: National Issues**

Dr Paraskevopoulos, Nicolaos: **Drug Addicts: A Human Rights approach**

Dr Stamatis, Konstantinos: **Rights and Democracy as Principles of Justice**

Dr Varsakelis, Nicolaos : **The Role of Governments in Reducing Corruption**

Lectures listed by title

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I. 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. Vantias, 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. Vantias 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 perspective 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?

II. Underprivileged groups: Migrants and refugees

Dr. M. Dikaiou
Associate Professor of Social Psychology

Summary

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, refugees and asylum seekers are very often in the agenda of most discussions in European meetings, trying to **develop:**

a) An interdisciplinary way (by sharing different approaches and perspectives) in analyzing the new types of social problems faced by the above groups and

b) common schemes of strategies to handle such problems.

Within this perspective, the aim of the proposed lecture, is to discuss the situation faced by migrants and refugees in Greece today, drawing upon two types of data:

a) research studies and b) intervention programmes designed to help migrants to integrate into the existing communities.

Focusing on **social action paradigms**, an effort is made to discuss the multidimensional character of interventions required to help both migrants and non-migrants to create a new concept of 'diverse communities'.

Selected Bibliography

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

Gonzalez, J., Lowenstein, W., and Malek, M. (eds.), (1999). *Humanitarian Development Studies in Europe*. Bilbao: HumanitarianNet.

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

III. International Protection of Cultural Property In Time of Peace and in Time of War

Dr Anastasia Grammaticaki-Alexiou
Professor of Private International Law

Dr Konstantinos Hatzikonstantinou
Professor of Public 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. 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 in time of peace and in time of war and their evaluation, using as examples certain well known cases.

Topics

- I. Definition of cultural property
- II. Common cultural heritage of mankind v. national cultural heritage. Issues of human rights
- III. Threats to cultural property in time of peace
- IV. Threats to cultural property in time of war
- V. International and regional efforts for the protection of cultural property
- VII. Evaluation of the means of protection of cultural property

Selected Bibliography

Eagan, Preserving Cultural Property: Our public duty: A Look at how and why we must create international laws that support international action, *Pace Int'l L. Rev.* 2001, p. 407

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.

IV. The “Other” Greeks

Dr John Koliopoulos
Professor of Modern History

Outline of the Course

The process of assimilation of non-Greek speakers into the modern Greek nation in the nineteenth century

Suggested Bibliography

Koliopoulos, J./Veremis, Th., Greece: The Modern Sequel, 2002

V. Social Interdependence as a Social Organizer in Multiparty Relations

Dr Panayiotis S. Kordoutis
Assistant Professor 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 other. The lecture will discuss how social values and social interdependence have dictated the evolutionary development of three worldwide 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.

VI. Human Rights and Wrongs: A Look from the Reverse Angle of Costs and Obligations

Dr Phaedon Kozyris
Professor Emeritus of Comparative Law

Summary

Human rights as protections of each person (and minorities) against constituted public authority (any authority, even majoritarian democracy); historical and conceptual emphasis on liberty i.e. on “negative freedoms” of expression and action from public constraints and equal (formal) political participation. Also: positive protection by the state, through private law (contracts, torts, property, estates, family, commercial etc.) and the police power (especially criminal and administrative law), of the very important “private freedoms” i.e. rights to life, liberty and property of each person against private wrongdoers. Assumption that, in democracies, these latter rights will be protected through legislation in the self-interest of the majorities so that no need to place emphasis on constitutionalization. Indeed, these rights may come into conflict with the liberties of the minorities and an adjustment may become necessary.

Costs to other persons and to the collectivity of protecting all the above rights.

More recently, attention to “social” and “economic” positive rights, i.e. claims against the state for protective regulation (e.g. through labor law) or limitation of private property rights (including progressive redistributive taxation) or direct distribution of resources through grants, stipends etc. to the weaker members of society. Two basic rationales: (a) equality as a limitation to liberty (narrow or even eliminate gap and range as concerns holdings and income of everyone) (b) minimum social and economic status needed in order for a person to be

and function as a real citizen. Problems: (a) conceptual and administrative difficulties in defining the rights, quantifying the amounts and identifying the claimants as well as establishing procedures of redistribution e.g. as to the “right to education”, leading to an oversized and intrusive state (b) ethical question of departing from meritocracy and the idea that those who create or justly acquire resources are entitled to them (c) creating disincentives to the creation of resources and thus leading to equality in misery (d) excessive cost. Need to recognize that every enforceable right creates an obligation and imposes a commensurate cost on someone else in limitation of his own liberty (no free lunches). This, in addition to the burden of implementation through the state.

Possible mitigation: limiting such claims to supporting only the “truly needy”, especially leaving out those who voluntarily took the risks associated with “option” versus “brute” luck, and only to some level of “decent minimum support”. Idea of negative income tax. Democratic aspect: majorities define the “truly” and the “decent minimum” through legislation, with a presumption of validity but have the courts review them exceptionally under constitutional standards of “arbitrariness” both from the perspective of doing “too much”, i.e. taking excessive amounts for redistribution, and “too little”, i.e. assigning many people to a bare survival.

Basic bibliography

The US Bill of Rights (14 Amendments to the Constitution), the European Convention for Human Rights and Fundamental Freedoms and the Draft Charter of Fundamental Rights of the European Union.

P.J.Kozyris, Human Rights and Wrongs: A Look from the Reverse Angle of Costs and Obligations, 15/16 Tulane European and Civil Law Forum 61-81 (2000/2001).

VII. 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

VIII. Human Rights in Education

Dr Marina Mattheoudaki

Lecturer of Theoretical and Applied Linguistics

Topics

- I. Human rights education as a peace building process
- II. The decade for human rights education
- III. The challenge of introducing human rights in education and its role
- IV. Types of activities within the framework of human rights education: aims and methodology
- V. 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>

IX. Immigration and Human Rights: International and National Issues

Dr P. Naskou-Perraki

Associate Professor of International Law

Dr Z. Papassiopi-Passia

Associate Professor of Private International Law

Topics

Problems that immigrants face in the countries where they attempt to settle. More specifically

- I. Nationals. Migrant workers. Refugees and asylum seekers. Documented migrants, undocumented migrants
- II. The international protection of aliens. Human rights and migrant workers
- III. The reciprocity clause
- IV. The national protection of aliens. Constitutional law. Special issues. (The rights of the non-citizens/The family reunification – sham marriages)
- V. The procedure of admission: Residence permit. Work permit
- VI. Illegal and clandestine immigration. Legalization of illegal migrant workers (national efforts)
- VII. Refoulement, expulsion (deportation) and extradition of aliens. Characteristic jurisprudence
- VIII. Orientation of a common European policy of migration
- IX. International law issues

Selected Bibliography:

A. Gradl-Madsen, Article 13 of the UDHR in Eide/Alerdon and others, *The Universal Declaration of Human Rights. A Commentary*, 1992

R.Higgins, La liberté de circulation des personnes en droit international, in M.Flory/R.Higgins, *Liberté de circulation des personnes en droit international*, *Economica* 1988 p. 3 et seq.
Revue trimestrielle des droits de l'homme, No spécial 37, 1999 « La police des étrangers et la Convention européenne des droits de l'homme ».

K. Kählström, Article 23 of the UDHR in op.cit.

R.Plender, *International Migration Law*, 1988², M.Nijhoff

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

Dr Dimitra Papadopoulou
Professor of Social Psychology
and International Education
UNESCO Chairholder 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.

XI. Drug Addicts: A Human Rights Approach

Dr Nicolaos Paraskevopoulos
Professor of Criminal Law

Outline

The problems relating to the treatment of drug addicts from a human rights perspective.

XII. Rights and Democracy as Principles of Justice

Dr Konstantinos Stamatis
Professor of Philosophy of Law

Outline of the Course

Rights and democracy are the most valuable essentials in the legal and political systems in late modernity. A justification of rights and democracy can be effectuated at a normative level alone, namely from the standpoint of an overall theory of justice. More precisely, in the perspective of a critical theory of justice, we can infer a net of principles of justice through a critical reading of the real history in Modern Ages, in the wake of all previous historic evolution. Their value consists in their import as prerequisites for the well-being of the people, facilitating a morally decent life. A polity might be considered as well ordered, firstly if all these principles unite into a coherent and amply legitimate normative basis; and secondly, if they do cooperate in the social reality, in promoting conditions for a decent social life for all.

Late modernity allows us to conceive three principles of justice. The first two are principles of legal and political justice, while the third one is a principle of social justice. There is a deeper moral root, common to both spheres of the legal-political and of the social justice. All people are entitled to equal freedom and dignity; the suffering of each person is to count equally. For the same reason, all men and women, all countries have the duty to contribute to creating all proper settlements so that every person in every country takes advantage of his/her autonomy, individually and collectively, tied to others by links of responsibility and reciprocity.

Selected bibliography

B. Barry, Theories of Justice, 1989

S. Benhabib (ed), Democracy and Difference, 1996

- B. Binoche**, Critique des droits de l' homme, 1989
R. Dworkin, Taking Rights Seriously, 1977
J. Elster (ed), Deliberative Democracy, 1998
A. Gutman/D. Thompson, Democracy and Disagreement, 1996
P. Jones, Rights, London 1994
A. Ingram, A political theory of Rights, 1994
G. Haarscher, Philosophie des droits de l' homme, 1993
A. Hamlin/P. Pettit (eds), The Good Polity, 1995
J. Rawls, A Theory of Justice, rev. ed., 1999
A. Weale, Democracy, 1999

XIII. The Role of Governments in Reducing Corruption

Dr Nicolaos Varsakelis

Assistant Professor of Economics

Outline of the Course

Corruption is broadly defined as the misuse of public office for private gain. Considering the public administration's interference with society one may think of corruption as a social disease that may contaminate all levels of social, political and economic life. The public impression is that corruption is detrimental to economic performance and this impression is supported by empirical evidence. More specifically, corruption indices are negatively related to variables significant for the economic development i.e. the rate of investment, the efficiency of public expenditure, and the overall capital inflows. On the other hand, corruption indices have been found to be positively related to inflation and to the size of the unofficial economy. Finally, the 1997 currency crisis in Far Eastern Asia may be plausibly attributed to corruption.

These results make it clear that fighting corruption should be one of the main issues in economic development agenda of democratic states. Anticorruption policy-making, however, is not straightforward. Corruption is a complex phenomenon resulting from the interaction of historical, political and economic factors. Empirical research, based on case studies and recently on cross-country data, has identified the main corruption determinants and eventually indicates suitable anti-corruption policies.

The identified corruption determinants may be classified into two categories according to their direct or indirect relation to corruption. The most important direct corruption determinant is the quality of bureaucracy, which is associated with the organizational and economic status of public agents. Anti-corruption policy measures aiming at improving the quality of

public administration could be implemented rather easily and are expected to have rather short term results. The main indirect corruption determinants include the level of economic development, the quality of political institutions, and specific cultural characteristics. The policy measures associated with the indirect corruption determinants are expected to have long-run results, if any.

Selected bibliography

Barro R.,1996. Democracy and growth, *Journal of Economic Growth* 1(1)

Barro, R.J., Lee, J.W., 2000. International Data on Educational Attainment. Updates and Implications. Working Paper, Center for International Development, Harvard University .

Brady, H., Verba S., Schlozman, K.L.1995. Beyond SES: a resource model for political participation. *American Political Science Review* 89(2), 271-294

Brunetti, A., Weder, B., 2001. A free press is bad news for corruption. *Journal of Public Economics*, in press.

Del Monte, A., Papagni, E., 2001. Public expenditure, corruption and economic growth : the case of Italy. *European Journal of Political Economy*, Vol. 17 (1), 1-16.

Dollar, D., Fisman, R., Gatti, R., 2001. Are women really the “fairer” sex? Corruption and women in government. *Journal of Economic Behavior and Organization*, Vol. 46, 423-429.

Helliwell, J.,1994. Empirical linkages between democracy and economic growth. *British Journal of Political Science*, 24, 225-248.

Lederman, D., Loayza, N., Reis Soares, R., 2001. Accountability and corruption: Political institutions matter. *World Bank Policy Working Paper*, No. 2708.

Rauch, J.E., 1995b. Choosing a Dictator: Bureaucracy and Welfare in Less Developed Polities. *National Bureau of Economic Research, Working Paper* No 5196

Treisman, D., 2000. The causes of corruption: a cross-national study. *Journal of Public Economics*, Vol 76, 3, 399-457.

European Master's Degree in Human Rights and Democratization

Schedule of Classes

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

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| 1st week: 17-21 February 2003 17/2, Monday, 12:00, <i>Unesco Chair</i> , Introduction to the Programme 20/2, Thursday, 18:00 – 21:00, <i>Room 114</i> , Prof. D. Papadopoulou |
| 2nd week: 24-28 February 2003 24/2, Monday, 12:00 – 15:00, <i>Unesco Chair</i> , Prof. D. Papadopoulou 26/2, Wednesday, 10:30 – 13:30, <i>Seminar Room</i> , Prof. J. Koliopoulos |
| 3rd week: 3-7 March 2003 3/3, Monday, 10:00-11.30, <i>Seminar Room</i> , Assist. Prof. N. Varsakelis 4/3, Tuesday, 10:00-11.30, <i>Seminar Room</i> , Assist. Prof. N. Varsakelis |
| 4th week: 10-14 March 2003 14/3, Friday, 18:00-21:00, <i>Room 114</i> , Assoc. Prof. M Dikaiou |
| 5th week: 17-21 March 2003 17/3, Monday, 10:00-13:00, <i>Unesco Chair</i> , Assist. Prof. P. Kordoutis 20/3, Thursday, 16:00-19:00, <i>Seminar Room</i> , Assoc. Prof. P. Naskou-Perraki |
| 6th week: 24 – 28 March 2003 27/3, Thursday, 10:00-13:00, <i>Seminar Room</i> , Prof. C. Stamatis 28/3, Friday, 17:00-20:00, <i>Room 114</i> , Assoc. Prof. K. Deliyanni-Kouimtzis |

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| <p>7th week: 31 March –4 April 2003</p> <p>1/4, Tuesday, 11:00-14:00, <i>Seminar Room</i>, Prof. N. Paraskevopoulos</p> <p>2/4, Wednesday, 10:00-13:00, <i>Seminar Room</i>, Prof. A. Grammaticaki-Alexiou and Prof. K. Hatjiconstantinou</p> |
| <p>8th week: 7-11 April 2003</p> <p>7/4, Monday, 10:00-13:00, <i>Seminar Room</i>, Assoc. Prof. Z. Papassiopi-Passia</p> <p>9/4, Wednesday, 10:00-13:00, <i>Seminar Room</i> , Prof. A. Grammaticaki-Alexiou and Prof. K. Hatjiconstantinou</p> |
| <p>9th week: 14-18 April 2003</p> <p>14/4, Monday, 10:00-13:00, <i>Seminar Room</i>, Prof. Ph. Kozyris</p> |
| <p>21 April – 4 May 2003</p> <p>EASTER HOLIDAYS</p> |
| <p>10th week: 5 - 9 May 2003</p> <p>6/5, Tuesday, 12:00-15:00, <i>Unesco Chair</i>, Lect. M. Matthaioudaki</p> |
| <p>12-30 May : Study days</p> |
| <p>2-6 June: Examinations</p> |

Note: Some class dates or times may be changed, subject to prior notification

**Venue: UNESCO Chair, Administration Building, 1st floor
Room 114, School of Philosophy, “Old Building”
Seminar Room, suite 414, School of Law Building**

Biographical Data

Vassiliki Deliyanni-Kouimtzis: 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: Associate Professor in Social Psychology at the School of Psychology of the Aristotle University of Thessaloniki. Main research interests include minorities (migrants, refugees, gypsies and street children); psychosocial problems and social action; time perspective.

Anastasia Grammaticaki-Alexiou: 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. Member of the Special Legal Committee on Private International Law of the Greek Ministry of Foreign Affairs. Member of the Consultative Board of the Association of Democracy in the Balkans. Present representative of the Greek Ministry of Justice in the E.U. Council. Author of several books and articles on subjects of Private International Law, Cultural Property, Civil Law, Nationality Law, Cyber Law.

Constantinos Hadjikonstantinou: Professor of Public International Law at the Law School of the Aristotle University of Thessaloniki. Vice President of the same Faculty. Member of the Greek branch of the International Law Association, of the Centre of Analysis and Planning of the Greek Ministry of Foreign Affairs, of the Institute of Strategic Studies of London and several other Associations. Author of

books on international law, international relations, disarmament, humanitarian law and other topics.

John Koliopoulos, Professor of Modern History, School of Philosophy, Aristotle University of Thessaloniki. PhD University of London. Author of “Greece and the British Connection, 1935-1941”, Oxford 1977, “Brigands with a Cause: Brigandage and Irredentism in Modern Greece, 1821-1912”, Oxford 1987, “Plundered Loyalties: Axis Occupation and Civil Strife in Greek Western Macedonia, 1941-1949”, London 1999.

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

Phaedon Kozyris: Professor of Law, Emeritus, Universities of Thessaloniki (Greece) and Ohio State (USA) Law Schools. Specialization: Legal Theory and Jurisprudence, Conflict of Laws, Corporate Law, European Union Law and Institutions.

Ilias Liberis: 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.: Lecturer of Theoretical and Applied Linguistics. 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.

P. Naskou-Perraki: Associate Professor of International Law and International Organizations, Department of International Studies, University of Macedonia. Deputy Director of the “Centre of International and European Economic Law” (CIEEL). Member of the Consultative Board for the Association for the Democracy in the Balkans. Member of the Scientific Board for the Institute for Studying and Development of the Greek Culture in the Black Sea, of the Board of Directors of the Fulbright Foundation in Greece and member of many other associations. Visiting Professor at the Capital Law School, Columbus, Ohio.

Dimitra Papadopoulou: 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: Associate Professor of Private International Law, Nationality Law and Aliens’ Law at the Aristotle University of Thessaloniki. Member of the Greek Ministry of Foreign Affairs special experts Committee on Private International Law, of the Legal Consultants Committee of Aristotle University of Thessaloniki, and active member of the Social Policy Committee of the same University, being in charge of the alien students’ legal problems.

Nikolaos Paraskevopoulos: Professor of Criminal Law at the Law School of the Aristotle University of Thessaloniki. His books include several titles concerning the fields of Criminal Law, Criminal Procedure and History of Law. Advisor of the Greek Ministry of Justice. President of KETHEA, an NGO having since January 2001 consultative status with the U.N. Economic and Social Council.

Constantin Stamatis: Professor of Philosophy of Law and Legal Reasoning at the Law School of the University of Thessaloniki and at the National School for Judges. He has published ten books in Greek and one in French (*Argumenter en droit. Une théorie critique de l’argumentation juridique*, ed. Publisu, Paris, 1995).

Nikos C. Varsakelis: Assistant Professor at the Department of Economics of the Aristotle University of Thessaloniki. His research interests cover the areas of European Integration, Industrial Policy, and Multinational Enterprises and he has published many articles and participated in many congresses. He served as National Consultant for the General Directory II, and for General Directory XV/B/4 Public Procurement of the Commission of European Communities. He has been member of the Administration Board of the Economic Society of Thessaloniki since 1989 and Chairman of The Administration Board of the Economic Society of Thessaloniki January 1993 - December 1994. He is also founding member of the European Economic Association.

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)

Aristotle University of Thessaloniki
UNESCO Chair
Professor Dimitra Papadopoulou
School of Psychology
P.O. Box: 48
GR 541 24 Thessaloniki, Greece
Tel.: +30 231 0 997361, 995311
Fax: +30 231 0 997361
E-mail: dipeace@psy.auth.gr
Website: www.unesco.auth.gr

Aristotle University of Thessaloniki
Professor Anastasia Grammaticaki-Alexiou
School of Law, Economics and Political Science
Tel.: +30 231 0 996596, 996608
Fax: +30 231 0 996502
E-mail: ana@law.auth.gr