

НАРОДНАЯ УКРАИНСКАЯ АКАДЕМИЯ

**Employment and Sociology  
Issues**

учебно-методическое пособие для студентов  
старших курсов, обучающихся  
по специальности 054 «Социология»

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Автор-составитель: канд. филол. наук Н. С. Молодчая  
Рецензент: д-р филол. наук Е. В. Тарасова

Посібник містить 12 уроків, метою яких є формування професійно-комунікативних вмінь і навичок в рамках запропонованих тем з кадрового менеджменту і соціології.

**Молодчая, Наталья Сергеевна.**

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Пособие содержит 12 уроков, целью которых является формирование профессионально-коммуникативных умений и навыков в рамках предложенных тем по кадровому менеджменту и социологии.

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Целью учебно-методического пособия **Employment and Sociology Issues** является формирование профессионально-коммуникативных умений и навыков в рамках предложенных тем по кадровому менеджменту и социологии.

Курс рассчитан на 64 часа аудиторной работы и состоит из 12 разделов (units) по 6 для изучения в первом и втором полугодиях.

Каждый раздел включает в себя предваряющие текст вопросы для обсуждения, профессионально-ориентированный текст с последующими вопросами к нему, упражнения на развитие коммуникативных навыков и овладение профессиональной лексикой, а также задания для формирования исследовательской, творческой, поисковой компетенций.

В пособие включены дополнительные материалы: а) англоязычные тексты по специальности «Социология» для самостоятельного изучения и последующего обсуждения в аудитории, которые также могут быть использованы для составления аннотаций; б) справочные материалы по написанию аннотаций; в) справочные материалы по составлению презентаций; г) образец контрольной работы для промежуточного и/или итогового контроля.

В пособии используются тексты на английском языке, информация и статистика, взятые преимущественно из электронных ресурсов 2014-2015 гг.

В результате обучения студент должен:

- владеть навыками профессионально-ориентированного общения;
- активно использовать и понимать общеупотребительную и профессиональную лексику;
- владеть наиболее употребительными грамматическими структурами;
- владеть навыками публичной речи – уметь делать сообщения и презентации по заданной модели в рамках предложенных тем;
- составлять аннотации к оригинальным англоязычным статьям социологической направленности;
- владеть навыками составления основной профессиональной документации.

# PART I

## UNIT 1

### HR Manager: Role and Responsibilities

#### 1. Ice breaking questions.

Would you like to be the HR manager?

Is the HR manager job prestigious in your country, in the world?

What is the role of the HR manager in the company?

What kind of characteristics should the HR manager demonstrate?

#### 2. Read and discuss the following text.

*The following is the abstract from the Job Description of HR manager.*

The Human Resources manager is directly responsible for the overall administration, coordination and evaluation of the human resource function.

##### *A. Essential Functions:*

1. Plans, organizes and controls all activities of the HR management department.

Participates in developing department goals, objectives and systems.

2. Implements and annually updates compensation program; rewrites job descriptions as necessary; conducts annual salary surveys and analyzes and develops compensation package; monitors the performance evaluation program and revises as necessary.

3. Administers benefits programs such as life, health, and dental insurance, pension plans, vacation, sick leave, leave of absence, and employee assistance.

4. Develops, recommends and implements personnel policies and procedures; prepares and maintains handbook on policies and procedures.

5. Conducts recruitment activities; conducts new-employee orientations; monitors career-pathing program, employee relations counseling, writes and places advertisements.

6. Establishes and maintains department records and reports. Participates in administrative staff meetings and attends other meetings, such as seminars.

7. Evaluates reports, decisions and results of the department and recommends new approaches, policies and procedures to improve efficiency.

### *B. Competencies*

1. Human Resources Capacity.
2. Ethical Conduct.
3. Strategic Thinking.
4. Leadership.
5. Decision Making.
6. Financial Management.

### *C. Work Environment*

This job operates in a professional office environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets and fax machines. See more at: <http://www.shrm.org/>

### **3. Answer the questions using the information from the text.**

3.1. Based on text A. What are the essential functions of the HR manager? Try to group the activities of the HR manager.

3.2. Based on text B. What kind of knowledge and competencies are necessary for the HR manager job. Do you have these competencies? Do you plan to improve your knowledge in these fields?

3.3. Based on text C. What are the work conditions for the HR manager? Are you familiar with all of the mentioned office tools? What other office tools are useful for the HR manager?

### **4. Say if the following statements are True or False.**

1. The HR manager participates in developing department objectives.
2. The HR manager weekly updates compensation program.

3. Dental insurance, pension plans, vacation, sick leave, leave of absence are the main responsibilities of the company's secretary.
4. It is the job of the HR manager to introduce a new recruit to the company staff.
5. To write and place job advertisements is not the job of the HR manager.
6. The HR manager must have skills of strategic thinking, decision making, financial management.
7. The HR manager operates in a professional office environment, actively using standard office equipment.

**5. Vocabulary study.**

- 5.1. Explain the meaning of the underlined words in the text.
- 5.2. Make a list of all the verbs from abstract A in alphabetical order. Provide synonyms to the selected verbs if possible.
- 5.3. Complete the following table making proper word-combinations based on text A.

administer	
evaluate	
conduct	
develop	
recommend	
control	
organize	
implement	
analyze	

- 5.4. Complete the grid with the verbs from the text placing them vertically for each letter in the word *administration*. See example.

s									
t									
a	d	m	i	n	i	s	t	e	r
f									
f									

**6. Skills development.** Translate into English the job advertisement.

Агентство «OLO» (office labor optimisation) Хмельницкий

Зарплата - \$ 450-500

Образование - высшее

Пол - мужчина/женщина

Опыт работы - 1-2 года

Возраст - от: 21

Должность - Аналитик СМИ

Требования к кандидату / информация о вакансии:

*Требования:*

- Высшее образование;
- Опыт работы с большими объемами информации;
- Умение делать выводы и емко их излагать устно и письменно;
- Опыт составления аналитических текстов и обзоров;
- Навыки работы с Adobe Acrobat, MS Office, Photoshop.

Для работы необходимо иметь:

1. Собственный компьютер.
2. Высокоскоростной интернет.

*Обязанности:*

- Анализ больших объемов информации;
- Подготовка аналитических документов
- Проведение качественных и количественных исследований СМИ;
- Изучение зарубежного опыта в сфере анализа СМИ;

*Личные качества:*

- Ответственность за принимаемые решения, способность к самоорганизации;
- Психологическая устойчивость, воспитанность;
- Внимательность, аккуратность, порядочность;
- Стремление к профессиональному развитию в сфере СМИ.

*Условия:*

- Работа в интересном, молодом и динамично развивающемся коллективе;



- Участие в проектах для крупнейших частных и государственных корпораций
- Возможности для карьерного и профессионального роста;
- График работы – свободный.

## **7. Research and creative activities.**

- 7.1. Prepare a structured talk, monologue about the role and responsibilities of the HR manager (a secretary, a nurse, a hotel receptionist).
- 7.2. Prepare key information on one of the topics based on the abstract B.
- 7.3. Prepare a talk on compensation and benefits of the HR manager (or a secretary, a nurse, a hotel receptionist).

## UNIT 2

### Job Description and Person Specification

\*job description - должностная инструкция, описание предлагаемой должности

\*person specification - личностная характеристика

#### 1. Ice breaking questions.

What is a vacancy advertisement? Where can you find them?

Have you ever studied the vacancies yourself? What positions were of interest to you?

What kind of information is placed in the job vacancy?

#### 2. Read and discuss the following text.

When the HR manager identifies the vacancy for the company, he uses a job description and person specification template to describe the new position from scratch. A job description describes the job; a person specification describes the person needed to do the job. A person specification can, therefore, form the basis for the selecting the most suitable person to fill the job.

*What is a job description?*

The best thing a company can do for its personnel is to develop an informative, comprehensive, and standardized job description, which results in an accurate portrayal of job responsibilities and duties. In order for a job description to be worthwhile and effective, it must include the following components: 1) job title, 2) job summary, 3) working environment, 4) work activities, 5) performance expectations, 6) compensation and benefits, 7) job competencies.

*What is person specification?*

A person specification describes the requirements a job holder needs to be able to perform the job satisfactorily. These are likely to include:

- Education and qualifications;

- Training and experience;
- Personal attributes / qualities.

*How should person specification be created?*

The most common approach now used by recruiters is to use what is known as "competencies" to design the person specification. These are then classified as "essential" or "desired" to determine which are most important.

Competencies might include some or all of the following:

- physical attributes (e.g. state of health, aged, speech);
- attainments (e.g. highest level of education completed, relevant market experience, ability to supervise/manage);
- aptitudes (e.g. verbal reasoning; numerical aptitude);
- interests (social activities; sport activities);
- personal circumstances (e.g. ability to work shifts; full or part time).

Person specifications must be prepared and used with great care. In particular, it is important to ensure that the list of essential or desired competencies does not lead to unlawful discrimination against potential employees.

### **3. Answer the questions using the information from the text.**

- 3.1. How can you define a job description and person specification?
- 3.2. What information is included in a job description and person specification?
- 3.3. What are the essential and desired competencies? Provide examples.

### **4. Vocabulary study.**

- 4.1. Explain the meaning of the underlined words in the text.
- 4.2. Explain the difference in the meanings of the following words: *attributes* – *attainments* – *aptitudes*. What are your own unique attributes, attainments, aptitudes?
- 4.3. Make up proper word-combinations based on the given text.

<b>describe</b>	specifications
<b>job</b>	requirements
<b>perform the job</b>	holder
<b>suitable</b>	satisfactorily
<b>personal</b>	candidate
<b>essential</b>	attributes
<b>Person</b>	competencies

4.4. What should be essential and desired or optional competences for the position of e.g. a sales manager, fireman, and professor of Sociology at the university?

**5. Study the following job description and person specifications template.**

Job Title:	Salary:
Reporting to:	Qualifications:
Location:	Essential:
Nature/purpose of the job role:	Desirable:
Main Duties:	Knowledge and skills:
Hours of work:	

5.1. Study the job description and person specification for the following position.

Administration/Business Sector: Administrative Assistant

**Job Title:** Administrative Assistant

**Reporting to:** Office Manager

**Location:** Head Office, Glasgow

**Main Duties:** You will be required to provide office based administrative support to the SCQF team including internet research, planning travel and hotels, dealing with digital diary appointments and our database.

The role will also include generating mailings, filing, answering the telephone and maintaining other office systems. Communication with our associates and stakeholders will be part of the role, along with varied and interesting ‘other duties’ as required by the Line Manager.

**Hours of work:** 8.30am - 5.00pm; 1 hour for lunch

**Salary:** £15,000 - £17,000 p.a. (\*per annum) (depending on experience)

**Qualifications:**

**Essential:** Qualified to SCQF Level 5 e.g. Standard Grades at Credit or Intermediate 2 or NC/NPA and/or Some experience in the role of Administrative Assistant/Office Junior with another company.

**Desirable:** An SVQ2 in Administration would be beneficial.

**Knowledge and skills:**

- knowledge and understanding of basic office procedures;
- be able to complete some routine and non-routine tasks in an office environment;
- be able to plan and organize both familiar and new tasks;
- able to use a problem-solving approach to respond appropriately to a wide range of enquiries;
- produce and respond to detailed written and oral communication in an office setting;
- use standard applications to process, obtain and combine information - Microsoft Office, Excel, Word;

- able to work on own initiative or with others on tasks with minimum supervision. <http://www.scqf.org.uk>

5.2. Summarize the job description and person specifications for the given position.

## **6. Skills development.** Translate into English.

Должностные обязанности официанта

Официант выполняет следующие должностные обязанности:

- сервирует столы;
- своевременно меняет скатерти и салфетки по мере их загрязнения;
- принимает заказ от посетителей, помогает посетителям выбрать блюда и напитки, ориентирует их по времени приготовления заказанных блюд;
- распределяет заказ по месту его выполнения между барменом и поваром;
- контролирует своевременность приготовления и товарный вид блюд перед подачей на стол;
- подает заказанные блюда;
- выводит окончательную сумму заказа, подает посетителю и производит с ним полный расчет за заказ;
- поддерживает чистоту в зале;
- оформляет зал и сервирует столы соответственно праздничным событиям;
- проводит ежемесячный переучет посуды. <http://www.rabota.ru> © 2003-2015

## **7. Research and creative activities.**

7.1. Make up a monologue about job description and person specification.

7.2. Use the Internet to compose a job description and person specification for one of the following positions: hairdresser, charity volunteer, PA (personal assistant).

7.3. Compose a summary of article 1 in the EXTRA READING part.

## Unit 3

### Rewards and Benefits

#### 1. Ice breaking questions.

What is motivation? What motivates you in career, in life?

What rewards do students get from their studying hard at the university? Speak about your own experience.

What is the difference between material and non-material rewards? Draw examples of the former and the latter.

#### 2. Read and discuss the following texts.

A. Rewards make a difference when choosing a career. If you care about your work, and if it continues to fascinate you, then you're going to get better at it. The better you become, the higher you rise. The more your career develops, the more you will be recognized for the difference that you're making. Some employees choose to work hard, and they will be rewarded for it on merit.

Put together, salary and benefits packages are designed to attract, motivate and recognize the work people do and the effort they put in.

Below you can see a list of the rewards and benefits companies provide for their employees:

- bonuses
- employee assistance program
- maternity and paternity leave
- free seminars and trainings
- free snacks
- travel opportunities
- company car
- sabbatical policy
- paid holidays
- private medical insurance
- kitchenette in the office
- personal pension plan
- gym membership
- healthcare
- discounts for local retailers or leisure activities
- legal advice
- travel insurance
- dental insurance
- debt counseling
- flexible time
- work-life balance
- telecommuting

<http://careers.jpmorgan.com>

## B. Google employees' benefits

It's no surprise that the employee benefits of Google are among the best in the land – free haircuts, gourmet food, on-site doctors and high-tech “cleansing” toilets are the most talked about. But the latest perk for Googlers extends into the afterlife.

When we are confronted with the death “we tried to find ways to help the surviving spouse of the Googler who'd passed away.” In addition to the 10-year pay package that surviving spouses will receive, any children will receive a \$1,000 monthly payment from the company until they reach the age of 19 (or 23 if the child is a full-time student).

What makes the death benefit notable isn't just its generosity. The aim is “to increase happiness, creativity and productivity”. “Obviously there's no benefit to Google, ... for the company it's no-win situation” says Chief People Officer Laszlo Bock. “But it's important to the company to help our families through this horrific if inevitable life event.”<http://www.forbes.com>

## C. Work-Life Balance

Work-life balance refers to the balance between a person's career and his personal life. Many people work longer hours and use fewer vacation days, in part because of globalization, outsourcing, and a loss of job security. As a result, employees have less time for personal interests, personal development, and family. Reduced productivity, depression, high levels of stress, and burnout result from such an imbalance.

Although the employee makes the choice to work longer hours, the corporate culture is also responsible. Companies should educate their workers on the importance of a healthy work-life balance. It's also helpful to provide flex time, maternity and paternity leave, telecommuting, or even recreation or exercise facilities. If they don't, people will become money-rich, time-poor.  
<http://www.headsupenglish.com/>



**3. Answer the following questions using the information from the text.**

3.1. What is needed to get rewards from your work? Provide examples of the rewards given in part A. Try to cluster or group the given rewards.

3.2. Different clusters of rewards attract different groups of workers. Try to connect clusters of rewards to group of workers. What rewards would be attractive to this or that group of employees? What rewards would attract you?

3.3. What do you know about Google company? What perks do they provide for Googlers? What's a death benefit?

3.4. What's work-life balance? What are the reasons for work-life imbalance? What are the results of work-life imbalance? Who is responsible for work-life imbalance, according to the text? What can be done to improve work-life balance?

**4. Say if the following statements are True or False.**

1. Salary and benefits packages are designed to motivate people to do the work.
2. Google company does not gain from providing death benefit.
3. Google believes it is important to support an employee through horrific and inevitable life event.
4. People work longer hours because they are worried about their jobs.
5. Employees might ignore personal interests if there is a poor work-life balance.
6. Only the company is responsible for the employees' overwork.
7. All employees should have flex time and recreation facilities.

**5. Vocabulary study.**

5.1. Explain the meaning of the underlined words in the text.

5.2. Make up proper word-combinations based on the given text.

<b>reward</b>	and benefits
<b>salary</b>	effort
<b>put in</b>	on merit
<b>gym</b>	balance
<b>dental</b>	spouse

<b>work-life</b>	membership
<b>surviving</b>	productivity
<b>maternity</b>	insurance
<b>loss of</b>	snacks
<b>flex</b>	leave
<b>reduced</b>	life event
<b>free</b>	job security
<b>inevitable</b>	time

5.3. Complete sentences with the suitable words from the texts.

The better you become, the higher you rise. The more your career \_\_\_\_\_, the more you will be \_\_\_\_\_. Some employees choose to work hard, and they will be \_\_\_\_\_ for it \_\_\_\_\_.

What makes the death benefit notable isn't just its \_\_\_\_\_. The aim is "to \_\_\_\_\_". "Obviously there's no benefit to Google... for the company it's \_\_\_\_\_ situation" says Chief People Officer Laszlo Bock.

Companies should \_\_\_\_\_ their workers on the importance of a \_\_\_\_\_ work-life balance. It's also helpful to provide \_\_\_\_\_ time, maternity and \_\_\_\_\_ leave, telecommuting, or even \_\_\_\_\_ or exercise facilities.

## 6. Skills development. Translate into English.

### *Льготы украинских депутатов*

Депутаты Верховной Рады имеют две категории льгот: касающиеся их проживания и соцгарантий, и льготы, касающиеся депутатских обязанностей.

Перечислим некоторые из них:

- оплачиваемый отпуск на 45 дней;
- пенсия в размере 70 процентов суммы месячной зарплаты;
- в случае смерти депутата нетрудоспособным членам семьи назначается пенсия за потерю кормильца;
- бесплатное медицинское обслуживание в спецзаведениях;
- госохрана депутата и членов его семьи;
- похороны за счет местных органов исполнительной власти;
- право иметь до 31 помощника-консультанта;

- отдельный кабинет в Раде;
- бесплатное пользование правительственной связью в пределах их полномочий;
- депутатская неприкосновенность (immunity) на весь срок осуществления полномочий.

Ukrainian Pravda <http://www.pravda.com.ua> 4.02.15

## **7. Research and creative activities.**

7.1. Prepare a structured monologue about rewards and benefits.

7.2. Use the Internet to find information on rewards and benefits for: a designer, a hairdresser, a university student.

## Unit 4

### Recruitment Procedure and Job Interview

#### 1. Ice breaking questions.

Where can the HR Manager find potential candidates?

Have you ever been to a job interview?

When contacting a new person do you visit his or her Facebook site or VK?

#### 2. Read and discuss the following texts.

A. Recruitment – or hiring – refers to the overall process of attracting, selecting and appointing suitable candidates for jobs within an organization. Human resources managers and recruitment agencies are tasked with carrying out recruitment. Recruiters employ various tactics to bring the best talent to their companies.

<https://www.recruiter.com>

The following are guidelines to help you in the hiring process.

Step 1: Review the Job Description

Step 2: Develop a Recruiting Strategy

Step 3: Review and Sort Resumes/Applications

Step 4: Conduct Telephone Interviews

Step 5: Conduct Face-To-Face Interviews

Step 6: Get another Opinion

Step 7: Narrow it down and Make the Final Selection

Step 8: Check References

Step 9: Make Offer and Introduce the new employee to the Organization

<http://www.nyu.edu>

B. There are many places that you can place an ad to find potential workers.

These places include:

- local Newspapers, including local/neighborhood publications;
- newsletters of community churches, mosques, or temples, local organizations or support groups;
- job service offices, employment, and temporary agencies;

- bulletin boards at grocery stores, apartment buildings, libraries, local recreational facilities, Laundromats, clinics;
- the student employment office or nursing and social work programs at area vocational schools, community colleges and universities;
- word-of-mouth;
- use the web. There are many job board sites on the 'Net that you can use for employee recruitment.

C. There are two key stages to getting the job you want. The first is securing an interview with a well presented and relevant CV and the second is how you perform in the interview. A CV, also known as a résumé, is a summary of your professional background. Your CV should be one to two pages long and include an overview of your work experience, studies, achievements or awards, special skills, and references. Your contact information should always be included at the top of the first page.  
<http://work.sweden.se/>

The company will review your documents and contact you if you have gone forward to the interview stage of the recruitment process. The employer already knows your basic qualifications; during the interview, you have the chance to show your enthusiasm for the job at hand and give the employer a sense of who you are as a person. Don't be surprised if some of the questions asked are not directly work-related – be prepared to talk about your family and what you do in your free time.

### **3. Answer the following questions using the information from the text.**

- 3.1. What is recruitment? What are the main stages to recruit an employee?
- 3.2. What recruitment channels do you know? Can you name other recruitment channels other than those mentioned in the text?
- 3.3. When do you use a CV? What is the purpose of the CV? What information is included in the CV?
- 3.4. What's the purpose of the interview? How should you behave at the interview?

#### 4. Vocabulary study.

4.1. Explain the meaning of the underlined words in the text.

4.2. Make up proper word-combinations based on the given text.

<b>bulletin</b>	of-mouth
<b>relevant</b>	board
<b>recreational</b>	facilities
<b>conduct</b>	references
<b>word-</b>	new employee
<b>check</b>	CV
<b>look</b>	face-to-face interview
<b>introduce</b>	candidate
<b>suitable</b>	for

#### 5. Study the following tips to write your best CV. Which ones do you find interesting and useful?

- A good CV will never be more than a couple of pages of A4.
- Check, check and recheck every single word and every grammar piece and every punctuation mark.
- Give your CV to somebody else to read.
- Arrange your qualifications to illustrate ongoing career development.
- Most employers are looking for experience rather than personal details, so if your hobbies have no relevance to the job vacancy, don't include them.

#### Study the following tips for the interview. Which ones do you find interesting and useful.

- Research the organization, study their website.
- Prepare: Have confidence in yourself.
- Be on time.
- Know your resume.
- Present yourself professionally and conservatively, "dress for success".
- Have at least 3 questions prepared for the end of the interview.

<http://www.budgerecruitment.com/cv-interview-tips>

#### 6. Skills development. Study the example of a CV below. Produce your own CV.

\*\*\*Pay attention that the freshest date in the Education and Professional Experience sectors come first.

Ukraine, Kharkiv  
Sportivny 34 - ap, 67  
+38 (067) 672767816  
E-MAIL: ivanova-i.frg@yahoo.com

## Ivanova Ivanna

### **Date and**

### **place of birth:**

May 23, 1987, Kharkiv, Ukraine

### **Family**

### **position:**

Single

### **Education:**

2005 – present time: Student of full time student of Business Administration Department Kharkiv University of Humanities “PEOPLE’S UKRAINIAN ACADEMY”

### **Work**

### **experience:**

Summer 2007 Turkey, Antalya, Papillon Belvil (Reseption / Guest relation);  
Summer 2006 Ukraine, Crimea, “Mandarin” (camp leader).

### **Languages:**

English (fluent)

### **Transferable:**

Computer literate (Word, Internet, Outlook, VHP)

### **Self-**

### **management**

### **skills**

Responsible, sociable, communicative, intelligent, punctual, smart, able to work in a team, with sense of humor.

## **7. Research and creative activities.**

7.1. Make up a monologue about recruitment procedure.

7.2. Suggest tips on how to write your best CV.

7.3. Suggest the best ways of behavior at a job interview.

# UNIT 5

## Employee Discipline and Termination

### 1. Ice breaking questions.

Do you personally like discipline? Do you like to be disciplined?

What are the advantages of discipline?

What is the motive behind discipline?

Have you ever fired an employee? Is it easy to fire an employee?

### 2. Read and discuss the following texts.

A. Effective discipline can protect organization. Everyone benefits when rules and consequences of violations are carefully formulated, clearly communicated, and consistently carried out. Many potential challenges are often resolved before they get out of hand.

Employee termination is often the last step in an unsuccessful attempt to help a worker meet work standards. Confronting employees during a disciplinary or termination interview takes much interpersonal skill and preparation. Throughout this kind of interview, it is important to distinguish between the employee as a person, and any unwanted behavior, so as to avoid building artificial walls between the supervisor and worker. If the employee needs to be disciplined or terminated, this is best done while permitting the employee to preserve as much dignity as possible.

Management can help coach and mentor an employee into improving his or her performance or behavior, but at the end it is the worker who must decide if the job is worth the effort. The responsibility to improve behavior must remain with the employee.

B. Reasons to fire/ terminate employee:

- poor effort (e.g., working at a reduced speed, poor quality, tardiness, sleeping on the job, absenteeism , wasting time);
- poor co-worker relations (e.g., fighting on the job, lack of cooperation);
- inadequate subordinate-supervisor relations (e.g., insubordination);



- inadequate supervisor-subordinate relations (e.g., favoritism, withholding of key information, mistreatment, abuse of power);
- workplace violence (e.g., verbal or physical abuse, threats, bullying);
- dishonesty, espionage and theft;
- violation of safety rules and other practices (e.g., not wearing safety equipment, carrying weapons on the job, drug and alcohol abuse).  
<http://nature.berkeley.edu/ucce50/ag-labor/7labor/14.htm>

C. There are different degrees of "punishment" to deal with offenses. Tools to respond to offenses include (1) communication of the standard, (2) disapproval, (3) verbal warning, (4) written warning, (5) suspension, and (6) termination.

### **3. Answer the following questions using the information from the text.**

3.1. What does discipline do? What are the necessary attributes of the effective discipline? What happens during a disciplinary interview? What is the goal of the effective disciplining?

3.2. What are the reasons to fire an employee? Which one of all the offences mentioned in the text do you think is the worst?

3.3. What are the ways of punishing the wrong behavior?

### **4. Say if the following statements are True or False.**

1. Discipline ruins an organization.
2. To prevent misbehavior on workplace, rules and consequences for violations must be clearly communicated.
3. Employee termination is often the last step in an unsuccessful attempt to help a misbehaving worker.
4. It is important to distinguish between the employee as a person and any unwanted behavior.
5. Inadequate supervisor-subordinate relations may mean that supervisor withholds important information.

### **5. Vocabulary study.**

5.1. Explain the meaning of the underlined words in the text.

5.2. Explain the following categories of offense: *poor effort, poor co-worker relations, inadequate subordinate-supervisor relations, inadequate supervisor-subordinate relations, workplace violence, dishonesty, espionage, theft, violation of safety rules*. What, in your opinion, is the worst offense?

5.3. Match a word with its definition.

<b>violation</b>	a. temporary dismissal
<b>theft</b>	b. result
<b>suspension</b>	c. constantly
<b>consequence</b>	d. infringement, breaking
<b>consistently</b>	e. conduct
<b>warning</b>	f. stealing
<b>punish</b>	g. boss, employer
<b>espionage</b>	h. fake, insincere
<b>offense n.</b>	i. self-respect
<b>benefit n.</b>	j. forewarning
<b>carry out</b>	l. employee
<b>dignity</b>	m. spying
<b>artificial</b>	n. do good to
<b>supervisor</b>	o. discipline
<b>subordinate</b>	p. crime

6. **Skills development.** Translate the following *explanatory note* into English.

Начальнику  
производственного отдела № 2

Объяснительная записка

О совершении  
дисциплинарного проступка

22 января 2008 г. я прибыл на рабочее место с опозданием на 2 часа 45 минут. Причиной моего опоздания явилась отмена электропоезда, которым я обычно следую до ст. Москва-Курская. Мне пришлось добираться рейсовым автобусом, который следовал по маршруту с задержками из-за пробок на автодороге Нижний Новгород - Москва и прибыл к месту назначения с 45-минутным опозданием.

Справки дежурного администратора железнодорожной станции Электрогорск и дежурного автостанции "Партизанская" прилагаю.

Мастер Б.В. Алексеев  
23.01.2008

## 7. Research and creative activities.

### 7.1. Study the example of conducting a disciplinary meeting.

*Let us assume that Rogelio after the first warning meeting has come in late again a couple of times, without providing a serious excuse. Rogelio's tardiness has begun to disturb some of the farm operations. From the conversation with Rogelio it is clear that there has not been a major issue involved here, but nevertheless, the problem has increased. Today, Rogelio arrived in late again.*

Eduardo: Good morning Rogelio.

Rogelio: Good morning!

Eduardo: Hey, did you watch the game between México and Uruguay?

Rogelio: I sure did, that was some goal in the last five minutes of the game!

Eduardo: It sure was. Hey, is everything OK? I noticed you were late.

Rogelio: I am sorry I came in late, I had another problem with the alarm clock. I don't think I heard it go off.

Eduardo: Sorry to hear about that. We talked last time about the importance of punctuality, Rogelio. Do you have any ideas of what you might do to deal with this problem?

Rogelio: I think I am just going to have to be more careful.

Eduardo: Any specific ideas?

Rogelio: Well, I tried putting the alarm closer so I would hear it better, but I don't remember it going off.

Eduardo: So what do you plan to do?

Rogelio: Maybe I'll just have to go to bed earlier.

Eduardo: Sounds like a good idea. Let me tell you what I do. I set two alarms when I have something really important. I put one right close to me and try to get up with that one. And then I put a back up alarm in the bathroom. That forces me to get out of bed.

Rogelio: Sounds like a good plan. I'll try that. I really don't like letting you down and coming in late.

Eduardo: Rogelio, I wanted to let you know how much I appreciate your work. You are one of our best pruners... and not just because you are fast, but also because of your care for quality. I also appreciate your willingness to help others who don't have as much experience. Thanks.

Rogelio: Thank you. I'll really try and make sure I don't come in late again.

Eduardo: Thanks, Rogelio. It is important for you to be on time because once I give everyone their pruning assignments, I have several other matters to attend to. It also makes it more difficult to calculate your pruning speed per hour for our daily records. I will write down that we had this conversation and that we discussed the importance of being on time and have you initial it, if you would. This will serve as an official oral warning, and next time, if you come in late, I will need to give you a written warning.

Rogelio: I understand, it won't happen again.

Eduardo: I know. And thanks again for the effort you put into your work. It is always a pleasure to look at the quality of your pruning. See you a little later, Rogelio.

7.2. Identify and write down the strategy the supervisor used in the disciplinary conversation.

7.3. Produce your own dialogue between supervisor and subordinate, discussing misbehavior of the latter. And role play it with your group mate.

7.4. Give a talk about employee discipline and termination.

7.5. Compose a summary of article 2 in the EXTRA READING part.

## UNIT 6

### Corporate Social Responsibility

#### 1. Ice breaking questions.

Do you remember the last time you helped a person in need?

Can you name some generous people that you know? Is it good to be generous?

Do you participate in the activities of any charity organization?

Do you or your family members donate money or clothes to organizations that help poor people?

#### 2. Read and discuss the following text.

A. Corporate social responsibility (CSR) refers to a business practice that involves participating in initiatives that benefit society. Corporate Social Responsibility is about giving back to the communities that keep your business afloat, altruistic giving for the benefit of the others. The philosophy behind it is that what you put into the world is exactly what you're going to get out of it.

Today communities thanks to the technology are aware of global problems – Ebola, persistent poverty, climate change. As consumers' awareness about global social issues continues to grow, so does the importance these customers place on CSR when choosing where to shop. Consumers aren't the only ones who are drawn to businesses that give back. Susan Cooney, founder of crowdfunding philanthropy platform Givelocity, said that a company's CSR strategy is a big factor in where today's top talent chooses to work.

B. Here are a few of the broad categories of social responsibility that businesses are practicing:

*Environment:* One primary focus of corporate social responsibility is the environment. Businesses, both large and small, have a large carbon footprint. Any steps they can take to reduce those footprints are considered both good for the company and society as a whole.

*Philanthropy:* Businesses also practice social responsibility by donating to national and local charities. Whether it involves giving money or time, businesses have a lot of resources that can benefit charities and local community programs.

*Ethical labor practices:* By treating employees fairly and ethically, companies can also demonstrate their corporate social responsibility. This is especially true of businesses that operate in international locations with labor laws that differ from those e.g. in the United States. Nicole Fallon, Business News Daily Assistant Editor 2015

C. Famous business companies have unique opportunities to give back to communities in a way that amplifies the intentions of their employees and company mission.

*Dell* supports over 4,615 charities around the world. The Dell Social Innovation Challenge provides funding and mentorship to college students to further projects that help solve social problems. Dell's disaster relief program provides assistance to communities affected by natural disaster around the world.

*IBM* believes in Corporate Citizenship. Employees volunteer in environmental efforts, community economic development, education, health, literacy, language and culture. [www.smartrecruiters.com](http://www.smartrecruiters.com) by Lexie Forman-Ortiz

### **3. Answer the questions using the information from the text.**

1. What is social responsibility? What is the philosophy behind altruistic giving?
3. What are some global social problems?
4. How does CSR influence employees, consumers?
5. What are the main focuses of corporate social responsibilities?
6. How do famous companies like Dell and IBM participate in CSR?

### **4. Say if the following statements are True or False.**

1. Corporate Social Responsibility is about altruistic giving for the benefit of others.
2. Today communities are absolutely unaware of global problems.
3. Contemporary consumers take into account company's CSR when choosing where to shop.

4. IBM company support environmental efforts, community economic development, education.

5. Dell company provides funding and mentorship to college students.

### 5. Vocabulary study.

5.1. Explain the meaning of the underlined words.

5.2. Provide synonyms for the following words:

*Community, participate, philosophy, persistent, poverty, altruistic, awareness, donate, charity, reduce, footprint, benefit, amplify, treat ethically.*

5.3. Match the words with their definitions.

<b>participate</b>	teacher
<b>afloat</b>	support
<b>corporate</b>	catastrophe
<b>mentor</b>	survive
<b>poverty</b>	business
<b>assistance</b>	take part
<b>disaster</b>	being poor

**6. Skills development.** Comment on the following fact.

80% of Japanese companies publish Corporate Responsibility reports, compared with 71% of British, 32% US, 23% Australian and 18% of South African companies. See more at: <http://newint.org>.

### 7. Research and creative activities.

7.1. Find information about CSR in Ukraine, Japan or some other country. Find out which companies are serious about corporate social responsibilities. What activities do they participate in. What is their philosophy?

7.2. Find out if the company McDonalds company participates in CSR. What exactly does the company do?

7.3. Find out if the company Coca-Cola company participates in CSR. What exactly does the company do?

7.4. Compose a summary of the article 3 in the EXTRA READING part.

# PART II

## Unit 7

### Charismatic Leadership

#### 1. Ice breaking questions.

What is a leader? What is a charismatic leader?

Can you name a few charismatic leaders in Ukraine, in the world? What makes them charismatic?

Do you personally have a charisma? Do you know any one among your friends who has charisma?

#### 2. Read and discuss the following text.

The greatest leaders have it – that special quality which attracts people to these magnetic personalities. If your desire is to become an effective leader, then you need to develop an appealing personality that causes others to respond to you. This magnetism or appeal that attracts us to people is called charisma.

Charisma can be a difficult subject to grasp: people think it is a mystical and elusive. However, Webster’s Dictionary defines it as “a personal magic of leadership stimulating special loyalty or enthusiasm.” Some American Presidents stand out because of a charisma factor. Ronald Reagan possessed the ability to convey humor, personal warmth, and relaxedness. John F. Kennedy knew how to give others a feeling of hope. He radiated boundless energy and made many Americans feel important and needed.

The charismatic person may be controversial, unusual, or entertaining, but never boring. Do you want to increase your level of charisma? Develop your creativity and your confidence. Creativity is the ability to say things in an unusual way. Confidence is the ability to do things in an unusual way. Charismatic people can do both. Develop these two traits and people will stand up and take notice.



Charismatic people not only want to win, they want others to win too. That creates productivity. How does a person become productive? Find your strength and then find someone who needs your strength. Charismatic people use their strengths to help other people feel good about themselves; they are people-centered.

According to Webster one definition of charisma is "great personal magnetism: CHARM," but character is "moral or ethical strength: INTEGRITY." There are a lot of people who have charisma, but no character, or integrity. Many people have a charming gift that can take them places where their character cannot keep them. Our character is revealed by what we do when nobody is watching. Many people will do the right thing when somebody is watching them, but they won't do the right thing when nobody sees them.

### **3. Answer the questions using the information from the text.**

1. What is charisma? What are the traits of charismatic people? What charismatic people do you admire?
2. What can be done to increase the level of charisma?
3. How does the dictionary define the word 'charisma'?
4. In what ways were Reagan and Kennedy attractive to people?
5. How is charisma connected to integrity? How to test integrity?

### **4. Discuss in class.**

- 4.1. Are you confident and creative?
- 4.2. What can you do to become confident and creative?
- 4.2. Find out in the dictionary different definitions of the word "charisma" to have a better understanding of the word.
- 4.4. Can you think of some examples of charismatic leaders with integrity?
- 4.5. Can you think of charismatic leaders without integrity?

### **5. Vocabulary study.**

- 5.1. Explain the meaning of the underlined words.
- 5.2. Provide synonyms for the following words: *stimulate, loyalty, creative, charisma, integrity, traits, elusive*.

5.3. Correct mistakes in the spelling of the following words.

*Megnitism, charme, integrety, karisma, criativiti, confidance, loyelty.*

**6. Say if the following statements are True or False:**

1. Charisma is an easy word to grasp.
2. When charismatic people are around you are always bored.
3. Charismatic people are not very confident.
4. Charismatic people want to win.
5. Charisma can not be developed.
6. Charisma should be connected to integrity.

**7. Research and creative activities.**

7.1. Make up a 5 mini presentation about a charismatic leader you admire. Mention his or her biographical facts, professional achievements, what makes him or her charismatic.

7.2. Test your integrity. Let's see how you would answer the following questions.

Do you always pay your fare riding in a trolleybus or tram?

Do you cheat during a test?

Do you break traffic rules?

Do you keep your promises?

Will you smoke if it might do harm to your child?

Have you ever stolen a bar of chocolate or any other product in the supermarket?

7.3. Study the following situations. What is the best way to act in situations like that?

**1. When leaving the car park, you accidentally bump into a car parked next to yours and damage it slightly. Do you:**

- a) leave a note of apology on the windscreen with your name and address?
- b) wait for the other driver to come back?
- c) leave the car park as quickly as possible?
- d) do something else?

**2. You are in the supermarket. You pick up a box of eggs in your basket and drop it accidentally, breaking some of the eggs.**

Do you:

- a) put it back on the shelf?
- b) buy it anyway!
- c) give it to an assistant and say, you found it like that?
- d) do something else?

7.4. Prepare a presentation about one of the charismatic leaders of your choice.

*Charismatic Leaders from History*

Alexander the Great (356-323 BC)

Cicero (106-43 B.C.)

Julius Caesar "Dictator for Life" (100-44BC)

*Charismatic Cult Leaders*

Sun Myung Moon (1920-2012)

Jim Jones (1931-1978)

Marshall Applewhite (1931-1997)

*Charismatic Religious Leaders*

Moses (13th/12 century BC)

King David I (c.1035 - 972 BC)

Siddhartha Gautama "Buddha" (563 - 483 BC)

Jesus Christ (0-33 AD)

On your choice

7.5. Prepare a talk on how to become confident.

## Unit 8

### Sociology and Famous Sociologists

#### 1. Ice breaking questions.

What does Sociology study?

Can you name some famous people that shaped Sociology?

What are they famous for?

#### 2. Read and discuss the following text.

A. In a nutshell, sociology is the scientific study of society. Sociologists use the tools and methods of science to understand how and why humans behave the way they do when they interact together in groups. Though social groups — or societies — are made up of individual people, sociology is the study of the group rather than of the individual.

Most people who call themselves “sociologists” work in universities and colleges, where they teach sociology and conduct sociological research. They ask a variety of questions about society, sometimes wanting answers just for the sake of curiosity; however, many times their findings are used to shape decisions of policymakers, executives, and other individuals. Many people who study sociology go on to conduct sociological research outside of academia, working for government agencies, think tanks\*, or private corporations.

think tank\* - институт, штаб экспертов, мозговой центр; коллектив ученых, научно-исследовательский институт

B. The history of sociology is considered to be one of the social sciences — along with economics, psychology, anthropology, geography, and political science. The social sciences were born in the 18th and 19th centuries, as people began applying the scientific method to human life and behavior. Among the social sciences, sociology has always been unique in its ambition to understand the entire social world — considering all its aspects in combination rather than in isolation. It’s a daunting task, and one that sociologists are still struggling with today.

C. The most important early sociologists had clear ideas about how to study and understand society. These ideas still form the basis for much sociological investigation and discussion today. **Karl Marx** emphasized the importance of physical resources and the material world. He believed that conflict over resources is at the heart of social life. **Emile Durkheim** emphasized cooperation rather than conflict. He was interested in the shared norms and values that make cooperative social life possible. **Max Weber** took ideas from both Marx and Durkheim and argued that both conflict and cooperation, both material resources and cultural values are essential to social life. Over the past century, sociologists have continued to debate the early sociologists' ideas and have applied them to specific societies all over the world.

### **3. Discuss in class based on the information in the texts.**

3.1. What is the focus of Sociology? What are the main activities of the sociologists? Who can use the results of sociological studies? In what way can they be used?

3.2. When were sociological sciences formed? What does each sociological discipline (economics, psychology, anthropology, geography, and political science) study? What is the ambition of Sociology?

3.3. What were some of the ideas of Karl Marx, Emile Durkheim and Max Weber, and their ideas?

### **4. Say if the following statements are True or False.**

1. Sociology is a study of the individual.
2. Sociologists try to understand how and why humans interact together in groups.
3. Sociologists when conducting sociological research, ask a variety of questions about society.
4. Think tanks are organizations with the focus on doing research and analyzing findings.

5. Karl Marx focused on the importance of the spiritual world of the individual.
6. Emile Durkheim emphasized cooperation and common values.
7. Max Weber mixed ideas of both material resources and cultural values, both are essential to social life.

## 5. Vocabulary study.

5.1. Explain the meaning of the underlined words in the text.

5.2. Make up proper word-combinations based on the given text.

<b>think</b>	century
<b>ambition</b>	importance
<b>scientific</b>	to understand
<b>interact</b>	study
<b>shared</b>	tank
<b>emphasize</b>	together
<b>19th</b>	norms

5.3. Explain the difference in the meanings of the following words: *science - scientific - society*.

5.4. Explain the subject or focus of the following sciences: *economics, psychology, anthropology, geography, and political science*.

**6. Skills development.** Analyze and discuss some amazing facts about humans and discuss.

- Laughing lowers levels of stress hormones and strengthens the immune system. Six-year-olds laugh an average of 300 times a day. Adults only laugh 15 to 100 times a day.
- The brain is much more active at night than during the day.
- The acid in your stomach is strong enough to dissolve razorblades.
- After eating too much, your hearing is less sharp.
- Your nose can remember 50,000 different scents.
- Your eyes are always the same size from birth but your nose and ears never stop growing.

- We are about 1 cm taller in the morning than in the evening.
- It is not possible to tickle yourself. Even the most ticklish among us do not have the ability to tickle ourselves.
- Women blink twice as many times as men do.
- Over 90% of diseases are caused by stress.

<http://www.tastyhuman.com/50-weird-facts-about-humans/>

**7. Research and creative activities.** Make up a presentation about Karl Marx, Emile Durkheim and Max Weber, including interesting biographical facts and their sociological ideas.

7.1. Compose summary of article 4 in the EXTRA READING part.

## Unit 9

# Agents of Socialization

### 1. Ice breaking questions.

How does your family help you to socialize in the society?

What is the role of school and university in socializing?

In what way does church socialize a person?

How does the media influence a person in the society?

### 2. Read and discuss the following text.

Sociologists use the term agents of socialization to refer to the various people and groups that socialize an individual into his or her culture/s. Here are a few different agents of socialization. Think about how they have affected the way you think about yourself and the world around you.

□ Your family is a primary group that was responsible for your earliest and most important socialization. Your family has likely shaped everything from your habits to your moral values to your sense of humor and — most fundamentally — your sense of yourself. Who are you? What are the best and the worst things about you? Your parents and other close relatives have their own answers to those questions, and you can hardly have escaped being deeply affected by their views on the subject.

□ School is another prime agent of socialization. Teachers and administrators typically make no bones about the fact that their socially-designated job is not just to transmit knowledge but to transmit culture. Government-run schools in many societies are limited to officially transmitting civic culture rather than religious or ethnic culture, but even then, schools drop a heap of socialization on every student every day — from a nation's founding ideals to which side of the hallway you're supposed to walk on. School is also a prime site of socialization by peers.

□ Church (or sacred place) is a place where people go to connect with the spiritual world, but also — often very deliberately — to be socialized. Religious leaders and sacred texts often make strong prescriptions about everything ranging from when killing is acceptable to when wearing lipstick is acceptable. Religious



services often include solemn rituals and have dress codes marking them as unusually important. People do sometimes switch religions, but they remain forever affected by the socialization they have received in communities of faith.

□ The socializing power of the media is a matter of permanent debate. People are active viewers, listeners, and readers who watch, listen to, and read media for many different reasons and learn different things from the same songs, shows, or books. That said, people certainly learn many important cultural lessons from media, sometimes as profound as the value of diversity, sometimes as mundane as the latest dance craze.

### **3. Answer the following questions using the information from the text.**

3.1. What does the term “agents of socialization” mean? What is the main function of the agent of socialization?

3.2. How does the family as a primary group affect you? What are other functions of the family in socializing? What are the best and the worst things about you?

3.3. What are the functions of the school and university? What values does your university instill in you?

3.4. How does church socialize a person? Can you think of any principles that your religion teaches you?

3.5. What is the role of the media in socialization?

### **4. Say if the following statements are True or False.**

1. The family is responsible for the earliest and most important stage of socialization.
2. Teachers and administrators are only responsible for transmitting only knowledge.
3. Church provides the fulfillment of the spiritual needs of the people.
4. Religious leaders do not decide on the dress code in religious organizations.
5. People never switch religions in their lives.
6. The media transmits cultural values.
7. Peers at school influence the mind of a person.

### **5. Vocabulary study.**

5.1. Explain the meaning of the underlined words in the text.

5.2. Make up proper word-combinations based on the given text.

<b>transmit</b>	religions
<b>spiritual</b>	socialization
<b>sacred</b>	debate
<b>switch</b>	prescriptions
<b>permanent</b>	world
<b>strong</b>	culture
<b>agents of</b>	place

5.3. Explain the difference in the meanings of the following combinations: *transmit knowledge and transmit culture*.

5.4. Arrange the key words from the text connected with the topics Family, School, Religion, Media in the form of a mind map.

**6. Skills development.** Analyze facts in light of the studied text discuss in class.

- Advertisers spend the most on the Drama genre.
- The average cost for a 30 second advertisement on Primetime is \$7,800.
- The average person watches 3 and half hours of Youtube per month.
- The average number of channels a person watches is 17.5.
- Most watched TV night is Sunday. The least watched TV night is Friday.

<http://www.projectcasting.com/news/10-interesting-tv-facts-you-did-not-know/>

**7. Research and creative activities.**

7.1. Prepare a presentation about agents of socialization.

7.2. Complete the table after finding out what values Family, School, Church, and the Media instill in different countries. Let each student be responsible for one country.

	Family	School	Church	Media
Ukraine				
Germany				
Iraq				
India				

7.3. Compose a summary of article 5 in the Extra Reading part.

# Unit 10

## Mainstream and Subculture

### 1. Ice breaking questions.

What is popular today in the world?

What is the fashion in your city today, in your university?

What is radical fashion, subculture fashion?

There is a certain accepted etiquette at a disco club. What behavior would you call strange in a disco club?

Do you prefer following the crowd, or do you prefer following the minority?

### 2. Read and discuss the following text.

#### A. Defining “Mainstream”

There are different ways of studying culture, different ways of producing culture, and different ways of interpreting culture. There are some very widely shared cultural norms and some very popular cultural products: things that just about everyone likes or knows about. These things can be called mainstream culture. Parts of mainstream culture include:

□ Mainstream products: • Blockbuster movies and popular songs • Flags and other popular symbols • Sacred texts.

□ Mainstream ideas and values: • Widespread religious beliefs • Ideas about what type of people are most important (men or women, white or black) • Ideas about what type of government is best (democracy, communism).

□ Mainstream practices: • National holidays • Rituals such as saying a prayer or a national pledge, watching a popular sport, or voting • Dating and marriage practices.

Mainstream culture includes some of a society’s most cherished traditions and widely shared values. Even in societies that have many different cultural traditions, products, ideas, values, and practices in mainstream culture can provide common ground that help everyone get along — and have something to talk about over the backyard fence!

Think about fashion: It sometimes seems like everyone is wearing one brand of shoes one year.

## B. Defining Subculture

The word subculture refers to a culture that is strikingly, often deliberately, different from mainstream culture. Values and practices associated with a subculture will often seem odd to mainstream people, and they may even cause outrage.

A good example of a subculture that caused outrage can be found in the 1970s punk subculture in England. Members of that subculture adopted styles of dress that were designed to shock mainstream Brits. Punks pierced their lips with safety pins, spiked and dyed their hair, and — most offensively — used the British flag in disrespectful ways.

Subcultures reject mainstream culture, but there can't be such a thing as subculture if there's no mainstream culture to reject!

Subcultures can even have subcultures of their own — groups of people who keep certain norms and practices of the subculture, but deliberately reject others. When subcultures reach a certain level of popularity, they may be absorbed into mainstream culture, thus ceasing to be different or shocking.

### **3. Answer the following questions using the information from the text.**

3.1. What does the term “mainstream” mean? What are the parts of the mainstream? Give some examples of the mainstream culture?

3.2. What does the term “subculture” mean? Provide examples of a subculture? Describe the subculture of the punks. What happens when a subculture becomes popular?

### **4. Say if the following statements are True or False.**

1. Widely shared cultural norms and very popular cultural products are included into the mainstream.
2. Popular values, and practices in the mainstream culture unite people.

3. The word subculture refers to a bad version of culture.
4. Subculture opposes mainstream.
5. Punk subculture originated in England in 1970s.
6. A subcultures reject mainstream culture.
7. A subculture can have subcultures inside a group.

## 5. Vocabulary study.

5.1. Explain the meaning of the underlined words in the text. Provide synonyms for them.

5.2. Make up proper word-combinations based on the given text.

<b>pierced</b>	pledge
<b>mainstream</b>	texts
<b>sacred</b>	ground
<b>national</b>	culture
<b>widespread</b>	outrage
<b>cause</b>	values
<b>common</b>	lips
<b>backyard</b>	fence

5.3. Provide examples of the *mainstream traditions* and *subculture traditions*.

**6. Skills development.** Study the list of the subcultures found in the Internet and arranged in the alphabetical order. Which subculture groups are attractive to you? Which subculture group would you like to join? What subculture is unacceptable?

A: Anarcho-punk

B: Beatniks, Bikers, Bohemianism, Bodybuilding

C: Cybergoth

D: Dark Culture, Deaf Culture

E: Emo

F: Fandom, Fetish subculture, Furrries

G: Gamer, Goth, Gothic Lolita, Gopniki, Graffiti writers, Greaser

H: Hacker culture, Hiphop, Hippie

I: Industrial

J: Juggling, Juggalo, Junglist

L: Leather culture

M: Mods, Metalheads

N: NS Black Metal, Nazi punks, New Age, Norwegian black metal,

Nudism/Naturism

O: Otaku,

P: Pokémon, Preppy, Punks

Q: Queer

R: Raggare, Rave, Rude boys

S: Sapeurs,  Scooterboys, Skater, Skinheads (Red skin, Trojan skin, White power skin), Sukeban, Surfers, Swing kids

T: Teenybobbers, Teddyboys, Trekkies

V: Vampire culture

Z: Zazou

## **7. Research and creative activities.**

7.1. Speak about mainstream and subculture.

7.2. Make up a power point presentation about one of the most attracting subcultures.

You can use the list from exercise 6.

7.3. Compose a summary of text 6 in the Extra Reading part.

# Unit 11

## Crime and Deviance

### 1. Ice-breaking questions

What is a criminal? Why do people commit crimes?

What is the difference between a criminal and a “bad person”?

What is the worst crime in your opinion?

What crime, in your opinion, deserves a death penalty?

### 2. Read and discuss the following text.

Every social group has its **norms**. Some of those norms are informal, meaning rules that are not written down and not officially defined as rules. There is no official agreement about what’s supposed to happen to you if you stray from these norms, but if you ignore them, people will probably notice and might well punish you in one way or another. Some examples of **informal norms** include:

- Having good manners, such as saying please and thank you, holding the door for others, not eating with your mouth open.
- Keeping secrets among friends.
- Dressing according to generally accepted standards.
- Walking on the right (or, in some places, left) side of the hallway.

When you violate any social norm, sociologists call it **deviance**. No one is perfect and so from time to time we demonstrate a deviant manner. Sometimes you feel bad about being rude to a friend, or have inappropriate dress code – deviance is part of social life.

Some norms are stronger: these are called **formal norms**. These are norms that are publicly stated (usually put in writing), and that may have an officially determined consequence. Some examples of formal norms include:

- A family rule that you have to do your chores before going outside to play.
- A school rule that students have to wear a certain uniform.
- A state law that you can’t exceed posted speed limits on the highway.

When formal norms are made by units of government and backed with the threat of force, they're called laws. Breaking a law is deviant — and it's also a **crime**. Because crime is just a specific type of social deviance, more damaging to the individual and society. The consequences of violating laws may include fines, imprisonment, or even death. What's important to understand is that “deviance” or deviant behavior may vary from one social group to another, and “crime” is something that has to be sorted out by government agencies.

**3. Answer the following questions using the information from the text.**

3.1. What does the term “norm” mean? What are the two types of norms? Provide examples of informal norms and formal ones? What is the “price” for violating the norms? What is deviance?

3.2. What is the difference between deviance and crime? Name some of ordinary types of crime and rare types of crime. What should be the punishment for these types of crime?

3.3. How does the family as a primary group affect you? What are other functions of the family in socializing? What are the best things about you?

3.3. What is the function of law? Is Law / Are rules generally a good thing or a bad thing? What is the purpose of punishment?

**4. Say if the following statements are True or False.**

1. Every society has its norms.
2. If you ignore norms you will be very strictly punished.
3. Having bad table manners is not a crime, it is deviance.
4. Not keeping secrets of your friend is a crime.
5. Formal norms are publicly stated and an example of them a school rule about wearing a school uniform.
6. When formal norms are backed by the government it's called a crime.
7. The consequences of violating laws may include fines, imprisonment, or even a death sentence.



## 5. Vocabulary study.

5.1. Explain the meaning of the underlined words in the text. Provide synonyms for them if possible.

5.2. Make up proper word-combinations based on the given text.

<b>exceed</b>	secret
<b>deviant</b>	laws
<b>keep</b>	norms
<b>informal</b>	speed
<b>violate</b>	out
<b>sort</b>	manner

5.3. Explain the difference between the following words: *crime - criminal – crimea - criminalist - criminalistics*.

5.4. Collect from the text key words connecting to the topic CRIME in a form of mind map.

## 6. Skills development.

6.1. Explain each of the following types of crime.

Arson

Fraud

Bribery

Harassment

Burglary

Hate Crime

Child Pornography

Kidnapping

Computer Crime

Murder

Conspiracy

Prostitution

Credit Card Fraud

Rape

Drug Manufacturing

Robbery

Drunk Driving

Shoplifting

Embezzlement

Theft

Forgery

Vandalism

[http://crime.about.com/od/Crime\\_101/a/Crimes-A-To-Z.htm](http://crime.about.com/od/Crime_101/a/Crimes-A-To-Z.htm)

6.2. Which one, in your opinion, deserves the most serious punishment, which one deserves the slightest punishment?

6.3. Find out the most widespread type of crime in your country? In Germany?  
In China?

**7. Research and creative activities.**

7.1. Think of the norms of your home country or a country of your choice. What happens if those norms are violated?

7.2. Prepare a talk on one of the given types of crime (nature, famous examples, punishment, etc.).

7.3. What is death penalty? Is death penalty accepted in your country? Is death penalty, in your opinion, a good thing or a bad thing? Get ready to debate this issue.

# Unit 12

## Sociology of Facebook

### 1. Ice breaking questions.

What social network do you regularly use?

How many Facebook or VK friends do you have?

Do you de-friend your Facebook friends and what is the usual reason for doing so?

### 2. Read and discuss the following text.

Social networking sites are a subject of fascination for sociologists and for just about everyone who participates on them. These sites normally allow each user to create an online profile which they can then link to their friends' profiles. These sites now involve hundreds of millions of users around the world – it is evidence of how important social networks are in people's lives.

#### *The presentation of self*

Sociologists observe how people play roles in society – like actors on a stage. A user's profile is a perfect example of this. Unlike in face-to-face interaction, a user has perfect control over the “face” he or she presents on a social networking site. S/he can choose which pictures to display, what information to reveal, and whose acquaintances to acknowledge. Stressful moments on social networking sites come from tension and cracks in this careful presentation of self. A friend might post an embarrassing photo where you look awkward.

#### *The diversity of social ties*

Social networking sites clearly demonstrate that there are as many different kinds of relationships as there are pairs of people in the world, and no matter how many different options a networking site offers you, there will be a lot of relationships that are awkward to manage. In the network you have very different relationships with so many people, and they're all your “friends.” At the same time if a person keeps making inappropriate comments on your profile, you can de-friend her.

#### *The spread of information through social networks*

As if gossip didn't spread quickly enough before the Internet, it spreads like wildfire now. If one of your friends posts a picture of you making out with someone you met at a party, all your friends will know about it immediately. The social networks have made it easier to broadcast the latest scoop to a mass audience. All you have to do is log on.

**3. Answer the following questions using the information from the text.**

3.1. What does the social network provide? What activities can you do in Facebook or VK social networking sites?

3.2. How can you present yourself on Facebook? How can you communicate with your friends through the social network? How diverse are the relationships in the Facebook? What are the potential reasons for de-friending a Facebook friend?

3.3. What are advantages and disadvantages of social networks?

**4. Say if the following statements are True or False.**

1. Social networking sites allow you to create an online profile, which you can link to your friends' profiles.
2. The user has a perfect control over the "face" they present on a social networking site.
3. There is no stress in social networking.
4. There are many different kinds of relationships on a social networking site.
5. Gossip spreads very quickly on a social networking site.

**5. Vocabulary study.**

5.1. Explain the meaning of the underlined words in the text. Provide synonyms if possible.

5.2. Make up proper word-combinations based on the given text.

<b>post</b>	networking
<b>inappropriate</b>	audience
<b>mass</b>	an article
<b>social</b>	acquaintance
<b>acknowledge</b>	photo
<b>embarrassing</b>	comment

5.3. Find in the text the key words connected with the topic Social Network and arrange them in the alphabetical order (e.g. a- acquaintance, b-..., c- ).

**6. Skills development.** Analyze Facebook facts of 2015 below and be ready to discuss them in class. What was new for you? What tendencies can we observe? How can your university and business use this information?

- There are 639 million users on Qzone (China)
- There are 600 million users on Whatsapp
- Facebook messenger has 500 million users
- Viber has over 200 million users
- Russia's "VKontakte" has 100 million users
- Social networks will earn \$8.3 billion from advertising in 2015
- There are nearly 1.4 billion Facebook users
- 47% of all Internet users are on Facebook
- 4.5 billion *likes* are generated daily
- Nearly 75% of Facebook's revenue comes from mobile advertising
- Direct uploads of user videos to Facebook
- Instagram has 300 million users
- 70 million photos and videos are sent daily through Instagram
- 53% of internet users aged 18-29 use Instagram <http://www.jeffbullas.com/2015/>

**7. Research and creative activities.**

7.1. Prepare a talk on the Sociology of Facebook.

7.2. Make a presentation of your Facebook or VK site. Demonstrate it and talk about your profile, your friends; reflect on your recent posts, hobbies, photos, events you visited. What image of yourself do you transmit on your social network site?

7.3. Be prepared to participate in a debate on the advantages and disadvantages of a social networking site.

7.4. Write a summary of text 7 in Extra Reading part.

# Extra Reading

**Text 1** (2000 characters)

## **How I became a sociologist**

The story of how I became a sociologist may help you to understand what's unique about the sociological perspective, and to think about how sociology can cause you to think differently about your job and your life.

When I was in high school and looking for a job, I quickly decided that being a babysitter was a lot more fun than being a golf caddy. So I ended up babysitting for many different families. Doing that work, I temporarily took the place of many different parents with many different views on child-rearing: TV, or no TV? Strict bedtime, or whenever the kids get tired? Organized activities, or free play? Needless to say, every set of parents thought theirs was the “right” way to raise children. They might check out a stack of parenting books from the library, but they would usually end up sticking with the one that told them to do whatever it was that they were going to do anyway.

I went on to study education in college, but my favorite course was one on the history of education, where we learned about the many changes in people's views of children and how they learn. Again, I was struck by how in every time and place, people were convinced that they had it all figured out. What made us so sure that we finally had it “right”?

Eventually, I realized that I was interested not in the education of children, but rather in the sociology of childhood — the study of different ideas about what children should do, and what those changing ideas have to do with changes in other areas of society. For my doctoral dissertation in sociology I studied the history of children's books and media: how changes in technology and child-rearing have affected what we value in our children's reading material. I systematically gathered articles about children's books and media and analyzed them to test my hypothesis that, in our concern that kids aren't reading enough, we have become much more

open-minded about what we consider “good” reading material for children. I called the dissertation From Captains Courageous to Captain Underpants.

Becoming a sociologist allowed me to pursue questions that I felt needed to be answered: How do we decide what’s right and wrong whether it comes to kids’ books, or anything else? How do our society’s norms and values come to be? Why do the people in one neighborhood have completely different ideas about child-rearing than the people in the next neighborhood? Those are fundamentally sociological questions. <http://www.ssnpstudents.com/>

**Text 2** (2800 characters)

### **The Future of HR in Europe: Key Challenges Through 2015**

Boston Consulting Group (BCG) produced a series of articles following research done in 2007 with over 1300 executives in 27 European countries and a smaller follow up survey in 2008. They identified five critical HR challenges where they believe that organizations who meet these challenges will build and sustain competitive advantage. BCG went on to state that people can make a difference and outline how organizations can achieve this.

Corporations that can meet these challenges head on will build and sustain competitive advantage.

#### **Managing talent**

Companies will need to assess not only the number but also the quality and type of talent they need, in light of their strategic and business requirements. To retain specialists, companies will need to tailor career tracks so that they reward and fully utilise different types of employees with different interests and skills levels.

#### **Managing demographics**

With the workforce in Western Europe graying, European companies must take actions to minimise two different risks: the loss of capacity and knowledge as employees retire and the aging of the workforce. One of the most effective ways to minimise a company’s exposure is implementing a comprehensive system of job families across the company. This clusters employees whose skills and specific

experiences create opportunities for job exchanges across many levels. Companies should forecast, on a job family basis, how their current workforce will develop over the next 5, 10 and 15 years.

### **Becoming a learning organization**

Companies must prepare their employees to cope with the complexities and accelerated speed of an increasingly global economy. This action is particularly important since some national education systems are failing to arm new workers with the skills that they will require to keep pace. Companies will need to boost significantly the number of on-the-job development programmes such as job rotations.

Simply spending more on training programmes won't automatically translate into enhanced productivity. The Business and HR leadership teams must clearly define and measure the return on investment that they expect from learning initiatives.

### **Managing work-life balance**

As the boundaries between private and work-life blur, employees are increasingly selecting – or rejecting – jobs based on how well they can help the individuals achieve work-life balance or advance personal goals and values. In order to attract and retain highly talented individuals, companies will therefore need to offer flexible work – unlocking hr's potential arrangements. They will also need to appeal to employees growing desire to derive a sense of greater purpose from their work. Companies should implement or improve programmes that afford employees flexible working hours, opportunities to work from home and job sharing.

### **Managing change and culture transformation**

As companies hire workers from around the world and enter new markets with increasing speed, managing corporate and cultural change will become a critical capability. Research shows that executives expect their HR functions to develop tools and methodologies that help and guide line managers in communicating to employees the need for change – and empower them to bring about such change.

Boston Consulting Group. The Future of HR in Europe: Key Challenges through to 2015 (2007).  
<https://df8157d6a180c8c00ac2-1c4b6a34315878a0ca3657a20073fdb6.ssl.cf3.rackcdn.com/m>



### **Text 3** (2300 characters)

#### **Karl Marx**

Karl Marx was born in 1818 in Germany. He never called himself a sociologist – that word was then too new to mean anything to most people — but he was a little bit of just about everything else. He started out studying law, became involved in philosophy and history, and later worked as a journalist and political activist. Marx’s life and work were inspired by his disgust with the capitalist economic system, especially with the way it kept millions of people toiling in dirty factories and parched fields with very little to show for their work at the end of the day. He was convinced there could be a better way, and he worked to support the Communist Party, a group dedicated to creating a society where everyone shared and shared alike. This troublemaking got Marx kicked out of Germany, France, and Belgium, and he finally landed in England; he died in London in 1883.

Marx, working with his close friend and colleague Frederick Engels, wrote a lot, but much of it took decades to be organized, published, and translated. It wasn’t until the 1930s that people truly understood everything Marx was trying to say.

Sociologists consider Marx important for two main reasons: his general theory of history and his specific ideas about power and exploitation. Marx’s theory of history is often called materialism. For Marx, the most important forces in history weren’t ideas; they were basically economic forces. Every stage in history, according to Marx, was distinguished by its own mode of production, a way of organizing the production and distribution of material goods. Each mode of production (ancient slaveholding society, medieval feudalism, and so forth) has its own inherent conflicts among different classes, and those conflicts inevitably lead to the failure of one mode of production and the beginning of another.

Marx was particularly concerned with the mode of production that dominated his time: industrial capitalism. Marx wrote about a number of different class groups that he saw having roles in capitalism, but the two most important were:

- The bourgeois: the wealthy, powerful people who own the factories, the farmland, and just about everything else.
- The proletariat: the people who don't own much and are forced to work for the bourgeois to feed their families.

Marx thought that capitalism was bad for everyone, but especially for the proletariat. The proletariat, said Marx, are especially hurt by capitalism because they are viciously exploited by the bourgeois. No matter how much profit a factory owner makes in a day, if his workers don't have anywhere else to work, all the owner needs to do is pay the workers enough to keep them alive — the bourgeois factory owner keeps all the extra profits, earned on the backs of the hardworking proletariat.

**Text 4** (2500 characters)

### **Emile Durkheim**

The French scholar Emile Durkheim spent his life not just practicing sociology, but trying — quite successfully — to convince the world of sociology's importance. Durkheim was born in France in 1858, studied philosophy and social theory, and ultimately founded the first European department of sociology. His life had much less excitement than Marx's, but he was full of new and provocative ideas about society. Compared to Marx, Durkheim had a fundamentally different — and much more positive view — of society. For Durkheim, humans are fundamentally social. In fact, thought Durkheim, our social life — at home, work, play, and worship — is what defines us, what gives us meaning and purpose. It's what makes us truly human, and that fact is what makes sociology — the study of society — so important. In his book *The Rules of Sociological Method*, Durkheim set out his vision of what sociology is and how it should be done. Specifically, he said that the job of the sociologist is to study social facts: facts that are true of groups of people rather than individuals. Those are the facts Durkheim thought sociologists should take as their special area of concern.

Durkheim agreed with Marx that society was changing, but rather we were becoming more differentiated from one another in all kinds of ways. Earlier in

history, when society was relatively simple, there were just a few different jobs people performed: hunter, gatherer, farmer, priest. Now, there are thousands of different jobs that need doing, and they're very different from one another: software engineer, preschool teacher, screenwriter. This functional differentiation, thought Durkheim, was both necessary and — in broad terms — a good thing. Our shared social values help us work together productively and, for the most part, peacefully.

To prove the usefulness of sociology as a discipline, Durkheim chose to study a topic that would seem deeply personal, much more the domain of the psychologist or philosopher than the sociologist: suicide. By demonstrating that sociology could help us understand something so intensely private and individual, Durkheim showed the power of his newly invented sociological method. In his book *Suicide*, Durkheim pointed out that though any individual person's decision to commit suicide was, of course, personal, suicides seem to have shared social causes. Durkheim observed that some countries have higher suicide rates than others. Whatever combination of factors cause people to commit suicide, they seemed to be greater in Sweden than in Spain; further, they were greater among unmarried people than married people, and greater among men than women.

In the end, Durkheim concluded that there were actually different types of suicide that tended to happen for different reasons. For example, egoistic suicides were more frequent in groups with weak social ties (for example, countries with religious values emphasizing individualism) and altruistic suicides were more frequent in groups with extremely strong social ties (for example, the military).

**Text 5** (2600 characters)

### **Max Weber**

Marx and Durkheim are easy to compare and contrast because their views about what matters in society were so strikingly different. Marx thought it was all about conflict; Durkheim thought it was all about cooperation. Marx was concerned with the material world; Durkheim was concerned with the world of ideas and values.

Max Weber (pronounced VAY-ber) is much harder to identify. Weber thought that social life is marked by both conflict and cohesion. Sometimes we fight, sometimes we get along; the trick is to understand why and when. Max Weber's best-known book is called *The Protestant Ethic and the Spirit of Capitalism* contains Weber's argument that the values spread by Protestant theologians like John Calvin were very influential in Europe's transition from traditional society to modern capitalism. Essentially, Calvin and other Protestant theologians argued for the values of hard work, discipline, and savings. The belief that time is money, and money is good (because an abundance of it suggests that God favors you particularly) is foundational to the capitalist economy. It's a brilliant sociological argument, and its core insight — the connection between a rigorous religious worldview and the capitalist economic system — may have been partially inspired by the troubled marriage of Weber's parents.

Weber's mother was devoutly religious, a strong believer in the moral value of self-sacrifice, strict discipline, and hard work. Weber's father, on the other hand, was a worldly, wealthy man who unapologetically enjoyed the luxuries his money could buy. Weber's work addressed this paradox: that modern life has some of the ascetic self-discipline of the monk — you must be at your desk from 9 a.m. to 5 p.m., fulfilling a precise list of duties — and yet it has afforded us luxuries and freedoms unimaginable to people who lived in the pre-modern era. It may be dehumanizing to work in exchange for money rather than to work growing food for your family, but now you have money that you can spend on whatever you want: maybe food, maybe a vacation. Whatever!

In *The Protestant Ethic*, Weber tells the story of a landowner who hires some farmers to work his land. To motivate the farmers to work harder, the landowner increases the amount he pays per acre mowed; however, the landowner discovers, to his astonished frustration, that the farmers then proceed to work less hard because they only want to make enough to live on and after their "raise," it takes less work to

do it. If we all behaved that way, capitalism would never work. We're the "good" farmers who work harder for greater financial reward — but to what end?

According to Weber, modern society is marked by rationalization: Most things are organized according to standard rules and systems that are meant to apply to everyone, with society meant to run like a well-oiled machine. In your job, for example, you don't have the responsibilities you have and get paid the amount you do just because you're you — those things go with the job, and if you quit, the next person to take your job would perform the same tasks and get paid the same amount.

**Text 6** (2300 characters)

### **Altruism**

Altruism refers, in a word, to generosity. When you offer a service or a gift with no thought of reward, that is pure altruism. When you offer something for a small reward (like a t-shirt or a hug), that's still generosity — even if it's not pure altruism. The existence of this kind of prosocial behavior may be the Achilles' heel of rational choice theory. Of course, most people are not Mother Teresa. In many cases, when we give things away, we get other things in return. For example:

- A major donor to a museum or a college may be rewarded by having a building named after them, and may be given a seat on a board of directors, yielding valuable social and professional connections.
- When you give your boyfriend or girlfriend a birthday gift, you cause them to feel more attached to you and thus gain security in your relationship — plus, when it's your birthday they will probably turn right around and give you a gift of comparable value.
- When you volunteer your time to an organization, you are gaining potentially valuable experience and the social prestige of being seen to give your time away.

Plus, you may be having fun and/or being directly rewarded with free services or products from that organization.

All this being true, it's still the case that often people do act altruistically in ways that are hard to understand from a rational-choice perspective. People make anonymous donations, stand by loved ones for years while they fight fatal diseases, and toil at services that few see or appreciate.

In fact, some sociologists argue that living peacefully and constructively in society requires constant acts of generosity on everyone's part. If everyone actually tried to get away with whatever they could, doing exactly what they pleased just so long as the reward eclipsed whatever punishment they might face, society would fall apart. Think about what it would be like if every storekeeper had to assume that every single customer would steal if given any opportunity, or if no one ever let anyone else merge into a crowded lane on the freeway. No police force could hold a society together if all its members were determined to act for their personal gain. So why don't they?

According to Durkheim, it's norms and shared values that hold society together. Society is not just about jumping on the back of the next guy so you can get higher; it's about cooperating to achieve goals together — and joining together to celebrate those achievements. People internalize the norms of society so deeply that they regularly act in ways that would seem to be contrary to any selfish motives . . . and fortunately, this leads to a working society that benefits everyone. To understand the decisions a person makes, you have to understand the society they come from.

**Text 7** (2300 characters)

### **Why Facebook is making people sad**

According to a new study conducted by sociologists Hui-Tzu Grace Chou and Nicholas Edge at Utah Valley University, research showed a correlation between a Facebook user's disposition about their life and the amount of time spent on the social network. Approximately 425 students were asked to identify how much they agreed or disagreed with statements like "Life is fair" and "Many of my friends have a better life than me." In addition, the students were asked about how much time they

spent on Facebook, their number of Facebook friends as well as how many of those friends they had actually met in person. The researchers also attempted controlling for factors like relationship status, gender, religious beliefs and race.

Seeing a pattern emerge, the two sociologists discovered that as people spend more time on Facebook, they start to believe that others have a better life than they do. Within the paper, Chou and Edge stated “Those who have used Facebook longer agreed more that others were happier, and agreed less that life is fair, and those spending more time on Facebook each week agreed more that others were happier and had better lives. Furthermore, those that included more people whom they did not personally know as their Facebook “friends” agreed more that others had better lives.”

Published in the *Cyberpsychology, Behavior and Social Networking* journal, the study also concluded that people that spent less time socializing on Facebook and spent more time with real-life friends were less likely to be unhappy. Since Facebook users are far more likely to depict the happiest times of their lives through carefully curated photos rather than catalog depressing events, many users are more likely to believe that happiness is a constant in their friend’s lives. An earlier study conducted last year by the American Academy of Pediatrics also found that children and teenagers can develop “Facebook Depression” when being overwhelmed with positive status updates and photos of happy friends.

# Summary writing guide

## (Справочник по составлению аннотаций)

Общепризнанно, что аннотацией (англ. эквиваленты – summary, abstract) является краткая характеристика содержания статьи или рукописи, т.н. первичного документа. В аннотации в обобщенном виде раскрывается тематика публикации без полного раскрытия ее содержания. Следует понимать, что в аннотации указываются лишь существенные признаки содержания документа, т.е. те, которые позволяют выявить научное и практическое значение и новизну исследования. При ее составлении не следует пересказывать содержание документа, давать оценку и рекомендации (Теоретические и прикладные аспекты обучения иностранному языку на неязыковых факультетах 2014).

Следует знать, что объем аннотации колеблется от 3-5 предложений. В первой части аннотации формулируется основная тема статьи, во второй – изложение основных положений, в третьей – выводы. Обязательной ее чертой является логичность структуры.

Стратегия написания аннотации включает три этапа. При первом ознакомлении и беглом просмотре англоязычной статьи обращается внимание на заголовок, таблицы, графики, рисунки. Они, как правило, указывают на основное содержание статьи, затрагиваемые вопросы. Во время второго более внимательного прочтения устанавливается общий замысел статьи, выделяются ключевые понятия, идентифицируются результаты исследования. При повторном чтении необходимо прояснить все непонятые фрагменты и добиться полного и точного понимания всей информации. На данном этапе устанавливаются значения незнакомых ключевых слов по контексту или словарю. Ключевые слова обычно встречаются в названии текста, в первых предложениях текста, в главном тезисе автора. Осуществляется целостное восприятие материала. На третьем этапе происходит подготовка и написание письменного текста. Сначала рекомендуется записать основную идею каждой выделенной при чтении части, включив только основные положения и



поддерживающие их аргументы; в пределах одного предложения записать каждый из них. Таким образом составляется краткий план всего текста.

В практическом отношении чтобы написать аннотацию на англоязычную статью, ее необходимо условно разбить на три части. Исходя из информации, заключенной в заголовке и первом абзаце можно определить тему, проблему статьи и составить первое предложение. Например: *The article deals with the problem of ...* . В последующих двух-трех абзацах содержится информация о главных проблемах, вопросах, результатах исследования. Выявленные ключевые положения статьи ложатся в основу последующих двух, трех предложений. Например: *Research results show that... . Special attention is given to...* . При смысловом анализе текста некоторые специалисты рекомендуют пометить абзацы, содержащие релевантную информацию знаком (+), а абзацы, не содержащие существенной информации знаком (-). Фрагменты, требующие проведения дополнительного анализа, отмечаются знаком (?). Другой способ выделения необходимой информации для аннотации – подчеркивание ключевых предложений, основной идеи каждого абзаца, важных фактов, т.е. тех областей, которые в дальнейшем войдут во вторичный текст. Заключительные формулировки содержат информацию, найденную, как правило, в последней части статьи. Если главная мысль в заключительной части статьи не сформулирована автором, необходимо это сделать составителю аннотации самостоятельно. Приведем примеры заключительных формулировок: *The conclusion is made that ... . The conclusion is made that ...* . Перед тем как представлять аннотацию в готовом виде, рекомендуется составить черновой вариант аннотации и откорректировать формулировки.

По мнению американской преподавательницы Линды Арагоны, читающей курс по академическому письму, при написании аннотации отрабатываются следующие существенные умения: идентифицировать ключевые слова (key words); находить главное утверждение/ исходное положение (thesis statement);

находить аргументы в поддержку основного положения (supporting points) ([www.you-can-teach-writing.com](http://www.you-can-teach-writing.com) Linda Aragoni).

Данной форме изложения научного материала свойственно стремление к лаконичности, краткости, т.н. синтаксической компрессии, которая позволяет вместить максимум информации в минимум сигнала. Синтаксическая компрессия сокращает избыточность при сохранении объема информации. Она достигается за счет множества различных средств, и прежде всего, за счет грамматико-синтаксических построений.

Грамматико-синтаксическое оформление аннотации характеризуется использованием неопределенно личных конструкций типа *it is considered, it is analysed, it is reported*, которые способствуют быстрому восприятию информации, а также пассивных конструкций. Для характеристики различных процессов могут быть использованы причастные обороты, обеспечивающие экономию объема аннотации. Особенностью языка аннотации является большое число перечислений, которые появляются в результате сжатия логического изложения. Избегать следует употребления активного залога, личных и указательных местоимений, сложных оборотов.

Для языка аннотации свойственно использование определенных лексических средств. В научной стилистике выработался перечень лексических единиц, характерных для аннотированных текстов. Далее мы приводим список слов, наиболее часто используемых при составлении аннотаций.

а именно; то есть – *namely*

более того – *furthermore*

в настоящее время – *at present*

в некотором отношении – *in certain respect*

в основном – *in the main*

в особенности; в частности – *in particular*

в порядке; для того, чтобы – *in order*

в процессе; в ходе – *in the course of*  
в результате – *as a result*

вследствие – *in consequence of*  
в свое время – *in due time*

в свою очередь – in its turn	подчеркивая – emphasizing
в соответствии с – in accordance with	получаться в результате – result from
в то время как; пока – while	при помощи; посредством; путем – by means of
в целом – on the whole	при условии, если – providing, provided
ввиду – in view of	принимая во внимание – having regard to
вместо – in place of	приняв во внимание – having considered
по причине; в силу – due to	рассмотрев – having examined
дальнейший – further	с намерением, относительно; с учетом – with regard to
до некоторой степени – to the extent	с намерением – with a view to
за исключением – with the exception of	согласно – according to
в зависимости от – depending on	ссылаясь на – in reference to
иметь дело с – deal with	так, чтобы; при этом – so that
выражаться в – result in	также – as well
кроме того; в дополнение к – in addition to	таким образом – thus
на основании; на основе – on the basis of	соответственно – accordingly
обеспечивать; предусматривать – provide	таким способом – in such a way
обращать внимание – pay attention	такой (такие), что – such that
обуславливаться – be due to	такой ... как – such as
одновременно; наряду; вместе с – along with	теперь; сейчас; вскоре – presently
особый – particular	рассматриваемый; обсуждаемый – in question
относительно – concerning	учитывать – take into account
по сравнению с – in comparison with	частично – partially
подобный – similar to	что касается – in respect of
подробно – in detail	

Составителю аннотации следует также соблюдать единство терминов и общепринятых сокращений (i.e. – that is – т.е.; e.g. – for example – например), избегать использования прилагательных, наречий, вводных слов, не влияющих на содержание.

Особое внимание следует уделить специальным клише, характерным для данного жанра научной литературы. Клише – это речевой стереотип, готовый оборот, используемый в качестве легко воспроизводимого в определенных условиях и контекстах стандарта. Клишированные фразы облегчают процесс коммуникации, экономят усилия, мыслительную энергию и время составителя и адресата аннотации.

Для выработки автоматизма составления аннотированного документа следует применять таблицу активно используемых клишированных фраз, в которой выражения сгруппированы в зависимости от того, к какой части аннотации они относятся.

**Таблица фраз для составления аннотации**

Фразы, используемые для изложения <b>общей (первой) характеристики</b> статьи	Фразы, используемые для <b>изложения основных положений</b> аннотации	Фразы, используемые для <b>заключительной части</b> аннотации
The article deals with_ The article considers_ The article is devoted to (is concerned with)_ The author gives a review of_ The article is designed for_	It is reported (known, demonstrated) that_ The research includes (covers, consists of)_ The research results show_ The new theory is developed (worked out, proposed, suggested)_ The new method (technique) is discussed (tested, described, shown)_ Special attention is paid (given) to_ The fact that _ is stressed. It is spoken in detail about_ Much attention is given to_	It is concluded that_ The conclusion is made that_ The results obtained prove that_ The article is of great help to_ The paper summarizes _ At the end of the article the author sums up_

Наиболее распространенной ошибкой при написании данного типа документа является «выхватывание» предложений, фрагментов текста из статьи оригинала и включение их в текст аннотации. Следует помнить, что для написания аннотации необходимо выявить основной смысл статьи, опираясь в первую очередь на заголовок и ключевые слова в абзацах. Для выражения краткого смысла англоязычной статьи используются безличные конструкции, пассивный залог и специфические клишированные фразы.

Приведем некоторые аннотации студентов, составленные студентами, содержащие типичные лексико-грамматические и стилистические ошибки. Все неудачные формулировки в текстах нами выделены.

*“The text gives valuable information on the role of particularly farming and manufacturing different rates of job growth. The questions of retail jobs, advantages and disadvantages is discussed. The fact is that historical differences of countries is **very important term of this text**. It is known that retail trade accounts for most of the differences in job growth. The conclusion is made that job creators suffered from adverse historical conditions.”*

*“The article **tells** about human evolution in primary and secondary groups. The author gives review, **firstly**– negative and positive factors, secondly – **study** on secondary group. Primary groups can be instrumental in a person’s day-to-day existence as studies have shown, **for example** neighbors and close friends play a vital role. The secondary groups refer to a formal impersonal group in which there is little social intimacy or mutual understanding. It can be concluded that the society have major two types of groups that develop human beings.”*

*“The article deals with a problem of **phenomena** “women in the U.S. army” and a resistance to their opportunities. From this it follows that modern army consists of women soldiers with advanced skills and physical form. **For example the** author points to the Persian Gulf War 1990-91, **where 35000** women served and only eleven were killed. A mention should be made that sexism a real issue of army and modern life. As a Senate panel reports, many of women soldiers were sexually abused by their teammates. In conclusion **we can say that** women can serve on the same level as men.”*

Соблюдение рекомендаций по смысловому сжатию текста, лексико-синтаксическому оформлению англоязычных аннотаций дает возможность составлять качественные аннотации. В качестве удачных приведем аннотации

студентов факультета Бизнес-управление и Социальный менеджмент, сдававших экзамен на 4-ом курсе в 2012 г.

*“The article deals with customer relationship management. It is known that retail banks face a big challenge in providing the high level of service while still improving their profitability and market share. It is spoken in detail about the performance of bank branches in terms of profitability and customer service. Special attention is given to the results of a survey distributed to all the customers. The conclusion is made that findings indicate certain correlation of bank successful performance and the country’s economic situation.”*

*“The article deals with differences of recruitment and selection in different cultures. The author gives a special attention to describe recruitment and selection in Anglo-Saxon cultures, Germanic cultures. Also attention is given to the recruitment process in Latin and Far Eastern cultures. The research results show that in Latin cultures more attention is given to the personality, social skills and communication than in the Anglo-Saxon culture. The conclusion is made that companies in the global world have identified specific qualities that support their business requirements.”*

В литературе, посвященной вопросу написания аннотаций, недостаточное внимание уделяется особенностям английской пунктуации и переносу слов. Приведем три основных правила расстановки запятых.

1. В предложении запятая ставится при перечислении для разделения однородных членов предложения. Запятая, в отличие от русского языка, может ставиться (но не обязательно) перед последним из трех или более однородных членов и в том случае, если перед ним стоит союз *and*. Например, *The company produces cars, airplanes(,) and trains.*

2. Особое внимание следует обратить на то, что в отличие от русского языка, в английском языке запятая никогда не употребляется перед союзом *that*, который соответствует русскому *что* в дополнительных придаточных предложениях: *It was shown that ...*

3. Для выделения приложения с пояснительными словами, стоящего после определяемого существительного ставится запятая. Например, *Bill Gates, the CEO of Microsoft, announced the opening of the new joint venture* (<http://www.alleng.ru>).

В аннотациях переносить слова нежелательно, но там, где это абсолютно необходимо, соблюдаются следующие правила:

- делятся удвоенные согласные или две согласные, идущие подряд (sup-port, prog-ress);
- согласная между двумя гласными обычно переносится со вторым слогом (be-fore, cate-gory);
- префиксы и суффиксы при переносе отделяются от корня (un-known, cold-ness);
- сложные слова при переносе разделяются на свои составные элементы (philo-sophical, some-thing) (<http://www.alleng.ru>).

В заключение отметим, что умение составлять аннотации с учетом выбора адекватного лексико-грамматического и стилистического материала указывает на достаточно высокий уровень владения иностранным языком и развития научно-исследовательской компетенции.

# Presentations guide

(Справочные материалы по составлению презентаций)

## Making a presentation: language and phrases

Good presenters always use language (sometimes single words, sometimes phrases) which shows where they are in their presentation. These ‘signposts’ make it easier for the audience to:

- follow the structure of the presentation
  - understand the speaker more easily
  - get an idea of the length and content of the presentation.
- <http://speakspeak.com/>

The sentences and phrases below follow the logical progression of a well-balanced presentation.

<b>Introducing yourself</b>	Hi everyone, I’m Max from Accounts and today I’d like to talk to you about... Introducing the topic  Today I am here to talk to you about...  I would like to take this opportunity to talk to you about... I am delighted to be here today to tell you about... Today I would like to outline...
<b>Structuring the presentation</b>	My talk is divided into XXX parts. I’ll start with / Firstly I will talk about... / I’ll begin with then I will look at ... next... and finally... I will be glad to answer any questions that you may have at the end.



<b>Length of the presentation</b>	I'll take about ... minutes of your time. I plan to be brief. I'll only take ... minutes of your time. This should only last/take ... minutes. My presentation will take/last (about/roughly) ... minutes.
<b>Beginning the presentation</b>	I'll start with some general information on... I'd just like to give you some background information about... Before I start, does anyone know...? As you are all aware / As you all know...
<b>Changing the topic/speaker</b>	Right, let's move on to... This leads me to my next point, which is... I'd now like to look at / consider... Now I will pass you over to /hand over to Max Mustermann. Does anyone have any questions before I move on?
<b>Conclusion</b>	I'd like to conclude by... That brings me to the end of my presentation, thank for listening / for your attention. Thank you all for listening, it was a pleasure being here today. Well that's it from me. Thanks very much.
<b>Inviting questions</b>	Does have anyone have any questions? I will be happy to answer your questions now If you have any questions, please don't hesitate to ask If you have any further questions, I will be happy to talk to you at the end.

# Test sample

Test on Unit 4

## 1. Write down briefly answers to the following questions.

What are the main stages of recruitment. Mention 9 steps?

Name at least 5 recruitment channels?

What information is included in CV?

Write 3 tips to write your best CV.

## 2. Vocabulary work.

Connect the word on the left with its definition or synonym.

<b>recruit</b>	1. recommendations
<b>conduct</b>	2. relevant, right
<b>suitable</b>	3. hire
<b>tips</b>	4. carry out
<b>temporary</b>	5. success
<b>cv</b>	6. just for some time
<b>achievement</b>	7. resume

## 3. Translate mini vacancies into English.

Тренинг менеджер / 2006-08-25

Зарплата: 500 USD, Москва

Требования: Можно без опыта, но с дополнительным образованием в области тренингов!!! Грамотная речь

Менеджер по подбору персонала / 2006-08-24, Зарплата: 850 USD, Москва

Требования: - возраст 17-35 лет; - приятная деловая внешность, вежливость; - соблюдение делового регламента; - стрессоустойчивость; - приветствуется опыт работы с людьми; - желание работать и зарабатывать!

## References

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## Internet resources

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5. Teaching presentation skills: [Электронный ресурс]. – Режим доступа : <http://www.macmillandictionaries.com/MED-Magazine/November2004/24-Top-Tips-PresentS1.htm>
6. <http://careers.jpmorgan.com>
7. Business Lessons : [Электронный ресурс]. – Режим доступа : <http://www.headsupenglish.com/>
8. Ukrainian Pravda <http://www.pravda.com.ua> 4.02.15
9. [www.smartrecruiters.com](http://www.smartrecruiters.com) by Lexie Forman-Ortiz
10. <http://www.tastyhuman.com/50-weird-facts-about-humans/>
11. Crimes A to Z: [Электронный ресурс]. – Режим доступа : [http://crime.about.com/od/Crime\\_101/a/Crimes-A-To-Z.htm](http://crime.about.com/od/Crime_101/a/Crimes-A-To-Z.htm)

*Навчальне видання*

## EMPLOYMENT AND SOCIOLOGY ISSUES

учебно-методическое пособие для студентов  
старших курсов, обучающихся  
по специальности 054 «Социология»

У п о р я д н и к      МОЛОДЧАЯ Наталья Сергеевна

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