

ΠΕΡΙΓΡΑΦΜΑΤΑ

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FIRST SEMESTER

COURSE OUTLINE International Development and Global South

(1) GENERAL

SCHOOL	UNIVERSITY OF MACEDONIA		
ACADEMIC UNIT	INTERDEPARTMENTAL		
LEVEL OF STUDIES	MA		
COURSE CODE	HRMS201	SEMESTER	B
COURSE TITLE	International Development and Global South		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Credits are given for the whole of the course	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level,

which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

- The interconnections between growth models, economics and political ideologies and the debates around the relative effectiveness and inefficiencies of market-led and state-led development models
- Current aid models, Sustainable Development Goals and the relative debates
- The concept of governance and its interpretations within the context of development and the background and ideology of current development theories, economics models and their associated policies
- The factors that influence global policy development and institutions that oversee such issues as trade, investment and aid and the economic implications of the rapid economic progress in China, India and Brazil

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

Working in an international environment
Working in an interdisciplinary environment
Project planning and management

(3) SYLLABUS

Lesson 1:

- Economic Growth, Economic Development, International Economic Development, Global South: Concepts.
- Measurement of Economic Development.
- Inequalities

Lesson 2:

- The framework of Economic Development
- Main Economic Development theories:
 - Classical theory of capitalist development (endogeniety model)
 - Neoclassical Theory of Growth (Solow model, poverty trap, long term equilibrium)
 - Keynesian Theories of Income Distribution and Growth.

Lesson 3:

The framework of Economic Development continued.

Lesson 4:

- Structural Models
- Balanced vs. Unbalanced Growth
- Theories of Industrialisation

Lesson 5:

- Rostow Model and Modernisation Theory,
- Dependency Theory
- Institutions and Growth

Lesson 6:

Global Economic System

- The globalization after the Second World War: notion and aspects
- The developmental characteristics of a global economic system
- New conditions and features of contemporary form of Globalization

Lesson 7:

International Development

- Poverty, IMF and World Bank policies & constraints
- GDP growth and convergence/divergence between rich and poor countries
- Environmental Sustainability
- Innovation and technological gap, trade & trade policy, financial crisis

Lesson 8:

International Development continued

International Development and International Migration

Lesson 9:

Essay presentations

Lesson 10:

Essay presentations

Lesson 11:

Essay presentations

Lesson 12:

Essay presentations

Lesson 13:

Essay presentations

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face in conjunction with some distance learning</p>																					
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>																						
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="707 853 1031 882">Activity</th> <th data-bbox="1038 853 1356 882">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="707 889 1031 918">Lectures</td> <td data-bbox="1038 889 1356 918">48 hours</td> </tr> <tr> <td data-bbox="707 925 1031 954">Long Essay writing</td> <td data-bbox="1038 925 1356 954">48 hours</td> </tr> <tr> <td data-bbox="707 960 1031 990">Essay presentation</td> <td data-bbox="1038 960 1356 990">30 hours</td> </tr> <tr> <td data-bbox="707 996 1031 1025"></td> <td data-bbox="1038 996 1356 1025"></td> </tr> <tr> <td data-bbox="707 1032 1031 1061"></td> <td data-bbox="1038 1032 1356 1061"></td> </tr> <tr> <td data-bbox="707 1068 1031 1097"></td> <td data-bbox="1038 1068 1356 1097"></td> </tr> <tr> <td data-bbox="707 1104 1031 1133"></td> <td data-bbox="1038 1104 1356 1133"></td> </tr> <tr> <td data-bbox="707 1140 1031 1169"></td> <td data-bbox="1038 1140 1356 1169"></td> </tr> <tr> <td data-bbox="707 1176 1031 1205">Course total</td> <td data-bbox="1038 1176 1356 1205">126</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	48 hours	Long Essay writing	48 hours	Essay presentation	30 hours											Course total	126
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<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work,</i></p>	<p>The course assessment is based on the writing and presentation of an essay and a final exam paper:</p> <p>The writing of the essay accounts for 40 per cent of the overall grade while its presentation for the 20 per cent of the overall grade. The remaining 40 per cent of the overall grade is accounted for by the final exam paper.</p>																					

clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

M. P. Todaro and S. P. Smith, **Economic Development**, Pearson Series of Economics, Pearson, 13th Edition.

Daron Acemoglu and James A. Robinson, 2012, **Why Nations Fail: The Origins of Power, Prosperity, and Poverty**, Profile Books

Jeffrey Sachs, 2020, *The Ages of Globalization: Geography, Technology, and Institutions*, Columbia University Press, New York.

Jeffrey Sachs, 2005, *The End of Poverty: Economic Possibilities for Our time*, Penguin Group, USA.

Timothy J. Hatton Jeffrey G. Williamson, 1998, **The Age of Mass Migration: Causes and Economic Impact**, Oxford University Press, Oxford and New York.

Thomas Piketty, Arthur Goldhammer (Translator), 2014,

Capital in the Twenty-First Century, Harvard University Press.

- Related academic journals:

Course Outline "HUMAN RIGHTS LAW: A COMPARATIVE APPROACH"

GENERAL

SCHOOL	UNIVERSITY OF MACEDONIA		
DEPARTMENT	INTERDEPARTMENTAL		
LEVEL OF STUDY	MA		
MODULE CODDE	HRMS102	SEMESTER OF STUDY	A'
MODULE TITLE	HUMAN RIGHTS LAW: A COMPARATIVE APPROACH		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS	CREDITS (ECTS)
LECTURES		39	6
MODULE TYPE	COMPULSORY MODULE, GENERAL BACKGROUND		
PREREQUISITE MODULES:	NO		
INSTRUCTION AND EXAMINATIONS LANGUAGE:	ENGLISH		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	YES		
MODULE WEBPAGE (URL)	https://openeclass.uom.gr/courses/MHR103/		

(6) LEARNING OUTCOMES

Learning Outcomes
<p>Upon successful completion of the course, the students will have knowledge of:</p> <ul style="list-style-type: none"> • The subjects and the sources of the human rights law and the human rights' holders. • The role of international organisations in the promotion, protection, monitoring and implementation of human rights law. • Categories, definitions and generations of human rights. • Key challenges to the protection of human rights. <p>Upon successful completion of the course, the students will be able</p> <ul style="list-style-type: none"> • To understand the relationship between states and international organizations • To critically analyse developments in human rights law • To take stock of their knowledge and experience they have acquired through meeting and interacting with invited speakers in class in order to comprehend the states' efforts in implementing human rights and adopting international instruments on human rights issues. • To acquire the necessary skills in order to understand any violations of human rights law (i.e. with regard to gender equality policies, violence against women, gender-based violence, etc) that occur across various geographic regions and to further be able to utilise the available human rights protection mechanisms for the protection of human rights at sea. • To practically understand the implementation of human rights law and the functioning of International Organisations and other human rights mechanisms and procedures • To develop practical skills in the preparation of presentations and participation in the seminars. • To use various methodological tools in their analysis.

- To familiarize themselves with the functioning of International Organisations in order to be able to participate in student simulation conferences.
- To be able to pursue human rights-related professional and academic opportunities in the field of international organisations, the public and the private sector, etc.

General Competencies

Autonomous work

Generation of new research ideas

Promoting free, creative, and inductive thinking

Ability to network with various actors, i.e. public or private sector, non-profit organisations, civil society actors, academia, etc.

The academic goals of this course is for the students

- To acquire knowledge on the regulatory framework on the protection of human rights
- To understand the role of comparative study of case-law with regard to the protection of human rights
- To critically appraise the effectiveness of legislative, policy, administrative and other measures on the protection of human rights
- To acquire a bulk of knowledge and skills in order to be able to interpret human rights with regard to every-day issues or contemporary challenges and to be able to find solutions and to prevent human rights violations.

(7) MODULE OUTLINE

The examination of the interplay between the essence of human rights and the actual realization of their enjoyment offers a captivating perspective through which to understand human rights. This dynamic is open to diverse interpretations and can be alternatively framed as the divide between a State's comprehension of human rights and that of an individual. While human rights inherently serve as safeguards for the individual, the conceptualization of human rights by States may markedly deviate from this understanding. The course offers a comparative study of human rights, looking into States' implementation of their human rights obligations and encompasses a diverse array of human rights topics, thereby offering an expansive examination of the subject matter. The course also presents key topics that are subject to political and legal debates across various countries. Furthermore, the course examines on a comparative basis case-law produced by national courts of various countries from all geographic regions.

Lecture Plan

Lecture #1	Categories and Definitions of Human Rights. Discrimination & Intersectionality
Lecture #2	Universal and Regional Human Rights Protection Systems
Lecture #3	Right to Life- Death Penalty
Lecture #4	Right to Life- Abortion & Reproductive Rights

Lecture #5	Right to Life- Excessive Use of Force by Police- Terrorism & Human Rights
Lecture #6	Right to Life- Right to assisted euthanasia & Right to Die
Lecture #7	Genocide and flagrant violations of human rights
Lecture #8	LGBT Rights: Right to Family, Right to Adoption, Right to Marry
Lecture #9	Trans Rights
Lecture #10	Gender-based violence and Femicides
Lecture #11	Cultural Rights: Right to Participate in Cultural Life- Right to Access and Enjoy Cultural Heritage
Lecture #12	New Technologies, Artificial Intelligence & Human Rights
Lecture #13	Climate Change & Human Rights Definitions & Categories of Human Rights

(8) TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD	Face to face and in parallel online teaching via zoom or googlemeet. Dr. K. Chainoglou, Associate Professor of International Law and International Organizations, will be delivering lectures 1-13. Human Rights experts are invited throughout the semester to deliver lectures on their area of expertise.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Use of the open eClass online platform • Power points and other training materials • Communication with the students is facilitated via exchange of messages through eClass or via exchange of emails. 	
TEACHING METHODS	Activity	Semester workload
	13 LECTURES	39
	PREPARATION/STUDY OF MATERIAL BEFORE LECTURES	14
	PREPARING FOR ESSAY AND PRESENTATION	53
	PREPARATION FOR THE WRITTEN EXAM PAPER AND PARTICIPATION IN THE EXAM	63
	TOTAL COURSE	168
STUDENT ASSESEMENT METHODS	<p>The final grade will emerge as follows:</p> <ul style="list-style-type: none"> - A final test which will represent 30% of the final grade. - One 5,000 word essay. The grade of this essay will represent 60% of the final grade. Students' participation in class will be graded and will represent 10% of the final grade. 	

(9) RECOMMENDED-BIBLIOGRAPHY

Recommended Bibliography:

- K. Chainoglou & Z. Aliozi, *Human Rights: A Comparative Approach*, Kallipos+, Open Academic Editions (2023)

Relevant Academic Journals:

- Human Rights Quarterly
- International Human Rights Law Review
- Human Rights Law Review
- Netherlands Quarterly of Human Rights
- African Human Rights Law Journal
- Asia-Pacific Journal on Human Rights and the Law
- Australian Journal of Human Rights
- Buffalo Human Rights Law Review
- East African Journal of Human Rights & Democracy
- East African Journal of Peace & Human Rights
- Harvard Human Rights Journal
- Harvard Human Rights Yearbook
- Human Rights & Globalization Law Review
- Human Rights and International Law
- International Journal on Minority and Group Rights
- International Legal Materials
- New York Law School Journal of Human Rights
- Nordic Journal of Human Rights
- Revue trimestrielle des droits de l'homme
- Europäisches Journal für Minderheitenfragen
- Humanitäres Völkerrecht: Informationsschriften
- Revista española de derecho internacional
- Rivista OIDU - Rivista ordine internazionale e diritti umani
- Diritti Umani e Diritto Internazionale
- European Journal of International Law
- American Journal of International Law
- Santander Art and Culture Law Review
- International and Comparative Law Quarterly
- Leiden Journal of International Law
- Nordic Journal of International Law

Open Access Academic Journals:

- The International Journal of Human Rights
- American Journal of International Law Unbound
- Cambridge Journal of International and Comparative Law
- Tilburg Law Review
- Gottingen Journal of International Law
- Indonesian Journal of International Law

International Law Blogs:

- International Law Blog, <<https://internationallaw.blog/>>
- EJIL: Talk!, <<https://www.ejiltalk.org/>>
- OpinioJuris, <<https://opiniojuris.org/>>
- Volkerrechtsblog, <<https://voelkerrechtsblog.org/>>

Human Rights Blogs:

- Oxford Human Rights Hub, <<https://ohrh.law.ox.ac.uk/category/blog/>>
- UK Human Rights Blog, <<https://ukhumanrightsblog.com/>>

- Center for Human Rights & Global Justice, < <https://chrgj.org/blog/>>
- University of Essex Human Rights Centre Blog, < <https://hrcessex.wordpress.com/>>
- Human Rights Here, < <https://www.humanrightshere.com/>>
- Universal Rights Group, < <https://www.universal-rights.org/>>

Recommended web sources:

- UN Audiovisual Library of International Law, <<http://www.un.org/law/avl/>>
- University of Oxford Podcasts, <https://podcasts.ox.ac.uk/keywords/international-law>
- Yale University itunes, <<https://itunes.apple.com/nz/podcast/international-law/id387937605?mt=2>>
- Max Planck Encyclopedia of Public International Law, <http://opil.ouplaw.com/browse?prd=EPIL>
- International Committee of Red Cross databases, <https://www.icrc.org/en/icrc-databases-international-humanitarian-law>
- Cases (International Court of Justice), <http://www.icj-cij.org/en/cases>
- United Nations Treaty Collection, <<https://treaties.un.org/>>
- Oxford Bibliographies (International Law), < http://www.oxfordbibliographies.com/browse?module_0=obo-9780199796953 >
- McGill Institute of Air and Space Law, <<https://mcgill.ca/iasl/>>
- British Institute of International and Comparative Law, <<https://www.biicl.org/reports-and-other-publications>>

Youtube Channels:

- International Law MOOC, <https://www.youtube.com/channel/UCGasG4aiJ2_8ar-EXGHI1kQ>
- Human Rights Watch, <<https://www.youtube.com/user/HumanRightsWatch>>
- Amnesty International, <<https://www.youtube.com/user/AmnestyInternational>>
- United Nations, <<https://www.youtube.com/user/unitednations>>
- EJIL Live, <https://www.youtube.com/channel/UCJy_09bVM2kQT2z8_ejRwEw>

asil1906, <<https://www.youtube.com/user/asil1906>>

COURSE OUTLINE ANTHROPOLOGY OF MIGRATION

(10) GENERAL

SCHOOL	UNIVERSITY OF MACEDONIA		
ACADEMIC UNIT	INTERDEPARTMENTAL		
LEVEL OF STUDIES	MA		
COURSE CODE	HRMS103	SEMESTER	A'
COURSE TITLE	Anthropology of Migration		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised General Knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English Written assignment, Oral presentation		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(11) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

By the end of the course students will know the theoretical paradigms related to anthropology of migration and the ethnographic methods of investigation of this phenomenon.

1. Make significant progress towards mastering the key conceptual approaches found in the anthropology of migration, allowing them to read and comprehend such texts independently.
2. Apply the key concepts of the anthropology of migration to real life case studies, thus producing a critical analysis of practices and discourses around migration.
3. Understand how anthropology approach the study of forced migration.
4. Gain a foundational knowledge of anthropological concepts and approaches to forced migration.
5. Critically analyze scholarly debates about forced migration, belonging, displacement, and refugees.
6. Develop a critical understanding of forced migration and the experience of displacement by drawing on different ethnographic examples.
7. Independently research and analyze individual and communal experiences of migration using both secondary sources (academic) and primary sources (interviews, media and online resources, etc).
8. Demonstrate comprehensive understanding of migration processes from both a theoretical and empirical perspective.
9. Critically evaluate contemporary anthropological literature and related texts.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>

1. Synthesize and analyze empirical and theoretical materials from a variety of sources and viewpoints on migrations, with particular emphasis on ethnographic evidence and lateral thinking.
2. Develop and evaluate arguments that take different kinds of social complexity into account.
3. Exercise informed independent thought and critical judgment and be able to effectively communicate their arguments.
4. Prepare focused and comprehensive both oral and written presentations.
5. Work independently and in collaboration with others.
6. Demonstrate cross-cultural understanding and comparison.

(12) SYLLABUS

The aim of this course is to introduce students to the anthropological perspective in the interdisciplinary fields of migration, transnationalism, globalization, and citizenship. It focuses on the reconceptualization of the different categories of 'otherness' (racial, religious and gender aspects) in light of anthropological theory and methodology. The discipline of anthropology uses a holistic and emic approach in analyzing the social dynamics of the migratory process, while centering on participant observation, the hallmark of anthropology, and the construction of subjectivities as the key actors on the move.

The course uses the anthropological theory, perspective, and methodology to culturally explore certain experiences of migrants. Under the general concept of mobility, it focuses on voluntary and non-voluntary movements of people and detects political, economic, and overall social aspects that they have taken in recent decades. It focuses on forms of migration as they are shaped in the modern globalized environment and analyzes their gender, racial, religious, and work aspects. The course will be taught through the discussion of ethnographic case studies.

The conventional distinction between "legal" and "illegal" migrants is used at the state level. However, the experiences of most immigrants, historically, are extremely complex. Variations in legislation have made these distinctions quite variable and arbitrary, thus challenging the limits of what constitutes "legality" and "illegality". Anthropology discloses the processes by which these boundaries are socially constructed and maintained.

More specifically, the course focuses on host society perceptions, and the migrant responses to these perceptions. The migratory movements of populations are examined in the context of globalization and global warming. It also addresses the impact of globalization on modern population movements and migration policies, and explores key terms, such as 'migrant', 'refugee', 'ethnicity', 'nationality', 'race', 'citizenship', 'state', 'nation', 'transnationalism', 'mobility', 'assimilation', 'marginalization' and 'integration'.

Although anthropology has important theoretical contributions to the study of migration, migration studies need to be understood as an interdisciplinary field. Thus, migration, as a truly interdisciplinary field, is important to be approached also from a psychological perspective. In particular the course, in its later sections will cover issues related to the psychological health and well-being of migrant populations, different types of trauma, and also these populations' psychosocial acculturation/integration in resettlement societies. The social psychological perspective which looks at groups' mental processes and behaviours, usually through an etic approach and a positivist methodology, will first be noted to shed light on the above areas; yet it will be combined with the critical social psychological perspective which supports an integrated etic-emic approach and a qualitative methodology. The critical social psychological perspective reminds its audiences to reflect

on underlying assumptions in the discipline of psychology which often neglect the socially constructed aspect of terms such as 'pathology', 'mental illness', 'diagnosis', 'treatment' and the unfair treatment this neglect may bring upon marginalized or minority groups. The above mean that towards the end of this course the perspective of anthropology-as outlined in the previous paragraphs- will make dialogue with the perspective of social psychology- as outlined above- in order to better understand migrant experiences.

(13) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to Face</p> <p>Lecturing</p> <p>Open debates</p> <p>Interactive discussions</p> <p>Watching documentaries and videos related to the content of the course</p> <p>Active student participation</p>											
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>ICT in Teaching, Communication with Students</p>											
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="699 1178 1031 1211">Activity</th> <th data-bbox="1031 1178 1361 1211">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 1211 1031 1245">Lectures</td> <td data-bbox="1031 1211 1361 1245">39hours</td> </tr> <tr> <td data-bbox="699 1245 1031 1279">Essay Writing</td> <td data-bbox="1031 1245 1361 1279">45hours</td> </tr> <tr> <td data-bbox="699 1279 1031 1339">Study and Analysis of Bibliography</td> <td data-bbox="1031 1279 1361 1339">200 hours</td> </tr> <tr> <td data-bbox="699 1339 1031 1373">Course total</td> <td data-bbox="1031 1339 1361 1373">284 hours</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	39hours	Essay Writing	45hours	Study and Analysis of Bibliography	200 hours	Course total	284 hours
Activity	Semester workload											
Lectures	39hours											
Essay Writing	45hours											
Study and Analysis of Bibliography	200 hours											
Course total	284 hours											
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p>	<p>English language is the language that the course is taught and thus, is the language of evaluation</p>											

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Methods of evaluation:

Essays (2500 words)

Oral Presentations

Written exams

Presence

Active student participation

(14) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Compulsory Bibliography

Agier, M. (2011). *Managing the undesirables*. Polity.

Centlivres, P., & Centlivres-Demont, M. (1988). The Afghan refugee in Pakistan: An ambiguous identity. *Journal of Refugee Studies*, 1, 141-152.

Colson, E. (2003). Forced migration and the anthropological response. *Journal of refugee studies*, 16(1), 1-18.

Davis, J. (1992). The anthropology of suffering. *Journal of Refugee Studies*, 5(2), 149-161.

Gatrell, P. (2019). *The Unsettling of Europe: How Migration Reshaped a Continent*. Basic Books.

Harrell-Bond, B. E., & Voutira, E. (1992). Anthropology and the Study of Refugees. *Anthropology today*, 8(4), 6-10.

Marrus, M. R. (2002). *The unwanted: European refugees from the first world war through the cold war*. Temple University Press.

- Related academic journals:

Journal of Ethnic and Migration Studies

International Migration

Journal of Refugee Studies

COURSE OUTLINE Migration and World History

GENERAL

SCHOOL	UNIVERSITY OF MACEDONIA		
ACADEMIC UNIT	INTERDEPARTMENTAL		
LEVEL OF STUDIES	MA		
COURSE CODE	HRMS104	SEMESTER	A
COURSE TITLE	Migration and World History		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6s
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised General Knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English Written assignment, Oral presentation, Exams		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(15) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of this course is to familiarize students with world and migration history on an introductory level. The two fields are closely related and they form an indispensable background for the understanding of the phenomenon of migration. In addition, the evolution of the idea of human rights as well as their protection can be better understood if students are familiar with the historical development of societies, civilizations and their interaction which this course aims to achieve. We examine world history from the age of discovery, the beginnings of European expansion, conquest, colonization and unification of the peoples' and cultures of the world. Emphasis is put on obtaining a basic understanding of the history of countries and continents outside Europe, such as China, India and Africa. The narrative is brought up-to-date to include recent developments and power-correlations. We begin a survey of population movements in historical perspective from around 1450, when Europe's outward expansion begins, generating unprecedented waves of migration. Voluntary and involuntary movements such as slavery and indentured labor are highlighted, as well as the effects of the industrial revolution, European imperialism and the two World Wars. The narrative is brought up to the current migration crises in Europe and the US.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>

The course improves the students' knowledge of the world, their reasoning, their understanding of how societies function, interact and evolve. It helps them acquire a broader perspective and understand contemporary phenomena through knowledge of their historical background. In this way, it improves and facilitates the students' understanding of the other subjects taught in this master's programme.

(16) SYLLABUS

1. European voyages of discovery. Expansion and conquest. The new world.
2. Muslim Empires: The Ottoman Empire, the Safavid Empire of Iran, the Mughal Empire of India. Africa before colonization.
3. The Ming and Ch'ing Dynasty of China. Japan and Korea. Australia and New Zealand.
4. Europe in the 16th, 17th, 18th Centuries. Martin Luther. The Thirty Years War. Louis the 14th. The French Revolution.
5. European imperialism and industrial revolution. The scramble for Africa. European rivalries and the two World Wars.
6. 20th century Latin America, Africa, Asia. The Cold War and the collapse of the Soviet Empire. Globalization and the world after the Cold War.
7. Book presentation as a means of instruction and evaluation (explained below).
8. Book presentation as a means of instruction and evaluation (explained below).
9. Book presentation as a means of instruction and evaluation (explained below).
10. Migration and the Asian Empires, Iran, India, the Ottoman Empire. European conquests 15th – 18th Century.
11. Slavery and indentured labor. Immigration to the Americas.
12. The effects of the European imperialism and colonization up to the 1st World War. The refugee problem.
13. The 2nd World War. European Immigration: Guest workers. The collapse of communism. Undocumented migrants. The situation in the rest of the world.

COURSE OUTLINE ECONOMICS OF MIGRATION

(17) GENERAL

SCHOOL	University of Macedonia		
ACADEMIC UNIT	INTERDEPARTMENTAL		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	HRMS105	SEMESTER	1st
COURSE TITLE	Economics of Migration		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(18) LEARNING OUTCOMES

Learning Outcomes

The academic objectives of this course are:

- Understanding the theory and mechanisms of migration.
- Understanding the relationship of globalization and European integration with immigration.
- Understanding the economic and non-economic impacts of immigration for the countries involved
- The critical approach to the evaluation of the effectiveness of the immigration policy implemented so far in Europe at the national and European level.

The creation of a stock of knowledge that will allow the investigation of the prospects of the European labor market and employment in an environment of intensified immigration.

Οι ακαδημαϊκοί στόχοι αυτού του μαθήματος είναι:

- Η κατανόηση της θεωρίας και των μηχανισμών της μετανάστευσης.
- Η κατανόηση της σχέσης της παγκοσμιοποίησης και της Ευρωπαϊκής ολοκλήρωσης με τη μετανάστευση.
- Η κατανόηση των οικονομικών και μη επιπτώσεων της μετανάστευσης για τις εμπλεκόμενες χώρες
- Η κριτική προσέγγιση στην αξιολόγηση της αποτελεσματικότητας από τη μέχρι τώρα ασκηθείσα μεταναστευτική πολιτική στην Ευρώπη σε εθνικό και Ευρωπαϊκό επίπεδο.

Η δημιουργία αποθέματος γνώσεων που θα επιτρέψει τη διερεύνηση των προοπτικών της ευρωπαϊκής αγοράς εργασίας και της απασχόλησης μέσα σ' ένα περιβάλλον εντεινόμενης μετανάστευσης.

General Competencies

Upon completion of this course students will know:

- The main post-war developments in the field of global and European immigration
- The different theoretical approaches on the issue of immigration.
- The content and basic demands in terms of immigration policy
- The particularities of the member countries of the union regarding their labor market and immigration.

In addition, students:

- They will gain useful experiences and develop skills in understanding and evaluating the positive and negative effects of migration and the opportunities and risks for EU member countries.
- They will be able to develop a general economic view of the European immigration phenomenon.

They will develop practical skills in preparing and presenting topics that they will deal with when preparing the papers they will undertake to prepare and present at seminars on labor markets and migration in EU member countries.

Με την ολοκλήρωση του μαθήματος αυτού οι φοιτητές θα γνωρίζουν:

- Τις βασικές μεταπολεμικές εξελίξεις στο χώρο της παγκόσμιας και ευρωπαϊκής μετανάστευσης
- Τις διαφορετικές θεωρητικές προσεγγίσεις πάνω στο θέμα της μετανάστευσης.
- Το περιεχόμενο και τα βασικά ζητούμενα σε όρους μεταναστευτικής πολιτικής
- Τις ιδιαιτερότητες των χωρών-μελών της ένωσης αναφορικά με την αγορά εργασίας τους και τη μετανάστευση.

Επιπλέον οι φοιτητές:

- Θα αποκτήσουν χρήσιμες εμπειρίες και θα αναπτύξουν δεξιότητες στην κατανόηση και στην αξιολόγηση των θετικών και αρνητικών επιπτώσεων από τη μετανάστευση και τις ευκαιρίες και κινδύνους για τις χώρες-μέλη της ΕΕ.
- Θα μπορέσουν να αναπτύξουν μια γενική οικονομική θεώρηση του ευρωπαϊκού μεταναστευτικού φαινομένου.

Θα αναπτύξουν πρακτικές δεξιότητες στην προετοιμασία και την παρουσίαση θεμάτων με τα οποία θα ασχοληθούν κατά την προετοιμασία των εργασιών που θα αναλάβουν να προετοιμάσουν και να παρουσιάσουν σε σεμινάρια σχετικά με τις αγορές εργασίας και τη μετανάστευση στις χώρες-μέλη της ΕΕ.

(3) MODULE OUTLINE

Week #1 Introduction: The Economic Dimension and Timelessness of the Migration Phenomenon

Week #2 Labor Market: A Microeconomic Theoretical Approach I

Week#3 Labor Market: A Microeconomic Theoretical Approach II

Week#4 Labor Market: A Macroeconomic Theoretical Approach I

Week #5 Labor Market: A Macroeconomic Theoretical Approach II

Week#6 The Causes and Effects of Immigration: A Theoretical Approach

Week#7 International Migration up to 1990. Modern Migrations and the European Experience

Week#8 The Non-Economic Dimensions of the Migration Phenomenon

Week#9 Migration Policy in a Globalization Environment. EU Policy: on Employment and Migration

Week #10 Seminar: Labor Market and Migration – The Six Founding Members of the EU

Week #11 Seminar: Labor Market and Migration – The other developed countries of the North

Week #12 Seminar: Labor Market and Migration - The countries of the European South

Week #13 Seminar: Labor Market and Immigration – The “New Europe”

Εβδομάδα #1	Εισαγωγή: Η Οικονομική Διάσταση και η Διαχρονικότητα του φαινομένου της Μετανάστευσης
Εβδομάδα #2	Αγορά Εργασίας: Μια Μικροοικονομική Θεωρητική Προσέγγιση I
Εβδομάδα#3	Αγορά Εργασίας: Μια Μικροοικονομική Θεωρητική Προσέγγιση II
Εβδομάδα#4	Αγορά Εργασίας: Μια Μακροοικονομική Θεωρητική Προσέγγιση I
Εβδομάδα #5	Αγορά Εργασίας: Μια Μακροοικονομική Θεωρητική Προσέγγιση II
Εβδομάδα#6	Τα Αίτια και τα αποτελέσματα της Μετανάστευσης: Μια Θεωρητική Προσέγγιση
Εβδομάδα#7	Η Διεθνής Μετανάστευση μέχρι το 1990 Οι Σύγχρονες Μεταναστεύσεις και η Ευρωπαϊκή Εμπειρία
Εβδομάδα#8	Οι μη Οικονομικές Διαστάσεις του Φαινομένου της Μετανάστευσης
Εβδομάδα#9	Η Μεταναστευτική Πολιτική σε Περιβάλλον Παγκοσμιοποίησης Η Πολιτική της της ΕΕ: για την Απασχόληση και τη Μετανάστευση
Εβδομάδα #10	Σεμινάριο: Αγορά Εργασίας και Μετανάστευση – Τα έξι ιδρυτικά μέλη της ΕΕ
Εβδομάδα #11	Σεμινάριο: Αγορά Εργασίας και Μετανάστευση – Οι άλλες αναπτυγμένες χώρες του Βορρά
Εβδομάδα #12	Σεμινάριο: Αγορά Εργασίας και Μετανάστευση - Οι χώρες του Ευρωπαϊκού Νότου
Εβδομάδα #13	Σεμινάριο: Αγορά Εργασίας και Μετανάστευση – Η «Νέα Ευρώπη»

(19) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>		
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>		
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Course total	
<p>ΑΞΙΟΛΟΓΗΣΗ ΦΟΙΤΗΤΩΝ</p>	<p>The final grade is calculated as follows:</p> <p>Towards the end of the semester, students will present in seminars an individual project that will be assigned to them. 40% of the final grade will result from these assignments, specifically 20% of the final grade from the text to be submitted and 20% of the final grade from the presentation of each paper. The assessment and grading of the assignments is done jointly (50-50%) by the two teachers.</p> <p>Upon completion of the courses and seminars of the course students will face a final written examination consisting mainly of six knowledge test questions of which students must answer four. The grade of this exam will represent 60% of the final grade.</p> <p>Ο υπολογισμός του τελικού βαθμού γίνεται ως εξής:</p> <p>Προς το τέλος του εξαμήνου οι φοιτητές θα παρουσιάσουν σε σεμινάρια μια ατομική εργασία που θα τους ανατεθεί. Το 40% της τελικής βαθμολογίας θα προκύψει από την εργασίες αυτές και συγκεκριμένα κατά το 20% του τελικού βαθμού από το κείμενο που θα υποβληθεί και κατά το 20% του τελικού βαθμού από την παρουσίαση της κάθε εργασίας. Η αξιολόγηση και η βαθμολόγηση των εργασιών γίνεται από κοινού (50-50%) από τους δυο διδάσκοντες.</p>	

	<p>Με την ολοκλήρωση των μαθημάτων και σεμιναρίων του μαθήματος οι φοιτητές θα αντιμετωπίσουν μια τελική γραπτή εξέταση που θα αποτελείται κυρίως από έξι ερωτήσεις ελέγχου γνώσεων από τις οποίες οι φοιτητές πρέπει να απαντήσουν τις τέσσερις. Ο βαθμός της εξέτασης αυτής θα αντιπροσωπεύει το 60% της τελικής βαθμολογίας.</p>
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(20) RECOMMENDED-BIBLIOGRAPHY

1. Christodoulou D., Nika X., 2012, International Economics in the Age of Globalization, Thessaloniki, Epikentro.
 2. Feenstra R., A. Taylor, 2014, International Economics, Thessaloniki, Epikentro.
 3. Borjas G., 2003, The Economics of Labor, Athens, Kritiki
-
1. Χριστοδούλου Δ., Χ. Νίκα, 2012, Η Διεθνής Οικονομική στην Εποχή της Παγκοσμιοποίησης, Θεσσαλονίκη, Επίκεντρο.
 2. Feenstra R., A. Taylor, 2014, Διεθνής Οικονομική, Θεσσαλονίκη, Επίκεντρο.
 3. Borjas G., 2003, Τα Οικονομικά της Εργασίας, Αθήνα, Κριτική

SECOND SEMESTER

COURSE OUTLINE COMPARATIVE ISSUES IN GENDER AND CULTURAL DIVERSITY

(21) GENERAL

SCHOOL	UNIVERSITY OF MACEDONIA		
ACADEMIC UNIT	INTERDEPARTMENTAL		
LEVEL OF STUDIES	MA		
COURSE CODE	HRMS205	SEMESTER	B'
COURSE TITLE	Comparative issues in Gender and Cultural Diversity		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised General Knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English Written assignment, Oral presentation		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/main/portfolio.php		

(22) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

1. Understand different theories of difference and how shape our perceptions
2. Explore cross cultural and transcultural constructions of gender
3. Understand the intersections between gender and cultural diversity
4. Become familiarized with regional cultures, policies and politics of gendered and diversity
5. Understand the issues of recognition of cultural diversity and gender

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

1. Be able to think critically, especially using comparative cultural frameworks
2. Be able to identify and analyze the processes of social formation and transformation,
3. Understand the complexities the mechanism of re/production of the polythetic and multivalent categories of gender and diversity.
4. Develop interdisciplinary knowledge regarding cultural and social theories concerning gender and diversity

5. Gain a working knowledge of methods and theoretical skills of organizing and writing a postgraduate class project

(23) SYLLABUS

The course introduces students to social anthropology, cultural diversity and religion, gender, kinship, marriage, colonialism, cosmopolitanism, local and global capital, migration and networks in the postcolonial condition. We examine theories of difference and multiculturalism, postcolonial and feminist critique, socio-cultural production and human reproduction, hegemony and resistance. Through ethnographic examples, students are introduced to issues of racism, sexism, patriarchy, hegemonic and toxic masculinities. Moreover, gender diversity is examined in relation to cosmologies, conceptual categories, legal analytical tools, human rights, cultural rights, civil rights, identity politics, voices and advocacy, vulnerable bodies, communalism and cosmopolitics.

(24) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to Face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	ICT in Teaching, Communication with Students	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	24hours
	Laboratory	15hours
	Essay Writing	45hours
	Study and Analysis of Bibliography	200 hours
	Tutorials	16hours
Course total	300hours	
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The course is based on a series of interactive lectures which aim at engaging students to critical discussions and participation. Case studies, examples from the cinema, exhibitions or performative arts would be used. The final grade will be based on active attendance, oral presentation and final written essay (approx. 3000 words)</p>	

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(25) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Stearns, Peter N. *Gender in world history*. Routledge, 2015.

Schweizer, Thomas and Douglas White, eds. 1998 *Kinship, Networks and Exchange*. New York: Cambridge University Press Series: Structural analysis in the Social Sciences.

Levine, Nancy E. "Alternative kinship, marriage, and reproduction." *Annual review of Anthropology* 37 (2008): 375-389.

Stone, Linda 2001 *New Directions in Anthropological Kinship*. Lanham: Rowman and Littlefield.

Franklin, Sarah and Helena Ragoné 1998 *Reproducing reproduction : kinship, power, and technological innovation*. Philadelphia : University of Pennsylvania Press

Stone, Linda 2014 *Kinship and Gender An Introduction* Taylor and Francis

Howell, Signe 2009 'Adoption of the Unrelated Child' *Annual Review of Anthropology* 38: 149-166

Ortner, Sherry B. "Is female to male as nature is to culture?." *Feminist studies* 1.2 (1972): 5-31.

Foucault, Michel. *The history of sexuality: An introduction*. Vintage, 1990.

- *Related academic journals:* Annual Review of Anthropology, Gender and Society, Feminist Review

COURSE OUTLINE EU MIGRATION, ASYLUM & REFUGEE POLICIES

GENERAL

SCHOOL	UNIVERSITY OF MACEDONIA		
ACADEMIC UNIT	INTERDEPARTMENTAL		
LEVEL OF STUDIES	MA		
COURSE CODE	HRMS202	SEMESTER	2 nd (Spring)
COURSE TITLE	EU Migration, Asylum & Refugee Policies		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
13 Lectures		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/MHR102/		

(26) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

After the end of the course students will be able to:

- Describe and understand the content of the international, EU and national framework for migration, asylum and refugee policies
- Interpret contemporary challenges related to migration, asylum and refugee policies in the light of international and European human rights law.
- Synthesize primary and secondary research sources in order to develop evidence-based scientific argumentation.
- Compare and evaluate public policies on migration, asylum and refugee policies
- Develop coherent legal arguments in contemporary social contexts
- Connect the theoretical debate with the contemporary political reality

Evaluate legislative and jurisprudential developments with a critical spirit

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search, analysis and synthesis of data and information, using the necessary technologies
- Working independently
- Teamwork
- Work in an interdisciplinary environment
- Generate new research ideas
- Respect for diversity and multiculturalism

- Promote of free, creative and inductive thinking

(27) SYLLABUS

The course focuses on consecutive Europeanization attempts of migration and asylum policies (i.e. from Maastricht to Lisbon). Thus it critically examines the effectiveness and efficiency of major steps towards coordinating migration and asylum policies across member states, such as the Common European Asylum System (CEAS), the Dublin Convention of 1990 and the shift from intergovernmentalism towards some sort of supranational regulation (Dublin II), as well as the Tampere Programme and the “Area of Freedom, Security and Justice”. Additionally, the course concentrates on the problems/failures of CEAS, fundamentally related to uneven burden sharing among member states, and the inadequacies in the protection of human rights that led to Dublin III, namely to the creation of the European Asylum Support Office (EASO) and currently the Asylum Agency (AA). With respect to the so called external dimension, the course examines the system of Integrated Border Management and the role of Frontex, Eurodac and Eurosur as a way to control illegal migration, as well as, subsequently, the “migration-security” nexus and “migration-development” nexus. The course includes the analysis of the legal provisions of EU migration and asylum policy with emphasis on the interpretation of EU Regulations and Directives especially by the Court of Justice of the EU, the European Court of Human Rights and the Greek courts. Finally, the course critically examines the gap between policy design and policy implementation.

1. Introduction: The EU Political System and the EU Area of Freedom, Security and Justice – Migration Policy
2. The migration policy of the EU: The Visa Code and the EU Directive on residence, family reunification, long-term resident national card)
3. The birth of EU Asylum Policy: The respect of the principles of the UN Geneva Convention (1951) on the refugee status by the EU – The Qualification Directive and finacement
4. The Dublin system
5. The Dublin conundrum – from the Dublin Convention to the new Pact on Migration and Asylum
6. The Dublin system – Aspect from the Courts
7. Reception of asylum seekers, and unaccompanied minors
8. Procedures for granting and withdrawing asylum status

9. The external dimension of EU Migration and Asylum Policy: the migration-security nexus vis-a-vis the migration-development nexus, the role of African migration

10. Return of illegally staying third-country nationals and return agreements with third states

11. The externalization of asylum and the safe third-country principle

12. Management of flows – The EU Turkey statement and other agreements & Asylum Legislation in Greece and case law Acts no 4636/2019 and 4825/2021

13. Synopsis/Concluding Remarks/ Presentation of essays

(28) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<p>Use of ICT in teaching, communication with students.</p> <p>In the context of the course, the following information and communication technologies will be used:</p> <ul style="list-style-type: none"> - Use of UoM's distance education platform (openeclass) for posting notes, documents, instructions and announcements - Use of a special teleconference platform for distance education and distance communication with students - Use of projector, computer and projection software during lectures - Use of the internet and visiting websites and watching videos during class <p>Use of e - mail to communicate with students</p>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop,</i>	Activity	Semester workload
	Lectures	
	Writing a paper	
	Independent study	

<p><i>interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <tr> <td data-bbox="694 194 1029 230">Total Course</td> <td data-bbox="1034 194 1358 230"></td> </tr> </table>	Total Course	
Total Course			
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The evaluation language of the course is English.</p> <p>The final grade of the course results from three (3) parts:</p> <p>A) Written exam (50% of the final grade)</p> <p>Evaluation criterias:</p> <ul style="list-style-type: none"> - Complete coverage of the answer - Clarity of the answer - Structure and development of the argument <p>B) Individual written work and presentation within the course (40% of the final grade)</p> <p>Written assignment. All students are required to write/submit one 3000-4000w essay and make a presentation in class during the course. The selection of the subject will be made from a list that will be drawn up by the lecturers and will concern specific issues related to the broader subject of migration, asylum and refugee policies or international law, European and national jurisprudence.</p> <p>Evaluation criterias:</p> <ul style="list-style-type: none"> - Complete coverage of the topic - Structure of the paper - Developing the argument - Bibliographic documentation - Oral presentation <p>C) Participation in the course (10% of the final grade).</p> <p>Student participation in the context of interactive teaching with questions, dialogue and commentary.</p> <p>Evaluation criterias:</p>		

	<ul style="list-style-type: none"> - Logic of argument and commentary based on the information provided - Skills of oral expression and argumentation - Utilization of the knowledge gained for the oral development of the argument. <p>Students with learning disabilities are examined orally.</p>
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In order of listing

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<https://www.unhcr.org/be/wpcontent/uploads/sites/46/2020/01/200107-FINAL-UNHCR-Recommendations-for-the-Croatian-and-German-Presidencies-of-the-Council-of-the-EU-2020.pdf>

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https://fra.europa.eu/sites/default/files/fra_uploads/handbook-law-asylum-migrationborders-2nd-ed_en.pdf

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- Related academic journals:

Journal of Ethnic and Migration Studies

Journal of European Integration

Journal of European Public Policy

Maastricht Journal of European and Comparative Law

COURSE OUTLINE International Protection of Human Rights

(30) GENERAL

SCHOOL	UNIVERSITY OF MACEDONIA		
ACADEMIC UNIT	INTERDEPARTMENTAL		
LEVEL OF STUDIES	MA		
COURSE CODE	HRMS101	SEMESTER	A'
COURSE TITLE	International Protection of Human Rights		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised General Knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English Oral presentation & Written assignment, and final written examination		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/INTER1109/		

(31) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the*

Qualifications Framework of the European Higher Education Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

6. Understand different categories of human rights, the genealogy and the modes of implementation
7. Explore the different fields of human rights
8. Understand the interactions between national and international level or protection
9. Become familiarized with different aspects of law and politics dealing with international organisations promoting human rights

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

5. Be able to think critically, especially using comparative frameworks (states/international level/international organisations)
6. Be able to identify and analyze the modes of human rights protection,
7. Work in team.
8. Develop interdisciplinary knowledge regarding protection of human rights
9. Gain a working knowledge of methods and theoretical skills of organizing and writing a postgraduate class project

(32) SYLLABUS

Aim of the course is to discuss the sources of international law of human rights. Historical continuity and recent normative developments are at stake pertaining to international treaties, international jurisprudence, national practices, activities and initiatives undertaken by international organizations and the political context in which human rights are formed, deformed and reformed. Through the course the students will comprehend how protection of human rights became a pillar of contemporary "rule of law" and "legal culture" at international and national level. The course will discuss also case studies, per country, per international organization, per treaty or per case-law. A special look will be reserved for topics such as migration, forced migration, and minorities, along with a focus on a series

of rights such as religious freedom, rights of child, refugee rights, freedom of speech, protection from torture. Emphasis will be put at the European Court of Human Rights and its role on the construction of a democratic Europe. Other issues will be discussed according to the current affairs.

(33) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to Face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	ICT in Teaching, Communication with Students	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	39 hours
	Study and Analysis of Bibliography	200 hours
	Essay Writing	45 hours
	Tutorials	16 hours
Course total	300 hours	
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The course is based on a series of interactive lectures which aim at engaging students to critical discussions on human rights protection issues. Case studies in relation to a series of states and international organisations are presented and discussed based on active attendance, oral presentation and final written essay.</p>	

(34) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

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- Dinah Shelton (ed.), 2013, *The Oxford Handbook of International Human Rights Law*, Oxford University Press
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- Council of Europe, 2004, Key case-law extracts: European Court of Human Rights
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data base <https://hudoc.exec.coe.int/eng#%7B%22EXECDocumentTypeCollection%22:%7B%22CEC%22%7D%7D>

- UN Universal declaration of HR: <<https://www.un.org/en/universal-declaration-human-rights/>>
- UN High Commissioner for UR <<https://www.ohchr.org/EN/pages/home.aspx>>
- UN HR Council, <<https://www.ohchr.org/en/hrbodies/hrc/pages/home.aspx>>
- Inter-American Court of HR, < <http://www.corteidh.or.cr/index-en.cfm>>
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- Related academic journals: Journal of Human Rights, Human Rights Quarterly, The International Journal

of human Rights, International Human Rights law Review

(35) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>In person instructions requiring the physical presence of the students in the class. Distant learning is employed only in case of extraordinary circumstances. Instructor Theodosios Karvounarakis, Professor of History. Visual aids and multimedia sources are also employed when necessary.</p>																					
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Communication with students is conducted via email and the eclass system.</p>																					
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="699 672 1029 703">Activity</th> <th data-bbox="1029 672 1361 703">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 703 1029 734">Lectures</td> <td data-bbox="1029 703 1361 734">39hours</td> </tr> <tr> <td data-bbox="699 734 1029 801">Study and Analysis of Bibliography</td> <td data-bbox="1029 734 1361 801">100 hours</td> </tr> <tr> <td data-bbox="699 801 1029 869">Book presentation preparation</td> <td data-bbox="1029 801 1361 869">59 hours</td> </tr> <tr> <td data-bbox="699 869 1029 936">Recommended bibliography study</td> <td data-bbox="1029 869 1361 936">100 hours</td> </tr> <tr> <td data-bbox="699 936 1029 967">Written Exam</td> <td data-bbox="1029 936 1361 967">2 hours</td> </tr> <tr> <td data-bbox="699 967 1029 999"></td> <td data-bbox="1029 967 1361 999"></td> </tr> <tr> <td data-bbox="699 999 1029 1030"></td> <td data-bbox="1029 999 1361 1030"></td> </tr> <tr> <td data-bbox="699 1030 1029 1061"></td> <td data-bbox="1029 1030 1361 1061"></td> </tr> <tr> <td data-bbox="699 1061 1029 1093">Course total</td> <td data-bbox="1029 1061 1361 1093">300hours</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	39hours	Study and Analysis of Bibliography	100 hours	Book presentation preparation	59 hours	Recommended bibliography study	100 hours	Written Exam	2 hours							Course total	300hours
Activity	Semester workload																					
Lectures	39hours																					
Study and Analysis of Bibliography	100 hours																					
Book presentation preparation	59 hours																					
Recommended bibliography study	100 hours																					
Written Exam	2 hours																					
Course total	300hours																					
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	<p>Calculation for the final grade is as follows: in class book presentation/review: students are required to present in class a book chosen from a list, provided by the instructor, which complements the topics examined in the course. This exercise helps the class to better understand each topic and enables the instructor to evaluate the students-reviewer of the book on the basis of his/her clear comprehensive and efficient presentation of the books' contents. 40%</p> <p>Written exam: multiple choice questions to be answered within a limited time period. 60%.</p>																					

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(36) ATTACHED BIBLIOGRAPHY

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COURSE OUTLINE Research Methods in Social Sciences

GENERAL

SCHOOL	UNIVERSITY OF MACEDONIA		
ACADEMIC UNIT	INTERDEPARTMENTAL		
LEVEL OF STUDIES	MA		
COURSE CODE	HRMS203	SEMESTER	2 nd
COURSE TITLE	Research Methods in Social Sciences		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised General Knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English Exams		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/MHR104/		

(37) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

10. Familiarity with basic field research techniques.
11. Resolve issues related to sampling and conducting surveys.
12. Making informed decisions based on factual data.
13. Conducting proper research and writing research work.
14. Carry out the necessary questionnaire checks correctly.
15. Critical analysis and evaluation of the findings.
16. Development of self-improvement skills and enhancement of creativity.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>

Decision making

Autonomous work, Search and analysis of data and information

using proper technological advances

(38) SYLLABUS

The course introduces students to the principles and procedures of research using structured questionnaires. It also introduces the use of using qualitative research methods (unstructured interview and focus group). The course provides students with the knowledge to choose the appropriate method of data collection, to design the appropriate questions, to complete the

questionnaires, to prepare the data collected for analysis. It also provides the necessary information on sampling methods.

Knowledge of the above enables students to conduct both their own research and to evaluate the quality of the findings of surveys conducted by third parties.

Part of the course is about preparing a report or assignment following all the established norms of writing scientific essays:

1. Stages of research process. The problem of measurement.
2. Formulation of research hypotheses. Conceptualization. Operationalization.
3. Definition of population. Sampling frame. Sampling methods.
4. Question design. Compilation of a questionnaire.
5. Measurement scales
6. Reliability and Validity.
7. Introduction to statistics-descriptive statistics.
8. Statistical tests
9. Correlation and Regression
9. Reliability and validity methods
10. Writing a thesis
11. Literature Review-Hypotheses-Methodology-Findings-Discussion-Conclusions
12. Qualitative analysis methods: unstructured interview and focus groups.
13. Participatory observation, study of archival material, content analysis

(39) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT in Teaching, Communication with Students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop,</i>	Activity	Semester workload
	Lectures	24hours
	Laboratory	15hours
	Study and Analysis of Bibliography	245 hours
	Tutorials	16hours

<p><i>interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>		
	Course total	300hours
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The course is based on a series of interactive lectures which aim at engaging students to critical discussions and participation. Examples are provided. For the introduction to statistical methods lectured are taking place in the ICT laboratory using specialized statistical software. Students are expected to solve problems during the courses and take exams at the end of the semester.</p>	

(40) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

<http://calcnnet.mth.cmich.edu/org/spss/toc.htm>
<http://www.statsoft.com/textbook/stbasic.html>
<http://www.stats.gla.ac.uk/steps/glossary/index.html>
<http://www.surveysystem.com/sscalc.htm>
<https://www.essay.uk.com/guides/dissertation/index.php>.

1. Babbie, E. R. (2020). *The practice of social research*. Cengage learning.
2. Zikmund, W. G., Carr, J. C., & Griffin, M. (2013). *Business Research Methods (Book Only)*. Cengage Learning.
3. Patton, M. Q. (1990). *Qualitative evaluation and research methods*. SAGE Publications, inc.
4. Classroom notes

- Related academic journals:

Journal of Mixed Methods Research (JMMR)

International Journal of Social Research Methodology

THIRD SEMESTER

COURSE OUTLINE DISSERTATION

(41) GENERAL

SCHOOL	INTERDEPARTMENTAL		
ACADEMIC UNIT	HURMIS		
LEVEL OF STUDIES	MA		
COURSE CODE		SEMESTER	3rd
COURSE TITLE	DISSERTATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		One Semester	30
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Knowledge and Skill Development		
PREREQUISITE COURSES:	10 courses (60 ECTS)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://hurmis.uom.gr/		

(42) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

- Delving into specialized themes introduced by the MA course
- Applying the methods learnt during the two semesters of the MA
- Deepening the knowledge of academic writing

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information
- Project planning and management
- Working independently
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(43) SYLLABUS

- Regular meetings with the supervisor
- Monthly Reports
- Writing and Redrafting of chapters

(44) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to Face and Online communication</p>																							
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>ICT communication with students</p>																							
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="699 555 1029 584">Activity</th> <th data-bbox="1034 555 1361 584">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 589 1029 618">Bibliographical Research</td> <td data-bbox="1034 589 1361 618">30hours</td> </tr> <tr> <td data-bbox="699 622 1029 680">Study and analysis of bibliography</td> <td data-bbox="1034 622 1361 680">60 hours</td> </tr> <tr> <td data-bbox="699 685 1029 779">Other methods depending on the discipline (e.g. fieldwork, archives etc)</td> <td data-bbox="1034 685 1361 779">10hours</td> </tr> <tr> <td data-bbox="699 784 1029 813">Dissertation writing</td> <td data-bbox="1034 784 1361 813">80 hours</td> </tr> <tr> <td data-bbox="699 817 1029 846"></td> <td data-bbox="1034 817 1361 846"></td> </tr> <tr> <td data-bbox="699 851 1029 880"></td> <td data-bbox="1034 851 1361 880"></td> </tr> <tr> <td data-bbox="699 884 1029 913"></td> <td data-bbox="1034 884 1361 913"></td> </tr> <tr> <td data-bbox="699 918 1029 947"></td> <td data-bbox="1034 918 1361 947"></td> </tr> <tr> <td data-bbox="699 952 1029 981"></td> <td data-bbox="1034 952 1361 981"></td> </tr> <tr> <td data-bbox="699 985 1029 1014">Course total</td> <td data-bbox="1034 985 1361 1014">180 hours</td> </tr> </tbody> </table>		Activity	Semester workload	Bibliographical Research	30hours	Study and analysis of bibliography	60 hours	Other methods depending on the discipline (e.g. fieldwork, archives etc)	10hours	Dissertation writing	80 hours											Course total	180 hours
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Course total	180 hours																							
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • Clear Research Questions • Coherence and systemic application of methods • Clear Analysis of Bibliography • Solid Argumentation and Structure • Good Writing Style • Absence of Plagiarism • Good grasp of citation and reference style <p>Dissertation submission (15,000-30,000 words) and oral presentation (20min) before the two member-committee</p>																							

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(45) ATTACHED BIBLIOGRAPHY

-Randolph, Justus. "A guide to writing the dissertation literature review." *Practical assessment, research, and evaluation* 14.1 (2019): 13.

-Abramson, Gertrude Trudy. "Writing a Dissertation Proposal." *Journal of Applied Learning Technology* 5.1 (2015).

Lewis-Beck, Michael, Alan E. Bryman, and Tim Futing Liao. *The Sage encyclopedia of social science research methods*. Sage Publications, 2003.