



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 2005



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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 37 Universities, in Austria, Belgium, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, The Netherlands, Poland, Portugal, Slovak Republic, Slovenia, 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 (Lido). 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 700 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 70 deal with issues that are related to "Human Rights, Democracy, Peace, Culture of 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.

Professor Dimitra Papadopoulou is directing the above academic activities since 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. Education for Peace and Human Rights. Towards a Culture of Peace and Non Violence.
2. Contemporary World Problems
3. International Organizations, International Law and Human Rights
4. Environment and its protection
5. Economy and Development
6. Education and its role in contemporary world problems

Up until the end of 2004, more than 100 Professors from 35 Schools of the Aristotle University of Thessaloniki and other Greek

Universities (Democritus Univ. of Thrace, Univ. of Thessalia, Univ. of Ioannina, etc.) 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. 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 of Education for Human Rights and Peace 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 (IGOs 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 Bozatzis, Nikos: **Nationalism and National Identity in Everyday Life: A Discourse Analytic Perspective**

Dr Constantinides, Aristotle: **State Responsibility for Violations of Human Rights**

Professor Dikaiou, Maria: **Civic Participation, Health Inequalities and Change in Deprived Communities**

Professor Grammaticaki-Alexiou, Anastasia: **International Child Abduction and Human Rights**

Professor Emeritus Haritos–Fatouros, Mika: **The Psychological Origins of Institutionalized Torture**

Dr Kesidou, Anastasia (Lecturer): **Multiculturalism and Intercultural Education**

Dr Kordoutis, Panayiotis (Assistant Professor): **Interpersonal Conflict: Production Mechanism and Management Guidelines**

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

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

Lectures listed by title

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I. Nationalism and National Identity in Everyday Life: A Discourse Analytic Perspective

Dr Nikos Bozatzis
Social Psychologist

Course Outline

Both in lay as well as academic treatments, nationalism has been traditionally understood as an excessive and emotionally surplus phenomenon. It usually comes to be depicted either as a problem of politically “immature” societies in the margins of the Western core or, indeed, as a Western problem to the extent that informs the rhetoric and actions of political groups that find themselves in the margins of the Western democratic polity. In this course this standard view shall be challenged from a social psychological / discourse analytic perspective. Drawing upon the social psychological thesis of “banal nationalism” and on epistemological and methodological developments within the “turn to language” in social psychology the case shall be made that nationalism should better be social theoretically and analytically treated as a pervasive everyday ideology that informs a wide range of phenomena of everyday life. Chiefly amongst them, the rhetorical / ideological concern of lay citizens (and media voices) to accomplish a “nationally disinterested profile” when considering issues pertaining to other nationalities. Discourse analysis, as developed within social psychology in the last fifteen years, shall be treated as an exemplary and principled methodology for highlighting the logic and the practice of ideological reproduction in this specific domain.

Selected Bibliography

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Billig, M. (1995) *Banal Nationalism*. Sage

Billig, M. et al. (1987) *Ideological Dilemmas*. Sage

- Burr, V. (1995)** An Introduction to Social Constructionism. Routledge
- Edwards, D. (1997)** Discourse and Cognition. Sage
- Edwards, D. & Potter, J. (1992)** Discursive Psychology. Sage
- Parker, I. (1992)** Discourse Dynamics. Routledge
- Potter, J. (1996)** Representing Reality. Sage
- Phillips, L. & Jorgensen, M.W. (2002)** Discourse Analysis: Theory and Method. Sage
- Potter, J. & Wetherell, M. (1987)** Discourse and Social Psychology. Sage
- Shotter, J. (1993)** Cultural Politics of Everyday Life. Open University Press
- Wetherell, M. & Potter, J. (1992)** Mapping the Language of Racism. Harvester Wheatsheaf

II. State Responsibility for Violations of Human Rights

Dr Aristotle Constantinides

Outline of the Course

General characteristics of State responsibility; the International Law Commission's draft articles. Positive and negative obligations of States under international treaty and customary law to respect and ensure human rights: the duty to prevent, the duty to investigate, the duty to punish, the duty to remedy. The question of private actors and the doctrine of due diligence. Responsibility of States for extraterritorial conduct; the notion of 'effective control'. Continuity of human rights obligations. The *erga omnes* nature of human rights obligations and the relevance of the notion of 'injured State'. The right to reparation for the victims of human rights violations. Jurisprudence of international tribunals and treaty monitoring bodies. Examination of selected cases: *Velásquez Rodríguez*, *Delgado Paez*, *Loizidou*, *Kiliç*, *Banković*, *Ilaşcu* etc.

Selected Bibliography and Documentation

Dinah L. Shelton, "Private Violence, Public Wrongs, and the Responsibility of States", *Fordham International Law Journal*, vol. 13 (1989/90), pp. 1-34.

Theo Van Boven, "Study concerning the right to restitution, compensation and rehabilitation for victims of gross violations of human rights and fundamental freedoms", Final Report of the Special Rapporteur to the UN Subcommission on the Promotion and Protection of Human Rights, E/CN.4/Sub.2/1993/8, 2 July 1993.

Asdrubal Aguiar, "La responsabilidad internacional del Estado por violación de derechos humanos", in Instituto Interamericano de derechos humanos, *Serie Estudios de derechos humanos*, Tomo I, San José (1994), pp. 117-153.

Rebecca J. Cook, “State Responsibility for Violations of Women’s Human Rights”, *Harvard Human Rights Journal*, vol. 7 (1994), pp. 125-175.

Mark Gibney, Katarina Tomasevski, Jens Vedsted-Hansen, “Transnational State Responsibility for Violations of Human Rights”, *Harvard Human Rights Journal*, vol. 12 (1999), pp. 267-295.

International Law Commission, Draft Articles and Commentary on Responsibility of States for Internationally Wrongful Acts, Report of the International Law Commission on the work of its Fifty-third session, Official Records of the General Assembly, Fifty-sixth session, Supplement No. 10 (A/56/10), November 2001.

Human Rights Committee, “The Nature of the General Legal Obligation Imposed on States Parties to the Covenant”, General Comment No. 31 [80], CCPR/C/21/Rev.1/Add. 13, 26 May 2004.

III. Civic Participation, Health Inequalities and Change in Deprived Communities

Dr. M. Dikaiou
Professor of Social Psychology

Summary

Health inequalities in minority groups are always combined with other forms of discrimination in education, employment and housing. Efforts to combat these phenomena include a wide range of interventions, most of which aim at citizen's participation in community tasks. Today, it is not surprising to say that the concept of "citizen's participation" plays a central role in policies and interventions seeking to reduce almost all forms of inequalities in deprived communities. The purpose of this study meeting, is to contribute to the debate about the role of citizen's participation in social change by suggesting how social psychological phenomena can add to the understanding of participation in community context. Utilizing findings from a number of applied social research programs, intervention community programs (holistic approach, self-help groups for the promotion of health), it points out that citizen's participation is a multidimensional phenomenon, which does not always lead to social change. It concludes by highlighting the vital link that should exist between the development of theory and practical interventions regarding citizen's participation.

Selected Bibliography

Campbell, C., Jovchelovitch, S. (2000). Health, Community and Development: Towards a Social Psychology of Participation. *Journal of Community and Applied Social Psychology*, **10**, 255-270.

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

IV. International Child Abduction and Human Rights

Dr Anastasia Grammaticaki-Alexiou
Professor of Private International Law

Summary

The Hague Convention of 1980 on the civil aspects of international child abduction is a major weapon in the war against the removal of children by one parent to another country, against the wishes of the other parent. So far it has been ratified by a considerable number of countries. It is a private international law convention, introducing human rights into that field, which traditionally seemed immune from such policy considerations. The seminar focuses on the evaluation of the human rights protected and the methods used by the Convention, as well the observance of the relevant provisions of the international human rights conventions, focusing mainly on the human rights of the child.

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Selected Bibliography

Glen Skoler, A Psychological Critique of International Child Custody and Abduction Law, *Family Law Quarterly* 1998, p. 557

Theresa A. Spinillo, The Hague Convention on the Civil Aspects of International Child Abduction: An Analysis of the Grave Risk of Harm Defense, *New York International Law Review* 2001, p. 129

Dagmar Coester-Waltjen, The Future of the Hague Child Abduction Convention: The Rise of Domestic and International Tensions – The European Perspective, *New York University Journal of International Law and Politics* Fall 2000, p. 59

Ann Sherlock, Ignaccolo - Zenide v Romania (31679/96)
(2001) 31 E.H.R.R. 7 (ECHR)

A. Schulz, The 1980 Hague Child Abduction Convention and the European Convention on Human Rights, *Trans'nl Law & Contemporary Problems* 2002, p. 355

V. The Psychological Origins of Institutionalized Torture

Dr Mika Haritos – Fatouros

Professor Emeritus

Outline of the Course

Introduction to the subject involves: Common reactions to the act of torture, the torturer assumptions about torturers. The basic question to be answered: Dispositional or situational factors are mainly responsible for the act of torture.

The study involves the “Greek Paradigm”: Personal histories based on semi-structured interviews of 16 ex military policemen (involved in torture) who had served under the greek military dictatorship (1967-1975).

Process central to the training of torturers were analyzed and parallels are described involving rites of passage in pre-industrial societies, US college fraternities, and elite corps military training (US Marines, Green Berets).

It was found that training in obedience to the authority of violence, i.e. situational factors, are mainly responsible in the creation of the state torturer.

The outcome aim is: Exposure – Analysis – Prevention and it is an issue to be discussed in the context of human rights and bystander attitude.

A parallel study using a similar methodology (Huggins, Haritos-Fatouros and Zimbardo 2002) was carried out. It involved 23 ex-policemen serving under the Brazilian dictatorship (of about the same time), 14 of which were torturers and killers. Similar results were described. Any differences detected were due to the system involved and populations differences (the Brazilians were ordinary policemen whereas the Greeks were serving their obligatory military service of two years only; this for instance resulted in the description of the “burn-out syndrom” in many.

Selected bibliography

Haritos-Fatouros, Mika (2003). The Psychological Origins of Institutionalized Torture. London: Routledge.

Huggins, Martha, Haritos-Fatouros, Mika and Zimbardo Philip (2002). Violence Workers: Police Torturers and Murderers reconstruch Brazilian Atrocities. Berkeley University of California Press.

VI. Multiculturalism and Intercultural Education

Dr Anastasia Kesidou
Lecturer of Comparative and Intercultural Education

Summary

Multiculturalism, which constitutes a main characteristic of western societies, does not only derive from the population movements related to migration. Apart from these movements, which constitute a worldwide phenomenon, we live in a time of supranational economic systems, European integration and international communication. These conditions create a framework of interdependence between the peoples, which results in the cultural contact and communication.

The arrival of a great number of immigrants and repatriates in Greece in the course of the last decade has turned also the Greek society into a multicultural one. In addition, the historic changes, which have taken place towards the end of the 20th century in the Balkans, have created a new framework of cultural contact and communication, which is directly related to the increasing political and economic communication in this particular area.

The multicultural society and the multilevel communication with other cultures put new demands to the educational systems and institutions. There is a clear contradiction between the predominant monocultural and nationally oriented education, on one side, and the multicultural and multilingual reality, in which the new generation lives and will live in the future, on the other. Consequently, there is a lack of convergence between social demands and education, which means that the latter does not prepare students successfully, so that they can live up to the new conditions and demands put by the multicultural society.

Intercultural education is often defined as the answer of Educational Science to the multicultural society. It is the aim of the lecture to shed light on how intercultural education tries to

contribute in such a way, that education can keep pace with the social developments. This will take place on the basis of a detailed discussion of the main aims and practices of intercultural education.

Selected Bibliography

Banks, J.A./ Banks C.A.M. (1993), Multicultural Education: Issues and Perspectives, Boston: Allyn and Bacon.

Coulby, D./Gundara, J/Crispin J. (ed.) (1997), Intercultural Education, London: Kogan Page.

Delpit, L. (1995), Other people's children: Cultural Conflict in the Classroom, New York: The New Press.

Kesidou, A. (2003), 'Aims and Practices in Intercultural Education', in: Proceedings of the International Conference under the title 'Intercultural Education in the Balkan Countries', Ohrid, FYROM, 9th – 11th May 2003 (in press).

Xochellis, P./Toloudi, F. (eds) (2001), The Image of the 'Other'/Neighbour in the School Textbooks of the Balkan Countries. Proceedings of the International Conference, Thessaloniki, 16-18 October 1998, Athens: Typothito, George Dardanos.

VII. Interpersonal Conflict: Production Mechanism and Management Guidelines

Dr Panayiotis S. Kordoutis
Assistant Professor of Social Psychology

Outline

Interpersonal conflict is a process triggered when one of the parties in a relationship perceives that other adversely interferes with the attainment of own outcomes and goals. It may also be a consequence of perceiving own outcomes as severely inferior to those of the other in the relationship and to a commonly accepted standard. The lectures will thus discuss the situational causation of conflict, some of the motivational factors and the cognitive – affective processes implicated in its production. The unraveling of these key features of conflict production mechanism will subsequently be employed in understanding and evaluating the relative effectiveness of basic interpersonal skills of conflict management.

Topics

- I. Understanding the nature of conflict in interpersonal relationships
- II. Relationship features and psychological processes involved in conflict
- III. The conflict mechanism in action. Knowing the mechanics of conflict contributes to managing conflict
- IV. Managing conflict

Selected Bibliography

- Deutsch, M. (1994).** Constructive conflict resolution: Principles, training and research. *Journal of Social Issues*, 25(2), 7-41.
- Kordoutis, P. S. (2004).** Interpersonal Conflict. *Encyclopedia of Applied Psychology*, vol. 2, 397-409. Elsevier
- Wilmot, W. W. & Hocker, J. L. (2001).** *Interpersonal Conflict*. New York: McGraw-Hill.
- Holmes, J. G. & Murray, S.L. (1996).** Conflict in close relationships. In E. T. Higgins & A. W. Kruglanski (Eds.), *Social psychology: Handbook of basic principles* (pp. 622-654). New York: Guilford.
- Keashly, L. (1997).** Conflict and conflict management. In S. W. Sadava & D. T. McCreary (Eds.), *Applied social psychology* (pp. 248-273). Upper Saddle River, NJ: Prentice Hall

VIII. 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. UNESCO and the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010-International documents. Basic concepts and Programme of Action.

III. 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.

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.

Georgi V. Seberich, M. (Eds) "International Perspectives in Human Rights Education", Bertelsman Foundation Publ., 2004

Meyer-Bischof, P. (Ed.) "Culture of democracy: a challenge for Schools", 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.

Wintersteiner et al. (Eds), "Peace Education in Europe.
Visions and experiences" Waxman, 2003

IX. Immigration and Human Rights: International and National Issues

Dr Z. Papassiopi-Passia
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

European Master's Degree in Human Rights and Democratization

Schedule of Classes

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

<p>1st week: 21- 25 February 2005</p> <p>24/2, Thursday, 18:30 – 20:30, <i>Unesco Chair and Room 114</i>, Prof. D. Papadopoulou,</p>
<p>2nd week: 28 February - 4 March 2005</p> <p>3/3, Thursday, 17:00-21:00, <i>Room 114</i>, Prof. M. Dikaiou</p>
<p>3rd week: 7 - 9 March 2005</p> <p>8/3, Tuesday, 19:30-21:30, <i>UNESCO Chair</i>, Prof. D. Papadopoulou -</p> <p>9/3, Wednesday, 09:00-11:00, <i>Seminar Room</i>, Prof. A. Grammaticaki-Alexiou</p> <p>* From Thursday, 10/3 to Tuesday, 15/3: holidays (Carnival)</p>
<p>4th week: 16 - 18 March 2004</p>
<p>5th week: 21 - 24 March 2005</p> <p>21/3, Monday, 09:00-11:00, <i>Seminar Room</i>, Prof. A. Grammaticaki-Alexiou</p> <p>21/3, Monday, 15:00-17:00, <i>UNESCO Chair</i>, Dr N. Bozatzis</p>

6th week: 28 March – 1 April 2005

28/3, Monday, 15:00-17:00, *Unesco Chair*, Dr N. Bozatzis

31/3, Thursday, 17:00-21:00, *Room 114*, Assoc. Prof. P. Kordoutis

7th week: 4 – 8 April 2005

8/4, Friday, 16:00-20:00, *Room 116*, Prof. Emer. M. Haritos-Fatouros

8th week: 11 – 15 April 2005

14/4, Thursday, 17:00-19:00, *Room 114*, Prof. Z. Papassiopi-Passia

9th week: 18 - 22 April 2005

18/4, Monday, 12:00-14:00, *Seminar Room*, Dr. A. Constantinides

20/4, Wednesday, 12:00-14:00, *Seminar Room*, Dr A. Constantinides

21/4, Thursday, 17:00-19:00, *Room 114*, Prof. Z. Papassiopi-Passia

25 April – 8 May 2005:

EASTER HOLIDAYS

10th week: 9 - 13 May 2005:

12/5, Thursday, 17:00-21:00, *Room 114*, Dr A. Kessidou

16 – 31 May 2005: Study days**1st week of June 2005: Examinations**

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

Venue: UNESCO Chair, Administration Building, 1st floor
Room 114 and 116, School of Philosophy, “Old Building”
Seminar Room, suite 414, School of Law Building

Biographical Data

Nikos Bozatzis: teaches Social Psychology at the Psychology Department of the Aristotle University of Thessaloniki. He has gained a PhD in Social Psychology at the Lancaster University (U.K) in 1999. Since 2000 he has been involved in three major research projects, focusing (a) on the construction of Greek national identity in press discourse (post-doctoral research, funded by the Greek State Studentships Foundation), (b) on societal uncertainty and insecurity in the contemporary Greek context (cross-cultural research funded by the E.U.) and (c) on educational and minority identity issues in the Greek region of Thrace.

Aristotle Constantinides: PhD on Public International Law (Aristotle University of Thessaloniki), post-doctoral researcher on ‘Financing for Development’ project and teaching assistant at the LLM course of Public International Law. Research assistant and tutor of the Institute of International Law and International Relations of Thessaloniki and coach of the A.U.Th. teams at the Jessup International Law Moot Court Competition. Member of the American Society of International Law, the European Society of International Law and the International Law Association (Hellenic Branch). Areas of interest: international security, international organizations, state responsibility, human rights, international humanitarian law, international criminal law, international development.

Maria Dikaiou: 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.

Mika Haritos – Fatouros: Professor Emeritus, School of Psychology / Aristotle University of Thessaloniki. Clinical psychologist and psychotherapist. She collaborates as a researcher with the Department of Social Psychology, London School of Economics (University of London) and with Panteion University (Athens). President of the European Association of Counseling.

She has written a great number of articles and books about psychotherapy, the immigrants' problems, the populations in crisis etc. Internationally known for her research and publications on the psychological origins of institutionalized torture.

Anastasia Kesidou: Lecturer of Comparative and Intercultural Education at the Department of Education, Faculty of Philosophy, Aristotle University of Thessaloniki. BA in Education, Philosophy and Psychology (Aristotle University of Thessaloniki), Ph.D. in Education (University of Heidelberg, Germany). Areas of interest: Comparative Education, Intercultural Education, European Dimension in Education, Research of Curricula and Textbooks.

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.

Dimitra Papadopoulou: Professor of Social Psychology and International Education at the School of Psychology of the Aristotle University of Thessaloniki. 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: 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.

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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