ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ

ОБРАЗОВАТЕЛЬНОЕ УЧЕРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

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Пособие предназначено для использования на занятиях по английскому языку магистрантов социологических специальностей с целью формирования переводческих компетенций при работе с текстами в сфере профессиональной коммуникации. В пособии преставлены аутентичные профессиональные тексты, дающие возможность овладения профессиональной терминологией. Кроме того, теоретические и практические рекомендации по предпереводческому анализу, составлению деловых писем и компрессии текстов обеспечивают магистрантов необходимыми компетенциями при работе с текстами профессиональной направленности.

Оглавление

PART I

UNIT I

1. *Read the text "What is sociology" and try to understand it.*

What is Sociology?

Sociology is the scientific study of the nature and development of society and social behaviour, the study of human social life. Because human social life is so expansive, sociology has many sub-sections of study, ranging from the analysis of conversations to the development of theories to try to understand how the entire world works.

The word sociology itself actually derives from the Latin word *socius* (companion) and the Greek word logos (study of). Thus, sociology is most literally the study of companionship. A textbook definition often expands that literal definition of sociology to something close to the scientific study of the development, structure, interaction, and collective behavior of social relationships. But so what? What does that definition actually mean? Why is sociology important? Why should anyone study sociology? What does sociology offer to us in our personal lives? And what does it offer to wider society?

The social world is changing. Some argue it is growing; others say it is shrinking. The important point to grasp is: society does not remain unchanged over time. Sociology has its roots in significant societal changes (e.g., the industrial revolution and the creation of empires). Early practitioners developed the discipline as an attempt to understand societal changes.

Some early sociological theorists (e.g., Marx, Weber, and Durkheim were disturbed

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by the social processes they believed to be driving the change, such as the quest for solidarity, the attainment of social goals, and the rise and fall of classes, to name a few examples. It is important to note at this point that the founders of sociology were some of the earliest individuals to employ what C. Wright Mills labeled the sociological imagination: the ability to situate personal troubles within an informed framework of social issues.

Mills proposed that "what the people need... is a quality of mind that will help them to use information and to develop reason in order to achieve lucid summations of what is going on in the world and of what may be happening within themselves. The sociological imagination enables its possessor to understand the larger historical scene in terms of its meaning for the inner life and the external career of a variety of individuals". As Mills saw it, the sociological imagination could help individuals cope with the social world by helping them to step outside of their personal worldview and thus seeing the events and social structure that influence their behavior, attitudes, and culture.

The sociological imagination goes beyond armchair sociology or common sense. Most people believe they understand the world and the events taking place within it. Humans like to attribute causes to events and attempt to understand what is taking place around them. This is why individuals have been using religious ceremonies for centuries to invoke the will of the gods - because they believed the gods controlled certain elements of the natural world (e.g., the weather). Just as the rain dance is an attempt to understand how the weather works without using empirical analysis, armchair sociology is an attempt to understand how the social world works without employing scientific methods.

It would be dishonest to say sociologists never sit around (even sometimes in comfy [= comfortable] armchairs) trying to figure out how the world works. But in order to test their theories, sociologists get up from their armchairs and enter the social world. They gather data and evaluate their theories in light of the data they collect. Sociologists do not just propose theories about how the social world works.

Sociologists test their theories about how the world works using the scientific method.

Sociologists, like all humans, have values, beliefs, and even pre-conceived notions of what they might find in doing their research. But, as Peter Berger argued, what distinguishes the sociologist from non-scientific researchers is that "the sociologist tries to see what is there. He may have hopes or fears concerning what he may find. But he will try to see, regardless of his hopes or fears. It is thus an act of pure perception...".

Sociology, then, is an attempt to understand the social world by situating social events in their corresponding environment (i.e., social structure, culture, history) and trying to understand social phenomena by collecting and analyzing empirical data.

2. *Answer the following questions:*

1) What is the subject-matter of sociology?

2) What sociological problems are of particular concern?

3) How did early pioneers of sociology develop this discipline?

4) How did C. W. Mills label the sociological imagination?

5) What is the main goal of sociological imagination?

6) Why did humans start to use religious ceremonies?

7) In what way do sociologists study the social world?

8) What distinguishes a sociologist from non-scientific researchers?

9) What does sociology attempt to do?

3. *Find the following words and word-combinations in the text and translate them into Russian:*

social behavior, interaction, social changes, the quest for solidarity, the enable, inner, external, personal, worldview, common sense, to attribute to, to invoke, to figure out, corresponding environment, to analyze empirical date, to evaluate.

4. *Give English equivalents for the following words and word combinations:*

изучать социальную жизнь людей, весь мир, коллективное поведение, социальные изменения и процессы, достижение социальных целей, значение, выйти за рамки личностного пространства, приписывать причины, в свете теорий, проверять теорию, научные методы.

5. *Give the main idea of each abstract*

6. *Write a short summary of the text using the main ideas of each abstract and add some more information from the text. The words and word combinations from exercises 4 and 5 can be of some help.*

UNIT II

1. *Read the text "What is Sociology 2" and try to understand it.*

What is Sociology? (2)

Sociology is the study of how society is organized and how we experience life. It has been taught in British universities since the very beginning of the twentieth century, first at the London School of Economics and soon after at Liverpool University. These and other pioneering departments did groundbreaking research in major social issues such as poverty and crime.

Sociology today is one of the most popular subjects. Many sociological ideas, such as 'moral panic' and charisma, are now in everyday use. But the questions sociology asks have lost none of their challenge and excitement. Some of them are so important that we are still grappling with them in new ways.

It was the sociology of deviance that proposed the startling idea that some forms of punishment make it more likely that people will commit further offences. Once branded a criminal, they argued, it is very difficult to remake a successful life within the law. This is exactly the point made by opponents of Anti-Social Behaviour Orders.

Do you wonder what fuels our apparent fixation with celebrity? Is it just gossip in a modern form? Is it that it provides endless, easily obtained content for our multiplying TV channels, newspaper pages and magazines? Could it be both? Or even something much more profound about the class system of modern Britain? You may be already thinking 'But class doesn't mean anything any more'. Are you sure? Why is the number of years you can expect to live still associated with your occupation? What about the way that your gender, religion, and ethnic background

open up or close down opportunities in your life? What kinds of spiritual faith do people have in Britain today? And how far do the media affect how personal lifestyle choices are viewed by wider society?

Sociology is not just about Britain. It also deals with global issues like the environment, migration and 'globalization' itself. How do these social changes affect people at every level of their social life? Is it possible to be a true citizen of Europe or must you be British or French or Polish? What if your parents came from Trinidad, Bangladesh or Wales? Which comes first? Or are there other ways to look at identity? How important is the job that you do for your sense of self and your future? Are national governments able to ensure that most people have a job and will be supported with health and social care when they need it? Or are most government policies made with the demands of vast transnational corporations in mind?

These are vital questions. If you become a sociology student you will not be provided with quick answers. What you will discover is how to think about these issues for yourself: what are the questions behind the questions? Generations of students have found that sociology makes them look at the world in new ways and this is why so many of us who teach it feel passionately about it – and why it is still pioneering after more than a hundred years.

2. *Answer the following questions:*

1) What is sociology?

2) Where was sociology first taught?

3) What were major social issue at the beginning of the XXth century?

4) What sociological ideas came into everyday life?

5) What did sociology of deviance propose?

6) What important issues is sociology concerned with?

7) What global problems are of scientific interest for sociologist?

8) What do students of sociology discover?

3. *Find the following words and word-combinations in the text and translate them into Russian:*

research, to lose none of the challenge and excitement, to grapple with, the startling idea, within the law, to remake a successful life, to provide content, ethnic background, spiritual faith, personal life style, a sense of self, transnational corporations, social care.

4. *Give English equivalents for the following words and word combinations:*

основные социальные проблемы, социальная девиантность, формы наказания, очевидное внимание, более важное, закрыть / открыть возможности, личный выбор, окружающая среда, обеспечивать работу и медицинское обслуживание, транснациональные корпорации.

5. *Give the main idea of each abstract of the text.*

6. *Write a short summary of the text using the main ideas of each abstract and add some more information from the text. The words and word combinations from exercises 4 and 5 can be of some help.*

UNIT III

1. *Read the text "What Sociology Offers" and try to understand it.*

What Sociology Offers

A sociological look at the world provides a number of unique benefits and perspectives.

Sociology provides an understanding of social issues and patterns of behavior. It helps us identify the social rules that govern our lives. Sociologists study how these rules are created, maintained, changed, passed between generations, and shared between people living in various parts of the world. They also study what happens when these rules are broken.

Sociology helps us understand the workings of the social systems within which we live our lives. Sociologists put our interactions with others into a social context. This means they look not only at behaviors and relationships, but also how the larger world we live in influences these things. Social structures (the way society is organized around the regulated ways people interrelate and organize social life) and social processes (the way society operates) are at work shaping our lives in ways that often go unrecognized. Because of this perspective, sociologists will often say that, as individuals, we are social products.

Even though we recognize their existence, these structures and processes may "appear to people in the course of daily life as through a mysterious fog" (Lemert). Sociologists strive to bring these things out of the fog, to reveal and study them, and to examine and explain their interrelationships and their impacts on individuals and groups. By describing and explaining these social arrangements and how they shape our lives, sociologists help us to make sense of the world around us and better

understand ourselves.

Sociology helps us understand why we perceive the world the way we do. We are inundated with messages in a variety of forms about how we, and the world around us, both are and should be. These messages come in forms as diverse as guidance from parents and teachers, laws handed down by religious and political entities, and advertisements ranging from pitches for athletic shoes to feeding hungry children. Sociology helps us examine the types of messages we are constantly receiving, their source, how and why they influence us, and our own roles in producing, perpetuating, and changing them.

Sociology helps us identify what we have in common within, and between, cultures and societies. Sociologists know that, although people in different parts of the city, country, or world dress differently, speak differently, and have many different beliefs and customs, many of the same types of social forces are at work shaping their lives. This is an especially important perspective in a world where media headlines are often accused of focusing on divisive issues. Sociologists look for what social structure and processes mean for various groups. They look at how various groups shape, and are impacted, by society. Sociologists can help groups find common concerns, understand other groups' perspectives, and find ways to work together rather than work at odds with each other.

Sociology helps us understand why and how society changes. Obviously, the social world is constantly changing. This change has been a major interest to sociologists from the beginning of the discipline. However, many sociologists believe that sociology should not stop with only explaining society and how and why the world changes. They argue that sociologists also have an obligation to act, using their unique skills and perspectives to work to improve the world. Sociology, they argue, is a "field of inquiry simultaneously concerned with understanding, explaining, criticizing, and improving (italics mine) the human condition" (Restivo). Armed with a sociological perspective, we can more effectively take action if we don't like what is happening. We can better participate in shaping the future for ourselves and for

others.

Sociology provides us theoretical perspectives within which to frame these understandings and research methods that allow us to study social life scientifically. Sociology is a social science. That means sociologists work to understand society in very structured, disciplined ways. Like scientists who study the physical world, sociologists follow scientific guidelines that incorporate an assortment of theories and methods that provide for accuracy in gathering, processing, and making sense of information.

In the case of sociology, theories focus on how social relationships operate. They provide a way of explaining these relationships. Scientific methods provide ways of generating accurate research results.

Sociology is not just common sense. Results of sociological research may be unexpected. They often show that things are not always, or even usually, what they initially seem. "People who like to avoid shocking discoveries, who prefer to believe that society is just what they were taught in Sunday School, who like the safety of the rules and maxims of what Alfred Schutz . . . has called 'the world-taken-for-granted', should stay away from sociology" (Berger).

This challenge means that sociological findings are often at odds with so-called common sense , or those things that "everybody knows." What we think of as common sense, or something that everybody knows, is actually based on our own experiences and the ideas and stereotypes we hold. This gives us a very limited view of how the larger world actually is. Taking a sociological perspective requires that we look beyond our individual experiences to better understand everyday life (Strauss). It allows us to look for the social forces that impact our lives and form those experiences. Once we have a solid understanding of these forces, we can better address them.

For example, a common perception is that suicide is an act of those with individual psychological problems. However, an early sociological study of suicide by Emile Durkheim revealed the importance of social factors, including relationships within

church and family, in suicide. Another common perception is that crimes are always committed by some "criminal element," identifiable as troublemakers. In his textbook on social problems, Thomas Sullivan introduces the chapter on crime by arguing that this is a far too simplistic view of criminality. He notes a study in which researchers abandoned a car on a New York City street and watched from a hidden position to see if it was vandalized and by whom. The vandals discovered by the researchers included a family, a person with a toddler in a stroller, and many people who were well dressed and interacted with people who passed by during their activities.

2. *Answer the following questions:*

    1) What does sociology provide?

    2) What is a social structure?

    3) What is a social process?

    4) How do sociologists help people to understand the world around?

    5) What are the forms of messages the humans receive?

    6) How can sociology help people?

    7) What shapes people's lives?

    8) What is a sociological perspective?

    9) How can you characterize sociological findings?

3. *Find the following words and expressions in the text and translate them into Russian:*

unique benefits, patterns of behavior, to pass between generations, interrelationships, to be infundated with something, to identify, to have in common. To be at work, to accuse of something, to shape groups, common concerns, to work at odds, to follow scientific guidelines, to generate accurate results, to look beyond individual experience, a simplistick view at.

4. *Give English equivalents for the following words and word combinations:*

создавать и поддерживать, социальные нормы социальный продукт, влияние на индивидов и группы, убеждения и обычаи, главный интерес, обязанность, уникальные умения, социологическая перспектива, ограниченный (узкий) взгляд, индивидуальный опыт, твёрдое понимание, искать социальные силы, совершить преступление.

5. *Give the main idea of each abstract of the text.*

6. *Write a short summary of the text using the main ideas of each abstract and add some more information from the text. The words and word combinations from exercises 4 and 5 can be of some help.*

UNIT IV

1. *Read the text "Applied Sociology" and try to understand it.*

Applied Sociology

Humans are the most complex creatures on the planet. We think in a whole other way than the other animals that inhabit the world with us which makes our interactions that much more interesting from a scientific point of view, if nothing else. Like some other animals, we group together to form societies of all different sizes in additional to the individual. However, we do this on a much more complicated scale than any other creature.

To use applied sociology for our individual problems we must first look at the different ways in which societies are arranged to better understand our place in them. This will also help in breaking down the scale of the issue at hand and using applied sociology methods effectively.

There are three different levels of practice in sociology; micro, meso and macro. The three different levels represent groupings of societies based on their scale. However, there is also one other group that applied sociology addresses, the individual. The methods of applied sociology that are used is going to be heavily influenced by whether you are dealing with a micro, meso or macro level society groupings.

Micro level - as the name suggests this is the smallest of the levels of society. Micro level groupings are more intimate societies that many humans will automatically identify with first. Micro level societies are families, church groups, schools and the like. However, the complexity of this small group is that within the larger levels of society there are still smaller micro levels that make them up.

The micro level deals with the daily actions and interactions of people in society. It examines the social roles that we take on within society as well as how we react to society and understand it. At this more intimate level the focus is on how people think within society opposed to their behavior.

Micro level study of society hones in on the smallest elements that create the idea of what a society is, the norms and behaviors that make it recognizable as a its own society. Ritual, socialization, segregation of activities and sanctions are all indicators as to how one should interact within a society. They are the guidelines that mentally tip us off as to the type of micro level society we are in.

Meso level is the lesser known of the society groupings as they aren't dealing with huge societies of the macro level that affect many or the intriguing smaller, micro levels that deals with day to day human interaction. The Meso level is the middle ground the organizations that are on a mid scale, like communities or neighborhoods compared the macro structure of an entire city.

The meso level also deals with the divisions within societies, how they are broken apart by income, ethnicity and the like. It's the marriage between the micro and macro level studies, analyzing how these medium-sized groups form within the larger ones. These meso societies include institutions such as jail as well, smaller systems of people with a different set of guidelines for societal organization. This are also referred to as total institutions.

The Macro level is the largest of the society groupings. Macrosociology is a term describing the study of our largest societies and populations. In actuality the macro level doesn't just study the largest of societies but also society as a whole. Globalization has aided in expanding the extent of study at the macro level to encompass more and more of the world.

The macro level looks at how the institutions within a large population affect the masses. Things like the economy, government structure, religion and more are all their own smaller groupings but together they form the boundaries of the macro level

society. These institutions are interrelated and tend to be closely linked in their values giving off an overall feel of the culture that the society sprang from.

Many sociologist believe that it's at the macro level of a society in these larger institutions that the root of a societies problems begin and therefore make them of great interest. Problems at this larger level tend to have a trickle down affect into the smaller scaled level of societies making it that much more important to address the problems here as soon as they're found. From the macro level the internal structure of a society can begin to be rearranged to meet the needs of the growing, changing population.

Individual level. At the very basis of any society no matter the size is the individual. We both make up societies and are affected by them daily. Since the beginning of sociology as a science, theorists have continuously pondered the question of how the individual and the society co-exists.

The societies that we belong to effect our judgment and decision making in a big way. As technology opens our world up exposing societies to each other in entirely new ways the focus on the individual has become a key subject for applied sociologists. Since the late 1990's even multi-level models that focus on addressing issues in society at every level have begun to include the individual level.

The individual in society is clearly of great importance, but can be much harder to solve societal problems for. That's because actions and events at every level affect the individual. This is made harder still by the fact that we are all unique with unique circumstances that feed into various societies. For years still to come the affect of society on suicide rates, spending habits, Internet use and more will be questions about the individual level of society that applied sociologist try to answer.

2. *Answer the following questions:*

    1) What is the subject-matter of applied sociology?

    2) What are the three different levels of sociology?

    3) What is the fourth group which applied sociology deals with?

4) What are micro-level societies?

5) What are social indicators of social behavior?

6) What is the field of mesolevel studies?

7) What does microsociology study?

8) Who takes place ate the very basis of any society?

9) Why is it hard to solve social problems for an individual?

3. *Find the following words and expressions in the text and translate them into Russian:*

from a scientific point of view, to arrange societies, to based on the scale, to take on a social role, opposed to, middle ground organization, divisions within societies, to encompass, to be closely linked, to spring from, to ponder the question, in a big way, unique circumstances, to be made harder, to form the boundaries, to tickle down the effect.

4. *Give English equivalents for the following words and word combinations:*

сложные существа, в добавление к, разные способы организации общества, сложность малой группы, социаль№ повседневное взаимодействие людей, разделение внутри общества, влиять на массы, границы макроуровня, корни общественных проблем, внутренняя структура, в основе поднимать вопрос, влиять на принятие решений.

5. *Give the main idea of each abstract of the text.*

6. *Write a short summary of the text using the main ideas of each abstract and add some more information from the text. The words and word combinations from exercises 4 and 5 can be of some help.*

UNIT V

1. *Read the text "Applying Applied Sociology in the Family"*

Applying Applied Sociology in the Family

The family unit in terms of applied sociology is a micro level society, or the smallest structure of society within our vast world of societies. It consists of more than one person that forms the most intimate and personal of groups. Though it may be a very small group of very like-minded people there are still guidelines in place that govern the functionality of the family and create behaviors within the group which makes the tiny society distinguishable from others.

Applied sociology is used to find and address the problems within a society by using various methods that are based on a theory and then tested using both evidence that can be measured and evidence that is more sensory. Looking at your family as a small society you can better understand how these methods can be used to analyze and correct your own problems.

Within the family unit there are still social roles that the family members take on and that are aware to everyone in the group. For example, traditionally the father is the head of the family with the mother a close second, a partner. However, the unique family structures that are becoming prevalent in America are making for interesting questions as to the roles within the family and what affects it will lead to in society outside the family. It is not uncommon to now find single parent led families, grandparents raising grandchildren, step families that combine two family units and other combinations.

Still the fact remains that there is a power hierarchy within the family society and each member has their societal roles. Using applied sociology within the family unit

is very similar to practicing it at the micro level. The micro level focuses on the smallest societies which includes the family. Like any applied sociologist in order to use the science within your society you must first understand that society.

It should be easy as a member of your family to recognize the key traits that form the family society. There four areas in which a micro society like a family unit creates the ideas that govern it.

The first is socialization. Socialization is the creation of shared beliefs and ideals that led to the norms of a micro society. Socialization is the indicator as to how one should interact within a society. An example of socialization would be sharing every meal at the table instead of in front of the television because that is family discussion time.

Segragation on the other hand is the separation of parts of a society that are found to function better when separated from the whole. Even within the family there are some activities that people are far more comfortable performing in their own space on their own that could otherwise lead to conflict. It's like each family member having their own room.

Ritual is also involved in micro level societies. In this circumstance ritual refers to actions that are repeated, typical interactions for the society in a certain situation. They are the action that come second nature within the setting and expected. Tucking a child before bed can be a ritual within a family unit.

Sanctioning is the fourth social control that makes up a micro society. This is the one on one interaction of reading another person's actions and expressions to determine the appropriate behavior within the society. By interpreting these gestures and expressions members of the society react to different situations as they understand they should in that moment. It's the standard I'll count to three routine that parents use when a child is about to be reprimanded.

By understanding how these elements create the family unit you can better understand the interactions between the family members and the ideas and actions that link you together as a miniature society. As a society the family has overall

institutions and policies as well as smaller components that may not affect every member in the same way.

If the larger policies that affect the group as a whole aren't functioning then the family unit will experience stress. When considering the policies that govern the family every member must be taken into consideration since each individual forms the whole. However, the social roles of each member must also be taken into consideration. The head of the family is the one who keeps order by setting rules and enforcing them.

In the case of problematic children it could be a refusal to recognize their social role in the family. By helping them understand their social role and explaining how it factors into the society children can better understand the need for such regulation. This is especially true if you actively involve the child and really incorporate their needs and thoughts into the policies that are set.

By using the interview method of applied sociology you can discover what factors are important to each family member, what isn't working or isn't fair within the current policies, and get an idea as to the changes that can correct problems. Interviewing is a direct way to gain information that can be both measured or a sensory feeling as well as give you the opportunity to observe a family member which is another applied sociology method for gaining valuable information.

An annual family summer vacation would be a circumstance for using these applied sociology methods. It is a policy that affects the entire group, and one person being displeased with it can affect the enjoyment of the entire group. Social roles must still be considered with those paying for the trip being at the top of the hierarchy. However, by asking each member things like where they'd like to go, what type of activities they'd like to do, and the reasons for their answers you may get surprising answers and ideas that help in the planning. If nothing else no one can complain if they feel they were all part of the decision making process.

The applied sociology technique of content analysis can help you improve communication within the family. There's no denying that age can create a language

barrier and this is largely due to the various societies outside the family that members belong to. Content analysis involves studying the type of media that a family member is exposed to and absorbs.

As we take in mass media and other media such as books and newspapers it is a form of communication. We learn from and are influenced by the media we consume thus affecting how we communicate with others as well. Think about someone who watches nothing but MTV, their vernacular is going to be decidedly more youthful and likely laced with the newest catch phrases and slang.

Content analyze also studies the way in which people react to the media they take in. What is it that sparks interest? Does something get them discussing a subject further? This intake of content leads to outward actions and communications. It's worth the time to understand what outside influences are affecting the way your family members communicate. You'll have a better understanding as to what will communicate your own ideas more affectively, how they will react to certain information, what interests them and more. Even knowing how certain ideas affect their disposition will aid you in communicating better with your family members.

These are just a few ways in which you can apply applied sociology methods within your own family. By looking at the family unit as the micro level society it is, you can better analyze where improvements can be made to make the society function better to meet the needs of each member.

2. *Answer the following questions:*

    1) What is the family phenomenon?

    2) Why is applied sociology used for studying a family?

    3) What are the four factors of that form the family society?

    4) What are the functions of the family policies?

    5) How can the interview method help to improve the family comflicts?

    6) What is the role of the content analysis method for studying family problems?

7) In what way do mass media affect the relations within the family?

3. *Find the following words and expressions in the text and translate them into Russian:*

A family unit, to take on a social role, to become prevalent, a single parent family, power hierarchy, to focus on, socialization, segregation, ritual sanctioning, to take into considiration, to keep order, to get an idea, decision making process, intake content, outward actions

4. *Give English equivalents for the following words and word combinations:*

близкие по духу, использовать сведения, быть известным всем, выполнять социальную роль, общие убеждения, взаимодействовать в рамках общества, собственное (личное) пространство, учитывать потребности каждого члена семьи, создавать языковой барьер, вызывать интерес, внешнее влияние, реагировать на информацию, лучшее понимание.

5. *Give the main idea of each abstract of the text.*

6. *Write a short summary of the text using the main ideas of each abstract and add some more information from the text. The words and word combinations from exercises 4 and 5 can be of some help.*

UNIT VI

1. *Read and ranslate the text "Sociology and the Internet"*

Sociology and the Internet

The Internet has created a new and interesting concept of sociology and how applied sociology can be used which wasn't quite perceptible to begin with. When the Internet was first conceived it was seen as more of a tool for research and learning. And it has been just that, greatly so for the field of sociology.

However, as advancements were made with Internet technology and more people began using it the landscape changed. No longer is the Internet just a creation for calculations, it is also a place for mass communication. It is a place for people to gather, to find like-minded and not so like-minded people that they can interact with. Eventually the groups that formed began to be organized into the Internet communities that they are today.

This burgeoning world of societies is an amusement park for the science of sociology. It's a whole new way to look at how we group ourselves and what it is that forms and regulates these groups. It is even more interesting considering that location isn't one of the boundaries for Internet societies and rarely does actual physical interaction occur.

In these new societies we must act as applied sociologists to understand how we are to interact within those communities that are cropping up every day as the Internet expands. Analysis is also needed to understand how these Internet communities of the virtual world intertwine and affect us in real world societies.

One of the most widely used methods of applied sociology is observation. It is a quick, effective way to gather information about the behavior of a particular society,

including those of the Internet. Because you won't be physically gathering behavior cues it is key to concentrate on what is being said and how it is delivered. This is what is known as content analysis in applied sociology. You should have a good idea of the type of community to expect if you know the subject or topic that's at the core of a website.

However, not until you observe the interaction within the Internet community will you understand the norms of the Internet society, what's appropriate opposed to what's not. This couldn't be truer for social networking sites like MySpace. These Internet phenomenons interlace thousands of people at once, however the rules of stratification that can be found in regular societies still hold true in Internet communities.

Within MySpace alone there are dozens of ways to categorize yourself which automatically leads to division within the larger group. This takes the Internet society from macro level to meso level which in and of itself changes the social structure. The more you break it down the more significant the changes become between the Internet communities leading to different sets of behavioral rules.

Beyond the giants like MySpace there are millions of micro level Internet communities that are even more concentrated in the types of people that form the society and the guidelines they've created for interacting within it. Asking questions like what influences have brought them together or if there is a common cause will help you better understand the culture behind the Internet community. What people share is part of the creation of a society. Socialization is the term for the creation of these shared symbols and beliefs.

Another interesting area of study of sociology on the Internet is concerning online poker, and the government's role in censorship. There is an intriguing article about the (im)proper role of government censorship posted at the Northwestern law review. The legislation, signed into law on October 13th, 2006 by President Bush, is highly controversial amongst political pundits and poker advocates alike.

The purpose for the Internet community will also direct the behavior of its

members greatly. Was the community formed as a purely social network or one for education, building business relations, politics, sharing do it yourself projects? If you're unsure, the applied sociology method of archival research could help you dig up when the Internet community began, what its original mission was, past forum disscussions and more.

Perhaps the best way to understand and get a feeling for an Internet community is by the applied sociology method of participant observation. By actually getting on the site and interacting with others you'll get a first-hand experience as to what the Internet community is like and how the members interact. And today this isn't limited to text communication. We can now stream voice and pictures over the Internet instantly allowing us to not only speak and see each other but also instantly share video and audio files as well to help us communicate our ideas and share them with one another.

The Internet has changed how we communicate in general. There are functions for filtering content, for excluding foul language and even to block a person from communicating all together. We are learning to communicate within new confines as well as societies with few boundaries. As we've become more comfortable with these changes in communication they've begun stretching beyond the computer into the real world.

Sociologists are just now gaining the ability to measure how communication through the Internet alters the way we communicate in person. The lack of physical interaction and anonymity of communicating online had become a growing concern. This is especially true for the younger generation who has never known life without these Internet communities and news ways of communicating.

Regardless of whether the affects Internet communities have on real life societies are positive or negative the one thing that's certain is it has forever altered our perception of what a society is.

2. *Answer the following questions:*

1) How was the Internet seen at the very beginning of its creation?

2) How did the advancement of the Internet technology change its role in people's lives?

3) Why does Internet present a vast field of sociological research?

4) Why are the observation methods so productive in studying the types of social behavior of the Internet users?

5) Why do the rules of social stratifications hold true for Internet communities?

6) What takes the Internet society from macrolevel to mesolevel?

7) Why is content analysis so important in studying the Internet society?

8) What can applied sociology methods of archival research and observation help to do?

9) What has Internet altered forever?

3. *Find the following words and expressions in the text and translate them into Russian:*

Creation for calculation perceptible behavior cues, at the core of website, to interlace, to be appropriate, significant changes, online poker, government censorship, to be controversial, to filter content, to communicate within new confines, to stretch beyond the computer into a real world, to gain the ability, to alter, the lack of physical interaction, anonymity of communicating online, to become a growing concern.

4 *Give English equivalents for the following words and word combinations:*

Массовая коммуникация, парк развлечений, интернет сообщество, виртуальный мир, государственная цензура, социальная сеть, распространяться в реальном мире, отсутствие реальной коммуникации, анонимность, растущая озабоченность, изменить восприятие.

5. *Give the main idea of each abstract of the text.*

6. Write a short summary of the text using the main ideas of each abstract and add some more information from the text. The words and word combinations from exercises 4 and 5 can be of some help.

1. *Read and translate the text "Sociological Theories of Religion".*

Sociological Theories of Religion

The ideas of three early sociological theorists continue to strongly influence the sociology of religion: Durkheim, Weber, and Marx.

Even though none of these three men was particularly religious, the power that religion holds over people and societies interested them all. They believed that religion is essentially an illusion; because culture and location influence religion to such a degree, the idea that religion presents a fundamental truth of existence seemed rather improbable to them. They also speculated that, in time, the appeal and influence of religion on the modern mind would lessen.

Durkheim and functionalism

Emile Durkheim, the founder of functionalism, spent much of his academic career studying religions, especially those of small societies. The totetism, or primitive kinship system of Australian aborigines as an "elementary" form of religion, primarily interested him. This research formed the basis of Durkheim's 1921 book, "The Elementary Forms of the Religious Life", which is certainly the best- known study on the sociology of religion. Durkheim viewed religion within the context of the entire society and acknowledged its place in influencing the thinking and behavior of the members of society.

Durkheim found that people tend to separate religious symbols, objects, and rituals, which are sacred, from the daily symbols, objects, and routines of existence referred to as the profane. Sacred objects are often believed to have divine properties

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that separate them from profane objects. Even in more- advanced cultures, people still view sacred objects with a sense of reverence and awe, even if they do not believe that the objects have some special power.

Durkheim also argued that religion never concerns only belief, but also encompasses regular rituals and ceremonies on the part of a group of believers, who then develop and strengthen a sense of group solidarity. Rituals are necessary to bind together the members of a religious group, and they allow individuals to escape from the mundane aspects of daily life into higher realms of experience. Sacred rituals and ceremonies are especially important for marking occasions such as births, marriages, times of crisis, and deaths.

Durkheim's theory of religion exemplifies how functionalists examine sociological phenomena. According to Durkheim, people see religion as contributing to the health and continuation of society in general. Thus, religion functions to bind society's members by prompting them to affirm their common values and beliefs on a regular basis.

Durkheim predicted that religion's influence would decrease as society modernizes. He believed that scientific thinking would likely replace religious thinking, with people giving only minimal attention to rituals and ceremonies. He also considered the concept of "God" to be on the verge of extinction. Instead, he envisioned society as promoting civil religion, in which, for example, civic celebrations, parades, and patriotism take the place of church services. If traditional religion were to continue, however, he believed it would do so only as a means to preserve social cohesion and order.

Weber and social change

Durkheim claimed that his theory applied to religion in general, yet he based his conclusions on a limited set of examples. Max Weber, on the other hand, initiated a large- scale study of religions around the globe. His principal interest was in large, global religions with millions of believers. He conducted in- depth studies of Ancient Judaism, Christianity, Hinduism, Buddhism, and Taoism. In The Protestant Ethic and

the Spirit of Capitalism (1904/1958), Weber examined the impact of Christianity on Western thinking and culture.

The fundamental purpose of Weber's research was to discover religion's impact on social change. For example, in Protestantism, especially the "Protestant Work Ethic," Weber saw the roots of capitalism. In the Eastern religions, Weber saw barriers to capitalism. For example, Hinduism stresses attaining higher levels of spirituality by escaping from the toils of the mundane physical world. Such a perspective does not easily lend itself to making and spending money.

To Weber, Christianity was a salvation religion that claims people can be "saved" when they convert to certain beliefs and moral codes. In Christianity, the idea of "sin" and its atonement by God's grace plays a fundamental role. Unlike the Eastern religions' passive approach, salvation religions like Christianity are active, demanding continuous struggles against sin and the negative aspects of society.

Marx: Conflict theory

Despite his influence on the topic, Karl Marx was not religious and never made a detailed study of religion. Marx's views on the sociology of religion came from 19th century philosophical and theological authors such as Ludwig Feuerbach, who wrote "The Essence of Christianity" (1841). Feuerbach maintained that people do not understand society, so they project their own culturally based norms and values onto separate entities such as gods, spirits, angels, and demons. According to Feuerbach, after humans realize that they have projected their own values onto religion, they can achieve these values in this world rather than in an afterlife.

Marx once declared that religion is the "opium of the people." He viewed religion as teaching people to accept their current lot in life, no matter how bad, while postponing rewards and happiness to some afterlife. Religion, then, prohibits social change by teaching nonresistance to oppression, diverting people's attention away from worldly injustices, justifying inequalities of power and wealth for the privileged, and emphasizing rewards yet to come.

Although people commonly assume that Marx saw no place for religion, this

assumption is not entirely true. Marx held that religion served as a sanctuary from the harshness of everyday life and oppression by the powerful. Still, he predicted that traditional religion would one day pass away.

2. *Answer the following questions:*

1) What interestetd Durkheim, Weber and Marx concerning religion?

2) What religious forms primarily interested Durkheim and what book he wrote on the   subject of religion?

3) What functionalist ideas were exemplified in religion in Durkheim's opinion?

4) What did Durkheim predict on the future of religion? Was he right or not?

5) What kind of religious studies did M. Weber initiate?

6) What was the fundumental purpose of M. Weber's research?

7) Who influenced Marx's views on religion and what he proclaimed to be the basis of   religion?

8) What was his opinion of religion's role in resistance to oppression?

3. *Find the following words and expressions in the text and translate them into Russian:*

to hold power, fundamental truth of existence, appeal on the mind, to acknowledge, to have divine properties, to strengthen a sense of group solidarity, to escape from the mundane aspects of everyday life, to replace, to promote civil religion, to conduct in-depth studies, to attain high levels of spirituality, to project norms onto entities, to postpone, to justify inequalities, to pass away.

4. *Give English equivalents for the following words and word combinations:*

контекст всего общества, священные предметы, включать ритуалы и церемонии, исследовать социальные явления, продолжение общества, на постоянной основе, научное мнение, социальное единство и порядок.

5. Give the main idea of each abstract of the text.

6. Write a short summary of the text using the main ideas of each abstract and add some more information from the text. The words and word combinations from exercises 4 and 5 can be of some help.

UNIT VIII

1. *Read and translate the text "The Concept of Youth".*

The Concept of 'Youth'

Terms like 'adolescent', 'teenager', 'youth' and 'young person' are often used interchangeably. 'Adolescence', as we know, tends to be linked to notions of personal, private and psychological identity. Thus, we talk of 'adolescent behaviour', 'adolescent angst' and 'adolescent identity'. In so doing we focus on supposedly age-specific developmental problems, and upon insecurity and uncertainty. 'Teenager', however, is more up-beat and often bracketed with what are seen as age-specific forms of consumption. It is linked to words like 'fashion' and 'magazines'. 'Youth' is largely employed where the discussion is centred on the behaviour of young people in the public sphere. As such, we find it commonly linked to words such as 'crime', 'policy' and 'culture'. Lastly, 'young person' tends to be used as a way of denoting status (e.g. 'Young Person's Railcard).

These words can be linked to different professions and social groupings. Psychologists and psychiatrists have tended to employ the term 'adolescent' since G. Stanley Hall's path-breaking work. Politicians, policy analysts and sociologists orient towards 'youth'; and those affiliated to the entertainment and fashion industry since the 1950s have more frequently talked about teenagers. Within youth work, 'young person' has tended to be used to indicate clienthood.

Male dominance in the public domain, aligned with the assumed heightened threat young men posed to social order, has meant that 'youth' has acquired a predominately masculine connotation. Further, welfare provision and services pre-fixed by the term 'youth' have historically been male-oriented. Similarly, terms like 'youths loitering',

'youth crime', 'marginalised youth' and 'disaffected youth' summon up images of groups of young males on street corners or behaving in some unacceptable way. Teenage, by contrast, has a more 'feminine' set of associations. We discuss 'teenage pregnancy' never youth pregnancy. Also, when topics such as 'teenage magazines', 'teen pop' or 'teen fashion' arise we can be fairly certain the emphasis will be on products directed at both a specific age group and young women in particular). It is important to stress that when examining contemporary debates, the application of these terms frequently carries important implications. An examination of the Times Educational Supplement, for example, shows how positive images are linked to the use of terms such as 'pupil', 'student' and 'young people'. With the exception of the occasional article on the 'Youth Service', 'youth' is almost exclusively employed to signify discussion of a social problem or behaviour being portrayed in a negative light.

However, before we get carried away with difference, we need to acknowledge what these notions share. First, each implies that what is being discussed is more transient and, usually, of less consequence than the adult counterpart. Adolescent loss, teenage love and youth crime, for example, are generally assumed to be more shallow, less serious and more fleeting than adult equivalents. Youth culture, likewise, is seen as lacking the profundity or longevity of the alternatives. Attaching 'teenage' or 'teen' to anything is virtually synonymous with triviality. Even when affixed to something as important as pregnancy or motherhood, irresponsibility and a lack of maturity are implied.

Second, these three ways of describing young people signal that a contrast is being drawn. Each is relational, standing against notions of 'adulthood' and 'childhood'. They are transitional states located between the two and imply a deficiency. For example, they warn us that we are about to encounter behaviour or attitudes which are 'less than adult'. Each is, somehow, a detached stage during which the individual focuses on preparation. As such they reinforce 'the idea that young people are marginal members of society' (Wyn and White 1997: 13). These authors highlight the

supposed contrasts in the following table:

Youth	Adult
Not adult/adolescent	Adult/grown up
Becoming	Arrived
Presocial self that will emerge under the right conditions	Identity is fixed
Powerless and vulnerable	Powerful and strong
Less responsible	Responsible
Dependent	Independent
Ignorant	Knowledgeable
Risky behaviours	Considered behaviour
Rebellious	Conformist
Reliant	Autonomous

Third, implicit in the terminology is a belief that growing-up is a one-way journey, a process of moving on from adolescent ignorance to adult wisdom; from teenage trivia to adult seriousness; from youth training to adult employment. The adult, we are being told, is the finished product, the young person the incomplete prototype. This essentialism built around age, like the equivalent discourses constructed around, for example, gender or 'race', provides a foundation for almost all the literature which comprises the sociology of youth and youth work.

From this brief review we can see that the basis for 'youth' work appears to be entwined with a view of young people as being in deficit. Indeed, it is a state that young people themselves aspire to leave behind. The evidence we have is that most 'young people' want to be treated as adults, and have the opportunity to engage in the same or similar activities to those older than themselves. Youth work was based upon an assumption that adults led young people through a period of 'storm and stress' and danger toward the stability of adulthood. The sociologists of youth tended to work on the basis that youth was problematic and adulthood was not. However, the notion of

'adulthood' needs to be viewed as being as enigmatic as 'youth'.

Adulthood which once seemed an uneventful predictable time of life, has more recently come to seem problematic and mysterious, We find ourselves asking whether adulthood is a period of stability or of change, whether adults "develop" or only drift, whether there are patterned stages of adult development or only less successful responses to external pressures.

Adulthood is no longer an identifiable destination. Many struggle to hold onto what they see as the positive characteristics of youth into middle and old age - to retain 'youthful' appearance, hobbies and activities. In some cases this will entail behaving in ways that signify the supposedly negative aspects of youth, for example around football support, drug use and clubbing. For Bly and others, this has been perceived as signalling a growing rejection of adulthood itself as being an essentialist concept by significant segments of the population. Such rejection involves the individual in a set of complex negotiations around appearance, behaviour and relationships. This occurs alongside teens seeking to adopt certain characteristics of older groups. The result, according to Bly is that we 'are now living in a culture run by half-adults'. While not necessarily sharing all this analysis, what is clear is that the once 'fixed' notion of adulthood has become fluid.

2. *Answer the questions:*

1) In what spheres of social life are the terms "adolescent", "teenager", and "youth" are used?

2) What is the term "youth" associated with?

3) What set of associations does the term "teenage" arise?

4) What do all these terms share?

5) What identities is the term adolescence linked with?

6) What is the main idea of contrasting between "adulthood" and "childhood"?

7) How do almost all young people want to be treated?

8) What are the changes in adults behavior which are quite noticeable at

present?

3. *Find the following words and expressions in the text and translate them into Russian:*

Age-specific problems, insecurity, uncertainty, affiliated ot, to indicate clienthood, men/female – oriented, lack of maturity, irresponsibility, to imply defficiency, uneventful, predictable, paternal stages of development, responses to external pressures, growing rejection, to seek, to adopt certain characteristics.

4. *Give English equivalents for the following words and word combinations:*

специфические возрастные проблемы, потребление, определить статус, мужское доминирование, подростковая мода, непродобающий образ жизни, неподобающее поведение, современные споры, взросление, предположение, сохранить юношескую внешность, основная концепция, сложные переговоры, установившиеся понятия.

5. *Give the main idea of each abstract of the text.*

6. *Write a short summary of the text using the main ideas of each abstract and add some more information from the text. The words and word combinations from exercises 4 and 5 can be of some help.*

UNIT IX

1. *Read and translate the text "Fairness and Inequality".*

Fairness and Inequality

In most societies there are certain broadly shared beliefs about what is socially just and unjust, what is fair and unfair. Here is the basic problem: we observe some empirical case of social inequality – some people are better off than others or their lives are more fulfilling than others or they are healthier than others. These are observations. And we ask: is the observed inequality just or fair? Does the inequality violate some principle of justice? Now, some inequalities are simply cases of bad luck – one person gets hit by lightening, another does not.

There is a dramatic inequality in their fates. And there is a sense, of course, in which one could say (as kids do): that's not fair; the person who got hit by lightening "didn't deserve it." Such expressions reflect a deep moral intuition that most people have: people should get what they deserve and deserve what they get. This is why when someone gets struck by lightening we say "that's so unfair, they didn't deserve that."

When we talk about a social injustice – not just the unfairness of bad luck – what we mean is that there is an inequality which is unfair and which could be remedied if our social institutions were different. Something could in principle be done about it. When we say that it was a social injustice for African-Americans to be denied admission to all-white universities before the end of racial segregation in America what we mean is that it was not just "bad luck" to be born black and thus denied admission, but that this grossly unfair inequality in educational opportunity could have been remedied by a change in social institutions. This does not mean, of course,

that it was politically possible to remedy that injustice in the 1920s or 1930s. Racial segregation was always a profound social injustice, as was slavery before it, but the social forces supporting segregation were so powerful and cohesive that until the 1950s and 1960s they were able to successfully repress struggles against segregation and maintain those institutions. The claim that an inequality is unjust, therefore, can be seen as an indictment of the way in which existing configurations of power block the social changes needed to reduce or eliminate the inequality in question.

Discussing problems of social justice quickly becomes really complicated, since a diagnosis of injustice really requires two judgments: first, a moral judgment that an inequality is unfair, and second, a sociological judgment that this unfairness could be remedied by a social change. It's not fair that some children are born with physical disabilities – they don't "deserve it". But it is not in and of itself necessarily a social injustice. What becomes a social injustice is if there are things we could do to minimize the effects on people's lives of the unfairness of such "bad luck" and fail to do so. The lack of curb cuts in sidewalks is an injustice for people in wheelchairs. The lack of affordable prosthetic limbs is an injustice for amputees. To insure that curb cuts exist requires a change in rules governing urban planning. To insure that everyone who needs a prosthetic limb can afford one requires a change in the rules governing access to medical services. Both of these constitute social changes. And since remedies such as these involve changes in the uses of resources, they almost inevitably trigger resistance and conflict from those who stand to lose from the social change.

When there is an inequality that is also an injustice – that is, an unfair inequality that could be remedied -- we can expect there to be a set of power relations operating in the situation which block the necessary remedies. Injustices do not continue just because of some law of inertia; they continue because people are unwilling to pay the costs to remedy the injustice and they have sufficient power to avoid doing so. This combination of inequality, injustice, and power is what we will call oppression.

2. *Answer the questions*

1) What is the basic problem in most societies?

2) What is a deep moral intuition of most people?

3) What can be called a social injustice in the life of americans?

4) What must be reduced or eliminated to do away such injustice?

5) What is a moral judgment of inequality?

6) What is a sociological idea on inequality?

7) When does a change in rules for concerning injustice and unfairness become urgent?

3. *Find the following words and expressions in the text and translate them into Russian:*

empirical case, to violate principles, inequality, racial segregation, politically possible, the lack of curb cuts, access to medical service, inevitably, cohesive, indictment, to remedy inequality, law of inertia, to pay the costs, sufficient power.

4. *Give English equivalents for the following words and word combinations:*

полная жизнь, нарушать принципы, неведение, заслуживать, глубокая интуиция, возможность получить образование, несправедливый закон инерции, достаточная сила, избегать, поддерживать институты, социальная несправедливость, неравенство,

5. *Give the main idea of each abstract of the text.*

6. *Write a short summary of the text using the main ideas of each abstract and add some more information from the text. The words and word combinations from exercises 4 and 5 can be of some help.*

UNIT X

1. *Read and translate the text "Sociology Today (Sociology and changing world)"*

Sociology Today (Sociology in a Changing World)

Although sociology emerged in Comte's vision of sociology eventually subsuming all other areas of scientific inquiry, sociology did not replace the other sciences. Instead, sociology has developed a particular niche in the study of social life.

In the past, sociological research focused on the organization of complex, industrial societies and their influence on individuals. Today, sociologists study a broad range of topics. For instance, some sociologists research macro-structures that organize society, such as race or ethnicity, social class, gender roles, and institutions such as the family. Other sociologists study social processes that represent the breakdown of macro-structures, including deviance, crime, and divorce. Additionally, some sociologists study micro-processes such as interpersonal interactions and the socialization of individuals. It should also be noted that recent sociologists, taking cues from anthropologists, have realized the Western emphasis of the discipline. In response, many sociology departments around the world are now encouraging multi-cultural research.

Changes in our social world have required sociologists to focus attention in new ways. Among these changes are the growth of internationally connected systems and the technologies that increasingly allow our interactions to be conducted in ways other than face to face (e.g., the Internet and e-mail). Although more than 6 billion people now live on Earth, many sociologists and others have argued that the advent of jet airliners, telephones, the Internet, and around-the-clock news services beamed by satellite around the world have made the world a smaller place, at least in a social

sense.

They often argue that a process of globalization is at work. With globalization, geographical constraints on social and cultural patterns are diminishing, and people are becoming increasingly aware of those changes. Globalization is demonstrated through events as diverse as the growing popularity of soccer in the United States—a sport largely imported from outside—the demand for American movies, blue jeans, and athletic shoes around the world, the North American Free Trade Agreement (NAFTA), and even the attacks of September 11, 2001. Other terms that refer to forms of globalization include the world-economy, world-market, and world-system. These terms are often used to refer to the economic aspects of globalization. Sociologists have been studying these networks at least since the early 1970s.

Globalization is a controversial issue. The literature on the topic is steadily growing, and a range of diverse perspectives abound. Debates even surround when the process began. The dawn of history? Trade routes centuries ago? When Europeans traveled to the Americas? Colonialism? The post–World War II era? Whether the ultimate impact of globalization is positive, negative, or both is also a matter of contention. However, regardless of their position on these issues, globalization requires that sociologists expand their traditional purviews across societies, cultures, and national borders by examining these interrelationships that make the social world increasingly complex.

The ways in which technologies change social interaction has long been an interest for researchers. Communication and information technologies contribute to globalization and increase the complexity of our social lives. They also often lead to unanticipated effects. For example, the telephone started its "social life" as a business tool and only later became a tool for other types of social interaction.

In recent years, sociologists have given much attention to the innumerable implications of the Internet to society. From its initial use by a relatively small, computer-literate population of users, the Internet grew rapidly beginning in the 1990s. It is now used for social interaction, business and commerce (legitimate and

illegitimate), education, research, news, propaganda, entertainment, and more. There is widespread agreement among sociologists and others that the Internet and other communication technologies are vastly changing society. There is, however, less agreement about whether those changes are positive, negative, or a combination of both. Sociologists have now expanded their interests to include the myriad online social activities and behaviors to which these technologies have given rise.

2. *Answer the questions*

1) What was sociologist Comte's vision?

2) What was sociology focused on in the past?

3) What macro structures do some sociologists study?

4) What social processes represent the breakdown of macro-structures?

5) What kind of research many sociology department encourage now?

6) What social changes required sociologists to research in new ways?

7) What does globalization mean for sociologists?

8) What are the sociological implications connected with the new technologies?

3. *Find the following words and expressions in the text and translate them into Russian:*

Interpersonal relations, to take cues from, in response, deviance, face to face interaction, an agent, to be beamed by, geographical constraints, diverse events, a controversial issue, interrelationships, to contribute to, a business tool, innumarble implications, to expand interests, computer-literate population.

4. *Give English equivalents for the following words and word combinations:*

включать, широкий круг проблем, социализация индивидов, влияние, осуществлять взаимодействие, утверждать, осознавать, возрастать,

безотносительно, национальные границы, затруднять, представлять интерес, неожиданные последствия, первоначальное использование, широко распространённое мнение, положить начало.

5. *Give the main idea of each abstract of the text.*

6. *Write a short summary of the text using the main ideas of each abstract and add some more information from the text. The words and word combinations from exercises 4 and 5 can be of some help.*

PART II

ПРЕДПЕРЕВОДЧЕСКИЙ АНАЛИЗ ТЕКСТА

Предпереводческий анализ текста – это анализ исходного текста, предваряющий создание переводного текста и направленный на выявление доминант перевода.

В переводоведении выделяются несколько аспектов предпереводческого анализа.

И.С. Алексеева предлагает проводить предпереводческий анализ по следующим направлениям:

- сбор внешних сведений о тексте
- состав информации
- плотность информации
- коммуникативное задание
- речевой жанр.

М.П. Брандес и В.И. Провоторов полагают, что когда переводчик приступает к переводу, он через язык текста должен выяснить для себя глобальные вещи:

1) в каком речевом жанре выполнен текст;
2) в каком функциональном стиле этот текст существует.

Р.К. Миньяр-Белоручев исходит из того, что текст - это не просто последовательность графических или звуковых языковых знаков, ограниченная единым назначением, это еще и система языковых единиц, несущих далеко не

равнозначную информацию. Поэтому переводчику, с точки зрения коммуникативной ценности информации, содержащейся в тексте, необходимо различать:

- уникальную, или ключевую информацию;

- дополнительную информацию;

- уточняющую информацию;

- повторную информацию;

- нулевую информацию.

Л.Л. Нелюбин характеризует переводческую интерпретацию исходного текста как видение его глазами носителя другого языка и другой культуры.

Предпереводческий анализ текста позволяет определить переводчику

- верные ориентиры в переводе,

- переводческую стратегию;

- главное при переводе, то есть доминанты перевода;

- с каким типом текста он имеет дело и какова его типичная структура, а также особенности, от которых зависит внутренняя и внешняя форма текста;

- разнообразные языковые черты, которые непременно нужно передать в переводе, на которые следует обратить активное внимание, выбор языковых средств при переводе, каким словам и синтаксическим структурам следует оказывать предпочтение;

- информативную ценность отрезков текста;

- что можно и чего нельзя будет допускать в переводе.

ФУНКЦИОНАЛЬНЫЕ СТИЛИ И ЖАНРЫ

Функциональные стили речи — исторически сложившаяся система речевых средств, используемых в той или иной сфере человеческого общения; разновидность литературного языка, выполняющая определенную функцию в общении.

Функциональные стили, во избежание путаницы с другими значениями слова «стиль», иногда называют языковыми жанрами, функциональными разновидностями языка. Каждый функциональный стиль обладает своими особенностями использования общелитературной нормы, он может существовать как в письменной, так и в устной форме. Традиционно выделяют пять основных разновидностей функциональных стилей речи, различающихся условиями и целями общения в какой-то сфере общественной деятельности: научный, официально-деловой, публицистический, разговорный, художественный. В последнее время ряд учёных говорит о религиозном функциональном стиле, исследования которого в советское время по понятным причинам не приветствовались.

Научный стиль — стиль научных сообщений. Сфера использования этого стиля — наука и научные журналы, адресатами текстовых сообщений могут выступать учёные, будущие специалисты, ученики, просто любой человек, интересующийся той или иной научной областью; авторами же текстов данного стиля являются учёные, специалисты в своей области. Целью стиля можно назвать описание законов, выявление закономерностей, описание открытий, обучение и т. п.

Основная его функция — сообщение информации, а также доказательство её истинности. Для него характерно наличие малых терминов, общенаучных слов, абстрактной лексики, в нём преобладает имя существительное, немало отвлечённых и вещественных существительных.

Научный стиль существует преимущественно в письменной монологической

речи. Его жанры — научная статья, учебная литература, монография, школьное сочинение и т. д. Стилевыми чертами этого стиля являются подчёркнутая логичность, доказательность, точность (однозначность).

Официально-деловой используется для сообщения, информирования в официальной обстановке (сфера законодательства, делопроизводства, административно-правовой деятельности). Этот стиль служит для оформления документов: законов, приказов, постановлений, характеристик, протоколов, расписок и справок. Сфера применения официально-делового стиля — право, автор — юрист, правовед, дипломат и просто гражданин. Адресуются работы в данном стиле государству, гражданам государства, учреждениям, служащим и т. д., с целью установления административно-правовых отношений.

Этот стиль существует чаще в письменной форме речи, тип речи — преимущественно рассуждение. Вид речи — чаще всего монолог, вид коммуникации — общественная.

Стилевые черты — императивность (долженствующий характер), точность, не допускающая двух толкований, стандартизированность (строгая композиция текста, точный отбор фактов и способов их подачи), отсутствие эмоциональности.

Основная функция официально-делового стиля — информационная (передача информации). Для него характерно наличие речевых клише, общепринятой формы изложения, стандартного изложения материала, широкое использование терминологии и номенклатурных наименований, наличие сложных несокращенных слов, аббревиатур, отглагольных существительных, преобладание прямого порядка слов.

Публицистический стиль служит для воздействия на людей через средства массовой информации. Он встречается в жанрах статьи, очерка, репортажа, фельетона, интервью, ораторской речи и характеризуется наличием общественно-политической лексики, логичностью, эмоциональностью.

Этот стиль употребляется в сферах политико-идеологических, общественных

и культурных отношений. Информация предназначена не для узкого круга специалистов, а для широких слоёв общества, причём воздействие направляется не только на разум, но и на чувства адресата.

Для него характерны отвлечённые слова с общественно-политическим значением (гуманность, прогресс, народность, гласность, миролюбивый).

Задача — сообщить информацию о жизни страны, воздействовать на массы, сформировать определенное отношение к общественным делам

Стилевые черты — логичность, образность, эмоциональность, оценочность, призывность.

Разговорный стиль служит для непосредственного общения, когда автор делится с окружающими своими мыслями или чувствами, обменивается информацией по бытовым вопросам в неофициальной обстановке. В нём часто используется разговорная и просторечная лексика. Отличается большой смысловой ёмкостью и красочностью, придает речи живость и экспрессивность.

Обычная форма реализации разговорного стиля — диалог, этот стиль чаще используется в устной речи. В нём отсутствует предварительный отбор языкового материала. В этом стиле речи большую роль играют внеязыковые факторы: мимика, жесты, окружающая обстановка.

Языковые средства разговорного стиля: эмоциональность, выразительность разговорной лексики, слова с суффиксами субъективной оценки; употребление неполных предложений, вводных слов, слов-обращений, междометия, модальные частицы, повторы. Жанры — диалог, личные письма, личные записки, телефон.

Художественный стиль используется в художественной литературе. Он воздействует на воображение и чувства читателя, передаёт мысли и чувства автора, использует всё богатство лексики, возможности разных стилей, характеризуется образностью, эмоциональностью речи.

Эмоциональность художественного стиля отличается от эмоциональности разговорно-бытового и публицистического стилей. Эмоциональность

художественной речи выполняет эстетическую функцию. Художественный стиль предполагает предварительный отбор языковых средств; для создания образов используются все языковые средства.

Жанры — эпопея, роман, повесть, рассказ, сказка, басня, ода, гимн, песня, элегия, сонет, эпиграмма, послание, поэма, баллада, трагедия, комедия.

СТРУКТУРА ДЕЛОВОГО ПИСЬМА

Составление любого делового письма подчиняется следующим правилам:

Весь текст разделяется на абзацы без использования красной строки.

В верхнем левом углу письма указывается полное имя отправителя или название компании с адресом.

Далее указывается имя адресата и название компании, которой письмо предназначено, а также ее адрес (с новой строки).

Дата отправления указывается тремя строками ниже или в верхнем правом углу письма.

Основной текст должен быть помещен в центральной части письма.

Главная мысль письма может начинаться с причины обращения: "I am writing to you to ..."

Обычно письмо заканчивается высказыванием благодарности   ("Thank you for your prompt help...") и приветствием "Yours sincerely," если автор знает имя адресата и 'Yours faithfully', если нет.

Четырьмя строками ниже ставится полное имя автора и должность.

Подпись автора ставится между приветствием и именем.

Образец делового письма на английском:

Mr Nikolay Roshin

ABC-company

Office 2002, Entrance 1B

Tverskaya Street

Moscow

RUSSIA   20 June 2004

Dear Nikolay,

I'm writing to you in regard of your enquiry. Please find enclosed our information pack which contains our brochures and general details on our schools and summer centres.

In England we have two schools, Brighton and Bath, both beautiful locations which I am sure you and your students will like. Our schools are located in attractive premises in convenient, central positions. Brighton is a clean and safe town with a beautiful bay and countryside nearby. Bath is one of the most famous historic cities in England, famous for its Georgian architecture and Roman Baths.

Accommodation is provided in host families chosen for the ability to provide comfortable homes, a friendly welcome and a suitable environment, in which students can practice English and enjoy their stay. We have full-time Activities Organisers responsible for sports, cultural activities and weekly excursions.

Please complete and return the enclosed registration form in order to receive more brochures and other promotional materials.

I look forward to hearing from you and later hope to welcome your students to our schools and summer centres.

Yours sincerely,

Tomas Green

Managing Director

Образец делового письма на русском языке:

Компания "Мир Цветов" ул. Серышева, 34, г. С.Петербург, Россия

Институт Биологии ул. Карла-Маркса, 278, г. Москва, Россия

27 ноября 1999 г.

Уважаемый г-н Борисов,

Мы рады сообщить Вам, что у нас есть товары, которые полностью соответствуют Вашим характеристикам.

Мы прилагаем к письму прейскурант товаров, описание их характеристик и условия поставки.

Если Вам потребуется дополнительная информация, пожалуйста, позвоните мне.

Надеемся получить от Вас скорый ответ.

Искренне Ваш,

Сергей Гаврилов, Коммерческий директор компании "Мир Цветов"

КОМПРЕССИЯ ТЕКСТА

Целью обучения компрессии является формирование у студентов культуры работы с научным текстом, совершенствование навыков и умений чтения, понимания, анализа научного текста и написания вторичного научного текста (аннотации, реферата, рецензии, реферативного обзора, курсовой работы), основанного на раскрытии смысловой структуры текста-первоисточника.

Работа над компрессией текста способствует более глубокому его пониманию. Только тот текст по-настоящему осмыслен, основное содержание которого можно представить в сколь угодно сжатой форме. Читая текст, необходимо выделить смысловые части, т.е. подтемы текста, и определить связи между ними, так как компрессия осуществляется путем членения текста и называния (наименования) этих вычленяемых блоков. Иными словами, умение работать с научным текстом во многом зависит от понимания его смысловой структуры.

Работа по написанию любого вторичного текста проходит несколько этапов. Первый этап – определение области знаний, к которой относится текст. Второй этап – это анализ каждой части текста. Если мы исключаем из текста всю второстепенную информацию, то, к примеру, получаем тезисы. К второстепенной информации относятся примеры, отступления, иллюстрации. Например, написание конспекта происходит за счет расширения информации. Если выстроить тезисы в логической последовательности, оставить необходимые для понимания текста примеры, то мы напишем конспект.

Если говорить о вторичных текстах в целом, то они могут создаваться процессом сжатия и развертывания текста. Для того чтобы осуществить эти виды деятельности, необходимо охватить весь текст целиком, но это невозможно сделать без понимания прочитанного. Таким образом, прежде чем

начать писать аннотацию, тезисы, реферат или конспект, необходимо понять исходный текст.

После того как текст понимается, наступает следующий этап – подготовка к созданию вторичного текста. Невозможно создать вторичный текст без умения трансформировать полученную информацию. Главной семантической трансформацией является перефразирование.

Итак, в написании вторичного текста участвуют сразу два механизма: восприятие прочитанного текста и его воспроизведение. Воспроизведение текста может проходить как за счет сжатия, так и за счет расширения полученной информации (процессы свертывания и развертывания информации). Так происходит количественное изменение прочитанного текста, которое идет как в сторону уменьшения (например, тезисы, конспекты), так и в сторону увеличения (например, комментарий). При воспроизведении исходный текст не только сжимается (то есть преобразуется), но и создается вторичный текст, который носит субъективный характер, что указывает на множественную вариативность всех вторичных текстов. Иными словами, сколько человек создают вторичный текст – столько и получается в итоге вторичных текстов.

Таким образом, под компрессией понимается умение не только извлекать из текста самое основное, но и понимать каждую часть прочитанного произведения. Компрессия связана с умением видеть иерархическую структуру в содержании текста: понимать идею текста, видеть второстепенную информацию. При чтении любого текста сознание читающего соединяет ключевые слова в свернутые и законченные выражения. В это время происходит сжатие исходного текста, его мысленное конспектирование.

Видами компрессии текста являются аннотация, тезисы, реферат, рецензия.

Они различаются не только степенью сжатия или развернутости содержания первоисточника, но и использованием стандартных клише при оформлении вторичного текста.

Аннотация – краткое сообщение о содержании источника. Аннотация сообщает, о чем говорится в статье, книге.

Тезисы - основные мысли лекции, доклада, сочинения. В отличие от реферата тезисы могут иметь конспективный характер.

Реферат – это композиционно организованное обобщенное изложение содержания статьи, ряда статей, книги. В отличие от аннотации реферат информирует о том, что именно существенное содержится в источнике и излагает его основное содержание, раскрывает основные концепции.

Рецензия – это письменный разбор, предполагающий, во-первых, комментирование основных положений, толкование авторской мысли; собственное дополнение к мысли, высказанной автором; во-вторых, обобщенную аргументированную оценку и, в-третьих, выводы о значимости работы.

В качестве самостоятельной работы магистрантам предлагается осуществлять предпереводческий анализ и компрессию текстов в сфере профессиональной коммуникации, используемых на занятиях в магистратуре по выбранной специальности.

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