

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»
(САМАРСКИЙ УНИВЕРСИТЕТ)

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АСПЕКТЫ МЕЖДУНАРОДНОЙ И СОЦИОЛОГИЧЕСКОЙ КОММУНИКАЦИИ

(INTERNATIONAL
AND SOCIOLOGICAL ISSUES)

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве практикума для студентов, обучающихся по основным образовательным программам высшего образования по направлениям подготовки 39.03.01 Социология, 41.03.05 Международные отношения, 45.03.01, 45.04.01 Филология

САМАРА

Издательство Самарского университета

2018

УДК 80 (075)
ББК 81я7
Х 234

Рецензенты: д-р филол. наук, проф. Н. К. Д а н и л о в а
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X234 Аспекты международной и социологической коммуникации (International and Sociological Issues): практикум / *А.А. Харьковская, Т.А. Гуральник, А.А. Габеев.* – Самара: Изд-во Самарского университета, 2018. – 56 с.

ISBN 978-5-7883-1286-6

Материалы предназначены для самостоятельной работы студентов, владеющих английским языком на уровне intermediate, upper-intermediate и advanced, и ориентированы на формирование общепрофессиональных и культурных компетенций, предусмотренных ФГОС.

Тематические разделы освещают актуальные проблемы современного общества и включают вокабуляр, подлежащий активному освоению, а также задания, ориентированные на развитие языковых и речевых умений и навыков перевода. Тексты для самостоятельной работы сопровождаются аутентичными аудиозаписями, выполненными носителем языка, и размещенными на сервере ЦДОТ (<http://do.ssau.ru>).

Предназначен для самостоятельной работы студентов, обучающихся по основным образовательным программам высшего образования по направлениям подготовки 39.03.01 Социология, 41.03.05 Международные отношения, 45.03.01, 45.04.01 Филология.

Подготовлены на кафедре английской филологии.

УДК 80 (075)
ББК 81я7

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NEW INEQUALITY IN EUROPE

Part one: Pre-reading

Before you start working with the text, consider the following ideas of inequality

How do you understand inequality? Is equality in modern world just a utopia? Why?

1. Read the definitions of the words used in the text and suggest their Russian equivalents:

Van – a road vehicle, usually larger than a car but smaller than a truck, having an enclosed box-shaped body and used for carrying goods and sometimes people

Inherent – present naturally as a part of; not able to be thought of as separate

Incapacity – lack of power or ability (to do something)

Claim – a statement that something is true or real, especially one that other people may disagree with

Legitimation – allowing according to the law

Abandonment – giving up or bringing an end to (something), especially without finishing it or gaining the intended result

Workfare – a system that requires unemployed people to work before they are given money for food, rent etc by the government

Homogenization - making (the parts of a whole, especially in a mixture) become evenly spread through the whole

2. Match Russian words with their English equivalents:

- | | |
|--------------------|----------------------------------|
| 1. немного | a. low-income job |
| 2. неотъемлемый | b. capital investment |
| 3. неспособность | c. revival of elite universities |
| 4. социальная цель | d. social security system |

- | | |
|--------------------------------------|--------------------------------|
| 5. работа с низким заработком | e. incapacity |
| 6. вложение средств | f. yuppie |
| 7. система социальной безопасности | g. inherent |
| 8. согласие левых и правых | h. slightly |
| 9. возрождение элитных университетов | i. social goal |
| 10. яппи | j. consensus of left and right |

Part two: Reading and listening [TRACK 1]

1. Listen to the text and mark the following statements as true (T) or false (F):

1. The salary at a low-income job in Europe is much bigger than the unemployment benefit_____.
2. All parts of population participate in the development of the society_____.
3. The new inequalities arise because some people are incapable of using modern technology_____.
4. University education will be the key to high income_____.
5. Cases of social mobility will become more often in future_____.

2. Listen to the text again and focus your attention on the phonetically difficult words.

Nine Characteristics of the New Inequality in Europe

Before the French Revolution, about 1 in 20 of the French labour force worked for the Court - making wigs, building palaces, gilding statues, or as servants. Is the post-industrial economy a *court economy*, in which the work of many exists for the status of a privileged few? The trend is certainly in that direction.

In Groningen, the Netherlands, a special **van-taxi** takes University and City personnel to work. Unemployed from the job pool act as chauffeur, for these "high-income, central-urban employees". Thousands already work as street-cleaners, car-park –attendants, hospital cleaners and so on.. At most they are paid slightly more than unemployment benefit. All the jobs share one characteristic feature: the unemployed will never have the income and social status of the people they serve. The nine characteristics listed here summarize the new inequality in Europe in more abstract terms.

A. The primary characteristic of the new inequality is a political belief. Behind the new inequality is the belief that part of the population can not cope with technological society not just because they do not have the skills or education for a high-tech job - but because of **inherent** personal incapacity. In other words, the new inequality is based on a social division into 'producers' and their 'servants', legitimized by the **claim** that this protects the 'servants', and gives them a social role.

B. Associated with this belief, is a return of traditional **legitimation** of inequality. In 'new inequality' societies, most high-income earners will believe that they are biologically superior to low-income earners. Many will hold other theories of inherent inequality: cultural, or linguistic, or moralistic neo-Victorian.

C. The social policy context in this society is the **abandonment** of social mobility as a social goal and ideal. **Workfare** projects characteristically include no social mobility provisions.

D. Fourthly, sometimes the administration is contracted out to private companies, but the jobs remain public-sector service jobs. Typically, workfare projects include no capital investment, and productivity is inevitably very low.

E. In the longer term, workfare will become the only future for a large group. Workfare is local: workfare projects do not allow the unemployed to work in health care in Africa, or in Bosnia. The creation of a servant underclass is also the creation of un-citizens. The 'workfare class' is almost

by definition outside 'civil society'. They can not influence the society through their work.

F. The political context of the new inequality differs from that of the old inequality. The left and social organizations are the political motor in the formation of a servant underclass, using the social security system. This in turn is based on a consensus of left and right to accept permanent inequality.

G. The new inequality is permanently present, even for those with real work: it means lifelong testing, the inevitable consequence of lifelong education. A society which emphasizes employability, is a sort of students nightmare - examinations every month. Ironically, those at the top will sometimes be tested less: simply because they are so difficult to replace. At the middle range the pressure on the employed will be very great: they *are* replaceable.

H. To guarantee employment status a university degree or equivalent will be the minimum qualification. Emphasis on education is not an inevitable consequence of a 'knowledge society' or 'information society', which means that there is no direct connection between these labels and qualitative changes implied.

I. To some extent there will be a revival of elite universities, and other elite institutions. Entrance barriers to elite institutions test those who want more than the new minimum. Ironically, the elite of university-educated, high-income professionals suffers functional **homogenization**. Their jobs have become so managerial, that they offer no distinctions of status. When this group social distinctions may become more important. 'Yuppie traditionalism' is the result: attending traditional universities, classic styles in clothing, traditional weddings, etiquette, reading Latin classics, and of course attending The Opera.

*Abridged version of the article is taken from
<http://web.inter.nl.net/users/Paul.Treanor/new.ineq.htm>*

3. Answer the following questions to the text:

1. What is court economy?
2. What does the example with a van-taxi show?
3. What are the basic characteristics of public-sector service jobs?
4. Are such jobs well paid?
5. What are the nine characteristics of new inequality?
6. Why will social mobility be abandoned?
7. How does political context of the new inequality differ from that of the old inequality?
8. What are the characteristics of ‘workfare class’?
9. How will the process of education change in a new society?
10. What is ‘yuppie traditionalism’?

4. Paraphrase the underlined words and phrases from the text using your active vocabulary

1. Before the French Revolution about 1 in 20 of the French labour force worked for the Court.
2. Unemployed from the job pool act as chauffeur for these high-income, central-urban employees.
3. Society has become so complex that many in the population can not fully participate in it.
4. The jobs remain public-sector service jobs.
5. Workfare projects characteristically include no social mobility provisions.

5. Practice your active vocabulary translating the following statements.

1. Социальная стратификация – это неотъемлемая часть любого общества.
2. Согласие левых и правых привело к появлению новой социальной цели.

3. Многие люди оказываются обманутыми из-за неспособности правильно вложить средства.

4. Это утверждение ложно.

5. Безработные граждане вынуждены соглашаться на работу с низким заработком.

Part three: YOUR point of view

1. Do you agree with the author on the characteristics of inequality? Write your answers.

2. Who are yuppies? What is their way of life? What is the attitude towards them? Find additional information on the Web.

3. Prepare a brief Power Point Presentation (5 -7 slides) on one of the following topics

1. A new society that is being built;

2. Traditional and new inequalities;

3. The development of the unequal society in the United Kingdom / U.S.A.

4. List the key points of inequality.

5. Have you read any utopian or anti-utopian novels? What is your impression? What was the idea of such novels?

GENDER INEQUALITY

Part one: Pre-reading:

1. Before you start working with the text, think about the following statements:

1. Stereotypes concerning males and females in different parts of the world.
2. Women's fight for their rights in modern society.
3. Changing gender roles and social statuses in today's Russia.

2. Read the definitions of the words used in the text and suggest their Russian equivalents:

Fluid – unsettled, not fixed.

Inequity – (an example of) injustice or unfairness.

Status quo – the state of things as they are; existing state of affairs.

Asset – the property of person, company etc that has value and may be sold to pay a debt; a valuable quality, skill or person.

Mutilation – serious damage.

Subsistence – the ability to live especially with little money or food; living with the smallest amount necessary.

Unevenly – not equally; irregularly.

Implication – meaning indirectly, suggestion.

Implementation – carrying out or put into practice.

To perpetuate - to make something continue to exist for a long time, preserve.

Part two: Reading and listening [TRACK 2]:

1. Read the text. Fill-in the missing words from Exercise 3 above. Listen to the recording of the text (Track 2) to make sure if you filled in the right words.

Gender Inequalities

Gender describes the socially-constructed roles, rights and responsibilities that communities and societies consider appropriate for men and women. We are born as males and females, but becoming girls, boys, women and men is something that we learn from our families and societies.

Being a social construction, gender is a very _____ concept. It changes not only over time, but also from one culture to another and among different groups within one culture. Therefore, gender roles, _____ and power imbalances are not a ‘natural’ result of biological differences, but are determined by the systems and cultures in which we live. This means that we can address and contribute to changing these roles by challenging the _____ and seeking social change.

Despite efforts at local, national, and international levels, women and girls continue to face discrimination. Gender-based discrimination and inequalities violate the human rights of both women and men and affect the well being of all children. By understanding gender discrimination, we are not only better equipped to help women and children realize their human rights, but also to better understand other kinds of inequalities, such as those based on age, race or class.

Gender-based discrimination takes on many different forms, some aspects include: human rights, work and _____.

Despite international laws guaranteeing women equal rights with men, women around the world are denied their rights to land and property, financial resources, employment and education, amongst others. In many cultures, women and girls are subject to female genital _____ /cutting, and are harmed and even killed in the name of tradition. And for women in all countries, gender-based violence constitutes perhaps the most common and serious violation of human rights.

Both women and men play important roles in productive work throughout the world, providing for themselves and their families. But

women's roles are often invisible, as they tend to be more informal in nature, such as self-employment and _____ production. Even when women and men do perform the same tasks for pay, women are often paid less and receive lower benefits from their work than men in developed as well as developing countries. Men hold the majority of positions of power and decision-making in the public sphere, with the result that decisions and policies tend to reflect the needs and preferences of men, not women. In addition, women's larger share of reproductive work, often known as the unpaid care economy, is undervalued as well as statistically invisible. In other words, women throughout the world work longer hours for less rewards than men.

The world's resources are very _____ distributed, not only between countries, but also between men and women within countries. While it is estimated that women perform two-thirds of the world's work, they only earn one tenth of the income, and own less than one per cent of the world's property. In many cases, women's rights and access to land, credit and education, for instance, are limited not only due to legal discrimination, but because more subtle barriers (such as their work load, mobility and low position at household and community level) prevent them from taking advantage of their legal rights.

In 1997, the United Nations adopted gender mainstreaming as the strategy by which gender equality could be achieved. Mainstreaming a gender perspective means assessing the _____ for women and men of everything that you do, including legislation, policies and programmes at all levels. It is a strategy for integrating both women's and men's needs and experiences into the design, _____, monitoring and evaluation of policies and programmes so that gender inequality is not _____.

*Abridged version of the article taken from
http://www.unicef.org/gender/index_bigpicture.html*

2. Answer the questions to the text:

1. What does the concept of gender imply?
2. How are gender inequalities reflected in the society?
3. What constitutes perhaps the most common and serious violation of human rights?
4. How are women discriminated at work?
5. Why do we need to understand women discrimination?
6. Why do policies tend to reflect the needs and preferences of men but not women?
7. What gender inequities can you name?
8. What does the UN do to overcome gender discrimination?

3. Match the Russian words and phrases with their English equivalents:

- | | |
|---|--------------------------------------|
| 1. подходящий | a. limited |
| 2. сталкиваться с дискриминацией | b. to take advantage of legal rights |
| 3. нарушение прав человека | c. undervalued |
| 4. недооценённый | d. reward |
| 5. ограниченный | e. violation of human rights |
| 6. воспользоваться своими законными правами | f. monitoring and evaluation |
| 7. вознаграждение | g. income |
| 8. неравный | h. to face discrimination |
| 9. доход | i. uneven |
| 10. контроль и оценка | j. appropriate |

4. Practice your active vocabulary translating the following sentences:

1. Понятие «гендера» очень неустойчиво.
2. На теле жертвы были серьёзные увечья.

3. Это была скорее не жизнь, а существование.
4. В общественной сфере большинство решений принимается мужчинами.
5. Памятник увековечит вклад города в улучшение экологической ситуации.
6. Женщины во всём мире сталкиваются с дискриминацией.
7. Нарушение прав человека осуждается во всех странах Европейского союза.
8. Введение нового закона уже начало приносить результаты.
9. Позиции женщин и мужчин в обществе неравны, и роль женщин часто остаётся недооценённой.
10. Он никак не может найти себе подходящую работу. Доход во всех кампаниях кажется ему слишком низким.

5. Paraphrase the sentences from the text using your active vocabulary:

1. Becoming adults is something that we learn from our families and societies.
2. Women around the world are denied their rights to land and property.
3. Gender-based violence constitutes perhaps the most common and violation of human rights
4. Women's rights are limited due to legal discrimination
5. The barriers between genres are often subtle.

Part three: YOUR point of view

1. Do you consider women's discrimination a serious problem? Why or why not?
2. Can gender discrimination be present side by side with other forms of discrimination? Give an example.

1. Make a brief Power Point presentation (5-7 slides) choosing one of the following topics:

- 1) The concept of 'gender' in modern science.
- 2) Unequal positions of males and females in the society.
- 3) Measures taken by different countries to overcome gender discrimination.

2. Comment on one of these quotations:

1. "If women are expected to do the same work as men, we must teach them the same things." - **Plato**
2. "To call woman the weaker sex is a libel; it is man's injustice to woman. If by strength is meant brute strength, then, indeed, is woman less brute than man. If by strength is meant moral power, then woman is immeasurably man's superior. Has she not greater intuition, is she not more self-sacrificing, has she not greater powers of endurance, has she not greater courage? Without her, man could not be. If nonviolence is the law of our being, the future is with woman. Who can make a more effective appeal to the heart than woman?" - **Mahatma Gandhi**
3. "Women who seek to be equal with men lack ambition." - **Marylin Monroe**

RACE INEQUALITY

Part one: Pre-reading

1. Before you read and listen to the text think about the following questions:

1. Do you think race discrimination is a vital problem in our country? What about other countries?
2. What is your attitude to immigrants of other nationalities?

2. Read the definitions of the words used in the text and suggest their Russian equivalents:

Demean (v) – to cause to lose one’s sense of personal pride.

Engender (v) – to cause to happen

Allegiance – loyalty, faith, and dutiful support to a leader, country, idea etc.

Induce (v) – to lead (someone) to do something often by persuading.

Confer (v) - to give honour, favour; to talk together, compare opinions.

Oversight – unintended failure to notice or do something.

3. Match the Russian words and phrases with their English equivalents:

- | | |
|--|-----------------------------------|
| 1. вклад | a. pride and national allegiance |
| 2. спорно | b. key medium of exchange |
| 3. памятный, мемориальный | c. denominations |
| 4. гордость и национальная преданность | d. commemorative |
| 5. поместить изображение на валюту | e. contribution |
| 6. психологический подъём | f. to honour |
| 7. главное средство обмена | g. arguably |
| 8. в настоящее время | h. currently |
| 9. купюры | i. psychological lift |
| 10. оказывать честь | j. to place the image on currency |

Part two: Reading and listening [TRACK 3]

1. Listen to the text “Why No Black Faces on Greenbacks?” What is the message of the text?

2. Listen to the text again and answer the questions:

- 1) What integral roles do black Americans serve in the US society?
- 2) Has a black image ever appeared on the currency?
- 3) Why did the Confederates*, of all people, put blacks on money?
- 4) Who was the first to officially design a U.S. coin?
- 5) Why was the recent commemorative coin issued?
- 6) Why do the blacks want the acceptance of a black image on a U.S. dollar?
- 7) What do they call an oversight?

3. Now scan the text and check your answers:

Why No Black Faces on Greenbacks?

Since before we were a nation, blacks have contributed mightily to the development of what is now the United States. From mining to the space program, black Americans today serve integral roles in our society, leading in fields such as education, politics, religion and sports.

One cannot pick up a newspaper, turn on the radio or television or surf the Internet without seeing the contributions of our community.

But blacks are excluded from arguably the most important medium in use today in this nation and around the world – U.S. currency. Our money is a key medium of exchange, unit of account, and store of value. There are currently no black images on standard American dollars or coins.

It has not always been this way. Between 1840 and 1880, over 75 bank notes with depictions of black slaves were produced by the governments of slave states and former slave states as well as by

individual banks in those states. Why would the Confederates*, of all people, put blacks on money?

University of Alabama professor, Henry N. McCarl, said it was due to their importance to the economy of the South. McCarl told the New York Times: "Cultures put on their money objects that are important to them and their economy, and the South had an interest in showing to the world that the slaves were well-treated and happy."

Well-treated and happy? Hardly. But black Americans were being honored for their contributions, however **demeaning** their treatment otherwise was. That's not the case today.

In modern times, blacks are behind money more than on the front of it. For example, sculptor Isaac Hathaway was the first black American to officially design a U.S. coin. He created a Booker T. Washington commemorative half-dollar coin in 1946 and one for George Washington Carver in 1951. Additionally, the signature of Azie Taylor-Morton, the first and only black treasurer of the United States, who served between 1977 and 1981, can be found on bills printed during her service.

More recently, a commemorative dollar coin was issued to honor black soldiers in the American Revolution**, and a bill just passed the House of Rep*** was the first black American to officially design a U.S. coin. For many, black images on real U.S. currency would help to **engender** a greater sense of acceptance, ownership, pride and national **allegiance**. In certain circles, the appearance of a black American on money might **induce** a psychological lift. This increased awareness could lead to an increased interest in things such as saving and investing.

Zekita Tucker, a freelance writer, sent an Internet petition to the government asking for black faces on our currency. Thus far, it has received only modest support.

Be that as it may, what further actions must black Americans undertake to make "black money" a reality? Which great black American deserves to

appear on a bill or coin? Should there be new denominations altogether, such as a 25-dollar bill?

Black historical and cultural contributions to American culture are rich and priceless. Clearly, we do not desire to cheapen our tradition nor infer that acceptance of a black image on a U.S. dollar is all that is needed to acknowledge our role in developing this nation. It is reasonable, however, to ask for the respect that is **conferred** by placement of black images on currency.

All things considered, there is no good explanation for the absence of black Americans from our money. It is a correctable **oversight**. Therefore, we should seriously consider making "black dollars" a reality.

Source: www.blackeconomics.org

Cultural Notes

***Confederates** =Confederate States of America, the seven southern states which seceded from The Union thus causing the Civil War in the US (1861-1865)

****The American Revolution** =the American War of Independence between 13 colonies and the British army (1765 and 1783)

*****The House of Rep** = The House of Representatives

4. Paraphrase the underlined words and phrases using the active vocabulary of the text.

- 1) There are currently no black images on standard American dollars or coins.
- 2) Black images on real U.S. currency would help to engender a greater sense of acceptance, ownership, pride and national allegiance.
- 3) Black Americans were being honored for their contributions.
- 4) Thus far, it has received only modest support.
- 5) Henry N. McCarl, said it was due to their importance to the economy of the South.

5. Practice your active vocabulary translating the following sentences:

1. Для нас это очень унижительно.
2. Это упущение правительства вызовет бурную реакцию местных жителей.
3. В честь афро-американцев были выпущены мемориальные монеты.
4. Государство обязано воспитывать в своих гражданах национальную преданность и верность.
5. Чьё же изображение будет помещено на валюту в ближайшем будущем?
6. Деньги – наше главное средство обмена.
7. Ожидается, что такая внутренняя политика приведет к психологическому подъёму.
8. Афро-американцы настаивают на выпуске новых денежных купюр.
9. В настоящее время вероятность выполнения их просьбы кажется весьма спорной.
10. Вклад сообщества в науку огромен.

Part three: YOUR point of view

1. Answer the questions:

1. In your opinion, can the absence of black images on American currency cause a conflict?
2. Why do you think these images on currency are so important for the blacks?
3. Do you think race discrimination of the blacks still exists in America?

2. Make a brief Power Point presentation (5-7 slides) on the following topic:

The contribution of the black community to the modern American society.

RELIGION AND CONFLICT

Part one: Pre-reading

1. Before you read and listen to the text think about the following questions:

- 1) What religious conflicts do you remember from history?
- 2) Can you name any religious conflicts taking place now?

2. Read the definitions of the words used in the text and suggest their Russian equivalents

Strife – trouble between people; conflict

Susceptible – easily influenced by; likely to suffer from

Scripture – the Bible

Fruition – fulfillment (of plants, aims, desired results etc)

Escalation – making or becoming more serious by stages; making or becoming higher, greater

Pursue (v)– to follow, especially in order to catch, kill or defeat; to continue steadily with; carry on

Populace – all the people of a country, especially those without high social position, wealth etc; the masses

Reinforce (v)– to strengthen by the addition of men, equipment etc; to make stronger, to add strength or support to

Reconcilatory – having found agreement between

3. Match the Russian words and phrases with their English equivalents:

1. скрытый источник конфликта

a. to resort to violence

2. неопределённый

b. sense of pride

3. Божья воля

c. displeasure with modernity

- | | |
|---------------------------------------|-----------------------------------|
| 4. прибегнуть к насилию | d. latent source of conflict. |
| 5. угроза вере | e. intolerance and discrimination |
| 6. чувство гордости | f. populace |
| 7. враждебность | g. vague |
| 8. неудовлетворённость современностью | h. God's will |
| 9. нетерпимость и дискриминация | i. hostility |
| 10. массы | j. threat to the faith |

Part two: Reading and listening [TRACK 4]

1. Listen to the text “Religion and Conflict” and mark the following statements as true (T) or false (F):

- 1) A religious conflict arises because no one knows what interpretation is right_____.
- 2) Extremists agree with modern matters but want religion to play a more important role_____.
- 3) Popular media has done much to inform people about religions and reconcile them_____.

2. Listen to the text again and answer the questions:

- 1) What can lead to inflexibility and intolerance in the face of different beliefs?
- 2) How are scripture and dogma characterized in the article?
- 3) What do you understand by the phrase “the majority of any faith hold moderate views”?
- 4) How do religious extremists see radical measures?
- 5) What are the examples of fundamentalist movements driven by perceived threat to their faith?

- 6) Who considers violence to be a duty?
- 7) What is the role of media in generating interfaith fear and hostility?

3. Now scan the text and check your answer

Religion and Conflict

At the dawn of the twenty-first century, a casual glance at world affairs would suggest that religion is at the core of much of the **strife** around the globe. Although not necessarily so, there are some aspects of religion that make it **susceptible** to being a latent source of conflict. All religions have their accepted dogma, or articles of belief, that followers must accept without question. This can lead to inflexibility and intolerance in the face of other beliefs. After all, if it is the word of God, how can one compromise it? At the same time, **scripture** and dogma are often vague and open to interpretation. Therefore, conflict can arise over whose interpretation is the correct one, a conflict that ultimately cannot be solved because there is no arbiter. The winner generally is the interpretation that attracts the most followers. However, those followers must also be motivated to action. Although, almost invariably, the majority of any faith hold moderate views, they are often more complacent, whereas extremists are motivated to bring their interpretation of God's will to **fruition**. Religious extremists can contribute to conflict **escalation**. They see radical measures as necessary to fulfilling God's wishes. Any sign of moderation can be described as selling out, more importantly, of abandoning God's will.

Some groups, such as Jama'at-i-Islami of Pakistan, have operated largely through constitutional means though still **pursue** intolerant ends. In circumstances where moderate ways are not perceived to have produced results, whether social, political, or economic, the **populace** may turn to extreme interpretations for solutions. Without legitimate mechanisms for

religious groups to express their views, they may be more likely to resort to violence. Hizbullah in Lebanon and Hamas in Palestine have engaged in violence, but they also gained supporters through social service work when the government is perceived as doing little for the population. Radical Jewish cells in Israel and Hindu nationalists and Sikh extremists in India are other examples of fundamentalist movements driven by perceived threat to the faith. Religious revivalism is powerful in that it can provide a sense of pride and purpose, but in places such as Sri Lanka and Sudan it has produced a strong form of illiberal nationalism that has periodically led to intolerance and discrimination. Some religious groups, such as the Kahane Chai party in Egypt's Islamic Jihad, consider violence to be a duty. Those who call for violence see themselves as divinely directed and therefore obstacles must be eliminated.

Religious fundamentalists are primarily driven by displeasure with modernity. Motivated by the marginalization of religion in modern society, they act to restore faith to a central place. There is a need for purification of the religion in the eyes of fundamentalists. Recently, cultural globalization has in part become shorthand for this trend. The spread of Western materialism is often blamed for increases in gambling, alcoholism, and loose morals in general. Al-Qaeda, for example, claims it is motivated by this neo-imperialism as well as the presence of foreign military forces in the Muslim holy lands.

Popular portrayals of religion often **reinforce** the view of religion being conflictual. The global media has paid significant attention to religion and conflict, but not the ways in which religion has played a powerful peacemaking role. This excessive emphasis on the negative side of religion and the actions of religious extremists generates interfaith fear and hostility. What is more, media portrayals of religious conflict have tended to do so in such a way so as to confuse rather than inform. It does so by misunderstanding goals and alliances between groups. The

tendency to carelessly throw around the terms ‘fundamentalist’ and ‘extremist’ masks significant differences in beliefs, goals, and tactics.

In the eyes of many, religion is inherently conflictual, but this is not necessarily so. Therefore, in part, the solution is to promote a heightened awareness of the positive peace building and **reconciliatory** role religion has played in many conflict situations. Where silence and misunderstanding are all too common, learning about other religions would be a powerful step forward.

Abridged version of the article available at http://www.beyondintractability.org/essay/religion_and_conflict/?nid=6725

4. Replace the underlined words and phrases with the active vocabulary of the text.

- 1) A casual glance at world affairs would suggest that religion is at the core of much of the strife around the globe.
- 2) There are some aspects of religion that make it susceptible to being a latent source of conflict.
- 3) Religious extremists can contribute to conflict escalation.
- 4) Those who call for violence see themselves as divinely directed and therefore obstacles must be eliminated.
- 5) Without legitimate mechanisms for religious groups to express their views, they may be more likely to resort to violence.

6. Translate the following sentences using the active vocabulary:

- 1) Народные массы очень восприимчивы к переменам в сфере политики и экономики.
- 2) Священное писание может интерпретироваться по-разному.
- 3) Мечты людей о примирении между странами должны осуществиться.
- 4) Нетерпимость и враждебность привели к эскалации конфликта.

- 5) Религиозные фанатики продолжают прибегать к насильственным методам. Данная статистика подкрепляет наши доводы.
- 6) Возможно религия – скрытый источник конфликта.

Part three: YOUR point of view

1. Answer the questions:

- 1) What are the main world's religions?
- 2) What religions can be found in the Russian Federation?
- 3) What are the examples of extremists' behaviour?
- 4) In your opinion, what causes religious conflicts?
- 5) What countries do you think are the most and what are the least religious?

3. Make a brief Power Point presentation (5-7 slides) on the following topic:

The act of terrorism that struck the world.

SOCIAL MOBILITY

Part one: Pre-reading

1. Before you read and listen to the text define the idea of social mobility in your own words.

2. Read the definitions of the words used in the text and suggest their Russian equivalents:

Wellbeing – personal and physical comfort, especially good health and happiness.

Egalitarian – having or showing the belief that all people are equal and should have equal rights.

Substantial – solid, strongly made; large enough to be satisfactory; large enough to be noticeable.

Crucial – of vital importance.

Meritocracy – social system which gives the highest positions to those with the most ability.

Plutocracy – a ruling class of wealthy people.

Assign (v) – to name or to fix (a time, place, reason, position, etc. for smth).

Perseverance – continual steady effort made to fulfill some aim.

Immersion – causing (oneself) to enter deeply into an activity.

3. Match the Russian words and phrases with their English equivalents:

1. соотношение

2. устойчивая классовая структура

3. очень нестабильная ситуация

4. привилегии переходят к кому-либо

5. желаемые позиции

a. desirable positions

b. ascriptive status

c. randomly

d. equality of opportunities

e. persistent class structure

6. приписанный статус
7. равенство возможностей
8. случайным образом
9. упорство, настойчивость
10. основные механизмы

- f. perseverance
- g. chief mechanisms
- h. correlation
- i. privilege is transmitted to
- j. fairly unstable situation

Part two: Reading and listening [TRACK 5]

1. Listen to the text “Social Mobility”. Focus your attention on the highlighted words. Practice reading the text

Social Mobility

Basically social mobility refers to the likelihood that a child will grow up into adulthood and attain a higher level of economic and social **wellbeing** than his/her family of origin. Is there a correlation between the socioeconomic status (SES) of an adult and his/her family of origin? Do poor people tend to have poor parents? And do poor parents tend to have children who end up as poor adults later in life?

The fact of social mobility is closely tied to facts about social inequality and facts about social class. In a highly **egalitarian** society there would be little need for social mobility. And in a society with a fairly persistent class structure there is also relatively little social mobility -- because there is some set of mechanisms that limit entry and exit into the various classes. In the simplest terms, a social class is a sub-population within a society in which parents and their adult children tend to share similar occupations and economic circumstances of life. It is possible for a society to have **substantial** inequalities but also a substantial degree of social mobility. But there are good sociological reasons to suspect that this is a fairly unstable situation; groups with a significant degree of wealth and power

are also likely to be in a position to arrange social institutions in such a way that privilege is transmitted across generations.

A **crucial** question to pose about class and social mobility is the issue of the social mechanisms through which children are launched into careers and economic positions in society. A pure **meritocracy** is a society in which specific social mechanisms distinguish between high-achieving and low-achieving individuals, **assigning** high-achieving individuals to desirable positions in society. A pure **plutocracy** is a society in which holders of wealth provide advantages to their children, ensuring that their adult children become the wealth-holders of the next generation. A caste system assigns children and young adults to occupations based on their ascriptive status. In each case there are fairly visible social mechanisms through which children from specific social environments are tracked into specific groups of roles in society. The sociological question is how these mechanisms work.

We might have a very simple theory of the factors that determine an adult's SES in a society with extensive equality of opportunity: the sum total of the individual's talents, personality traits, and motivation strongly influence success in **the pursuit** of a career. If talent is randomly **distributed** across the population, rich and poor; if all children are exposed to similar opportunities for the development of their talents; and if all walks of life are open to talent without regard to social status -- then we should find a zero correlation between parents' SES and adult child's SES. So, in this simple model, evidence of correlation with SES of parent and child would also be evidence of failures of equality of opportunity. However, the situation is more complicated. Success in career is probably influenced by factors other than talent: for example, personal values, practical interests, personality qualities like **perseverance**, and cultural values. And these qualities are plainly influenced by the child's family and neighborhood environment. So if there is such a thing as a "culture of poverty" or a "culture of entrepreneurship", then the social fact of the

child's **immersion** in this culture will be part of the explanation of the child's performance in adulthood -- whatever opportunities were available to the child. So this is a fact about family background that is causally relevant to eventual SES and independent of the opportunity structure of the society.

Education is certainly one of the chief mechanisms of social mobility in any society; it involves providing the child and young adult with the tools necessary to translate personal qualities and talents into productive activity. So inequalities in access to education constitute a central **barrier** to social mobility. And it seems all too clear that children have very unequal educational opportunities from pre-school to university. These inequalities correlate with socially significant facts like family income, place of residence, and race; and they correlate in turn with the career paths and eventual SES of the young people who are placed in one or another of these educational settings.

*Abridged version of the article is taken from
<http://understandingsociety.blogspot.com/2009/08/social-mobility.html>*

2. Answer the questions to the text:

1. What is social mobility?
2. What is social mobility closely connected with?
3. What is understood by 'social class'?
4. What is the difference between 'meritocracy' and 'plutocracy'?
5. What is the role of education in social mobility?
6. What does social mobility depend on?
7. Which factors correlate with the idea of social inequality?

3. Choose the appropriate definition for "culture of entrepreneurship":

1. A culture where people agree to borrow money and pay interest on it to the lender over a period of years.

2. A culture where the society is explicitly class-structured and social mobility is almost absent.
3. A culture where people start companies or arrange for a piece of work to be done, and take business risks in the hope of making a profit.
4. A culture in which holders of wealth provide advantages to their children, ensuring that their adult children become the wealth-holders of the next generation.

4. Paraphrase the sentences from the text using your active vocabulary

1. Basically social mobility refers to the likelihood that a child will grow up into adulthood and attain a higher level of economic and social wellbeing than his/her family of origin
2. A crucial question to pose about class and social mobility is the issue of the social mechanisms through which children are launched into careers and economic positions in society.
3. The sum total of the individual's talents, personality traits, and motivation strongly influence success in the pursuit of a career.
4. Education is certainly one of the chief mechanisms of social mobility in any society.
5. In a highly egalitarian society there would be little need for social mobility.

5. Translate into Russian in writing

In a society that defines itself by some type of status hierarchy, people naturally move up and down in the system throughout their lives. Social mobility refers to how far and how easily a person can move in the social system. People looking to gain power and influence, or simply an easier or more luxurious lifestyle, are often said to be “upwardly mobile.” Yet scrambling for power can also carry its own risks, and in societies where

social mobility is extremely important, it is often much easier to lose social status than to gain it. Rigid social structures have become less common since the mid-20th century. In the Western world, humans moved away from the complicated concepts of nobility and toward democratic ideals where each citizen has equal privileges under the law. Although this began as a political concept, it quickly permeated many societies and greatly relaxed the standards of social mobility.

*Abridged version of the article is taken from
<http://www.wisegeek.com/what-is-social-mobility.htm>*

Part three: YOUR point of view

1. Answer the questions:

1. In your opinion, is social mobility present in the Russian society?
2. Is Russia closer to meritocratic or plutocratic society?
3. Describe the mechanism of social mobility in the epoch globalism.

2. Name three key features of the societies with little, if any, social mobility.

3. Name three key features of the societies with the highest ranks of social mobility

4. Make a brief Power Point presentation (5-7 slides) on the following topic:

The role of education in the process of social mobility.

EDUCATION FOR MIGRANT CHILDREN

Part one: Pre-reading

1. Before you start working with the text, think about the following questions:

1. What is the difference between migrants and immigrants? Whose life is easier in your opinion?
2. Who are “Hispanics”? Is it a race, a nationality or an ethnic group? Search the information using different resources (reference books, websites, online dictionaries)

2. Read the definitions of the words used in the text and suggest their Russian equivalents:

Estimate (n) – a calculation or judgment of the nature, value, size, amount etc of something.

Daunt (v)– to cause to lose courage or determination.

Influx (n) - the especially sudden arrival of large numbers or quantities.

Enrol (v)– making (oneself or another person) officially a member of the group.

Peer (n)– a person equal in age, class, or position etc.

Cohort (n)– any group of people who share some common quality, especially those of the same age, in a study of the population.

Sibling (n) – a brother or sister.

Cite (v) – to mention, especially as an example in a statement, argument, etc.

Brunt of – the main or most damaging part of.

Exhaustion (n) – the state of being tired (physically or emotionally); being used up completely.

3. Match Russian words and phrases with their English equivalents:

- | | |
|--|------------------------------------|
| 1. приблизительно | a. to serve the needs |
| 2. образец | b. the rural part of the state |
| 3. самый быстрорастущий штат | c. approximately |
| 4. соответствовать нуждам | d. a lack of educational resources |
| 5. сельская часть штата | e. academic needs |
| 6. труд в поле | f. interruption of education |
| 7. временный | g. pattern |
| 8. недостаток образовательных ресурсов | h. the fastest growing state |
| 9. академические нужды | i. temporary |
| 10. прерывание обучения | j. laboring in the fields |

5. Find all the possible definitions of the word “challenge” and give Russian equivalents for each

Part two: Reading and listening [TRACK 6]

1. Listen to the text “Education for Migrant Children” and mark the following statements as true (T) or false (F):

1. Hispanics represent a large part of Georgian population_____.
2. Georgia has always welcomed migrants and immigrants_____.
3. Schools in Georgia have recently started to address the needs of migrant children_____.
4. Hispanic families consider school education a great value_____.

2. Read the text below and answer the following questions:

1. How quickly does the Hispanic population grow in Georgia?
2. Why is the state of Georgia so attractive to so many Latino migrants?

3. What problems did the influx of children cause for schools?
4. What measures were taken to meet the needs of non-English speaking children? Were they successful?
5. What is specific about agriculture in America?
6. What are the challenges for migrant children at school?
7. Do such students have a good educational background

Education for Migrant Children

A July 2004 estimate by the U. S.Census Bureau stated that 598,322 Hispanics resided in Georgia. This number reflects a 300 percent growth rate in the state's Hispanic population in the last ten years. Today, approximately 100 people arrive to Georgia each day from Latin America. This settlement pattern makes Georgia the third fastest growing state in Hispanic growth rates in the United States.

Bulloch County, Georgia is located in the heartland of the onion and tobacco industry and is home to approximately 55,000 residents. The county's residents are predominately Anglo-Saxon white (68.7%) and African-American (28.8%). While Hispanics are a small part of this total population in Bulloch County, their numbers reflect an astonishing 192 percent growth rate within the last ten years.

The sudden **influx** of Hispanic families settling in Bulloch County presented long time residents with a variety of new challenges. Particularly **daunting** was the large increase of Hispanic children **enrolling** in the county's public schools. In years past, schools in southeast Georgia did little to adequately serve the needs of non-English speaking students. Unlike other regions of the United States, Georgia (particularly, the rural parts of the state) had not been greatly affected by foreign immigration. The large influx of migrant children who arrived to local schools remained only for the harvest season and their temporary status meant that educators

had little training in meeting their needs. However, in the summer of 2000, the Bulloch County School Board began addressing the challenge of meeting the needs of so many newly enrolled non-English speaking children. The school board designated two local schools, Langston Chapel Elementary and Langston Chapel Middle Schools to serve as the community's primary Hispanic serving institutes. The decision by the school board to place the majority of Latino children in target schools was driven by a lack of public resources and by the hope that the children would perform better by attending classes with their **peers**. By 2004, the growth in student enrollment and the expansion of Hispanic children to other schools in the county reflected several other realities: the permanence of the original **cohort**; the successful advancement of Hispanic children to the next academic grade; and the continued enrollment of newly settled children in Bulloch County.

However Hispanic children and their parents are still facing many problems. Education for migrant children is still secondary to a family's survival. Unlike other industries in the United States, agriculture is not regulated by minimum wage and it is the only industry that legally employs children under the age of 16. Thus, it is not uncommon to find migrant children laboring in the fields side by side with their parents. Migrant children grow up quickly in the United States, learning to cook, clean, work, and care for younger **siblings**. When parents find employment, older children are often removed from school so that they can attend to younger siblings at home. For children lucky enough to remain in school there are tremendous challenges to success. In many instances, teachers have reported their inability to communicate or they **cite** a lack of educational resources necessary for meeting the academic needs of Hispanic children. Some migrant children report that they are the **brunt** of jokes. Some children fall asleep at their desks due to hunger, sickness, or **exhaustion**. Schools report that many newly arrived children are behind two to three grades. For migrant children lucky enough to

remain and succeed in school their stay in the classroom is always temporary. The constant travel and interruption of education by the migrant lifestyle has a tremendous educational cost. 60 percent of all migrant children quit school before the 9th grade and only 11 percent enter the 12th grade.

*Abridged version of the article is taken from
http://www.sociology.org/content/2007/_sabia_grant_families.pdf*

3. Paraphrase the sentences from the text using your active vocabulary:

- 1) While Hispanics are a small part of this total population, their numbers reflect an astounding growth rate within the last ten years.
- 2) Bulloch County, Georgia, is located in the heartland of the onion and tobacco industry.
- 3) Particularly daunting was the large increase of Hispanic children enrolling in the county's public schools.
- 4) The school board designated two local schools to serve as the community's primary Hispanic serving institutes.
- 5) For children lucky enough to remain in school there are tremendous challenges to success.

4. Translate the following sentences in writing using your active vocabulary.

- 1) Набор в школу закончился в прошлом месяце.
- 2) По последним оценкам экспертов, работа ещё не скоро будет выполнена.
- 3) Иммигранты в штате обескуражены отсутствием образовательных ресурсов для их детей.
- 4) В связи с наплывом иммигрантов власти города были вынуждены открыть несколько новых школ.
- 5) Дети, не разговаривающие на английском языке, часто являлись поводом для насмешек среди сверстников.

Part three: YOUR point of view

1. What is your attitude to migrants or immigrants? Do you consider migration and/or immigration a problem to society? Why?

2. Make a brief Power Point presentation (5-7 slides) on one of the following topics:

1. Educational problems immigrant children are facing;
2. Measures taken by authorities to satisfy the academic needs of immigrants.

GLOBAL CAPITALISM

Part one: Pre-reading

1. Before you read and listen to the text define the idea of global capitalism in your own words. What are the good and the bad points in your opinion?

2. Read the definitions of the words used in the text and suggest their Russian equivalents:

Contention – a point of view that you argue in favour of.

Dent – a small hollow place in the surface of something man-made, which is the result of pressure or of being hit.

Debunk (v) – to show that the reputation of (a person, an idea, an institution etc) is undeserved or exaggerated

Exploit (v)– to use unfairly for one's own profit or advantage;

Joint venture – a business activity begun by two or more companies acting together, sharing the costs, risks and profits.

Sweatshop - a factory or workroom where workers are exploited for long hours and in bad conditions.

Concur (v) – to agree, to have the same opinion; happen at the same time, coincide.

Thereby (prep)– by that means; by doing or saying that.

Egalitarian – having or showing the belief that all people are equal and should have equal rights

3. Match Russian words and phrases with their English equivalents:

- | | |
|--------------------------------------|-----------------------|
| 1. современный глобальный капитализм | a. wealthy nation |
| 2. богатая нация | b. standard of living |
| 3. снижение мирового уровня бедности | c. concur with |

- | | |
|----------------------------------|-----------------------------|
| 4. недавние тенденции | d. particularly effective |
| 5. уровень жизни | e. to locate production |
| 6. высоко квалифицированный труд | f. modern global capitalism |
| 7. соглашаться с чем-либо | g. egalitarian structure |
| 8. разместить производство | h. recent trends |
| 9. эгалитарная структура | i. highly skilled labor |
| 10. особенно эффективный | j. world poverty reduction |

Part two: Reading and listening [TRACK 7]

1. Listen to the text ‘Examining the Pros and Cons of Global Capitalism’. Answer the following questions:

- 1) Has capitalism succeeded in reducing world poverty?
- 2) What is the name of Shuler and Jones’ study described in the article?
- 3) What is the basis of uneven development?
- 4) What phenomena did Schuler and his colleagues examine?
- 5) How do industries requiring highly skilled labor improve a country’s economy?
- 6) What do ‘knowledge competition’ and ‘learn by doing’ mean?
- 7) What is the role of multinational corporations according to the text?
- 8) What does Schuler think about liberal economists’ perspective?

2. Now scan the text to check if you answered correctly

Examining the Pros and Cons of Global Capitalism

Most developmental economists believe that conditions of the world’s poor have improved in the past few decades as a result of modern global capitalism. Still, while the world’s wealthy nations have become richer, more than 1 billion people continue to live in extreme poverty. Perhaps, as

Rice's Doug Schuler and other university researchers suggest, the **contentions** by socialist economists regarding capitalism's role in inequality and poverty may be truer than liberal economists care to admit.

"To some extent, multinational corporations have benefited people in developing countries," Schuler says, "but in other instances, international capitalism has failed to make much of a **dent** in reducing world poverty."

As part of a conference on multinational corporations and global poverty reduction, Schuler, an associate professor at the Jesse H. Jones Graduate School of Management, co-authored a study titled "Multinational Corporations Through the Uneven Development Lens" with Stefanie Lenway of the Carson School of Management at the University of Minnesota and Lorraine Eden of the Mays Business School at Texas A&M University. Their paper examines recent trends in international business from the perspective of Marxist-Leninist ideology. While many theories of "uneven development" have been **debunked**, Schuler and his colleagues found that some of these older, largely discredited arguments regarding capitalism should not be completely discounted.

"The basis of uneven development is that international exchange is inherently unequal and that international capitalism through foreign trade and investment tends **to exploit** the underdeveloped world," explains Schuler. On the other hand, the liberal, more currently accepted position is that capitalism has raised the standard of living for many of the world's poor.

To assess whether the promises of capitalism have been realized or have failed, Schuler and his colleagues examined five phenomena involving international business: strategic alliances and **joint ventures**, nongovernmental organizations and anti-**sweatshop** campaigns, terrorism, poverty, and knowledge competition.

They conclude that multinational corporations generally have improved the lot of poor people, but they also **concur** with some of the predictions made by socialist economists that free trade and capitalism can be destructive to developing countries. Industries requiring highly skilled labor

seem to improve a country's economy by way of "knowledge competition" or "learning by doing." In essence, local skilled workers and managers hired for high-tech industries tend to learn so much about the product they manufacture that they eventually create the next generation of products.

"Although knowledge competition largely has been limited to specific Asian countries," explains Schuler, "it's still an aspect of global capitalism that's creating new places of knowledge and new bases of products, **thereby** improving the situation not only of workers but of others as well." However, Schuler adds, knowledge competition does not achieve the **egalitarian** structure advocated by socialist theorists because the nature of such industries favors educated workers over the uneducated.

Schuler and his co-authors also reviewed the current role of nongovernmental organizations in response to claims by even developmentalists that a competitive global market will cause multinational corporations to locate their production facilities in countries with the lowest wages and least expensive working conditions. "Multinational corporations generally provide better wages and working conditions than local companies in developing countries," Schuler says, "but NGOs have not been particularly effective in influencing companies' social practices."

In looking at the overall record of global capitalism, Schuler concludes that the liberal economists' perspective may be too **rosy**.

*Abridged version of the article is taken from
<http://www.rice.edu/sallyport/2005/fall/sallyport/capitalism.html>*

3. Paraphrase the underlined parts of the sentences from the text using your active vocabulary:

- 1) Multinational corporations have benefited people in developing countries.
- 2) International capitalism tends to exploit the underdeveloped world.

- 3) Multinational corporations generally have improved the lot of poor people, but they also concur with some of the predictions made by socialist economists.
- 4) Knowledge competition does not achieve the egalitarian structure advocated by socialist theorists.
- 5) Liberal economists' perspective may be too rosy.

4. Translate the following sentences in writing using your active vocabulary

- 1) В своей работе учёный критикует тезис о том, что современный глобальный капитализм – благо для всех наций.
- 2) Открытие совместных предприятий помогло реализовать новые возможности.
- 3) Это утверждение спорно.
- 4) Перспективы развивающихся стран не слишком радужны.
- 5) Предприятия, на которых существует потогонная система, всё ещё составляют большинство в развивающихся странах.
- 6) Жители выступали против размещения производства в их городе.
- 7) Транснациональные компании эксплуатируют природные ресурсы ради своей выгоды.
- 8) Моё мнение по этому вопросу совпадает с вашим.
- 9) Уровень жизни во многих странах всё ещё чрезвычайно низкий.
- 10) Высоко квалифицированный труд ценится всегда

Part three: YOUR point of view

1. In your opinion, are multinational corporations good or evil for the society?

2. Is globalization inevitable? Will people benefit from it?

3. Choose one multinational corporation and describe its history, recent trends, prospects.

4. Make a brief Power Point presentation (5-7 slides) on the following topic

“The pros and cons of global capitalism”

SERIAL KILLER TICK

Part one: Pre-reading:

1. Before you start working with the text, read the definitions of the following words used in the text and suggest their Russian equivalents:

Urge (v) – a strong wish or need

Rage - wild uncontrollable anger

Trample (v) – to crush under the feet

Slaughter (v)– to kill (especially many people) cruelly or wrongly

Concoction – something made by mixing or combining parts

Barbaric – very cruel

Mayhem – great disorder and confusion

Rant (v)– talking in a loud, excited way, using grand but meaningless phrases

Overt – public, not secret

Potency – syn. power

Grapple with (v)– to take hold of and struggle with

Angst – anxiety and anguish caused especially by considering the sad state of the world and the human condition

Spawn (v) – to bring into existence, especially in large numbers

embodiment – someone or something that represents, includes, or is very typical of something

Confine (v)– to keep with limits, to restrict

2. Match Russian words and phrases with their English equivalents:

- | | |
|--------------------------------|-------------------------|
| 1. очень жестокий | a. ignored in the crowd |
| 2. социальное программирование | b. to trample |
| 3. рациональный | c. torture |
| 4. средний серийный убийца | d. social programming |
| 5. социальная несправедливость | e. sole excuse |

- | | |
|----------------------------|--------------------------|
| 6. мучение | f. barbaric |
| 7. единственное оправдание | g. social injustice |
| 8. подавлять | h. social boundaries |
| 9. игнорируемый в толпе | i. rational |
| 10. социальные границы | j. average serial killer |

Part two: Reading and listening [TRACK 9]

1. Listen to the text and focus on the meaning of the highlighted words

What Makes Serial Killers Tick?

Is the **urge** for killing genetic, hormonal, biological, or cultural conditioning? Do serial killers have any control over their desires? We all experience **rage** and inappropriate sexual instincts, yet we have some sort of internal cage that keeps our inner monsters locked up. Call it morality or social programming; these internal blockades have long since been **trampled** down in the psychopathic killer.

Serial killers have tested out a number of excuses for their behavior. Henry Lee Lucas blamed his upbringing; others like Jeffrey Dahmer say that they were born with a "part" of them missing. Ted Bundy claimed pornography made him do it. Herbert Mullin blamed the voices in his head that told him it was time to "sing the die song." Carl Panzram swore that prison turned him into a monster. The most psychopathic, like John Wayne Gacy, turned the blame around and boasted that the victims deserved to die.

They must be insane — what normal person could **slaughter** another human, for the sheer pleasure of it? Yet the most chilling fact about serial killers is that they are rational and calculating. Statistically, the average

serial killer is a white male from a lower-to-middle-class background, usually in his twenties or thirties. Traditional explanations for becoming a serial killer include childhood abuse, genetics, chemical imbalances, brain injuries, exposure to traumatic events, and perceived societal injustices. The frightening **implication** is that a huge population has been exposed to one or more of these traumas. Is there some sort of lethal **concoction** that sets serial killers apart from the rest of the population?

One of first places our society looks to for an explanation is the serial killer's upbringing. In some cases, the abuse of children by their parents is **barbaric**, and it seems little wonder that anything but a serial killer would come from such horrible background. Many sadistic murderers portray their childhood as an endless chain of horrifying sexual abuse, torture, and **mayhem**. The blame usually falls on the mother, who has been described as too domineering or too distant, too sexually active or too repressed. Perhaps the mother is blamed more because the father has often disappeared, therefore "unaccountable." When the father is implicated, it is usually for sadistic disciplinarian tactics, alcoholic **rants**, and **overt** anger toward women. However we must remember that many children have suffered horrible abuse at the hands of their parents thus childhood abuse may not be the sole excuse for serial killers, but it is an undeniable factor in many of their backgrounds.

For different reasons, many multiple murderers are isolated as children. As the isolation grows more severe, the reliance on fantasies, especially destructive ones, can grow. Doctors B. R. Johnson and J. V. Becker at the University of Arizona are attempting to understand how deeply fantasy influences the serial killer's mind. They are studying nine cases of 14 - 18 year olds who have "clinically significant fantasies of becoming a serial killer." The research is attempting to see if we can spot potential killers based on the **potency** of the sadistic fantasies of teenage boys, and if there is any way to interrupt the link between fantasy and action.

According to Ressler, "stressors" are events that cause the killer's action. They can be "conflict with females, parental conflict, financial stress, marital problems, conflict with males, birth of a child, physical injury, legal problems, and stress from a death." As the killer **grapples** with frustration and anger, the fantasies of killing can find the way out into reality.

So, who are we to blame for the growing number of social killers? It is easier for us to see each other only as strangers, or stereotypes. The serial killer hunts for stereotypes. In the 21st century, the **angst** of the city continues to **spawn** both killers and victims. Perhaps the anonymity itself is a factor that creates a serial killer. Feeling forgotten, ignored in the crowd, the psychopath not only kills those who mirror back his own forgotten, anonymous identity, but even makes a name for himself, "becomes somebody". The serial killer lives on the other side of our social boundaries. He is an **embodiment** of the darkness, desire, and power that we must repress within ourselves. He breaks the social rules that **confine** the rest of us.

*Abridged version of the article taken from
http://www.trutv.com/library/crime/serial_killers/notorious/tick/victims_1.html*

2. Answer the questions to the text:

- 1) How does the author explain the way people confine their rage and strong emotions? Have you ever experienced the feeling of the so-called 'internal cage'?
- 2) How do serial killers explain their deviant behavior? What do you think is a possible reason for a slaughter? What might make people so barbaric?
- 3) What are the typical features of the serial killer?
- 4) What are the most popular explanations of 'serial killer tick' according to the text?
- 5) In your opinion, how can unhappy childhood influence future personal development?

- 6) Who of the parents is usually blamed for raising the killers and why?
- 7) What might the effect of isolation during teenagehood result in?
- 8) Do you consider the research at University of Arizona interesting and important? Why?
- 9) What are “stressors”?
- 10) According to the author, what is the main problem of society? Do you agree with his viewpoint?

3. Paraphrase the sentences from the text using your active vocabulary

- 1) The serial killer hunts for stereotypes.
- 2) As the isolation grows more severe, the reliance on fantasies, especially destructive ones, can grow.
- 3) The frightening implication is that a huge population has been exposed to one or more of these traumas.
- 4) The most chilling fact about serial killers is that they are rational and calculating.

4. Translate the following sentences into English in writing using your active vocabulary

- 1) Жестокое обращение с ребёнком недопустимо.
- 2) «Усреднённый» серийный убийца выглядит так же, как и нормальный человек, и вы никогда не поймёте, насколько он рационален и расчётлив.
- 3) Неконтролируемая ярость заставила его убить так много людей.
- 4) Современное общество может порождать людей, которые не способны обуздать свои эмоции и сильные желания.
- 5) В общественном сознании маньяк – это воплощение зла в человеке.

Part three: YOUR point of view

1. Translate the following definitions into Russian

The FBI defines serial murder as:

- A minimum of three to four victims, with a "cooling off" period in between;
- The killer is usually a stranger to the victim — the murders appear unconnected or random;
- The murders reflect a need to sadistically dominate the victim;
- The murder is rarely "for profit"; the motive is psychological, not material;
- The victim may have "symbolic" value for the killer; method of killing may reveal this meaning;
- Killers often choose victims who are vulnerable (prostitutes, runaways, etc.).

2. Make a brief Power Point presentation (5-7 slides) on the following topic:

Rules of safety we learn since childhood and their role in the socialization to adult life.

THE SCIENTIFIC METHOD

Part one: Pre-reading

1. The following questions are aimed at clearing up the idea of your research project. Write short answers to the questions.

- 1) What is your research devoted to? Why have you chosen this problem?
- 2) Do you find research interesting?
- 3) How do you organize work on your research project? What are the steps you make to come to a conclusion?

2. Read the definitions of the following words used in the text and suggest their Russian equivalents

Conclusive – putting an end to doubt or uncertainty

Bias – a tendency to be in favour of or against something or someone without knowing enough to judge fairly; prejudice

Laden – loaded

Stakes - the prize or reward

Rigorously – carefully, thoroughly and exactly

To eliminate – to remove or get rid of completely

Interchangeably – which can be used in place of each other or something else

Connotation – the feelings or ideas that are suggested by a word, rather than the actual meaning of the word

To discard – to get rid of as useless

3. Make sure you pronounce these words correctly:

Hypothesis – hypotheses, phenomenon – phenomena, circumstance – circumstances, datum – data.

4. Match the Russian and English words and phrases:

- | | |
|--------------------------------|--------------------------------------|
| 1. интерпретация данных | a. scientific community |
| 2. свести к минимуму | b. to distinguish |
| 3. научное сообщество | c. quantitative |
| 4. противоречить предсказаниям | d. belief |
| 5. количественный | e. minimize |
| 6. различать | f. distinct connotations |
| 7. точные коннотации | g. general consensus |
| 8. убеждение | h. interpretation of data |
| 9. всеобщее согласие | i. is directly or indirectly related |
| 10. прямо или косвенно связан | j. to contradict predictions |

Part two: Reading and listening [TRACK 9]

1. Listen to the text. What are the three steps of applying the scientific method?

What is the Purpose of the Scientific Method?

The scientific method is the means by which researchers are able to make **conclusive** statements about their studies with a minimum of **bias**. The interpretation of data, for example the result of a new drug study, can be **laden** with bias. The researcher often has a personal **stakes** in the results of his work. As any skilled debater knows, any opinion can be justified and presented as fact. In order to minimize the influence of personal stakes and biased opinions, a standard method of testing a hypothesis is expected to be used by all members of the scientific community.

How does the Scientific Method Work?

The first step to using the scientific method is to have some basis for conducting your research. This is based on the observed phenomena that is

either directly or indirectly related to the specific subject matter of your proposed research.

The next step is to form a hypothesis to explain some aspect of your observations.

Now that you have a hypothesis, you are ready to test it. You must now use your hypothesis to predict other phenomena that have not yet been observed.

The final step of the scientific method is to **rigorously** test your prediction. Remember, you cannot "prove" your hypothesis. You can only fail to disprove it. While this is an example of how the scientific method is used in everyday research and hypothesis testing, it is also the basis of creating theories and laws.

The scientific method requires a hypothesis to be **eliminated** if experiments repeatedly contradict predictions. No matter how great a hypothesis sounds, it is only as good as it has an ability to consistently predict experimental results. It should also be noted that a theory or hypothesis is not meaningful if it is not quantitative and testable. If a theory does not allow for predictions and experimental research to confirm these predictions, then it is not a scientific theory.

What is a Hypothesis?

It is important to distinguish between a hypothesis, and a theory or law. Although in everyday language, people sometimes use these terms **interchangeably**, they have very distinct **connotations** in the scientific community.

A hypothesis is a 'small' cause and effect statement about a specific set of circumstances. It represents a belief that a researcher possesses before conducting a satisfactory number of experiments that could potentially disprove that belief. For example, you open your refrigerator at home and are greeted with a horrible sour smell. You decide that the milk must have gone bad. This is your hypothesis. It is based on the phenomena you are observing right now (sour smell) as well as knowledge from past experience (bad milk has a sour smell). You test your hypothesis by opening the

container of milk and smelling it. You find that the milk doesn't smell sour after all, so you must come up with another hypothesis (maybe it is the leftover lasagna from last week!).

A theory or law in the world of science is a hypothesis, or many hypotheses, which have undergone rigorous tests and have never been disproved. There is no set number of tests or a set length of time in which a hypothesis can become a theory or a law. A hypothesis becomes a theory or law when it is the general consensus of the scientific community that it should be so. Theories and laws are not as easily **discarded** as hypotheses.

*Abridged version of the article is taken from
<http://www.essortment.com/scientific-research-method-39929.html>*

2. Scan the above text and answer the questions:

- 1) What does the scientific method imply?
- 2) Why do we need a standard method of testing a hypothesis?
- 3) What does the scientific method require if experiments repeatedly contradict predictions?
- 4) What is the difference between a hypothesis and theory or law?
- 5) Is there a set number of tests or a set length of time in which a hypothesis can become a theory or a law?
- 6) What is easier to discard a hypothesis or a theory? Why?

3. Paraphrase the sentences from the text using your active vocabulary:

- 1) The scientific method is the means by which researchers are able to make conclusive statements about their studies with a minimum of bias.
- 2) The researcher often has a personal stakes in the results of his work.
- 3) It is only as good as it has an ability to consistently predict experimental results.
- 4) A hypothesis becomes a theory or law when it is the general consensus of the scientific community.

5) The final step of the scientific method is to rigorously test your prediction.

4. Translate the following sentences in writing using your active vocabulary

- 1) Стол ломился от еды.
- 2) Тебе следует избавиться от этого старого пальто.
- 3) Его мнение определённо предвзятое.
- 4) Многие философы выступали за отмену частной собственности.
- 5) Научное сообщество никак не может прийти к общему согласию по этому вопросу.
- 6) Его окончательный ответ должен прозвучать завтра.
- 7) Необходимо различать гипотезу и теорию.
- 8) В этом случае необходимо применить качественный анализ.
- 9) Он заинтересован в доказательстве этой гипотезы.
- 10) При анализе данных вы получите точное доказательство вашего убеждения.

Part three: YOUR point of view

1. What method or methods have you used in your research project?

2. Answer the questions:

1. Where is the scientific method used?
2. Can you name any hypotheses and theories in modern Sociology/Linguistics/International Relations?

3. Make a brief Power Point presentation (5-7 slides) dealing with your own research project.

Учебное издание

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**АСПЕКТЫ МЕЖДУНАРОДНОЙ
И СОЦИОЛОГИЧЕСКОЙ КОММУНИКАЦИИ
(INTERNATIONAL AND SOCIOLOGICAL ISSUES)**

Практикум

Редактор И.И. Спиридонова
Компьютерная вёрстка И.И. Спиридоновой

Подписано в печать 13.11.2018. Формат 60 × 84 1/16.

Бумага офсетная. Печ. л. 3,5.

Тираж 25 экз. Заказ . Арт. – 21(Р4П)/2018.

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»
(САМАРСКИЙ УНИВЕРСИТЕТ)
443086, САМАРА, МОСКОВСКОЕ ШОССЕ, 34.

Изд-во Самарского университета.
443086, Самара, Московское шоссе, 34.