

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
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CONTRIBUTORS TO SOCIOLOGY
(ПРО ТИХ, ХТО ЗРОБИВ ВИЗНАЧНИЙ ВНЕСОК
У РОЗВИТОК СОЦІОЛОГІЇ)

Навчальний посібник з англійської мови
для студентів соціологічного факультету

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У навчальному посібнику надаються автентичні англомовні матеріали, присвячені постатям світового масштабу, які зробили видатний внесок у розвиток соціології. Численні завдання сприяють засвоєнню розвитку процедурних навичок та вмінь на базі англомовних текстів за фахом. Увага приділяється комунікативній спрямованості у розвитку вмінь професійно орієнтованого усного мовлення.

Для студентів 1–3 курсів та магістрантів соціологічного факультету, а також студентів і магістрантів інших гуманітарних спеціальностей. Також навчальний посібник може бути використаний студентами інших спеціальностей і факультетів, бакалаврами, магістрами, аспірантами та викладачами інших гуманітарних дисциплін.

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ПЕРЕДМОВА

Навчальний посібник створений для студентів 1–3 курсів та магістрантів соціологічного факультету, а також студентів і магістрантів інших гуманітарних спеціальностей.

Посібник складається з 21 уроку, зміст яких корелює з теоретичним матеріалом, який студенти мають засвоїти з обраної спеціальності. Підібрані тексти присвячені постатям світового масштабу, які зробили значний внесок у розвиток соціології. Кожний текст супроводжується вправами комунікативної спрямованості для розвитку вмінь професійно орієнтованого усного мовлення. Робота з матеріалами посібника передбачає парний та груповий формати, сприяє удосконаленню навичок усного мовлення у форматах як монологу, так і діалогу. Завдання кожного уроку передбачають підготовку студентів до роботи з текстом, активізацію лексико-граматичного учбового матеріалу, розвиток творчих здібностей. Подолати можливі труднощі в роботі з автентичними текстами допомагають численні завдання, які відповідають розробленій структурі засвоєння навчального матеріалу. Кожний урок посібника містить численні завдання різноманітних форматів, які повторюються в інших уроках, що передбачає ефективне засвоєння студентами процедурних знань та вмінь.

До складу посібника входить словник-довідник, який забезпечує не тільки лексичну інформацію, а й деякі додаткові відомості стосовно граматичної форми.

Матеріали посібника можуть використовуватися студентами як для самостійної, так і для аудиторної роботи. Перевагою цього навчального посібника є те, що кожний урок є закінченою, автономною одиницею. Тому з автентичними текстами за фахом (з можливістю опціонального вибору відповідних завдань) можна працювати у будь-якому порядку залежно від різних обставин, в тому числі індивідуальних уподобань.

Unit 1. Auguste Comte

PRE-READING ACTIVITIES

1. Before you start reading about Auguste Comte, think about his contribution to the field of science. To get you started, we list below some questions you might ask yourself.

Do I know where Auguste Comte fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about his background that would influence my reaction to his work?

What do I know about the person? When and where did August Comte live and work? What else was going on in the world at the same time?

2. Copy and fill in the following table

What I know about Auguste Comte	Questions I'd like to ask about A. Comte

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to receive a college-level degree	a) вважатися першим західним соціологом
2) to have a negative effect on one's teaching career	b) привабити видатну аудиторію
3) give smb adequate credit for smb's contribution	c) спрямувати когось у філософському напрямку
4) despite one's hostility to	d) безнадійно втратити контакт з інтелектуальними подіями
5) to acknowledge one's debt to smb	e) завдячувати
6) to owe a great deal to	f) закінчити коледж
7) to launch smb in the philosophic direction	g) незважаючи на ворожнечу до
8) to follow without hesitation	h) поновлювати читання лекцій
9) a series of lectures on philosophy	i) уникати читати праці інших
10) to draw a distinguished audience	j) бути забов'язаним значною мірою
11) to suffer a nervous breakdown	k) оцінити належно внесок когось
12) to seek to commit suicide	l) мати негативний вплив на кар'єру викладача
13) to get a regular position	m) прямувати без сумніву
14) to be the first to use the term	n) мати величезний вплив на теоретиків, які були пізніше
15) to renew the lectureship	o) розробляти власний науковий погляд
16) to offer a plan for the reorganization of society	p) вважати себе вищим священиком нової релігії

17) to have a series of bizarre ideas	q) численні прихильники ідей Конта
18) to avoid reading the works of others	r) низка лекцій з філософії
19) to become hopelessly out of touch with intellectual developments	s) отримати постійну посаду
20) to consider oneself the high priest of a new religion	t) бути попередником сучасного функціоналізму
21) numerous supporters of Comte's ideas	u) намагатися скоїти самогубство
22) to have an enormous influence on later theorists	v) пропонувати план реорганізації суспільства
23) interconnectedness of social elements	w) пережити нервовий зрив
24) to be regarded as the first Western sociologist	x) мати декілька дивних ідей
25) to be a forerunner of modern functionalism	y) першим використати термін
26) to develop one's scientific view	z) взаємозв'язок соціальних елементів

4. Match the words and word combinations with their definitions:

1) Enlightenment	a) the act of deliberately taking one's own life
2) hostility	b) the state of being hostile; antagonism or enmity
3) lecture	c) a person whose job is to help with letters, mail business arrangements for a person or organization
4) nervous breakdown	d) a mental disorder that a person experiences
5) quarrel	e) a talk on a subject to an audience
6) secretary	f) a cultural movement of intellectuals in 18th century Europe to mobilize the power of reason to reform society
7) suicide	g) an angry disagreement

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Auguste Comte (1798–1857)

(1) Auguste Comte was born in Montpellier, France, on January 19, 1798. Although a diligent student, Comte never received a college-level degree, which had a negative effect on his teaching career. In 1818 he became a secretary (and an “adopted son”) to Claude Henry Saint-Simon, a philosopher forty years senior. They worked together for several years. But in 1824 there was a quarrel between them, because Comte believed that Saint-Simon was not giving him adequate credit for his contributions. Despite his later hostility to Saint-Simon, Comte often acknowledged his great debt to him: “I certainly owe a great deal to Saint-Simon... he contributed powerfully to launching me in the philosophic direction that I clearly created for myself today and which I will follow without hesitation all my life.”

(2) In 1826, Comte worked at a scheme by which he would present a series of seventy-

two lectures on his philosophy of life. The course drew a distinguished audience, but it was stopped after only three lectures when Comte suffered a nervous breakdown. Once in 1827 he even sought to commit suicide by throwing himself into the Seine River.

(3) Although he could not get a regular position at the Ecole Polytechnique, Comte did get a minor position as a lecturer there in 1832. In 1837, Comte was given the additional post of admissions examiner, and this, for the first time, gave him an adequate income. During that period, Comte worked on the six-volume work for which he is best known, *Cours de Philosophie Positive*, which was finally published in 1842. Auguste Comte was the first to use the term *sociology*. He also outlined his view that sociology was the ultimate science. He attacked the Ecole Polytechnique in that work, and the result was that in 1844 his lectureship there was not renewed. By 1851 he had completed the four-volume *Systeme de Politique Positive* which offered a grand plan for the reorganization of society.

(4) Comte had a series of bizarre ideas. For example, he believed in “cerebral hygiene”; that is, Comte avoided reading the works of other people. As a result he became hopelessly out of touch with intellectual developments. Comte also came to consider himself the high priest of a new religion of humanity; he believed in a world that eventually would be led by sociologist-priests. (Comte had been strongly influenced by his Catholic background.) In spite of such extreme ideas, there appeared numerous supporters of Comte’s ideas in France as well as in other countries. Auguste Comte had an enormous influence on later sociological theorists, especially Herbert Spencer and Emile Durkheim.

(5) Comte is generally regarded as the first Western sociologist. Comte’s emphasis on the interconnectedness of social elements was a forerunner of modern functionalism. Comte developed his scientific view, “positivism,” or “positive philosophy,” to combat what he considered to be negative and destructive philosophy of the Enlightenment. (2900)

2. For statements (1 – 10) choose “True” if the statement is true according to the text, “False” – if the statement is false:

1. Auguste Comte was of French origin.
2. When A. Comte was at college, he studied badly.
3. Comte worked with Claude Henry Saint-Simon for a number of years.
4. Auguste Comte and Saint-Simon were of the same age.
5. Comte thought that Saint-Simon underestimated his potential.
6. There was no disagreement between H. Saint-Simon and A. Comte.
7. Comte never recognized Saint-Simon’s role in his philosophical development.
8. Comte had a serious plan for the reorganization of society.
9. Comte managed to give only few lectures to the audience.
10. Comte’s ideas can hardly be called unusual.

3. Answer the questions:

1. What caused Comte’s hostility to Saint-Simon?
2. What was the result of the quarrel between Aguste Comte and Saint-Simon?
3. In Comte’s opinion, what role did Saint-Simon play in his life?
4. How many lectures did Comte plan to deliver on his philosophy of life?
5. How many lectures did he manage to present?
6. When did Comte write his best known work?
7. What did Comte write about *the Ecole Polytechnique* in his work?
8. When did Comte stop his teaching and why?

9. What was Comte's idea about reading works written by other authors?
10. Did Comte have any supporters of his extreme ideas abroad?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of these words **in bold**.

1. **Although** a diligent student...
2. **Despite** his later hostility to Saint-Simon...
3. **During** that period...
4. He **also** outlined his view...
5. **By** 1851 he had completed...
6. **For example**, he believed in...
7. ...**that is**, Comte avoided reading...
8. **As a result** he became...
9. **In spite of** such extreme ideas...
10. Comte is **generally** regarded as...

2. In the box find the words which mean **the same as or similar** to those **in bold** in the phrases below.

1. Although a **diligent** student...
2. Comte never **received** a college-level degree.
3. Despite his later **hostility** to Saint-Simon...
4. Comte often **acknowledged** his great debt to him.
5. I certainly owe a **great deal** to Saint-Simon.
6. The course drew a **distinguished** audience.
7. Comte did get a **minor** position.
8. He had a series of **bizarre** ideas.
9. He became **out of touch with** intellectual developments.
10. There appeared numerous **supporters** of Comte's ideas in other countries.

3. Look through the phrases below and match the words **in bold** with their **opposites** in the box.

a) powerfully, b) minor, c) negative, d) together, e) bizarre, f) a great deal, g) later, h) numerous, i) senior, j) destructive, k) first, l) powerfully

1. He became a secretary to a philosopher forty years **younger**.
2. They worked **separately** for several years.
3. Despite his **earlier** hostility to Saint-Simon...
4. I certainly owe **little** to Saint-Simon...
5. ...he contributed a **little** to launching me in the philosophic direction.
6. Comte did get a **major** position as a lecturer.
7. Comte had a series of **common** ideas.
8. There appeared **few** supporters of Comte's ideas in France.
9. Comte is generally regarded as the **last** Western sociologist.
10. ...what he considered to be **positive** and **constructive** philosophy...

CHECK YOUR UNDERSTANDING

1. Translate these sentences, paying attention to the words **in bold**:

1. Comte never received a college-level degree, **which** had a negative effect on his teaching career.
2. Comte **did** get a minor position as a lecturer there.
3. He outlined his view that sociology **was** the ultimate science.
4. **There appeared** numerous supporters of Comte's ideas in France as well as in other countries.
5. Comte **is generally regarded** as the first Western sociologist.

2. What do these proper names refer to in the texts above?

- 1) the Ecole Polytechnique, 2) France, 3) Saint-Simon, 4) the Enlightenment, 5) Herbert Spencer, 6) Emile Durkheim.

3. Give definitions of the following:

- 1) a diligent student, 2) a college-level degree, 3) teaching career, 4) audience, 5) a lecturer, 6) Western sociologists, 7) the Enlightenment, 8) France.

4. Explain in your own words:

1. Although a diligent student, Comte never received a college-level degree, which had a negative effect on his teaching career.
2. Comte believed that Saint-Simon was not giving him adequate credit for his contributions.
3. The course drew a distinguished audience.
4. Comte attacked the *Ecole Polytechnique* in his work.
5. Comte had a series of bizarre ideas.
6. Comte avoided reading the works of other people.
7. He became hopelessly out of touch with intellectual developments.
8. Comte's emphasis on the interconnectedness of social elements was a forerunner of modern functionalism.

5. Fill in the gaps, using the proper words from the box:

a) based, b) calling, c) discipline, d) socialist, e) developed, f) doctrine, g) influenced, h) French
--

Auguste Comte was a (1)_____ philosopher, a founder of the (2)_____ of sociology and of the (3)_____ of positivism. He was strongly (4)_____ by the Utopian (5)_____ Henry Saint-Simon. Comte (6)_____ the positive philosophy (7)_____ for a new social paradigm (8)_____ on science.

6. Fill in the gaps, using any proper words out of the following in the box. Mind that some of them can be used more than one time:

a) a, b) after, c) at, d) but, e) by, f) in, g) into, h) of, i) the, j) to, k) when, l) which

(1)_____ 1826, Comte worked (2)_____ a scheme by (3)_____ he would present (4) _____ series of seventy-two lectures (5)_____ his philosophy (6)_____ life. (7)_____ course drew a distinguished audience, (8)_____ it was stopped (9)_____ only three lectures (10)_____ Comte suffered (11)_____ nervous breakdown. Once (12)_____ 1827 he even sought

(13)_____commit suicide (14)_____ throwing himself (15) _____the Seine River.

7. Fill in the gaps, using any words that fit in:

Comte had a series of (1)_____ ideas. For example, he (2)_____ reading the works of other (3)_____. As a result he became (4)_____ intellectual developments. Comte was strongly (5)_____ by his Catholic background. He considered himself the high (6)_____ of a new religion and (7)_____ in a world that would be (8)_____ led by sociologist-priests. In spite of such (9)_____ ideas, there appeared numerous (10) _____ of Comte's ideas in France as well as in other (11)_____. Auguste Comte had an enormous (12)_____ on later sociological theorists.

POST – READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. What is more preferable to you – to work alone or in collaboration with someone?
2. Do you think it's OK for a thinker to have bizarre ideas?

2. Make mini-reports on the following topics:

1. August Comte as a person.
2. August Comte's teaching career.
3. August Comte as a thinker.
4. Comte's contribution to sociology.

ACTIVE VOCABULARY

acknowledge (v): to acknowledge one's debt to smb/smth

contribution (n): to make one's contribution to...

credit (n): to give smb credit for...

debt (n): to acknowledge one's debt to; to be in debt to...

Enlightenment (n): philosophy of the Enlightenment

forerunner (n): to be a forerunner of/to the approach

hesitation (n): to do smth without hesitation

hostility (n): to feel/show hostility to...

interconnectedness (n): interconnectedness of social elements

mental (adj): to suffer from mental problems

breakdown (n): to suffer a nervous breakdown

owe (v): to owe a great deal to...

quarrel (n; v): to have a quarrel with; to quarrel with

suffer (v): to suffer from mental and/or physical problems

Common helpful words and phrases

although

as a result

despite

during

for example

in spite of

Keywords

bizarre ideas
 functionalism
 interconnectedness of social elements
 positivism
 reorganization of society

Unit 2. Herbert Spencer

PRE-READING ACTIVITIES

1. Before you start reading about Herbert Spencer, give some time to thinking about his contribution to the field of science. Concentrate on the questions below to see which of them you might answer.

Do I know where Herbert Spencer fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about his background that would influence my reaction to his work?

What do I know about Herbert Spencer? When and where did this person live and work? What else was going on in the world at the same time?

2. Copy and fill in the following table

What I know about Herbert Spencer	Questions I'd like to ask about Spencer

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) prominent theorist of the Victorian era	a) досягти міжнародного визнання
2) to be schooled in technical matters	b) практикувати такзвану церебральну (мозкову) гігієну
3) to work as a civil engineer for a railway	c) видатний теоретик вікторіанської епохи
4) to study on one's own	d) отримувати технічну освіту
5) to experience insomnia	e) знайти підтвердження своїм власним ідеям
6) to receive an inheritance	f) ігнорувати ідеї, що не узгоджуються з його ідеями
7) to become more and more isolated	g) розробити всеохоплюючу концепцію еволюції
8) to achieve an international reputation	h) здавалось, що він ніколи не читає книги
9) unwillingness to read the works of other people	i) працювати цивільним інженером на залізниці
10) to practice "cerebral hygiene"	j) ставати все більш і більш ізольованим
11) he never seemed to read books	k) рушійні сили в еволюції суспільств

12) to resemble another giant of sociology	l) отримати спадок
13) to find confirmation for one's own ideas	m) боротьба за виживання
14) to ignore those ideas that do not agree with his	n) займатися самотійно
15) to develop an all-embracing conception of evolution	o) відчувати безсоння
16) the driving forces in the evolution of societies	p) номінований на Нобелівську премію
17) struggle for existence	q) небажання читати роботи інших
18) to conceptualize society as a social organism	r) розвиватися від простого стану до більш складного
19) to evolve from the simple state to the more complex	s) уявляти суспільство як соціальний організм
20) nominated for the Nobel Prize	t) бути схожим на іншого гіганта соціології

4. Match the words and word combinations with their definitions:

1) contemporary	a) chronic inability to fall asleep or remain asleep for an adequate length of time
2) evolution	b) to refuse to pay attention to
3) ignore	c) a person who lives at the same time as you
4) inheritance	d) any process of formation or growth
5) insomnia	e) property passing at the owner's death to the heir or those entitled to succeed

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Herbert Spencer (1820–1903)

(1) Spencer was an English philosopher, sociologist, and prominent classical political theorist of the Victorian era. He was born in Derby, England, in 1820. Herbert Spencer was schooled rather in technical matters. In 1837 he began to work as a civil engineer for a railway, an occupation he held until 1846. During that period, Spencer continued to study on his own and began to publish scientific and political works.

(2) In 1848 Spencer was appointed an editor of *The Economist*. By 1850, he had completed his first major work, *Social Statics*. During the writing of this work, Spencer first began to experience insomnia (sleeplessness), and over the years, his physical and mental problems increased. Throughout the rest of his life Spencer suffered a series of nervous breakdowns.

(3) In 1853 Spencer received an inheritance that allowed him to quit his job. He never earned a university degree or held an academic position. He became more and more isolated. His productivity as a scholar increased. Eventually, Spencer began not only to achieve fame within England, but also an international reputation.

(4) One of Spencer's most interesting characteristics was his unwillingness to read the works of other people. In this, he resembled another early giant of sociology, August Comte, who practiced "cerebral hygiene." As for the need to read the works of others, Spencer said, "All my life I have been a thinker and not a reader, being able to say with Hobbes that 'if I had read as much as other men I would have known as little.'" One author wrote of Spencer, "...he never seemed to read books."

(5) If he didn't read the works of other scholars, where, then, did Spencer's ideas come from? According to Spencer, they emerged involuntary and intuitively from his mind. Spencer suffered because of his unwillingness to seriously read the works of other people. If he did read the works of others, it was often only to find confirmation for his own, independently created ideas. He ignored those ideas that did not agree with his. Thus, his contemporary, Charles Darwin, said of Spencer: "If he had trained himself to observe more..., he would have been a wonderful man."

(6) Spencer developed an all-embracing conception of evolution as the progressive development of the physical world, biological organisms, the human mind, and human culture and societies. According to Spencer, the driving forces in the evolution of societies were the "struggle for existence" and the "survival of the fittest" (phrases Darwin borrowed from Spencer, not vice versa). Spencer developed a theory of two types of society, the militant and the industrial, which corresponded to this evolutionary progression. Spencer conceptualized society as a 'social organism' which evolved from the simpler state to the more complex according to the universal law of evolution.

(7) In 1902, shortly before his death, Spencer was nominated for the Nobel Prize for literature. He continued writing all his life. In later years he did it often by dictation. Spencer died on December 8, 1903. It is a coincidence that his grave is near that of Karl Marx. (2600)

2. For statements (1 – 10) choose "True" if the statement is true according to the text, "False" – if the statement is false:

1. Herbert Spencer was a famous American thinker of the nineteenth century.
2. Spencer's first working position was related to railways.
3. He started writing scientific works when he was over forty.
4. Spencer never wrote about politics.
5. *Social Statics* is the title of Spencer's first main work.
6. Throughout his life H. Spencer experienced a lot of nervous breakdowns.
7. He occupied numerous academic posts.
8. Herbert Spencer hated reading anything written by others.
9. He said that all his ideas were born in his mind only.
10. The origin of the statement the "survival of the fittest" belongs to H. Spencer.

3. Answer these questions:

1. What was Herbert Spencer famous for?
2. What was Spencer's first working position?
3. When did Spencer start publishing his works?
4. What was his first serious work?

5. Did Spencer ever hold a position of an editor of a periodical?
6. Did Spencer have any problems with health?
7. What was Spencer's attitude to the ideas of other people?
8. What did Spencer call the driving forces in the development of societies?
9. Who invented the phrases the "struggle for existence" and the "survival of the fittest"?
10. What happened to Spencer in 1902, just before his death?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of these words **in bold**.

1. **During** this period...
2. **Over the years**, his problems increased.
3. He continued to study **on his own**.
4. **Throughout** the rest of his life...
5. **As for** the need to read the works of others...
6. He suffered **a series of** nervous breakdowns.
7. **Eventually**, Spencer began...
8. ... to achieve fame **within** England...
9. **According to** Spencer...
10. He suffered **because of** his unwillingness...

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the following phrases below.

a) experienced, b) grew, c) prestige, d) obtained, e) sleeplessness, f) post, g) finished, h) suffer from, i) necessity, j) troubles, k) main, l) features, m) close to, n) due to, o) paid no attention to

1. By 1850, he had **completed** his first major work.
2. Spencer began to experience **insomnia**.
3. He first began to **experience** insomnia in ...
4. His physical and mental **problems** increased.
5. By 1850, he had completed his first **major** work.
6. Spencer **suffered** a series of nervous breakdowns.
7. Spencer **received** an inheritance.
8. He never held any academic **position**.
9. His productivity as a scholar **increased**.
10. He began to achieve an international **reputation**.
11. One of Spencer's most interesting **characteristics** was...
12. As for the **need** to read the works of others...
13. Spencer suffered **because of** his unwillingness...
14. He **ignored** those ideas that did not agree with his.
15. His grave is **near** that of Karl Marx.

3. Look through the phrases below and match the words **in bold** with their **opposites** in the box.

a) last, b) the humanities, c) more, d) unwillingness, e) least, f) resembled, g) increased, h) close to, i) emerged, j) later

1. Spencer was schooled rather in **technical matters**.

2. Spencer **first** experienced insomnia...
3. His physical and mental problems **decreased**.
4. He became **less** and **less** isolated.
5. One of Spencer's **most** interesting characteristics was...
6. In this, he **differed from** another early giant of sociology.
7. According to Spencer, his ideas **disappeared** involuntary from his mind.
8. Spencer suffered because of his **willingness** to seriously read...
9. In **earlier** years he wrote often by dictation.
10. Spencer's grave is **far from** that of Karl Marx.

4. Fill in the gaps, using any proper words out of the following in the box. Mind that some of them can be used more than one time.

a) a, b) an, c) by, d) his, e) in, f) of, g) that, h) the, i) to

(1)_____1848 Spencer was appointed (2)_____ editor (3)_____ *The Economist*. (4) _____ 1850, he had completed (5)_____ first major work, *Social Statics*. During (6) _____ writing of (7)_____ work, Spencer first began (8)_____ experience insomnia, and over the years, (9)_____ physical and mental problems increased. Throughout (10)_____ rest of (11)_____ life Spencer suffered (12)_____ series (13)_____ nervous breakdowns.

5. Fill in the gaps, using a suitable article or preposition:

Herbert Spencer was (1)_____ English sociologist (2)_____ the nineteenth century. He was born (3)_____ Derby, England, (4)_____ April 27, 1820. First Spencer worked as (5)_____ civil engineer (6)_____ a railway. Spencer was appointed (7)_____ editor (8)_____ *The Economist*. (9)_____ 1853 he received (10)_____ inheritance. Spencer never earned (11)_____ university degree. He never held (12)_____ academic position either. Eventually, Spencer began to achieve fame (13)_____ England. He also achieved (14)_____ international reputation.

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. In 1848 Spencer was appointed an editor of *The Economist*.
2. By 1850, he had completed his first major work, *Social Statics*.
3. Throughout the rest of his life Spencer suffered a series of nervous breakdowns.
4. If he did read the works of others, it was often only to find confirmation for his own ideas.
5. If he had trained himself to observe more, he would have been a wonderful man.
6. Eventually, Spencer began not only to achieve fame within England, but also an international reputation.

2. What do the following proper names refer to in the text above?

1) Victorian, 2) *The Economist*, 3) *Social Statics*, 4) August Comte, 5) Charles Darwin, 6) Karl Marx.

3. Give definitions of the following:

1) technical matters, 2) an editor (of *The Economist*), 3) insomnia, 4) a university degree, 5) an academic position, 6) a scholar, 7) a thinker, 8) someone's contemporary, 9) inheritance, 10) evolution of the society.

4. Paraphrase these statements, using your own words:

1. Herbert Spencer was schooled rather in technical matters.
2. Throughout his life Spencer suffered a series of nervous breakdowns.
3. Spencer's productivity as a scholar increased.
4. Spencer ignored those ideas that did not agree with his.
5. Spencer achieved an international reputation.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. Do you read much? Why? Why not?
2. Do you think it is possible for a person to become a good specialist, studying on her/his own (i.e. without attending classes and consulting instructors)? Prove your answer.

2. Make mini-reports on the following topics:

1. The Victorian era values.
2. Spencer's contribution to modern science.

ACTIVE VOCABULARY

achieve (v): to achieve fame/ an international reputation

borrow (v): to borrow from

civil (adj): a civil engineer

conception (n): an all-embracing conception of evolution

confirmation (n): to find confirmation for

contemporary (n): one of his contemporaries

develop (v): to develop a conception of

drive (drove, driven) (v): the driving force

early (adj): another early giant of sociology

existence (n): struggle for existence

giant (n): a giant of sociology

hold (held) (v): to hold the position

ignore (v): to ignore the ideas that do not agree with...

inheritance (n): to receive an inheritance

insomnia: to experience insomnia

own: to study/live on one's own

prominent (adj): a prominent theorist

publish (v): to publish scientific works

reputation (n): to achieve an international reputation

resemble (v): to resemble another early giant of sociology

technical (adj): technical matters

theorist (n): a theorist of the Victorian era

unwillingness (n): because of one's unwillingness to read...

Common helpful words and phrases

according to

a series of

because of

eventually
on one's own
over the years
throughout the rest of one's life
within

Keywords

driving forces in the evolution of societies
evolution of societies
“struggle for existence”
“survival of the fittest”

Unit 3. Karl Marx

PRE-READING ACTIVITIES

1. Before you start reading about Karl Marx, give some time to thinking about his contribution to the field of science. To get you started, we list below some questions you might ask yourself.

Do I know where Karl Marx fits into the history of sociology?
Can I make any connection between Karl Marx and others?
Is there anything about Karl Marx's background that would influence my reaction to his work?
What do I know about Karl Marx? When and where did he live and work? What else was going on in the world at the same time?

2. Copy and fill in the following table:

What I know about Karl Marx	Questions I'd like to ask about K. Marx

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to receive one's doctorate in philosophy	a) направляти кого-н протягом усього його/її життя
2) a dry philosophical treatise	b) зустріти нові набори ідей
3) to have little resemblance to	c) формувати свою інтелектуальну орієнтацію (свій інтелектуальний напрямок)
4) to reflect a number of positions	d) покласти основу для союзу довжиною в життя
5) to guide smb throughout his/her life	e) присвятити себе інтелектуальній праці
6) to reject the naïve dreaming of utopian communists	f) невдача революції
7) to encounter new sets of ideas	g) отримати докторський ступінь з філософії

8) to shape one's intellectual orientation	h) дзвінки політичні гасла
9) the conditions facing the working class	i) відмовитися від наївних мрій комуністів-утопістів
10) compassion for the misery of the working class	j) відобразити декілька позицій
11) to lay the foundation for a lifelong association	k) мати мало спільного з
12) joint work	l) співпрацювати з написання статей та книжок
13) to date from	m) умови, з якими стикається робітничий клас
14) to share a theoretical orientation	n) почати свої знамениті дослідження
15) to collaborate on books and articles	o) відійти від активної революційної діяльності
16) to devote oneself to one's intellectual endeavors	p) існувати (починаючи з)
17) ringing political slogans	q) сухий філософський трактат
18) the failure of the revolution	r) поділяти теоретичний напрям
19) to withdraw from active revolutionary activity	s) спільна праця
20) to begin one's famous studies	t) співчуття до страждань робочого класу

4. Match the words and word combinations with their definitions.

1) benefactor	a) one who advocates or practices the doctrines of socialism
2) collaborator	b) a person who uses intelligence (thought and reason) and critical or analytical reasoning in either a professional or a personal capacity
3) editor-in-chief	c) someone you work with to produce a piece of work, especially a book or some research
4) humanism	d) an approach in study, philosophy, or practice that focuses on human values and concerns
5) intellectual	e) a formal and systematic written discourse on some subject
6) Socialism	f) someone who helps a person or an institution, especially by giving money to them
7) socialist	g) a publication's primary editor, having final responsibility for the operations and policies
8) treatise	h) a political and economic philosophy in which property is owned in common, rather than privately

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Karl Marx (1818–1883)

(1) Karl Marx was born in Trier, Prussia, on May 5, 1818. His father was a lawyer. In 1841 Marx received his doctorate in philosophy from the University of Berlin. Marx's doctorate was a dry philosophical treatise that had little resemblance to his later more radical and more pragmatic work. After graduation he became a writer for a liberal-radical newspaper and within ten months became its editor-in-chief. However, because of its political positions the paper was closed shortly thereafter by the government. The early essays published in that period reflected a number of the positions that would guide Marx throughout his life. They were full of democratic principles, humanism, and idealism. He rejected the abstractness of Hegelian philosophy and the naïve dreaming of utopian communists.

(2) Marx married in 1843 and soon thereafter left Germany for the more liberal atmosphere of Paris. There he continued to struggle with the ideas of Hegel and the Young Hegelians. He also encountered two new sets of ideas – French socialism and English political economy. It was the unique way in which he combined Hegelianism, socialism, and political economy that shaped his intellectual orientation. Of great importance at this time was also meeting the man who was to become his lifelong friend, benefactor, and collaborator – Friederich Engels. The son of a textile manufacturer, Engels was a socialist critical of the conditions facing the working class. Much of Marx's compassion (sympathy) for the misery of the working class came from his exposure to Engels and his ideas. In 1844 Engels and Marx had a lengthy conversation in a famous café in Paris and laid the foundation for a lifelong association. Of that conversation Engels said, "Our complete agreement in all theoretical fields became obvious... and our joint work dates from that time."

(3) While Marx and Engels shared a theoretical orientation, there were many differences between the two men. Marx tended to be a highly abstract thinker, a disorderly (uncontrollable) intellectual, and very oriented to his family. Engels was a practical thinker, a neat and tidy businessman, and a womanizer. In spite of their differences, Marx and Engels built a close union in which they collaborated on books and articles, worked together in radical organizations. Engels even supported Marx throughout the rest of his life so that Marx could devote himself to his intellectual and political endeavors. In spite of the close association of the names of Marx and Engels, Engels made it clear that he was the junior partner: "Marx could have done without me. What Marx accomplished I would not have achieved. Marx stood higher, saw further, and took a wider and quicker view than the rest of us. Marx was a genius." After Marx's death, Engels became a leading spokesperson for Marxian theory.

(4) Because some of Marx's writings had upset the Prussian government, the French government (at request of the Prussians) expelled Marx in 1845, and he moved to Brussels. His radicalism was growing. He became an active member of the international revolutionary movement. The result was Communist manifesto of 1848, a work that was characterized by ringing political slogans (for example, "Working men of all countries, unite!").

(5) In 1849 Marx moved to London, and, in light of the failure of the political revolutions of 1848, he began to withdraw from active revolutionary activity. In 1852, he began his famous studies in the British Museum of the working conditions in capitalism. These studies ultimately resulted in the three volumes of *Capital*. (3600)

2. For statements (1-10) choose "True" if the statement is true according to the text, "False" – if the statement is false:

1. Marx's doctorate was in economics.
2. K. Marx's doctorate was of revolutionary character.
3. Marx worked for an extremist newspaper.
4. Working as an editor-in-chief, Marx couldn't express his democratic ideas.
5. Soon after marriage Marx moved to France.
6. There were no differences between Marx and Engels.
7. Engels thought that Marx had the highest degree of intellectual capacity.
8. Unlike Engels, Marx was a practical thinker.
9. The Prussian government accepted all of Marx's works.
10. Marx got actively involved in the international revolutionary activity.

3. Answer the questions:

1. Where did K. Marx receive his doctorate in philosophy?
2. What did Marx do upon graduation from the university?
3. What was specific about the newspaper whose editor-in-chief was Marx?
4. Why did the newspaper stop its work?
5. What did Marx write about in his early articles?
6. What made Marx go away from Germany?
7. What shaped Marx's intellectual orientation?
8. Who did Marx meet in Paris?
9. When did the cooperation between Marx and Engels begin?
10. What were the main differences between Marx and Engels?
11. What was the role of Friederich Engels in Marx's life?
12. Why did Marx leave Paris for Brussels in 1845?
13. What was specific about *Communist Manifesto*?
14. Where and when did Marx complete his analysis of the working class conditions in capitalism?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words **in bold** below:

1. **However**, the paper was closed.
2. **Because of** its political positions the paper was closed.
3. Marx married in 1843 and soon **thereafter** left Germany.
4. **There** he continued to struggle with the ideas of Hegel.
5. He **also** encountered two new sets of ideas.
6. **While** they shared a theoretical orientation...
7. **There were** many differences between them.
8. **In spite of** their differences, they built a close union.
9. **In light of** the failure of the political revolutions...
10. These studies **ultimately** resulted in...

2. In the box find the words which mean **the same** as or **similar** to those **in bold** below. Some words might need the change of form.

a) participant, b) similarity, c) work together, d) upon, e) plain, f) fight, g) due to, h) views,
--

i) contain, j) meet, k) tight, l) basis, m) producer, n) uninteresting, o) practical, p) very long, q) attempts, r) significance, s) throw away

1. Marx's doctorate was a **dry** philosophical treatise.
2. Marx's doctorate had little **resemblance** to his later more **pragmatic** work.
3. **After** graduation he became a writer for a liberal-radical newspaper.
4. **Because of** its political positions the paper was closed.
5. The early essays reflected a number of Marx's **positions**.
6. They **were full of** democratic principles, humanism, and idealism.
7. He **rejected** the abstractness of Hegelian philosophy.
8. He rejected the **naïve** dreaming of utopian communists.
9. Marx continued to **struggle** with the ideas of Hegel.
10. He **encountered** two new sets of ideas.
11. Of great **importance** was meeting Friederich Engels.
12. The son of a textile **manufacturer**, Engels was a socialist.
13. In 1844 Engels and Marx had a **lengthy** conversation in a famous café in Paris.
14. They laid the **foundation** for a lifelong association.
15. Marx and Engels built a **close** union.
16. They **collaborated** on books and articles.
17. Engels supported Marx so that Marx could devote himself to his intellectual **endeavors**.
18. Marx became an active **member** of the international revolutionary movement.

3. *Look through the phrases below and match the words **in bold** with their **opposites** in the box.*

a) differences, b) naïve, c) built, d) growing, e) active, f) lifelong, g) little, h) failure, i) moved to, j) unique, k) later

1. Marx's doctorate had **much** resemblance to his **earlier** more radical work.
2. He rejected the **sophisticated** dreaming of utopian communists.
3. It was the **common** way in which he combined...
4. In 1844 Engels and Marx laid the foundation for a **brief** association.
5. There were many **similarities** between the two men.
6. Marx and Engels **ruined** a close union.
7. His radicalism was growing **decreasing**.
8. Marx became a **passive** member of the international revolutionary movement.
9. In 1849 Marx **left** London.
10. In light of the **success** of the revolutions of 1848...

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. Within ten months Marx became an editor-in-chief a liberal-radical newspaper.
 2. Because of its political positions the paper was closed.
 3. Engels supported Marks throughout the rest of his life so that Marx could devote himself to his intellectual and political endeavors.
 4. "What Marx accomplished I would not have achieved."
 5. Marx's famous studies in the British Museum of the working conditions in capitalism ultimately resulted in the three volumes of *Capital*.
- 2. What do the following proper names refer to in the text about Karl Marx?*

1) Prussia, 2) Paris, 3) Hegel, 4) Berlin, 5) Brussels, 6) *Communist manifesto*, 7) the British Museum.

3. Paraphrase these statements, using your own words:

1. Marx's doctorate was a dry philosophical treatise.
2. Marx's doctorate had little resemblance to his later more radical and more pragmatic work.
3. After graduation Marx became a writer for a liberal-radical newspaper.
4. Marx left Germany for the more liberal atmosphere of Paris.
5. Much of Marx's compassion for the misery of the working class came from his exposure to Engels and his ideas.
6. Marx and Engels shared a theoretical orientation.
7. Marx tended to be a highly abstract thinker.
8. Marx and Engels built a close union.

4. Give definitions of the following:

1) socialism, 2) humanism, 3) idealism 4) liberal atmosphere, 5) Hegelianism, 6) the Young Hegelians, 7) *Communist manifesto*, 8) a benefactor, 9) a collaborator.

5. Fill in the gaps, using the proper words from the box:

a) practical, b) collaborated, c) supported, d) between, e) tended, f) there, g) close, h) together, i) shared, j) the rest, k) oriented, l) differences
--

Marx and Engels (1)_____ a theoretical orientation. But (2)_____ were many differences (3)_____ the two men. Marx (4)_____ to be an abstract thinker (5)_____ to his family. Engels was a (6)_____ thinker and a womanizer. In spite of their (7)_____, Marx and Engels built a (8)_____ union in which they (9)_____ on books and articles. They worked (10)_____ in radical organizations. Engels even (11)_____ Marx throughout (12)_____ of his life.

6. Fill in the gaps, using any words that fit in:

Thanks to Engels, Marx could (1) _____ himself to his intellectual and political (2) _____. Marx and Engels (3) _____ a close union and (4) _____ together in radical organizations. After Marx's, (5) _____ Engels became a leading spokesperson for Marxian (6) _____.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

- 1) Do you think Karl Marx would have become the K. Marx we know without F. Engels in Marx's life? Why? Why not?
- 2) Imagine that you have to perform some intellectual project. Would you prefer to do it alone or in collaboration with someone? Prove your answer.

2. Make mini-reports on the following themes:

1. The role of the position of a newspaper's editor-in-chief in Marx's life.
2. Marx's intellectual orientation.
3. Friederich Engels.
4. The role of Friederich Engels in Marx's life.

ACTIVE VOCABULARY

association (adj): a lifelong association
benefactor (n): a lifelong benefactor
close (adj): to build a close union
collaborate (v): to collaborate on books and articles
compassion (n): compassion for the misery of the poor
devote (v): to devote oneself to smth
editor-in-chief (n): to become an editor-in-chief of...
encounter (v): to encounter new ideas
essay(n): the early essays published in that period
exposure (to): to come from one's exposure to...
foundation: to lay the foundation for ...
genius (n): to be recognized as a genius
guide (v): to guide smb throughout his/her life
joint (adj): joint work
lawyer (n): to be trained to become a lawyer
lay (laid) (v): to lay the foundation for
reflect: to reflect a number of positions
reject (v): to reject the abstractness of Hegelian philosophy
resemblance (n): to have little resemblance to
tend to (v): to tend to wake up early
share (v): to share a theoretical orientation
struggle (v): to struggle with
treatise (n): a dry philosophical treatise
unique (adj): to have a unique bit of knowledge

Common helpful words and phrases

also
because of
however
in light of
in spite of
thereafter
throughout
while

Keywords

English political economy
French socialism
Hegelian philosophy
utopian communists

Unit 4. Sigmund Freud

PRE-READING ACTIVITIES

1. Before you start reading about Sigmund Freud, think about his contribution to the field of science. To get you started, we list below some questions you might ask yourself.

Do I know where Sigmund Freud fits into the history of sociology?
 Can I make any connection between this contributor and others?
 Is there anything about his background that would influence my reaction to his work?
 What do I know about the person? When and where did Sigmund Freud live and work?
 What else was going on in the world at the same time?

2. Copy and fill in the following table

What I know about Sigmund Freud	Questions I'd like to ask about S. Freud

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to have children from a previous marriage	b) жертувати усім, щоби дати комусь належну освіту
2) to favor smb over smb's siblings	b) вступити на медичний факультет
3) to sacrifice everything to give smb a proper education	c) цікавитися більш наукою, ніж медициною
4) to finish with honors	d) давати перевагу перед братами та сестрами
5) to join the medical faculty	e) зайняти посаду в лабораторії
6) to be more interested in science than medicine	f) отримати освіту з медицини
7) to take a position in a laboratory	g) мати дітей від попереднього шлюбу
8) to complete one's degree in medicine	h) використовувати гіпноз, щоб мати справу з
9) to set up a private medical practice	i) закінчити (школу) з відзнакою
10) to use hypnosis to deal with	j) причини неврозів, таких, як істерія
11) a type of neurosis known as hysteria	k) розгладати сексуальні фактори як причину чогось
12) the causes of neuroses like hysteria	l) тип неврозу, відомий як істерія
13) to see sexual factors as the root of smth	m) створити приватну медичну практику
14) to gather a number of disciples around oneself	n) притишувати розвиток психоаналізу
15) form a periodical for disseminating psychoanalytic knowledge	o) страждати від раку
16) to slow the development of psychoanalysis	p) зібрати навколо себе декількох учнів
17) to be content with	q) бути актуальним для...
18) to suffer from cancer	r) організувати періодичні видання для розповсюдження психоаналітичного знання
19) to influence the work of many sociologists	s) бути задоволеним (чимось)

20) to be relevant to

t) впливати на працю багатьох соціологів

4. Match the words and word combinations with their definitions:

1) hysteria	a) the science dealing with the functions of living organisms
2) hypnosis	b) the method of psychological therapy originated by Sigmund Freud, which is based on free association and dream interpretation
3) laboratory	c) a mental and emotional disorder that affects only part of the personality and is accompanied by a distorted perception of reality
4) neurosis	d) the state of being extremely poor
5) physiology	e) artificially produced sleeplike state in which a person obeys suggestions
6) poverty	f) a building or a room that contains special scientific equipment, which is used to do experiment or to do research
7) psychoanalysis	g) behavior exhibiting excessive or uncontrollable emotion

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Sigmund Freud (1856 –1939)

(1) Sigmund Freud was born to Jewish parents in the Austro-Hungarian town of Freilberg (which is now part of the Czech Republic) on May 6, 1856. His father Jacob was 41 and had two children from a previous marriage. His mother was 21 and Sigmund was her first born. He was the first of their eight children. In accordance with tradition, his parents favored him over his siblings from the early stages of his childhood. Despite their poverty, they sacrificed everything to give him a proper education. Due to the economic crisis of 1857, Freud's father lost his business, and the family moved to Leipzig before settling in Vienna in 1859. In 1865, Freud went to a prominent high school. Being an outstanding pupil, Sigmund finished that school with honors. In 1873, after planning to study law, Freud joined the medical faculty at the University of Vienna to study under Darwinist Prof. Karl Claus. Freud was more interested in science than medicine and took a position in a physiology laboratory. He completed his degree in medicine. After leaving the laboratory in 1882, Freud worked in a hospital and then set up a private medical practice with a specialty in nervous diseases.

(2) Freud first used hypnosis in an effort to deal with a type of neurosis known as hysteria. Later he adopted a technique in which hysterical symptoms disappeared when the patient talked through the circumstances in which the symptoms first arose. By 1895, Freud had published a book with Josef Breuer (a Viennese physician) with a series of revolutionary implications: that the causes of neuroses like hysteria were psychological (not, as had been believed, physiological), and the therapy involved talking through the original causes. Thus the practical and theoretical field of psychoanalysis was born. Freud saw sexual factors as the root of neuroses. Over the next several years, Freud refined his therapeutic techniques and wrote a great deal about his new ideas.

(3) After the publication of Freud's books in 1900 and 1902, interest in his theories increased. By 1902, Freud began to gather a number of disciples around him, and they met

weekly at his house. However, Freud often conflicted with those supporters who critiqued his theories, the most famous being Carl Jung, who had originally supported Freud's ideas. Part of the disagreement between the two was in Jung's interest in religion, which Freud saw as unscientific. By 1903 or 1904, others (like Carl Jung) began to use Freud's ideas in their psychiatric practices. In 1908, the first Psychoanalytic Congress was held, and the next year a periodical for disseminating psychoanalytic knowledge was formed.

(4) World War I slowed the development of psychoanalysis, but it expanded and developed greatly in the 1920s. In 1932, Freud received the Goethe Prize in appreciation of his contribution to psychology and to German literary culture. One year later, the Nazis took control of Germany, and Freud's books were among those burned and destroyed by the Nazis. Freud remarked: "What progress we are making. In the Middle Ages they would have burned me. Now they are content with burning my books." With the rise of Nazism, the center of psychoanalysis shifted to the United States. But Freud remained in Vienna until the Nazis took over in 1938, despite the fact that he was Jewish and the Nazis burned his books as early as 1933. Only after President Roosevelt intervened, Sigmund Freud left Vienna. Freud had suffered from cancer of the jaw since 1923, and he died in London on September 23, 1939. All of Freud's many sisters perished (died) in the Holocaust.

(5) Freud is considered to be one of the most prominent thinkers of the first half of the 20th century, in terms of originality and intellectual influence. Although he was not a sociologist, Sigmund Freud influenced the work of many sociologists and continues to be relevant to sociologists. (3900)

2. For statements (1 – 10) choose "True" if the statement is true according to the text, "False" – if the statement is false:

1. Sigmund Freud spent all his life in Germany.
2. Unlike his siblings, Freud received more attention from his parents.
3. The family had financial problems.
4. Freud got qualification in sociology.
5. Freud had no qualification in medicine.
6. Sigmund Freud specialized in nervous diseases.
7. Freud never wrote anything with a co-author.
8. According to Freud, the reasons for neuroses were of a psychological nature.
9. Freud's home was a place for regular gatherings of Freud and his followers.
10. Because of the First World War, the development of psychoanalysis was not so quick.

3. Answer these questions:

1. Why did Freud's parents pay more attention to Sigmund than to their other children?
2. Did Freud study well at school?
3. Where did Sigmund Freud study medicine?
4. Why did Freud decide to use hypnosis in his work?
5. What did Josef Breuer do?
6. What was specific about the book which S. Freud wrote together with J. Breuer?
7. Did S. Freud have any supporters?
8. What were the reasons for the disagreement between S. Freud and Carl Jung?
9. What great event related to the development of psychoanalysis occurred in 1908?
10. Did World War I have any impact on the development of psychoanalysis?
11. What was the Goethe Prize given to S. Freud for?

12. Did S. Freud suffer from the Nazis?
13. Why is Sigmund Freud recognized as an outstanding figure?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words and phrases **in bold** below:

1. **In accordance with** tradition...
2. **Despite** their poverty...
3. **Due to** the economic crisis of 1857...
4. **By** 1895, Freud had published ...
5. **Thus** the practical and theoretical field ...
6. **Over** the next several years...
7. Freud began to gather **a number of** disciples...
8. **With the rise** of Nazism...
9. **Only after** President Roosevelt intervened
10. **Although** he was not a sociologist...

2. In the box find the words which mean **the same** as or **similar** to those **in bold**:

a) left for, b) decent, c) entered, d), established, e) in spite of, f) because of, g) occupied

1. **Despite** their poverty, they sacrificed everything...
2. His parents sacrificed everything to give him a **proper** education.
3. **Due to** the economic crisis of 1857...
4. The family **moved to** Leipzig.
5. Freud **joined** the medical faculty.
6. Freud **took** a position in a physiology laboratory.
7. He **set up** a private medical practice.

3. Look through the phrases below and match the words **in bold** with their **opposites** in the box.

a) outstanding, b) appeared, c) relevant, d) after, e) joined, f) increased, g) little, h) excluded, i) well-being, j) more, k) content, l) slowed, m) later, n) often, o) early
--

1. ... from the **late** stages of his childhood.
2. Despite their **poverty**...
3. ... **before** settling in Vienna...
4. Being an **ordinary** pupil ...
5. He **left** the medical faculty at the University of Vienna.
6. Freud was **less** interested in science than medicine.
7. **Earlier** he adopted a technique in which...
8. Hysterical symptoms **disappeared** when...
9. The therapy **involved** talking through the original causes.
10. Freud wrote **a great deal** about his new ideas.
11. Interest in his theories **decreased**.
12. Freud **seldom** conflicted with...
13. World War I **accelerated** the development of psychoanalysis.
14. "Now they are **unhappy** with burning my books".
15. He continues to be **unimportant** to sociologists.

4. Fill in the gaps, using any proper words out of the following in the box. Mind that some of

them can be used more than one time:

a) an, b) his, c) in, d) of, e) than f) that, g) the, h) to

Due (1)_____ the economic crisis (2)_____ 1857, Freud's father lost (3)_____ business, and (4)_____ family moved (5)_____ Leipzig before settling (6)_____ Vienna in 1859. (7)_____ 1865, Freud went (8)_____ a prominent high school. Being (9)_____ outstanding pupil, Sigmund finished (10)_____ school with honors. (11)_____ 1873, after planning (12)_____ study law, Freud joined (13)_____ medical faculty at (14)_____ University of Vienna. Freud was more interested (15)_____ science (16)_____ medicine and took (17)_____ position in (18)_____ physiology laboratory. He completed (19)_____ degree (20)_____ medicine. After leaving (21)_____ laboratory, Freud worked (22)_____ a hospital.

5. Fill in the gaps, using a suitable article or preposition:

Freud is one of (1)_____ most prominent thinkers (2)_____ the first half (3)_____ the 20th century, (4)_____ terms of originality and intellectual influence. Although he was not (5)_____ sociologist, Sigmund Freud influenced (6)_____ work of many sociologists and continues to be relevant (7)_____ sociologists.

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. Being an outstanding pupil, Sigmund finished school with honors.
2. After leaving the laboratory in 1882, Freud set up a private medical practice.
3. Part of the disagreement between them was in Jung's interest in religion.
4. Freud is considered to be one of the most prominent thinkers of the first half of the 20th century.
5. Sigmund Freud influenced the work of many sociologists.

2. What do the following proper names refer to in the text above?

- 1) the Czech Republic, 2) Leipzig, 3) Vienna, 4) Josef Breuer, 5) Carl Yung, 6) Goethe, 7) the Nazis, 8) Germany, 9) the Middle Ages, 10) the United States, 11) Roosevelt, 12) London.

3. Which way are the following ideas expressed in the text?

1. Sigmund Freud became a student.
2. Freud preferred science to medicine.
3. S. Freud took the course and got the qualification in medicine.
4. Freud started working on his own, focusing on problems with nerves.
5. He started using a new method to treat neurosis.

4. Paraphrase these statements, using your own words:

1. His parents favored him over his siblings.
2. Freud joined the medical faculty at the University of Vienna.
3. Freud set up a private medical practice with focus on nervous diseases.
4. A circle of Freud's supporters developed.
5. Freud broke with people like Carl Yung.

5. Give definitions of the following:

- 1) your sibling, 2) childhood, 3) poverty, 4) Darwinist, 5) hypnosis, 6) hysteria, 7) a patient, 8) a physician, 9) therapy, 10) a disciple, 11) the Middle Ages, 12) the Nazis, 13) Vienna,

14) Germany, 15) the United States.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

- 1) Do you think it is all right when parents favor one of their children over others? Why? Why not?
- 2) Do you agree that parents should sacrifice everything to give their children proper education? Prove your answer.

2. Make mini-reports on the following topics:

1. Freud's contribution to modern science.
2. World War I in Sigmund Freud's life and activity.

ACTIVE VOCABULARY

cancer: to suffer from cancer

complete (v): to complete one's degree in medicine

content (adj): to be content with

disseminate (v): to disseminate knowledge

favour (v): to favour smb over others

hypnosis (Pl: hypnoses)

influence (v): to influence the work of

join: to join the medical faculty

neurosis (Pl: neuroses)

periodical (n): a periodical for disseminating psychoanalytic knowledge

previous(adj): to have children from a previous marriage

private (adj): private medical practice

proper (adj): to give smb a proper education

root (n): to see smth as the root of

sacrifice (v): to sacrifice everything

set up (v): to set up a private practice

slow (v): to slow the development of

suffer (v): to suffer from

Common helpful words and phrases

although

a number of

despite

due to

in accordance with

only after

over (the next years)

thus

with the rise of

Keywords

hypnosis: to use hypnosis in an effort to deal with...

hysteria: a type of neurosis known as hysteria

medical: to join the medical faculty; to set up a private medical practice
 neurosis (Pl: neuroses)
 nervous disease
 physiological: physiological causes of a disease
 psychological: psychological causes of neuroses

Unit 5. Emile Durkheim

PRE-READING ACTIVITIES

1. Before you start reading about Emile Durkheim, give some time to thinking about his contribution to the field of science. Concentrate on the questions below to see which of them you might answer.

Do I know where Emile Durkheim fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about Durkheim's background that would influence my reaction to his work?

Do I know when and where Emile Durkheim lived and worked? What else was going on in the world at the same time?

2. Copy and fill in the following table:

What I know about Emile Durkheim	Questions I'd like to ask about E. Durkheim

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents.

1) to be descended from a line of rabbis	a) бути незадоволеним своєю освітою
2) to be in one's teens	b) керувати суспільним життям
3) to reject one's heritage	c) прагнути отримати наукову підготовку
4) to be dissatisfied with one's education	d) багато друкуватися
5) to long for schooling in scientific methods	e) сфера моральної освіти
6) to guide social life	f) бути підлітком
7) to reject a traditional academic career	g) вважатися консерватором
8) to seek to acquire the scientific training	h) захист А. Дрейфуса, чий трибунал сприймався як антисемітський
9) to teach philosophy in provincial schools	i) пояснювати антисемітизм расизмом
10) to be exposed to the scientific psychology	j) виконувати активну суспільну роль
11) to publish a good deal	k) походити з династії раввинів
12) to gain a position at the University	l) бути засмученим справою Дрейфуса
13) the area of moral education	m) бажати навчання науковим методом
14) to be thought of as a conservative	n) видіяти від своєї спадщини
15) to play an active public role	o) бути під впливом наукової психології
16) the defense of A. Dreyfus, whose court	p) виникати з глибокого інтересу до

martial was felt to be anti-Semitic	моральної кризи, з якою стикається сучасне суспільство
17) to be offended by the Dreyfus affair	q) розглядати щось як симптом моральної хвороби
18) to attribute anti-Semitism to racism	r) отримати посаду в університеті
19) to see smth as a symptom of the moral sickness	s) викладати філософію в провінційних школах
20) to stem from his deep interest in the moral crisis confronting modern society	t) відмовитися від традиційної академічної кар'єри

4. Match the words and word combinations with their definitions:

1) agnostic	a) a system of ideas of right and wrong conduct
2) anti-Semitism	b) prejudice against or hostility towards Jews often rooted in hatred of their ethnic background, culture, and/or religion
3) court martial	c) a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings
4) furor	d) a general outburst of enthusiasm, excitement
5) heritage	e) belonging to or connected with the parts of a country outside the capital
6) morality	f) one who believes that it is impossible to know whether there is a God
7) provincial	g) something passed on by inheritance
8) rabbi	h) a military court
9) thesis	i) a Jewish religious leader

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Emile Durkheim (1858–1916)

(1) Emile Durkheim was born on April 15, 1858, in Epinal, France. He was descended from a long line of rabbis and studied to be a rabbi himself. But by the time he was in his teens, he rejected his heritage and became an agnostic. From that time on, his interest in religion was academic rather than theological. He was dissatisfied not only with his religious training but also with his general education. He longed for schooling in scientific methods and in the moral principles needed to guide social life. He rejected a traditional academic career in philosophy. Instead, he sought to acquire the scientific training needed to contribute to the moral guidance of society. Although he was interested in scientific sociology, there was no field of sociology at that time. So between 1882 and 1887 he taught philosophy in a number of provincial schools in the Paris area.

(2) His appetite for sociology was increased by a trip to Germany. There he was exposed to the scientific psychology being pioneered by Wilhelm Wundt. In the years immediately after his visit to Germany, Durkheim published a good deal, basing his work, in part, on his experiences there. Those publications helped him gain a position in the department

of philosophy at the University of Bordeaux in 1887. There Durkheim offered the first course in social science in a French university. That was a particularly impressive accomplishment, because only a decade earlier, a furor had erupted in a French university by the mentioning of August Comte in a student dissertation. Durkheim's main responsibility, however, was the teaching of courses in education to schoolteachers, and his most important course was in the area of moral education.

(3) The years that followed were characterized by a series of personal successes for Durkheim. In 1893 he published his French doctoral thesis, *The Division of Labor in Society*, as well as his Latin thesis on Montesquieu. His major methodological work, *The Rules of Sociological Method*, appeared in 1895, followed (in 1897) by his empirical application of those methods in the study entitled *Suicide*. By 1896 he had become a full professor at Bordeaux. In 1902 he joined the famous French university, the Sorbonne. In 1906 he was named professor of the science of education, a title that was changed in 1913 to professor of the science of education and *sociology*. The other of his most famous works, *The Elementary Forms of Religious Life*, was published in 1912.

(4) Durkheim is most often thought of today as a political conservative, and his influence within sociology certainly has been a conservative one. But in his time, he was considered a liberal. That was exemplified by the active public role he played in the defense of Alfred Dreyfus, the Jewish army captain whose court martial was felt by many to be anti-Semitic.

(5) Durkheim was deeply offended by the Dreyfus affair, particularly its anti-Semitism. But Durkheim did not attribute this anti-Semitism to racism among the French people. Yet, he saw it as a symptom of the moral sickness confronting French society. He said, "When society undergoes suffering, it feels the need to find someone whom it can hold responsible for its sickness... What confirms me in this interpretation is the way in which the result of Dreyfus's trial was greeted in 1898. There was a wave of joy in the boulevards. People celebrated as a triumph what should have been a cause for public mourning. At least they knew whom to blame for the economic troubles and moral distress in which they lived. The trouble came from the Jews. The charge had been officially proved. By this very fact alone, things already seemed to be getting better and people consoled."

(6) Thus, Durkheim's interest in the Dreyfus affair stemmed from his deep and lifelong interest in morality and the moral crisis confronting modern society. To Durkheim, the answer to the Dreyfus affair and crises like it lay in ending the moral disorder in society. Because that could not be done quickly or easily, Durkheim suggested more specific actions such as severe repression of those who cause hatred of others and government efforts to show the public how it is being misled. He advised people to "have the courage to proclaim aloud what they think, and to unite together in order to achieve victory in the struggle against public madness."

(7) Regarding Durkheim's interest in socialism, his kind of socialism was very different from the kind that interested K. Marx and his followers. Durkheim labeled Marxism as a set of "disputable and out-of-date hypotheses." To Durkheim, socialism represented a movement aimed at the moral regeneration of society through scientific morality. He was not interested in short-term political methods of the economic aspects of socialism. He did not see the proletariat as the salvation of society. He was greatly opposed to agitation or violence.

(8) Durkheim had a profound influence on the development of sociology. But his influence was not restricted to it. Much of his impact on other fields came through the journal *L'annee Sociologique*, which he founded in 1898. Through it, he and his ideas influenced such fields as anthropology, history, linguistics, and psychology. (5200)

2. For the statements below choose "True" if the statement is true according to the text, "False" – if the statement is false:

1. Among Durkheim's relatives there were religious people.
2. Emile Durkheim was close to religion till the end of his life.
3. Durkheim was happy about his religious training.
4. He was disappointed with his general education.
5. He rejected a traditional academic career in philosophy.
6. His trip to Germany meant much to E. Durkheim.
7. E. Durkheim had no interest in morality.
8. Durkheim's interest in socialism was very similar to that of K. Marx.
9. For Durkheim, the proletariat was the salvation of society.
10. The journal *L'annee sociologique* was established due to E. Durkheim.

3. Answer the questions:

1. What was Emile Durkheim's assessment of his education?
2. What discipline did Durkheim teach in the years from 1882 to 1887?
3. Which way did the trip to Germany influence Emile Durkheim?
4. Where did Durkheim start working in 1887?
5. When did E. Durkheim obtain his doctoral degree?
6. What was Durkheim's position in the Dreyfus affair?
7. Was Durkheim interested in moral values?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words in bold below:

1. **By** the time he was in his teens...
2. His interest in religion was academic **rather than** theological.
3. **From that time on**, his interest in religion...
4. He **longed for** schooling in scientific methods.
5. **Instead**, he sought to acquire the scientific training...
6. **Although** he was interested in scientific sociology...
7. **So** between 1882 and 1887...
8. He taught philosophy in **a number of** provincial schools.
9. **There** he was exposed to the scientific psychology...
10. In the years **immediately** after his visit to Germany...
11. Durkheim published **a good deal**.
12. ... because only **a decade** earlier...
13. Durkheim's main responsibility, **however**, was...
14. Those years were characterized by **a series of**...
15. He published his French doctoral thesis **as well as** his Latin thesis on...
16. **Regarding** Durkheim's interest in socialism, his kind of socialism was...
17. ... the moral regeneration of society **through** scientific morality...
18. **At least** they knew whom to blame for the economic troubles.

2. In the box find the words which mean **the same** as or **similar** to those in bold in the following phrases below:

a) duty, b) proposed, c) felt a strong desire, d) came by birth, e) refused to accept, f) reflected, g) branch, h) deep, i) achievement, j) disease

1. Durkheim was **descended** from a long line of rabbis.
2. He **rejected** his heritage and became an agnostic.
3. He **longed** for schooling in scientific methods.
4. There was no **field** of sociology at that time.
5. Durkheim **offered** the first course in social science in a French university.
6. That was a particularly impressive **accomplishment**.
7. Durkheim's main **responsibility** was the teaching of schoolteachers.
8. He saw anti-Semitism as a symptom of the moral **sickness**.
9. To Durkheim, socialism **represented** a movement aimed at...
10. Durkheim had a **profound** influence on the development of... .

*3. Look through the phrases below and match the words **in bold** with their **opposites** in the box.*

a) increased, b) dissatisfied, c) out-of-date, d) short-term, e) different from, f) followed, g) famous, h) deeply

1. Durkheim was **pleased** not only with his religious training.
2. His appetite for sociology was **decreased** by a trip to Germany.
3. The years that **preceded** were characterized by...
4. In 1902 he joined the **unknown** French university.
5. Durkheim was **slightly** offended by the Dreyfus affair.
6. His kind of socialism was very **similar to** the kind that interested K. Marx.
7. Durkheim labeled Marxism as a set of "disputable and **up-to-date** hypotheses."
8. He was not interested in **long-term** political methods...

4. Replace the blanks in the text below with the words from the following box:

a) exposed, b) increased, c) a good deal, d) immediately, e) position, f) offered, g) experiences, h) science

His appetite for sociology was (1)____ by a trip to Germany. There he was (2)____ to the scientific psychology. In the years (3)____ after his visit to Germany, Durkheim published (4)____ basing his work, in part, on his (5)____ there. Those publications helped him gain a (6)____ in the department of philosophy at the University of Bordeaux in 1887. There Durkheim (7)____ the first course in social (8)____ in a French university.

CHECK YOUR UNDERSTANDING

*1. Translate the following sentences, paying attention to the grammatical function of the words **in bold**:*

1. His major methodological work **appeared** in 1895, **followed** by his empirical application of those methods in the study **entitled** *Suicide*.
2. To Durkheim, socialism **represented** a movement **aimed** at the moral regeneration of society through scientific morality.
3. Durkheim is most often thought of today as a political **conservative**.
4. His influence within sociology certainly has been a **conservative** one.
5. He saw it as a symptom of the moral sickness **confronting** French society.
6. To him, the answer lay in **ending** the moral disorder in society.

7. Durkheim published a good deal, **basing** his work on his experience.
8. **Regarding** Durkheim's interest in socialism, his **understanding** of socialism was different.
9. Durkheim's **kind** of socialism was very different from the **kind** that interested K. Marx.
10. Through the journal **founded** in 1898, Durkheim's ideas **influenced** such fields as anthropology, history, linguistics, and psychology.

2. Paraphrase these statements about Emile Durkheim, using your own words:

1. Durkheim's interest in religion was academic rather than theological.
2. Durkheim was descended from a long line of rabbis.
3. He rejected a traditional academic career in philosophy.
4. He taught philosophy in a number of provincial schools in the Paris area.
5. He was exposed to the scientific psychology.
6. Durkheim's interest in the Dreyfus affair stemmed from his lifelong interest in morality.

3. What do the following proper names refer to in the text above?

- 1) Dreyfus, 2) Germany, 3) *Suicide* 4) France, 5) Bordeaux, 6) *The Division of Labor in Society*, 7) Montesquieu, 8) *L'annee Sociologique*.

4. Give definitions of the following:

- 1) an agnostic, 2) religious training, 3) general education, 4) scientific methods, 5) moral principles, 6) academic career, 7) a provincial school, 8) furor, 9) dissertation, 10) a schoolteacher, 11) moral education, 12) a conservative, 13) racism, 14) anti-Semitism.

5. Fill in the gaps, using the proper words from the box:

a) much, b) profound, c) fields, d) founded, e) influenced, f) development, g) journal, h) influence
--

Durkheim had a (1)_____ influence on the (2)_____ of sociology. But his (3)_____ was not restricted to it. (4)_____ of his impact on other (5)_____ came through the (6)_____ *L'annee Sociologique*, which he (7)_____ in 1898. Through it, he and his ideas (8)_____ such fields as anthropology, history, linguistics, and psychology.

6. Fill in the gaps, using any proper words you might propose:

Durkheim was (1)_____ in socialism. But his (2)_____ of socialism was very (3)_____ from the kind that (4)_____ Marx and his (5)_____. To Durkheim, socialism (6)_____ a movement aimed (7)_____ the moral regeneration of (8)_____ through scientific morality. Durkheim (9)_____ see the proletariat as the (10)_____ of society. He was greatly (11)_____ agitation or violence.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. Do you think scientists should be politically active? Why? Why not?
2. What is Durkheim's greatest contribution to sociology?

2. Make mini-reports on the following topics:

1. The role of Durkheim's trip to Germany for his further career.
2. Durkheim's interest in socialism.
3. Relevance of Durkheim's contribution to sociology.

ACTIVE VOCABULARY

acquire (v): to acquire the scientific training
affair (n): an expert on foreign affairs
attribute (v): to attribute one's success to hard work
conservative (n): an audience with extremely conservative tastes
descend (v): to be descended from a long line of rabbis
dissatisfy (v): to be dissatisfied with one's education
gain (v): to gain a position of...
heritage (n): to reject one's heritage
long for (v): to long for schooling in scientific methods
mention (n): the mention of
offend (v): to be offended by
principle (n): moral principles
provincial (adj): to teach philosophy in a provincial school
reject (v): to reject an academic career
religious (adj): religious training
seek (sought): to seek to acquire the scientific training
sickness (n): the moral sickness
stem from (v): to stem from one's interest in
symptom (n): to see smth as a symptom of
teach (taught): to teach philosophy
training (n): to acquire the scientific training

Common helpful words and phrases

a number of
although
as well as
at least
however
in part
instead
through
yet

Keywords

agnostic
anti-Semitism
moral principles
political conservative
racism

Unit 6. Georg Simmel

PRE-READING ACTIVITIES

1. Before you start reading about Georg Simmel, think about his contribution to the field of science. To get you started, we list below some questions you might ask yourself.

Do I know where Georg Simmel fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about his background that would influence my reaction to his work?

What do I know about the person? When and where did Georg Simmel live and work? What else was going on in the world at the same time?

2. Copy and fill in the following table:

What I know about Georg Simmel	Questions I'd like to ask about Simmel

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to study a wide range of subjects	a) залишитися викладати в університеті
2) to reject his first effort to produce a dissertation	b) прибавляти величезну кількість студентів
3) to do smb a great service	c) бути добре відомим у академічних колах
4) to remain at the university in a teaching capacity	d) бути залежним від платні студентів
5) to occupy a relatively unimportant position	e) вивчати широке коло дисциплін
6) to be dependent on student fees	f) з'являтися у газетах та журналах
7) to become a public even	g) жалкувати про залишення слухачів – берлінських інтелектуалів
8) to be an excellent lecturer	h) намагатися отримати академічні посади
9) to attract large numbers of students	i) закласти основу для
10) to write numerous articles	g) належати до першої генерації німецьких соціологів
11) to be well known in academic circles	k) займає відносно невелику посаду
12) to have international followers	l) відвергнути його першу спробу написати дисертацію
13) to try to obtain academic positions	m) заробляти на життя через публічні лекції
14) to appear in newspapers and magazines	n) бути попередником символічного інтеракціонізму
15) to earn one's living through public lectures	o) обговорювати соціальні та культурні явища стосовно форми та змісту
16) to regret leaving his audience of Berlin intellectuals	p) робити комусь величезну послугу
17) to be one of the first generation of German sociologists	q) стати публічною подією

18) to lay the foundations for	r) мати закордонних прихильників
19) to discuss social and cultural phenomena in terms of “forms” and “contents”	s) писати численні статті
20) to be a forerunner to symbolic interactionism	t) бути відмінним лектором

4. Match the words and word combinations with their definitions:

1) alienate	a) an observable fact or event
2) fee	b) one who delivers lectures, especially professionally
3) follower	c) someone who supports a particular person or set of ideas
4) lecturer	d) a sum of money that you pay to be allowed to do something
5) phenomenon	e) theory that human interaction and communication is facilitated by words, gestures, and other symbols that have acquired conventionalized meanings
6) public event	f) to cause to become unfriendly or hostile
7) scholar	g) event open for the general public
8) symbolic interactionism	h) a learned or erudite person, especially one who has profound knowledge of a particular subject

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Georg Simmel (1858 – 1918)

(1) Georg Simmel was born in Berlin in 1858. He studied a wide range of subjects at the University of Berlin. However, his first effort to produce a dissertation was rejected. One of his professors remarked, “We would do him a great service if we do not encourage him further in this direction.” Despite this, Simmel received his doctorate in philosophy in 1881. He remained at the university in a teaching capacity until 1914, although he occupied a relatively unimportant position as privat docent from 1885 to 1900. In the latter position, Simmel served as an unpaid lecturer whose livelihood was dependent on student fees. Simmel did rather well in this position, largely because he was an excellent lecturer and attracted large numbers of students. His style was so popular that even educated members of Berlin society were drawn to his lectures, which became public events.

(2) Simmel wrote numerous articles (such as *The Stranger*, *The Metropolis and Mental Life* and books (*The Philosophy of Money*). He was well known in German academic circles, and even had international followers, especially in the United States, where his work was of great significance in the birth of sociology. Simmel tried to obtain many academic positions, but he failed in spite of the support of such scholars as Max Weber.

(3) One of the reasons for Simmel’s failure was that he was a Jew in a nineteenth-century Germany filled with anti-Semitism. Another was the kind of work that he did. Many of his articles appeared in newspapers and magazines; they were written for a more general audience than simply academic sociologists. In addition, because he did not hold a regular academic

appointment, he was forced to earn his living through public lectures.

(4) In 1914 Simmel finally obtained a regular academic appointment at a minor university (Strasbourg). Once again he felt alienated. On the one hand, he regretted leaving his audience of Berlin intellectuals. Thus his wife wrote to Max Weber's wife, "Georg has taken leave ... very badly... The students were very affectionate and sympathetic... It was a departure at the full height of life." On the other hand, Simmel did not feel part of the life of his new university. Thus, he wrote to Mrs. Weber, "There is hardly anything to report from us... Academic activity is 0, the people... alien and inwardly hostile."

(5) World War I started soon after Simmel's appointment at Strasbourg. Lecture halls were turned into military hospitals, and the students went to war. Thus, Simmel remained a marginal figure in German academia until his death in 1918. He never did have a normal academic career. Nevertheless, Simmel attracted a large number of academic followers in his day, and his fame as a scholar has grown over the years.

(6) Georg Simmel was one of the first generation of German sociologists. His neo-Kantian approach laid the foundations for sociological antipositivism. Simmel discussed social and cultural phenomena in terms of "forms" and "contents." In doing that Simmel focused on a transient relationship when form became content, and vice versa, dependent on the context. In this sense he was a forerunner to structuralist styles of reasoning in the social sciences. Simmel is also famous for his work on the metropolis, which made him a forerunner to urban sociology, symbolic interactionism, and social network analysis. (2800)

2. For statements (1–10) choose "True" if the statement is true according to the text, "False" – if the statement is false:

1. As a university student Georg Simmel, dealt only with few disciplines.
2. Simmel had no problem at all with his dissertation.
3. Georg Simmel started his teaching career in 1924.
4. Georg Simmel was very good at reading lectures.
5. His lectures were attended by a great number of students.
6. Georg Simmel was the author of many papers.
7. Georg Simmel was not known to foreign academic circles.
8. Simmel preferred to read public lectures rather than to hold a regular position.
9. Simmel was hardly enthusiastic when he started teaching on a regular basis.
10. Georg Simmel is known for his contribution to the development of sociological antipositivism.

3. Answer the questions:

1. What university did Georg Simmel study at?
2. Was it easy for Georg Simmel to get his PhD?
3. How long did Simmel teach at the university?
4. Was he a good lecturer?
5. Did Simmel write any articles?
6. Was Simmel's work known in the United States?
7. How successful was Simmel's academic career?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words **in bold** below:

1. **However**, his first effort to produce a dissertation was rejected.

2. **Despite** this, Simmel received his doctorate in philosophy.
3. **Although** he occupied a relatively unimportant position.
4. **In addition**, he was forced to earn his living through public lectures.
5. **On the one hand**, he regretted leaving his audience.
6. **On the other hand**, Simmel did not feel...
7. "There is **hardly** anything to report from us..."
8. **Thus**, Simmel remained a marginal figure.
9. **Nevertheless**, Simmel attracted a large number of followers.
10. **In this sense** he was a forerunner to...

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the phrases below. Change the form of the words if necessary.

a) importance, b) despite, c) change, d) periodical, e) increase, f) attempt, g) begin, h) very many, i) by, j) supporter

1. Simmel wrote **numerous** articles and books.
2. Many of his articles appeared in **newspapers and magazines**.
3. Simmel had international **followers**.
4. In the United States his work was of great **significance**.
5. Simmel **tried** to obtain many academic positions.
6. But he failed **in spite of** the support of such scholars as Max Weber.
7. Simmel was forced to earn his living **through** public lectures.
8. World War I **started** soon after Simmel's appointment at Strasbourg.
9. Lecture halls were **turned** into military hospitals.
10. His fame as a scholar has **grown** over the years.

3. Look through the phrases below and match the words **in bold** with their **opposites** in the box. Change the form of the words if necessary.

a) minor, b) dependent, c) failure, d) many, e) reject, f) fail, g) latter

1. Simmel's effort to produce a dissertation was **accepted**.
2. In the **former** position...
3. He served as a lecturer whose livelihood was **independent**...
4. Simmel **succeeded** to obtain many academic positions.
5. One of the reasons for Simmel's **success** was...
6. **Few** of his articles appeared in newspapers.
7. Simmel obtained an appointment at a **major** university.

4. Fill in the gaps with the proper words from the box.

a) known, b) followers, c) audience, d) numerous, e) significance, f) obtain, g) circles

Simmel wrote (1)_____articles and books. He was well (2)_____.in German academic (3)_____, and had international (4) _____. His work was of great (5) _____ in the birth of sociology. Simmel failed to (6)_____many academic positions. Many of his articles were written for a more general (7)_____ than simply academic sociologists.

5. Fill in the gaps with the any proper words that fit in:

One of the reasons (1)_____Simmel's failure was that he (2)_____ a Jew in a nineteenth-century

Germany. (3)_____ was the kind of work that he (4)_____. Many of his articles (5)_____ in newspapers and magazines; they were (6)_____ for a more general (7)_____ than simply academic (8)_____. Simmel did not (9)_____ a regular academic (10)_____, so he was forced to (11)_____ his living (12)_____ public lectures.

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. Georg Simmel was well known in German academic circles.
2. He was forced to earn his living through public lectures.
3. He regretted leaving his audience of Berlin intellectuals.
4. Georg Simmel never did have a normal academic career.
5. Simmel is also famous for his work on the metropolis, which made him a forerunner to urban sociology

2. What do the following proper names refer to in the text about Georg Simmel?

- 1) Berlin, 2) the United States, 3) Strasbourg, 4) Weber, 5) Kant.

3. Paraphrase these statements, using your own words:

1. Simmel served as an unpaid lecturer.
2. He was well known in German academic circles.
3. Simmel's lectures became public events.

4. Give definitions of the following:

- 1) academic circles, 2) anti-Semitism, 3) a marginal figure, 4) student fees, 5) lecturer, 6) forerunner, 7) urban sociology.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. In your opinion, what are the qualities of a good teacher?
2. Would you like to work as a teacher upon graduation?

2. Make mini-reports on the following topics:

1. Simmel as a lecturer.
2. Simmel's contribution to sociology.

ACTIVE VOCABULARY

alienated (adj): to feel alienated

appear (v): to appear in newspapers and magazines

appointment (n): to get an appointment

attract (v): to attract large numbers of...

audience (n): a general audience

circle (n): to be well-known in academic circles

earn (v): to earn one's living through...

event (n): to become a public event

excellent (adj): an excellent lecturer

follower (n): to have international followers

forerunner (n): a forerunner to symbolic interactionism

metropolis (n): famous for his work on the metropolis

numerous (adj): to write numerous articles

receive (v): to receive one's doctorate in philosophy

relatively (adv): to hold a relatively unimportant position
remain (v): to remain a marginal figure
scholar (n): the support of such scholars as ...
significance (n): to be of great significance
urban (adj): to be interested in urban sociology

Common helpful words and phrases

although
despite
finally
in addition
in spite of
in terms of
in this sense
nevertheless
once again
one of the reasons for...
on the one hand
on the other hand
over the years
thus
vice versa

Keywords

metropolis
social network analysis
symbolic interactionism
urban sociology

Unit 7. George Herbert Mead

PRE-READING ACTIVITIES

1. Before you start reading about George Herbert Mead, think about his contribution to the field of science. To get you started, we list below some questions you might ask yourself.

Do I know where George Herbert Mead fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about his background that would influence my reaction to his work?

What do I know about the person? When and where did George Herbert Mead live and work?

What else was going on in the world at the same time?

2. Fill in the following table

What I know about George Mead	Questions I'd like to ask about G. Mead

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to be regarded as one of the founders of social psychology	a) мати величезний вплив на багатьох людей
2) to be trained mainly in philosophy	b) рідкісний та незабутній досвід
3) to take a position as an instructor	c) підняти питання
4) at the invitation of...	d) читати (перевіряти) письмові роботи з великою увагою
5) to be influential in education and social reform	e) досягти визнання при житті
6) to remain... for the rest of one's life	f) формувати основу для
7) to achieve one's greatest recognition in one's lifetime	g) вважатися одним із засновників соціальної психології
8) to have a powerful impact on many people	h) його ключова роль як засновника символічного інтеракціонізму
9) to describe what he was like as a teacher	i) отримати освіту переважно з філософії
10) unique and unforgettable experience	g) залишатися... на все життя
11) to lecture without notes	k) покласти основу соціальної психології
12) to raise a question	l) зайняти посаду викладача
13) to object to any interruption	m) бути під впливом соціальних груп, до яких вони належать
14) to read papers with great care	n) бути впливовим в галузі освіти та соціальних реформ
15) to form the basis for	o) бути тісно пов'язаним із соціальною психологією
16) his key role as the founder of symbolic interactionism	p) описувати, яким він був як викладач
17) to emphasize the relationship between the individual and society	q) читати лекції без нотатків
18) to be closely linked with social psychology	r) заперечувати перериванню (лекції)
19) to be influenced by the social groups of which they are members	s) на запрошення...
20) to lay the foundation for social psychology	t) підкреслити зв'язок між особистістю та суспільством

4. Match the words and word combinations with their definitions:

1) apologetic	a) the branch of human psychology that deals with the behavior of groups and the influence of social factors on the individual
2) influential	b) containing an expression of sorrow or regret for a fault, failure, insult, injury, etc.

3) psychologist	c) a person who forms theories or who specializes in the theory of a particular subject
4) social psychology	d) having or exerting influence
5) theorist	e) a person trained and educated to perform psychological research, testing, and therapy

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

George Herbert Mead (1863–1931)

(1) George Herbert Mead was an American philosopher, sociologist and psychologist. He is regarded as one of the founders of social psychology and the American sociological tradition in general.

(2) George Herbert Mead was born in South Hadley, Massachusetts. He was trained mainly in philosophy and its application to social psychology. He received a bachelor's degree from Harvard University in 1888. Then, after three years of study and travel abroad, he took a position as an instructor at the University of Michigan. It is interesting to note that G. Mead *never* received any graduate degrees (i.e. candidate or doctoral degree). In 1894, at the invitation of John Dewey (an American philosopher, sociologist, psychologist, and educational reformer, whose ideas were influential in education and social reform) he moved to the University of Chicago and remained there for the rest of his life.

(3) Many important theorists achieve their greatest recognition in their lifetime for their published work. George Herbert Mead, however, was as important, during his lifetime, for his teaching as for his writing. His words had a powerful impact on many people who were to become important sociologists in the twentieth century. One of his students, himself a well-known sociologist – Leonard Cottrell – describes what Mead was like as a teacher:

(4) “For me, the course with Professor Mead was a unique and unforgettable experience. As he lectured – always without notes – Professor Mead would manipulate the piece of chalk and watch it intently (attentively)... When he made a particularly subtle point in his lecture he would glance (look) up and throw a shy, almost apologetic smile over our heads – never looking directly at anyone. His lecture flowed, and we soon learned that questions or comments from the class are not welcome. Indeed, when someone was bold (brave) enough to raise a question there was a murmur (whisper) of disapproval from the students. They objected to any interruption of the golden flow...”

(5) His expectations of students were modest. He never gave exams. The main task for each of us students was to write as learned a paper as one could. These were read by Professor Mead with great care. And what he thought of your paper was your grade in the course. One might suppose that students would read materials for the paper rather than attend his lectures. But that was not the case. Students always came. They couldn't get enough of Mead.”

(6) Mead, who began his career as a philosopher, published little while he was alive. His lectures form the basis for his key role as the founder of symbolic interactionism. Mead's work emphasized the relationship between the individual and society. He called his approach “social behaviourism” because it was closely linked with social psychology – the study of social groups. The basic idea behind Mead's approach was that the perceptions and the behaviour of individuals are influenced by the social groups of which they are members.

(7) Mead's ideas have had a powerful influence on contemporary sociology. In his work *Mind, Self and Society* G. Mead laid the foundation for social psychology. He emphasized the importance of language, symbols and communication in human life. (2700)

2. For statements (1-10) choose "True" if the statement is true according to the text, "False" – if the statement is false:

1. George Herbert Mead is the name of a famous British philosopher, sociologist and psychologist.
2. G. Mead is famous for his contribution to the development of social psychology.
3. Mead was awarded a bachelor's degree by Harvard University.
4. G. Mead earned his doctoral degree at the University of Michigan.
5. Mead never visited any foreign country.
6. Most of Mead's life was connected with the University of Chicago.
7. Mead was equally good at teaching and producing scientific works.
8. Much of Mead's work was published in his lifetime.
9. Mead's lectures laid the foundation of symbolic interactionism.
10. The key message of Mead's 'social behaviourism' was that the behaviour of individuals influenced social groups.

3. Answer the questions:

1. Was George Herbert Mead important during his lifetime?
2. What was G. Mead famous for?
3. What did G. Mead start doing after three years of study and travel abroad?
4. Why did Mead leave Michigan for Chicago?
5. Was G. Mead a good teacher?
6. What was his students' attitude to G. Mead?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words **in bold** below:

1. G. Mead is regarded as one of the founders of the American sociological tradition **in general**.
2. **After three years of study and travel abroad**, he took a position as ...
3. He was trained **mainly** in philosophy.
4. **It is interesting to note** that G. Mead *never* received any graduate degrees.
5. In 1894, **at the invitation of** John Dewey he moved to...
6. Mead *never* received any graduate degrees (**i. e.** candidate or doctoral degree).
7. Mead was **as important for his teaching as for his** writing.

2. In the box find the words which mean **the same as or similar** to those **in bold** in the following phrases below.

a) fame, b) strong, c) foundation, d) associated, e) stayed, f) conduct, g) stressed, h) earned, i) considered, j) occupied, k) modern
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1. G. Mills is **regarded** as one of the founders of social psychology.
2. After three years of study he **took** a position as an instructor.
3. Mead never **received** any graduate degrees.
4. Mead moved to the University of Chicago and **remained** there forever.
5. Many important theorists achieve their **recognition** in their lifetime.

6. His words had a **powerful** impact on many people.
7. Mead's lectures form the **basis** for symbolic interactionism.
8. His work **emphasized** the relationship between the individual and society.
9. Mead's approach was closely **linked** with social psychology.
10. The **behaviour** of individuals is influenced by the social groups.
11. Mead's ideas have had a powerful influence on **contemporary** sociology.

3. In the box find the words which mean **the opposite** to those **in bold** in the following phrases below.

a) influential, b) unique, c) began, d) in general, e) many

1. **In particular**. G. Mead is regarded as one of the founders of the American sociological tradition
2. **Few** theorists achieve recognition for their published work.
3. The course with Professor Mead was a **common** experience.
4. John Dewey's ideas were **unimportant**.
5. Mead **completed** his career as a philosopher.

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. George Herbert Mead is regarded as one of the founders of social psychology.
2. He was trained mainly in philosophy and its application to social psychology.
3. In 1894, at the invitation of John Dewey he moved to the University of Chicago and remained there for the rest of his life.
4. John Dewey was an American philosopher, sociologist, psychologist, and educational reformer, whose ideas were influential in education and social reform.
5. George Herbert Mead was as important, during his lifetime, for his teaching as for his writing.
6. His words had a powerful impact on many people who were to become important sociologists in the twentieth century.

2. What do the following proper names refer to in the text about G. Mead?

- 1) Massachusetts, 2) Harvard, 3) Michigan, 4) Dewey, 5) Chicago, 6) Cottrell, 7) *Mind, Self and Society*.

3. Give definitions of the following:

- 1) social psychology, 2) a graduate degree, 3) Harvard.

4. Paraphrase, using your own words:

1. In 1894, at the invitation of John Dewey, Mead moved to the University of Chicago and remained there for the rest of his life.
2. "His lecture flowed, and we soon learned that questions or comments from the class are not welcome."
3. His expectations of students were modest.

5. Fill in the gaps, using the proper words from the box:

a) published, b) recognition, c) important, d) century, e) impact, f) writing, g) to become, h) theorists

Many important (1) _____ achieve their greatest (2) _____ in their lifetime for their (3) _____ work. George Herbert Mead, however, was as (4) _____ for his teaching as for his (5) _____. His

words had a powerful (6) _____ on many people who were to (7) _____ important sociologists in the twentieth (8) _____.

6. Fill in the gaps, using any proper words that fit in:

Mead's work (1)_____ the relationship between (2) _____ and society. He (3)_____ his approach "social behaviourism". It was closely (4)_____ with social psychology. The basic idea behind Mead's (5)_____ was that the perceptions and the behaviour of individuals are (6)_____ by the social groups.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. What do you think is necessary for a thinker to be recognized in his/her lifetime?
2. What is your idea of a good instructor?

2. Make a brief report on the following topic:

G. Mead's contribution to sociology.

ACTIVE VOCABULARY

application (n): application of philosophy to social psychology

attend (v): to attend lectures

closely (adv): to be closely linked with...

describe (v): to describe what Mead was like as a teacher

emphasize (v): to emphasize the importance of language

influential (adj): influential ideas

influence (v; n): be influenced by; to have a powerful influence on ...

interruption (n): to object to interrupting/being interrupted...

lecture (v): to lecture without notes

lifetime (n): during/in one's lifetime

recognition (n): to achieve recognition

remain (v): to remain... for the rest of one's life

unforgettable (adj): unforgettable experience

Common helpful words and phrases

after (three years of study/travel abroad)

at the invitation of...

mainly

It is interesting to note (that...)

Keywords

interactionism

founder (of an approach)

psychologist

reformer

social psychology

theorist

Unit 8. Max Weber

PRE-READING ACTIVITIES

1. Before you start reading about Max Weber, give some time to thinking about his contribution to the field of science. Concentrate on the questions below to see which of them you might answer.

Do I know where Max Weber fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about Max Weber's background that would influence my reaction to his work?

What do I know about the person? When and where did this person live and work?

What else was going on in the world at the same time?

2. Copy and fill in the following table:

What I know about Max Weber	Questions I'd like to ask about M. Weber

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to be born into a middle-class family	a) бути відданим кальвіністом
2) to have a profound effect both on... and...	b) приводити до напруженості в відносинах між подружжям
3) psychological development	c) наблизитися до...
4) to enjoy earthly pleasures	d) обирати між полярними протилежностями
5) to stand in sharp contrast to	e) народитися в родині, яка належить до середнього класу
6) to be a devoted Calvinist	f) бути соромливим та недостатньо розвинутим у стосунках з іншими
7) to seek to lead an ascetic life	g) допомогти засновати соціологічне суспільство
8) to lead to marital tension	h) отримувати насолоду від земних задоволень
9) to get closer to.../to move closer to...	i) писати есе зі злободенних питань
10) to choose between such polar opposites	g) приділяти багато часу вивчанням...
11) to negatively affect smb's psyche	k) один із головних архітекторів сучасної соціальної науки
12) to be shy and underdeveloped on a social level	l) психологічний розвиток
13) to join the circle of his father's friends	m) бути охопленим психологічними проблемами
14) one's lifelong concerns	n) займатися іншою діяльністю
15) to be financially dependent on smb	o) мати глибокий вплив як на..., так і на...
16) to devote much of one's time to the	p) стати центром для багатьох інтелектуалів

study of	
17) to be plagued by psychological problems	q) знаходитися у різкому контрасті з
18) to publish one's studies of the world's religions in historical perspective	r) приєднатися до кола друзів свого батька
19) to undertake a number of other activities	s) становлення капіталізму
20) to help (to) found the sociological society	t) впливати негативно на психіку
21) to become a center for a wide range of intellectuals	u) прагнути вести аскетичне життя
22) to be active politically	v) залежати від когось стосовно фінансів
23) to write essays on the issues of the day	w) інтереси всього життя
24) the rise of capitalism	x) надрукувати свої дослідження з релігій світу у історичній перспективі
25) one of the three principal architects of modern social science	y) визнати декілька різноманітних аспектів соціальної влади
26) to recognize several diverse aspects of social authority	z) бути активним у політичному сенсі

4. Match the words and word combinations with their definitions:

1) ascetic	a) progress through life, especially in work
2) bureaucrat	b) a person who is addicted to work
3) lawyer	c) a feeling of anxiety or nervousness relating to marriage
4) antipathy	d) a person learned in the law
5) career	e) not allowing yourself pleasures and luxuries
6) marital tension	f) dislike for something or somebody
7) psyche	g) social science that analyzes the production, distribution, and consumption of goods and services
8) workaholic	h) a person who works in a government department
9) economics	i) the human soul, spirit, or mind

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Max Weber (1864–1920)

(1) Weber was a German sociologist and political economist, who profoundly influenced social theory and social research. Max Weber was born in Erfurt, Germany, on April 21, 1864, into a

middle-class family. Important differences between his parents had a profound effect both on his intellectual orientation and his psychological development. His father was a bureaucrat who rose to a relatively important political position. In addition, the senior Weber was a man who enjoyed earthly pleasures, and in this and many other things he stood in sharp contrast to his wife. Max Weber's mother was a devoted Calvinist, a woman who sought to lead an ascetic life. These deep differences between the parents led to marital tension, and both the differences and the tension had an immense impact on M. Weber.

(2) Weber was presented with a clear choice as a child. He first seemed to follow his father's orientation to life, but later he got closer to his mother's approach. Whatever the choice, the tension produced by the need to choose between such polar opposites negatively affected Max Weber's psyche.

(3) At the age of eighteen, Max Weber left home for a short time to attend the University of Heidelberg. On a social level he entered the university shy and underdeveloped. However, that quickly changed after he was attracted toward his father's way of life and joined the circle of his father's old friends. There he developed socially. Weber not only manifested his identity with his father's way of life, but also chose, at least for the time being, the same career – the law.

(4) After three terms, Weber left Heidelberg for military service, and in 1884 he returned to Berlin and to his parents' home to take courses at the University of Berlin. He remained there for most of the next eight years as he completed his studies, earned his Ph.D., became a lawyer, and started teaching at the University of Berlin. In the process, his interests shifted more toward his lifelong concerns – economics, history, and sociology. During his eight years in Berlin, Weber was financially dependent on his father, which he progressively grew to dislike. At the same time, he moved closer to his mother's values, and his antipathy to his father increased. He adopted ascetic life and got involved deeply into his work. Following his mother, M. Weber became ascetic and hard-working – in contemporary terms a “workaholic.”

(5) As a result, in 1896 M. Weber got a position as professor of economics at Heidelberg. His academic career was successful. But in 1897, his father died following a violent argument between them. Shortly thereafter Weber began to manifest symptoms that finally culminated in a nervous breakdown. Often unable to sleep or to work, he spent six or seven years in near-total collapse. It was not until 1904, when M. Weber was able to begin to return to active academic life. In 1904 and 1905, he published one of his best known works, *The Protestant Ethics and the Spirit of Capitalism*. Weber devoted much of his time to the study of religion, though he was not personally religious.

(6) Although he continued to be plagued by psychological problems, after 1904 Weber was able to produce some of his most important works. In these years, he published his studies of the world's religions in world-historical perspective (for example, China, India, and ancient Judaism). At the time of his death (June 14, 1920), he was working on his most important work, *Economy and Society*. Although this book was published, and subsequently translated into many languages, it was unfinished. In addition to his writings produced in that period, Weber undertook a number of other activities. He helped to found the German Sociological Society in 1910. His home became a center for a wide range of intellectuals, including sociologists such as Georg Simmel, Robert Michels, and Georg Lukes. In addition, Weber was active politically and wrote essays on the issues of the day.

(7) Weber's major works dealt with the rationalization and so-called “disenchantment” which he associated with the rise of capitalism and modernity. Weber was, along with his associate Georg Simmel, a central figure in the establishment of methodological antipositivism.

He is typically cited, with Emile Durkheim and Karl Marx, as one of the three principal architects of modern social science.

(8) Weber is most famous for his thesis in economic sociology, *The Protestant Ethics and the Spirit of Capitalism*. Here, on the basis of Protestantism, Weber determines the rise of capitalism, bureaucracy and the rational-legal nation-state. Contrary to Karl Marx, Weber did not consider the development of capitalism in purely material terms. Instead, he emphasized religious influences embedded into culture.

(9) His analysis of bureaucracy in his *Economy and Society* is still central to the modern study of organizations. Weber was the first to recognize several diverse aspects of social authority, which he respectively categorized according to their charismatic, traditional, and legal forms. (4200)

2. For statements (1–10) choose “True” if the statement is true according to the text, “False” – if the statement is false:

1. Max Weber’s father was a man who led an ascetic life.
2. Max Weber’s mother was a dedicated believer.
3. In the circle of his father’s old friends Max Weber grew socially.
4. Max Weber’s lifelong interests included politics and psychology.
5. Max Weber’s academic career was successful.
6. Max Weber was religious.
7. *Economy and Society* is considered to be Weber’s most important work.
8. Weber was never active in a political sense.
9. Weber explained rationalization by the development of capitalism and modernity.
10. Weber is similar to K. Marx in his view on the development of capitalism.

3. Answer the questions:

1. How can you characterize the family Max Weber was born into?
2. Did the differences between his parents have any influence on Max Weber?
3. What choice did Max Weber have when he was a child?
4. Why did M. Weber go away from home when he was eighteen?
5. What sort of person was M. Weber when he was a student?
6. What helped Max Weber to develop socially?
7. What events happened in 1884, which were influential to Max Weber?
8. How did M. Weber feel about being financially dependent on his father?
9. What were the reasons for M. Weber’s arguments with his father?
10. Under which circumstances did M. Weber’s father die?
11. Why did Max Weber have problems with his health for several years?
12. When did M. Weber return to active academic life?
13. What M. Weber’s work was published in 1904–1905?
14. Did Max Weber ever meet G. Simmel?
15. Was Weber integrated in politics?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words **in bold** below:

1. **In addition**, the senior Weber was a man who enjoyed earthly pleasures.
2. **Both** the differences **and** the tension had an immense impact on M. Weber.

3. He first **seemed to follow** his father's way of life.
4. **Whatever the choice**, the tension affected Max Weber's psyche.
5. **However**, that quickly changed.
6. Weber chose, **at least** for the time being, **the same** career.
7. **After three terms**, Weber left Heidelberg.
8. **At the same time**, he moved **closer** to his mother's values.
9. **Following his mother**, M. Weber became ascetic.
10. Weber became hard-working – **in contemporary terms** a "workaholic."

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the following phrases below. Change the form of the word if necessary.

a) establish, b) connect, c) deep, d) go away from, e) strong dislike, f) sign, g) semester, h) show, i) impact, j) create, k) come back

1. Weber **profoundly** influenced social theory and social research.
2. Those differences had a profound **effect** on his psychological development.
3. Max Weber **left** home for a short time to attend the University.
4. Weber **manifested** his identity with his father's way of life.
5. After three **terms**, M. Weber left the university for military service.
6. He **returned** to his parents' home to take courses at the University of Berlin.
7. His **antipathy** to his father increased.
8. Weber began to manifest **symptoms** of a nervous breakdown.
9. After 1904 Weber was able to **produce** some of his most important work.
10. He helped to **found** the German Sociological Society.
11. Weber **associated** rationalization with the rise of capitalism and modernity.

3. Look through the phrases below and match the words **in bold** with their **opposites** in the box. Change the form of the word if necessary.

a) negative, b) difference, c) like, d) the same, e) enjoy, f) seek, g) adopt, h) successful, i) increase, j) contrary to

1. **Similarities** between his parents had a profound effect on...
2. His father **disliked** earthly pleasures.
3. Weber's mother **did not try** to lead an ascetic life.
4. Deep differences between the parents **positively** affected Max Weber's psyche.
5. He chose **a different** career.
6. He **rejected** ascetic life.
7. In 1896 M. Weber **lost** a position as professor of economics at Heidelberg.
8. Max Weber's academic career was **unsuccessful**.
9. Weber associated rationalization with the **decrease** of capitalism and modernity.
10. **Like** Karl Marx, Weber did not consider the development of capitalism...

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. The differences between the parents had a great influence on M. Weber.
2. The tension was made by the necessity to choose between the opposites.
3. First Max joined a circle of his father's old friends.
4. Max Weber demonstrated his similarity with his father's lifestyle.

5. M. Weber depended on his father in terms of money.
6. Important differences between his parents had a profound effect both on his intellectual orientation and his psychological development.
7. Weber was presented with a clear choice as a child.
8. Whatever the choice, the tension produced by the need to choose between such polar opposites negatively affected Max Weber's psyche.
9. Weber devoted much of his time to the study of religion, though he was not personally religious.
10. Weber profoundly influenced social theory and social research.

2. Paraphrase these statements about Max Weber, using your own words:

1. The senior Weber stood in sharp contrast to his wife.
2. Max Weber's mother was a devoted Calvinist.
3. The deep differences between the parents led to marital tension.
4. Weber was presented with a clear choice as a child.
5. On a social level Max Weber entered the university shy and underdeveloped.
6. He developed socially.
7. M. Weber was financially dependent on his father.
8. He moved closer to his mother's values.
9. Following his mother, M. Weber became ascetic.
10. It was not until 1904, when M. Weber was able to begin to return to active academic life.
11. M. Weber was plagued by psychological problems.
12. His antipathy to his father increased.
13. M. Weber undertook a number of other activities in addition to his writings.
14. Weber was active politically.
15. Max Weber is typically cited as one of the three principal architects of modern social science.

3. What do the following proper names refer to in the text about M. Weber?

- 1) *The Protestant Ethics and the Spirit of Capitalism*, 2) Heidelberg, 3) the German Sociological Society, 4) Berlin, 5) China, 6) *Economy and Society*, 7) Georg Simmel.

4. Give definitions of the following:

- 1) social research, 2) ascetic life, 3) marital tension, 4) lawyer, 5) workaholic.

5. Fill in the gaps, using the proper words from the boxes. (The words will require a change in form!)

5.1

a) complete, b) take, c) become, d) shift, e) leave, f) return, g) remain, h) earn, i) start

Weber (1)_____ Heidelberg for military service, and in 1884 he (2)_____ to Berlin and to his parents' home to (3)_____ courses at the University of Berlin. He (4)_____ there for most of the next eight years as he (5)_____ his studies, (6)_____ his Ph.D., (7)_____ a lawyer, and (8)_____ teaching at the University of Berlin. In the process, his interests (9)_____ more toward his lifelong concerns – economics, history, and sociology.

5.2

a) perspective, b) although (2), c) activities, d) unfinished, e) psychological, f)s undertook, g) world's, h) most important, i) subsequently, j) produce

(1)_____ he continued to be plagued by (2)_____ problems, after 1904 Weber was able to (3)_____ some of his most important works. He published his studies of the (4)_____ religions in world-historical (5)_____. At the time of his death, he was working on his (6)_____ work, *Economy and Society*. (7)_____ this book was published, and (8)_____ translated into many languages, it was (9)_____. In addition to his writings, Weber (10)_____ a number of other (11)_____.

6. Fill in the gaps, using the proper words you can propose:

Weber is most (1)_____ for his thesis in economic sociology. On the (2)_____ of Protestantism, Weber (3)_____ the rise of capitalism, bureaucracy and the nation-state. (4)_____ Karl Marx, Weber did not (5)_____ the development of capitalism in purely (6)_____ terms. Instead, he (7)_____ religious influences on culture. His (8)_____ of bureaucracy is still (9)_____ to the modern (10)_____ of organizations. Weber was the first to (11)_____ several aspects of social authority, which he (12)_____ according to their charismatic, traditional, and legal forms.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. Who do you think has a greater influence on a child – a mother or father?
2. In your opinion, does religion play any role in the person development?

2. Make mini-reports on the following:

1. The influence of family on the child's further adult life/his or her future career.
2. Weber's contribution to sociology.

ACTIVE VOCABULARY

ascetic (adj): to lead/adopt an ascetic life

authority (n): to be in a position of authority

bureaucracy (n): unnecessary/excessive bureaucracy

bureaucrat (n)

career (n): to choose the same career

circle (n): the circle of his father's friends; to join the circle of ...

closer (adv): to move closer to...

concern (n): one's lifelong concerns

dependent (adj): to be financially dependent on...

deep (adj): deep differences between

devote (v): to devote one's time to the study of...

devoted (adj): to be a devoted believer

essay (n): to write essays on...

found (v): to found the Sociological Society

impact (n): to have an immense impact on...

lead (led) : to lead an ascetic life; to lead to marital tension

nervous (adj): to suffer from a nervous breakdown

opposite (n): polar opposites

pleasure (n): earthly pleasures

profound (adj): to have a profound effect on...

psyche (n): to affect someone's psyche
 range (n): a wide range of intellectuals
 sharp (adj): to stand in sharp contrast to...
 tendency (n): tendencies of modern Western society
 tension (n): marital tension
 undertake (undertook, undertaken): to undertake a number of activities

Common helpful words and phrases

at least
 at the same time
 a wide range of
 both... and...
 in addition
 in contemporary terms
 in contrast to
 instead

Keywords

antipositivism
 bureaucracy
 disenchantment
 economics
 social research
 social theory
 way of life

Unit 9. Robert Park

PRE-READING ACTIVITIES

1. Before you start reading about Robert Park, think about his contribution to the field of science.

2. Copy and fill in the following table:

What I know about Robert Park	Questions I'd like to ask about R. Park

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents.

1) to lead a varied career	a) відмовитися від наукового світу
2) become a sociologist late in life	b) бути незадоволеним своєю дисертацією
3) to have a profound effect on sociology in general	c) вирушити на польові дослідження
4) to be exposed to a number of great thinkers	d) закінчити докторську дисертацію
5) to feel a strong need to work in the real world	e) використовувати методи включеного спостереження
6) to begin a career as a journalist	f) стати соціологом пізно

7) to write about city life in vivid detail	g) займатися різноманітними речами
8) to go into the field	h) мати глибоку зацікавленість у соціальній реформі
9) to come to be one of the hallmarks of	i) центр світового інтелектуального життя
10) to use participant observation techniques	j) бути під впливом декількох видатних мислителів
11) to fulfill one's intellectual needs	k) глибоко впливати на
12) to contribute to the improvement of the world	l) відчувати величезну потребу працювати у реальному світі
13) to have a deep interest in social reform	m) стати одним із символів, однією з ознак
14) the heart of the world's intellectual life	n) багато подорожувати
15) to have a profound influence on	o) грати ключову роль у діяльності...
16) to complete one's doctoral dissertation	p) мати глибокий вплив на соціологію в цілому
17) to be dissatisfied with one's dissertation	q) задовольняти свої інтелектуальні потреби
18) to turn away from academic world	r) розпочати кар'єру як журналіст
19) to play a key role in the activities of	s) описувати життя у місті в яскравих деталях
20) to travel extensively	t) сприяти поліпшенню світу

4. Match the words and word combinations with their definitions:

1) hallmark	a) any mark or indication of quality
2) ethnology	b) act of making better or more valuable
3) participant observation	c) a method of research widely used in sociology and anthropology in which the researcher takes part in the activities of a group or community being studied
4) improvement	d) the improvement of what is wrong
5) visiting professor	e) a science that deals with the division of human beings into races and their origin
6) reform	f) professor from another institution invited to teach at a university or college for a limited period, usually for a semester or one academic year

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Robert Park (1864–1944)

(1) Robert Park did not follow the typical career rout of any academic sociologist – college, graduate school, professorship. Instead, he led a varied career before he became a sociologist late in life. Despite his late start, Park had a profound effect on sociology in general and on theory in particular. Park’s varied experience gave him an unusual orientation to life, and this view helped to shape the Chicago school.

(2) Park was born in 1864 (Harveyville, Pennsylvania). As a student at the University of Michigan, he was exposed to a number of great thinkers, such as John Dewey. Although he was excited by ideas, Park felt a strong need to work in the real world. Upon graduation, he began a career as a journalist, which gave him this real-world opportunity. He wrote about city life in vivid detail. He would go into the field, observe and analyze, and finally write up his observations. In fact, he was already doing essentially the kind of research (“scientific reporting”) that came to be one of the hallmarks of Chicago sociology – that is, urban ethnology using participant observation techniques.

(3) Park grew dissatisfied with newspaper work, because it did not fulfill his intellectual needs. Furthermore, it did not seem to contribute to the improvement of the world, and Park had a deep interest in social reform. In 1898, at the age of thirty-four, Park left newspaper work and entered the philosophy department at Harvard. He remained there for a year, but then decided to move to Germany, the heart of the world’s intellectual life at that time. In Berlin he encountered Georg Simmel, whose work was to have a profound influence on Park’s sociology. In fact, Simmel’s lectures were the only sociological training that Park received. As Park said, “I got most of my knowledge about society and human nature from my own observations.” In 1904, Park completed his doctoral dissertation at the University of Heidelberg. Characteristically, he was dissatisfied with his dissertation. He refused a summer teaching at the University of Chicago and turned away from academic world as he had earlier turned away from newspaper work.

(4) His need for social improvement led R. Park to become a secretary for the Congo Reform Association, which was set up to fight against brutality and exploitation in the Belgian Congo. During that period, he met Booker T. Washington, and was attracted to the cause of improving the lot of black Americans. Park became Washington’s secretary and played a key role in the activities of the Tuskegee Institute. In 1912 he met W.I. Thomas, the Chicago sociologist, who was lecturing at Tuskegee. Thomas invited him to give a course on ‘The Negro in America’ to a small group of graduate students at Chicago, and Park did so in 1914. It was successful, and he gave it again the next year to an audience twice as large. At this time, R. Park joined the American Sociological Society, and only a decade later he became its president. Park gradually worked his way into a full-time appointment at Chicago. Over approximately two decades, R. Park played a key role in shaping the intellectual orientation of the sociological department of the University of Chicago.

(5) Roberts Park remained a visiting professor even after his retirement from Chicago in the early 1930s. He taught courses and oversaw research until he was nearly eighty years old. He traveled extensively. Robert Park died on February 7, 1944, one week before his eightieth birthday. (2900)

2. For statements (1–10) choose “True” if the statement is true according to the text, “False” – if the statement is false:

1. Robert Park’s academic career was similar to that of many other sociologists.

2. Park's career of a sociologist began early in his life.
3. Park's ideas encouraged the development of the Chicago school.
4. As a student, R. Park dealt with the ideas of numerous thinkers.
5. Park's first position upon graduation was that of a journalist.
6. He failed to describe city life in an interesting manner.
7. Robert Park had a lifelong interest in newspaper work.
8. Simmel's ideas played a key role in shaping Park's sociological orientation.
9. Throughout his life Park led an active academic life.
10. In the early 1930s R. Park turned away from teaching career.

3. Answer the questions:

1. What did Park do upon graduation from the university?
2. Why did Park leave newspaper work?
3. Why did Park take a decision to go to Germany?
4. What was the role of G. Simmel in Park's life?
5. What caused Park to work for the Congo Reform Association?
6. What was the result of Park's meeting W. I. Thomas?
7. When did R. Park become a member of the American Sociological Society?
8. What did R. Park say about how he obtained most of knowledge about society?
9. Was Park an influential figure at the University of Chicago?
10. Did R. Park give up teaching after his retirement?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words **in bold** below:

1. Park did not follow the typical career rout. **Instead**, he led a varied career...
2. He had a profound effect on sociology **in general** and on theory **in particular**.
3. **Despite** his late start, Park had a profound effect on sociology.
4. He was exposed to a number of great thinkers
5. **As a student**, he was exposed to a number of great thinkers.
6. **Although** he was excited by ideas, Park felt a strong need...
7. **Upon graduation**, he began a career as a journalist.
8. He would go into the field, observe and analyze, and **finally** write...
9. **In fact**, he was already doing "scientific reporting".
10. ...one of the hallmarks of Chicago sociology – **that is**, urban ethnology.
11. **Furthermore**, it did not seem to contribute to the improvement of the world.
12. **As Park said**, "I got most of my knowledge about society and human nature..."
13. **Characteristically**, he was dissatisfied with his dissertation.
14. Over **approximately** two decades, R. Park played a key role...
15. Park remained a visiting professor **even** after his retirement.

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the following phrases below. Change the form of the word if necessary.

a) deep, b) help, c) typical, d) stay, e) realize, f) bright, g) quit, h) reject, i) join,
j) perform, k) found, l) leading, m) fate, n) actual, o) meet

1. Park did not follow the **usual** career route.
2. Park had a **profound** effect on sociology.

3. He felt a strong need to work in the **real** world.
4. He wrote about city life in **vivid** detail.
5. Newspaper work did not **fulfill** his intellectual needs.
6. It did not seem to **contribute to** the improvement of the world.
7. At the age of thirty-four, Park **left** newspaper work.
8. He **entered** the philosophy department at Harvard.
9. He **remained** there for a year.
10. In Berlin he **encountered** Georg Simmel.
11. In 1904, Park **completed** his doctoral dissertation.
12. He **turned away from** academic world.
13. The association was **set up** to fight against brutality and exploitation.
14. Park was attracted to the cause of improving the **lot** of black Americans.
15. Park played a **key** role in the activities of the Tuskegee Institute.

3. In the box find the words which mean **the opposite** to those **in bold** in the following phrases below. Change the form of the word if necessary.

a) begin, b) late, c) complete, d) improve, e) leave, f) approximate, g) dissatisfy, h) enter, i) move to, j) excite

1. Despite his **early** start, Park had...
2. Although he was **bored** by ideas, Park felt...
3. Upon graduation, he **completed** a career as a journalist.
4. Park grew **satisfied** with newspaper work.
5. At the age of thirty-four, Park **joined** newspaper work.
6. In 1898 Park **left** the philosophy department at Harvard.
7. Then he decided to **leave** Germany.
8. In 1904, Park **began** his doctoral dissertation.
9. He was attracted to the cause of **worsening** the lot of black Americans.
10. Over **exactly** two decades, R. Park played a key role in...

4. Fill in the gaps, using the proper words from the box:

a) orientation, b) start, c) in particular, d) shape, e) student, f) world, g) effect, h) experience, i) such as, j) career, k) exposed, l) need, m) go into, n) wrote about

Despite his late (1)____, Park had a profound (2)____ on sociology in general and on theory (3)____. Park's varied (4)____ gave him an unusual (5)____ to life. This view helped to (6)____ the Chicago school. As a (7)____ at the University of Michigan, he was (8)____ to a number of great thinkers, (9)____ John Dewey. Park felt a strong (10)____ to work in the real (11)____. Upon graduation, he began a (12)____ as a journalist. He (13)____ city life in vivid detail. He would (14)____ the field, observe and analyze.

5. Fill in the gaps, using any proper words that fit in:

Park (1)____ dissatisfied with newspaper work, because it (2)____ his intellectual needs. Park had a deep (3)____ in social reform. He (4)____ newspaper work and (5)____ the philosophy department at Harvard. He (6)____ there for a year, but then decided (7)____ to Germany. At that time Germany was (8)____ of the world's intellectual (9)____. In Berlin he (10)____ Georg Simmel, whose work was to have a profound (11)____ on Park's sociology. In fact,

Simmel's (12)_____ were the only sociological training that Park (13)_____. As Park said, "I got most of my (14)_____ about society and human nature from my own (15)_____." In 1904, Park completed his doctoral (16)_____ at the University of Heidelberg.

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. As a student, Robert Park was exposed to a number of great thinkers.
2. Newspaper work did not seem to contribute to the improvement of the world.
3. Simmel's work was to have a profound influence on Park.
4. In fact, Simmel's lectures were the only sociological training that Park received.
5. R. Park was attracted to the cause of improving the lot of black Americans.

2. What do the following proper names refer to in the text about Robert Park?

- 1) Pennsylvania, 2) Michigan, 3) Harvard, 4) Germany, 5) Chicago, 6) Belgium.

3. Paraphrase these statements about R. Park, using your own words:

1. Park became a sociologist late in life.
2. He had a profound effect on sociology.
3. He was exposed to a number of great thinkers.
4. He grew dissatisfied with newspaper work.
5. Simmel's lectures were the only sociological training that Park received.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner. Prove your answer.

1. Would you like to work for a newspaper? Why? Why not?
2. Do you think that sociologists can contribute to the improvement of the world?

II. Make mini-reports on the following topics:

1. Robert Park's relations with academic world.
2. Robert Park's occupations.
3. R. Park's contribution to sociology.

ACTIVE VOCABULARY

activity (n): to play a key role in the activities of ...

career: to begin a career

expose (v): to be exposed to a number of great thinkers

extensively (adv): to travel extensively

field (n): to go into the field

grow (grew, grown): to grow dissatisfied with...

hallmark (n): to be one of the hallmarks of...

improve (v): to improve the lot of...

improvement (n): to contribute to the improvement of

influence (n): to have a profound influence on...

invite (v): to invite smb to give a course on...

lead (led): to lead a varied career

leave (left): to leave newspaper work

need (n): a strong need to work

observation (n): to write up one's observations
profound (adj): to have a profound effect
shape (v): to shape the Chicago school
training (n): to receive sociological training
typical (adj): typical career rout
urban (adj): urban ethnology
vivid (adj): to write in vivid detail

Common helpful words and phrases

although
approximately
at that time
characteristically
despite
even
finally
furthermore
in detail
in fact
in general
in particular
instead
nearly
that is
until
upon graduation

Keywords

participant observation
social reform
urban ethnology
visiting professor

Unit 10. Pitirim A. Sorokin

PRE-READING ACTIVITIES

1. Before you start reading about Pitirim Sorokin, give some time to thinking about his contribution to the field of science. Concentrate on the questions below to see which of them you might answer.

Do I know where Pitirim Sorokin fits into the history of sociology?
Can I make any connection between this contributor and others?
Is there anything about his background that would influence my reaction to his work?
Do I know when and where Pitirim Sorokin lived and worked?
What else was going on in the world at the same time?

2. Fill in the following table:

What I know about Pitirim Sorokin	Questions I'd like to ask about P. Sorokin

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents.

1) a controversial figures	a) протистояти більшовикам
2) to cover a path from a peasant childhood to the Olympian heights of Harvard University	b) знову опинитися у в'язниці
3) to be born in a remote village	с) пропонувати кафедру Гарвардському університеті
4) to be arrested for revolutionary activities	d) бути звільненим
5) to be opposed to the Bolsheviks	е) читати лекції у різноманітних університетах
6) to take a position in Kerensky's provisional government	f) розташуватися на факультеті економіки
7) to find oneself in prison once again	g) мати величезне "его"
8) under direct orders from	h) бути заарештованим за революційну діяльність
9) to be freed	i) зайняти посаду у тимчасовому уряді Керенського
10) to be harassed by the secret police	j) створити окремий факультет соціології
11) to be allowed to leave Russia	k) пройти шлях від селянського дитинства і до олімпійських висот Гарвардського університету
12) to give lectures at various universities	l) суперечна постать
13) to exceed the lifetime productivity of the average sociologist	m) народитися у віддаленому селі
14) to offer a chair at Harvard University	n) згідно з прямими розпорядженнями від
15) to be placed in the department of economics	о) переслідуватися таємною поліцією
16) to create a separate department of sociology	p) бути призначеним викладачем соціології
17) to possess an enormous ego	q) притягувати значно більшу аудиторію
18) to be critical of almost everyone and everything	г) просуватися дуже повільно стосовно кар'єри
19) to be appointed as an instructor of sociology	s) отримати дозвіл покинути Росію
20) to make a very slow career progress	t) перевищувати продуктивність всього життя середнього соціолога

21) extensive overlap between theories	u) величезні перекриття між теоріями
22) to attract far wider audience than...	v) бути критичним стосовно майже геть усіх

4. Match the words and word combinations with their definitions:

1) seminary	a) the general estimation in which a person is held by the public
2) censor	b) a person who is in charge
3) ego	c) a theological school for the training of priests, ministers
4) head	d) to examine books, films, or other material and to remove or suppress what is considered morally, politically, or otherwise objectionable
5) reputation	e) the self especially as contrasted with another self or the world

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Pitirim A. Sorokin (1889–1968)

(1) Pitirim A. Sorokin was one of the most original, important, and controversial figures in American sociology. During his life he covered a path from his spectacular rise from a peasant childhood in Czarist Russia to the Olympian heights of Harvard University.

(2) Pitirim A. Sorokin was born in a remote village in Russia on January 21, 1889. In his teenage years, and while a seminary student, Sorokin was arrested for revolutionary activities and spent four months in prison. Eventually, P. Sorokin made his way to St. Petersburg University, where he combined diligent studies, teaching responsibilities, and revolutionary activities. Sorokin's dissertation was scheduled to be defended in March 1917. But he was not able to earn his doctorate until 1922 because of the Revolution. Active in the revolution, but opposed to the Bolsheviks, Sorokin took a position in Kerensky's provisional government. But after the Bolsheviks' victory, Sorokin once again found himself in prison, this time at the hands of the Bolsheviks. Eventually, under direct orders from Lenin, Sorokin was freed and allowed to return to the university. However, his work was censored, and he was harassed by the secret police. Finally P. Sorokin was allowed to leave Russia, and, after a stay in Czechoslovakia, he came to the United States in October 1923.

(3) At first, Sorokin gave lectures at various universities. Eventually he obtained a position at the University of Minnesota. Speaking about his productivity at Minnesota University, Sorokin said, "I knew it exceeded the lifetime productivity of the average sociologist". Books such as *Social Mobility* and *Contemporary Sociological Theories* gave him a national reputation. By 1929 he was offered the first chair in sociology at Harvard University. The position was placed in the department of economics, because then there was not yet a sociology department at Harvard.

(4) Soon after his arrival at Harvard, a separate department of sociology was created, and Sorokin was named its first head. In that position, Sorokin helped to build the most important sociology department in the United States. During that period, he completed what would become his best-known work, *Social and Cultural Dynamics*.

(5) Possessing an enormous ego, Pitirim Sorokin seemed critical of almost everyone and everything. As a result, Sorokin and his work were the subject of much critical analysis. In a

letter to the editor of *The American Journal of Sociology* he wrote, “The strongly disparaging (critical) character of the reviews is a good omen (sign) for my books because of a high correlation between the damning of my books... and their subsequent (following) career. The more strongly they have been damned (and practically all my books were damned by your reviewers), the more significant and successful were my damned works.”

(6) One of Sorokin’s most long-running disputes was with Talcott Parsons. Parsons had been appointed at Harvard as an instructor of sociology when Sorokin was the head of the department. Under Sorokin’s leadership, Parsons made very slow career progress at Harvard. The conflict between Sorokin and Parsons was intensified by the extensive overlap between their theories. Despite the similarities, Parsons’ work attracted far wider audience than did Sorokin’s. Another tension in their relationship was over graduate students. One of the great achievements of the early Harvard department was its ability to attract talented graduate students like Robert Merton. Although these students were influenced by the ideas of both men, Parsons’ influence proved more enduring (lasting, stable) than Sorokin’s. Parson replaced Sorokin as a head of the sociology department and transformed it into the Department of Social Relations. (3180)

2. For statements (1–10) choose “True” if the statement is true according to the text, “False” – if the statement is false:

1. Pitirim Sorokin was a Russian-born sociologist.
2. Sorokin managed to defend his dissertation in March 1917.
3. Pitirim Sorokin was politically active.
4. In Russia, P. Sorokin was free to express his ideas.
5. P. Sorokin emigrated from Russia to the United States in 1923.
6. Pitirim Sorokin was on friendly terms with Talcott Parsons.
7. Sorokin and Parsons had nothing in common in terms of their ideas.
8. Compared to Parsons’ contribution, Sorokin’s work made much more influence on the audience.
9. Sorokin and Parsons quarrelled about graduate students.
10. It was Parson who took Sorokin’s place as a head of the sociology department.

3. Answer the questions:

1. When and where was Sorokin born?
2. Why was P. Sorokin put to prison?
3. Why Sorokin couldn’t defend his dissertation in St. Petersburg University?
4. Did Sorokin ever occupy governmental posts?
5. Why did P. Sorokin decide to emigrate from Russia?
6. When did he arrive to the US?
7. What did Sorokin do when he came to the United States?
8. What position did P. Sorokin occupy at Harvard University?
9. Why couldn’t Parsons make a quick career at Harvard University?
10. Who – Parsons or Sorokin – made a greater influence on students?

VOCABULARY HUNT

1. Give the Ukrainian/Russian equivalents of the words **in bold** below:

1. **During his life** he covered a path from...
2. **In his teenage years**, Sorokin was arrested...

3. **Eventually**, P. Sorokin made his way to ...
4. He was not able to earn his doctorate until 1922 **because of** the Revolution.
5. Eventually, **under direct orders from** Lenin, Sorokin was freed.
6. **However**, his work was censored.
7. **Finally** P. Sorokin was allowed to leave Russia.
8. **After a stay in** Czechoslovakia, he came to the United States.
9. **At first**, Sorokin gave lectures.
10. **Soon after his arrival** at Harvard, a separate department of sociology...
11. **During that period**, he completed what...
12. **As a result**, Sorokin and his work were the subject...
13. **Despite the similarities**, Parson's work attracted far wider audience...
14. **One of the great achievements** of the early Harvard department was...
15. **Although** these students were influenced by the ideas of both men...

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the following phrases below. Change the form of the word if necessary.

a) hard-working, b) magnificent, c) duties, d) plan, e) different, f) occupy, g) control, h) debatable, i) trouble, j) come back, k) much, l) recognition, m) creative, n) faraway

1. Sorokin was a **controversial** figure in American sociology.
2. He was one of the most **original** figures.
3. He covered a path from his **spectacular** rise from a peasant childhood...
4. Sorokin was born in a **remote** village in Russia.
5. In St. Petersburg University he combined **diligent** studies and ...
6. He combined diligent studies and teaching **responsibilities**.
7. Sorokin's dissertation was **scheduled** to be defended in March 1917.
8. Sorokin **took** a position in Kerensky's provisional government.
9. Sorokin was allowed to **return** to the university.
10. His work was **censored**.
11. He was **harassed** by the secret police.
12. Sorokin gave lectures at **various** universities.
13. Books such as *Social Mobility* gave him a national **reputation**.
14. Parson's work attracted **far** wider audience than did Sorokin's.

3. Look through the phrases below and match the words **in bold** with their **opposites** in the box. Change the form of the word if necessary.

a) earn, b) leave, c) take, d) slow, e) important, f) obtain, g) come to, h) free

1. Pitirim Sorokin was one of the most **unimportant** figures...
2. He was not able to **award** his doctorate until 1922.
3. Sorokin **gave** a position in Kerensky's provisional government.
4. Sorokin was **arrested** and allowed to return to the university.
5. Finally P. Sorokin was allowed to **move to** Russia.
6. He **left** the United States in October 1923.
7. Eventually he **lost** a position at the University of Minnesota.
8. Under Sorokin's leadership, Parsons made very **fast** career progress at Harvard.

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. After the Bolsheviks' victory, Sorokin once again found himself in prison.
2. Eventually, Sorokin was freed and allowed to return to the university.
3. He was harassed by the secret police.
4. Then there was not yet a sociology department at Harvard.
5. Parsons' work attracted far wider audience than did Sorokin's.
6. Although the students were influenced by the ideas of both men, Parsons' influence proved more enduring than Sorokin's.

2. What do the following proper names refer to in the text about P. Sorokin?

- 1) Russia, 2) St. Petersburg, 3) March, 4) Kerensky, 5) the Bolsheviks, 6) Czechoslovakia, 7) October, 8) Minnesota, 9) Harvard, 10) Merton.

3. Give definitions of the following:

- 1) a controversial figure, 2) a remote village, 3) your teenage years, 4) dissertation, 5) prison, 6) the secret police.

4. Fill in the gaps in the statements below, using the words from the box. Change the form of the word if necessary.

a) department, b) country, c) help, d) create, e) head, f) important, g) arrival, h) work, i) become, j) period

Soon after his (1)_____ at Harvard, a separate (2)_____ of sociology was (3)_____, and Sorokin became its first (4)_____. In that position, Sorokin (5)_____ to build the most (6)_____ sociology department in the (7)_____. During that (8)_____, he completed what later (9)_____ his best-known (10)_____, *Social and Cultural Dynamics*.

5. Fill in the gaps, using any proper words that fit in:

Pitirim A. Sorokin was (1)_____ of the most controversial (2)_____ in American (3)_____. He covered a (4)_____ from a peasant childhood (5)_____ Czarist Russia (6)_____ the Olympian (7)_____ of Harvard University. Sorokin (8)_____ born in a (9)_____ village in Russia. In his (10)_____ years, Sorokin was arrested (11)_____ revolutionary (12)_____ and spent several months (13)_____ prison. P. Sorokin was allowed (14)_____ Russia. He came (15)_____ the United States (16)_____ October 1923. At first, Sorokin (17)_____ a position at (18)_____ University of Minnesota. Soon after his (19)_____ at Harvard, a separate (20)_____ of sociology was created. Sorokin became (21)_____ first head. He helped to (22)_____ the most (23)_____ sociology department in (24)_____ United States.

6. Paraphrase, using your own words:

1. Pitirim Sorokin knew that his productivity at Minnesota University exceeded the lifetime productivity of the average sociologist.
2. Books such as *Social Mobility* and *Contemporary Sociological Theories* gave him a national reputation.
3. Possessing an enormous ego, Pitirim Sorokin seemed critical of almost everyone and everything. As a result, Sorokin and his work were the subject of much critical analysis.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. Do you think it is good to possess an enormous ego? Prove your answer.
2. Would you like to be a head of an academic department? Why? Why not?

2. Make mini-reports on the following topics:

1. Pitirim Sorokin's contribution to sociology.
2. Pitirim Sorokin vs Talcott Parsons.

ACTIVE VOCABULARY

appoint (v): to be appointed as an instructor of sociology

attract (v): to attract far wider audience

ensor (v): to censor smth

chair (n): to be offered the chair in sociology

controversial (adj): a controversial figure

cover (v): to cover a path from... to...

create (v): to create a separate department of sociology

department (n): department of economics; sociology department

direct (adj): under direct orders from...

dissertation (n): to defend one's dissertation

dispute (n): a long-running dispute with...

ego (n): to possess an enormous ego

harass (n): to be harassed by the secret police

obtain (v): to obtain a position

overlap (n): extensive overlap between...

path (n): to cover a path from... to...

position (n): to obtain a position (of)

provisional (adj): provisional government

remote (adj): a remote village

seminary (n): a seminary student

separate (adj): to create a separate department of sociology

similarity (n): despite the similarities

Common helpful words and phrases

after a stay in...

although

as a result,

at first

because of

by (that time)

despite

during that period

eventually

finally

however

in one's teenage years

under direct orders from...

Keywords

a controversial figure

enormous ego

Czarist Russia

a provisional government

a seminary student

Unit 11. Alfred Schutz

PRE-READING ACTIVITIES

1. Before you start reading about Alfred Schutz, think about his contribution to the field of science. To get you started, we list below some questions you might ask yourself.

Do I know where Alfred Schutz fits into the history of sociology?

Can I make any connection between this contributor and others?

What do I know about the person? When and where did Alfred Schutz live and work?

What else was going on in the world at the same time?

2. Copy and fill in the following table

What I know about Alfred Schutz	Questions I'd like to ask about Schutz

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to receive one's academic training	a) повністю зосередитися на викладанні
2) to complete one's law examination	b) намагатися подолати недоліки
3) to start one's lifelong career	c) довести до публікації те, що повинно було стати важливою книгою
4) to satisfy one's need for	d) тільки після... він відмовився від
5) to find meaning in one's life	e) розділяти свій час між
6) to participate in informal discussion circles	f) отримати академічну освіту
7) to be drawn to Weberian theory	g) залишатися на периферії
8) to seek to overcome its weakness	h) знайти сенс свого життя
9) to result in the publication of what was to become a very important book	i) протягом його життя
10) to divide one's time between	j) соціальне конструювання реальності
11) teaching phenomenological sociology	k) його вплив на студентів
12) not until ... did he give up	l) відокремити теорію від реальності
13) to concentrate entirely on teaching	m) брати участь у неформальних дискусійних гуртках
14) to remain on the periphery	n) продовжувати кар'єру протягом всього життя

15) during his lifetime	o) бути не готовим прийняти
16) his influence on students	p) бути притягнутим до теорії Вебера
17) to seem highly abstract and irrelevant	q) викладання феноменологічної соціології
18) to separate theory from reality	r) скласти іспити з права
19) not prepared to accept	s) задовольнити свої потреби з
20) social construction of reality	t) здаватися надзвичайно абстрактним та неактуальним

4. Match the words and word combinations with their definitions:

1) avant-garde	a) the study of phenomena; a philosophical movement based on the investigation of 'phenomena' (i.e. things as apprehended by consciousness)
2) emigrate	b) giving satisfaction and a feeling of achievement
3) marginal	c) referring to people or works that are innovative or inventive
4) phenomenology	d) to leave one country to settle in another
5) rewarding	e) situated on the border or edge

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Alfred Schutz (1899–1959)

(1) Alfred Schutz was born in Vienna, Austria, in 1899. He received his academic training at the University of Vienna. Soon after completing his law examination, Alfred Schutz started his lifelong career in banking. Although rewarding economically, banking did not satisfy his need for deeper meaning in his life. Schutz found that meaning in his work on phenomenological sociology. He was not an academician in the 1920s, but many of his friends were. So A. Schutz participated in a number of informal discussion circles. Schutz was drawn to Weberian theory, especially Weber's work on action and the ideal type. Although impressed with Weber's work, he sought to overcome its weakness by integrating ideas from the philosophers Edmund Husserl and Henri Bergson. Schutz was motivated to provide the Austrian School of Economics with a scientific subjective theory of action, which resulted in the publication by Schutz in 1932 of what was to become a very important book in sociology, *The Phenomenology of the Social World*.

(2) As World War II approached, Schutz emigrated to the United States, where for many years he divided his time between serving as legal counsel to a number of banks and writing about and teaching phenomenological sociology. Simultaneously with his work in banking, Schutz began courses in 1933 at the New School for Social Research in New York City. Not until 1956 did Schutz give up his dual career and concentrate entirely on teaching and writing about phenomenological sociology. Because of his interest in phenomenology, his dual career, and his teaching at then avant-garde New School, Schutz remained on the periphery of sociology during his lifetime. Nevertheless, Schutz's work and his influence on students (for

example, Peter Berger, Thomas Luckmann, and Harold Garfinkel) moved him to the center of sociological theory.

(3) Another factor in Schutz's marginal position in sociological theory was that his theory seemed highly abstract and irrelevant to the mundane (ordinary) social world. Although Schutz did separate theory from reality, he did not feel that his work was irrelevant to the world in which he lived. To put it in terms of his phenomenology, he saw a relationship between the everyday construction of reality and the pre-given historical and cultural world. Although Alfred Schutz was not optimistic, he was not prepared to accept the irrelevance of his theorizing and, more generally, the social construction of reality to the world as a whole. (2150)

2. For statements (1–10) choose “True” if the statement is true according to the text, “False” – if the statement is false:

1. Alfred Schutz got qualification in banking.
2. Banking gave Schutz both economical and moral satisfaction.
3. Alfred Schutz was attracted by Weber's ideas.
4. He saw no disadvantages in Weber's work.
5. Schutz avoided the ideas of such philosophers as E. Husserl and H. Bergson.
6. An important event concerning publication by Schutz happened in 1932.
7. In the 1920s Alfred Schutz left for the United States.
8. In the 1950s his close association with sociology began.
9. Peter Berger and Thomas Luckmann were among Schutz's students.
10. Alfred Schutz felt that his work was relevant to the world he lived in.

3. Answer these questions.

1. What country was Alfred Schutz from?
2. What qualification did he obtain at the University of Vienna?
3. What was A. Schutz's attitude to banking as profession?
4. Which Weber's ideas most attracted Schutz's attention?
5. What motivated Schutz to produce his book *The Phenomenology of the Social World*?
6. What country did Schutz emigrate to on the eve of World War II?
7. When did A. Schutz give up his work in banking?
8. What was Schutz's main interest in terms of social sciences?
9. Where did Alfred Schutz teach?
10. Who were Schutz's students?
11. What makes Alfred Schutz's be still remembered today?

VOCABULARY HUNT

1. Give the Ukrainian of the words **in bold** below.

1. **Soon after** completing his law examination...
2. **Although** rewarding economically, banking did not ...
3. Schutz participated in **a number of** informal...
4. **As** World War II approached...
5. **Because of** his interest in phenomenology...
6. **Simultaneously** with his work in banking...
7. **Nevertheless**, Schutz's work and his influence on students...
8. Although Schutz **did separate** theory from reality...

9. **To put it in terms of** his phenomenology, he saw...
10. ...the social construction of reality to the world **as a whole**.

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the phrases below. Change the form of the word if necessary.

1. Although **giving satisfaction** economically, banking did not...
2. ...banking did not **meet** his need...
3. Alfred Schutz **began** his lifelong career in banking.
4. Schutz **discovered** that meaning...
5. Schutz **took part** in a number of...
6. ...he **tried** to overcome its weakness...
7. ...which **led to** the publication...
8. As World War II **came near**...
9. Schutz **stopped** his dual career.
10. He concentrated **exclusively** on teaching and writing...
11. **Due to** his interest in phenomenology...
12. Schutz's work and his **impact** on students...

3. In the box find the words which mean **the opposite** to those **in bold** in the phrases below.

a) weakness, b) on the periphery, c) irrelevance, d) after, e) optimistic,
f) irrelevant, g) as a whole, h) informal, i) theory, j) accept

1. Soon **before** completing his law examination...
2. ...participated in a number of **formal** discussion circles.
3. ...he sought to overcome its **advantage** by...
4. He remained **in the centre** of...
5. ... his **practice** seemed highly abstract.
6. ... he did not feel that his work was **relevant** to the world ...
7. Although Alfred Schutz was not **pessimistic**...
8. ...he was not prepared to **reject**...
9. ...the **relevance** of his theorizing...
- 10....to the world **in particular**.

CHECK YOUR UNDERSTANDING

1. Translate these sentences, paying special attention to the words in bold:

1. **Although impressed** with Weber's work, he sought to overcome its weakness.
2. Schultz was motivated to provide the Austrian School of Economics with a scientific subjective theory of action, which resulted in the publication by Schultz in 1932 of **what was to become** a very important book in sociology, *The Phenomenology of the Social World*.
3. Not until 1956 **did Schutz concentrate** entirely on teaching and writing about phenomenological sociology.
4. Schutz's theory seemed highly abstract and irrelevant to the mundane social world.
5. Although Schutz **did separate** theory from reality, he did not feel that his work was irrelevant to the world in which he lived.

2. Give definitions of the following:

1) phenomenological sociology, 2) philosopher, 3) lifelong career, 4) academician.

3. Paraphrase these statements about Alfred Schutz, using your own words:

1. Alfred Schutz was drawn to Weberian theory.
2. Simultaneously with his work in banking, Schutz began courses in 1933.
3. Not until 1956 did Schutz give up his dual career and concentrate entirely on teaching and writing about phenomenological sociology.
4. Because of his interest in phenomenology, his dual career, and his teaching, Schutz remained on the periphery of sociology during his lifetime.
5. He did not feel that his work was irrelevant to the world in which he lived.

4. What do these proper names refer to in the text?

- 1) the United States, 2) Vienna, 3) New York City, 4) Peter Berger, 5) Thomas Luckmann, 6) Harold Garfinkel.

5. Fill in the gaps, using the proper words from the box. Mind that some words might need the change of form!

a) sociology, b) attempt, c) influential, d) immigrate, e) in relationship to, f) thought (2), g) develop, h) such as, i) social, j) pragmatism, k) analysis, l) supply

Alfred Schutz (1)_____ to relate the (2)_____ of Edmund Husserl to the (3)_____ world. His *Phenomenology of the Social World* (4)_____ philosophical foundations for Max Weber's (5)_____ and for economics. When Schutz (6)_____ to the United States in 1939, he (7)_____ his thought further (8)_____ social sciences, American (9)_____, logical empiricism, and other fields (10)_____ music and literature. His work has been (11)_____ on new movements in sociological (12)_____ such as ethnomethodology and conversation (13)_____.

6. Fill in the gaps, using any proper words you can propose:

(1)_____ his interest in phenomenology, Schutz (2)_____ on the periphery of sociology (3)_____ his lifetime. (4)_____, Schutz's work and his (5)_____ on students moved him to (6)_____ of sociological theory.

POST READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. Do you think it is good when people change their profession?
2. In your opinion, is it necessary for a researcher to find their work relevant?

2. Make mini-reports on the following topics:

1. Alfred Schutz's greatest contribution to social theory.
2. Alfred Schutz's most famous book.
3. Alfred Schutz's teaching career.

ACTIVE VOCABULARY

become (became, become): to become a very important book
complete (v): after completing his law examination

concentrate (v): to concentrate on teaching and writing
draw (drew, drawn): to be drawn to Weberian theory
dual (adj): to give up one's dual career
entirely (adv): to concentrate entirely on...
give up (gave, given): to give up one's dual career
lifelong (adj): one's lifelong career
marginal (adj): to hold a marginal position in...
move (v): to move smb to the center of sociological theory
need (n): to satisfy one's need for...
overcome (overcame, overcome): to overcome the weakness of...
participate (v): to participate in discussions
periphery (n): on the periphery of...
provide (v): to provide with
remain (v): to remain on the periphery of sociology during one's lifetime
result (v): to result in the publication
satisfy (v): to satisfy one's need
seek (sought): to seek to overcome...
training (n): to receive one's academic training

Common helpful words and phrases

although
another factor
as a whole
because of
simultaneously
soon after
to put it in terms of

Keywords

phenomenological sociology
phenomenology
Weberian theory

Unit 12. Robert K. Merton

PRE-READING ACTIVITIES

1. Before you start reading about Robert K. Merton, give some time to thinking about his contribution to the field of science. Concentrate on the questions below to see which of them you might answer.

Do I know where Robert K. Merton fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about Merton's background that would influence my reaction to his work?

Do I know when and where Robert K. Merton lived and worked? What else was going on in the world at the same time?

2. Copy and fill in the following table

What I know about Robert K. Merton	Questions I'd like to ask about R. Merton

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to become a distinguished sociologist	a) отримати багато національних та міжнародних нагород
2) harmful consequences of bureaucracy	b) знаходити засоби адаптації до
3) to highlight a number of dysfunctions	c) першим отримати нагороду за засвоєння соціології науки
4) strict conformity to rules	d) вручити ... почесні нагороди
5) to work against the achievement of organizational goals	e) пояснити кримінальну поведінку
6) in circumstances of rapid change	f) повернутися до злочинної поведінки
7) the means for achieving these goals	g) забезпечити засоби для здійснювання цілей
8) to be available for certain groups or individuals	h) непередбачені наслідки соціальної дії
9) to no longer follow the norms of society	i) стати видатним соціологом
10) to explain criminal behaviour	j) суворе дотримання правил
11) a contradiction between the aspirations and the ways	k) бути в наявності для окремих груп індивідів
12) his pioneering contributions to	l) шкідливі наслідки (дії) бюрократії
13) unintended consequences of social action	m) засоби для досягнення цілей
14) to provide the ways for the realization of the aspirations	n) діяти проти досягнення організаційних цілей
15) to find the ways to adapting to...	o) в умовах швидких змін
16) to turn to criminal behaviour	p) підкреслити низку дисфункцій
17) to receive many national and international honors for one's research	q) супересність між цілями та засобами
18) to be elected to the National Academy of Sciences	r) бути обраним до національної академії наук
19) to award honorary degrees	s) більше не дотримуватися нормам суспільства
20) to be the first to receive the prize for founding the sociology of science	t) його інноваційні внески до

4. Match the words and word combinations with their definitions:

1) anomie	a) behaviour or actions that follow the accepted rules of society
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2) bureaucracy	b) involving, or having the nature of crime
3) conformity	c) social instability caused by a lack of social or moral standards
4) criminal	d) things that hinder the workings of an institution or activity
5) dysfunctions	e) system for controlling or managing a country, company or organization that is operated by a large number of officials who are employed to follow rules carefully

TEXT 1

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

1. Robert King Merton (1910–2003)

(1) Robert King Merton was a distinguished American sociologist, a leading figure in functional sociology between the 1940s and the 1970s.

(2) Robert K. Merton wrote a famous paper *Bureaucratic Structure and Personality*. The focus of the work is on the harmful consequences of bureaucracy. R. Merton highlights a number of dysfunctions of bureaucracy. According to Merton, strict conformity to rules can work against the achievement of organizational goals, particularly in circumstances of rapid change, when new ideas might be necessary.

(3) In his work *Social Structure and Anomie* Merton suggests that in situations where there is a strong emphasis on particular goals, but the means for achieving these goals are not available for certain groups or individuals, *anomie* will result. By *anomie* a situation is meant where an individual or group no longer follows the norms of society. Merton explains criminal behaviour as resulting from a contradiction between the aspirations into which society has socialized people and the ways that are provided for the realization of these aspirations. In finding ways to adapting to this contradiction between what they want from society and the means they have to get it, some turn to criminal behaviour, such as theft.

(4) Merton received many national and international honors for his research. He was one of the first sociologists elected to the National Academy of Sciences and the first American sociologist to be elected a foreign member of the Royal Swedish Academy of Sciences and of the British Academy. He was also a member of the American Philosophical Society, the American Academy of Arts and Sciences. More than 20 universities awarded him honorary degrees, including Harvard, Yale, Columbia, Chicago, and the Universities of Wales, Oxford, Oslo, Kraków, and the Hebrew University of Jerusalem. Merton was the first sociologist to receive the US prize for founding the sociology of science and for his pioneering contributions to the study of social life, especially the unintended consequences of social action.

(5) Merton's work is often compared to that of Talcott Parsons. But unlike Parsons, Merton preferred more limited, middle-range theories. In his advocacy of these kinds of theories Merton stands on the shoulders of Emile Durkheim and Max Weber. (2000)

2. For the statements below choose "True" if the statement is true according to the text, "False"– if the statement is false:

1. Robert King Merton was a famous American sociologist of the nineteenth century.
2. In his work on bureaucracy, R. Merton emphasizes the destructive outcomes of bureaucracy

in a changing society.

3. In his work on social structure, R. Merton writes about the phenomenon when individuals start breaking the norms of society.
4. Merton received recognition both in his own country and abroad.
5. R. Merton was never elected a member of any European Academic society.

3. Answer the questions:

1. During which period was Robert Merton a leading figure in American functional sociology?
2. Which of R. Merton's works concentrates on the harmful effects of bureaucracy?
3. Was Robert Merton given any international awards?
4. Which universities awarded R. Merton their degrees?
5. Whose work is compared with Merton's?

VOCABULARY HUNT

1. In the box find the words which mean **the same** as or **similar** to those **in bold** in the phrases below.

a) outcomes, b) exact, c) accounts for, d) proposes, e) outstanding, f) key, g) obtained, h) sticks to, i) contrary to, j) over, k) adjusting, l) apply, m) goals, n) available, o) correspondence, p) powerful, q) support for, r) emphasizes, s) person, t) innovative

1. Robert K. Merton was a **distinguished** American sociologist.
2. He was a **leading** figure in functional sociology.
3. The focus is on the harmful **consequences** of bureaucracy.
4. Merton **highlights** a number of dysfunctions.
5. Strict **conformity** to rules can work against...
6. According to Merton, **strict** conformity to rules...
7. Merton **suggests** that in situations where...
8. There is a **strong** emphasis on particular goals.
9. An **individual** or group no longer...
10. An individual no longer **follows** the norms of society.
11. Merton **explains** criminal behaviour.
12. A contradiction between the **aspirations**...
13. The ways that are **provided** for the realization of...
14. In finding ways to **adapting** to this contradiction...
15. Some **turn** to criminal behaviour.
16. Merton **received** many national and international honors.
17. **More than** 20 universities awarded him honorary degrees.
18. Merton the US prize for his **pioneering** contributions.
19. But **unlike** Parsons, Merton preferred more limited...
20. In his **advocacy of** these kinds of theories...

What do the following proper names refer to in the text above?

1) the National Academy of Sciences, 2) the Royal Swedish Academy of Sciences, 3) the British Academy, 4) the American Philosophical Society, 5) the American Academy of Arts and Sciences.

TEXT 2

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

2. Robert K. Merton: An Autobiographical Sketch

(1) It is easy enough to identify the principal teachers who taught me most. Among them were: P.A. Sorokin, Talcott Parsons, the biochemist and sociologist L. J. Henderson, the economic historian E.F. Gay, the then dean of the history of science George Sarton. It was P. A. Sorokin who oriented me more widely to European social thought. The then young Talcott Parsons was engaged in thinking through the ideas which first culminated in his magisterial *Structure of Social Action*. L. J. Henderson taught me something about the disciplined investigation. As for E. F. Gay, I learned from him about the workings of economic development as reconstructible from archival sources. The then dean of the history of science George Sarton allowed me to work under his guidance for several years in his famed workshop in the Widener Library of Harvard.

(2) Beyond these teachers with whom I studied directly, I learned most from two sociologists: Emile Durkheim and Georg Simmel, who could teach me only through the powerful works they left behind, and from that sociologically sensitive humanist, Gilbert Murray. During the latter period of my life, I learned most from my colleague, Paul F. Lazarsfeld, who probably had no idea of how much he taught me during our uncountable conversations and collaborations during more than a third of a century.

(3) Almost from the beginning of my own work, I was determined to follow my intellectual interests as they evolved rather than pursue a predetermined lifelong plan. I chose to adopt the practice of my master-at-a-distance, Durkheim, rather than the practice of my master-at-close range, Sarton. Durkheim repeatedly changed the subjects he chose to investigate. Starting with his study of the social division of labor, he examined methods of sociological inquiry and then turned successively to the seemingly unrelated subjects of suicide, religion, moral education, and socialism.

(4) I wanted and still want to advance sociological theories of social structure and cultural change that will help us understand how social institutions and the character of life in society come to be they are. That concern with theoretical sociology has led me to avoid the kind of subject specialization that has become the order of the day in sociology. For my purposes, the study of a variety of sociological subjects was essential.

(5) In that variety, only one special field – the sociology of science – has persistently attracted my interest. During the 1930s, I devoted myself almost entirely to the social contexts of science and technology, especially in the seventeenth-century England. As my theoretical interests broadened, I turned, during the 1940s and afterward, to studies of the social sources of nonconforming and deviant behavior, of the workings of bureaucracy, mass persuasion, and communication in modern complex society, and the role of the intellectual. In the 1950s, I centered on developing a sociological theory of basic units of social structure, on the theory of ‘reference groups.’

(6) (...) In the 1960s and 1970s, I returned to an intensive study of the social structure of science and its interaction with cognitive structure. Throughout these studies, my primary orientation was toward the connections between sociological theory, methods of inquiry, and substantive empirical research. (3300)

2. For statements (1–10) choose “True” if the statement is true according to the text, “False” – if the statement is false:

- 1) R. Merton can hardly name those instructors whose teaching was of great importance.
- 2) Merton is grateful to P. Sorokin for his help.
- 3) Merton collaborated with Paul F. Lazarsfeld for a decade.
- 4) For Merton, Durkheim was his master-at-close range.
- 5) Durkheim could hardly change the subjects of investigation.
- 6) Merton was never interested in theoretical sociology.
- 7) It was old England that attracted Merton's attention in the 1930s.
- 8) Merton never centered on deviance.
- 9) The conception of "reference groups" was beyond Merton's interests.
- 10) In the 1960s, Merton gave up his study of the social structure of science.

3. Answer the questions

1. What scholars does R. Merton consider his best teachers?
2. What was the role of Pitirim Sorokin in Merton's professional career?
3. What is Merton grateful to George Sarton for?
4. How could R. Merton learn from Emile Durkheim and Georg Simmel?
5. Who was R. Merton's most frequent partner in scientific collaborations?
6. Why did R. Merton decide to follow Durkheim's way of work?
7. Which of sociological subjects was especially appealing to R. Merton?
8. When did R. Merton get involved in studying deviant behavior?
9. What other sociological themes interested him during the 1940s and afterward?
10. What did R. Merton focus on in the 1960s and 1970s?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words **in bold** below:

1. **It is easy enough to identify** the principal teachers who...
2. ...the principal teachers who taught me **most**.
3. **Among** them were: P. A. Sorokin, Talcott Parsons ...
4. **As for** E. F. Gay, I learned from him...
5. **Beyond** these teachers with whom I studied directly...
6. George Sarton allowed me to work **under his guidance**...
7. **Almost** from the beginning of my own work...
8. **As** my theoretical interests broadened...
9. I turned, during the 1940s and **afterward**, to studies of...
10. **Throughout** these studies...

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the following phrases below. Some words might need the change of form!

a) engage, b) interest in, c) broaden, d) principal, e) essential, f) starting, g) entirely, h) center, i) orientation, j) easy

1. It is **simple** enough to identify...
2. ...the **leading** teachers who taught me most.
3. Talcott Parsons was **involved** in thinking through...
4. **Beginning** with his study of the social division of labor...
5. That **concern with** theoretical sociology has led me to...
6. The study of a variety of sociological subjects was **important**.

7. I devoted myself almost **completely** to...
8. As my theoretical interests **extended**...
9. I **concentrated** on developing a sociological theory...
10. ...my primary **direction** was toward...

3. In the box find the words which mean **the opposite** to those **in bold** in the phrases below.

a) starting, b) first, c) unrelated, d) entirely, e) adopt, f) allowed, g) directly, h) easy, i) more, j) young, k) uncountable, l) essential, m) after, n) broadened, o) disciplined

1. It is **hard** enough to identify...
2. The then **aged** Talcott Parsons...
3. Henderson taught me about the **messy** investigation.
4. ...the ideas which **finally** culminated...
5. George Sarton **prohibited** me...
6. Beyond these teachers with whom I studied **indirectly**...
7. He taught me during our **few** conversations.
8. ...during **less** than a third of a century.
9. I chose to **reject** the practice of my master-at-a-distance.
10. **Finishing** with his study of the social division of labor...
11. He turned successively to the seemingly **related** subjects of....
12. The study of a variety of sociological subjects was **unimportant**.
13. I devoted myself **partly** to the social contexts of science and technology.
14. As my theoretical interests **narrowed**...
15. During the 1940s and **before**, I turned to...

4. What did Robert Merton mean by the words **in bold**? Express these ideas in your own words.

- 1) ...the **principal teachers** who taught me most;
- 2) ...the **then** dean of the history of science;
- 3) ...who **oriented** me to...;
- 4) ...**European** social thought;
- 5) The then young Talcott Parsons **was engaged in thinking** through... ;
- 6) ...the ideas which first **culminated** in his magisterial...;
- 7) Henderson **taught** me about the disciplined investigation;
- 8) I learned from him about **the workings of** economic development...;
- 9) George Sarton allowed me to work **under his guidance**...;
- 10) ...in his **famed** workshop... ;
- 11) **Beyond** these teachers...;
- 12) ...the teachers with whom I studied **directly**... ;
- 13) ...during our **uncountable** conversations...;
- 14) ...during our **collaborations**...;
- 15) ...from the beginning of my **own** work...;
- 16) I was **determined** to follow my intellectual interests...;
- 17) I was not determined to pursue a **predetermined** lifelong plan;
- 18) I chose **to adopt** the practice of...;
- 19) ...my master-**at-close range**;
- 20) Durkheim **repeatedly** changed the subjects...;
- 21) ... and then turned **successively** to...;

- 22) He (Durkheim) turned to the **seemingly unrelated** subjects...;
- 23) I still want to **advance** sociological theories of...;
- 24) ...how social institutions and the character of life in society **come to be** they are;
- 25) That **concern** with theoretical sociology...;
- 26) ...the study of **a variety of** sociological subjects was essential...;
- 27) ...only one special field has **persistently** engaged my interest;
- 28) ...I **devoted myself to** the social contexts...;
- 29) As my theoretical interests **broadened**...;
- 30) ...I **centered on** developing a sociological theory of....

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. Robert Merton highlights a number of dysfunctions of bureaucracy.
2. According to R. Merton, strict conformity to rules can work against the achievement of organizational goals, particularly in circumstances of rapid change, when new ideas might be necessary.
3. In situations where there is a strong emphasis on particular goals, but the means for achieving these goals are not available for certain groups or individuals, *anomie* will result.
4. By *anomie* a situation is meant where an individual or group no longer follows the norms of society.
5. R. Merton was one of the first sociologists elected to the National Academy of Sciences.
6. R. Merton was the first sociologist to receive the US prize for his pioneering contributions to the study of social life.
7. It is easy enough to identify the principal teachers who taught me most.
8. It was Petirim Sorokin who oriented me to European social thought.
9. Beyond these teachers with whom R. Merton studied directly, he learned most from two sociologists: Emile Durkheim and Georg Simmel.
10. E. Durkheim and G. Simmel could teach me only through the powerful works they left behind.

2. Give definitions of the following:

- 1) biochemist, 2) social institution, 3) theoretical sociology, 4) subject specialization, 5) deviant behavior, 6) workshop, 7) colleague, 8) reference group, 9) empirical research, 10) sociological theory.

3. What do the following proper names refer to in the texts above?

- 1) P. A. Sorokin, 2) Talcott Parsons, 3) Emile Durkheim, 4) Georg Simmel, 5) Paul F. Lazarsfeld.

4. Paraphrase, using your own words:

1. E. Durkheim and G. Simmel could teach R. Merton only through the powerful works they left behind.
2. Merton chose to adopt the practice of his master-at-a-distance, Durkheim.
3. R. Merton was determined to follow his intellectual interests as they evolved rather than pursue a predetermined lifelong plan.
4. Merton devoted himself almost entirely to the social contexts of science and technology.

5. Fill in the gaps, using the proper words from the box:

a) received, b) conformity, c) honors, d) pioneering, e) paper, f) awarded, g) achievement, h) honors, i) unintended, g) highlights, k) focus, l) first, m) consequences, n) founding

Robert K. Merton wrote a famous (1)_____ ‘Bureaucratic Structure and Personality’. The (2)_____ of the work is on the harmful (3)_____ of bureaucracy. R. Merton (4)_____ a number of dysfunctions of (5)_____. According to Merton, strict (6)_____ to rules can work against the (7)_____ of organizational goals. Merton (8)_____ many national and international (9)_____ for his research. More than 20 universities (10)_____ him honorary degrees. Merton was the (11)_____ sociologist to receive the US prize for (12)_____ the sociology of science and for his (13)_____ contributions to the study of social life, especially the (14)_____ consequences of social action.

6. Fill in the gaps, using any words that fit in:

It is easy enough to (1)_____ the principal teachers who (2)_____ me most. P. Sorokin (3)_____ me more widely to European social (4)_____. The then young Talcott Parsons was (5)_____ in thinking through the ideas which first (6)_____ in his magisterial paper. L. J. Henderson taught me something (7)_____ the disciplined investigation. As for E. F. Gay, I learned (8)_____ him about the workings of economic (9)_____. George Sarton allowed me to work (10)_____ his guidance for several (11)_____ in his famed workshop.

ACTIVE VOCABULARY

available (adj): to be (not) available for certain groups or individuals

circumstances (n): in circumstances of rapid change

conformity (n): strict conformity to rules

contradiction (n): a contradiction between...

distinguished (adj): a distinguished sociologist

dysfunction (n): a number of dysfunctions

explain (v): to explain criminal behaviour

follow (v): to no longer follow the norms of society

found (v): to found the sociology of science

harmful (adj): harmful consequences of bureaucracy

highlight (v): to highlight the major problems facing society

means (n): the means for achieving the goals

orient (v): to orient smb to (European social thought)

provide (v): to provide the ways for the realization of...

Common helpful words and phrases

afterward

almost

among

as for

a variety of

beyond

under one's guidance

throughout

Keywords

bureaucracy
cultural change
deviant behavior
dysfunction
functional sociology

Unit 13. Charles Wright Mills

PRE-READING ACTIVITIES

1. Before you start reading about C. Wright Mills, give some time to thinking about his contribution to the field of science. Concentrate on the questions below to see which of them you might answer.

Do I know where C. Wright Mills fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about his background that would influence my reaction to his work?

Do I know when and where C. Wright Mills lived and worked?

What else was going on in the world at the same time?

2. Fill in the following table

What I know about C. Wright Mills	Questions I'd like to ask about Mills

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents.

1) to come from a conventional middle-class background	a) отримати ступені як бакалавра, так і магістра
2) to attend the University	b) зробити важливий внесок до соціології
3) to obtain both a bachelor's and master's degrees	c) померти від серцевого нападу
4) to publish articles in major sociology journals	d) найвражаюча річ відносно...
5) to do one's doctoral work	e) мати бурхливе особисте життя
6) to spend the bulk of one's career at ...	f) походити зі звичайного середовища середнього класу
7) to die from heart attack	g) сперечатися зі своїми викладачами
8) to make a number of important contributions to sociology	h) не бути ні з ким у злагоді
9) the most striking thing about ...	i) публікувати свої статті в головних журналах з соціології
10) to be at war with everyone and everything	j) працювати над докторською дисертацією

11) to have a turbulent personal life	k) провести величезну частину своєї кар'єри в...
12) to be at odds with everyone	l) бути у стані війни зі всіма та всім
13) to quarrel with one's professors	m) відвідувати університет
14) to come into conflict with one's coauthor	n) бути ізольованим від своїх колег
15) to be isolated from one's colleagues	o) виступати проти цензури
16) to challenge the dominant theorist of one's day	p) компоненти, що формують соціологічне уявлення
17) to attack the censorship	q) стосуватися відповідальності інтелектуалів
18) to be concerned with the responsibilities of intellectuals	r) почати конфліктувати зі своїм співавтором
19) components that form the sociological imagination	s) утримуватися разом
20) to be held together	t) бросати виклик головному теоретику свого часу

3. Match the words and word combinations with their definitions.

1) biography	a) a person who does not belong to a certain group
2) censorship	b) a married woman with household responsibilities who is not employed outside the home
3) coauthor	c) what happened in the past; study of past events; description of important events
4) colleague	d) the story of a person's life
5) history	e) one of two or more joint authors
6) housewife	f) the control of what people may say, hear, write, or read
7) outsider	g) a person you work with

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

C. Wright Mills (1916–1962)

(1) Charles Wright Mills was an American sociologist. He was born on August 28, 1916 in Waco, Texas. He came from a conventional middle-class background. His father was an insurance broker and his mother was a housewife. He attended the University of Texas and by 1939 had obtained both a bachelor's and master's degrees. By the time he left Texas C. Wright

Mills had already published articles in two major sociology journals. Mills did his doctoral work at, and received a Ph.D from, the University of Wisconsin. He took his first job at the University of Maryland but spent the bulk (the greatest portion) of his career, from 1945 until his death, at Columbia University. By the time he died at forty-five from his fourth heart attack, Mills had made a number of important contributions to sociology.

(2) One of the most striking things about C. Wright Mills was his combativeness. He seemed to be at war with everyone and everything. He had a turbulent personal life characterized by many affairs, three marriages, and a child from each marriage. He seemed to be at odds with everyone. As a graduate student at Wisconsin he quarreled with a number of his professors. Later he came into conflict with his coauthor, Hens Gerth. As a professor at Columbia University, Mills was isolated from his colleagues. He was an outsider and he knew it. In *The Sociological Imagination* (1959), Mills not only challenged the dominant theorist of his day, Talcott Parsons, but also the dominant methodologist, Paul Lazarsfeld, who also happened to be a colleague at Columbia.

(3) Mills was at odds not only with individual people, but also with American society as a whole and challenged it on a variety of fronts. But perhaps the most telling is the following fact: When Mills visited the former Soviet Union and was honored as a major critic of American society, he took an occasion to attack the censorship in the Soviet Union. He proposed a toast to Lev Trotsky, an early Soviet leader who had been murdered by the Stalinists, "To the day when the complete works of Leon Trotsky are published the Soviet Union!"

(4) Mills' most influential work is book *The Sociological Imagination*. Here he lays out a view of the proper relationship between biography and history, theory and method in sociological scholarship. Mills is also known for studying the structures of power and class in the U.S. In his another book *The Power Elite* Mills was concerned with the responsibilities of intellectuals in post-World War II society.

(5) According to Mills, three components that form the sociological imagination are: history, biography, and social structure. Through *history* we understand how a society came to be and how it is changing and how history is being made in it. *Biography* shows us the nature of "human nature" in a society and what kind of people inhabit a particular society. The focus of *social structure* is how the various institutional orders in a society operate, which ones are dominant, how are they held together, how they might be changing, etc. (2550)

2. For statements (1 – 10) choose "True" if the statement is true according to the text, "False" – if the statement is false:

1. Mills was born into an American middle-class family.
2. He studied at the University of Texas.
3. Mills never left Texas.
4. He had problems with heart.
5. It was not easy to communicate with Mills.
6. He had a quiet personal life.
7. When Mills was a graduate student, he never quarrelled with his instructors.
8. C. Wright Mills could challenge everyone and everything.
9. *The Sociological Imagination* is a widely-known book written be Mills.
10. C. Wright Mills was never interested in intellectuals.

3. Answer the questions:

1. When and where was C. Wright Mills born?
2. What family was Mills born into?
3. Where did Mills study to obtain his bachelor's degree?
4. What university did Mills attend to obtain his master's degree?
5. Where did Mills receive a Ph.D for his doctoral work?
6. Was Mills easy to deal with?
7. Did Mills ever visited the Soviet Union?
8. What are the most widely known books by C. Mills?
9. What sociological issues was Mills mostly interested in?
10. From the point of view of C. Mills, what key elements make up the sociological imagination?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words **in bold** below:

1. **By the time** he left Texas, Mills had already published articles...
2. He **seemed** to be at war with everyone and everything.
3. **As a graduate student** at Wisconsin he quarreled with...
4. **Later** he came into conflict with his coauthor.
5. **According to Mills**, three components that form the sociological imagination...
6. **Through** *history* we understand how a society came to be.
7. Mills was at odds **not only** with individual people...
8. ...but also with American society **as a whole**.
9. But **perhaps** the most telling is...
10. **Here** he lays out a view of...

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the phrases below. Some words might need the change of form!

a) concern with, b) kind, c) a number, d) occasion, e) conventional, f) form, g) be at odds, h) dominant, i) quarrel, j) important, k) murder, l) show, m) responsibilities, n) striking, o) operate

1. Mills came from a **typical** middle-class background.
2. He made a number of **significant** contributions to sociology.
3. One of the most **surprising** things about C. Wright Mills was...
4. He seemed to **be fighting** with everyone.
5. He quarreled with **some** of his professors.
6. As a graduate student, Mills **disagree** with...
7. Mills challenged the **leading** theorist of his day.
8. He took an **opportunity** to attack the censorship in the Soviet Union.
9. He proposed a toast to Leon Trotsky, who had been **killed** by the Stalinists.
10. Mills was **interested in** the responsibilities of intellectuals...
11. He was concerned with the **duties** of...
12. Three components that **shape** the sociological imagination are...
13. *Biography* **reveals** us the nature of...
14. It shows us what **sort** of people inhabit a particular society.
15. ...how the various institutional orders in a society **function**...

3. In the box find the words which mean **the opposite** to those **in bold** in the phrases below. Change the form of the word if necessary.

a) at war, b) post, c) quarrel, d) later, e) come to be, f) turbulent, g) leave, h) as a whole, i) proper, j) attack

1. By the time he **came to** Texas, C. Wright Mills had already published...
2. He seemed to be **at peace** with everyone.
3. He had a **quiet** personal life.
4. Mills **agreed** with a number of his professors.
5. **Earlier** he came into conflict with his coauthor.
6. Mills was concerned with intellectuals in **pre**-World War II society.
7. Through history we understand how a society **disappeared**.
8. Mills was at odds with American society **in particular**.
9. ... he took an occasion to **defend** the censorship
10. He lays out a view of the **inadequate** relationship between ...

4. Replace the blanks in the text below with the words from the box. Some words might require a change in form!

a) everyone, b) dominant, c) outsider, d) challenge, e) combativeness, f) quarrel, g) turbulent, h) affair, i) personal

Wright Mills was known for his (1)____. He seemed to be at war with (2)____ and everything. He had a turbulent (3)____ life characterized by many (4)____. He had an equally (5)____ professional life. As a graduate student, Mills (6)____ with a number of his professors. Mills was an (7)____. He challenged the (8)____ theorist of his day. Mills also (9)____ the dominant methodologist.

5. Fill in the gaps, using any proper words out of the following in the box. Mind that some of them can be used more than one time:

that (2), in (2), to, us, how (3), through, it (2), of, they

According (1)____ Mills, there are three components (2)____ form the sociological imagination. (3)____: history, biography, and social structure. (4)____ history we understand (5)____ a society came (6)____ be and how (7)____ is changing and (8)____ history is being made in (9)____. Biography shows (10)____ the nature of "human nature" (11)____ a society. The focus (12)____ social structure is (13)____ various institutional orders (14)____ a society operate.

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. Mills did his doctoral work at, and received a Ph.D from, the University of Wisconsin.
2. One of the most striking things about C. Wright Mills was his combativeness.
3. He seemed to be at war with everyone and everything.
4. Later he came into conflict with his coauthor.
5. According to Mills, three components that form the sociological imagination are: history, biography, and social structure.

2. What do the following proper names refer to in the texts above?

- 1) Texas, 2) Wisconsin, 3) Maryland, 4) Columbia, 5) Paul Lazarsfeld, 6) Talcott Parsons, 7) L. Trotsky.

3. Paraphrase these statements, using your own words:

- 1) Mills came from a conventional middle-class background.
- 2) Mills spent the bulk of his career at Columbia University.
- 3) He seemed to be at war with everyone and everything.
- 4) He had a turbulent personal life.
- 5) As a professor at Columbia University, Mills was an outsider.
- 6) Mills was at odds with American society as a whole.

4. Give definitions of the following:

- 1) your coauthor, 2) your colleagues, 3) an outsider, 4) middle-class background, 5) housewife, 6) a sociology journal, 7) personal life, 8) theorist, 9) methodologist, 10) censorship.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. Do you think it is good or bad for a scholar to be at odds with their colleagues? Why? Why not?
2. Do you think censorship is good or bad? Prove your position.

2. Make mini-reports on the following:

1. Mills' contribution to sociology.
2. The most striking thing about Mills in terms of his relationships with others.

ACTIVE VOCABULARY

attend (v): to attend the University

at odds (with): to be at odds with everyone

coauthor (n): to be one's coauthor

colleague (n): to become one's colleague

come from (v): to come from a middle-class background

conflict (n): to come into conflict with one's coauthor

contribution (to): to make a number of contributions to sociology

heart attack: to die from heart attack

isolated (adj): to be isolated from (one's colleagues)

middle-class (n): a conventional middle-class background

obtain (v): to obtain a bachelor's/master's degree

publish (v): to publish articles in sociology journals

quarrel (v): to quarrel with one's peers

striking (adj): the most striking thing about...

turbulent (adj): to have a turbulent personal/professional life

Common helpful words and phrases

according to...

as a whole

by the time
later
not only
through

Keywords

at odds with everyone
components that form the sociological imagination
middle-class background
relationship between biography and history
relationship between theory and method

Unit 14. Peter Blau

PRE-READING ACTIVITIES

1. Before you start reading about Peter Blau, give some time to thinking about his contribution to the field of science. Concentrate on the questions below to see which of them you might answer.

Do I know where Peter Blau fits into the history of sociology?

Can I make any connection between this contributor to sociology and others?

Is there anything about Peter Blau's background that would influence my reaction to his work?

What do I know about the person? When and where did this person live and work?

What else was going on in the world at the same time?

2. Fill in the following table

What I know about Peter Blau	Questions I'd like to ask about P. Blau

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents

1) to emigrate to the United States	a) отримати престижну нагороду
2) to become a United States citizen	b) працювати з аспірантами
3) to be interrupted by World War II	c) застосувати теорію обміну до
4) to serve as an intelligence agent in the U.S. Army	d) об'єднати великі та малі соціологічні питання
5) to return to one's studies	e) вивчати динаміку бюрократії
6) to complete one's education	f) бути в авангарді структурної теорії
7) to be appointed as an assistant professor	g) стати горомодянином Сполучених Штатів
8) to receive wide recognition in sociology for	h) являти собою важливий внесок до
9) to coauthor a book with	i) продовжувати просувати свою теорію суспільства
10) to win a prestigious award	j) бути призначеним доцентом
11) to constitute an important contribution to	k) мати деякі помітні недоліки

12) to be well known for a range of works	l) служити як агент розвідки в армії США
13) to apply to the exchange theory to	m) бути продуктивним протягом всієї кар'єри
14) to have some notable weaknesses	n) повернутися до своїх занять
15) to integrate large- and small-scale sociological issues	o) емігрувати до Сполучених Штатів
16) to be in the forefront of structural theory	p) бути перерваним Другою світовою війною
17) to be productive throughout one's career	q) бути добре відомим за низку праць
18) to examine the dynamics of bureaucracy	r) закінчити свою освіту
19) to continue to advance his theory of society	s) написати книгу в співавторстві з
20) to work with graduate students	t) отримати широке визначення в соціології за

4. Match the words and word combinations with their definitions:

1) bachelor's degree	a) the highest degree awarded by a graduate school, usually to a person who has completed at least three years of graduate study and a dissertation approved by a board of professors
2) graduate student	b) inspiring respect and admiration
3) large-scale issues	c) differentiation of a society on the basis of power, prestige, and wealth
4) Ph. D	d) a student who continues studies after graduation
5) prestigious	e) problems which are large in scope or extent
6) social stratification	f) the first-level higher education award, usually requiring three or four years' study

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Peter Blau (1918–2002)

(1) Peter Blau was born in Vienna, Austria, on February 7, 1918. He emigrated to the United States in 1939 and became a United States citizen in 1943. In 1942 he received his bachelor's degree from the relatively little known Elmhurst College in Elmhurst, Illinois. His schooling was interrupted by World War II. Blau served as an intelligence agent in the U.S. Army until the end of World War II. He was even awarded the Bronze Star. After the war, he returned to his studies and completed his education, receiving his Ph.D from Columbia University in 1952. Later he was awarded a masters of arts from Cambridge University.

(2) In 1953 Peter Blau was appointed as an assistant professor of sociology at the University of Chicago, where he rose to the rank of full professor and remained until 1970. While at this prestigious university, Blau began his work in the field of organizational theory,

gaining a considerable reputation from his books, such as *The Dynamics of Bureaucracy* (1955) and *Formal Organizations: A Comparative Approach* (co-written with W. Richard Scott, 1962).

(3) Blau first received wide recognition in sociology for his contribution to the study of organizations. His empirical studies of organizations as well as his textbooks on formal organizations are still widely cited in that subfield. He is also noted for a book he coauthored with Otis Dudley Duncan, *The American Occupational Structure*, which won a prestigious Sorokin Award from the American Sociological Association in 1968. That book constitutes a very important contribution to the sociological study of social stratification.

(4) Although he is well known for a range of works, what interests us here is Blau's contribution to sociological theory. What is distinctive about it is that Blau has made important contributions to two distinct theoretical orientations. His 1964 book *Exchange and Power in Social Life* is a major component of contemporary exchange theory. Blau's chief contribution there was to take the primarily small-scale exchange theory and try to apply it to larger-scale issues. Although it has some notable weaknesses, it constitutes an important effort to theoretically integrate large- and small-scale sociological issues. Blau is also famous for being in the forefront of structural theory. During his term as president of the American Sociological Association (1973 – 1974), he made this the theme of the annual meeting of the association.

(5) Peter Blau was productive throughout his career, beginning with a pathbreaking and influential dissertation and first book examining the dynamics of bureaucracy. He continued to advance his macrostructural theory of society well beyond his formal retirement, submitting journal articles and working with graduate students into his eighties. (2350)

2. For statements (1–10) choose “True” if the statement is true according to the text, “False” – if the statement is false:

1. Peter Blau was born in Europe.
2. He studied at a world-famous university to receive his first-level higher education award.
3. Peter Blau obtained his Ph.D from Columbia University.
4. It was the University of Chicago where Blau started his teaching career.
5. Blau remained at the University of Chicago just for a couple of years.
6. Peter Blau was interested in organizational theory.
7. Blau's ideas on organizations are still popular.
8. Peter Blau always coauthored with the same person.
9. Blau dealt with both small-scale issues and large-scale ones.
10. Despite his formal retirement, Blau remained involved in academic activity.

3. Answer the questions:

1. What country did Peter Blau come from?
2. When did Blau come to the United States of America?
3. Where did Peter Blau study?
4. Why did Peter Blau interrupt his university training?
5. How long did Peter Blau work at the University of Chicago?
6. What made Peter Blau a famous sociologist?
7. Did he ever coauthor with anybody?
8. What was Blau's post in the American Sociological Association in 1973–1974?
9. What theme did Blau propose to discuss each year at the meeting of the association?
10. Did Blau stop his academic career after his formal retirement?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words **in bold** below:

1. **Later** he was awarded a...
2. Blau **first** received wide recognition...
3. His empirical studies **as well as** his textbooks on....
4. **Although** he is well known for...
5. Blau is **also** famous for...
6. **During** his term as president of...
7. Blau was productive **throughout** his career.

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the phrases below.

a) recognition, b) remained, c) prestigious, d) returned, e) constitutes, f) began, g) cited, h) considerable, i) noted, j) rose

1. After the war, he **came back** to his studies.
2. He **moved upwards** to the rank of full professor.
3. He **stayed** there until 1970.
4. Blau **started** his work...
5. While at this **famous** university...
6. Peter Blau gained a **great** reputation...
7. He received a wide **acknowledgment** for...
8. Blau's empirical studies are still widely referred **to**.
9. He is also **well-known** for a book...
10. That book **makes up** a very important contribution to...

3. In the box find the words which mean **the opposite** to those **in bold** in the following phrases below.

a) theoretically, b) formal, c) weakness, d) empirical, e) still

1. His **theoretical** studies of organizations...
2. ...his textbooks on **informal** organizations...
3. His textbooks are **no more** cited in that subfield.
4. ...it has some notable **advantages**...
5. It constitutes an effort to **empirically** integrate...

4. In the text find combinations with the following words:

- 1) recognition, 2) contribution, 3) study/studies, 4) textbooks, 5) award from, 6) stratification, 7) component, 8) effort.

5. Add verbs to make up combinations with the words below. The prompts can be found in the text above.

- 1) a United States citizen, 2) bachelor's degree, 3) in the United States Army, 4) the Bronze Star, 5) education, 6) recognition.

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. His schooling was interrupted by World War II.

2. He was even awarded the Bronze Star.
3. After the war, he returned to his studies and completed his education.
4. Blau first received wide recognition in sociology for his contribution to the study of organizations.
5. His empirical studies of organizations as well as his textbooks on formal organizations are still widely cited.

2. Define the following:

- 1) bachelor's degree, 2) a United States citizen, 3) textbook, 4) empirical studies, 5) a subfield, 6) social stratification, 7) a coauthor, 8) a distinct theoretical orientation.

3. Paraphrase these statements about Peter Blau, using your own words:

1. His schooling was interrupted by World War II.
2. Blau is also famous for being in the forefront of structural theory.
3. Peter Blau is also noted for a book he coauthored with Otis Dudley Duncan, *The American Occupational Structure*.
4. During his term as president of the American Sociological Association, P. Blau made structural theory the theme of the annual meeting of the association.

4. What do these proper names refer to in the text above?

- 1) Austria, 2) Illinois, 3) American Sociological Association, 4) Columbia University

5. Fill in the gaps, using the proper words from the box.

a) appointed, b) rank, c) such as, d) career, e) professor, f) work, g) such as, h) remained, i) prestigious, j) instructor, k) where, l) then, m) organizational, n) reputation
--

Blau's (1)_____ in academia began as an (2)_____, first at Wayne State University and (3)_____ at Cornell University. In 1953 he was (4)_____ as an assistant (5)_____ of sociology at the University of Chicago, (6)_____ he rose to the (7)_____ of full professor and (8)_____ until 1970. While at this (9)_____ university, Blau began his (10)_____ in the field of (11)_____ theory, gaining a considerable (12)_____ from his books, (13)_____ *The Dynamics of Bureaucracy* and *Formal Organizations: A Comparative Approach* (14)_____ with W. Richard Scott.

6. Fill in the gaps, using any proper words which can fit in:

Peter Blau was a leading (1)_____ in sociology throughout the second (2)_____ of the twentieth (3)_____. His major contributions (4)_____ to the study of macrosocial (5)_____— analyzing the large-scale (6)_____ of organizations, social (7)_____, and the dimensions around which (8)_____ are structured. At the same (9)_____ he was the (10)_____ of an influential microsociological (11)_____ of exchange relations. His (12)_____ to conceptualizing and measuring the (13)_____ of societal systems continue to inspire and guide (14)_____ theory and research.

ACTIVE VOCABULARY

advance (v): to advance one's theory

award (n; v): to win a prestigious award; to be awarded a master of arts

annual (adj): annual meeting

apply (v): to apply his theory to larger-scale issues
bachelor's degree (n): to receive one's bachelor's degree
cite (v): to be widely cited
citizen (n): to become a United States citizen
coauthor (n; v): to coauthor with
complete (v): to complete one's education
constitute (v): to constitute a very important contribution to
contribution (n): contribution to the study of
empirical(adj): empirical studies of
exchange (n): cultural exchange
forefront (n): to be in the forefront of
intelligence (n): to serve as intelligence agent
integrate (v): to integrate large- and small-scale sociological issues
interrupt (v): his schooling was interrupted by
recognition (n): to receive wide recognition
relatively (adv): relatively little known
reputation (n): to gain a considerable reputation
return (v): to return to one's studies
rise (rose, risen): to rise to the rank of
submit (v): to submit an article
weakness (n): to have some notable weaknesses

Common helpful words and phrases

although
as well as
beyond
even
until

Keyterms

exchange theory
formal organization
large-scale issues
macrostructural theory
small-scale issues
social stratification
structural theory

Unit 15. Talcott Parsons

PRE-READING ACTIVITIES

1. Before you start reading about any contributor to sociology, give some time to thinking about his contribution to the field of science. To get you started, we list below some questions you might ask yourself when you encounter any new name.

Do I know where Talcott Parsons fits into the history of sociology?
Can I make any connection between T. Parsons and other contributors?
Is there anything about his background that would influence my reaction to his work?
What do I know about Talcott Parsons? When and where did he live and work?

What else was going on in the world at the same time?

2. Copy and fill in the following table:

What I know about Talcott Parsons	Questions I'd like to ask about Parsons

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to come from a religious and intellectual background	a) стати викладачем у Гарвардському університеті
2) to set out to do graduate work	b) бути значною мірою під впливом роботи Вебера
3) to receive his PhD in sociology and economics	c) походити з релігійно-інтелектуального оточення
4) to become familiar with the works of Max Weber	d) ознайомити велику кількість соціологів із головними соціологічними теоретиками
5) to be relatively unknown to American social theorists	e) переходити декілька разів з однієї кафедри (одного факультету) на інші
6) to hold meetings in Weber's home	f) покласти основу для своєї власної теорії
7) to be greatly affected by Weber's work	g) залишатися у Гарварді впродовж всього життя
8) to write his doctoral thesis	h) бути дуже впливовим
9) to translate several of Weber's works into English	i) збільшуватися у світі
10) to become an instructor at Harvard University	j) отримати науковий ступінь з соціології та економіки
11) to switch departments several times	k) найбільш відомий соціолог у Сполучених Штатах
12) to remain at Harvard until his death	l) проводити зустрічі у Вебера вдома
13) to introduce major sociological theorists to large numbers of sociologists	m) бути відомою як структурно-функціональна теорія
14) to lay the foundation for own theory	n) починати виконувати випускні роботи
15) to become the head of the Harvard sociology department	o) класифікувати загальні та специфічні характеристики суспільств
16) the best-known sociologist in the United States	p) познайомитися з працями Макса Вебера
17) to be very influential	q) стати завідувачим соціологічного факультету в Гарварді
18) to be known as structural-functional theory.	r) перекласти декілька робіт Вебера на

	англійську мову
19) to classify general and specific characteristics of societies	s) бути малознайомим американським соціальним теоретикам
20) to be increasing worldwide	t) написати докторську дисертацію

4. Match the words and word combinations with their definitions:

1) ancestor	a) anyone from who a person is descended
2) biology	b) chief; the person in charge
3) economics	c) a student in a university or college who has not received a first, esp. a bachelor's, degree
4) head	d) the study of the life and structure of living things
5) philosophy	e) social science that analyzes the production, distribution, and consumption of goods and services
6) undergraduate	f) a woman whose spouse has died
7) widow	g) the study of general and fundamental problems, such as those connected with existence, knowledge, values, reason, mind, and language

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Talcott Parsons (1902–1979)

(1) Talcott Parsons was an American sociologist. Parsons' family was one of the oldest families in American history; his ancestors were some of the first who arrived from England in the first half of the seventeenth century. Talcott Parsons came from a religious and intellectual background. His father was a Congregational minister (priest), a professor, and ultimately president of a small college. As an undergraduate, Parsons studied biology, sociology and philosophy at Amherst College. Parsons got his B.A. from Amherst College in 1924 and set out to do graduate work at the London School of Economics (LSE). After his stay at LSE, Parsons moved to the University of Heidelberg (Germany), where he received his PhD in sociology and economics. It was at Heidelberg that Talcott Parsons became familiar with the works of Max Weber, then relatively unknown to American social theorists. In his time, Max Weber had spent a large portion of his career there. Although he had died five years before Parsons arrived, Weber's influence survived and his widow continued to hold meetings in his home, meetings that Parsons attended. Parsons was greatly affected by Weber's work and wrote his doctoral thesis at Heidelberg dealing, in part, with Weber's work. Later T. Parsons translated several of Weber's works into English.

(2) In 1927, after a year teaching at Amherst, Talcott Parsons became an instructor at Harvard University (first at the Department of Economics). Although he switched departments several times, Parsons remained at Harvard until his death in 1979. His career progress was not rapid. In 1937, after a year teaching at Amherst, Talcott Parsons published *The Structure of Social Action*. That book not only introduced major sociological theorists like Weber's to large numbers of sociologists, but also laid the foundation for Parsons' own theory. In 1944 Parsons

became the head of the Harvard sociology department.

(3) For many years Parsons was the best-known sociologist in the United States, and indeed one of the best-known sociologists in the world. His work was very influential through the 1950s and well into the 1960s. Parsons is known for his attempt to construct a single theoretical framework within which general and specific characteristics of societies could be systematically classified. This theory is known as structural-functional theory. Currently, the interest in Parsons is increasing worldwide. Among his writings are *The Structure of Social Action* (1937), *The Social System* (1951), *Structure and Process in Modern Societies* (1960), *Social Structure and Personality* (1964), *Societies* (1966), *Sociological Theory and Modern Society* (1967), and *Politics and Social Structure* (1969). (2600)

2. For statements (1–10) choose “True” if the statement is true according to the text, “False” – if the statement is false:

1. The Parsons’ family belonged to the oldest British families.
2. Talcott Parsons’ father was related to the president of the country.
3. As a student, among other subjects Parsons dealt with the structure of living organisms.
4. LSE stands for the London School of Economics.
5. It was at LSE where T. Parsons obtained his PhD in sociology.
6. T. Parsons met Max Weber in a German town Heidelberg.
7. Parsons visited meetings in the Max Weber’s home.
8. The meetings were organized by Max Weber’s widow.
9. Parsons worked at Harvard for many years.
10. As soon as Parsons came to Harvard, he was assigned the head of the sociology department.

3. Answer the questions:

1. What family did Talcott Parsons come from?
2. When did Talcott Parsons go to Germany?
3. What meetings did Talcott Parsons attend in Heidelberg?
4. At what age did Parsons begin teaching at Harvard?
5. How long did Parsons teach at Harvard?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of these words **in bold**.

1. ...who arrived from England **in the first half of**...
2. **As an undergraduate**, Parsons studied...
3. **After his stay at** LSE, Parsons moved to...
4. **It was at** Heidelberg **that Parsons became familiar with**...
5. **In his time**, Max Weber...
6. He had spent **a large portion of** his career...
7. Max Weber was **then** relatively unknown to...
8. Weber had spent a large portion of his career **there**.
9. **Although** he had died five years before Parsons arrived...
10. Parsons wrote his doctoral thesis dealing, **in part**, with...
11. **Later** T. Parsons translated several of Weber’s works into English.
12. **Although** he switched departments several times...
13. **After a year** teaching at Amherst, Talcott Parsons...
14. That book **not only** introduced...

15. That book introduced theorists **like** Weber to...
16. It **also** laid the foundation for...
17. **For many years** Parsons was...
18. Parsons was **indeed** one of the best-known sociologists...
19. ... a single theoretical framework **within** which...
20. **Currently**, the interest in Parsons...
21. **Among** his writings are...

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the phrases below.

a) moved, b) although, c) familiar, d) foundation, e) ultimately, f) portion, g) meetings, h) influence, i) got, j) arrived

1. ...some of the first who **came** from...
2. His father was a minister, a professor, and **finally**...
3. Parsons **received** his B.A. from...
4. He **went** to the University of Heidelberg.
5. Parsons became **acquainted** with the works of...
6. Max Weber had spent a large **part** of his career there.
7. **Though** he had died five years before...
8. Weber's **impact** survived...
9. His widow continued to hold **gatherings**...
10. That book laid the **basis** for...

3. Look through the phrases below and match the words **in bold** with their **opposites** in the box.

a) later, b) increasing, c) first, d) major, e) after, f) oldest, g) rapid, h) ancestors

1. Parsons' family was one of the **youngest** families...
2. ...his **descendants** were some of...
3. ...were some of the **last** who...
4. **Before** his stay at LSE...
5. **Earlier** Parsons translated several of Weber's works.
6. His career progress was not **slow**.
7. The book introduced **minor** sociological theorists to...
8. The interest in Parsons is **decreasing**...

4. Fill in the gaps, using the proper words from the box. Some words might need the change of form!

a) unknown, b) stay, c) time, d) works, e) portion, f) move, g) receive, h) become

After his (1)_____ at LSE, Parsons (2)_____ to the University of Heidelberg, where he (3)_____ his PhD in sociology and economics. At Heidelberg Talcott Parsons (4)_____ familiar with the (5)_____ of Max Weber. Then Weber was relatively (6)_____ to American social theorists. In his (7)_____, Max Weber had spent a large (8)_____ of his career there.

5. Fill in the gaps, using any proper words that fit in.

Parsons was greatly (1)_____ by Weber's work. He (2)_____ his doctoral thesis (3)_____ with

Weber's work. Parsons (4)_____ several of Weber's works into English. In 1927 Talcott Parsons (5)_____ an instructor at Harvard University. Parsons (6)_____ at Harvard until his (7)_____ in 1979. His career progress was not (8)_____. In 1937 Talcott Parsons (9)_____ *The Structure of Social Action*. That book (10)_____ major sociological (11)_____ to large numbers of (12)_____. It also laid the (13)_____ for Parsons' own (14)_____. In 1944 Parsons became the (15)_____ of the Harvard sociology (16)_____.

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. It was at Heidelberg that Talcott Parsons became familiar with the works by Max Weber.
2. Parsons was greatly affected by Weber's work.
3. Parsons wrote his doctoral thesis dealing, in part, with Weber's work.
4. That book not only introduced major sociological theorists like Weber to large numbers of sociologists, but also laid the foundation for Parsons' own theory.
5. For many years Parsons was the best-known sociologist in the United States, and indeed one of the best-known sociologists in the world.

2. What do these proper names refer to in the texts above?

- 1) England, 2) Amherst, 3) LSE, 4) Heidelberg, 5) Weber, 6) English, 7) Harvard, 8) *The Structure of Social Action*.

3. Give definitions of the following:

- 1) ancestor, 2) biology, 3) intellectual background, 4) sociology, 5) philosophy.

4. Paraphrase these statements about Talcott Parsons, using your own words:

1. Talcott Parsons came from a religious and intellectual background.
2. In 1924 Parsons set out to do his graduate work at LSE.
3. After his stay at LSE, Parsons moved to the University of Heidelberg.
4. Max Weber was then relatively unknown to American social theorists.
5. Although Weber had died five years before Parsons arrived, his influence survived.
6. Although Parsons switched departments several times, he remained at Harvard until his death.

AFTER READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. Do you think scientists should be politically active? Why? Why not?
2. What is Parsons' greatest contribution to sociology?

2. Make mini-reports on the following topics:

- 1) The role of Parsons' trip to Germany for his further career.
- 2) Parsons' career.
- 3) M. Weber's influence on T. Parsons.

ACTIVITIE VOCABULARY

affect (v): to be greatly affected by Weber's work

attempt (n): to be known for the attempt ...

attend(v): to attend meetings
background (n): to come from an intellectual background
construct (v): to construct a theoretical framework
familiar (adj): to become familiar with the works of
foundation (n): to lay the foundation for
head (n): to become the head of the sociology department
increase (v): to be increasing worldwide
influential (adj): to be very influential
instructor (n): to become an instructor at Harvard University
hold (held, held): to hold meetings
lay (laid): to lay the foundation for...
move (v): to move to the University of
rapid (adj): a rapid career progress
religious (adj): to come from a religious background
remain (v): to remain at Harvard until his death
set (set): to set out to do graduate work
stay (n): after one's stay at
switch (v): to switch departments
thesis (Pl: theses): to write one's doctoral thesis
widow (n): Max Weber's widow

Common helpful words and phrases

after a year (teaching at...)
after his stay at...
a large portion of...
although
as an undergraduate
in his time
in part
in the first half of...
later
not only
then

Keywords

personality
politics
social Structure
structural-functional theory

Unit 16. Erving Goffman

PRE-READING ACTIVITIES

1. Before you start reading about Erving Goffman, think about his contribution to the field of science. To get you started, we list below some questions you might ask yourself.

Do I know where Erving Goffman fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about his background that would influence my reaction to his work?

What do I know about the person? When and where did Erving Goffman live and work?

What else was going on in the world at the same time?

2. Copy and fill in the following table

What I know about Erving Goffman	Questions I'd like to ask about Goffman

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) greatest contribution to social theory	a) види дій, що люди виконують кожного дня
2) at the peak of one's fame	b) мати справу з міжособовою інтеракцією
3) to be regarded as a peripheral figure	c) погляд на світ як на сцену
4) to be elected president of the American Sociological Association	d) окреслити театральну виставу
5) to give one's presidential address	e) бути на сцені перед аудиторією
6) a Canadian born sociologist	f) на вершині слави
7) to create a distinctive orientation	g) створити особливий напрямок
8) to be influenced by social anthropologists	h) найбільший внесок до соціальної теорії
9) to force people to present a certain image of themselves	i) бути обраним президентом американської соціологічної асоціації
10) to have a powerful influence on symbolic interactionism	j) позбавитися своєї ролі або ідентичності у суспільстві
11) to have a hand in shaping ethnomethodology	k) соціолог канадського походження
12) to pioneer the empirical study of everyday life	l) бути впливовим протягом довгого часу
13) to be influential for a long time	m) вважатися периферійною постаттю
14) to receive the award	n) виступати з промовою з нагоди обрання президентом
15) to treat face-to-face interaction	o) мати потужний вплив на символічний інтеракціонізм
16) view of the "world as a stage"	p) сприяти формуванню етнометодології
17) to outline the theatrical performance	q) змушувати людей подати
18) kinds of acts that people fulfill in their daily life	r) бути під впливом соціальних антропологів
19) to be on stage in front of the audience	s) отримати нагороду

20) to get rid of one's role or identity in society	t) впроваджувати емпіричне вивчення повсякденного життя
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4. Match the words and word combinations with their definitions:

1) address	a) lying at the outside or away from the central part
2) anthropology	b) a speech or written statement, usually formal, directed to a particular group of people
3) conversation analysis	c) a theoretical approach in sociology developed by George Herbert Mead, which places strong emphasis on the role of symbols and language as core elements of all human interaction
4) peripheral	d) the study of the origins, development, customs, etc., of humans
5) symbolic interaction	e) the study of talk in interaction (both verbal and non-verbal in situations of everyday life)

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Erving Goffman (1922–1982)

(1) Goffman was one of the greatest North American sociologists of his generation. Goffman's greatest contribution to social theory is his study of symbolic interaction. He took the form of a dramaturgical perspective that began with his 1959 book *The Presentation of Self in Everyday Life*.

(2) Erving Goffman died in 1982 at the peak of his fame. He was long regarded as a peripheral figure in sociological theory. But in the 1980s he emerged as a centrally important theorist. In fact, he was elected president of the American Sociological Association in the year he died. Goffman was unable to give his presidential address because of advanced illness.

(2) Erving Goffman was a Canadian born sociologist. He was born in Alberta, Canada, on June 11, 1922. He did his graduate work at the University of Chicago and is usually thought of as a member of the Chicago school and a symbolic interactionist. But it is hard to put his work into a single category. In creating his theoretical perspective, Goffman employed many sources and created a distinctive orientation.

(3) Some link Goffman more to social anthropology than to symbolic interactionism. An examination of the citations in Goffman's early works indicates that he was influenced by social anthropologists. However, Goffman was influenced by the descriptive studies produced at Chicago and integrated their outlook with that of social anthropology to produce his distinctive perspective. Goffman was concerned with how society forces people to present a certain image of themselves, because it forces us to switch back and forth between many complicated roles.

(4) Goffman had a powerful influence on symbolic interactionism. In addition, it could be argued that he had a hand in shaping another 'creative sociology,' ethnomethodology. Some see Goffman not only as the "father" of ethnomethodology, but of conversation analysis as well. It was Goffman who pioneered the empirical study of everyday life, although he had done it before the days of tape recorders and video recorders.

(5) Goffman's theories are likely to be influential for a long time because of their

influence on symbolic interactionism, structuralism, and ethnomethodology. *The Presentation of Self in Everyday Life* was Goffman's first and most famous book, for which he received the American Sociological Association's award in 1961. It was also the first book to treat face-to-face interaction in a sociological aspect.

(6) According to Goffman's view of the "world as a stage", individuals perform and act for their audiences in everyday life. When an individual comes in contact with other people, that individual will attempt to control or guide the impression that others might make of him or her by changing or fixing their setting, appearance and manner. At the same time, the person that the individual is interacting with is trying to form and obtain information about the individual. As Goffman puts it, "participants in social interactions are engaged in certain practices to avoid being embarrassed or embarrassing others". This led to Goffman's dramaturgical analysis based on a connection between the kinds of acts that people fulfill in their daily life and theatrical performances. In social interaction, like in theatrical performance there is a front region where the "actors" (individuals) are on stage in front of the audiences. This is where positive aspect of the idea of self and desired impressions are highlighted. There is also a back region or stage which can also be considered as a hidden or private place where the individual can be themselves and get rid of their role or identity in society.

(7) Thus, the view of the "world as a stage" is associated with the work of Goffman, which provides many examples of how we play different roles and try to create different impressions on others. (3200)

2. For statements (1–10) choose "True" if the statement is true according to the text, "False"–if the statement is false:

1. In the end of his life the name of Ervin Goffman was widely known.
2. Goffman headed the Association of American Sociologists.
3. One can easily position Goffman's within the framework of one category.
4. Goffman dealt with social anthropology.
5. He worked out his own theoretical approach.
6. Goffman wanted to answer the question, "Which way are people made to have a certain image of themselves?"
7. E. Goffman was never concerned with ethnomethodology.
8. Goffman's ideas are of interest nowadays.
9. Goffman is known for his dramaturgical analysis in a sociological aspect.
10. According to Goffman, people perform a variety of roles to impress their audiences in everyday life.

3. Answer the questions:

1. What is Erving Goffman famous for?
2. What high position did Erving Goffman get in 1982?
3. Where was Erving Goffman trained to be a sociologist?
4. What is specific about Goffman's theoretical approach?
5. Whose influence did Goffman experience?
6. Why are Goffman's theories relevant nowadays?
7. What was the first book by Goffman?
8. What award did Goffman get for that book?
9. What is the message of Goffman's view of the "world as a stage"?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words **in bold** below:

1. **Some** link Goffman more to social anthropology...
2. Some see Goffman as the “father” of conversation analysis **as well**.
3. He was **long** regarded as a peripheral figure in sociological theory.
4. **By the 1980s** he had emerged as a centrally important theorist.
5. **It was Goffman who pioneered** the empirical study of everyday life.
6. **In fact**, he was elected president of... in the year he died.
7. **It is hard** to put his work into a single category.
8. **However**, Goffman was influenced by the descriptive studies.
9. **In addition**, Goffman had a hand in shaping another “creative sociology”.
10. **It could be argued that** he had a hand in shaping ethnomethodology.
11. **According to** Goffman, individuals act for their audiences in everyday life.
12. **Thus**, the view of the ‘world as a stage’ is associated with...

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the phrases below.

a) connect, b) was involved, c) approach, d) used, e) character, f) different from others, g) interested in, h) shows, i) started, j) resulted in, k) donation, l) bond, m) various, n) introduced

1. Goffman’s greatest **contribution** to social theory is his study of...
2. He had been long regarded as a peripheral **figure** in sociological theory.
3. He took the form of a dramaturgical **perspective**.
4. It **began** with his book *The Presentation of Self in Everyday Life*.
5. In creating his theoretical perspective, Goffman **employed** many sources.
6. Goffman created a **distinctive** orientation.
7. Some **link** Goffman more to social anthropology than to...
8. An examination of the citations in Goffman’s early works **indicates** that...
9. Goffman was **concerned with** how society forces people...
10. He **had a hand** in shaping another “creative sociology”, ethnomethodology.
11. It was Goffman who **pioneered** the empirical study of everyday life.
12. This **led to** Goffman’s dramaturgical analysis.
13. Goffman saw a **connection** between the kinds of acts...
14. We play **different** roles...

3. In the box find the words which mean **the opposite** to those **in bold** in the following phrases below. Some words might need the change of form!

a) lead to, b) early, c) hard, d) empirical, f) peripheral

1. He had been long regarded as a **central** figure in sociological theory.
2. It is **easy** to put his work into a single category.
3. An examination of the citations in Goffman’s **late** works indicates...
4. It was Goffman who pioneered the **theoretical** study of everyday life.
5. This **arised from** Goffman’s dramaturgical analysis.

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. Erving Goffman is usually thought of as a symbolic interactionist.

2. He was influenced by social anthropologists.
3. Goffman was influenced by the descriptive studies produced at Chicago.
4. He integrated the outlook of the descriptive studies with that of social anthropology.
5. Goffman was concerned with how society forces people to present a certain image of themselves.
6. It could be argued that Goffman had a hand in shaping another “creative sociology,” ethnomethodology.
7. It was Goffman who pioneered the empirical study of everyday life.
8. Goffman’s theories are likely to be influential for a long time.
9. *The Presentation of Self in Everyday Life* by Goffman was the first book to treat face-to-face interaction in a sociological aspect.
10. According to Goffman’s view of the “world as a stage”, the person that the individual is interacting with is trying to form and obtain information about the individual.
11. As Goffman puts it, “participants in social interactions are engaged in certain practices to avoid being embarrassed or embarrassing others”.
12. This led to Goffman’s dramaturgical analysis based on a connection between the kinds of acts that people fulfil in their daily life and theatrical performances.
13. In social interaction, like in theatrical performance, there is a front region where the “actors” are on stage in front of the audiences.
14. There is also a back region which can also be considered as a hidden or private place where the individual can get rid of their role in society.

2. Define the following:

- 1) a peripheral figure, 2) a centrally important theorist, 3) the Chicago school, 4) a symbolic interactionist, 5) graduate work at university, 6) citation, 7) face-to-face interaction, 8) the empirical study.

3. Paraphrase these statements about Erving Goffman, using your own words:

- 1) at the peak of his fame, 2) a peripheral figure in sociological theory, 3) a centrally important theorist, 4) his distinctive perspective, 5) he had a hand in shaping ethnomethodology.

4. Explain in your own words:

1. It is hard to put his work into a single category.
2. Goffman had a hand in shaping ethnomethodology.
3. He was unable to give his presidential address because of advanced illness.
4. Goffman was influenced by social anthropologists.
5. Goffman integrated the outlook of the Chicago school with that of social anthropology.
6. Goffman created a distinctive orientation.
7. It was Goffman who pioneered the empirical study of everyday life.
8. Goffman died at the peak of his fame.
9. Goffman’s theories are likely to be influential for a long time.
10. Some link Goffman more to social anthropology than to symbolic interactionism.

5. Fill in the gaps, using the proper words from the box.

a) work, b) usually, c) distinctive, d) category, e) sources, f) member, g) hard, h) symbolic, i) perspective

Erving Goffman is (1)____thought of as a (2)____of the Chicago school and a (3)____interactionist. But it is (4)____to put Erving Goffman's (5)____into a single (6)____. In creating his theoretical (7)____, Goffman employed many (8)____and created a (9)____orientation.

6. Fill in the gaps, using any proper words that fit in:

Erving Goffman was long (1)____as a peripheral figure in sociological (2)____. But in the 1980s he emerged as a (3)____ important theorist. The (4)____ of the "world as a stage" is (5)____with the work of Goffman, which (6)____ many examples of how we (7)____ different roles and try to (8)____ different impressions on others. Goffman had a powerful (9)____ on symbolic interactionism. Goffman's (10)____ are likely to be influential for a long time (11)____ their influence on symbolic interactionism, structuralism, and ethnomethodology.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. Do you think it is good for a scholar to combine theory and practice? Explain your position.

2. Make mini-reports on the following:

1. Goffman's greatest contribution to social theory.
2. Goffman's first and most famous book.

ACTIVE VOCABULARY

address (n): to give one's presidential address

appearance (n): to fix the appearance

avoid (v): to avoid being embarrassed or embarrassing others

create (v): to create a distinctive orientation

dramaturgical: a dramaturgical perspective

embarrass (v): to avoid being embarrassed or embarrassing others

emerge (v): to emerge as an important theorist

employ (v): to employ many sources

fame (n): to die at the peak of one's fame

figure (n): a peripheral figure in sociological theory

force (v): to force ... to present a certain image of oneself

front (adj): front region

get rid of: to get rid of one's role or identity in society

hide (hid, hidden): a hidden place

image (n): to present a certain image of themselves

empirical (adj): the empirical study of everyday life

impression (n): to control or guide the impression

influence (n): to have a powerful influence on

influential: an influential theory

outlook (n): to integrate smb's outlook with

peak (n): at the peak of one's fame

peripheral (adj): a peripheral figure

pioneer (v): to pioneer the empirical study of ...

regard (v): to be regarded as

setting (n): to change the setting

source (n): to employ many sources

treat (v): to treat face-to-face interaction in a sociological aspect

Common helpful words and phrases

according to

although

as well

at the same time

because of

however

in addition

in fact

it could be argued that...

it is hard to...

Keywords

anthropology

back region or stage

dramaturgical perspective

ethnomethodology

front region

symbolic interactionism

theatrical performance

Unit 17. Michel Foucault

PRE-READING ACTIVITIES

1. Before you start reading about Michel Foucault, think about his contribution to the field of science. To get you started, we list below some questions you might ask yourself.

Do I know where Michel Foucault fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about his background that would influence my reaction to his work?

What do I know about the person? When and where did Michel Foucault live and work?

What else was going on in the world at the same time?

2. Copy and fill in the following table

What I know about Michel Foucault	Questions I'd like to ask about M. Foucault

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents

1) a wide range of humanistic and social scientific disciplines	a) містити важливі роз'яснення і розширення своїх ідей
2) to be associated with the structuralist and post-structuralist movements	b) глибоко залучати до його життя і творчість

3) to be intellectually brilliant	с) впливати на мислителів у ряді областей
4) to hold a series of positions at universities	d) найважливіші теми для його життя і творчості
5) to agree to teach annually	е) вивести з роботи Фуко
6) to protest on behalf of marginalized groups	f) підштовхнути себе до межі в своєму приватному житті
7) to be published posthumously	g) скасував ярлики, пізніше приписувані йому
8) to contain important elucidations and extensions of one's ideas	h) відображати довічну одержимість Фуко сексом
9) to influence thinkers in a number of fields	i) критична історія сучасності, що корениться в
10) to derive from Foucault's work	j) видаватися посмертно
11) to seek to better understand oneself	k) широкий спектр гуманістичних та соціальних наукових дисциплін
12) the most notable of the themes common to his life and work	l) прямий натяк на теорію Ніцше
13) to deeply involve in his life and work	m) напрямок, від якого він відійшов
14) a trilogy devoted to sex	n) трилогія, яка присвячена сексу
15) to reflect Foucault's lifelong obsession with sex	n) бути пов'язаним з структуралістським і постструктуралістським рухами
16) to push oneself to the limit in one's private life	о) бути блискуче інтелектуальними
17) a movement from which he distanced himself	p) прагнути краще зрозуміти себе
18) rejected the labels later attributed to him	q) протестувати від імені маргінальних груп
19) a critical history of modernity rooted in	г) погодитися навчати щорічно

20) a direct allusion to Nietzsche's theory	s) займати ряд посад в університетах
---	--------------------------------------

4. Match the words and word combinations with their definitions:

1) allusion	a) place where criminals are confined
2) genealogy	b) the branch of medicine concerned with mental disorders
3) homosexuality	c) belonging to, or confined to a particular person or group
4) an intellectual	d) the domination of one's thoughts or feelings by a persistent idea, desire, etc.
5) LSD	e) sexual behavior directed toward a person of sex one's own
6) morality	f) the study of family history and ancestors
7) obsession	g) an incidental mention of something, either directly or by implication
8) prison	h) the quality of being in accord with standards of right or good conduct; conformity to rules of right conduct
9) private	i) person who pursues intellectual interests
10) psychiatry	j) a powerful psychedelic drug

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Michel Foucault (1926–1984)

(1) Michel Foucault was a French philosopher, sociologist, and historian. His influence is still great in both philosophy and in a wide range of humanistic and social scientific disciplines. Foucault was associated with the structuralist and post-structuralist movements.

(2) Foucault was born in Poitiers, France, on October 15, 1926. His student years were intellectually brilliant. He became academically established during the 1960s, when he held a series of positions at French universities. From the 1970s on, Foucault was very active politically. He was a founder of the *Groupe d'information sur les prisons* and often protested on behalf of homosexuals and other marginalized groups. He frequently lectured outside France, particularly in the United States, and in 1983 had agreed to teach annually at the University of California at Berkeley. In addition to works published during his lifetime, his lectures at the Collège de France, being published posthumously, contain important elucidations and extensions of his ideas.

(3) When Michel Foucault died of AIDS in 1984 at 57 years of age, he was probably the single most famous intellectual in the world. That fame was derived from Foucault's work that has influenced thinkers in a number of fields, including sociology. The themes that characterized his life tended to define his work as well. In fact, it could be argued that through his work Foucault was seeking to better understand himself and the forces that led him to lead the life he did. The most notable of the themes common to his life and work are Foucault's obsession with sex, "limit experiences", and death. Interestingly, his sexual and limit experiences were not only deeply involved in his life and work, but also in his death. Among

Foucault's last works was a trilogy devoted to sex – *The History of Sexuality* (1976), *The Care of the Self* (1984), and *The Use of Pleasure* (1984). These works reflected Foucault's lifelong obsession with sex. A good deal of Foucault's life seems to have been defined by this obsession, in particular his homosexuality. In other words, both in his life and in his work Foucault was deeply interested in "limit experiences". Sex was not the only way in which Foucault pushed himself to the limit in his private life. He also had a limit experience with LSD. Foucault pushed himself to the limit not only in his private life, but also in his work. It could be argued that extreme natures of both tended to feed off one another. His work was a limit experience for him, and the study of it can be a limit experience for the reader.

(4) Foucault is best known for his critical studies of social institutions, most notably psychiatry, medicine, the human sciences, and the prison system, as well as for his work on the history of human sexuality. His writings on power, knowledge, and discourse have been widely discussed and taken up by others. In the 1960s Foucault was associated with structuralism, a movement from which he distanced himself. Foucault also rejected the poststructuralist and postmodernist labels later attributed to him. He preferred to classify his thought as a critical history of modernity rooted in Kant. Foucault's project is particularly influenced by Nietzsche, his "genealogy of knowledge" being a direct allusion to Nietzsche's "genealogy of morality". Almost all of Foucault's works can be fruitfully read as philosophical in either or both of two ways: as a carrying out of philosophy's traditional critical project in a new (historical) manner; and as a critical engagement with the thought of traditional philosophers. (3000)

2. For statements (1–10) choose "True" if the statement is true according to the text, "False"–if the statement is false:

1. Michel Foucault came from France.
2. As a student Foucault was exceptionally intelligent.
3. Foucault is known to have been a political activist.
4. He often took part in demonstrations against homosexuals.
5. He shared the attitudes of marginalized groups.
6. Foucault never left France to deliver lectures.
7. All of Foucault's works were published during his lifetime.
8. Among Foucault's early works was a trilogy devoted to sex.
9. The prison system, as a social issue, attracted M. Foucault's attention.
10. What mattered to both Foucault's work and his life was "limit experiences".

3. Answer the questions:

1. What country was Michel Foucault from?
2. Where did Michel Foucault teach?
3. Did Michel Foucault occupy a politically active or passive position?
4. What common themes interested Foucault?
5. What philosophers of the past influenced Foucault?
6. What trilogy did M. Foucault produce late in his life?
7. How old was Michel Foucault when he died?
8. When did he die and for which reason?
9. What made Michel Foucault so famous for the time of his death?
10. In your opinion, what is Michel Foucault most famous for?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of these words **in bold**.

- 1) His influence is great **in a wide range of**...
- 2) He often protested **on behalf of**...
- 3) He **frequently** lectured...
- 4) He lectured... **particularly** in...
- 5) He agreed to teach **annually** at...
- 6) **In addition to** works published during his lifetime...
- 7) ... has influenced thinkers **in a number of** fields...
- 8) The themes ... tended to define his work **as well**.
- 9) **In fact**, it could be argued that **through** his work...
- 10) **Interestingly**, his sexual and limit experiences...
- 11) **Among** Foucault's last works was...
- 12) **A good deal** of Foucault's life seems...
- 13) **In other words**, both in his life and in his work...
- 14) He **also** had a limit experience with...
- 15) **It could be argued that** extreme natures...
- 16) Foucault is known for his critical studies of..., **as well as** for...
- 17) **Almost** all of Foucault's works can be fruitfully read as...

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the phrases below.

a) classify, b) contain, c) held, d) died, e) annually, f) a good deal, g) often, h) through, i) influence, j) associated

1. His **impact** is still great.
2. Foucault was **connected** with...
3. He **occupied** a series of positions at French universities.
4. He **frequently** protested on behalf of...
5. He agreed to teach **every year** at...
6. His lectures **include** important elucidations and extensions...
7. When Michel Foucault **passes away** in 1984...
8. It could be argued that **by means of** his work...
9. **Much** of Foucault's life seems...
10. He preferred to **identify** his thought as...

3. Look through the phrases below and match the words **in bold** with their **opposites** in the box.

a) lifelong, b) still, c) during his lifetime, d) including, e) agreed
--

1. His influence is **no more** great.
2. He **refused** to teach annually at the University of California.
3. In addition to works published **posthumously**...
4. His work influenced thinkers in a number of fields, **excluding** sociology.
5. These works reflected Foucault's **brief** obsession with sex.

CHECK YOUR UNDERSTANDING

1. Translate these sentences in writing:

1. Foucault's influence is still great in both philosophy and in a wide range of humanistic and social scientific disciplines.
2. When Michel Foucault died in 1984 at 57 years of age, he was probably the single most famous intellectual in the world.
3. Foucault pushed himself to the limit not only in his private life, but also in his work. It could be argued that extreme natures of both tended to feed off one another.
4. Foucault is best known for his critical studies of social institutions.
5. He preferred to classify his thought as a critical history of modernity rooted in Kant.

2. What do these proper names refer to in the texts above?

1) France, 2) California, 3) Nietzsche, 4) Kant.

3. Give definitions of the following:

1) AIDS, 2) allusion to, 3) "genealogy of morality", 4) homosexuality, 5) the human sciences, 6) an intellectual, 7) "limit experiences", 8) medicine, 9) LSD, 10) obsession, 11) prison, 12) private life, 13) psychiatry.

4. Explain in your own words:

1. His student years were intellectually brilliant.
2. He became academically established during the 1960s.
3. He frequently lectured outside France.
4. Foucault's work has influenced thinkers in a number of fields.
5. Foucault rejected the poststructuralist and postmodernist labels attributed to him.
6. The themes that characterized his life tended to define his work as well.

5. Fill in the gaps, using the proper words from the box. Mind that some words might require a change in form.

a) lecture, b) idea, c) teach, d) publish, e) state, f) outside, g) intellectually, h) active, i) position, j) establish, k) important
--

Foucault's student years were (1)____ brilliant. He became academically (2)____ during the 1960s, when he held a series of (3)____ at French universities. From the 1970s on, Foucault was very (4)____ politically. He frequently lectured (5)____ France, particularly in the United (6)____. In 1983 he agreed (7)____ annually at the University of California. In addition to works (8)____ during his lifetime, his (9)____ published posthumously contain (10)____ elucidations and extensions of his (11)____.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. Do you think it's OK for a thinker to belong to a marginalized group?
2. Do you think it is an advantage for a scholar to lecture outside their country?
3. In your opinion, is it good for a scholar to be very active politically?

2. Make mini-reports on the following:

1. Michel Foucault as a person.
2. Michel Foucault's teaching career.

3. Michel Foucault as a thinker.
4. Michel Foucault's contribution to sociology.

ACTIVE VOCABULARY

annually (adv): to teach annually at Berkeley
argue (v): it could be argued that
associate (v): to be associated with the structuralist movement
attribute (v): to attribute... to...
characterize (v): the themes that characterized his life
common (adj): the themes common to his life and work
deeply (adv): to be deeply involved in
elucidation: to contain important elucidations of...
founder (n): to be of a founder of....
frequently (adv): he frequently lectured outside France
knowledge: genealogy of knowledge
hold (held): to hold a series of positions
influence (v): to influence thinkers in a number of fields
intellectual (n): the most famous intellectual in the world
lecture (v): to lecture outside France
marginalized (adj): to belong to a marginalized group
movement (n): the structuralist and post-structuralist movements
obsession (n): Foucault's obsession with "limit experiences"
posthumously (adv): to be published posthumously
protest (v): to protest on behalf of....
private (adj): one's private life
push (v): to push oneself to the limit
range (n): a wide range of scientific disciplines
reject (v): to reject the labels
seek (sought): to seek to better understand oneself
tend (v): to tend to define
trilogy (n): a trilogy devoted to sex
victim (n): to be a victim of AIDS

Common linking words and expressions

a good deal of
almost
also
among
a number of
annually
as well
as well as
frequently
in addition to
in a wide range of
in fact
in other words

interestingly
it could be argued that
on behalf of
particularly
through

Keywords

AIDS
allusion
“genealogy of morality”
homosexuality
the human sciences, intellectual
“limit experiences”
medicine
LSD
obsession
prison
private life
psychiatry

Unit 18. Peter Berger

PRE-READING ACTIVITIES

1. Before you start reading about Peter Berger, give some time to thinking about his contribution to the field of science. To get you started, we list below some questions you might ask yourself.

Do I know where Peter Berger fits into the history of sociology?

Can I make any connection between Peter Berger and others?

What do I know about Peter Berger? When and where did/does he live and work?

2. Copy and fill in the following table.

What I know about Peter Berger	Questions I'd like to ask about P. Berger

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents.

1) an Austrian-born American sociologist	a) бути більш відомим за
2) to emigrate to the United States.	b) взаємовідносини між
3) to earn ones M.A.	c) аналіз суспільства як суб'єктивної реальності
4) to be best known for	d) суспільство як об'єктивна реальність
5) to be a form of consciousness	e) взаємодія індивідуума з соціальними структурами
6) relationship between society and the individual	f) помилково передбачити суцільну секуляризацію світу
7) <i>The Social Construction of Reality</i>	g) стати частиною об'єктивної реальності

8) to develop a sociological theory	h) емігрувати до Сполучених Штатів
9) society as objective reality	i) практикувати більш енергійно
10) analysis of society as subjective reality	j) американський соціолог австрійського походження
11) individual's interaction with social structures	k) в деякі періоди у минулому
12) to become a part of our reality	l) бути формою свідомості
13) through the process of objectivation	m) розвивати соціологічну теорію
14) like most other sociologists	n) отримати ступінь магістра
15) to mistakenly predict the all-encompassing secularization of the world	o) впливати на багатьох значних постатей
16) to prove otherwise	p) підтвердити протилежне
17) to publicly recognize	q) як і більшість інших соціологів
18) to practice more energetically	r) через процес об'єктивізації
19) in some periods in the past	s) соціальне конструювання реальності
20) to influence many significant figures	t) визнати публічно

4. Match the words and word combinations with their definitions:

1) consciousness	a) the study of religious truth
2) invention	b) to separate from religious or spiritual connection or influences
3) religion	c) awareness of one's own existence, sensations, thoughts
4) secularize	d) new scientific or technical idea, and the means of its embodiment or accomplishment
5) theology	e) belief in and worship of a God or other superhuman agency

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Peter Berger

(1) Peter Ludwig Berger is an Austrian-born American sociologist and Lutheran theologian. P. Berger was born in Vienna on March 23, 1929. Shortly after World War II he emigrated to the United States. In 1949 he graduated from Wagner College with a Bachelor of Arts. He continued his studies at the The New School (a university in New York City, for most of its history known as the New School for Social Research) P. Berger earned his M.A. in 1950 and Ph.D. – in 1954. In 1955 and 1956 he worked in Germany. Later he worked at such universities as the University of North Carolina and Boston University. Since 1981 Berger has been University Professor of Sociology and Theology at Boston University. Since 1985 he has also been a director of the Institute on Culture, Religion and World Affairs (the former Institute for

the Study of Economic Culture).

(2) Peter Berger is perhaps best known for his view that social reality is a form of consciousness. Central to Berger's work is the relationship between society and the individual. Berger writes, "Society not only controls our movements, but shapes our identity, our thoughts and our emotions. The structures of society become the structures of our own consciousness. Society does not stop on the surface of our skins. Society penetrates us as much as it envelops us."

(3) Together with Thomas Luckmann in *The Social Construction of Reality*, Berger develops a sociological theory 'Society as Objective Reality and as Subjective Reality'. His analysis of society as subjective reality describes the process by which an individual's conception of reality is produced by his or her interaction with social structures. Berger writes about how new human concepts or inventions become a part of our reality through the process of objectivation. Often this reality is then no longer recognized as a human creation.

(4) Like most other sociologists of religion of his day, he mistakenly predicted the all-encompassing secularization of the world. But the data in fact proved otherwise. And in the late 1980s, Berger publicly recognized that religion (both old and new) was not only still widespread, but in many cases was more energetically practiced than in some periods in the past. Berger's thought has influenced many significant figures in the field of sociology of religion today. (2,000)

2. For statements (1–10) choose "True" if the statement is true according to the text, "False" – if the statement is false:

1. Peter Berger was born in Australia.
2. He moved to the United States just before the Second World War.
3. According to P. Berger, social reality is a manifestation of consciousness.
4. Berger hardly ever paid any attention to the relationship between society and the individual.
5. According to P. Berger, our thoughts and our emotions are under the control of society.
6. Luckmann and Berger's were co-authors when working at *The Social Construction of Reality*.
7. Innovations have never attracted Berger's attention.
8. Berger was interested in the phenomenon of secularization of the world.
9. P. Berger's ideas about the dominance of the world secularization were right.
10. Berger's theories are popular nowadays.

3. Answer the questions:

1. Which country was Peter Berger born?
2. Why do people know Berger as an American sociologist?
3. When did he move to the US?
4. How long did P. Berger live and work in Germany?
5. What is the central idea of Berger's theory?
6. Who was Berger's co-author of *The Social Construction of Reality*?
7. Are Berger's ideas popular nowadays?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words **in bold** below:

1. **Shortly after** World War II he emigrated to the United States.
2. **Later** he worked at such universities as...

3. **Since** 1981 Berger has been University Professor of Sociology...
4. Peter Berger is **perhaps** best known for...
5. This reality is **no longer** recognized as a human creation.
6. But the data in fact proved **otherwise**.
7. **In the late 1980s**, Berger publicly recognized that...
8. Berger recognized that religion (**both old and new**) was not only...
9. **In many cases** religion was more energetically practiced than ...
10. Religion was more energetically practiced than **in the past**.

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the following phrases below:

a) by means of, b) works out, c) opinion, d) study, e) come to be, f) created, g) in cooperation, h) production, i) conception, j) outstanding, k) acknowledged, l) idea

1. Peter Berger is perhaps best known for his **view** that...
2. **Together** with Thomas Luckmann, Berger develops...
3. Berger **develops** a sociological theory...
4. Together with Luckmann, Berger develops a sociological **theory**.
5. His **analysis** of society as subjective reality describes...
6. An individual's conception of reality is **produced** by his or her interaction with...
7. He writes about how new human concepts **become** a part of our reality.
8. New inventions become a part of our reality **through** the process of objectivation.
9. Often this reality is then no longer **recognized** as...
10. This reality is no longer recognized as a human **creation**.
11. Berger's **thought** has influenced...
12. His thought has influenced many **significant** figures...

3. Look through the phrase below and match the words **in bold** with their **opposites** in the box.

a) like, b) many, c) emigrated to, d) after, e) graduated from, f) both ... and ..., g) late, h) was born

1. Peter Berger **died** in Vienna.
2. Shortly **before** the World War II...
3. He **left** the United States.
4. In 1949 Peter Berger **entered** Wagner College.
5. **Unlike** most other sociologists of religion of his day...
6. **In few** cases religion was more energetically practiced than in the past.
7. In the **early** 1980s, Berger publicly recognized that...
8. Berger recognized that religion (**neither** old **nor** new) was...

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. Since 1981 Berger has been University Professor of Sociology and Theology at Boston University.
2. Peter Berger is known for his view that social reality is a form of consciousness.
3. Berger writes about how new concepts become a part of our reality through the process of objectivation.
4. According to P. Berger, society penetrates us as much as it envelops us.

5. Like most other sociologists of religion of his day, Berger mistakenly predicted the all-encompassing secularization of the world.

2. What do the following proper names refer to in the text above:

1) Vienna, 2) World War II, 3) the United States, 4) North Carolina, 5) Boston, 6) Luckmann.

3. Give definitions of the following:

1) theologian, 2) religion, 3) a sociological theory, 4) the World War II, 5) the all-encompassing secularization of the world.

4. Paraphrase these statements about P. Berger, using your own words:

1. Peter Berger is an Austrian-born American sociologist.
2. Central to Berger's work is the relationship between society and the individual.
3. Society does not stop on the surface of our skins.
4. Society penetrates us as much as it envelops us.

5. Fill in the gaps, using the proper words from the box:

a) society, b) shapes, c) view, d) form, e) consciousness, f) structures, g) relationship, h) individual
--

Peter Berger is known for his (1)_____ that social reality is a (2)_____ of consciousness. Central to Berger's work is the (3)_____ between society and the (4)_____. According to Berger, (5)_____ not only controls our movements, but (6)_____ our identity, our thoughts and emotions. The (7)_____ of society becomes the structures of our own (8)_____.

6. Fill in the gaps, using any proper words that fit in.

Peter Ludwig Berger (1)_____ in Vienna in 1929. Shortly after World War II he (2)_____ the United States. In 1949 he (3)_____ Wagner College with a Bachelor of Arts. He continued his (4)_____ at the New School (a university in New York City). P. Berger (5)_____ his M.A. in 1950 and Ph.D. – in 1954. In 1955 and 1956 he (6)_____ in Germany. Later he worked at (7)_____ as the University of North Carolina and Boston (8)_____.

AFTER READING ACTIVITIES

1. Comment on the quotation from Peter Berger. Discuss your ideas with a partner:

In the mid-1960s Peter Berger published a very readable introduction to the study of sociology, which began by informing us that "There are very few jokes about sociologists".

2. Answer these questions, then discuss your ideas with a partner:

1. In your opinion, which ideas could influence those involved in the field of sociology today?
2. Why do you think religion is still a popular theme among scientists?

3. Make mini-reports on the following themes:

1. P. Berger's cooperation with Thomas Luckmann.
2. Berger's greatest contribution to sociology.

ACTIVE VOCABULARY

analysis (Pl. analyses): analysis of society as subjective reality

become (became, become): to become a part of our reality
concept (n): new human concepts
conception (n): conception of reality
consciousness (n): to be a form of consciousness
control (v): to control our movements
creation (n): to be no longer recognized as a human creation
develop (v): to develop a sociological theory
earn (v): to earn one's M.A./Ph.D.
envelop (v): to envelop us (about society)
individual (n): the relationship between society and the individual
influence (v): to influence significant figures
interaction (n): an individual's interaction with social structures
mistakenly (adv): to mistakenly predict
movement (n): to control our movements
objectivation (n): the process of objectivation
penetrate (v): to penetrate us (about society)
practice (v): to be energetically practiced
predict (v): to predict the all-encompassing secularization of the world
prove (v): to prove otherwise
reality (n): to become a part of our reality
recognize (n): to be no longer recognized as a human creation
relationship (n): the relationship between society and the individual
secularization (n): the all-encompassing secularization
shape (v): to shape our identity
structure (n): the structures of our own consciousness
surface (n): on the surface of
thought (n): to shape our thoughts

Common helpful words and phrases

both old and new (religion)
in many cases
in the late 1980s
in the past
later
no longer
not only still
otherwise
perhaps
since (1981)
shortly after ...

Keywords

religion
secularization
theologian
theology

Unit 19. Pierre Bourdieu

PRE-READING ACTIVITIES

1. Before you start reading about any contributor to sociology, give some time to thinking about his contribution to the field of science. To get you started, we list below some questions you might ask yourself when you encounter any new name.

Do I know where Pierre Bourdieu fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about his background that would influence my reaction to his work?

What do I know about the Pierre Bourdieu? When and where did this person live and work?

What else was going on in the world at the same time?

2. Copy and fill in the following table:

What I know about Pierre Bourdieu	Questions I'd like to ask about Bourdieu

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to seek to connect theoretical ideas with empirical research	a) стати головною фігурою світових інтелектуальних колах
2) to attend a prestigious college in Paris	b) надавати акторам забагато влади
3) he was drafted	c) залишитися в Алжирі на два роки
4) to remain in Algeria for two years	d) зібрати групу учнів навколо себе
5) to attend the lectures of	e) звернутися до робіт видатного структураліста Леві-Стросса
6) in the succeeding years	f) ігнорувати їхні структурні обмеження
7) to become a major figure in world intellectual circles	g) його покликали на військову службу
8) to gather a group of disciples around oneself	h) отримати уявлення про «суспільство» як суму соціальних відносин
9) the way in which one's ideas are shaped	i) об'єднати як найменше частину
10) a strong sense of actors as creators of their social worlds	j) інтегрувати принаймні частину екзистенціалізму Сартра зі структуралізмом Леві-Стросса
11) to accord the actors too much power	k) зберегти значення символічних систем у суспільному житті
12) to ignore the structural constraints on them	l) те, як формуються ідеї
13) to turn to the work of the outstanding structuralist Levi-Strauss	m) глибоке розуміння акторів як творців свого соціального світу
14) to be as limiting as...	n) успадковувати певні інтерпретації структуралістської тенденції соціальних структур відтворювати себе

15) to integrate at least a part of Sartre's existentialism with Levi-Strauss's structuralism	o) відвідувати лекції
16) to retain the importance of symbolic systems in social life	p) використовувати методи, що представляють найширший спектр дисциплін
17) to gain an understanding of 'society' as the sum of social relationships	q) протягом наступних років
18) to inherit a certain structuralist interpretation of the tendency of social structures to reproduce themselves	r) розвивати свої ідеї в спробі подолати ряд опозицій
19) to use methods drawn from a wide range of disciplines	s) вчитися у престижному коледжі у Парижі
20) to develop his ideas in an attempt to transcend a series of oppositions	t) обмежувати так само як і...

4. Match the words and word combinations with their definitions:

1) anthropology	a) philosophy that stresses personal liberty and responsibility
2) dialogue	b) a follower of the doctrines of a teacher
3) disciple	c) the scientific study of the origin, the behavior, and the physical, social, and cultural development of humans
4) existentialism	d) the set of socially learnt dispositions, skills and ways of acting
5) habitus	e) conversation between two or more people

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Pierre Bourdieu (1930–2002)

(1) Pierre Bourdieu was a French sociologist, anthropologist, and philosopher. His work can be seen as sociology of culture or, as he labelled it, a "Theory of Practice". His key terms were *habitus*, *capital* and *field*. Bourdieu sought to connect his theoretical ideas with empirical research.

(2) Pierre Bourdieu was born in a small rural town in southeast France in 1930. He grew up in a lower-middle-class household. His father was a civil servant. In the early 1950s Pierre Bourdieu attended, and received a degree from, a prestigious teaching college in Paris, Ecole Normale Supérieure.

(3) Bourdieu taught briefly in a provincial school. In 1956 he was drafted and spent two years in Algeria with the French Army. He wrote a book about his experiences and remained in Algeria for two years after his army service was over. He returned to France in 1960 and worked for a year as an assistant at the University of Paris. He attended the lectures of the anthropologist Levi-Strauss and worked as an assistant to the sociologist Raymond Aron.

Bourdieu moved to the University of Lille for three years. Then, in 1964 he returned to the powerful position of Director at L'ecole Pratique des Hautes Etudes. In the succeeding years Pierre Bourdieu became a major figure in Parisian, French, and ultimately world intellectual circles. He gathered a group of disciples around him in the 1960s, and since then his followers collaborated with him.

(4) An interesting aspect of Bourdieu's work is the way in which his ideas were shaped in dialogue with others. For example, many of his early ideas were formed in a dialogue with two of the leading scholars of the day during of his years of training – Jean-Paul Sartre and Claude Levi-Strauss. From the existentialism of Sartre, Bourdieu got a strong sense of actors as creators of their social worlds. However, Bourdieu felt that Sartre had gone too far and accorded the actors too much power, ignoring the structural constraints on them. Pulled in the direction of structure, Bourdieu turned to the work of the outstanding structuralist, Levi-Strauss. Yet some of Bourdieu's early research led him to the conclusion that structuralism was as limiting, though in a different direction, as existentialism. Bourdieu wanted to integrate at least a part of Sartre's existentialism with Levi-Strauss's structuralism.

(5) Bourdieu's work was influenced by the theories of Ludwig Wittgenstein, Maurice Merleau-Ponty, Edmund Husserl, Karl Marx, Max Weber, Emile Durkheim, and other outstanding thinkers. From Max Weber he retained the importance of domination and symbolic systems in social life, as well as the idea of social order. From Karl Marx he gained an understanding of 'society' as the sum of social relationships. From Emile Durkheim, Bourdieu inherited a certain structuralist interpretation of the tendency of social structures to reproduce themselves, based on the analysis of symbolic structures and forms of classification. As for Wittgenstein's influence on him, Bourdieu stated, "Wittgenstein is probably the philosopher who has helped me most at moments of difficulty. He's a kind of saviour for times of great intellectual distress". A notable influence on Bourdieu was Blaise Pascal, after whom Bourdieu titled his *Pascalian Meditations*.

(6) Pierre Bourdieu used methods drawn from a wide range of disciplines, particularly philosophy, sociology and anthropology. His best known book is *Distinction: A Social Critique of the Judgment of Taste*, in which he argues that judgments of taste are related to social position. His argument is put forward by an original combination of social theory and data from surveys, photographs and interviews. Bourdieu tried to reconcile the influences of both external social structures and subjective experience on the individual. Bourdieu's developed his ideas in an attempt to transcend a series of oppositions which characterized the social sciences (subjectivism/objectivism, micro/macro, freedom/determinism). In particular he did this through conceptual innovations.

(7) He extended the idea of *capital* to categories such as *social capital*, *cultural capital*, and *symbolic capital*. For Bourdieu each individual occupies a position in a multidimensional *social space*; he or she is not defined only by social class membership, but by every single kind of capital he or she can articulate through social relations. Bourdieu produced hundreds of articles and three dozen books. Pierre Bourdieu became one of the principal players in French intellectual life. He was listed as the second most-cited author in the humanities, behind Michel Foucault and ahead of Jacques Derrida. (3900)

2. For statements (1–10) choose "True" if the statement is true according to the text, "False" – if the statement is false:

1. Pierre Bourdieu received a degree from a college in a small rural town.
2. For a short period of time Pierre Bourdieu worked as a school teacher.
3. He had to go to Algeria for at least two years.

4. Bourdieu wrote a number of books about his staying in Algeria.
5. It was in Algeria where Bourdieu met the anthropologist Levi-Strauss.
6. In 1960 Bourdieu worked as an assistant to Levi-Strauss.
7. A dialogue with Sartre and Levi-Strauss contributed a lot to the formation of Bourdieu's ideas.
8. Pierre Bourdieu shared completely the ideas of Sartre and Levi-Strauss.
9. Only few thinkers had their influence on Bourdieu's work.
10. Bourdieu's ideas are often referred to by other theorists.

3. Answer the questions:

1. What country was Pierre Bourdieu from?
2. Why did Bourdieu go to Algeria?
3. How much time did he spend there?
4. Did Pierre Bourdieu ever write about his staying in that African country?
5. What did he do when he came back to France?
6. When did Bourdieu become influential among intellectuals?
7. Did he have any followers beyond France?
8. Whose theories influenced Bourdieu's work?
9. What do you think the best known book of Bourdieu is?
10. What was Bourdieu most interested in?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of these words **in bold**.

1. **In the early 1950s** Pierre Bourdieu attended, and received a degree from...
2. Bourdieu taught **briefly** in a provincial school.
3. **In the succeeding years** Pierre Bourdieu became...
4. He became a major figure in Parisian, and **ultimately** world intellectual circles.
5. ...and **since then** his followers collaborated with him.
6. **However**, Bourdieu felt that Sartre had gone too far.
7. **Yet** some of Bourdieu's early research led him to...
8. Bourdieu wanted to integrate **at least a part of** Sartre's existentialism with...
9. He retained the importance of domination in social life, **as well as** the idea of...
10. **As for** Wittgenstein's influence on him, Bourdieu stated ...
11. Wittgenstein is **probably** the philosopher ...
12. ... who has helped me **most** at moments of difficulty.
13. "He's **a kind of** saviour for times of great intellectual distress."
14. ...methods drawn from a wide range of disciplines, **particularly** philosophy...
15. **His best known book is** *Distinction: A Social Critique of the Judgment of Taste*.
16. ...influences of **both** external social structures **and** subjective experience on...
17. He developed his ideas **in an attempt to** transcend **a series of** oppositions...
18. **In particular** he did this **through** conceptual innovations.
19. He was listed as **the second most-cited author** in the humanities
20. Bourdieu was listed **behind** Michel Foucault and **ahead of** Jacques Derrida.

2. In the box find the words which mean **the same as or similar to those in bold** in the phrases below. Some words might need the change of form!

a) theories,	b) key,	c) return,	d) importance,	e) put forward,	f) aspect,	g) household,
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h) accorded, i) gather, j) seen, k) constraints, l) as for, m) interpretation of, n) use, o) label, p) idea, q) sum

1. His work can be **looked at** as sociology of culture.
2. He **entitled** it, a “Theory of Practice”.
3. His **basic** terms were *habitus*, *capital* and *field*.
4. He grew up in a lower-middle-class **family**.
5. He **came back** to France in 1960.
6. He **collected** a group of disciples around him.
7. An interesting **dimension** of Bourdieu’s work is...
8. Many of his early **thoughts** were formed in a dialogue with ...
9. Bourdieu felt that Sartre had **given** the actors too much power.
10. ...ignoring the structural **limits** on them.
11. Bourdieu’s work was influenced by the **conceptions** of other outstanding thinkers.
12. From Max Weber he retained the **significance** of symbolic systems in social life.
13. He gained an understanding of ‘society’ as the **totality** of social relationships.
14. Bourdieu inherited a certain structuralist **explanation for** the tendency of...
15. **In respect with** Wittgenstein’s influence on him, Bourdieu stated, ...
16. Pierre Bourdieu **employed** methods drawn from a wide range of...
17. His argument is **advanced** by an original combination of...

3. In the box find the words which mean **the opposite** to those **in bold** in the following phrases below.

a) many, b) early, c) helped, d) succeeding, e) the early , f) ignoring, g) briefly, h) much

1. In **the late** 1950s Pierre Bourdieu attended, and received a degree fom...
2. Bourdieu taught for **a long time** in a provincial school.
3. In the **preceeding** years...
4. ...**few** of his early ideas were formed in...
5. Sartre had accorded the actors too **little** power.
6. ...**concentrating on** the structural constraints on them.
7. Some of Bourdieu’s **late** research led him to...
8. ...the philosopher who has **inerfered with** me most.

CHECK YOUR UNDERSTANDING

1. Translate these sentences in writing

1. An interesting aspect of Bourdieu’s work is the way in which his ideas were shaped.
2. Bourdieu’s work was influenced by the theories of some outstanding thinkers.
3. From Emile Durkheim, Bourdieu inherited a certain structuralist enterpretation of the tendency of social structures to reproduce themselves, based on the analysis of symbolic structures and forms of classification.
4. Pierre Bourdieu used methods drawn from a wide range of disciplines.
5. Bourdieu tried to reconcile the influences of both external social structures and subjective experience on the individual.
6. He extended the idea of capital to categories such as social capital, cultural capital, and symbolic capital.

2. Paraphrase these statements about Bourdieu, using your own words.

1. From the existentialism of Sartre, Bourdieu got a strong sense of actors as creators of their social worlds. However, Bourdieu felt that Sartre had gone too far and accorded the actors too much power, ignoring the structural constraints on them.
2. Pulled in the direction of structure, Bourdieu turned to the work of the outstanding structuralist, Levi-Strauss. Yet some of Bourdieu's early research led him to the conclusion that structuralism was as limiting, though in a different direction, as existentialism.
3. Bourdieu tried to reconcile the influences of both external social structures and subjective experience on the individual.

3. What do the following proper names refer to in the text above?

- 1) Paris, 2) Algeria, 3) Raymond Aron, 4) Karl Marx, 5) Max Weber, 6) Emile Durkheim, 7) Michel Foucault, 8) Jacques Derrida, 9) Edmund Husserl, 10) Maurice Merleau-Ponty, 11) Ludwig Wittgenstein, 12) Michel Foucault, 13) Jean-Paul Sartre, 14) Levi-Strauss, 15) Blaise Pascal.

4. Give definitions of the following:

- 1) anthropologist, 2) disciple, 3) dialogue, 4) existentialism, 5) follower, 6) the humanities, 7) intellectual circles, 8) structuralism, 9) tendency.

5. Fill in the gaps, using the proper words from the box. Mind that some words will require a change in form.

a) scholar, b) feel, c) shape, d) work, e) structuralism, f) actor, g) aspect, h) existentialism, i) accord, j) want, k) constraints l) way, m) idea, n) dialogue

An interesting (1)_____ of Bourdieu's work is the (2)_____ in which his ideas were (3)_____. Many of his early (4)_____ were formed in a (5)_____ with two of the leading (6)_____ of the day during his years of training – Jean-Paul Sartre and Claude Levi-Strauss. From the (7)_____ of Sartre, Bourdieu got a strong sense of (8)_____ as creators of their social worlds. However, Bourdieu (9)_____ that Sartre had (10)_____ the actors too much power, ignoring the structural (11)_____ on them. Bourdieu turned to the (12)_____ of the outstanding structuralist, Levi-Strauss. Bourdieu (13)_____ to integrate at least a part of Sartre's existentialism with Levi-Strauss's (14)_____.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. Do you think it matters for a person's career whether he or she was born in a small rural town or in a large city?
2. In your view, is a dialogue with others important in science?

2. Make mini-reports on the following:

1. Pierre Bourdieu's most famous book.
2. Pierre Bourdieu's contribution science.

ACTIVE VOCABULARY

analysis (Pl.: analyses): the analysis of symbolic structures

articulate (v): to articulate through

assistant (n): to work as an assistant to
attend (v): to attend a prestigious college; to attend the lectures of
become (became, become): to a major figure in world intellectual circles
collaborate (v): to collaborate with
combination (n): combination of social theory and data
connect (v): to connect ideas with research
define (v): to be defined by social class membership
disciple (n): to gather a group of disciples around
draft (v): to be drafted to serve in the Army
empirical (adj): empirical research
experience (n): to write a book about one's experiences
extend (v): to extend the idea of... to (categories)
figure (n): a major figure in...
ignore (v): to ignore the structural constraints
innovation: conceptual innovations
lead (led): to lead to the conclusion that...
list (v): to be listed as the second most-cited author in the humanities
membership (n): social class membership
multidimensional (adj): a multidimensional social space
networks (n): the value of social networks
produce (v): to produce articles and books
receive (v): to receive a degree from a college in Paris
reconcile (v): to reconcile the theories
remain (v): to remain for two years
reproduce: to reproduce social structures
seek (sought): to seek to connect theory with practice connect
shape (v): to shape in dialogue with others
teach (taught): to teach in a provincial school
turn (v): to turn to the work of...

Common helpful words and phrases

a series of
as for
as well as
at least a part of
briefly
both ... and ...
however
in a different direction
in an attempt to
in particular
in the early 1950s
in the succeeding years
particularly
probably
since then
the second most-cited author

though
through
ultimately
yet

Keywords

anthropologist
dialogue
disciple
existentialism
follower
the humanities
intellectual circles
structuralism, tendency

Unit 20. Immanuel Wallerstein

PRE-READING ACTIVITIES

1. Before you start reading about Immanuel Wallerstein, give some time to thinking about his contribution to the field of science. Concentrate on the questions:

What is Immanuel Wallerstein famous for?

Do I know where this person fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about his background that would influence my reaction to his work?

2. Copy and fill in the following table:

What I know about I. Wallerstein	Questions I'd like to ask about Wallerstein

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to achieve recognition as an expert on	a) бути особливо зацікавленим в анти-колоніальному русі
2) Wallerstein's most important contribution to sociology	b) значний внесок до відродження
3) to be an instant success	c) бути критичним так чи інакше
4) to receive world-wide recognition	d) отримати ступень бакалавра
5) to become interested in world affairs	e) відродження інтересу до історичного дослідження
6) to be particularly interested in the anti-colonial movement	f) вимагати технічні знання, а ні
7) to receive a B.A.	g) отримати світове визначення
8) multiple honorary titles	h) займати перші позиції
9) a prestigious award for	i) мати миттєвий успіх

10) to be critical of ... in one way or another	g) відвернутися від такого виду дослідження до
11) a significant contribution to the revival of	k) пристижна нагорода за
12) to turn away from this kind of research toward	l) найважливіший внесок Валлерстайна до
13) to require technical knowledge rather than	m) зацікавитися світовими проблемами
14) to play a comparatively minor role	n) численні почесні звання
15) to be in the forefront of	o) грати відносно другорядну роль
16) a revival of interest in historical research	p) отримати визначення як експерт з

4. Match the words and word combinations with their definitions:

1) analyst	a) list of a research or survey questions asked to respondents, and designed to extract specific information
2) Braille	b) the highest faculty rank at the university. It is reserved for a very small number of individuals who have made major scholarly contributions to their fields
3) Distinguished Professor	c) a professor invited to teach in a college or university other than his own, often in another country, for a certain period, such as a term or year
4) questionnaire	d) someone whose job involves analysing smth and giving their opinion about it
5) visiting professor	e) a system of printing for blind people in which the letters are printed as raised dots that they can feel with their fingers

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Immanuel Wallerstein

(1) Immanuel Maurice Wallerstein (b. 1930) is an American sociologist, historical social scientist, and world-systems analyst. Although he achieved recognition in the 1960s as an expert on Africa, Wallerstein's most important contribution to sociology is his 1974 book, *The Modern World System*. That book was an instant success. It has received world-wide recognition and has been translated into nine languages and Braille.

(2) Immanuel Wallerstein first became interested in world affairs as a teenager in New York City, and was particularly interested in the anti-colonial movement in India at the time. He attended Columbia University, where he received a B.A. in 1951, an M.A. in 1954 and a PhD degree in 1959. He subsequently taught until 1971, when he became professor of sociology at McGill University in Montreal. Wallerstein held several positions as visiting professor at universities worldwide and was awarded multiple honorary titles. In 1973 he was president of the African Studies Association. He served as Distinguished professor of sociology at Binghamton University (a public university located in the state of New York). He was president of the International Sociological Association between 1994 and 1998.

(3) Immanuel Wallerstein was awarded the prestigious Sorokin Award for *The Modern World System* in 1975. The concept of the world-system has become the focus of thought and research in sociology. Many of the sociologists doing research and theorizing about the world-system are critical of Wallerstein in one way or another. But they all clearly recognize the important role he played in the genesis of their ideas.

(4) The concept of the world-system is a significant contribution to the revival of theoretically informed historical research. The most important work in the early years of sociology, by people like Marx, Weber, and Durkheim, was largely of this kind. However, in more recent years, most sociologists have turned away from this kind of research toward using such ahistorical methods as questionnaires and interviews. These methods are quicker and easier to use than historical methods, and the data produced are easier to analyze with a computer. Use of such methods tends to require a narrow range of technical knowledge rather than a wide range of historically oriented knowledge. Furthermore, theory plays a comparatively minor role in research utilizing questionnaires and interviews. So Wallerstein was in the forefront of those involved in a revival of interest in historical research. (2100)

2. For statements (1–10) choose “True” if the statement is true according to the text, “False” – if the statement is false:

1. Immanuel Wallerstein comes from the USA.
2. Wallerstein became known because of his interest in Africa.
3. It took long time for *The Modern World System* to get recognition.
4. Wallerstein was a student of Columbia University.
5. Wallerstein received his PhD degree from McGill University in Montreal.
6. Wallerstein was a Distinguished professor of sociology at Binghamton University in New York, DC.
7. Wallerstein received the Sorokin Award.
8. No one has ever criticized Wallerstein for his world-system theory.
9. His idea of the world-system contributes to the revival of historical research.
10. Questionnaires and interviews demand a wide range of historically oriented knowledge.

3. Answer the questions:

1. Where does Immanuel Wallerstein come from?
2. When did Wallerstein achieve recognition?
3. What was Wallerstein’s main interest when he first received recognition?
4. What is the name of the book by Wallerstein which was an instant success?
5. When did Wallerstein first get interested in world affairs?
6. What university did Wallerstein receive his PhD degree from?
7. What award did Immanuel Wallerstein receive in 1975?
8. What position did Immanuel Wallerstein hold between 1994 and 1998?
9. Has anyone criticized Wallerstein for his world-system theory?
10. What did Wallerstein’s work contribute to?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words in bold below:

1. **Although** he achieved recognition in the 1960s as an expert on Africa...
2. He **next** assumed a position on the faculty...
3. **After many years there** and a period at McGill University in Montreal...

4. He **subsequently** taught until...
5. ...are critical of Wallerstein **in one way or another**.
6. The most important work **in the early years** of sociology...
7. **However**, in more recent years...
8. **Furthermore**, theory plays a comparatively minor role...
9. Wallerstein was **in the forefront** of those involved in ...

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the phrases below (change the form if necessary).

a) recognition, b) award, c) hold, d) data, e) attend, f) achieve, g) affair, h) important, i) concept, j) particularly

1. Although he **received** recognition...
2. Wallerstein's most **significant** contribution to sociology...
3. The book received world-wide **acknowledgement**.
4. Wallerstein first became interested in world **matters** as a teenager.
5. He was **especially** interested in the anti-colonial movement.
6. Wallerstein **studied at** Columbia University.
7. He **occupied** several positions at universities.
8. Wallerstein **was given** the prestigious Sorokin Award.
9. The **idea** of the world-system...
10. The **findings** produced are easier to analyze with a computer.

3. Find the adjectives that are used with the following nouns in the text above:

- 1) contribution, 2) success, 3) recognition, 4) award, 5) role, 6) research, 7) method, 8) data, 9) range, 10) knowledge, 11) base.

4. Find the verbs that are used with the following nouns in the text above:

- 1) recognition, 2) University, 3) a PhD degree, 4) professor of sociology, 5) positions at universities, 6) a title, 7) research, 8) role.

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. Wallerstein was awarded the prestigious Sorokin Award for *The Modern World System* in 1975.
2. His book was an instant success. It has received world-wide recognition and has been translated into nine languages and Braille.
2. Many of the sociologists doing research and theorizing about the world-system are critical of Wallerstein.
3. The data produced are easier to analyze with a computer.
4. Use of such methods tends to require a narrow range of technical knowledge.

2. What do the following proper names refer to in the text about Wallerstein?

- 1) Africa, 2) New York City, 3) Columbia University, 4) Montreal, 5) the African Studies Association, 6) P. Sorokin, 7) Weber.

3. Paraphrase these statements, using your own words:

- 1) His 1974 book *The Modern World System* was an instant success.
- 2) Wallerstein first became interested in world affairs as a teenager in New York City.
- 3) The concept of the world-system has become the focus of thought and research in sociology.
- 4) Wallerstein was in the forefront of those involved in a revival of interest in historical research.

4. Give definitions of the following:

- 1) An ahistorical method, 2) historically oriented knowledge, 3) a minor role, 4) a questionnaire, 5) an interview, 6) genesis, 7) Braille.

5. What do these figures refer to in the text:

- a) 1975, b) 1960, c) 1974, d) 1959, e) 1930, f) 28.

6. Fill in the gaps, using the proper words from the box:

- a) studies, b) early, c) conference, d) began, e) exclusively, f) himself, g) level, h) global, i) selected, j) colonial

Wallerstein (1)____ as an expert of post- (2)____ African affairs, which he (3)____ as the focus of his (4)____ after an international youth (5)____ in 1951. His publications were almost (6)____ devoted to this until the (7)____1970s, when he began to distinguish (8)____ as a historian and theorist of the (9)____ capitalist economy on a macroscopic (10)_____.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. Do you agree that the sooner the young person gets interested in a particular scientific subject, the better it is for his or her career as a scientist?
2. Which of these statements do you agree with? Prove your choice.
 - a) The role of criticism is more positive than negative.
 - b) The role of criticism is more negative than negative.

2. Make mini-reports on the following topic:

Wallerstein's contribution to sociology.

ACTIVE VOCABULARY

analyst (n): a world-systems analyst

award (v): to be awarded honorary titles

base (n): a strong theoretical base

comparatively (adv): to play a comparatively minor role in...

concept (n): the concept of the world-system

contribution (n): contribution to sociology

expert (n): to achieve recognition as an expert

forefront: to be in the forefront of

honorary (adj): to be awarded an honorary title

instant (adj): an instant success

minor (adj): to play a minor role in

multiple (adj): multiple titles

recognition (n): to receive world-wide recognition

revival (n): revival of historical research

turn away from (v): to turn away from this kind of research toward...

utilize (v): to utilize questionnaires

Common helpful words and phrases

after many years

although

furthermore

however

in one way or another

in the early years of...

in the forefront of

next

subsequently

Keywords

ahistorical methods

analyst

Braille

contribution

genesis

instant success

interview

prestigious

questionnaire

recognition

revival

Unit 21. Anthony Giddens

1. Before you start reading about Anthony Giddens, give some time to thinking about his contribution to the field of science. Concentrate on the questions below to see which of them you might answer.

Do I know where Anthony Giddens fits into the history of sociology?

Can I make any connection between this contributor and others?

Is there anything about his background that would influence my reaction to Giddens' work?

What do I know about the person?

2. Copy and fill in the following table

What I know about A. Giddens	Questions I'd like to ask about Giddens

3. Test yourself. Match the English word combinations below with their Ukrainian equivalents:

1) to be born and raised in	a) бути також відомим як співзасновник...
2) to grow up in a middle-class family	b) мати численні почесні нагороди від

	різноманітних університетів
3) to receive one's joint degree in sociology and psychology	с) розробити теорію структуризації
4) to teach social psychology	д) народитися та виховуватися у
5) to help to create a sub-unit of the Faculty of Economics	е) коментувати більшість із провідних шкіл та діячів
6) to be also known as a cofounder of	ф) окреслити нове бачення того, чим є соціологія
7) to be considered to be one of few world's most influential theorists	г) отримати спільний ступінь із соціології та психології
8) to hold numerous honorary degrees from various universities	h) міждисциплінарний підхід
9) to write commentaries on most leading schools and figures	i) принести комусь визнання
10) to range from abstract, theoretical problems to 'down-to-earth' textbooks for students	j) зростати у родині середнього класу
11) an interdisciplinary approach	к) головні публікації Гіденса того часу
12) to comment on the developments in psychology, philosophy, and political science	l) виділити ступені у академічному житті Гіденса
13) grand synthesis of sociological theory	м) вважатися одним з декілька світових найбільш впливових теоретиків
14) to identify the stages in Giddens' academic life	н) викладати соціальну психологію
15) to outline a new vision of what sociology is	о) бути у діапазоні від абстрактних теоретичних проблем до практичних підручників для студентів
16) a reinterpretation of the classics	р) коментувати розробки з психології, філософії, та політології
17) Giddens' major publications of that era	q) допомогти створити підрозділ факультету економіки
18) to develop the theory of structuration	г) величезний синтез соціологічної теорії
19) to bring smb international fame	s) користуватися повагою за свій погляд на сучасні суспільства
20) to be respected for his holistic view of modern societies	t) нова інтерпретація класиків

4. Match the words and word combinations with their definitions:

1) archeology	a) the social science dealing with political institutions and government
---------------	--

2) the humanities	b) authors, books, etc., of acknowledged superiority
3) the classics	c) an international publisher in the social sciences and humanities
4) political science	d) giving a new explanation
5) Polity Press	e) the branches of learning that investigate human constructs and concerns as opposed to natural processes
6) reinterpretation	f) the combining of parts into a whole
7) synthesis	g) the study of past cultures through objects or their remains

READING ACTIVITIES

1. Read the text below, trying to understand as much as possible. After you have finished reading you will answer some questions about the text.

Anthony Giddens

(1) Anthony Giddens is Great Britain's most important temporary social theorist. He was born (1938) and raised in London. He grew up in a middle-class family, being the first member of his family to go to university. Giddens received his joint degree in sociology and psychology at Hull University, which was followed by a Master's degree at the London School of Economics. Having gained a Ph. D at King's College (Cambridge), Giddens started working at the University of Leicester. Here he taught social psychology. In 1969 he moved to the position of Lecturer in Sociology at the prestigious Cambridge University. Here he helped to create the Social and Political Science Committee, a sub-unit of the Faculty of Economics. Giddens is also known as a cofounder of Polity Press. Giddens was an adviser to the former British Prime Minister Tony Blair.

(2) Giddens is considered to be one of few world's most influential theorists. He holds over 15 honorary degrees from various universities. Anthony Giddens is the author of numerous books, articles, essays, and reviews. Giddens has written commentaries on most leading schools and figures. His writings range from abstract, metatheoretical problems to 'down-to-earth' textbooks for students. A. Giddens is also known for his interdisciplinary approach. Besides sociology, he has commented on the developments in anthropology, archeology, psychology, philosophy, history, linguistics, economics, social work, and political science. Taking into account his knowledge and works, one may view much of his life's work as a form of "grand synthesis" of sociological theory.

(3) It is possible to identify three stages in Giddens' academic life. The first stage involves outlining a new vision of what sociology is. A theoretical and methodological understanding of this field is based on a critical reinterpretation of the classics. Giddens' major publications of that era include *Capitalism and Modern Social Theory* (1971) and *New Rules of Sociological Method* (1976). At the second stage Giddens developed the theory of structuration, an analysis of agency and structure, in which primacy is granted to neither. His works of that period, such as *Central Problems in Social Theory* (1979) and *The Constitution of Society* (1984), brought him international fame.

(4) The most recent stage concerns modernity, globalization and politics, especially the impact of modernity on social and personal life. This stage is reflected by Giddens' critique of

postmodernity, visible in the *Consequence of Modernity* (1990), *Modernity and Self-Identity* (1991), *The Transformation of Intimacy* (1992), *Beyond Left and Right* (1994) and *The Third Way: The Renewal of Social Democracy* (1998).

(5) Anthony Giddens is considered to be one of the most prominent modern contributors to the field of sociology. He is respected for his theory of structuration and his holistic view of modern societies. A. Giddens is the author of numerous books, published in at least 29 languages. Anthony Giddens was once listed as the fifth most-referenced author of books in the humanities. (2600)

2. For statements (1–10) choose “True” if the statement is true according to the text, “False” – if the statement is false:

1. Anthony Giddens is known as an expert in social theory.
2. Giddens was the only person from his close relatives to study at the university.
3. A. Giddens taught sociology at the University of Leicester.
4. It was at Oxford university where Giddens received a position in 1969.
5. A. Giddens played an active role in establishing Polity Press.
6. A. Giddens is respected by a variety of universities.
7. Anthony Giddens is the author of both theoretical and practical writings.
8. Anthony Giddens is known as the author of sociological works only.
9. Giddens is famous for his integrated approach to current societies.
10. There are Giddens’ works translated into other languages.

3. Answer the questions:

1. What country is Anthony Giddens from?
2. Where did A. Giddens study?
3. What degree did Giddens obtain at Hull University?
4. Where did A. Giddens receive his Master’s degree?
5. What did Anthony Giddens teach at the University of Leicester?
6. When did Giddens start working at Cambridge University?
7. Whose advisor among VIP officials was A. Giddens?
8. What stages can you identify in Giddens’ academic life?
9. What works by Giddens brought him international fame?
10. Which of Giddens’ works reflect his critique of postmodernity?

VOCABULARY HUNT

1. Give the Ukrainian equivalents of the words **in bold** below

1. **Besides** sociology, he has commented on the developments in anthropology...
2. **Taking into account** his knowledge and works...
3. **One may view** much of his life’s work as...
4. **It is possible to identify** three stages in...
5. Giddens is the author of numerous books, published in **at least**...

2. In the box find the words which mean **the same** as or **similar** to those **in bold** in the phrases below:

- | |
|---|
| a) gained, b) holistic, c) stages, d) create, e) prestigious, f) view, g) former, h) developed, i) important, j) numerous |
|---|

1. Giddens is Great Britain's most **significant** temporary social theorist.
2. Having **received** a Ph. D at King's College (Cambridge), Giddens started...
3. He had the position at the **reputable** Cambridge University.
4. He helped to **build** the Social and Political Science Committee.
5. Giddens was an adviser to the **ex**-British Prime Minister.
6. Giddens is the author of **lots of** books.
7. One may **consider** much of his life's work as a form of 'grand synthesis'.
8. It is possible to identify three **phases** in Giddens' academic life.
9. Giddens **worked out** the theory of structuration.
10. He is respected for his **global** view of modern societies.

3. Look through the phrases below and match the words **in bold** with their **opposites** in the box.

a) moved to, b) followed, c) major, d) over, e) started, f) few (2)

1. ...which was **preceeded** by a Master's degree.
2. Giddens **finished** working at the University of Leicester.
3. In 1969 he **left** the position of Lecturer in Sociology
4. Giddens is considered to be one of **many** world's most influential theorists.
5. He holds **less than** 15 honorary degrees from various universities.
6. Giddens is the author of **few** books.
7. Giddens' **minor** publications of that era...

CHECK YOUR UNDERSTANDING

1. Translate these sentences:

1. Giddens is also known as a cofounder of Polity Press.
2. Giddens is considered to be one of few world's most influential theorists.
3. Taking into account his knowledge and works, one may view much of his life's work as a form of "grand synthesis" of sociological theory.
4. It is possible to identify three stages in Giddens' academic life.
5. Anthony Giddens is considered to be one of the most prominent modern contributors to the field of sociology.
6. Giddens is respected for his theory of structuration.
7. He is also respected for his holistic view of modern societies.

2. What do these proper names refer to in the text above?

- 1) Great Britain, 2) London, 3) the London School of Economics, 4) Cambridge, 5) Polity Press, 6) Tony Blair.

3. Give definitions of the following:

- 1) theorist, 2) empirical work, 3) a prestigious university, 4) a holistic view, 5) modernity, 6) postmodernity, 7) globalization, 8) politics.

4. Explain in your own words:

1. His writings range from abstract, metatheoretical problems to 'down-to-earth' textbooks for students.
2. Taking into account his knowledge and works, one may view much of his life's work as a form of "grand synthesis" of sociological theory.

3. Anthony Giddens is respected for his theory of structuration and his holistic view of modern societies.

5. Fill in the gaps, using the proper words from the box:

a) influential, b) numerous, c) figures, d) textbooks, e) holds, f) range, g) considered, h) various, i) few, j) problems, k) commentaries

Giddens is (1) _____ to be one of (2) _____ world's most (3) _____ theorists. He (4) _____ over fifteen honorary degrees from (5) _____ universities. Anthony Giddens is the author of (6) _____ books, articles, essays, and reviews. His writings (7) _____ from abstract, metatheoretical (8) _____ to "down-to-earth" (9) _____ for students. Giddens has written (10) _____ on most leading schools and (11) _____.

6. Fill in the gaps, using any proper words that fit in:

Anthony Giddens is also (1) _____ for his interdisciplinary (2) _____. Besides sociology, he has (3) _____ on the developments in anthropology, archeology, psychology, philosophy, history, linguistics, economics, social work, and political (4) _____. Taking into (5) _____ his knowledge and works, (6) _____ may view much of his (7) _____ as a form of "grand synthesis" of sociological (8) _____.

POST-READING ACTIVITIES

1. Answer these questions, then discuss your ideas with a partner:

1. In your opinion, what makes a person an influential theorist?
2. Would you like to be a leading figure in your field? Why? Why not?

2. Make mini-reports on the following:

1. Anthony Giddens' greatest contribution to social theory.
2. Giddens' first and most famous book.

ACTIVE VOCABULARY

adviser (n): to be an adviser to

average (adj): the average age

cofounder (n): to be a cofounder of

commentaries (n): to write commentaries on most leading schools and figures

concern (v): to concern modernity, globalization and politics

critique (n): his critique of postmodernity

cross-cultural (adj): cross-cultural studies

develop (v): to develop the theory of

empirical (adj): empirical research

fame (n): to bring smb international fame

follow (v): to be followed by a Master's degree

former (adj): the former British Prime Minister

gain (v): to gain a Ph. D

hold (held, held): to hold honorary degrees

honorary (adj): to hold honorary degrees from various universities

influential (adj): to be one of few world's most influential theorists

interdisciplinary (adj): an interdisciplinary approach

involve (v): to involve outlining a new vision of

joint (adj): to receive one's joint degree in sociology and psychology
 (the) humanities (n): books in the humanities
 numerous (adj): the author of numerous books
 outline (v): to outline a new vision of
 prestigious (adj): the prestigious position of Lecturer in Sociology
 range (v): to range from abstract problems to "down-to-earth" textbooks
 recent (adj): the most recent article
 reflect (v): to be reflected by his critique of
 sub-unit: a sub-unit of the Faculty of Economics
 stage (n): to identify three stages in
 temporary (adj): Great Britain's most important temporary social theorist

Common helpful words and phrases

at least
 besides
 it is possible to identify
 one may view
 taking into account

Keywords

critique of postmodernity
 critical reinterpretation of the classics
 holistic view of modern societies
 interdisciplinary approach
 theory of structuration

VOCABULARY

English	Ukrainian
abstractness	абстрактність
abuse (n, v)	жорстоке поводження; жорстоко поводитися з...
accept	сприймати, погоджуватися
access to (n,v)	доступ; мати доступ
accurate (adj)	точний
accuse (of)	звинувачувати (y)
achieve (success)	досягати (успіхів)
achievement	досягнення

acknowledge	визнавати
acknowledgement	визнання
actual	реальний, дійсний
acquire	отримати
adapt (to, for)	пристосувати(ся) (до...)
adopt	усиновлювати; приймати, схвалювати
adoption	усиновлення; прийняття, ухвалення
adult (adj, n)	дорослий; доросла людина
advantage	перевага (over smb - над кимось)
affair	справа
affect (n,v)	1) вплив; 2) впливати (на)
affirm	стверджувати; підтверджувати
afford	(бути у стані) дозволити собі
agree (with/to) agree (on/upon)	погоджуватися (with – з кимось, to – з чимось) ; домовлятися (on/upon)
advertise	рекламувати
advertisement (=advert, ad)	реклама
affect (n,v)	вплив; впливати (на)
affirm	стверджувати; підтверджувати
also	також, теж
although	хоча
analysis (pl: analyses)	аналіз, вивчення, дослідження
apart from	крім
appoint	призначати

appear	з'являтися; здаватися
apply; apply (to, for)	застосовувати; звертатися з проханням
appreciate	цінувати
area	область, галузь, сфера
arrive	прибувати; досягати
associate (with)	пов'язувати з, спілкуватися з
association	зв'язок, стосунки
attain	досягати (e.g. успіхів)
attend	відвідувати (заняття)
attention, pay ~ to	увага, зосереджувати увагу на
attitude (to smth/smb)	ставлення до чогось/когось
attract	притягати
attractive	привабливий
attribute to	пояснювати (щось) чимось
availability	наявність, доступність
available	доступний, той, що є у наявності
average, on average	середній; у середньому
awaken	пробуджувати(ся)
award (v; n)	нагорода; нагородити
aware, be ~ of	досвідчений, обізнаний,
background	фон
basic	головний
behave	поводитися

behavio(u)r	поведінка
believe	вірити
benefactor	благодійник
bias (against)	упередження (проти...)
bizarre	дуже чудний, дивний
body	тіло; основна частина
borrow (from)	запозичати (у)
bother (about, with)	турбувати(ся)
breakdown (~ nervous)	невдача; зрив нервовий
bring (brought)	приносити, доставляти
bring about	викликати, породжувати
broadcast (n, v)	трансляція; транслювати
bureaucracy [bju'rokrosi]	бюрократія
calm (down)	заспокоювати(ся)
campaign (for/against)	кампанія (за/проти...)
cancer	мед. рак
care (n) (take ~ of)	турбота, обережність; дбати про
career	кар'єра
case	випадок, подія, справа
cause (n, v)	причина; спричиняти щось
celebrate	святкувати
celebraty	відома людина
censorship	цензура
certain	визначений; упевнений
channel	канал, засіб передачі

church	церква
circle	коло
civil	цивільний
claim (n,v)	вимога, ствердження; стверджувати
coincidence	збіг
collaborate	співпрацювати
collaborator	співробітник
colo(u)r	колір
comment (on) (n, v)	коментар; коментувати
common (adj)	спільний, загальноновживаний
communicate; ~ (with)	повідати; спілкуватися
community	спільнота
compassion (for)	співчуття (до)
compete	змагатися, конкурувати
competitor	конкурент, суперник
complete (v, adj)	завершити; повний, закінчений
completely	цілком, повністю
concept	концепт, ідея, поняття
conception	концепція, теорія
concern (v; n)	стосуватися; інтерес
conservative (adj, n)	консервативний; консерватор
condition (n,v)	умова; обумовлювати
confirm	підтвердити
confirmation (for)	підтвердження
congratulate (on)	вітати (з)

conscious	свідомий
consciousness	свідомість, сумління
consequence	наслідок, результат
consider	розглядати
consistent	послідовний, несуперечний
content (n, adj)	зміст; задоволений (with)
continue	продовжувати(ся), тривати
contribute to	сприяти
contribution	внесок
convince	упевняти у чомусь
cope with	упоратися
courage	мужність, хоробрість
create	створювати, творити
creative	творчий
critique	критика
cross-cultural	міжкультурний
daily (adj, adv)	щоденний; щодня
damage (from, to) (n, v)	ушкодження (from, to); пошкоджувати
dead (adj)	мертвий, неживий
death	смерть
debt to (n)	обов'язок, борг
declare	заявляти, проголошувати
defend	захищати
defense	захист
define	визначати, давати визначення

definition	визначення
depend (on/upon)	залежати (від когось/чогось)
descend from	походити (від)
describe	описувати, зображати
description	опис
despite	незважаючи на
determine	визначати
determinant	визначальний чинник
develop	розвивати(ся); розробляти
development	розвиток; розробка; подія
devote (to)	присвятити
devoted (adj)	віданий, вірний
differ (from)	відрізнятися (від)
difference	різниця, відмінність
difficult	важкий, складний
dimension	вимір, параметр
disabled (n, adj)	інвалід; несправний
disadvantage (for, to)	недолік
discourage	не схвалювати, відмовляти
discover	виявляти, відкривати
discovery	викриття, відкриття
dislike (n, v)	нелюбов; не любити

dissatisfied (with)	незадоволений
disseminate (~ knowledge)	розповсюджувати (знання)
divorce (n, v)	розлучення; розривати шлюб
driving force	рушійна сила
drive (drove, driven)	рухати, двигати
drug	ліки; наркотик
economics	економіка
effect (n, v)	результат, наслідок; впливати
emphasize	увиразнювати, виділяти
empirical	дослідний, експериментальний
employment	заняття, праця, робота; зайнятість
enable	давати можливість зробити щось
encounter (n, v)	зустріч; зустрічати
encourage	підбадьорювати, підтримувати
enjoy (enjoy popularity)	отримувати задоволення (від); (користуватися популярністю)
enormous	величезний
entire	повний, цілковитий
environment	оточення, обстановка
envy (n, v)	заздрість (of, at); заздрити
equate to	дорівнюватися до
escape (n, v)	утеча; втікати
essential (adj)	необхідний, основний
essentials	речі першої потреби
establish	засновувати, запроваджувати

estimate (n, v)	оцінка, оцінювання; оцінювати
evaluate	оцінювати
even (adv, adj, v)	навіть; парний; вирівнювати
evidence	доказ, факти, дані
event	подія
evident	явний, наочний
evolve	розвивати(ся)
evolvment	розвиток
erode	руйнувати(ся)
erosion	руйнування
excite	зацікавлювати, стимулювати
exist	існувати
existence	існування
excitement	зацікавлення
exert	впливати (на)
expect	очікувати, сподіватися
expectation	очікування, припущення
expensive	дорогий, коштовний
experience (n, v)	(життєвий) досвід; пережити, зазнати
expose to	піддавати чомусь
exposure (to)	вплив
extend	простягати(ся)
false	невірний, помилковий
famous	відомий, ушлюблений
fan	уболівальник, шанувальник

favo(u)rite	улюблений
feature	особливість, характерна риса
festivity	свято, урочистість
find out (found)	пізнати, з'ясувати
follow (v)	іти услід
force (n, v)	сила; примушувати
foreign	іноземний, закордонний
foreigner	іноземець; чужинець
for the sake of	заради
found	заснувати
foundation (to lay the ~ for)	основа (покласти основу для)
frighten	лякати, страшити
funeral	похорон
future (n, adj)	майбутнє (the f.), майбутній
gain	отримати
genius	геній
gesture	жест
giant (a giant of sociology)	гігант, велетень
give up (gave, given)	покинути, відмовитися
goal	ціль, мета
government	уряд
guide (n, v)	вести (за собою), керувати
habit	звичка
happen	траплятися
harm (n, v)	шкода; задавати шкоди

harmful	шкідливий
harmless	нешкідливий
heal	зцілювати, виліковувати
hesitate	сумніватися, вагатися
homeless	бездомний, безпритульний
hono(u)r	честь, пошана
hono(u)rory (adj)	почесний
hostility	ворожнеча
humanities	гуманітарні науки
humour	гумор; настрій
hurt (hurt)	завдавати болю, ранити
hypnosis	гіпноз
identify	визначати
identity	ідентичність; особистість
ignore	ігнорувати, зневажати
image	образ
imagination	уява
imagine	уявляти
immediately	безпосередньо
imply	припускати
improve	покращувати(ся), удосконалювати(ся)
include	включати в себе, містити
increase (v; n)	збільшувати(ся); збільшення
independence	незалежність, самостійність
independent	незалежний, самостійний

indicate	показувати, указувати
inevitable	неминучий
influence on, upon (n); influence (v)	вплив на...; впливати на
influential	впливовий
inherent	невід’ємний, властивий, притаманний
inner	внутрішній
insomnia	безсоння
insult (n,v)	образа; ображати
intend (to do smth)	мати намір (зробити щось)
intention	намір
interact	взаємодіяти
interaction	взаємодія
interfere(with)	заважати, перешкоджати
interference	перешкода
interrupt	переривати
invalid	недіючий, незаконний
involve (in)	залучати (до)
involvement	залучення
item	пункт
join	приєднатися до...
joint	спільний
joy	радість
journalism	журналістика
judge (n, v)	суддя; виносити рішення
judg(e)ment	вирок, оцінка, судження

lack of (n); lack (v)	брак, відсутність; не мати чогось
language	мова
lay (laid) the foundation for)	покласти (покласти основу для)
lead (led) (v); ~ to	вести; привести до
legal	правовий, законний
level	рівень
list (n, v)	список, перелік; скласти список
listed below	наведений нижче
live [liv]	жити
live [laiv]	живий, бодьорий
long (for) (v)	дуже бажати
lose (lost)	губити щось, позбуватися
luck	щасливий випадок, успіх
luxury	розкіш
magazine	журнал
majority	більшість
mass media	ЗМІ
mean (meant)	означати; мати на увазі
mean (adj)	підлий, поганий
(the) meaning (of)	значення
means	засіб, засіби
message	повідомлення
media	засоби інформації
(the) middle-aged	(люди) середнього віку
minority	меншість

mood	настрій
mourning	скорбота, жаль
movement	рух
myth	міф, вигадка, вигад
native (n, adj)	місцевий мешканець; рідний
nature	природа; основна якість
need (v)	потребувати
need for (n)	необхідність у чомусь
neurosis [nju'rousiz]	невроз
nervous (breakdown)	нервовий (зрив)
notice (v, n)	помічати
notion	ідея, поняття
number; the number of	число; кількість
objectivity	об'єктивність
observation	спостереження
observe	спостерігати
obstacle	перешкода, завада, перепона
obvious	очевидний, явний
occur	траплятися, ставатися
offend	ображати
offer (n, v)	пропозиція; пропонувати
old	старий, літній
only	тільки; єдиний, один
opinion	погляд, думка
opposite (adj; n)	протилежний; протилежність

outline (n, v)	контур, окреслення; окреслювати
owe (to)	бути забор'язаним
own (adj, v)	свій, власний; володіти
original	початковий, первинний
origin	походження, джерело
participant	учасник
participant observation	включене спостереження
participate	брати участь
perceive [i:]	сприймати
perception	сприйняття
periodical (n)	періодичне видання
particular	особливий
pattern	модель, зразок
people	люди (<i>мн.</i>); народ (<i>од.</i>)
philosophy	філософія
philosophical	філософський
pleasure	задоволення
point of view	точка зору
pollution	забруднення
poor; the ~	бідний; бідні люди
popular	знаменитий, відомий, популярний
popularity	відомість, популярність
population	населення
possibility	можливість
possible	можливий

power	влада, сила
prove	доводити, підтверджувати
provincial	провінційний
praise (n, v)	хвала; хвалити
prefer ... to	віддавати перевагу
premature	передчасний
present (n); ~ [pri'zent] (v)	теперішній; вручати
preserve	зберігати, додержувати
principle	принцип
prison	в'язниця, тюрма
private (adj)	приватний
prohibit [prə'hibit]	забороняти
prohibition [prou'biʒn]	заборона
profound	глибокий
prominent	видатний, визначний
proper (adj)	належний
provide	постачати, забезпечувати (with)
psyche ['saiki]	психіка
psychoanalysis (Sg)	психоаналіз
psychologist [sai'kolodjist]	психолог
public (n, adj)	публіка, громадськість; громадський
publish	публікувати
pure	чистий
purity	чистота
pursue	слідувати

put (put)	покласти; висловлювати
put together	з'єднувати
quarrel (n, v)	сварка; сваритися, сперечатися
questionnaire	анкета
queue [k'ju:]	черга
rapidly (adv)	швидко
reach	досягати
reality	реальність
reason (for)	причина, доказ
refer (to)	посилатися на, звертатися до
recent (adj)	нещодавній
recently (adv)	нещодавно
recognize	визнавати, усвідомлювати
reflect	відображати
regret	жалкувати
reject	відкидати, відхиляти
relationship(s)	стосунки, відносини
religion	релігія
religious (adj)	релігійний
repeat	повторювати
represent	бути представником
reputation	репутація, слава
require	вимагати, висувати вимогу
requirement	вимога
rescue ['reskju:]	рятувати

research (into/on)	дослідження
resemblance	схожість, подібність
resemble	бути схожим (на)
respond (to) (n, v)	відповідати, реагувати (на)
respondent	респондент
response (to)	відповідь на
responsible (for)	відповідальний (за)
restrict to	обмежувати
return; ~ to	повертати(ся); звертатися до
revise [riˈvaɪz]	перевіряти, переглядати
revival	відродження
rich (in); the ~	багатий; багаті люди
root (of)	корінь, причина
rural (adj)	сільський
sacred (adj)	священний
sacrifice (n, v)	жертвність; жертвувати
sake: for the sake of	заради чогось
secure (adj)	безпечний
security	безпека, захист
seek (sought) to	намагатися (щось робити)
select	вибирати, обирати
selection	відбір
self-confidence	самовпевненість
sensitive (to)	чутливий, сприйнятливий (до)
separate (adj) [ˈseprɪt]	окремий

separate from (v) [səpə'reit]	відділити, відокремити від
serious	серйозний, поважний
service	служба
sequence ['sikwəns]	послідовність
shape (n, v)	форма; формувати
share (n, v)	частка; поділяти
sickness	хвороба
sign [sain]	знак, сигнал
sign language	мова жестів
similar (to)	подібний (до), схожий (на)
simple	простий, нескладний
so-called	так званий
sociable ['souʒəbl]	товариський
social	соціальний
socialise	спілкуватися; соціалізувати
sound (n, v, adj)	звук; лунати; правильний, здоровий
special	особливий, спеціальний
stand for (stood)	значити, символізувати
stem from (v)	виикати з
style [stail]	стиль
state (v, n)	стверджувати; держава; штат
statement	ствердження
statistics	статистика
stay	залишатися
stimulate	стимулювати

stimulus (pl. stimuli)	стимул (мн. стимули)
subconscious	підсвідомий
substance	речовина
successively	послідовно
suffer (from)	страждати (від)
suppose	припускати, вважати
surround	оточувати
surrounding = environment	оточення, навколишнє середовище
survive	вижити, уцілити
susceptible to	чутливий до
symbol [i]	символ
sympathy [i]	співчуття
sympton	ознака, прикмета
tangible [dj]	відчутний, матеріальний
teenager	підліток; юнак/дівчина віком 13 – 19 р.
temporal	тимчасовий
term (n, v)	термін; називати, йменувати
take place (took, taken)	відбуватися, мати місце
teach (taught)	викладати
theorist	теоретик, мислитель
thought (n)	думка, ідея
threat [e]	загроза
threaten	загрожувати
throughout (~ one's life)	через (все життя)
traditional	традиційний

train (v)	підготувати, тренувати
treatise	трактат
treatment	поводження (з чим); лікування
true	істинний, правильний
truth [u]	правда, істіна
undertake	робити, здійснювати
unique [ju'ni:k]	унікальний
unwillingness	небажання
urban	міський
vary	змінюватися, різнитися
verbal	словесний, вербальний
violate	порушувати (закон)
violence	жорстокість, насильство
violent	жорстокий; шалений
way	шлях
way out (of the situation)	вихід (із ситуації)
wealth [e]	багатство, добробут
wear (wore, worn)	носити (одяг)
wedding	весілля
while [wail]	поки
work of art	витвір мистецтва
work out	розробити

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