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FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

Mastery of Concepts in Civilization
**Master of Literature and Civilization: First, Second and
Third Semesters**

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Introduction

Civilization teachers have to deal with different fields such as politics, economics and society. For instance, in British Civilization, they teach important political events such as Magna Carta, the foundation of Parliament, economic events like the British trading activities, the Agricultural and Industrial Revolutions, and the establishment of the banking system and finance. In the social field, they deal with the Roman Catholic Church, the Religious Reformation and the establishment of the Anglican Church and the intervention of the State in health and education issues. Now to be able to understand these events, civilization teachers have to master their concepts. In politics, these concepts can include the study of the “Constitution”, “Parliament”, “Government” or “political parties”. In economy, they include agriculture, commerce and industry, and in society, they comprise social classes, religion, health and education.

These concepts can provide civilization teachers with definitions and explanations about the different fields they teach, which help them identify the key words of a given field and elaborate questions out of them. Then, they will be able to answer them by using history books. Therefore, they help civilization teachers give a lesson based on their reasoning, not on the summary of what is given by historians, which later on, helps students understand better.

Therefore, this teaching material attempts to provide civilization teachers and students with ready lessons that can help them know how to master these concepts. It is divided into three parts corresponding to three semesters: the political concepts, the economic concepts and the social concepts.

Semester One
Political Concepts

Text 1

Government

Government is a political organization that does two things: 1. It makes rules determining who will get society's values. 2. It alone regulates the use of legitimate force in society.

The first part of the definition deals with how society distributes the values it has available—wealth, respect, safety, resources, money, and so on. The second part deals with how these decisions are enforced. Government, then, has the final word over who gets what and has the ultimate say over how it will be done.

The government does not always directly determine who will get the valued things in a society. The United States is a capitalist system, based on the private ownership of the economy. This means that the government doesn't directly decide on what jobs people will do, what products they will make, or who will get the income from the sale of the products. In theory, the U.S. government only protects the private distribution of society's values, with minimal interference. At the same time, the government places higher taxes on those with higher incomes and gives welfare to people who are getting the least of society's wealth. Both taxes and welfare illustrate the government's authority limiting the private distribution of the value of wealth.

(Gary Wasserman, *The Basics of American Politics*, Pearson, USA, 2015, pp.8-9)

Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of "Government".

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

- 1-What
- 2-Where
- 3-When
- 4-How
- 5-Why
- 6-.....

7-.....?

Activity 4: Think about a topic dealing with the concept of “Government” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 2

Authority

Elites often reinforce their position by gaining authority. Authority is legitimate power. By legitimate we mean even more than “legal”: The word implies something accepted as right. This correctness or Politics and Power 5 legitimacy is connected in people’s minds to both the position and the wishes of the authority. People may think an authority is legitimate if it was chosen using an agreed-upon procedure, such as an election. People recognize certain others as having the right to influence them in certain ways (say by leaving the class) and not in other ways (by giving them a cigarette to smoke in class). Most people feel that students should listen to teachers, children should obey their parents, and vice presidents should follow the wishes of presidents. People have many reasons for obeying authorities including habit, the authority figure’s personal appeal, desire to be accepted by the group, and self-interest. But although they may not always follow it, people widely recognize authority as deserving obedience and that is what gives it legitimacy.

Therefore, authority is an efficient form of power. If people feel they should follow the wishes of an authority, then there is no need to force or even to persuade them to do so. The cost of influence is lowered for the authority. If, however, people do not respect the authority’s legitimacy, its power can disappear quickly. A glance at a newspaper’s front page will provide examples of authorities somewhere in the world having their legitimacy challenged. The civil war in Syria makes it clear that a large part of the population no longer consider the regime in Damascus to be legitimate. By attempting to violently suppress peaceful demonstrations, the government lost popular support. Because the government had lost its authority in the eyes of many Syrians, the cost to the police and military of influencing behavior went up. Armed men in uniform could still force people off the street—and an element of force lies behind most authority. But anyone can clear a street with a gun. Only an accepted authority can do it with just a word.

Power and authority, then, are central to politics. They are also central to many other aspects of life—almost all human relationships involve people trying to influence others. In a political science course, we could study the politics of a school, a hospital, or a family—who influences, who is influenced, and what are the process and limits of that influence. But most students of politics are interested in a bigger question: How does our whole society decide who gets what, when, and how? To find out, we need to study the most important organization that decides who gets the values of our society— government.

(Gary Wasserman, *The Basics of American Politics*, Pearson, USA, 2015, pp.4-5)

Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Authority”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

- 1-What?
- 2-Where.....?
- 3-When?
- 4-How.....?
- 5-Why?
- 6-.....?
- 7-.....?

Activity 4: Think about a topic dealing with the concept of “Authority” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 3

Political Parties

A political party is an organization that runs candidates for public office under the party's name. Although the framers of the Constitution worried more about factions and interests, they were well aware that parties could soon develop. George Washington, in his famed farewell address, warned against "the baneful effects of the spirit of party." Despite his advice, parties soon arose, and for good reasons.

The national government, as we have seen, is based on a system of dividing or decentralizing power. Political parties, on the other hand, are a method of organizing or centralizing power. The Constitution decentralized power in separate branches and various states to avoid the development of powerful factions that could take over the government. This decentralization of power, however, created the need for parties that could elect officials loyal to each other who could then effectively govern.

For the rest of the chapter, we will ask and answer the following questions: What are the functions of parties? How have they historically developed? How are they organized? What are the consequences of our two-party system? How important are parties today? Do these parties have a future?

(Gary Wasserman, *The Basics of American Politics*, Pearson, USA, 2015, p.208)

Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of "Political Parties".

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

- 1-What
- 2-Where.....
- 3-When
- 4-How.....
- 5-Why
- 6-.....

7-.....?

Activity 4: Think about a topic dealing with the concept of “Political Parties” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 4

Elite

Those who do gain power are called a political elite. Elites are those who get more than others of the values society has available (such as wealth and respect). We could answer the “who” part of the question “who gets what, when, and how?” by saying the elites are those who get the most.

There may be different elites depending on what value is being considered. In a small town, the owner of the largest business may be getting most of the wealth in the community, whereas the poor but honest mayor may have most of the respect. In most cases, however, the values overlap. The wealthy businessman will get plenty of respect, and the mayor will use people’s respect for her to make incomeproducing contacts and investments.

To see the difference between an elite and the rest of us, we can look at one value (wealth) in one society (the United States). Clearly, wealth is not distributed equally among the population; some (the elite) get more than others. The top 1 percent of the American population now owns 40 percent of the nation’s wealth, while the bottom 80 percent owns 7 percent. Further, inequality seems to be growing. Between 1979 and 2007 the average income of the bottom 99 percent of U.S. taxpayers grew by almost 19 percent. At the same time, the average income of the top 1 percent grew over 10 times as much—by over 200 percent.

(Gary Wasserman, *The Basics of American Politics*, Pearson, USA, 2015, p.4)

Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Elite”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

1-What

2-Where.....

3-When?

4-How.....?

5-Why?

6-.....?

7-.....?

Activity 4: Think about a topic dealing with the concept of “Elite” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 5

Interest Groups

In his classic study *Democracy in America* in 1835, Alexis de Tocqueville was impressed that Americans constantly joined all kinds of groups. The Frenchman thought these “associations” were essential to why democracy worked in the United States. The groups kept a balance between the state and the individual, offering a buffer between a large powerful government and small, powerless individuals. By doing this they preserved individuals’ rights. As he put it, An association for political, commercial or manufacturing purposes, or even for those of science and literature, is a powerful and enlightened member of the community . . . which, by defending its own rights against the encroachments of government, saves the common liberties of the country. Tocqueville’s endorsement of the political importance of diverse group interests made him the father of what would later be called pluralism.

Though Tocqueville included local government when he wrote about associations, today we speak of interest groups as people organized to pursue a common interest by applying pressure on the political process. In the Interest Groups 237 last chapter, we saw that American parties are not structured very well for representing specific interests. Interest groups fill this gap.

Our parties and the electoral system are organized by geography. Senators and representatives represent us on the basis of the state or the district in which we live. But within one region there are important and distinct group interests. Members of various religions, races, incomes, or economic associations may have different political concerns. Interest groups give Americans with common causes a way to express their views to decision makers. While interest groups may try to influence elections, unlike parties, they do not compete for public office. Candidates may be sympathetic to a certain interest, or even be a member of that group, but they will not run for election representing that group.

Interest groups usually are more tightly organized than political parties. They are financed through contributions and/or dues paid by members. Organizers communicate with members through newsletters, e-mails, and conferences. Union members, for example, will receive regular correspondence from their leadership informing them about political activities, policies, and candidates they should support.

(Gary Wasserman, *The Basics of American Politics*, Pearson, USA, 2015, pp.236-37)

Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Interest Groups”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

1-What?

2-Where.....?

3-When?

4-How.....?

5-Why?

6-.....?

7-.....?

Activity 4: Think about a topic dealing with the concept of “Interest Groups” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 6

Lobbying

Lobbying is when individuals or interest groups pressure the government to act in their favor. Interest groups today maintain professional staffs of lobbyists or hire consulting firms in Washington, D.C., to Interest Groups 239 promote their concerns. These lobbyists include former members of Congress or the executive branch who are knowledgeable in a particular area and personally connected to decision makers. When Senator Phil Gramm of Texas retired from the Senate in 2003, he joined the Wall Street firm of UBS Warburg for an annual salary of over \$1 million. The former Republican chairman of the Senate Banking Committee had coauthored a bill a few years before that permitted banks to merge with securities firms, a law that UBS lobbied for and allowed them to purchase a brokerage for \$12 billion. On the Democratic side, Chris Dodd, a senator from Connecticut, retired in 2011 and now earns approximately \$1.5 million a year (a 762 percent raise) as the chief lobbyist for the movie industry. Such transitions barely cause a ripple in Washington, where getting a job from interests that after Congress?)

Some 13,000 lobbyists spent \$3.3 billion lobbying Congress and federal agencies in 2012. While lobbyists are required to register and are limited to a \$100 cap in gifts to public officials, the disclosure rules governing lobbying are not considered strict. The Center for Public Integrity took a survey of state lobbying laws and found that only three states had lobby disclosure rules that were as weak as those applying to Congress. At times both political parties have promised reform and transparency of lobbying. Neither promises nor laws have diminished the growing impact lobbyists have on what Congress does and doesn't do.

(Gary Wasserman, *The Basics of American Politics*, Pearson, USA, 2015, pp.238-40)

Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Lobbying”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

1-What?

2-Where.....?

3-When.....?

4-How.....?

5-Why.....?

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Activity 4: Think about a topic dealing with the concept of “Lobbying” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Semester Two:
Economic Concepts

Text 1

Economy

Economics, social science concerned with the production, distribution, exchange, and consumption of goods and services. Economists focus on the way in which individuals, groups, business enterprises, and governments seek to achieve efficiently any economic objective they select. Other fields of study also contribute to this knowledge: Psychology and ethics try to explain how objectives are formed; history records changes in human objectives; sociology interprets human behavior in social contexts.

Standard economics can be divided into two major fields. The first, price theory or microeconomics, explains how the interplay of supply and demand in competitive markets creates a multitude of individual prices, wage rates, profit margins, and rental changes. Microeconomics assumes that people behave rationally. Consumers try to spend their income in ways that give them as much pleasure as possible. As economists say, they maximize utility. For their part, entrepreneurs seek as much profit as they can extract from their operations.

The second field, macroeconomics, deals with modern explanations of national income and employment. Macroeconomics dates from the book, *The General Theory of Employment, Interest, and Money* (1935), by the British economist John Maynard Keynes. His explanation of prosperity and depression centers on the total or aggregate demand for goods and services by consumers, business investors, and governments. Because, according to Keynes, inadequate aggregate demand increases unemployment, the indicated cure is either more investment by businesses or more spending and consequently larger budget deficits by government.

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Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Economy”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

1-What?

2-Where.....?

3-When?

4-How.....?

5-Why?

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Activity 4: Think about a topic dealing with the concept of “Economy” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 2

Agriculture

Agriculture, art, science, and industry of managing the growth of plants and animals for human use. In a broad sense agriculture includes cultivation of the soil, growing and harvesting crops, breeding and raising livestock, dairying, and forestry Crop Farming; Dairy Farming; Forestry; Poultry Farming; Soil Management.

Modern agriculture depends heavily on engineering and technology and on the biological and physical sciences. Irrigation, drainage, conservation, and sanitary engineering—each of which is important in successful farming—are some of the fields requiring the specialized knowledge of agricultural engineers.

Agricultural chemistry deals with other vital farming concerns, such as the application of fertilizer, insecticides and fungicides, soil makeup, analysis of agricultural products, and nutritional needs of farm animals.

Plant breeding and genetics contribute immeasurably to farm productivity. Genetics has also made a science of livestock breeding. Hydroponics, a method of soilless gardening in which plants are grown in chemical nutrient solutions, may help meet the need for greater food production as the world's population increases.

The packing, processing, and marketing of agricultural products are closely related activities also influenced by science. Methods of quick-freezing and dehydration have increased the markets for farm products.

Mechanization, the outstanding characteristic of late 19th- and 20th-century agriculture, has eased much of the backbreaking toil of the farmer. More significantly, mechanization has enormously increased farm efficiency and productivity. Animals including horses, oxen, llamas, alpacas, and dogs, however, are still used to cultivate fields, harvest crops, and transport farm products to markets in many parts of the world.

Airplanes and helicopters are employed in agriculture for seeding, spraying operations for insect and disease control, transporting perishable products, and fighting forest fires. Increasingly satellites are being used to monitor crop yields. Radio and television disseminate vital weather reports and other information such as market reports that concern farmers. Computers have become an essential tool for farm management.

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Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Agriculture”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

- 1-What?
- 2-Where.....?
- 3-When?
- 4-How.....?
- 5-Why?
- 6-.....?
- 7-.....?

Activity 4: Think about a topic dealing with the concept of “Agriculture” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 3

Industry

Industry, in a general sense, the production of goods and services in an economy. The term *industry* also refers to a group of enterprises (private businesses or government-operated corporations) that produce a specific type of good or service—for example, the beverage industry, the gold industry, or the music industry. Some industries produce physical goods, such as lumber, steel, or textiles. Other industries—such as the airline, railroad, and trucking industries—provide services by transporting people or products from one place to another. Still other industries, such as the banking and restaurant industries, provide services such as lending money and serving food, respectively.

The word *industry* comes from the Latin word *industria*, which means “diligence,” reflecting the highly disciplined way human energy, natural resources, and technology are combined to produce goods and services in a modern economy.

While societies have always produced goods and services, large-scale production did not occur until the Industrial Revolution, a period of mechanization that began in Britain during the 18th century. Large-scale production is driven by machinery, makes use of advancing technologies, and employs a sizeable workforce unconstrained by preindustrial relationships, such as those of slavery or feudalism.

The Industrial Revolution did not occur in the United States until the first half of the 19th century. Although many countries have since developed or are beginning to develop industries in the second half of the 20th century, most of the world’s poorest countries have yet to establish a solid industrial base.

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Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Industry”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

1-What

2-Where.....?

3-When.....?

4-How.....?

5-Why.....?

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Activity 4: Think about a topic dealing with the concept of “Industry” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 4

Finance

Finance, branch of economics concerned with providing funds to individuals, businesses, and governments. Finance allows these entities to use credit instead of cash to purchase goods and invest in projects. For example, an individual can borrow money from a bank to buy a home. An industrial firm can raise money through investors to build a new factory. Governments can issue bonds to raise money for projects.

Finance plays an important role in the economy. As banks, credit unions, and other financial institutions provide credit, they help expand the economy by directing funds from savers to borrowers. For example, a bank acquires large amounts of money from the deposits of individual savers. The bank does not let this money sit idle but instead provides loans to borrowers who might then build a house or expand a business. The savings of millions of people percolate through many financial institutions, spurring economic growth.

A wide variety of financial institutions have different roles in finance and the economy. Some institutions, such as banks, link lenders and borrowers. These institutions act as an intermediary among consumers, businesses, and governments by lending out deposits. Other institutions, such as stock exchanges, provide a market for existing securities, which include stocks and bonds. Stock exchanges encourage investment because they enable investors to sell their securities when the need arises.

Many aspects of finance are studied individually. Corporate finance centers on how businesses can best raise and spend their funds. Public finance focuses on the financial role of federal, state, and local governments.

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Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Finance”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

1-What

2-Where.....?

3-When.....?

4-How.....?

5-Why.....?

6-.....?

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Activity 4: Think about a topic dealing with the concept of “Finance” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 5

Commerce and Foreign Trade

Commerce, exchange of goods that must be transported from one place to another. In ancient times, transporting commodities over any significant distance was an expensive and risky enterprise. This restricted commerce mainly to local markets. As transportation networks improved, commerce expanded considerably. Today commerce takes place between neighboring households, between neighboring cities, and between neighboring continents. Reliable international shipping, mail services, and the Internet enable commerce between people in any location in the world.

Foreign Trade, the exchange of goods and services between nations. Goods can be defined as finished products, as intermediate goods used in producing other goods, or as agricultural products and foodstuffs. International trade enables a nation to specialize in those goods it can produce most cheaply and efficiently. Trade also enables a country to consume more than it would be able to produce if it depended only on its own resources. Finally, trade enlarges the potential market for the goods of a particular economy. Trade has always been the major force behind the economic relations among nations.

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Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Commerce and Foreign Trade”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

- 1-What?
- 2-Where.....?
- 3-When?
- 4-How.....?
- 5-Why?

6-.....?

7-.....?

Activity 4: Think about a topic dealing with the concept of “Commerce and Foreign Trade” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 6

Business

Business, organized approach to providing customers with the goods and services they want. The word *business* also refers to an organization that provides these goods and services. Most businesses seek to make a *profit*—that is, they aim to achieve revenues that exceed the costs of operating the business. Prominent examples of for-profit businesses include Mitsubishi Group, General Motors Corporation, and Royal Dutch/Shell Group. However, some businesses only seek to earn enough to cover their operating costs. Commonly called nonprofits, these organizations are primarily nongovernmental service providers. Examples of nonprofit businesses include such organizations as social service agencies, foundations, advocacy groups, and many hospitals.

Business plays a vital role in the life and culture of countries with industrial and *postindustrial* (service- and information-based) free-market economies such as the United States. In free-market systems, prices and wages are primarily determined by competition, not by governments. In the United States, for example, many people buy and sell goods and services as their primary occupations. In 2001 American companies sold in excess of \$10 trillion worth of goods and services. Businesses provide just about anything consumers want or need, including basic necessities such as food and housing, luxuries such as whirlpool baths and wide-screen televisions, and even personal services such as caring for children and finding companionship.

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Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Business”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

- 1-What
- 2-Where.....
- 3-When
- 4-How.....

5-Why?

6-.....?

7-.....?

Activity 4: Think about a topic dealing with the concept of “Business” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Semester Three
Social Concepts

Text 1

Society

In the case of human association, the situation is fundamentally different. Human cooperation is not brought about by mere physiological factors. The very diversity of the patterns of human group life makes it quite clear that human cooperative life cannot be explained in the same terms as the cooperative life of insects and the lower animals. The fact that human patterns are not stabilized and cannot be explained in biological terms led Mead to seek another basis of explanation of human association. Such cooperation can only be brought about by some process wherein: (a) each acting individuals ascertains the intention of the acts of others, and then (b) makes his own response on the basis of that intention. What this means is that, in order for human beings to cooperate, there must be present some sort of mechanism whereby each acting individual: (a) can come to understand the lines of action of others, and (b) can guide his own behavior to fit in with those lines of action. Human behavior is not a matter of responding directly to the activities of others. Rather, it involves responding to the intentions of others, i.e., to the future, intended behavior of others—not merely to their present actions.

(Bernard N. Meltzer, “The Social Origins of the Self”, *Introducing Society*, the Free Press, USA, 1975, pp.72-3)

Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Society”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

- 1-What
- 2-Where.....
- 3-When
- 4-How.....
- 5-Why
- 6-.....
- 7-.....

Activity 4: Think about a topic dealing with the concept of “Society” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 2

Social Stratification by Class

Social classes are a category of social strata that exist in societies with a market economy where the production of material goods and the creation of wealth are judged for the most important social functions and where capitalist production relationships dominate. Classes are, therefore, social strata distinguished one from another by their share in the production of material goods, the kind of labor they provide; ownership or lack of ownership of the means of production, the mode of ownership and exploitation (whether work is entrusted to others or done by the owner alone, whether freely or in a wholesale supplier able to dominate the market or a retail shopkeeper dependent both on the wholesalers and his consumers; whether making an indirect commercial contribution through one's labor), the greater or lesser degree of control over prices, having the labor of others at one's disposal or, on the contrary, being obliged to put one's labor force at the disposal of someone else (the laborer or farm worker), the independence of a business (property divided in small portions) or the opposite situation where the enterprise is in a state of dependence (craftsmen working for industries), and legally free social mobility subject only to the laws imposed by the economy and to social value judgements. Classes are also distinguishable one from another by differences in life style, interests, ways of thinking and ideologies. A social class may be said to be 'perfect' if, in addition to the above aspects, one also finds a common consciousness and unity of action. In the nineteenth century typical class-based societies existed in Europe, particularly north-west Europe around the North Sea and the English Channel, and in North America.

(Roland Mousnier, *Social Hierarchies 1450 to the Present*, Croom Helm, UK, 1973, pp.35-6)

Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of "Social Stratification".

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

1-What

2-Where

3-When?

4-How.....?

5-Why?

6-.....?

7-.....?

Activity 4: Think about a topic dealing with the concept of “Social Stratification by Class” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 3

Education and Schools

Controversy also envelops the educational institution. This fact is hardly surprising, since in modern societies few individuals and groups do not have a substantial stake in the educational enterprise. The reason is not difficult to discern: Learning is a fundamental process in our lives. It allows us to adapt to our environment by building on previous experience. Through our successes and failures in coping with our life circumstances, we derive an accumulating body of information that serves as a guide to decisions and actions. Social scientists view learning as a relatively permanent change in behavior or capability that results from experience. Since learning is so vital to social life, societies do not usually leave it to chance. Societies may undertake to transmit particular attitudes, knowledge and skills to their members through formal, systematic training – what sociologists call education. Education is one aspect of the many-sided process of socialization by which people acquire behaviors essential for effective participation in society. It entails an explicit process in which some individuals assume the status of teacher and others the status of students and carry out their associated roles.

...Schools initially came into existence several thousand years ago to prepare a select few for a limited number of leadership and professional positions. However, in the past century or so public schools have become the primary vehicles by which the members of a society are taught the three R's, affording them the literacy skills required by large-scale industrial and bureaucratic organizations. The curricula of schools- such "core" subject areas as mathematics, natural science, and social science- are remarkable similar throughout the world. Cross-culturally standardized models of mass education apparently arose in conjunction with the diffusion of standardized models of the nation-state, which were closely linked to goals of national development, economic progress, and the formal integration of individuals within a larger social collectivity...

(James W. Vander Zanden, *Sociology the Core*, Mac-Graw Hill, Inc, USA, 1993, p.327)

Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of "Education and Schools".

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

1-What?

2-Where.....?

3-When?

4-How.....?

5-Why?

6-.....?

7-.....?

Activity 4: Think about a topic dealing with the concept of “Education and Schools” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 4

Religion

Religion, sacred engagement with that which is believed to be a spiritual reality. Religion is a worldwide phenomenon that has played a part in all human culture and so is a much broader, more complex category than the set of beliefs or practices found in any single religious tradition. An adequate understanding of religion must take into account its distinctive qualities and patterns as a form of human experience, as well as the similarities and differences in religions across human cultures.

In all cultures, human beings make a practice of interacting with what are taken to be spiritual powers. These powers may be in the form of gods, spirits, ancestors, or any kind of sacred reality with which humans believe themselves to be connected. Sometimes a spiritual power is understood broadly as an all-embracing reality, and sometimes it is approached through its manifestation in special symbols. It may be regarded as external to the self, internal, or both. People interact with such a presence in a sacred manner—that is, with reverence and care. *Religion* is the term most commonly used to designate this complex and diverse realm of human experience.

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Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Religion”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

- 1-What
- 2-Where.....
- 3-When
- 4-How.....
- 5-Why

6-.....?

7-.....?

Activity 4: Think about a topic dealing with the concept of “Religion” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 5

Public Health

Public Health, protection and improvement of the health of entire populations through community-wide action, primarily by governmental agencies. The goals of public health are to prevent human disease, injury, and disability; protect people from environmental health hazards; promote behaviors that lead to good physical and mental health; educate the public about health; and assure availability of high-quality health services.

Public health systems vary in different parts of the world, depending upon the prevalent health problems. In the developing world, where sanitation problems and limited medical resources persist, infectious diseases are the most significant threat to public health. Public health officials devote resources to establish sanitation systems and immunization programs to curb the spread of infectious diseases, and provide routine medical care to rural and isolated populations. In industrialized nations, sanitary food and water supplies and excellent medical resources have reduced rates of infectious disease. Instead, accidents and diseases such as lung cancer, heart attacks, and strokes are among the leading causes of death. In these areas, public health goals include education programs to teach people how to prevent accidents and lessen their risk for disease, and the maintenance of the excellent disease prevention systems already established.

Public health workers may engage in activities outside the scope of ordinary medical practice. These include inspecting and licensing restaurants; conducting rodent and insect control programs; and checking the safety of housing, water, and food supplies. In assuring overall community health, public health officials also act as advocates for laws and regulations—such as drug licensing or product labeling requirements. Some public health officials are epidemiologists, who use sophisticated computer and mathematical models to track the incidence of communicable diseases and to identify new diseases and health trends. Others conduct state-of-the-art medical research to find new prevention and treatment methods.

Most people think of public health workers as physicians and nurses, but a wide variety of other professionals work in public health, including veterinarians, sanitary engineers, microbiologists, laboratory technicians, statisticians, economists, administrators, attorneys, industrial safety and hygiene specialists, psychologists, sociologists, and educators.

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Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Public Health”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

1-What?

2-Where.....?

3-When?

4-How.....?

5-Why?

6-.....?

7-.....?

Activity 4: Think about a topic dealing with the concept of “Public Health” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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Text 6

Poverty

Poverty, condition of having insufficient resources or income. In its most extreme form, poverty is a lack of basic human needs, such as adequate and nutritious food, clothing, housing, clean water, and health services. Extreme poverty can cause terrible suffering and death, and even modest levels of poverty can prevent people from realizing many of their desires. The world's poorest people—many of whom live in developing areas of Africa, Asia, Latin America, and eastern Europe—struggle daily for food, shelter, and other necessities. They often suffer from severe malnutrition, epidemic disease outbreaks, famine, and war. In wealthier countries—such as the United States, Canada, Japan, and those in western Europe—the effects of poverty may include poor nutrition, mental illness, drug dependence, crime, and high rates of disease.

Extreme poverty, which threatens people's health or lives, is also known as *destitution* or *absolute poverty*. In the United States, extreme poverty is traditionally defined as having an annual income that is less than half of the official poverty line (an income level determined by the Bureau of the Census). Extreme poverty in developing nations, as defined by international organizations, means having a household income of less than U.S.\$1 per day. *Relative poverty* is the condition of having fewer resources or less income than others within a society or country, or compared to worldwide averages. In developed countries, relative poverty often is measured as having a family income less than one-half of the median income for that country.

The reasons for poverty are not clear. Some people believe that poverty results from a lack of adequate resources on a global level—resources such as land, food, and building materials—that are necessary for the well-being or survival of the world's people. Others see poverty as an effect of the uneven distribution of resources around the world on an international or even regional scale. This second line of reasoning helps explain why many people have much more than they need to live in comfort, while many others do not have enough resources to live.

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Activity 1: Read the following text and discuss its content

Activity 2: Identify the different key words related to the concept of “Poverty”.

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Activity 3: Make research questions out of the key conceptual words you have identified in the previous activity.

1-What?

2-Where.....?

3-When?

4-How.....?

5-Why?

6-.....?

7-.....?

Activity 4: Think about a topic dealing with the concept of “Poverty” and identify its key issues and research questions.

Topic:

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List of Key Issues:

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Research Questions:

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