



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 2013



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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 democratisation according to an action- and policy-oriented approach. The programme is organised with the co-operation of 41 Universities, in Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, The Netherlands, Poland, Portugal, Romania, Slovakia, 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

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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 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).

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 762 UNESCO Chairs worldwide, in 850 Universities and Research Institutes of 134 UNESCO Member States. Their objects are related to the fields of interest and action of UNESCO.

Among these Chairs, more than 80 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 Interfaculty 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 the academic year 1993-1994.
- c. The educational activities of the *Institute of Education for Peace*, a Greek NGO founded in 1986.

Professor Dimitra Papadopoulou initiated the above academic activities and she is directing them since 1986.

The UNESCO Chair of the A.U.Th. organises 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.

Some of the issues discussed in this academic Programme are the following:

- *various aspects of global environmental problems*
- *issues related to natural resources and their distribution*
- *international organizations and their contribution to the solution of international problems*
- *international efforts for the protection of human rights*
- *positive and negative uses of nuclear power*
- *chemical*

*and biological warfare •child neglect and abuse
•illiteracy •social exclusion •a culture of peace and non-
violence •homeless children •racism and xenophobia,
•refugees •intercultural dialogue, etc.*

Up until the end of 2012, more than 120 Professors from 38 Schools of the Aristotle University of Thessaloniki and other Greek Universities (Democritus Univ. of Thrace, Univ. of Thessaly, Univ. of Ioannina, Univ. of the Aegean, 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 Organisations and Networks related to UNESCO.

*Professor Emer. Dimitra Papadopoulou
Director of the UNESCO Chair, A.U.Th.*

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 interfaculty postgraduate Programme of Education for Peace and Human Rights under the title "Contemporary World Problems and the Scientist's Responsibility".

The Programme (lectures, workshops, essay writing and presentations by students) focuses on three 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 Organisations Officials (IGOs and NGOs) teach and collaborate with the students.

The Aristotle University of Thessaloniki/UNESCO Chair is one of the founding Universities of this M.A. Programme and serves as the coordinating University for Greece.

National Director
Prof. Emer. Dimitra Papadopoulou

Lecture Titles listed by Instructor

Dr Akrivoulis, E. Dimitrios, Assist. Professor: **Justice, Memory and Forgiveness**

Professor Georgopoulos, Alexandros: **Non violence: H. D. Thoreau, L. Tolstoy, M. Gandhi, M. L. King**

Professor Hadjiconstantinou, Costas: **An Introduction to International Humanitarian Law**

Dr Kesidou, Anastasia, Assist. Professor: **Multiculturalism and Intercultural Education**

Dr Mattheoudakis, Marina, Assist. Professor: **Human Rights Education**

Professor Emer. Papadopoulou, Dimitra: **UNESCO and the Culture of Human Rights and Peace**

Dr Papadopoulou, Lina, Assist. Professor: **Democracy and Fundamental Rights as sources of legitimation: the antithesis and the synthesis**

Professor Papazissi, Theofano: **Human Rights and Bioethics**

Tutor: Dr Christina Akrivopoulou, Adjunct Lecturer,
Democritus University of Thrace

Organization and coordination of the Programme:
Professor Emer. Dimitra Papadopoulou

Invited Speakers

Ilias Liberis

Executive Director and Head of Communication
of the Hellenic National Committee for UNICEF
Athens, Greece

Lecture title:

UNICEF and the Protection of Children's Rights

Lectures listed by title

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I. Justice, Memory and Forgiveness

Dr Dimitrios E. Akrivoulis
Assistant Professor of International
Relations in the Balkans

Summary

For the Ancients, truth (a-letheia=non forgetting) relates less to the facticity of facts than to the averting of forgetfulness. Hence, justice aims toward truth not merely in the sense of revealing the historical reality of the crime, but also in the sense of averting the danger of forgetting. In many cases, however, the institutional implementation of justice has been accompanied by political strategies of collective amnesia, indicative of cases of regime change and political transition. Institutional justice has often proved to be unable to remedy the memory of suffering. The outcome has been either the reproduction of estrangement and enmity, when memory is preserved, or peaceful political co-existence, when forgetting is opted or imposed. The most crucial ethico-political challenge concerns the questioning of the above syllogism: Is peaceful co-existence possible, while the memory of an excruciating past is preserved? Which are the limits of judicial retribution in such a case? Is it ever possible for forgiveness to acquire a certain political content and what is its relation to memory or forgetting? This course attempts to explore the possibilities of justice, memory and forgiveness at their meeting point: on the edge of politics and the law.

Selected Bibliography

Derrida, J. (2001). On cosmopolitanism and forgiveness. London: Routledge.

Finkielkraut, A. (1989). La mémoire vaine. Du crime contre l'humanité. Paris: Gallimard.

Jankélévitch, V. (1967), Le pardon. Paris: Aubier-Montaigne.

Minow, M. (1998). Between vengeance and forgiveness. Boston, MA: Beacon Press.

Osiel, M. (1997). Mass atrocity, collective memory and the law. New Brunswick, NJ: Transaction.

Ricoeur, P. (2000). La mémoire, l'histoire, l'oubli. Paris: Seuil.

II. Non violence: H. D. Thoreau, L. Tolstoy, M. Gandhi, M. L. King

Dr Alexandros Georgopoulos
Professor of Environmental Education

Summary

Gandhi insisted on Satyagraha (=truth force) which he related to approaching a conflict with an open mind. That is to acknowledge that my conception of "truth" might be partial and imperfect therefore I have to sit with my "enemy" and discuss until I progress toward a greater awareness in situations with more "truth" in them. At the same time he conceived every kind of social transformation to demand a specific amount of pain to be completed. During a violent struggle each of the conflicting groups attempts to impose that amount of pain on the others. According to Gandhi the non violent should take that "cost" upon him(her)self.

Martin Luther King shared with Gandhi the willingness to suffer as part of a commitment to non violence, was influenced by Marx only as far as concerns the weakness of traditional capitalism (and not Marxian materialism) and went on to propose that during a conflict both the one who suffers violence and the user of violence are victims of it. Whereas King considered love in the Christian sense of agape (ἀγάπη- he used the Greek term in his texts) as an

understanding for all humans, Tolstoy went further to allege that the meaning of Christianity should be understood only as the quintessence of non violence. He proceeded into the extreme logical conclusion of his previous conviction arguing that the modern nation-state is an instrument which institutionalizes violence therefore it should be dismantled. Thoreau with his seminal work "on the duty of civil disobedience" influenced all the previous philosophers by arguing that the state is powerful only as long as its citizens lend their power to it. Consequently if for instance citizens refuse to pay taxes, that same state becomes impotent, therefore we have both the opportunity and the duty to refuse our contributions if we disagree with any "injust" acts committed by it. That would be an effective means to block its function.

Selected Bibliography

Gandhi, M, K (1963), *Non violent resistance*, Schocken Books, New York.

King, M, L (1991), Letter from Birmingham jail, in R. L. Holmes (ed.), *Nonviolence in theory and practice*, Wadsworth, Belmont, California.

Thoreau, H.D. (1991), *On the Duty of Civil Disobedience* in R.L.Holmes (ed.), *Nonviolence in Theory and Practice*, Wadsworth, Belmont, California

Tolstoy, L (1987), *Non Resistance to Evil*, in L. Tolstoy, *Writings on Civil Disobedience and Nonviolence*, Philadelphia, New Society Publishers.

III. An Introduction to International Humanitarian Law (IHL)

Dr Hadjiconstantinou Costas
Professor of Public International Law

Summary

Historical development and sources

- Concept and philosophy
- Historical development and sources of contemporary IHL
- Contemporary efforts and future direction in the development of IHL
- Means and methods of warfare

Different types of armed conflicts

- The concept of armed conflict
- The distinction between international and non-international armed conflict: reasons, relativity and comparison of the two regimes
- Contemporary problems of qualification
- Practical consequences of problems of qualification

Implementation of IHL: The law

- The need for national measures of implementation in peacetime
- Dissemination, its means and its effectiveness
- The ICRC-IHL and Human Rights
- Humanitarian Intervention, Responsibility to Protect, the Neutral State, Targeting Law, Legality of weapons etc.

Selected Bibliography

Abi-Saab R: Droit humanitaire et conflits internes: origines et évolutions de la réglementation internationale, Genève, Henri Dunant Institut, 1986.

Arnold R (ed): International Humanitarian Law and the 21st Century's Conflicts, Lausanne, Editions Inter-universitaires Suisse, 2005.

Byers M: War Law: International Law and Armed Conflict, London, Atlantic, 2005.

Fleck D (ed): The Handbook of International Humanitarian Law, 2nd edn, Oxford, Oxford University Press, 2008.

Green LC: The Contemporary Law of Armed Conflict, 3rd edn, Manchester, Manchester University Press, 2008.

Greenwood C: Essays on War in International Law, London, Cameron, 2006.

Kolb R, Hyde R.: An Introduction to the International Law of Armed Conflicts, Hart Publ., Oxford, 2008.

IV. Multiculturalism and Intercultural Education

Dr Anastasia Kesidou
Assistant Professor 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 two decades 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. (2007), *Multicultural Education: Issues and Perspectives*, Hoboken, N.J.: Wiley.

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.

European Commission (2008), *Migration and Mobility: Challenges and Opportunities for EU Education Systems*. Green Paper, Bruxelles.

- Kesidou, A.** (2004), 'Aims and Practices in Intercultural Education', in Terzis, N.(ed): Intercultural Education in the Balkan Countries, *Proceedings of the International Conference, Ohrid, FYROM, 9-11 May 2003*, Thessaloniki: Kyriakidis.
- 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.

V. Human Rights Education

Dr Marina Mattheoudakis
Assistant Professor of Theoretical and
Applied Linguistics

Summary

Human Rights Education (HRE) has been defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes. This course aims to provide students with the opportunity to reflect on (a) the aims and rationale of HRE, (b) the importance and role of HRE for the prevention of human rights violation, (c) the ways it can be promoted in all sectors of education.

During this course, we will also examine the importance of language issues to human rights and the areas in which language intersects with human rights (education, healthcare, language planning). To this aim, we will review the work done with respect to

- threats to and extinction of indigenous language
- language choice and repression in public activities
- how language constructs and reinforces gender ideologies.

Selected Bibliography

- Centre for Human Rights** (1994), United Nations Action in the Field of Human Rights. New York-Geneva: United Nations
- Council of Europe** (1992), Human Rights Education by Francine Best. Strasbourg.
- Council of Europe** (1992), Human Rights Materials in British Schools by Cheryl Law and Margarita Rendel. Strasbourg.
- Mattheoudakis, M.** (1999), Model United Nations: Promoting Learner Independence. *Newsletter IATEFL Learner Independence SIG*, 26/99: pp. 8-11.
- Mattheoudakis, M.** (2000), Human Rights and TEFL: Globalizing school education. *Conference Selections of IATEFL* (ed.) Alan Pulverness, pp. 101-102. (it can be downloaded from: <http://www.gilesig.org/>)
- Skutnabb-Kangas, Tove, & Robert Phillipson.** (1994), Linguistic Human Rights, past and present. *In Skutnabb-Kangas, Phillipson & Rannut, eds., Linguistic Human Rights: Overcoming linguistic discrimination.* The Hague: Mouton, pp 71-110.
- UNESCO**, The teaching of Human Rights. International Congress on the teaching of Human Rights, Vienna 12-16 September, 1978.
- UNESCO**, Education for Human Rights (1994). International Bureau of Education.
- UNICEF**, Teachers' handbook. SCF-UNICEF-UK co-production.
- Human Rights Links** (see p.36)

VI. UNESCO and the Culture of Human Rights and Peace

Dr Dimitra Papadopoulou
Professor Emeritus
of Social Psychology
and International Education

Topics

- I. UNESCO: Basic information on its history, mission and the main lines of its activities.
- II. Discussion on the content and the priorities for action of the Major Programmes of UNESCO on Education, Social and Human Sciences, Culture, Communication / Information (during 2007-2009).
- III. 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.

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.

VII. Democracy and Fundamental Rights as sources of legitimation: the antithesis and the synthesis

Dr Lina Papadopoulou
Assistant Professor of Constitutional Law

Summary

The course aims at discussing the notion of democracy, as a procedural mode of governance guaranteeing the transposition of the will of the people to the governing organs and the realization of the majority principle, on the one side, and the notion of fundamental rights, as instruments of guaranteeing the autonomy of each single human subject. So, after all, the course sets the background for the perennial question on the relationship between democracy and rule of law, as well as the legitimation of constitutional democracy itself.

The questions raised refer to the relation of the two, the possible antithesis that may result out of the majoritarian denial of certain rights and the role that 'aristocratic' institutions, such as courts and independent agencies, play in this system. The result is the synthesis of the procedural guarantees of democracy with the protection of rights which is what we call 'constitutional democracy', setting boundaries to all kind of power. At the same token, rule of law and protection of human rights are only safe within a fully fledged democracy.

Selected Bibliography

- Habermas, Jürgen / William Rehg** (2001). Constitutional Democracy: A Paradoxical Union of Contradictory Principles? *Political Theory*, Vol. 29, No. 6. (Dec., 2001), pp. 766-781
- Stilz Anna** (2011). On the Relation between Democracy and Rights, *Representation*, 47:1, 9-17
- Rosenfeld, Michel** (2000-01). The Rule of Law and the Legitimacy of Constitutional Democracy, 74 *S. Cal. L. Rev.* 1307

VIII. Human Rights and Bioethics

The Convention for the protection of human rights and dignity of the human being with regard to the application of biology and medicine: Basic principles

Dr Theofano Papazissi
Professor of Civil Law

Summary

On April 4th, 1997 at Oviedo of Asturias the Member States of the Council of Europe, the European Community and other states signed the Convention for the protection of human rights and dignity of the human being with regard to the application of biology and medicine. The philosophy of the Convention is to ensure the application of the principles of the Human Rights as provided in several international Conventions since the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations on 10 December 1948. According to the Explanatory Report of the Convention "the term "human rights" refers to the Convention for the Protection of Human Rights and Fundamental Freedoms of 4 November 1950".

The Convention refers to the application of biology and medicine on human beings.

The first article defines the scope and the purpose of the Convention, which is the protection of the dignity and identity of human beings, then the next three articles: the primacy of the human being over of the interest of science, the equitable access to health care as obligation of the physicians and the guarantee

of professional standards of the healthcare professionals.

The articles 5-9 protect the person recognizing its right to consent by any medical intervention, as well other issues.

Selected Bibliography

Abbing H.D.C. Roscam, «The Convention on Human Rights and Biomedicine; An Appraisal of the Council of Europe Convention», *European Journal of Health Law* 5/1998, 377 ff.

Deech Ruth, «Family Law and Genetics», *Law and human genetics, Regulating a Revolution*, Ed. R. Brownsword, W. R. Cornish, M. Llewelyn, εκδ. Hart Publishing, Oxford 1998, 1999, 111.

Kamp Ilka, *Die Europäische Bioethik-Konvention*, Europäische Hochschulschriften, Reihe II Rechtswissenschaft, Bd. - Vol. 2948, ed. Peter Lang, Frankfurt a. M.-Bruxelles-New York-Oxford-Wien 2000

Mc Lean Sheila A. M., «Interventions in the Human Genome», *Law and the human genetics, regulating a Revolution*. Ed. R. Brownsword, W.R. Cornish, M. Llewelyn, ed. Hart Publishing, Oxford 1998, 1999, 89 ff.

Soria Bernat, *Ingeniería celular y tisular*, in *Gen-Ética*, ed. Federico Mayor Zaragoza y Carlos Alonso Bedate, ed. Ariel 2003, 123.

European Master's Degree in Human Rights and Democratisation

Schedule of Classes

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

1st week: Monday 11 – Friday 15 February 2013

15/2, Friday, 12:00-14:00, UNESCO Chair, Introductory Meeting/
Welcome Reception

Prof. D. Papadopoulou, UNESCO and the Culture of Human Rights
and Peace (Introductory discussion)

2nd week: Monday 18 – Friday 22 February 2013

21/2, Thursday, 19:00-21:00, Room 114, Dr. A. Kesidou, Assist.
Professor, School of Philosophy and Pedagogy, A.U.Th.

Multiculturalism and Intercultural Education

3rd week: Tuesday 25 February – Friday 1 March 2013

26/2, Tuesday, 15:00-17:00, Room 308, Dr. M. Matthaïoudakis,
Assist. Professor, School of English Language and Literature,
A.U.Th.

Human Rights Education

27/2, Wednesday, 15:00-17:00, Room 308, Dr. M. Matthaïoudakis,
Assist. Professor, School of English Language and Literature,
A.U.Th.

Human Rights Education

28/2, Thursday, 19:00-21:00, Room 114, Dr. A. Kesidou, Assist.
Professor, School of Philosophy and Pedagogy, A.U.Th.

Multiculturalism and Intercultural Education

4th week: Monday 4– Friday 8 March 2013

7/3, Thursday, 17:00-19:00, Room 114, Professor Th. Papazissi,
School of Law, A.U.Th.

Human Rights and Bioethics

14/3 Thursday – 19/3 Tuesday: Holidays (Carnival)

5th week: Monday 18 – Friday 22 March 2013

21/3, Thursday, 19:00-21:00, Room 114, Dr L. Papadopoulou,
Assist. Professor, School of Law, A.U.Th.

*Democracy and Fundamental Rights as sources of legitimation:
the antithesis and the synthesis*

6th week: Monday 25 – Friday 29 March 2013

27/3, Wednesday, 17:00-20:00, Room 405, Faculty of Law,
Professor Th. Papazissi, School of Law, A.U.Th.

Human Rights and Bioethics

28/3, Thursday, 17:00-21:00, Room 114, Dr L. Papadopoulou,
Assist. Professor, School of Law, A.U.Th.

*Democracy and Fundamental Rights as sources of legitimation:
the antithesis and the synthesis*

7th week: Monday 1– Friday 5 April 2013

4/4, Thursday, 17:00-21:00, Room 114, Dr D. Akrivoulis, Assist.
Professor, Department of Balkan Studies, University of Western
Macedonia

Justice, Memory and Forgiveness

8th week: Monday 8 – Friday 12 April 2013

11/4, Thursday, 17:00-21:00, Room 114, Prof. A. Georgopoulos,
School of Early Childhood Education, A.U.Th.

Non Violence: H. D. Thoreau, L. Tolstoy, M. Gandhi, M. L. King

9th week: Monday 15 – Friday 19 April 2013

18/4, Thursday, 17:00-19:00, Room 114, Professor C. Hadjiconstantinou, School of Law, A.U.Th.

An Introduction to International Humanitarian Law

10th week: Monday 22 – Friday 26 April 2013

25/4, Thursday, 17:00-19:00, Room 114, Professor C. Hadjiconstantinou, School of Law, A.U.Th.

An Introduction to International Humanitarian Law

Monday 29 April – Friday 10 May 2013

EASTER HOLIDAYS

11th week: Monday 13 May – Friday 17 May 2013

16/5, Thursday, 17:00-21:00, Room 114, I. Liberis, Executive Director of the Hellenic National Committee for UNICEF, Invited Speaker

UNICEF and the Protection of Children's Rights

Venue

UNESCO Chair, Administration Building, 1st floor
Room 114, School of Philosophy, "Old Building"

Research Facilities

Students may use all the libraries of the A.U.Th., the library of the UNESCO Chair and the Computer Lab at the Central Library building.

Biographical Data

Akrivoulis, Dimitrios E.: Assistant Professor of International Relations (IR) in the Balkans, Dept of Balkan Studies, University of Western Macedonia. He has also taught at the Dept of Politics and International Relations (IR) of the University of Kent, and the University American College Skopje. He holds an LLB and an LLM (Law School, Aristotle University of Thessaloniki), and a PhD in IR (Dept of Politics and IR, University of Kent). He is an active member of the Political Studies Association, the British International Studies Association, the European Consortium for Political Research, the Hellenic Society of International Law and International Relations, etc. His interests include International Political Theory and Continental Political Thought. His work has been published by international publishing houses, such as Macmillan, Palgrave, Routledge, and Peter Lang.

Akrivopoulou, Christina: Dr Christina Akrivopoulou holds a PhD and two postdoctoral titles in Constitutional Law, Philosophy and Methodology of Law and Comparative Law. She is currently teaching in Democritus University of Thrace, Hellenic Open University and Aristotle University of Thessaloniki, Greece. She is the holder of the 2012-2013 'Excellence' Fellowship of the Aristotle University Research Committee on Comparative Constitutional Law. She serves as editor in chief of International Journal of Human Rights and Constitutional Studies and she has among others edited: 'Personal Data Privacy and Protection in a Surveillance Era: Technologies and Practices (IGI: 2011)', 'Human Rights and Risks in the

Digital Era: Globalization and the Effects of Information Technologies (IGI: 2012)' and 'Digital Democracy and the Impact of Technology on Governance and Politics: New Globalized Practices (IGI: 2013)'. Her main research interests concern the protection of human and constitutional rights, the protection of the right to privacy, data protection, the private-public distinction, refugee international protection, minority rights, children and women rights and citizenship.

Georgopoulos, Alexandros: Born in 1952, originally a chemist, he finished his Ph.D. at the University of Manchester (1981). Professor of the Aristotle University of Thessaloniki (Preschool Education Department) where he teaches since 1985. He wrote books on environmental education (1993), on the ecological problems of the planet (1996), on environmental ethics (2002), he edited another one on environmental education (2005) and published in Greek and foreign periodicals. A member of Greek and international environmental associations and editor of a local newspaper on ecology, peace, non violence and a candidate for the Greek Green Party.

Hadjiconstantinou Costas: Professor of Public International Law at the Department of International Studies of the Law Faculty of the Aristotle University of Thessaloniki- Greece. He is the President of the Hellenic Society of International Law and International Relations and he was for several years President of the Law Faculty. He teaches International Public Law, International Organizations, International Environmental Law and International Humanitarian Law both at the graduate and post graduate level. He is a member of the Thessaloniki Law bar Association and the Greek Scientific Union. Among his books are: "The

Unesco Convention against Discrimination in Education”, “Issues of Arms Control and Disarmament”, “The Legal Status of Antarctica”, “The Dubious Legal Regime of Nuclear Weapons”, “The Legal Dimension of Star Wars”, “Approaches to International Humanitarian Law”, “Preventive War or the Forgery of Logic” ect.

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COSMOS" Natcom's Newsletter, regarding children's rights, developing world and Sustainable Development. He is Member of many societies and foundations.

Mattheoudakis, Marina: Assistant Professor of Theoretical and Applied Linguistics. B.A. in English Language and Literature (Aristotle University of Thessaloniki), M.A. (University of Birmingham), Ph.D. (Aristotle University of Thessaloniki). Areas of interest: Second Language Acquisition, Language Teaching Methodology, Corpus Linguistics. She has been a member of the UNESCO Chair of the Aristotle University of Thessaloniki for 10 years and during this time she has been regularly involved in the undergraduate and postgraduate programme of the UNESCO Chair. Within this framework, she supervised the dissertation of an M.A. student on the impact of Human Rights Education in Ireland and Cameroon (2009-2010).

Papadopoulou, Dimitra: Professor Emeritus of Social Psychology and International Education at the School of Psychology of A.U.Th. Director of the UNESCO Chair on Education for Human Rights, Democracy and Peace at A.U.Th. since 1997. Founder (1986) and Director of the Institute of Education for Peace (Greek NGO). National Director of the European Master since 1998.

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Germany (1998). She also completed an MSc in Political Theory at the London School of Economics (LSE, 1999). She conducted post-doctoral research as a Marie Curie Fellow of the European Commission in the area of European Constitutional Law at the LSE (1999/2001) and A.U.Th (2001/02). She has also taught as a visiting Professor at various Universities outside Greece.

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HUMAN RIGHTS LINKS

Research in Human Rights Education papers

http://www.hrea.org/pubs/HREA-Research-in-HRE-Papers_issue1.pdf

The Electronic Resource Centre for Human Rights Education

<http://www.hrea.org/erc/>

Archives of previous newsletters can be found at:

<http://www.hrea.org/lists/erc-l/markup/maillist.php>

Guidelines for National Plans of Action for Human Rights Education

[http://www.unhcr.ch/huridocda/huridoca.nsf/\(Symbol\)/A.52.469.Add.1%20and%20Corr.1.En?OpenDocument](http://www.unhcr.ch/huridocda/huridoca.nsf/(Symbol)/A.52.469.Add.1%20and%20Corr.1.En?OpenDocument)

Linguistic Rights

<http://www.unesco.org/most/ln1.htm>

United Nations

<http://www.un.org>

United Nations High Commissioner for Refugees (UNHCR)

<http://www.unhcr.ch>

UNICEF

<http://www.unicef.org>

UNESCO

<http://www.unesco.org>

United Nations Development Programme

<http://www.undp.org>

Human Rights Watch

<http://www.hrw.org>

International Labour Organization

<http://www.ilo.org>

Amnesty International

<http://www.amnesty.org>

The International Committee of the Red Cross

<http://www.icrc.org>

Human Rights Education

<http://www.hrea.org>

The National Center for Human Rights Education (USA)

<http://www.pdhre.org>

Universal Declaration of Linguistic Rights

<http://www.linguistic-declaration.org/index-gb.htm>

*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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