

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ОДЕСЬКА ЮРИДИЧНА АКАДЕМІЯ»

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WHAT IS SOCIOLOGY?

*практикум з навчальної дисципліни
«Іноземна мова (за професійним спрямуванням)»
для здобувачів першого (бакалаврського) рівня вищої освіти
галузі знань 05 «Соціальні і поведінкові науки»
спеціальності 054 - «Соціологія»*

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What is sociology?: практикум з навчальної дисципліни «Іноземна мова (за професійним спрямуванням)» для здобувачів першого (бакалаврського) рівня вищої освіти галузі знань 05 «Соціальні і поведінкові науки» спеціальності 054-«Соціологія» / уклад. І.П.Марчук; Нац. ун-т «Одеська юридична академія». – Одеса: Олді+, 2024. 82 с.

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Практикум рекомендовано для формування та відпрацювання відповідних умінь та навичок роботи з фаховими автентичними текстами з англійської мови у здобувачів спеціальності 054-«Соціологія» першого (бакалаврського) рівня вищої освіти. Видання складається з вступу, 7 юнітів, додатків та інформації про джерела. Кожний розділ містить текст за темою, таблиці/ілюстрації, запитання, лексичні вправи, вправи на переклад та завдання для презентацій та проектної роботи.

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ВСТУП

Практикум «What is sociology?» до практичних занять з навчальної дисципліни «Іноземна мова (за професійним спрямуванням)» рекомендовано для здобувачів вищої освіти першого (бакалаврського) рівня за спеціальністю 054-«Соціологія». Укладено відповідно силабусу навчальної дисципліни, яка є обов'язковою.

Метою практикуму є досягнення здобувачами освіти очікуваних програмних результатів навчання завдяки формуванню та розвитку загальних компетентностей: здатності застосовувати знання в практичних ситуаціях (ЗК01); здатності спілкуватися іноземною мовою (ЗК02); здатності бути критичним і самокритичним (ЗК04); здатності спілкуватися з представниками інших професійних груп різного рівня (з експертами з інших галузей знань/видів економічної діяльності) (ЗК05); здатності вчитися і оволодівати сучасними знаннями (ЗК08); здатності використовувати інформаційні та комунікаційні технології. (ЗК09) .

Робота з практикумом «What is sociology?» на практичних заняттях та під час самостійної роботи забезпечує реалізацію завдання з формування вмінь використовувати понятійний апарат соціології в освітній, дослідницькій та інших сферах професійної діяльності (ПРН 01), а також вміння вільно спілкуватися державною та іноземною/іноземними мовами усно і письмово з професійних питань (ПРН 05) та (ПРН 08) обґрунтовувати власну позицію, робити та аргументувати самостійні висновки за результатами досліджень і аналізу професійної літератури.

Зміст практикуму узгоджено з силабусом навчальної дисципліни.

У практикумі забезпечено реалізацію основних дидактичних принципів науковості, систематичності, послідовності та доступності викладу.

Практикум складається з вступу, 7 юнітів, додатків та інформації про джерела. Кожний розділ містить текст за темою, таблиці/ілюстрації, запитання,

лексичні вправи, вправи на переклад та завдання для презентацій та проєктної роботи.

UNIT 1

Sociology and the real world.

1. Based on the text's title, what kind of information do you expect to find in it?

TEXT

“**Sociology** - a social science that studies human societies, their interactions, and the processes that preserve and change them. It does this by examining the dynamics of constituent parts of societies such as institutions, communities, populations, and gender, racial, or age groups. Sociology also studies social status or stratification, social movements, and social change, as well as societal disorder in the form of crime, deviance, and revolution.

Social life overwhelmingly regulates the behaviour of humans, largely because humans lack the instincts that guide most animal behaviour. Humans therefore depend on social institutions and organizations to inform their decisions and actions. Given the important role organizations play in influencing human action, it is sociology's task to discover how organizations affect the behaviour of persons, how they are established, how organizations interact with one another, how they decay, and, ultimately, how they disappear. Among the most basic organizational structures are economic, religious, educational, and political institutions, as well as more specialized institutions such as the family, the community, the military, peer groups, clubs, and volunteer associations.

Актив
Чтобы ак

«Sociology, as a generalizing social science, is surpassed in its breadth only by anthropology - a discipline that encompasses archaeology, physical anthropology, and linguistics. The broad nature of sociological inquiry causes it to overlap with other social sciences such as economics, political science, psychology, geography, education, and law. Sociology's distinguishing
--

feature is its practice of drawing on a larger societal context to explain social phenomena».

[Sociology | Definition, History, Examples, & Facts |Britannica]

Sociology is a social science. It has a favored status within a group of sciences or disciplines, including anthropology, economics and political science. The subject of sociology is the behavior of humans as social beings. «Sociology is the scientific study of human life, social groups, whole societies and the human world as such» [38]. «It examines how people interact with each other, how they organize themselves into various groups and institutions, and how they shape and are shaped by their social and historical contexts» [39]. The scope of sociology is extremely wide, ranging from the analysis of passing encounters between individuals on the street to the investigation of crime, international relations and global forms of terrorism. Sociology covers a variety of topics, such as culture, socialization, deviance, social stratification, social movements, social change, and more.

Among the goals of sociology are: to discover the basic structure of human society, to identify the main forces that bind groups together or weaken them, to find out what conditions change social life. And yet, there are different sociological approaches around the world. To some people, sociology is the scientific study of society and social behavior. For others, it was a guide for ordinary people to understand what was happening to them and how their social world worked. Both of these approaches must be considered current and interdependent at this time. A common "so what" question should be asked by a sociologist involved in the study. The phrase "so what" is often used by sociologists who are conducting research to challenge themselves or others to explain the significance or relevance of their findings.

For example, suppose a sociologist finds that there is a positive correlation between the number of hours spent on social media and the level of loneliness among teenagers. A "so what" question would be: Why does this matter? What does this tell us about the causes or consequences of loneliness? How can this inform interventions or policies to address loneliness? By answering these questions, the sociologist can demonstrate the value and contribution of their research to the field of sociology and to society.

«Sociology also draws on different perspectives and theories to understand and explain social phenomena. Some of the major sociological perspectives are functionalism, conflict theory, symbolic interactionism, feminism, and postmodernism» [<https://brainly.in/question/48328318>]. These perspectives offer different ways of looking at the same reality and highlight different aspects of social life.

Sociology is a fascinating and relevant field of study that can help us better understand ourselves and the world we live in.

Most people have specialized knowledge about their social, family, workplace, or lifestyle circumstances. Sociologists respect this common knowledge and often rely on it. However, in most cases it can be sporadic and unimportant. Sociological

research must be more critical and systematic. It is clear that for this reason, sociology must go beyond the categories of everyday life and invent new categories to explain events and experiences in a new light. To understand how people behave and how they change, it is always necessary to see this as a part of a larger social process. This is why sociologists study social context closely, which helps a lot in explaining things. Sociology studies people and groups in action. The actor is a specific person.

People pursue goals, interpret experiences, respond to opportunities, and confront difficulties. The sociological emphasis on context and action emphasizes the concrete nature of human experience. There are no abstract people, there are only concrete people living their own lives in historical time. An awareness of pluralism is essential for sociology. It studies the general and the particular, the abstract and the concrete. Human interaction is another focus of sociology. Humans always interact with their social environment. From their environment they draw his aspirations, skills, satisfactions, anxieties and social identities.

Sociologists have a special way of studying human interaction. Sociology is a systematic study of social behavior and human groups. It primarily focuses on the influence of social relationships on people's attitudes and behavior, and how societies emerge and change. Sociology as a field of study is very wide-ranging and deals with families, businesses, political parties, schools, religion, trade unions, etc. It is about love, poverty, conformity, discrimination, disease, alienation, overpopulation, and community.

In human society newspapers, television are the usual source of information. But while a journalist's main job is to report news, sociologists bring a different understanding to such issues. The perspective of sociology is to see through people's behavior and the outline of organizations. An important goal of this perspective is to identify patterns of social behavior. As an example, sociologists study the passionate desire of moviegoers and rock fans to meet stars in person, talk to them, and even touch their clothes. Why do people feel this need so strongly? A sociological perspective attempts to provide an explanation for such patterns.

When it comes to action, sociologists rely on an unusual type of creative thinking, the sociological imagination, i.e. awareness of the connection between the individual and society. So, instead of just taking for granted that movie stars and rock stars are the "elite" of human society, we could question more skeptically why people are curious about meeting eminent scientists, primary school teachers and architects. Sociological imagination can bring new understanding to the everyday life around us.



FIGURE 1.1 Sociology and the Social Sciences Sociology overlaps with other social sciences, but much of the territory it covers is unique.

[Kerry Ferris and Jill Stein. The real world: an introduction to sociology /2nd ed. W. W. Norton & Company, Ltd. 2020. P.7]

TABLE 1. SOCIOLOGY’S FAMILY TREE

Perspective	Level of Analysis	Focus of Analysis	Case Study: College Admissions in the United States
STRUCTURAL-FUNCTIONALISM	Macrosociology	Assumes that society is a unified whole that functions because of the contributions of its separate structures.	Those who are admitted are worthy and well-qualified, while those who are not admitted do not deserve to be. There are other places in society for them besides the university.
CONFLICT THEORY	Macrosociology	Sees social conflict as the basis of society and social change and emphasizes a materialist view of society, a critical view of the status quo, and a dynamic model of historical change.	Admissions decisions may be made on the basis of criteria other than grades and scores. For example, some applicants may get in because their father is a major university donor, while others may get in because of their talents in sports or music. Some may be denied admission based on criteria like race or gender.
SYMBOLIC INTERACTIONISM	Microsociology	Asserts that interaction and meaning are central to society and assumes that meanings are not inherent but are created through interaction.	University admissions processes are all about self-presentation and meaning-making in interaction. How does an applicant present himself or herself in a way that will impress the admissions committee? How does the admissions committee develop an understanding of what kind of applicant it is looking for? How do applicants interpret their acceptances and rejections?
FEMINIST THEORY	Macro- or microsociology	Looks at gender inequities in society and the way that gender structures the social world.	Gender differences in admissions statistics reveal gender-based decision-making criteria and portend gendered differences in future college experiences. Female and male students receive different treatment in and out of the classroom.
QUEER THEORY	Macro- or microsociology	Questions the basis of all social categories, including but not limited to those involving sexuality.	Social categories (like sexuality, gender, race, etc.) shape university admissions decisions and the treatment of students once enrolled.
POSTMODERNIST THEORY	Macro- or microsociology	Suggests that social reality is diverse, pluralistic, and constantly in flux.	An acceptance doesn’t mean you are smart, and a rejection doesn’t mean you are stupid; be careful of any “facts” you may be presented with, as they are illusory and contingent.

“Theory and Sociology’s Family Tree. Pioneers of early social theory like Auguste Comte, Harriet Martineau, and Herbert Spencer lived at the beginning of an era of radical political and economic change, bringing unprecedented social problems. It was also an era when the scientific method began to be applied to the social world”.

[real world 2.pdf,p.86]

2. Find out how to say the following phrases from the text in English and memorize them:

соціальні науки
займати основну позицію
предмет вивчення соціології
громадське життя
аналіз щоденних подій
дослідження глобальних соціальних процесів
цілі соціології
основна структура людського суспільства
різні підходи
соціальна поведінка
питання здорового сенсу
приймати участь в дослідженні
спеціалізовані знання
спосіб життя
інтерпретувати події і досвід
переслідувати мету
використовувати місця
сприятливу можливість
усвідомлення численності

3. Complete the sentences by choosing the correct words from the list that follows.

1) is one of the social sciences
2) It «among a broader group of sciences or disciplines, along with anthropology, economics, and political sciences».

anthropology, economics and political sciences.
3) ... is behaviour of people as social beings.
4) Sociology is ... , groups and societies.
5) «The scope of sociology analyzes various aspects of life, from what people go through on the street every day to ...» .
6) «Sociology has various aims, such as: discovering.. , identifying ... , learning...» .
7) Both approaches are ... actual and interdependent at
8) ... "so what" helps researchers to avoid making claims that are trivial, obvious, or irrelevant. It also helps them to connect their research to broader theoretical, empirical, or practical implications».
9) The sociologist ... this common sense knowledge and often depends on it.
10) ... requires a more rigorous and methodical approach.
11) It is quite evident that for this reason sociology mustand must invent new
categories....
12) Sociologists closely study which helps a lot in interpreting things.
13) The way people act and the social setting they are in are interrelated and important for sociology to understand
14) Awareness of plurality is ... for sociology.
15) The sociologist has a distinctive way of....
16) Sociology focuses primarily on... .
17) ... requires going deeper than the external features of people's actions and organizations.
18) The sociological perspective attempts ... for such patterns.
19) In attempting to understand social behaviour sociologists ... unusual type of
creative thinking, sociological imagination.
20) ... reveals new insights into our everyday experiences.

the perspective of sociology
to occupy a prime position
sociology
the influence of social relationships
the subject-matter of sociology
examining human interactions
the study of human social life
essential
extremely wide
the concreteness of human experience
the investigation of global social processes
social context
the basic structure of human society
to interpret events and experiences in a fresh light
the main forces that hold groups together or weaken them
to go beyond the categories of everyday life
what conditions transform social life
sociological research
to be respectful of
to be considered
a common sense question
the present historical moment
to rely on
sociological imagination
to provide explanations

4. Answer the following questions

- 1) What position does sociology occupy among a group of the social sciences?
- 2) What social sciences do you know?
- 3) What are the core concerns of sociology?
- 4) Sociology is the scientific study of human society and culture, and how they change and affect human behavior, isn't it?
- 5) What are the aims of sociology?
- 6) What approaches to sociology do you know?
- 7) Why has sociological research to be more critical and more systematic?
- 8) What do sociologists study social context for?
- 9) What is the sociological emphasis?
- 10) Where does a human being derive aspirations, competences, satisfactions, anxieties and social identity from?
- 11) What are the usual sources of information?
- 12) What is the main goal of the sociological perspective?
- 13) By using sociological imagination, we can gain new insights into how social reality affects our lives, can't we?

5. Speak on the aims of sociology and different approaches to it and provide specific and relevant situations or examples that support your main points.

6. Comment on the topic «The sociological perspective and the sociological imagination».

UNIT 2

Identity and socialization.

1. Based on the text's title, what kind of information do you expect to find in it?



Figure 2.1 [real world 2.pdf, p.107]

TEXT

Human personality and self are not only influenced by the social environment, but also by genetic factors. For a long time, researchers debated how much human development depends on biology or environment, until they recognized that these factors work together to shape human development. Socialization happens through human interactions. We learn a lot from those who are closest to us - our family, friends, and teachers. We may also learn from the people we encounter in the street, or see on TV, or read about in magazines. From a microsociological point of view,

socialization helps us learn the appropriate way to act and what to expect from others if we conform to (or challenge) the norms and values of society. A macrosociological outlook suggests that socialization preserves the cultural legacy from one generation to the next.

self the individual's conscious, reflexive experience of a personal identity separate and distinct from other individuals

id, ego, and superego according to Freud, the three interrelated parts that make up the mind. The id consists of basic inborn drives that are the source of instinctive psychic energy. The ego is the realistic aspect of the mind that balances the forces of the id and the superego. The superego has two components (the conscience and the ego-ideal) and represents the internalized demands of society.

[real world 2.pdf, p.128]

The idea that consists of a set of interconnected beliefs carries with it the implication that people choose or reject beliefs based on some deeply held evaluating principles.

We can examine the effects of subscribing to an ideology at two different levels. The first deals with the consequences of ideology for individual believers. In this case we are interested in the utility of ideology for individuals. The second level of effects occurs for groups in society, either groups whose members subscribe to an ideology or groups that benefit from other groups whose members do so.

Ideology embodies ideas. These are not «just» ideas, but ideas that make a difference for people who are committed to them. For those in dominant positions, ideology legitimates their good fortune. When we are socialized into an occupation and

its skills, we are also socialized into some conception of the worth of the activities associated with the occupation. People who accept their occupational ideology believe in the value of what they doing and impute worthy qualities to themselves.

TABLE 2. THE SELF AND INTERACTION.

Perspective	Approach to the Self and Interaction	Case Study: Identity in Childhood
PSYCHOANALYSIS	Freud's theory of the unconscious mind as composed of an interrelated system (id, ego, superego) that underlies human behavior; personality develops through psycho-sexual stages.	Parents instill a conscience (superego) in children through rules that govern their instinctual behavior (id) until children mature and are self-governing (ego).
LOOKING-GLASS SELF	Cooley's theory of the self concept as derived from how we imagine others see us, and the feelings about ourselves based on the perceived judgments of others.	Parents and significant others serve as a reflection to children, who develop a sense of self based on their appraisals, real or imagined.
MIND, SELF, AND SOCIETY	Mead's theory of the self that develops through three stages (preparatory, play, and game); in role taking the particular or generalized other, we learn to see ourselves as others do.	Children gain a sense of self through imitation, play, and games, in which they learn various roles and take on the perspectives of others.
DRAMATURGY	Goffman's theory of the presentation of self; we are like actors on a stage whose performance strategies aid in impression management.	Children learn the arts of impression management and may present a different self to their parents than to other children or teachers.

[real world 2.pdf, p. 159]

Ideologies are emotionally charged descriptive and normative beliefs and values that explain and justify how society is organized or should be organized. We distinguish between two broad types of ideologies. Reformist and radical ideologies rally the forces of change, while dominant ideologies support existing social arrangements, or the status quo. Reformist ideologies seek changes without challenging the basic ground rules. Radical ideologies call for a fundamental restructuring of society or one of its institutions. Ideologies in the second category are called dominant ideologies to emphasize their prevailing and ruling character. Ideologies can be dominant in either of two senses. They may be dominant in the sense that most people endorse them. Or they may be dominant in the sense that the most powerful groups in society sponsor them, whether or not most people agree, and they are reflected in the way society is run. Belief in private property is an example of ideology that is dominant treatment of men and women, and ageism, which justifies the unequal treatment of age categories.

The reform and radical ideologies in any society are counter-ideologies. They are counter as much as they challenge the assumptions and beliefs of dominant ideologies.

Ideology can be seen as a sophisticated thought process engaged in by a minority of people, or as powerful but disconnected beliefs and values exhibited by everybody. At the individual level, ideology flatters and empowers believers and provides frames of reference and standards of judgment. At the group level, ideology unifies dominant groups and contributes to the control of subordinate groups. It also helps to define group boundaries and contributes to or impedes social change.

We do not consider the close relationship between sociological theory and ideology to be wholly detrimental to the growth of sociological knowledge. Ideology results when groups try to organize conceptions of authority (legitimate political order) and shared commitments in order to deal with social, economic, and political problems that have become salient for them. This is the positive side of ideology—the attempt to make political society meaningful and legitimate. Ideology also has a negative side, however: it places limits on what can be thought. Although it is not centrally concerned

with the production of statements that are demonstrably true according to the canons of experimental science, ideology nevertheless loses its effectiveness when it becomes transparently false or irrational. For ideology to be effective, it must at least appear to have some grasp on truth per se. Ideology is very much a function of the modern age — an era that has seen the decline and the dissolution of many forms of traditional authority, such as kingship. Neither the rise nor the significance of classical sociological theory can be comprehended if the relationship between ideology and sociology is neglected. Sociological theory can be considered classical not only in terms of its ideological significance for the modern world but also in terms of its significance for the institutionalization of sociology as an autonomous discipline and as a profession.

2. Find out how to say the following phrases from the text in English and memorize them:

тісні взаємовідносини
теорія соціології
збільшення соціологічних знань
концепції влади
позитивна сторона ідеології
відповідно канонам експериментальної науки
ставати ірраціональним
занепад і зникнення багатьох форм традиційної влади
значення класичної соціологічної теорії
розуміти значення

сучасний світ
становлення соціології

3. Complete the sentences by choosing the correct words from the list that follows.

- 1) We do not consider the close relationship between sociological theory and ideology... to the growth of sociological knowledge.
- 2) Ideology... when groups try to organize... and share commitments in order to deal with social, economic and political problems.
- 3) The positive side of ideology is the attempt
- 4) Ideology... on what can be thought.
- 5) Ideology loses its effectiveness when it becomes... .
- 6) For ideology to be effective, it must at least appear... .
- 7) Ideology is very much a function of... .
- 8) Neither the rise nor the significance of classical sociological theory can ... if the relationship between ideology and sociology
- 9) Sociological theory can ... classical not only ... of its ideological significance for the modern world but also in terms of its significance for the... as an autonomous discipline and as profession.

to be considered
the modern age
to be comprehended
to be wholly detrimental
in terms
to result
the institutionalization of sociology
conceptions of authority

to make political society meaningful and legitimate
to have some grasp on truth per se
to place limits
transparently false or irrational

4. Retell the text using active vocabulary for it.

to consider
sociological theory
the growth of sociological knowledge
to result
to organize conceptions of authority
to deal with some problems
to place limits on smth
the production of statements
to become false and irrational
to have some grasp on truth per se
the modern age, forms of traditional authority
to neglect
in terms
the institutionalization of sociology
an autonomous discipline

5. Answer the following questions.

- 1) The close relationship between sociological theory and ideology is detrimental, isn't it?
- 2) When does ideology result?
- 3) The attempt to make political society meaningful and legitimate is the positive side of ideology, isn't it?

- 4) What is the negative side of ideology?
- 5) When does ideology lose its effectiveness?
- 6) What is the criterion of the effectiveness for ideology?
- 7) Can you characterize the modern age?
- 8) Why shouldn't we neglect the relationship between ideology and sociology?
- 9) Sociological theory can be considered classical, can't it?

6. Speak on sociology as profession and as ideology in brief and illustrate your report with your own situations or examples.

7. Comment on the following topics:

- The close relationship between sociological theory and ideology.
- The positive side of ideology and its negative one.
- The significance of classical sociological theory.

UNIT 3

Agents of socialization: family-universal, but varied.



Figure 3. [real world 2.pdf, p.90]

1. Based on the text's title, what are your expectations about the content?

TEXT

The family is the single most significant agent of socialization in all societies. It's easy to see why. The family is the original group to which we belong. It is where early emotional and social bonds are created, where language is learned, and where we first begin to internalize the norms and values of our society. Most of our primary socialization, which teaches us to become mature, responsible members of society, takes place within the family. It is not surprising, then, that the family has perhaps the most long-lasting influence on the individual.

[Kerry Ferris and Jill Stein. The real world: an introduction to sociology /2nd ed. W. W. Norton & Company, Ltd. 2020. 577 p.]

The family is a universal social institution across cultures. The family regulates

sexual behaviour and reproduction, provides a setting for rearing children and takes care of sick and disabled people. It can be defined as a set of persons related by blood, marriage (or some agreed-upon relationship) or adoption who share the primary responsibility for reproduction and caring for members of society. In popular usage, the term family can refer to those who live with us or to our entire kin group. But in order to analyze and research family life, we need to specify who we will include in our analysis.

In human society the family has traditionally been viewed in very narrow terms as a married couple and their unmarried children living together. However, this is but one type of family, what sociologists refer to as a nuclear family upon which large family groups are built. But only a certain part of households will fit this model. A family in which relatives other than parents and children — such as grandparents, aunts and uncles — live in the same home is known as an extended family. While not common, such living arrangements do exist. The structure of the extended family offers certain advantages. Crises, such as death, divorce, and illness involve less strain for family members, since there are more individuals who can provide assistance and emotional support. In addition, the extended family constitutes a larger economic unit than the nuclear family. If the family is engaged in a common enterprise — for example, running a farm or a small business — the additional family members may represent the difference between prosperity and failure.

In considering these differing family types, we have limited ourselves to the term marriage, which is called monogamy. The term monogamy describes a form of marriage in which one woman and one man are married only to each other. Some observers, noting a high rate of divorce in modern society, have suggested a more accurate term «serial monogamy» under which a person is allowed to have several spouses in his or her life but can have only one spouse at a time.

Some cultures allow an individual to have several husbands or wives simultaneously. This form of marriage is known as polygamy. You may be surprised to learn that in most societies throughout the world, past and present, have exhibited a preference for polygamy, not monogamy. Polygamy cultures devalue the social worth of women.

The state of being related to others is called kinship. The family and the kin group are not necessarily the same. While the family is a household unit, kin do not always live or function together. Kin groups include aunts, cousins, in-laws, and so forth.

Formally, a married couple is expected to establish a separate household. However, if we take a cross-cultural view, it is relatively uncommon. In many societies, the bride and groom live either with his or her parents. The reason for it is that the new couples need the emotional support and especially the economic support of the kinfolk.

Imagine that you are recently married and must begin to make decisions about the future of your new family. Immediately, an issue is raised: «Who has the power to make the decision?», in simpler terms, who rules the family?

Societies vary in the way the power within the family is distributed. If a society expects males to dominate in all family decision making, it is termed a patriarchy. Women hold low status in such societies. By contrast, in a matriarchy, women have greater authority than men. But researchers have come to the conclusion that in modern history there is not a society, which truly has this pattern of family organization.

Some marital relationships may be neither male-dominated nor female-dominated. The third type of authority pattern, the egalitarian family, is one in which spouses are regarded as equals. This does not mean, however, that each decision is shared in such families. Mothers may hold authority in some spheres, fathers in others. In the view of many sociologists, the egalitarian family has begun to replace the patriarchal family as the social norm.

A century ago the family was described as «the ultimate source of social inequality». More recently other theorists have stated that the family contributes to social injustice, denies opportunities to women, and limits freedom in sexual expression and mate selection.

In order to evaluate such issues, it is helpful to examine the functions the family fulfills. There are six of them:

1. Reproduction. For a society to maintain itself, it must replace dying members.
2. Protection. Human infants need constant care, economic security, and upbringing.
3. Socialization. Parents and other kin monitor a child's behaviour and transmit the norms, values and language of a culture to the child.
4. Regulation of sexual behaviour. Standards of sexual behaviour are most clearly defined within the family circle.
5. Affection and companionship. The family is obliged to serve the emotional needs of its members. We expect our relatives to understand us, to care for us, and to be there with us when we need them.
6. Providing of social status. We inherit a social position because of the «family background» and reputation of our parents. Moreover, the family resources affect our ability to pursue certain opportunities such as higher education and specialized lessons.

Family life is important to well-being and happiness of most people, and institution of the family is extremely important to society. The family is significant everywhere, but there are many cultural variations of the family structure from one society to another. Several theoretical framework and methods have been used in studying families. Many economic, legal and social changes have affected family

life throughout this century. However, despite widespread changes in family life, most people still choose to marry and bear children.

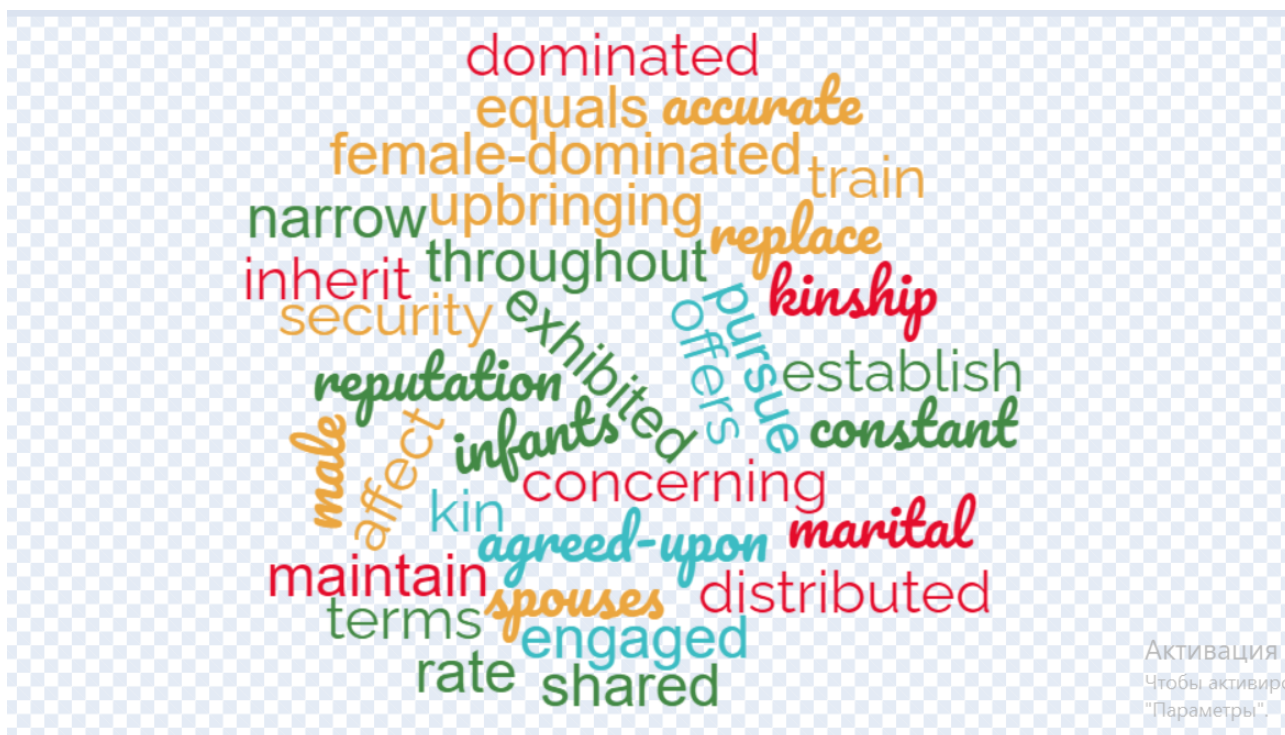
2. Find out how to say the following phrases from the text in English and memorize them:

бути пов'язаним узами крові (шлюбу)
заздалегідь визначені відносини
поділяти відповідальність
піклуватися про кого-небудь
дуже відрізнятись
склад (родини)
розглядатися дуже вузько
сім'я (домашні, господарство)
підходити (відповідати) чому-небудь
розвід/розлучення
так...як
надавати допомогу і підтримку
вести господарство
процвітання
невдача (провал)
обмежуватися чим-небудь
оженитися на (вийти заміж за)
бути у шлюбі з
високий рівень розводів/розлучень
подружжя (чоловік і жінка)
одночасно
віддавати перевагу чому-небудь
знецінювати соціальну значущість
походження

родичі (з боку дружини чи чоловіка)
і так далі
місце проживання
жити окремо
наречений і наречена
приймати рішення
виникає проблема
простіше кажучи
подружні відносини
мати вагу (вплив)
замінити
основне джерело
суспільна нерівність
вести до соціальної несправедливості
позбавляти жінок можливостей
обмежувати свободу
вибір партнера
неповнолітній
потребувати постійного піклування
безпека
виховання
усередині сімейного оточення
любов
товариство
реалізувати можливості

3. Complete the sentences by choosing the correct words from the list that follows.

1) The family can be defined as a set of persons related by some ... relationship.	2) There are certain general principles ... the family organization.
3) In human society the family has been traditionally viewed in very	4) The structure of the extended family ... certain advantages.
5) Crises involve less ... for extended families.	6) Extended families are often ... in a common enterprise.
7) Some sociologists, noting a high ... of divorce, have suggested a more ... term «serial monogamy».	
8) Most societies ... the world <u>have</u> ... a preference for polygamy, not monogamy.	9) The state of being related to other is called ... but... do not always live or function together.
	10) Formally, a married couple is expected ... a separate household.
11) Societies vary in the way that power within the family is	12) Some ... relationships may be neither ... nor
13) In the egalitarian family ... are regarded as	14) This does not mean that in the egalitarian family each decision is
15) For a society ... itself, it must... dying members.	16) Human ... need ... care, economic ... and
17) We ... a social position because of the “family background” and the ... <u>our</u> parents.	
18) Moreover, the family resources ... our ability certain opportunities.	



4. Rewrite these expressions from the text using different English words.

to be related by	either...
to share responsibilities	a reason for
to care for	to make decisions about
to vary greatly	to be termed, to come to conclusion
to be viewed in very narrow terms	neither ... nor
to fit smth	to be regarded as equals
to offer certain advantage	to hold authority
to involve	in order to do smth
to provide assistance and support	to need constant care
to be engaged in a common enterprise	to monitor smth
to limit oneself to	to be obliged to pursue certain opportunities
at a time	either...
to exhibit	a reason for

a preference for	to make decisions about
to devalue smb's social worth	to be termed, to come to conclusion
to establish a separate household	neither ... nor

5. Think and answer the following questions.

▪ The family is a socially recognized group (usually joined by blood, marriage, cohabitation, or adoption) that forms an emotional connection among its members and that serves as an economic unit of society, isn't it?	▪ What living arrangements exist in human society?
▪ The extended family offers certain advantages over the nuclear family, doesn't it?	▪ What forms of marriage do you know?
▪ What is the cross-cultural view about the family residence?	▪ How do societies vary in the way they power within the family distributed?
▪ Are spouses in an egalitarian family regarded as equals? What's your idea?	

6. Express your opinion about the following ideas.

- 1) According to some sources, polygamy has been more common than monogamy throughout human history. However, this does not mean that polygamy is better or more natural than monogamy. Both types of relationships have their advantages and disadvantages, depending on the context, culture, and preferences of the individuals involved.
- 2) No society in modern history has followed the matriarchal model of family organization, according to researchers.
- 3) Both the mother and the father have some areas of power in the egalitarian family.
- 4) Family can be considered as the ultimate source of social inequality. Does it still hold true?

7. Prepare a set of questions for a questionnaire

that would test the hypothesis that people from richer families intend to marry at an older age and produce fewer children.

UNIT 4

SOCIAL STATUSES.

SOCIAL STRUCTURE AND INDIVIDUALITY.



Figure 4. [<https://openstax.org/books/introduction-sociology-3e/pages/4-3-social-constructions-of-reality?query=Status&>]

1. Pre-reading task: think and answer.

1. What are your statuses?
2. Which one of these two ways of understanding status as a sociological term do you think is better? a) being respected, influential, wealthy, and famous; b) being in a position in a social group that is determined by the group or society, i.e. having a role in a social structure that indicates how a person fits in.

There are different kinds of statuses. An **ascribed status** is one we are born with that is unlikely to change (such as our gender or race). An **embodied status** is located in our physical selves (such as beauty or disability). Finally, an **achieved status** is one we have earned through our own efforts (such as an occupation, hobby, or skill) or that has been imposed on us in some way (such as a criminal identity, mental illness, or drug addiction). All statuses influence how others see and respond to us. However, some ascribed, embodied, or achieved statuses take on the power of what sociologists call a **master status**—a status that seems to override all others in our identities.

[real world 2.pdf, p. 142]

TEXT

As you can imagine, people employ many types of behaviors in day-to-day life. Roles are patterns of behavior that we recognize in each other that are representative of a person's social status. Currently, while reading this text, you are playing the role of a student. However, you also play other roles in your life, such as "daughter," "neighbor," or "employee." These various roles are each associated with a different status.

Weber's primary focus on the structure of society lay in the elements of class, status, and power. Similar to Marx, Weber saw class as economically determined. Society, he believed, was split between owners and laborers. Status, on the other hand, was based on noneconomic factors such as education, kinship, and religion. Both status and class determined an individual's power, or influence over ideas. Unlike Marx, Weber believed that these ideas formed the base of society.

A status is a position in the structure of society. Butcher, baker, and candlestick maker are all social statuses, and so are friends, Romans, and

countrymen. Each of these positions determines where a person fits in the structure of a society. Obviously, people occupy many statuses: one can be both Roman and baker, or both friend and butcher. Ascribed statuses are assigned to people without any effort on their part, and they typically consist of the characteristics with which we are born: age, sex, and race. An ascribed status does not necessarily have the same social meaning in every society. For example, respect for the elderly is an important cultural norm in China. In many cases, the prefix old is used respectfully: calling someone old teacher or old person is like calling a judge in the United States “Your honor”. Positive age seniority distinctions in language are absent in the western countries: we view the term old man as more of an insult than a celebration of seniority and wisdom. Unlike ascribed statuses, an achieved status comes to us largely through our own efforts. Both ‘bank president’ and ‘prison guard’ are achieved statuses, as are “lawyer”, “pianist”, “advertising executive” and “social worker”. You must do something to acquire an achieved status – go to school, learn a skill, establish a friendship, or invent a new product. Our achieved status is heavily influenced by our ascribed status. Being male, for example, will decrease the likelihood that a person would consider being a child care worker. Certain statuses are more important than others. A master status is a status that dominates others and thereby determines a person’s general position within society. Being the Prince of Wales is more important than any of Prince Charles’s other statuses in determining his other social positions. Arthur Ashe, who died of AIDS in 1993, had a remarkable career as a tennis star; but at the end of his life, his status as a well-known personality with AIDS may have outweighed his statuses as a retired athlete, an author, and a political activist.

+	Sociologists use the term status to describe the responsibilities and benefits that a person experiences according to their rank and role in society. Some statuses are ascribed—those you do not select, such as son, elderly person, or female. Others, called achieved statuses, are obtained by choice, such as a high school dropout, self-made millionaire, or nurse. As a daughter or son, you occupy a different status than as a neighbor or employee. One person can be associated with a multitude of roles and statuses. Even a single status such as “student” has a complex role-set, or array of roles, attached to it (Merton, 1957). It is important to note that status refers to the rank in social hierarchy, while role is the behavior expected of a person holding a certain status.

[Горощко О.І., Рубцова В.В., Комова Г.В., Дідович Г.І. English for Professional Purposes: Sociology. Харків НТУ «ХПІ», 2019. 272 с.]

2. Translate into English and answer the questions based on the text.

■ Чи є фіксована кількість статусів, які займають люди, чи вона змінюється від особи до особи та від культури до культури?	■ Як людина отримує свою соціальну позицію?
■ Чи однакове значення приписаного статусу скрізь?	■ Який приклад майстер-статусу надає текст?

3. Complete the sentences by choosing the correct words from the word cloud that follows.

1. ... STATUS - AN INBORN STATUS; USUALLY DIFFICULT OR IMPOSSIBLE TO CHANGE.
2. ... STATUS - A STATUS GENERATED BY PHYSICAL CHARACTERISTICS.
3. ... STATUS - A STATUS EARNED THROUGH INDIVIDUAL EFFORT OR IMPOSED BY OTHERS.
4. ... STATUS - A STATUS THAT IS ALWAYS RELEVANT AND AFFECTS ALL OTHERS STATUSES WE POSSESS.
5. ... - JUDGING OTHERS BASED ON PRECONCEIVED GENERALIZATIONS ABOUT GROUPS OR CATEGORIES OF PEOPLE.
6. ...-THE SET OF BEHAVIORS EXPECTED OF SOMEONE BECAUSE OF HIS OR HER STATUS.
7. ROLE ... EXPERIENCED WHEN WE OCCUPY TWO OR MORE ROLES WITH CONTRADICTORY EXPECTATIONS.
8. ROLE TENSION EXPERIENCED WHEN THERE ARE CONTRADICTORY EXPECTATIONS WITHIN ONE

9. ... EXIT THE PROCESS OF LEAVING A ROLE THAT WE WILL
NO LONGER OCCUPY.



4. Are the statements true or false? Comment on them.

1. Unlike age, race and other factors, status is not essential in people's lives.
2. One should make an effort to get an achieved status.
3. In China, as well as in the rest of the countries, the word old means 'respect'.
4. As far as we know, a person has got only one status.
5. The Prince of Wales is the general social position in the UK.
6. The thing is that the society structure implies some statuses dominating others.
7. Race and age can be referred to an ascribed status.
8. Western world calls a judge Your honor which means "an old man".

5. Explain the difference of the notions given in bold letters.

self the individual's conscious, reflexive experience of a personal identity separate and distinct from other individuals

id, ego, and superego according to Freud, the three interrelated parts that make up the mind. The id consists of basic inborn drives that are the source of instinctive psychic energy. The ego is the realistic aspect of the mind that balances the forces of the id and the superego. The superego has two components (the conscience and the ego-ideal) and represents the internalized demands of society.

[real world 2.pdf, p. 128]

6. Project work.

When we meet someone in person, we show them what kind of roles we have in society by using different signs that we can see. Some signs are hard to hide, like our skin color, gender, and (maybe) age. These are things that we are born with and they are often the most noticeable to others. We also show what kind of roles we have achieved by

1.

To select a variety of photographs from different magazines, you can either use physical copies of magazines or browse online sources. You can choose magazines that cater to different audiences, such as sports, fashion, entertainment, business, etc. For each photograph, you can look at the person's clothing, accessories, posture, facial expression, and background to identify some possible social statuses. For

using different signs, some on purpose and some by accident. To understand how many signs there are for social roles, look at magazines and newspapers on different topics, and pick those that have many ads with people in them.

example, if you see a person wearing a suit and tie, holding a briefcase, and standing in front of a skyscraper, you might infer that they have a high-status profession, such as a lawyer or a banker. If you see a person wearing a uniform, holding a weapon, and standing in a war zone, you might infer that they have a military status, such as a soldier or a commander.

2.

To summarize your findings, you can divide the visible statuses into ascribed and achieved. Ascribed statuses are those that are assigned to individuals at birth or later in life, without regard to their abilities or choices [https://saylordotorg.github.io/text_sociology-understanding-and-changing-the-social-world-comprehensive-edition/s08-01-social-structure-the-building-.html][https://en.wikipedia.org/wiki/Social_status]. Examples of ascribed status include castes, race, and beauty among others [https://en.wikipedia.org/wiki/Social_status]. Achieved statuses are those that require special qualities and gained through competition and individual effort [<https://www.britannica.com/topic/social-status>]. Examples of achieved status include education, occupation, marital status, accomplishments, or other factors [<https://helpfulprofessor.com/social-status-examples/>]. You can use a table or a chart to organize your data and compare the different statuses. You can also try to identify which status is the most important or influential for the person in the picture, and label it as the master status. The master status is the one that dominates the person's social identity and overrides other statuses [<https://www.britannica.com/topic/social-status>]. For example, if you see a person who is a famous actor, their master status might be their celebrity status, regardless of their other statuses, such as their gender, race, or religion.

3.

Some kinds of social statuses are typically impossible to tell only from a photograph, because they are not visible or obvious. These include statuses that are based on personal traits, beliefs, values, preferences, or behaviors that are not expressed or displayed in the picture. For example, you cannot tell a person's sexual orientation, political affiliation, personality type, hobbies, or health condition only from a photograph, unless they are wearing or holding some symbols or signs that indicate them. Even then, you cannot be sure that the person is actually identifying with those statuses, or just posing for the picture. Therefore, you should be careful not to make assumptions or judgments based on the appearance of the person in the photograph, and acknowledge the limitations of your analysis.

UNIT 5

SOCIAL ROLES



Figure 5. [6.1 Types of Groups - Introduction to Sociology 3e | OpenStax]

1. Based on the text's title, what are your predictions about the content?

TEXT

Throughout our lives, we acquire what sociologists call social roles. A social role is a set of expectations for people who hold a certain social position or status. For instance, we expect that cab drivers will know how to navigate a city, that secretaries will be dependable in handling phone messages, and that police officers will act if they see a citizen in trouble. Each distinct social status — whether given or achieved — comes with particular role expectations. However, actual

performance varies from individual to individual. One secretary may assume a lot of administrative responsibilities, while another may focus on clerical duties.

Roles are a significant part of social structure, because they support a society's stability by enabling members to anticipate the behaviour of others and to adjust their own actions accordingly. We learn how to fulfill a social role by observing the behaviour and interactions of others.

In sociology, a group is any number of people with similar norms, values, and expectations, who interact frequently and intentionally. The members of a business office, of a college fraternity or sorority, or of a professional basketball team make up a group.

There are many groups in every society where people have daily social interaction. We look for groups to form friendships, to accomplish certain goals, and to fulfill social roles that we have acquired. Groups are important for a society's social structure; they are a connection between the individual and the larger society and much of social interaction and behaviour is influenced by the norms and sanctions established by groups.

The mass media, the government, the economy, the family, and the health care system are some examples of social institutions in a society. Social institutions are organized patterns that center on basic social needs and that perform functions essential for a society's survival.

TABLE 3. SOCIAL INSTITUTIONS.

<u>Functional Prerequisites</u>	<u>Social Institutions</u>
1. Replacing personnel	Family
	Government (immigration)
2. Teaching new recruits	Family (basic skills)
	Economy (occupations)
	Education (schools)
	Religion
3. Producing and distributing goods and services	Family (food preparation)
	Economy
	Government (regulates regarding Commerce)
	Health care system
4. Preserving order	Family (child rearing, regulation of sexuality)
	Government
	Religion (morals)
5. Creating and preserving a reason for being /Offering and sustaining a motivation for action	Government (patriotism)
	Religion

Other sociologists assess the social institutions from a conflict perspective and propose that the existing organization of social institutions is not accidental and the outcome of this organization is not necessarily efficient and desirable. Moreover, they say that major institutions, such as education, help to sustain the benefits of the most powerful individuals and groups in a society, while contributing to the powerlessness of others. As one example, public schools in the United States are supported largely through property taxes. This allows children from affluent communities to be better ready to compete academically than children from poor communities. Thus, the structure of the American educational system enables and even supports such unequal treatment of schoolchildren.

From a conflict viewpoint all institutions have a basic paradox: they are necessary, yet they are a source of social problems. It has become popular to attack social institutions, such as the family and the government, in recent years. But we should not overlook that people depend on institutions for stability and security from chaos.

Social institutions affect our daily lives. Whether we are driving on the street or standing in a long shopping line, our everyday behaviour is regulated by social institutions. Viewed from an interactionist perspective, our social behaviour is influenced by the roles and statuses that we accept, by the groups that we belong to, and by the institutions that we function within. And the roles, statuses, groups and institutions are, in turn, influenced by the overall social structure of the modern society.

2. Find out how to say the following phrases from the text in English and memorize them:

передбачуваний (очікуваний)

відмітна риса
відповідь (реакція) на
надавати значення чому-небудь
всередині суспільства
мати інше уявлення про що-небудь
вести переговори (домовлятися) про що-небудь
спроба досягти угоди щодо чого-небудь
черга в магазині
приймати набагато складніші форми
розглядати що-небудь
відбивати / відображати
просто(тільки)
підкреслювати
схильний до змін (такий, що піддається змінам)
торгуватися
йти на компроміс
обмінювати(ся)
створювати структуру
значно відрізнятись від
подібним чином
у випадковій розмові
одночасно

мати статус
в основному (головним чином)
досягати
визначати
переважати
протягом нашого життя
очікування
надійний
обходитися (поводитися) з чим-небудь
повідомлення по телефону
брати на себе відповідальність
важливий (значний)
давати можливість (право)
смакувати наперед (передчувати)
моделювати що-небудь
відповідно
свідомо
братерство
жіноче товариство
добиватися цілей
життєвий (насушний)
проміжна ланка

охорона здоров'я
переконання
виживати
виживання
передумови
підтримувати привілеї
безпорадність
податок на власність
процвітаюча громада
сприяти (робити внесок)
джерело соціальних проблем
залежати від кого-небудь у чому-небудь
гарантувати
управляти (регулювати)
розглядати з точки зору
обумовити
у свою чергу

3. Translate and complete the sentences by choosing the correct words from the list that follows.

1) Ці концепції фокусуються на тому, як різні аспекти людської поведінки ...
один до одного.

2) Наше ... до чиеїсь поведінки засноване на значенні, яке ми ... його або її діям.
3) ... визначити соціальну реальність відіграє дуже важливу роль у нашій соціалізації ... суспільстві.
4) Таким чином, люди можуть ... або ... соціальну реальність та ... її.
5) У сучасному суспільстві переговори можуть мати ... форми.
6) Більшість елементів нашої соціальної поведінки не ... і тому ... змінитися.
7) Елементи соціальної структури суспільства можуть варіюватися ...
8) У ... розмові термін «статус» зазвичай ... значення впливу, багатства та слави.
9) Людина ... більше ніж один статус ...
10) Ми повинні ... до наших біологічних статусів, хоча ми можемо ... змінити спосіб, яким вони ...
11) Майстер-статус ... інших і ... соціальну позицію людини.
12) З кожним ... статусом приходять ... очікування ролей.
13) Однак, ... виконання варіюється від особи до особи.
14) Ролі є ... складовою соціальної структури.
15) Ми вчимося, як ... соціальну роль, ... поведінку та взаємодії інших.
16) Члени коледжу ... або ... утворюють групу.
17) Ми ... групи, щоб встановити дружбу.
18) Багато нашої соціальної взаємодії ... нормами та санкціями ... групами.
19) Соціологи ... п'ять основних завдань, які суспільство повинно ... якщо воно ...
20) Інші соціологи ... соціальні інститути з конфліктної перспективи.
21) Результати цієї організації не ... ефективні та бажані.
22) Державні школи в США ... в основному через податки на нерухомість.
23) Це дозволяє дітям з громад бути краще підготовленими ... ніж діти з бідних ...
24) Стало ... атакувати соціальні інститути.

- 25) Соціальні інститути ... наше повсякденне життя.
- 26) Наша повсякденна поведінка ... соціальними інститутами та ... загальною соціальною структурою сучасного суспільства.

established	simultaneously
to seek out	casual
fraternity	conveys
sorority	dramatically
to fulfill	static
financed	governed
necessarily	influenced
evaluate	affect
identified	fashionable
accomplish	prosperous
to survive	to compete academically
conditioned	communities
observing	subject
significant	much more elaborate
actual	reconstruct
distinctive	redefine
particular	reshape
dominates	ability
determines	within

▪ Why is it important to understand that negotiations are not merely an aspect of social interaction?	▪ What elements make up the social structure of a society? ▪ How do social institutions affect our daily?
▪ How can you account for the fact that a person may hold several statuses?	▪ Why are social roles a significant component of social structure?
▪ Why do groups play a vital part in a society's structure too?	▪ What social institutions are described in this text?

6. Pair work.

Tell your partner what you know about
- social interaction
- social reality
- the elements of social structure?
Ask him/her to help you with the examples.

7. Try to draw the scheme *Status Set and Role Set*. Explain it in English.

Представлено чотири статуси, кожен з яких пов'язаний з різним набором ролей. По-перше, ця жінка займає статус «дружини». Відповідно до цього статусу її набір ролей включає її поведінку щодо чоловіка («супружня роль») та її обов'язки з підтримання домашнього господарства («домашня роль»). По-друге, вона також має статус «матері». Частина цього набору ролей - це догляд

за дітьми («материнська роль») та її діяльність в різних організаціях («громадська роль»). По-третє, як вчителька, вона взаємодіє зі студентами («навчальна роль») та іншими професорами («колегіальна роль»). По-четверте, як дослідниця, вона збирає інформацію («лабораторна роль»), яка є основою для її публікацій («авторська роль»). Ця схема, звичайно, є лише частковим переліком статусного набору та наборів ролей цієї особи; людина зазвичай займає десятки статусів одночасно, кожен з яких пов'язаний з роллю.

UNIT 6.

SOCIAL GROUPS AND ORGANIZATION.

The term *group*, or *social group*, has been used to refer to very divergent kinds of aggregations of people. Indeed, the term has been used so broadly as to threaten its fruitfulness as a focal concept. For one thing, the word *group* has sometimes been used to designate the members of a social category based on possession of a common attribute, even when the members have no meaningful degree of interrelation. Thus, it has been used to refer to such collections as persons of a particular age, all persons having similar incomes or occupations, and all persons with similar reading habits. These are what might be called statistical groups, as distinct from actual groups, the latter being characterized by interrelatedness of the members.

[Britannica, The Editors of Encyclopaedia.

«Social Group». Encyclopedia Britannica, 11

Dec. 2023,

<https://www.britannica.com/topic/social-group>.

Accessed 4 January 2024].

1. Based on the text's title, guess what kind of information you may find in it?

TEXT

A social group is a group of people who have, have recently had, or are expected to have some kind of relationship with each other. The term "group" or "social group" is used to describe a collection of different types of people. An association of two members and an association that includes the entire population of a large

nation-state is called a group. One of his earliest and most well-known classifications of groups was brought about by the American sociologist C.H. Cooley's. His book "Human Nature and Social Order" (1902) presents the comparison between primary and secondary groups.



Figure 6. [real world 2.pdf, p.162]

«Primary group» refers to direct, personal, relatively permanent, and close relationships, such as the relations of family members and groups of close friends. «Secondary groups» (a term that Cooley himself did not actually use, but which appeared only later) refers to all other human-to-human relationships, but especially work groups in which individuals interact. These relationships are characterized by formal, often legal or contractual relationships. Cooley believed that primary groups are the fundamental forces in the formation of an individual's character and personality.

American sociologist Talcott Parsons distinguished five different factors for primary and secondary groups. Relationships between members of primary groups, in contrast to secondary groups, tend to be (1) diffuse and less limited, and (2) specific rather than general, (3) based on identity (i.e., based on who or what you are), rather than based on achievement (i.e., based on what you do or have done), (4) focused on others or groups, rather than focused on oneself; (5) affective or emotional rather than emotionless. Secondary groups are those whose relationships between members tend to correspond to the opposite poles of these five factors.

[Social group | Types, Characteristics & Examples | Britannica]

Sociologists recognize three **leadership styles**. **Democratic leaders** encourage group participation in all decision making. They work hard to build consensus before choosing a course of action and moving forward. This type of leader is particularly common, for example, in a club where the members vote on which activities or projects to pursue. Democratic leaders can be well liked, but there is often a danger that decisions will proceed slowly since consensus building is time-consuming. A further risk is that group members might pick sides and entrench themselves into opposing factions rather than reaching a solution.

In contrast, a **laissez-faire** (French for “leave it alone”) leader is hands-off, allowing group members to self-manage and make their own decisions. An example of this kind of leader might be an art teacher who opens the art cupboard, leaves materials on the shelves, and tells students to help themselves and make some art. While this style can work well with highly motivated and mature participants who have clear goals and guidelines, it risks group dissolution and a lack of progress.

Finally, **authoritarian leaders** issue orders and assign tasks with little to no feedback from group members. These leaders are often instrumental leaders with a strong focus on meeting goals. Often, entrepreneurs fall into this mold, like Facebook founder Mark Zuckerberg. Not surprisingly, authoritarian leaders risk alienating the workers. When decisions need to be made quickly or informed by a high level of expertise, however, this style of leadership can be required.

[6.2 Group Size and Structure - Introduction to Sociology 3e | OpenStax]

3. Write down five keywords from this article. Create your context situations with them.

4. Translate into English. Find the appropriate words from the word cloud below to complete the statements.

1.

Група - це сукупність людей, які мають якусь спільну ознаку, ... один з одним та взаємодіють один з одним.

2.

... тимчасове зібрання людей у громадському місці; учасники можуть спілкуватися, але не ідентифікують себе один з одним і не залишаються у контакті.

3.

... сукупність людей, які знаходяться у фізичному просторі, але не мають тривалих соціальних зв'язків.

4.

... групи людей, які є найважливішими для нашого почуття себе; відносини між членами зазвичай характеризуються безпосередньою взаємодією, високим рівнем співпраці та сильними почуттями приналежності.

5.

... групи, які більші та менш близькі, ніж первинні групи; відносини між членами зазвичай організовані навколо конкретної мети та часто тимчасові.



5. Write down five keywords from this article. Create your context situations with them.

6. Paraphrase the abstract below. Compare your paraphrase with the original text and make sure you have not changed the meaning or left out any important information.

«Groups are collections of people who share some common characteristics, goals, or interests, and who interact with each other on a regular basis. Groups can be classified into different types, such as primary and secondary groups, in-groups and out-groups, reference groups, and social networks. Groups provide a sense of belonging, identity, and support for their members. Groups also have their own norms, values, roles, and power structures that govern the behaviour and expectations of their members. Groups can influence the

attitudes, opinions, and behaviours of their members, as well as other groups and individuals in society».

[<https://open.lib.umn.edu/sociology/chapter/5-3-social-interaction-in-everyday-life/>]

7. Render the context of the text using active vocabulary for it.

primary groups
secondary groups
diffuse and less specific or limited
particularistic rather than universalistic
ascription-based
group-oriented
emotional or emotion-laden
leadership <u>styles</u>
democratic <u>leaders</u>
laissez-faire (French for “leave it alone”) leader
authoritarian <u>leaders</u>

UNIT 7.

SOCIAL CHANGE.



Figure 7. Students attend a pro-EU rally in Kiev. [Ch. 1 Introduction
- Introduction to Political Science | OpenStax]

What Is Social Change? Social change, the transformation of culture over time, is always happening. Although the pace may vary and the changes may be unintentional, society is always in motion. In recent history, change has occurred increasingly rapidly, making it particularly important for sociologists to understand its mechanisms. Although the physical environment, shifting demographics, and individual discoveries may spark change, the most important source of social change is collective action and social activism.

[real world 2.pdf, p.491]

1. What does the title of the text suggest? Read the information and translate it into Ukrainian.

TEXT

«Collective Behavior. The earliest theories of collective behavior focused on crowds and considered them irrational. Contagion theory suggests that when people come together, they form a mindless mob whose members are incapable of exercising reason. Emergent norm theory, in contrast, argues that while the crowd looks homogenous, the individuals who compose it may understand their membership in a variety of ways. Both of these theories address crowds' behavior, which is one of three basic types of collective behavior: crowds, mass behavior, and social movements. Though they are not mutually exclusive, it is useful to consider each category in turn.

A crowd is a relatively large group that comes together, either purposefully or at random, and shares a common focus. When many people engage in mass behavior, they take part in similar activities, but they might not share a geographic location. Fads, fashions, and social dilemmas are all examples of mass behavior. Social movements are the most purposeful and lasting form of collective behavior. To qualify as a social movement, collective behavior must be organized and intended to affect fundamental social change. As with crowds, the theories that explain social movements are colored by their historical context. Mass society theory, which developed in the wake of Stalin, Hitler, and Fascism, saw social movements as irrational and dangerous—attractive not because of their ideals but as a way of filling a psychological void in those who joined.

The 1960s saw the rise of new progressive social movements, leading sociologists to reexamine such movements' origins. Relative deprivation theory stressed that social movements grow out of inequality, as those who feel less privileged within a society are more likely to form and join social movements. Resource mobilization

theory focuses on the growth of social movements: the ability, in logistical or material terms, of potential members to come together and act effectively. Finally, sociologists study the life course of social movements, noting that social movements' successes often look much like failure, as movements either fade away or become part of the same institutions they initially tried to change. Each generation has different opportunities for activism, in part because of changes effected by the previous generation.

Technology and Social Change. Sociologists have developed a number of theories to explain the role of technology in social change. Many of these theories assume some degree of technological determinism, the notion that changes in technology cause changes in society. Although technological changes sometimes cause beneficial, calculated changes, they can also bring about less desirable, unintended changes. "Cultural lag" describes the time between technological changes and subsequent cultural adjustments to those changes. In particular, technology has facilitated long-distance interactions and cross-cultural influences, creating a "global village." The resulting changes in social conditions, often referred to as globalization, have had both positive and negative consequences worldwide.

Implications for a Postmodern World. Change has been the only constant factor as society has moved from modernity to postmodernity, and change will likely continue at an increasing pace. Technological changes continue to reshape not only the material world but also the people who live there».

[real world 2.pdf, p.492]

«The sociological perspective sometimes highlights distressing facts—the persistence of poverty and prejudice, for example, or the realities of crime. But it allows for optimism as well. This is because the intersection of biography and history goes both ways: society shapes individual lives, but individuals impact their society as well. Any disconcerting realizations you may have had over the course of this semester should be tempered by your knowledge that change is possible, and that you are its primary source. Ultimately, this should be the most relevant element of

your education in sociology. Years from now, no one will care whether you remember the details of labeling theory or the difference between organic and mechanical solidarity. What will continue to matter is your sense of investment in your society—your commitment to your family, your workplace, your community, and your world. Your mindful involvement in all of these areas can make each of them better places—to raise children, to live, to work, to collaborate with others. Armed with the sociological perspective, you now have a new set of responsibilities: to investigate and participate in your social world, both locally and globally. We hope you do so with optimism and persistence, and in partnership with others».

[real world 2.pdf, p.491]

TABLE 4. TYPES OF CROWD.

Type of crowd	Description	Example
Convergence clusters	Family and friends who travel together	Carpooling parents take several children to the movies
Convergent orientation	Group all facing the same direction	A semi-circle around a stage
Collective vocalization	Sounds or noises made collectively	Screams on a roller coaster
Collective verbalization	Collective and simultaneous participation in a speech or song	Pledge of Allegiance in the school classroom
Collective gesticulation	Body parts forming symbols	The YMCA dance
Collective manipulation	Objects collectively moved around	Holding signs at a protest rally
Collective locomotion	The direction and rate of movement to the event	Children running to an ice cream truck

[21.1 Collective Behavior - Introduction to Sociology 3e | OpenStax]

2. Write down five keywords for this article.
3. Retell the text using active vocabulary for it.
4. Work with the partner and ask her/him 12 questions of different types about the content of the table.

TABLE 5. SOCIAL CHANGE.

Perspective	Approach to Social Change	Case Study: The Environmental Movement
STRUCTURAL-FUNCTIONALISM	Sometimes social change is necessary to maintain equilibrium and order in society.	Natural resources are necessary for the survival of society, so the growth of a social movement dedicated to the wise use and conservation of natural resources is functional for society.
CONFLICT THEORY	Social change is the inevitable result of social inequality.	Environmental privileges (such as scenic natural vistas, clean water, and unpolluted air) are unequally distributed among different groups in society. The environmentalist movement works to secure the rights of all citizens, rich and poor, to a clean, healthy, beautiful, and sustainable world.
SYMBOLIC INTERACTIONISM	Social change involves changes in the meanings of things as well as changes in laws, culture, and social behavior.	The environmental movement works to safeguard animal species by having them declared “endangered” or “threatened.” Redefining groups of animals in this way allows for their protection through endangered species laws rather than their decimation through hunting or habitat reduction.

[real world 2.pdf, p.490]

5. Comment on the following information.

1. People born even one generation apart can have quite different life experiences because of ongoing social and technological change. List at least three technologies that did not exist when your parents were your age. What social changes have these technologies generated?
2. Some social changes are deliberate, while others are unplanned. Many influential technologies, like the automobile, bring both kinds of change. For example, what kinds of changes were cell phones designed to bring about? What changes did they cause unexpectedly?
3. This chapter argues that social networks are necessary for fads to continue and cites the recent popularity of low-carbohydrate diets as an example. Have you ever been on such a diet, like Atkins or South Beach, or do you know someone who has? How did you or that person hear about it? What convinced you or that person to try it? Describe the social network behind the fad.
4. Fashion can be a marker of group status and often symbolically represents group identity. Do you wear any pieces of clothing, jewelry, or other accessories that indicate your membership in a group? Describe the items and the group(s) they signify.
5. This chapter describes the tragedy of the commons, using overgrazing, overfishing, and exploitation of other natural resources as examples. What public goods that are supported or paid for by the community benefit you as an individual?

Appendix

Анкета

ВИЗНАЧЕННЯ РІВНЯ СФОРМОВАННОСТІ ПРОФЕСІЙНИХ ЯКОСТЕЙ МАЙБУТНЬОГО СОЦІОЛОГА

Мета – визначити рівень сформованості професійних якостей майбутнього соціолога

Інструкція: Вам пропонується оцінка професійних якостей у відповідності з рівнями володіння:

4 – “володію вільно”

3 – “володію впевнено, на середньому рівні”

2 – “володію слабо”

1 – “не володію”

Будь ласка, запишіть Ваші оцінки в останньому стовпчику. Свою думку висловлюйте вільно та відверто.

№	Професійні якості майбутнього соціолога	Показники прояву професійних якостей	Середня оцінка
1	Інтелектуальні		
	дослідницькі	-здатність виявляти та описувати соціальні явища й процеси	
		-здатність аналізувати й порівнювати явища соціальної дійсності (факти)	
		-здатність виділяти головне й другорядне	

		-здатність систематизувати й класифікувати події	
		-здатність давати визначення соціальним об'єктам	
	<i>прогностичні</i>	-здатність рефлексувати й робити критичні висновки	
		-здатність висувати гіпотези	
		-здатність генерувати нові ідеї	
		-здатність теоретично обґрунтовувати стратегії й методи соціального пізнання	
2	Комунікативні		
	<i>перцептивні</i>	-здатність знаходити конструктивні способи вирішення професійних завдань	
		-здатність бачити й “читати” невербальні виразні рухи співрозмовника, його міміку й жести, розпізнавати його емоційний стан, наміри та мотиви поведінки	

		-здатність застосовувати прийоми рефлексивного й нерефлексивного слухання	
		-здатність займати позицію партнера, бачити ситуацію його очима	
		-здатність об'єктивно оцінювати співрозмовника на основі спостереження за його зовнішністю, манерою одягатися та говорити	
		-здатність передбачати реакцію співрозмовника на ті або інші слова чи вчинки	
	<i>інтеракційні</i>	-здатність викликати симпатію й довіру партнера	
		-здатність підбирати адекватні його особистості комунікативні стратегії	
		-здатність позитивно вражати партнера	
		-здатність досягати ефективної взаємодії з партнером	

		-здатність демонструвати досвід демократичного (толерантного й особистісно орієнтованого) стилю спілкування та поведінки, виявляючи увагу до проблем партнера	
<i>інформаційно-мовленнєві</i>		-здатність дотримуватися прийнятих орфоепічних, лексичних, граматичних, стилістичних норм	
		-здатність дотримуватися норм етикету й правил ділового спілкування, прийнятих у професійному соціологічному співтоваристві	
		-здатність зрозуміло й доступно висловлювати свої думки рідною та іноземною мовою, адекватно використовувати слова або мовленнєві конструкції	
		-здатність емоційно, оригінально та яскраво висловлювати свої думки	
		-здатність володіти технікою смислової зв'язності слів	

3	Фахові		
	<i>професійна спрямованість</i>	-стійке позитивне ставлення до професії	
		-поінформованість щодо сутності професійної діяльності	
		-обізнаність щодо специфіки професійної діяльності	
		-здатність виконувати професійну діяльність	
		-потреба виконувати професійну діяльність	
	<i>професійна усталеність</i>	-здатність самостійно ефективно виконувати професійну діяльність	
		-здатність уникати емоційного напруження	
		-здатність адекватно діяти в непередбачуваних ситуаціях професійної діяльності	
		-здатність до виконання професійної діяльності з мінімальними помилками упродовж тривалого часу	

		-здатність до прояву вольових якостей: самовладання, дотримання особистісних установок, поглядів	
	<i>діловитість</i>	-цілеспрямованість (приоритет цілей, мотивів і дій заради позитивного результату)	
		-наполегливість (здатність долати труднощі, реалізовувати цілі)	
		-організованість (внутрішня дисципліна)	
		-відповідальність (активність, ентузіазм у досягненні мети)	
		-впевненість у собі, правоті слів, дій	
4	Творчі	-креативна спрямованість професійних інтересів	
		-схильність до сприйняття новизни та інновацій	
		-потреба в нестандартній (творчій) діяльності	
		-здатність стимулювати творчий настрій	

		-схильність до саморегуляції творчого пошуку	
5	Морально-етичні	-громадянська відповідальність	
		-толерантність	
		-чесність	
		-коректність	
		-принциповість	

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НАВЧАЛЬНЕ ВИДАННЯ

Ірина Петрівна Марчук

WHAT IS SOCIOLOGY?

практикум з навчальної дисципліни «Іноземна мова (за професійним спрямуванням)» для здобувачів першого (бакалаврського) рівня вищої освіти галузі знань 05 «Соціальні і поведінкові науки» спеціальності 054-«Соціологія»

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