



UNIVERSITY OF PITTSBURGH  
Department of Sociology

Oakland - Main  
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Neapolis University – Pafos, CYPRUS  
Study Abroad

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**SOCIOLOGY 1360:**  
**PEACE MOVEMENTS & PEACE EDUCATION:**  
**Pitt in Cyprus**

*Shalom!*  
*Assalam Allakum!*  
*Eirini Pasi!*  
*Peace be unto this house!!*

*"Those who desire to give up **freedom** in order to gain **security** will not have, **nor do they deserve, either one.**"...Thomas Jefferson*

*We must not seek the child Jesus in the pretty figures of our Christmas cribs. We must seek him among the **undernourished children** who have gone to bed at night with **nothing to eat**, among the poor newsboys who will sleep **covered with newspapers** in doorways. ... Archbishop Oscar Romero, December 24, 1979*

The 20<sup>th</sup> Century was the most violent in human history, leaving tens of millions of human beings dead. This 21<sup>st</sup> Century is off to its own bloody start with new forms of both fundamentalist and state terrorism, imperialism and wars. Throughout these conflicts, we have seen the emergence and influence of peace activists as well, with the likes of Mahatma Gandhi, Martin Luther King, Gregoris Lambrakis of Greece, and many of today's emerging anti-war and peace protagonists.

This course will utilize multi-disciplinary theories, methods and perspectives as we consider the historic conflicts in the Aegean region. The Twentieth century conflicts in the Dodecanese Islands, the Cyprus Issue, the European Union candidacies of Greece, Turkey and Cyprus, and today's hot conflicts over resources – like offshore drilling rights, continental shelf issues, and natural gas issues will take center stage.

We will identify the roots of the conflicts, the contested narratives from the respective communities, social movements who both fueled conflict and fought for peace in these Aegean (and in some cases, Balkan) countries. In this respect, we will utilize historical, political economic, social movement, and cultural sociological theories and methods. Most noteworthy will be the introduction of Conflict Resolution theories and methods.

We will begin the course with a cursory look at Social Movements literature, and a model put forth by Piven & Cloward in their classic, *Poor People's Movements*. We will locate this conceptual frame of reference in relation to other schools of thought in collective behavior, like Resource Mobilization theory, and the more recent New Social Movements.

We have seen and some of you have even participated in protests, demonstrations, non-violent civil disobedience and quiet actions and vigils. Nuclear disarmament (WMDs), Wars (e.g. Iraq, Afghanistan, Vietnam, etc.), Equity, Equality, Environment, Race, Gender, and other problems and issues have moved us to action. *Praxis and Agency are relevant. The world is not as deterministic or rigid as many powers that be would have us believe. People Power is Real.*

This course will be critical, controversial, and encourage debate. The course will be non-partisan as far as political parties are concerned, but we will focus on peace-oriented (with some exceptions) perspectives. In fact, worthwhile discussion *requires* the freedom and safety of open expression. Toward that end, I expect that each person will be treated with respect, even if you totally disagree with his or her (or my) views. WE WILL DISAGREE – AND I LOVE IT!

This course's central tenets include:

- 1) Conflict – as with terrorism, murders, and crime – will *always* exist (from micro- to macro-); so to speak of *eliminating* conflict – without Divine Intervention – is not our aim.
- 2) We CAN, however, CHOOSE to move toward *peaceful, non-violent* means to resolving conflict. This is a *choice*. Thus, this implies a rejection of the idea that 'there is no option' in today's world.
- 3) Our socially-constructed, and political-economic conflicts tend toward violence, and as the technology utilized in such violence escalates, so does the price of mass death and destruction. Another world *is* possible!

Ultimately, War and Peace means Life and Death. It shapes our priorities as human beings, determining where we will spend our wealth and with what consequences. We have become very advanced in our technologies of Death and Destruction, but we devote very few resources and little attention to understanding how to resolve conflict without

violence. This course aims to offer examples of effective and pragmatic alternatives to violence.

In this course – this semester – we will view a series of documentaries and movies to supplement our readings. This goes well beyond “watching movies,” however. The films will be used to help us “see” sociologically and to develop critical thinking and analytical skills. This will be useful in other classes and in life, in general. Through these videos, we will compare and contrast the times and people we study with the books we will be reading. We will be able to see the ways social life is presented, distorted, magnified, minimized, or politicized in popular film and in documentaries.

### TEXTS

Anderson, Jon Lee. 1997. *Ché Guevara: A Revolutionary Life*. Grove Press: New York, NY.

Cone, James H. 1991. *Martin & Malcolm & America: A Dream or a Nightmare*. Orbis Books: Maryknoll, NY. [Recommended]

Epitropoulos, Mike-Frank G. 2003. *Confronting Empire: The Significance of the Global Anti-War Movement and the Message of Dr. King*. Athens Conference on "Martin Luther King and his Dreams: 35 Years After his Assassination" MONITOR of International Organizations and Globalization (PADOP): Athens and Crete, Greece.

Epitropoulos, Mike-Frank G. 2001. “New Social Movements in an Age of Globalization”. Paper Presentation and Publication at Conference of the Coalition Party (SYN) of Greece, Athens.

Gandhi, Mahatma. 1958. *All Men Are Brothers: Autobiographical Reflections*. Continuum: New York, NY.

King, Martin Luther, Jr. 1964. *Why We Can't Wait*. Nobel Peace Prize Winner. With an afterword by Reverend Jesse L. Jackson, Sr. Signet Classic: New York, NY.

Willis, Jennifer (editor). *A Lifetime of Peace: Essential Writings by & about Thich Nhat Hahn*. Parallax Press.

Writings by Advocates for Peace. 2002. *The Power of Nonviolence: A Beacon Anthology*. Introduction by Howard Zinn. Beacon Press: Boston, MA. (PON)

## EVALUATION

Students will be evaluated on their:

	<u>% of Grade</u>
Participation	20
Personal Journal	20
Stratification Paper or Political Economy Paper	30
Final Exam	<u>30</u>

**Final Grade 100**

## COURSE LEARNING OBJECTIVES

- Knowledge of Social Movement theories, and the current global and Cypriot issues.
- Ability to discuss the importance of *praxis*, history, social movements, democracy and diplomacy.
- Ability to identify the key movements, interests, and political economic forces at play globally, in the eastern Mediterranean, and Cyprus in particular.
- Awareness of political economic issues and social movements in modern Cyprus.
- Personal self-reflection of our country and world.

## KEY LEARNING OUTCOMES

- To understand the phenomenon of Social Movements.
- To understand the history and fundamental factors involved with the Cyprus Issue, from before the Invasion, through to the current day.
- To understand the dynamics Social Change from the micro- to the macro- levels.
- To understand how history, economic and political interests and current events correlate and affect outcomes in societies.

**1. Reading Assignments/Participation:** Read *and* think about the assigned readings prior to coming to class. Be prepared to ask questions or offer comments about *main* ideas in readings. You will have to serve as a Key Discussant, leading class discussions on specific readings. This necessarily means that attendance is taken seriously.

**2. Segment Reviews:** You will submit a Social Movement template pertaining to the segment material, along with a three (3) page critical review of the documentary/film material, vis-à-vis the assigned reading materials (books, articles, etc.) for the segment.

**3. Interview Assignment or Focus Paper:**

Option 1: Interview Assignment:

Identify a person who has been/is active in peace movements, the anti-war movement or in developing/implementing peace education program(s). Arrange to conduct a 30-45 minute, semi-structured, preferably open-ended interview focusing on the person's

concept of "peace", the person's description of some of her/his peace-related activities, and the person's evaluation of such activities. Develop a plan for your interview and conduct the interview. Try *not* to use recording devices, relying instead on paper and your memory. Type up a 5-7 page report on the interview. In this report:

- a) briefly describe how and why you selected the interviewee,
- b) outline how you organized the interview,
- c) introduce the person (background, work and family roles, etc.),
- f) present the person's conception of peace,
- e) summarize the person's description and evaluation of her/his peace-related activities,
- f) discuss insights and implications for your own life and work, *drawing on class readings* to clarify and illustrate your points.

Option 2: Focus Paper:

Select one of our featured authors/biographies/segments. Reflect on the various readings assigned to you this semester. This 7-10 page paper requires you to synthesize and articulate the key influences that have shaped your own view vis-à-vis peace and non-violence. Indicate the specific concepts or ideas of the selected author and others and how they persuaded you that non-violence is or is not a viable option for generating social change in today's world.

**Points of Information for Class**

Participation and attendance count for something. As such, in this class it is worth 10% of your grade. Any of you may serve as "key discussants" for assigned class readings, and important documentaries will be viewed IN CLASS ONLY. With this my aim is to get you to contribute to the discussion in qualitative more than quantitative ways. That is, we are looking for the articulation of critical input.

I will **NOT ACCEPT LATE PAPERS** unless they are accompanied by university-approved paperwork -- **NO EXCEPTIONS.**

This syllabus is SUBJECT TO CHANGE at the discretion of the professor.

\*This following list of readings is a guide to help you plan your readings. As we proceed, and as you begin writing your papers, your readings will be shaped by the needs of your assignments. The 'Recommended' books are also ordered to assist you with your course requirements and writing assignments. We may or may not cover all scheduled readings and or video viewings.

**WEEK 1 – Introduction to Social Movement Theories**

**WEEK 2 – Historical Overview of Cyprus and the Invasion of Cyprus – Present**

**WEEK 3 – Site Visits to Nicosia, the Green Line, and the Cypriot Parliament**

**WEEK 4 – Guest Lectures in Cyprus and Concluding Readings**

**FINAL EXAMINATION**

**FINAL PAPERS**

**DRAFT**