SOFL
SCHOOL OF FOREIGN LANGUAGES

АНГЛИЙСКИЙ ЯЗЫК
МЕДИАКОММУНИКАЦИИ И ЖУРНАЛИСТИКА

ENGLISH
FOR MEDIACOMMUNICATION AND JOURNALISM

Под редакцией **К.И. ХОМУТСКОГО**

Рекомендовано
Экспертным советом УМО в системе ВО и СПО
в качестве **учебника** для направлений бакалавриата
«Журналистика», «Медиакоммуникации»

+ *еПриложение*
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Оглавление

Предисловие

Учебник «English for Media and Journalism» предназначен для студентов бакалавриата, обучающихся по направлению подготовки 42.03.02 – Журналистика и 42.03.05 – Медиакоммуникации. Он также может быть рекомендован студентам специалитета и магистратуры, чья учебная деятельность подразумевает изучения тем, связанных с журналистикой и современными медиа. Содержание учебника охватывает широкий спектр сфер интересов современных медиа и журналистики: блогинг, продюсирование, создание и продвижение контента, типы журналистики, производство репортажей, журналистская этика. Основная цель учебника – развитие коммуникативной компетенции на уровне С1 и выше по Общеевропейской шкале уровней владения иностранным языком.

Учебник подготовлен на базе Федерального государственного образовательного стандарта высшего профессионального образования в соответствии с требованиями программы курса иностранного языка для неязыковых вузов.

Перед началом работы над учебником авторы провели комплексный анализ потребностей для дисциплины «Английский язык для специальных целей. Журналистика и медиакоммуникации». В ходе анализа потребностей были опрошены студенты, обучающиеся по направлению подготовки «Журналистика» и «Медиакоммуникации», были проведены глубинные интервью с академическими руководителями образовательных программ «Журналистика» и «Медиакоммуникации» НИУ ВШЭ, а также интервью с представителями сфер медиа и журналистики: продюсерами, ведущими, журналистами и редакторами. По результатам анализа потребностей были определены основные коммуникативные ситуаций профессиональной деятельности по направлению подготовки. На основе выявленных коммуникативных ситуаций были разработаны темы для учебника, отобран лексико-грамматический материал и составлен план учебника. При создании учебника авторы придерживались принципов:

- контекстуальности, что выражается в виде презентации и последующей отработки языковых единиц в контексте, максимально приближенным к профессиональной сфере;
- аутентичности, что отражается в подборке текстового материала и аудиоконтента для разработки заданий учебника, а также использования корпусов при создании упражнений на отработку лексического материала;
- избыточности, что обеспечивает гибкий подход к планированию и построению учебного курса;
- опоры на уже имеющиеся знания студентов о своей будущей профессиональной деятельности

Материал учебника разделен на 5 тем (юнитов), каждая из которых состоит из 4-5 разделов. В каждом юните есть обязательные разделы *Reading, Listening, Vocabulary, Writing, Discussion*. Любой раздел начинается с водного задания (*Lead-in*), который активирует фоновые знания и непосредственный опыт учащихся по изучаемой тематике. В зависимости от целей и задач конкретной темы изучаемого юнита, он может дополняться разделами *Case Study* и/или *Project*. В конце учебника включены приложения (*Appendix*), которые содержат дополнительные упражнения, сводный банк слов с примерами и список терминов с определениями из всего материала учебника, текстовые расшифровки (*tapescripts*) аудио- и видеоматериалов, используемых в учебнике

Раздел *Reading* включает в себя один или два текста на основе аутентичных материалов, посвященных тематике юнита. Работа с текстом построена по следующему принципу. Предтекстовые упражнения направлены на тренировку просмотрового чтения. Послетекстовые упражнения нацелены на формирование навыков поискового чтения, что реализуется при помощи упражнений, составленных по формату международных экзаменов. Кроме этого, в тексте актуализируется активная лексика, связанная с темой юнита, которая позже отрабатывается в разделе *Vocabulary*. Радел *Reading* завершается обсуждением поднятых в тексте тем.

Каждый раздел *Listening* представляет собой несколько упражнений на аутентичном материале. Аудиотексты представлены в монологическом и диалогическом форматах. Цель заданий состоит в развитии навыков понимания общего смысла высказываний, а также нахождения и извлечения из аудиотекста конкретной информации. В аудиоматериале также, как и в разделе Reading, актуализируется активная лексика, которая отрабатывается в разделе *Vocabulary*. Все аудиозаписи сопровождаются текстовой расшифровкой в конце учебника в приложении (*Appendix 3*).

В разделе *Vocabulary* представлены упражнения на отработку активного лексического материала по тематике юнита. Словарные единицы подобраны с учетом их актуальности и востребованности на основе анализа англоязычных словарей и корпуса "COCA" (The Corpus of Contemporary American English). Также в приложении (*Appendix 2*) содержится банк слов, выражений и профессиональных терминов по всем юнитам учебника.

Раздел *Writing* содержит разнообразные задания, связанные с будущей профессиональной деятельностью студентов – написание и редактирование новостных статей, постов в блогах и социальных сетях, деловых писем, написание планов сценариев.

В разделе *Discussion* студентам предлагаются вопросы для обсуждения, связанные с тематикой юнита. Задания нацелены на развитие навыков ведения дискуссии, высказывания, аргументации и отстаивание собственного мнения. Раздел также имеет задания, построенные по принципу моделирования различных ситуаций (*Role-play*), где студентам даётся возможность отработать навыки ведения беседы в ситуациях профессионального общения.

Раздел *Case Study* представляет собой набор упражнений по решению различных практических кейсов в сфере медиа и журналистики. В ходе обсуждения студентам предлагается найти решение определённых задач, связанных с их будущей профессиональной деятельностью. Данный раздел нацелен прежде всего на развитие аналитического и критического мышления, а также на отработку навыков общения на английском языке в профессиональной сфере.

В разделе *Project* содержатся задания на индивидуальную и групповую проектную деятельность. Все проекты практико-ориентированы и направлены на создание медиапродуктов: концепции блогов, видеорепортажей, социальной рекламы, проектов по продвижению контента.

Коллектив авторов выражает благодарность руководству Школы иностранных языков НИУ ВШЭ за поддержку при создании учебника. Также хотим поблагодарить Центр академического письма НИУ ВШЭ и лично Джоэля Камберлэнда за помощь в вычитке материала, а также академическим руководителям образовательных программ «Медиакоммуникации» и «Современная журналистика» НИУ ВШЭ Александру Михайловичу Куприянову и Алексею Львовичу Николову соответственно за консультации

в сфере современных медийных и журналистских практик.

    Отдельные слова благодарности выражаем Стефану Фирту и Роберту Броуди за помощь в записи аудиоматериала для пособия. Выражаем искреннюю признательность рецензентам – Ирине Викторовне Хитровой и Инге Валерьевне Трешиной за детальный анализ учебника и критические замечания, которые помогли улучшить качество материала. Огромное спасибо студентам НИУ ВШЭ образовательных программ «Журналистика», «Медиакоммуникации» и «Реклама и связи с общественностью» за помощь в апробации материала учебника.

Коллектив авторов

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① Media and Society

Unit 1 content				
1.1. Cancel Culture	Lead-in	Key terms	Reading Skills	Discussion
1.2. Fake News	Lead-in	Listening	Discussion	Vocabulary
1.3. News Now and Then	Lead-in	Case Study	Discussion	Writing
1.4. The King's Speech	Lead-in	Analysing	Discussion	Speaking

1.1 Cancel Culture

Lead-in 1

Discuss the questions below:
1. Imagine your life without social media. How would it be different? In what way?
2. In your opinion what 'mirrors' what: social media reflects life, or vice versa?
3. How has globalisation influenced Media and Journalism?
4. Does Media make us more diverse or more homogeneous? Why?
5. What are burning/relevant issues discussed in the Media now?

Key terms

TASK 1. Get acquainted with the relevant terms from the fields of journalism and media. Match the phenomena with their definitions.

1) censorship	a) undermining of a person by the media, usually by means of an attack on personal characteristics of an individual
2) representation	b) pushing minority groups to the periphery in media coverage
3) bias	c) way in which someone or something is portrayed or depicted in media. A specific crime event can be presented either as a common everyday occurrence or as something much more sinister
4) demonization	d) the control of what people may say, write, or read; from a government agency from various types of private groups
5) lobbying	e) the use of popular music to spread political ideas, opinions, or information, or music used in this way
6) marginality	f) failure to cover the news in an impartial manner
7) agit-prop	g) action taken by a group of supporters and representatives of a particular cause or organization to gain the support of a political party, a media organization, or an individual

TASK 2. Look through the following short pieces of news. Define which phenomena above (from TASK 1) can be referred to them.

- "The Russians have no need to spread misinformation. Trump and his allies are doing it for them." [1]
- On the September 8 edition of Fox & Friends, host Brian Kilmeade said "taking in refugees would open doors at the risk of letting in terrorists." [2]
- "Indeed, over the past several weeks, top hosts and personalities on the conservative cable news network downplayed concerns about the virus, baselessly accusing credible news organizations of overhyping the crisis to hurt Trump politically." [3]
- "The British edition of the Daily Mail, citing a video posted on the Chinese GTV platform, claims that a man like the son of US presidential candidate Joe Biden Hunter is using drugs and is involved in a sexual orgy." [4]

TASK 3. Scan the following pieces of news carefully. Analyze them by the following criteria:
1. Way of representation and any sort of bias;
2. Censorship signs;
3. Demonisation and/or marginality evidence;
4. Lobbying and/or agit-prop intentions.

- Following a pair of reports detailing decades of sexual harassment and abuse by Hollywood producer Harvey Weinstein, Amazon Studios has cut ties with his studio and has canceled a high-profile television drama from David O. Russell, according to the Los Angeles Times. [5]
- Nike has removed a balaclava from its website after it was accused of "targeting gang culture for profit". An image showing a black model wearing the product - which covers the majority of the face and appears to have straps and pockets - was circulated online. Some people on Twitter described it as "distasteful" and accused the brand of "endorsing knife crime". [6]
- US television networks ABC, CBS and NBC all cut away from President Donald Trump during a White House speech in which he made unfounded accusations that the presidential election was being stolen from him. MSNBC's Brian Williams also interrupted the President. Fox News Channel and CNN aired the president's full address, after which CNN's Anderson Cooper said Trump was "like an obese turtle on his back, flailing in the hot sun realising his time was over". [7]

Reading

Cancel culture refers to the practice of excluding somebody from social or professional life by refusing to communicate with them online or in real life, because they have said or done something that other people do not agree with. [8]

TASK 1. Work in two groups. Students from group A read the first article about the case in Edinburgh University. Students from group B read the article about Rae'Lee Klein and answers the questions below:
1. Who was cancelled?
2. Why was he/she treated in such a way?
3. Who initiated the 'cancellation'?
4. How was the cancellation met by the general public online?
5. What other cases of cancellation are mentioned in the article?

Article 1
'Pathetic, spineless, dumb': Edinburgh University CANCELS dead genius'

Edinburgh University has stripped David Hume's name from one of its buildings, saying that the 18th century philosopher's views on race caused "distress" to students. The university has been blasted for 'cancelling' a "genius."

Hume was one of the most important figures in the Scottish Enlightenment. An empiricist and student of human nature, he was a skeptic of organized religion, and his rejection of Christian miracles and the idea that the complexity of the world did not prove the existence of God made him a controversial figure in his day.

Hume, however, is now the latest victim of 'cancel culture.' In a letter to students this weekend, Edinburgh University announced it would rename David Hume Tower as 40 George Square. The decision was made by a group of anti-racist committees, who concluded that Hume's comments on race "rightly cause distress today." The new name is temporary, and may become permanent after a review by the university.
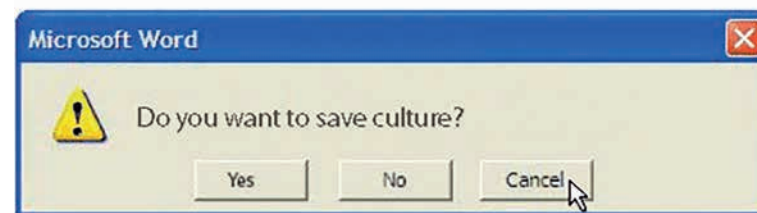
Prior to the renaming, students petitioned the university to name the 14-storey building after Julius Nyerere, the first president of independent Tanzania and a graduate of the university. Though they decried Hume's "racist epithets," the effort to rename the tower after Nyerre ran into trouble when the students discovered the Tanzanian leader's "ties to dictatorship" and "homophobia."

A testament to the insanity of our times that the University of Edinburgh takes issue with the NAME of David Hume Tower, and not the hideous structure itself.

On race, Hume's views were typical of his time. "Negroes," he wrote in a 1753 footnote to his essay 'Of National Characters', are "naturally inferior to the whites." Furthermore, while Hume described slavery in 1739 as a condition that "exposes us to a thousand wants, and mortifications," he advised his patron, Lord Hertford, in 1766 to buy a plantation in Grenada, and put up £400 of his own money toward the purchase.

The links between Hume and slavery were dug up in 2014 by historian Felix Waldmann, who ironically benefited from a Hume Fellowship at the university two years later. According to Waldmann, Hume was wealthy enough not to need income from the plantation, and should have recognized "the enormity of slavery."

Holding thinkers of the past to the standards of the present is a difficult task, when even Hollywood movies from four decades ago no longer meet the morality standards of today.

Indeed, most of the philosophers whose works underpin Western thought would be cancelled in an instant if they were around in 2020. Aristotle saw some people "marked out for subjection" from the moment of birth, while Plato saw the "superior ruling over and having more than the inferior" as just.

What's more, while the philosophy of personal liberty was developed in earnest during the Enlightenment, some of the era's most prominent thinkers saw

black people as naturally inferior to whites. Immanuel Kant, for example, once remarked that "this fellow was quite black...a clear proof that what he said was stupid."

Hume's cancellation was met with disbelief online. "So much easier to symbolically flagellate dead 18th century geniuses than meaningfully work on structural issues now," wrote University of Sussex philosophy professor Kathleen Stock, adding: "not sure they've really thought this through."

Edinburgh University is not unique in its desire to purge itself of any connection to racism, especially not in the aftermath of the killing of George Floyd in the US this summer. In just one example from the US, activists demanded Harvard University rename its Board of Overseers, on account of the word 'overseer' having a connection to plantation slavery.

In the UK, the Natural History Museum has mulled removing its Charles Darwin exhibits, citing his "colonialist scientific expeditions." On campus though, efforts to sanitize history predate the current Black Lives Matter protests, with Oxford students demanding the removal of a statue honoring colonialist Cecil Rhodes as far back as 2015, and Liverpool students demanding former Prime Minister William Gladstone's name be removed from a residence hall, claiming he didn't fight slavery hard enough.

(Adapted from [9])

Article 2
Journalism student at ASU's Cronkite school CANCELLED

A journalism student at Arizona State University's Cronkite School has been fired from her job as manager of the school-run radio station because of her tweet about black man Jacob Blake, shot by police in Kenosha, Wisconsin.

Rae'Lee Klein, who had been pressured to resign by administrators and the student board of directors at Arizona State's Blaze Radio station, said Thursday that she had officially been removed from her position as manager. She said school officials, including interim dean Kristin Gilger, declined to tell her what rule or rules she had violated.

The contradiction began when Klein retweeted an article from the New York Post about Blake's arrest warrant on August 28. The warrant included details about allegations of felony sexual assault against Blake, and Klein added a comment to her retweet saying, "Always more to the story, folks. Please read the article to get the background of Jacob Blake's warrant. You'll be quite disgusted."

Klein later said in an interview that she was disgusted by the accusations against Blake, which included an alleged violent sexual assault of a woman in front of the woman's child. But at the time of her tweet, Blake had become the inspiration for violent Black Lives Matter protests in Kenosha after police shot him seven times in the back during a struggle to arrest him.

A few days after the tweet, the six-member board of directors at Blaze Radio voted unanimously to call for Klein's resignation and said it wouldn't recognize her as manager if she refused. Ex-student directors of the station issued a statement in support of the decision, saying "students of color will not feel welcome" at the station as long as Klein remains manager.

The Cronkite School issued a statement Friday, denying that Klein had been fired from her position. "Any actions that are unfolding are not punishment for

a tweet," Gilger said in the statement. "I have been clear with Rae' Lee that she would not be removed as station manager… because of the views she expressed."

But Klein's Tweet Thursday included a screenshot of an email from Gilger, reminding her that "staying on as station manager is not an option." The message was a response to Klein's refusal of an earlier ultimatum to accept one of three options – being reassigned to another student job, remaining on the board in another capacity, or starting her own radio station. Gilger's statement Friday said she had offered the student "numerous ways to resolve the situation that take into account the needs of all students involved in the Blaze Radio organization."

Ironically, Gilger is interim dean because 'cancel culture' at Arizona State brought down her predecessor. Sonya Duhe, who was set to become the school's dean, triggered student and faculty outrage when she posted a tweet in June saying she was praying for the family of George Floyd and "the good police officers who keep us safe." Former students stepped forward to accuse Duhe of "microaggressions," and the Cronkite School rescinded its offer to her.

After publishing a Q&A article in June in which a student interviewed a former police officer, students complained again. The school removed the article from the internet and replaced it with an apology note.

The school is named for the late Walter Cronkite, who was called "the most trusted man in America" during his tenure as anchorman of CBS Evening News from 1962 to 1981. Twitter users, including author Chris DeRose, said it may be time to remove Cronkite's name from the school, in light of the decision to fire a journalist for reporting truthful information. "Walter is rolling over in his grave at what journalism has become," one commenter said. Conservative author Mike Cernovich questioned whether federal funding to Arizona State could be halted.

Other Twitter users encouraged Klein to sue the university, and some said they were Arizona State alumni and would stop their donations to the school. Many commenters encouraged Klein to keep fighting for truth, saying her career will be boosted by her ouster from Blaze Radio, but one said, "Unfortunately, it's journalism today. There's no longer journalism. There's only peddlers of activism."

(Adapted from [10])

TASK 2. Work with a student from another group. Ask and answer the questions in TASK 1.

TASK 3. Read both articles and mark the following statements as True/False/Not Given.

Article 1
1. Prior to initiative of changing **everlasting** name of the tower, students **signed a document demanding** the university to use Julius Nyerere's name.
2. One historian says that **earnings** from slave labour was necessary for Hume, as he was not **rich** enough.
3. According to the author, in 2020 the majority of philosophers who **supported** Western thought would be cancelled **immediately**.

Article 2
4. Klein's retweet of claims against Blake was not her first tweet to arouse **controversy**.
5. Former students related to the Blaze Radio organization supported the **temporary** dean's idea to **make** Klein **quit**.
6. Rae Lee Klein was offered four **different** options **to settle the issue**.

Input

Using Keyword Technique is one of the main strategies dealing with exam reading tasks. Read the information below and do TASK 4.
- This technique is finding words in the text that have a similar meaning to words in the questions.
- Key words help you to locate the place in the text where the answer lies and to pick out exactly which part of this group of sentences is the one that you need for the correct answer.

TASK 4. Look through the parts of the article, which deal with the right answers to the statements in TASK 3, and find the synonyms for the keywords in them:

Example: Everlasting = permanent

1. signed a document demanding
2. earnings
3. rich
4. supported
5. immediately
6. controversy
7. temporary
8. to make quit
9. different
10. to settle the issue

Discussion

TASK 5. Discuss the following questions with a partner or in a small group:
1. In which cases do you approve of 'cancel culture' and in which you do not?
2. Compare the stories. Do you agree that the same penalty should be applied to everyone? Why/why not?
3. What are the possible consequences of the 'cancel culture' phenomenon?
4. What is the actual role of the media in the ongoing process of social transformation?

1.2 Fake News

Lead-in 2

Work in pairs and discuss the following questions:
1. Which people in your surroundings do you trust? Why do you trust them?
2. Which mass media (sources and platforms) and journalists do you trust? Why?
3. What can potentially undermine the audience's trust in some media sources?
4. Which criteria do you apply to assess the reliability level of any provided information?
5. What are the most relevant methods to verify information available for media professionals?

Listening

TASK 1. (Track 1.1). Listen to the beginning of the podcast about fake news and put the things below in the order you hear them.
- Denzel Washington's possible support of Trump
- MPs' investigation into fake news
- Hilary Clinton's shocking purchase
- Money matters behind fake news
- Stephen Hawking's method of becoming wealthy

TASK 2. (Track 1.1). Listen again and complete the following sentences using NO MORE THAN THREE WORDS.
1. Initially, the use of the term "fake news" was made to refer to the fake political reports about the American _____.
2. Irrespective of what we mean by the term "fake news", it is _____ _____ that triggers it.
3. The more horrible and _____ the fake news content is, the more widely it is distributed.
4. The creation of _____ on one social network is an ever-lasting process.
5. What makes current fake news special is not the content itself but the level of trust in the establishment, political figures, and _____.

TASK 3. (Track 1.2). Listen to the second part of the interview and answer the questions:
1. What is meant by 'unwelcome news' and 'alternative facts'?
2. What did Mark sign up to when he started working at the BBC? What does it imply?
3. What advice does Mark give to journalists if political figures wrongly accuse them of being partial or biased?
4. What is the Post Truth culture?
5. What challenges do mainstream media face in a Post Truth era?

Discussion

TASK 4. Discuss the questions:
1. Should a journalist draw the attention of mass audiences to fake news? Why/ Why not?
2. Do you agree with the statement that if you stop investigating the fake news stories and give them publicity, fake news generators will just lose interest in creating them? Why?/Why not?
3. In your opinion, is appealing to emotions rather than facts acceptable and appropriate for journalists when addressing audiences? Why/Why not?
4. How have the following issues changed over the recent decades?
- Government censorship
- The value of freedom of speech (public attitude to the issue)
- Ethical concerns with censorship (media professionals)
- The ideal of neutrality and objectivity for professional content makers
- The attitude towards subjectively/clearly biased coverage of information
- Cultivation of pluralism
- Propaganda

Vocabulary

TASK 1. Study the vocabulary box below. Check the meaning of words you do not know with your teacher or in a dictionary.

Synonyms for Reliable	Synonyms for Unreliable
Trustworthy – able to be trusted as being honest, safe, or reliable	Misleading – intended or likely to make someone believe something that is incorrect or not true
Accurate – correct or true in every detail	Inaccurate – not exact or accurate; with mistakes
Credible – able to be believed or trusted	Contentious – involving or causing contention; controversial
Verified – checked and proved to be correct	Bogus – not real, although pretending to be real
Confirmed – proved and therefore known to be true or accurate	Fraudulent – made with the intention of tricking someone, especially illegally
	Dubious – not completely good, safe, or honest

TASK 2. Work with a partner. Look at the collocations in the box below. Do you have similar expressions in your language?

ENGLISH	YOUR FIRST LANGUAGE
To earn the trust of the audience	
To provide accurate data	
To turn to a trustworthy source	
To factcheck all available sources	
To shed light on the issue	
To publish only confirmed data	
To have an iota of plausibility	
To generate/spread fake news	
To generate falsehoods	
To propagate lies/rumours	
To spread misleading information	
To disseminate unverified data	
To make dubious claims	
A contentious source of information	
Not a scintilla of truth	

reliability
disseminate verification
reality check
confirm credibility spread
verify
falsehoods accuracy

TASK 3. Complete the given sentences using the words in the box. More than one word might be appropriate in some sentences.

reality check	spread	confirm	credibility	reliability
disseminate	verification	verify	falsehoods	accuracy

1. I'm just looking for confirmation from you that this information is accurate and has gone through _____.
2. Journalists are supposed to ascribe to particular editorial values – for instance, not to _____ misleading information.
3. The most recent wave of misinformation reads more like rumors that could be true or are close to the truth rather than outright _____.
4. The reporter, meanwhile, defended the _____ of the evidence and promised to have presented only undeniable facts.
5. These data come from an anonymous source and require further _____.
6. With the Police only releasing limited information on the case, pressure is mounting on authorities to _____ the identities of the victims.

TASK 4. Replace the underlined words with the appropriate equivalents in the box.

dubious	bogus	contentious	shedding light on	reliability

1. A whistleblower is a person, who could be an employee of a company, or a government agency, <u>disclosing</u> information to the public or some higher authority about any wrongdoing, which could be in the form of fraud, corruption, etc.
2. It is inescapable that in some cases mainstream media outlets give publicity to <u>inaccurate</u> information.
3. Media credibility is also declining: both academic and industry research consistently show that media audiences are skeptical about the accuracy, fairness, and <u>trustworthiness</u> of news reports.
4. Much of shareable information on the Internet turns out to be <u>fraudulent</u>.
5. This issue has received much attention, although the idea has often proved to be <u>controversial</u>.

1.3 News Now and Then

A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research. Case studies are good for describing, comparing, evaluating and understanding different aspects of a research problem. [11]

Lead-in 3

Discuss these questions:
1. Do you know what life in your country was like in the 1970s? (politics; society; culture)
2. Do you know anything about life in the USA in the 1970s? (politics; society; culture)
3. Read the background information about US society in the 1970s in the table below and make a portrait of a typical American of those times.

Comparison with the 1960s	Money Values
In some ways, the Nineteen-Seventies were the opposite of the Nineteen-Sixties. The Nineteen-Sixties were years of protest and reform. Young Americans demonstrated against the Vietnam War. African Americans demonstrated for civil rights. Women demonstrated for equal treatment. For many, society's hero was the person who helped others. For many in the Nineteen-Seventies, society's hero was the person who helped himself.	An economics professor from the United States was teaching in Britain in the early Nineteen-Eighties. One of his students asked this question: "What is most important to Americans these days?" He said: "Earning money." Clearly, his answer was far too simple. Still, many observers would agree that great numbers of Americans in the Nineteen-Eighties were concerned with money. These people wanted the good life that they believed money could buy. Success seemed to be measured only by how much money a person made.