

## ABSTRACTS

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### European Union's Security Policy in comparison with USA under the prism of their defense expenditures

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In this paper we examine the European Common Foreign and Security Policy (CFSP) in comparison to the US by providing recently updated statistical data. We found that the EU member-states' unwillingness to spend more on their defence in comparison to the US since the end of the Cold war era to nowadays, in combination with the intrinsic weaknesses of CFSP have led to a less efficient CFSP than the expected. We finally make proposals for a more efficient CFSP within the wider European integration context.

*Key terms: Of political defense and security, defense expenditures, European Union, U.S.A.*

### States, their Offensiveness and J. Mearsheimer: A Complementary Reading

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J. Mearsheimer has contributed significantly to the analysis of international politics and in particular the rules of the game among states, taking into consideration their power, role and aims. His respective argument has come up in terms of a 'tragedy of great power politics', related to the fact that stronger states aren't inclined to the preservation of the status quo, since they link their survival to the increasing power and influence. The article emphasizes this specific argument. Firstly, there is a presentation of the broader debate between two versions of realism, i.e. a defensive variant and an offensive one, including his stance. A series of responses to him is then discussed, followed by a discussion of the concept of expansion. Mearsheimer's emphasis on power maximization of states, especially though territorial claims and intervention, should not lead to the omission of attention to strategies other than classical territorial expansion.

*Key terms: International politics, international relations theory, J. Mearsheimer, offensiveness, great powers*

Direct violence in Greek secondary education school textbooks of religious studies during the period 1974: 2006: Intertemporal research under the prism of the pedagogy of peace.

*Ekaterini Tsekou*

The present research finds its theoretical foundations in the Pedagogy of Peace, the theory of Johan Galtung for triple classification of violence as a direct or personal, indirect or structural and cultural, the International Research of School Textbooks and the corresponding political approach of the religious education. Twenty one (21) textbooks of Religious Education of middle and high schools of the period of the political changeover (1974-2006) constitute the object of the present research. The method used is the qualitative content analysis. The analysis reveals that the examined textbooks of Religious Education of the above-mentioned period in their entirety, condemn the use of violence through the view of suffering caused by conflicts and hostilities, which, associated with socio - economic and policy incentives seek to promote the resolution of conflicts through peaceful and democratic procedures.

Keywords: *Pedagogy of Peace, violence, School Textbooks of Religious Education, conflicts, war*

Socio-economic status and achievement in text comprehension of fifteen-year-old students in Greece

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Students' and schools' socio-economic status, and its relation to students' achievement, has been examined extensively in international research literature. However, in Greece, a rather limited number of related empirical studies has been conducted and there is a lack of recent research with nationally representative sample.

The present study explores the relation between students' and schools' socio-economic status in Greece and students' achievement in reading, based on a representative sample of fifteen-year-old students in Greece. Specifically, the study conducted a secondary analysis of data from 4.969 fifteen-year-old students from 184 schools that took part in PISA 2009 in Greece. The most notable finding of the study is the large variation in socio-economic status between schools in Greece and its relation to students' achievement in reading.

Keywords: *(student, school) Socio-economic status, PISA program, text comprehension, achievements, fifteen-year-old students*

Deconstruction of the national identity as a prerequisite of peaceful coexistence with the national other in the text of Elena Ioannidou *Language policy in Greek Cypriot education: tensions between national and pedagogical values*

*Kali Drousioti*

The by now widely-accepted politicization of the Curriculum renders crucial those curricular debates and academic views that make the political dimension of education stand out. Based on this given and following Ernesto Laclau and Chantal Mouffe's approach, the present article analyses a new hegemonic discourse embodied in the text of Elena Ioannidou *Language policy in Greek Cypriot education: tensions between national and pedagogical values*, which endorses the 2010 Cyprus Curriculum. The analysis shows that the text under consideration (a) perceives the Greek national identity of Greek-Cypriots as "externally imposed", (b) incriminates the Greek national identity for negative attitudes toward diversity and (c) promotes a rejection of the Hellenic identity in Cyprus that leaves no space for a healthy [non chauvinistic] self-identification.

*Keywords: Greek-Cypriots' Hellenic identity deconstruction, negative attitude towards diversity, 2010 Curriculum of Cyprus.*