



**UNIVERSITY OF PITTSBURGH**  
**Department of Sociology**

**Oakland - Main**  
**Summer 2019 (2197)**  
**Neapolis University – Pafos, CYPRUS**  
**Study Abroad**

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**SOCIOLOGY 0432:**  
**WEALTH & POWER: Pitt in Cyprus**

*"There is as much injustice in the equal treatment of unequal cases  
as there is in the unequal treatment of equal cases."  
--Aristotle in Nichomachean Ethics*

*"...Let the the ruling classes tremble at a communist revolution. The proletarians have nothing  
to lose but their chains. They have a world to win. Workers of the world, unite!"  
--Karl Marx & Friedrich Engels in the Communist Manifesto*

The objective of this course is to introduce students to the concept of *social stratification*. This includes an understanding of social class and class analysis. These concepts are typically alien to Americans, who oftentimes cite what is called "US exceptionalism," and emphasize individualism at the expense of collective conceptualizations. In this unique version of the course, students will view class through the eyes of others, namely the people of Cyprus. Beyond that, we will go much deeper to analyze class interests at the regional, international, and global levels. By doing such an analysis, students will be able to identify cross-country interests of both workers and capitalists, and everyone else in between.

Social stratification affects our lives from cradle to grave, affecting what neighborhoods we grow up in, what schools we attend, where we travel, what we see, what we eat, our health care, and who we associate with. In short, social stratification directly impacts our life chances and life course. Thus, understanding the dynamics of social stratification is both important for understanding large social issues and how we view our personal life troubles. This should be an eye-opening experience for many students. We will then delve into other aspects of social stratification, like race, sex, gender, ethnicity, age, etc. In the Pitt in Cyprus context, we will also be able to do comparative work across cultures, both inside and outside the European Union, and evaluate how "class conscious" people are versus now nationalist, or capitalist they are.

In this time of global economic crisis, we will also consider how stratification is linked with politics and the state. Economy and polity cannot be considered apart from each other. We

will discuss controversial social problems, and in this case we are fortunate to be studying the *Global Capitalist Economic Crisis in Greece*. Along these lines, we will comparatively look at both classical and modern theories and explanations of social inequality, and at how people -- *not theory* -- take to the streets and the lobbying circles in various forms of social movements, in efforts to confront various power centers in society and to have their social problems addressed. Along the way, we will assess the merits and shortcomings of the respective theories.

Analysis of the global capitalist crisis raises questions regarding the process of capitalist globalization, especially now that neoliberal economic policies have failed. Does this signal the end of capitalist globalization and the collapse of the global capitalist system? This course will take up these questions and entertain the possibility of a new beginning in the global political economy through an analysis of the next period of post-capitalist developments worldwide that may set the stage for the rise of socialism across the globe.

In approaching the subject matter in this way -- *and in the field* -- it will become clear *who pays* and *who plays*. This endeavor will necessarily place class lenses on discussions that are typically presented and framed in nationalistic, collectivist ways.

### Required Texts

Epitropoulos, Mike-Frank G. *Wealth & Power Packet* on Cypriot & Euro Crisis [CourseWeb].

Epitropoulos, Mike-Frank G. *Sociological Theories of Development* [CourseWeb].

Klein, Naomi. 2007. *The Shock Doctrine: The Rise of Disaster Capitalism* - A *New York Times* BESTSELLER. Picador. A Metropolitan Book. Henry Holt & Company: New York, NY.

Levine, Rhonda F., Editor. 2006. *Social Class and Stratification: Classic Statements and Theoretical Debates, 2<sup>nd</sup> edition*. Rowman & Littlefield Publishers, Inc. : New York, NY.

Wolff, Richard D. & Stephen Resnick. 2012. *Contending Economic Theories: Neoclassical, Keynesian, and Marxian*. The MIT Press: Cambridge, MA.

### 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 OBJECTIVES

- Knowledge of stratification theory, global political economy and current Aegean issues.
- Understand different theories of and empirical approaches to wealth and power.
- Ability to identify how class interests shape and are shaped by the political process, and to comparatively evaluate which classes in which countries, regionally, and globally.
- Discuss and compare wealth and power in this region in a historical context to the present.
- Understand in-depth the current global economic crisis and how it is affecting the Aegean and the world, and to understand it from comparative theoretical perspectives.
- Awareness of political economic issues and geopolitics – including energy resources – in the modern Aegean region.
- Personal self-reflection of our country and world.

### Personal Journals

The journal is designed to help you remember what you read, what you heard in lectures or in the presentations, and your experiences in the field. The journals will also serve as useful guides when working on your Stratification Case Study Paper, and when studying for the exam. The journal is a place for you to record your ideas and feelings about what you read, to write questions when you run across things you don't understand, and to answer those questions when you find answers.

You should write about each of your readings, lectures, and experiences for the day. For example, if you read 3 articles and hear two presentations, you should submit an individual entry for each.

A journal entry should contain 5 items about each piece of literature: 1) Name and author of piece/presentation/presentation, 2) A brief synopsis of what the piece/presentation/experience was about, 3) Any lines, quotes, or phrases that have particular significance, 4) A short explanation why you liked/disliked the piece/presentation/presentation, and 5) Any questions you have about the piece. Each daily journal submission should be 3-5 typed pages total for all readings together.

### Stratification Paper

The Stratification Paper is worth 30% of the grade for this course. You (or a group) will propose and/or be assigned a topic and specific research guidelines, which will be discussed in class. The purpose of the project is to conduct a class analysis in Cyprus. In so doing, you will have to be able to identify the respective structures of the economies, have a working grasp on the contemporary political economic situation in the country, and understand the region's and the countries' strategic importance in the world system,

at a global level. The latter necessarily brings in global powers such as the US, the EU, Russia and China.

### **Political Economy Paper**

For the Political Economy Paper, you (or a group) will propose and/or be assigned to study a particular aspect of the global political economy that is in play in Cyprus with specific research guidelines, which will be discussed in class. The purpose of the project is to identify the links between class interests both within and across countries at the global level and to understand mechanisms through which classes pursue their interests, either preserving or challenging the *status quo* in their countries or at a global level.

As for the mechanics of the papers, we will follow a staged procedure. Initially, students will select the topic they will be researching. The student will then thematically organize their paper in an outline form. Each student will have to have their project outline approved before beginning their research.

At the end of the course, you may be called upon to orally present your paper in summary form. Preparing to discuss topics with your group of peers is many times more demanding and interesting than "just another lecture". I will always be available for consultation and direction regarding these projects. This should be (or at least *can be*) a fun, learning experience.

**Each paper should be between five and seven (15-20) pages, double-spaced per student.**

### **Neapolis University – Paphos, Cyprus**

- Introduction to Course. Syllabus distribution. Introductory discussions and mapping the direction of the study tour.
- Introduction to Stratification and Development Theories
  - Stratification Theory:* Marxist theory, Weberian theory, American stratification theory, Neo-Marxist and Neo-Weberian theories. Followed by Contending Economic Theories.
  - Development Theory:* Introduction to the concept of 'globalization.' Modernization theory, Dependency theory, World System theory, New International Division of Labor (NIDL) theory, Social Structure of Accumulation (SSA) theory, and theories of Imperialism and Neo-Colonialism.

- Introduction to the Global Economic Crisis in the Aegean  
Readings and discussions about the Greek, Turkish, Cypriot experiences in the current economic crisis – Special emphasis on Greece. Historic trajectories of the Aegean’s role in the global economy.
- Introduction to current Cypriot & Aegean issues, including conflicts over resources, the environment, land, and global geopolitics and the sites we will be visiting.

Reading Set 1: Social Stratification Theories  
*Levine and Wolff & Resnick-based Readings*

Reading Set 2: Sociological Theories of Development  
*Epitropoulos Course Packet Reader*

Reading Set 3: The Global Economic Crisis in the Aegean  
*Berberoglu-based with Cypher Case Studies*

**Working Group Papers Assigned\***

Reading Set 4: Global Political Economy: Global Domination & the Aegean  
*Chomsky & Klein-based with current regional material*

**FINAL EXAM – Oral Exam on site; Final Papers due one week after return to US.**

**POLICY ON LATE WORK, MAKE-UPS, EXTRA CREDIT**

Students are encouraged to turn their required assignments in on time. Late work will be penalized in terms of grading. Make-up examinations are strongly discouraged and are only acceptable relative to University Guidelines and the discretion of the professor.

Extra Credit assignments may or may not be offered over the course of the class. If an extra credit opportunity is afforded, it will be afforded to all students equally.

**DISABILITY RESOURCES SERVICES STATEMENT**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources, 216 William Pitt Union (412) 624-7890 as early as possible in the term.

**ACADEMIC INTEGRITY POLICY**

Cheating/Plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, noted below, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam, or paper will be imposed.

*"The integrity of the academic process requires fair and impartial evaluation on the part of faculty and honest academic conduct on the part of their students. To this end, students are expected to conduct themselves at a high level of responsibility in the fulfillment of the course of their study. It is the corresponding responsibility of faculty to make clear to students those standards by which students will be evaluated, and the resources permissible for use by students during the course of their study and evaluation. The educational process is perceived as a joint faculty-student enterprise, which will perforce involve professional judgement by faculty and may involve -without penalty-reasoned exception by students to the data or views offered by faculty. Senate Committee on Tenure and Academic Freedom, February 1974."*

## **HEALTH, SAFETY AND SECURITY**

The health, safety and security of our students and faculty are of paramount importance. Each year and throughout the program itself the instructor monitors the US State Department's travel and health advisories. The US Embassy in Greece is notified about our program, our itinerary, and our contact numbers for the duration of the program. In addition, the Greek government issues our group special rates and free entries to certain museums and sites and also is aware of our itinerary in the country. The Pitt in Greece Program, like other Pitt Developed Programs has the necessary emergency evacuation plans as designed by the Study Abroad Office.

We will stay in safe hotels throughout our study abroad program. All logistics are arranged by University-approved service providers after a duly-diligent research and background evaluation.