



ARISTOTLE UNIVERSITY OF THESSALONIKI

UNESCO CHAIR  
ON EDUCATION FOR HUMAN RIGHTS,  
DEMOCRACY AND PEACE

*UNESCO/UNITWIN Award 2002*



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

Thessaloniki, Spring Semester 2006



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



**1945 - 2005**  
**UNESCO - 60 Years**

## **European Master's Degree in Human Rights and Democratisation**

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 39 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,  
Democracy and Peace

**UNESCO/UNITWIN Award 2002**

**The UNESCO Chair at the Aristotle University of Thessaloniki on Education for Human Rights, Democracy 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 UNESCO.

*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 Democratisation 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, Assistant Prof: **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 Ganoulis, Jacques: **Water for Peace: Resolving Potential Conflicts in Sharing Transboundary Waters**

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

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

Dr Kesidou, Anastasia, Lecturer: **Development of Intercultural Competence**

Professor Emeritus 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**

## **Invited Speakers**

Professor Dr Dumitru Chitoran, Consultant, UNESCO

**"UNESCO's action to protect and promote human rights"**

18/5, Thursday, *UNESCO Chair*

Professor Emer. Lambros Houssiadas, School of Psychology,  
A.U.Th.

**"Older People: social rights and obligations"**

27/3, Monday 11:30-13:30, *Room 202*, School of Philosophy,  
"Old Building"

## **Lectures listed by title**

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I. NATIONALISM AND NATIONAL IDENTITY IN EVERYDAY LIFE: A DISCOURSE ANALYTIC PERSPECTIVE	10
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# **I. Nationalism and National Identity in Everyday Life: A Discourse Analytic Perspective**

Dr Nikos Bozatzis  
Assistant Professor of Social Psychology

## **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**

**Billig, M. (1987)** *Arguing and Thinking*. CUP

- 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. Water for Peace: Resolving Potential Conflicts in Sharing Transboundary Waters**

Professor Jacques Ganoulis  
Coordinator of UNESCO Chair  
and Network INWEB<sup>(\*)</sup>

Department of Civil Engineering

### **Abstract**

For any major water-related project, such as water supply, agriculture, energy or transportation, good cooperation between riparian countries is a prerequisite. Such cooperation is also necessary for carrying out joint scientific and applied activities, such as monitoring, development of water management studies and water quality control. Lack of cooperation may produce negative effects and can increase political tensions and potential local conflicts. A characteristic example is that of the transboundary lake Dojran/Doirani, which is shared between Greece and the FYR of Macedonia. The combination of an extensive drought during the last decade and over pumping of groundwater by Greek farmers has resulted in the loss of about half of the lake's water.

UNESCO and Green Cross International launched in 2001 a major joint project to prevent and resolve water related conflicts, named "*From Potential Conflict to Cooperation Potential*" (*PCCP programme*). The present lectures fit the main objective of the PCCP programme, which is to promote a culture for peace by preventing and resolving conflicts arising from environmental degradation, water mismanagement and unfair sharing of water.

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<sup>(\*)</sup> INWEB: International Network of Water/Environment Centres for the Balkans

## Topics

1. Integrated Water Resources Management
2. Environmental Issues
3. Legal Aspects and Countries Agreements
4. Negotiations and Conflict Mediation
5. Case Studies

## Selected Bibliography:

**INWEB**, 2004. *Inventories of Transboundary Groundwater Aquifers in the Balkans*, UNESCO Chair and Network INWEB, Thessaloniki, Greece (to be published) <http://www.inweb.gr>

**UN WWDR**, 2003. *Water for People, Water for Life*, UNESCO Publishing, 7, Place de Fontenoy, Paris ISBN92-3-103881-8. <http://www.unesco.org/publishing>

**UNESCO**, 2001-2003. Paris, UNESCO. Technical Documents in Hydrology PC-CP Series

**UNECE**, 2000. *Guidelines on Monitoring and Assessment of Transboundary Groundwaters*. Lelystad, UNECE Task Force on Monitoring and Assessment, under the Convention on the Protection and Use of Transboundary Watercourses and International Lakes (Helsinki 1992). ISBN 9036953154

**UN ILC**, 2005. *Report on Shared Natural Resources: Transboundary Groundwaters* by Mr. Chusei Yamada, Special Rapporteur, Geneva

<http://www.un.org/law/ilc/sessions/57/57docs.htm>

**UNESCO/ISARM**, 2001. *A Framework Document*. Paris, UNESCO, Non Serial Documents in Hydrology

## V. 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

## **VI. The Psychological Origins of Institutionalized Torture: The Abu Ghreib Torturers**

Dr Mika Haritos – Fatouros  
Professor Emeritus  
School of Psychology, A.U.Th.

### **Outline of the Course**

Introduction to the subject: Common reactions to the act of torture, the torturers 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).

Processes central to the training of torturers were analyzed and parallels were 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 by-stander 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.

Finally we suggest that at the Abu Ghreib prison of Iraq, systemic forces were the broader features and processes that created situational dynamics: The immoral war, the rush to war without post-war preparation, encouraging soldiers to “soften-up” the detainees, were all stand up policies established by the military command. The obvious conclusion is that the perpetrators of evil in the Abu Ghreib Prison have also become its victims; the blame should go all the way up the ladder of civic and military hierarchy.

### **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 reconstruct Brazilian Atrocities. Berkeley University of California Press.

**Zimbardo, Philip G (2003).** Random menace: is Washington terrorizing us more than Al Kainda? *Psychology Today*, 36, σελ. 34-36

## **VII. Development of Intercultural Competencies**

Dr Anastasia Kesidou  
Lecturer of Comparative and Intercultural Education

### **Summary**

Without any doubt, today we are confronted with an increasing number of situations in which we have to interact with people of different cultural origin. Migration, European integration, globalization, etc. have created a framework of interdependence between different cultures, which results in cultural contact and communication. However, as experience has widely shown, the interaction between cultures is not always conflict-free.

Based on the fact that many of the cultural conflicts are caused by different culture-based values, habits, orientations and patterns of thought, the interdisciplinary field of 'intercultural communication' tries to suggest solutions towards the effective management of the complex realities and challenges of multicultural societies. The main aim of the field is to develop the so-called 'intercultural competence' in people from different cultural backgrounds. Intercultural communication is also a basic tool of 'intercultural education', which is oriented towards the development of intercultural competence in the framework of school socialization.

Starting from the belief that teachers have a key-role in the implementation of intercultural education, the Socrates/Comenius-project EMIL - **E**uropean **M**odular Programme for **I**ntercultural **L**earning in Teacher Education and In-service Training aims at the creation of a curriculum, which will develop the intercultural competence in teachers. However, the specific curriculum contents can be very well applied also in the respective training of further professional groups.

The seminar will focus on main contents of the above mentioned curriculum, such as 'own culture', 'cultural



otherness', 'cultural filters', 'techniques of intercultural interaction and communication', etc. and on the implementation of intercultural communication exercises.

## **Bibliography**

Modules developed by the Socrates/Comenius-project EMIL - *European Modular Programme for Intercultural Learning in Teacher Education and In-service Training* on the subject '*Intercultural Communication*'

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

Dr Dimitra Papadopoulou  
Professor Emeritus  
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.
- 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-Bisch, 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, 1988<sup>2</sup>, M.Nijhoff

## **Older individuals: social rights and obligations**

Lambros Houssiadas  
Professor Emeritus  
School of Psychology, A.U.Th.

### **Summary**

It is well documented that owing to the increase of life expectancy for both sexes in the developed countries, including Greece, the age group structure has profoundly changed. The number of younger individuals is decreasing while that of older individuals is, in proportion, rapidly increasing. This trend, which will most likely continue for the foreseeable future, is generally viewed as a social liability rather than as a biological bonus. Older people are, in this view, expensive receivers of societal benefits, in the form of pensions, medical care, etc. whereas scarce attention is paid to viewing them as potential contributors to society. In this regard, data from psychological and other studies, are, at best, not receiving the deserved attention of policy makers. This, far from positive, view toward advanced age (or “ageism”) seems to come very close to age racism. Scientific findings suggest that a change of attitude is badly needed for the benefit of both older individuals and society.

### **Selected Bibliography**

1. Schroots, J.F. (Ed), *Aging, Health and Competence*. Elsevier: Amsterdam, London, New York, Tokyo, 1993
2. Schroots, J.F., Fernandez-Ballesteros R., Rudingez, G. (Eds), *Aging in Europe*. IOS Press: Amsterdam, Berlin, Oxford, Tokyo, Washington, D.C.
3. UNESCO. *Le Courier. Troisième âge: la nouvelle vague, Janvier 1999*. Published by UNESCO

# European Master's Degree in Human Rights and Democratisation

## Schedule of Classes

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

<b>1<sup>st</sup> week: 13- 17 February 2006</b>		
15/2, Wednesday, 12:00,	<i>Unesco Chair</i> , Reception (academic staff & masterines)	
16/2, Thursday, 18:00-19:30,	<i>Room 114</i> , Prof. D.Papadopoulou	
<b>2<sup>nd</sup> week: 20 February - 24 March 2006</b>		
23/2, Thursday, 18:00-21:00,	<i>UNESCO Chair</i> , Prof. D. Papadopoulou	
<b>3<sup>rd</sup> week: 27 February - 1 March 2006</b>		
<b>* From Thursday, 2/3 to Tuesday, 7/3: (Carnival)</b>		
<b>4<sup>th</sup> week: 8 - 10 March 2006</b>		
9/3, Thursday, 19:15-21:15,	<i>Room 114</i> , Prof. Ganoulis	
<b>5<sup>th</sup> week: 13 - 17 March 2006</b>		
13/3, Monday, 09:00-11:00,	<i>Seminar Room</i> , Prof. A. Grammaticaki-Alexiou	
16/3, Thursday, 18:15-20:15, 20:15-22:15,	<i>Room 114</i> , Prof. M. Dikaiou <i>Room 114</i> , Dr Konstantinides	

<b>6<sup>th</sup> week: 20 - 24 March 2006</b>			
23/3, Thursday,	19:00-21:00,	<i>Room 114,</i>	Prof. M. Dikaiou
<b>7<sup>th</sup> week: 27 - 31 March 2006</b>			
27/3, Monday,	17:00-19:00,	<i>UNESCO Chair,</i>	Assis.Prof. Bozatzis
30/3, Thursday,	•09:00-11:00,	<i>Seminar Room,</i>	Prof.Grammatikaki-Alexiou
	•18:30-19:30,	<i>Room 114,</i>	Prof. Ganoulis
<b>8<sup>th</sup> week: 3 – 7 April 2006</b>			
3/4, Monday,	17:00-19:00,	<i>UNESCO Chair,</i>	Assis.Prof. Bozatzis
6/4, Thursday,	17:00-21:00,	<i>Room 114,</i>	Prof. Emer.M.Haritos-Fatouros
<b>9<sup>th</sup> week: 10 - 14 April 2006</b>			
13/4, Thursday,	•17:00-19:30,	<i>Room 114,</i>	Dr Konstantinides
<b>17 – 30 April 2006:</b>			
<b>17-30/4</b>	<b>EASTER HOLIDAYS</b>		
<b>10<sup>th</sup> week: 2 - 5 May 2006:</b>			
4/5, Thursday,	•17:15-19:15,	<i>Room 114,</i>	Prof. Z. Papassiopi-Passia
	•19:30-22:00,	<i>Room 114,</i>	Dr A. Kesidou
<b>11<sup>th</sup> week: 8 – 12 May 2006:</b>			
11/5, Thursday,	•17:15-19:15,	<i>Room 114,</i>	Prof. Z. Papassiopi-Passia
	•19:30-22:00,	<i>Room 114,</i>	Dr A. Kesidou
<b>15 – 31 May 2005: Study days</b>			
<b>1<sup>st</sup> week of June 2006: Examinations</b>			

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

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



## Biographical Data

**Nikos Bozatzis:** teaches Social Psychology at the Department of Philosophy, Pedagogics and Psychology in the University of Ioannina. 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.

**Dumitru Chitoran, PhD:** Professor of English Language and Linguistics, University of Bucharest, Romania (1969-1983). Dean of the Faculty (1969-1977). Vice-Rector for Academic Affairs and International Relations (1977-1983). Director of the UNESCO European Center for Higher Education, Bucharest (1983-1989). Senior Programme Specialist and Deputy Director of the Division of Higher Education and Research, UNESCO, Paris (1989-1990). Chief of the Higher Education Section, UNESCO, Paris (1990-1994). Head of the P.E.A.C.E. Office at UNESCO and Special Adviser to the Director General of UNESCO since 1995.

**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.

**Jacques Ganoulis:** Professor of Hydraulics and Environmental Engineering, Director of the Hydraulics Laboratory and coordinator of the UNESCO Chair and Network INWEB (International Network of Water/Environment Centres for the Balkans, [www.inweb.gr](http://www.inweb.gr)), Department of Civil Engineering, Aristotle University of Thessaloniki. He has more than 25 years experience in Greece, Europe and overseas on water resources management, environmental impact assessment and engineering risk analysis. He has recently developed a close cooperation with UNESCO and initiated several UNESCO projects in the Balkans. He has published more than 150 papers in scientific journals and conference proceedings, is the editor of four books and the author of a book on Engineering Risk Analysis of Water Pollution (WILEY-VCH, 1994).

**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.

**Lambros Houssiadas**, Professor Emeritus **1.** B.A. in Classics. School of Philosophy, A.U.Th. (1950). Ph.D in Psychology. University of Leeds, England (1958). Honorary Ph.D Ad Eundum Gradum, University of Adelaide, Australia (1961) **2.** Research Assistant and Chief Research Assistant, Psychological Laboratory, School of Philosophy, A.U.Th. (1951-1960). Assistant Professor, Associate Professor of Developmental Psychology, University of Adelaide, Australia (1961-1965). Professor of Psychology, University of Ioannina (1965-1966). Professor of Psychology, A.U.Th. (1966-1992) **3.** Visiting Professor, University of N.S.W., Sydney, Australia (1977), Gerontology Center, U.S.C. (1982). University of Cyprus (2000-2002) **4.** Member of various International and Greek Psychological Societies. **5.** Research interests in perceptual and cognitive abilities in the course of human life. Special interests in the psychology of advanced age. **6.** A large number of publications in international and National Scientific Journals and Books on topics of research and/or general interest.

**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.

**Dimitra Papadopoulou:** Professor Emeritus 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, Democracy 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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