



С. Д. Кирпу

**English for Students
of Political Science**

**Английский
для студентов-политологов**

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Contents

Lesson I. The history of political thought	4
Academic vocabulary. Nouns	8
Lesson II. The basics of political science	10
Academic vocabulary. Verbs	12
Lesson III. Government institutions	14
Academic vocabulary. Adjectives	16
Lesson IV. The executive and political parties	18
Academic vocabulary. Focus on prepositions	21
Lesson V. Citizen participation	23
Academic vocabulary. Debating, expressing opinion	25
Lesson VI. Political resource and influence	29
Academic vocabulary. Referring to source materials	30
Lesson VII. National identity	32
Academic vocabulary. Different points of view	33
Lesson VIII. Political parties	35
Academic vocabulary. Comparing and contrasting	36
Lesson IX. Interest groups	38
Academic vocabulary. How to write an abstract?	40
Lesson X. Electoral campaigns	42
Academic vocabulary. Cause and effect	44
Lesson XI. Challenges of globalization	45
Academic vocabulary. Making a presentation	47
Supplement	49
List of references	53

Lesson I

The history of political thought

1. Give definitions to the following word combinations.

Political history, sophism, polis, triumvirate, patricians, plebeians, feudalism, Machiavellianism, Magna Carta, the National Convention, Bill of rights, the Übermensch, the means of production, base and superstructure, deliberative democracy, communicative action.

2. Read and translate the text.

Ancient times

Western politics can be traced back to the Socratic political philosophers, **Plato** (427–347 BC) and **Aristotle** (384–322 BC), "The Father of Political Science". These authors, in such works as The Republic and Laws by Plato, and The Politics and Nicomachean Ethics by Aristotle, analyzed political systems philosophically, going beyond earlier Greek poetic and historical reflections which can be found in the works of epic poets like Homer and Hesiod, historians like Herodotus and Thucydides, and dramatists such as Sophocles, Aristophanes, and Euripides.

The Roman Empire

During the height of the Roman Empire, famous historians such as Polybius, Livy and Plutarch documented the rise of the Roman Republic, and the organization and histories of other nations, while statesmen like Julius Caesar, Cicero and others provided us with examples of the politics of the republic and Rome's empire and wars. The study of politics during this age was oriented toward understanding history, understanding methods of governing, and describing the operation of governments.

The Middle Ages

With the fall of the Western Roman Empire, there arose a more diffuse arena for political studies. The rise of monotheism and Christianity brought to light a new space for politics and political action. Works such as Augustine of Hippo's The City of God synthesized current philosophies and political traditions with those of Christianity, redefining the borders between what was religious and what was political. During the Middle Ages, the study of politics was widespread in the churches and courts. Most of the political questions surrounding the relationship between church and state were clarified and contested in this period.

Renaissance

Niccolò Machiavelli (1469–1527), a Florentine historian, politician, diplomat, philosopher, humanist, and writer during the Renaissance is considered to be a founder of modern political science, and more specifically political ethics. Machiavelli was also a realist, arguing that even evil means should be considered if they help to create and preserve a desired regime. In his masterpiece *The Prince* he expressed his views on the importance of a strong ruler who was not afraid to be harsh with his subjects and enemies. These ideas were most likely influenced by the Italian city-states.

Enlightenment

Thomas Hobbes (1588–1679) is well known for his theory of the social contract. He believed that a strong central power, such as a monarchy, was necessary to rule the innate selfishness of the individual. His 1651 book *Leviathan* established social contract theory, the foundation of most later Western political philosophy

John Locke (1632–1704), one of the most influential Enlightenment thinkers, is known as the "Father of Classical Liberalism". Locke believed man comes into this world with a mind that is basically a tabula rasa. According to Locke, an absolute ruler as proposed by Hobbes is unnecessary, for natural law is based on reason and equality, seeking peace and survival for man.

The works of the French philosophers **Voltaire** (1694–1778), **Rousseau** (1712–1778), **Diderot** (1713–1784) had a great influence on political analysis, social science during the Enlightenment. Their works leading to the French revolution contributed to the development of modern democracy throughout the world. Other important figures in American politics who participated in the Enlightenment were **Benjamin Franklin** (1706–1790) and **Thomas Jefferson** (1743–1826).

19th century

The nineteenth century began immediately after the upheaval of the American and French Revolutions. It started with the Napoleonic Wars, which were followed by the dramatic rise of the British Empire. Meanwhile, the United States was growing in power and size. In this context, political thought developed in multiple directions throughout the century. **Alexis de Tocqueville** (1805–1859) wrote his famous observations on American

culture. John Stuart Mill, Lord Acton, and other British authors contributed to the development of political philosophy. Tolstoy and Thoreau advocated a political approach based on non-violence. Nietzsche and Hegel laid philosophic foundations for new views of politics, ethics, and history. The anarchist movement began, with works by Mikhail Bakunin, Pierre-Joseph Proudhon, and Peter Kropotkin. The Darwinian models of evolution and natural selection were of considerable importance in the late 19th century.

Industrialization and the 20th century

Karl Marx (1818–1883) and his theory of Communism developed along with **Friedrich Engels** (1820–1895) proved to be one of the most influential political ideologies of the 20th century. The industrial revolution produced a parallel revolution in political thought. Urbanization and capitalism greatly reshaped society. During this same period, the socialist movement began to form. In the mid – 19th century, Marxism was developed, and socialism gained increasing popular support, mostly from the urban working class. By the late 19th century, socialism and trade unions defined the political landscape.

World War I was a watershed event in human history. The Russian Revolution of 1917 brought communism – and in particular the political theory of Leninism. At the same time, social democratic parties won elections and formed governments for the first time, often as a result of the introduction of universal suffrage.

Maximilian Carl Emil Weber (1864–1920) was a German political economist and sociologist who was considered one of the founders of the modern study of sociology and public administration. He had influence on German politics of his time, because he was an advisor to Germany's negotiators at the Treaty of Versailles and to the commission that drafted the Weimar Constitution.

Arthur Fisher Bentley (1870–1957) was an American political scientist and philosopher who worked in the fields of epistemology, logic and linguistics and who contributed to the development of a behavioral methodology of political science. Bentley held that interactions of groups are the basis of political life, and rejected statist abstractions. In his opinion, group activity determined legislation, administration and adjudication. These ideas of process-based behavioralism later became central to politi-

cal science. His tenet that "social movements are brought about by group interaction" is a basic feature of contemporary pluralist and interest-group approaches.

David Easton (1917–2014) is renowned for his application of systems theory to political science, and for his definition of politics as the "authoritative allocation of value" in *A Framework for Political Analysis* and *A Systems Analysis of Political Life*. Easton's principal research interest is in elaborating a systems analytical approach as a central means of understanding how political systems operate. In recent years he has turned to structural constraints as a second major element underlying political systems. He wrote about the influence of political structure on various aspects of political life, on the state and development of political science, and on the political socialization of children.

3. Find the words in the text which mean:

- 1) политический деятель
- 2) «государь»
- 3) общественный договор
- 4) судебное решение
- 5) догмат, принцип
- 6) профсоюзы

4. Answer the questions.

1. Who was the first in the history of political thought to put forward the idea of "social contract"?
2. Which thinker proposed the concept of the City of God?
 - a) Saint Augustine (Augustin of Hippo)
 - b) Thomas Aquinas
 - c) Martin Luther
 - d) Erasmus Roterodamus
3. Whose phrase is this: *In judging policies we should consider the results that have been achieved through them rather than the means by which they have been executed?*
 - a) Baruch Spinoza
 - b) Niccolò Machiavelli
 - c) M. Weber
 - d) Th. Hobbes

4. Which of these works is not the work of D. Easton?
 - a) The Political System. An Inquiry into the State of Political Science
 - b) A Framework for Political Analysis
 - c) A Systems Analysis of Political Life
 - d) The Analysis of political systems
5. Whose quote is this: *Man's consciousness not only reflects the objective world, but creates it?*
 - a) N. Berdyaev.
 - b) V. Lenin.
 - c) M. Bakunin.
 - d) V. Solovyov.
 - e) I. Ilyin.

Academic vocabulary. Nouns

1. Translate the nouns referring to ideas.

An article on the subject of ...	Models of communication
The theme of the book	An important aspect of his speech
A list of essay topics	A feature / characteristic of his work
A debate on the issue of globalization	Beyond the scope of his book
Political theory / theory of gravitation	An original approach to

2. Choose the most appropriate noun to complete the sentences.

1. Environmental *topics / issues / principles* should be at the top of political agenda.
2. In the exam students have to choose one of the five essay *issues / subjects / topics*.
3. There are still people who are reluctant to accept Darwin's *model / theory / topic* of evolution.
4. The study revealed a regular *pattern / list / aspect of changes* in climate.
5. The research focuses on one particular *feature / aspect / scope* of modern political science.

6. The professor advised to broaden *the scope / approach / theory* of the research.
7. There are many important *issues / topics / characteristics* facing the world today.
8. The writer takes an original *debate / approach / theory* to this problem.

Lesson II

The basics of political science

1. Translate and define the following words.

Nation
Institution
Government
Law
Sovereignty
Authority
Nation-state
Legislature
Chief executive
Judicial institution
Officeholder
Bureaucratic institution
Citizen
Constitution
Family, cultural, religious, economic institution
Governmental policy
Interest group
Political party
Politics
Political system

2. Place each of the terms above into one of these four columns.

Political scientists sometimes think of a political system as having inputs and outputs. People in society bring needs, demands, and requests to the government, which then processes them to produce rules, services, and resources in response to those demands. The competition over goods, services, cultural traditions, ideas, and other values – and the people and institutions involved in that competition – are the inputs. The people and institutions which resolve those conflicts, and the processes by which they do so, are the outputs. Think about each of the terms in the list in exercise I to define: Is it an input, an output, or involved with both?

<i>Inputs</i>	<i>Outputs</i>	<i>Both Input and Output</i>	<i>Sometimes Input, Sometimes Output</i>

3. Read and translate the text.

The study of comparative politics involves looking at political systems. Political systems are composed of three types of institutions which make and resolve demands on each other – government institutions, interest groups, and political parties. But demand – and the conflicts that grow from them, as well as cooperation to resolve those conflicts – start within other institutions to which people belong. Unless you are a hermit, you belong to and behave and think in accordance with various institutions, starting with your family. Anytime you make a demand on another person, you engage in politics. In a nation-state with sovereignty, government institutions have the ability to make ultimate decisions about who gets what they demand; citizens decide whether or not to confer on government the right, or authority, to make those ultimate decisions. So a government may have sovereignty without authority, or authority without sovereignty, or both. Institutions outside government interact with these government institutions in a regular pattern to establish who gets what.

4. Find the words in the text which mean:

- 1) разрешать конфликты
- 2) в соответствии с различными институтами
- 3) предъявлять требования кому-либо
- 4) заниматься политикой
- 5) принимать окончательное решение
- 6) предоставлять право кому-либо

5. Answer the questions.

1. Which of the terms in exercise number one belong to the nation, and which to the state?
2. How can a father and daughter arguing over a car become part of a political system?
3. What gives a leader authority to rule?
4. Can government have sovereignty over authority?
5. Would you like to live under a government with sovereignty but without authority?

6. Why are some people more successful than others at getting what they want?
7. What factors cause politics to operate differently in different countries?

6. True or false.

1. Like biologists, sociologists, anthropologists, philosophers, economists, and theologians, political scientists study human beings and how they think and behave.
2. Authority as the right to make and enforce laws is conferred by institutions on government.
3. Aristotle defined a citizen as an officeholder.
4. A nation is a group of people who were born on one territory.
5. An institution cannot exist outside government.

Academic vocabulary. Verbs

1. Match the words with their synonyms:

- a) affect, attempt, calculate, challenge, demonstrate, identify, include, investigate, provide;
- b) compute, distinguish, give, influence, involve, question, show, study, try.

2. Fill in the gaps from the words below.

to present has affected be seen accounted attempts show to establish to explain provide explored.

1. As can be ... from Table 2, participation figures have been steadily falling from 1994.
2. Different authors have ... for the President actions in different ways.
3. It is often most effective ... your data in chart or table.
4. The data we have collected ... that there has been an increase in regard to job satisfaction over the last 10 years.
5. The aim of this research is ... the involvement of particular interest groups inside political parties.
6. Political theory ... to build bridges between different schools of political thought.

7. Charles Darwin attempted to ... the existence of different species in terms of evolution.
8. I would like to examine how industrial growth ... developing countries.
9. We will ... statistical evidence where necessary.
10. Bevan ... the relationship between family background and political ambition.

Lesson III

Government institutions

1. Translate and define the following words.

legislature
unicameral
bicameral
representation
bill
presidential system
presidential veto
override a veto
parliamentary system
vote of no confidence
party responsibility
military rule
oligarchy
monarchy
theocratic state
one-party rule
cabinet

**2. Place the following legislative bodies in the appropriate columns.
Some words can be used more than once.**

Federation Council, State Duma, House of Lords, House of Commons, Rajya Sabha, Senate, Bundestag, Lok Sabha, Constituent Congress, House of Representatives, People's Congress, Bundesrat, Chamber of deputies.

1. The Russian Federation	<i>Lower House</i>	<i>Upper House</i>
2. The USA		
3. Germany		
4. France		
5. Finland		
6. The UK		
7. China		
8. India		

3. Read and translate the text.

The six most common ways for a nation-state to arrange the sharing of sovereignty within government are presidential systems, parliamentary systems, military rule, monarchies, theocratic states, and one-party rule. Within each of these systems, a chief executive may share sovereignty with legislatures, other officials, and lower levels of government.

The presidential system gives the legislature a greater share of sovereignty (and the chief executive less sovereignty) than the others. But even under parliamentary rule, the upper house of a legislature may retain considerable discretion. Party Secretariats in one-party states and military high commands military rule can also challenge the chief executive.

When they have the ability to raise extensive revenues and bureaucracies, state, regional, and governments are able to resist central government policies; if their legislatures and chief executives belong to opposition political parties, they may be especially prone to do so. All chief executives also meet with a cabinet, and some share authority with a ceremonial head of state. Finally, chief executives need bureaucracies at all levels to carry out policy. Any of these groups – cabinets, bureaucracies, lower levels of government, and legislatures - may work with the others to resist or transform government policy. No chief executive exercises sovereignty alone.

4. Find the words in the text which mean:

- 1) распределять суверенитет между правительственныеими инстанциями
- 2) в значительной степени сохранять свободу
- 3) ставить под сомнение обоснованность действий главы исполнительной власти
- 4) увеличивать доходы и бюрократический аппарат
- 5) противостоять политике
- 6) проводить политику
- 7) пользоваться правом на суверенитет

5. Answer the questions.

1. Who gives the legislatures the right to decide what the laws would be?

- What are the differences between a presidential system and a parliamentary system? Give examples of countries from both systems.
- Which chief executive has the least limits on sovereignty, the greatest ability to do whatever he or she wants: the military ruler, the democratically elected president or prime minister, or the leader of a one-party state?
- Give examples of countries with military rule.

6. Agree or disagree?

- When state, country, and local executives have their own bureaucracies and tax revenues, their ability to act with some independence from the national executive increases.
- Chief executives in most presidential and parliamentary systems cannot select and fire members of their cabinet.
- Theocracy is a system which is dominated by members of one family.
- Under a parliamentary system the chief executive is elected not by voters but by the lower house of legislature.

Academic vocabulary. Adjectives

1. Match the expressions with their meanings.

- | | |
|----------------------------|---------------------------------------------|
| 1) to be characteristic of | a) to be true to a particular degree |
| 2) to be relative to | b) to be connected to what is happening now |
| 3) to be specific to | c) to be typical of |
| 4) to be common to | d) can only be found in |
| 5) to be appropriate to | e) shared by many people |
| 6) to be relevant | f) suitable for a particular situation |

2. Fill in the gaps from the words below.

Relevant, widespread, enormous, larger, minor, important, valuable, considerable, particular, significant, common

- He did a ... amount into comparative politics.
- The minister draw ... attention to the problem of energy consumption.
- His invention had an ... impact on the way we transmit information.

4. It was common practice for ministers in the UK to refuse marriages during Lent.
5. A ... proportion of Thomaz's work was devoted to international law.
6. Prestyn made a ... contribution to modern psychology but it was an interesting one.
7. Aristotle theory has some extremely ... implications for future philosophers.
8. His research is very ... for modern sociological studies.
9. The article will be ... to anyone interested in international relations.
10. It was an event which was extremely ... in the history of Eastern European politics.
11. There is ... support for government policy in urban area.

Lesson IV

The executive and political parties

1. Translate and define the following words.

general election
candidate
nominee
independent candidate
elected officeholder
primary election
caucus
multiparty system
consensual system
splinter party
universal suffrage
constituency
gerrymandering
run-off election
plurality
multimember district
optical scan voting system
proportional representation

2. Fill in the table with ‘Yes’ or ‘No’.

<i>Rules which give elected officeholders some independence from the Chief Executive</i>							
	The RF	The USA	The UK	Germany	Nigeria	China	India
1. Officials who share sovereignty may come from rival political parties							
2. Primaries and caucuses are used to select some party nominees for legislative seats							

3. Competitive general elections							
4. Universal suffrage							
5. Freely contested plurality-win multimember districts							
<i>Rules which strengthen the chief executive control over elected officeholders</i>							
	The RF	The USA	The UK	Germany	Nigeria	China	India
1. One-party system							
2. Party leaders can remove members							
3. Large, centrally-directed full-time party staff							
4. Chief executive chooses his or her party's nominees for lower house of legislature							

3. Read and translate the text.

To govern, those sharing sovereignty must cooperate with one another. If these officials are from opposing political parties, or from one party containing people with many different views, that cooperation may be hard to achieve.

It is easy for those with sovereignty to cooperate in governing, but harder for them to gain cooperation among all segments of society, when the chief executive can outlaw other political parties, control the admission of members into his or her own political party, command a permanent full-time party staff, and personally select party leaders and nominees for public office.

It is harder for those with sovereignty to cooperate in governing, but easier for them to gain cooperation among all segments of society when the system provides nonmember access to party decision making, primaries and caucuses to select nominees for office, universal suf-

frage, and plurality-win, multimember districts freely contested by both splinter and consensual parties.

To settle conflicts between groups within the nation, those with sovereignty also need authority, which derives from the respect and willing cooperation of the public. Ruling parties or coalitions, seeking that co-operation, generally try to include members and leaders from various regions, ethnic and cultural groups, social classes, and professions in their ranks. But when a chief executive maintains tight control over a political party, the wishes of portions of the populace may be ignored. At that point, such a chief executive, though appearing to exercise tremendous sovereignty, sacrifices some authority to rule and may be in danger of losing sovereignty.

4. Find the words in the text which mean:

- 1) обеспечить сотрудничество
- 2) объявить партию вне закона
- 3) контролировать прием членов партии
- 4) располагать постоянным штатом из членов партии
- 5) государственная должность
- 6) основанный на уважении и добровольном сотрудничестве общественности
- 7) сохранять жесткий контроль над партией

5. Answer the questions.

1. In which of the three systems – presidential, parliamentary, or one-party – is it easier for the chief-executive to gain cooperation from other members of his or her political party?
2. What role do political parties and elections play in determining the amount of sovereignty that ends up in the hands of the chief executive?
3. Do prime-ministers, military rulers, and leaders of one-party system face more or fewer restraints than presidents?
4. How might it help you as a citizen if other elected officials share sovereignty with the chief executive? How might it harm you?

6. Complete the sentences.

General election, apparatchiki, consensual, splinter, non-competitive election, caucus, gerrymandering

1. If one party excludes other parties from submitting nominees and does not allow unaffiliated members to occupy elected offices, such election is called ...
2. ... is a government sponsored event in which all citizens may register their choices for who will hold particular public offices.
3. The Communist Party of the Soviet Union had 150000 full-time paid staff, , who were sent to work with local and regional party organizations.
4. In the USA a voter may attend a party caucus, a meeting held in a church, or private home to choose party offices and delegates for party conventions.
5. Parties which seek to appeal to (or obtain votes from) high percentages of the populace from various regions and groups are called ... parties.
6. Parties whose members are rigid in their support of certain ideology, or special political interests, who appeal only to narrow segments of the populace are called ...
7. Manipulating district boundaries is called ...

Academic vocabulary. Focus on prepositions

1. Match the beginning of the sentences with their endings.

- | | |
|----------------------------------|---------------------------------------|
| 1. The course instructor divided | a) into four groups. |
| students | |
| 2. They have to examine | b) on behalf of the whole |
| everyone who | department. |
| 3. They announced that | c) in all his aims except in keeping |
| his country | inflation low. |
| 4. In your speech don't forget | d) to emphasize the advantages |
| | of the new approach. |
| 5. The theory is based | e) has been exposed to the infection. |
| 6. The Chancellor succeeded | f) emerged from the crisis as a much |
| | stronger power. |
| 7. The philosophy professor | g) on a series of experiments |
| accepted the research award | conducted over the last five years. |

2. Fill in the words.

To focus on, to be associated with, to turn to, to amount to, to comment upon, to attend to (обращать внимание на), to convince (smb) of, to refer to, to equip (sth) with, to account for.

1. His book ... political participation of the populace.
2. The introduction to the book briefly ... a case study carried in the USA.
3. Let's ... the more difficult questions which I mentioned earlier.
4. An increase in inflation of 7 per cent ... an economic crisis.
5. I ... the statistics offered by the Nevada Center.
6. When you are preparing a presentation you should always ... design issues such as the quality of slides.
7. The problem unhealthy life-styles.
8. Heart diseases ... 30 % of deaths in men.
9. They try ... our institute ... the latest technologies.
10. We must ... people ... the need of water conservation.

Lesson V

Citizen participation

1. Give definition to the following words.

The Roman forum, the Greek agora, interest group, lobbying, techniques of citizen participation, publicity, public interaction, public partnership, the ladder of citizen participation, political socialization, political subcultures.

2. Divide the following expressions into groups:

1. Citizen role in public decision making process
2. Government response to citizen participation
 - a) to allow access to media
 - b) to disqualify unacceptable candidates
 - c) to meet legal requirements / demands
 - d) to satisfy the demands of trade unions
 - e) to clearly articulate goals and objectives
 - f) to allot free time for political discussions for candidates of different parties on television
 - g) to seek cooperation with all segments of society
 - h) to sway / influence / affect government decisions
 - i) to resolve conflicts with people
 - j) to be an integral part of the decision making structure
 - k) to march, strike, picket, occupy buildings, to advocate ideas
 - l) to exclude people from participation
 - m) to create obstacles to citizen participation
 - n) to create interest groups
 - o) to strengthen the bureaucracy
 - p) to provide benefits for certain groups

3. Read and translate the text.

Citizen participation is a process which provides private individuals an opportunity to influence public decisions and has long been a component of the democratic decision-making process. The roots of citizen participation can be traced to ancient Greece and Colonial New England. Citizen participation was institutionalized in the mid-1960s with President Lyndon Johnson's Great Society programs.

Public involvement is means to ensure that citizens have a direct voice in public decisions. The terms "citizen" and "public," and "involvement" and "participation" are often used interchangeably. Many agencies or individuals choose to exclude or minimize public participation claiming citizen participation is too expensive and time consuming. Yet, many citizen participation programs are initiated in response to public reaction to a proposed project or action.

All nation-states have some degree of citizen participation. When groups play special roles in choosing those with sovereignty, supplying government or party officeholders, and carrying out decisions, their chances to benefit from government policies increase. In one-party systems, various bureaucrats are able to monopolize all three roles; to counterbalance that, these systems formally bring other types of groups into political parties and legislatures. Parliamentary and presidential systems with competitive elections allow many more interest groups to form and seek access to those with sovereignty. However, some groups may have better chances to gain such access.

Even systems like the United Kingdom, the United States, or the Federal Republic of Germany, which allow its citizens to form or join virtually any interest group and vote for chief executives through competing consensual as well as independent splinter parties, do not guarantee that a person will be able to affect the decisions of government leaders. To do so, citizens must learn the rules and have clear plans to compete effectively. Individuals who cannot, or refuse to, learn and play by the rules will not be effective.

4. Find the words in the text which mean:

- 1) не допускать к общественному участию
- 2) требующий временных затрат
- 3) реакция на предложенный проект
- 4) получить пользу от правительственные решений
- 5) уравновешивать, служить противовесом

5. Answer the questions.

1. Why is the type of citizen participation that took place in the Greek agora difficult to achieve in today's world.
2. Which countries provide its opposition parties
 - a) the most access to radio and television?

- b) the least access to radio and television?
 - c) substantial government funding?
3. What are some ways citizens can participate in the political decision processes?
 4. What are criteria for effective citizen participation?
 5. Which forms of citizen participation do you consider the most efficacious?

Academic vocabulary. Debating, expressing opinion

1. Translate the words and be ready to use them in debates organized in class.

When you listen to the other side.

I see your point, but I think...

Yes, I understand, but my opinion is that...

That's all very interesting, but the problem is that...

I'm afraid I can't quite agree with your point.

I think I've got your point, now let me respond to it.

We can see what you're saying. Here's my reply...

When you need to say something.

I'm sorry to interrupt, but you've misunderstood our point.

Excuse me, but that's not quite correct.

Sorry, I just have to disagree with your point.

Forgive me for interrupting, but I must respond to that.

If you would allow me to add a comment here...

If you don't mind, I'd like to take issue with what you just said.

I am of the same opinion.

I differ from/with you entirely.

I disagree with you.

On the contrary! Quite the contrary! Just the opposite!

That is the very opposite of what I said.

When you want to clarify something

The other side will have to explain why.... otherwise we win that point.

We said that... but the other side has not replied to our point.

I'd like to focus on two points that the other side has failed to address.
There are two points that we have succeeded in establishing...

I want to call your attention to an important point that our opponents have not addressed yet.

I'd like to point out that there are two issues our opponents have failed to dispute, namely...

Express your opinion

The first point I would like to raise is this...

Our position is the following...

Here's the main point I want to raise...

I'd like to deal with two points here. The first is...

Our opponents have still not addressed the question we raised a moment ago...

The other side has failed to answer our point about...

Notice that the affirmative side has not addressed our main point.

Let me just restate my position.

Just to be clear, here is what I mean...

In conclusion

To sum up, here are the main points our opponents have not addressed...

We pointed out that...

Our opponents have claimed that...

Let's sum up where we stand in this debate.

Let me summarize our position in this debate.

In summary, we want to point out that...

Let's see which arguments are still standing.

Let's take stock of where we are in this debate.

Collocations

I honestly think

I'll give it some thought

Bear in mind

It's common knowledge

It's a widespread belief

To grasp the importance of

To take the view = to believe

It's a foregone conclusion = absolutely certain
I've got a rough idea = a general idea
I don't subscribe to the theory
Opinions are divided
It's my firm belief
To judge someone harshly
To show poor judgement
A lack of judgement = an inability to judge a situation wisely
To pass judgement on = to criticize
Against your better judgement = despite the knowledge that sth is a bad idea
To jump to conclusion

2. Correct the collocation errors in these sentences.

1. *Opinions are separated* on the issue of single-sex schools and there are sound arguments on both sides of the case.
2. I believe that the government will win another term in office but my girlfriend *takes a different opinion*.
3. I *strongly think* that you'd be making a serious mistake if you took that job.
4. I don't believe *it's a foregone fact* that the larger company will win the contract.
5. You should *bear in thought* that your visitors will be tired after their long flight.
6. I've *got a raw idea* of what I want to say in my essay but I haven't planned it properly yet.
7. Increasing numbers of people today *subscribe for the theory* that small is beautiful.

3. Rewrite each sentence using the word in brackets.

1. It's unwise to draw conclusions too quickly about people's motives.
(jump)
2. Everyone knows that Ellie has been taking money from the till.
(common)
3. I agreed to help him though I knew it was wrong. **(against)**
4. I'm afraid your decisions show you are unable to judge situations well. **(lack)**

5. We have to decide when to have the party. Can you think about it? **(thought)**
6. I think you are being too critical of him. Remember he's only 18. **(harshly)**
7. Surprisingly, a large number of people believe left-handed people are more intelligent. **(widespread)**

Lesson VI

Political resource and influence

1. What is a political resource? Give examples of different political resources.

Think about the potential of each of these three individuals has to acquire 1) the ability to use political resources; 2) an understanding of public issues; 3) an access to institutions; 4) the ability to exert influence.

- a) A woman with a small income working in education / agriculture.
- b) A government bureaucrat
- c) A middle manager in a private business.

2. Read and translate the text.

Influence is the capability to change or reinforce the attitudes and behaviors of others. Everyone exerts influence on someone. The amount of influence individuals may exert over government leaders varies with (1) their understanding of issues, (2) the amount of other political resources they amass, (3) their understanding of how to use the political resources they have, (4) their access to the institutions which exercise sovereignty, and (5) the extent to which they have clear objectives compatible with those of government leaders. Not everyone capable of exerting influence actually does so to the full extent of their ability, and rule changes for government institutions rarely are sufficient to remedy this if social and economic institutions remain the same. Habits and institutions affect who will acquire and use influence, as well as the sorts of food, clothing, shelter, jobs, education, health care, and cultural surroundings people find agreeable. A relationship may exist between those who use influence and those who are satisfied with these aspects of their lives. And the future may bring shifts in the distribution of influence which are profound enough to change the overall character of some or all of today's political systems.

Regardless of the opportunities citizens may have to participate (which vary from system to system), not everyone takes advantage of those opportunities. Even if the rules by which government institutions, parties, and interest groups operate allow widespread participation, many people fail to participate. Their ability to do so also depends on per-

sonal traits. Changing the rules to allow wider participation does not expand participation unless additional people are prepared to acquire the ability to participate.

To exert influence in a political system, one must develop access to the officeholders and bureaucrats who devise public policy. Access can be gained by participating in elections and interest groups, or by becoming a leader in government and political organizations. Those who do so tend to have more education and information and other resources. But participating in these groups is not enough to have an influence. It is necessary to participate with clear objectives in mind.

3. Find the words in the text which mean:

- 1) оказывать влияние на кого-либо
- 2) накопить ресурсы
- 3) сходный, совместимый с
- 4) распределение сфер влияния
- 5) воспользоваться возможностями

4. Answer the questions.

1. How does influence relate to politics?
2. How do people use influence?
3. What kind of citizens can have influence on political leaders?
4. Why are some people more likely to acquire influence?
5. Name five qualities which can make an individual influential. Are there people who possess all these five characteristics?
6. Does higher education ensure that a person will understand public issues? Why or why not?
7. Do you know any examples, when an uneducated worker or a peasant could have a chance to achieve a political position?

Academic vocabulary. Referring to source materials

1. Read and translate the expressions. Be ready to use them describing your course paper.

The paper begins with a review of literature on ...

The book draws its information / data from

The primary source of the arguments is
I will make reference to this source throughout my paper
Several recent secondary sources were also conducted.
I've consulted the archives in an attempt to explain ...
These proved a valuable resource.
I also surveyed the literature on...
I only cite those works which are relevant to the present study.
The main body of my work is based on ...
The present study draws primarily on (uses information mainly from)
...

2. Match the beginning of the sentence with the appropriate ending.

- | | |
|------------------------------------------------|--------------------------------------------------------|
| 1. The pictures proved to be
a valuable | d) study which focuses on politics
only. |
| 2. An extensive body
of literature | e) body of the book; they are
in the appendix. |
| 3. Newspapers are a good
primary | f) the literature on history
of political sciences. |
| 4. The data are not given
in the main | g) exists on the theory of citizen
participation. |
| 5. Economy is not dealt with
in the present | h) source to the period 1980–1992. |
| 6. The thesis begins with
a review of | i) resource for the study of his
biography. |

3. Rewrite the sentences using the words in brackets.

1. The article refers to the work of Cogan and Sharpe. (**makes**)
2. His book was a useful critique for understanding the pre-war period.
I also consulted original government papers. (**secondary**)
3. The scientist's book uses data from several articles on ideology formation. (**draws**)
4. I consulted the documents of historical importance in the New York Public Library. (**archives**)

Lesson VII

National identity

1. Define the following words.

Political culture, national identity, pan-nationalism, nationalism, patriot, multiculturalism, globalization

2. Read and translate the text.

The Russian Federation, the United States, the United Kingdom, and China all have strong traditions of national identity; Welsh, Scots, and Northern Irish Catholics also have strong regional loyalties within the United Kingdom. Inhabitants of the various republics of the former Soviet Union often feel national loyalties to their own ethnic groups. The national and ethnic identity of Germans remains strong despite the fact that it was undercut by the forty years of division into two nation-states with very different constitutions and economic systems. But a sense of national identity is far less developed in other countries, for example in India, Peru, and Nigeria.

Some citizens develop a strong sense of national identity, while others do not. National identity depends on many factors: When leaders and speak the same language, believe in a civic culture, share similar values, participate in national institutions, have a long history as part of the nation, are economically interdependent, face hostile forces across national borders, and have suffered military conquest by outside powers, this sense of national identity may be enhanced. Conversely, cultural, political, geographical, or economic isolation of different groups of people may hinder the development of a sense of oneness as a nation.

3. Find the words in the text which mean:

- 1) проявлять преданность кому-либо
- 2) разделять схожие ценности
- 3) быть экономически независимым
- 4) сталкиваться с враждебными силами
- 5) пережить военное вторжение
- 6) препятствовать развитию чувства единства

4. Answer the questions.

1. Why do some countries develop stronger national identities than the others? What factors strengthen and weaken national identity?

2. Does a pan-nationalist have national identity?
3. Must one be a nationalist to have national identity?

5. Agree or disagree?

1. National identity is not something governments can invent.
2. National identity can be expressed in images and representations.
3. A Russian idea suitable for today's world is the development of human capital.
4. Among values of today's Russians material well-being and consumption take the first place.
5. India, Peru, and Nigeria have strong traditions of national identity.
6. Inhabitants of the Baltic republics – Estonia, Lithuania, and Latvia – have much reason to identify with the Soviet Union.

Academic vocabulary. Different points of view

1. Translate the words.

To be objective
To see things subjectively
It is impossible to be impartial
To be biased in favour of/ against things
To be prejudiced against / in favour of
To encounter deep-rooted prejudice
To be radical / reactionary / conservative
To look at sth from a different standpoint
To hold views
To take / change a position
To have ethical objections to ...
The principles underlying

2. Complete the sentences with the words below.

Prejudice principles encounter change objections underlying biased standpoint

1. The underlying ... of Asian and European philosophy are very similar.
2. Most young people seem to have ... to proposals on student fees.
3. Examiners tend to be ... in favour of candidates with clear handwriting.

4. Nowadays girls look at their careers from a different ... than their mothers.
5. Let us discuss the principle ... this approach.
6. Some employers still have a deep-rooted ... against employing older people, and many older people ... such prejudice when they apply for jobs.
7. The government has ... its position recently.

Lesson VIII

Political parties

1. Translate and define the following words.

Proportional representation, consensual political party, splinter political party, decentralized / centralized political party, bipartisan, non-partisan, ruling party, two / multi/ single-party / dominant -party system, a mandate, the electoral threshold, abstention

2. Fill in the table.

Country	Party system	Ruling party or coalition	Legal election threshold
1. The Russian Federation			
2. The USA			
3. Germany			
4. France			
5. Finland			
6. The UK			
7. China			
8. India			

3. Read and translate the text.

Political systems of different nation-states include political parties. Some systems allow these parties to compete freely, while others do not. Political parties perform an important task in government. They bring people together to achieve control of the government, develop policies favorable to their interests or the groups that support them, and organize and persuade voters to elect their candidates to office. Although very much involved in the operation of government at all levels, political parties are not the government itself, and the Constitution makes no mention of them.

The basic purpose of political parties is to nominate candidates for public office and to get as many of them elected as possible. Once elected, these officials try to achieve the goals of their party through legislation and program initiatives. Although many people do not think of it this way, registering as a Democrat or Republican makes them

members of a political party. Political parties want as many people involved as possible. Most members take a fairly passive role, simply voting for their party's candidates at election time. Some become more active and work as officials in the party or volunteer to persuade people to vote. The most ambitious members may decide to run for office themselves.

Political parties are not policymaking organizations in themselves. They certainly take positions on important policy questions, especially to provide alternatives to the position of whichever party is in power. When in power, a party attempts to put its philosophy into practice through legislation. If a candidate wins office by a large majority, it may mean that the voters have given him or her a mandate to carry out the program outlined in the campaign.

4. Find the words in the text which mean:

- 1) убеждать избирателей
- 2) выдвигать чью-либо кандидатуру на должность
- 3) баллотироваться на пост
- 4) организации, ответственные за принятие политических решений
- 5) осуществлять свои философские идеи на практике

5. Answer the questions.

1. What distinguishes decentralized from centralized parties?
2. Which parliamentary systems have more than one consensual party?
3. Why do some people object to the two-party system?
4. What is the future of the political party? Will they serve in the twenty-first century as they did in the nineteenth and twentieth centuries?
5. Should the government exercise more or less control over political parties?

Academic vocabulary. Comparing and contrasting

1. Translate the words.

In comparison with / by comparison to / in contrast to (with) / compared to (with)

Differences and similarities between

On the one hand ... on the other hand

There is a subtle distinction

It is the exact opposite
To be different from
To be similar with
To outweigh its disadvantages
To bridge the gap
Despite the growing disparity
It doesn't bear comparison with
To draw a comparison between
To strike the balance
Unlike ...
Rather than ..
Whereas

2. Match the beginning of each sentence with its ending and translate the sentences.

- | | |
|-------------------------------------------------------------------------|---------------------------------------------------------------|
| 1. I find it hard to understand the subtle | a) difference between these two approaches. |
| 2. In my course paper I attempted to draw a | b) compared with / to female attitudes. |
| 3. My own painting doesn't bear | c) right balance between their studies and their social life. |
| 4. Our results were the exact | d) opposite of what we had expected. |
| 5. Students may find it hard to strike | e) girls prefer more indirect approaches. |
| 6. The conference's aim is to bridge the | f) gap between artists and scientists. |
| 7. There seem to be growing | g) on the other hand, it will run out one day. |
| 8. The title of her paper was male attitudes towards capital punishment | h) disparity between the rich and the poor. |
| 9. Whereas boys tend to have aggressive solutions to problems. | i) comparison between Liberal and Conservative parties. |
| 10. One the one hand, oil is plentiful at the present time | j) comparison with that of a trained artist. |

Lesson IX

Interest groups

1. Define and translate the following terms.

Pluralism, polyarchy, lobbyist, pressure groups, grassroots movement, watchdog group / organization, collective action, public good, conflict of interest.

2. Study the major interest groups in the USA. Can you give your examples of interest groups in Russia?

<i>Type of groups</i>		<i>Example</i>
Economic	Business	National Association of Manufacturers
	Labour	International Brotherhood of Teamsters
	Agricultural	American Farm Bureau Federation
	Professional Association	American Bar Association
	Public Interest	League of Women Voters
Non-economic	Single issue	The Environmental Defense Fund
	Ideological	Christian Coalition
	Government	National League of Cities

3. Read and translate the text.

Interest Group Theory believes that many different interests compete to control government policy, and that their conflicting interests can balance out each other to provide good government. It is a very American theory that is popular with political scientists. It fits well with economic principles such as Adam Smith. Leading advocates are James Madison, Alexis de Tocqueville (1824), Bentley (1905), David Truman (1950), and Robert Dahl. Its advantages are that it is comparatively neutral to values and explains process. The theory is also called pluralism because there are many groups.

An interest group may be defined as an organized body of individuals who share policy goal and try to influence policy, for example, the American Bankers Association, the American Medical Association, the Diabetes Association, the Children's Defense Fund and the NAACP and others. It differs from a political party in that it does not try to win office.

The power of an interest groups comes from its: 1) size; 2) wealth; 3) organizational strength; 4) leadership; 5) access to decision makers; 6) internal cohesion. Groups form when a disturbance occurs and people come together to resist change. Groups sometimes compete with each other, and sometimes cooperate.

Some countries offer citizens great freedom to organize interest groups, though many fail to take advantage of the opportunity. Others restrict freedom to organize. A third group of countries allows interest groups to form fairly freely, but only among social groups to which few people belong. In the case of India, Peru, and Nigeria, groups with historic advantages nearly monopolize interest group competition. China and the former USSR removed the historic advantages of some groups, but kept or created advantages for others. In all systems it is hard to generate competition against established interest groups. The US, the UK, and Germany have created laws and economic integration which help people from many walks of life attempt it.

4. Find the words in the text which mean:

- 1) противоречащие друг другу интересы
- 2) конкурировать за право контролировать политику государства
- 3) может быть определена как
- 4) воспользоваться возможностью
- 5) для людей из разных профессий

5. Answer the questions.

1. What roles do interest groups play in influencing public opinion and the political process?
2. How can interest groups lobby the executive?
3. Imagine that you are a member of one of the following groups, and you want to change a government policy. What are some obstacles you would need to overcome? In which political systems might you expect to encounter the least number of obstacles?
 - a) a small businessperson from a cultural minority
 - b) a farmer
 - c) a blue collar industrial worker
 - d) a retired person.
4. What is a massive letter-writing campaign an example of?
 - a) Grassroots activism

- b) The inside game
 - c) A worthless tactic
5. Because getting access to legislators and government officials is difficult interest groups in the US often hire
- a) celebrities who attract extra publicity
 - b) many college students to make the group look larger
 - c) local stay-at-home parents who have more free time
 - d) former legislators and government officials who can use their friendships and personal ties to gain access

6. Agree or disagree?

1. Lobbying refers to an interest group's effort to persuade government officials through personal contact.
2. Free riders are people who benefit from the work of an interest group without actually contributing to the group's efforts.
3. Interest groups can give unlimited amounts of money to political campaigns.
4. Grassroots activism refers to attempts to persuade government officials by direct, personal contact.

Academic vocabulary. How to write an abstract?

1. Translate the expressions.

The article will address a problem of ...

The dissertation is concerned with ...

The aim of the paper is to explore ... with a focus on ...

The purpose of this essay is to investigate ...

The course paper consists of two parts. Each section is devoted to ...

The topic is closely related to the theory of

The paper describes / analyses / deals with ...

2. Read and translate the following abstract. Be ready to write an abstract to your course paper.

This article considers the four steps of interest group theory as it applies to American politics: group theory; Robert Dahl's pluralism; multiple elitist theory; and neopluralism. Participation in interest groups **is seen to be one of** four standard modes of participation in American

politics. The interest group in niche theory **is viewed in the context of** other similar interest groups and its competition with them for resources of money and membership for group maintenance. **It also pertains to** group resource mobilization and group maintenance. **The theory of internal democracy is also elaborated upon.** Political scientists should keep remembering that attention must be paid to the role of interest groups in the theory and practice of democracy in America.

Keywords: group theory, pluralism, multiple elitist theory, neopluralism, Robert Dahl, American politics, niche theory, internal democracy, resource mobilization

Andrew McFarland, a Professor of Political Science at the University of Illinois at Chicago.

3. Fill in the gaps with any suitable word.

The **1)** ... of this paper is to consider the nature of moral education in Soviet children's literature. It is particularly **2)** ... with the moral values presented in books for primary school. The thesis **3)** ... of three parts. The first part attempts to **4)** ... a number of general questions relating to children's literature from any historical period. Parts 2 and 3 are **5)** ... specifically to the Soviet example. Part 2 is **6)** ... into three main sections, the first of which discusses the nature of Soviet value system with a particular **7)** ... on the work ethic.

Lesson X

Electoral campaigns

1. Translate and define the following words.

Canvassing, nomination, a returning officer, landslide, a lame duck, secret ballot, voter turnout, voting booth, voter apathy, hustings.

2. Read and translate the text.

An electoral campaign is a period of time before an election when politicians try to persuade people to vote for them. A campaign team must consider how to communicate the message of the campaign, recruit volunteers, and raise money. Campaign advertising draws on techniques from commercial advertising and propaganda. The means available to political campaigns when distributing their messages is limited by the law, available resources, and the imagination of the campaigns' participants. Campaign advertising is the use of paid media (newspapers, radio, television, etc.) to influence the decisions made for and by groups. These ads are designed by political consultants and the campaign's staff.

The internet is now a core element of modern political campaigns. Communication technologies such as e-mail, web sites, and podcasts for various forms of activism to enable faster communications by citizen movements and deliver a message to a large audience. These Internet technologies are used for cause-related fundraising, lobbying, volunteering, community building, and organizing. Individual political candidates are also using the internet to promote their election campaign.

3. Find the words in the text which mean:

- 1) сообщить, распространить информацию
- 2) набирать добровольцев
- 3) собирать деньги
- 4) информационные технологии
- 5) использовать интернет для проведения предвыборной кампании для привлечения избирателей

4. Answer the questions.

1. Who was the first U.S. president to appear on television?

- a) Herbert Hoover

- b) Franklin D. Roosevelt
 - c) Harry S. Truman
2. **Whose presidential campaign was referred to critically as "The Selling of the President"?**
- a) Richard Nixon
 - b) Gerald Ford
 - c) George W. Bush
3. **How many times does a viewer need to see a political commercial in a week for it to have an impact?**
- a) 2
 - b) 5
 - c) 12
4. **The electoral campaign of what US president was titled "Prouder, Stronger, Better" which is better known as "Morning in America"?**
- a) Ronald Reagan
 - b) Barack Obama
 - c) George W. Bush
5. **Which of the following groups is the least bothered by political attack ads?**
- a) young men
 - b) older men
 - c) older women
6. **Polling is used in a political campaign to**
- a) to craft campaign strategies
 - b) develop themes for the campaign
 - c) all of the above

5. True or false?

- 1. Negative political ads are more effective than positive ones.
- 2. Referendum is the best example of direct democracy in practice?
- 3. The most effective campaign tactic is personalized communication.
- 4. The policy preferences of voters and nonvoters are usually not very different. Indeed, few election results would change if every eligible person voted.
- 5. Funding campaigns from the government budget is not widespread in South America and Europe.

Academic vocabulary. Cause and effect

1. Translate the expressions.

A causes B / B is caused by A
A is a (common) cause of B
A results in B / B results from A
A leads to B
A makes B do something
A contributes to B
Thanks to
The effects of ... are
A is explained by B
A is a source of B
A is (largely) due to B
A (is) (partly) because (of) B
the more / less the A, the more / less the B

2. Complete the text below using the correct forms of the words in brackets.

The effects of tourism

The explosion in the tourist industry can 1) ... (**explain**) by more affordable transport and greater wealth among some of the world's population. It is true that tourism sometimes 2) ... (**result**) in an improvement in the standard of living of local people, as well as 3) ... (**contribute**) to increased understanding of other cultures. However, many of the 4) ... (**effect**) of tourism are negative. Atmospheric pollution 5) ... (**cause**) by air travel, while the building of hotels 6) ... (**lead**) to shortage of resources such as water. So, tourism sometimes. 7) ... (**cause**) the destruction of the very places that people want to visit.

Lesson XI

Challenges of globalization

1. Translate and define the following words.

A rivalry; a "rogue" state; diversity; WMD (weapon of mass destruction); an uniformity; migration, multiculturalism, life expectancy, aging population, AIDS

2. Choose the correct option.

- 1. Where did the ideas about the impact of geography upon the society and individuals first appear? Substantiate your choice.**
 - a) In ancient China
 - b) In ancient Greece
 - c) During the period of Renaissance
- 2. What concept was formulated by H. Mackinder in the works "Physical basis of political geography" and "The Geographical Pivot of History"?**
 - a) The Third Reich
 - b) Heartland theory
 - c) Fazerlend
 - d) The Third World
- 3. Whose benefits reinforced the concept of the Heartland?**
 - a) Island nations
 - b) Australia
 - c) Land powers
 - d) the United States
- 4. What country was the scientist F. Ratzel born? What is he known for?**
 - a) Austria
 - b) Russia
 - c) Germany
 - d) Switzerland
- 5. List different international organizations which play an important role in modern geopolitics.**

3. Read and translate the text.

What is the state of international relations today? All previous models come up hard against three realities. First, rivalries among great po-

wers have most certainly not disappeared. The sale of such weapons of weapons of mass destruction now becomes a hugely contentious issue, and efforts to slow down the spread of all WMD, especially to dangerous "rogue" states, can paradoxically become new causes of violence.

Second, if wars between states are becoming less common, wars within them are on the rise – as seen in the former Yugoslavia, Iraq, much of Africa, and Ukraine. Uninvolved states first tend to hesitate to get engaged in these complex conflicts, but then they intervene to prevent these conflicts from turning into regional catastrophes.

Third, states' foreign policies are shaped not only by realist geopolitical factors such as economic and military power but by domestic politics. Even in undemocratic regimes, forces such as xenophobic passions, economic grievances, and transnational ethnic solidarity can make policymaking far more complex and less predictable.

In fact, globalization has three forms, each with its own problems. First, is economic globalization, which results from recent revolution in technology, information, trade, foreign investment, and international business. Next comes cultural globalization. It stems from the technological revolution and economic globalization, which together foster the flow of cultural goods. Finally, there is political globalization, a product of the other two. It is characterized by the preponderance of the United States and its institutions and by a vast array of international and regional organizations. It is also marked by private institutions that are neither governmental nor purely national, for example, Doctors Without Borders or Amnesty International.

4. Find the words in the text which mean:

- 1) соперничество между странами
- 2) спорный вопрос
- 3) попытки сдержать распространение ОМП
- 4) вмешаться
- 5) происходить из чего-либо
- 6) превосходство

5. Answer the questions.

1. Did the rivalry among great powers diminish?
2. What are states' foreign policies shaped by?

3. Does economic globalization bring equality to all states?
 4. What does cultural globalization stem from?
 5. What is political globalization characterized by?
 6. What does the term "multi-polar world" mean?
- 6. Express your agreement or disagreement using the following statements.**
- Agreement: I couldn't agree more. / I fully agree with it. / It appears to me to be true.*
- Partial agreement: To some extent it is true. / It is right but up to a point.*
- Disagreement: I'm afraid it's not quite right. / I would object to... / Just the opposite.*
1. Under globalization rivalry among great powers will certainly disappear.
 2. Globalization makes policymaking far less complex and more predictable.
 3. Economic globalization has become a formidable cause of inequality among and within states.
 4. Cultural globalization leads to uniformity bringing the nations closer to each other.
 5. Political globalization is characterized by the preponderance of the United States and its institutions.

Academic vocabulary. Making a presentation

- 1. Make a presentation of your course paper. The questions below could serve as guidelines.**
1. What research field interests you? Why?
 2. What is the importance of the topic?
 3. Do you see a problem or controversy in the field of study?
 4. Is there a knowledge gap in the field of study?
 5. What are the focus and the aim of your paper?
 6. What is the structure of the paper?
 7. What approach, methodology and research tools are you going to apply in your research?
 8. How are you going to time your research? What deadline did you set?

2. Use the expressions below to prepare for your presentation.

1. Establishing the objectives

The aim / objective of my research is to ...

The investigation is based on the comparative analyses of ...

The results of the study reflect / demonstrate ... The main topics considered in the thesis are ...

The presentation reviews various approaches of ... Particular focus is laid upon the problem of ...

The problems studied in the thesis are so complicated that they account for a special and more detailed investigation

2. Establishing the importance of the topic

In recent years, there has been an increasing interest in ...

The actuality is explained by ...

However, one of the most significant current discussions in ... is ...

However, in many ... a debate is taking place between Ys and Zs concerning ...

3. Focus

This presentation will focus on/examine/give an account of ...

This course paper seeks to address the following questions: ...

This article critically examines/discusses/traces ...

The purpose of this paper is to review recent research into the ...

In this paper I argue that ...

What I would like to stress now is ...

The subject (topic, idea, point) I intend to discuss (deal with, explain, examine) is ...

Viewed from the perspective of ...

Supplement

Quotes by Pericles (494–429 BC)

- Just because you do not take an interest in politics doesn't mean politics won't take an interest in you.
- We regard wealth as something to be properly used, rather than as something to boast about. As for poverty, no one need be ashamed to admit it: the real shame is in not taking practical measures to escape from it.
- Having knowledge but lacking the power to express it clearly is no better than never having any ideas at all.
- Those who are politically apathetic can only survive if they are supported by people who are capable of taking action.
- Although only a few may originate a policy, we are all able to judge it.
- We do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all.

Quotes by Plato (428/427–348/347 BC)

- Ignorance, the root and the stem of every evil.
- Man...is a tame or civilized animal; never the less, he requires proper instruction and a fortunate nature, and then of all animals he becomes the most divine and most civilized; but if he be insufficiently or ill-educated he is the most savage of earthly creatures.
- Never discourage anyone... who continually makes progress, no matter how slow.
- Thinking is the talking of the soul with itself.
- We can easily forgive a child who is afraid of the dark; the real tragedy of life is when men are afraid of the light.
- Wise men talk because they have something to say; fools, because they have to say something.
- The direction in which education starts a man will determine his future in life.
- One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors.
- Rhetoric is the art of ruling the minds of men.
- If a man neglects education, he walks lame to the end of his life.

- The rulers of the state are the only persons who ought to have the privilege of lying, either at home or abroad; they may be allowed to lie for the good of the state.
- Our object in the construction of the state is the greatest happiness of the whole, and not that of any one class.
- The wisest have the most authority.
- No one ever teaches well who wants to teach, or governs well who wants to govern.

Quotes by Aristotle (384–322 BC)

- The roots of education are bitter, but the fruit is sweet.
- A friend to all is a friend to none. We are what we repeatedly do. Excellence, then, is not an act, but a habit.
- Democracy is when the indigent, and not the men of property, are the rulers.
- I count him braver who overcomes his desires than him who conquers his enemies; for the hardest victory is over self.
- Education is an ornament in prosperity and a refuge in adversity.
- In making a speech one must study three points: first, the means of producing persuasion; second, the language; third the proper arrangement of the various parts of the speech. Character may almost be called the most effective means of persuasion. He who is to be a good ruler must have first been ruled.
- He who is unable to live in society, or who has no need because he is sufficient for himself, must be either a beast or a god.
- The virtue of justice consists in moderation, as regulated by wisdom.
- Youth is easily deceived because it is quick to hope.
- The law is reason, free from passion. Politicians also have no leisure, because they are always aiming at something beyond political life itself, power and glory, or happiness.
- Man is by nature a political animal. Plato is dear to me, but dearer still is truth.

Quotes by Thomas Hobbes (1588–1679)

- It is not wisdom but Authority that makes a law.

- The condition of man... is a condition of war of everyone against everyone.
- Curiosity is the lust of the mind.
- Leisure is the Mother of Philosophy.
- There is no such thing as perpetual tranquillity of mind while we live here; because life itself is but motion, and can never be without desire, nor without fear, no more than without sense.
- The obligation of subjects to the sovereign is understood to last as long, and no longer, than the power lasteth by which he is able to protect them.

Quotes by John Locke (1632–1704)

- I have always thought the actions of men the best interpreters of their thoughts.
- The discipline of desire is the background of character.
- The only fence against the world is a thorough knowledge of it.
- It is easier for a tutor to command than to teach.
- To love truth for truth's sake is the principal part of human perfection in this world, and the seed-plot of all other virtues.
- The end of law is not to abolish or restrain, but to preserve and enlarge freedom. For in all the states of created beings, capable of laws, where there is no law there is no freedom.
- Wherever Law ends, Tyranny begins.

Quotes by Leo Tolstoy (1828–1910)

- There is no greatness where there is no simplicity, goodness and truth.
- Everyone thinks of changing the world, but no one thinks of changing himself.
- The sole meaning of life is to serve humanity.
- All happy families resemble one another, each unhappy family is unhappy in its own way.
- "Respect was invented to cover the empty place where love should be".
- Government is an association of men who do violence to the rest of us.
- War is so unjust and ugly that all who wage it must try to stifle the voice of conscience within themselves.

- War on the other hand is such a terrible thing, that no man, especially a Christian man, has the right to assume the responsibility of starting it.
- We must not only cease our present desire for the growth of the state, but we must desire its decrease, its weakening.
- Honest work is much better than a mansion.
- Wealth is a great sin in the eyes of God. Poverty is a great sin in the eyes of man.
- People try to do all sorts of clever and difficult things to improve life instead of doing the simplest, easiest thing – refusing to participate in activities that make life bad.

Quotes by N. Berdyaev (1874–1948)

- It is beyond dispute that the state exercises very great power over human life and it always shows a tendency to go beyond the limits laid down for it.
- We live in a nightmare of falsehoods, and there are few who are sufficiently awake and aware to see things as they are. Our first duty is to clear away illusions and recover a sense of reality.
- Bread for myself is a material question. Bread for my neighbor is a spiritual one.
- The enslaving of the other is also the enslaving of the self.
- The Russian yearning for the meaning of life is the major theme of our literature, and this is the real point of our intelligentsia's existence.

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Учебное пособие предназначено для использования на практических занятиях по английскому языку студентами направления подготовки «Политология» (квалификация «бакалавр»). Цель пособия – развитие профессиональных коммуникативных компетенций на материале следующих лексико-семантических тем: 1) основные этапы истории политической мысли; 2) основные термины политологии; 3) институты государственной власти; 4) исполнительная власть и политические партии; 5) гражданское участие; 6) ресурсы власти и влияние; 7) национальная идентичность; 8) политические партии; 9) заинтересованные группы; 10) избирательные кампании; 11) проблемы глобализации.

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