

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
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**УЧЕБНЫЕ МАТЕРИАЛЫ И ЗАДАНИЯ  
ДЛЯ СТУДЕНТОВ СПЕЦИАЛЬНОСТИ  
“СОЦИОЛОГИЯ”**

Часть II

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Настоящие учебно-методические материалы предназначены для студентов социологического факультета I-II курсов.

Целью данной разработки является формирование и закрепление навыков работы с аутентичными текстами по социологии, совершенствование произносительных навыков, овладение лексикой по специальности, повторение изученных грамматических конструкций.

Настоящие учебно-методические материалы состоят из 9 разделов, каждый из которых включает текст, лексические единицы, подлежащие активному усвоению, упражнения, направленные на совершенствование навыков чтения, понимания и перевода текстов по социологии, а также задания, цель которых - развитие коммуникативных умений и навыков.

Учебные материалы базируются на аутентичных текстах монографий и статей, содержащих общественно-политическую и терминологическую лексику, усвоению которой способствуют упражнения, предполагающие самостоятельную работу со словарем, а также список операционных понятий (Appendix - Key Terms.).

Во время аудиторных занятий упражнения могут выполняться выборочно, а тренировочные упражнения предлагаются для самостоятельной работы студента.

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## **UNIT 1**

### **I. Read the text and try to understand it:**

#### **MAX WEBER**

##### **Part I**

Most of modern sociological research and writings about stratification combine some aspects of Marxist thought with some of the ideas of Max Weber, a distinguished German social historian, economist, and sociologist, whose major work was done in the first quarter of the 20th century.

Weber agreed with certain fundamental features of Marxist thought (much more substantially than students of stratification have recognized), particularly with the crucial significance of the economic aspects of stratification. For Weber, as for Marx, control over property was the basic fact in the determination of the life-chances of an individual or a class. In contrast to Marx, however, Weber added to the economic dimension of stratification two other dimensions, power and prestige. Weber saw property, power, and prestige as three separate though interacting bases on which hierarchies are created in any society. Property differences generate classes; power differences generate political parties; and prestige differences generate status groupings or strata.

Marx and Weber do differ on the question of how likely is that members of the same economic class will constitute members of a 'community' - a group of persons united by common purposes which they seek to achieve through united efforts.

Weber also differs from Marx on the question about the probability that workers will 'rise' to such 'true' consciousness and unite for common class struggle against the system that exploits them. This action will take place, Weber says, when the contrast in life-chances is not accepted by the worker as inevitable, and when he sees the contrast as a result of the contribution of property and the economic structure of society.

## Notes to the text:

... how likely is that - насколько вероятно

## II. Transcribe the following words. Practise their pronunciation.

basis (pl. bases)	prestige
research	stratum (pl.strata)
crucial	substantial
inevitable	

## III. Memorize the following words and expressions:

dimension, substantial, particular, community, distribution, in contrast to, status groupings, crucial significance

## IV. Give Russian equivalents for the following:

a distinguished sociologist, separate though interacting bases, united by common purposes, the distribution of property, certain fundamental features of Marxist thought

## V. Give English equivalents for the following:

современные социологические исследования, в отличие от Маркса, взаимодействующие явления, разрушать существующую систему, классовое сознание, совместные усилия, объединенные общими целями, основные характерные черты

## VI. Translate the words with the prefix “*inter-*” into Russian:

interacting, to interpenetrate, interdependence, interview, international relations, interplanetary flights, interoffice telephone, interstate relations, interstellar space, interdisciplinary ties

## VII. Fill in the blanks with necessary prepositions.

1. Weber agreed ... Marx's significance ... the economic aspects ... stratification.
2. In contrast ... Marx, Weber added power and prestige dimension ... stratification.
3. Marx and Weber differed ... the question ... constituting a 'community'.
4. According ... Weber, a 'community' is a group ... persons united .... common purposes which they seek to achieve ... united efforts.
4. Workers must unite ... common class struggle ... the system that exploits them.

5. Control ... property was a basic feature ... determining the life-chances ... a class or an individual.

### **VIII. Translate the sentences into English.**

1. Макс Вебер - выдающийся немецкий историк, экономист и социолог.
2. В современных социологических исследованиях идеи Маркса сочетаются с идеями Вебера.
3. Вебер соглашался с основными характерными моментами учения Маркса.
4. В любом обществе иерархии создаются на основе трех взаимодействующих элементов: собственность, власть, престиж.
5. Различия в собственности порождают классы, различия во власти - политические партии, различия в престиже - статусные группы.
6. Рабочие считают, что распределение собственности и экономическая структура общества приводят к противоположным жизненным возможностям.
7. Маркс и Вебер отличаются друг от друга по многим вопросам.

### **IX. Say whether the following statements are right or wrong:**

1. Both Marx and Weber saw control over property as a basic fact in the determination of the life-chances of an individual.
2. In his works Weber referred only to one dimension of stratification, i.e. Marx's economic dimension of stratification.
3. Karl Marx and Max Weber don't differ on any point.
4. Weber claims that the workers will never unite for common conscious class struggle.
5. Marx believed that workers are able to 'rise' to 'true' class consciousness and unite.
6. Weber substantially agreed with fundamental features of Marxist thought.

### **X. Ask your classmates**

- \* what Max Weber did.
- \* when he did his major work.
- \* what fundamental features of Marxist thought Weber agreed with.
- \* what stratification dimensions Weber set forth.
- \* on what bases, in Weber's opinion, hierarchies are created in any society.
- \* what Weber's ideas of property were.
- \* when, in Weber's opinion, the workers will unite for common class struggle against the exploiters.

### **XI. Give a summary of the text.**

## UNIT 2

### I. Read the text and try to understand it:

#### MAX WEBER

##### Part II

Weber is a more sophisticated sociologist by modern day standard in the extent to which he recognized the condition necessary for the formation of communities. He says quite explicitly that while economic classes do not constitute communities, status groups do.

Status groups are formed on the basis of socially ascribed prestige or honour. And whereas differences in property can constitute the basis for differences in honour and prestige, other factors are often just as important, if not more so. Usually, Weber says, status stands in sharp opposition to the pretensions of property. Both the propertied and the propertyless can, and frequently do, belong to the same status group.

According to Weber, property differences are important for life-chances, while status differences lead more importantly to differences in life styles. Along with Marx, Weber recognized the significance of property differences in the formation of status groups. He differs from Marx in the importance that he ascribes to status groups and a sense of community and a commonly felt need for united actions against the system as such.

Weber also gives prominence to the party. Weber sees a close relationship between classes, status groups, and parties. He believes that economic classes, status groups, and political parties are all 'phenomena of the distribution of power within a community', but parties differ from classes and status groups in several crucial ways. While the central significance of classes is economic, and that of status groups is honour, 'parties' live in a house of 'power'. Parties are only possible within communities that have some rational order and a 'staff of persons who are ready to enforce it. For parties aim precisely at influencing this staff, and, if possible, to recruit it from party followers.

What we have, in sum, in Weber's approach is a view of society containing three kinds of social aggregations: the economic focus of classes, the honour basis of status groups, and the power centre of parties. These often have overlapping membership, and sometimes under special circumstances, the economic class is identical with the status group and the political party. But this is only one of many possibilities.

We have spoken at this extended length of the basic ideas of Marx and Weber because every modern student of stratification represents, in his own orientation, some combination of the approaches of these two thinkers.

### **Notes to the text:**

in the extent to which he recognized ... - в той мере, в которой он признавал  
give prominence - придавать значение  
overlapping membership - параллельное членство в различных партиях  
одновременно  
under special circumstances - при особых обстоятельствах  
social aggregations - социальные скопления, конгломераты

### **II. Transcribe the following words. Practise their pronunciation.**

sophisticated	within	phenomenon (pl.phenomena)
honour	explicit	circumstances

### **III. Memorize the following words and expressions:**

sophisticated, explicit, distribution, precise, in sharp opposition to, along with, to aim at, in sum, identical with

### **IV. Give Russian equivalents for the following:**

to stand in sharp opposition, the propertied, the propertyless, life styles, socially ascribed honour, to constitute the basis, just as important, property differences, to differ in crucial ways, in Weber's approach, he gave prominence to the party, against the system as such

### **V. Give English equivalents for the following:**

опытный социолог, по современным меркам, совершенно определенно, социально приписанный престиж, принадлежать к одной и той же социальной группе, вместе с Марксом, совместные действия, явление (явления), распределение власти в обществе, тесная связь, тождественный

### **VI. Translate in writing the 2nd and the 3d paragraphs.**

### **VII. Find in the text the words with the meanings similar to:**

experienced, quite clear, importance (2), exactly, often

### **VIII. Transcribe the following words and practise their pronunciation. Translate them into Russian.**

honour - honoured - honourable  
property - the propertied - the propertyless  
frequent - frequently - frequency  
to signify - significant - significance

precise - precisely - precision  
influence - influenced - influencing - influential  
identical - identically - identify - identification

### **IX. Fill in the blanks with necessary prepositions.**

1. Weber ascribed a great significance ... status groups.
2. Along ... Marx he saw the significance ... property differences ... the formation ... status groups.
3. Marx and Weber differed ... each other ... many ways.
4. .... modern day standards Weber is a very sophisticated sociologist.
5. Robert Lynd's 'Middletown' was aimed ... analyzing a 'typical' American community.
6. Sometimes the economic class is identical ... the status group and the political party.
7. ... Weber's approach, status stands in sharp opposition ... the pretensions ... property.

### **X. Translate the sentences into English:**

1. Вебер приписывает особую важность статусным группам.
2. Он совершенно определенно заявляет, что статусные группы образуют сообщества.
3. В одной и той же статусной группе могут быть владельцы собственности, а также те, у кого ее нет.
4. И Маркс и Вебер признают важность имущественных различий в образовании статусных групп.
5. По Веберу, классы, статусные группы и политические партии есть проявления разделения власти внутри сообщества.
6. При определенных обстоятельствах класс идентичен статусной группе и политической партии.
7. По современным понятиям Вебер наиболее опытный социолог.

### **XI. Say whether the following statements are right or wrong:**

1. Weber considered that the propertied and the propertyless can belong to different groups.
2. Along with Marx, Weber recognized only the significance of property differences in the formation of status groups.
3. For Weber, classes, status groups, and political parties are three kinds of social aggregations.
4. According to Weber, status differences lead to differences in life styles.
5. In modern society status groups rest only on legal basis.



6. Marx and Weber didn't differ on ascribing the greatest significance to groups.
7. Weber didn't see any relationship between classes, status groups and parties.

**XII. Answer the following questions:**

1. What makes Weber a sophisticated sociologist?
2. What, according to Weber, constitutes communities (economic classes, status groups)?
3. What leads to differences in life styles? What determines life chances?
4. Does Weber agree with or differ from Marx? On what points?
5. What did Max Weber consider to be 'phenomena' of the distribution of power in a community'?
6. What is the role of classes and status groups in a community?
7. What are parties aimed at?
8. Can the economic class be identical with the status group and the political party?

**XIII. Give a summary of the text 'Max Weber' (Part II).**

**XIV. Revise the text 'Max Weber' (Part I) from Unit I and speak on what Weber and Marx differ and are alike.**

## UNIT 3

**I. Read the text and try to understand it:**

### RECENT AMERICANS

#### Part I

One can easily see the impact of Marx and Weber on the thinking and writing of some of the outstanding students of stratification in American sociological ranks. Perhaps the most prominent early name in this field is Robert Lynd. Lynd's 'Middletown', published in 1930, is the first major work in American sociology to analyze a 'typical' American community in terms of the impact of economic power on the political, social, educational, and religious institutions of the community. There are admixtures of both Marxian and Weberian thought in Lynd's approach. Another outstanding American student of stratification is W. Lloyd Warner. His 'Yankee City' studied the social structure and function of a north-eastern community. Warner began the empirical study of stratification in American sociology. He follows the Weberian emphasis on honour or status groups. He attempts to understand American communities in terms of the ways in which the

various segments of the community associate with each other, primarily on the basis of real or assumed equality of social standing. Warner and his students seek to discover how Americans of differing social and economic situations view each other; on what basis they rank each other; on what criteria they associate or refrain from associating with each other.

In American studies of stratification, Warner emphasized reputation and prestige more than anyone else. He sought to develop a standard Index of Status Characteristics, based on such criteria as education, residence, income, and family background. He believed that Americans use them to estimate each other's social worthiness and guide themselves in choosing who will be their friends and with whom they will allow their children to associate.

In sharp contrast to Marx, Warner relied more on these 'subjective' criteria of stratification than on the 'objective' differences between them, such as income. This greater reliance on objective factors recalls the Weberian doctrine that status groups are not identical with economic classes.

Warner pioneered in the spread of the methods of research. He conveyed a view of American society as stratified by classes that consist of persons who enjoy the same prestige rating. Because he believed that classes are formed on these estimates of prestige, Warner postulated the existence of a six-class system, so that, in the typical Warnerian study, we find reference to the upper-upper and lower-upper classes, the upper-middle and lower-middle classes, and the upper-lower and the lower-lower classes.

#### **Notes to the text:**

admixtures - примеси

assumed equality - предполагаемое (вымышленное) равенство

refrain from - воздерживаться от

index (pl. indexes or indices) - указатель

social worthiness - социальная (общественная) значимость, вес

to enjoy the same prestige rating - иметь одинаковый рейтинг

#### **II. Transcribe the following words. Practise their pronunciation.**

impact

index (pl. indexes, indices)

rely

reliance

emphasis (pl. emphases)

to emphasize

doctrine

empirical

an estimate

to estimate

to associate

criterion (pl. criteria)

#### **III. Memorize the following words and expressions:**

an impact (on), outstanding = prominent, emphasis (on), to emphasize, an estimate, to estimate, criterion (pl. criteria), rely on, research methods, social standing.

#### **IV. Give Russian equivalents for the following:**

an outstanding sociologist, admixtures, an empirical study, in terms of sociology, to postulate the existence of class system, to pioneer in the spread of research methods, stratified by classes, they view each other, to rely on objective criteria, to convey a view.

#### **V. Give English equivalents for the following:**

общественное положение, оценивать, придавать особое значение престижу, основанный на многих критериях, принимать без доказательств, происхождение, расценивать, разделенный (расслоенный) на классы, влияние на труды социологов, оценка престижа, ссылка на доктрину Вебера, делать упор на репутацию и престиж.

#### **VI. Find in the text the words with the meanings**

**a) similar to:** famous (3), to estimate (2), influence, to unite, to try, distribution, to have the same rating;

**b) opposite to:** theoretical, subjective, extraordinary, inherent.

#### **VII. Translate into Russian the following words. Mind their pronunciation.**

emphasis - to emphasize - emphatic - emphatically  
real - realistic - reality - realizable - realization  
consider - considerable - consideration  
an associate - to associate - associated - association  
worth - worthy - worthiness  
rely - reliable - reliance  
refer - referring - reference – referee.

#### **VIII. Give the English words corresponding to the Russian ones below. Find out if the English words have some other meanings.**

анализировать, религиозный, субъективный, объективный, идентичный, репутация, характеристика, структура, стандарт, критерий, постулировать, эмпирический, резиденция, ассоциироваться, доктрина.

#### **IX. a) Copy out of the text and translate the words with suffixes “-ence”,**

**“-ance” corresponding to the verbs:**

reside, exist, refer, rely, allow, differ.

**b) Form nouns corresponding to the following verbs. Mind the pronunciation of the noun derived from the verb 'prevail'.**

accept, (dis)appear, apply, rely, prevail, signify, reside.

**X. Transcribe the following nouns and verbs. Practise pronouncing them.**

estimate - to estimate, graduate - to graduate, candidate - to candidate, advocate - to advocate.

**XI. Translate into Russian the following phrases with compounds:**

a three-room(ed) flat, a five-storey(ed) building, a twenty-day leave, a six-class system, a three-group classification.

**XII. Fill in the blanks with necessary prepositions:**

1. We can't deny the fact that the ancient philosophers made an impact ... the thinking and writing ... all outstanding students of stratification.
2. Weber's writing is devoted ... relationships ... classes, status groups, and parties.
3. Weber saw property, power, and prestige ... terms ... their interacting.
4. ... sharp contrast ... Karl Marx, Max Weber relied more ... prestige rating.
5. Thomas Hobbes made an emphasis ... a fundamental equality ... all men.
6. The ideal society of Hobbes was stratified ... classes.
7. Such social philosophers as Burke, Locke, Rousseau, Hegel were aware ... the existence ... strata based ... interest differences, acquired differences or birth.
8. Warner's classes consisted ... people enjoying the same prestige rating.
9. In the works ... modern sociologists we find reference ... the ideas ... ancient social philosophers.
10. Are status groups identical ... classes?
11. We can't rely ... these indexes.

**XIII. Say whether the following statements are right or wrong:**

1. Marx and Weber had no impact on modern sociological thought and writing.
2. There are admixtures of Marxian and Weberian thought in Lynd's approach.
3. Warner makes an emphasis on Weber's status groups more than any other American sociologist.
4. Warner was responsible for the emphasis on reputation and prestige.
5. He believed that Americans estimated each other and chose their friends on certain criteria.

6. Warner only pioneered in the research methods.
7. Warner postulated the existence of a two-class system.

#### **XIV. Translate the sentences into English:**

1. Влияние Маркса и Вебера на образ мысли выдающихся представителей американских социологических кругов было значительным.
2. Роберт Линд проанализировал "типичное" американское общество с точки зрения влияния экономической власти на политические, общественные, образовательные и религиозные институты общества.
3. Ллойд Варнер начал практическое исследование отношений в статусных группах.
4. Варнер, как и Вебер, уделял особое внимание статусным группам.
5. Равенство в общественном положении - это основа отношений в американском обществе.
6. Индекс статусных характеристик Варнера основан на таких критериях как образование, место проживания, доход, происхождение.
7. Варнер рассматривал американское общество как общество, разделенное на классы, которые состоят из людей с одинаковым рейтингом престижа.
8. Варнер считал, что классы формируются на оценивании престижа личности.
9. Варнер постулировал существование шести классов.

#### **XV. Answer the following questions:**

1. What outstanding American sociologists do you know?
2. Who was the most prominent man of stratification?
3. What did he analyze in his works?
4. Who began the empirical study of stratification in American society?
5. How did Warner and Weber view American communities?
6. What did Warner seek to discover in different social groupings?
7. What criteria was Warner's Index of Status Characteristics based on?
8. Warner's 'subjective' criteria of stratification differed greatly from Marx's, didn't they?
9. What estimates, in Warner's opinion, are classes formed on?
10. What classes does Warner refer to?

#### **XVI. Speak on the ideas and views of R. Lynd and W. Lloyd Warner using the key words given below:**

**R. Lynd:** an impact on, outstanding, sociological ranks, in somebody's approach, to analyze something in terms of

**W. Lloyd Warner:** empirical study, emphasis on, associate with and refrain from, equality of social standing, to rely on, the objective criteria, to estimate somebody's social worthiness, identical with economic classes, to pioneer in the spread of, to convey a view, to enjoy the same prestige rating.

**XVII. Give a summary of the text.**

## UNIT 4

**I. Read the text and try to understand it:**

### RECENT AMERICANS

#### Part II

A third major influence on American studies of stratification is C. Wright Mills. In his 'Power of Elite' Mills argues that power is the key concept in social relations, and that effective power, at least in American society, derives from favourable economic positions. The economic elite, Mills says, joins with the military elite (the military high command) to form a power elite that considers itself a privileged group and sees its interests as paramount to those not of the elite. American social, economic, and political policy tends to reflect, says Mills, the joint decisions of these three elites, who form various combinations, with varying degrees of influence distributed among them, depending on the issue at stake.

The close connection between economic and political power was claimed by both Marx and Weber and was elaborated and analyzed in a particular community by Lynd. Mills gave a further impetus and this has come to be an approach to stratification that often stands in sharp opposition to the 'reputational' approach followed by those who accept Warner's point of view. Yet almost no student of stratification today relies alone on objective indices (such as income and education). Most empirical studies of stratification employ some elements of both objective and subjective measures. There is no consensus among American sociologists that the social strata or classes in America consist of strictly economic interest groups, of status groups, or of political interest groups.

The issues are of paramount importance in the analysis of the American stratification system. The first is: Can one properly speak of social classes in America as meaningful groups or is it best to conceive of Americans as acting through groups representing special interests (trade unions, manufacturers associations, consumer groups, educational associations, church organizations, and the like)? The other major issue concerns the problem of mobility - the

movement of persons in and out of different social strata - to wit, Is America still the land of opportunity?

The answers to both questions - that of the existence of classes, and that of the possibilities of movement up and down the class ladder - depend on how one defines his terms, what kind of action one is talking about, and how much movement of what kind one is analyzing.

### **Notes to the text:**

the issue at stake - вопрос, поставленный на карту

consumer - потребитель

and the like - и тому подобное

to wit = that is - то есть, а именно

### **II. Transcribe the following words. Practise their pronunciation.**

Wright

impetus

issue

command

paramount

association

favourable

conceive

### **III. Memorize the following words and expressions:**

paramount, to claim, to elaborate, impetus, to employ, issue, to conceive (of), mobility, to define, at least, favourable positions, a privileged group, joint decisions, point of view, up and down the class ladder

### **IV. Give Russian equivalents for the following:**

to derive from favourable positions, issues of paramount importance, varying degrees of influence, a particular community, to give an impetus to, strictly economic interest groups, to rely on objective indices, the land of opportunity

### **V. Give English equivalents for the following:**

основная позиция, привилегированные группы, по крайней мере, выгодное положение, властная элита, совместные решения, тесная связь, разрабатывать, дать толчок чему-либо, точка зрения, полагаться на объективные показатели, использовать некоторые элементы, представлять себе американцев, вопросы первостепенной важности, вверх и вниз по общественной лестнице, давать определение (терминам)

## **VI. Find in the text the words and expressions with the meanings**

**a) similar to:** in sharp contrast to, to work out, consent, collective decisions, meaningful, issue, the major concept, problems of greatest importance, to use

**b) opposite to:** favour, joint, subjective, theoretical, effective, similar

## **VII. Copy out of the text the English equivalents of the following:**

концепция, эффективный, элита, командование, милитаристский, формировать, отражать, комбинации, субъективный, тред-юнионы, мобильность, дистрибутивный

## **VIII. Read and translate the following derivatives:**

to value - value (n.) - valuable - valued - valuing - evaluate - evaluation

to vary - varied - varying - variant - variety - various - variability

to analyze - analyzed - analyzing - analysis - analyst - analytic - analytical - analytically

## **IX. a) Translate the nouns with the suffix “-ity” into Russian:**

mobility, personality, opportunity, possibility, inequality, community, objectivity, productivity, reality, inevitability, stability, prosperity, similarity, totality

## **b) Form nouns from the following adjectives:**

peculiar, special, relative, creative, regular

## **X. Form adjectives with the help of the suffix “-ous”. Mind the shift of stress in some adjectives. Be sure that you know what each word means.**

fame, courage, advantage, glory, space, courage

## **XI. Translate the sentences into Russian paying attention to the meaning of the verb 'tend':**

1. Mills says that American social, economic, and political policy tends to reflect the joint decisions of the three elites.
2. Most empirical studies of stratification tend to employ both objective and subjective measures.
3. Sociologists tend to consider the terms 'social stratification' and 'social inequality' synonymous.
4. Scientists tend to mention the better documented period in the history of stratification, - that is the period which started 2000 years ago.
5. Most of modern sociological writings tend to combine some aspects of Marxist thought with Max Weber's issues.
6. The capitalist class tends to control the power of the state due to its economic power.



7. The Marxist approach tends to emphasize the power of the economic factor.

## **XII. Translate the sentences into English:**

1. Миллз доказывает, что власть - это основное понятие в общественных отношениях.
2. Экономическая и военная элиты образуют властную элиту, которая является привилегированной группой.
3. Политические шаги Америки отражают совместные решения этих трех элит.
4. Маркс и Вебер признавали тесную связь между экономической и политической властью. Вопрос об этой связи в обществе был разработан и проанализирован Линдом.
6. Работы Миллза стимулировали исследования в данной области.
7. Подходы Миллза и Варнера к стратификации совершенно противоположны.
8. Современные социологи полагаются на субъективные и объективные характеристики: честь и престиж, доход и образование.
9. У американских социологов нет единодушия по поводу интересов, объединяющих людей в страты.
10. Большинство эмпирических исследований использует элементы субъективных и объективных характеристик.
11. В Америке вопросы существования классов и возможности передвижения вверх и вниз по общественной лестнице - вопросы первостепенной важности.

## **XIII. a) Answer the questions on the first paragraph:**

1. What did Mills claim concerning the elite in American society?
2. What issue did Lynd elaborate and analyze?
3. Whose ideas did Lynd follow?
4. What was the further approach of Lynd's and Mills's followers to stratification ?
5. What characteristics do modern students of stratification rely on?

**b) Ask your classmates questions on the last two paragraphs.**

**XIV Make up an outline of the text and retell it using the topical vocabulary.**

**XV. Give a summary of the text.**

**XVI. Revise the text 'Recent Americans' (Part I) from Unit 3. Speak on the development of American sociology from Robert Lynd to C. Wright Mills.**

## **I. Read the text and try to understand it:**

### **TALCOTT PARSONS**

The work of the distinguished sociologist Talcott Parsons is in the mainstream of thinking and theorizing about stratification. He is one of the leading interpreters of Max Weber and an influential theorist. Parson's principal contribution has been his effort to formulate a set of propositions about social stratification on the highest possible level of generality.

He believes the essence of stratification in any society to be the relative moral evaluation enjoyed by different social units. As for the criteria by which this evaluation is determined, Parsons leans heavily in the Warnerian direction and he takes subjective judgments by others as the basis of the formation of strata or social units or statuses. He follows Warner in arguing that property is only one of the many possible basis of evaluation. He also develops Weber's implicit notions about the imperativeness of stratification by noting that moral judgment and evaluation of all actions is a sine qua non of all societies, since societies are by definition organizations of activities around common purposes and values; hence a distinction must always be made between that which is better and which is worse, in terms of the agreed-upon ends and values of the society. Thus those members of the society who exemplify the most valued qualities or perform the most valued functions are likely to receive the highest ranking. Parsons then develops a classification of the conditions under which one set of qualities is likely to be valued more highly than others. These conditions are put in terms of the main 'thrust' of a given society - whether the society focuses on achieving desired ends, or emphasizes the need for cohesion and integration. The kind and degree of stratification is thus explained by Parsons in terms of other major features of the society, and he hence represents a series of hypotheses of the most general and most widely applicable kind.

#### **Notes to the text:**

... is in the mainstream of thinking - укладывается в русло размышлений

sine qua non ['sainikwei'non] - обязательное условие

agreed-upon ends and values - общепринятые, условленные цели и ценности

these conditions are put in the terms of the main 'thrust' of a given society -

эти условия проявляются в выражении главного ...

in terms of - с точки зрения, в выражении

## **II. Transcribe the following words. Practise their pronunciation.**

interpreter	cohesion
influential	essence
hypothesis (pl. hypotheses)	implicit
applicable	exemplify

### **III. Memorize the following words and expressions:**

principal, essence, implicit, hence, a set of propositions, a social unit, moral evaluation, judgment, valued qualities, to receive the highest rating, be likely to ..., to achieve the desired ends, widely applicable.

### **IV. Give Russian equivalents for the following:**

to theorize about stratification, the leading interpreter, a set of propositions, on the highest possible level of generality, to enjoy moral evaluation, implicit notion, imperativeness, valued qualities, cohesion, common purposes and values.

### **V. Give English equivalents for the following:**

влиятельный теоретик, выдающийся социолог, основной вклад в социологию, основные черты, социальная группа (единица, подразделение), оценивать, общепринятые цели, оценки, общие цели и ценности, получить высшую оценку, субъективное суждение, ряд предложений, ценные качества, ряд качеств, выполнять функции, достичь желаемых результатов, широко используемый, с точки зрения, служить примером, определять (давать определение), сплоченность (слияние), объединение, ряд гипотез.

### **VI. Find in the text the words and expressions similar to the following:**

widely used, main (2), a number of (2), goal, results, characteristics, the desired ends, to be an example, to emphasize something, to perform functions

### **VII. Give the plural of the nouns below. Transcribe them.**

criterion, phenomenon, basis, stratum, emphasis, hypothesis, series, focus, crisis, thesis.

### **VIII. a) Form adjectives from the following nouns with the help of the suffix “-al”. Translate the new words.**

essence, influence, president, commerce, finance.

### **b) Form adjectives from the following verbs with the help of the suffix “-able”. Translate the new words.**

desire, value, enjoy, read, separate, move, advise, apply.

**IX. Give the verbs corresponding to the following nouns and adjectives:**

theory, emphasis, critic, general, drama, final, stable

**X. a) Find in the text the two sentences with *the Subjunctive-with the-Infinitive* construction and translate them.**

**b) Translate the sentences with the *Subjunctive-with-the-Infinitive* Construction into Russian:**

*'to be likely to'*

1. These scientists are likely to publish three articles in a French journal
2. He is not likely to succeed because he never works hard.
3. The students are likely to take part in the conference.
4. New theories are not likely to appear in the nearest future.
5. The discovery is likely to have a far-reaching effect.
6. He is not likely to come tomorrow.
7. They are unlikely to become influential specialists in this field.

*'to be sure'*

1. He is sure to win the competition.
2. The talks are sure to be a success.
3. At the end of the century scientists are sure to work out these problems.
4. You are sure to concern with the following problem of mobility - the movement of persons in and out of different social strata.

*'to be certain'*

1. Sociologists are certain to influence the solution of major social and political problems.
2. They are certain to inform us about their plans.
3. The application of science and technology in all fields is certain to affect the structure of society as a whole.
4. The struggle between workers and employers is certain to become conscious if workers are aware of their historic role.

**XI. Translate the sentences using the *Subjunctive-with-the-Infinitive* Construction:**

1. Она обязательно сделает доклад на собрании.
2. Студенты наверняка хорошо напишут тест.
3. Возможно, он примет участие в дискуссии.
4. Сомнительно, что они выполняют свою роль.
5. Едва ли он признает важность этой проблемы.
6. Наиболее известное имя в рядах американских социологов, вероятно, имя Роберта Линда.

## **XII. Translate the sentences into English:**

1. Парсонс - выдающийся социолог, главный интерпретатор идей Макса Вебера и влиятельный теоретик.
2. Главный вклад Парсонса в социологию - попытка сформулировать в самом общем виде ряд положений относительно стратификации.
3. Он считает, что суть стратификации в любом обществе - быть оценкой для различных социальных групп.
4. Эта оценка определена критериями, которые мы находим в трудах Варнера и субъективных суждениях других ученых.
5. Парсонс развивает понятие Вебера о необходимости стратификации.
6. По мнению Парсонса для всех обществ обязательным условием является моральная оценка всех действий.
7. Парсонс определяет общества как организацию деятельности вокруг общих целей и ценностей.
8. Согласно Парсонсу, те члены общества, которые демонстрируют наиболее ценные качества, вероятно, получают высший рейтинг.
9. Для достижения желаемых результатов общество должно выполнить определенные условия.
10. Ряд гипотез Парсонса представляет собой гипотезы наиболее общего характера, они могут широко применяться.

## **XIII. Answer the following questions:**

1. What is Talcott Parsons?
2. What is his principal contribution to sociology?
3. What is the essence of stratification in any society, as Parsons sees it?
4. Who does he follow determining the criteria of this evaluation?
5. Does Parsons focus only on property as the basis of evaluation?
6. How does he develop Weber's propositions?
7. Isn't moral evaluation, according to Weber and Parsons, a necessary condition in any society?
8. How is evaluation made in terms of the agreed-upon ends and values?
9. Who, in Parson's opinion, is likely to receive the highest rating ? Do you agree with him?
10. What classification does Parsons develop?

11. What two main sets of propositions does he put forward?
12. How does Parsons explain the kind and degree of stratification?

**XIV. Write down a list of Talcott Parsons' major contributions to sociology. Do not forget to mention Parsons' predecessors whose propositions he developed. Add some key words to every point in your list and, using them, speak on Parsons' views.**

## **UNIT 6**

**I. Read the text and try to understand it:**

### **EQUILIBRIUM THEORISTS AND CONFLICT THEORISTS**

#### **Part I**

The major source of disagreement among sociologists today is around the notion of conflict; its naturalness, its frequency, and its significance. This disagreement is known as one between 'equilibrium theorists' and 'conflict theorists'. The equilibrium school tends to see society as an organism that tries to maintain itself in some form of balance. It is natural, then, for sociologists who think this way to ask of any social arrangement, such as a system of stratification - How does it fit into the larger social system? How does it help to maintain the larger system? How, in turn, is it maintained by other subsystems, such as the family, the educational institutions, and the general economy? The concern, in short, is with the functional connection among the various parts of a society, of which the system of stratification is but one. From this point of view, conflict (whether between the individuals, groups, or strata) is seen as a fact requiring attention and social action to reduce or eliminate it. Stability and order are viewed as natural and normal, while conflict and disorder are seen as social deviants, and as evidence that the system is not working properly. Rightly or wrongly, Warner and Parsons, as well as those who follow their theoretical and methodological positions, are identified with this point of view.

By conflict with the equilibrium school's emphasis on stability, functional interconnections, and integration, those identified with the conflict school, such as Robert Lynd, C. Wright Mills, Lewis Coser, and Ralf Dahrendorf, see society as a collection of various institutions - economic, political, educational - that are often poorly integrated with each other. The unequal distribution of property, power, and prestige is seen as representing a social privilege enjoyed by an elite, whose advantage in these regards makes it more difficult for others to enjoy the good things of life. Stratification or social inequality is thus seen as a major

source of continuing conflict in a society. From this point of view conflict is inherent, natural, and predictable in social organization.

### **Notes to the text:**

it (social arrangement) fits into the larger system - входит составной частью в более крупную систему

... how in turn - ... как, в свою очередь

... is but one - ... является (всего) лишь одной частью

in these regards - в этом отношении

predictable - предсказуемый

### **II. Transcribe the following words. Practise their pronunciation.**

frequency

identify

deviant

advantage

methodological

predictable

equilibrium

inherent

### **III. Memorize the following words and expressions:**

to maintain, to reduce, to view, social deviant, evidence, to identify with, equilibrium school, conflict school, social arrangement, in short, from this point of view, functional connections, to enjoy a privilege

### **IV. Give Russian equivalents for the following:**

the major source of disagreement, to maintain oneself in balance, social arrangement, functional connections among the various parts of a society, to reduce or eliminate conflict, to view implicitly, emphasis on stability, to enjoy a social privilege, to enjoy the good things of life, equilibrium theorists, conflict theorists

### **V. Give English equivalents for the following:**

понятие конфликта, главный источник конфликта, общественное устройство, сохранять равновесие, короче говоря, функциональные связи, с этой точки зрения, уменьшить или устранить конфликт, рассматривать социальные отклонения, методологический, отождествлять (с чем-либо, кем-либо), пользоваться привилегиями, распределение собственности и власти, преимущество, отклонение от нормы, рассматривать, свидетельство

### **VI. Find in the text the words and expressions with the meanings**

**a) similar to:** the most important, importance, equilibrium, to focus on, unite, to keep, social organization, different, to lessen, to view, abnormal, to have a privilege

**b) opposite to:** agreement, naturalness, normal, rightly, equal, advantage, quality, predictable, order.

**VII. Find in the text the words corresponding to those below. Find what other meanings the Russian words have.**

натуральный, теоретический, равновесие, баланс, институты, подсистема, функциональный, методологический, идентифицировать, интеграция, дистрибуция.

**VIII. Translate the following derivatives into Russian. Mind the shift of stress in some of the adjectives and nouns.**

maintain - maintenance

arrange - arrangement

method - methodological

reduce - reduced - reduction

connect - connection - interconnection

identify - identified - identification

(dis)advantage - (dis)advantageous

predict - predictable – unpredictable.

**IX. a) Translate the sentences into Russian paying attention to the grammar structure 'for ... to + the Infinitive':**

1. It is important for him to read this book.
2. It is essential for students of stratification to agree on the notion of conflict.
3. It is difficult for others to enjoy the good things of life.
4. No efforts are large enough for the research to be completed.
5. It is desirable for you to know it.

**b) Complete the following sentences:**

1. It is important for them ...
2. There is no reason for him ...
3. It is advisable for her ...
4. It is natural for the 'conflict theorists' ...
5. It is necessary for her ...
6. It is essential for scientists ...

**c) Make up sentences using the following groups of words; use the structure 'for ... to + the Infinitive'**



It is necessary	philosophers	take a different view
It is important	sociologists	face facts
It is essential science	politicians	deny the progress of
It is impossible	journalists	take interest in politics understand the essence of the conflict

### **X. Translate the sentences into English:**

1. Понятие конфликта сегодня - главный источник разногласий между социологами.
2. "Школа равновесия" обычно рассматривает общество как организм, стремящийся удержаться в равновесии.
3. Такие подсистемы как семья, образовательные институты, экономика поддерживают эту систему в равновесии.
4. Социологов интересуют функциональные связи в различных частях общества.
5. С этой точки зрения конфликт требуется уменьшить или устранить.
6. Стабильность и порядок рассматриваются как естественные и нормальные явления, а конфликт и беспорядок - отклонение от нормы.
7. Когда в обществе существует неравное распределение собственности, власть и престижа, элита имеет преимущество и пользуется привилегиями.
8. Стратификация рассматриваются как основной источник непрекращающегося конфликта в обществе.
9. С этой точки зрения конфликт предсказуем (прогнозируем).

### **XI. Answer the following questions:**

1. What is the major source of disagreement among sociologists?
2. Who are the representatives of the equilibrium school? How do they see society?
3. What do equilibrium theorists want to see in any society?
4. What are they concerned with?
5. What, in their opinion, is conflict?
6. How do they view stability and order? conflict and disorder?
7. What theorists are identified with the conflict school? How do they view society?
8. What gives a social privilege to an elite?
9. What is the main source of conflict in any society? What are its major features?

10. Why do you think conflict in any society is predictable?

**XII. Speak on the differences between 'equilibrium theorists' and 'conflict theorists'.**

## **UNIT 7**

**I. Read the text and try to understand it:**

### **EQUILIBRIUM THEORISTS AND CONFLICT THEORISTS**

#### **Part II**

Conflict theorists are greatly interested in the source of tension and strain within and between social institutions. They view tensions and strains as natural products of social interactions. Where the equilibrium theorists study the positive functions of social inequality or stratification, the conflict theorists are likely to be more concerned with the negative functions. They are concerned with how these inequalities disrupt societies and make them less productive than they might otherwise be. Two facts show that the study of stratification has come to take a central place in modern sociology: (1) thousands of stratification studies, varying in significance and scope, have been carried out by sociologists in the past four decades; (2) virtually every study of any social phenomenon - whether it be of population fluctuations, divorce rates, family styles, or whatever - takes into account (often to considerable degree) the possibility that some one or several social and economic factors will significantly influence the behaviour under study. Indeed, an analysis of the influence of socio-economic factors has come to be a 'must' in most sociological studies, no matter what the behaviour under consideration. Moreover, it is standard procedure to analyze the correlation of such factors as age, sex, urban residence, race, and religion with 'class' factors. Thus, for example, any study of differences in social patterns of behaviour between Catholics and Protestants is almost sure to include an analysis of the extent to which the differences apparently due to religious affiliation may really be due to the greater education and wealth, let us say, of the Protestants.

In summary, the study of the sources, patterns, and consequences of social inequalities has become a dominant study of sociologists and is likely to continue to enjoy widespread attention so long as inequalities exist, and as they are consequential for the life-chances and life-patterns of the different strata that make up any society.

## Notes to the text:

... than they might otherwise be - чем они могли бы быть

takes into account - принимает во внимание

the behaviour under study - изучаемое поведение

religious affiliation - принадлежность к какой-либо религии

## II. Transcribe the following words. Practise their pronunciation.

tension	apparently
decade	affiliation
virtually	correlate
fluctuation	consequential
socio-economic	Protestant
Catholic	procedure

## III. Memorize the following words and expressions:

virtually, tension(s) and strains(s), population fluctuations, divorce rates, family style, no matter, under study (under consideration), patterns of behaviour, in summary, consequential

## IV. Give Russian equivalents for the following:

to disrupt society, varying in significance and scope, population fluctuations, to a considerable degree, a 'must' in studies, urban residence, differences due to education, consequences of social inequalities, to enjoy widespread attention, strata that make up society, consequential sources of inequality

## V. Give English equivalents for the following:

социальное явление, напряженность в обществе, взаимодействие, разрушать общество, проводить изучение, в сущности, количество (процент) разводов, образ жизни семьи, общественно-экономические факторы, процедура, влиять на изучаемое поведение, социальная модель поведения, обобщать, последствия, пользоваться вниманием, важность, составлять общество

## VI. Find in the text the words and expressions with the meanings similar to:

to be interested in, to ruin, in fact, under consideration, common procedure, modes of behaviour, to get attention, important, to constitute society

## VII. Transcribe the following derivatives. Mind the shift of stress in some words. Translate them into Russian.

theory - theorist - theoretical  
virtue - virtual - virtually  
economy - economist - economic - economical - economize  
consequent - consequently - consequence - consequential  
consider - considerable - considerate  
function - functional - functionate – functionary

### **VIII. Translate the sentences into English:**

1. "Теория конфликта" рассматривает социальную напряженность в обществе как естественный продукт общественного взаимодействия.
2. Представителей этой теории интересуют источники напряженности внутри и между социальными институтами.
3. Их беспокоят отрицательные проявления расслоения общества.
4. Представители теории равновесия изучают положительное в стратификации.
5. В последние десятилетия социологи провели массу исследований социальных групп.
6. Существует соотношение между такими факторами как возраст, пол, место проживания, национальная принадлежность, вероисповедание человека и религиозными и классовыми факторами.
7. Существуют различия в социальных моделях поведения представителей различных религиозных групп.
8. Сегодня социологи уделяют основное внимание изучению причин, моделей и последствий социального неравенства.

### **IX. Answer the following questions:**

1. How do conflict theorists and equilibrium theorists view tensions and strains and their sources?
2. What facts have made sociological study a central place in modern sociology?
3. What is a 'must' in sociological studies?
4. What factors are correlated by sociologists?
5. What does stratification study?

### **X. Make an outline of the text. Supply each point with key words from the text. Retell it using the outline and the key words.**

### **XI. Say what is meant by**

socio-economic factors, social interaction, conflict school, social institutions, life patterns, strata, population fluctuation, life-chances, life-styles, equilibrium model, social inequality, correlation, society, stratification

## **XII. Revise the texts from Units 6 and 7 and speak on the views of equilibrium theorists and conflict theorists.**

### **UNIT 8**

#### **I. Read the text and try to understand it:**

##### **HOW TO DEFINE STRATIFICATION**

Most current usage speaks of social stratification rather than of social inequality, but for all practical purposes the terms are synonymous.

Stratification has been defined in a number of ways. Essentially we mean by social stratification the arrangements of any social group or society into a hierarchy of positions that are unequal with regard to power, property, social evaluation, and/or psychic gratification.

Power refers to the ability to secure one's ends in life. Property may be defined as rights over goods and services. Evaluation refers to a societal judgement that a status or position is more prestigious and honourable than others, or more popular, or preferable for one or another reason. Psychic gratification includes all sources of pleasure and contentment that are not otherwise classifiable as property, power, or evaluation.

To illustrate: one's income is classifiable as property; with an income one can command and achieve a variety of desired goods and services, and this is power. Because of one's acquisitions (e.g., a home or an auto), one may enjoy a certain amount of prestige or honour or to be thought to have a position preferable to that of those who earn less; finally, the owner's pleasure and self-esteem may be greater than of those who earn less and these are psychic gratifications.

In every society one finds rules, often unwritten, that determine how power, prestige, property, social honour or prestige, and psychic gratification are to be allocated. The norms governing the distribution of the latter two, however, are often much more informal and less uniform than those that regulate the distribution of property and power.

Normally the distribution of these valued good things is accomplished by assigning quotas to the various social positions or statuses that adults usually occupy. In modern industrial societies the most important such status is an occupation. Thus, one may be a doctor, a plant manager, or a skilled worker, and these positions command customary prevailing rates of wages, salaries, or fees. Since different statuses enjoy different quotas of power, property, and prestige, it is possible to arrange such statuses so that those that command equivalent amounts can be grouped into a stratum and thereby be distinguished from other strata.

Seen this way, a society consists of various strata arranged in a hierarchical order based on the amount of power, property, evaluation, and psychic gratification that the strata characteristically receive. This is the general picture of a stratified society.

**II. Transcribe the following words. Practise their pronunciation.**

psychic	acquisition
societal	accomplished
prestigious	assign
classifiable	quota

**III. Make an outline of the text and copy out the key words. Use them to give the gist of the text.**

**IV. Ask 8-10 questions on the text and discuss it with your classmates. Say if you know other definitions of stratification.**

## **UNIT 9**

**I. Read the texts and do the tasks that follow:**

### **FIVE BASIC CHARACTERISTICS OF STRATIFICATION**

A number of important attributes have been ascribed to the phenomenon of stratification:

It is social, i.e., patterned, in character.

It is ancient, i.e., it has been found in all past societies.

It is ubiquitous.

It is diverse in its forms.

It is consequential, i.e., the most important, most desired, and often scarcest things in human life constitute the basic materials which are distributed unequally.

Lets us look at each of these five contentions.

### **Text 1. THE SOCIAL PATTERNS OF STRATIFICATION**

- a) **The significance of social definitions.** To say that stratification is social means that one is not talking about biologically caused inequalities. Differences in such factors as strength, intelligence, age, and sex can serve as bases on which statuses or strata are distinguished, but such differences themselves do not explain why some statuses receive more power, property, and prestige than others. Biological traits do not become important for social superiority and inferiority until they are socially recognized and given importance to by being incorporated into the beliefs, attitudes, and values of the human beings involved. The manager of the industrial plant normally gets this dominant position not by physically fighting his way to the top, but by having the socially defined right kind and amount of education, training, skills, personality, character, and the like. The determination of who is the 'fittest' to enjoy larger amounts of property and power is, thus, always a complex social and cultural matter, often having little to do with biological traits per se.
- b) **The significance of norms and sanctions.** The 'social' aspect of stratification also suggests that the distribution of rewards in any community is governed by 'norms', or conventional rules. At any given moment the norms are likely to reflect the interests mainly of those who have enough power to enforce those rules they think best. In every community one finds that most persons follow such rules, even though they are at the bottom of the ladder of stratification and are deprived of all but few good things of life. This helps to explain why periods of revolutionary tension in history are rare in comparison to periods of 'peaceful' adherence to status quo. Such acceptance of the way of life by even the most deprived segments of a population means the strength and durability of the 'norms' once they are established and once the ruling groups are believed to have control over the sanctions required to enforce the rules.
- c) **The need to socialize each generation.** A third implication of the 'social' aspect of stratification concerns the way in which the norms of the community are carried down from generation to generation. There is no evidence that any kind of mentality - slave, ruling, or otherwise - is biologically inherited. All evidence indicates that every child has to be

taught the rules of his group. The adults, for their part, obey either because they fear earthly or divine punishment, because they have a simple belief in the rightness of things as they are, or because they are incapable of imagining that things could be different. In turn, children learn to obey partly because they are required to believe in the rightness of their parents' views and they fear punishment or desire rewards from their parents, or because they themselves cannot see or imagine alternatives. In short, social transmission or socialization into the norms from one generation to the next is indispensable to the continuity of these norms. Every society must be recreated anew at the birth of each child. No set of social patterns has any greater permanence than that given to it by the patterns of transmission by adult to child, which are technically called the processes of socialization.

- d) **The inherent instability of social arrangements.** If norms have stability and continuity because of the socialization process, they are also unstable and discontinuous partly because that process never works perfectly, being always uneven in its effectiveness from one family to the next and from one generation to the next. For this reason, among others, every system of stratification is continuously changing. A second source of inherent instability in systems of stratification is due to differences in the birth rates of various strata. If members of the ruling class fail to have enough competent children to fill the traditional ruling roles, then some of the sons and daughters of non-elite origins will probably be recruited for these positions. This failure to produce enough substitutes becomes especially acute when a society is growing and expanding.
- e) **The connection of stratification with other institutions.** To say that stratification is 'social' also means that the system of stratification is always connected with other aspects of a society. We speak of such connections as 'institutional interdependencies' or 'institutional interrelationships', and we mean thereby that the existing stratification arrangements are affected by and have effects upon such other matters as politics, kinship, marriage and the family, economics, education, and religion.

### Notes to the text:

the fittest - самый достойный

status quo - (лат.) статус-кво - положение, существующее в данный момент, или существовавшее в какой-либо момент

recreated anew - воссоздано, восстановлено заново

acute failure - сильный провал, неудача

taught anew - обучены заново



## **II. Transcribe the following words. Practise their pronunciation.**

ubiquitous	adherence
diverse	transmission
scarce	socialization
trait	failure
superiority	acute
inferiority	

## **III. Memorize the following words and expressions:**

to pattern, ubiquitous, diverse, scarce, trait, personality, rewards, conventional rule, to deprive (of), adherence (to), implication, indispensable, origin, failure, to affect, kinship, to succeed somebody, to make up

**IV. Read the text again pointing out the main idea of each paragraph. Write down the key words. Using them prove that stratification is characterized by social patterning.**

**V. Make a report on social stratification in ancient societies. Use the topical vocabulary.**

**VI. Translate Text 2 in writing:**

### **Text 2. THE UBIQUITY OF STRATIFICATION**

Today serious expressions of discontent with the prevailing modes of distributing goods and services mark the entire world. The discontent is, of course, eloquent testimony to its presence. On one level the nations of the world constitute a world-wide system of stratification: the haves vs. the have nots. And within every nation stratification is also to be found.

Stratification is also present in non-literate societies, whose traditions are largely oral and for whom the technological features of a civilization based on writing, science, and discovery are, yet, only of tangential importance. For instance, among

the Bushmen, who hunt, gather their food, and live in bands of 50 to 100 people, each of which is self-governing, stratification is present though in very rudimentary forms; hence no social strata in the ordinary sense are found. There are, however, socially prescribed inequalities between men and women, and between adults and children. Although it is important to differentiate between systems where stratification is based primarily on age and sex and those which depend on other criteria, it is equally important to note universality of power, property, and prestige.

**VII. Memorize the following words and expression:**

eloquent testimony, the haves vs. (=versus) the have nots, non-literate society, of tangential importance, in the ordinary sense, to differentiate between

**VIII. Retell the text using the following expressions:**

discontent, modes of distributing goods, eloquent testimony, a world-wide system of stratification, non-literate society, oral traditions, to be of tangential importance, in rudimentary forms, socially prescribed inequalities

**IX. Read Text 3 and find answers to the following questions:**

1. Does any society exist at either of the theoretical extremes: all statuses would be assigned equal amounts of power, property, and prestige - all statuses would be assigned unequal amounts?
2. What matches the diversity in amount of stratification?
3. What general terms of arrangements of strata do you come across reading the text?

**Text 3. THE DIVERSITY OF FORM AND AMOUNT OF STRATIFICATION**

We have previously spoken of inequality and the forms in which this is expressed. So far as amount is concerned, the theoretical possibilities stretch from the one extreme where all statuses would be considered entitled to equal amount of power, property, and prestige, to the other extreme where each and every status would be assigned unequal amounts. No actual society has existed at either of these theoretical extremes, though a society such as traditional India, with its more than 5.000 sub-castes, approaches the extreme of total inequality,

and the agricultural communal cooperatives in Israel, the kibbutzim, approach the extreme of total equality.

The diversity in amount of stratification found in societies of the past and present is matched by diversity in form. Here too such terms as class, caste, and estate are useful to conceptualize different ways in which strata can be arranged, different degrees of sharpness of distinction among strata, different chances to change one's stratum, and different degrees of legal recognition of strata as entities.

Class, caste, and estate are very general terms, however, and although all systems of the world could be classified under them, we need many other terms to distinguish more adequately the varying forms of class and caste systems that exist in the world. Thus while the relations between Negroes and Whites in the United States have some rather castelike characteristics, it is also true that many 'class' elements are present. The same observation about the mixture of types would be required to characterize adequately the kinds of stratification systems we find in the former Soviet Union and the East European societies or the complex social arrangements one finds in Latin American countries, with their mixtures of primitive, peasant, and industrial life, and their confluencies of traditional and modern criteria of stratification.

#### **X. Read the text below and speak on life-chances and life-styles:**

##### **Text 4. THE CONSEQUENTIALITY OF STRATIFICATION**

The consequences that flow from inequalities in power, property, evaluation, and psychic gratification can be classified under two general headings: (1) life-chances, and (2) life-styles.

Life-chances refer to such things as rates and incidences of infant mortality, longevity, physical and mental illness, childlessness, marital conflict, separation, and divorce.

Life-styles include such matters as the kind of house and neighbourhood one lives in; the relationships between parents and children; the kinds of books, magazines, and TV shows to which one is exposed.

One can, of course, think of all these matters as experiences that different strata have different chances of enjoying or suffering, and in that sense life-style would be a subcategory of life-chances. But it makes fair sense to separate such forms and patterns of social life as we have just mentioned from events and occurrences such as infant mortality, early death, mental and physical illness, and divorce rates. Life-chances are much more involuntary and impersonally determined, while life-styles reflect differences in preferences, tastes, and values.

**XI. Put 5-10 questions on each text of the unit and get ready to discuss them in class.**

**XII. Speak on the definition of stratification and its characteristics.**

**XIII. Give a summary of all the texts in Unit 9. Compare your summary with the one below:**

The text illustrates five features of stratification; its essentially social character; its antiquity; its ubiquitousness; its diversity; and its consequentiality. These five features - among others - are the grounds which justify the importance of the study of social stratification. For if it is everywhere to be found at all times, and if it is consequential and intimately connected with major institutions, then surely we should explore this phenomenon; we must study the major approaches to its understanding taken by various students; we should know terms or concepts required to give it organized scientific meaning; we should follow methods best suited for its study; we must know the conditions under which it varies and along what dimension it varies. We must try to account for its origins and persistence in human affairs. We ought to ask what are its implications for the future shape of society.

**XIV. Read the summary and say what tasks stratification sets before a student of stratification.**

## **APPENDIX**

### **Key Terms**

<b>COHESION</b>	a situation in which people or things stick together, combine to form a unit
<b>CONFLICT THEORISTS</b>	a sociological school based on the sociological approach which assumes that social behavior is best understood in terms of conflict or tension among competing groups
<b>CORRELATION</b>	a relationship between two variables whereby a change in one coincides with a change in the other
<b>DEVIANCE</b>	behavior that violates the standards of conduct or expectations of a group or society

<b>QUILIBRIUM THEORISTS</b>	the stratification school based on Talcott Parsons' functionalist view of society as tending towards a state of stability or balance
<b>ESTEEM</b>	the reputation that a particular individual has within an occupation
<b>EVALUATION</b>	appraisal, assessment
<b>EXPLICIT</b>	clearly or fully expressed, definite
<b>FLUCTUATION</b>	frequent changes in the amount, value or level of something
<b>IMPLICIT</b>	implied, though not plainly expressed
<b>SOCIAL FLUCTUATIONS</b>	frequent changes in the amount, value, or level of something
<b>LIFESTYLES</b>	Max Weber's term for people's opportunities to provide themselves with material goods, positive living conditions, and favorable life experiences
<b>SELF-ESTEEM</b>	feeling that you are as important as other people and deserve to be treated well
<b>SOCIALIZATION</b>	the process whereby people learn the attitudes, values, and actions appropriate to individuals as members of a particular culture
<b>UBIQUITOUS</b>	omnipresent, present everywhere

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