**Alexandra Nagornaya**

**SOCIAL INCLUSION:**

**UNRESOLVED ISSUES AND NEW CHALLENGES**

**А.В. Нагорная**

**СОЦИАЛЬНАЯ ИНКЛЮЗИЯ:**

**НЕРЕШЕННЫЕ ПРОБЛЕМЫ И НОВЫЕ ВЫЗОВЫ**

**Учебное пособие**

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Нагорная А.В. Социальная инклюзия: Нерешенные проблемы и новые вызовы. Social Inclusion: Unresolved Issues and New Challenges: учебное пособие

В данном пособии рассматривается один из наиболее актуальных вопросов современной социальной повестки – построение инклюзивного общества. Тематика пособия охватывает проблемы имущественного, гендерного и возрастного равенства; обеспечения прав людей с инвалидностью, иммигрантов и языковых меньшинств; инклюзивного образования, боди позитива и правового статуса животных. Пособие построено на современных аутентичных материалах (официальных документах, газетных и журнальных статьях, публичных выступлениях) и содержит комплекс упражнений, направленных на совершенствование навыков речевого общения на английском языке, расширение актуального словарного запаса, развитие аналитических навыков и навыков критического мышления.

Пособие предназначено для студентов магистратуры отделений и факультетов иностранных языков. Оно может использоваться при работе с магистрантами других гуманитарных специальностей при наличии высокого уровня языковой подготовки.

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**FOREWORD**

Social inclusion is one of the key components of the current political, economic and cultural agenda. It is usually defined as the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, and respect for rights.

The principle of social inclusion is enshrined in the UN 2030 Agenda for Sustainable Development, adopted in 2015. The Heads of State and Government and High Representatives who met at the United Nations Headquarters in New York set out an ambitious and transformational vision:

We envisage a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity; and of equal opportunity permitting the full realization of human potential and contributing to shared prosperity. A world which invests in its children and in which every child grows up free from violence and exploitation. A world in which every woman and girl enjoys full gender equality and all legal, social and economic barriers to their empowerment have been removed. A just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met[[1]](#footnote-1).

In order to make this vision a reality, we need to raise public awareness of the global challenges and offer new conceptual lenses that would help us dismantle deeply rooted stereotypes and biases and become a more tolerant community accepting of individual differences and ready to embrace cultural pluralism.

This book is an attempt to popularize some of the hottest topics within the current social inclusion debate.

Social inclusion is an issue which possesses an enormous didactic and linguistic potential. On the one hand, it expands the students’ knowledge of the most topical issues that are widely discussed nowadays and form the communicative context which they will encounter in a variety of professional and informal settings. On the other hand, it broadens their linguistic horizons equipping them with the most up-to-date, trendy vocabulary used in speaking about contemporary concerns. Mastering this vocabulary will help students gain confidence and make them competent communicators. The students will also gain knowledge of the most relevant communication strategies and persuasion tactics.

Thus, the objectives of this textbook are:

* to familiarize the students with the current social inclusion agenda
* to strengthen their analytical ability
* to develop critical thinking skills
* to refine discussion skills
* to increase competence in reading, listening and speaking
* to enlarge productive vocabulary
* to improve general fluency in English

The book is divided into ten thematic **units**, each of them containing two texts and two TED Talks. The texts include official documents (conventions, charters, declarations, etc.), newspaper and magazine articles, research papers and blogs – the types of text the students are most likely to deal with in their professional careers. The TED Talks are thematically linked to the texts and further develop the ideas conveyed in them. Each section of the unit has a set of exercises focusing on the content of the text or talk and the vocabulary used in them. At the end of each unit, there is a list of questions for research and debate, which is designed to inspire lively discussions and help shape an interactive learning environment.

The units are supplemented with **Extra Vocabulary Activities** and a **Reader**. The Extra Vocabulary Activities section includes lists of vocabulary units for each unit and exercises for translation aimed at revising the acquired vocabulary. The Reader contains extra reading materials for independent learning.

**UNIT 1**

**DEFINING SOCIAL INCLUSION**

**INTRODUCTION**

*Discuss the following:*

1. What does the term *inclusion* generally mean? What does its opposite – *exclusion* – imply?

2. Social inclusion is usually defined as “the process of improving the terms for individuals and groups to take part in society” *or* “the process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society”. Which definition do you prefer and why?

3. How would you define social exclusion?

**TEXT 1**

**BEFORE YOU READ**

1. *Do you think the following statements are true or false?*

1. Social exclusion primarily stems from poverty.

2. Social exclusion is limited to the poorest countries with tyrannical regimes.

3. Social inclusion is primarily an economic issue.

4. Social inclusion is difficult to achieve.

5. Social exclusion is deeply rooted in many cultures and is thus immutable.

**WHILE YOU READ**

1. *Read the text and check your answers to No. 1.*

**INCLUSION MATTERS:**

**THE FOUNDATION FOR SHARED PROSPERITY**

(from: *Inclusion Matters: The Foundations for Shared Prosperity. Pp. xv-xvii*)

In every country, certain groups – whether illegal immigrants, indigenous people, or other minorities – confront barriers that prevent them from fully participating in their nation’s political, economic, and social life. These groups are branded by stereotypes, stigmas, and superstitions. They often live with insecurity. And such disadvantages not only preclude them from capitalizing on opportunities to lead a better life, they also rob them of dignity.

In many countries, excluded people have organized to right a lifetime of wrongs. These newly active citizens include victims of violence who are demanding justice, or members of growing middle classes demanding greater voice in their countries’ political processes. They come armed or simply angry, protesting in Brazil or India, and occupying Wall Street or Tahrir Square. Taken together, their outrage demonstrates a global crisis of inclusion.

At the World Bank Group, we have realized that confronting the need for social inclusion will prove vital if we are to meet our goal of building shared prosperity for all people. While great strides have been made in reducing extreme poverty, in country after country, groups remain excluded from development gains. A rising tide does not necessarily lift all boats.

Acknowledging this, in May 2013, the United Nations (UN) Secretary General’s High-Level Panel of Eminent Persons on the Post-2015 Development Agenda called for designing development goals that focus on reaching excluded groups. “Leave no one behind,” they urged the Secretary-General, adding, “We should ensure that no person – regardless of ethnicity, gender, geography, disability, race, or status – is denied universal human rights and basic economic opportunities.”

Including the excluded is a complex challenge. At the World Bank Group, we begin where we always do: by surveying, sifting, and analyzing the evidence. The result of that work is this evidence-based study of social inclusion. It is the first of its kind for the Bank Group. We believe it represents one of the most comprehensive reviews of social inclusion available. While more work is needed, our research allows us to say a few things with confidence:

**Ostracized groups exist in all countries, rich and poor, democratic and not**. They are often hidden from public censuses, made invisible by their fear of reprisal. Still, they can be found. In Vietnam, for example, where poverty reduction has been impressive, indigenous people are less likely to be covered by health programs or receive essential vaccinations. In the United States, African Americans were twice as likely as whites to be unemployed during the recent financial crisis. In Bolivia, ethnic minority Quechua-speaking women are 28 percentage points less likely to complete secondary school than Spanish-speaking Bolivian men.

**Excluded groups are denied opportunities**. Excluded groups are significantly less likely to receive the benefits of development investments. In Uganda, for example, where electricity coverage is low, almost half of respondents from the Buganda group reported having electricity, compared to less than 5 percent of the minority Lugbara and Ngakaramajong populations. The same breakdown appears in terms of access to clean water. Some excluded groups have been denied opportunities for hundreds of years, such as Native Americans in the United States.

**Poverty and exclusion are not the same**. In some societies, even the rich can be excluded, as might be the case with wealthy homosexual men in some African countries. The protest movements in the Middle East have been fueled in part by demands among middle-class citizens for greater inclusion in public decision making and accountability from political leaders.

**Exclusion is costly.** Measuring the cost of exclusion has methodological challenges, but the costs – whether social, political, or economic – are likely to be substantial. Occupational segregation can restrict the free movement of talent and resources, resulting in productivity losses to an entire economy. One study found that exclusion of the ethnic minority Roma cost Romania 887 million euros in lost productivity. Studies in Bolivia estimate that ethnic exclusion reduces agricultural productivity by up to 36 percent.

**Most importantly, we find abundant evidence that inclusion can be planned and achieved.** Education represents an unparalleled agent for stimulating inclusion. Religious leaders and other champions of change can help excluded groups acquire voice and confidence. The march towards greater inclusion, however, is not linear. Expanding the rights of formerly oppressed people risks triggering a backlash from historically dominant groups, who see their interests threatened. The process of fostering inclusion is incremental. It requires time and unwavering commitment. Still, the benefits of persistently striving for inclusion are at once striking and numerous. Examples can be seen around the world, from the overthrow of apartheid in South Africa, to China’s outlawing of foot binding, to the growing support that Brazilian police now provide to victims of rape. Exclusion is far from immutable.

Solving the problem of social exclusion is urgent. Tensions are rising around the world, due to demographic shifts, migration, food price shocks, and economic volatility. People fleeing war and extreme poverty often become the most excluded groups in host countries. In the future, moreover, climate change will likely result in mass migrations, as cities and countries confront extreme drought, storms, heat waves, and sea-level rise. Longstanding prejudices may result in excluded groups receiving blame for growing societal tension and competition for resources.

To move ahead wisely, we need a clear research agenda. We need better tools to measure the costs of exclusion and for diagnosing its root causes. We must also develop more sophisticated analyses of which strategies are most likely to foster social inclusion, and mechanisms for gauging when inclusion efforts are working and when they are not.

We offer this report with the hope that it will stimulate research, action, and a broader debate on social inclusion. Increased understanding of this crucial topic will strengthen efforts to deliver better results for the world’s poor, and help achieve our shared goals of ending extreme poverty and building shared prosperity for all people.

*Jim Yong Kim*

*President*

*The World Bank Group*

*3. Answer the questions about the text.*

1. How common is social marginalization, according to the author? 2. Is social exclusion limited to the destitute? 3. Why does the World Bank Group take social exclusion so seriously? 4. What goals has the UN set? 5. In what sense is “including the excluded” “a complex challenge”? 5. Which groups of people are typically ostracized both in the developed and developing countries? 6. What bare necessities of life are some excluded group denied? 7. Can social exclusion be found in prosperous countries? 8. What is the impact of social exclusion on the economy? 9. Why is “the march towards greater inclusion not linear”? 10. What are the most excluded groups of people? 11. Why is social exclusion likely to rise? 12. What measures must be taken to eliminate social exclusion?

*4. Explain the meaning of the following phrase from the text.*

**A rising tide does not necessarily lift all boats.**

**Note**: The phrase is a modification of the famous saying ***a rising tide lifts all boats****,* which is usually attributed to the US President John F. Kennedy. It means that everybody benefits when a country’s economy grows and improves. In recent years the phrase has been used in various forms to highlight economic inequalities. Cf.:

*Gene Sperling, Bill Clinton's economic advisor*: “The rising tide will lift some boats, but others will run aground.”

*British Labor MP Ed Miliband*: “They used to say a rising tide lifted all boats. Now the rising tide just seems to lift the yachts.”

*New Zealand Labour MP David Parker*: “We believe that a rising tide of economic growth should lift all boats, not just the super yachts.”

*5. Find the following words and phrases in the text and explain their meanings.*

abundant evidence (to) brand by / (to) be branded by

(to) capitalize on champions of change

(a) clear research agenda (to) confront barriers

(to) deny opportunities (to) gauge

immutable indigenous

incremental longstanding prejudices

(to) make strides occupational segregation

(to) ostracize preclude

regardless of shared prosperity

societal tension (to) trigger

unwavering commitment

*6. Fill in the gaps with the new words and phrases.*

1. Tercek’s interviewing style \_\_\_\_\_ any long-winded answers. 2. I failed to \_\_\_\_\_ the strength of her dislike. 3. The news of his death \_\_\_\_\_ more violence. 4. Before we embark on this highly complicated project, we need to work out a clear \_\_\_\_\_ \_\_\_\_\_. 5. He is trying to \_\_\_\_\_ on popular discontent with the government. 6. I don’t want to be \_\_\_\_\_ as a rebel. 7. There must be equality of rights for all citizens, \_\_\_\_\_ of nationality. 8. The government tried to ease the \_\_\_\_\_ \_\_\_\_\_ by altering the draft law on retirement age. 9. There is \_\_\_\_\_ \_\_\_\_\_ to suggest that these measures are counterproductive and exacerbate the already complicated situation. 10. The \_\_\_\_\_ peoples of Siberia mostly rely on hunting as their livelihood. 11. In many Muslim countries, women are \_\_\_\_\_ educational and career \_\_\_\_\_. 12. \_\_\_\_\_ \_\_\_\_\_ is the term that has been used to describe the heavy concentrations of men and women into different jobs. 13. From the moment they set foot on America's shores, black women have contended with both racism and sexism. During their valiant struggles to succeed, they’ve often scaled the walls of one, only to \_\_\_\_\_ \_\_\_\_\_ caused by the other. 14. One of the most forceful \_\_\_\_\_ of \_\_\_\_\_ in American history was Martin Luther King, whose goal was to grant the Black people of America equal rights and opportunities with the white majority. 15. The recent recession has undone many of the last decade’s \_\_\_\_\_ improvements. 16. Lower intelligence and higher pain tolerance are some of the \_\_\_\_\_ \_\_\_\_\_ associated with the Black people. 17. It’s an \_\_\_\_\_ fact that stability lies at the core of human happiness. 18. Great \_\_\_\_\_ have been made in combating famine in this area. 19. This politician became known for his \_\_\_\_\_ \_\_\_\_\_ to the ideals of democracy. 20. Globalization hasn’t delivered on its promise of seamless mobility and \_\_\_\_\_ \_\_\_\_\_. 21. Gypsies have been ridiculed, \_\_\_\_\_, and persecuted for centuries.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. коренные народы Северной Америки; 2. независимо от возраста; 3. лишить возможности получения образования; 4. всеобщее процветание; 5. непоколебимая приверженность идеалам демократии; 6. непреложный факт; 7. сторонники социальных изменений; 8. глубоко укоренившийся предрассудок; 9. оценить эффект; 10. делать большие успехи; 11. усугублять социальную напряженность; 12. исключить возможность поражения; 13. подвергать остракизму этнические меньшинства; 14. профессиональная сегрегация; 15. быть заклейменным как предатель; 16. постепенные изменения; 17. четкая программа исследований; 18. столкнуться с препятствиями на пути к успеху; 19. многочисленные свидетельства преступлений; 20. воспользоваться ситуацией.

*8. Translate the sentences into English.*

1. Существуют многочисленные доказательства того, что эта страна виновна в разжигании военного конфликта. 2. Он называл себя сторонником изменений, хотя в действительности в своей политической карьере он всегда придерживался весьма консервативных принципов. 3. Коренные народы Севера имеют право заниматься традиционными промыслами. 4. Совершенно очевидно, что у группы не было ясной программы исследований, поэтому проводимые эксперименты не были связаны друг с другом и не принесли ощутимых результатов. 5. Дети этого поколения были лишены возможности получить образование. 6. Он обвел взглядом аудиторию, пытаясь оценить эффект от произнесенной им речи. 7. Круглая форма Земли – это непреложный факт, который сейчас многие пытаются оспорить. 8. За последнее десятилетие были достигнуты значительные успехи в борьбе с рядом тяжелых заболеваний. 9. К людям необходимо относиться с уважением, независимо от их возраста и социального положения. 10. Многие бесчестные предприниматели пытаются заработать на несчастьях людей, предлагая им ссуды под грабительские проценты. 11. Доротея Дикс занималась проблемами умалишенных в Америке и столкнулась со множеством глубоко укоренившихся предрассудков в отношении них. 12. Он был заклеймен как враг народа. 13. Это политическое решение усугубило социальную напряженность в стране. 14. Идеалом справедливого общества является общее процветание всех его граждан. 15. Во многих высокоразвитых странах сохраняется профессиональная сегрегация, когда мужчины преимущественно занимают административные посты и работают на производстве, а женщины в основном заняты в сфере обслуживания. 16. Характер его работы препятствовал признанию его заслуг в обществе, поскольку большинство его проектов было засекречено. 17. Эта аллергическая реакция произошла *(была запущена)* в результате приёма нового препарата. 18. Его непоколебимая приверженность принципам профессиональной этики сделала его достойным примером для подражания для молодых ученых. 19. За свои громкие популистские заявления он был подвергнут политическому остракизму. 20. Во многих отраслях промышленности наблюдается постепенный спад.

*9. Give a 200-word summary of the text using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

1. Many researchers argue that the term “social inclusion” is too abstract and lacks precision. According to F. Øyen, it “is more political than analytical”[[2]](#footnote-2). How can you comment on Øyen’s statement?

2. Social inclusion is not the same as equality. Explain the difference between the two principles.

3. The terms “social inclusion” and “social exclusion”were allegedly coined in 1974 by René Lenoir, the French secretary of state for social action. Why did the movement for social inclusion become particularly relevant and gain universal political support only in the 21st century?

4. Social inclusion, as well as social exclusion, is seen both as a process and as an outcome. How can you explain this phenomenon?

**TED TALK 1**

**Helen Turnbull**

**Inclusion, Exclusion, Illusion and Collusion[[3]](#footnote-3)**

**BEFORE YOU WATCH**

1. *Comment on the title of the TED Talk.*

As is well known, an ***illusion*** is a false or wrong belief or idea, while ***collusion*** is the secret activities of people who work together to do something dishonest. How can illusion and collusion be related to social inclusion and exclusion?

1. *Match the terms and word combinations (1-6) with their meanings (a-f).*
2. affinity bias 4. congruence / congruency
3. neural pathway 5. meritocracy
4. frame of reference 6. revenue generation

(a) a set of ideas, conditions, or assumptions that determine how something will be approached, perceived, or understood;

(b) the unconscious tendency to get along with others who are like us;

(c) the quality of being similar to or in agreement with something;

(d) the process of creating sales of products and services, with the goal of creating income;

(e) a system or society in which people have influence or status according to their abilities and achievements rather than because of the social class to which they belong;

(f) any route followed by a nerve impulse through central or peripheral nerve fibers of the nervous system.

**WHILE YOU WATCH**

1. *Read the questions below and watch the TED Talk to answer them.*

1. What are the literal and figurative meanings of the term “blind spot”?

2. What do our blind spots prevent us from doing?

3. How does the speaker describe the “inclusion paradox’?

4. What does the speaker mean when she says that “we have a propensity for affinity bias”?

5. Why should the path to inclusion be “smooth and flat”, according to the speaker?

6. What is meant by the “in group” and the “out group”?

7. What neural pathways do we use to think about the in group and the out group?

8. What blind spot did the speaker discover in herself?

9. What are some of the general biases regarding males and females?

10. Are men and women equally valued for their revenue generation skills?

11. What are men and women still associated with?

12. What does the speaker imply when saying that “there’s no such thing as the innocent eye”?

13. The speaker says that “there is a better self hiding inside each of us”. In what sense is that self better?

14. The speaker describes the phenomenon of multiple identities using the word “faces”. How does she define the

professional face? politically correct face?

curious tourist face? irritated customer face?

15. Who usually irritates us the most?

16. What role does language play in constructing our blind spots?

17. How, according to the speaker, are people of Anglo descent usually rated?

18. How does the speaker explain the Stroop effect?

19. On what grounds do people often reject others?

20. What does the speaker encourage us to do?

**AFTER YOU WATCH**

*4. Discuss the following:*

1. Have you ever discovered “blind spots” in yourself?

2. In the TED Talk, the speaker describes several “faces” that we can “wear”. Can you add some other faces to her original list?

3. Comment on the speaker’s statement “The brain is lazy, the brain is habitual, it seeks congruency”. Why is it important to be aware of this phenomenon?

3. How do you understand Socrates’ dictum “The unexamined life is not worth living”?

4. How can you interpret the speaker’s statement “The unchallenged brain is not worth trusting”?

*5. Prepare a 5-minute talk on the following topic:*

Overcoming individual prejudices is a major contribution to building a more inclusive society.

**TEXT 2**

**BEFORE YOU READ**

*1. Discuss the following:*

Social inclusion is universally regarded as a way for the future. What measures would you suggest to promote it?

**WHILE YOU READ**

*2. Read the text focusing on the lines of activity and the strategies employed in fostering social inclusion*

**Beyond Transition: Towards Inclusive Societies:**

**Recommendations**

*(United Nations Development Programme. Regional Bureau for Europe and CIS, Bratislava 2011, pp. 4-6)*

To reduce social exclusion, governments should foster increased employment opportunities, particularly where people live in mono-company towns. Furthermore, policy makers would do well not only to boost the number of employers but also to increase social services and avenues for political representation. Local development strategies need to consider such activities when embarking upon employment generation programmes.

Furthermore, governments should address the three dimensions of social exclusion – exclusion from economic life, from social services, and from civic life and networks – in an integrated manner. Simply reducing income poverty or addressing one individual risk or driver will not eradicate social exclusion. Instead, multiple interventions, implemented in a concerted manner, reflecting the complexity of the problem, are needed.

***Policy commitment with clear targets***

There is a need for a long-term policy commitment to social inclusion. Social inclusion should be as high on policy agendas as economic growth or poverty reduction. As a first step, governments need to adopt well-defined strategies for combating social exclusion, with clear responsibilities and a designated lead agency. The experience of EU member states – although developed and tested in a different economic and political context – can be useful in that regard. Political will is also necessary to implement evidence-based policies with clear social inclusion targets and measurable indicators.

Political commitments need to be matched by well-defined targets and transparent monitoring based on relevant indicators. Without the accountability stemming from using such targets and progress indicators in a robust and independent monitoring and evaluation system, social inclusion will remain a slogan. The indicators proposed in this report can act as guiding examples and starting points for developing and further tailoring indicators to national and subnational contexts.

***Preventive focus on individual vulnerabilities***

Addressing individual risks that make people vulnerable to exclusion before those risks translate into social exclusion should take place in two areas that complement and reinforce each other. The first encompasses the entire range of social services that improve individuals’ capacity to respond to exclusion risks. The second area largely falls under social protection and social safety nets.

* Basic services should be accessible to all. They should be appropriate, adaptive and flexible. The provision of quality and accessible education, health, housing, water, sanitation and transportation services is vital to break the intergenerational cycle of social exclusion in the region. Improving access to these services for all is a prerequisite for addressing inequality and social exclusion.
* Accessible education that adapts to the changing economic and social environment is particularly important in the context of social inclusion. Educational systems’ performance outcomes materialize over generations. Understanding the momentum of the educational systems and their potential role in the social exclusion chain is crucial for social inclusion.
* Social policies are not currently fulfilling their potential to promote social inclusion. A legacy of category-based social protection and a combination of legalism in terms of formal rights and discretion in the frontline bureaucracy, along with stigma, discrimination and formalistic approaches led to increasingly poorly targeted benefits. A good short-to-medium-term approach would be to focus on universal child benefits and the provision of quality social services and adequate social pensions. Much could be achieved within the existing fiscal envelope, if the reallocation of resources were based on sound first principles, focusing on actual needs and effective impact monitoring.
* Employability and inclusive markets matter. An important way to promote both employment opportunities for population groups at risk of social exclusion and a mindset change in society at large is to improve the employability of the labour force through improved vocational education, active labour market policies and through developing or strengthening the small-scale private sector, including the social economy.

***Clear focus on people’s capacities***

For social inclusion policies to yield results, they need to aim for changes in norms and institutions to enable them to identify and expand people’s capacities and opportunities. The report argues for inclusive institutions, education and labour market policies to support inclusive, diversified growth and to help change mindsets. These would gradually change the drivers of social exclusion to begin acting as drivers for inclusion, and raise tolerance in society.

Governments have a clear responsibility for defining and enforcing equal ‘rules of the game’ and preventing market failures. For that purpose, improving the quality of governance is highly important and entails improving accountability, strengthening national institutions and increasing their transparency, thereby decreasing corruption. It also entails increasing the government’s effectiveness in the provision of public services. These steps would bridge the gap between citizens and the state making the former more willing to identify with – and be part of, included in – the scope of activities of the latter.

People and their well-being are the ultimate objectives of economic development. It is of the utmost importance that any model of development needs to be more oriented towards sustainable sources of growth and less concentrated in the capital cities. Only then can growth markedly reduce the magnitude and depth of social exclusion.

Diversifying development opportunities is a critical dimension of inclusive growth. It entails policies that increase the chances for starting small- and medium-sized enterprises, decrease the dependency of local authorities on central transfers while giving them more responsibility for budget use, and strengthening mechanisms to make them accountable to local populations; stimulate local economic development, and ‘crowd in’ private investment by providing an improved business climate, infrastructure, and communication.

***Deliberate efforts to change mindsets***

Even the best-crafted policies will not do much unless they resonate with the expectations of responsive and supportive constituencies. To have lasting positive effect, policies need to be communicated to the public and the public needs to see them as legitimate and in society’s interest. Seen from that perspective, changing mindsets towards universally accepted values has immediate policy relevance.

* Changing mindsets requires long-term approaches. These include strengthening comprehensive anti-discrimination laws, policies and institutional mechanisms based on respect for human rights, dignity and freedom matched by implementation capacity. Weak legal frameworks and institutions result in low levels of acceptance of inclusive measures (such as inclusive education), and hence also need to be targeted by policies.
* Changing mindsets in minority populations is also important. Inclusion is a two-sided process in which both the excluded and the majority population must accept and accommodate the characteristics of the other.

Implementing these recommendations will not guarantee success. The process will differ from country to country. But applying the policies outlined in this report will bring us one step closer to a more efficient and sustainable society – one where people can realize their full potential.

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. Can we say that guaranteed employment is the key factor in eradicating social exclusion? 2. What are the three dimensions of social exclusion that the article identifies? 3. How should the social exclusion problem be solved? 4. What is the role of the governments in fostering social inclusion? 5. What should political commitments be complemented by? 6. Why is it important not only to target the whole society but to assess individual risks as well? 7. What basic services should be guaranteed to everyone? 8. What are the main requirements regarding access to basic services? 9. What does the article refer to as the crucial factor of social inclusion? 10. How should social policies be improved? 11. What measures help to develop an inclusive market? 12. Who or what is meant by the “driver of inclusion”? 13. How can the governments provide equal “rules of the game”? 14. Why is it important not to concentrate all the resources in the capital cities? 15. How can supporting small businesses help enhance social inclusion? 16. Why is it crucial to change people’s mindsets? 17. How can mindsets be changed? 18. In what sense is inclusion a two-sided process?

*4. On the basis of the text, speak about ways to ensure social inclusion at the following levels:*

* global
* national
* local
* community
* household
* individual

*5. Classify the factors below into groups (political, economic, cultural, etc.) and explain their role in sustaining social exclusion.*

1. exclusive policies and legislation;
2. lack of respect for human rights;
3. discrimination, intolerance, stereotyping, sexism, racism and homophobia;
4. fear and psychological insecurity;
5. lack of access to basic services, including education, healthcare, clean water and sanitation;
6. lack of access to decent work;
7. lack of resources to sustain livelihood;
8. lack of access to land;
9. lack of access to credit;
10. lack of transparency in decision-making;
11. lack of access to political processes;
12. lack of access to information and communications;
13. lack of transportation;
14. lack of access to public spaces;
15. physical insecurity;
16. segregation;
17. violence and abuse.

*6. Find the following words and phrases in the text and explain their meanings.*

(to) foster (to) embark on / upon

in an integrated manner (to) eradicate

(an) intervention in a concerted manner

well-defined strategies (to) stem from

(to) translate into (to) complement and reinforce

(a) prerequisite (a) stigma

(a) mindset (to) yield results

(to) bridge the gap (between) (to be of) the utmost importance

(to) resonate with universally accepted values

*7. Fill in the gaps with the new words and phrases.*

1. Inflation will never be completely \_\_\_\_\_ from the economy. 2. The company will have to change its whole \_\_\_\_\_ if it is to survive. 3. The new government \_\_\_\_\_ on an energetic legislative program. 4. Good language skills are a \_\_\_\_\_ for the job. 5. This approach will \_\_\_\_\_ an understanding of environmental issues. 6. In this part of the country, direct \_\_\_\_\_ in the economy was limited. 7. Unfortunately, there’s still a \_\_\_\_\_ attached to mental illness. 8. We [attach](https://www.macmillandictionary.com/dictionary/british/attach) the \_\_\_\_\_ \_\_\_\_\_ to [public](https://www.macmillandictionary.com/dictionary/british/public_1) [safety](https://www.macmillandictionary.com/dictionary/british/safety). 9. Most of her health problems \_\_\_\_\_ from an accident she had when she was younger. 10. Recent economic problems are beginning to \_\_\_\_\_ into a demand for reforms. 11. His speech \_\_\_\_\_ with the fears and suspicions of his audience. 12. Bilateral activities should \_\_\_\_\_ and \_\_\_\_\_ each other, and should not overlap. 13. That is why we need to address this problem collectively and in a \_\_\_\_\_ manner. 14. Historically the collection of data has been developed area by area, and not in an \_\_\_\_\_ manner. 15. My delegation is pleased to note that the reform agenda initiated following the World Summit in 2005 is beginning to \_\_\_\_\_ \_\_\_\_\_. 16. To build real peace we must \_\_\_\_\_ the \_\_\_\_\_ between our humanitarian work and our long-term development work. 17. These recommendations are firmly rooted in \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ and ethical principles. 18. Most countries did not have \_\_\_\_\_-\_\_\_\_\_ \_\_\_\_\_ to take advantage of the present commodity boom; and had failed to exploit the advantages offered by the international trading environment due to weak productive capacities.

*8. Translate the following phrases into English using the new vocabulary and use them in sentences of your own.*

1. приступить к выполнению проекта; 2. не принести желаемых результатов; 3. хирургическое вмешательство; 4. искоренить нищету в стране; 5. содействовать экономическому развитию; 6. изменить образ мышления; 7. социальная стигматизация; 8. действовать согласованно; 9. решать проблему комплексно; 10. общепризнанные ценности; 11. привести к дискриминации; 12. объясняться отсутствием законодательной базы; 13. дополнять и укреплять существующие общественные организации; 14. ликвидировать разрыв между развитыми и развивающимися странами; 15. необходимое условие для политической стабильности в регионе; 16. иметь огромное значение для экономической стабильности в стране; 17. быть созвучным современным тенденциям; 18. четко сформулированная стратегия действий в чрезвычайных ситуациях.

*9. Translate the sentences into English.*

1. Необходимым условием для иностранных инвестиций в регионе является хорошо развитая транспортная инфраструктура. 2. Компания начала переговоры со своими стратегическими партнерами. 3. Реформа системы здравоохранения в России не принесла желаемых результатов. 4. Для успешного развития человеческого потенциала страны необходимо полностью ликвидировать безграмотность. 5. К сожалению, на сегодняшний день у нас нет четко определенных стратегий, которые позволили бы нам выбраться из кризиса. 6. В сложившихся условиях необходимо действовать быстро и согласованно. 7. Мы сможем добиться социальной справедливости только в том случае, если ликвидируем колоссальный разрыв между бедными и богатыми. 8. Равенство экономических возможностей имеет первостепенное значение для достижения всеобщего процветания. 9. Для успешной реализации этой реформы потребуется существенно изменить наш образ мышления. 10. Проблема интеграции коренных народов в экономическую и политическую жизнь страны должна решаться комплексно. 11. Мы искренне надеемся, что наши усилия приведут к укреплению стабильности в регионе. 12. Вновь создаваемые технологические центры должны дополнять и укреплять уже существующие структуры и организации. 13. Сегодняшние трудности обусловлены плохой организацией системы среднего образования в стране. 14. Эти реформы согласуются с общей социальной стратегией государства. 15. Финансовые институты должны содействовать развитию бизнеса и технологическим инновациям. 16. Святость (*sanctity*) жизни – это одна из общепринятых ценностей. 17. Многие больные СПИДом скрывают своё заболевание из-за социальной стигматизации и дискриминации. 18. В данной ситуации требуется вмешательство международных гуманитарных организаций.

*10. Give a 200-word summary of the text using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*11. Discuss the following statements from the article. Explain their meaning and voice your opinion.*

1. People and their well-being are the ultimate objectives of economic development.

2. Diversifying development opportunities is a critical dimension of inclusive growth.

**TED Talk 2**

**Mary Bassett**

**Why Your Doctor Should Care about Social Justice[[4]](#footnote-4)**

**BEFORE YOU WATCH**

*1. The speaker makes some historical and cultural references. Study the following notes in order not to miss important content.*

**Note on History:**

* Zimbabwe was under the British colonial rule from 1888 to 1980. In those days it was known by several names: Rhodesia, Southern Rhodesia and Zimbabwe Rhodesia. The country was granted independence on April 18, 1980.
* The Rwandan genocide is also known as the genocide against the Tutsi – an ethnic group of the [African Great Lakes](https://en.wikipedia.org/wiki/African_Great_Lakes) region. It was a mass slaughter which took place between 7 April and 15 July 1994 during the [Rwandan Civil War](https://en.wikipedia.org/wiki/Rwandan_Civil_War). An estimated 500,000 to 1,000,000 Rwandans were killed, about 70% of the country's Tutsi population.

**Note on Culture:**

* The **#BlackLivesMatter** movement is an international [activist](https://en.wikipedia.org/wiki/Activist) movement which originated in the [African-American](https://en.wikipedia.org/wiki/African-American) community in 2013. It campaigns against violence and [systemic racism](https://en.wikipedia.org/wiki/Institutional_racism) towards [black people](https://en.wikipedia.org/wiki/Black_people). BLM regularly holds [protests](https://en.wikipedia.org/wiki/Protest) speaking out against [police killings](https://en.wikipedia.org/wiki/Police_use_of_deadly_force_in_the_United_States) of black people, as well as [racial profiling](https://en.wikipedia.org/wiki/Racial_profiling), [police brutality](https://en.wikipedia.org/wiki/Police_brutality_in_the_United_States), and [racial inequality in the United States criminal justice system](https://en.wikipedia.org/wiki/Race_in_the_United_States_criminal_justice_system).

*2. What is the difference between* ***equity*** *and* ***equality****?*

***Equity*** and ***equality*** are two terms that are often used when discussing social issues. They refer to similar but different concepts.

***Equality*** generally refers to equal opportunity and the same levels of support for all segments of society. ***Equity*** goes a step further and refers offering varying levels of support depending upon need to achieve greater fairness of outcomes.

* Match these terms with the Russian words ***равенство*** and ***справедливость***.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. What did the socialist agenda proclaimed by the new government include?
2. What impact did independence have on the healthcare services?
3. What was the most “daunting challenge” that Zimbabweans faced?
4. What measures did activists take to curb the AIDS epidemic?
5. How many people have been killed by AIDS so far?
6. How does the situation make the speaker feel?
7. What did the speaker see as her role in resolving the AIDS crisis?
8. In what sense did AIDS turn out to be a social issue?
9. How did the speaker “rationalize her silence”?
10. What do medical anthropologists refer to as “structural violence’?
11. Why are medical interventions insufficient? What should they be complemented and reinforced with?
12. What does the speaker sound the alarm about?
13. What do the US statistics reveal?
14. What makes the speaker feel “frustrated and angry” about the current medical practices?
15. What examples of “great injustice” does the speaker provide?
16. How does the speaker describe the role of health professionals?

**AFTER YOU WATCH**

*4. Comment on the following statements from the TED Talk. What does the speaker imply when saying this?*

1. I worked to show how getting infected was not a moral failure but instead related to a culture of male superiority, to forced migrant labor and to colonialism.

2. I knew that epidemics emerge along the fissures of our society, reflecting not only biology, but more importantly patterns of marginalization, exclusion, discrimination related to race, gender, sexuality, class and more.

3. I worry that the trend towards personalized and precision medicine, looking for biological or genetic targets to better tailor treatment, may inadvertently cause us to lose sight of the big picture, that it is the daily context, where a person lives, grows, works, loves, that most importantly determines population health, and for too many of us, poor health.

*5. Discuss the following:*

Do you agree that health professionals should not only treat patients but become advocates for change? Consider Mary Bassett’s reference to the Rwandan genocide and her quote from Kofi Annan: “I believed at the time I was doing my best, but I realized after the genocide that there was more I could and should have done to sound the alarm and rally support.”

*6. Prepare a 5-minute talk on the following topic:*

Social inclusion and health equity.

**FINAL DISCUSSION**

*Prepare to discuss the following topics. Do the necessary research.*

1. What are the main drivers of social exclusion? Consider demography, labor markets, religion, income inequality and other factors.

2. What are the main drivers of social inclusion? Consider the role of governments, international organizations, NGOs, charities, individuals and other factors.

3. What strategic measures should be taken to enhance social inclusion?

4. Do you think that complete social inclusion is an attainable goal?

5. How would you assess the level of social inclusion in your country?

**UNIT 2**

**POVERTY AS A DRIVER OF SOCIAL EXCLUSION**

**INTRODUCTION**

*Discuss the following:*

1. How would you define poverty?

2. How relevant is the poverty issue to your country?

3. What are the most vulnerable groups of people that are at risk of poverty?

4. To what extent are people responsible for their own financial well-being?

5. Should the government help the poor?

**TEXT 1**

**BEFORE YOU READ**

1. *Discuss the following:*

In your opinion, what are the current structural drivers of poverty?

**WHILE YOU READ**

1. *Read the text focusing on the main factors that cause poverty.*

**Michael D. Tanner**

**Why Are People Poor?**

*(National Review (Online), December 5, 2018)*

Why are people poor? Conservatives and liberals offer very different explanations.

Conservatives point to a “culture of poverty” and suggest that much deprivation is the result of flawed choices and behavior by the poor themselves. They point to a strong correlation between poverty and a failure to follow the so‐called “success sequence”: finish school, get a job, get married, and only then have children. Relatively few people who do those things end up in poverty.

Liberals, on the other hand, say that that is all very well, but choices are always constrained by the circumstances in which people live. Therefore, conservatives are wrong to discount structural factors, such as racism, gender‐based discrimination, and economic dislocation, that can help shape people’s choices.

There is truth to both explanations. One can’t strip the poor of agency by treating them as if they were little more than chaff blown by the wind, with no responsibility for their choices. But neither should we ignore the context in which those decisions are made. For all the progress we have made, not everyone starts with an equal opportunity.

However, in my new book, *The Inclusive Economy: How to Bring Wealth America’s Poor* I offer a third explanation: Too often, government policies help make or keep people poor. Rather than having another sterile debate over whether this program should be increased by $X billion or that program should be cut by $Y billion, we should strive for fundamental reform of those areas of government that most harm the poor:

**Criminal Justice**: Scholars at Vanderbilt University have estimated that overcriminalization and the bias against the poor and people of color in our criminal‐justice system have increased poverty rates by as much as 20 percent. Another study found that a family’s probability of being poor is 40 percent greater if the father is imprisoned. Given that 5 million children have an imprisoned parent, that is an enormous contributor to poverty in America.

As President Obama’s Council of Economic Advisers pointed out in 2016:

Having a criminal record or history of incarceration is a barrier to success in the labor market, and limited employment or depressed wages can stifle an individual’s ability to become self‐sufficient.… Further, criminal sanctions create financial and emotional stresses that destabilize marriages and have adverse consequences for children.

In addition, conservatives who warn about the dangers of nonmarital births should take note of research by Harvard’s William Julius Wilson, who points out that nearly 1.5 million young African‐American men have been rendered largely unmarriageable because of their involvement with the criminal‐justice system. This has inevitably led to an increase in childbearing outside marriage.

**Education**: Numerous studies show that educational achievement is a key determinant of financial success. At the same time, government‐run schools are doing an increasingly bad job of educating children, especially children who grow up in poverty. Schools attended mostly by children living in poverty tend to produce weaker educational outcomes than do schools attended by more‐affluent students. This has continued despite massive increases in spending on public schools. Yet poor families are often left with little alternative to these failing government schools. Indeed, in several states, it is illegal to send your child to a public school outside your assigned district.

An effective anti‐poverty program would break up the government education monopoly and limit the power of the teachers’ unions. One can debate the precise merits of charter schools vs. vouchers vs. tuition tax credits, but, in the end, we must give parents more choice and control over their children’s education.

**Housing Policy**: Government policies, from trade barriers to taxes, can increase the cost of living for those already struggling. One of the worst areas is housing policy. Rent can eat up a disproportionate share of the poor’s income, yet government zoning and land‐use policies can add as much as 40 percent to the cost of housing in some cities. In places such as New York City and San Francisco, the zoning cost is even higher, at 50 percent or more.

And these regulations don’t merely increase the cost of rent; they effectively lock the poor out of areas with more jobs or better schools. Historically, zoning laws were often explicitly designed to perpetuate racial segregation. They still have that impact today.

**Savings**: The route out of poverty runs through savings, not consumption. Yet too many government policies are perversely designed in ways that discourage saving. The more forward‐looking a poor person is – the more he delays immediate gratification in favor of long‐term investment – the more government works against him.

Banking laws make it difficult for the poor to access our banking system. Asset tests for public programs punish the poor for saving. And Social Security squeezes out opportunities for the poor to save for themselves. We need to reconfigure a wide variety of current policies to encourage thrift, saving, and investment.

**Inclusive Economic Growth**: As President Obama once pointed out, “The free market is the greatest producer of wealth in history – it has lifted billions of people out of poverty.” That means we need to pursue policies such as low taxes, reduced government debt, and deregulation, policies that spur investment, entrepreneurship, and the economic growth that will increase the wealth of our society.

Yet it’s not enough to encourage economic growth if the poor remain locked out of participation in that growing economy. That means we need to eliminate barriers such as occupational‐licensing rules, occupational zoning, and the minimum wage. For example, it is estimated that more than 1,100 different professions (25 to 30 percent of all job categories) require a license in at least one state, from florists to funeral attendants, from tree trimmers to make‐up artists. The removal of licensure barriers not only unlocks employment and entrepreneurial opportunities for the poor in low‐skill occupations but also lowers prices. Similarly, occupational zoning can prevent a poor person from starting a small business in his or her home. And minimum‐wage laws can block low‐skilled workers from getting that first job, and therefore a start on the economic ladder. As with zoning, many of these laws have an explicitly racist history and continue to disproportionately disadvantage the poor and people of color.

An anti‐poverty agenda built on empowering poor people and allowing them to take greater control of their own lives offers the chance for a new bipartisan consensus[[5]](#footnote-5) that rejects the current paternalism of both Left and Right. More important, it is an agenda that will do far more than our current failed welfare state to actually lift millions of Americans out of poverty.

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. What is the “culture of poverty” as seen by conservatives? 2. What is the “success sequence” and how is it supposed to work? 3. What is the view of poverty that liberals stick to? 4. What vision of poverty does the author offer? 5. What is meant by overcriminalization and how is it related to poverty? 6. What is the relationship between overcriminalization and demography? 7. What is described in the article as “a key determinant of financial success”? 8. Why has the investment in school education failed to alleviate poverty? 9. Why does the author suggest breaking up the government education monopoly? 10. How can government policies increase the cost of housing? 11. What are zoning laws and what impact do they have on people? 12. What does the author describe as the “route out of poverty”? 13. What prevents the poor from making savings? 14. What economic measures will help to alleviate poverty? 15. Does general economic growth alleviate poverty? 16. What does licensure consist in? Why does it have to be given up as a practice? 17. What other practices does the author suggest abandoning? 18. What do these practices stem from, according to the author? 19. What must an anti-poverty agenda be based on? 20. What does the author hope for?

*4. Discuss the following statements from the text.*

1. For all the progress we have made, not everyone starts with an equal opportunity.

2. The route out of poverty runs through savings, not consumption.

3. Yet it’s not enough to encourage economic growth if the poor remain locked out of participation in that growing economy.

4. An anti‐poverty agenda built on empowering poor people and allowing them to take greater control of their own lives offers the chance for a new bipartisan consensus that rejects the current paternalism of both Left and Right.

*5. Find the following words and phrases in the text and explain their* *meanings.*

deprivation flawed

(to be) constrained (by) (to) discount

(to) strip sb of sth sterile debate (on / over)

(a) bias (against) (to) strive (strove / striven) for

(to) stifle self‐​sufficient

adverse consequences (to be) rendered + Adj.\*

(to be) a key determinant (of/ in) affluent

(a) merit (a) disproportionate share

(to) perpetuate thrift

(to) eliminate barriers the economic ladder

(to) disadvantage (to) empower

\* **Note**: ***to be rendered speechless*** – лишиться дара речи; ***to be rendered difficult / impossible / ineffective*** – стать затруднительным / невозможным / неэффективным; ***to be rendered inoperable*** – быть выведенным из строя.

*6. Fill in the gaps with the new words and phrases.*

1. They \_\_\_\_\_ the prisoners of weapons and cash. 2. Women also bear a \_\_\_\_\_ \_\_\_\_\_ of unpaid household labor. 3. Nevertheless, some disasters can be prevented, or their \_\_\_\_\_ \_\_\_\_\_\_ may be controlled. 4. Police have \_\_\_\_\_ the possibility that this was a terrorist attack. 5. Current policy only serves to \_\_\_\_\_ the old class divisions. 6. The root causes of hunger and food insecurity were poverty and \_\_\_\_\_, which in turn limited access to food. 7. Property laws are unclear because the cadastral system is deeply \_\_\_\_\_. 8. The basic \_\_\_\_\_ of the report is its reference value and attention to detail. 9. Human rights education aims at preventing discriminatory attitudes and behavior, combating \_\_\_\_\_ and prejudices and appreciating cultural diversity. 10. The Lubomirski family, like other \_\_\_\_\_ aristocratic families, engaged in artistic, cultural, and scientific patronage. 11. The decentralization program has been \_\_\_\_\_ by limited resources. 12. It leads only to \_\_\_\_\_ \_\_\_\_\_ and to repetition of past deliberations. 13. We must \_\_\_\_\_ for a nuclear-weapon-free world. 14. In the long run, such arrangements could have the potential to build a \_\_\_\_\_ regional economic network. 15. It has often been claimed that capitalism rewards the qualities of self-restraint, hard-work, inventiveness, \_\_\_\_\_, and prudence. 16. The project will develop and \_\_\_\_\_ women as agents of positive social change. 17. Ownership of knowledge is becoming a \_\_\_\_\_ \_\_\_\_\_ in defining the “haves” and “have-nots” in modern society. 18. Particular attention should be paid to abolishing segregation in schools that continues to \_\_\_\_\_ Roma children. 19. They cautioned against excessive regulation, as that might \_\_\_\_\_ innovation. 20. Specific measures have been undertaken to \_\_\_\_\_ \_\_\_\_\_ to women’s participation in the labor market. 21. In addition, cooperation had to be sustainable, although this was \_\_\_\_\_ difficult by lack of capacity or resources. 22. Across the world, indigenous peoples are lowest on the \_\_\_\_\_ \_\_\_\_\_ of the society.

*7. Translate the following phrases into English using the new vocabulary and use them in sentences of your own.*

1. бесплодные споры о приоритетах социальной политики; 2. состоятельные клиенты нашей компании; 3. самодостаточная экономическая система; 4. предубеждение в отношении стариков; 5. ключевой фактор в развитии демократических институтов; 6. главное достоинство этого социального проекта; 7. пагубные последствия для экономики страны; 8. лишить человека карьерных возможностей; 9. увековечивать гендерную дискриминацию; 10. столкнуться с серьезными социальными лишениями; 11. тормозить технологическое развитие; 12. принять меры для устранения препятствий; 13. устранить препятствия на пути к технологическому прогрессу; 14. стать невозможным из-за кризиса; 15. непропорционально большая доля населения с низкими доходами; 16. сдерживаться нехваткой ресурсов; 17. поставить в невыгодное положение многодетные семьи; 18. поощрять бережливость в семье; 19. пренебрегать (*недооценивать*) опытом других стран; 20. подниматься вверх по экономической лестнице; 21. стремиться к экономической и политической независимости; 22. порочная практика.

*8. Translate the sentences into English.*

1. Реформа, которую предлагает правительство, ставит в невыгодное положение работающих пенсионеров. 2. Свобода слова является ключевым фактором в развитии демократического общества. 3. Во многих культурах существует предубеждение против женщин, которые считаются менее интеллектуально развитыми, чем мужчины. 4. Это неверное решение привело к катастрофическим последствиям. 5. Женщины составляют непропорционально большую долю населения с низкими доходами и гораздо чаще, чем мужчины, работают неполный рабочий день. 6. Главное достоинство предлагаемой реформы заключается в том, что она базируется на четко определенных экономических стратегиях. 7. Миллионы людей по всей стране вынуждены терпеть материальные лишения и голод. 8. Эти бесплодные споры о выборе стратегии привели к конфликту между сторонами. 9. Существующие в этой стране социальные институты увековечивают дискриминацию по признаку пола. 10. Из-за эпидемии коронавируса международный туризм на какое-то время стал невозможным. 11. Открыв собственное дело, он существенно продвинулся вверх по экономической лестнице. 12. Некоторые стихийные бедствия можно предсказать, а их негативные последствия – смягчить. 13. Бережливость считается одной из протестантских добродетелей. 14. На протяжении многих десятилетий эта африканская страна стремилась к политической независимости. 15. Денежная реформа лишила многих жителей страны всех их накоплений. 16. Современные молодые женщины стремятся стать самодостаточными и предпочитают строить карьеру и иметь собственный стабильный доход. 17. Излишнее регулирование препятствует экономическому росту. 18. Этот роскошный отель расположен в самой богатой части города. 19. Мы должны устранить препятствия на пути развития малого бизнеса. 20. Потребности этой группы населения часто не учитываются. 21. В западных странах женщины получили право на участие в принятии политических решений. 22. Способность многих стран к достижению экономического благополучия ограничена нехваткой внутренних ресурсов.

*9. Give a 200-word summary of the text using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

1. Which of the factors that the author considers (criminal justice, education, housing policy, savings, inclusive economic growth) plays the key role in sustaining poverty, in your opinion?

2. The author mentions some other structural factors (racism, gender‐based discrimination, and economic dislocation) without going into details. Discuss their relevance.

3. Can you add other structural factors to the list?

4. Do you think we can completely disregard “flawed choices and behavior”?

5. Which group of factors do you think the more important: structural or individual?

**TED TALK 1**

**Richard Wilkinson**

**How Economic Inequality Harms Societies[[6]](#footnote-6)**

**BEFORE YOU WATCH**

*1. Match the words and phrases (1-7) with their definitions (a-g).*

1. gross national income 5. relative income

2. life expectancy 6. social mobility

3. social capital 7. welfare state

4. causality

(a) a form of government in which the state protects and promotes the economic and social well-being of the citizens, based upon the principles of equal opportunity, equitable distribution of wealth, and public responsibility for citizens unable to avail themselves of the minimal provisions for a good life;

(b) one’s earnings in relation to average income;

(c) movement of individuals or groups up or down from one socio-economic level to another, often by changing jobs or marriage;

(d) the value of social relationships and networks that complement the economic capital for economic growth of an organization;

(e) a connection of phenomena through which one thing (the cause) under certain conditions gives rise to something else (the effect);

(f) a statistical measure of the average time a person is expected to live;

(g) the total amount of money earned by a nation’s people and businesses.

*2. Explain the meaning of the following terms:*

1. social hierarchy; 2. status competition; 3. status insecurity.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. What was the goal of the study that the speaker conducted?

2. What is the paradox concerning life expectancy?

3. Which measure proved to be crucial: the gross national income or the relative income?

4. Where do the research data come from?

5. What is the difference in incomes in more equal and less equal societies, according to the speaker?

6. What data did the research team collect and analyze?

7. What does the UNICEF index of child well-being demonstrate?

8. In which countries is the gross national income more important?

9. How much do people trust each other in more equal and less equal societies?

10. Which type of society is more likely to have higher rates of the following:

* social mobility
* infant mortality
* social evaluation anxiety
* consumerism
* crime and bigger prison populations
* chronic stress
* status competition

11. What does the speaker mean by saying “If Americans want to live the American dream, they should go to Denmark”?

12. What are the countries that show the best results when it comes to equality?

13. What approach is used in (a) Japan and (b) Scandinavian countries to achieve higher equality?

14. Is it true that income inequality only affects the poor?

15. At which level of the social hierarchy does greater equality make the most difference?

16. What are the psychosocial effects of inequality?

17. What kind of stress has the most impact on people’s mental and physical health?

18. How does the research team avoid bias in the studies?

19. What is the causality between social inequality and violence?

20. What, in the speaker’s opinion, is the key determinant in improving the real quality of human life?

**AFTER YOU WATCH**

*4. Discuss the following:*

1. In what sense is inequality divisive and socially corrosive?

2. Comment on the statement “Income means something very important within our societies but nothing between them”.

3. Comment on the reference to John Donne's poem “No man is an island”. The poem itself is given below.

No man is an island entire of itself; every man

is a piece of the continent, a part of the main;

if a clod be washed away by the sea, Europe

is the less, as well as if a promontory were, as

well as any manner of thy friends or of thine

own were; any man’s death diminishes me,

because I am involved in mankind.

And therefore never send to know for whom

the bell tolls; it tolls for thee.

4. What are the practical implications of this significant research?

*5. Prepare a 5-minute talk on the following topic:*

A more equal society is beneficial for all its members.

**TEXT 2**

**BEFORE YOU READ**

*1. Discuss the following:*

1. What is the correlation between the state of health and economic status?

2. What do you see as the social dimensions of health issues?

*2. The article you are going to read abounds in politically correct phrases that refer to poor people. Use the words from the box to fill in the gaps. Check your answers after you’ve read the article.*

rungs ends bottom economic declining

status have lower income line

1. those in lower \_\_\_\_\_ strata; 2. low-\_\_\_\_\_ family; 3. people of low socioeconomic \_\_\_\_\_; 4. people at the lower \_\_\_\_\_ of society; 5. those along their society’s \_\_\_\_\_ rungs; 6. lower \_\_\_\_\_ of employment; 7. the \_\_\_\_\_-nots; 8. those whose income is in the \_\_\_\_\_ quarter; 9. \_\_\_\_\_ economic status; 10. live below the poverty \_\_\_\_\_.

**WHILE YOU READ**

*3.**Read the article to find a correlation between inequality and poor health.*

**Max Fisher and Emma Bubola**

**As Coronavirus Deepens Inequality, Inequality Worsens Its Spread**

*(New York Times, March 15, 2020, abridged)*

*The pandemic is widening social and economic divisions that also make the virus deadlier, a self-reinforcing cycle that experts warn could have consequences for years to come.*

As the coronavirus spreads across the globe, it appears to be setting off a devastating feedback loop with another of the gravest forces of our time: economic inequality.

In societies where the virus hits, it is deepening the consequences of inequality, pushing many of the burdens onto the losers of today’s polarized economies and labor markets. Research suggests that those in lower economic strata are likelier to catch the disease.

They are also likelier to die from it. And, even for those who remain healthy, they are likelier to suffer loss of income or health care as a result of quarantines and other measures, potentially on a sweeping scale.

At the same time, inequality itself may be acting as a multiplier on the coronavirus’s spread and deadliness. Research on influenza has found that in an epidemic, poverty and inequality can exacerbate rates of transmission and mortality for everyone.

This mutually reinforcing cycle, experts warn, may be raising the toll of the virus as it is widens the socioeconomic divides that are thought to be major drivers of right-wing populism, racial animosity and deaths of despair – those resulting from alcoholism, suicide or drug overdoses.

“These things are so interconnected,” said Nicole A. Errett, a public health expert who co-directs a center on extreme event resilience at the University of Washington. “Pre-existing social vulnerabilities only get worse following a disaster, and this is such a perfect example of that.”

Because each low-income family forced to accept a higher risk of exposure can infect others, she added, the consequences of inequality, while most obviously felt by the poor, “put the broader society at risk.”

**How Inequality Worsens the Coronavirus**

Two major risk factors are thought to make the coronavirus deadlier for those who catch it: old age and pre-existing health conditions. But a body of research points to a third: low socioeconomic status.

Even for those well above the poverty line, studies find that low income relative to the rest of society is associated with higher rates of chronic health conditions such as diabetes or heart disease.

This has not always been the case. As inequality has risen, health disparities have widened. Preventive care and health education have steadily tilted toward the educated and the well-off. As a result, people at the lower ends of society are about 10 percent likelier to have a chronic health condition. Such conditions can make the coronavirus up to 10 times as deadly, according to recent data from the Chinese Centers for Disease Control and Prevention. Taken together, these two statistics suggest that Covid-19 can be about twice as deadly for those along their society’s lower rungs.

At the same time, people with lower incomes tend to develop chronic health conditions between five and 15 years earlier in life, research finds.

Put another way: Health organizations have said that people over 70 are at drastically greater risk of dying from the coronavirus. But the research on chronic health conditions suggests that the threshold may be as low as age 55 for people of lower socioeconomic status.

Those numbers capture only a sliver of the ways that inequality can make the coronavirus deadlier.

In China, many workers are employed informally and so cannot count on social services if they take time off – especially those in service jobs that require regular contact with other people. As a result, the people who can least afford care are often at greatest risk of transmission. In Italy, some workers have gone on strike over their employers’ failure to establish what they consider sufficient health protections as the epidemic spreads.

Government-imposed shutdowns, like those announced by France and Spain this weekend, do come with some worker protections. But small businesses will probably struggle to keep paying employees beyond any guaranteed sick days, particularly those in retail or other sectors that cannot work from home.

In Japan, which has some of the lowest inequality of any major economy, people with jobs such as taxi driving enjoy a degree of security that rarely exists in other countries. In Italy, in contrast, taxi drivers – already struggling on hourly wages undercut by the rise of ride-hailing services – scour for fares amid the outbreak. Still, even in Japan, these lower rungs of employment are hit harder than their white-collar counterparts. While office workers telecommute, with little fear of losing their jobs, Mr. Sakamoto says that if business does not pick up in a few months he may have to let drivers go.

**How the Coronavirus Worsens Inequality**

When inequality is high, the cost of living tends to rise, forcing more lower-income families to live paycheck to paycheck. At the same time, the decline of labor unions and the rise of part-time work means that low-income workers have fewer protections. As a result, crises like coronavirus can deepen the gap between the haves and have-nots.

Unequal access to health care in any country makes getting sick especially expensive for the poor. In the United States, 90 percent of people whose income is in the top quarter have paid sick leave[[7]](#footnote-7) at work, while only 47 percent of those in the bottom quarter do. Last year, 26 percent of Americans deferred health care because they could not afford it, one Gallup poll found. In another survey, one in four said someone in their family had skipped a doctor-recommended test they could not afford, and one in six said that someone in their family had skipped prescribed medication.

Health experts fear that these costs will accelerate outbreaks, particularly as stories circulate of four-digit bills for coronavirus testing or treatment.

This can affect everyone. One study in the United States found that state-mandated sick day policies reduce the spread of an influenza epidemic by up to 40 percent. Most states have no such policy and could see far more infections as a result.

Labor inequality and poor workplace protections may exacerbate the spread of norovirus, a highly contagious stomach bug. Research by the Centers for Disease Control and Prevention found that one in five food service employees went to work while sick with vomiting or diarrhea for fear of losing their jobs if they stayed home, turning restaurants into vectors for norovirus outbreaks.

Such conditions may have severely elongated the H1N1 epidemic in the United States, which killed 12,469 Americans in 2009 and 2010, according to a study by the Institute for Women’s Policy Research.

Though public health officials had urged social distancing – also a cornerstone of coronavirus prevention – spotty access to health care and the economics of part-time employment led three in 10 workers with H1N1 symptoms to continue going to work, the study found. The researchers concluded that this behavior drove a staggering 27 percent of all infections.

**The Pandemic-Inequality Feedback Loop**

When a health crisis hits entire segments of society, it can set off a cycle in which declining economic status leads to rising rates of chronic illness. That, in turn, further depresses productivity and raises health care costs, leading to more poverty, which leads to more disease.

According to a 2010 study by a British biological sciences journal, Proceedings of the Royal Society B, whole communities can become caught in a “disease-driven poverty trap” in which “the combined causal effects of health on poverty and poverty on health implies a positive feedback system.”

Families reliant on hourly work are already running out of money, forcing many back out to look for jobs. Because communities tend to cluster by economic status, Dr. Errett said, the people who are both at the greatest risk of infection and likely to suffer most from the virus are all in proximity, multiplying the risk.

Longer-term consequences are coming into view. New York City officials have said that closing local schools would leave many of the system’s 114,000 homeless students without hot meals or medical care.

Even small pockets of mutually reinforcing poverty and ill health make everyone more susceptible.

Research conducted during an influenza outbreak in New Haven, Conn., found that the rate of infection nearly doubled in census areas where a high proportion of residents live below the poverty line.

Because diseases do not respect the barriers that separate rich from poor, health inequality is a problem for everyone. A study from Delhi, India, one of the world’s most economically polarized cities, found that its slums served as citywide accelerants for an influenza outbreak.

“Public health isn’t just about your own personal health, it’s about the health of the public at large,” Dr. Errett said. “If there’s one person who can’t get treatment, that person is posing a risk to everyone.”

**AFTER YOU READ**

*4. Answer the questions about the article.*

1. What are the social aspects of the 2020 coronavirus pandemic, as the authors see them? 2. Which social stratum is more likely to catch the disease? 3. What are the losses of the more affluent people? 4. Why are the epidemic and inequality a “mutually reinforcing cycle”? 5. What phenomenon is referred to as a “death of despair”? 6. How does social inequality exacerbate the disaster? 7. What are the three factors that raise the risk of dying of Covid-19? 8. What are the typical health issues for low-income citizens? 9. Why are people of low socioeconomic status more prone to chronic illnesses? 10. What is the correlation between chronic health conditions and death of Covid-19? 11. At what age do people from different rungs of society develop chronic health conditions? 12. Why do the lower rungs of employment suffer more? 13. Why do low-income workers have less protection nowadays? 14. What practices make getting sick especially expensive for the poor? 15. What is the cost of coronavirus testing and treatment, according to the article? 16. How do paid sick leaves help to cope with influenza epidemics? 17. What is a major cause of norovirus outbreaks? 18. What elongated the H1N1 epidemic in the USA in 2009-2010? What were the consequences? 19. Why is the correlation between the pandemic and inequality described as a “feedback loop”? 20. What is meant by “clustering by economic status” and what impact does this phenomenon have on epidemics? 21. What are some of the side effects of quarantining schools? 22. What are the statistics for census areas where a high proportion of residents live below the poverty line? 24. What is typical of economically polarized areas? 25. Why should personal health be regarded as a public matter?

*5. Discuss the following statements from the article:*

1. Diseases do not respect the barriers that separate the rich from the poor.

2. Public health isn’t just about your own personal health, it’s about the health of the public at large.

*6. Find the following words and phrases in the text and explain their meanings.*

(a) burden (to) exacerbate

(to) raise the toll social vulnerabilities

risk of exposure (a) disparity

preventive care (to) live (from) paycheck to paycheck

(to) defer state-mandated

(a) cornerstone (to) depress productivity

(to) come into view susceptible

*7. Fill in the gaps with the new words and phrases.*

1. Increasing temperatures may \_\_\_\_\_ the effects of air pollution. 2. Lack of action on the part of the government has significantly \_\_\_\_\_ the \_\_\_\_\_ of the cholera epidemic in the area. 3. Accountability is a \_\_\_\_\_ of any society that is based on the rule of law. 4. Privatizing education aggravates growing \_\_\_\_\_ in access to education, further marginalizing the poor. 5. Services range from primary and \_\_\_\_\_ \_\_\_\_\_ to surgical interventions using the latest technologies. 6. The population in general is at considerable \_\_\_\_\_ of \_\_\_\_\_ to epidemic diseases as a result of the widespread displacement and communal living in overcrowded conditions. 7. Lack of up-to-date equipment considerably \_\_\_\_\_ our \_\_\_\_\_. 8. Elderly people appeared to be particularly \_\_\_\_\_ to the new coronavirus. 9. He is perpetually impoverished and lives \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_, often taking handouts of food from charities. 10. While globalization had brought some women greater economic opportunities and autonomy, others had been exposed to increased economic and \_\_\_\_\_ \_\_\_\_\_. 11. The increasing financial \_\_\_\_\_ that peace-keeping operations impose on national budgets must be alleviated. 12. Densely populated China \_\_\_\_\_ into \_\_\_\_\_ as a potential market, with thinkers such as Max Weber demanding an active colonial policy from the government. 13. At the onset of the epidemic, we got a \_\_\_\_\_ - \_\_\_\_ one-week holiday. 14. My delegation therefore urges the Assembly to reject this draft resolution or \_\_\_\_\_ the voting for further consultations.

*8. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. отложить принятие решения; 2. подвергнуть себя риску заражения новым вирусом; 3. быть особенно подверженным стрессу; 4. попасть в поле зрения лингвистов; 5. надоело жить от зарплаты до зарплаты; 6. полное отсутствие профилактической помощи; 7. основа экономического процветания; 8. санкционированные государством карантинные меры; 9. экономическое бремя; 10. значительное неравенство в доходах; 11. политика, которая привела к увеличению количества жертв; 12. социальная уязвимость малых народов; 13. усугубить политический кризис в стране; 14. существенно снизить производительность.

*9. Translate the sentences into English.*

1. У семьи не было дополнительных источников дохода, и они жили от зарплаты до зарплаты. 2. Общие и свободные выборы – краеугольный камень демократической системы. 3. Люди пожилого возраста оказались наиболее подвержены новому вирусному заболеванию. 4. Введенные правительством санкции снизили производительность многих предприятий, которые лишились импортного сырья. 5. Эта проблема попала в поле зрения социологов при проведении массового опроса среди молодого населения. 6. Из-за отсутствия гуманитарной помощи количество смертей в регионе резко возросло. 7. Введённый государством карантин помог сдержать распространение эпидемии во многих странах. 8. Землетрясение усугубило и без того тяжелую ситуацию в стране. 9. Одной из эффективных форм профилактики многих заболеваний является вакцинация. 10. Введенный правительством налог стал непосильным бременем для малоимущих граждан. 11. В Чернобыле риск подвергнуться воздействию радиации по-прежнему высок даже спустя почти 40 лет. 12. Социальная уязвимость является одной из причин эмиграции в стране. 13. Разрыв в уровне доходов между богатейшими и беднейшими слоями населения является источником социальной напряженности. 14. Нам придется отложить рассмотрение данного вопроса до следующей весны.

*10. Give a 200-word summary of the article using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*Discuss the following:*

1. What is a disease-driven poverty trap?

2. Who does this trap affect?

3. What are the flaws of the healthcare systems that prevent the poor from getting adequate help?

4. What are the possible solutions to the problem?

**TED TALK 2**

**Rutger Bregman**

**Poverty Isn't a Lack of Character; It's a Lack of Cash[[8]](#footnote-8)**

**BEFORE YOU WATCH**

*1. Discuss the following:*

In 2017, the US Housing Secretary Ben Carson famously said in an interview that “poverty to a large extent is also a state of mind.” He added that people with the “right mindset” can have everything taken away from them, and they’ll pull themselves up. He believes the converse is true as well. “You take somebody with the wrong mindset, you can give them everything in the world and they’ll work their way right back down to the bottom,” Carson said. It must be noted that Carson’s life is one of the most inspirational “rags to riches” stories. He grew up in poverty to become a widely acclaimed neurosurgeon. Thus, he has the moral right to make this judgement. However, his words caused public outrage.

* To what extent are you ready to agree with Carson?

*2. Match the words (1-6) with their definitions (a-f).*

1. scarcity 4. paternalistic

2. to annihilate 5. a bureaucrat

3. a grant 6. an entrepreneur

(a) someone who uses money to start businesses and make business deals;

(b) a situation in which the supply of something is not enough for the people who want it or need it;

(c) someone who is employed to help run an office or government department;

(d) an amount of money that the government or an organization gives you for a specific purpose and does not ask you to pay back;

(e) to destroy a group of people or things completely;

(f) making decisions for other people rather than letting them take responsibility for their own lives:

*3. What are the negative connotations of the word* ***bureaucrat****?*

**WHILE YOU WATCH**

*4. Read the questions below and watch the TED Talk to answer them.*

1. What does the speaker identify as “poor decisions” made by the poor?

2. How did Margaret Thatcher define poverty?

3. What did the experiment with sugarcane farmers reveal?

4. What is “scarcity mentality”?

5. Why do many anti-poverty programs fail, according to the speaker?

6. How did Orwell describe the essence of poverty?

7. What are the common solutions to poverty provided by modern economists and politicians?

8. Why are these solutions ineffective?

9. What is the alternative solution that the speaker supports?

10. What case study does the speaker refer to?

11. What experiment was conducted in Canada?

12. What is wrong with “paternalistic bureaucracy”, according to the speaker?

13. What is the cost of poverty in the USA?

14. What does the speaker call the “elephant in the room”?

15. How will the proposed measure make us rethink the concept of work and in what sense will it be liberating?

16. What future does the speaker believe in?

**AFTER YOU WATCH**

*5. Discuss the following:*

1. In what sense does poverty “annihilate the future”?

2. Do you think that the basic income guarantee is a good solution?

3. How does the basic income guarantee work in this country?

4. Do you agree that providing the basic income guarantee will have a liberating effect on people?

*6. Discuss the following:*

Nowadays, you can find a lot of listicles[[9]](#footnote-9) telling you about the things that rich people do and poor people don’t. Study the one below and comment on the relevance of each tip:

1. The wealthy eat right.

2. They stay in shape – they keep FIT!

3. The wealthy set goals for themselves.

4. The wealthy do not disclose ALL.

5. The wealthy keep a to-do list – they stay organized.

6. The wealthy NEVER stop educating themselves.

7. The wealthy keep in touch with relatives and friends.

8. The wealthy DO NO watch TV.

9. The wealthy are NOT big on gambling.

10. The wealthy WILL make daily positive choices.

*7. Prepare a 5-minute talk on the following topic.*

You can’t blame people for being poor.

**FINAL DISCUSSION**

*Prepare to discuss the following topics. Do the necessary research.*

1. Choose any country you like and find recent data about the level of life and the relevance of the poverty issue in it.

2. Discuss the feedback loop between poverty and social exclusion.

3. Nowadays, many people support the idea that poverty is “genetic”. Explain the concept and voice your opinion.

4. Discuss the role of personal responsibility and state support in sustaining a certain quality of life.

5. Discuss strategies and measures aimed at eradicating poverty and enhancing social inclusion.

**UNIT 3**

**DISABILITY INCLUSION**

**INTRODUCTION**

*Discuss the following:*

1. ***Disability*** is usually defined as a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person’s ability to engage in certain tasks or actions or participate in typical daily activities and interactions[[10]](#footnote-10). How can a disability lead to social exclusion? What opportunities are people with disabilities often denied?

2. What do you think ***disability inclusion*** means?

3. What are the potential difficulties of providing inclusion to people with disabilities?

**TEXT 1**

**BEFORE YOU READ**

*1. Discuss the following:*

Disability is not merely a medical issue. It is a relevant field of research in many disciplines. Try to identify its anthropological, historical, psychological, social, cultural and linguistic dimensions. Check your ideas after you have read the text.

**WHILE YOU READ**

*2. Read the text focusing on the different approaches to disability.*

**Brigitte Rohwerder**

**Disability Inclusion**

**Background: Definitions, Concepts and History**

*(B. Rohwerder. Disability inclusion: Topic guide. Birmingham, UK: GSDRC, 2015, pp. 4-7)*

Disability is part of the human condition. Everyone is likely to experience it, either permanently or temporarily, at some point in their life. People with disabilities are diverse and not defined by their disability. Disabilities may be visible or invisible, and onset can be at birth, or during childhood, working age years or old age.

**Definition of disability**

There is no single definition of disability. Defining disability is complicated as it is ‘complex, dynamic, multidimensional and contested’ (WHO & World Bank, 2011, p. 3).

The UN Convention on the Rights of Persons with Disabilities (UNCRPD) recognizes that ‘disability is an evolving concept’ (UNCRPD, 2006, p. 1): ‘Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others’ (UNCRPD, 2006, p. 4).

This fluid definition accommodates different understandings of disability or impairment, but by defining disability as an interaction, makes clear that disability is not an attribute of the person. As Al Ju’beh notes (2015, p. 13), ‘An impairment on its own would not lead to disability should there be a completely inclusive and comprehensively accessible environment’, which includes addressing attitudinal barriers such as stereotypes, prejudices and other forms of paternalistic and patronizing treatment (Schulze, 2010, p. 27). UNCRPD’s definition enshrines the social model of disability.

Different models of disability inform how disability is understood and acted upon, and can be categorized as follows.

**Charity model**

The charity model of disability focuses on the individual, and tends to view people with disabilities as passive victims ‒ objects of pity who need care, and whose impairment is their main identifier.

**Medical model**

The medical (or biomedical) model of disability considers disability a problem of the individual that is directly caused by a disease, an injury, or some other health condition and requires medical care in the form of treatment and rehabilitation. It assumes that addressing the medical ailment will solve the ‘problem’ ‒ that disability needs to be fixed or cured. This model is widely criticized on different grounds, including for not considering the important roles of environmental and social barriers.

Medical and charity models of disability have led to ‘development interventions based largely on impairment needs assessed by “expert” personnel, involving specialist services that are often severely limited in geographical, age, and impairment reach, as well as generally being expensive to run’ (Coe, 2012, p. 402).

**Social model**

The social model of disability developed as a reaction to the individualistic approaches of the charitable and medical models. It is human rights driven and socially constructed. It sees disability as created by the social environment, which excludes people with impairments from full participation in society as a result of attitudinal, environmental and institutional barriers. It places emphasis on society adapting to include people with disabilities by changing attitudes, practice and policies to remove barriers to participation, but also acknowledges the role of medical professionals.

The social model has been criticized for ignoring the personal impact of disability and for its emphasis on individual empowerment, which may be contrary to more collective social customs and practices in many developing countries.

**Human rights model**

This model of disability is based on the social model and also seeks to transform unjust systems and practices. It takes the UNCRPD as its main reference point and sees people with disabilities as the central actors in their own lives as decision makers, citizens and rights holders.

The social and human rights models form the basis of many disability policies and practices. As development professionals may identify with the individual models of disability, it is important not to alienate them when introducing them to disability as a human rights issue, but to ‘help them to see that barriers are a more helpful and respectful lens with which to view disability’ (Al Ju’beh, 2015, p. 23).

**Interactional models**

Interactional models recognize that disability should be seen as neither purely medical nor purely social, as people with disabilities can experience problems arising from the interaction of their health condition with the environment.

The most commonly used interactional model is the model underlying the International Classification of Functioning, Disability and Health (ICF). This views disability as arising from the negative interaction between health conditions and the context – including environmental factors (products and technology; the natural and built environment; support and relationships; attitudes; services, systems, and policies) and personal factors (e.g. age, sex, motivation and self-esteem).

The ICF is presented as representing a workable compromise between medical and social models as a result of its greater recognition of the impact of environmental and structural factors on disability. However, it has been severely criticised by prominent members of the disability movement, in the belief that it does not really analyze exclusion and discrimination of people with disabilities.

The **capability approach** to disability is another interactional model. It has been adapted from Sen’s capability approach in economics. The capability approach allows researchers to analyze disability at the capability level (disability occurs when an individual is deprived of practical opportunities as a result of an impairment); and, disability at the functioning level (an individual is disabled if they cannot do or be the things they value doing or being). In this framework disability can be understood as a deprivation in terms of capabilities or functionings that results from the interaction of an individual’s personal characteristics (e.g., impairment, age, race, gender); the individual’s resources (assets, income); and the individual’s environment (physical, social, economic, political). This model has often been compared to the ICF model. It stresses the individual’s freedoms, as well as the possibility that economic resources, or the lack thereof, can be disabling.

**Disability inclusion**

A meta-analysis of the use of social inclusion in disability studies found it to mean: i) being accepted and recognized as an individual beyond the disability; ii) having personal relationships with family, friends and acquaintances; iii) being involved in recreation and social activities; iv) having appropriate living accommodation; v) having employment; and vi) having appropriate formal and informal support.

Disability inclusive development seeks to ensure the full participation of people with disabilities as empowered self-advocates in development processes and emergency responses and works to address the barriers which hinder their access and participation.

**Note on the use of language**

The language used to describe people with disabilities is important as it is about fundamental respect for the integrity and dignity of people with disabilities. The use of ‘people/persons with disabilities’ is known as ‘people first’ language. It is based on the need to affirm and define the person first, before the impairment or disability. It is the preference in many developing countries and the language used by the UNCRPD. In the UK, however, the preferred term is ‘disabled people’, as people do not have disabilities, but rather impairments which become disabling, due to society not being comprehensively accessible and inclusive.

|  |  |
| --- | --- |
| **Do Use** | **Don’t Use** |
| person with an impairment; person with disability; people with disabilities | the handicapped |
| person without a disability, non-disabled person, sighted person | normal person |
| person with a psychosocial disability, or  psychiatric impairment or person with  mental illness | ‘mental’ or ‘mad’ |
| person with intellectual disabilities or persons with learning disabilities | mental handicap or retarded |
| person who is blind, person who has low vision; partially sighted person | the blind; the visually impaired |
| person who is deaf, person who is hard of hearing; a deaf person | suffers from hearing loss, the deaf, deaf and dumb, deaf-mute |
| person who uses a wheelchair, wheelchair user | confined or restricted to a wheelchair, wheelchair bound |
| person with a physical disability | invalid; handicapped person; cripple, crippled, lame |
| unable to speak, uses synthetic speech | dumb, mute |
| lives with / has / experiences a disability / impairment | suffers from |
| accessible toilet / parking for persons with disabilities | disabled toilet/handicapped parking |

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. How common is disability, according to the text? 2. What forms can disability take? 3. How does the UN Convention on the Rights of Persons with Disabilities define disability? 4. Why does the author call this official definition “fluid”? 5. Does having an impairment always mean being disabled? 6. What is the charity model of disability? What are its shortcomings? 7. What does the biomedical model focus on? Why is it often criticized? 8. What are the two main features of the social model? 9. How does the social model of disability describe the role of society? 10. What are the weaknesses of the social model? 11. How did the social model evolve? 12. How is disability interpreted within the interactional models? 13. Which types of models do interactional models unite? 14. What is the specific angle of the capability approach? 15. What does the capability approach stress? 16. What are the six components of disability inclusion? 17. What does disability inclusive development seek to achieve? 18. How does the “people first” principle work in denoting different types of disability?

*4. Discuss the following statements from the text:*

1. Disability is part of the human condition.

2. People with disabilities are diverse and not defined by their disability.

3. Disability is an evolving concept.

*5. Find the following words and phrases in the text and explain their meanings.*

diverse multidimensional

(an) impairment (to) hinder

(to) accommodate (to) enshrine

rehabilitation (to) place emphasis on

(to) acknowledge (a) reference point

(to) alienate (a) workable compromise

(a) framework (to) address

*6. Fill in the gaps with the new words and phrases.*

1. This failure may \_\_\_\_\_ the achievement of maternal health objectives. 2. You have sporadic memory \_\_\_\_\_ totally out of proportion to your age. 3. The legislative \_\_\_\_\_ remains insufficient to combat such violence. 4. Food security and nutrition are \_\_\_\_\_ issues that go beyond calorie intake. 5. This strategy could provide a common \_\_\_\_\_ \_\_\_\_\_ for governments, as well as regional and intergovernmental organizations. 6. Access to physical \_\_\_\_\_ services was improved through UNICEF technical support. 7. Gender equality analyses consistently emphasize women’s \_\_\_\_\_ identities and related implications. 8. We’re trying to get people on our side, not \_\_\_\_\_ them. 9. This shows that the new government initiative can \_\_\_\_\_ very different needs. 10. Germany, however, had its doubts as to whether that would be a \_\_\_\_\_ \_\_\_\_\_ between the existing approaches. 11. National law should \_\_\_\_\_ equality between women and men and prohibit discrimination in line with article 1 of the Convention. 12. We \_\_\_\_\_ that preserving the environment is a joint responsibility. 13. The Ministry of Justice will \_\_\_\_\_ \_\_\_\_\_ on raising public awareness of women’s rights. 14. Meetings should include thematic seminars and workshops to \_\_\_\_\_ emerging issues.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. учитывать потребности коренных народов; 2. уделять особое внимание профилактике; 3. ориентир для дальнейших политических решений; 4. правовые рамки для решения проблемы; 5. признавать заслуги своего оппонента; 6. закрепить основные права и обязанности граждан; 7. затруднять понимание в процессе коммуникации; 8. многоаспектный подход к решению проблемы; 9. серьезные нарушения памяти; 10. реальный компромисс между интересами обеих сторон; 11. реабилитационный центр для жертв насилия; 12. разнообразное в культурном отношении общество; 13. настроить против себя большинство избирателей; 14. решать проблему перенаселения.

*8. Translate the sentences into English.*

1. Социальная политика Швеции может служить ориентиром для всех стран, которые стремятся к достижению бо́льшего социального равенства. 2. Участникам переговоров удалось достичь реального компромисса по ряду ключевых вопросов. 3. Пенсионная реформа озлобила многих россиян, которые сочли, что правительство грубо нарушило права граждан. 4. Ликвидация бедности – это чрезвычайно сложная проблема, которая требует многоаспектного подхода к своему решению. 5. В этом документе большое внимание уделяется правам детей с инвалидностью. 6. Принимая стратегические решения, мы должны учитывать потребности всех людей, которых эти решения могут затронуть. 7. Современные социологи используют множество разных методов для получения максимально полных и достоверных результатов. 8. Многие пожилые люди страдают от нарушения памяти и координации. 9. Неблагоприятные климатические условия препятствуют экономическому развитию этого региона. 10. Докладчик отметил выдающийся вклад профессора Джонсона в развитие современной лингвистики. 11. Этот закон закрепляет равные права мужчин и женщин. 12. В исследовании рассматривается проблема дискриминации инвалидов в разных сферах жизни. 13. Люди, пережившие этот кризис, нуждаются в психологической реабилитации. 14. Это исследование представляет собой основу для разработки новой стратегии развития страны.

*9. Give a 200-word summary of the text using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

Why is it crucial to understand the multidimensional character of disability?

**TED TALK 1**

**Charlotte McClain-Nhlapo**

**Why It Is Time to Make Inclusive Development Inclusive[[11]](#footnote-11)**

**BEFORE YOU WATCH**

*1. Discuss the following:*

What does the title of the TED Talk suggest?

*2. Match the words (1-6) with their definitions (a-f).*

1. replete (with sth) 4. omnipresent

2. endemic 5. homogenous

3. to abound 6. catalyst

(a) consisting of things that are very similar or all of the same type;

(b) full of something;

(c) someone or something that causes something to happen or change;

(d) able to be everywhere at the same time;

(e) to be present in large numbers or amounts;

(f) very common, or strongly established in a place or situation.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. What types of disability does the speaker mention?

2. What does the speaker mean by saying that the inclusion we have is not very inclusive?

3. What three adjectives does the speaker use to describe exclusion that exists in our society?

4. How many people in the world have disabilities, according to recent estimates?

5. Why can’t we have a “one-size-fits-all” classification criterion for people with disabilities?

6. What causes of disability does the speaker mention?

7. Why is it important to remember that people with disabilities are not a homogenous group?

8. How many people with disabilities live in developing countries?

9. What is the correlation between disability and poverty?

10. How many children with disabilities do not go to school?

11. What does the speaker mean by calling education “an equalizer”?

12. Why is having a job important?

13. What does the speaker identify as the recent achievements in the fight for the rights of people with disabilities?

14. Why is it crucial that disability inclusion is mentioned in the Global Goals for Sustainable Development?

15. What is the legislative and policy framework for disability inclusion in the USA?

16. What does the concept of universal design consist in?

17. What example does the speaker give to describe the need for inclusive accessible spaces and services?

18. Why is it important to do research into disability and to accumulate data?

19. What is the fourth building block in the speaker’s strategy?

20. What is the traditional perception of disability?

21. What personal anecdote does the speaker share? What does it illustrate?

22. Why is it essential that people with disabilities should have a voice?

23. What type of narrative has to be disrupted, according to the speaker? What type of narrative should be promoted?

24. How does the speaker see herself? Fill in the gaps in the list of qualities: a disruptor, a \_\_\_\_\_ for change, an unapologetic \_\_\_\_\_ for social justice, a \_\_\_\_\_ for equal opportunity, a thought \_\_\_\_\_.

25. What are the benefits of being inclusive?

**AFTER YOU WATCH**

*4. Discuss the following:*

1. Comment on the statement “People with disabilities are part of our human diversity”.

2. For people with disabilities, education can break the cycle of discrimination and poverty.

3. Disability inclusion presupposes significant changes in the people’s mindsets and social norms.

4. Comment on the mantra “Nothing about us without us”.

5. According to Charlotte McClain-Nhlapo, people with disabilities need empowerment. How can they be empowered?

*5. Prepare a five-minute talk on the following topic.*

Disability inclusion is a multifaceted task that has to be approached in an integrated manner.

**TEXT 2**

**BEFORE YOU READ**

*1. Discuss the following:*

1. Is it easy for people with disabilities to find a job?

2. Why are many companies reluctant to employ people with disabilities?

3. Do you know any major companies that pursue a disability inclusion strategy?

**WHILE YOU READ**

*2. Read the text focusing on the benefits of employing people with disabilities.*

**Ted Kennedy Jr.**

**Hiring People with Disabilities Is Good Business**

*(New York Times, December 27, 2018)*

*Microsoft, Bank of America and CVS are just a few big companies that profit from their proactive employment practices.*

For years, companies have maintained low expectations about hiring people with disabilities. Most of these companies believed that employees with disabilities could not perform well in the workplace and that actively hiring them would drag company performance and profits down.

Thankfully, over time, many employers have come to understand that these perceptions are untrue. And new research strongly suggests that the opposite – that hiring people with disabilities is good for business.

A recent study has shown, for the first time, that companies that championed people with disabilities actually outperformed others – driving profitability and shareholder returns. Revenues were 28 percent higher, net income 200 percent higher, and profit margins 30 percent higher. Companies that improved internal practices for disability inclusion were also four times more likely to see higher total shareholder returns.

These findings, presented in a report from Accenture, in partnership with Disability: IN and the American Association of People with Disabilities, give companies a new reason to hire people with disabilities. The results are based on an analysis of the financial performance of 140 companies that averaged annual revenues of $43 billion and participated in the Disability Equality Index, an annual benchmarking tool that objectively rates company disability policies and practices.

What exactly are these exemplary companies doing?

Well, Bank of America brought together 300 people with intellectual disabilities to create a support services team to manage fulfillment services and external client engagement. Microsoft built a successful disability hiring program specifically for people on the autism spectrum. The program, designed to attract talent, is a multiday, hands-on academy that gives candidates an opportunity to meet hiring managers and learn about the company as an employer of choice. And CVS Health refocused its training programs to capitalize on characteristics – creativity, problem-solving ability and loyalty – that people with disabilities often demonstrate.

The new research identifies five common denominators among such organizations. First, they hire people with disabilities, ensuring that they’re represented in the workplace. Second, they carry out practices that encourage and advance those employees. Third, they provide accessible tools and technologies, paired with a formal accommodations program. Fourth, they generate awareness through recruitment efforts, disability education programs and grass-roots-led initiatives. Fifth, they create empowering environments through mentoring and coaching initiatives.

I lost my leg to bone cancer at age 12. Since then, I have fought, as a citizen, attorney and legislator, for the civil rights of people with disabilities. All of us deserve to be valued equally and provided the opportunity to participate fully in our society.

I was brought up in the disability rights movement. My uncle, President John F. Kennedy, left an important legacy on this front. Influenced by his experiences with his sister, Rosemary, President Kennedy witnessed firsthand how differently she was treated – how often she was ignored and excluded. He became the first president to make equality and social justice for people with disabilities a priority for his administration.

The last law that he signed before he died was the Community Mental Health Act, which called for an end to “custodial isolation” and created America’s network of community mental health centers. Congress has since passed more than 120 laws expanding disability rights, forever changing public attitudes.

But it was only when I went to college in the 1970s that I came of age politically and really thought about the issue of disability rights. It happened after I heard Judith Heumann, a disability rights advocate who contracted polio as an infant, give a speech and call disability a civil rights issue. I’d never heard that comparison before. I realized that millions of disabled people were unjustly being left out of daily life. Ms. Heumann inspired me to become an advocate myself.

I committed myself to this cause because of people like Joseph Pabin. He graduated from college with a degree in computer science and a 3.5 grade point average, an impressive résumé that easily got him in the door for job interviews. But once he showed up, interviewers noticed his speech impediment and told him they doubted he could successfully interact with customers. Mr. Pabin looked for a full-time job for three years without finding one, and his self-esteem plummeted. Ultimately, he contacted Bender Consulting Services, a career placement company that recruits, screens and hires people with disabilities for professional positions with private sector and government employers. Highmark offered him a full-time position in information technology. He has thrived at the company, working directly with customers, for four years now.

As we head into the new year, it’s important to recognize how far we’ve come. Twenty-eight years ago, the Americans With Disabilities Act was passed, prohibiting discrimination against individuals with disabilities. I still remember standing alongside my father in the Rose Garden watching President George H.W. Bush sign the bill into law, forever engraving it into his legacy.

But when it comes to employment, a cornerstone of the American dream, we have failed to live up to the promise of this historic law. Many employers have yet to recognize that people with disabilities can contribute economically if sought out and accommodated. Americans with disabilities – a population of 50 million people, more than one in every five – still face numerous challenges in entering and participating in the work force.

According to the Bureau of Labor Statistics, only 29 percent of Americans aged 16 to 64 with a disability were employed as of June 2018, compared with nearly 75 percent of those without a disability. The unemployment rate for people with disabilities who are actively seeking work is 9.2 percent – more than twice as high as for those without a disability (4.2 percent).

The United States labor market is at its strongest in decades, and possibly ever. But all too many people with disabilities remain without jobs. The Accenture analysis reveals this inspiring statistic: Hiring only 1 percent of the 10.7 million people with disabilities has the potential to boost the G.D.P. by an estimated $25 billion.

Once companies are aware of these potential economic benefits, they should be motivated to bring persons with disabilities into the work force to thrive as never before. Hiring them also gives companies fresh insights into developing and marketing products and services that meet the needs and preferences of consumers with disabilities – the third-largest market segment in the United States, according to the Office of Disability Employment Policy. To start, corporations should participate in the Disability Equality Index.

As a New Year’s resolution for corporate America, it’s hard to do better than to pledge to hire people with disabilities. Yes, we can do it because it always feels good to do what’s right. But now it turns out that reaching this next frontier for corporate social responsibility is also good business.

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. Why are employers apprehensive about hiring people with disabilities? 2. What does new research suggest? 3. How do statistics prove that hiring people with disabilities is profitable? 4. What is the Disability Equality Index? 5. What examples of employment practices does the author provide? 6. What are the five features of companies that follow the disability inclusion strategy? 7. What circumstances of the author’s life led him to disability activism? 8. What does the author describe as John F. Kennedy’s contribution to disability inclusion? 9. Who is Judith Heumann? How did she inspire the author to become a disability rights advocate? 10. What makes Joseph Pabin a highly inspirational figure? 11. What did the Americans with Disabilities Act do? 12. How many disabled people live in America? 13. What is the employment rate among people with and without disabilities? 14. How much can hiring people with disabilities boost American economy? 15. What is the additional economic effect of providing employment for people with disabilities? 16. How are the ethical and economic aspects of disability inclusion balanced?

*4. Discuss the following:*

1. Why does the author call employment “a cornerstone of the American dream”?

2. Why do people who champion disability inclusion place emphasis on giving people with disabilities jobs rather than providing them with special disability benefits?

3. Do you see people with disabilities as an important part of the workforce?

4. Do you think the companies will have to change their work routines and spaces to accommodate people with disabilities?

5. How can big companies be motivated to provide more employment for people with disabilities?

*5. Find the following words and phrases in the text and explain their meanings.*

proactive (to) maintain low expectations

(to) outperform exemplary

hands-on (to) generate awareness

(to) mentor legacy

(to) come of age (a) speech impediment

(to) engrave (sth into sth) (to) pledge

grass-roots(-led) initiative / program / group

corporate social responsibility (CSR)

*6. Fill in the gaps with the new words and phrases.*

1. Participants were provided with \_\_\_\_\_-\_\_\_\_\_ sessions to develop skills in mapping and modelling floods. 2. Girls \_\_\_\_\_ boys on the national baccalaureate examination and more girls qualified for entry into third-level education. 3. The growing partnerships between UNIDO and the private sector also emphasized \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_, including the protection and promotion of human rights. 4. Democracy should remain our greatest \_\_\_\_\_ for future generations. 5. Members of the Working Group will be invited to \_\_\_\_\_ contributions and to discuss funding opportunities. 6. The Chairperson said that the delegation’s \_\_\_\_\_ and pragmatic approach and its level of expertise were commendable. 7. These public lectures help to \_\_\_\_\_ \_\_\_\_\_ of barriers to access and guide local actions. 8. According to the legislation of the Principality of Liechtenstein children \_\_\_\_\_ of \_\_\_\_\_ at 20 years. 9. He thanks the Government of Rwanda for its \_\_\_\_\_ cooperation on that visit. 10. Howard suffered a hearing impairment in his youth, leaving him with a slight \_\_\_\_\_ \_\_\_\_\_, and he continues to wear a hearing aid. 11. Teachers \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ about achieving any palpable results with this highly problematic group. 12. Some agencies have introduced an in-depth training and coaching system and assigned experienced employees to \_\_\_\_\_ and tutor newcomers. 13. Each month has its own most infamous disaster event which is \_\_\_\_\_ in the collective memory. 14. Simultaneously, there should be \_\_\_\_\_-\_\_\_\_\_ programs aimed at combating discrimination against women.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. достигнуть политической зрелости; 2. тяжелое нарушение речи; 3. образцовый перевод; 4. активный и прагматичный подход; 5. превзойти другие страны; 6. продвигать корпоративную социальную ответственность; 7. сохранять низкие ожидания относительно стабилизации экономики; 8. осуществлять наставничество над стажерами; 9. богатое культурное наследие; 10. практический подход к обучению; 11. массовые (низовые) инициативы; 12. обязаться оказывать поддержку; 13. запечатлеться в памяти; 14. повышать осведомленность об онкологических заболеваниях.

*8. Translate the sentences into English.*

1. Как известно, король Георг VI страдал серьезным нарушением речи, которое превращало любое публичное выступление в пытку. 2. События тех лет навсегда запечатлелись в коллективной памяти народа. 3. Компания активно поддерживала идеи корпоративной социальной ответственности и щедро спонсировала несколько благотворительных фондов. 4. Ежегодная акция «Бессмертный полк» (*Immortal Regiment*), которая проводится во всех городах России 9 мая, начиналась как низовая инициатива и была поддержана властями. 5. Несмотря на наличие психического заболевания, он является образцовым работником, который прекрасно справляется со своими обязанностями. 6. Стивен Хокинг оставил уникальное научное наследие, значение которого трудно переоценить. 7. Несмотря на то, что у него с рождения не было обеих ног, в классической борьбе (*wrestling*) он превосходил многих здоровых соперников. 8. Он почувствовал, что достиг политической зрелости, и решил создать собственное движение в поддержку этнических меньшинств. 9. Мы должны повышать осведомленность граждан о проблемах экологии. 10. Как показывают последние социологические опросы, россияне мало верят (*сохраняют низкие ожидания*) в экономический успех страны. 11. ООН курирует ряд крупных проектов по ликвидации безграмотности в Африканских странах. 12. Правительство обязалось сократить ядерные вооружения. 13. Участникам конференции была предложена серия практических семинаров по организации дистанционного обучения. 14. Комиссия рекомендовала занять более активную позицию в деле управления экономическими рисками.

*9. Give a 300-word summary of the text.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

1. What are the main barriers to hiring people with disabilities?

2. Of what relevance is the type of disability when it comes to employment?

3. What are the employment opportunities for people with mental disabilities?

**TED Talk 2**

**Elise Roy**

**When We Design for Disability, We All Benefit[[12]](#footnote-12)**

**BEFORE YOU WATCH**

*1. Discuss the following:*

People with disabilities often need special accommodations in order to perform simple everyday operations (e.g. *peeling potatoes*), use public spaces and services. Identify the common problem areas and describe the accommodations that have already been provided.

*2. Match the words (1-5) with their definitions (a-e).*

1. to empathize 4. to implement

2. an alchemist 5. to hone

3. an ideator

(a) to improve a skill or talent that is already well developed;

(b) to make something such as an idea, plan, system, or law start to work and be used;

(c) one who holds or generates an idea, or synthesizes a concept;

(d) to understand how someone feels because you can imagine what it is like to be them;

(e) someone who tried to change ordinary metals into gold, especially in the Middle Ages.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. What health issue does the speaker have?

2. Why does the speaker believe that her disability is a blessing rather than a curse?

3. What did the speaker use to do as a disability activist?

4. What does the speaker refer to as a “powerful tool” for problem solving?

5. Fill in the gaps to describe the five steps of design thinking:

* Defining the problem and \_\_\_\_\_ its constraints;
* Observing people in \_\_\_\_\_-\_\_\_\_\_ situations and empathizing with them;
* Throwing out hundreds of \_\_\_\_\_ – the more the better, the wilder the better;
* Prototyping: gathering whatever you can, whatever you can find, to mimic your solution, to \_\_\_\_\_ it and to refine it;
* Implementation: ensuring that the solution you came up with is \_\_\_\_\_.

6. What does design thinking teach us to do?

7. What does social design look at?

8. What was the first invention the speaker made?

9. What two factors, according to the speaker, enabled her to create this innovative device?

10. Which two popular things were originally designed for the deaf?

11. What change in the mindset does the speaker suggest?

12. How can designing for people with disabilities become a force for creativity and innovation?

13. Why do people with disabilities have great potential for design thinking?

14. What are the positive aspects of failure in design thinking?

15. How did the speaker’s hearing impairment help her in sport?

16. What made the speaker “a great ideator and problem solver”?

17. Which of her recent projects does the speaker describe?

18. What problems did the Haitians face after the 2010 earthquake?

19. Why did many aid initiatives fail?

20. Why should people with disabilities be actively involved in universal design thinking?

**AFTER YOU WATCH**

*4. Comment on the following statement from the TED Talk.*

This moves us from the mindset of trying to change the hearts and the deficiency mindset of tolerance, to becoming an alchemist, the type of magician that this world so desperately needs to solve some of its greatest problems.

*5. Discuss the following.*

In her talk, Elise Roy says that “when we design for disability first, we often stumble upon solutions that are not only inclusive, but also are often better than when we design for the norm”.

This approach has become known as “universal design”. Read the text about the 7 principles of universal design, add examples of your own and discuss how everybody can benefit from the accommodations suggested.

**Universal Design[[13]](#footnote-13)**

The intent of universal design is to simplify life for everyone by making products, communications, and the physical environment more usable by as many people as possible at little or no extra cost. Universal design benefits people of all ages and abilities. The Center for Universal Design at North Carolina State University has developed seven principles for universal design:

**Equitable use**: The design is useful and marketable to people with diverse abilities. *For example*: Power doors with sensors at entrances that are convenient for all users.

**Flexibility in use**: The design accommodates a wide range of individual preferences and abilities. *For example*: An automated teller machine (ATM) that has enhancements in the way it looks, feels, or sounds so that people with vision or hearing impairments can use it; a tapered card opening for ease in inserting or removing a bank card; and a palm rest to aid those with arm mobility or strength limitations.

**Simple and intuitive use**: Use of the design is easy to understand, regardless of the user’s experience, knowledge, language skills, or current concentration level. *For example*: Including an instruction manual with clear drawings and no text.

**Perceptible information**: The design communicates necessary information effectively to the user, regardless of the current light, visual, or sound conditions or the person’s abilities to read, see, or hear. *For example*: Alarm systems that can be both seen and heard; and routinely making captioning available in all television or video presentations.

**Tolerance for error**: The design minimizes hazards and the harmful consequences of accidental or unintended actions. *For example*: Ground-fault interrupter (GFI) electrical outlet that reduces risk of shock in bathrooms and kitchens.

**Low physical effort**: The design can be used efficiently and comfortably with minimum fatigue. *For example*: Easy-to-use handles that make opening doors easier for people of all ages and abilities.

**Size and space for approach and use**: Appropriate size and space is provided for approach, reach, manipulation, and use regardless of person’s body size, posture, or mobility. *For example*: Counters and service windows are low enough for everyone to reach, including people who use wheelchairs; and curb cuts or sidewalk ramps, essential for people in wheelchairs, but are used by all people, and also convenient for people pushing baby strollers.

*6. Prepare a five-minute talk on the following topic.*

The society benefits from disability inclusion in a variety of ways.

**FINAL DISCUSSION**

*Prepare to discuss the following points. Do the necessary research.*

1. Study the UN Convention on the Rights of Persons with Disabilities[[14]](#footnote-14). Do you think it is systematically followed in your country?

2. Find information about the legal framework for disability inclusion in any country you like. Prepare to compare the different approaches.

3. Prepare a story about a person with a disability whose life you find particularly inspirational.

4. Discuss measures that could make our country more disability inclusive.

**UNIT 4**

**CHALLENGES OF INCLUSIVE EDUCATION**

**INTRODUCTION**

*Discuss the following:*

1. What role does education play in facilitating social inclusion?

2. How can education itself be inclusive? What groups of students have to be “included”?

3. Why is the need for inclusive education particularly pressing nowadays?

**TEXT 1**

**BEFORE YOU READ**

*1. Discuss the following:*

1. What is the traditional approach to teaching students with disabilities (*hearing and visual impairments, various physical and mental disabilities*)?

2. Do you think students with disabilities can be included in the regular education system?

3. What accommodations will be necessary to include students with disabilities?

**WHILE YOU READ**

*2. Read the text focusing on the benefits of inclusive education and the strategies it is based on.*

**Lilla Dale McManis**

**Inclusive Education:**

**What It Means, Proven Strategies, and a Case Study**

*(Resilient Educator, November 20, 2017)*

**What is inclusive education?**

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high quality instruction, interventions, and supports that enable them to meet success in the core curriculum.

The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students.

Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include the physical, cognitive, academic, social, and emotional. This is not to say that students never need to spend time out of regular education classes, because sometimes they do for a very particular purpose—for instance, for speech or occupational therapy. But the goal is this should be the exception.

The driving principle is to make all students feel welcomed, appropriately challenged, and supported in their efforts. It’s also critically important the adults are supported, too. This includes the regular education teacher and the special education teacher as well as all other staff and faculty who are key stakeholders; and that also includes parents.

**The research-basis for inclusive education**

Inclusive education and inclusive classrooms are gaining steam because there is so much research-based evidence around the benefits. Take a look.

**Benefits for students**

Simply put, both students with and without disabilities learn more. Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education, and their peers without challenges benefit, too (Bui, et al., 2010; Dupuis, Barclay, Holms, Platt, Shaha, & Lewis, 2006; Newman, 2006; Alquraini & Gut, 2012).

For students with disabilities (SWD), this includes academic gains in literacy (reading and writing), math, and social studies—both in grades and on standardized tests, better communication skills, and improved social skills and more friendships. More time in the general classroom for SWD is also associated with fewer absences and referrals for disruptive behavior. This could be related to findings about attitude in that they have higher self-concept, they like school and their teachers more, and are more motivated around working and learning.

For their peers without disabilities, they also show more positive attitudes in these same areas when in inclusive classrooms. They make greater academic gains in reading and math. Research shows the presence of SWD gives non-SWD new kinds of learning opportunities. One of these is when they serve as peer-coaches. By attending to how to help another student, their own performance improves. Another is that as teachers take into greater consideration their diverse SWD learners, they provide instruction in a wider range of learning modalities (visual, auditory, and kinesthetic), which benefits their regular ed students as well.

Researchers often explore concerns and potential pitfalls that might make instruction less effective in inclusion classrooms. But findings show this is not the case. Neither instructional time nor how much time students are engaged differs between inclusive and non-inclusive classrooms. In fact, in many instances regular ed students report little to no awareness that there even are students with disabilities in their classes. When they are aware, they demonstrate more acceptance and tolerance for SWD when they all experience an inclusive education together.

**Parents’ feelings and attitudes**

Parents, of course, have a big part to play. A comprehensive review of the literature (de Boer, Pijl, & Minnaert, 2010) found that on average parents are somewhat uncertain if inclusion is a good option for their SWD. On the upside, the more experience with inclusive education they had, the more positive parents of SWD were about it. Additionally, parents of regular ed students held a decidedly positive attitude toward inclusive education.

Now that we’ve seen the research highlights on outcomes, let’s take a look at strategies to put inclusive education in practice.

**Inclusive classroom strategies**

There is a definite need for teachers to be supported in implementing an inclusive classroom. A rigorous literature review of studies found most teachers had either neutral of negative attitudes about inclusive education (de Boer, Pijl, & Minnaert, 2011). It turns out that much of this is because they do not feel they are very knowledgeable, competent, or confident about how to educate SWD.

However, similar to parents, teachers with more experience – and in the case of teachers more training with inclusive education – were significantly more positive about it. Evidence supports that to be effective, teachers need an understanding of best practices in teaching and of adapted instruction for SWD; but positive attitudes toward inclusion are also among the most important for creating an inclusive classroom that works (Savage & Erten, 2015).

Of course, a modest blog article like this is only going to give the highlights of what have been found to be effective inclusive strategies. For there to be true long-term success necessitates formal training. To give you an idea though, here are strategies recommended by several research studies and applied experience (Morningstar, Shogren, Lee, & Born, 2015; Alquraini, & Gut, 2012).

**Use a variety of instructional formats**

Start with whole group instruction and transition to flexible groupings which could be small groups, stations/centers, and paired learning. With regard to the whole group, using technology such as interactive whiteboards is related to high student engagement. Regarding flexible groupings: for younger students these are often teacher-led but for older students, they can be student-led with teacher monitoring. Peer-supported learning can be very effective and engaging and take the form of pair-work, cooperative grouping, peer tutoring, and student-led demonstrations.

**Ensure access to academic curricular content**

All students need the opportunity to have learning experiences in line with the same learning goals. This will necessitate thinking about what supports individual SWD need, but overall strategies are making sure all students hear instructions, that they do indeed start activities, that all students participate in large group instruction, and that students transition in and out of the classroom at the same time. For this latter, not only will it keep students on track with the lessons, their non-SWD peers do not see them leaving or entering in the middle of lessons to be pulled out, which can really highlight their differences.

**Apply universal design for learning**

These are methods that are varied and that support many learners’ needs. They include multiple ways of representing content to students and for students to represent learning back, such as modeling, images, objectives and manipulatives, graphic organizers, oral and written responses, and technology. These can also be adapted as modifications for SWDs where they have large print, use headphones, are allowed to have a peer write their dictated response, draw a picture instead, use calculators, or just have extra time. Think too about the power of project-based and inquiry learning where students individually or collectively investigate an experience.

**Summing Up**

The future is very bright indeed for this approach. The evidence is mounting that inclusive education and classrooms are able to not only meet the requirements of LRE for students with disabilities, but to benefit regular education students as well. We see that with exposure both parents and teachers become more positive. Training and support allow regular education teachers to implement inclusive education with ease and success. All around it’s a win-win!

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. What do the abbreviations LRE and SWD stand for? 2. How can inclusive education be defined? What kind of inclusion is generally meant? 3. What is the main premise that schools operate on? 4. What is the legal framework for inclusive education? 5. Is inclusive education the same as special needs education? Are classes streamed? 6. What are the main prerequisites for successful inclusive education? 7. What is the driving principle of inclusive education, according to the article? 8. Does the concept of inclusive education embrace only students with disabilities? 9. Why is inclusive education gaining steam? 10. What are the main benefits for the regular education students? 11. What are the gains for students with disabilities? 12. What does peer-coaching consist in? 13. Does the article look into the pitfalls of inclusive education? 14. How do parents feel about inclusive education? 15. What generally prevents teachers from embracing inclusive education? 16. What contributes to a more positive attitude to inclusive education? 17. What educational formats are recommended in an inclusive classroom? 18. What are the basic requirements that are universal both for regular ed students and students with disabilities? Why is it important to have universal requirements? 19. What are some adaptive techniques for students with disabilities? 20. What conclusion does the author draw?

*4. Discuss the following:*

1. Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings *(UNESCO 2005, 13–15).* What does this spectrum include?

2. According to the article, all students are supposed “to feel welcomed, appropriately challenged, and supported in their efforts”. Why is the challenge component essential?

3. Inclusive education inevitably involves changes and modifications in content, approaches, structures and strategies. Some of them are described in the article. What pressure do these changes place on the teachers? What changes in the formal training do they necessitate?

*5. Find the following words and phrases in the text and explain their meanings.*

age-appropriate regular education / ed students

(to) enable (to) operate on the premise that…

(the) least restrictive environment (the) driving principle

key stakeholders (to) gain steam

academic gains (a) peer-coach

learning modalities potential pitfalls

(to) put sth in practice (a) rigorous literature review

(to) necessitate paired learning

in line with evidence is mounting that …

*6. Fill in the gaps with the new words and phrases.*

1. Research demonstrates that schools make greater \_\_\_\_\_ \_\_\_\_\_ when they simultaneously build a school-wide positive social culture. 2. \_\_\_\_\_ \_\_\_\_\_ help SWDs to cope with the curriculum and thus support inclusive teaching practices. 3. UNDP continued to \_\_\_\_\_ on the \_\_\_\_\_ that, regardless of size, mandate, and resources, no development organization can produce optimal results alone. 4. One of the reasons that \_\_\_\_\_ \_\_\_\_\_ has proven effective is that the social interaction leads to a high level of student engagement. 5. Information should be \_\_\_\_\_-\_\_\_\_\_ and adapted to the needs of children. 6. If the proposal moves forward, it would be useful to have in mind the \_\_\_\_\_ \_\_\_\_\_ with this approach. 7. Restitution and compensation for damages and losses shall \_\_\_\_\_\_ massive mobilization of resources. 8. This purpose, spelled out in Article 1 of the Charter, makes this practically the \_\_\_\_\_ \_\_\_\_\_ of its mission. 9. These schools cater for a wide range of psychological and physical disabilities with children being educated in the least \_\_\_\_\_ \_\_\_\_\_ possible. 10. \_\_\_\_\_ \_\_\_\_\_ are methods we use to learn using our senses. In education, the four \_\_\_\_\_ \_\_\_\_\_ are visual, auditory, kinesthetic, and tactile. 11. These datasets \_\_\_\_\_ Governments to identify priorities and target resources. 12. The anti-vaccine movement \_\_\_\_\_ \_\_\_\_\_ in 1998. 13. This mini-series shows how a process approach emphasizing strategy instruction can be used productively with special education as well as \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_. 14. Individual agencies take critical decisions within their areas of expertise in \_\_\_\_\_ with their own governance rules. 15. Major conferences and seminars brought together \_\_\_\_\_ \_\_\_\_\_ from ministries of agriculture and from research institutes. 16. Indeed, \_\_\_\_\_ is \_\_\_\_\_ that profits can be earned by creating specialized products that serve the needs of the poor in developing countries. 17. We are pleased to note that many of those recommendations have already been \_\_\_\_\_ in \_\_\_\_\_. 18. The studies included in this \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ represent research from widely different methodological and epistemological traditions

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. создавать максимально безбарьерную среду; 2. потенциальные проблемы, связанные с внедрением новой технологии; 3. помощь учеников-шефов; 4. кампания набирает обороты; 5. методы и подходы, соответствующие возрасту учащихся; 6. в соответствии с новыми приоритетами социальной политики; 7. тщательный анализ специальной литературы; 8. эффективность работы в парах; 9. впечатляющие успехи в учебе; 10. потребовать решительных действий; 11. позволить завершить проект в рекордные сроки; 12. различные сенсорные модальности обучения; 13. основополагающий принцип деятельности этой организации; 14. с участием всех основных заинтересованных сторон; 15. применить новый метод на практике; 16. исходить из того принципа, что…; 17. помощь со стороны обычных учащихся; 18. появляются все новые и новые свидетельства того, что…

*8. Translate the sentences into English.*

1. Работа в парах является эффективным приемом на уроках иностранного языка, поскольку она позволяет совершенствовать навыки ведения диалога. 2. Когда генеральный директор проводил сокращения в компании, он исходил из того, что необходимо повышать эффективность производства и снижать расходы. 3. При обучении детей важно использовать методы, соответствующие их возрасту. 4. В современной науке появляется все больше доказательств того, что дарвиновская теория эволюции не соответствует действительности. 5. Обычные учащиеся также нуждаются в индивидуальном подходе, поскольку каждый из них обладает определенными особенностями. 6. Система Марии Монтессори построена на принципе максимальной автономии учащихся. Важным фактором является здесь среда с минимальным количеством ограничений. 7. Инклюзивное образование позволяет нам интегрировать лиц с ограниченными возможностями здоровья в современные образовательные процессы. 8. Принципы инклюзивного образования, при всей их привлекательности, порождают множество потенциальных проблем, в первую очередь – для учителя. 9. К числу лиц, заинтересованных во внедрении инклюзивного образования, относятся сами учащиеся и их учителя. 10. Раннее обучение иностранным языкам набирает обороты в детских садах России. 11. Применение этого подхода на практике связано со множеством трудностей и требует специальной подготовки. 12. Основной принцип инклюзивного образования заключается в единстве подходов к обучению обычных студентов и студентов с ограниченными возможностями здоровья. 13. Использование различных сенсорных модальностей обучения позволяет повысить эффективность образовательного процесса, поскольку среди учащихся есть визуалы, аудиалы и кинестетики, которым требуются разные подходы. 14. После внедрения данного метода студенты не показали тех академических успехов, которые от них ожидались. 15. Тщательный анализ литературы позволил выявить существенные противоречия в трактовке этого явления. 16. В соответствии с новыми распоряжениями, больше внимания уделяется научной работе студентов. 17. Ученики-шефы помогают своим одноклассникам в выполнении различных заданий. 18. Начавшаяся пандемия потребовала введения жестких карантинных мер.

*9. Give a 200-word summary of the article using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the role of the following forces and factors in promoting inclusive education.*

1. The role of the government and the local administrative bodies.

2. The role of communities, social attitudes and behaviors.

3. The role of NGOs and private initiatives.

4. The role of teacher education and teacher motivation.

**TED Talk 1**

**Sarah Rosenbloom**

**Inclusive Education Paves the Path for Development[[15]](#footnote-15)**

**BEFORE YOU WATCH**

1. *Discuss the following.*

What is a learning disability?

Match the types below with their descriptions and give examples of each type of learning disability.

**dyslexia dysgraphia dyscalculia**

(a) deficiency in the ability to write;

(b) difficulty in learning or comprehending arithmetic;

(c) trouble with reading despite normal intelligence.

1. *Explain the meaning of the following phrases. Look them up in the dictionary if necessary.*

1. to take on a totally different import; 2. to broach the idea; 3. to be in need of massive revision; 4. rote learning.

**WHILE YOU WATCH**

*3.**Read the questions below and watch the TED Talk to answer them.*

1. What project did the speaker embark on ten years ago?
2. What does the “separate wheat from chaff” approach consist in?
3. Why does this approach make the kids vulnerable?
4. Who is responsible for sustaining this counterproductive approach?
5. What language did the teachers use to criticize their students?
6. What kinds of mistakes were common?
7. What was the teachers’ attitude to mistakes?
8. What learning disabilities did the speaker recognize when teaching her students?
9. Why were the other teachers unwilling to accept the idea of a learning disability?
10. What did the speaker think about the Tanzanian education system in general?
11. What are the three major problem areas that the speaker identifies?
12. What is wrong with Tanzanian teachers?
13. What is the general attitude to education in the USA?
14. Why did the speaker feel sad about her students?
15. What organization did Sarah Rosenbloom found in 2012?
16. What basic principles does the Toa Nafasi Project rest upon?
17. What does Toa Nafasi mean in Swahili?
18. What is the primary goal of the Toa Nafasi project?
19. What age group is the project targeted at?
20. How has the project progressed so far?
21. What are the three phases that the project is comprised of?
22. What is assessed at the first phase?
23. What is the aim of the second phase? Fill in the gaps: behavior; social \_\_\_\_\_; \_\_\_\_\_ skills, literacy, \_\_\_\_\_ thinking skills.
24. What happens at the third phase?
25. What issues have Sarah and her team dealt with so far?
26. What methods and techniques are used for underperforming students? Fill in the gaps: \_\_\_\_\_-on methods; one-\_\_\_\_\_-one approaches; \_\_\_\_\_ groups; \_\_\_\_\_ work.
27. What is the plan for those who do not make visible progress within the Toa Nafasi project?
28. Why is the Toa Nafasi project successful?

**AFTER YOU WATCH**

*4. Comment on the following statements from the TED Talk.*

1. The Toa Nafasi Project is holistic in nature.

2. Assessment is socially relevant and culturally sensitive.

3. The Toa Nafasi Project is an emotional response to a hopeless situation but fortified by rational structures.

4. Guided by the notion that the most effective intervention for this kind of problem would also be the simplest Toa was conceived with ease in mind: ease of replicability, ease of sustainability, and ease of ownership by the local community.

5. The Toa Nafasi Project rejects the neocolonial trappings of the private school model or orphanage and it depends on local buy-in for its success.

*5. Prepare a five-minute talk on the following topic.*

Modern education systems should embrace diversity and provide assistance.

**TEXT 2**

**BEFORE YOU READ**

*1.**Discuss the following:*

1. Most people hold a decidedly positive attitude towards inclusive education. In a way, it has become a mainstream approach. Do you share this attitude? Can you see any potential pitfalls?

2. Do you think that inclusive education is universally beneficial for all students with disabilities?

**WHILE YOU READ**

*2. Read the text focusing on the downsides of inclusive education.*

**Rachael Sharman**

**Can Inclusive Education Do More Harm Than Good?**

*(The Conversation. June 28, 2015)*

Recently, a teacher [expressed his misgivings](http://www.theguardian.com/teacher-network/2015/may/23/secret-teacher-support-inclusion-but-not-at-any-cost) about the “inclusion at all costs” ideology of modern education. Despite being well supported by his school and hugely in favor of inclusive practice, he outlined his difficulties in managing a young fellow with Down Syndrome whose behavior in the classroom was extremely difficult, and increasingly dangerous. This resulted in children and staff leaving the school, citing concerns about their safety and psychological health.

The article attracted derision from many, but also a sigh of relief from other teachers and a surprising number of parents of children with a disability.

I’ve witnessed instances in my own kid’s classrooms, where both the teacher and teacher aide were needed to skillfully “manage” one child’s behavior, while the other 20+ children sat and waited patiently for the crisis to pass. So resigned was the rest of the class, I was curious as to how much of their time was routinely spent in this fashion, and whether this [impacted their learning](http://onlinelibrary.wiley.com/doi/10.1002/pam.20479/abstract).

I also wondered whether repeated exposure to this behavior promoted understanding and tolerance or, alternatively, led to stereotypes that people with disabilities are difficult and disruptive?

When I worked for a disability support organization, there was much angst for parents in determining whether their child was better off in a mainstream versus a special school. This discussion was taken extremely seriously, involving their paediatrician and a range of allied health/education specialists.

The vast majority of the time we supported mainstream inclusion. On the few occasions we were concerned this was not in the child’s best interests, a number of parents had a great deal of difficulty believing that their child could have a [positive alternative education experience](http://ecx.sagepub.com/content/67/4/467.short).

The outcome of parents insisting on mainstream inclusion was sometimes not helpful to their child. One young student had a severe level of cognitive impairment and social functioning. By high school she could barely read or write and had limited verbal expression. Her parents insisted on the most mainstream education possible, even preventing her from going on end-of-semester fun excursions with her class, lest it disrupt her studies.

No amount of discussion from her medical/education therapists could convince her loving parents that she would really benefit from some experience in crowds, queues and learning to interact appropriately in public, rather than focusing on her academic work.

This student is now an adult and I still see her around and about, always with a family member, as she frequently needs redirecting when her social interactions become inappropriate. This makes me wonder who benefited from her mainstream inclusion.

What if she had gone to a special school? The focus there would have been on teaching her useful life skills, such as how to interact with people in public. She may have even made a friend or two who shared her interests.

While I am a believer in the [benefits of inclusion](http://theconversation.com/students-with-and-without-disability-its-always-better-when-were-together-21014), it doesn’t automatically follow that inclusion is always the best choice for every child. Sometimes the decision to “mainstream” a child appears to be based more on appeasing the anxieties of their parents, as well as the ideology of the education system.

## **Inclusion doesn’t always work**

The inclusion philosophy is based on the contact hypothesis – that by repeated contact/exposure to children with a disability, the general student population will be accepting of diverse needs and build friendships. However, [research suggests](http://ecx.sagepub.com/content/73/4/435.short) this is [not necessarily the outcome](http://www.sciencedirect.com/science/article/pii/S0891422206001089). In fact, on-site inclusion of children with certain types of disability [may increase negative attitudes](http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8749.2009.03283.x/full) in the general student body.

Although there may be many benefits for the child with a disability, they are not unequivocal. [These studies directly compared](http://www.sciencedirect.com/science/article/pii/S0891422208000991) mainstream against special education settings. They [found no difference](http://onlinelibrary.wiley.com/doi/10.1111/1540-5826.00047/abstract) in mainstreamed students’ social competence/functioning, as well as a lower [self-concept](http://www.simplypsychology.org/self-concept.html) (how someone thinks about, evaluates or perceives themselves).

## **Finding the right balance**

Should we automatically start with the assumption that inclusion always works best for everybody? There is a fair suspicion that a child in a mainstream school who frequently and intensely acts out, does so for a purpose (to achieve removal from an environment in which they cannot cope).

At what point should we “listen” to their behavior and accept maybe this isn’t the best placement for them? At what point does a child’s behavior become unsupportable in a classroom environment, [regardless of whether it arises from an underlying disability](http://www.findlaw.com.au/articles/1660/disability-discrimination-imbalance.aspx)?

In the messy reality of implementing the noble ideal of inclusion, there is [not a universally clear path to best practice](http://rse.sagepub.com/content/21/5/279.short). Rather, there appears to be a worrying tendency to consistently preference ideology over the best interests of the child(ren).

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. What does the author describe as the mainstream ideology of modern education? 2. What impact did the presence of a student with Down Syndrome have on the class? 3. How did people react to this story? 4. What has the author witnessed personally? 5. What did this situation make the author think about? 6. What choice do parents of SWDs have to make? 7. Which choice does the author generally support? 8. What case does the author refer to in order to prove that inclusive schools are not always the best choice? 9. How could this particular student have benefited from special needs education? 10. Why, according to the author, do parents make a choice in favor of inclusive schools against their child’s best interests? 11. What does the contact hypothesis consist in? 12. Is this hypothesis always valid? 13. Do inclusive schools make SWDs more confident and socially competent? 14. Why do SWDs sometimes act out in inclusive schools disrupting the education process for the entire class? 15. Does the author offer any concrete solution?

*4. Comment on the following statements from the article.*

1. “I also wondered whether repeated exposure to this behavior promoted understanding and tolerance or, alternatively, led to stereotypes that people with disabilities are difficult and disruptive?” How likely is it to happen, in your opinion?

2. “Sometimes the decision to ‘mainstream’ a child appears to be based more on appeasing the anxieties of their parents”. What are parents anxious about? What provokes these anxieties?

3. “There appears to be a worrying tendency to consistently preference ideology over the best interests of the child(ren).” Why is it a worrying tendency and what factors reinforce it?

*5. Find the following words and phrases in the text and explain their meanings.*

(to) express misgivings in favor of

(to) cite concerns about / over derision

in this fashion (to) impact

allied in sb’s best interests

(to) disrupt (to) appease

on-site unequivocal

unsupportable underlying

*6. Fill in the gaps with the new words and phrases.*

1. They sent out a final search crew but I think that’s mainly to \_\_\_\_\_ the people that came down here hoping, like me. 2. Developing countries have even \_\_\_\_\_ \_\_\_\_\_ about the reform process as a whole. 3. The financial crisis had severely \_\_\_\_\_ Caribbean agriculture. 4. The Secretary-General warns in an \_\_\_\_\_ way that none of the eight standards has so far been entirely fulfilled. 5. Such measures do not always solve the \_\_\_\_\_ system deficiencies. 6. In that regard, a delegation \_\_\_\_\_ \_\_\_\_\_ over the use of nuclear and isotopic techniques in relation to seafood contamination. 7. Positive steps have continued to be taken in \_\_\_\_\_ of different faith groups in the area of education and culture. 8. Beyond a certain point, however, unsustainable and \_\_\_\_\_ population growth can have adverse effects on development efforts globally. 9. We can also provide \_\_\_\_\_-\_\_\_\_\_ training programs upon request. 10. He organized, on the mayor’s orders, processions and splendid decorated floats, which sometimes drew disapproval, criticism, and \_\_\_\_\_. 11. It was important to strive to ensure that the people of those territories had an opportunity freely to determine what was in their \_\_\_\_\_ \_\_\_\_\_. 12. Natural disasters tend to destroy or severely \_\_\_\_\_ terrestrial telecommunication networks. 13. The question of interoperability with \_\_\_\_\_ forces was mentioned as well. 14. If he continues to fracture his psyche in \_\_\_\_\_ \_\_\_\_\_, there will not be a way out.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. обучение без отрыва от производства (*на местах*); 2. продолжать действовать подобным образом; 3. усмирить гнев начальства; 4. высказывать обеспокоенность по поводу качества образовательных услуг; 5. дать недвусмысленный ответ; 6. действовать в интересах своего ребенка; 7. выразить опасения по поводу сложившейся ситуации; 8. принять решение в пользу младшего ребенка; 9. непомерный рост численности населения; 10. стать объектом насмешек; 11. повлиять на успеваемость (*академические достижения*) ребенка; 12. основополагающие социально-экономические факторы; 13. сорвать мирные переговоры; 14. союзные силы.

*8. Translate the sentences into English.*

1. Всем преподавателям университета была оказана помощь в работе с программами дистанционного обучения на местах. 2. Если ребенок продолжит вести себя подобным образом, его придется отправить к психологу. 3. Мальчику трудно давалась математика, и он часто сталкивался с насмешками со стороны одноклассников. 4. Родители приняли решение в пользу инклюзивной школы, и оно оказалось правильным. 5. При выборе программы обучения вы должны руководствоваться интересами ребенка, а не собственными амбициями. 6. Население страны страдало от неподъемных налогов. 7. Все попытки задобрить его и заставить его согласиться не приносят результатов. 8. Многие родители выразили опасения по поводу новой образовательной (*curriculum*) реформы, которая ставила детей из малоимущих семей в невыгодное положение. 9. Мы должны принять четкие и однозначные правовые документы, регулирующие отношения между сторонами. 10. Родители учеников младших классов высказывали обеспокоенность по поводу слишком жестких требований. 11. Проблемы в семье сказались на успеваемости детей. 12. Никто не знал, какова была основная цель этого проекта. 13. Психологи не смогли справиться с этой проблемой и привлекли смежных специалистов – психиатров. 14. Землетрясение разрушило привычный уклад сотен семей.

*9. Give a 200-word summary of the article using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

1. Do you think that inclusive schools make children more tolerant of diversity and more ready to help those in need?

2. Do you think we should differentiate between students with physical and mental disabilities? Is inclusive education universally suitable for them?

3. Some people argue that inclusive classrooms hinder the progress of regular ed students and sometimes jeopardize their personal safety. What do you think about it?

4. Would you like your child to go to an inclusive school and why?

5. Do you think teacher training should be modified so that all future teachers are taught to deal with SWDs?

**TED Talk 2**

**Jan Wilson**

**Reimagining Disability & Inclusive Education[[16]](#footnote-16)**

**BEFORE YOU WATCH**

*1. Discuss the following:*

You are already familiar with the concept of Universal Design. What do you think Universal Design for Learning means?

*2. Match the words (1-6) with their meanings (a-f).*

1. ubiquitous 4. rigid

2. to dismantle 5. a continuum

3. to encompass 6. futility

(a) to include a lot of people or things;

(b) a series of events, changes, features etc. that all have a particular quality to different degrees;

(c) present everywhere;

(d) a lack of purpose, importance, or effectiveness;

(e) to separate the parts of something such as a machine so that they no longer form a single unit;

(f) done or applied in a strict and unreasonable way.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. How does the speaker describe Zoey?

2. What medical condition does Zoey have?

3. Why did her parents enroll her in the local school? What did they assume?

4. Was the school prepared to accommodate students with disabilities?

5. What behavioral problems did Zoey have after six

weeks of schooling?

6. How did the teachers and Zoey’s classmates react to her outbursts?

7. Why did the situation quickly become dangerous for Zoey?

8. What did her parents finally have to do?

9. How did Zoey’s life change? Fill in the gaps: She is \_\_\_\_\_ excellent grades, participating in school \_\_\_\_\_, learning better to \_\_\_\_\_ her emotions, even \_\_\_\_\_ friends.

10. How could Zoey have benefited from Universal Design for Learning (UDL) that her first school lacked?

11. What does the speaker see as the potential of UDL?

12. What does IDEA stand for?

13. What debates did this Act trigger?

14. What do critics of inclusive education insist on?

15. What does the most ubiquitous criticism of inclusion emphasize?

16. What is the financial aspect of inclusive education that people cite concerns about?

17. How does the speaker describe the general assumption about classroom space?

18. What kind of people does our system privilege?

19. Which model of disability is UDL based on?

20. How does the author describe the goal of UDL?

21. Why is our view of accommodations too narrow?

22. What are the “multiple methods of representation” that the speaker lists?

23. What does the speaker include within the category of “multiple means of expression”?

24. What “multiple means of engagement” does she propose? Fill in the gaps: collaborative \_\_\_\_\_, \_\_\_\_\_ projects, \_\_\_\_\_ playing, games, service \_\_\_\_\_.

25. What practice does the speaker call “unfair and futile”?

26. What did the speaker’s experience with inclusive education reveal?

27. In what sense was the speaker’s own view of accommodations “inherently flawed”?

28. What does he speaker call “ableist assumptions”?

29. What did Zoey’s experience with the speech therapist demonstrate?

30. What conclusion regarding UDL does the speaker make?

*4. Comment on the following ideas from the TED Talk.*

1. The classroom space “is constructed according to some sort of mythical, able-body, neurotypical norm, which neither reflects nor accommodates the wide range of diverse learners within it regardless of whether these learners have been diagnosed with a disability”.

2. Inclusive education is not always the answer for children with disabilities.

3. Universal Design for Leaning is capable of transforming the very concept of disability.

4. Our built environment, our policies, even our attitudes make very little room for human variation.

5. The system privileges bodies and minds deemed fit, capable, intelligent and even beautiful.

6. The goal is not to adapt disabled bodies to the existing rigid structures, but to reimagine these structures to make them fit diverse bodies and minds.

7. If you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

*5. Prepare a five-minute talk on the following topic.*

The education system should accommodate the needs of diverse learners.

**FINAL DISCUSSION**

*Prepare to discuss the following points. Do the necessary research.*

1. Find information about the legal framework for inclusive education in different countries. Compare the data.

2. Study the existing approaches to achieving inclusive education.

3. Discuss the role of special needs facilities in contemporary education systems.

4. Discuss the need for reconceptualizing inclusive education through Universal Design for Learning.

5. Discuss the role of the teaching staff in inclusive education.

**UNIT 5**

**IMMIGRANT INCLUSION: ISSUES AND DEBATES**

**INTRODUCTION**

*Discuss the following:*

1. People emigrate from their countries for different reasons. Discuss the relevance of the “push factors” below.

* lack of employment or entrepreneurial opportunities;
* lack of educational opportunities;
* lack of political or religious rights;
* threat of arrest or punishment;
* persecution or intolerance based on race, religion, gender or sexual orientation;
* inability to find a spouse for marriage;
* lack of freedom to choose religion, or to choose no religion;
* oppressive legal or political conditions;
* struggling or failing economy;
* military draft, warfare or terrorism;
* famine or drought;
* cultural fights with other cultural groups;
* expulsion by armed force or coercion;
* overpopulation.

2. How do people choose a country to emigrate to? What factors do they take into account (if they have a choice)?

**TEXT 1**

**BEFORE YOU READ**

*1. Discuss the following:*

1. What problems do immigrants typically face in their new country?

2. Why is immigration a challenge for the receiving country?

3. Why do we have to think about immigrant inclusion?

**WHILE YOU READ**

*2. Read the text focusing on the benefits of immigrant inclusion and the strategies necessary for it.*

**Immigrant Inclusion:**

**Good for Families, Communities, and the Economy[[17]](#footnote-17)**

**Why Immigrant Inclusion Matters**

America has more immigrants than any other nation, and they have long enriched our communities culturally, socially, and economically. Today, there are 40 million immigrants living in the United States – 13 percent of our total population – and this share is rising. Including children of immigrants, a total of 80 million first- and second-generation immigrants live in our communities.

While most immigrants are legally authorized to live here, about 11 million immigrant residents lack authorization but would prefer to be here legally if possible. The majority of undocumented immigrants (six out of every 10) are well established community members who have lived in the United States for more than a decade.

Nearly all economists agree that immigrants – including those who are undocumented – provide a net positive value in our economy. They are a large and growing share of our workforce, entrepreneurs, employers, consumers, and taxpayers, and they will only become more important as baby boomers begin to retire. New immigrant communities are also revitalizing long-distressed neighborhoods and commercial corridors.

Despite their many contributions, immigrants face barriers to fully participating and thriving in their communities and the economy. Undocumented workers, in particular, earn lower wages because of their immigration status and are vulnerable to myriad abuses ranging from harassment to wage theft and threats of deportation. These barriers hurt immigrants and their families and impose costs on our economy and democracy. Ensuring that immigrants are able to manifest their economic potential is both the right thing to do and a smart economic strategy.

**The Economic Benefits of Immigrant Inclusion**

Fully including immigrants in social and economic life would have many positive economic impacts.

• ***Business development***. Immigrants have always had high rates of entrepreneurship and they are twice as likely to start a business as non-immigrants. In 2011, immigrants made up 13 percent of the U.S. population but started 28 percent of all new businesses. And between 1996 and 2011, the rate at which immigrants started new businesses increased by 50 percent.

• ***Job creation***. In 2007, immigrant-owned small businesses employed roughly 4.7 million people and generated over $776 billion in revenue. Fifty-seven percent of small businesses owned by immigrants employ at least one paid employee in addition to the owner. In addition, studies have shown that the 40 million immigrants living in the United States have created or preserved 1.8 million manufacturing jobs – more than one in seven such jobs nationwide. Economists estimate that creating a pathway to citizenship for undocumented immigrants would create an estimated 159,000 new jobs annually.

• ***Community revitalization***. Flourishing immigrant communities can revitalize commercial corridors and towns that have long been abandoned. Worthington, Minnesota, saw its population decline to below 10,000 residents before an influx of primarily Latino immigrants from Mexico helped the community grow and become more diverse. In the last 10 years, Worthington’s population grew by 11 percent and the new residents helped revitalize the town as they have established roots, purchased homes, and built lives in their new communities. Nationally, research shows that immigrants boost the total housing values of the communities they move into by an average of $92,800.

• ***Increased economic activity***. Making it possible for undocumented immigrants to become citizens would add an estimated $1.4 trillion to the national economy over the next 10 years due to increased workforce participation; increased consumer power; and contributions to local, state, and federal taxes.

• ***Increased revenue***. If today’s unauthorized immigrants were able to gain citizenship, they would earn 25 percent higher incomes within five years and contribute significantly more to federal, state, and local taxes: an estimated $116 billion in federal taxes and $68 billion in state and local taxes over 10 years.

• ***Higher wages for all***. A recent study revealed how immigrant inclusion creates tangible economic benefits for all workers by measurably increasing their wages. Increases in workplace diversity correlated to 1.6 percent greater wages, while proportionate increases in city-level diversity boosted wages by 6 percent.

**Key Challenges to Immigrant Inclusion**

There are several key challenges to fully including immigrants in our communities and economy.

• ***Organized political opposition***. While polls consistently show that most Americans favor creating a pathway to citizenship for undocumented immigrants, there is also a strong, organized, and enraged opposition. Unauthorized immigrants are often demonized in public and political discourse, making it difficult to have constructive dialogue on potential solutions. Congressional gridlock doomed the chances of immigration reform in 2014 and both parties seem to accept that reform is unlikely in the near future.

• ***Complex legal framework***. America’s immigration system is complex and confusing. The number of annual permanent immigrant admissions is capped at 675,000. This cap was set by Congress in 1990 and does not reflect changes in workforce needs and demands for family unification over the past two decades. Reunifying families, admitting highly skilled workers, protecting refugees, and promoting diversity are key principles of the U.S. immigration system, and it uses complicated calculations and requirements to determine quotas within these broad categories. Although many employers rely on low-skilled immigrant workers, these workers have few opportunities to achieve citizenship in the current system.

• ***Extreme vulnerability***. The fear caused by an unauthorized legal status means many immigrants live their lives “in the shadows” with no protection, leaving them vulnerable to fraud, extortion, employment abuse, and other dangers. Many states have passed harsh anti-immigrant laws that allow employers to withhold earnings and fail to pay legally mandated overtime. Unauthorized workers also pay into federal, state, and local tax bases but do not receive benefits like Social Security, Medicaid, or Medicare. Studies show that unauthorized workers pay more in state taxes than they receive in state services. The places most accepting of immigrants saw even higher wage growth.

**Strategies for Immigrant Inclusion**

While comprehensive immigration reform at the federal level is critical, there are many actions that states and cities can take to support and integrate their immigrant residents.

• ***Adopt state-level DREAM[[18]](#footnote-18) acts***. Nationally, there are roughly 2.1 million undocumented youth who were brought to the United States as children. Access to in-state tuition provides them with a better chance of getting a college degree and boosts their future earnings potential. At least 18 states have passed laws permitting undocumented students who meet certain criteria to pay the same tuition at public colleges as their classmates. Higher education boards in Rhode Island, the University of Hawaii, and the University of Michigan have adopted similar policies to provide access to in-state tuition to certain students, regardless of their immigration status.

• ***Create immigrant inclusion policies***. Many states and localities see immigrants as an integral part of their communities and economies, and have adopted policies to facilitate their integration, such as the following.

– Provide access to driver’s licenses or municipal ID cards regardless of immigration status. Municipal IDs enable undocumented residents to do everything from opening bank accounts to interacting with their children’s schools.

– Limit the participation of local law enforcement with Immigration and Customs Enforcement. Localities can enact policies that prevent law enforcement officers from asking people who have not been arrested about their immigration status. Some 70 cities and states have such laws on the books. These policies keep communities safer by allowing crime victims and witnesses to work with police without fear of federal immigration authorities.

– Pass language-access policies. About half of immigrants living in the United States have limited English language proficiency. Requiring agencies to provide interpretation and translation services for English language learners can increase access to and use of their programs and resources.

– Facilitate naturalization. There are 8.8 million legal permanent residents living in the United States who are eligible for citizenship, but high costs, lack of English proficiency, and lack of knowledge about the process hinder many from attaining citizenship. Cities can help these residents go through this challenging process by providing financial and technical assistance and widely publicizing these services. Naturalization would provide access to better paying jobs, academic scholarships, and other benefits.

• ***Roll back regressive state and local immigration laws***. Beginning with Arizona’s SB1070 passed in 2010, states have passed a series of harsh anti-immigrant policies intended to drive out undocumented immigrants. These laws not only disrupt people’s lives, they hinder local and state economies as well by reducing tax revenues, slowing job creation, and discouraging labor force participation. Communities can roll back these laws. In 2013, Colorado repealed a law requiring state officials to report individuals who they suspected to be unauthorized to federal authorities. Local law enforcers were on board with the repeal, which was part of a legislative shift on immigration that included a state DREAM Act.

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. What figure does the text cite for the number of immigrants in the USA? 2. How many immigrant residents do not have authorization to live in the USA? 3. What kind of people make up most of the immigrant community? 4. What do most economists agree upon? 5. What barriers do immigrants often confront? 6. Why are these barriers harmful for the society as a whole? 7. What impact do immigrants have on business development? 8. How do small businesses owned by immigrants create new jobs? 9. How can the job market benefit by immigrants being granted citizenship? 10. How can immigrants help to revitalize communities? 11. How can immigrants contribute to economic growth? 12. How beneficial is immigrant integration for the tax system? 13. Do wages go down with more immigrant integration? 14. Do politicians maintain a united front in support of immigrants? 15. What is meant by immigrants being “demonized”? 16. How does the US legislation regulate the number of immigrants? 17. Why does the legal framework have to be updated? 18. What threats are immigrants most vulnerable to? 19. What do DREAM acts promote? 20. Why is it crucial to adopt DREAM acts in all the states? 21. Why is it important that all immigrants, both authorized and unauthorized, have IDs? 22. Why should the authority of Immigration and Customs Enforcement be limited? 23. What language assistance should immigrants be granted? 24. What prevents immigrants from gaining citizenship even if they are eligible for it? 25. How can this problem be solved? 26. What harm do harsh anti-immigrant laws do?

*4. Discuss the following ideas from the text.*

1. Immigrants “are a large and growing share of our workforce, entrepreneurs, employers, consumers, and taxpayers, and they will only become more important as baby boomers begin to retire”. Who are baby boomers and what impact do they have on the US economy?

2. “New immigrant communities are also revitalizing long-distressed neighborhoods and commercial corridors”. What is a “long-distressed neighborhood”? What factors may cause distress? What is meant by “commercial corridors”? How can immigrants revitalize them?

3. “Ensuring that immigrants are able to manifest their economic potential is both the right thing to do and a smart economic strategy”. Discuss the economic, cultural and ethical aspects of the issue.

4. “Unauthorized immigrants are often demonized in public and political discourse”. How exactly are they demonized? What are they accused of?

5. “Many immigrants live their lives ‘in the shadows’ with no protection, leaving them vulnerable to fraud, extortion, employment abuse, and other dangers”. What does ‘living in the shadows’ mean? What makes people ‘live in the shadows’ and what problems does this life typically trigger?

6. “While comprehensive immigration reform at the federal level is critical, there are many actions that states and cities can take to support and integrate their immigrant residents”. Why is the role of the local communities crucial?

*5. Find the following words and phrases in the text and explain their meanings.*

legally authorized (to) revitalize

(to) impose (sth on sb) (to) manifest

(to) abandon (to) gain citizenship

tangible economic benefits constructive dialogue (on)

gridlock (a) quota

extortion critical

(to) enact policies (to) facilitate

(to) be eligible for (to) repeal

*6. Fill in the gaps with the new words and phrases.*

1. It is time to face historical inequities and \_\_\_\_\_ the culture of silence. 2. Most respondent Governments stated that everyone \_\_\_\_\_ \_\_\_\_\_ to work in their territory was protected by domestic legislation and employment standards. 3. Negotiations on that issue are also important to remove the current \_\_\_\_\_ in the Conference on Disarmament. 4. Other violations reported include looting, \_\_\_\_\_ and unlawful taxation of civilians. 5. National Governments should \_\_\_\_\_ \_\_\_\_\_ to address those challenges. 6. Liberalizing the sector would make it possible to \_\_\_\_\_ the building industry, which is a driving force for the economy. 7. In line with this analysis, global value chains had brought \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_, mainly in Asia and to a lesser extent in Africa. 8. Women migrant workers are also \_\_\_\_\_ for maternal health care benefits. 9. Regrettably, racism continued to \_\_\_\_\_ itself in many forms. 10. EU also maintains common \_\_\_\_\_ on certain imports from China. 11. Permanent assemblies or political bodies can \_\_\_\_\_ minority representation in national political structures. 12. The speaker expressed regret that a \_\_\_\_\_ \_\_\_\_\_ on that matter was blocked by some delegations. 13. Social protection is a \_\_\_\_\_ tool for empowering people. 14. In the framework of the Gulf Cooperation Council initiative, the State party should immediately \_\_\_\_\_ all laws which unreasonably restrict the freedom of assembly. 15. No country should \_\_\_\_\_ its ideology and development models on other countries. 16. Regulations relating to foreigners had been eased to permit them to vote in local elections and to \_\_\_\_\_ \_\_\_\_\_ with less difficulty.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. проводить политику, направленную на интеграцию иммигрантов; 2. конструктивный диалог по проблемам национальной безопасности; 3. навязывать свои стандарты другим компаниям; 4. способствовать развитию малого бизнеса; 5. иметь право на субсидии; 6. оставить свой пост; 7. собрать документы на получение гражданства; 8. политический и экономический тупик; 9. превысить квоты; 10. реанимировать автомобильную промышленность в стране; 11. разрешенные законом меры; 12. принести ощутимую экономическую выгоду; 13. отменить анти-иммиграционный закон; 14. демонстрировать нежелание подчиняться законам; 15. важнейший фактор в развитии демократии; 16. быть арестованным по обвинению в вымогательстве.

*8. Translate the sentences into English.*

1. Ежегодный фестиваль уличного искусства оживил город, поскольку он привлек не только художников и музыкантов, но и тысячи туристов. 2. Пожилые люди часто становятся жертвами мошенничества и вымогательства. 3. Открытие этого завода принесет ощутимую экономическую пользу городу. 4. Закон был признан дискриминационным и был отменен через пять лет после своего принятия. 5. Переговоры зашли в тупик, и стороны решили взять тайм-аут. 6. Для того чтобы получить гражданство, нужно прожить в стране не менее пяти лет. 7. Правительство страны проводит политику, направленную на ликвидацию нищеты. 8. В некоторых странах мира существуют иммиграционные квоты, с помощью которых правительства регулируют приток рабочей силы в страну. 9. Если авиакомпания теряет ваш багаж, вы имеет право на компенсацию. 10. Стороны оказались не в состоянии вести конструктивный диалог, и обсуждение проблемы привело к крупному политическому скандалу. 11. После наводнения город был заброшен, и все попытки его восстановления оказались тщетными. 12. Эта программа облегчает доступ к электронным ресурсам нашей библиотеки. 13. Когда он прибыл в страну, он не имел права работать в медицинских учреждениях, потому что у него не было специальной лицензии. 14. Принятая в стране программа натурализации позволяет иммигрантам показать свой экономический потенциал. 15. Многие европейцы жалуются, что иммигранты из мусульманских стран пытаются навязать местному населению свою культуру и религию. 16. Получение образования и полноценная занятость являются важнейшими факторами успешной интеграции иммигрантов в обществе.

*9. Give a 300-word summary of the article using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

1. What makes local people resist the influx of immigrants? How can this resistance be overcome? Do you think people should be informed about the economic benefits of immigration?

2. How relevant is immigration to your country? What is the general attitude to it? What problems do immigrants typically face in your country?

3. Comment on the following quote: “Immigration is a necessary and good thing for our great nation. But it must be orderly and structured. It must be liberally embraced, yet conservatively managed” (*Hendrith Vanlon Smith Jr, The Pursuit of Happiness: A Book of Poems*).

4. Comment on the following quote: “I take issue with many people’s description of people being ‘Illegal’ Immigrants. There aren’t any illegal Human Beings as far as I'm concerned” (*Dennis Kucinich*).

**TED TALK 1**

**Paul A. Kramer**

**Our Immigration Conversation is Broken –**

**Here is How to Have a Better One[[19]](#footnote-19)**

**BEFORE YOU WATCH**

*1. Discuss the following.*

Comment on the title of the TED Talk. How can a conversation “be broken”? What exactly can be broken in the immigration conversation?

*2. Match the words and phrases (1-8) with their definitions (a-h).*

1. law-abiding 5. an uphill battle

2. nativist 6. animus

3. traction 7. fissure

4. turn the tide 8. indispensable

(a) reverse the trend of events;

(b) a strong feeling of disliking someone or something;  
(c) obeying the [law](https://www.macmillandictionary.com/dictionary/british/law);

(d) a very difficult struggle;

(e) a split in a group or organization;

(f) [difficult](https://www.macmillandictionary.com/dictionary/british/difficult) or [impossible](https://www.macmillandictionary.com/dictionary/british/impossible) to [exist](https://www.macmillandictionary.com/dictionary/british/exist) without or to do something without;

(g) a state of incompatibility or disagreement;

(h) relating to or supporting the policy of protecting the interests of native-born or established inhabitants against those of immigrants.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. Does the speaker agree that the immigration system is broken?

2. What is the speaker’s educational background?

3. What kind of activism was the speaker involved in as a student?

4. Why are the traditional arguments in support of immigrants counterproductive, according to the speaker?

5. What three questions frame the immigration discourse?

6. How do nativists answer these three questions?

7. What hierarchical division does this discourse impose?

8. How do nations generally identify themselves?

9. Why are nativist assumptions resonant both with anti- and pro-immigrants?

10. Why shouldn’t we take the three basic questions seriously?

11. How did Americans treat immigrants after they gained independence in 1776?

12. How did this attitude change after the Civil War?

13. What changes happened in the legal framework in the 1920s?

14. What crucial mistake did the immigrants’ allies make in their debate against nativists?

15. What important breakthroughs have pro-immigrants made since the 1960s?

16. What have they failed to achieve?

17. What boundaries does the speaker suggest redrawing?

18. How is the common nativist worldview continually reinforced?

19. Why is this worldview profoundly flawed?

20. What does the speaker mean by saying that “immigrants are already inside the struggle for rights, democracy and freedom”?

21. What does “the Global North” refer to?

22. Of what relevance are the aggressive military and economic policies of the Global North to the immigration debate?

23. What makes immigrant workers over-exploitable?

24. What does the speaker see as the responsibility of the Global North? Fill in the gaps: wars, \_\_\_\_\_ agreements and \_\_\_\_\_ habits.

25. What factor largely determines people’s financial well-being?

26. What does the speaker identify as an important step in narrowing the gap between rich and poor countries?

27. Where, according to the speaker, do questions about worker rights, responsibility and equality take us?

28. Is it easy to change the traditional discourses of immigration?

**AFTER YOU WATCH**

*4. Comment on the following statements from the TED Talk, explaining their meaning.*

1. I think these arguments can be counterproductive. Why? Because it’s always an uphill battle to defend yourself on your opponent’s terrain.

2. And will the immigrants drain our resources? Here, the nativist answer is yes and yes, immigrants pose a threat and they sap our wealth.

3. And what gives these questions traction and power beyond the circle of committed nativists is the way they tap into an everyday, seemingly harmless sense of national belonging and activate it, heighten it and inflame it.

4. Even as advocates welcomed immigrants, many still regarded immigrants as outsiders to be pitied, to be rescued, to be uplifted and to be tolerated, but never fully brought inside as equals in rights and respect.

5. I want to suggest that what we have to do is one of the hardest things that any society can do: to redraw the boundaries of who counts, of whose life, whose rights and whose thriving matters.

6. According to this worldview, when immigrants cross into the nation, they’re moving from the outside to the inside, but they remain outsiders. Any power or resources they receive are gifts from us rather than rights.

7. And even if we manage to change the questions, the answers are going to be complicated, and they’re going to require sacrifices and tradeoffs.

*5. Prepare a five-minute talk on the following topic.*

Fair immigrant inclusion requires a crucial change in our mindsets.

**TEXT 2**

**BEFORE YOU READ**

*1. Immigration has been a subject of fierce debate for decades now. Below are some of the most common arguments against it. Comment on their validity.*

1. Immigrants take local people’s jobs, lower the wages, and especially hurt the poor.

2. Immigrants abuse the welfare state.

3. Today’s immigrants don’t assimilate like immigrants from the previous waves did. They tend to organize compact communities. Immigrants bring with them their bad cultures, ideas, or other factors that will undermine and destroy our traditions, as well as economic and political institutions.

4. Immigrants are a major source of crime.

5. Immigrants pose a unique risk today because of terrorism.

6. Immigrants can bring infectious diseases uncommon to the native population from their home countries.

*2. Discuss the following.*

How can the immigration issue become a political football?

**WHILE YOU READ**

*3. Read the article focusing on the pros and cons of immigration.*

**George J. Borjas**

**Yes, Immigration Hurts American Workers[[20]](#footnote-20)**

*The candidates tell drastically different stories about immigration. They’re both skipping half the truth.*

I’ve been studying immigration for 30 years, but 2016 was the first time my research was cited in a convention speech. When he accepted his party’s nomination in July, Donald Trump used one of my economic papers to back up his plan to crack down on immigrants and build a physical wall: “Decades of record immigration have produced lower wages and higher unemployment for our citizens, especially for African-American and Latino workers,” he told the cheering crowd. But he was telling only half the story.

Hillary Clinton, for her part, seemed to be telling only the other half. At her convention a week later, Clinton claimed that immigrants, both legal and illegal, improve the economy for everyone. She told the crowd: “I believe that when we have millions of hardworking immigrants contributing to our economy, it would be self-defeating and inhumane to try to kick them out. Comprehensive immigration reform will grow our economy.”

Here’s the problem with the current immigration debate: Neither side is revealing the whole picture. Trump might cite my work, but he overlooks my findings that the influx of immigrants can potentially be a net good for the nation, increasing the total wealth of the population. Clinton ignores the hard truth that not everyone benefits when immigrants arrive. For many Americans, the influx of immigrants hurts their prospects significantly.

This second message might be hard for many Americans to process, but anyone who tells you that immigration doesn’t have any negative effects doesn’t understand how it really works. When the supply of workers goes up, the price that firms have to pay to hire workers goes down. Wage trends over the past half-century suggest that a 10 percent increase in the number of workers with a particular set of skills probably lowers the wage of that group by at least 3 percent. Even after the economy has fully adjusted, those skill groups that received the most immigrants will still offer lower pay relative to those that received fewer immigrants.

Both low- and high-skilled natives are affected by the influx of immigrants. But because a disproportionate percentage of immigrants have few skills, it is low-skilled American workers, including many blacks and Hispanics, who have suffered most from this wage dip. The monetary loss is sizable. The typical high school dropout earns about $25,000 annually. According to census data, immigrants admitted in the past two decades lacking a high school diploma have increased the size of the low-skilled workforce by roughly 25 percent. As a result, the earnings of this particularly vulnerable group dropped by between $800 and $1,500 each year.

We don’t need to rely on complex statistical calculations to see the harm being done to some workers. Simply look at how employers have reacted. A decade ago, Crider Inc., a chicken processing plant in Georgia, was raided by immigration agents, and 75 percent of its workforce vanished over a single weekend. Shortly after, Crider placed an ad in the local newspaper announcing job openings at higher wages. Similarly, the flood of recent news reports on abuse of the H-1B visa program shows that firms will quickly dismiss their current tech workforce when they find cheaper immigrant workers.

But that’s only one side of the story. Somebody’s lower wage is always somebody else’s higher profit. In this case, immigration redistributes wealth from those who compete with immigrants to those who use immigrants – from the employee to the employer. And the additional profits are so large that the economic pie accruing to all natives actually grows. I estimate the current “immigration surplus” – the net increase in the total wealth of the native population – to be about $50 billion annually. But behind that calculation is a much larger shift from one group of Americans to another: The total wealth redistribution from the native losers to the native winners is enormous, roughly a half-trillion dollars a year. Immigrants, too, gain substantially; their total earnings far exceed what their income would have been had they not migrated.

When we look at the overall value of immigration, there’s one more complicating factor: Immigrants receive government assistance at higher rates than natives. The higher cost of all the services provided to immigrants and the lower taxes they pay (because they have lower earnings) inevitably implies that on a year-to-year basis immigration creates a fiscal hole of at least $50 billion – a burden that falls on the native population.

What does it all add up to? The fiscal burden offsets the gain from the $50 billion immigration surplus, so it’s not too farfetched to conclude that immigration has barely affected the total wealth of natives at all. Instead, it has changed how the pie is split, with the losers – the workers who compete with immigrants, many of those being low-skilled Americans – sending a roughly $500 billion check annually to the winners. Those winners are primarily their employers. And the immigrants themselves come out ahead, too. Put bluntly, immigration turns out to be just another income redistribution program.

Once we understand immigration this way, it’s clear why the issue splits Americans – why many low-skilled native workers are taking one side, and why immigrants and businesses are taking another. Our immigration policy – any immigration policy – is ultimately not just a statement about how much we care about immigrants, but how much we care about one particular group of natives over another.

Is there a potential immigration policy that considers the well-being of all native Americans? Maybe so. It’s not a ban on immigrants, or even on low-skilled immigrants. High-skilled immigration really can make America wealthier. The steady influx of legal immigrants also produces more taxpayers, who can assist financially as the native population ages. Then there’s the matter of principle: Many Americans feel that it is a good thing to judiciously give some of “your tired, your poor, your huddled masses” a chance.

But we’re worrying about the wrong things, with policy fights focused on how many and which immigrants to accept, and not enough on how to mitigate the harm they create along the way.

To use a label recently coined by Larry Summers, a “responsible nationalist” policy cannot ignore the reality that immigration has made some natives poorer. A policy that keeps them in mind might tax the agricultural and service companies that benefit so much from low-skilled immigrants, and use the money to compensate low-skilled Americans for their losses and to help them transition to new jobs and occupations. Similarly, Bill Gates claims that Microsoft creates four new jobs for every H-1B visa granted; if true, firms like Microsoft should be willing to pay many thousands of dollars for each of those coveted visas. Those funds could be used to compensate and retrain the affected natives in the high-tech industry.

But let’s not be naive. Policy fights over immigration have often been fierce, taking decades to get resolved. To even partially compensate those Americans who lose from the current policy would require massive new government programs to supervise a massive wealth redistribution totaling tens of billions of dollars. The employers that profit from the way things are won’t go along with these transfers without an epic political struggle. And many of the libertarians who obsessively advocate for open borders will surely balk at such a huge expansion of government. To make this work, Clinton and her supporters will have to acknowledge that our current immigration policy has indeed left some Americans behind. And Trump and his supporters will have to acknowledge that a well-designed immigration plan can be beneficial. All this is probably not going to happen. But only then can we have a real debate over immigration policy.

**AFTER YOU READ**

*4. Answer the questions about the text.*

1. What is the subject of the author’s scholarly interest? 2. Which part of his research did Donald Trump cite during his 2016 presidential campaign? 3. What is Hillary Clinton’s attitude to immigration? 4. What does the author identify as the problem with the current immigration debate? 5. Is the author entirely positive about immigration? 6. How does the influx of immigrants affect wages? 7. Which type of workers is most affected by the influx of immigrants? 8. How much do the earnings of low-skilled workers drop each year? 9. Why are technical workers commonly dismissed? 10. How does immigration redistribute wealth? 11. How does the author estimate the current “immigration surplus”? 12. Whom does the author refer to as “the native winners” and “the native losers”? 13. Why do immigrants “gain substantially”? 14. Why do immigrants create a fiscal hole? 15. How does immigration affect the total wealth of the native population? 16. Why, according to the author, does the immigration issue split Americans? 17. In what case would America truly become wealthier through immigration? 18. What fact should “a responsible nationalist policy” acknowledge? 19. What strategies can be used to balance the situation? 20. Why are these strategies likely to provoke an epic political struggle?

*5. Comment on the following statements from the article.*

1. Somebody’s lower wage is always somebody else’s higher profit.

2. Immigration turns out to be just another income redistribution program. Immigration redistributes wealth from those who compete with immigrants to those who use immigrants – from the employee to the employer.

3. Our immigration policy – any immigration policy – is ultimately not just a statement about how much we care about immigrants, but how much we care about one particular group of natives over another.

4. Many Americans feel that it is a good thing to judiciously give some of “your tired, your poor, your huddled masses” a chance.

*6. Find the following words and phrases in the text and explain their meanings.*

drastically self-defeating

(to) reveal the whole picture (to) overlook

(an) influx (a) disproportionate percentage of

sizable (to) accrue

surplus (a) fiscal hole

(to) offset farfetched

Put bluntly, … judiciously

(to) mitigate the harm (to) balk at

*7. Fill in the gaps with the new words and phrases.*

1. A \_\_\_\_\_ \_\_\_\_\_ of the Dalits live in abject poverty and face discrimination and exclusion at social, economic and political levels. 2. Physical violence against women has increased \_\_\_\_\_ in recent years. 3. Now, even as health care reform would reduce our deficit, it’s not enough to dig us out of a massive \_\_\_\_\_ \_\_\_\_\_ in which we find ourselves. 4. We’re here to make a rather \_\_\_\_\_ donation to the children. 5. \_\_\_\_\_ \_\_\_\_\_, Americans were living beyond their means for too long. 6. Certain developed countries continued to \_\_\_\_\_ at admitting refugees. 7. Statistics don’t \_\_\_\_\_ the \_\_\_\_\_ \_\_\_\_\_ of all the lives lost this year. 8. Africa has a \_\_\_\_\_ of agricultural labor and too few other jobs. 9. All such measures have, to a certain extent, \_\_\_\_\_ the \_\_\_\_\_ caused by armed conflict to children and should therefore be welcomed. 10. The \_\_\_\_\_ of foreign workers has helped Singapore’s economy while straining its infrastructure. 11. When considering the situation in Bosnia and Herzegovina we cannot \_\_\_\_\_ the wider regional context. 12. Sometimes shortfalls in contributions are \_\_\_\_\_ by funds from other sources. 13. Maintenance costs continue to \_\_\_\_\_ each month, despite the fact that the project has been put on hold. 14. The idea that executive officials will fight terrorism more effectively when they know that no one is watching is \_\_\_\_\_. 15. Nature is telling us that our current economic model is dangerous and \_\_\_\_\_-\_\_\_\_\_. 16. The Panel has to work \_\_\_\_\_ to maintain neutrality while gathering information according to its mandate in such an uncertain environment.

*8. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. привести к образованию финансовой дыры; 2. приток нелегальной рабочей силы в страну; 3. весомое пожертвование в благотворительный фонд; 4. действовать осмотрительно; 5. стратегия, обреченная на провал; 6. смягчить ущерб, нанесенный наводнением; 7. Прямо скажем, … 8. исследования, которые не выявляют общей картины; 9. недооценивать роль неправительственных организаций; 10. казаться надуманным; 11. компенсировать ущерб, наносимый туризмом; 12. накапливать бонусы; 13. значительно снизиться; 14. несоразмерно большая доля технических сотрудников; 15. экспортировать излишки; 16. уклоняться от приема беженцев.

*9. Translate the sentences into English.*

1. Непропорционально большой процент населения этого города работает в сфере туристических услуг. 2. Приток иммигрантов в страну вызвал недовольство местного населения. 3. Выводы, представленные в Вашем докладе, не соотносятся с материалом исследования и кажутся несколько надуманными. 4. Власти Амстердама ввели специальный налог, который позволит несколько сгладить ущерб, наносимый городу миллионами туристов. 5. Эти меры следует применять разумно, с учетом постоянно меняющейся ситуации. 6. За последнее десятилетие преступность в стране резко возросла. 7. Эта стратегия неприменима в кризисных условиях и обречена на провал. 8. Фермеры согласились отдавать излишки продукции местному банку еды (*food bank*). 9. Бизнесмен получил весомую прибыль от нового проекта. 10. Мы не должны упускать из виду экономический фактор. 11. Местные жители могут воспрепятствовать дальнейшему повышению этого налога. 12. Чем дольше вы пользуетесь услугами нашей компании, тем больше бонусов вы накапливаете. 13. В своем докладе он попытался представить полную картину демографического кризиса в стране. 14. Падение спроса на продукцию привело к огромной финансовой дыре, которую компания так и не смогла заполнить. 15. Альпинисты, которые хотя совершить восхождение на Эверест, должны заплатить весомый налог, чтобы компенсировать экологический ущерб стране. 16. Прямо скажем, система здравоохранения в стране оказалась не готова к борьбе с эпидемией.

*10. Give a 300-word summary of the article using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*11. Discuss the following:*

1. What is the complex correlation between immigration and poverty?

2. Do you think governments should introduce special quotas for low-skilled and high-skilled immigration?

3. Do you agree that companies that rely on low-paid immigrant workforce should pay special taxes to offset the financial damage to native low-skilled workers?

4. What do you see as “a well-designed immigration plan”?

**TED Talk 2**

**Alexander Betts**

**Why Brexit Happened – and What to Do Next[[21]](#footnote-21)**

**BEFORE YOU WATCH**

*1. Discuss the following.*

1. What does the globalization trend consist in? How did it affect Europe politically, economically and geographically?

2. What is Brexit?

3. What does Brexit have to do with the immigration issue?

*2. Match the words (1-8) with their definitions (a-h).*

1. meltdown 5. hindsight

2. ambivalence 6. sovereignty

3. disillusionment 7. to detract

4. austerity 8. asylum

(a) simultaneous and contradictory attitudes or feelings (such as attraction and repulsion) toward an object, person, or action;

(b) a sudden and complete failure of a company, organization, or system;

(c) the opportunity to judge or understand past events using knowledge that you have gained since then;

(d) an economic policy by which a government reduces the amount of money it spends by a large amount;

(e) protection from arrest and extradition given especially to political refugees by a nation or by an embassy or other agency enjoying freedom from what is required by law for most people;

(f) to diminish the importance, value, or effectiveness of something;

(g) the condition of being dissatisfied or defeated in expectation or hope;

(h) the right of a country to rule itself.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. How did the speaker react to Brexit?

2. What does the speaker describe as a “political meltdown” in the UK?

3. What does the speaker consider to be “the most tragic element” of the political meltdown?

4. What does Brexit teach us about our society, according to the speaker?

5. Which age group mostly supported Brexit?

6. Which parts of the country voted against Brexit?

7. What does the speaker see as the main division between the “Leavers” and the “Remainers”?

8. Which two factors mattered most in the opinion polls?

9. How does the speaker identify his political affiliation?

10. What made the speaker think that he did not know enough about his own country?

11. Why do we have to think of new ways to narrate globalization to some people?

12. In what sense was the support of Brexit “a protest vote” for many people?

13. Is disillusionment with globalization an exclusively British trend?

14. How can we create an inclusive vision of globalization? Fill in the gaps: recognition of the \_\_\_\_\_ benefits of globalization:\_\_\_\_\_ trade, the \_\_\_\_\_ of capital, the movement of \_\_\_\_\_ across borders.

15. How does globalization create redistributive effects?

16. Who coined the term “inclusive globalization”?

17. What is the current misconception of globalization?

18. What does living in a “postfactual society” mean?

19. Why do we need civic education?

20. What misinformation and misunderstanding did the 2014 survey reveal?

21. How can we address this misinformation?

22. Why do we have to encourage more interaction between culturally diverse communities?

23. How can we get older people involved in cultural interaction?

24. What does the speaker identify as the “third crucial thing”?

25. What is the crucial factor in the integration of the refugees?

26. What does the speaker mean by saying that we need “more responsible politics”?

27. What societies tend to be more tolerant of globalization?

28. How, according to the speaker, can we reconcile democracy and globalization?

**AFTER YOU WATCH**

*4. Comment on the following statements from the TED Talk explaining their meanings.*

1. We tend to have historically imposed change on others but done much less of it ourselves.

2. The challenge that comes from that is we need to find a new way to narrate globalization to people.

3. The consensus amongst international relations scholars is that globalization brings interdependence, which brings cooperation and peace.

4. Kofi Annan: “The glass house of globalization has to be open to all if it is to remain secure. Bigotry and ignorance are the ugly face of exclusionary and antagonistic globalization.”

5. What stands out from Brexit is the gap between public perception and empirical reality.

6. Our identities are not mutually exclusive.

*5. Prepare a five-minute talk on the following topic.*

If we want to successfully integrate immigrants, we shouldn’t overlook the concerns of the local population.

**FINAL DISCUSSION**

*Prepare to discuss the following points. Do the necessary research.*

1. What are the main “pull factors” that make some countries more desirable for immigration than others?

2. How is immigration regulated in different countries? What are the most common methods of control and intervention?

3. Compare and discuss the naturalization programs offered in different countries.

4. Do you think that immigration can pose a cultural threat to local communities?

5. How far should immigrants retain their own culture or be allowed to retain it?

6. How should illegal immigration be counteracted?

**UNIT 6**

**SOCIAL INCLUSION AND LANGUAGE RIGHTS**

**INTRODUCTION**

*Discuss the following:*

Language is the key to inclusion. Language is at the center of human activity, self-expression and identity. Recognizing the primary importance that people place on their own language fosters the kind of true participation in development that achieves lasting results.

(Source: UNESCO, Why Language Matters for the Millennium Development Goals. Bangkok: UNESCO, 2012)

**TEXT 1**

**BEFORE YOU READ**

*1. Discuss the following:*

1. Do you feel that your mother tongue is an important part of your identity?

2. What problems do national and ethnic minorities typically face in their everyday life? What language problems are they likely to have?

3. Do you think that minority languages should be protected and promoted? Why?

**WHILE YOU READ**

*2. Read the text focusing on the principles and strategies of implementing language rights.*

**What are language rights?**

***(****Language Rights of Linguistic Minorities: A Practical Guide for Implementation. Geneva. United Nations Special Rapporteur on minority issues, 2017)*

Language is central to human nature and culture, and is one of the most important expressions of identity. Issues surrounding language are therefore particularly emotive and significant to linguistic minority communities seeking to maintain their distinct group and cultural identities, sometimes under conditions of marginalization, exclusion and discrimination.

Linguistic rights[[22]](#footnote-22) can be described as a series of obligations on state authorities to either use certain languages in a number of contexts, or not interfere with the linguistic choices and expressions of private parties. These might extend to an obligation to recognize or support the use of languages by minorities or indigenous peoples. Human rights involving language are a combination of legal requirements based on international human rights treaties and standards on how to address language or minority issues, as well as linguistic diversity within a state. Language rights are to be found in various provisions enshrined in international human rights law, such as the prohibition of discrimination, the right to freedom of expression, the right to a private life, the right to education and the right of linguistic minorities to use their own language with others in their group. They are also elaborated on in a variety of guiding documents and international standards, such as in the 1992 UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, UNESCO’s Three Principles of Language and Education, the various recommendations of the UN Forum on Minority Issues on Implementing the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, the Council of Europe’s Thematic Commentary No. 3 on the Language Rights of Persons Belonging to National Minorities under the Framework Convention, and the Organization for Security and Co-operation in Europe (OSCE) Oslo Recommendations Regarding the Linguistic Rights of National Minorities. Despite some differences, all of these describe similar basic approaches for state authorities to meet their human rights obligations involving language, according to which they must:

• respect the integral place of language rights as human rights;

• recognize and promote tolerance, cultural and linguistic diversity, and mutual respect, understanding and cooperation among all segments of society;

• put in place legislation and policies that address linguistic rights and prescribe a clear framework for their implementation;

• implement their human rights obligations by generally following the proportionality principle in the use of or support for different languages by state authorities, and the principle of linguistic freedom for private parties;

• integrate the concept of active offer as an integral part of public services to acknowledge a state’s obligation to respect and provide for language rights, so that those using minority languages do not have to specifically request such services but can easily access them when the need arises;

• put in place effective complaint mechanisms before judicial, administrative and executive bodies to address and redress linguistic rights issues.

Many international organizations have developed processes, tools and instruments to promote and clarify how to implement these language rights principles. The UN Forum on Minority Issues, UNESCO’s Languages and Multilingualism Section, the Council of Europe’s Advisory Committee on the Framework Convention for the Protection of National Minorities, and the OSCE High Commissioner on National Minorities continue to provide a constructive set of platforms for the exchange of knowledge, support and expertise to enable these human rights processes, tools and instruments to be continually improved when it comes to the implementation of language rights. One important feature of all of these is the availability of reliable, disaggregated data to enable state authorities to effectively prepare, apply and evaluate their policies on implementing these rights, as well as improve their activities and efforts where needed.

The core language rights contained in these treaties, jurisprudence and guideline documents operate with four main focuses:

1. **Dignity**: Article 1 of the Universal Declaration of Human Rights declares that all human beings are born free and equal in dignity and rights. This is a fundamental principle and rule of international law, and especially important in issues surrounding the protection and promotion of minority identity.

2. **Liberty**: In private activities, language preferences are protected by basic human rights such as freedom of expression, the right to a private life, the right of minorities to use their own language or the prohibition of discrimination. Any private endeavour can be protected, whether commercial, artistic, religious or political.

3. **Equality and non-discrimination**: The prohibition of discrimination prevents states from unreasonably disadvantaging or excluding individuals through language preferences in the provision of any of their activities, services, support or privileges.

4. **Identity**: Linguistic forms of identity, whether for individuals, communities or the state itself, are fundamental for many. These too can be protected by the right to freedom of expression, the right to a private life, the right of minorities to use their own language or the prohibition of discrimination.

Linguistic rights issues: (i) should be considered in any activity that involves state authorities and language preferences; (ii) are closely associated with issues of national, collective and individual identity; (iii) have an impact on the participation and inclusion of minorities; (iv) if not properly addressed in a balanced, reasonable way, can lead to sentiments of alienation or marginalization and potentially instability or conflict; and (v) arise in extremely diverse circumstances and conditions. There is no ‘one-size-fits-all’ approach to implementing language rights in all the world’s hugely diverse national contexts.

This Guide addresses the unique attributes of linguistic rights. It provides a framework for operating within the focuses of dignity, liberty, equality and identity on language matters, and applying and implementing the basic human rights approaches to language in such a way that a state is effectively complying with its international obligations.

**Why the implementation of linguistic rights is particularly important**

The importance of language rights is straightforward: in addition to the obligation to respect human rights, there are important implications of language use that go to the core of inclusion and participation in a society with minorities.

***1)*** ***It improves access to and the quality of education for minority children***

Minority children around the world are much more likely to receive little or no formal education. According to the World Bank: “Fifty percent of the world’s out of school children live in communities where the language of the schooling is rarely, if ever, used at home. This underscores the biggest challenge to achieving Education for All: a legacy of non-productive practices that lead to low levels of learning and high levels of dropout and repetition”. When the mother tongue is used as the medium of instruction for at least 6–8 years, the results are impressive: enhanced self-confidence, self-esteem and classroom participation by minority children, lower dropout rates, higher levels of academic achievement, longer periods in school, better performance in tests and greater fluency and literacy abilities for minority (and indigenous) children in both the mother tongue and the official or dominant language.

***2)*** ***It promotes equality and the empowerment of minority women***

Minority women are among the most marginalized individuals in the world. They may also have had less access to schooling or opportunities to learn a majority or official language because of gender- or/and ethnic-based discrimination. Research shows that they perform particularly well when taught in their own language, thus increasing the likelihood of pursuing further studies or breaking out of the cycle of isolation and poverty.

Communication with public services in vital areas for minority women such as health care often improves with effective use of their own language. Various initiatives show that the use of minority languages to reach women is particularly effective at increasing their participation and empowerment.

***3) It leads to better use of resources***

The use of minority languages in public education and other areas is financially more efficient and cost-effective. Official language-only education programmes can cost about 8 per cent less per year than mother-tongue schooling, but the total cost of educating a student through the six-year primary cycle is about 27 per cent more, largely because of the difference in repetition and dropout rates. It is also neither efficient nor cost-effective to spend money and resources on public information campaigns or public broadcasting in a language not well understood by the entire population. The use of minority languages in such cases is a better use of resources to reach all segments of society.

***4) It improves communication and public services***

The use of a minority language as a language for service delivery and communication also results in better and more effective delivery of public services by improving the quality of and access to health care, social services, education, employment advice, justice and other public services. Since communication is a two-way process, authorities should not seek to impose on everyone the use of a single, official language in all situations. They should reach out to those among their population who share a distinct language. Failure to engage with minorities in their own language increases their sense of exclusion, while the use of minority language reaches people more directly and increases their participation more effectively. It can also save lives, since language can be a major constraint on access to health services.

***5) It contributes to stability and conflict-prevention***

Ethnic tensions and conflicts within a state are more likely to be avoided where language rights are in place to address the causes of alienation, marginalization and exclusion. Since the use of minority languages helps to increase the level of participation by minorities, as well as their presence and visibility within a state and even their employment opportunities, this is likely to contribute positively to unity and stability. Conversely, where the use of only one official language discriminates dramatically against minorities, violence is more likely to occur. This is one of the reasons why the OSCE developed the Oslo Recommendations Regarding the Linguistic Rights of National Minorities as a conflict prevention tool.

***6) It promotes diversity***

The loss of linguistic diversity is a loss for humanity’s heritage. States should not just favour one official language or a few international languages, but value and take positive steps to promote, maintain and develop, wherever possible, essential elements of identity such as minority languages. Respectfully and actively accommodating linguistic diversity is the hallmark of an inclusive society, and one of the keys to countering intolerance and racism. Embracing language rights is a clear step in promoting tolerance and intercultural dialogue, as well as building stronger foundations for continuing respect for diversity.

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. What role does language play in people’s lives, according to the article? 2. Why are linguistic rights particularly relevant to minority groups? 3. How can linguistic rights be defined? 4. What is the legal framework for supporting language rights? 5. What are the state authorities supposed to do in accordance with the laws that regulate language rights? 6. What does the idea of “active offer” consist in? 7. What help do state authorities get from different international organizations? 8. What is the fundamental principle of international law? 9. What does the liberty principle consist in? 10. How does the non-discrimination principle work in protecting language rights? 11. How do laws protect linguistic forms of identity? 12. Is the term “linguistic rights” exclusively applicable to ethnic or national minorities? 13. Is there a universal approach to implementing linguistic rights? 14. How does the use of the mother tongue help in children’s education? 15. How does inclusive language policy benefit women from minority groups? 16. How cost-effective is the use of minority languages in public education? 17. How does language inclusion help to develop public services? 18. In what sense can inclusive language policies save lives? 19. How do inclusive language policies contribute to stability and conflict prevention? 20. What humanitarian goal do inclusive language policies help to attain?

*4. Comment on the following statements from the text.*

1. Language is central to human nature and culture, and is one of the most important expressions of identity.

2. There is no “one-size-fits-all” approach to implementing language rights in all the world’s hugely diverse national contexts.

3. Failure to engage with minorities in their own language increases their sense of exclusion, while the use of minority language reaches people more directly and increases their participation more effectively.

4. The loss of linguistic diversity is a loss for humanity’s heritage.

5. Respectfully and actively accommodating linguistic diversity is the hallmark of an inclusive society.

*5. Find the following words and phrases in the text and explain their* *meanings.*

linguistic diversity provision

(to) elaborate (on) (to) prescribe

(to) address and redress (to) clarify

(an) endeavour (to) comply (with)

(to) go to the core (of) dropout rates

(to) pursue (a) constraint

(a) hallmark (to) counter

*6. Fill in the gaps with the new words and phrases.*

1. The policy should also \_\_\_\_\_ practices for engagement with indigenous peoples that is respectful of their rights. 2. Government policies and institutions should be established, and studies conducted, to \_\_\_\_\_ and \_\_\_\_\_ gender disparities in a country. 3. Frequently, a lack of access to information technology infrastructure was yet another \_\_\_\_\_. 4. We commend and appreciate the irreplaceable role played by UNESCO in that \_\_\_\_\_. 5. Policy discussions regarding both national and international legal frameworks must \_\_\_\_\_ these concepts. 6. Respecting and protecting women is the \_\_\_\_\_ of a civilized society and of social progress. 7. Some individuals in official positions may also \_\_\_\_\_ their own agenda. 8. Germany also works in its bilateral relations to \_\_\_\_\_ racism and xenophobia. 9. Please \_\_\_\_\_ on this point and outline the relevant legal provisions. 10. It was imperative that the host country and city authorities \_\_\_\_\_ in full with the Vienna Convention on Diplomatic Relations. 11. We are dealing here with issues that \_\_\_\_\_ to the \_\_\_\_\_ of human rights as enshrined in the Universal Declaration of Human Rights and the treaties of the European Union. 12. The \_\_\_\_\_ \_\_\_\_\_ of male-minors were higher, especially in the 11th grade. 13. This is an important \_\_\_\_\_ regarding access to archives. 14. Finally, Morocco had established three museums of regional history aimed at the promotion of the country's regional and \_\_\_\_\_ \_\_\_\_\_.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. отличительный признак здоровой демократии; 2. отсев среди школьников-подростков; 3. значительное языковое разнообразие; 4. прояснить ситуацию; 5. действовать в соответствии с правилами; 6. более подробно остановиться на данном вопросе; 7. предписывать нормы поведения; 8. рассматривать и устранять случаи гендерной дискриминации; 9. составлять самую суть социальной инклюзии; 10. противодействовать насилию; 11. ограничения на коммерческую деятельность; 12. преследовать сугубо практические цели; 13. специальное положение, регулирующее статус языка; 14. благородное начинание.

*8. Translate the sentences into English.*

1. Необходимо пояснить значение этого термина во введении к работе. 2. Боюсь, вы преследуете недостижимую цель. 3. Отсев был особенно высоким в начальной школе, в результате чего многие дети в стране так и не научились читать и писать. 4. В новом законе были предложены самые серьезные меры по противодействию коррупции. 5. Говорят, что отличительный признак хороших переговоров – это когда ни одна из сторон не удовлетворена полностью. 6. На протяжении последних десятилетий ООН предпринимает последовательные меры по сохранению языкового разнообразия. 7. Данный проект разрабатывался с учетом региональных правовых ограничений. 8. Докладчик подробно остановился на мерах по сохранению и поддержке языков малых народностей. 9. Мы должны рассматривать и устранять случаи нарушения прав человека в стране. 10. Это благородное начинание было поддержано многими крупными корпорациями, которые сделали внушительные пожертвования на нужды детей. 11. Отсутствие взаимного уважения и терпимости лежит в основе многих социальных проблем. 12. Наши действия должны согласовываться с международным законодательством. 13. Новые положения закона касаются прав беженцев. 14. Доклад был предоставлен в установленные (*предписанные*) сроки.

*9. Give a 300-word summary of the text using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*Discuss the following:*

Language not only expresses identities but also constructs them.

**TED** **Talk 1**

**Lindsay Morcom**

**A History of Indigenous Languages –**

**and How to Revitalize Them[[23]](#footnote-23)**

**BEFORE YOU WATCH**

*1. Match the words (1-8) with their definitions (a-h).*

1. mandatory 5. atrocity

2. to defund 6. genocide

3. a beacon 7. to pertain (to)

4. dire 8. immersion

(a) ​ a source of light or inspiration;

(b) absorbing involvement;

(c) ordered by a law or rule;

(d) a cruel and violent act, often in a war;

(e) to withdraw funding from sth; to close sth;

(f) to be directly related to something;

(g) very severe or serious;

(h) the deliberate and systematic destruction of a racial, political, or cultural group.

*2. Explain the meanings of the following phrases:*

1. since time immemorial; 2. heritage language; 3. endangered languages; 4. cultural abuse; 5. vibrant community; 6. immersion education.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. How did Paul Disain metaphorically describe language and culture?

2. How does the speaker describe her cultural heritage?

3. What is the speaker’s professional interest?

4. What is typical of polysynthetic languages?

5. What does the experiment with colors prove?

6. What important distinction does the Anishinaabemowin language make?

7. What does the speaker mean by saying that indigenous languages “contain priceless environmental knowledge”?

8. How does the speaker describe the position of indigenous languages in North America?

9. What goal did Duncan Campbell Scott pursue?

10. What “atrocities” occurred in residential schools in the early 20th century?

11. Did the government appreciate P.H. Bryce’s research?

12. What kinds of abuse did indigenous children suffer in residential schools?

13. What kind of document is the 2007 Indian Residential School Settlement Agreement?

14. What did the Truth and Reconciliation Commission of Canada find out?

15. The Truth and Reconciliation Commission identified three types of genocide. Fill in the gaps: “Physical genocide is the \_\_\_\_\_ killing of the members of a targeted group, \_\_\_\_\_ genocide is the destruction of that group’s reproductive capacity. And cultural genocide is the destruction of those structures and \_\_\_\_\_ that allow the group to continue as a group”.

16. What decisions did the TRC make as regards indigenous languages?

17. What did the 2007 UN Declaration on the Rights of Indigenous People state?

18. Did all the UN members adopt this Declaration?

19. How many indigenous languages are spoken in Canada?

20. How many of them are officially considered endangered?

21. What contributed to the revitalization of the Mi’kmaq language?

22. How does the speaker describe the academic gains of students at the immersion school on Manitoulin Island?

23. What are some of the informal approaches to learning indigenous languages that the speaker describes?

24. What kind of policy do indigenous people need?

25. What kind of support do they need?

26. What ultimate goal should all countries pursue?

**AFTER YOU WATCH**

*4. Discuss the following:*

1. What do you see as the main threats to indigenous languages that bring them to the verge of extinction?

2. Why must indigenous languages be preserved?

3. What measures must be taken to revitalize indigenous languages?

4. What do you see as the benefits of multigenerational learning?

5. Do you think that indigenous languages have a future?

*5. Prepare a five-minute talk on the following topic.*

Eliminating indigenous languages is a form of cultural genocide.

**TEXT 2**

**BEFORE YOU READ**

*1. Discuss the following:*

1. The global community is increasingly dependent upon new information technologies. Information exchange, business transactions, everyday informal communication and dozens of other activities are carried out online. What are the linguistic implications of this situation?

2. Do minority languages have a chance of survival in the new communication environment? Do you think that modern communication technologies will kill or revitalize minority languages?

**WHILE YOU READ**

*2. Read the text focusing on the ways modern technologies can revive endangered languages.*

**[James Griffiths](https://edition.cnn.com/profiles/james-griffiths)**

**The Internet Threatened to Speed up the Death of Endangered Languages. Could it Save Them Instead?**

*(CNN Business, October 4, 2019)*

Noah Higgs hated learning Irish in school. He hated the way it was taught, overly formal and disconnected from ordinary people’s lives. Most of all he hated the effect the lessons had on his fellow students’ willingness to speak the language.

But the Dublin native never lost his love for Irish, nor his opinion that more people should be learning the language.

Today, almost 40% of the 7,000 languages spoken worldwide are endangered, according to the United Nations. More are going extinct every year.

It was once widely feared that the internet revolution would speed up this decline. If developers and smartphone manufacturers aren’t willing to invest in supporting minority languages, that would cut off people who speak them from an important way to communicate and trap those languages in the past.

Higgs, 23, though, is one of a small cohort of educators and activists reinventing how minority languages are taught and preserved online by using cutting-edge technology.

When he was 17, Higgs “had this kind of crazy teenage idea.” He had begun using Duolingo, a mobile language-learning app, to study French, and wondered if the creators had considered adding support for Irish.

At the time in early 2013, there were five languages on Duolingo, the smallest of which, Italian, has an estimated 67.9 million speakers worldwide. By comparison, at its height in the 18th century, there were an estimated four million Irish speakers. Today the figure is closer to 1.2 million.

“I didn't get a reply,” Higgs said.

But his email wasn't ignored. Inside Duolingo’s open-plan, Silicon Valley-style headquarters in Pittsburgh, Pennsylvania, change was afoot. Within five years, the language startup would build a library of over 30 languages, including some of the most imperiled on the planet.

**Invention and reinvention**

Duolingo is based on the idea that if learning is gamified and bite-sized (and free), people will stick with it when they might not otherwise. Users of its smartphone or web app are presented with short, five-minute lessons in which they identify words, translate short sentences, or practice speaking and listening. Users earn points for passing lessons, and they can compete in daily and weekly leaderboards.

Von Ahn founded Duolingo while teaching at Carnegie Mellon University, alongside his graduate student Severin Hacker. Both were non-native English speakers working in the United States – von Ahn was born in Guatemala, Hacker in Switzerland – and they had seen how access to language learning had improved their earning potential. They wanted to create a free language app that would make money by providing translation services for other websites.

Dalsimer described the app's original concept as one that would allow people to learn languages while simultaneously translating the internet. The translation part of the business model worked for a bit before the founders realized that artificial intelligence was quickly supplanting their human translators as the cheapest option.

So they pivoted to focus exclusively on language learning. Duolingo’s lofty mantra fits right alongside the most ambitious in Silicon Valley: “Making language education free, fun and accessible for everyone in the world.” But the company initially focused on the most profitable languages that had the biggest potential reach and userbase. It generated income by selling display ads against the courses and premium subscriptions, and by forging various partnerships.

Higgs’ email arrived at the perfect time, when some in the company were questioning the focus on major languages like English and Spanish, and wondering whether they could expand the program to include smaller tongues.

Nor was Higgs the only person to email Duolingo asking the company to add a particular language, or to castigate the developers for choosing one language over another. The team was inundated with offers to volunteer to build courses for new languages, if they would only provide a way.

In October 2013, Duolingo launched a program for anyone to begin building language courses. Even then, however, the incubator was originally conceived as a way to add new major languages – Russian was an early candidate – rather than minority tongues.

Irish became the first endangered or minority language added to the platform, though Higgs would not join the team for another year or so.

“They didn't choose me in the first round,” he said, ruefully. But he was part of the team by the time Irish President Michael Higgins commended them at a public ceremony in 2016 for their contributions in preserving the Irish language, which he called “an act of both national and global citizenship.”

By then, millions of people – more than the population of Ireland itself – had tried the Irish course, according to company data. Today, the language has more than 940,000 active weekly users, around the same as Hindi and Greek, languages with 615 million and 13 million speakers worldwide, respectively.

“It’s been a massive, massive benefit to the language,” said Oisín Ó Doinn, a learning technologist at Dublin City University and one of the original creators of the Duolingo Irish course. “It contributes to the ecology, the learning ecology around the language.”

He said that many language learners in schools had begun using the app to supplement their studies, and that it has been a huge success in the United States thanks to pickup from the Irish diaspora.

**New approach to endangered languages**

The success of the Irish course has cultivated a mini revolution inside Duolingo, which now employs 190 designers, developers, linguists, computer scientists and other staff in Pittsburgh.

“We had to focus in the beginning on the courses that had the most demand and largest audience served,” said product manager Conor Walsh. “But the cool thing about technology is that the incremental cost decreases. Now that we have all these courses, and we’ve ironed out a lot of the technical complexity, now adding a new course, in many ways, doesn't cost us that much.”

Access to minority language learning also has the ability to empower communities, he said.

The legacy of colonialism worldwide has left numerous languages hanging on by a thread, as native tongues have been supplanted – often by force – with English, Spanish or other majority languages. Globalization has only accelerated the process, as those supertongues became even more economically and culturally powerful.

The digital revolution has been considered as having the potential to be the final nail in the coffin for many endangered languages. Digital language death happens when a tongue fails to “ascend” to the digital realm, meaning that it can’t be used on smartphones or other parts of daily digital life, according to the Hungarian linguist András Kornai. That lack of relevancy can doom a language to history.

“It’s really important that people see a language like Welsh as something they can interact with and use on modern devices,” said Jonathan Perry, a language teacher who works on Duolingo’s Welsh course. “It brings the language up to date with modern technology usage which is absolutely so essential that a language feels fresh and used.”

Since Irish’s rollout in 2013, Duolingo has added Welsh, Hawaiian and Navajo, along with the constructed global language Esperanto. Haitian Creole, Scottish Gaelic, Latin and Yiddish are currently in the incubation stage.

There's also a business justification. The more languages Duolingo adds, the more potential users are exposed to the app (and its advertisements). Minority and heritage language communities are also a user base where there is less competition from other services, as opposed to the multitude of apps which claim to help you learn French or Spanish.

**Political red lines**

Of course, there's a big difference between picking up a few words in Irish or Welsh to make you feel as if you're connecting with your ancestors, and actually learning a language – particularly an endangered one that needs all the speakers it can get.

This is a tension that Duolingo has struggled with when it comes to its two endangered language courses, Navajo and Hawaiian. Those tongues are listed as vulnerable and critically endangered, respectively, by UNESCO.

Both languages were added to Duolingo this year to coincide with the United Nations International Year of the Indigenous Language. But they raised questions that weren't necessarily an issue for courses such as French or Spanish, which aren't expected to be used by native speakers of those languages.

“Who’s the audience for the Hawaiian course? Is it going to be tourists? Mostly? Because that would affect the content,” said Awodey. “Or is it going to be primarily built by and for indigenous speakers and people reconnecting with the language?”

In Hawaii, the team partnered with Kamehameha Schools, a network of private schools dedicated to teaching students of native Hawaiian heritage with a particular focus on preserving the Hawaiian language.

Despite this, however, the Duolingo Hawaiian course can sometimes risk speaking down to native Hawaiians, few of whom need teaching, for example, what a “lei” is.

“Everyone was super excited about it, but it’s totally tapered off because it’s not for natives, it’s too baby, it’s too simple,” said Kū Kahakalau, executive director of Hawaiian language and culture NGO Kū-A-Kanaka.

Linguistic politics are often fraught with regard to majority tongues, let alone for endangered languages that have a long history of colonialism and disrespect. Scrutiny of such courses is always going to be tighter, and invisible red lines easier to cross.

“When you’re dealing with a heritage language, it does come with a bundle of stuff that we don’t have when teaching English,” said Duolingo learning scientist Hope Wilson. “There are lots of tricky issues to get into, very often there are divides within the communities where people don't agree on, you know, issues of spelling or that kind of thing.”

For example, there was considerable skepticism when Duolingo announced that it had added an Arabic course, wading into a multi-country dispute over which version of the language to teach. Wilson wrote a long blog post explaining that the company chose to teach a less-formal version of the language often used in conversation.

**Visibility and** **viability**

So does Duolingo actually work? The company pointed to an independent study carried out by researchers at the City University of New York of Spanish learners on the platform, which found a “statistically significant” improvement in their abilities.

This is supported by a wealth of anecdotal evidence from learners and course creators, and the sheer size of Duolingo’s userbase. Many courses boast millions of active learners.

The app has faced criticism, however, that it overstates its effectiveness in some promotional material. Ads for Duolingo – including within the app itself – sometimes make outlandish claims, such as that “15 minutes a day can teach you a language.” There is no silver bullet for language learning, and research supports the idea that immersion and active use are essential. Duolingo employees and course creators themselves emphasize the need for other forms of practice and learning outside of the app.

The question of effectiveness is particularly fraught when it comes to endangered or minority languages. But even if Duolingo isn’t minting millions of new Hawaiian speakers, there are other ways in which the presence of a language on the app can help.

Visibility and prestige are vitally important to preserving and promoting endangered languages. Minority and endangered languages are generally at risk because they are marginalized within their own countries or communities. Anything that can improve their standing can go a long way to helping preserve them.

“Even if people aren’t becoming entirely fluent with the app, it’s hugely beneficial in terms of raising visibility and that's incredibly important,” said Ó Doinn, the Irish course creator. “Status and support are the most important things for facilitating a language’s usage.”

Initiatives as varied as Welsh Wikipedia, Irish Instagram meme accounts, WikiTongues, and the New York-based Endangered Language Alliance, all help in this regard. They use, document and preserve minority and endangered languages not as historical oddities, but living, vibrant tongues.

Ó Doinn, Perry, Higgs and Kahakalau all pointed to the ability to have their phone's interface in their native language as a key factor in this regard.

“My phone is in Irish because I have an Android and I’m able to make that decision,” Ó Doinn said. “My Gmail is in Irish. These things are done for free by the community for the community. If we open up those resources that people can modify themselves, that's really important for preserving minority languages online.”

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. Why did Noah Higgs hate learning Irish at school? 2. How many languages are endangered nowadays, according to the article? 3. Why was the Internet seen as a major threat to minority languages? 4. What does Higgs’s initiative consist in? 5. What kind of app is Duolingo? 6. What kind of request did Higgs make? 7. What change did his request lead to? 8. What idea is Duolingo based on? 9. Who was Duolingo founded by? What goal did they originally pursue? 10. What is the principle that they follow in creating their language learning app? 11. What languages did they start with? What accounts for this choice? 12. Who usually initiated the addition of other languages? 13. What was the first language to be added to Duolingo? 14. How was Higgs’s contribution acknowledged? 15. How popular was the Irish course? 16. Why is the benefit to the Irish language described as “massive”? 17. What impact did the success of the Irish course have on Duolingo? 18. What happened to the cost of the project with time? 19. What is described in the article as “the legacy of colonialism”? 20. How did globalization impact minority languages? 21. What is referred to as “digital language death” in the article? 22. Why is it crucial that a language can be used on modern devices? 23. What natural and artificial languages have been added since 2013? 24. Why is adding more languages a good business strategy? 25. What kind of tension does Duolingo have to struggle with when it comes to minority languages? 26. How can a Duolingo course speak down to minority groups? 27. What specific problems occur when it comes to designing a course in a minority language? 28. How effective is Duolingo? 29. What has Duolingo been criticized for? 30. Why is visibility crucial for minority languages? How can it be increased? 31. What other initiatives, besides Duolingo, are mentioned in the article? 32. Why is it important to have your phone’s interface in your mother tongue?

*4. Comment on the following statements from the text.*

1. If developers and smartphone manufacturers aren’t willing to invest in supporting minority languages, that would cut off people who speak them from an important way to communicate and trap those languages in the past.

2. Access to minority language learning also has the ability to empower communities.

3. Visibility and prestige are vitally important to preserving and promoting endangered languages.

4. Status and support are the most important things for facilitating a language’s usage.

5. They use, document and preserve minority and endangered languages not as historical oddities, but living, vibrant tongues.

*5. Find the following words and phrases in the text and explain their* *meanings.*

(a) cohort change is afoot

(to) imperil (to) supplant

lofty (to) castigate

(to) supplement incremental

(to) doom (to) taper off

(to be) fraught with scrutiny

viability anecdotal evidence

outlandish silver bullet

*6. Fill in the gaps with the new words and phrases.*

1. The share of a youth \_\_\_\_\_ in 2007 that is expected to complete a higher education program is 45 percent. 2. The illicit production and trafficking of drugs \_\_\_\_\_ societies on every continent and at all levels of development. 3. The publication focuses on the sustained, progressive and \_\_\_\_\_ steps necessary to protect and promote the realization of the right to development. 4. Making outer space a theatre for military actions is \_\_\_\_\_ with the most serious consequences. 5. Climate change is a complex issue, and there is no \_\_\_\_\_ \_\_\_\_\_ to fix it. 6. Financial analysts almost universally ridiculed these policies and \_\_\_\_\_ Chinese leaders for abandoning their earlier pretenses of market-oriented reforms. 7. With the EU’s Mediterranean member states simultaneously faltering, great \_\_\_\_\_ are \_\_\_\_\_ in Europe’s southern neighborhood. 8. At the same time, we are convinced that those \_\_\_\_\_ objectives cannot be achieved unless there is equity in international trade relations. 9. These data were \_\_\_\_\_ with information gathered in interviews with experts and key informants. 10. Police statistics and \_\_\_\_\_ \_\_\_\_\_ suggested that the majority of domestic violence cases occurred largely in spousal relationships. 11. The day when a Government loses its legitimacy in the eyes of its people, it is \_\_\_\_\_. 12. The Committee anticipated that both documents would be ready for final \_\_\_\_\_ at its sixty-first session. 13. It is clear that, in our interdependent world, regional efforts can only supplement, and cannot \_\_\_\_\_, the United Nations in meeting its global responsibilities. 14. The economic \_\_\_\_\_ of recycling efforts is constrained by the relatively small quantities of waste and the high energy and transport costs. 15. The idea of creating an app to teach minority languages seemed \_\_\_\_\_ at first. 16. As economic activity \_\_\_\_\_ \_\_\_\_\_, the employment situation deteriorated, particularly among vulnerable groups.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. нелепая реплика; 2. высокая цель; 3. грядут большие перемены; 4. неофициальные данные свидетельствуют о том, что…; 5. был обречен на провал; 6. подвергнуть жёсткой критике действия правительства; 7. был подвергнут тщательному анализу; 8. чревато самыми серьезными последствиями; 9. экономическая целесообразность; 10. молодёжный контингент; 11. универсальное решение; 12. учебный курс, дополненный онлайн материалами; 13. поставить под угрозу мир в регионе; 14. быть вытесненным другим языком; 15. постепенные изменения; 16. инфляция приостановилась.

*8. Translate the sentences into English.*

1. Эта экономическая реформа сопряжена со значительным риском инфляции. 2. Проект преследовал высокие цели, но его пришлось свернуть, поскольку его экономическая целесообразность оказалась низкой. 3. Пожилой контингент является наиболее экономически уязвимой частью нашего общества 4. Специалисты наблюдают постепенное улучшение эпидемиологической обстановки в мире. 5. Эти меры не являются универсальным чудодейственным средством, они лишь на время стабилизируют ситуацию. 6. К сожалению, заявленные высокие принципы не всегда находят свое воплощение на практике. 7. Проект закона потребовал дополнительного рассмотрения, поскольку некоторые его положения были противоречивыми. 8. Грядут большие перемены в образовании, которое скоро станет доступным для всех, независимо от возраста, финансовых возможностей и места проживания. 9. Этот язык обречен, потому что в мире осталось менее ста его носителей. 10. Он подверг жесткой критике новое руководство за ряд недальновидных решений. 11. В результате этих мер трудовая миграция в регионе на время снизилась. 12. Изначально идея казалась нелепой, но на ее основе был создан весьма успешный стартап. 13. Постепенно язык коренного населения был вытеснен государственным языком страны. 14. Это безответственное заявление поставило под угрозу мирные отношения между странами. 15. В первой главе рассматриваются некоторые статистические исследования и неофициальные данные. 16. Это положение лишь дополняет документ, но не вносит в него принципиальных изменений.

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

Do you think it is necessary to support different media for minority groups (newspapers and magazines, TV and radio channels, internet resources, etc.)? Whose responsibility should it be? What problems are enthusiasts likely to face?

**TED Talk 2**

**Daniel Bögre Udell**

**How to Save a Language from Extinction[[24]](#footnote-24)**

**BEFORE YOU WATCH**

*1. Discuss the following:*

What do you think language activism is?

*2. Match the words (1-8) to their definitions (a-h).*

1. dormant 5. diaspora

2. anomaly 6. ancestral

3. to leverage 7. intact

4. groundswell 8. to reclaim

(a) not active or developing now, but likely to become active or develop in the future;

(b) to get something back that someone has taken from you;

(c) a large group of people who come from a particular place and are now living in many different parts of the world;

(d) not harmed, damaged, or lacking any parts as a result of something that has happened;

(e) something unusual, unexpected, or different from what normally happens;

(f) a sudden increase in people’s feelings about something;

(g) relating to members of your family from the past;

(h) to use something to maximum advantage.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. Does the speaker believe that language death is natural?

2. What is the meaning of General Pratt’s words “Kill the Indian but save the man”?

3. How was this goal accomplished?

4. What happens if a language is not officially recognized by the government of a country and is not supported online?

5. What positive changes does the speaker point out?

6. How did language reclamation begin, according to the speaker?

7. What made it possible to revive Hebrew after 1,000 years of a dormant state?

8. What is the current status of Hebrew?

9. Why can the revival of Hebrew be called an anomaly?

10. Where is Cornish spoken?

11. What hindered the revival of Cornish?

12. How did new technologies help revitalize Cornish?

13. How did the reawakening of language help in strengthening the Cornish identity?

14. Where is Tunica spoken?

15. How did the reawakening of Tunica start?

16. What progress are Tunica activists currently making?

17. In what parts of the world can we see a groundswell of language activism?

18. What do all these revival movements have in common?

19. What are the speaker’s ancestral languages?

20. Why does the speaker think that reclaiming your culture is important?

**AFTER YOU WATCH**

*4. Discuss the following ideas from the TED Talk.*

1. Assimilation was a compliment to genocide.

2. For people from the vast majority of cultures, globalization remains profoundly alienating.

3. Today, Hebrew is a pillar of cultural sovereignty.

4. Reclaiming your language and embracing your culture is a powerful way to be yourself in the age of globalization.

*5. Prepare a five-minute talk on the following topic.*

The role of modern communication technologies in reclaiming and revitalizing ancestral languages.

**FINAL DISCUSSION**

*Prepare to discuss the following points. Do the necessary research.*

1. Find information about the language policy pursued by different countries as regards preservation of minority languages. Compare the data.

2. Many people voice concerns about the economic viability of programs aimed at supporting and promoting minority languages. Indeed, if the number of native speakers does not exceed a hundred people, helping to preserve the language turns into a major enterprise which involves funding research and publications, arranging some form of education, etc. Massive investments do not lead to any substantial outcomes, while there are more pressing needs that have to be addressed. What do you think about the importance of economic considerations?

3. Quite a few linguists argue against preserving minority languages. They see their extinction as a natural process that mustn’t and can’t be counteracted. Below is an extract from the article “Are dying languages worth saving?”[[25]](#footnote-25). What do you think about the Darwinian approach to minority languages that it suggests?

“But for some it is not just a waste of resources but a misunderstanding of how language works. The writer and broadcaster Kenan Malik says it is “irrational” to try to preserve all the world’s languages.

Earlier this year, the Bo language died out when an 85-year-old member of the Bo tribe in the India-owned Andaman Islands died.

While it may seem sad that the language expired, says Mr Malik, cultural change is driving the process.

“In one sense you could call it a cultural loss. But that makes no sense because cultural forms are lost all the time. To say every cultural form should exist forever is ridiculous.” And when governments try to prop languages up, it shows a desire to cling to the past rather than move forwards, he says.

“To have a public policy that a certain culture or language should be preserved shows a fundamental misunderstanding. I don't see why it’s in the public good to preserve Manx or Cornish or any other language for that matter.” In the end, whether or not a language is viable is very simple. “If a language is one that people don’t participate in, it’s not a language anymore.”

4. Discuss inclusive strategies for minority languages which will make the latter an integral part of the current language and cultural landscape.

**UNIT 7**

**SAY NO TO AGEISM**

**INTRODUCTION**

*Discuss the following:*

Today the world is facing unprecedented demographic changes that include a previously unwitnessed ageing of the population. According to data from World Population Prospects (the 2019 Revision), by 2050, one in six people in the world will be over age 65 (16%), up from one in 11 in 2019 (9%). By 2050, one in four persons living in Europe and Northern America could be aged 65 or over. In 2018, for the first time in history, persons aged 65 or above outnumbered children under five years of age globally. The number of persons aged 80 years or over is projected to triple, from 143 million in 2019 to 426 million in 2050[[26]](#footnote-26).

Population ageing has become one of the most significant social transformations of the 21st century, as the elderly cohort is increasingly becoming a force to reckon with.

* What do you see as the implications of population ageing for society? What changes are afoot?

**TEXT 1**

**BEFORE YOU READ**

*1. Discuss the following:*

1. How did we traditionally treat older people? Do you think our society is ready to acknowledge their increasing economic, cultural and human potential?

2. The term “ageism” was coined by Robert Butler in 1969. Are you familiar with it? What does it mean?

3. What problems does ageism cause?

**WHILE YOU READ**

*2. Read the text focusing on the forms of age discrimination.*

**AGE Platform Europe Position on Structural Ageism***(Brussels, April 26, 2016[[27]](#footnote-27))*

Across the EU there exist laws, policies and practices that reflect ageist prejudices and deprioritise, disregard or even exclude older people. On the occasion of the EU Day of Solidarity between Generations, AGE Platform Europe wishes to draw attention to these persisting forms of structural ageism based on a survey gathering views of some of our 150+ member organisations’ common experiences, and to make recommendations to promote older people’s rights in the context of intergenerational fairness.

Structural ageism is a form of systematic stereotyping and can be defined as the way in which society and its institutions sustain ageist attitudes, actions or language in laws, policies, practices or culture. It can be encountered in the legal system, the media, health care provision and the economy, among many other areas. It takes the form of upper age limits, the inadequate provision of services for the needs of older people, the failure to take situations, experiences or aspirations of individuals into account when making decisions or allocating resources, or the segregation of people in later life due to a lack of real choice to remain active in their communities. It is also common for older persons not to be appropriately represented in surveys or studies, which very often group everybody together into one homogeneous ‘older’ age range (i.e. 60+), or exclude older people beyond a certain age, allowing for little nuance in information presented publicly about older generations.

Structural ageism reflects negative images of ageing and older people, which are exacerbated in the context of continued austerity. Due to fiscal consolidation, older people are habitually represented as a ‘burden’ in debates, economic projections, reports, policy frameworks and the media. Such stereotypes overlook older people’s numerous contributions to society and advance measures that make economic sense while largely ignoring whether they adequately meet the needs of the older population in a dignified manner. This is especially the case regarding shrinking care packages, support to informal caregivers, old age income and access to healthcare. According to a recent Eurobarometer survey, Europeans think that measures taken as a response to the economic crisis exclude older persons more than any other group.

In addition to this, women are more likely to live longer than men, and for longer with a disability, leaving them more at risk of accumulated disadvantages. It is also important to consider other forms of discrimination that could add to an individual’s experience of structural ageism, such as socioeconomic status, disability, sexual orientation and race. Ageist attitudes can build upon these complex intersections, leading to many older people experiencing multiple discriminations. Taking into account the fact that there remain very few policies in Europe that directly acknowledge people’s different experiences of ageing, any further political responses to structural ageism must better take these intersections into account.

While progress has been made in some areas, older persons across Europe continue to experience discrimination in numerous spheres.

**Financial services**

Information from our members demonstrates that unjustified age limits in access to financial services are still extensively experienced by older people in Europe. Stricter rules and higher premiums for travel, car, holiday, home, accident and healthcare insurance make it more difficult and more expensive for older people to remain or become insured. In addition to this, older persons also often experience unjustified discriminatory upper age limits when applying for mortgages and bank loans. Even without this kind of overt ageism, older persons can be disadvantaged indirectly when applying for a bank loan because of the difficulties of it being approved even when they have property as guarantee. This creates barriers for older people to access credit for housing, including for necessary home adaptations to enable them to continue living in their community.

**Social and civic participation**

Upper age limits exist in a variety of other areas: for instance, in jury service, being a member of a state or voluntary board, obtaining a driving license, renting a car and taking part in education activities. Our members have also brought to our attention cases where the lack of insurance coverage prevented older people from taking part in voluntary activities. For example, in Belgium a residential care institution imposed an upper age limit of 75 years for volunteers, supposedly because of conditions imposed by the insurance company and negative experiences with volunteers older than 75. After negotiations by the Centre for Equal Opportunities, this decision was revoked. In addition, AGE has raised concerns about a policy of the European Opera Centre which excludes older people from training opportunities. Such policies prevent older people from continued education and a late change in their career. In Belgium’s private rental housing market, older people are also often discriminated against because of their (assumed) worse income and health situation.

**Employment**

Despite the existence of the Employment Framework Directive, a job applicant’s advanced age (55+) is perceived as a disadvantage more than any other grounds of discrimination. Whereas the overall employment rate of older people is rising, older people are not as frequently selected to interview for jobs and when they are they have less chance of securing a position. In the Netherlands, for instance, nearly four out of ten job hunters aged between 55 and 64 said that they have lost out on a job due to their age.

Moreover, many firms (three out of four surveyed in Belgium between 2009 and 2012) invest less in vocational training for older employees, leading to them having fewer opportunities to progress in the workplace. Likewise, in France employers do not always offer the same (re-)training opportunities to older workers approaching retirement age. This makes senior employees less competitive in their field of work and creates a perpetual circle of unemployment in case of job loss. In addition, unlike workers with disabilities, older people do not have an automatic right to reasonable accommodation, which would allow them to benefit from adapted working conditions, flexible arrangements (such as working less hours or from home to combine with care responsibilities), or having a gradual transition to retirement.

AGE members also frequently highlight the negative psychological and economic outcomes of forced retirement for those who remain willing and able to work. Whereas some countries have abolished default retirement ages, legislation in Belgium, Cyprus, Germany, Latvia, Luxembourg, Portugal, Spain, France and Hungary require public sector employees to retire at a certain age, and compulsory retirement exists for workers in the public and private sectors in Finland, Italy, Malta, the Netherlands, Romania, Sweden, Croatia and Ireland. These laws do not make a distinction between the age at which people are eligible for a pension (pensionable age) and the age at which they are required to stop working (retirement age). They therefore not only perpetuate the negative stereotype of employees no longer being useful past a certain age but also infringe older people’s right to continue contributing to society in an employed capacity. Companies also miss out on the accumulated experience and expertise of older workers, which are rarely replaced by young people. The European Court of Justice has accepted retirement ages as being justified on the basis of avoiding the stigmatisation of asking people to retire when they are no longer able to work. Such rulings fail to tackle the ageist assumption that old age equals sickness, impairment and incapacity and disregard the changing life course expectations of older people.

**Social security**

Access to adequate pension payments to combat poverty is one of the most crucial issues for older people in Europe. Although there are large discrepancies across the EU, 20.5% of people over the age of 65 remain at risk of poverty. Very critically, the European Commission’s 2015 Pension Adequacy Report reveals the gender pension gap to stand at almost 40% – more than twice the figure of the gender pay gap for people of working age. This reflects the multiple discriminations faced by women, leaving them at a higher risk of living in poverty in old age. While the equalisation of statutory pension ages between men and women improves gender equality, most recent pension reforms reinforce the gender pension gap; moving from pay-as-you-go social security pensions to individually funded pensions results in less mutualised compensation for career breaks linked to care responsibilities. Such structural reforms continue to penalise older women and create disadvantages leading to their social exclusion.

**Health and long term care**

AGE members have highlighted a particular prevalence of unequal access to healthcare services, such as surgical treatments and medical rehabilitation, despite older age groups requiring these services more frequently and being much fitter than in previous generations. In Cyprus, for instance, the Ombudsman has dealt with cases where innovative surgical treatment did not cover older people, even though it could have had beneficial results for the patients. In Finland, the scheme for medical rehabilitation was reformed in 2016 and is no longer available to people over the age of 65. This shows a need for better dialogue between healthcare professionals and older patients in order to avoid a paternalistic approach which sees older people excluded from making decisions about their own treatment.

In another particularly demonstrable example of ageism, one of the indicators in the UK of the National Health Service’s performance is ‘premature death’, which is set at the age of 75. Such assessments are ageist and they promote a vision of people over the age of 75 as not being equally worthy of medical treatment. The use of alternative indicators, such as ‘preventing avoidable deaths’, would be more inclusive and ensure that medical judgements depend solely on the health of the individual rather than on age-based assumptions.

In austerity-conscious health and social care systems, it is common that services are no longer offered as legal entitlements but become means-tested or require considerable amounts of out-of-pocket payments. Older people constitute one of the largest groups of users of such services and are therefore particularly penalised by related reforms, which take place in addition to shrinking pension incomes. Moreover, there is a danger that prejudicial value judgements (or ‘age-based rationing’) may occur when assessing older people’s health and long-term care needs, resulting in them not being allocated the appropriate resources to live independently and with dignity. In 2012, a study from Belgium showed that almost 40% of the people in Flanders were convinced that people beyond the age of 85 were not worthy of expensive medical treatment. Such assessments are due to lower expectations of the life that older people should be able to live.

**Conclusions**

The impact of ageism on individuals can be very serious. From the perspective of society, the failure to tackle age discrimination and ageism means that there we do not fully realise the positive contribution that older people have to make. Legal and policy frameworks that do not adequately protect older persons in all areas of life perpetuate ageism and structural discrimination; our members deem it vital that these frameworks are strengthened at national and EU levels to ensure a more complete coverage than currently exists and to inspire a new understanding of equality at all stages of life.

*3. Answer the questions about the text.*

1. How common is ageism in Europe, according to the article? What social practices can it be detected in? 2. How were the data for this article aggregated? 3. How does the article define structural ageism? 4. What forms does structural ageism take? 5. Why is it bad practice to exclude older people from surveys? 6. What is the connection between ageism and the austerity policy? 7. Do elderly people get adequate financial support in times of economic crises? 8. What makes women more vulnerable in old age? 9. Why do many older people experience multiple discriminations? 10. What financial services are older people commonly denied? 11. What impact do these restrictions have on their lives? 12. How are older people excluded from civic participation? 13. On what grounds are they excluded from voluntary activities? 14. When do people typically begin to face employment discrimination? 15. What practices further restrict employment opportunities for older people? 16. What do the authors mean by saying that older people are denied “reasonable accommodation”? 17. How is the retirement age regulated in different European countries? 18. What is the difference between “pensionable age” and “retirement age”? 19. What are the negative personal and social outcomes of forced retirement? 20. What justifies the introduction of an official retirement age? 21. What ageist assumption do current retirement regulations reinforce? 22. How many older people are at risk of poverty in Europe? 23. What are the gender discrepancies as regards pension payments? 24. What are these discrepancies caused by? 25. How are older people discriminated by the healthcare system? 26. What does the “paternalistic attitude” to older people consist in? 27. Why is the concept of “premature death” exclusive? 28. How are older people “penalized” by the recent reforms of the health and social care systems? 29. How do these reforms affect life expectancy? 30. Why should ageism be counteracted?

*4. Comment on the following statements from the text.*

1. “Across the EU there exist laws, policies and practices that reflect ageist prejudices and deprioritize, disregard or even exclude older people”. How can people be “deprioritized”?

2. “AGE Platform Europe wishes to make recommendations to promote older people’s rights in the context of intergenerational fairness”. How do you understand the concept of “intergenerational fairness”?

3. Such measures do not “adequately meet the needs of the older population in a dignified manner”. How can we act “in a dignified manner”? Why is the concept of dignity crucial?

4. Women are “more at risk of accumulated disadvantages”. What is meant by “accumulated disadvantages”?

5. “Companies also miss out on the accumulated experience and expertise of older workers”. Why is forced retirement an unreasonable decision for companies?

6. “Moving from pay-as-you-go social security pensions to individually funded pensions results in less mutualised compensation for career breaks linked to care responsibilities”. What is a “pay-as-you-go” system? What “career breaks” do women typically have to take? How does it affect their pension payments?

*5. Find the following words and phrases in the text and explain their meanings.*

(to) disregard (to) persist

(to) sustain (to) advance

overt (to) revoke

(to) infringe discrepancy

(to) penalize demonstrable

legal entitlements deem it vital (that)

*6. Fill in the gaps with the new words and phrases.*

1. He adds that the administration wholly \_\_\_\_\_ the required legal procedure for handling disputed decisions. 2. No citizen, in exercising his religious or other rights, may \_\_\_\_\_ upon the rights and sensitivities of other citizens. 3. Generally speaking, the draft articles should reflect the pertinent norms contained in international instruments in order to avoid any \_\_\_\_\_. 4. Unless there are clearly \_\_\_\_\_ social reasons for it, subsidies should not be given to higher income groups. 5. Through close cooperation among relevant administrative organs, this committee intends to actively \_\_\_\_\_ measures relating to violence against women. 6. Health services save and \_\_\_\_\_ lives. 7. The mandate holders also affirmed that economic, social and cultural rights were \_\_\_\_\_ \_\_\_\_\_, rather than charity. 8. We \_\_\_\_\_ it \_\_\_\_\_ to create a system by which the General Assembly is informed of the degree of implementation and impact of its resolutions. 9. States should \_\_\_\_\_ existing constitutional measures that discriminate against indigenous peoples. 10. Old conflicts stubbornly \_\_\_\_\_, while new ones have emerged. 11. Any policy, ideology or regime which defends racial hatred and discrimination is condemned and \_\_\_\_\_ by law. 12. Many people who inject drugs avoid health and social services owing to criminalization, \_\_\_\_\_ discrimination and abusive law enforcement practices.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. выдвинуть теорию; 2. ущемлять права и интересы граждан; 3. проигнорировать предупреждение; 4. ощутимые результаты; 5. сохраняется дискриминация; 6. поддерживать сотрудничество между гуманитарными организациями; 7. аннулировать соглашение; 8. наказывать водителей за превышение скорости; 9. неприкрытый (*открытый*) расизм; 10. устранять несоответствия в законодательстве; 11. юридические права на землю; 12. считать жизненно важным обеспечение равных прав.

*8. Translate the sentences into English.*

1. Мы считаем жизненно важным обеспечить гражданам нашей страны доступ к национальным ресурсам. 2. Ученый, который выдвинул эту гипотезу, основывался на результатах нескольких крупных опросов общественного мнения. 3. Данный документ определяет юридические права официально зарегистрированных иммигрантов. 4. Договор вскоре был аннулирован, так как он содержал ряд серьезных разночтений. 5. После введения карантина многие посчитали, что распоряжение о самоизоляции и социальном дистанцировании нарушает их конституционные права. 6. Несмотря на принятые меры, в стране сохраняется дискриминация по возрастному признаку. 7. За последнее десятилетие были достигнуты ощутимые результаты в борьбе с имущественным неравенством. 8. Международные законы, защищающие права детей, часто игнорируются. 9. Более миллиарда женщин во всем мире сталкиваются с открытой дискриминацией по признаку пола в образовании, питании, медицинском обслуживании и зарплатах. 10. Новое распоряжение позволяет штрафовать граждан, не соблюдающих правила содержания животных. 11. На основании имеющейся информации оценить причины такого несоответствия невозможно. 12. Эти изменения в социальной политике призваны поддерживать развитие человеческого потенциала в XXI веке.

*9. Give a 300-word summary of the text using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Agree or disagree with the following. Substantiate your claims.*

1. Ageism is divisive and socially corrosive.

2. Ageism only refers to older people.

3. The media are largely responsible for proliferating ageist attitudes.

4. Ageism has a profound effect on the older people’s quality of life.

5. The ageing of the population is a major economic, social and cultural problem.

6. Older people are commonly marginalized in your country.

7. The older cohorts can drive economic development.

8. People should not be forced into retirement.

**TED TALK 1**

**Ashton Applewhite**

**Let’s End Ageism[[28]](#footnote-28)**

**BEFORE YOU WATCH**

*1. Discuss the following:*

What does the experience of ageing depend on?

*2. Match the words (1-6) with their meanings (e-f).*

1. dementia 4. to internalize

2. a tall order 5. rampant

3. longevity 6. to dismantle

(a) something that is very difficult to do;

(b) existing, happening, or spreading in an uncontrolled way;

(c) a long duration of individual life;

(d) to make attitudes or behavior part of one’s nature by learning or unconscious assimilation;

(e) to destroy the integrity or functioning of sth;

(f) a serious illness affecting someone’s brain and memory in which they gradually stop being able to think or behave in a normal way.

**Note on language:**

**Senior moment** is an occasion when someone forgets something. According to *Urban Dictionary*, it is a lapse of memory, logic or mental function which is atypical or unusual. The individual suffering the event may not necessarily be advanced in age, although senior citizens are more likely to experience an occurrence[[29]](#footnote-29). The phrase was coined by Evelyn Weinstein at a conference on memory issues, which was held in New York in 1996. It was named Word of the Year by Webster's New World College Dictionary in 2000.

**Elderspeak** is a term that refers to the way some people speak to older adults, especially those with Alzheimer’s disease or another kind of dementia. Elderspeak involves speaking slowly, using a high-pitched voice, using terms of endearment such as “honey” or “sweetheart,” and speaking to the adult as if he was an infant or young child. E.g. *Oh Honey Bun, you want to go to bed, don’t you?;* *Sweetie, you’re just so cute! Is our tummy hungry for some foodie?*[[30]](#footnote-30).

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. What do most people think about the prospect of getting old?

2. Which two things are they most afraid of?

3. Are these fears well grounded?

4. What does the speaker refer to as the U-curve of happiness?

5. What does the speaker mean by saying that ageism, as well as many other *-isms*, is a socially constructed idea?

6. What is “othering”, according to the speaker?

7. In what sense does ageism feed on denial?

8. Why are stereotypes especially misleading when it comes to ageing?

9. What kinds of ageist behavior does the speaker list?

10. Why do we develop negative attitudes towards ageing?

11. What negative messages do the media bombard us with?

12. How often does Hollywood show older characters? How are they usually portrayed?

13. Why are older people the most ageist of all?

14. What are people typically worried about when they think about old age?

15. What does the experience of ageing depend on?

16. Who capitalizes on ageism?

17. Is it easy to change culture?

18. What examples of positive cultural changes does the speaker give?

19. What impact does elderspeak have on people?

20. How are people with a positive attitude towards ageing different from their less optimistic counterparts?

21. What is the most important quality that all “age optimists” share?

22. What is the gender discrepancy in age narratives?

23. What category of people does the speaker call “the poorest of the poor”? What reduces these people to poverty?

24. In which country is the position of the older people the worst?

25. Why does ageism oppress everybody regardless of their actual age?

**AFTER YOU WATCH**

*4. Comment on the following statements from the TED Talk.*

1. The sooner we get off this hamster wheel of age denial, the better off we are.

2. The experience of reaching old age can be better or worse depending on the culture in which it takes place.

3. You can’t make money off satisfaction, but shame and fear create markets, and capitalism always needs new markets.

4. Ageing is not a problem to be fixed or a disease to be cured. It is a natural, powerful, lifelong process that unites us all.

5. Companies aren’t adaptable and creative because their employees are young; they’re adaptable and creative despite it.

6. Just like race and sex, age is a criterion for diversity.

7. And what's the biggest obstacle to having a sense of purpose in late life? A culture that tells us that getting older means shuffling offstage.

8. Longevity is a fundamental hallmark of human progress.

*5. Prepare a five-minute talk on the following topic.*

Ageism is outdated and should be dismantled.

**TEXT 2**

**BEFORE YOU READ**

*1. Discuss the following:*

1. When do you think old age starts?

2. Continue the phrases

*All older people are…*

*Old people are usually…*

*The elderly tend to…*

3. Describe a typical elderly person as you see him / her (appearance, lifestyle, financial status, etc.).

4. Look at the title of the article. What kind of attitude to ageing does it suggest?

**WHILE YOU READ**

*2. Read the text focusing on the concept of age indifference.*

**Natalie d'Arbeloff**

**‘There Are No Rules in Age’:**

**Confession of an Almost 90-Year-Old**

*(The Guardian, January 3, 2019)*

*Natalie d’Arbeloff is a full-time working artist – but it is only now, in her 90th year, that she has decided to openly admit her age. Why? Because of the patronizing preconceptions about getting old*

For the past 30 years, I have avoided mentioning my date of birth except when bureaucratically, medically or legally required to do so. In all social interactions, I avoid the subject. If I am asked directly why I won’t say how old I am, my default answer is: vanity. It is the truth, and why not? I have reasons to be vain. I have been extremely fortunate with my genes; my mother and father lived until they were 97 and 101, respectively. I’m still a full-time working artist, still exploring, discovering and getting better and better every other day. I don’t feel, think, or look my age.

But this year, on my birthday in August, I will reach a particularly inadmissible number, therefore I have decided it is time to conquer my fear of admitting “the number”. I am finally ready to liberate myself – here goes ... On 7 August 2019, I will be 90. I was born in 1929, the year of the Wall Street crash, which ushered in the Great Depression. Keen to list for this piece some lesser known and less depressing events to commemorate my birth in Paris, I googled the date. But please don’t be amazed that a nearly-90-year-old uses google as a verb and understands the internet. It is normal if they have been that sort of person all their life. True, I don’t know any other 89½-year-olds, but I’m fairly sure there are thousands out there at this very moment, thinking deep and/or funny thoughts, writing and painting, building and dancing, gazing at the stars and generally contributing to the world.

I doubt I would have clung so stubbornly to this phobia of admitting my age if patronising preconceptions about ageing didn’t exist. If I am at a party and someone asks “Are you still working?”, I want to punch them in the face. (I don’t, of course, because I’m only 4ft 11in, so I can’t reach.) But such questions are stereotypical of people’s perception of age.

I will admit to a few age-related physical glitches. For instance, I use hearing aids, but only if I am with people who mumble. (Why can’t people speak consonants clearly?) And I’ve got only eight of my own teeth left. In fact, the possibility that I might forget to put the synthetics back in before going out – along with the probability of a man-made apocalypse – is why I sometimes worry about the future. There is also my right hip. It began, absolutely unacceptably, to go a bit wonky a few months ago. This is at the top of my list of issues to resolve this year, along with finding someone to give me a major retrospective exhibition before it is too late.

For me, being a certain age doesn’t feel as if it is set in stone – why not be several ages at once? I chose art as a career very early on and the insecurities of the profession, together with its incomparable joys, have no doubt contributed to my indifference towards ageing. Artists who are in it for the long haul are often age-indifferent, even if their bodies aren’t. The aged Matisse created his magnificent cutouts from his sick-bed. We are all different, from the moment we are born until the moment we die, and the eighth or 80th – or any other – year of my life was not the same as yours. Identity is fluid enough to be exempt from categorisation, so why should people who have accumulated a large quantity of years be perceived as having uniform characteristics? Individuality does not drop off automatically, like old skin, when we reach a certain number.

Maybe it is because I started writing a diary when I was nine that I see my life as a film that I can stop and examine at any point. It also hasn’t been a still life and perhaps my refusal to see myself defined by such a static word as “old” has something to do with the fact that, since the age of about six, I was on the move. My father, a restless, enterprising Russian émigré, transported my mother, a Parisian, my older sister and me, and later on our much younger brother, from Paris to Paraguay, Brazil, the United States, Italy, England etc, for varying periods of time. I have never felt that I had a fixed home, even though I have lived in England since 1963.

I do salute all the brave, bold age-admitters. But I must confess that the fear of becoming invisible, in a sexual sense, played a major part in my refusal to admit my age. People may say sexual invisibility happens to all of us, sooner or later; that’s life, biology, so what? And I certainly don’t want to pretend to be physically young. But it seemed perfectly rational to me that the sexy buzz that accompanied me all my life would still be there as long as I didn’t mention my age.

My father, even when he was nearly 100, believed in the same kind of magical unrealism. If he met a neighbour, a sprightly 70-year-old, say, he would tell us: “I saw that Mr X – he’s such a starichok!” (“little old man” in Russian). Sacha literally did not see himself or Blanche, my mother, as old. Blanche herself began to paint at 94, climbed six flights of stairs every week to attend an art class and had her first and last solo exhibition at 96. Whether my parents’ misperception of themselves contributed to their longevity is anyone’s guess. Some people are starichoks. Some refuse to be. There are no rules in age, only exceptions. My only advice is: be the exception.

So this “little old lady” has made her confession. But you still haven’t got my number.

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. What does Natalie d’Arbeloff do for a living? 2. Why does she avoid mentioning her age? What are the exceptions to the rule? 3. Does longevity run in her family? 4. What is her attitude to her age? 5. How old did she turn in 2019? 6. Why shouldn’t it be surprising that Natalie is a competent internet user? 7. What are some “patronizing preconceptions” about age that Natalie finds especially appalling? 8. What health concerns does she have? Does she tend to prioritize them over other issues? 9. How did Natalie’s profession influence her attitude to age? 10. Why doesn’t Natalie approve of generalizations when it comes to describing older people? 11. What circumstances of her life shaped her vision of her own identity? 12. What kind of invisibility does Natalie dread? 13. What does Natalie describe as “magical unrealism”? 14. What did her mother do in her late years? 15. What conclusion does Natalie make?

*4. Comment on the following statements from the text.*

1. I doubt I would have clung so stubbornly to this phobia of admitting my age if patronising preconceptions about ageing didn’t exist.

2. For me, being a certain age doesn’t feel as if it is set in stone – why not be several ages at once?

3. Identity is fluid enough to be exempt from categorization.

4. Individuality does not drop off automatically, like old skin, when we reach a certain number.

5. Some people are starichoks. Some refuse to be. There are no rules in age, only exceptions.

*5. Find the following words and phrases in the text and explain their meanings.*

patronizing (a) preconception

inadmissible (to) usher in

set in stone incomparable

for the long haul (to) be exempt from

(to) salute (a) misperception

*6. Fill in the gaps with the new words and phrases.*

1. Ms. Gaspard welcomed the fact that political developments in Chile had banished a number of \_\_\_\_\_ and prejudices about the role of women in public life. 2. Many rooms overlook the panorama of the \_\_\_\_\_ biblical Mount Ararat. 3. All religious organizations are \_\_\_\_\_ from taxes on land and real estate property. 4. Rapid technological innovations in recent years have \_\_\_\_\_ in a new era of techno-driven growth. 5. Evidence obtained through torture is \_\_\_\_\_. 6. However, some media reports are marked by sensationalism and a \_\_\_\_\_ of how the justice system operates. 7. This policy demands a commitment for the \_\_\_\_\_ \_\_\_\_\_. 8. Women leaders were often given the somewhat \_\_\_\_\_ nickname “Mammy Queen”, indicating their aptitude in stereotypically “maternal” roles. 9. Obviously the methods are not \_\_\_\_\_ in \_\_\_\_\_ and will need altering depending upon the individual circumstances of different organizations. 10. We would also like to \_\_\_\_\_ the efforts made by Ambassador Reimaa of Finland to get the work of this Conference under way.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. быть освобожденным от налогов; 2. незыблемые правила; 3. снисходительное отношение; 4. приветствовать мужество героев; 5. возвестить начало новой эры; 6. отбросить предрассудки; 7. несравненный оратор; 8. мы здесь (*in it*) всерьез и надолго; 9. развеять это заблуждение; 10. неприемлемое заявление.

*8. Translate the sentences into English.*

1. В этой стране люди старше 75 лет освобождаются от уплаты ряда налогов. 2. Эта практика уже устоялась (*является незыблемой*), и мы не намерены ее менять. 3. Судя по объемам инвестиций, эта компания пришла в регион всерьез и надолго. 4. Изобретение интернета ознаменовало новую эру в развитии человеческой цивилизации. 5. Вена – это город несравненной красоты. 6. Многим людям свойственно снисходительное отношение к тем, кто, по их мнению, занимает более низкое социальное положение. 7. Мнение о том, что старость – это скучный и унизительный период жизни, не более чем предубеждение. Многие пожилые люди говорят, что чувствуют себя несравнимо счастливее, чем в молодости. 8. Мы приветствуем новую инициативу, направленную на улучшение качества жизни людей старшего возраста. 9. Все приведенные аргументы были признаны неприемлемыми и не были приняты в расчет при вынесении решения. 10. Многие люди находятся в плену (*trapped*) заблуждений относительно возраста, что мешает им заниматься тем, что приносит им радость.

*9. Give a 200-word summary of the article using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

1. The way we think about ageing largely determines the experience of getting older and may considerably enhance or reduce the quality of life.

2. Older people are an extremely heterogenous group that defies any universal standards.

3. The way you live in old age largely depends upon the priorities, values, habits and lifestyles you chose in early adulthood.

**TED TALK 2**

**Jane Fonda**

**Life’s Third Act[[31]](#footnote-31)**

**BEFORE YOU WATCH**

*1. Discuss the following:*

Do you think it is important to reflect on your life experiences or do you prefer not to look back on them? What can we gain by re-evaluating them?

*2. Match the words (1-6) with their definitions (a-f).*

1. decrepitude 2. crotchety

3. smack-dab 4. fruition

5. feisty 6. agency

(a) the capacity, condition, or state of acting or of exerting power;

(b) the state of being old and no longer in good condition or good health;

(c) subject to whims, crankiness, or ill temper;

(d) the result that you wanted to achieve from a plan or idea;

(e) exactly, squarely;

(f) full of nervous energy.

**Note on language:** ALS, or amyotrophic lateral sclerosis, is a progressive neurodegenerative disease that affects nerve cells in the brain and the spinal cord. Gradually, the brain loses its ability to initiate and control muscle movement, and people may lose the ability to speak, eat, move and breathe. In America ALS is commonly known as Lou Gehrig's disease, after a famous and extremely popular professional baseball player who suffered from it. Another famous person afflicted by ALS was Stephen Hawking.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. What does the speaker call the most significant revolution in recent history?

2. How longer is our lifespan, compared to our grandparents’?

3. What does the arch metaphor mean?

4. What is usually referred to as “the third act”?

5. Why is it crucial to see this third act as a developmental stage?

6. What does the speaker consider to be a more appropriate metaphor for ageing?

7. What are the advantages of being over 50?

8. What expectations did the speaker have regarding her old age?

9. What discovery did she make in her “third act”?

10. Why is it unwise to romanticize ageing?

11. What makes the human spirit different from any other phenomena in the world?

12. What does Neil Selinger’s case prove? Fill in the gaps in the quote: “As my muscles weakened, my writing became \_\_\_\_\_. As I slowly lost my speech, I gained my \_\_\_\_\_. As I diminished, I \_\_\_\_\_. As I \_\_\_\_\_ so much, I finally started to find myself.”

13. What does the speaker see as the main task of the “third act”?

14. What did the speaker begin to analyze as she turned sixty?

15. What are the psychological benefits of doing a life review?

16. What, according to Viktor Frankl, determines the quality of your life?

17. How does doing a life review affect us neurologically?

18. What prevents a lot of people, especially females, from living a happy life?

19. What, according to the speaker, makes us wise?

20. What are the social implications of doing a life review?

*4. Comment on the following statements from the TED Talk.*

1. Age is not at all pathology. Age is potential.

2. “It takes a long time to become young” (*P. Picasso*).

3. Perhaps the task of the third act is to finish up the task of finishing ourselves.

4. We have agency. We are the subjects of our own lives.

*5. Prepare a five-minute talk on the following topic:*

The “third act” is another developmental stage in a person’s life.

**FINAL DISCUSSION**

*Prepare to discuss the following points. Do the necessary research.*

1. The demographic shifts and reconceptualization of ageing necessitate changes in the vocabulary that we use to describe old age and elderly people. What are the most up-to-date trends in referring to these phenomena?

2. What does the society gain by integrating older people in all spheres of its life?

3. How should we change discourses of old age in order to develop a more positive attitude towards older people and become more inclusive?

4. A lot of sociologists point out that western societies are moving towards gerontocracy – the rule of older politicians. Find information about this trend and think of its positive and negative implications.

5. A particularly important concept nowadays is “ageing with dignity”. It usually refers to the later stage in life when people need support and care. What accommodations should we be ready to offer to help people live with dignity when they are dependent on others? (*see the* ***Reader*** *for some ideas and find more ideas online*).

**UNIT 8**

**GENDER EQUALITY:**

**SHOULD ANATOMY BE DESTINY?**

**INTRODUCTION**

*Discuss the following:*

1. The terms “sex” and “gender” used to be interchangeable. However, nowadays they denote different phenomena. What is the difference between “sex” and “gender”?

2. As Sigmund Freud famously said, “Anatomy is destiny”. How can you interpret this statement?

3. What are the traditional gender roles allocated to men and women in your country? Are they still relevant?

4. What does gender equality mean? Is it achievable?

5. According to the UN Sustainable Development Goals, “Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world[[32]](#footnote-32)”. How does the world benefit from gender equality?

**TEXT 1**

**BEFORE YOU READ**

*1. Discuss the following:*

1. What is the feminist movement?

2. What goals does it pursue?

3. The text you are going to read mentions *suffragettes* who were involved in the so-called *suffragist movement* aimed at granting women the right to vote. In your opinion, why is political equality such an important part of the feminist agenda?

**WHILE YOU READ**

*2. Read the text focusing on the waves of feminism and their respective agenda.*

**Joyce Mushaben**

**The Fourth Wave of Feminism:**

**Europe’s New Gender Equality Agenda**

*(Johns Hopkins University, American Institute*

*for Contemporary German Studies, 2020[[33]](#footnote-33))*

Despite event cancellations fueled by coronavirus concerns, the European Union launched its new Gender Equality Strategy on March 5, just in time for International Women’s Day. Long before equal treatment, positive action, and gender mainstreaming became EU household terms, suffragettes world-wide presumed that the formula “add women, voting rights, and stir” would quickly level the gender playing field across most democratic systems. But politics, as Max Weber observed, requires “the long slow boring of hard boards.” The last 100 years have given rise to three distinct feminist “waves,” each of which has conveyed specific lessons about the deeply rooted nature of male norms and gender stereotypes shaping all societal institutions. Each wave, in turn, has pushed equality activists to invent new concepts, programs, and strategies when the old ones lost their effectiveness or fell short of the larger goal of inducing structural change.

The first wave, stretching from the late 1800s to 1945, centered on women’s struggle to achieve the same rights as men, including not only the right to vote, join political parties, and run for office, but also the ability to keep or pass on their own nationality when they married. This campaign for political citizenship concentrated on equal treatment strategies.

Women quickly discovered that “same” is not “equal,” however, leading to the second wave, extending from the 1960s to the 1980s. Female citizens not only lost their names when they married; they were denied their own credit cards, bank loans, and insurance policies. European women could not hold paid jobs without their husbands’ permission; pregnant women were routinely fired. Women could not secure equal pay without equal work but were excluded from equal work because they were denied access to equal training. Biological differences between the sexes meant that women sometimes needed different treatment into order to pursue the same opportunities as men. This wave centered on the struggle for economic citizenship. After decades of exclusion and discrimination, affirmative action strategies helped females to enter new employment domains, albeit while juggling jobs and motherhood.

The third wave, running from the mid-1980s through the new millennium, initially came as a shock to white, middle-class feminists who firmly believed they were trying to make the world a better place for ALL women. The UN Decade of Women gave rise to many international conferences (Nairobi, Mexico City, Cairo, Beijing) where they were vehemently criticized for failing to incorporate big differences among women, like race, class, religion, and sexual orientation, into their goals and approaches. This wave brought the fight for social citizenship, based on a refined understanding of intersectionality. Anti-discrimination legislation and pro-active social inclusion programs provided the strategic foundation for this era.

Insisting that women deserved the same rights but often needed special policies proved rather confusing to men, leading to the exasperated response: “So what do you want to be, the same or different? Make up your mind.” Feminists contended that while treating two persons who are “the same” differently produces inequality (e.g., paying men more than women, when both hold engineering degrees), it is simultaneously true that treating two “different” conditions exactly the same (e.g., when one engineer is pregnant, the other is not) likewise engenders inequality. The best strategy in this case is gender mainstreaming, mandating the balanced participation of women and men at all stages of the decision-making process – to ensure that relevant “differences” will be incorporated into problem definitions, policy planning, and formulation; it moreover applies a gender lens to budgeting, implementation, and compliance monitoring.

Women have infiltrated the paid-labor market, mastered new occupational vocabularies, and taken on new identities as bankers, soldiers, doctors, politicians, and astronauts. The fourth wave of feminism must now focus on changing the roles of men, which I label the push for holistic citizenship. Equal participation in political, economic, and social life cannot be achieved in isolation, and nor can females enjoy full citizenship in each domain without linking the public and the private sphere, almost every hour of every day. The personal is the political for women, but for men, the political must also become the personal. Women will not secure the equal time necessary for “balanced participation” in the public sphere, until men assume their fair share of responsibility in the private sphere. Guaranteeing men paternity leave[[34]](#footnote-34) is only a small first step.

The new Gender Equality Strategy obliges the Commission to include systematically “a gender perspective in all stages of policy design in all EU policy areas, internal and external, while applying intersectionality as a cross-cutting principle.” Commission president Ursula von der Leyen kept her first promise to the European Parliament, by forming a Commission that contains nearly equal numbers of women and men (12 women, 15 men: 44 percent). Her Mission Letters exhorted each Commissioner to “draw on all of Europe’s talents” in constituting her/his personal Cabinets, insisting that every Commission-sponsored event “feature gender-balanced panels and a broad range of perspectives from across Europe.” Commensurate with Article 8 of the Treaty on the Functioning of the European Union, each appointment letter detailed her equality expectations for the respective portfolio, inferring that the “real men” in her Commission will be just as responsible for the pursuit of equality as the strong women to whom she has assigned non-traditional dossiers. Von der Leyen is the only President in EU history to have appointed a bona fide Commissioner for Equality, Helena Dalli.

Equality advocates have learned over time that feminist theorizing is like most other sciences: advancing the cause depends a lot on trial-and-error. Discovering what does not work drives us to develop new concepts, test new approaches, and cast a wider strategic net. Like her former boss, Angela Merkel, Ursula von der Leyen rejects the feminist label, but it has only taken her 100 days to fast-forward an agenda derived from 100 years of “long, slow boring.” The EU Gender Equality Strategy 2020-2025 is a very powerful instrument reflecting the lessons gleaned across many sectors at many levels. Next comes the difficult task of securing its implementation, based on concrete timetables and indicators. Welcome to the fourth wave of feminism.

*3. Answer the questions about the text.*

1. What strategy was launched on March 5, 2020? 2. What is the formula that suffragettes proposed? Did it prove valid? 3. How many waves are identified within the feminist movement? 4. What have all the waves revealed? 5. What is the main goal of all the waves? 6. What did the first wave center on? 7. What caused the crisis of the first wave? 8. How long did the second wave last? 9. What forms of inequality did women fight against during the second wave? 10. What makes the third wave principally different from the previous ones? 11. What did many males find confusing about the feminist movement? 12. What does “gender mainstreaming” consist in? 13. What advances have women made since the 20th century? 14. What should the fourth wave of feminism focus on? 15. What is the condition for women’s “balanced participation” in the public sphere? 16. What is the main provision of the gender equality strategy? 17. What is Ursula von der Leyen’s political agenda? 18. What role is assigned to the male members of the Commission? 19. What enables us to qualify feminism as a science? 20. Now that the strategy has been advanced, what is the next step to take?

*4. Comment on each of the terms below and explain the dynamics of the feminist movement.*

political citizenship – economic citizenship – social citizenship – holistic citizenship

*5. Comment on the following statements from the text.*

1. Politics requires “the long slow boring of hard boards” (*Max Weber*).

2. The strategy “applies a gender lens to budgeting, implementation, and compliance monitoring”.

3. Females have to “juggle jobs and motherhood”.

4. The personal is the political for women, but for men, the political must also become the personal.

*6. Find the following words and phrases in the text and explain their meanings.*

(to) launch gender mainstreaming

(a) household term (to) induce

(a) domain albeit

vehemently (to) engender

(to) infiltrate (a) cross-cutting principle

(to) exhort trial-and-error

*7. Fill in the gaps with the new words and phrases.*

1. Most regional projects paid significant attention to \_\_\_\_\_ \_\_\_\_\_. 2. Prior to his arrival, Edison conducted many costly \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_ experiments. 3. From the early 1960s Ireland \_\_\_\_\_ opposed apartheid in South Africa. 4. Since the author presented his first paper, the use of the term “weapons of mass destruction” (WMD) has become almost a \_\_\_\_\_ \_\_\_\_\_. 5. The lack of equity in access to opportunity intensifies social conflict, reduces governability and \_\_\_\_\_ social violence. 6. Those laws, policies and values in the national, regional and international \_\_\_\_\_ included the most basic instruments founded on international consensus.7. Finland also stated that organized criminal groups often \_\_\_\_\_ legal business sectors, including the tourism sector. 8. Several projects that had already been \_\_\_\_\_ deserved further attention. 9. She \_\_\_\_\_ the international community to engage in constructive dialogue and closer cooperation to meet the goals set at the twenty-third special session. 10. Recovery and reconstruction efforts progressed, \_\_\_\_\_ slowly. 11. The ban on any form of discrimination is a \_\_\_\_\_-\_\_\_\_\_ principle governing all measures taken by the Walloon Region and the French-speaking Community. 12. Climate change may \_\_\_\_\_ temporary, circular and permanent migration movements, which may be multidirectional, or episodic.

*8. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. действовать методом проб и ошибок; 2. яростно критиковать; 3. породить новый конфликт; 4. запустить рекламную кампанию; 5. стать расхожим выражением; 6. содействовать актуализации гендерной проблематики; 7. проникнуть в систему защиты; 8. общий принцип равенства и справедливости; 9. находиться в открытом доступе; 10. устойчивый, хотя и медленный, рост; 11. призывать правительство принять меры; 12. вызвать экономические потери.

*9. Translate the sentences into English.*

1. Информационные технологии проникли во все сферы нашей жизни. 2. Коренные народы должны иметь возможность говорить на своих языках в общественной и частной сферах, включая школы, суды и медицинские учреждения. 3. Политическая программа этой новой партии базируется на актуализации гендерной проблематики. 4. Эти проекты были плохо скоординированы и реализовывались методом проб и ошибок, что в конечном итоге привело к провалу всей программы. 5. Данная инициатива была выдвинута с целью ликвидации гендерного неравенства в стране. 6. Феминизм давно перестал быть философской и социальной теорией и превратился в расхожее понятие. 7. Гендерное равенство должно стать общим принципом, на основе которого создаются любые новые законы и общественные институты. 8. Уровень преступности в стране снизился, хотя и незначительно. 9. Массовая миграция порождает и усиливает неравенство. 10. Чиновник категорически отрицал свою причастность к этому коррупционному скандалу. 11. Мы призываем международное сообщество приложить все усилия для того, чтобы сохранить и укрепить мир в регионе. 12. Этот вид рака связан с воздействием (*вызывается*) радиации.

*10. Give a 300-word summary of the article using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*11. Discuss the following:*

1. What is your vision of gender equality?

2. Can you call yourself a feminist?

3. How active is the feminist movement in your country?

4. Is the feminist movement widely supported in your country?

**Michael Kimmel**

**Why Gender Equality Is Good for Everyone – Men Included**[[35]](#footnote-35)

**BEFORE YOU WATCH**

*1. Discuss the following:*

Who do you think is the main beneficiary of gender equality?

*2. Match the words (1-5) with their definitions (a-e).*

1. disembodied 4. akin (to sth)

2. detrimental 5. attrition

3. egalitarian

(a) the act of weakening or exhausting by constant harassment, abuse, or attack;

(b) having no body, no corporal reality;

(c) obviously harmful;

(d) supporting a social system in which everyone has equal status and the same money and opportunities;

(e) essentially similar, related, or compatible.

*3. In the TED Talk, you are going to hear two blends, which can also be termed portmanteau words. Blends are typically formed by combining two words. Study the examples below and guess the meaning of the two blends from the talk.*

**junkatorium** (junk + emporium galorium): a shop that sells junk;

**frankenfood** (Frankenstein + food): genetically modified food;

**chocoholic** (chocolate + alcoholic): someone who eats excessive amounts of chocolate;

**guesstimate** (guess + estimate): to estimate without solid facts or figures;

**covidiot** (Covid-19 + idiot): a person who either has a light-hearted atrtitude to the Covid-19 epidemic or is too obssessed with it;

**fantabulous** (fantastic + fabulous): marvelously good.

* Write a formula for each of the words below and explain their meanings:

**mansplain choreplay**

* Check your asnwers after you have watched the TED Talk.

**WHILE YOU WATCH**

*4. Read the questions below and watch the TED Talk to answer them.*

1. What goal does the speaker pursue by giving this talk?

2. What made the speaker interested in gender issues?

3. How did the speaker’s study group work?

4. What kind of conversation did the two ladies in the study group have?

5. How did this discussion change the speaker’s perception of himself?

6. What served as a reminder of that discussion 30 years later?

7. What is the difference in the ways students perceive male and female lecturers on gender?

8. Why does the speaker see the tie as a signifier of “disembodied Western rationality”?

9. What, according to the speaker, is the first step on the way to enaging men in supporting gender equality?

10. What does the speaker call “premature self-congratulation”?

11. Do all men embrace gender equality?

12. What is meant by “reverse discrimination”?

13. How did the spaker challenge the idea of a black woman stealing a man’s job?

14. Who, according to the speaker, has the most privileged position in the world?

15. Why is gender equality beneficial for countries?

16. Why is it good for companies? Fill in the gaps: lower \_\_\_\_\_ turnover, easier \_\_\_\_\_ recruting, higher \_\_\_\_\_ of retention, higher \_\_\_\_\_ satisfaction, higher rates of \_\_\_\_\_.

17. Why is gender equality good for men?

18. What old riddle does the speaker tell?

19. How does this riddle help to gauge the level of social change?

20. How has younger men’s attitude to work and family changed today?

21. Of what benefit are egalitarian relationships in families?

22. Which two phrases describe the modern trend in the work-family balance? Fill in the gaps: pitch \_\_\_\_\_ and help \_\_\_\_\_.

23. What does the speaker propose instead?

24. How does men’s involvement in family matters benefit children?

25. What difference does it make to women’s life?

26. What impact does equal involvement have on the families’ sex life?

27. What does the speaker mean by saying that gender equality is a win-win for everyone?

28. Are men’s and women’s vital needs different, according to the speaker?

**AFTER YOU WATCH**

*5. Comment on the following ideas from the TED Talk.*

1. All women face the same oppression as women. All women are similarly situated in patriarchy, and therefore all women have a kind of intuitive solidarity or sisterhood.

2. Privilege is invisible to those who have it.

3. Look, we think this is a level playing field, so any policy that tilts it even a little bit, we think, “Oh my God, water’s rushing uphill”.

4. Younger men today “want to be dual-career, dual-carer couples”.

5. Gender equality is not a zero-sum game. It's not a win-lose. It is a win-win for everyone.

6. Feminism will make it possible for the first time for men to be free.

*6. Prepare a five-minute talk on the following topic.*

The modern family is based on equal partnership rather than a hierarchy.

**TEXT 2**

**BEFORE YOU READ**

*1. Discuss the following:*

The category of gender is being actively redefined today. It is no longer binary (male – female), covering a variety of identities and seen as a spectrum. Facebook, for instance, offers 58 options for users to identify their gender today.

1. In your opinion, why has it become such a hot topic?

2. What necessitated changes in our traditional perception of gender and attitudes to it?

3. Why are people no longer required to conceal their unorthodox views and lifestyles and are invited to celebrate their gender?

4. What legal issues arise in connection with these new gender trends?

**WHILE YOU READ**

*2. Read the text focusing on the issues that intersex people have to resolve.*

**[Sam Levin](https://www.theguardian.com/profile/sam-levin)**

**‘Erasure of an Entire Group’: Intersex People Fear Trump Anti-Trans Memo**

*(The Guardian, October 25, 2018)*

*Their lives would be at odds with the scientifically erroneous definitions of sex and gender that Trump is pursuing.*

It took decades for Anunnaki Ray Marquez to accept himself. Then, on 17 September 2018, the state of Colorado accepted him, too, issuing a new birth certificate that said he was “intersex”, meaning born with a mix of what are considered male and female sex characteristics.

It was a “huge, gigantic, momentous” event in the 50-year-old’s life: finally an official government document recognizing his existence. But the celebration was short-lived.

This week, a [leaked Trump administration memo](https://www.theguardian.com/world/2018/oct/21/trump-administration-define-transgender-out-of-existence-new-york-times) suggested that the US government was working to define sex as “either male or female” and “determined by the genitals that a person is born with”, the New York Times reported. The move represents an extraordinary [attack on transgender people](https://www.theguardian.com/us-news/2018/oct/22/americans-trump-transgender-lgbt-civil-rights), seeking to in effect reject their identities and deny them the most basic recognition, protections and rights. Entirely missing from the [breaking news report](https://www.nytimes.com/2018/10/21/us/politics/transgender-trump-administration-sex-definition.html?action=click&module=Top%20Stories&pgtype=Homepage) on the memo, however, was intersex people, whose lives would also be fundamentally at odds with the scientifically erroneous definitions of sex, biology and gender that Trump is pursuing.

“Every single thing that I fought for would be taken away from me,” said Marquez, who lives in Jacksonville, Florida. “People with power and control are dictating and stigmatizing you with labels that aren’t true.”

Intersex people are highly misunderstood, neglected and underrepresented in public life, even though they make up an [estimated 1.7% of people](https://www.theguardian.com/world/2016/jul/02/male-and-female-what-is-it-like-to-be-intersex) worldwide – in line with the rates of redheads or people with green eyes. The term intersex (the “i” in LGBTQIA) refers to people born with reproductive or sexual anatomies that don’t fit typical definitions of male or female, meaning they can have variations in chromosomes, genitals, internal organs and other characteristics.

Echoing Trump’s [repeated assaults](https://www.theguardian.com/us-news/2018/mar/23/donald-trump-transgender-military-ban-white-house-memo) on [trans rights](https://www.theguardian.com/us-news/2017/feb/22/transgender-students-bathroom-trump-obama) in the last two years, the US Department of Health and Human Services (HHS) memo seeks to create a binary system for sex and gender by claiming these are “unchangeable” categories, provable based on “biology”, and must be male or female, according to the New York Times. That is [directly meant to erase trans people](https://www.theguardian.com/society/2018/oct/23/trump-transgender-policy-protests-panic-fear), whose gender is different from the one assigned to them at birth, but could also have devastating consequences for intersex people and non-binary people (who identify as neither male nor female).

LGBTQIA activists have struggled to comprehend the implications of potential federal erasure in recent days. For trans, intersex and non-binary people, the narrow and inflexible definitions of sex and gender could mean an inability to obtain accurate legal documents. This could prevent them from getting correct IDs and affect their ability to access public spaces, jobs, housing, education and basic services.

Toby Adams, the executive director of the [Intersex and Genderqueer Recognition Project](https://www.intersexrecognition.org/), said the policy would force non-binary people to make an impossible choice: “Either you lie about your identity … under penalty of perjury, you check this box and say I swear this is true. Or you don’t get a driver’s license. You don’t get a passport. You don’t have a birth certificate.”

“If you are a science denier, of course you are going to create a policy like this that is an erasure of an entire people,” said Violette Skye, a 42-year-old intersex person in Salem, Oregon. “I totally don’t fit into this administration’s definition of a binary sex.”

Like [trans people](https://www.theguardian.com/society/2018/jul/03/trans-people-to-be-able-to-register-new-identities-more-easily), intersex activists have long [fought for acceptance](https://www.theguardian.com/world/2017/jan/11/intersex-rights-gender-sara-kelly-keenan-birth-certificate). They have also advocated to normalize their existence in a society that traditionally has treated them as people with disorders who need to be fixed.

The result can be [surgeries](http://4intersex.org/wp-content/uploads/2018/07/4intersex-Common-Arguments-from-Doctors.pdf) that are medically unnecessary, invasive and irreversible – meant to push babies and children to conform to a binary sex and gender.

“I was born with an intersex body, and it caused so much alarm and disgust that they tried to put me in one box, and it failed,” said Sean Saifa Wall, an intersex Atlanta resident who co-founded the Intersex Justice Project. “Doctors are literally every day attempting to erase intersex bodies.”

There has been a growing [movement against non-consensual medical interventions](https://www.theguardian.com/world/2016/jul/02/male-and-female-what-is-it-like-to-be-intersex), which American surgeons [popularized](https://www.hrw.org/news/2018/10/10/intersex-guidelines-doctors-have-been-waiting) in the 1960s. Some governments have explored restrictions, with Malta passing a groundbreaking policy in 2015 [banning](https://www.vice.com/en_us/article/exqn77/maltas-new-intersex-legislation-is-the-most-progressive-in-the-world-192) non-vital surgeries on those too young to consent. Amnesty International, the World Health Organization and the [state of California](https://www.nbcnews.com/feature/nbc-out/baby-cannot-provide-consent-calif-lawmakers-denounce-infant-intersex-surgeries-n903686) have formally condemned non-consensual surgeries.

“When I was born, there was no accurate way to truly document my sex,” said Marquez, who was incorrectly assigned female at birth, a decision that led to a life of confusion, irrelevant diagnoses and damaging treatments. When, in 2014, he learned he was born with an intersex variation, it all made sense.

“Everything I was told is a lie,” said Marquez, explaining how doctors and others had misled him for so long. “You’re thinking: ‘I’m broken, I need to be fixed.’ You’re being pathologized.”

In recent years, it became important for him to obtain a legal acknowledgement of his reality so many had denied for so long. The process wasn’t easy.

After receiving a series of doctors’ notes, he filed court paperwork explaining that he was born intersex, which is his “anatomical, chromosomal and hormonal medical reality”.

With assistance from [Sara Kelly Keenan](https://www.theguardian.com/world/2017/jan/11/intersex-rights-gender-sara-kelly-keenan-birth-certificate), the first person in the US who obtained an “intersex” birth certificate, Marquez got his own accurate certificate from Colorado, where he was born.

“It legally validated my existence … and said without a shadow of a doubt, the way I had been violated was now inexcusable,” said Marquez, who is a non-conforming androgynous man.

Some [courtroom](https://www.reuters.com/article/us-colorado-intersex/u-s-court-rules-for-colorado-intersex-veteran-denied-passport-idUSKCN1M0241) victories have established that there are people who aren’t male or female.

Trump’s memo, however, is promoting the opposite view – that sex must be one or the other “based on immutable biological traits”. If codified into the law, the federal government would be explicitly misclassifying millions of people, advocates said, with a system that would encourage the kind of medical interventions that have caused needless [physical and emotional scarring](https://www.nytimes.com/2018/10/23/opinion/trump-transgender-memo-intersex.html?fbclid=IwAR0gbkDUmvkKTIwYpA4UudbpXqjlMakMGbo2hBvRq8GRsmtYZjle1R8L-lo) for decades.

Some intersex people and their families have come a long way in accepting themselves and coming to terms with the consequences of unnecessary surgeries. The new Trump legal definition seeks to invalidate all of that progress, said Cary Gabriel Costello, a sociology professor at the University of Wisconsin-Milwaukee, who is an intersex man.

“When you make our lives a lie, it’s not just us affected. It’s our families. It’s our parents who have been implicated in the whole process,” he said.

With such little intersex visibility in society and medical treatments aimed at covering up their existence, few people come out of the closet, making it hard to find a community in a moment like this, said Costello: “A lot of people are dealing with this in isolation.”

By spreading misinformation, the memo could lead to more non-consensual surgeries, some activists said.

“They will continue to force people into a binary, and it’s not to the benefit of their health,” said Skye, who is also non-binary.

The memo also suggested that genetic testing could be used to determine an individual’s sex, a potentially invasive move that would make little sense for intersex people, some of whom have chromosomes that are neither XX nor XY.

“What are you going to do, kill us all?” said David Cameron Strachan, a 71-year-old intersex person in San Francisco. “We already have a suicide epidemic, and there will be more.”

An HHS spokesperson declined to answer the Guardian’s questions about the memo and potential impacts on intersex people. A statement from Caitlin Oakley, an HHS senior adviser, said the agency does not comment on “alleged, leaked documents”, and said the department’s office of civil rights would continue to enforce anti-discrimination laws.

Hans Lindahl, a 26-year-old intersex activist with interACT, said she and her partner, who is trans, both submitted paperwork this week in California to have their state documents properly reflect their identities. The Trump news inspired them to take action, though she said it was upsetting to think of others outside of the state who would not have this option.

“I was happy that I was able to access that, but also very angry and frustrated that the system is so hellbent on … not acknowledging sex and gender diversity.”

The news has immediately triggered anxiety, depression and other mental health struggles for many this week, said Steph Nagoski, a non-binary person in Delaware, who uses gender-neutral “they” pronouns.

“There are a bunch of us who are in a non-functional state right now, and not OK,” they said. “It’s terrifying and exhausting. The ripple effects are really severe. The emotional crush on me has been really hard.”

Nagoski, a 48-year-old data scientist, said the government would not stop non-binary people from living as themselves: “You can’t legislate us out of existence.”

*3. Answer the questions about the text.*

1. What does being intersex mean? 2. Is it easy for intersex people to accept themselves? 3. Why is getting a new birth certificate called a “huge, gigantic, momentous” event? 4. What did Trump’s administration allegedly suggest? 5. Who is likely to be affected the most by the new legislative move? 6. How many people on the planet are intersex, according to recent estimates? 7. What are the legal implications of defining sex and gender as “unchangeable categories”? 8. What choice will non-binary people have to make? 9. Is Trump’s approach to gender issues scientifically grounded? 10. What is the traditional attitude to intersex people? 11. What practices did this attitude legitimize? 12. What is a “non-consensual medical intervention”? 13. Why are these interventions increasingly opposed to as a medical practice? 14. What does Marquez mean by saying that intersex people are “being pathologized”? 15. What is the procedure for being legally recognized as intersex? 16. How will Trump’s legislative move impact medical practices regarding intersex people? 17. Will Trump’s memo affect only intersex people? 18. Why does genetic testing make little sense in the intersex case? 19. What argument did David Cameron Strachan give against the memo? 20. Why did HHS refuse to comment on this legislative move? 21. What mental problems did the news about the memo cause to intersex people? 22. Is the memo likely to change the lifestyles of non-binary people dramatically?

*4. Comment on the following statements from the article.*

1. People with power and control are dictating and stigmatizing you with labels that aren’t true.

2. If you are a science denier, of course you are going to create a policy like this that is an erasure of an entire people.

3. They have also advocated to normalize their existence in a society that traditionally has treated them as people with disorders who need to be fixed.

4. Doctors are literally every day attempting to erase intersex bodies.

5. With such little intersex visibility in society and medical treatments aimed at covering up their existence, few people come out of the closet, making it hard to find a community in a moment like this.

6. You can’t legislate us out of existence.

*5. Find the following words and phrases in the text and explain their meanings.*

momentous erroneous

(to) stigmatize (an) assault (on sb / sth)

devastating consequences irreversible

(to) conform (to sth) (to) validate

without a shadow of a doubt inexcusable

(to) implicate ripple effects

*6. Fill in the gaps with the new words and phrases.*

1. It was a \_\_\_\_\_ day in the history of industrial India. 2. China’s slowdown has had enormous \_\_\_\_\_ \_\_\_\_\_ on the world economy and Friday’s data suggest there’s more pain to come. 3. I am sure of her innocence, without a \_\_\_\_\_ of a \_\_\_\_\_. 4. As Ambassador Urbina said, we are is still suffering the \_\_\_\_\_ \_\_\_\_\_ of the four successive hurricanes that struck Haiti in 2008. 5. It would be \_\_\_\_\_ if we were not strengthened in our resolve to eradicate poverty in the next millennium. 6. Evaluative and other independent sources will be used to verify and \_\_\_\_\_ self-reported performance data. 7. I apologize for my \_\_\_\_\_ conclusion about abuse. 8. The Group believes that any persons \_\_\_\_\_ in such crimes should not hold public office. 9. Terrorism is an \_\_\_\_\_ on human life and seeks to destroy principles, rules of civilization and values that are common to all humanity. 10. Current patterns of economic growth already risk causing \_\_\_\_\_ environmental damage. 11. It might be necessary to propose a code of ethics to which the media should \_\_\_\_\_\_. 12. These laws \_\_\_\_\_ people living with HIV and key populations at higher risk without promoting public health goals.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. необратимые последствия; 2. знаменательное событие; 3. непростительная ошибка; 4. быть уверенным без тени сомнения; 5. ошибочный вывод; 6. катастрофические последствия для здоровья; 7. подтвердить информацию; 8. соответствовать новым стандартам; 9. посягательство на достоинство и свободу человека; 10. подвергать стигматизации гендерные меньшинства; 11. оказать огромный резонансный эффект на экономику; 12. быть причастным к торговле наркотиками.

*8. Translate the sentences into English.*

1. Вне всяких сомнений, новая инициатива правительства ухудшит положение малоимущих граждан. 2. Перемены, свидетелями которых мы стали за последние несколько месяцев, являются необратимыми и будут иметь серьезные последствия для всего мира. 3. В прошлом году эта компания была признана самой социально значимой в регионе, что, несомненно, можно считать знаменательным достижением. 4. Представление о том, что гендер человека определяется сугубо биологически, научно несостоятельно (*ошибочно*). 5. Жестокое обращение с животными непростительно. 6. Мы считаем эти действия открытым посягательством на нашу личную безопасность. 7. Интерсексуалы не соответствуют традиционным представлениям о биологической норме, но это не значит, что их можно подвергать стигматизации и принуждать к хирургической коррекции тела. 8. Чиновник был замешан в крупном коррупционном скандале, в результате которого он лишился своего поста (*который стоил ему его поста*). 9. Пандемия 2020 года имела катастрофические последствия для туристической индустрии многих европейских стран. 10. Для проверки этих данных был проведен эксперимент. 11. Вплоть до конца ХХ в. матери-одиночки подвергались стигматизации в Ирландии и помещались в специальные учреждения – так называемые «Приюты Магдалины» (*Magdalene asylums*). 12. Вызванный коронавирусом кризис будет иметь резонансный эффект для экономики Европы в течение нескольких лет.

*9. Give a 300-word summary of the article using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

1. Nowadays, there is very little public awareness of intersexuality. Born outside the physical categories of male and female sex, intersex people have to go through the torment of self-identification and self-acceptance often accompanied by multiple corrective surgeries. This painful process is exacerbated by the social stigma, as the society is largely at a loss about how to perceive them and what to do with them. Do you think we need to be informed and educated about this issue? When should this education start?

2. The society is getting increasingly tolerant of gender diversity. However, certain countries witness a growing opposition to this tolerance. The article you read mentioned a legislative move allegedly proposed by the American administration. Russia has adopted laws banning propaganda of homosexuality. How can you account for this trend?

3. What are the potential pitfalls of prescribing a “gender norm” at the legislative level?

**TED Talk 2**

**Paula Stone Williams**

# **I've Lived as a Man and a Woman. Here's What I Learned[[36]](#footnote-36)**

**BEFORE YOU WATCH**

*1. Read the short text below and discuss the questions that follow.*

***Transgender*** is an umbrella term for persons whose gender identity, gender expression or behavior does not conform to that typically associated with the sex to which they were assigned at birth. ***Gender identity*** refers to a person’s internal sense of being male, female or something else; ***gender expression*** refers to the way a person communicates gender identity to others through behavior, clothing, hairstyles, voice or body characteristics[[37]](#footnote-37).

1. Gender variance has been known since time immemorial. Records of the hijra of India and Pakistan, for instance, go back at least 2,000 years. Why do we tend to see it as a recent phenomenon?

2. Etymologically, *trans* means “on the other side of”. What psychological difficulties is this “dislocation” likely to cause?

3. Why is the society unwilling to accept transgender people?

4. What types of discrimination can they encounter?

5. The process of changing one’s gender presentation and/or sex characteristics to accord with one’s internal sense of gender identity is called ***transition***. What aspects of the process does the choice of the term reflect?

*2. Match the words (1-6) with their definitions (a-f).*

1. a cisgender 4. to be tilted

2. an inkling 5. condescension

3. an interloper 6. redemptive

(a) making someone free from the power of evil, especially in the Christian religion;

(b) a person whose gender identity corresponds with the sex the person had or was identified as having at birth;

(c) someone who is in a place or group but is not wanted by the other people there;

(d) a slight idea or small piece of information that tells you that something might exist or be happening;

(e) patronizing attitude or behavior;

(f) to incline, tend, or become drawn toward an opinion, course of action, or one side of a controversy.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. What did the speaker do for a living before she transitioned?

2. At what age did she realize that she was transgender?

3. What did she naively believe at first?

4. Did the speaker manage to live a “normal” life as a male?

5. What happened to the speaker’s career after her coming out as a transgender?

6. What does the speaker typically answer when asked whether she feels 100 per cent like a woman?

7. What does the speaker call her “unique experience”?

8. What small discoveries about life as a woman has she made so far?

9. What is the difference in the way the speaker now experiences her sexuality?

10. What does the speaker keep apologizing for to her ex-wife?

11. What self-image did the speaker have as a male?

12. What does the situation on board the plane illustrate?

13. How does the speaker ironically assess her mental abilities now?

14. What example of mansplaining does she give?

15. What, according to the speaker, accounts for the women’s tendency to doubt themselves?

16. What are women looking for in men, according to the speaker’s friend Jen?

17. What does the speaker mean by calling herself “an interloper”?

18. What, according to the speaker, are women constantly denied?

19. Did the speaker’s family embrace her decision to transition?

20. What did her father tell her during their redemptive meeting?

*4. Comment on the following statements from the TED Talk.*

1. Thomas Merton said, “It’s a difficult thing to climb to the top of the ladder of success only to realize when you get there that your ladder has been leaning against the wrong wall.” Explain the meaning of the metaphor.

2. “The call toward authenticity has all the subtlety of a smoke alarm”. What does this ironic simile mean?

3. “How I experience my sexuality is profoundly different. It’s less visual and more holistic; less of a body experience and more of a being experience”. How do you understand the meaning of “holistic experience”?

4. “There is no way a well-educated white male can understand how much the culture is tilted in his favor”. How can a culture be “tilted”?

5. “I often feel like an interloper, a late arrival to the serious work of womanhood”. What do you think “the serious work of womanhood” implies?

6. “We might have equality, but we do not have equity”. Comment on the difference between the two notions.

7. “It is not a level playing field, it never has been. You can be a part of the solution by elevating us to equal footing”. Comment on the use of metaphors.

8. “He was willing to do whatever it takes to honor the journey of another”. What is the meaning of the “journey” metaphor?

*5. Prepare a five-minute talk on the following topic. It’s up to you whether to support or challenge the point.*

Gender self-identification is an inalienable right of any individual.

**FINAL DISCUSSION**

*Prepare to discuss the following points. Do the necessary research.*

1. What measures does the UN take to protect the rights of women?

2. According to Jimmy Carter, 39th U.S. President, “The abuse of women and girls is the most pervasive and unaddressed human rights violation on earth.” In which countries are women most severely discriminated? What accounts for this type of attitude?

3. According to Prince Harry, Duke of Sussex, “We know that when women are empowered, they immeasurably improve the lives of everyone around them – their families, their communities and their countries.” What do you see as women’s contribution to society?

4. What are the typical gender stereotypes and how can they be overcome?

5. Do you think we need more public awareness of gender variance?

6. Many people, including religious activists, believe that gender variance is a threat to traditional values. What do you think about it?

7. Support or challenge the following statement: Gender tolerance is a hallmark of a civilized society.

**UNIT 9**

**BODY POSITIVITY:**

**EMBRACING PHYSICAL DIVERSITY**

**INTRODUCTION**

*Discuss the following:*

1. The human body is one of the core elements of contemporary Western Culture. It is also a hot topic for academic discussions and public debates, as well as an arena for various experiments. In your opinion, what factors brought the body to the forefront of public scrutiny?

2. What are the contemporary trends in the so-called bodily practices? What is your attitude to them? Consider the following:

* body-building and fitness
* body modification (*tattoo, piercing, scarring, etc*.)
* plastic surgery
* grooming and make-up
* extreme dieting

3. What is the role of social media in promoting different bodily practices?

4. What are your priorities when it comes to your body (shape, fitness, health, attractiveness, etc.)?

**TEXT 1**

**BEFORE YOU READ**

*1. Do you think the statements below are true or false?*

1. The Body Positivity movement centers upon the idea of accepting your own body.

2. Body Positivity promotes a healthy lifestyle.

3. Body Positivity is only about weight issues.

4. Body Positivity primarily targets women.

5. Body Positivity is a recent social trend.

**WHILE YOU READ**

*2. Read the text and check your answers.*

**Kendra Cherry**

**What Is Body Positivity?**

(*Verywellmind, February 25, 2020*)

Body positivity refers to the assertion that all people deserve to have a positive body image, regardless of how society and popular culture view ideal shape, size, and appearance.

Some of the goals of the body positivity movement include:

• challenging how society views the body

• promoting the acceptance of all bodies

• helping people build confidence and acceptance of their own bodies

• addressing unrealistic body standards

Body positivity is not just about challenging how society views people based upon their physical size and shape, however. It also recognizes that judgments are often made based on race, gender, sexuality, and disability.

Body positivity also aims to help people understand how popular media messages contribute to the relationship that people have with their bodies, including how they feel about food, exercise, clothing, health, identity, and self-care. By better understanding the effect that such influences have, the hope is that people can develop a healthier and more realistic relationship with their bodies.

**Brief History**

Body positivity has its roots in the fat acceptance movement of the late 1960s. Fat acceptance focuses on ending the culture of fat-shaming and discrimination against people based upon their size or body weight. The National Association to Advance Fat Acceptance was first established in 1969 and continues to work to change how people talk about weight.

The term “body positive” emerged in 1996 when a psychotherapist and an individual who had been through treatment for an eating disorder founded the website thebodypositive.org. The site offers resources and educational materials designed to help people feel good about their bodies by taking the focus off of losing weight through unhealthy diet and exercise efforts.

The body positivity movement in its current form began to emerge around 2012, initially focusing on challenging unrealistic feminine beauty standards. As the movement grew in popularity, the original focus on acceptance of weight began to shift toward a message that “all bodies are beautiful.”

While body positivity has become increasingly popular, people continue to be confused about exactly what it means. Part of the reason why body positivity is so misunderstood is due to the fact that there are so many different definitions for what the movement means.

Depending on who you ask, body positivity can mean:

• Appreciating your body in spite of flaws

• Feeling confident about your body

• Loving yourself

• Accepting your body’s shape and size

Body positivity also means enjoying the body you have and not beating yourself up over changes that happen naturally due to aging, pregnancy, or lifestyle choices. Instagram played a pivotal role in the rise of the body positivity movement. In recent years, a number of magazines and companies have incorporated efforts to be more body positive in their publications and marketing efforts. Some magazines have stopped airbrushing models, while companies including Dove and Aerie have developed marketing campaigns incorporating body positivity messages.

**Reasons for Body Positivity**

One of the major goals of body positivity is to address some of the ways that body image influences mental health and well-being. Having a healthy body image plays a role in how people feel about their appearance and even how they judge their self-worth. Research suggests that having a negative body image is associated with an increased risk for some mental conditions including depression and eating disorders.

One study found that even brief exposure to media messages portraying an “ideal physique” was linked to increased body image concerns and increased eating disorder symptoms.

Body image refers to a person's subjective perception of their own body – which may be different from how their body actually appears. Feelings, thoughts, and behaviors related to body image can have a major impact on your mental health and how you treat yourself.

The formation of body image starts early in life. Unfortunately, even young children may suffer from body dissatisfaction. A report published by Common Sense Media found that more than 50% of girls and nearly 33% of boys between the ages of 6 and 8 felt that their ideal body weight was less than their current weight. Results also revealed that 25% of kids had tried some type of dieting behavior by the age of seven.

Problems that can emerge as a result of poor body image include:

• ***Depression***: Women experience depression at much higher rates than men do, and some researchers believe that body dissatisfaction may play an important role in explaining this gender difference in depression rates.

• ***Low self-esteem***: Research has found that body dissatisfaction is associated with poor self-esteem in adolescents regardless of their gender, age, weight, race, ethnicity, and socioeconomic status.

• ***Eating disorders***: Research also indicates that body dissatisfaction is linked to disordered eating, particularly among adolescent girls.

Research has consistently shown that exposure to depictions of the “thin ideal” are associated with both behavioral and emotional symptoms related to disordered eating. It is not just exposure to these images that poses a danger; it is the development of beliefs that beauty, success, and esteem are determined by thinness. Studies have also found that when people internalize these ideas, they are more likely to experience body dissatisfaction and engage in unnecessary dieting.

Body positivity strives to address these issues by helping people recognize the influences that contribute to poor body image. The hope is that people will then be able to adjust their body expectations and feel more positive and accepting of their own bodies. Such acceptance may then help combat the toll that poor body image has on mental and physical health.

**Criticisms**

While the body positivity message is intended to help people feel better about themselves, it isn’t without its problems and critics.

For example, one problem is the idea that body positivity implies that people should do whatever they think they need to do in order to feel positive about how they look. Unfortunately, the popular messages that people are bombarded with include the idea that thinner, fitter people are happier, healthier, and more beautiful. This idealization of thinness can then contribute to people engaging in unhealthy actions – including excessive exercise or extreme diets – under the guise of feeling “body positive.”

Another criticism of body positivity is that it can be non-inclusive. Depictions of body positivity messages tend to exclude people of color as well as those who are disabled, LGBTQ, and non-binary.

Actress Jameela Jamil, who stars on the tv series *The Good Place*, is often described as one of the faces of the body positivity movement, which she suggests is miscategorization. In an Instagram post, Jamil explained that body positivity is essential for people who are “not believed by doctors, who are abused in the street, and who can’t find clothing in their size.”

However, she also recognizes that the movement isn’t right for everyone and that many people feel shut out of the body positivity conversation.

Instead, Jamil suggests that she advocates for body liberation or even body neutrality. This approach involves taking your body out of the center of your self-image. She has the privilege of taking such a stance, she notes, because she is not persecuted because of her size. Other people, those who the body positivity movement is specifically aimed at, simply do not have that luxury.

Another criticism of the body positivity trend is that it makes the appearance of the body one of the most important elements of a person’s self-perception. It neglects all of the other elements of a person’s identity that are more important than how a person looks. In this aspect, Jamil’s stance, suggesting that people should stop making the body the determinant of self-worth and self-perception, might be a healthier, more inclusive approach.

**What You Can Do**

Body positivity is designed to foster acceptance and love of your body, but it can be a struggle that adds another element of pressure and impossible standards to live up to. The body positivity message is that you should change how you feel about your body, but can also be just one more demand.

Simply telling people to accept themselves and be resilient in the face of the bombardment of images promoting the thin ideal can be damaging. Telling people to ignore the dominant beauty ideal isn’t realistic. It can create more pressure for a person who is already feeling anxious, negative, and devalued. Popular culture tells people that they are flawed – but then demands that they have a positive attitude about it. Not feeling positive about your body can then lead to shame and guilt.

This does not mean that you shouldn’t say nice things or think positive thoughts about yourself. But simply covering up negative thinking with positive messages may be harmful. A better approach would be to work on replacing negative thought patterns with more realistic ones.

So what can you do to maintain a healthy body image? Whether or not the body positivity movement speaks to you, there are ideas from this approach that may help you feel better about your body and less obsessed with chasing “perfection.”

**Adopt Body Neutrality**

It’s ok to admit that you don’t necessarily love everything about your body. It’s ok to feel neutral or even indifferent about your body. Your worth and value do not lie in your shape or your size or in any other aspect of your appearance. Body image does play a part in self-concept, but it isn’t everything.

Focus on taking the mental spotlight off your body and try to base your self-perceptions on other parts of yourself.

None of these things are easy. They take continual effort and, in most cases, it’s not something you can perfectly achieve. There will be moments when you feel weak, when you dislike aspects of yourself, and when you compare yourself to others. The key is to keep trying to find new ways to avoid the negative thought patterns that contribute to poor body image.

**Try Health-Focused Self-Care**

Self-care can sometimes masquerade as a way to change or control your appearance, but self-care should focus on doing things that make you feel good about the body you have now. Show respect for your body. Eat healthy meals because it fuels your mind and body. Exercise because it helps you feel strong and energized, not because you’re trying to change or control your body.

Wear and buy clothes for the body you have now – not for some planned future version of yourself. You might be holding on to your “thin clothes” because you plan to eventually lose weight, but such habits can make it hard to feel good about yourself today. Look for things that make you feel comfortable and good about how you look. Purge your closet of clothes that don’t fit your current physique. Your body may change in size and shape in the future, but that doesn’t mean that you shouldn’t be able to look and feel good about yourself in the here and now.

Purge your social media feeds of accounts that don’t make you feel good about yourself. If you find yourself constantly comparing yourself to others, you’re less likely to feel good about yourself. Follow accounts that spark your interests and that leave you with positive feelings. On Instagram in particular, many accounts are focused only on portraying perfection or an idealized image of the body.

**AFTER YOU READ**

*3. Answer the about the text.*

1. What does “body positivity” mean? 2. What are the main goals of body positivity as a movement? 3. Is body positivity limited to the body shape? 4. Why is it crucial to help people understand the impact of the media on their perception of their own bodies? 5. Is body positivity a recent trend? 6. What is the idea of fat acceptance? 7. When did the term “body positive” emerge? 8. When did the movement in its current form start? 9. What is the central idea of the body positivity movement at the moment? 10. Why is the concept of body positivity often misinterpreted? 11. What body changes does the text list? 12. What played a pivotal role in the rise of body positivity as a movement and as an attitude? 13. What steps have some magazines made to promote body positivity? 14. What role does a healthy body image play in a person’s life? 15. Why are the media portrayals of ideal physique potentially dangerous? 16. How does the text define body image? 17. What is the connection between the body image and mental health? 18. Is body dissatisfaction an entirely adult problem? 19. What mental problems does body dissatisfaction trigger? 20. What is meant by “adjusting body expectations”? 21. Why is it dangerous to encourage people to do anything they like in order to feel positive about their bodies?

22. Why is body positivity often accused of being non-inclusive? 23. According to Jameela Jamil, what kind of people is body positivity essential for? 24. Is body positivity suitable for everyone? 25. What does the body neutrality stance consist in? 26. What does body positivity tend to overestimate? 27. In what sense can body positivity be an extra pressure? 28. Why is it a reasonable approach to adopt body neutrality? 29. How can you show respect for your body? 30. What does “purging” your social media feeds mean? How can it help?

*4. Comment on the following statements from the text.*

1. Having a healthy body image plays a role in how people feel about their appearance and even how they judge their self-worth.

2. It is not just exposure to these images that poses a danger; it is the development of beliefs that beauty, success, and esteem are determined by thinness.

3. People should stop making the body the determinant of self-worth and self-perception.

4. Popular culture tells people that they are flawed – but then demands that they have a positive attitude about it. Not feeling positive about your body can then lead to shame and guilt.

5. Focus on taking the mental spotlight off your body and try to base your self-perceptions on other parts of yourself.

*5. Find the following words and phrases in the text and explain their meanings.*

(an) assertion (to) emerge

pivotal (to) incorporate

(to) pose (a danger / threat/ challenge) (to) adjust

excessive under the guise of

(to) take a stance resilient

*6. Fill in the gaps with the new words and phrases.*

1. Credit plays a \_\_\_\_\_ role in all development efforts. 2. Foreign advertisements showing \_\_\_\_\_ body exposures of women are censored. 3. Panelists concluded that technological change might \_\_\_\_\_ new challenges to existing legislation. 4. Men in power needed to \_\_\_\_\_ a \_\_\_\_\_ in favor of the Convention and incorporate the language of the Convention into the way they ran the country, for otherwise all measures would be merely cosmetic. 5. But should such threats \_\_\_\_\_, we must be better prepared to respond. 6. The authorities contest the \_\_\_\_\_ that the deaths occurred as a result of firing by security forces. 7. To this end, teacher-training programs should \_\_\_\_\_ human rights education. 8. Countries must resist the temptation of xenophobia or discrimination under the \_\_\_\_\_ of measures to ensure national security. 9. Women and men \_\_\_\_\_ their job trajectories differently to events that occur during the life course. 10. One of the core objectives of peacebuilding is to address patterns of violence and insecurity by building \_\_\_\_\_ and legitimate institutions.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. стать ключевой фигурой; 2. чрезмерные налоги; 3. представлять угрозу для безопасности; 4. обозначить свою позицию по этому ключевому вопросу; 5. появилась новая возможность; 6. проверить утверждение; 7. включать в себя профилактические меры; 8. под предлогом / видом борьбы с терроризмом; 9. приспособиться к новой ситуации; 10. жизнеспособная экономика.

*8. Translate the sentences into English.*

1. Социальные сети сыграли ключевую роль в популяризации движения боди-позитива. 2. Известно, что передача культурных традиций молодежи способствует становлению более жизнеспособного общества. 3. Излишнее регулирование вредно для экономики, поскольку оно препятствует инновационной деятельности. 4. Любая политика, имеющая отношение к охране здоровья, должна учитывать гендерную проблематику. 5. Под предлогом реорганизации компания провела массовые сокращения сотрудников. 6. Этот новый вирус представляет угрозу не только для человека, но и для домашних животных. 7. Нам потребуется некоторое время, чтобы приспособиться к новым требованиям. 8. Это утверждение основывается на личных предубеждениях автора статьи и не соответствует (*не* *отражает*) действительности. 9. Феминистское движение возникло в XIX в. и продолжает активно развиваться до сих пор. 10. Организация Объединенных Наций заняла нейтральную позицию в вопросе о правовом статусе этого государства.

*9. Give a 300-word summary of the article using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

1. What are the pros and cons of Body Positivity as a trend?

2. How popular is Body Positivity in your country?

3. What do you think about the future of this trend?

**TED TALK 1**

**Kelli Jean Drinkwater**

**Enough with the Fear of Fat[[38]](#footnote-38)**

**BEFORE YOU WATCH**

*1. Discuss the following:*

1. What is fatphobia? 2. What is it caused by? 3. What forms does it take? 4. What does it lead to?

*2. The adjective* ***fat*** *has a lot of synonyms, especially when it comes to describing a person. The TED Talk mentions five of them. Discuss the nuances that are conveyed by each. In what situations and contexts are we likely to use each of them?*

1. fat; 2. chubby; 3. cuddly; 4. voluptuous; 5. curvaceous.

* *Discuss the words from the extended list below:*

1. bulky; 2. chunky; 3. meaty; 4. obese; 5. plump; 6. roly-poly; 7. solid; 8. stout; 9. beefy; 10. burly; 11. corpulent; 12. elephantine; 13. fleshy; 14. heavyset; 15. jelly-belly; 16. oversize; 17. paunchy; 18. pudgy; 19. rotund; 20. cherubic.

* *Which of the words from this exercise would you choose to:*

(a) describe a child?

(b) describe an adult male?

(c) describe a woman?

(d) deliberately insult a person?

(e) pay a compliment?

(f) speak about the issue in a medical context?

(g) call a store for plus-size people?

(h) sensationalize the subject?

*3. Match the words (1-8) with their definitions (a-h).*

1. to sugarcoat 5. insidious

2. a tutu 6. delusional

3. unapologetic 7. a facet

4. an antidote 8. defiant

(a) something that helps to improve the effects of something bad or negative;

(b) dangerous because it seems to be harmless or not important but in fact causes harm or damage;

(c) to make something superficially attractive or palatable;

(d) showing that you do not think you have done something wrong, or that you do not think you need to apologize;

(e) full of or showing a disposition to challenge, resist, or fight;

(f) a short projecting skirt worn by a ballerina;

(g) an aspect of something such as a situation or someone’s character;

(h) believing things that are not true.

**WHILE YOU WATCH**

*4. Read the questions below and watch the TED Talk to answer to them.*

1. Why does the speaker call ***fat*** a very powerful word?

2. How does the speaker describe herself?

3. What is the general preconception about fat people, according to the speaker?

4. What may the audience be thinking about the speaker at the moment, in her opinion?

5. What three structures is fatphobia rooted in?

6. What bad qualities is fat associated with? Fill in the gaps: lazy, \_\_\_\_\_, unhealthy, \_\_\_\_\_ and morally \_\_\_\_\_.

7. What is thinness associated with?

8. Why do we tend to blame fat people for being discriminated?

9. Why should we challenge the antifat bias?

10. What personal anecdote does the speaker share? What point does she make?

11. Was the speaker’s road to “radical fat activism” easy?

12. What does the speaker mean by calling herself “an unapologetic fat person”?

13. What stance do Body Positivity activists take as regards their bodies?

14. What do Body Positivity activists value?

15. Who are fatshionistas?

16. What activities do fat people participate in now?

17. Does being body positive necessarily imply being fat and proud of it?

18. What is the speaker’s way of engaging in Body Positivity activism?

19. What does the speaker mean by “reclaiming spaces”?

20. What kind of project was “Aquaporko”?

21. What kind of project was “Nothing to Lose”?

22. What reviews did this project get?

23. What has the speaker been accused of?

24. What is this criticism indicative of, in the speaker’s opinion?

25. What does the speaker see as the ultimate goal of the Body Positivity movement?

**AFTER YOU WATCH**

*5. Explain the meaning of the following statements from the TED Talk.*

1. This antifat bias has become so integral, so ingrained to how we value ourselves and each other that we rarely question why we have such contempt for people of size and where that disdain comes from.

2. I soon learned that living outside what the mainstream considers normal can be a frustrating and isolating place.

3. Radical body politics is the antidote to our body-shaming culture.

4. Throughout my career, I have learned that fat bodies are inherently political.

5. Work that pushes people’s buttons is not without its detractors.

6. I’ve even been called “the ISIS of the obesity epidemic”.

*6. Prepare a five-minute talk on the following topic. It is up to you whether to support or challenge the statement.*

Being fat is not something to be ashamed of.

**TEXT 2**

**BEFORE YOU READ**

*1. Discuss the following:*

1. Nowadays, health is becoming an increasingly important issue. People are encouraged to become more health conscious and to be more responsible for their well-being. What accounts for this trend?

2. What health-minding practices are being actively promoted now? Consider the following:

* regular health checks
* healthy eating (organic food and calorie counting)
* drinking plenty of fluids
* monitoring daily physical activity (smart bracelets)
* doing aerobic exercise
* having enough sleep
* avoiding stress

3. Is the health awareness trend compatible with body positivity?

**WHILE YOU READ**

*2. Read the article focusing on the ways body positivity impacts health.*

**Cassie Augustine**

**When Does Body Positivity Become Health Negativity?**

*(Bodybuilding, July 23, 2019)*

*There’s a lot to be said for accepting your body shape regardless of how heavy or thin you are. Your long-term health, though, depends on you digging a little deeper than that.*

Stroll through just about any mall or browse a fashion-oriented social media site and you’ll find many examples of the movement toward “body positivity”. The concept behind the movement is simple: Love yourself no matter what shape or size your body happens to be. The goal is to encourage self-esteem and self-acceptance among those of us (virtually all of us) who don’t meet the cultural idea of the perfect physique.

Body positivity is a good thing. For decades, ads and movies have brainwashed people to believe that female beauty is embodied by impossibly-thin, unsmiling waifs, while the perfect male has a perennial two-day beard, massive lats, and a 25-inch waist. Why do so many people fall prey to everything from bulimia to narcissism as they chase these unreal images of beauty? Why do Americans spend more than $66 billion a year trying to get unnaturally thin? Because these are the body images that pop up every time we turn on the television, go to a movie, or browse fashion sites. Surely, it’s time for people to reject these unreal, unattainable beauty standards.

Although, maybe there’s something to be said for society establishing models of what it looks like to be healthy. Maybe we’ve just picked the wrong models.

**Loving Ourselves to Death**

Before you choose sides in this highly charged debate (I can imagine the Comments section already), hear me out.

A recent study published in the journal *Obesity* shows that the number of overweight people who misperceive their weight has increased dramatically in recent years (the number of men underestimating their size has nearly doubled since 1997). This is not good news. If you don’t view yourself as overweight, you may not take steps to get into better shape.

Being overweight can lead to some very real – and often very serious – health issues. According to the National Institute of Diabetes and Digestive and Kidney Diseases, carrying around excess body fat can increase the risk of type 2 diabetes, high blood pressure, heart disease, stroke, certain types of cancer, sleep apnea, osteoarthritis, fatty liver disease, kidney disease, and pregnancy problems.

Obese people also have a greater tendency to be depressed. A study on morbid obesity and depression that appeared in the American Journal of Epidemiology indicates that people who are morbidly obese are five times more likely to be depressed than those who are not obese.

While many people conjure up the image of a jolly, portly Santa Claus, there is nothing funny about the very real impact excess body fat can have on the lives of those who carry it. Is it right to just turn a blind eye as more and more overweight Americans – along with their counterparts in just about every country on earth –expose themselves to increasing risk of disease and discrimination? Is it right for obesity to become just another “lifestyle”?

Saner voices in society have spoken up for years to argue that being runway-model thin is not healthy. Does discouraging people from starving themselves amount to a form of body shaming, or is it simply advocating for better health? Should these same voices say the same thing about being overweight? Where does being “body positive” end and advocating for better health begin?

**Follow the Money**

Clearly, people who have been shamed for being “too fat” or “too thin” have every right to stand up for themselves, to demand the right to be accepted for who they are, not what they look like. But there is a commercial side to it as well. Increasingly, consumers are demanding that clothes be available in plus sizes, and the market is responding.

*Target* has stated that it is doubling the number of stores offering a broader range of plus-sized selections, with brands such as *Nordstrom*, *REI*, and *Nike* following suit. These retailers are marketing “bigger bottoms” in the form of yoga pants, “wide-cut” jeans, and new stretchy fabrics.

No one disputes the fact that consumers should have access to clothes in which they feel comfortable. An unanswered question, however, is whether this trend will encourage weight gain – or at least minimize the need to maintain a healthy body weight – at a societal level.

A recent report from *Coresight Research* indicates that the plus-size market, currently valued at about $46 billion per year, is growing faster than the overall fashion market. Acceptance of larger bodies has certainly proven to be good for business.

**Discrimination in The Job Market**

This is not to say the body positive movement is just a front for commercial interests. No one wins when individuals experience everything from extreme guilt to size discrimination.

And such discrimination is real. Data shows that only 15 percent of hiring managers are willing to offer an obese woman a job, even when she has the same or better experience as other applicants. Even if the woman sees the bias directed against her, there is little she can do about it: Weight is not a protected hiring status under federal or state law.

And when “very heavy” women do get hired, they are typically paid dramatically less than their “very thin” peers.

**Saving Our Future Selves**

The animated movie “Wall-E” portrays a dystopian society in which people are so overweight they move about using computer-controlled floating chairs. Their lives are limited to watching television and gobbling up an endless stream of food and drink, with no other apparent purpose in life other than to consume.

“Wall-E” isn’t the first fictionalized attempt to take current lifestyle habits to their logical conclusions. It may, however, be the first time these dire predictions are softened by those who say that it’s perfectly acceptable to feel positive about whatever body type you have.

Beauty is – or should be – in the eye of the beholder. The body positivity movement seeks to expand the social definition of beauty, and that’s a good thing. The downside is that it makes it acceptable to have a higher-than-healthy body fat percentage, even though being overweight should be no more desirable than being underweight.

What if, instead of fixating on someone’s “look,” we as a society focused on their health? What if we promoted images of healthy, fit people – people who come in a variety of shapes and sizes – while underplaying those at the ends of the spectrum? Because the truth is that the more you approach these ends – the skinnier or the heavier you become – the more you put your health and quality of life at risk.

**Choose to Be Healthy**

This is not to say we shouldn’t all be free to celebrate ourselves just as we are. After all, there is no perfect body, only bodies determined largely by the DNA inherited from our parents and ancestors. We do, however, have some say in the matter.

For a large majority of people, the better food choices you make and the more physically active you are, the more fully you’re able to share your life with the people you love. Your choices affect how active you can be – whether you can play on the rug with your kids or grandkids, or whether you have the energy and stamina to go for a walk, run, or bike ride. Exercising and eating well are just small sacrifices we make to enjoy life at a deeper, more physical, and more satisfying level.

So, go ahead and feel positive about your body. Just be sure to do all you can to keep it healthy, too.

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. How does the article define body positivity? 2. What are the traditional images of male and female beauty that are referred to as “unattainable standards”? 3. Why is it a dangerous trend that lots of people misperceive their weight? 4. What health issues are linked to obesity? 5. What mental problems does obesity cause? 6. Why is body shaming a tricky concept? 7. What commercial aspect of body positivity does the article point out? 8. What are the pros and cons of offering a wider range of clothing in bigger sizes? 9. How fast is the plus-size market developing? 10. What discrimination do obese women typically face when they are looking for a job? 11. What image of the future does the “Wall-E” cartoon portray? 12. Why is it a bad idea to expand the social definition of beauty? 13. What should we focus on in our public discourses of the body? 14. What are our bodies largely determined by? 15. How do your choices affect your lifestyle and quality of life? 16. What does the article encourage us to do?

*4. Comment on the following ideas from the article.*

1. Clearly, people who have been shamed for being “too fat” or “too thin” have every right to stand up for themselves, to demand the right to be accepted for who they are, not what they look like.

2. Acceptance of larger bodies has certainly proven to be good for business.

3. No one wins when individuals experience everything from extreme guilt to size discrimination.

4. Beauty is – or should be – in the eye of the beholder.

5. What if we promoted images of healthy, fit people – people who come in a variety of shapes and sizes – while underplaying those at the ends of the spectrum? Because the truth is that the more you approach these ends – the skinnier or the heavier you become – the more you put your health and quality of life at risk.

6. Exercising and eating well are just small sacrifices we make to enjoy life at a deeper, more physical, and more satisfying level.

*5. Find the following words and phrases in the text and explain their meanings.*

virtually (to) brainwash

(to) fall prey (to sth) (to) choose sides

charged debate (to) conjure up

(to) turn a blind eye (to sth) (to) stand up for oneself

(to) follow suit (to) dispute

downside (to) underplay

*6. Fill in the gaps with the new words and phrases.*

1. Indeed, the resolution sparked a \_\_\_\_\_ \_\_\_\_\_ over collective and individual guilt. 2. The world cannot afford to \_\_\_\_\_ a \_\_\_\_\_ \_\_\_\_\_ to the situation in the Middle East. 3. She welcomed the establishment of a gender unit in the national statistical service, and hoped that other departments would \_\_\_\_\_ \_\_\_\_\_. 4. If you look at the \_\_\_\_\_ of globalization, it really does seem to be sometimes overwhelming. 5. They also continue to receive military and other supplies and to recruit, train and \_\_\_\_\_ a significant number of members of the younger generation that they involve in their military activities. 6. There are repeated attempts in the text to \_\_\_\_\_ and trivialize the biological weapon program. 7. Young people continued to \_\_\_\_\_ \_\_\_\_\_ to drug abuse or engage in drug trafficking. 8. Although the very word “pirate” may \_\_\_\_\_ \_\_\_\_\_ visions of times past, the problem remains very real today, particularly in our broader Asia-Pacific region. 9. The principle of neutrality was hold a decidedly positive attitude well grounded in humanitarian law and in the context of armed conflict as the duty not to \_\_\_\_\_ \_\_\_\_\_, but in inter-State relations in the absence of conflict its exact meaning was much harder to determine. 10. Some countries continued to \_\_\_\_\_ the independent status of these territories. 11. It’s high time women realized that they have to \_\_\_\_\_ \_\_\_\_\_ for themselves. 12. \_\_\_\_\_ every federal agency is involved in promoting or enforcing equal protection guarantees.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. уметь постоять за себя; 2. промывать мозги электорату; 3. отказался последовать примеру; 4. оспорить теорию; 5. пасть жертвой пластической хирургии; 6. закрыть глаза на ситуацию; 7. принимать чью-то сторону в споре; 8. практически неизменный; 9. вызывать в воображении образ; 10. спор с большим эмоциональным накалом; 11. недостаток данного подхода заключается в том, что…; 12. недооценивать важность события.

*8. Translate the sentences into English.*

1. Женщина должна уметь постоять за себя в любой ситуации. 2. После того, как компания *Microsoft* начала создавать рабочие места для людей с инвалидностью, многие другие IT компании последовали ее примеру. 3. В любой ситуации он предпочитал не занимать ничью сторону и придерживаться нейтралитета. 4. Многие молодые девушки становятся жертвами моды на худобу. 5. Средства массовой информации промывают мозги населению, внушая мысль о правильности и своевременности новой реформы. 6. Мы не можем закрывать глаза на страдания людей, которые вынуждены жить за чертой бедности. 7. Эта музыка навевает приятные воспоминания. 8. Пандемия 2020 года затронула практически все государства мира. 9. Недостаток этого плана заключается в том, что его реализация потребует значительных денежных затрат. 10. В ходе этого ожесточенного спора прозвучало немало взаимных обвинений и оскорблений. 11. Мы не должны недооценивать значение карантинных мер, направленных на сдерживание эпидемии в стране. 12. У нас нет оснований подвергать сомнению результаты этого исследования.

*9. Give a 300-word summary of the article using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

1. Do you agree that promoting tolerance of excessive weight is irresponsible because it results in an obesity pandemic?

2. Do you think that the Body Positivity movement should redefine its priorities and focus on health rather than self-acceptance?

3. Read the poem below and voice your opinion about its message:

Today I asked my body what she needed,

Which is a big deal

Considering my journey of

Not Really Asking That Much.

I thought she might need more water.

Or protein.

Or greens.

Or yoga.

Or supplements.

Or movement.

But as I stood in the shower

Reflecting on her stretch marks,

Her roundness where I would like flatness,

Her softness where I would like firmness,

All those conditioned wishes

That form a bundle of

Never-Quite-Right-Ness,

She whispered very gently:

Could you just love me like this?

*(Hollie Holden)*

**TED Talk 2**

**Meaghan Ramsey**

**Why Thinking You’re Ugly Is Bad for You[[39]](#footnote-39)**

**BEFORE YOU WATCH**

*1. Discuss the following:*

1. Nowadays, there is a lot of talk about objectification of women and criticism of this trend. What does this type of attitude consist in? How does it manifest itself? Do you think it should be counteracted?

2. Contemporary Western culture is often described as a visual one. Researchers often call the current cultural environment “the hegemony of the eye”. How does this environment shape our mindset? What are the implications for our everyday life?

*2. Match the words (1-6) with their definitions (a-f).*

1. instantaneously 4. relentless

2. flagrant 5. to benchmark

3. absenteeism 6. inadvertently

(a) done in an obvious way that shows you do not care if you break rules or offend people;

(b) the habit of not being at school or work when you should be, usually without a good reason;

(c) immediately;

(d) to provide a standard that something can be judged by;

(e) never stopping or improving;

(f) not deliberately, and without realizing what you are doing.

**WHILE YOU WATCH**

*3. Read the questions below and watch the TED Talk to answer them.*

1. What does Stella’s example illustrate?

2. Why did Faye post a video of herself on YouTube?

3. Why is there no privacy for modern teenagers?

4. What impact does the “always-on environment” have on teenagers’ lives?

5. Why is it a dangerous situation when online and offline life is not separated?

6. What are the sources of inspiration for teenagers?

7. Is there a gender difference in the way people perceive images on social networks?

8. What do people have to sacrifice in order to conform to the beauty standards?

9. What activities do people tend to avoid when they are not body confident?

10. How does low body confidence undermine academic achievement?

11. How does low body confidence affect people’s physical and mental health?

12. What risks does low body confidence pose? Fill in the gaps: alcohol and \_\_\_\_\_ use, crash \_\_\_\_\_; \_\_\_\_\_ surgery; unprotected, earlier \_\_\_\_\_; self-harm.

13. Do people always develop body confidence with years?

14. According to the speaker, why is overcoming body bias good for everyone?

15. What does education for body confidence mean?

16. What are the downsides of the programs that already exist?

17. What are the six areas that the best programs address? Fill in the gaps:

* influence of family, friends and \_\_\_\_\_;
* media and \_\_\_\_\_ culture;
* how to \_\_\_\_\_ teasing and bullying;
* the way we \_\_\_\_\_ and compare with one another based on looks;
* talking about appearance (“body talk” or “\_\_\_\_\_ talk”);
* the foundations of \_\_\_\_\_ and looking after yourself.

18. How should we change our mindset when it comes to assessing people?

19. What should we encourage our children to value?

20. What does the speaker see as “a better world” that we must create?

21. What is the “inner critic” phenomenon?

22. What changes does the speaker advocate for?

*4. Comment on the following ideas from the TED Talk.*

1. There’s no separation between online and offline life.

2. Trends like #thinspiration, #thighgap, #bikinibridge and #proana “are teamed with the stereotyping and flagrant objectification of women in today’s popular culture”.

3. We have to help our teenagers develop strategies to overcome image-related pressures and build their self-esteem.

4. We need to start judging people by what they do, not what they look like.

5. We must take responsibility “for the types of pictures and comments that we post on our own social networks”.

6. Right now, our culture’s obsession with image is holding us all back.

7. Let’s build self-esteem into our school curriculums.

*5. Prepare a five-minute talk on the following topic.*

How to be strong and resilient in an image-obsessed culture.

**FINAL DISCUSSION**

*Prepare to discuss the following points. Do the necessary research.*

1. The most notable figures of the current Body Positivity movement.

2. The main forms of Body Positivity activism.

3. The fashion industry’s response to Body Positivity.

4. The human body as an object of scholarly interest in Culture Studies, Anthropology and Sociology.

5. The human body in contemporary art.

**UNIT 10**

**ANIMAL RIGHTS IN AN INCLUSIVE SOCIETY**

**INTRODUCTION**

*Discuss the following:*

In 2020, when Joaquin Phoenix got an Oscar for playing his notoriously cruel character in the movie “Joker” he made a very moving speech which was highly praised by the public and critics. Read an extract from it and discuss the questions that follow:

“But I think the greatest gift that it’s given me, and many people in this industry is the opportunity to use our voice for the voiceless. I’ve been thinking about some of the distressing issues that we’ve been facing collectively.

I think at times we feel or are made to feel that we champion different causes. But for me, I see commonality. I think, whether we’re talking about gender inequality or racism or queer rights or indigenous rights or animal rights, we’re talking about the fight against injustice.

We’re talking about the fight against the belief that one nation, one people, one race, one gender, one species, has the right to dominate, use and control another with impunity.

I think we’ve become very disconnected from the natural world. Many of us are guilty of an egocentric world view, and we believe that we’re the center of the universe. We go into the natural world and we plunder it for its resources. We feel entitled to artificially inseminate a cow and steal her baby, even though her cries of anguish are unmistakable. Then we take her milk that’s intended for her calf and we put it in our coffee and our cereal.

We fear the idea of personal change, because we think we need to sacrifice something; to give something up. But human beings at our best are so creative and inventive, and we can create, develop and implement systems of change that are beneficial to all sentient beings and the environment.”

1. Why did Joaquin Phoenix put animal rights together with gender inequality, racism, queer rights and indigenous rights? Do you agree that these issues belong in the same category?
2. What is the “egocentric worldview” that the actor argues against?
3. Why does he speak of “sacrifice” when it comes to changing the world?

**TEXT 1**

**BEFORE YOU READ**

*1. Discuss the following:*

1. Why do you think the issue of animal rights has gained so much weight? What brought it to the forefront of public discourses?

2. What is the traditional attitude to animals? How has it changed recently?

3. Why are many countries introducing laws and adopting conventions that protect animals? What do they have to be protected from?

**WHILE YOU READ**

*2. Read the text focusing on the rights and freedoms of animals.*

**UN Convention on Animal Health and Protection (UNCAHP)**

*(abridged)*

**PRINCIPLES**

**ARTICLE 1. Basic Principles: Responsibility, Care and Assistance**

Animals in the care, custody or control of human persons are under their responsibility. Human persons with care, custody or control of animals must act in a responsible manner and care appropriately for these animals, according to their species-specific physiological and ethological needs. Human persons also have an obligation to assist animals in distress.

**ARTICLE 2. Guiding Principles: Five Freedoms and Three Rs**

**1. Five Freedoms for animals kept under human responsibility**

According to the OIE[[40]](#footnote-40) standards, the internationally recognized ‘five freedoms’ (freedom from hunger, thirst and malnutrition; freedom from fear and distress; freedom from physical and thermal discomfort; freedom from pain, injury and disease; and freedom to express normal patterns of behavior) provide valuable guidance for animal welfare.

**2. Three Rs for animals in scientific research**

(a) According to the OIE standards, the internationally recognized ‘three Rs’ (reduction in numbers of animals, refinement of experimental methods and replacement of animals with non-animal techniques) provide valuable guidance for the welfare of animals used in science.

(b) In order to reduce or end animal experimentation in any research field, all appropriate measures are to be taken by every Contracting Party to develop alternatives to the use of animals in scientific experimentation.

**ARTICLE 3. Fundamental Principles: Animal Sentience, Precaution, Intrinsic Value and Dignity**

1. Animals are sentient beings possessing intrinsic value.

2. Sentience means that the individual human or non-human animal has the capacity to have positive and negative feelings. Suffering is not only physical but can also be psychological (resulting from stress, isolation, separation etc.).

3. The precautionary principle should be used so that the benefit of doubt concerning sentience is given to most invertebrate species not yet known to be sentient. Therefore, no one should cause suffering to invertebrate animals as they are potentially sentient, even if this is not yet scientifically proven.

4. The intrinsic value of an animal means that animals should be considered as individual sentient beings, having a proper value in themselves, notwithstanding their instrumental value for human beings.

5. The dignity of the animal consists in the animal’s inherent worth, which must be respected in every interaction. If any strain imposed on the animal cannot be justified by overriding interests, this constitutes a disregard for the animal’s dignity. Strain is imposed on the animal when it is caused by pain, suffering or harm. Animals must not be exposed to anxiety or humiliation. In addition, the dignity of the animal is disrespected if there is major interference with its appearance or abilities, or if it is excessively instrumentalized.

**ARTICLE 4. General Principles of Animal Law: Non-Cruelty and Good Treatment**

1. All Contracting Parties should take appropriate measures to end avoidable cruelty toward animals and promote compassionate and humane treatment, fully respecting the sentience, dignity and precautionary principles applicable to all animals.

2. All forms of avoidable cruelty towards animals, either intentionally or by negligence, by action, permission or omission, should be condemned proportionally. Contracting Parties should adopt appropriate measures in every national legislation regarding all kind of cruel acts.

3. The protection of animals, as well as their compassionate and humane treatment, should be present in every national legislation and most notably in national constitutions. Each national legislation should include the obligation to respect and humanely treat non-human animals, in consideration of their sentience and dignity.

4. These obligations concern not only the animals under the responsibility of human beings, but other animals affected by human actions; including the obligation to assist animals in distress by taking appropriate actions in each circumstance, in order to alleviate pain and facilitate the maximum possible well-being for the animal.

**ARTICLE 5. Fundamental Interests of Animals**

All animals have the fundamental interest to:

**(a)** Live: not to be killed unnecessarily when appropriate alternatives exist, allowing the animals to live a good life.

**(b)** Be free: not to be confined or contained unnecessarily when appropriate alternatives exist, allowing the animals to be free in an environment that meets their needs and preferences.

**(c)** Be well treated and not to be harmed in any case, unless human life is at risk. In the specific case of self-defense – in order to protect one’s life (human or animal) – appropriate and proportionate actions should be adopted. In any case, there should be avoidance of harm to the life, freedom and integrity of any individual animal to the maximum possible extent.

**(d)** Be represented: given the incapacity to defend themselves, non-human animals have an interest to be represented, when human beings or corporations are transgressing the fundamental animals’ interests described in this Convention. This interest of representation in criminal, administrative and civil procedures should be clearly established at a national level, entitling state authorities and precisely described elements of civil society to plead for the fundamental interests of animals.

**ARTICLE 6. Research of Alternatives to Animal Products and Exploitation**

1. By considering the greater interest of non-human animals in every context, the ultimate goal of animal protection is to end both animal extinction (for wild animal species threatened by humans) and unnecessary suffering (for all animals used by humans).

2. For the greater interests of both animals and human beings, every national government should therefore promote current alternatives to the use of animals, and develop research on future alternatives to existing animals’ products and exploitation.

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. Who is responsible for domestic or tamed animals? 2. What should the animals’ owners take into account in order to provide adequate care? 3. What obligation do animal owners have? 4. What are the five freedoms that animals are supposed to enjoy? 5. What are the three Rs for animals in scientific research? 6. Does the new law justify the use of animals in scientific experiments? 7. What is meant by animals being sentient creatures? 8. What principle should be used in assessing sentience of animal species? 9. What is meant by animals having intrinsic value? 10. How should animals’ dignity be respected? 11. How should animals be treated? 12. How should the countries change their legislations? 13. Are people responsible only for their own animals? 14. What does the right to live mean? 15. What is implied by the right to be free? 16. In what cases is it allowed to cause harm to animals? 17. What does the animals’ right to be represented mean? 18. How can we put an end to animal exploitation?

*4. Comment on the following provisions of the law.*

1. What is the significance of using the term “non-human animals” rather than just “animals”?

2. “No one should cause suffering to invertebrate animals as they are potentially sentient, even if this is not yet scientifically proven”. What does this provision mean in practical terms?

3. “Animals must not be exposed to anxiety or humiliation”. What are the common practices that cause anxiety and humiliation to animals?

4. “The dignity of the animal is disrespected if there is major interference with its appearance or abilities, or if it is excessively instrumentalized”. How can animals’ abilities be instrumentalized?

5. Why is it important to specifically mention “**avoidable** cruelty” and “**unnecessary** suffering”?

*5. Find the following words and phrases in the text and explain their meanings.*

custody intrinsic

sentient precautionary

the benefit of doubt notwithstanding

instrumental value (to) instrumentalize

(to) alleviate appropriate and proportionate

(to) transgress exploitation

*6. Fill in the gaps with the new words and phrases.*

1. Giving charity to beggars is \_\_\_\_\_ to the culture and religious beliefs of people in many regions. 2. It will be the responsibility of other stakeholders to bring information that is relevant, \_\_\_\_\_ and \_\_\_\_\_ to the management of risk. 3. This is a \_\_\_\_\_ provision which is frequently used in international agreements. 4. Instead, it is assumed that perpetrators of such violence merely \_\_\_\_\_ religion for political, economic or other mundane purposes. 5. Action is taken against only those who \_\_\_\_\_ the existing laws. 6. By reason of the presumption of innocence, the burden of proof of the charge is on the prosecution and the accused has the ­­­­­\_\_\_\_\_ of \_\_\_\_\_. 7. Judicial proceedings regarding child \_\_\_\_\_ usually take more than one year. 8. All available data indicates that the \_\_\_\_\_ of indigenous workers persist today. 9. The third principle of \_\_\_\_\_ life is its capacity for self-sacrifice. 10. Denmark also believes that the rule of law has an \_\_\_\_\_ \_\_\_\_\_ for achieving poverty alleviation and sustainable development as it promotes and protects people’s social and economic rights, livelihoods and personal and property rights. 11. Secondly, without any exaggeration, international cooperation, coordination and assistance are essential to meaningfully \_\_\_\_\_ human suffering. 12. That progress \_\_\_\_\_, additional efforts are needed to continue to better facilitate matchmaking.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. облегчать боль и страдания; 2. невзирая на сопротивление; 3. надлежащее и соразмерное наказание; 4. разумные существа; 5. внутренне присущие черты; 6. толковать сомнения в пользу подозреваемого; 7. эксплуатация природных ресурсов; 8. взять под опеку; 9. осторожный подход; 10. использовать сложившуюся ситуацию в корыстных целях; 11. нарушать существующие законы; 12. служить важным средством для достижения цели.

*8. Translate the sentences into English.*

1. Эта политика нацелена на то, чтобы защитить детей от жестокого обращения, насилия, пренебрежения и эксплуатации. 2. Многие ученые считают, что дельфины – это разумные существа, у которых существуют хорошо развитые средства коммуникации. 3. В стране предпринимаются беспрецедентные меры по уменьшению масштабов нищеты. 4. Мы должны принять надлежащие и адекватные меры для предотвращения подобных злоупотреблений в будущем. 5. Пренебрежение правами человека – это сущностная черта всех тоталитарных государств. 6. Родители имеют одинаковые права на опеку над своими детьми, однако на практике после развода дети, как правило, остаются с матерью. 7. Совершая подобные действия, человек не только преступает социальные нормы, но и нарушает закон. 8. Несмотря на достижение определенного прогресса, в этой сфере по-прежнему наблюдаются значительные трудности. 9. В любом случае, в соответствии с принципами, признанными на международном уровне, сомнения должны толковаться в его пользу. 10. Многие политические лидеры используют религию как средство оправдания нетерпимости по отношению к гендерным меньшинствам. 11. Принцип осторожности уже утвердился в международном экологическом праве. 12. На протяжении столетий животные считались ценными для человека только с потребительской точки зрения.

*9. Give a 200-word summary of the text using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

1. What social changes will this law lead to?

2. Do you think it is implementable?

3. Do you think that it will be universally accepted by all countries and scrupulously carried out?

4. Can you see any loopholes and inconsistences in the law?

**TED Talk 1**

**Lesli Bisgould**

**It’s Time to Re-Evaluate Our Relationship with Animals[[41]](#footnote-41)**

**BEFORE YOU WATCH**

*1. Discuss the following:*

The crucial point in animal rights debate is granting animals the status of legal persons. ***Legal person*** is usually defined as an individual, company, or other entity which has legal rights and is subject to obligations. Why do animal rights advocates lay such emphasis on changing the animals’ status?

*2. Match the words (1-6) with their definitions (a-f).*

1. a corollary 4. gratuitous

2. to be entrenched 5. slaughter

3. embedded 6. to gain momentum

(a) not called for by the circumstances; not necessary, appropriate, or justified;

(b) the butchering of livestock for market;

(c) something that will also be true if a particular idea or statement is true, or something that will also exist if a particular situation exists;

(d) to move faster;

(e) to be solidly established;

(f) set firmly into a mass or material.

*3. Explain the meaning of the following phrases:*

1. to claim right to sth; 4. superficially impressive;

2. wicked / malevolent intent; 5. in a principled way;

3. to confront a question; 6. to wrestle with a question.

**WHILE YOU WATCH**

*4. Read the questions below and watch the TED Talk to answer them.*

1. What two statements does the speaker make at the beginning of her talk?

2. How do people usually react to the news of animals being treated cruelly?

3. What legal protection are animals granted?

4. How effective are the existing laws, according to the speaker?

5. What analogy does the speaker draw to make the audience think about morally or legally justifiable acts?

6. What does the speaker mean by “legal equals”?

7. What corollary does the law create?

8. What was John Locke’s great contribution to the modern legal system?

9. What legal status did animals gain within our property rights?

10. What is the central rule of ownership?

11. Why is the idea of animals as property destructive?

12. How many animals are used industrially in Canada every year?

13. What are some routine practices of animal exploitation that the speaker mentions? Fill in the gaps: research, \_\_\_\_\_, entertainment, \_\_\_\_\_.

14. What double standards does the speaker dwell upon?

15. How does the speaker define cruelty?

16. Why is “cruelty” the wrong word in the animal rights context?

17. What example of “institutional violence” does the speaker provide? What makes it doubly shocking?

18. Who regulates the treatment of animals in industrial use?

19. What drove the speaker to animal rights advocacy?

20. How did Darwin revolutionize our understanding of our place in the animal world?

21. How do we usually justify the differential treatment that we give to animals?

22. What does the speaker mean when she says that “our laws have lost their factual premise”?

23. What are the moral implications of the “evolution revolution”?

24. What examples of “morally irrelevant” differences between humans does the speaker provide?

25. What is the crucial step to generating legal rights for animals?

26. Do animal rights activists intend to give human rights to animals?

27. What aim do they pursue?

28. What legal change does the speaker hope for?

**AFTER YOU WATCH**

*5. Comment on the following ideas from the TED Talk.*

1. In the animal context, industry has embedded practices that would be considered monstrous if they were done to our own pet dog.

2. We don’t treat animals badly because they are property; we classify animals as property so we can treat them badly.

3. Animas differ from one another in degree but not in kind.

4. We’re starting to appreciate that animal life is much more like a web than the pyramid we’ve been used to drawing, that they are literally our kin.

5. What are the morally relevant differences between humans and other animals that make it acceptable for us to hurt them in ways that would never be acceptable to hurt one another?

6. So, the law will begin to reflect our biological kinship with other animals, as soon as we decide we really want it to.

*6. Prepare a five-minute talk on the following topic.*

We should finally put an end to institutional violence.

**TEXT 2**

**BEFORE YOU READ**

*1.**Discuss the following:*

Nowadays, there are a lot of *-ism* terms that denote different types of discrimination: *racism*, *sexism*, *ageism*, *ableism*, etc. ***Speciesism*** is a relatively knew coinage that first appeared in a pamphlet distributed in the United Kingdom in 1970. What do you think it means?

**WHILE YOU READ**

*2. Read the article focusing on speciesism as an attitude and ways to counteract it.*

**What Is Speciesism?[[42]](#footnote-42)**

Have you ever wondered how someone can be moved to tears by a news story about an abused dog yet feel no remorse over eating a bucket of chicken wings that caused multiple birds to suffer and die?

The answer is speciesism. Speciesism is a misguided belief that one species is more important than another. This toxic mindset is deeply ingrained in our society, and it results in all kinds of negative consequences.

From the time we are young, most humans are conditioned to view certain species as worthy of care and compassion and others as unworthy – all based on arbitrary human preferences. Intentionally or not, parents, teachers, the media, and other influences send children the message that puppies and kittens are “friends,” cows and chickens are “food,” and rats and mice are “pests.” Most children are also taught that human desires, needs, and interests always trump those of any other species.

As a result, we learn to ignore our own conscience, which tells us that it’s wrong to mistreat others. We convince ourselves that we have the “right” to imprison animals in laboratories, experiment on them, and kill them because it might help humans. We tell ourselves that it’s OK to eat ice cream made from cow’s milk because our desire for dessert outweighs a mother cow’s right to nurse and care for her calf. That it’s OK to steal sheep’s wool for sweaters and scarves and ducks’ feathers for pillows. That keeping orcas[[43]](#footnote-43) in barren tanks for profit and “entertainment” is acceptable and that the enjoyment we get from casting a baited hook into the water to catch fish matters more than the pain inflicted on them when they’re pierced through the lip and yanked into an environment in which they can’t breathe. Humans use speciesism to try to justify every kind of cruelty imaginable.

In his groundbreaking book *Animal Liberation*, philosopher Peter Singer defines speciesism as “a prejudice or attitude of bias in favor of the interests of members of one’s own species and against those of members of other species.” But it’s also speciesist to treat one animal’s life as more valuable than another’s. One particularly disturbing example of this is when animal shelters hold fundraisers to help dogs and cats by serving up the flesh of cows, pigs, or chickens. That makes about as much sense as running over a class of kindergarteners on your way to volunteering at a senior center.

All animals deserve equal consideration, regardless of humans’ opinions of them. While most of us have been steeped in speciesism throughout our lives, we can – and must – overcome this destructive way of thinking.

We can start right now, by changing how we speak about other species. Animals are thinking, feeling beings – so we shouldn’t refer to them in the same way that we refer to inanimate objects like old chairs or boots. Instead of calling an animal “it,” use “he” or “she.” And we can avoid using sayings that are derogatory toward other species or make light of their suffering. If you need ideas for replacing harmful, outdated expressions, check out PETA’s list of animal-friendly idioms:

|  |  |  |
| --- | --- | --- |
| ***Harmful Idiom*** | ***Helpful Idiom*** | ***Meaning*** |
| cry over spilled milk | cry over burnt toast | be upset about something that has already happened and can’t be changed |
| packed in like sardines | packed in like pickles | positioned tightly together |
| on a wild goose chase | out chasing rainbows | looking everywhere for something that cannot be found |
| eat crow | eat humble pie | admit to being wrong |
| ants in your pants | pepper in your pants | unable to sit still |
| walk on eggshells | walk on broken glass | be careful not to offend someone |
| kill two birds with one stone | feed two birds with one scone | accomplish two things with one action |
| let the cat out of the bag | spill the beans | tell a secret |
| take the bull by the horns | take the flower by the thorns | handle a problem fearlessly |
| be the guinea pig | be the test tube | be tested on |
| hold your horses | hold the phone | wait |
| open a can of worms | open Pandora’s box | to create a situation that will cause more problems |
| bring home the bacon | bring home the bagels | make a living |
| beat a dead horse | feed a fed horse | try to make something happen that has no chance of happening |
| more than one way to skin a cat | more than one way to peel a potato | more than one way to complete a task |
| put all your eggs in one basket | put all your berries in one bowl | bet everything on one possibility |

Rejecting speciesism also means taking an objective look at our personal choices and changing the ones that hurt animals. One of the best places to start is by voicing our disapproval of animal testing by buying only products that are not tested on animals and donating only to charities that never fund or conduct animal experiments. Leaving animal-derived foods off our plates, by going vegan, is also fundamental, and PETA has plenty of resources to help, including our free vegan starter kit and our vegan mentor program. When we start to view other species as fellow living beings and individuals, we won’t want to exploit them for their skin, fur, down, or wool, so we’ll choose animal-free clothing, as well as entertaining ourselves in humane ways instead of patronizing circuses or zoos.

It’s time to recognize that all sentient beings deserve to be treated with respect and compassion. We can reject speciesism and act with integrity and consistency toward all living beings, and first step is to recognize that every animal has the right to live free from human exploitation.

**AFTER YOU READ**

*3. Answer the questions about the text.*

1. What example of speciesism does the article start with? 2. What are the two definitions of speciesism that the article provides? 3. Why is speciesism called “a toxic mindset”? 4. What categories do we tend to divide animals into? 5. How much do we tend to prioritize our own needs? 6. How do we justify our cruelty to animals? 7. What examples of cruelty does the article give? 8. Does the term “speciesism” only refer to the relationship between humans and animals? 9. What analogy does the article draw to show the inconsistency in our attitude to different animals? 10. How should we refer to animals to avoid speciesism? 11. Why are some traditional idioms called harmful? 12. What do their substitutes have in common? 13. What stance should we take on using animals for testing products? 14. Why is veganism considered an ethical choice? 15. What conclusion does the author draw?

*4. Comment on the following ideas from the article.*

1. “Speciesism is a misguided belief that one species is more important than another”. What is the relevance of the word “misguided”?

2. “We learn to ignore our own conscience, which tells us that it’s wrong to mistreat others”. How do we learn to do it? What are the typical situations when we use these mental skills?

3. “All animals deserve equal consideration, regardless of humans’ opinions of them”. What animals do we tend to be particularly biased against? Can we overcome the bias?

4. “Rejecting speciesism also means taking an objective look at our personal choices and changing the ones that hurt animals”. Which of our personal choices hurt animals? How can we change them?

5. “It’s time to recognize that all sentient beings deserve to be treated with respect and compassion”. How can we show our respect and compassion?

*5. Find the following words and phrases in the text and explain their meanings.*

feel (no) remorse (over sth) (a) misguided belief

toxic arbitrary

(to) trump (to) outweigh

(to be) steeped in sth (to) take an objective look at sth

(to) voice (one’s) disapproval of sth integrity

*6. Fill in the gaps with the new words and phrases.*

1. Trade and foreign investment began to \_\_\_\_\_ everything else. 2. Some say moral \_\_\_\_\_ is the cornerstone to humanity. 3. Historically, racism had been based on the \_\_\_\_\_ \_\_\_\_\_ in the supremacy of one race above one or all others. 4. The State party should also combat stereotypes and prejudices that painted ethnic minorities as incapable or backward people \_\_\_\_\_ in superstition. 5. The testimony of one angry, nearsighted neighbor shouldn’t \_\_\_\_\_ all other evidence. 6. We \_\_\_\_\_ \_\_\_\_\_ and have offered apologies so many times since the end of the Second World War. 7. But precisely because we have been able to \_\_\_\_\_ an \_\_\_\_\_ \_\_\_\_\_ at this matter, we have concluded that this is not as simple or straightforward an issue as it might seem at first glance. 8. These \_\_\_\_\_ practices are clearly discriminatory and constitute a disregard for democratic policing. 9. To varying degrees, all technologies may consume resources, use land, create \_\_\_\_\_ waste and pollute the environment. 10. The international community must \_\_\_\_\_ unanimous \_\_\_\_\_ and condemnation of the unrelenting increase in crime and the rise of terrorism that is currently confronting the international community.

*7. Translate the following phrases into English relying on the new vocabulary and use them in sentences of your own.*

1. увязнуть в нищете; 2. произвольно назначаемые сроки; 3. высказать свое неодобрение по поводу нововведения; 4. токсичные отношения; 5. сохранить территориальную целостность; 6. объективно оценить ситуацию; 7. быть выше (*важнее*) личных проблем; 8. перевешивать риски; 9. основываться на ошибочном мнении; 10. испытывать раскаяние по поводу своего поступка.

*8. Translate the sentences into English.*

1. Он испытывал глубокое раскаяние из-за того, что не уделял достаточно внимания своей семье. 2. Если объективно взглянуть на ситуацию в стране, мы увидим огромное имущественное расслоение и массовое обнищание населения. 3. Я уверен, что достоинства нашего плана перевешивают его недостатки. 4. Проповедовать права человека людям, увязшим в крайней нищете и истощенным голодом и болезнями, может оказаться пустой тратой времени. 5. В этих вопросах необходимо проявлять осторожность, чтобы не допускать произвольных или дискриминационных мер. 6. Многие люди выражают недовольство текущей политикой правительства. 7. Токсичные отходы с предприятий отравляют реки в стране. 8. Мы должны действовать честно и добиваться своих целей исключительно законными методами. 9. Технологический прогресс разрушил препятствия на пути экономического роста. 10. Во многих арабских странах бытует ложное представление о том, что женщины не являются полноценными людьми.

*9. Give a 200-word summary of the text using the new vocabulary.*

**REFLECTING ON THE TOPIC**

*10. Discuss the following:*

1. How do the factors listed below shape our attitude to different kinds of animals?

* geography
* culture
* religion
* professional occupation
* family
* fashion

2. What is your attitude to experiments on animals carried out for medical, pharmaceutical and cosmetic purposes?

3. Do you agree that people should give up eating meat and go vegan? What problems might arise from this choice?

4. Do you think we can be equally humane to all kinds of animals? Can cruelty be completely rooted out of our relationship with animals?

5. In your opinion, how will our relationship with animals change in future?

**TED TALK 2**

**Jacy Reese**

**Why We Should End Animal Agriculture[[44]](#footnote-44)**

**BEFORE YOU WATCH**

*1.**Discuss the following:*

1. What is the main source of meat that we eat nowadays?

2. Do you think animal farming can be humane?

3. Is there a viable alternative to meat consumption?

4. Have you ever practiced veganism or vegetarianism?

*2. Match the words (1-8) with their definitions (a-h).*

1. roadblock 5. intractable

2. altruism 6. to contaminate

3. to conflate 7. a boycott

4. abolition 8. an inflection point

(a) a concerted refusal to have dealings with a person, a store, an organization, etc. usually to express disapproval or to force acceptance of certain conditions;

(b) not easily governed, managed, or directed;

(c) to combine two or more things;

(d) unselfish regard for or devotion to the welfare of others;

(e) the act of officially ending or stopping something;

(f) to make something dirty, polluted, or poisonous by adding a chemical, waste, or infection;

(g) something that stops someone from making progress;

(h) a moment when significant change occurs or may occur.

*3. Explain the meanings of the following phrases:*

1. Before we dive in…; 2. evidence-based research; 3. to scale up the process; 4. to thank sb profusely; 5. a well-evidenced strategy; 6. a cognitive dissonance; 7. an impactful strategy; 8. a sweeping change; 9. to lay the foundation for sth; 10. to lay the bedrock.

**WHILE YOU WATCH**

*4. Read the questions below and watch the TED Talk to answer them.*

1. What percentage of the US population is vegetarian or vegan?

2. How many people have watched harrowing documentaries about animal farms?

3. What does the speaker imply by calling himself a “preachy vegan”?

4. Can we build a more humane society by persuading individuals to go vegan?

5. Why does the speaker call the situation with animal farming “dire”?

6. What are the environmental effects of animal farming?

7. Why can consuming animal flesh be dangerous for people?

8. Is animal farming cost effective?

10. Why does the speaker refer to animal farming as “a fascinating intellectual problem”?

11. What is “Effective Altruism”?

12. What is the most powerful tool in solving the animal farming issue?

13. What is a more efficient and ethical way of producing animal products?

14. What initiative has the *Beyond Burger* launched?

15. What kind of product is “clean meat”?

16. What does the speaker identify as a potential pitfall for the clean meat project?

17. Why would a contamination scandal be fatal for clean meat?

18. What does the speaker mean by an “institutional change”?

19. Why is it wrong to conflate vegetarianism and animal rights activism?

20. What kind of psychological phenomenon is “the collapse of compassion”?

21. What is an essential condition for the success of a social movement?

22. How effective are boycotts?

23. Are “humane farms” a reality or a declaration?

24. Why is the idea of “humane farms” seen as a roadblock?

25. What is the cognitive dissonance that the speaker describes?

26. What is the mistaken belief that protects us from the conflict between our values and our behavior?

27. How affordable are products of “humane farming”?

28. Is the speaker optimistic about the future of food manufacturing?

29. How many Americans support a ban on slaughter houses?

30. What kind of “transition” does the speaker suggest?

31. What is meant by the “expansion of our moral circle”?

32. According to Richard Branson, how soon will our food system be animal-free?

33. What individual steps can we take to usher in the era of animal-free food?

**AFTER YOU WATCH**

*5. Comment on the following ideas from the TED Talk.*

1. Animal farming is “an urgent social issue that we desperately need to fix”. Why is it an “urgent issue”?

2. “You can have your cow and eat beef too”. What famous saying has been modified here? What does it mean? What is the meaning of the new saying?

3. “While reduction in suffering is something we should applaud, and it can be a step towards abolition, the unmitigated suffering is still a moral catastrophe”. Why is it a “moral catastrophe”?

4. “Today, we’re at an inflection point, where the moral reasons to change our food system are very compelling”. What makes our time an “inflection point”?

5. We must “align our food system with our values”. How can this alignment be carried out?

6. “Humanity’s moral circle will continue to expand, but only if people like you and me take hold”. Why is it necessary to expand our moral circle?

*6. Prepare a five-minute talk on the following topic:*

Ending animal agriculture is an ethical choice.

**FINAL DISCUSSION**

*Prepare to discuss the following points. Do the necessary research.*

1. Find and analyze information about the laws that protect animals in different countries.

2. Discuss the acceptability of the following practices:

* circus acts with animals
* keeping animals in captivity, including zoos
* experiments on animals
* raising animals for fur and wearing fur
* animal breeding, especially pet animal breeding
* hunting as a hobby
* keeping exotic animals as pets
* keeping as many pets as the owner likes
* control of the stray animal population
* euthanasia for sick pets
* classifying pets as luggage when travelling

3. Do you agree that a humane treatment of animals is a hallmark of a civilized society?

4. What are the long-term social benefits of putting an end to the exploitation of animals?

5. What does “being inclusive” mean when it comes to our relationship with animals?

**EXTRA VOCABULARY PRACTICE**

**UNIT 1**

**DEFINING SOCIAL INCLUSION**

*Check the vocabulary list to make sure you remember all the units and translate the sentences that follow. The list includes key words and phrases from the TED Talks.*

abundant evidence longstanding prejudices

affinity bias make strides

brand by / (to) be branded by meritocracy

bridge the gap (between) mindset

capitalize on neural pathway

champions of change occupational segregation

clear research agenda ostracize

complement and reinforce (each other) preclude

confront barriers prerequisite

congruence / congruency regardless of

deny opportunities resonate with

embark on / upon revenue generation

equality shared prosperity

equity societal tension

eradicate stem from

foster stigma

frame of reference the utmost importance

gauge (v) translate into

immutable trigger

in a concerted manner universally accepted values

in an integrated manner unwavering commitment

incremental well-defined strategies

indigenous yield results

intervention

1. Наша компания приступает к осуществлению масштабных реформ. 2. Это безответственное политическое заявление может вызвать массовые протесты. 3. В соответствии с новым законом, коренные народы русского Севера получили ряд важных привилегий. 4. Существуют многочисленные свидетельства, доказывающие существование жизни на других планетах. 5. Эти реформы резонируют с наиболее актуальными тенденциями в развитии общества. 6. Эта ситуация потребует серьезного политического вмешательства. 7. Сторонники изменений часто недооценивают значимость глубоко укоренившихся культурных традиций. 8. Выбор правильного метода имеет первостепенное значение для проведения любого исследования. 9. На данный момент нам трудно оценить эффект от предложенных нами нововведений. 10. Эта программа направлена на ликвидацию гендерного неравенства при устройстве на работу. 11. Приоритетной задачей нашей политики является ликвидация разрыва между бедными и богатыми. 12. Совместное процветание всех членов общества является важнейшим условием для благополучия каждого конкретного гражданина. 13. В настоящее время достигнуты большие успехи в развитии здравоохранения. 14. Гендерные меньшинства часто подвергаются остракизму во всех сферах жизни общества. 15. Святость жизни принадлежит к числу общечеловеческих ценностей. 16. Эти меры призваны дополнить и усилить проведенные ранее реформы. 17. Политик продемонстрировал непоколебимую приверженность ранее объявленному курсу. 18. Все люди должны обладать равными правами, независимо от их этнической принадлежности, пола, возраста и социального статуса. 19. Этот документ является полезной основой для разработки политики отдельных правительств. 20. Отсутствие ясной исследовательской программы и четко определенных стратегий отрицательно повлияло на ход эксперимента и не позволило добиться желаемых результатов. 21. Сингапур полагает, что равенство возможностей мужчин и женщин должно обеспечиваться на основе меритократии. 22. Многие изменения в обществе происходят постепенно и становятся заметными лишь спустя продолжительное время. 23. Этот подход способствует лучшему пониманию экологических проблем. 24. Всем сторонам, заинтересованным в этом новом глобальном партнерстве, совершенно необходимо выполнять свои обязанности и действовать согласованно. 25. Нашу склонность поддерживать людей, похожих на нас самих, ученые называют внутригрупповым фаворитизмом. 26. Нарушения слуха не мешают человеку быть хорошим ювелиром или программистом. 27. Изменение менталитета потребует огромного опыта и специальных знаний. 28. Эти проблемы обусловлены отсутствием единого международного законодательства. 29. Эту проблему необходимо решать комплексно, с учетом всех обстоятельств. 30. Такая стратегия позволила бы организации успешно использовать свои относительные преимущества. 31. Хорошо развитая транспортная система внутри страны является одним из ключевых условий для получения доходов от туризма. 32. Образование должно быть доступным для всех девочек и быть нацелено на сокращение профессиональной сегрегации. 33. Мы надеемся, что наши усилия приведут к укреплению стабильности. 34. Тщательная подготовка – это необходимое условие для успеха. 35. Многие люди, имеющие инвалидность, сталкиваются с серьезными препятствиями при поиске работы. 36. Законы природы непреложны, и мы не можем их игнорировать. 37. Когда вы приобретаете новый опыт, у вас образуются новые нейронные связи, что важно для поддержания активной работы мозга. 38. Некоторые виды заболеваний, например, психические расстройства, во многих культурах являются стигмой. 39. Нам следует избавиться от этих давних предрассудков, которые мешают нам двигаться вперед. 40. Имущественное неравенство является постоянным источником социальной напряженности. 41. Справедливость и равенство – это базовые принципы демократического устройства. 42. Отсутствие согласованности снижает эффективность работы системы. 43. Этот политический фарс был заклеймен международным сообществом как противоправный. 44. Многие люди лишены возможности получить качественное образование.

**UNIT 2**

**POVERTY AS A DRIVER OF SOCIAL EXCLUSION**

*Check the vocabulary list to make sure you remember all the units and translate the sentences that follow. The list includes key words and phrases from the TED Talks.*

adverse consequences grant (n)

affluent gross national income

annihilate life expectancy

be a key determinant (of/ in) live (from) paycheck to paycheck

be constrained (by) merit (n)

be rendered + Adj. paternalistic

bias (against) perpetuate

burden preventive care

bureaucrat raise the toll

causality relative income

come into view risk of exposure

cornerstone scarcity

defer self‐sufficient

depress productivity social capital

deprivation social mobility

disadvantage (v) social vulnerabilities

discount (v) state-mandated

disparity sterile debate (on / over)

disproportionate share stifle

economic ladder strip sb of sth

eliminate barriers strive (strove / striven) for

empower susceptible

entrepreneur thrift

exacerbate welfare state

flawed

1. Она боялась, что станет обузой для своей семьи в старости. 2. Пожилые люди особенно подвержены риску вирусных заболеваний. 3. Ожидаемая продолжительность жизни в этой стране составляет 85 лет. 4. Мы не смогли установить причинно-следственную связь между этими событиями. 5. Вызванный карантином кризис усугубил и без того непростую экономическую ситуацию в стране. 6. Этот новый закон ставит в невыгодное положение женщин с детьми. 7. Непропорционально большое количество граждан этой страны работает в сфере сельского хозяйства. 8. Многие люди в стране не имеют дополнительных источников дохода и вынуждены жить от зарплаты до зарплаты. 9. Эта мера должна была помочь беднейшим слоям населения продвинуться вверх по экономической лестнице. 10. Подобная практика имеет пагубные последствия для культурного развития страны. 11. Мы не поддерживаем патерналистический подход, мы выступаем за равенство. 12. Риск заражения этим видом лихорадки особенно высок в Центральной Африке. 13. В странах с существенным имущественным расслоением наблюдается низкая социальная мобильность. 14. Гендерное равенство является краеугольным камнем социальной справедливости. 15. В мае государство предоставляет гражданам страны трехдневный отпуск. 16. Возможности сельскохозяйственного и продовольственного производства сдерживаются ограниченностью подходящих земельных ресурсов. 17. Высокие налоги душат торговлю. 18. Его показания не были приняты в расчет. 19. Эти три организации работают независимо друг от друга и во многом являются самодостаточными. 20. Отсутствие профилактики этого заболевания ведет к высокой смертности. 21. Отсутствие нового оборудования и устаревшие методы работы ведут к снижению производительности на нашем предприятии. 22. Низкие гигиенические стандарты приводят к увеличению количества жертв инфекционных заболеваний. 23. Конкуренты лишили его не только доходов, но и части собственности. 24. Сокращение масштабов бедности и социального неравенства являются ключевыми целями норвежского государства всеобщего благосостояния. 25. Реальный валовой национальный доход к концу 2020 года снизился по сравнению с уровнем 2015 года на 38 процентов. 26. Принятые меры небезупречны с юридической точки зрения. 27. Наблюдаются серьезные различия в уровне доходов между разными частями страны. 28. Эти бесплодные дебаты по незначительным вопросам повестки дня заняли слишком много времени, и до обсуждения главной проблемы так и не дошло. 29. Он был настоящим бюрократом, для которого бумажки всегда были важнее людей. 30. У нас достаточно оружия, чтобы уничтожить все живое на планете. 31. Адекватное питание является ключевым фактором, определяющим здоровье человека в течение всей его жизни. 32. Одна из наших основных задач заключается в том, чтобы расширить возможности людей с низким доходом. 33. Мелкие предприниматели особенно серьезно пострадали от кризиса. 34. Швейцария – это одна из самых богатых стран мира. 35. Мы были вынуждены отложить обсуждение этого важного вопроса, поскольку у нас не было достаточно данных. 36. Доклад посвящен проблеме социальной уязвимости женщин в арабских странах. 37. При оценке собственного благосостояния мы смотрим на относительный доход, сравнивая себя с другими людьми. 38. Есть опасения, что этот новый закон лишь закрепит имущественное неравенство граждан. 39. Университет получает гранты на проведение социологических исследований. 40. Правительство страны заявило, что намерено устранить барьеры на пути ко всеобщему среднему образованию. 41. Бережливость – это хорошее качество, если только оно не перерастает в жадность. 42. Многие работодатели имеют предубеждение против пожилых сотрудников, считая их методы работы недостаточно современными. 43. Дети, страдающие от обездоленности, часто приобретают целый комплекс психологических проблем. 44. Человек должен стремиться к успеху в своей профессиональной области. 45. Когда в поле зрения исследователей попали новые данные, концепция была существенно пересмотрена. 46. Новый проект обладает рядом весомых достоинств, по сравнению с предыдущим. 47. Знания, квалификация и культура в совокупности составляют социальный капитал. 48. Недостаток продовольствия вызвал массовые недовольства в стране. 49. Услышав новости, мы лишились дара речи.

**UNIT 3**

**DISABILITY INCLUSION**

*Check the vocabulary list to make sure you remember all the units and translate the sentences that follow. The list includes key words and phrases from the TED Talks.*

abound homogenous

accommodate hone

acknowledge ideator

address (v) impairment

alchemist implement (v)

alienate legacy

catalyst maintain low expectations

come of age mentor (v)

corporate social responsibility (CSR) multidimensional

diverse omnipresent

empathize outperform

endemic place emphasis on

engrave (sth into sth) pledge (v)

enshrine proactive

exemplary reference point

framework rehabilitation

generate awareness replete (with sth)

grass-roots(-led) initiative / program / group speech impediment

hands-on workable compromise

hinder

1. После травмы колена ему понадобилась длительная реабилитация. 2. У него был небольшой дефект речи, который не помешал ему стать блестящим оратором. 3. Несмотря на недостаток опыта, она смог обойти более сильных соперников. 4. Во многих западных странах после достижения совершеннолетия дети живут отдельно от родителей. 5. В рамках данного исследования мы основываемся на социальной модели инвалидности. 6. Мы должны признать вклад профессора Смита в разработку этой теории. 7. Все больше внимания уделяется социальной ответственности корпораций перед своими сотрудниками и клиентами. 8. В рамках данного опроса информанты представляли собой социально однородную группу. 9. Умение сопереживать является важным показателей эмоциональной зрелости. 10. Нам не удалось найти приемлемый компромисс, и мы вынуждены были отказаться от сотрудничества. 11. У ребенка прекрасные музыкальные способности, и нам предстоит лишь отточить их. 12. Этот перевод считается образцовым, еще никто не смог выполнить его лучше. 13. Мы можем гордиться своим богатым культурным наследием. 14. Если мы изменим свою ценовую политику, это оттолкнет многих наших клиентов. 15. В его обязанности входило обучение (*наставничество*) нового персонала. 16. Эта низовая инициатива не была поддержана руководством компании. 17. Пациент страдает нарушением памяти и не помнит многих событий своей жизни. 18. Этот вид животных является эндемичным для Австралии и больше нигде не встречается. 19. Мы намерены уделить особое внимание проблемам экологической безопасности. 20. Наша авиакомпания готова удовлетворить большую часть пожеланий относительно питания пассажиров. 21. Мы могли бы действовать более инициативно (*активно*) в целях решения намеченных нами задач. 22. Правительство не должно препятствовать деятельности правозащитных организаций. 23. Неграмотность следует рассматривать как многоаспектное явление, а не просто как неумение читать и писать. 24. Это событие было навсегда запечатлено в исторической памяти нашего народа. 25. Постоянная необходимость адаптации помогла ему стать человеком, который придумывает идеи и ищет решения. 26. В трудовом законодательстве (*labor laws*) закреплен принцип равной оплаты за равный труд. 27. Эти меры призваны повышать информированность населения о текущей эпидемиологической ситуации. 28. Туризм является важным катализатором развития, поскольку он оказывает позитивное воздействие на все секторы экономики. 29. Большинство спонсоров обещали сохранить свои взносы в 2025 году на прежнем уровне. 30. Мы начали применять эту методику всего три месяца назад, и пока рано делать какие-либо выводы. 31. Мы должны рассмотреть все аспекты проблемы. 32. Текст изобилует орфографическими и грамматическими ошибками. 33. Инспектор считает, что некоторые практические меры способны помочь радикально изменить имидж этого института. 34. Мы не возлагаем особых надежд на этого студента, хотя в последнее время он стал делать успехи. 35. Эти данные послужат нам ориентиром для дальнейшей работы. 36. Алжирскую прессу отличает широкий плюрализм, и в стране насчитывается более 170 самых разных изданий. 37. Наша стратегия ясна, хотя дорога, открытая перед нами, полна препятствий. 38. Парацельс (*Paracelsus*) был не только алхимиком, пытавшимся раскрыть тайны материи, но и врачом. 39. Законы физики невидимы, неизменны, вездесущи и всесильны.

**UNIT 4**

**CHALLENGES OF INCLUSIVE EDUCATION**

*Check the vocabulary list to make sure you remember all the units and translate the sentences that follow. The list includes key words and phrases from the TED Talks.*

academic gains in this fashion

age-appropriate key stakeholders

allied learning modalities

appease least restrictive environment

be in need of massive revision necessitate

broach the idea on-site

cite concerns about / over operate on the premise that…

continuum paired learning

derision peer-coach

dismantle potential pitfalls

disrupt put sth in practice

driving principle regular education / ed students

enable rigid

encompass rigorous literature review

express misgivings rote learning

futility take on a totally different import

gain steam The evidence is mounting that …

impact (v) ubiquitous

in favor of underlying

in line with unequivocal

in sb’s best interests unsupportable

1. Для эффективного обучения детей требуется среда с наименьшим количеством ограничений. 2. Родители обязаны действовать в интересах своего ребенка, а не потакать собственным амбициям. 3. Это оборудование позволит нам провести эксперимент на качественно новом уровне. 4. Ученики-шефы помогают своим менее успешным одноклассникам при выполнении особо сложных заданий. 5. Если вы действительно хотите развивать способности своего ребенка, вы должны использовать те виды деятельности, которые соответствуют его возрасту. 6. Наш подход к инклюзивному образованию требует серьезного пересмотра. 7. Инклюзивное образование набирает обороты во многих развитых странах, несмотря на то что у него много противников. 8. Мы должны разрушить старые стереотипы о физических и интеллектуальных возможностях людей с инвалидностью. 9. Мы предоставляем помощь на местах и готовы оказывать финансовую поддержку низовым инициативам. 10. Ее претензии были необоснованными и не были удовлетворены. 11. При изучении иностранных языков невозможно обойтись без зубрёжки. 12. Ход переговоров был нарушен сообщением о новом нападении. 13. Многие учителя выступают против обучения в парах, поскольку они считают, что учащиеся перенимают друг у друга ошибки. 14. Подготовка официальных статистических данных о заработной плате строится таким образом, чтобы охватить весь рынок труда. 15. В современных гуманитарных науках жёсткие дихотомические (*binary*) классификации теряют актуальность. 16. Если мы продолжим в том же духе, мы утратим доверие наших клиентов. 17. К сожалению, тенденция к более позднему взрослению носит повсеместный характер. 18. Решение было принято в пользу матери ребенка. 19. Мы должны рассмотреть все потенциальные проблемы, которые могут возникнуть при внедрении новой стратегии. 20. В нашем случае понятие «специальное образование» принимает совершенно иной смысл. 21. Многие политики высказывают опасения по поводу перспектив дальнейшего экономического роста. 22. Эта ситуация может потребовать принятия экстренных мер по обеспечению безопасности. 23. Государства должны занять однозначную позицию по отношению к правам этнических меньшинств. 24. В своей деятельности мы исходим их того принципа, что каждый человек имеет право на доступ к образовательным ресурсам. 25. Вы должны убедить его в бесполезности дальнейшего сопротивления. 26. Будет разумно сначала обсудить эту идею со своим наставником. 27. Секретариат на регулярной основе проводит организацию брифингов или информационных совещаний с основными заинтересованными сторонами. 28. В первой главе работы представлен тщательный обзор литературы по исследуемой проблеме. 29. Появляется все больше оснований полагать, что этот кризис имеет политическую составляющую (*dimension*). 30. Многие учащиеся, имеющие инвалидность, демонстрируют лучшие академические показатели в условиях инклюзивного образования. 31. Родители учащихся выражают опасения по поводу перспектив перехода на дистанционное обучение. 32. В рамках данного подхода предлагается использовать различные модальности обучения. 33. Он попытался задобрить руководство, согласившись участвовать в проекте, который казался ему совершенно бесперспективным. 34. Новый образ певицы стал мишенью для насмешек. 35. Мы подписали договор о взаимодействии с союзными войсками. 36. Мы действуем в соответствии с последними указаниями. 37. Проблема, лежащая в основе этих протестов, актуальна для многих европейских стран. 38. Жизнь человека – это континуум разнообразных состояний, границы между которыми размыты (*blurred*). 39. Финансовый кризис оказал серьезное воздействие на сельское хозяйство стран этого региона. 40. Основополагающий принцип нашего развития – это максимальное развитие творческого потенциала каждого сотрудника. 41. Этот подход выглядит привлекательно, но его крайне трудно применить на практике. 42. Создание безбарьерной среды выгодно не только учащимся с инвалидностью, но и обычным учащимся.

**UNIT 5**

**IMMIGRANT INCLUSION: ISSUES AND DEBATES**

*Check the vocabulary list to make sure you remember all the units and translate the sentences that follow. The list includes key words and phrases from the TED Talks.*

abandon indispensable

accrue influx

ambivalence judiciously

animus law-abiding

asylum legally authorized

austerity manifest (v)

balk at meltdown

be eligible for mitigate the harm

constructive dialogue (on) nativist

critical offset (v)

detract overlook

disillusionment Put bluntly, …

disproportionate percentage of quota

drastically repeal

enact policies reveal the whole picture

extortion revitalize

facilitate self-defeating

farfetched sizable

fiscal hole sovereignty

fissure surplus

gain citizenship tangible economic benefits

gridlock traction

hindsight turn the tide

impose (sth on sb) uphill battle

1. Непропорционально большой процент сотрудников нашего учреждения занимается бумажной работой. 2. Эта политика привела к образованию огромной финансовой дыры, которую мы никогда не сможем заполнить. 3. Туризм позволил значительно оживить этот маленький городок, который постепенно приходил в упадок. 4. Для того чтобы получить гражданство, необходимо сдать экзамен на знание языка. 5. Приток беженцев вызвал недовольство местного населения. 6. Оглядываясь назад, можно сказать, что наши достижения не так уж и впечатляющи. 7. Проценты (*interest*) начисляются на ваш счет ежемесячно. 8. Никто не имеет права навязывать свои взгляды и ценности окружающим. 9. Этот замок простоял заброшенным долгие годы. 10. Как любой законопослушный гражданин, он исправно платил налоги. 11. Страна более ста лет добивалась независимости. 12. Если вы проработали в этой отрасли 25 лет, вам причитается пенсия. 13. Мы не располагаем достаточными ресурсами, чтобы переломить ситуацию. 14. Ваша личная неприязнь не должна мешать выполнению служебных обязанностей. 15. В ближайшие месяцы эта реформа не принесет ощутимой экономической выгоды. 16. Сдерживание (*curbing*) этой эпидемии – это тяжелая битва. 17. Компания внесла весомое пожертвование в новый благотворительный фонд. 18. К этому вопросу следует подходить рационально. 19. За последний год количество трудовых иммигрантов в нашей стране резко сократилось. 20. Дискриминация может проявляться во множестве разных форм. 21. Эта его особенность ничуть не умаляет его достоинств. 22. Руководство фабрики отказалось компенсировать ущерб, нанесенный окружающей среде в результате сброса отходов в местную реку. 23. Состояние больного остается критическим, и мы не можем строить никаких прогнозов. 24. Американская экономическая система потерпела крах из-за ипотечного (*mortgage*) кризиса 2007-2008 гг. 25. Это звучит несколько надуманно, нам нужно больше фактов. 26. Правительство США ввело квоту на количество трудовых иммигрантов. 27. Эти договоренности являются незаменимым инструментом, который позволит нам контролировать ситуацию. 28. Страны стали экспортировать свои излишки, в результате чего цены на лес снизились. 29. Нативисты требуют, чтобы рабочие места предоставлялись в первую очередь гражданам страны, независимо от их квалификации. 30. Великобритания официально заявила о том, что режим жесткой экономии подходит к концу, и граждане могут рассчитывать на помощь от государства. 31. Трактат (*treatise*) посвящен двойственности человеческой природы. 32. Делегация уполномочена вести переговоры по вопросам перемирия (*cease fire*). 33. Эти бесплодные споры заводят нас в тупик. 34. Этот закон пришлось отменить, поскольку он вызвал большое недовольство в обществе. 35. Он отказался платить столько денег ради вступления в клуб. 36. Мы должны сделать все возможное, чтобы наладить (*ensure*) конструктивный диалог по вопросам восстановления туристической отрасли. 37. Эта новая онлайн-платформа облегчит коммуникацию между нашими подразделениями. 38. Страны должны проводить политику, направленную на снижение имущественного неравенства. 39. Если в обществе существует раскол, рано или поздно он приведет к революции. 40. Он испытывал все большее и большее разочарование от результатов своего труда. 41. Швейцария отказалась предоставить ему политическое убежище, посчитав его доводы неубедительными. 42. Эта стратегия обречена на провал. 43. Чтобы смягчить финансовый ущерб, нанесенный эпидемией, правительство выплатило семьям по три тысячи долларов. 44. Чтобы выявить общую картину экономического бедствия, нам необходимо не только проанализировать официальные данные, но и провести опрос среди населения. 45. Мы не можем позволить себе проигнорировать это обстоятельство. 46. Скажем прямо, мы не всегда были честны во взаимоотношениях с нашими партнерами.

**UNIT 6**

**SOCIAL INCLUSION AND LANGUAGE RIGHTS**

*Check the vocabulary list to make sure you remember all the units and translate the sentences that follow. The list includes key words and phrases from the TED Talks.*

address and redress groundswell

ancestral hallmark

anecdotal evidence heritage language

anomaly immersion

atrocity immersion education

be fraught with imperil

beacon incremental

castigate intact

change is afoot leverage

clarify linguistic diversity

cohort lofty

comply (with) mandatory

constraint outlandish

counter (v) pertain (to)

cultural abuse prescribe

defund provision

diaspora pursue

dire reclaim

doom (v) scrutiny

dormant silver bullet

dropout rates since time immemorial

elaborate (on) (v) supplant

endangered languages supplement (v)

endeavour (n) taper off

genocide viability

go to the core (of) vibrant community

1. Есть косвенные доказательства того, что этот чиновник принимает взятки. 2. С незапамятных времен люди мечтают о бессмертии. 3. Иммерсивное обучение позволяет быстрее усваивать языки. 4. С самого начала этот проект был обречен на провал. 5. Он дожил до глубокой старости, сохранив жизнерадостность и чувство юмора. 6. Принятые законы призваны сохранить языковое разнообразие в стране. 7. Такая сильная жара – это климатическая аномалия. Обычно лето в этом регионе гораздо прохладнее. 8. Вулкан находился в спящем состоянии более 100 лет, до того как произошло это страшное извержение. 9. Закон был дополнен еще одним положением, которое регулировало статус языков коренных народов. 10. Ученые организовали экспедицию на север Австралии для сбора данных о языках, находящихся под угрозой исчезновения. 11. Грядут большие перемены в нашей системе образования, связанные с использованием технологий дистанционного обучения. 12. Премьер-министр сделал официальное заявление, чтобы прояснить ситуацию с карантином. 13. Этот метод не отвечает требованиям безопасности. 14. Задача этого комитета заключается в том, чтобы рассматривать и устранять случаи нарушения трудового законодательства. 15. Он преследует лишь собственные интересы, совершенно не заботясь об общем благе. 16. Эта теория первоначально показалась нелепой и вызвала отторжение у научного сообщества. 17. Запрет на использование родного языка в публичной сфере – это форма культурного насилия. 18. Мы наблюдаем широкую народную поддержку этого кандидата. 19. Юань вполне может вытеснить доллар во второй половине этого века. 20. С педагогической точки зрения предпочтительнее, чтобы первые знания у детей приобретались на родном языке или на наследуемом языке. 21. Военное вторжение на эту территорию чревато серьезными политическими последствиями. 22. Нам необходимо оценить жизнеспособность этой модели и, в случае необходимости, предложить меры по ее усовершенствованию. 23. Эта работа направлена на противодействие киберугрозам. 24. Эти конфликты ставят под угрозу мир и стабильность многих стран и истощают их потенциал, возможности и ресурсы. 25. В нашем обществе принято сурово осуждать предателей. 26. Комитет надеется, что оба документа будут готовы для окончательного рассмотрения на следующей сессии. 27. Особенности нашего лабораторного оборудования накладывают технические ограничения на нашу экспериментальную деятельность. 28. Более миллиона людей стали жертвой геноцида в Руанде. 29. Последние имеющиеся данные относятся к 2018 году. 30. В странах с развитой экономикой проживают многочисленные диаспоры из развивающихся стран. 31. Уважение к человеку и толерантность – это отличительные признаки цивилизованного общества. 32. Пожилой контингент составляет 70 процентов пациентов нашей клиники. 33. Инновационные технологии могут соединять в себе знания предков и достижения современной науки. 34. Они преследовали благородные цели, но использовали сомнительные методы для их достижения. 35. Комитет выражает озабоченность в связи с большим числом детей, прекращающих обучение в школе. 36. Мы хотели бы подробнее остановиться на особенностях предлагаемой нами образовательной программы. 37. Мы желаем им всего самого лучшего в их благородном начинании. 38. Эта программа – не чудодейственное средство для решения всех проблем, а лишь временная мера, которая позволит снять остроту ситуации. 39. В дополнение к устному интервью использовался письменный опрос. 40. В настоящее время многие люди отказываются от обязательной вакцинации, рискуя заразиться опасными заболеваниями. 41. Я здесь для того, чтобы предотвратить ужасную катастрофу. 42. Новаторские методы финансирования позволяют привлекать как государственные, так и частные средства. 43. Его наследие будет оставаться маяком для всех людей доброй воли. 44. Вероятно, эпидемия пойдет на убыль лишь через шесть месяцев. 45. Необходимо надлежащим образом рассмотреть вопрос о безнаказанности (*impunity*) за зверства, совершенные в отношении женщин и детей. 46. Финансирование моего отделения сократили, и мне пришлось уволиться. 47. Закон также предусматривает (*предписывает*) санкции за совершение актов насилия в семье. 48. Благодаря президенту Моралесу коренные народы страны вновь обрели свое достоинство и увидели необходимость единства. 49. Эти философские вопросы касаются самой основы человеческой жизни. 50. Программа предусматривает погружение в местную культурную и языковую среду, а также проекты на уровне общин. 51. Нам всем известно, что жизнедеятельная община является двигателем экономического роста. 52. Изменение менталитета – это постепенный процесс.

**UNIT 7**

**SAY NO TO AGEISM**

*Check the vocabulary list to make sure you remember all the units and translate the sentences that follow. The list includes key words and phrases from the TED Talks.*

advance (v) internalize

agency legal entitlements

be exempt from longevity

crotchety misperception

decrepitude overt

deem it vital (that) patronizing

dementia penalize

demonstrable persist

discrepancy preconception

dismantle rampant

disregard (v) revoke

feisty salute (v)

for the long haul set in stone

fruition smack-dab

inadmissible sustain

incomparable tall order

infringe usher in

1. Наша компания пришла на этот рынок всерьез и надолго. 2. Активное долголетие должно стать приоритетом нашей социальной политики и стратегии развития здравоохранения. 3. Ученый выдвинул интересную гипотезу, которую так и не смог доказать. 4. Мы находимся в самом эпицентре бедствия. 5. Эти позитивные изменения служат наглядным примером мудрой социальной политики. 6. Компании, которые принимают на работу людей с инвалидностью, освобождаются от ряда налогов. 7. Чтобы остановить стремительное (*безудержное*) распространение эпидемии, страны ввели жёсткие карантинные меры. 8. Идея о том, что это заболевание можно лечить антибиотиками, – широко распространенное заблуждение. 9. Мы должны избавиться от предрассудков в отношении многих традиционных культур. 10. Заявки, полученные после установленного срока, не принимаются. 11. Это состояние социальной и культурной деградации является результатом военной оккупации. 12. Это открытие возвестило начало новой эры в развитии биотехнологий. 13. Такие стратегии ущемляют человеческое достоинство и совершенно несовместимы с правом на здоровье. 14. Его покровительственная манера делает его совершенно невыносимым собеседником. 15. Мы приветствуем те правительства, которые уже оказывают нам содействие в этой области, и настоятельно призываем других следовать их примеру. 16. В детстве мы усваиваем информацию некритически, принимая все на веру. 17. Идея о том, что все пожилые люди подвержены слабоумию, не более чем предубеждение. 18. Согласно этой религии, некоторые реки и горы являются священными, поскольку они дают и поддерживают жизнь. 19. Некоторые этические законы незыблемы, поскольку в их основе лежат общечеловеческие ценности. 20. Это может показаться слишком трудной задачей, но это возможно. 21. Стране потребовалось не одно десятилетие, чтобы покончить с открытой расовой дискриминацией. 22. В законе прописаны юридические права коренных народов. 23. Под конец жизни она превратилась во вздорную старушонку, с которой никто не хотел иметь дела. 24. Для нас чрезвычайно важно, чтобы все нуждающиеся своевременно получили помощь. 25. Расхождение в данных можно объяснить тем, что исследователи применяли совершенно разные методы в своей работе. 26. Если эта аномальная жара сохранится, начнется засуха. 27. Он человек со странностями, но с ним интересно побеседовать. 28. Когда человек использует военную метафору для описания своего опыта болезни, он получает язык, представляющий его центром активности. 29. Новый начальник принял решение штрафовать работников за опоздание. 30. Он был несравненным оратором, который оказывал магнетическое воздействие на толпу. 31. Чтобы осуществить наши цели, нам придется многим пожертвовать. 32. Закон был аннулирован через три года после своего введения. 33. Они пренебрегли мерами безопасности и получили серьезные травмы. 34. Для нас чрезвычайно важно разрушить этот старый миф.

**UNIT 8**

**GENDER EQUALITY:**

**SHOULD ANATOMY BE DESTINY?**

*Check the vocabulary list to make sure you remember all the units and translate the sentences that follow. The list includes key words and phrases from the TED Talks.*

akin (to sth) household term

albeit implicate

assault (on sb / sth)  induce

attrition inexcusable

be tilted infiltrate

cisgender inkling

condescension interloper

conform (to sth) irreversible

cross-cutting principle launch

detrimental momentous

devastating consequences redemptive

disembodied ripple effects

domain stigmatize

egalitarian trial-and-error

engender validate

erroneous vehemently

exhort without a shadow of a doubt

gender mainstreaming

1. Этот проект был запущен пять лет назад, но до сих пор не принес ощутимых результатов. 2. Его вина была доказана без тени сомнения. 3. «Феминизм» стал расхожим словом, которое не всегда употребляют к месту. 4. Мы ожидаем устойчивый, хотя и медленный, рост в нашей отрасли. 5. Этот скандал имел разрушительные последствия для репутации компании. 6. Шпионы проникли в организацию и похитили ценные данные. 7. Ущерб, нанесенный ураганом, оказался необратимым, и жители навсегда покинули город. 8. Мы призываем правительство принять все необходимые меры для поддержки граждан в этой кризисной ситуации. 9. Образование и просвещение являются важными средствами изменения мышления и создания плюралистического, многокультурного и подлинно равноправного общества. 10. Равные права всех граждан – это сквозной принцип, определяющий нашу социальную стратегию. 11. Используя метод проб и ошибок, мы, наконец, разработали четкую методику эксперимента. 12. Люди могут вести себя совершенно по-разному в частной и публичной сферах. 13. Признаю, что я допустил непростительную ошибку. 14. Несмотря на представленные доказательства, он категорически отрицал свою вину. 15. Во многих сакральных текстах говорится об искупительной жертве, принесенной Богу. 16. У меня есть подозрение, что вся эта история была подстроена. 17. Это судьбоносное решение повлияло на жизнь тысяч людей. 18. Я испытала состояние сродни панике. 19. Ничто не заставит меня пожать ему руку. 20. В основе нашей новой стратегии развития лежит актуализация гендерной проблематики. 21. В прессе пишут о многочисленных посягательствах на права гендерных меньшинств. 22. Он был замешан в крупном коррупционном скандале, который поставил крест на его карьере. 23. Эта продукция не соответствует стандартам качества. 24. Мнение о том, что это заболевание не опасно, ошибочно. 25. Неумение четко выразить свою позицию и услышать оппонента порождает конфликты. 26. Политический баланс в этих странах сместился в пользу групп, являющихся сторонниками активного международного сотрудничества. 27. Цисгендер – это человек, чья гендерная идентичность и гендерное самовыражение совпадают с его биологическим полом. 28. Я не люблю, когда со мной обращаются снисходительно, как с маленьким ребенком. 29. Безработица среди молодежи губительна как с экономической, так и с социальной точек зрения. 30. Результаты первого эксперимента были подтверждены батареей тестов. 31. Человек – не бестелесный дух, у него есть физические потребности. 32. Эти меры принимались с целью заклеймить эти организации в глазах общественности и вызвать у нее негативное отношение к их деятельности. 33. Косвенные последствия этого события будут ощущаться еще несколько лет. 34. Он ощущал себя человеком, который вмешивается не в свои дела, хотя его попросили дать совет.

**UNIT 9**

**BODY POSITIVITY: EMBRACING PHYSICAL DIVERSITY**

*Check the vocabulary list to make sure you remember all the units and translate the sentences that follow. The list includes key words and phrases from the TED Talks.*

absenteeism follow suit

adjust inadvertently

antidote incorporate

assertion insidious

benchmark(v) instantaneously

brainwash pivotal

charged debate pose (a danger / threat/ challenge)

choose sides relentless

conjure up resilient

defiant stand up for oneself

delusional sugarcoat

dispute (v) take a stance

downside turn a blind eye (to sth)

emerge tutu

excessive unapologetic

facet under the guise of

fall prey (to sth) underplay

flagrant virtually

1. Этот новый вирус представляет угрозу для жизни на Земле. 2. Эта музыка вызывает у меня в сознании образ каравана, бредущего по пустыне. 3. Китай ввел карантин и закрыл границы, и европейские страны последовали его примеру. 4. Нужно учить ребенка умению постоять за себя в любой ситуации. 5. Мы не можем закрывать глаза на беззакония, творящиеся в нашей стране. 6. Ты не можешь вечно сохранять нейтралитет, рано или поздно тебе придется занять ту или иную сторону. 7. Это тот аспект проблемы, который до сих пор ускользал от нашего внимания. 8. Под видом борьбы с терроризмом силовые структуры (*law enforcement agencies*) стали задерживать политических активистов. 9. Увольнение этой женщины – это вопиющий пример гендерной дискриминации. 10. Средства массовой информации промывают мозги населению, убеждая нас в правильности политики государства. 11. Мы должны включить этот вопрос в нашу исследовательскую программу. 12. Это движение возникло в конце XIX в. и стало быстро набирать обороты. 13. Чрезмерные налоги вызывают недовольство граждан. 14. Высшее образование отнюдь не является противоядием от нищеты, но оно дает человеку больше карьерных возможностей. 15. Она пала жертвой агрессивной рекламы и решила сделать косметическую операцию. 16. Прогулы являются серьезным нарушением, за которое вы можете быть уволены. 17. Эти статистические данные необходимы нам для того, чтобы оценить наши показатели. 18. У нас нет оснований подвергать сомнению заключение эксперта. 19. Современные коммуникационные технологии позволяют распространять информацию мгновенно практически во все части и уголки планеты. 20. Он сыграл ключевую роль в успехе нашего предприятия. 21. Человечеству придется приспосабливаться к климатическим изменениям. 22. Он несколько приукрасил ситуацию, не сообщив руководству о ряде серьезных просчетов. 23. Законы, направленные на борьбу с коррупцией, приняты практически во всех странах мира. 24. Эффективность продовольственных санкций стала предметом горячих споров. 25. Мины – это один из наиболее коварных видов оружия, применяемого в войне. 26. Недостаток данного подхода заключается в том, что он не учитывает динамики социальных процессов. 27. Мы не должны недооценивать влияние пропаганды на менталитет наших граждан. 28. Его успех является результатом неустанных усилий и многолетних поисков. 29. Эта идея, которая сначала показалась всем бредовой, легла в основу новой философской теории. 30. Мы невольно предоставили нашим конкурентами информацию, которая компрометирует нашу компанию. 31. Она позиционировала себя как непримиримый борец за права женщин. 32. Мы должны занять принципиальную позицию по данному вопросу и отстаивать свои интересы. 33. Это дерзкое заявление попало во все газеты и вызвало широкий общественный резонанс. 34. Это утверждение не имеет под собой никакой правовой основы. 35. Девочка была пухленькой и в балетной пачке выглядела комично. 36. К счастью, в большинстве своем люди имеют значительный запас жизненных сил.

**UNIT 10**

**ANIMAL RIGHTS IN AN INCLUSIVE SOCIETY**

*Check the vocabulary list to make sure you remember all the units and translate the sentences that follow. The list includes key words and phrases from the TED Talks.*

abolition instrumental value

alleviate instrumentalize

altruism integrity

appropriate and proportionate intractable

arbitrary intrinsic

be entrenched lay the foundation / bedrock for sth

be steeped in sth misguided belief

Before we dive in… notwithstanding

benefit of doubt outweigh

boycott precautionary

claim right to sth roadblock

cognitive dissonance scale up the process

conflate sentient

confront a question slaughter

contaminate superficially impressive

corollary sweeping change

custody take an objective look at sth

embedded thank sb profusely

evidence-based research toxic

exploitation transgress

feel (no) remorse (over sth) trump (v)

gain momentum voice (one’s) disapproval of sth

gratuitous well-evidenced strategy

impactful strategy wicked / malevolent intent

in a principled way wrestle with a question

inflection point

1. Выбросы с этой фабрики загрязняют реки и озера. 2. В результате информационного бойкота мы лишились доступа к ценным данным. 3. Это вещество токсично, и его следует использовать с осторожностью. 4. Кампания по защите прав животных набирает обороты во всех европейских странах. 5. Это представление укоренено в сознании нашего народа. 6. Внешне этот план выглядит привлекательно, однако если мы попытаемся осуществить его на практике, мы столкнемся со множеством препятствий. 7. Я не уверена, что преимущества этого подхода перевешивают его недостатки. 8. Прежде чем мы углубимся в обсуждение этого вопроса, позвольте мне сделать несколько предварительных замечаний. 9. Если вы хотите взять опеку над этим ребенком, вам придется доказать, что вы в состоянии обеспечить ему надлежащий уход. 10. Стороны должны урегулировать эту проблему, прежде чем она станет неразрешимой. 11. Политик заявил, что страны достигли переломного момента в отношениях. 12. Тюремное заключение – это надлежащее и соразмерное наказание за издевательства над животными. 13. Военные конфликты и гражданские волнения остаются главным препятствием на пути развития Африки. 14. Нам были предъявлены обвинения, большая часть которых была необоснованной. 15. Многие люди неодобрительно высказываются о новом пенсионном законе. 16. Эксплуатация детей до сих пор является нормой во многих развивающихся странах. 17. Это лекарство поможет снять боль, но не вылечит само заболевание. 18. Он отрицал наличие злого умысла и утверждал, что это был несчастный случай. 19. Эта эффективная стратегия позволила серьезно улучшить положение коренных народов. 20. Центр проводит научно обоснованные эмпирические исследования, а также разрабатывает программы развития в области общественного здравоохранения. 21. Правительствам также следует закладывать основы социальной защиты уязвимых и неимущих, особенно в периоды экономических трудностей. 22. Некоторые положения этой теории имеют прикладную ценность. 23. Мы успешно начали реформы, и теперь нам необходимо лишь активизировать процесс. 24. Животные – это разумные существа, которые способы чувствовать боль и испытывать эмоции. 25. Мы занимаемся решением этого вопроса на протяжении более 10 лет, но вынуждены признать, что мы не достигли ощутимых результатов. 26. Он сказал, что не чувствует раскаяния за те злодеяния, которые он совершил. 27. Если мы рассмотрим ситуацию объективно, мы поймем, что выбранный нами политический курс не принес ничего, кроме конфронтации с бывшими союзниками. 28. Дипломатия – тонкая наука. В ней приходится проявлять гибкость и не всегда удается действовать в соответствии с установленными принципами. 29. Несмотря на активный экономический рост, показатели безработицы по-прежнему остаются высокими. 30. В своей речи посол рассыпался в благодарности президенту за радушный прием. 31. Гуманизм – это сущностная характеристика современной культуры. 32. Мы должны истолковать свои сомнения в пользу обвиняемого. 33. Семья из Америки заявила свои права на поместье на севере Италии. 34. Равенство полученных результатов является логическим следствием фактического или реального равенства. 35. Мы попытались объединить эти идеи в единую теорию, но они оказались несовместимыми. 36. Политические лидеры американского Севера выступали за отмену рабства. 37. Осторожный подход представляется более разумным в этой непростой ситуации. 38. Когнитивный диссонанс – это состояние психического дискомфорта индивида, вызванное столкновением в его сознании конфликтующих представлений: идей, верований, ценностей или эмоциональных реакций. 39. На данный момент мы не в состоянии предложить всесторонне обоснованную стратегию, которая позволила бы нам отказаться от потребления мяса. 40. Человек, погрязший в суевериях, не готов принять ценность научного знания. 41. Альтруизм – это готовность бескорыстно действовать на пользу другим, не считаясь со своими личными интересами. 42. Эти правила абсолютно произвольны и не основываются ни на каком научном принципе. 43. Академическая честность – это важнейший принцип, которым вы должны руководствоваться в своей исследовательской работе. 44. Я требую правосудия над человеком, который ответственен за эту бойню. 45. Принцип равенства граждан закреплен (*встроен*) в правовой системе нашего государства. 46. Я имел честь служить Генеральным Секретарем во времена радикальных перемен и грандиозных задач. 47. Я не могу нарушить границы моих полномочий. 48. Многие политические лидеры используют религию в качестве инструмента для достижения своих целей. 49.

Эйджизм основывается на ложном представлении об интеллектуальной ущербности (*inferiority*) стариков. 50. Национальное законодательство не может превалировать над международным правом.

**READER**

**INTRODUCTION**

**Neil Gaiman**

**Credo**

I believe that it is difficult to kill an idea, because ideas are invisible and contagious, and they move fast.

I believe that you can set your own ideas against ideas you dislike. That you should be free to argue, explain, clarify, debate, offend, insult, rage, mock, sing, dramatise and deny.

I do not believe that burning, murdering, exploding people, smashing their heads with rocks (to let the bad ideas out), drowning them or even defeating them will work to contain ideas you do not like. Ideas spring up where you do not expect them, like weeds, and are as difficult to control.

I believe that repressing ideas spreads ideas.

I believe that people and books and newspapers are containers for ideas, but that burning the people will be as unsuccessful as firebombing the newspaper archives. It is already too late. It is always too late. The ideas are out, hiding behind people’s eyes, waiting in their thoughts. They can be whispered. They can be written on walls in the dead of night. They can be drawn.

I believe that ideas do not have to be right to exist.

I believe you have every right to be perfectly certain that images of god or prophet or man are sacred and undefilable, just as I have the right to be certain of the sacredness of speech, of the sanctity of the right to mock, comment, to argue and to utter.

I believe I have the right to think and say the wrong things. I believe your remedy for that should be to argue with me or to ignore me, and that I should have the same remedy for the wrong things that you think.

I believe that you have the absolute right to think things that I find offensive, stupid, preposterous or dangerous, and that you have the right to speak, write, or distribute these things, and that I do not have the right to kill you, maim you, hurt you, or take away your liberty or property because I find your ideas threatening or insulting or downright disgusting. You probably think my ideas are pretty vile, too.

I believe that in the battle between guns and ideas, ideas will, eventually, win.

Because the ideas are invisible, and they linger, and, sometimes, they are even true.

Eppur si muove: and yet it moves.

**NOTE**: In each of the texts below, some words and phrases are underlined. It is recommended that you look them up in a dictionary and try to use them when discussing respective topics.

**UNIT 1. Defining Social Inclusion**

**How to Intentionally Create a More Inclusive Culture**

*(by*[*Talent Culture Team*](https://talentculture.com/author/talentculture-team/)*, August 14, 2018)*

Inclusion is a popular buzzword, but are companies doing more than just paying lip service to the idea? Some organizations truly want to create an inclusive culture, but many leaders don’t fully understand what that entails. If you’re working on making your workplace more inclusive, consider these four steps.

**Define an Inclusive Culture**

There’s some confusion regarding the definition of an inclusive culture. Just because your company has some racial and gender diversity doesn’t mean you can check the inclusion box. “In an inclusive culture, everyone has the opportunity to do their best work no matter who they are, what they do or where they work,” says [Simma Lieberman](http://simmalieberman.com/), an inclusion expert who is the author of [“110 Ways to Champion Diversity and Build Inclusion](http://www.amazon.com/Ways-Champion-Diversity-Build-Inclusion/dp/1502387360)” and who recently launched a podcast, [Every Day Conversations on Race for Every Day People](http://raceconvo.com/).

In a truly inclusive workplace, she says, everyone feels like they’re really a part of the organization, and they know how they contribute to the organization’s success. “Diversity management and inclusion are integrated into every system and process, so people are comfortable taking risks, sharing ideas, and they feel invested in their own success and the success of the organization at every level.”

The key is to make employees feel comfortable and believe they’re a good fit with the organization. “In an inclusive culture, all members of the staff understand and embrace that this is a space that belongs to everyone and that there are values we hold and behaviors we expect to guard that culture,” says [Ximena Hartsock](http://www.linkedin.com/in/dr-ximena-hartsock-95088828), co-founder and president of [Phone2Action](http://phone2action.com/), a digital advocacy platform. “Inclusion is a lifestyle, a way of living, not just a set of principles written on a wall,” Hartsock says.

**Understand the Relationship Between Diversity and Inclusion**

Diversity and inclusion (D&I) are often mentioned together and some people think they’re synonymous terms. They’re not. “Diversity is a fact; inclusion is a choice. You must have a diverse workforce in order to be inclusive,” says [Anna Beninger](http://www.catalyst.org/who-we-are/our-people/our-experts/anna-beninger), senior director of research and corporate engagement partner at [Catalyst](http://www.catalyst.org/), a global nonprofit that works with CEOs and companies to help build workplaces that work for women.

Beninger says diversity refers to the demographic makeup of an organization’s workforce. “A diverse workforce includes individuals representing more than one gender, racial/ethnic group, sexual orientation, national origin, socioeconomic stratum or other characteristic.”

The benefit of diverse groups is that they bring a variety of viewpoints, experiences, backgrounds and interests to the table. “Diverse teams inherently create more unique ideas because individuals have had different experiences and view problems in different ways,” Beninger says. “They challenge one another and ultimately develop stronger solutions.”

On the other hand, she says, inclusion can be invisible and difficult to grasp. “[Catalyst research](http://www.catalyst.org/knowledge/inclusive-leadership-view-six-countries-0) shows that when individuals feel that they belong to the group and are valued for their unique perspective and skills, they are more cooperative and innovative,” Beninger says.

However, when companies have diversity without inclusion, the results are much different. Lieberman says that without inclusion, you just have employees from different backgrounds. “Diversity alone may look good in the company photo, but without inclusion employees end up in racial, cultural, gender and other types of silos – and they will leave if they are underutilized, underestimated or feel invisible.” She says companies will not benefit from diversity unless they make employees feel welcome and can bring them together to interact and solve problems using the unique talents and experiences from their backgrounds.

**Realize That D&I Is a Process, Not a Program**

Inclusion isn’t something that you do one time and then check it off your list. “Too many people see it as a one-time event with training or an hour lunch-and-learn, but inclusion has to be embedded in the culture in every business system and process,” Lieberman says, adding that this doesn’t just happen by chance. “It has to be intentional and aligned with recruiting, hiring and retaining people,” she says.

Another issue is the tendency to focus too much on policies and programs. When developing a D&I strategy, Beninger says it’s important to pay attention to the human side of change. “[Catalyst research](http://www.catalyst.org/knowledge/day-day-experiences-workplace-inclusion-and-exclusion) shows that an organization’s formal efforts to promote inclusion may be effective, but if there is a disconnect with the informal culture, exclusion can persist.”

For example, she says, an employee may be excited about the company’s leadership development program, but at the same time dreading interactions with team members who constantly dismiss his or her ideas at meetings.

“To overcome this challenge, organizations should promote inclusive leadership behaviors among all employees and visibly and explicitly reward these behaviors,” Beninger says. “When exclusionary behavior does happen, interrupt these behaviors – and, importantly, leaders should validate employees’ experiences of exclusion by transparently acknowledging barriers and setbacks, and highlighting efforts to amplify inclusion.”

**Adopt Inclusive Leadership Behaviors**

To create an inclusive culture in which everyone feels they belong and is comfortable expressing their uniqueness, Beninger recommends adopting four key inclusive leadership behaviors:

* **Empowerment**: Enable team members to grow and excel by encouraging them to solve problems, come up with new ideas and develop new skills.
* **Accountability**: Show confidence in team members by holding them responsible for aspects of their performance that are within their control.
* **Courage**: Stand up for what you believe is right, even when it means taking a risk.
* **Humility**: Admit mistakes, learn from criticism and different points of view, and overcome your limitations by seeking contributions from team members.

Companies should also actively recruit, develop and advance people from underrepresented groups. “Catalyst research shows that significant barriers still remain that hold [high-potential women](http://www.catalyst.org/knowledge/promise-future-leadership-research-program-highly-talented-employees-pipeline), including [women of color](http://www.catalyst.org/knowledge/emotional-tax-how-black-women-and-men-pay-more-work-and-how-leaders-can-take-action), back in organizations,” Beninger says. “These barriers must be addressed to level the playing field and create a truly diverse and inclusive organization.”

And while gender and ethnicity tend to dominate the D&I conversation, diversity extends beyond these descriptors. “We had a student in a wheelchair in our fellows program, and that helped us tremendously to understand his limitations, but also value even more his resilience and desire to succeed,” Hartsock says. “We had to make several adjustments that gave us more empathy about his situation and raised our awareness tremendously.”

Also, Hartsock says her company has summer fellows as young as 15, and next summer it will have senior fellows older than 65. “We do this to get a wide range of perspectives, and it’s incredible how much you learn when you are open to other views.”

It’s being open to these other viewpoints that will ultimately determine the success of your program. “For D&I to benefit an organization and sustain itself, people have to know each other, engage in meaningful interactions and learn skills to be more culturally intelligent, which benefits everyone,” Lieberman says.

**UNIT 2. Poverty as a Driver of Social Exclusion**

**Eric Meade**

**Our Own Experiences of Poverty Shape Our Views on Its Causes**

*(Fair Observer October 08, 2019)*

*We can resolve the ongoing debate over poverty’s causes, but only by examining how our own experiences of poverty shape our views.*

Debate has raged for centuries over the causes of poverty, and the views expressed have not changed significantly over that time. The same ideas come in and out of fashion as seasons and sentiments change. Each person finds some potential cause that attracts them and presents it as poverty’s so-called “root cause.” Correlation and causation get jumbled together as experts write papers to promote their own conclusions and to prove their opponents wrong. But what if everyone in this debate is actually right?

**Four Views of Poverty**

In “Reframing Poverty,” I summarize the four main views of poverty that have been around for hundreds of years. Surprisingly, the view a person chooses reflects their answers to two fundamental questions: Are the poor, generally speaking, like me (as a self) or different from me (as an Other)? Is poverty an individual or a systemic issue? How one answers these two questions will determine one’s place in the ongoing poverty debate.

A structural view (systemic issue affecting people like me) argues that the poor do their best to escape poverty, but traps and barriers keep them where they are. A trap consists of mutually reinforcing challenges, such as when you need money to pay for childcare, but you need childcare so you can look for a job. Barriers include things like racism, sexism, lack of education or lack of job opportunities that prevent a person from receiving the reward for their good efforts.

A cultural view (systemic issue affecting people different from me) claims that there is a coherent set of attitudes and behaviors – a “culture of poverty” – that keeps people poor. Adults transmit this culture to the next generation through parenting styles and through the community’s self-defeating beliefs about the world.

A contextual view (individual issue affecting people like me) acknowledges that the bad behaviors of the poor perpetuate their poverty but suggests that these behaviors make sense within the absurd context in which the poor live. This view currently draws on brain science to show that conditions of scarcity can reduce cognitive capacity by up to 14 IQ points – the so-called “bandwidth tax” – producing bad decisions that the person would not make if they were not poor.

A behavioral view (individual issue affecting people different from me) claims that the self-defeating behaviors of the poor result from a lack of ability, motivation, or willpower.

Each of these views implies its own solutions to poverty. The structural view demands new investment in housing, education, transportation, etc., in order to dismantle the traps and barriers that keep people poor. The cultural view proposes interventions within families and communities to improve parenting skills and to foster positive attitudes. The contextual view argues for universal basic income and other supports to relieve the stresses that promote poverty-perpetuating behaviors. The behavioral view wants to cut social programs for the poor, or at least to impose behavioral requirements (like working at a job) on those receiving benefits. And so the debate goes on and on.

**Our View**

If sincere, thoughtful people have expressed all four views of poverty for centuries, then each view probably contains at least some part – but not all – of the truth. Certainly, the poor are in some respects like me and in other respects different from me. Certainly, the poor, like all of us, face the consequences of their own actions, but at the same time they inhabit a systemic context where the consequences of an individual decision can prove catastrophic.

Common sense also supports the assertion that each view contains some truth. Somewhere a hardworking man cannot find a job despite his best efforts. Somewhere a father bestows upon his daughter a worldview that will not serve her well in life. Somewhere the stresses of poverty erode a mother’s ability to care for her children the way she knows she should. Somewhere there is a poor and pregnant teenager who really should have known better.

If all of these views are true in some way, then why do we each choose the view we do? Where do our answers to those two fundamental questions come from? They likely come from our own experience, or from our family’s experience, of poverty. Only 200 years ago, 84% of humans lived in what the World Bank now calls poverty (on less than $1.90 per day, roughly, accounting for inflation). Most of us can probably point to an ancestor who genuinely struggled to survive and whose name we know. How our own ancestors escaped poverty, or why they were unable to do so, likely shapes our understanding of poverty today.

Integrating these different views of poverty is not just a cognitive exercise. It is an emotional process of looking at what we believe about poverty and why. When we look inside ourselves, we may find an uncanny connection between our own lived experience and the solutions we are proposing out in the world. But leaders of change undermine their own effectiveness when they fail to distinguish between what the poor really need and what they themselves feel fulfilled in providing. Many end up simply projecting the emotional baggage they carry forward from the past onto the lives of others.

Integrating the poverty debate requires not just that we listen to other views, but also that we expand the emotional place from which we listen. It requires that we integrate our own thoughts and feelings through an often painful process of self-awareness and reflection. Only then can we share that integration with a world that so badly needs it.

**UNIT 3. Disability Inclusion**

**Polly Meeks**

**Disability-Inclusive Development Isn’t Cheap,**

**but Exclusion Has a Higher Price**

*(The Guardian, June 21, 2016)*

*Counting costs in development is important, but excluding disabled people not only has an economic impact, it also denies their human rights*

At a parliamentary meeting on the case for disability-inclusive development three years ago, one MP playing devil’s advocate said: “Yes, but isn’t this all too costly?”

Attitudes to disability inclusion may have moved on over the past few years, but concerns over its financial costs have not gone away.

It’s true there are expenses to disability-inclusive development. For example, printing documents in braille and tackling discriminatory attitudes, such as the idea that women with disabilities don’t need sexual and reproductive health services. Yet it can be lower than people think – making a new school building accessible is thought to cost less than 1% of the total cost of construction.

But while inclusion isn’t cheap, excluding disabled people has a much higher price. In the long run, leaving disabled people out of global development is counterproductive and to do so is to deny them their human rights.

While I don’t buy in to the idea that economic arguments matter most, researchers have shown there’s a strong financial case to be made for inclusion.

The World Report on Disability in 2011 found that disabled people are more likely to be unemployed, and to earn less when employed. Addressing this discrimination in work would have clear economic benefits – increasing production by disabled people, and increasing their spending.

We’ve seen this first-hand in Sudan, where ADD International’s partners work with women like Tahani, who is deaf. When Tahani left school, she was stuck at home with few opportunities. Then local disability activists offered her craft making and hairdressing training in sign language. At the same time, the group spoke out in the community about the rights and potential of deaf women. Now Tahani earns a decent income and is able to buy new goods for the family home.

The economic benefits of disability inclusion go far beyond direct access to work. Supporting people with complex disabilities to undertake self-care or to help with household tasks, and enabling a child with disability to attend school all have broader benefits in opening up new opportunities and redistributing care burdens, with knock-on economic as well as social impacts.

Several studies have attempted to put a figure on the economic cost of exclusion. One commonly quoted report by the International Labor Organization suggested the cost could be up to 7% of GDP in some low- and middle-income countries. But in fact, the economic implications of exclusion are so wide-ranging, and depend so much on the context, that it’s hard to be sure of the exact costs without more research.

Excluding disabled people from development on any grounds – including cost – is discrimination.

What we do know from our work in Africa and Asia, is that when everybody has the opportunity to contribute their talents and creativity without discrimination, this drives the whole community forward. As one witness told MPs during a recent parliamentary inquiry on disability and development: “One community leader from Malawi said to me: ‘Now that disabled people are benefiting our community, the whole community has come out of poverty ... Before, they were dependent; they were drawing our resources. Now they are productive, it means the whole community has a better potential.’”

But of course the real costs of exclusion aren’t just narrow economic ones: it’s the human costs that matter most. Equality is a basic human right – an end in itself, not just a means to economic ends. As the Bond disability and development group argues, excluding disabled people from development on any grounds – including cost – is discrimination, and is at odds with human rights treaties such as the UN convention on the rights of persons with disabilities.

At ADD International, we are all too familiar with the human costs of disability and exclusion: costs for people like Mamun, a man with psychosocial disability in Bangladesh, whose family felt they had no choice but to tie him up for his safety.

Or like Grace, a woman with physical impairment in northern Uganda. She was repeatedly raped by a neighbor, and infected with HIV/Aids. Grace has been prescribed anti-retroviral therapy, but struggles to pay for people to carry her to the local hospital to collect her medication.

The sustainable development goals reaffirm global commitment to non-discrimination, where cases like Mamun’s and Grace’s would not be tolerated.

Now the challenge is to allocate resources in a way that matches this ambition. All development actors – from governments to grassroots activists – have a role to play.

Meeting the ambition to leave no one behind will not be possible without a change in the way we think about the costs and benefits of inclusive development. Counting costs is important, but it’s also important to be clear about which costs – human, not just financial – really count. In the future, we shouldn’t be questioning if inclusive development is too expensive, but why disabled people have been excluded for so long.

**UNIT 4. Challenges of Inclusive Education**

**Concerns About and Arguments Against Inclusion and/or Full Inclusion**

*(Issues ... about Change, Volume 4, Number 3)*

**From regular education**

Not everyone is excited about bringing students with disabilities into the mainstream classroom setting. Tornillo (1994), president of the Florida Education Association United, is concerned that inclusion, as it all too frequently is being implemented, leaves classroom teachers without the resources, training, and other supports necessary to teach students with disabilities in their classrooms. Consequently, “the disabled children are not getting appropriate, specialized attention and care, and the regular students’ education is disrupted constantly.” He further argues that inclusion does not make sense in light of pressures from state legislatures and the public at large to develop higher academic standards and to improve the academic achievement of students. Lieberman (1992) agrees:

“We are testing more, not less. We are locking teachers into constrained curricula and syllabi more, not less. The imprint of statewide accountability and government spending is increasingly based on tangible, measurable, tabulatable, numerical results ... The barrage of curriculum materials, syllabi, grade-level expectations for performance, standardized achievement tests, competency tests, and so on, continue to overwhelm even the most flexible teachers”. (pp. 14-15)

By expanding the range of ability levels in a classroom through inclusion, Tornillo (1994) argues, teachers are required to direct inordinate attention to a few, thereby decreasing the amount of time and energy directed toward the rest of the class. Indeed, the range of abilities is just too great for one teacher to adequately teach. Consequently, the mandates for greater academic accountability and achievement are unable to be met.

A poll conducted by the American Federation of Teachers (AFT) in West Virginia revealed that “78 percent of respondents think disabled students won't benefit from inclusion; 87 percent said other students won't benefit either” (Leo, 1994, p. 22). Citing numerous concerns expressed by many of its national membership, the AFT has urged a moratorium on the national rush toward full inclusion. Their members were specifically concerned that students with disabilities were “monopolizing an inordinate amount of time and resources and, in some cases, creating violent classroom environments” (Sklaroff, 1994, p. 7). They further cite that when inclusion efforts fail, it is frequently due to “a lack of appropriate training for teachers in mainstream classrooms, ignorance about inclusion among senior-level administrators, and a general lack of funding for resources and training” (p. 7). One additional concern of the AFT and others (Tornillo, 1994; Leo, 1994) is a suspicion that school administration motives for moving toward more inclusive approaches are often more of a budgetary (cost-saving) measure than out of a concern for what is really best for students. If students with disabilities can be served in regular classrooms, then the more expensive special education service costs due to additional personnel, equipment, materials, and classrooms, can be reduced. “But supporters argue that, while administrators may see inclusion as a means to save funds by lumping together all students in the same facilities, inclusion rarely costs less than segregated classes when the concept is implemented responsibly” (Sklaroff, 1994, p. 7).

**From special education**

Regular educators are not the only ones concerned about a perceived wholesale move toward full inclusion. Some special educators and parents of students with disabilities also have reservations. The Council for Exceptional Children (CEC), a large, international organization of special educators, parents, and other advocates for the disabled, issued a policy statement on inclusion at their annual convention in 1993. This statement begins with a strong endorsement for a continuum of services to be available to children, youth, and young adults with disabilities. It is only after making the point quite clear that services to the disabled, including various placement options besides the regular classroom, are to be tailored to individual student need that the policy actually addresses inclusion.

“The concept of inclusion is a meaningful goal to be pursued in our schools and communities ... Children, youth, and young adults with disabilities should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings”. (CEC policy ..., 1993)

Clearly, the concern of this broad-based advocacy organization is not so much with inclusion as with full inclusion. However, some parents of children with disabilities and others have serious reservations about inclusive educational practices. Their concerns are forged out of their struggles to get appropriate educational services for their children and those of others. They are concerned that, with the shift of primary responsibility for the education of these children from special education teachers to regular classroom teachers, there will be a loss of advocacy. Further, by dispersing children with special needs across the school campus and district, services and resources will be “diluted,” and programming will be watered down. Indeed, like many in regular education, special education advocates assert that in some instances educational programming in a regular classroom setting may be totally inappropriate for certain individuals. They acknowledge that the ideals on which inclusion rests are laudatory. However, they remain skeptical that the present overall, broad-based capacities and attitudes of teachers and school systems toward accommodating students with disabilities into regular classrooms is adequate. They argue that the current special education system emerged precisely because of the non-adaptability of regular classrooms and that, since nothing has happened to make contemporary classrooms any more adaptable, inclusion most likely will lead to rediscovering the need for a separate system in the future. (Skrtic, 1991, p. 160)

In addition to a more generalized concern by some across the field of special education in relation to how inclusive practices become operationalized in schools, stronger concern about and resistance to inclusion has been raised within specific disability groups. Perhaps the greatest concern and opposition comes from many in the deaf community. Cohen (1994) is one of many who suggest that inclusion is inappropriate for most students with hearing impairments. He notes that “communication among peers is crucially important to the cognitive and social development for all children” (p. 35). However, because “most deaf children cannot and will not lip-read or speak effectively in regular classroom settings ..., full access to communication – and therefore full cognitive and social development – includes the use of sign language” (p. 35). He points to supportive research suggesting that greater intellectual gains are made by deaf students enrolled in schools for the hearing impaired, where a common language and culture may be shared, than for similarly disabled students in mainstream classroom settings. Even with an educational sign-language interpreter (of which there is a shortage throughout the United States), students with impaired hearing miss out on many of the experiences targeted as rationales for inclusive environments by inclusion advocates (e.g., a sense of belonging, opportunities to interact with peers). Social, emotional, and even academic development is difficult when communication must be facilitated through an interpreter. Informal communications and friendships with peers, participation in extracurricular activities, dating, etc. are also not well-facilitated when a third-party interpreter is needed to communicate. Consequently, many argue that the more appropriate educational placement option for the hearing impaired is a residential school with a “community” of others similarly disabled.

Lieberman (1992) points out that many advocates (primarily parents) for those with learning disabilities also have significant concerns about the wholesale move toward inclusion. Their concerns stem from the fact that they have had to fight long and hard for appropriate services and programs for their children. They recognize that students with learning disabilities do not progress academically without individualized attention to their educational needs. These services have evolved primarily through a specialized teacher working with these students individually or in small groups, usually in a resource room setting. Many successful practices have been researched and identified (Lyon & Vaughn, 1994). Special education professionals and parents alike are concerned that regular education teachers have neither the time, nor the expertise to meet their children's needs. “The learning disabilities field seems to recognize that being treated as an individual can usually be found more easily outside the regular classroom” (p. 15).

Some parents of students with more severe disabilities are concerned about the opportunities their children will have to develop basic life skills in a regular classroom setting. They are also cautious about inclusion because of fears that their children will be ridiculed by other students.

The issue of inclusion is also passionately debated in one other area of exceptionality-students who are gifted/talented. It is discussed under the concept of “heterogeneous grouping” rather than “inclusion.” However, the issue is still one of providing appropriate services in an integrated versus a segregated setting. Some advocate, with research support, that gifted students are better served when they are able to work with other gifted students (usually in a “pull-out” program). Others promote, also with research support, the position that gifted students benefit more from being heterogeneously grouped with other students of various levels of ability (Tompkins & Deloney, 1994). Sapon-Shevin (1994) points out that “students who have been identified as ‘gifted’ or as ‘disabled’ need not be segregated from others in order to have their needs met, nor dumped with others without differentiation or appropriate treatment” (p. 8). However, their parents and other advocates have fought for specialized services (occurring in segregated settings), and they are reticent to allow what is perceived as a move backward.

**UNIT 5. Immigrant Inclusion: Debates and Issues**

**Laura Collins**

**Pervasive Myths About Immigrants**

*(The Catalyst, Winter 2018, Issue 09)*

As Americans grow in their unease about the economy and their communities, immigrants become a lightning rod. Despite studies that show that a flow of workers into the country helps the economy, immigrants often face the blame for what ails our society.

If you want to take America’s temperature, few issues are more revealing than immigration. Americans who feel anxious or insecure about the economy or their community are quick to blame a flow of new people into the United States. They do so despite consistent evidence that immigrants do not cause their problems.

Unfortunately, these concerns are as old as the Founding Fathers. While the Declaration of Independence argued for the American colonies’ right to populate through immigration, Benjamin Franklin expressed misgivings about the German immigrants to Pennsylvania. He complained that they would never assimilate to the culture and customs established by the English colonists.

It is easy to laugh at his prediction today: Germans are America’s largest ethnic group. All of these citizens, presumably, are as American as their neighbors of other origins.

Still, it is disheartening to realize that nearly identical arguments have been made about successive groups of immigrants since Franklin’s time. These arguments correspond more with broader social and economic anxieties than with particular characteristics of the immigrant groups to which they are directed.

**Don’t blame the economy**

Animosity toward immigrants and anxiety about immigration levels correspond particularly to two phenomena: politicians discussing immigration in negative terms, or a poor economic outlook.

The culprit couldn’t be the economy because it strengthened significantly in 2017. True, many Americans feel that they personally have not recovered from the Great Recession. And wage growth is tepid, while millennials are predicted to be the first generation in U.S. history that will be worse off than their parents. Yet our economy is running at full employment. GDP growth has been higher lately. And consumer confidence has increased.

The culprit is instead political rhetoric. Politicians at all levels make negative statements about immigration, but the 2016 presidential election was a low point in recent years for rhetoric on immigration and immigrants themselves. Unfortunately, negative statements continue, increasing public anxiety that eventually gets released against immigrants.

The red-hot language has created a storm of anger towards immigrants. Facts do not support the desire to blame them, but attitudes about immigration tend to reflect our collective psyche. We want someone to blame, especially if we feel that no one else is below us on the economic ladder.

That frustration often leads some to believe that the solution is to drastically reduce the number of immigrants we allow annually into the U.S. They also want to reduce the current undocumented population through stronger interior enforcement and deportation efforts.

The frustration may be real, but immigrants are not the source of the problem. Take wages. Take-home pay may have grown at a paltry rate since the 2008 financial crisis, but economic studies of the effect of immigrants on wages show an incredibly modest negative effect on low-wage workers in the short run only. Actually, the impacted low-wage workers are often recent immigrants, not native-born American workers.

This isn’t to say there is no pain associated with lackluster wage growth. But many factors contribute to the slow and unsatisfactory growth, particularly among lower-skilled workers. The solutions lie in domestic policy reforms that encourage economic growth that in turn drives wage growth. Restricting immigration is not one of those policies, and continually directing energy towards this as a solution is wasting opportunities to address the real roots of the problem, such as declining worker mobility and a lower rate of new business formation.

The truth is that American workers have more to fear from technology than from immigration. Technology has dramatically increased the productivity of the American worker since the early 2000s. Manufacturing is an excellent example. Productivity in manufacturing increased so much between 2000 and 2010 that the U.S. would have required an additional 20.9 million workers if productivity had remained steady since 2000. Because of the dramatic increase in productivity, the U.S. manufacturing sector only required 12.1 million workers in 2010. Continually acquiring new skills will alleviate the anxiety that workers understandably feel.

And here’s another reality: studies show that immigrants do not steal jobs from Americans. *America’s Advantage: Handbook on Immigration and Economic Growth*, a recent Bush Institute report, reveals that immigrants are more likely than native-born workers to create jobs. They start businesses at nearly twice the rate of native-born Americans and are more likely to be self-employed. Immigrant-owned businesses with employees other than the owner employ, on average, 11 additional workers.

Of course, the common misperception is that immigrants do take away jobs. This only adds to the anguish over losing a job and promotes fear and hostility to immigrant labor.

The labor market, however, is not a fixed pie. A new worker like an immigrant who enters the labor market does not need to displace a currently-employed worker in order to find a position. In fact, immigrants often are not perfect substitutes for native-born American workers and are therefore not competing directly with each other for the same positions.

Their skills typically complement native-born workers’ skills, seeking positions where there is a scarcity of native-born labor. This complementarity happens for immigrant workers at all skill levels.

**And immigrants aren’t driving the budget deficit**

Another common myth is that immigrants put a strain on the federal budget. Here, too, the reality is different. Immigrants are not the strain on the federal budget they are made out to be.

Consider entitlement programs like Medicaid, Medicare, and Social Security, which are the biggest items in the federal budget. Immigrants cannot unduly burden these programs because they are limited in their access to them.

Legal immigrants, for example, do not qualify for federal entitlement benefits for five years after their arrival in the U.S. Once they do qualify, they only use them at lower rates than native-born Americans. And undocumented immigrants cannot receive any federal entitlement benefits, although their U.S.-citizen children do qualify.

So, even with millions of immigrants in the U.S., they simply cannot use enough benefits to strain the budget. The fact that they, overall, add value to the economy reduces or negates any fiscal burden they might put on the federal budget.

The fiscal costs they do impose are mostly borne at the state and local level. As an example, immigrants without health insurance are likely to burden public hospitals, just as native-born Americans in the same situation are likely to do.

Our country undoubtedly faces challenges over the next several years – fiscal irresponsibility, the growth of entitlements, technological disruption in the workforce, and many more. These problems require tough solutions.

But the problems are not about immigration. Instead, the U.S. owes a great deal to the immigrants who built America and made our nation great. That’s the ultimate reality we should remember.

**UNIT 6. Social Inclusion and Language Rights**

**Rebecca Roache**

**The Death of Languages[[45]](#footnote-45)**

*Endangered languages have sentimental value, it’s true, but are there good philosophical reasons to preserve them?*

The year 2010 saw the death of Boa Senior, the last living speaker of Aka-Bo, a tribal language native to the Andaman Islands in the Bay of Bengal. News coverage of Boa Senior’s death noted that she had survived the 2004 tsunami – an event that was reportedly foreseen by tribe elders – along with the Japanese occupation of 1942 and the barbaric policies of British colonisers. The linguist Anvita Abbi, who knew Boa Senior for many years, said: ‘After the death of her parents, Boa was the last Bo speaker for 30 to 40 years. She was often very lonely and had to learn an Andamanese version of Hindi in order to communicate with people.’

Tales of language extinction are invariably tragic. But why, exactly? Aka-Bo, like many other extinct languages, did not make a difference to the lives of the vast majority of people. Yet the sense that we lose something valuable when languages die is familiar. Just as familiar, though, is the view that preserving minority languages is a waste of time and resources. I want to attempt to make sense of these conflicting attitudes.

The simplest definition of a minority language is one that is spoken by less than half of some country or region. This makes Mandarin – the world’s most widely spoken language – a minority language in many countries. Usually, when we talk of minority languages, we mean languages that are minority languages even in the country in which they are most widely spoken. That will be our focus here. We’re concerned especially with minority languages that are endangered, or that would be endangered were it not for active efforts to support them.

The sorrow we feel about the death of a language is complicated. Boa Senior’s demise did not merely mark the extinction of a language. It also marked the loss of the culture of which she was once part; a culture that was of great interest to linguists and anthropologists, and whose extinction resulted from oppression and violence. There is, in addition, something melancholy about the *very idea* of a language’s last speaker; of a person who, like Boa Senior, suffered the loss of everyone to whom she was once able to chat in her mother tongue. All these things – the oppression until death of a once thriving culture, loneliness, and losing loved ones – are bad, regardless of whether they involve language death.

Part of our sadness when a language dies, then, has nothing to do with the language itself. Thriving majority languages do not come with tragic stories, and so they do not arouse our emotions in the same ways. Unsurprisingly, concern for minority languages is often dismissed as sentimental. Researchers on language policy have [observed](https://www.academia.edu/6756386/Language_policy_and_minority_rights) that majority languages tend to be valued for being useful and for facilitating progress, while minority languages are seen as barriers to progress, and the value placed on them is seen as mainly sentimental.

Sentimentality, we tend to think, is an exaggerated emotional attachment to something. It is exaggerated because it does not reflect the value of its object. The late philosopher G.A. Cohen describes a well-worn, 46-year-old eraser that he bought when he first became a lecturer, and that he would ‘hate to lose’. We all treasure such things – a decades-old rubber, our children’s drawings, a long-expired train ticket from a trip to see the one we love – that are worthless to other people. If the value of minority languages is mainly sentimental, it is comparable to the value that Cohen placed on his old eraser. It would be cruel to destroy it deliberately, yet it would be unreasonable for him to expect society to invest significant resources preserving it. The same might be true of minority languages: their value to some just doesn’t warrant the society-wide effort required to preserve them.

Конец формы

There are a couple of responses to this. First, the value of minority languages is not purely sentimental. Languages are scientifically interesting. There are whole fields of study devoted to them – to charting their history, relationships to other languages, relationships to the cultures in which they exist, and so on. Understanding languages even helps us to understand the way we think. Some believe that the language we speak influences the thoughts we have, or even that language is what makes thought possible. This claim is associated with the so-called Sapir-Whorf hypothesis, which the linguist and cognitive scientist Steven Pinker at Harvard has described as ‘wrong, all wrong’.

The Sapir-Whorf hypothesis is certainly linked to a variety of dubious myths and legends, such as the pervasive but false [belief](http://press.uchicago.edu/ucp/books/book/chicago/G/bo3684610.html) that Eskimos have a mind-bogglingly large number of words for snow. But its core idea is not as wrong-headed as Pinker believes. While there is little evidence that thought would not be possible at all without language, there is plenty of evidence that language influences the way we think and experience the world. For example, depending on which language they are using, fluent [German-English](http://journals.sagepub.com/doi/abs/10.1177/0956797614567509) bilinguals categorise motion differently, [Spanish-Swedish](https://www.ncbi.nlm.nih.gov/pubmed/28447839) bilinguals represent the passage of time differently, and [Dutch-Farsi](https://www.ncbi.nlm.nih.gov/pubmed/23538914) bilinguals perceive musical pitch differently. Even Pinker apparently finds the link between thought and language compelling: he believes that thoughts are couched in their own language, which he calls ‘mentalese’. In any case, this debate can be settled only empirically, by studying as many different languages (and their speakers) as possible. Which leaves little doubt that languages are valuable for non-sentimental reasons.

Second, let’s take a closer look at sentimental value. Why do we call some ways of valuing ‘sentimental’? We often do this when someone values something to which they have a particular personal connection, as in the case of Cohen and his eraser. Cohen calls this sort of value *personal value*. Things that have personal value are valued much less by people who do not have the right sort of personal connection to them. Another way of being sentimental is valuing something that is connected to someone or something that we care about. This sort of value is behind the thriving market in celebrity autographs, and it is why parents around the world stick their children’s drawings to the fridge.

The term ‘sentimental’ is gently pejorative: we view sentimentality as an inferior sort of value (compared with, say, practical usefulness), although we are often happy to indulge each other’s sentimental attachments when they don’t cause us inconvenience. Parents’ sentimentality about their kids’ drawings is not inconvenient to others, but sentimentality about minority languages often is, since they require effort and resources to support. This helps to explain why minority languages, to some people, are just not worth the bother.

However, sentimentality is not so easily set aside. Our culture is underpinned by values that, on close inspection, look very much like sentimentality. Consider the following comparison. We can all agree that it is sentimental of Cohen to insist (as he did) that he would decline an opportunity to upgrade his old eraser to a brand-new one. Yet were the Louvre to decline an offer from a skilled forger to exchange the Mona Lisa for an ‘improved’ copy that eliminated the damage suffered over the years by the original, we are unlikely to view this decision as sentimental. On the contrary, were the museum to *accept* the forger’s offer, we could expect to find this shocking story make headlines around the world. Our contrasting attitudes disguise the fact that the values involved in these two cases are very similar. In each case, an item with a certain history is valued over another, somewhat improved, item with a different history.

This sort of value is ubiquitous. We preserve such things as medieval castles, the Eiffel Tower and the Roman Colosseum not because they are useful but because of their historical and cultural significance. When ISIS fighters smashed 5,000-year-old museum exhibits after capturing Mosul in 2015, outraged journalists focused on the destroyed artefacts’ links with ancient and extinct cultures. Historical and cultural significance is part of why we value languages; indeed, the philosopher [Neil Levy](https://aeon.co/users/user-eessmi0ripqzta) has argued that it is the main reason to value them. These ways of valuing things are labelled sentimental in some contexts. If minority languages are valuable partly for sentimental reasons then they are in good company.

While valuing minority languages is often viewed as sentimental, it is just as often admired. The documentary *We Still Live Here* (2010) tells the story of the revival of the Wampanoag language, a Native American language that was dead for more than a century. The film celebrates the language’s revival and the efforts of Jessie Little Doe Baird, who spearheaded its revival, whose ancestors were native speakers, and whose daughter became the revived language’s first native speaker. Baird received a MacArthur Fellowship to carry out her project, and her success attracted widespread media attention and honours, including a ‘Heroes Among Us’ award from the Boston Celtics basketball team.

Across the Atlantic, Katrina Esau, aged 84, is one of only three remaining speakers of N|uu, a South African ‘click’ language. For the past decade, she has run a school in her home, teaching N|uu to local children in an effort to preserve it. In 2014, she received the Order of the Baobab from the country’s president, Jacob Zuma. Both Baird and Esau have received global news coverage for their efforts, which are acclaimed as positive contributions to their community.

It is fortunate that sentimentality can be a respectable sort of attitude. Without it – that is, focusing solely on the scientific and academic value of languages – it is difficult to explain why it is better to preserve currently existing minority languages rather than revive long-dead languages that nobody living today cares about, or why it is better to support endangered natural languages such as the Lencan languages of Central America rather than artificial languages such as Volapük (constructed by a Roman Catholic priest in 19th-century Germany) and Klingon (the extra-terrestrial language in *Star Trek*), or why it is better to preserve endangered natural languages than to invent completely new languages.

Even people who are unsympathetic to efforts to support minority languages are, I imagine, less baffled by Esau’s desire to preserve N|uu than they would be by a campaign for the creation and proliferation of a completely new artificial language. No such campaign exists, of course, despite the fact that creating and promoting a new language would be scientifically interesting. The reason why it’s better to preserve currently existing natural languages than to create new ones is because of the historical and personal value of the former. These are exactly the sort of values associated with sentimentality.

Minority languages, then, are valuable. Does that mean that societies should invest in supporting them? Not necessarily. The value of minority languages might be outweighed by the value of not supporting them. Let’s look at two reasons why this might be the case: the burden that supporting minority languages places on people, and the benefits of reducing language diversity.

While we might value minority languages for similar reasons that we value medieval castles, there is an important difference in how we can go about preserving the two types of thing. Preserving a minority language places a greater burden on people than does preserving a castle. We can preserve a castle by paying people to maintain it. But we can’t preserve a minority language by paying people to carry out maintenance. Instead, we must get people to make the language a big part of their lives, which is necessary if they are to become competent speakers. Some people do this voluntarily, but if we want the language to grow beyond a pool of enthusiasts, we must impose lifestyle changes on people whether they like it or not. Often this involves legislation to ensure that children learn the minority language at school.

Such policies are controversial. Some parents think that it would be better for their children to learn a useful majority language rather than a less useful minority language. However, for native English speakers, the most commonly taught majority languages – French, German, Spanish, Italian – are not as useful as they first seem. A language is useful for a child to learn if it will increase the amount of people she can communicate with, increase the amount of places where she can make herself understood, and perhaps also if it is the language of a neighbouring country. Yet, because English is widely spoken in countries such as France, Germany, Spain and Italy, even an English-speaking monoglot can make himself understood pretty well when visiting these countries. If he decides to invest effort in learning one of these languages, he can expect relatively little return on his investment in terms of usefulness.

If people in English-speaking countries are concerned about teaching children useful languages, we should teach them languages whose native speakers less commonly understand English, such as Arabic and Mandarin – languages that are not commonly taught in schools in the UK and the US. There are, of course, some native English speakers who believe that learning any foreign language is pointless because English is so widely understood – think of the stereotypical British ex-pat living in Spain but not learning Spanish – but this view is clearly not held by parents who are supportive of their children learning *some* foreign language. So people who support English-speaking children learning French, German and Spanish, but who don’t support them learning a local minority language, will have difficulty defending their position in terms of usefulness. In that case, why is it so widely seen as a good thing for English-speaking children to learn majority languages such as French, German and Spanish? I think it is the same reason that many claim it’s a good thing to learn a minority language: to gain an insight into an unfamiliar culture, to be able to signal respect by speaking to people in the local language, to hone the cognitive skills one gains by learning a language, and so on.

There is also, I think, a special kind of enrichment that children – and people in general – get from learning a minority language connected to their community. They get a new insight into their community’s culture and history. They also gain the ability to participate in aspects of their culture that, without knowing the language, are closed off and even invisible; namely, events and opportunities conducted in the minority language. I write from experience here, having spent the past 18 months or so trying to learn Welsh. I was born and raised in Wales yet, until recently, my main contact with the language consisted mainly of ignoring it. Returning to Wales now, armed with my admittedly modest understanding of Welsh, I have a sense of this long-familiar country becoming visible to me in a new way. I feel pleased and interested when I encounter Welsh speakers. I am happy that my nephew learns Welsh at school. These strong conservative intuitions are – for a non-conservative like me – surprising and somewhat alien. But they are not unique: they centre on benefits that are frequently mentioned by campaigners for minority languages.

Finally, let’s consider a very different reason to resist the view that we should support minority languages. Language diversity is a barrier to successful communication. The Bible has a story about this: as a punishment for building the Tower of Babel, God ‘confused the language of all of the Earth’ by causing people to speak a multiplicity of languages where once they had all spoken the same one. It’s rare these days to encounter the view that our diversity of languages is a curse, but it’s notable that in other areas of communication – such as in the representation of numbers, length and volume – we favour standardisation. The advantages to adopting a single language are clear. It would enable us to travel anywhere in the world, confident that we could communicate with the people we met. We would save money on translation and interpretation. Scientific advances and other news could be shared faster and more thoroughly. By preserving a diversity of languages, we preserve the obstacles to communication. Wouldn’t it be better to allow as many languages as possible to die out, leaving us with just one universal *lingua franca*?

It would be difficult, however, to implement a *lingua franca* peacefully and justly. The very idea calls to mind oppressive past policies, such as the efforts of the Soviet Union to suppress local languages and to force all its citizens to communicate only in Russian. Extinct and endangered languages have not, on the whole, become extinct or endangered gently, by subsequent generations choosing freely to switch to a more dominant language. The history of language death is a violent one, as is reflected in the titles of books on the subject: David Crystal’s *Language Death* (2000), Daniel Nettle and Suzanne Romaine’s *Vanishing Voices: The Extinction of the World’s Languages*(2000), and Tove Skutnabb-Kangas’s *Linguistic Genocide in Education* (2008).

It would, then, be difficult to embrace a *lingua franca* without harming speakers of other languages. In addition, if we were serious about acting justly, it would not be enough merely to abstain from harming communities of minority language speakers. Given the injustices that such communities have suffered in the past, it might be that they are owed compensation. This is a view commonly held by minority-language campaigners. It is debatable what form this compensation should take, but it seems clear that it should *not* include wiping out and replacing the local language.

Perhaps, if one were a god creating a world from scratch, it would be better to give the people in that world one language rather than many, like the pre-Babel civilisations described in the Bible. But now that we have a world with a rich diversity of languages, all of which are interwoven with distinct histories and cultures, and many of which have survived ill-treatment and ongoing persecution, yet which continue to be celebrated and defended by their communities and beyond – once we have all these things, there is no going back without sacrificing a great deal of what is important and valuable.

**UNIT 7. Say No to Ageism**

**Tom McNichol**

**10,000 Baby Boomers Turn 65 in the US Every Day – Can Silicon Valley Help with ‘Happier Ageing’?**

*(The Guardian, September 3, 2019)*

*Companies are creating new devices and apps to mine seniors’ golden years and address the challenges of growing older*

Silicon Valley has long sought to disrupt virtually every aspect of modern life. Now comes technology’s final frontier: old age. Tech that’s specifically designed for seniors is a growing market, fueled by inexorable demographic trends – about 10,000 baby boomers turn 65 every day.

Senior tech is increasingly showing up in assisted living facilities and nursing homes. A company called *It’s Never Too Late* proffers a massive 70in high-definition touchscreen computer that provides older people with little prior tech experience easy access to everything from travel videos and music playlists to a library of college lectures. Paro, a robotic seal stuffed with sensors and actuators that react to voice, light and touch, is being used to help those experiencing memory loss and social withdrawal. A movie system called 3Scape provides immersive 3D filmed content for the elderly and mobility-challenged in order to stimulate cognitive function and relieve depression and anxiety.

“At retirement communities these days, technology is no longer a selling point, it’s an expectation,” says Davis Park, executive director of the Center for Innovation and Wellbeing at Front Porch, a not-for-profit company that manages 12 retirement communities nationwide.

San Francisco’s Bay Area is ground zero for the emerging senior tech boom. The Trousdale, a new assisted living center in Burlingame, California, touts itself as a “technology-driven community and innovation hub inspired by Silicon Valley”. Every new resident at the Trousdale is issued a tablet computer, and all of the bedrooms feature smart sensor lighting that adapts to the routines of each occupant. “Find the best version of you,” declare print ads for the Trousdale, accompanied by a photo of three silver-haired residents crowded around a tablet computer, laughing uproariously.

Rhoda Goldman Plaza, a residential care facility in San Francisco, offers “decision-support tools” to address the challenges of growing older, including a Useful Apps club that allows residents to “unlock the potential of your smartphone”. The senior-targeted apps include pill organizers, medication reminders and guides on how the elderly can use Amazon Alexa.

Sunny View, a retirement community in Cupertino, California, features the sort of leading-edge technology you would expect from a residential community located just minutes from Apple’s world headquarters.

Sunny View offers its residents everything from immersive 3D virtual reality systems to “exergame” bikes that use computer-simulated environments to promote wellness through competition.

Several tech companies have joined in on the gold rush to mine the golden years. Aiva Health, a Los Angeles-based startup, uses Google Home, Amazon Echo and smart speakers to support a mobile app for assisted living caregivers that manages help requests, performance reports, and remote controls for TVs, lights and thermostats. ElliQ, “the sidekick for happier aging”, is a robotic voice-enabled assistant designed to make it easier to make video calls, set medication reminders and arrange doctor appointments. GreyMatters is an interactive storybook app that pairs visual reminiscences with music and games to jog memories. The senior tech field is quickly becoming more crowded than the early bird special at a South Florida restaurant.

“Right now, I’ve got 15 startup companies waiting to pitch their technology,” says Jennifer Bayard, senior vice-president of clinical operations at Carlton Senior Living, which operates 11 communities in northern California and has tested several new technologies at its facilities. “My phone is ringing off the hook with calls from entrepreneurs.”

Even venture capital firms are hoping to land a silver-haired unicorn. Honor, a San Francisco-based startup offering a technology platform that provides personalized senior home-care management, has raised $115m in VC funding. Los Angeles-based Renew Health, a startup promising to “transform medication management”, has raised $13m in seed money, and its employees include alumni from Microsoft, Oracle and Snapchat.

**From smart toilets to virtual assistants**

No area of life is safe from being disrupted by technology, not even the bathroom. The TrueLoo “smart toilet” optically scans and analyzes the contents of a toilet bowl to detect signs of dehydration, viruses and urinary tract infections. The TrueLoo is currently being tested at several northern California senior living communities and has secured a round of venture capital funding before it even hits the market.

“We’re creating the bathroom of the future,” says Vik Kashyap, co-founder and CEO of Toi Labs, maker of the TrueLoo. “We’re trying to prevent health problems before they become too late to treat. And in terms of the overall user experience, we’re trying to make it as seamless as possible.”

This isn’t the first time that tech startups have attempted to crack the senior market, and past efforts have had only limited success. But with the steady ageing of the baby boomers, many startups believe that this market is poised for explosive growth. The oldest baby boomers are now approaching their mid-70s; the youngest are old enough to qualify for a senior discount at McDonald’s. By 2035, the number of Americans 65 years and older will outnumber children for the first time in US history. For a tech industry that worships at the altar of year-to-year growth, the numbers are enticing.

So far, technology aimed at seniors is a decidedly mixed bag. Some of it is truly transformative, significantly improving the lives of users by monitoring their health, stimulating their brains, exercising their bodies and connecting them to loved ones. Other technologies fail to live up to their hype, a reality familiar to tech users of any age.

“Twenty years ago, the whole concept of having seniors engage with technology was looked at somewhat frivolously,” says Jack York, president and co-founder of It’s Never 2 Late, the company that designed the touchscreen computer system used at Sunny View. “But seniors are just as thirsty to stay engaged as any age group. If you expose them to things that are meaningful to them, you get better behaviors, they eat better, they’re more engaged.”

Togg, a device that uses wall-mounted radar sensors to monitor breathing, positions and activities of nursing home residents, has shown promise in limited trials. The technology employs algorithms that help predict falls by analyzing a wide range of data about an individual’s motion, gait, heart rate and even number of trips to the bathroom.

“It’s really cool technology,” says Neil Tantingco, owner of Evergreen Residence Assisted Living in Visalia, California. “We’re testing it right now in 15 rooms, but I want to make it a standard throughout the facility.”

Voice-controlled virtual assistants such as Alexa have proved the most popular. Eskaton, a not-for-profit that provides services at more than 30 senior communities, recently deployed Alexa at one of its facilities and it became an instant hit. Less than 40% of residents were using standard tablet computers on a weekly basis. With Alexa, that rate climbed to 80%.

“We didn’t anticipate Alexa would be that popular,” says Therese ten Brinke, Eskaton’s project coordinator. “Voice control is so much easier and more natural for seniors instead of learning how to use a tablet.”

However, other technologies fallwellshort of their promise. Standard laptop, tablet and desktop computers are far from being user friendly for older adults, who often struggle with complicated user interfaces and difficult-to-manipulate keyboard and mouse controls. Many become frustrated trying to perform even simple computer functions, much less advanced tricks like pressing the “skip this ad” button without accidentally clicking the nearby link that sends you to the advertiser’s website.

Other times, technology specifically aimed at older people seems to be a solution in search of a problem.

“We’re bombarded by a lot of startups selling technology, and some of them don’t have things worked out,” says Sylvia Chu, executive director of the Trousdale. “I saw a presentation from one company that was selling a device that looked like a giant fax machine that dispensed medications with the press of a button. But it wasn’t any better than having someone put the medications in a weekly pill organizer.”

GeriJoy, an MIT startup, has designed a tablet-based application that lets older people interact with a virtual talking dog, which the company says helps users be less lonely “because they always have someone to talk to.” But when the device was tested at Evergreen Residence Assisted Living, it proved to be more alarming than companionable. The virtual dog’s bark was harshly robotic-sounding, confusing many residents. To make matters worse, the remote caregivers tasked with interacting with users’ questions and comments over an Internet connection were based in the Philippines, causing technical and cultural problems.

“Sometimes, the dog would answer a question and the patient would be two or three conversations ahead,” says Neil Tantingco.

“And because the remote caregivers were in the Philippines, they didn’t always understand certain references. Like, they didn’t know what Walgreens was.”

Sometimes, the technology failed for a reason all too familiar to computer users everywhere: lack of tech support.

“Technology for seniors is a great marketing tool, but unless you support it with training, it’s useless,” says Candiece Milford, managing director of marketing at Rhoda Goldman Plaza. “It’s a constant learning curve because they forget how to use the device. Some of them are terrified when the computer screen times out and goes blank, because they think they’ve lost everything.”

**UNIT 8. Gender Equality: Should Anatomy Be Destiny?**

**Kim Elsesser**

**6 Dismal Findings From U.N. Report On Gender Bias**

*(Forbes, March 09, 2020)*

When it comes to gender bias, recent efforts have centered around reducing unconscious bias. A new report out from the United Nations indicates that there is plenty of bias against women, and it’s not unconscious at all. In fact, 90% of men and 84% of women worldwide report some biased attitudes towards women.

The United Nations Development Program (UNDP) published its findings on gender and social norms. Pedro Conceição, head of UNDP's Human Development Report Office, called the report “shocking.”

The news for women is not good. UNDP summarizes, “How big and thick is the glass ceiling? New analysis suggests that it covers all aspects of women’s lives... and that it is constructed, not of glass, but of pervasive bias and prejudice against women held by both men and women worldwide.” Here are six depressing findings from the report.

**1. Men Make Better Political Leaders and Business Executives**

Globally, almost 50% say men make better political leaders than women, and 40% think men make better business executives. Within the U.S., a whopping 40% of respondents agreed that either men make better political leaders or that men were better business executives or both. This may explain why the U.S. has yet to elect a female president and why so few companies have women at the helm.

**2. Almost 30% Think It’s OK For A Husband To Beat Partner**

Worldwide almost 30% of people think it’s justifiable for a man to beat his partner. It’s not.

**3. The More Power And Responsibility, The Greater The Gender Gap**

The gender gap increases as positions increase in power and responsibility. Women represent only 12% of top billionaires and only 5.8% of S&P500 CEOs. Although the top companies employ women in significant numbers, women are significantly underrepresented in top leadership positions. The same applies to the numbers of women government positions. In 2019, women held only 24% of parliamentarian seats, and only 5% of heads of government were women.

**4. Overall Progress in Gender Equality Slowing**

The Human Development Report calculates a gender inequality index, which is a measure of women’s empowerment in health, education and economic status. The index shows that progress has been slowing in recent years, and even regressing in some countries. This type of slowdown would be normal if we were approaching gender parity, but we’re nowhere close. As an example, the number of female heads of 193 countries studied has dropped to 10, down from 15 in 2014.

**5. A Quarter of People Think A University Education Is More Important for a Man**

Worldwide, 25% of people think that a university education is more important for a man than a woman, and in the U.S., 6.5% still believe education is more important for men. One of the proposed solutions to the worldwide gender gap is educating more young women and enticing more women into science, technology, engineering and math (STEM) fields. Currently, the share of female graduates in these programs is less than 15% in most countries. It’s in everyone’s best interest to educate both men and women.

**6. In the United States, 57% Held at Least One Gender-Biased Attitude**

The study surveyed attitudes on education, politics, business and physical integrity (a measure of attitudes toward partner violence and reproductive rights). 57% of respondents in the U.S. reported at least one gender-biased attitude, and over 30% had two biased attitudes. Although men were more likely than women to hold biased attitudes, women also expressed significant bias towards women.

Despite the dismal statistics, women worldwide seem to be speaking out more about gender bias. “#MeToo, #NiUnaMenos, #TimesUp. #UnVioladorEnTuCamino. The women's rights demonstrations we're seeing across the world today, energized by young feminists, are signaling that new alternatives for a different world are needed," said Raquel Lagunas, UNDP Gender Team Acting Director in a UNDP statement.

Lagunas hinted that backlash against women speaking out might have played a role in the bleak study findings. “UNDP is very conscious of the backlash against women's rights. We are aware and we are concerned, so we think the report... is an answer to push back the pushback,” she told The Guardian.

The study authors report, “The backlash against changing gender roles in households, workplaces and politics affect entire societies influenced by shifting power relations. The resistance to changes in gender expectations may lead to a perceived clash and reveal subconscious biases.” The study data were collected before 2014, before #MeToo. If the researchers are correct about the impact of backlash, then there may be more backlash to come.

Perhaps most worrisome is that these shocking statistics may be an underestimate of people’s true feelings about gender. Researchers have generally found that people tend to answer survey questions in a manner that will be viewed favorably by others. Researchers call it social desirability bias, and it often results in people giving responses they believe are politically correct instead of revealing how they truly feel. To the extent that social desirability bias impacted this research, the true measures of gender bias could be even worse.

On a positive note, conscious biases like those mentioned by UNDP may be somewhat easier to address than unconscious biases. The UNDP is calling on governments and institutions to implement policies to change these discriminatory beliefs and practices through education, by raising awareness and by offering incentives. They suggest, “using taxes to incentivize fairly sharing child-care responsibilities, or by encouraging women and girls to enter traditionally male-dominated sectors such as the armed forces and information technology.”

**UNIT 9. Body Positivity: Embracing Physical Diversity**

**Sara Gaynes Levy**

**The Insidious Way ‘Health Coaches’ Are Targeting New Moms on Instagram**

*(Glamour, April 2, 2020)*

*In the isolated postpartum months, new moms use social media to find one another and connect. MLMs pushing weight-loss products are finding them too.*

The DMs are all the same.

After dozens of them, new moms like Christina Andreola, who lives in Dallas, can recite the script: “Hey mama. I see you recently had a baby. I know how hard it is to get that prebaby body back. I’m sure you’re ready to jump back into it. I’m building my accountability team and would love to have you join us.”

Whitney Roop, whose daughter was just 11 months old when I interviewed her, estimates that she gets at least two DMs or follow requests per day from people she doesn’t know who want to sell her weight-loss products.

It’s gotten so out of control that Mia O’Malley from Jersey City, who has a nine-month-old, has picked up on the triggers: “Every time I use #plussizemom [on a post], I get targeted by a health or lifestyle coach.”

It’s a social media pandemic: These so-called health coaches are spamming new moms, determined to sell them on weight loss – supplements, workout programs, protein shakes, and more – in one of the most vulnerable, complicated periods in their life: the postpartum months.

Targeting new moms is not a new marketing tactic. The group tends to have both some spending power and no small amount of desperation – an ideal combination for not just retailers and big companies but influencers. Entire industries in nutrition, fitness, and apparel have sprung up around the notion of “bouncing back” from having a child.

And it’s no wonder new moms feel an inordinate amount of pressure: We live in a world in which Kylie Jenner posed on her Instagram in a waist trainer less than two months after giving birth. We’ve all been made to feel that our bodies are never good enough and that even a shred of evidence that another human once lived inside it must be erased. While ads and #sponsored posts that are designed to make a mom feel like she needs to “do something” about how she looks are terrible, at least the message isn’t specific to a person. But when the veiled criticism is delivered via DM, the effect is blatant – and personal.

What separates the women behind these messages from run-of-the-mill trolls is that these users tend to have something to sell. Some work for multilevel-marketing companies, also known as MLMs. In an MLM structure, participants sign up to become sellers for a brand for a start-up fee and the cost of some product to sell outright. The goal is both to sell the products purchased and to recruit more sellers. So once a seller has exhausted her personal network, she might turn to social media to find potential new customers – and to reach moms like Andreola.

“I always respond that I am not interested,” says Andreola. But the sellers push. Once, when pressed, Andreola admitted she was just exhausted. The seller was quick with an answer: “I shouldn’t put my body on the back burner or ‘lose myself’ just because I had a baby,” she was told. Andreola was outraged. “The first year of my daughter’s life is a reason my body is on the back burner. As new moms, we are tired and sleep deprived. We are stressed. We don’t feel human in this stage of our lives. Some of us may be struggling with postpartum anxiety or depression. The last thing we need is someone messaging us to help us lose the baby weight,” she says.

Andreola is right: A 2017 survey found that 52% of parents admit to suffering from loneliness, which they often attribute to a lack of money (and therefore childcare options). Sixty-eight percent felt cut off from the friends they had before they had kids. New parenthood – especially new motherhood, since the balance of parental leave often leaves moms at home with a baby and no adults to talk to – can be isolating.

Enter Instagram, believe it or not. The social network provides a safe space for new moms to commiserate, connect, and learn from one another, especially during the first weeks of parenting, when moms who are fortunate enough to be able to take leave from work are cooped up and in need of support. Women who want to sell product know this. “As soon as you hashtag #plussizemom, #newmom, #postpartummom, even #fatmom, you will get at least three of these accounts following you,” O’Malley explains. (In addition to her own account, @miaomalley, O’Malley coruns a page called @plussizebabywearing and has worked in social media professionally.)

It happens, too, whenever Brandy Casebolt, a new mom from Missouri, posts with these hashtags. “I have had body dysmorphia since my teenage years,” she says. “I absolutely hated myself. And then I got pregnant. It was like something inside me was just like, Hello, you’re fabulous! It made me realize I am not an awful person just because I exist in a larger body.” It was that epiphany that led Casebolt to start using plus-size motherhood hashtags on her posts in the first place. “The hashtags remind me of what I feel whenever I see other plus-size women flaunting themselves: That’s my community; I don’t have to be fat and sad,” she says. Getting a weight-loss DM does the opposite; it reminds her of her old feelings: “It enrages me. It makes me so angry that somebody would use a positive outlet for something so awful.”

So if this practice is so gross, why does it keep happening? Melissa Blevins, the blogger behind Perfection Hangover and a former coach in the world of weight-loss MLMs, believes the women behind the messages honestly don’t see themselves as online bullies. “They believe they were sent by someone – God, maybe – to help these women,” she says. “They probably believe that when other women are hashtagging, that’s an open invitation to come and help that person.”

Regardless of why it’s happening, “from a body-positive perspective, it’s a terrible source of bullying,” says O’Malley. “Women who follow hashtags like these, they usually have come to a place in their life – after many years of struggling – of accepting their body or learning to love their body,” she says. “To target women who are exploring the world for the first time from the perspective of ‘Hey, I like myself the way I am’ – you are completely degrading that.”

These communities are important too: Recent Pew research found that 50% of moms say they’ve received social or emotional support about a parenting issue from online networks – and using hashtags like these is an effective way to find women in similar situations to your own. “There’s a huge amount of vulnerability as a new mom – your body is changing, your relationship to the world is changing. Having other people to go through that with is powerful,” says Amanda Lenhart, program director of health and data the Data & Society Research Institute in NYC and one of the researchers on the Pew study. “But because of the way you’re looking for those people – through hashtags – it means other people can find you, whether that’s to market [product] to you or worse.”

It becomes a catch-22: “The way to create the strongest connections online is by letting your armor down and being vulnerable, but if you have to keep that armor up because you’re afraid of the comments or messages that might come in, you won’t get the very thing you were looking for.” Roop says that’s been her exact experience – that these DMs have corrupted her relationship to social media overall, and she’s gone from connecting with other moms across the platform to retreating into her private account. “I’ve stopped using hashtags because of this,” she says. “It sucks. You want and need to have a community as a mom, and then that community preys on you.”

Jane Marie, host of the podcast The Dream, which delved deep into the world of MLMs in its first season, adds that there is really only one solution—ignoring the messages, even if it might feel good to try and tell someone off. Sellers for MLMs or other companies tend to have an answer for everything. “They don’t care that they’re invading your space,” says Marie. “If you get a request from somebody you don’t know, just let it go to the garbage.”

**UNIT 10. Animal Rights in an Inclusive Society**

**Alex Hershaft**

**To the Animals, All People Are Nazis[[46]](#footnote-46)**

On this very day, 80 years ago, the Nazi armies invaded Poland, and launched World War II. I was five years old.

Within a year, we and 400,000 other Jews in Warsaw and surrounding areas were forced to move into the Jewish section of Warsaw. The area was then walled off and became the Warsaw Ghetto, one of Hitler’s infamous concentration camps.

Crowding and food shortages were unbearable, leading to a Typhus epidemic that took nearly 100,000 lives. In the summer of 1942, the Nazis launched a campaign to murder all European Jews. In the Ghetto, they packed some 300,000 people into cattle cars for a grueling trip to the newly constructed death camp of Treblinka.

Similar scenes were taking place throughout Eastern Europe, leading eventually to what today we refer to as the Holocaust – the murder of an estimated six million people just for being Jewish. They left behind only piles of hair, eyeglasses, gold rings, and charred bones, silent testimonials to the sentient beings who were no more.

I and my mom were among the few to escape the Ghetto and remain in hiding on the outside, until liberation three years later. No one else in our large family survived.

Once my survival was no longer a daily challenge, grief, guilt, and a quest for meaning set in.

The questions I kept asking were:

Why was I spared when so many good people perished?

How can I repay the debt for my survival?

What is the lesson that we can learn from my people’s supreme sacrifice?

In 1972, I was hired by a major environmental consulting firm. My first assignment was to conduct a wastewater inventory of a Midwestern slaughterhouse.

As I was inspecting the waste storage area, I suddenly came across piles of hooves, and hearts, and heads, and discarded bodies, all bearing silent testimony to the sentient beings who were no more…

Instantly, images of death camp piles of human body parts flooded my mind. I tried to dismiss it as mere coincidence. “They’re only animals,” I kept repeating. But, it didn’t work. As a scientist, I wondered whether additional research would help. It didn’t.

As I became more familiar with animal farming and slaughtering operations, I noted other striking similarities between what the Nazis did to us and what we were doing to animals:

* the branding or tattooing of serial numbers to identify the victims
* the use of cattle cars to transport victims to their deaths
* the crowding and housing of victims in wood crates
* the arbitrary designation of life and death: Christian lives, Jew dies; dog lives, pig dies
* the villification and abuse of the victims to make killing more acceptable
* the callous, disrespectful dumping of victims bodies in open pits
* the deception about the horrors behind death camp and slaughterhouse walls.

My head was spinning, and my world was turning upside down. If our treatment of animals bears any similarities to what the Nazis did to us, how could my enlightened American society sanction this? Did anyone else see what I was seeing? Was I losing touch with reality? Did I need professional help?

But, then, I saw a quote by Jewish Nobel laureate, Isaac Bashevis Singer. He wrote: “To the animals, all people are Nazis; to the animals, life is an eternal Treblinka.” At last, someone else shared my perception of reality. I was not losing my mind.

This is also when I realized that there may have been a valid reason for my survival, a valid way to repay my debt to society, and a lesson to be learned from the tragedy of the Holocaust. This is when I resolved to devote the rest of my life to fighting oppression, starting with our society’s oppression of animals raised for food.

Well-meaning folks have challenged my decision. They understand why a Holocaust survivor would oppose oppression, but why animals? Why animals, when so many human problems remain unresolved?

Why animals? Because animal oppression is the key to all oppression. Animals are the most defenseless, most vulnerable, and therefore, the most oppressed sentient beings on earth. Theologians have long debated whether there is life after death. But animals raised for food may not have a life before death.

Why animals? Because oppressing animals is the gateway to oppressing humans. When we tell a child that the family dog on his couch is to be loved and cherished, but the pig on his plate is to be tortured, slaughtered, dismembered, and consumed as food, we are giving that child his very first social permission to oppress others. It’s the same type of social permission that Nazi children received that the Christian can live, but the Jew must die.

Why animals? Because they are an integral part of our fondest childhood memories. Toy animals were the very first objects we handled. Our favorite fairy tales revolved around animal lives. Our family dog gave us unconditional love, when our schoolmates or even our siblings would not. It was only the greed and callousness of the meat and dairy industries that turned our favorite living beings into a commodity to be exploited and oppressed.

Why animals? Because they share our own feelings of joy, affection, sadness, and grief. Because they can suffer, just as you and I do. Many of us have experienced this first-hand with a four-legged member of our own family.

Finally, why animals? Because we can. Because, each year, every one of us has the awesome power to spare 100 land and aquatic sentient beings just by choosing a diet that also happens to be better for our personal health and for the health of our planet. Sadly, we don’t have that kind of power to save human victims of oppression.

The Holocaust has demonstrated the tragic consequences of unchecked oppression. When we drop animals from our menu, we take our very first step in fighting oppression.

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5. agreement between the two political parties - двухпартийный консенсус, согласие между двумя партиями [↑](#footnote-ref-5)
6. https://www.ted.com/talks/richard\_wilkinson\_how\_economic\_inequality\_harms\_societies [↑](#footnote-ref-6)
7. paid sick leave – оплачиваемый больничный [↑](#footnote-ref-7)
8. https://www.ted.com/talks/rutger\_bregman\_poverty\_isn\_t\_a\_lack\_of\_character\_it\_s\_a\_lack\_of\_cash [↑](#footnote-ref-8)
9. *A listicle* is a newspaper, magazine, or online article that is in the form of a list. E.g. *Ten Things You Didn’t Know About Cats*  [↑](#footnote-ref-9)
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22. or ‘language rights’. The terms are often used as interchangeable in texts of this kind. [↑](#footnote-ref-22)
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