



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 2015



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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

## **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 the UNESCO Plan for the "Introduction of Education for Peace and Human Rights in Higher Education" (UNESCO, ED-91/Conf. 612/3 UNESCO 3<sup>rd</sup> 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 658 UNESCO Chairs worldwide, in 854 Universities and Research Institutes of 195 UNESCO Member States and 9 Associate 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 (under-graduate) "*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 2015, more than 150 Professors from 40 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 Baka Aphrodite, Lecturer: **Social Movements: socio-psychological approaches**

Dr Georgaca Eugenie, Assist. Professor: **Defending the rights of people with mental health problems: the role of self-organization and advocacy**

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 Kalokairinou Eleni, Assoc. Professor: **The Philosophical Foundations of Human Rights**

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

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

Dr Nika-Sampson Evanthia, Assoc. Professor: **Music and musics. Cultural identities and Human Rights**

Dr Nikolakakis Dimitrios, Assist. Professor: **The Freedom of religion at national and international level**

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

Tutor: Dr Georgaca Evgenia, Assistant Professor of Clinical Psychology, Aristotle University of Thessaloniki

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

## Invited Speaker

### **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*

Seminar: *"Young Scientists - Members of the UNESCO  
Chair/A.U.Th. discuss with the Masterines"*

- a) **Dimitra Kizlari**, M.A. in Museology  
*"War museums and meaning. Discovering peace  
ideas through war representations".*  
(12/3/2015)
- b) **Vassiliki Kalati**, Ph.D. in School Psychology  
*"The nature of school bullying: Questions and  
interventions".*  
(26/3/2015)
- c) **Constantinos Zounis**, Ph.D. candidate in  
International Relations  
M.A. in 'Politics and Economics of Contemporary  
Eastern and Southeastern Europe' and M.A. in  
'International Law'.  
*"The legal and political parameters of the Exclusive  
Economic Zone in the Aegean Sea".*  
(02/04/2015)

## Lectures listed by title

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## **I. Social Movements: socio-psychological approaches**

Dr Baka Aphrodite  
Lecturer in Social Psychology

### **Summary**

The lecture concentrates on the ways social psychology theory and research studies social movements and collective actions. The review of socio-psychological approaches spans from the early years of social psychology up to date. Current trends in research are presented with emphasis on research based on attitudes theory, relative deprivation theory and social identity theory. The main issues of interest in the study of social movements from the socio-psychological perspective are discussed, such as individual characteristics of the participants, social and politicized identity of the participants, emotions as factors that contribute to participation, empowerment and ideology, with reference to research data.

### **Selected Bibliography**

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Researching Crowds and Power. *Journal of Social Issues*, 65(4), 707–725).

**Klandermans, B., van Stekelenburg, J., Damen, M., van Troost, D & van Leeuwen, A.** (2014), Mobilization Without Organization: The Case of Unaffiliated Demonstrators. *European Sociological Review*, 30(6), 702-716.

**Reicher, S. & Drury, J.** (2011), Collective identity, political participation and the making of the social self. In A. Azzi, X. Chrysochoou, B. Klandermans & B. Simon (Eds.), *Identity and participation in culturally diverse societies: A multidisciplinary perspective*. Chichester: Wiley- Blackwell.

**Stürmer, S. & Simon, B.** (2009), Pathways to Collective Protest: Calculation, Identification, or Emotion? A Critical Analysis of the Role of Group-Based Anger in Social Movement Participation. *Journal of Social Issues*, 65(4), 681–705.

**Van Zomeren, M. & Iyer, A.** (2009), Introduction to the Social and Psychological Dynamics of Collective Action. *Journal of Social Issues*, 65(4), 645–660.

**Van Stekelenburg, J. & Klandermans, B.** (2007), Individuals in Movements: A Social Psychology of Contention. In *Handbook of Social Movements Across Disciplines*. B. Klandermans & C. Roggeband (Eds). Amsterdam: Springer.

**Van Zomeren, M., Leach, C. & Spears, R.** (2012), Protesters as "Passionate Economists": A Dynamic Dual Pathway Model of Approach Coping With Collective Disadvantage, *Personality and Social Psychology Review*, 16(2,) 180–199.

## **II. Defending the rights of people with mental health problems: the role of self-organization and advocacy**

Dr Georgaca Eugenie  
Assistant Professor of  
Clinical Psychology

### **Summary**

The rights of people with mental health problems are defined by human rights and patients' rights. A number of international declarations articulate and set to protect the rights of people with mental health problems, and these declarations have formed the basis of national legislation in many countries. Despite this, however, these rights are systematically violated by mental health services, through compulsory admission and treatment, as well as by wider society, through social discrimination which stems from the stigma accompanying mental illness. In the past few decades there has been considerable efforts by people with mental health problems themselves to promote and safeguard their rights through actions of self-advocacy. The organizations of users of mental health services aim to promote the views of users of mental health services in determining the development and function of mental health services, to monitor human rights violations and act against them, to develop alternative non-pathologising and non-discriminating mental health services run by users themselves and finally to articulate their own frameworks for understanding the experience of distress.

## Selected Bibliography

- Bracken, P., & Thomas, P.** (2004), Postpsychiatry is not another model. *OpenMind*, 125.
- Campbell, P.** (1999), The service user / survivor movement. In C. Newnes, G. Holmes & C. Dunn (Eds.), *This is madness* (pp. 195-210). Bath: PCCS Books.
- Perkins, R.** (2002), Involving service users. In N. Harris, S. Williams, S. & T. Bradshaw (Eds.), *Psychosocial interventions of people with schizophrenia* (pp. 237-250). Basingstoke: Palgrave.
- Wallcraft, J., & Michaelson, J.** (2001), Developing a survivor discourse to replace the 'psychopathology' of breakdown and crisis. In C. Newnes, G. Holmes & C. Dunn (Eds.), *This is madness too* (pp. 177-190). Bath: PCCS Books.



### **III. Non violence: H.D. Thoreau, L. Tolstoy, M. Gandhi, M.L. King**

Dr Georgopoulos Alexandros  
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 (αγάπη-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.

## **IV. 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

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- Arnold R.** (ed) (2005), *International Humanitarian Law and the 21st Century's Conflicts*, Lausanne, Editions Inter-universitaires Suisse.
- Byers M.** (2005), *War Law: International Law and Armed Conflict*, London, Atlantic.
- Fleck D.** (ed) (2008), *The Handbook of International Humanitarian Law*, 2nd edn, Oxford, Oxford University Press.
- Green LC.** (2008), *The Contemporary Law of Armed Conflict*, 3rd edn, Manchester, Manchester University Press.
- Greenwood C.** (2006), *Essays on War in International Law*, London, Cameron.
- Kolb R., Hyde R.** (2008), *An Introduction to the International Law of Armed Conflicts*, Hart Publ., Oxford.

## **V. The Philosophical Foundations of Human Rights**

Dr Kalokairinou Eleni  
Associate Professor of Philosophy

### **Summary**

A central issue about the discussion of human rights is whether there are natural or only legal rights. In the present lecture we concentrate on the moral rights which exist before and independently of any legal jurisdiction and attempt to show the different ways in which we can justify them. Are moral rights, in the end, justified by virtue of certain features that human beings possess, are they justified as a kind of instrument for promoting man's interests and human welfare or are they justified in terms of a kind of contract between the citizens of a society into which they have entered for the benefit of each of them? These are the issues we are going to explore.

### **Selected Bibliography**

**Freeman Michael** (1994), "The Philosophical Foundations of Human Rights", *Human Rights Quarterly*, v. 16 pp. 491-514.

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- Thomson, Judith, Jarvis** (1990), *The realm of rights*, Harvard University Press, Cambridge: Massachusetts.
- John Finnis** (1980), *Natural Law and Natural Rights*, Oxford University Press, Oxford.
- Richard Tuck** (1981), *Natural Rights Theories: their origin and development*, Cambridge University Press, Cambridge.
- O'Neill, Onora** (1996), *Toward Justice and Virtue: A Constructive Account of Practical Reasoning*, Cambridge University Press, Cambridge, pp. 127-153.
- Oderberg, David S.** (2000), *Moral Theory: A non-consequentialist approach*, Blackwell, Oxford, chapter 2.

## **VI. Multiculturalism and Intercultural Education**

Dr Kesidou Anastasia  
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.



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- 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. Human Rights Education**

Dr Mattheoudakis Marina  
Associate 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. Strasburg.

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**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.42*)

## **VIII. Music and musics. Cultural identities and Human Rights**

Dr Nika-Sampson Evanthia  
Associate Professor of  
Historical Musicology

### **Summary**

The lecture attempts to summarize the different impact levels of music on sociopolitical context. At first, it attempts a historical overview with references to the role played by music in illustrating social behavior and the declaration of human rights. The music which was directly connected with poetry was censored more because of the lyrics rather than the music itself. The lyrics and the music consisted the instrument which led to the uprising and liberation struggles of the world cultures globally, with different cultural identities or worked as an alert in the defense of human rights. The overview mainly aims at identifying the main lines of this role of musics, focusing on different social and historical contexts.

## Selected Bibliography

**Letts R.** (June 2006), The protection and Promotion of musical Diversity. A study carried out for UNESCO by the International Music Council.

[www.imc-cim.org/programmes/imc\\_diversity\\_report.pdf](http://www.imc-cim.org/programmes/imc_diversity_report.pdf)

Mapping cultural Diversity. Good practices from Around the globe.

A contribution to the debate on the implementation of the Unesco convention on the diversity of cultural expressions. Download from [www.unesco.de](http://www.unesco.de) and [www.asef.org](http://www.asef.org).

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**Shepherd J.** (23 Feb. 2009), "Sociology of music", Grove Music Online. Oxford Music Online. <http://www.oxfordmusiconline.com/subscriber/article/grove/music/26085>.

**Shepherd J.** (1977/R), 'The "Meaning" of Music', 'The Musical Coding of Ideologies', *Whose Music? A Sociology of Musical Languages*, London, ed. J. Shepherd and others 53–68; 69–124.

**De la Motte-Haber H., Neuhoff H. (Hrsg.)** (2007), *Musiksoziologie (= Handbuch der systematischen Musikwissenschaft. Bd. 4)*. Laaber-Verlag, Laaber.

**Kaden Chr.:** Musiksoziologie. In: Ludwig Finscher (Hrsg.): Die Musik in Geschichte und Gegenwart. Personenteil, Band 12: Mer – Pai. 2., neubearbeitete Ausgabe. Bärenreiter u.a., Kassel u.a. 2004, Sp. 1618–1658.

## **IX. The Freedom of religion at national and international level**

Dr Nikolakakis Dimitrios  
Assistant Professor of  
Church and State Relations and Canon Law

### **Summary**

In this lecture there is a presentation of issues concerning the principle of Freedom of Religion. Initially, it concentrates on the examination of the notion of "Freedom of Religion" and on the distinction between this principle and "Religious Tolerance". On the first part of the lecture, there is an approach both of the protection of Freedom of Religion at international level through the texts of the relevant international conventions, and of some special issues that raise public debates throughout the world, such as this of the presence of religious symbols in public places or this of religious minorities, the proselytism, the religious education etc.. On the second part of the lecture, the students will be familiarized with the protection of Freedom of Religion at national level, as it crystallized through the Greek Constitution and the international conventions that are part of the Greek legal system.

So, this lecture aims to provide students with the opportunity to realize the importance of the respect for

the Freedom of Religion in a democratic and increasingly multicultural society.

### **Selected Bibliography**

- Doe N.** (2011), *Law and Religion in Europe: A Comparative Introduction*, Oxford - New York, Oxford University Press.
- Robbers G.** (2005), *State and Church in the European Union*, 2nd ed, Baden-Baden, Nomos.
- Ferrari S. – Cristofori R.** (2010), *Law and Religion in the 21st Century. Relations between States and Religious Communities*, England, Ashgate.
- Naskou - Peraki P.** (2000), *The Legal Framework of Religious Freedom in Greece*, Athens -Komotini, Ant. N. Sakkoulas.
- Steiner H. and Alston Ph.** (2000), *International Human Rights in Context – Law, Politics, Morals*, 2nd edn., Oxford, Oxford University Press.



# European Master's Degree in Human Rights and Democratisation

## Schedule of Classes for Second Semester 2015

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

### 1st week: Monday 9 – Friday 13 February 2015

11/2, Wednesday, 12:00-14:00, UNESCO Chair, Introductory Meeting/Welcome Reception

13/2, Friday, 13:00-14:30, UNESCO Chair, Prof. D. Papadopoulou, *UNESCO and the Culture of Human Rights and Peace* (Introductory discussion)

### 2nd week: Monday 16 – Wednesday 18 February 2015

18/2, Wednesday, 13:00-17:00, UNESCO Chair, Dr Aphrodite Baka, Lecturer, School of Psychology, A.U.Th.

*Social Movements: socio-psychological approaches*

### 19/2, Thursday - 24/2, Tuesday 2015: Holidays (Carnival)

### 3rd week: Wednesday 25 – Friday 27 February 2015

26/2, Thursday, 17:00-19:00, Room 114, Dr M.Matthaioudakis, Assoc. Professor, School of English Language and Literature, A.U.Th.  
*Human Rights Education*

27/2, Friday, 17:00-19:00, Room 114, Dr M.Matthaioudakis, Assoc. Professor, School of English Language and Literature, A.U.Th.  
*Human Rights Education*

**4<sup>th</sup> week: Wednesday 2 – Friday 6 March 2015**

5/3, Thursday, 17:00-19:00, Room 114, Professor C.

Hadjiconstantinou, School of Law, A.U.Th.

*An Introduction to International Humanitarian Law*

**5<sup>th</sup> week: Monday 9 – Friday 13 March 2015**

12/3, Thursday, 17:00-19:00, Room 114, Professor

C. Hadjiconstantinou, School of Law, A.U.Th.

*An Introduction to International Humanitarian Law*

12/3, Thursday, 19:00-21:00, Room 114

Seminar: *"Young Scientists - members of the UNESCO Chair - discuss with the masterines"* (see p.10)

**6<sup>th</sup> week: Monday 16 – Friday 20 March 2015**

19/3, Thursday, 17:00-21:00, Room 114, Professor A. Georgopoulos,  
School of Early Childhood Education, A.U.Th.

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

**7<sup>th</sup> week: Monday 23 – Friday 27 March 2015**

26/3, Thursday, 17:00 – 19:00, Room 114, Dr E.Georgaca,  
Assist.Professor, School of Psychology, A.U.Th.

*Defending the rights of people with mental health problems: the role of self-organization and advocacy*

26/3, Thursday, 19:00-21:00, Room 114

Seminar: *"Young Scientists - members of the UNESCO Chair - discuss with the masterines"* (see p.10)

**8<sup>th</sup> week: Monday 30 March – Friday 3 April 2015**

2/4, Thursday, 17:00–19:00, Room 114, Dr E.Georgaca, Assist.  
Professor, School of Psychology, A.U.Th.

*Defending the rights of people with mental health problems: the role of self-organization and advocacy*

2/4, Thursday, 19:00–21:00, Room 114,

Seminar: "Young Scientists - members of the UNESCO Chair - discuss with the masterines" (see p.10)

**6/4, Monday – 19/4, Sunday 2015: Easter Holidays**

**9<sup>th</sup> week: Monday 20 – Friday 24 April 2015**

23/4, Thursday, 17:00–21:00, Room 114, Dr Dimitrios Nikolakakis,  
Assist. Professor, School of Pastoral and Social Theology, A.U.Th

*The Freedom of religion at national and international level*

**10<sup>th</sup> week: Monday 27 April – Friday 1 May 2015**

30/4, Thursday, 17:00-19:00, Room 114, Dr A. Kesidou, Assist.  
Professor, School of Philosophy and Pedagogy, A.U.Th.

*Multiculturalism and Intercultural Education*

30/4, Thursday, 19:00-21:00, Room 114, Dr E. Kalokairinou, Assoc.  
Professor, School of Philosophy and Pedagogy, A.U.Th.

*The Philosophical Foundations of Human Rights*

**11<sup>th</sup> week: Monday 4 – Friday 8 May 2015**

7/5, Thursday, 17:00–19:00, Room 114, Dr A. Kesidou, Assist.  
Professor, School of Philosophy and Pedagogy, A.U.Th.

*Multiculturalism and Intercultural Education*

7/5, Thursday, 19:00–21:00, Room 114, Dr E. Kalokairinou, Assoc. Professor, School of Philosophy and Pedagogy, A.U.Th.

*The Philosophical Foundations of Human Rights*

**12<sup>th</sup> week: Monday 11 – Friday 15 May 2015**

14/5, Thursday, 17:00-21:00, Room 114, Dr E.Nika-Sampson, Assoc. Professor, School of Music Studies, A.U.Th.

*Music and musics. Cultural identities and Human Rights*

**13<sup>th</sup> week: Monday 18 – Friday 22 May 2015**

Educational Trip to Athens / UNICEF Headquarters / Advocate for Children's Rights

**Venue**

UNESCO Chair, Administration Building, 1st floor  
Room 114, School of Philosophy, "Old Building"  
Room 308, School of Philosophy, "New 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

**Baka, Aphrodite:** Aphrodite Baka is a Lecturer of the Department of Social and Clinical Psychology of the School of Psychology, Aristotle University of Thessaloniki. She holds a Master Degree in Social Psychology from the London School of Economics and Political Sciences and she completed her Ph.D in the Aristotle University of Thessaloniki. She teaches Social Psychology at both undergraduate and postgraduate level. Her research interests are focused on issues of the collective identities, such as collective actions and political participation, on social conflicts, such as war and terrorism, on minority issues (migrants, roma, muslim minority, gender issues) and the social construction of ideas and meanings. She publishes in Greek and English scientific journals.

**Georgaka, Eugenie:** Assistant Professor in Clinical Psychology: Psychosocial Systems of Care at the Psychology Department, Aristotle University of Thessaloniki. B.A. in Philosophy, Psychology and Education at the Aristotle University of Thessaloniki, M.A. in Psychoanalytic Studies at the University of Kent, U.K., and PhD in Social and Clinical Psychology at Manchester Metropolitan University, U.K.. Her research interests include critiques of psychopathology, critical perspectives on mental health problems and especially psychosis, movements of users of mental health services, qualitative approaches to the study of social and clinical issues, and the function and effects of psychotherapy as an institution.

**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" etc.

**Kalokairinou, Eleni:** Eleni Kalokairinou (BA. Univ. of Athens, MA. and PhD. Univ. of Exeter). She worked at the Department of Philosophical and Social Studies at the

University of Crete (1994), the Department of Classics and Philosophy at the University of Cyprus (1995-2011) and since October 2011 she has been teaching Philosophy at the Department of Philosophy and Education of the Aristotle University of Thessaloniki. Her main research interests include Moral Philosophy, Applied Ethics and Bioethics, Political Philosophy and Ancient Greek Philosophy. She was a member of the Cyprus National Bioethics Committee from the year of its establishment 2002 until 2011. Her main publications include the book, *From Meta-ethics to Ethics: An Overview of R. M. Hare's Moral Philosophy*, Peter Lang, Frankfurt am Main 2011, the translation in Greek of R. F. Atkinson's book *Conduct: An Introduction to Moral Philosophy*, Macmillan, London-Melbourne-Toronto 1969 (Publication Syghroni Paideia, Thessaloniki 2012), the critical edition of Demetrius Kydonis' translation of Thomas Aquinas, *Summa Theologica*, vol. 18: *On justice and injustice* (Publication of the Foundation of Research and Editions of Neohellenic Philosophy, Athens 2002), a number articles etc.

**Kesidou, Anastasia:** Assistant Professor of Comparative and Intercultural Education at the Department of Education, Faculty of Philosophy, Aristotle University of Thessaloniki. She holds a B.A. in Education, Philosophy and Psychology (Aristotle University of Thessaloniki) and a Ph.D. in Education (University of Heidelberg, Germany). In 1999 and 2000 she participated in a UNESCO research project regarding peace-building education in post-war Bosnia and Herzegovina. In the last fifteen years she has been involved in various nationwide and European projects in the areas of Intercultural Education and Intercultural Communication funded by the Greek Ministry of Education and the EU. Currently, she is the President of the Hellenic

Observatory for Intercultural Education. She is a member of the UNESCO Chair/A.U.Th. for the last twelve years. In this context, she has given lectures in the framework of the European Master in Thessaloniki and in Venice, and she has supervised an E.MA Thesis concerning education in Bosnia and Herzegovina.

**Liberis, Ilias:** Executive Director and Head of Communication of the Hellenic National Committee for UNICEF. He was elected Vice-chair of Education for Development of the UNICEF National Committees (2000-2004). He participated in his 25 years carrier in many countries in the developing world. He has many publications in newspapers, magazines and "THE COSMOS" Natcom's Newsletter, regarding children's rights, developing world and Sustainable Development. He is Member of many societies and foundations.

**Mattheoudakis, Marina:** Associate 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 11 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).



**Nika-Sampson, Evanthia:** Studies at the University of Munich (Ludwig-Maximilians-Universität München) in the Faculties of Musicology, Theater Studies and German Literature, with a scholarship of the German Academic Exchange Service (Deutscher Akademischer Austauschdienst – DAAD). „Magister artium“ and „Doktor der Philosophie“, Dr. phil.

*Research Interests:* • Musical Form and Analysis of the music in 18th and 19th century • Opera and genres of Music theatre (Gattungen des Musiktheaters) • Genres and forms of Western music (18th-19th century): The Classic and the Romantic Era • Topics in the History of Western Music • Greek art music.

*Membership in Councils:* General Secretary of the NATIONAL COUNCIL OF MUSIC – UNESCO (no more valid)

*Membership in International Societies:* Member of the International Musicological Society (IMS)

- 2009-11 Head of the School of Music Studies, A.U.TH.
- 2011-13 Second tenure as President of the School of Music Studies, A.U.TH.
- 2011-2013 President of the Culture Committee for the Music Schools at the Ministry of Education, Lifelong Learning and Religious Affairs and since 2014 Vice-President of the Culture Committee for the Music Schools.
- 2013 President of the Greek Musicological Society.

**Nikolakakis, Dimitrios:** Dimitrios Nikolakakis has received a degree both from the Faculty of Law and from the Faculty of Theology of the Aristotle University of Thessaloniki, with honours. He has received a Master's degree and a Ph.D degree from the Faculty of Law of the

Aristotle University of Thessaloniki, unanimously with honours. He has also received his Ph.D degree from the Faculty of Theology of the Aristotle University of Thessaloniki, with honours. He has got a scholarship of the State Scholarships Foundation (IKY) for his Ph.D studies at the Faculty of Law of the Aristotle University of Thessaloniki. He has received a diploma on Greek Paleography from the Center for Hagiological Studies of the Holy Metropolis of Thessaloniki, after a two year attendance, with honours. He has presented academic papers in more than 30 international conferences, workshops and other scientific events. He is member of the Editorial Committee of the scientific law journal *Nomokanonika* (a biannual review of Ecclesiastical and Canon Law) and of the Scientific Committee of the journal *Arxeiaka Analecta*. He participates in Synodic Church Committees, in committees of the Aristotle University of Thessaloniki, in committees of the Bar Association of Thessaloniki and in other scientific bodies and associations in Greece and abroad. He is also member in organizing scientific committees of domestic and international conferences. He is fluent in English and German. He is attorney at the Supreme Court of Greece and Assistant Professor of Church and State Relations and Canon Law at the Aristotle University of Thessaloniki.

**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.

## HUMAN RIGHTS LINKS

Research in Human Rights Education papers

[http://archive.hrea.org/index.php?base\\_id=266](http://archive.hrea.org/index.php?base_id=266) (1<sup>st</sup> issue)

[http://archive.hrea.org/index.php?base\\_id=547&language\\_id=1](http://archive.hrea.org/index.php?base_id=547&language_id=1) (2<sup>nd</sup> issue)

[http://archive.hrea.org/index.php?base\\_id=843&language\\_id=1](http://archive.hrea.org/index.php?base_id=843&language_id=1) (3<sup>rd</sup> issue)

The Electronic Resource Centre for Human Rights Education

<http://www.hrea.org/learn/resource-centre/>

Archives of previous newsletters can be found at:

[http://archive.hrea.org/index.php?base\\_id=104&language\\_id=1&erc\\_doc\\_id=486&category\\_id=739&category\\_type=2&group=](http://archive.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=486&category_id=739&category_type=2&group=)

National action plans/strategies for human rights education

<http://www.ohchr.org/EN/Issues/Education/Training/WPHRE/FirstPhase/Pages/NationalActionsPlans.aspx>

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 Associates

<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>

## **UNESCO Chair Staff**

Haralambos Kyriazopoulos, B.A., Studies in Greek Civilization, Hellenic Open University  
Member of the UNESCO Chair

Stella Dimitriadou, Secretary (until 31-3-2015)  
B.A., Architect, Aristotle University of Thessaloniki (A.U.Th.)

Dimitra Kizlari, Secretary  
B.A. in Archaeology and History of Art, A.U.Th., M.A. in Museology

Elli Melliou, Attorney-at-Law, A.U.Th., M.A.  
Member of the UNESCO Chair

Elli Varvaki, Professor of Greek Language and Literature,  
Assistant Principal at The American College of Thessaloniki /Anatolia (ACT), Volunteer

Vasiliki Giatsiou, B.A. in Political Sciences, A.U.Th.,  
Member of the UNESCO Chair

***List of E.MA Students who prepared their M.A. Theses  
in the UNESCO Chair/A.U.Th.,  
under the supervision of A.U.Th. academics  
(1999-2015)***

<b>Year</b>	<b>Student</b>	<b>Supervisor</b>
1999	Greco Corinna (Italy)	Prof. Dimitra Papadopoulou, School of Psychology
1999	Gabrielian Ana- Valerie (France)	Prof. Dimos Tsourkas, School of Law
2001	Rusu Mirela (Romania)	Dr Leonidas Papadopoulos, Lecturer, School of Law
2001	Radulescu Elena Beatrice (Romania)	Prof. Dimitra Papadopoulou, School of Psychology
2003	Hammerer Rosemarie (Austria)	Assoc. Prof. Vassiliki Deliyanni- Kouimtzis, School of Psychology
2003	Perez Rocha Immaculada (Spain)	Dr Konstantinos Tsitselikis, University of Macedonia, Thessaloniki
2003	Fernandez Pacheco Estrafa Patricia (Spain)	Prof. Grammatikaki-Alexiou, School of Law
2003	De Kort Frauke (The Netherlands)	Dr Anastasia Kesidou, Lecturer, School of Philosophy and Pedagogy

2004	Bart Verstraeten (Belgium)	Assist. Prof. Panayiotis Kordoutis, School of Psychology
2004	Agterhuis Sander (The Netherlands)	Dr Aristotle Constantinides, School of Law
2005	Bettaz Nejwa (Germany)	Assoc. Prof. Angeliki Pitsela, School of Law
2005	Brandt Nicola (Germany)	Dr Aristotle Constantinides, School of Law
2005	Trapani Vanessa (Italy)	Assist. Prof. Nikos Bozatzis, Dept. of Psychology, University of Ioannina
2006	Hau-Yan Wan (China)	Prof. Zoe Papassiopi-Passia, School of Law
2006	Yasemin Ugursal (Turkey)	Prof. Evi Nika-Sampson, School of Music Studies Co-Supervisor: Prof. Maria Dikaiou, School of Psychology
2006	Sara Maria Sorensson (Denmark)	Assist. Prof. Nikos Bozatzis, Dept. of Psychology, University of Ioannina
2007	Sara Memo (Italy)	Prof. Zoe Papassiopi-Passia, School of Law
2007	Christina Wurzinger (Austria)	Prof. Emer. Dimitra Papadopoulou, School of Psychology

2009	Joseph Cikuru- Mwanamayi (Rwanda)	Prof. Kostas Chryssofonos, School of Law
2009	Clíodhna Ni Ghiollagain (Ireland)	Assist. Prof. Marina Mattheoudakis, School of English Language and Literature
2009	Giulia Reccardini (Italy)	Prof. Zoe Papassiopi-Passia, School of Law
2009	Cécile Wendling (France)	Prof. Maria Dikaiou, School of Psychology
2010	Christine Laurence Krack (Luxemburg)	Assoc. Prof. Domna Pastourmatzi, School of English Language and Literature
2010	Lorena Isla (Spain)	Lecturer Georgios Nouskalis, School of Law
2010	Johanna Wöran (Austria)	Assoc. Prof. Panagiotis Glavinis, School of Law
2010	Staša Tkalec (Slovenia)	Assist. Prof. Ifigenia Kamtsidou, School of Law
2012	Nogues Maria- Cristina Moreno (Venezuela)	Assist. Prof. Marina Mattheoudakis, School of English Language and Literature
2012	Schiffer Miriam Isabel (Austria)	Prof. Emer. Dimitra Papadopoulou, School of Psychology
2012	Kuhn Paulina Barbara (Poland)	Prof. Maria Tzouriadou, School of Pedagogy



2013	Caterina Sirna (Italy)	Assist. Prof. Dimitrios Akrivoulis, Dept. of Balkan, Slavic and Oriental Studies, University of Macedonia, Thessaloniki
2013	Marie Engberg Helmstedt (Denmark)	Assist. Prof. Lina Papadopoulou, School of Law
2013	Marcia Victoria Garcia Peñate (Guatemala)	Prof. Theofano Papazissi, School of Law
2014	Alexandra Ihora (Romania)	Prof. Evangelia Tressou, School of Primary Education
2014	Kasey Tyler (Australia)	Assist. Prof. Maria Archimandritou, School of Law
2015	Gamze Çakir (Turkey)	Assoc. Prof. Konstantinos Tsitselikis, Dept. of Balkan, Slavic and Oriental Studies, University of Macedonia, Thessaloniki
2015	Rachelle Miner (U.S.A.)	Lecturer Aphrodite Baka, School of Psychology Co-Supervisor: Assoc. Prof. Evanthia Nika-Sampson, School of Music Studies

*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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(The Website is under construction)