

**COSTINA DENISA BĂRBUCEANU**

**ENGLISH FOR SOCIAL SCIENCES**



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# ENGLISH FOR SOCIAL SCIENCES

*SUPPORT DE CURS*



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## FOREWORD

**ENGLISH FOR SOCIAL SCIENCES** is an intrinsically, reference material that fuses English language learning with the content of social studies in a background that is multicultural. The paper enables social study through English, and increases it through a focus on individual connotation and its message, both of which are introductory to the communicative language seminar room, more precisely **English for Social Sciences** pursues both to assist students from the Social Sciences Faculty in achieving the specialized language and educational ability essential to access English sociological resources and to offer a public in which students can link sociological content to their lives.

**ENGLISH FOR SOCIOLOGY** is a reference material especially designed for students of the **FACULTY OF SOCIAL SCIENCES**, specialisations: *Welfare or Social Assistance, Philosophy, History, International Relations and European Studies, Sociology, Political Sciences*, but also for those who want to learn ESP vocabulary, in context. The paper merges English language learning with the content of sociological studies in a cross-cultural context. Its purpose is to help students attain the specialized language and cultural proficiency necessary to access English sociological resources.

The course is aimed at sociology-oriented students, constituting a set of sociological communication skills, in a practical integrative model with 14 units focused on vocabulary and sociology terminology, providing instruction and practice in the skills of reading comprehension in English, speaking, and writing, using authentic social sciences texts. The way in which meaning is conveyed through mode of discourse, genre, organization of ideas, paragraph and sentence structure, and the skills of scanning, skimming and interpreting cohesive devices are included. The 14 units offer practice in applying reading, writing and speaking skills. The course includes a variety of authentic textbooks and printed sources, which create and

maximize learning opportunities for the development of interpersonal and sociological communication. My preoccupation with the needs of Sociology students to assimilate and use knowledge relevant to their field of study has led to the materialization of this course, which sums up my teaching experience to date. All selected texts are based on deeply research and context-specific language to help students develop specific skills for correct interpretation of information, understanding of the written message, reformulation, sounding, etc.

The book covers all specializations within the Faculty of Social Sciences, being based on a solid bibliography, which includes reference and topic titles in the field.

# 1 SOCIOLOGY



You can never really understand an individual unless you also understand the society, historical time period in which they live, personal troubles, and social issues

— *C. Wright Mills* —

## Get started!

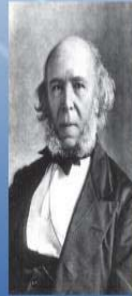
1. Before you read the passage, discuss the quote, then have a look at the following pictures and read the references next to them.

# AGUSTE COMTE



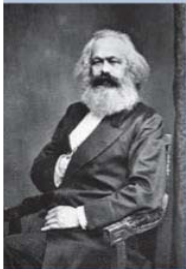
Aguste was one of the first scholars to apply the methods of the physical sciences to the study of social life.

# HERBERT SPENCER



Spencer took the idea that in a living organism, the biological systems work together to keep the organisms health balanced. Off of this idea, he concluded that society is a set of interdependent parts that work together to maintain the system over time.

# KARL MARX



Marx believed that the structure of society is influenced by how its economy is organized. His theory was that society is divided into two classes; the proletariat (workers), and the bourgeoisie (capitalists). The bourgeoisie own the means of production while the proletariat own nothing.

# EMILE DURKHEIM



Emile worked as a professor at the University of Bordeaux in France. At the school, he developed the country's first university sociology course. He was also one of the first sociologists to systematically apply the methods of science to the study of society.



## MAX WEBER



Weber's belief focused on separate groups within society rather than society as a whole. This led him to focus more on the effect of society on an individual. This gave sociologists a new method; go beyond what is being observed and uncover the feelings and thoughts of individuals.

## C. Wright Mills



Mills's most influential and famous work, the sociological imagination, describes how one should approach the world if one wants to see and understand it as a sociologist does. He emphasizes the importance of seeing the connections between individuals and everyday life. He argues that this is an important part of coming to understand what we often perceive as personal troubles and public issues.



### Pre-Reading

**2. Skim<sup>1</sup>** (look *only* for the general or main ideas of the text) **the reading for *the law of three stages* and explain what it means.**

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**3. Scan<sup>2</sup>** (look *only* for a specific fact, words or piece of information without reading everything) **the reading for:**

**a) the sentences or phrases that introduce issues about *society*.**

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<sup>1</sup> skim= Read the first and last paragraphs of an article first. Notice the titles and headings and subheadings. Look at the illustrations, graphs or other visuals on the page. Read the captions of the visuals. Read the first sentence of each paragraph.

<sup>2</sup> Scan=Looking up a word in a dictionary or trying to find a specific phrase or number on a printed page. When scanning, move eyes to find specific words, numbers or phrases.



#### 4. Read the following ESP (English for specific purposes) text:

##### Sociology - essentials

**Sociology** is a study of society, patterns of social relationships, social interaction and culture of everyday life, basically, the study of human society and social behaviour. Sociology did not establish its credentials as a discipline until the 20th century, but its many strands of thought, approaches, and fields of study had evolved from centuries of work by historians and philosophers. Although the first recognizably sociological study was made by **Ibn Khaldun** in the 14th century, the pioneers of sociology as we know it today only began to emerge from the late 18th century, when society underwent a sea-change in Western Europe: Enlightenment ideas were replacing traditional beliefs, and the **Industrial Revolution** was transforming the way that people lived and worked. These observers identified social change being driven by forces that became known as “**modernity**,” which included the effects of industrialization and the growth of **capitalism**, and the less tangible (but no less significant) effects of **secularization** and **rationality**. A social science Modern society was the product of the **Age of Reason**: the application of rational thought and scientific discoveries. In keeping with this mood, the pioneers of sociology, such as French philosopher Henri de Saint-Simon and his protégé Auguste Comte, sought to provide verifiable evidence to support theories.

##### Aguste Comte

Aguste was one of the first scholars to apply the methods of the physical sciences to the study of social life. The causes and consequences of the French Revolution interested Comte. This interest caused him to focus on two studies; social order and social change. He argued that society changed through definitive processes, which he called social dynamics. Auguste Comte derived the concept of positivism which

had a main contribution to his philosophy regarding the sciences of sociology. In this philosophy, he created the "**law of three stages**" which explains how human knowledge has developed. This contributes to society because of how people derive knowledge and interact with each other.

### **Herbert Spencer**

Spencer took the idea that in a living organism, the biological systems work together to keep the organisms healthy balanced. Out of this idea, he concluded that society is a set of interdependent parts that work together to maintain the system over time. Spencer saw social change and unrest to be normal occurrences in a society's push towards a refined and better community. He believed that the best aspects in society would work themselves out on their own. Herbert Spencer detested authority and strongly emphasized individualism. In Spencer's work "Social Status" he stated that **individual freedom** was extremely important and that the government should play a limited role in society especially in the schools. He believes that the public-school system does not prepare children to live in society.

### **Karl Marx**

Marx believed that the structure of society is influenced by how its economy is organized. His theory was that society is divided into **two classes**; the proletariat (workers), and the bourgeoisie (capitalists). The bourgeoisie owns the means of production while the proletariat owns nothing. Marx believed that this imbalance in power between the classes would lead to a conflict between the capitalists and the workers. After the two would clash, it would end in unity and a classless society. The emphasis that conflict was the primary cause of social change led to the development of **the conflict theory**. Marx's theory of history is centred around the idea that forms of society rise and fall as they further, and they slow down the development of human productive power. He established a conflict model of social systems. He believes class struggle exists in society due to competing interests and desires between people of different classes.

## **Emile Durkheim**

Emile worked as a professor at the University of Bordeaux in France. At the school, he developed the country's first university sociology course. He was also one of the first sociologists to systematically apply the methods of science to the study of society. Durkheim viewed the role of the interdependent parts in terms of their functions. A function is the consequence that an element of society produces for the maintenance of its social system. He believed that shared beliefs and values were the glue that held society together. This **functionalist view of society** has influenced sociology today. The basis of Durkheim's analysis was his belief that sociologists should only study features of society that are directly observable. He used this approach on the subject of suicide. He made the first true sociological study that is used by professors and students today.

## **Max Weber**

He used **the principle of Verstehen** which involves an attempt to understand the meanings individuals attach to their actions. Basically, you put yourself in another person's perspective, and try to see situations through their eyes. Weber's belief focused on separate groups within society rather than society as a whole. This led him to focus more on the effect of society on an individual. This gave sociologists a new method; go beyond what is being observed and uncover the feelings and thoughts of individuals. He also introduced the concept of **ideal type** in his work. An ideal type is a description comprised of the essential characteristics of a feature of society. For example, the ideal type of a school may not perfectly represent your school. However, we would still be able to recognize that it is a school.

## **C. Wright Mills**

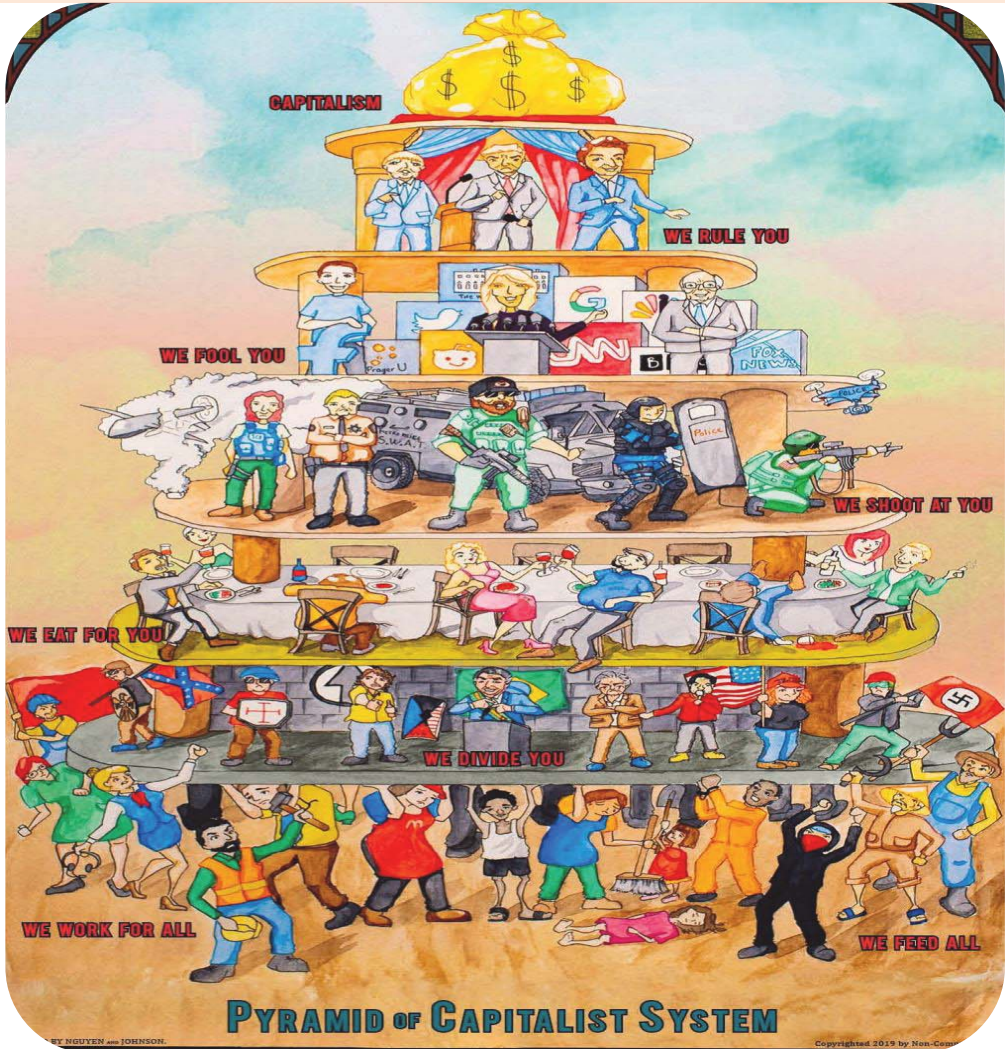
Mills' most influential and famous work, the sociological imagination, describes how one should approach the world if one wants to see and understand it as a sociologist does. He emphasizes the importance of seeing the **connections** between

**individuals** and **everyday life**. He argues that this is an important part of coming to understand what we often perceive as personal troubles and public issues.

He promoted the idea that social scientists should not merely be disinterested observers engaged in research and theory but assert their social responsibility. He was concerned about the ethnics of his social peers feeling that they often failed to affirm moral leadership and thus, surrendered their social responsibility and allowed special interests, or people lacking qualifications, to assume positions of leadership. Mills wrote the Power Elite, which was a social theory and a critical analysis. Mills was concerned that the military and government had too much power to where they controlled too much of society. This gave the elites benefits, but it did not benefit others in society.

## 5. Understanding the reading-topics for discussion

- a) What does **the principle of Verstehen** state?
- b) What was the Power Elite concerned with?
- c) Who believed in divided class society?





**6. Think about this picture**

This is the pyramid of the capitalist system. How many layers does it have? Who sits on each layer? Describe what you see.

**Use your imagination**

Explain and discuss the individuals and the texts from each layer.

**Talk to a partner**

Talk to a partner and find out.

**Group opinion**

Has the media become an influencer today?

**What about you**

Are you comfortable with this division?



**Writing**

**7. Write a short article about the means of population control.**

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**Use of English**

**1. Read the excerpt and pay attention to present tense simple / continuous grammar structures employed:**

Interviewer: Excuse me. I'm conducting a survey on how people spend their free time. Do you mind if I ask you a few questions?

Pete: Oh, err, OK. I'm just waiting for my friends - they're always late, so I should have a few minutes!

Interviewer: Right, now, can I have your name?

Pete: It's Peter, Peter Harley - H A R L E Y .

Interviewer: And do you work or are you a student, Peter?

Pete: Well, both actually. I'm studying really hard for my exams this month - I'm doing maths at university - but I also help my parents out They own a restaurant and I work there as a waiter in the evenings, so I don't get a lot of free time during the week.

Interviewer: It sounds as if you're very busy.

Pete: Yes, I am, and my mum's always saying I don't help enough in the restaurant! But I do manage to find some free time most days.

Interviewer: Great Now, can you have a look at this list and tell me whether you do any of these things and if so, how often?

Pete: Sure. OK, well, I love music and I'm learning to play the piano. I get up really early and practise for an hour or so just about every day. I also play the guitar in a band with some other friends. We used to practise together at least three times a week but these days we only manage to meet about once every two weeks.

Interviewer: What about the next thing on the list: computer games? I assume you're too busy to play them.

Pete: Well, I used to play them all the time but now I'm too busy studying and I don't miss them at all!

Interviewer: And do you use a computer for other things?

Pete: I use the Internet just about every day for my studies, and I also use it to keep in touch with my friends and family. My cousin is living in Thailand at the moment and he sends me regular emails to let me know how much fun he's having! He's always visiting exciting places.



Interviewer: Yes, the Internet is making it much easier for people to stay in touch with each other. Now, how about team sport?

Pete: Actually, I joined the local football team when I was at school and I still play once a month provided, I can get to training. I much prefer playing football to watching it on TV, though I do occasionally watch a match if there's a big final or something.

Interviewer: What about going to watch live matches?

Pete: I'd love to be able to afford to go every week because I support my local team, but students don't generally have much money, you know! I can't remember the last time I went to a live match. Oh, sorry, I can see my friends - I have to go now.

Interviewer: Thank you for your time.

(Diana Hopkins, Pauline Cullen, Cambridge Grammar for IELTS with Answers: Self-study Grammar; Reference and Practice, Cambridge University Press, 2007, ISBN 9783125393974)

**2. Now read the sentences and choose the correct words. The above grammar examples will help you.**

- 1 Alistair isn't / not be a famous actor.
- 2 I got / have got an incredibly boring job.
- 3 We always have / have got fun at your parties!
- 4 Samantha and Frank both live / living near the office.
- 5 The bus is late. 'I know. It's coming/It comes late every day.

(MyGrammarLab, Intermediate B1 B2, Mark Foley, Diane Hall, pg 75, ISBN 978-1-4082-9916-6)

## ❖ Present Tense Simple

**Form: S + VERB**

**I walk I do**

**Anna walks Anna does**

✓ -adds s or es ( for the verbs that end in sh, ch, ss, x, zz and o) to the 3rd person singular

	Singular	Plural
<b>I person</b>	<b>I am</b>	<b>We are</b>
<b>II person</b>	<b>You are</b>	<b>You are</b>
<b>III person</b>	<b>He / Tom/ the cat is</b>	<b>They / the boys are</b>
	<b>She / Anna/ the doll is</b>	<b>They / the girls are</b>
	<b>It / the wind / the noise is</b>	<b>They / the dogs are</b>

<b>Positive</b>	S + V <b>Anna walks home.</b>
<b>Negative</b>	S + aux.v + neg. + main V <b>Anna does not walk home.</b>
<b>Question</b>	aux. v + S + main V <b>Does Anna walk home?</b>

Present tense simple **refers to:**

1. Habitual action: I usually go to school by bus.
2. Facts that are always true The Earth spins around its axis.