

**В** ВЫСШАЯ ШКОЛА ЭКОНОМИКИ  
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ

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# **АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СОЦИОЛОГОВ**

## ENGLISH FOR SOCIAL STUDIES

УЧЕБНИК ДЛЯ БАКАЛАВРОВ

Москва ■ Юрайт ■ 2012

УДК 80  
ББК 81.2Англ  
К89

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К89      Английский язык для социологов : учебник для бакалавров / Ю. Б. Кузьменкова, А. Р. Жаворонкова. — М. : Издательство Юрайт, 2012. — 333 с. — Серия : Учебники НИУ ВШЭ.

ISBN 978-5-9916-1736-9

Данный курс адресован студентам неязыковых вузов (уровень (Pre-) Intermediate), специализирующимся в области социологии; он позволяет овладеть навыками англоязычного общенаучного (академического) и профессионального общения и может быть использован как для аудиторных, так и для самостоятельных занятий.

Соответствует Федеральному государственному образовательному стандарту высшего профессионального образования третьего поколения.

*Для студентов высших учебных заведений, обучающихся по гуманитарным направлениям и специальностям.*

УДК 80  
ББК 81.2Англ

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## Предисловие

Данный курс ориентирован на развитие коммуникативной компетенции у студентов неязыковых вузов (уровень *(Pre-)Intermediate*), специализирующихся в области социологии, и рассчитан примерно на 60 часов (при необходимости это количество можно удвоить). Его основной задачей является комплексное развитие навыков, необходимых для профессионального общения. Использование аутентичных материалов — научных статей социологической направленности — позволяет пополнить словарный запас за счет наиболее частотных единиц, характерных для языка специальности<sup>1</sup>. Работа с лексикой нацелена на развитие умений определять контекстное значение слова и его сочетаемостные возможности, подбирать синонимы и перефразировать. Для дальнейшего развития навыков чтения и говорения, письма и перевода предлагаются разные виды работы с научной информацией: реферирование и компрессия (сжатие текста), чтение и дискуссии. Занятия переводом носят вспомогательный характер и служат, с одной стороны, дальнейшему усвоению лексики, а с другой — приучают студентов внимательно относиться к слову и грамотно формулировать свои мысли (особенно по-русски).

Предусматривается также возможность использования элементов подготовки проектной работы с англоязычными источниками, результатом которой являются мини-презентации, основанные на текстовых материалах, непосредственно связанных с пройденной тематикой или же выходящих за ее рамки. В последнем случае, основой для мини-презентации может служить информация социологической направленности, самостоятельно почерпнутая студентами (например, из Интернета).

При написании учебника за основу были взяты авторские внутривузовские разработки и учебные пособия, которые прошли успешную многолетнюю апробацию в НИУ Высшей школе экономики в Москве и в ее региональных филиалах.

Учебник состоит из двух разделов — основного и дополнительного; первый предназначен для работы под руководством преподавателя и может использоваться как основа для проектной работы,

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<sup>1</sup> Все тексты сохранены в оригинальном написании (британский и американский варианты).

а второй — для самостоятельной работы студентов и включает проверочные задания для повторения и (само)контроля и ряд приложений. Раздел I состоит из 30 уроков, тематически разбитых на 5 частей, включает подборку текстов (по основным разделам базового курса социологии) и заданий, направленных на расширение и закрепление словарного запаса, развитие навыков подготовленной и спонтанной речи, а также реферирования и научного письма.

При разработке курса мы руководствовались модульным подходом, что предполагает гибкость и избирательность в отношении учебного материала и возможность его выборочного использования. Каждый урок содержит тексты для просмотрового и для изучающего чтения; при этом виды работы с текстами можно варьировать в зависимости от особенностей целевой аудитории и количества учебного времени, выделяемого на изучение языка. Так, можно разделить группу на команды и предложить каждой представить «свой» текст для последующей дискуссии; или же (например, в случае ограниченного количества часов) не брать данные тексты на занятия, а использовать их для самостоятельной работы как основу для мини-презентаций. Предполагается, что работа над проектами (их 5 — по количеству частей изучаемого материала) ведется в течение года, темы презентаций даются заранее в начале семестра, а результаты в форме одного-двух пятиминутных выступлений представляются регулярно на каждом занятии. В Приложении 2 содержится список тем и краткие рекомендации по подготовке, структурированию и оцениванию мини-презентаций.

В каждом уроке частей 1 и 2 дается материал для словарного диктанта и задания на перевод. Части 3—5 содержат (помимо заданий на перевод) фрагменты текстов на русском языке, предполагающие последующую краткую передачу их основного содержания по-английски с использованием изученного вокабуляра. Для облегчения овладения навыками извлечения информации заданной полноты в Приложении 1 даются модели возможного сжатия текста, которые могут быть особенно полезны на начальном этапе работы; в дальнейшем следует стремиться к тому, чтобы при реферировании больше использовать общенаучную и профессиональную лексику.

Для (само)проверки студентам предлагается Приложение 3, содержащее список слов на русском языке, в который рекомендуется заносить английские эквиваленты и синонимы из Приложения 4, где к каждому слову дается номер урока, что позволяет уточнить контекстное значение слова. По завершении курса у студентов появляется удобный для работы двуязычный список слов, характерных для научного общения, который при необходимости можно дополнить или сократить.

В результате обучения будущие социологи должны:

- **владеть** языковым материалом (общенаучная и профессиональная лексика, речевые клише) и использовать его в речи;
- **знать** значения наиболее частотных лексических единиц, характерных для языка специальности, а также изученных терминов, связанных с тематикой учебника;
- **уметь** определять контекстное значение слова и его сочетаемостные возможности, подбирать синонимы, перефразировать;
- **владеть** основными навыками работы с научной информацией: чтения, компрессии (сжатия текста), презентации и дискуссии;
- **уметь** читать аутентичные тексты социологической направленности, используя ознакомительный, изучающий, просмотровый виды чтения в зависимости от коммуникативной задачи;
- **уметь** извлекать из текста информацию заданной полноты (для аннотирования, реферирования, детальной передачи основного содержания и пр. с использованием изученного вокабуляра);
- **уметь** представить информацию в форме доклада или презентации по изученной тематике, четко и логично формулировать свои мысли;
- **уметь** вести дискуссию, излагать факты, давать определения терминам, аргументировать, оперировать информацией, содержащей цифры, выражать свое отношение;
- **использовать** приобретенные знания и умения в будущей профессиональной деятельности для успешного взаимодействия в различных ситуациях научного общения.





**SECTION I**

**HANDLING INFORMATION  
IN SOCIAL STUDIES**





# PART I. INTRODUCTION TO SOCIOLOGY<sup>1</sup>

## UNIT 1. *Sociological Problems*

### Warming-up activities

#### Different ways of handling scientific information: talking points

1. What difficulties do you face while working with ESP sources in English?
2. What approaches do you consider efficient to cope with those difficulties?
3. What skills need to be developed to work with texts written in a foreign language?
4. What aspects of language training seem most essential for your future career?

### Focus on reading

#### Read the introductory text and find answers to the following questions.

1. How can you characterize the present-day social life?
2. What is the prime concern of sociology?
3. What is the subject matter of sociology?
4. What issues are within the scope of sociology?
5. What is the sociologist's role in society?

### Sociological Problems: a Brief Introduction

We live today – in the late 20<sup>th</sup> century – in a world which is intensely *worrying*, yet full of the most extraordinary promise for the future. It is a world awash with change, marked by the terrifying possibility of nuclear war and by the destructive onslaught of modern technology on the natural environment. Yet we have possibilities of *controlling* our destiny, and shaping our lives for the better, which would have been quite unimaginable to earlier generations. How did this world come about? Why are our conditions of life so different from those of our forebears? What directions will change take in the

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<sup>1</sup> Giddens A. *Sociology*. – 3rd ed. – Polity Press, 1997. (All the subsequent texts from Part I are taken from the same source.)

future? These questions are the prime concern of sociology, a discipline which consequently has a fundamental role to play in modern intellectual culture.

Sociology is the study of human social life, groups and societies. It is a dazzling and compelling enterprise, *having* as its subject matter our own behaviour as social beings. The scope of sociology is extremely wide, ranging from the analysis of passing encounters between individuals in the street up to the investigation of global social processes.

### Language focus

**Task 1.** Find Russian equivalents to the underlined fragments in the texts. Classify the *italicized -ing* forms (participial structures, gerunds, nouns) and comment on possibilities of substituting *noun + of + noun* structures by those with gerunds, like, e.g.: a way of a solution of the problem – a way of solving the problem.

**Task 2.** Write Russian equivalents and English synonyms for the words below. Find the corresponding words in the Index (*see App. 4*) and add them to the Wordlist (*see App. 3*).

concern	_____
	_____
consequently	_____
	_____
different	_____
	_____
implication	_____
	_____
investigation	_____
	_____
	_____

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modern	_____
	_____
objective	_____
	_____
prime	_____
	_____
range, <i>v</i>	_____
	_____
role	_____
	_____
scope	_____
	_____
subject (matter)	_____
	_____
	_____

### Follow-up activities

Scan the text below and supply an appropriate heading for each paragraph (time limit: 5 min.).

#### The Practical Significance of Sociology

Sociology has many practical implications for our lives. Sociological thinking and research contribute to practical policy-making and social reform in several obvious ways. The most direct is simply through providing *clearer or more adequate understanding* of a social situation than existed before. This can be either on the level of factual knowledge, or through gaining an improved grasp of *why* something is happening (in other words, by means of theoretical understanding). For instance,

research may disclose that a far greater proportion of the population is living in poverty than was previously believed. Any attempt to foster improved living standards would obviously stand more chance of success if based on accurate rather than faulty information. The more we understand about why poverty remains widespread, however, the more likely it is that successful policies can be implemented to counter it.

A second way in which sociology aids in practical policy-making is through helping to foster greater *cultural awareness* on the part of different groups in society. Sociological research provides a means of seeing the social world from a diversity of cultural perspectives, thereby helping to dispel prejudices which groups hold towards one another. No one can be an enlightened policy-maker who does not have a cultivated awareness of varying cultural values. Practical policies which are not based on an informed awareness of the ways of life of those they affect have little chance of success. Thus a white social worker operating in a West Indian community in a British city will not gain the confidence of its members without developing sensitivity to the cultural differences which often separate white and black in Britain.

Third, sociological research has practical implications in terms of assessing the results of policy initiatives. A programme of practical reform may simply fail to achieve what its designers sought, or bring in its train a series of unintended consequences of an unpalatable kind. For instance, in the years following the Second World War, large public housing blocks were built in city centres in many countries. These were planned to provide high standards of accommodation for low-income groups from slum areas, and offered shopping amenities and other civic services close at hand. However, research showed that many of those moved from their previous dwellings to large apartment blocks felt isolated and unhappy. High-rise buildings and shopping malls often rapidly became dilapidated and provided breeding-grounds for mugging and other violent crimes.

Fourth, and in some ways most important of all, sociology can provide self-enlightenment — increased self-understanding — to groups in society. The more people know about the conditions of their own

action, and about the overall workings of their society, the more they are likely to be able to influence the circumstances of their own lives. We must not picture the practical role of sociology only as assisting policy-makers – that is, powerful groups – to take informed decisions. Those in power cannot be assumed always to have in mind the interests of the less powerful or underprivileged in the policies they pursue. Self-enlightened groups can respond in an effective way to policies pursued by government officials or other authorities, and can also form policy initiatives of their own. Self-help groups (like Alcoholics Anonymous) and social movements (like women’s movements) are examples of social associations which directly seek to bring about practical reforms.

Should sociologists themselves actively advocate, and agitate for, practical programmes of reform or social change? Some argue that sociology can preserve its objectivity only if practitioners of the subject are studiously neutral in moral and political controversies, but there is no reason to think that scholars who remain aloof from current debates are necessarily more impartial in their assessment of sociological issues than others. There is bound to be a connection between studying sociology and the promptings of social conscience. No sociologically sophisticated person can be unaware of the inequalities that exist in the world today, the lack of social justice in many social situations or the deprivations suffered by millions of people. It would be strange if sociologists did not take sides on practical issues, and it would be illogical as well as impractical to try to ban them from *drawing* on their sociological expertise in so doing.

**Task 1. Give examples to illustrate the practical significance of sociology.**

**Task 2. Voice your opinion on the following issues.**

- 1) Sociological research provides a means of seeing the social world from a diversity of cultural perspectives.
- 2) Practical policies which are not based on an informed awareness of the ways of life of those they affect have little chance of success.
- 3) Sociological research has practical implications in terms of assessing the results of policy initiatives.

## Extension activities

**Task 1. Translate the following sentences into English using the vocabulary of the unit.**

1. Этому открытию предстояло сыграть большую роль в формировании новых областей знания. 2. Данные величины варьируют в пределах заданного диапазона. 3. Рассмотрение этого вопроса выходит за рамки нашего исследования. 4. Ни его предшественники, ни последователи не изучали это явление с аналитической точки зрения.

**Task 2. Write a) the translation of the first two sentences of the introductory text; try to avoid literal translation, think of stylistically appropriate Russian equivalents;**

**b) a paragraph about your ESP course expectations.**



## **UNIT 2. *The Practice of Sociology***

### **Warming-up activities**

**Task 1. Try an oral quiz to review the vocabulary of the unit.**

Иметь важное значение, играть большую роль, основной (главный) вопрос, предмет исследования, выходить за рамки исследования, формировать взгляды.

**Task 2. Find synonyms, antonyms and derivatives to the following words and expressions.**

*The early 60s, followers, forefathers, precede, generations to come, outline, comprise, mainly.*

### **Focus on reading**

**Before you read, consider and discuss the following issues.**

1. Was marriage associated with love?
2. What makes a person healthy and what makes a person ill?
3. Does punishment necessarily follow crime?

**Make 3 teams; choose one of the texts below, scan it and be ready to present and explain the contents of the text for the rest of the group (time limit: 3 min.).**

#### **Text 1. Love and Marriage**

Why do people fall in love and get married? The answer at first sight seems obvious. Love expresses a mutual physical and personal attachment two individuals feel for one another. These days, many of us might be sceptical of the idea that love 'is forever', but 'falling in love', we tend to think, derives from universal human sentiments and emotions. Yet this view, which seems so self-evident, is in fact quite unusual. Falling in love is not an experience most human beings have, and it is rarely associated with marriage. The idea of romantic love did not become widespread until fairly recently in the West, and has never existed in most other cultures. It is only in modern times that love, marriage and sexuality have been regarded as closely bound up with one another. In the Middle Ages, and for centuries afterwards, people married mainly in order to perpetuate the ownership of a title or property in the hands

of family, or to raise children to work the family farm. Once married, they may sometimes have become close companions; this happened after marriage, however, rather than before. There were sexual liaisons outside marriage but these involved few of the sentiments we connect with love. Love was regarded as at best a necessary weakness and at worst a kind of sickness.

Romantic love first made its appearance in courtly circles, as a characteristic of extra-marital sexual adventures indulged in by members of the aristocracy. Until about two centuries ago, it was wholly confined to such circles, and kept specifically separated from marriage. Relations between husband and wife among aristocratic groups were often cool and distant. The wealthy lived in large houses, each spouse having a bedroom and servants; they may rarely have seen each other in private. Sexual compatibility was a matter of hazard, and was not considered relevant to marriage. Among both rich and poor, the decision to marry was taken by family and kin, not by the individuals concerned, who had little or no say in the matter.

Neither romantic love then nor its association with marriage can be understood as 'given' features of human life, but are shaped by broad social influences. These are the influences sociologists study — and which make themselves felt even in seemingly purely personal experiences. Most of us see the world in terms of familiar features of our own lives. Sociology demonstrates the need to take a much wider view of why we act as we do.

## **Text 2. Health and Illness**

We normally think of health and illness as matters concerned only with the physical condition of the body. A person feels aches and pains, or gets feverish. How could this have anything to do with wider influences of a social kind? In fact, social factors have a profound effect upon both the experience and the occurrence of illness, as well as upon how we react to being ill. Our very concept of *illness*, as involving physical malfunctioning of the body, is not shared by people

in all societies. Sickness, and even death, are thought of in some other cultures as produced by evil spells, not by treatable physical causes. In our society, Christian Scientists reject much orthodox thinking about illness, believing that we are really spiritual and perfect in the image of God, sickness coming from a misunderstanding of reality, 'letting error in'.

How long one can expect to live, and the chances of contracting serious diseases such as heart troubles, cancer or pneumonia, are all strongly influenced by social characteristics. The more affluent the background people are from, the less likely they will be to suffer from a serious illness at any point in their lives. In addition, there are strongly defined social rules about how we are expected to behave when we become ill. A person who is ill is excused from many or all of the normal duties of everyday life, but the sickness has to be acknowledged as 'serious enough' to be able to claim these benefits without criticism or rebuke. Someone who is thought to be suffering only from a relatively mild form of infirmity, or whose illness has not been precisely identified, is likely to be seen as a 'malingerer' — as not really having the right to escape from daily obligations.

### **Text 3. Crime and Punishment**

Before modern times, brutal punishments were not uncommon. Executions were often carried out in front of large audiences — a practice that persisted well into the eighteenth century in some countries. Hangmen were public celebrities, having something of the fame and following conferred on film stars in modern times. Today, few of us could imagine actively gaining enjoyment from watching someone being tortured or violently put to death, whatever crimes they might have committed. Our penal system is based on imprisonment, rather than the inflicting of physical pain, and in most Western countries the death penalty has been abolished altogether. Why did things change? Why did prison sentences replace the older, more violent forms of punishment?

It is tempting to suppose that in the past people were simply more brutal, while we have become humane. But to a sociologist, such an explanation is unconvincing. The public use of violence as a means of punishment had been established in Europe for centuries. People did not suddenly come to change their attitudes towards such practices 'out of the blue'; there were wider social influences at work, connected with major processes of change occurring in that period. The European societies then were becoming *industrialised* and *urbanised*. Social control over urban-based populations could not be maintained by older forms of punishment, which, relying on setting a fearful example, were only appropriate in small communities where the numbers of cases were few.

Prisons developed as part of a general trend towards establishing organisations in which individuals are kept 'locked away' from the outside world — as a means of controlling and disciplining their behaviour. Those kept locked away at first included not only criminals, but vagabonds, the sick, unemployed people, the feeble-minded and the insane. Prisons only gradually came to be separated from asylums and hospitals for the physically ill. In prisons, criminals were supposed to be 'rehabilitated' to become good citizens. Punishment for crime became oriented towards creating the obedient citizen, rather than publicly displaying to others the terrible consequences which follow from wrong-doing. What we now see as more humane attitudes towards punishment tended to *follow on* from these changes, rather than causing them in the first place. Changes in the treatment of criminals were part of processes which swept away traditional orders which people had accepted for centuries. These processes created the societies in which we live today.

**Task 1. Find answers to the following questions.**

- 1) What reasons drove people to get married in the past?
- 2) What changes have taken place ever since?
- 3) Is a person's health dependent on their wealth and social status?
- 4) What are the main changes in the forms and the aims of punishment?

**Task 2. Outline the main reasons for changes in all the spheres of social life.**