МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
імені І. І. МЕЧНИКОВА
ФАКУЛЬТЕТ РОМАНО-ГЕРМАНСЬКОЇ ФІЛОЛОГІЇ
КАФЕДРА ІНОЗЕМНИХ МОВ ГУМАНІТАРНИХ ФАКУЛЬТЕТІВ

МАС-МЕДІА І ПОЛІТИКА

МЕТОДИЧНІ ВКАЗІВКИ

до практичних та самостійних занять
з навчальної дисципліни «Англійська мова»
для здобувачів першого (бакалаврського) рівня вищої освіти
спеціальності 291«Міжнародні відносини,
суспільні комунікації та регіональні студії»

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М54

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М54   **Мас-медіа** і політика : методичні вказівки до практичних та самостійних занять з навчальної дисципліни «Англійська мова» для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності 291 «Міжнародні відносини, суспільні комунікації та регіональні студії» / уклад.: О.М. Набока. – Одеса: Олді+, 2023. – 48 с.

Методичні вказівки «Мас-Медіа і Політика» рекомендовані для відпрацювання відповідних умінь та навичок роботи з фаховими автентичними текстами з англійської мови. Укладено відповідно до робочої програми з навчальної дисципліни «Англійська мова», яка є обов'язковою дисципліною для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності 291 «Міжнародні відносини, суспільні комунікації та регіональні студії»**.**

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ВСТУП

Методичні вказівки «Мас-Медіа і Політика» розроблені до практичних та самостійних занять з навчальної дисципліни «Англійська мова» для здобувачів вищої освіти першого (бакалаврського) рівня за спеціальністю 291- «Міжнародні відносини, суспільні комунікації та регіональні студії», що узгоджено з робочою програмою навчальної дисципліни. Матеріал рекомендовано використовувати у шостому семестрі під час вивчення змістового модулю 2 (Мас-Медіа і Політика).

Метою курсу є формування та відпрацювання відповідних умінь та навичок роботи з фаховими автентичними текстами з англійської мови, які забезпечують готовність майбутніх міжнародників описувати, пояснювати й оцінювати політичні процеси та явища у різних історичних, соціальних, культурних та ідеологічних контекстах. Результатом вивчення буде здатність здобувачів працювати з автентичною літературою за фахом.

Методичні вказівки складаються зі вступу, 6 розділів, біографічної довідки про авторів текстів, завдань для підсумкового контролю, глосарію та інформації про джерела. Кожний розділ містить текст, запитання, словник, лексичні вправи та вправи на переклад.

UNIT 1
RACE AND ETHNICITY

There is no such thing as race. None.
There is just a human race —
scientifically, anthropologically.

Toni Morrison

TEXT

WHAT ARE RACE AND ETHNICITY?

I. Look at the title of the text. What do you think the text will include? Read the text and translate it into Ukrainian.

Up to this point, we have used the terms ethnicity and race somewhat loosely without defining them. There are two basic ways to define ethnicity and race, each reflecting a difference in theory.

Traditionally, sociologists have used identity as a basis for defining ethnicity and race. Identity refers to a feeling of attachment to a group, based presumably on common individual characteristics. Accordingly, ethnicity is determined as birth. Members of an ethnicity share a sense of peoplehood, or identity, based on descent, language, religion, tradition, and other shared experiences. Ethnic identity provides a basis for members of an ethnic group to develop social boundaries within which ethnic institutions, neighborhoods, beliefs, and cultures are developed and maintained. In the case of a racial group, there is an added feature of an observable physical trait, such as a different skin color, that makes its members distinguishable from others

More recently, some sociologists have defined race and ethnicity in the context of intergroup relations - «socially selected physical traits distinguish racial groups; socially selected cultural traits distinguish ethnic groups». Psychical and cultural traits define social groups only insofar as they are socially recognized as important. In other words, race and ethnicity take on a social meaning only when physical and cultural traits are paired with social attitudes, such as intellectual,

moral, or behavior characteristics. For example, although there is a little scientific basis for relying on superficial physical traits such as skin color to classify population groups, skin color takes on social significance when it is consistently paired with social privileges and rewards. Hence, in Canada, native people being non-white is socially significant because it is associated with poor health status, low education, and high unemployment. Nevertheless, whether such associations are alleged or real is often irrelevant. Attaching a social meaning to the physical or cultural characteristics of a group implies rewards and resources in society are, to some extent, divided along racial and ethnic lines, and that the dominant or privileged group can use physical and cultural features of people as the basis of stratification [2, pp.264-266].

II. Give Ukrainian equivalents for the following word combinations from the text and learn them.

1. common individual characteristics;

2. sense of peoplehood;

3. to develop social boundaries;

4. feature of an observable physical trait;

5. socially selected physical traits distinguish racial groups;

6. consistently paired with social privileges and rewards;

7. attaching a social meaning to the physical or cultural characteristics of a group;

8. divided along racial and ethnic lines;

9. a dominant or privileged group.

III. Answer the following questions.

1. Is ethnicity a matter of self-identification, possession of specific cultural traits, or is it defined by birth? Explain your point of view.

2. What are the differences between traditional and modern approaches?

3. Are stereotypes closely linked with race and ethnicity? If so, how?

4. Why is it important to study this topic?

5. What is the difference between race and ethnicity in modern studies?

LANGUAGE PRACTICE

IV. Write down five keywords for this text.

V. Write down word combinations that are used to describe cultural traits.

VI. Make word collocations with the word «race».

VII. Fill in the gaps with the appropriate words from the box.

physical	broader	categorize
inherit cultural	population	biology

Race and ethnicity are used to categorize certain sections of the 1 … . In basic terms, race describes 2. … traits, and ethnicity refers to 3 … identification. Race may also be identified as something you 4. …while ethnicity is something you 5. …

Race is usually associated with 6. … and linked with physical characteristics, such as hair texture or skin color and covers a relatively narrow range of options. Yet people of similar complexions/hair textures can be defined as different races, and definitions in the United States have changed over time.

Ethnicity is a 7. … term than race. The term is used to 8. … groups of people according to their cultural expression and identification.

VIII. Fill in prepositions if necessary.

1. Identity refers …a feeling of attachment … a group, based …common individual characteristics.

2. Native people … being non-white is socially significant because it is associated … poor health status, low education, and high unemployment.

3.   Some sociologists have defined race and ethnicity … the context … intergroup relations.

IX. Match the notion with its definition.

1. race	a) a group that shares a common cultural tradition and sense of identity.
2. a social group	b) is the collectivity or set of people who involve in more or less permanent or enduring social interactions and relationships.
3. ethnicity	c) a group of people sharing a sense of peoplehood, or identity, based on descent, language, religion, tradition, and other shared experiences.
4. an ethnic group	d) a category or group of people having hereditary traits that set them apart.
5. identity	e) a feeling of attachment to a group based, presumably, on common individual characteristics.

X. Translate the following sentences into Ukrainian.

1. Members of an ethnic group share a sense of people hood, or identity, based on descent, language, religion, tradition, and other shared experiences.

2. Ethnic identity provides a basis for members of an ethnic group to develop social boundaries within which ethnic institutions, neighborhoods, beliefs, and cultures are developed and maintained.

3. In other words, race and ethnicity take on a social meaning only when physical and cultural traits are paired with social attitudes, such as intellectual, moral, or behavior characteristics.

4. In Canada, native people being non-white is socially significant because it is associated with poor health status, low education, and high unemployment.

XI.   Read the quotation before the text and translate it into Ukrainian. Explain how you understand it.

XII.   Retell the text using active vocabulary for it.

UNIT 2

THE CONCEPT OF RACE

*The very serious function of racism is distraction.
It keeps you from doing your work. It keeps you
explaining, over and over again, your reason for being.*

Toni Morrison

TEXT

I. Read the text and translate it into Ukrainian.

There is no scientific basis for race — it is a made-up label. It has been used to define and separate people for millennia. However, the concept of race is not grounded in genetics.

Race, as a categorizing term referring to human beings, was first used in the English language in the late 16th century.

The modern meaning of the term *race* concerning humans began to emerge in the 17th century. Since then, it has had a variety of meanings in the languages of the Western world. What most definitions have in common is an attempt to categorize peoples primarily by their physical differences. In the United States, for example, the term *race* generally refers to a group of people who have in common some visible physical traits, such as skin color, hair texture, facial features, and eye formation. Such distinctive features are associated with large, geographically separated populations, and these continental aggregates are also designated as races, as the «African race» the «European race» and the «Asian race». Many people think of race as reflective of any visible physical (phenotypic) variations among human groups, regardless of the cultural context and even in the absence of fixed racial categories.

The term *race* has also been applied to linguistic groups (the «Arab race» or the «Latin race»), to religious groups (the «Jewish race»), and even to political, national, or ethnic groups with few or no physical traits that distinguish them from

their neighbors (the «Irish race», the «French race», the «Spanish race», the «Slavic race», the «Chinese race», etc.).

For much of the 20th century, scientists in the Western world attempted to identify, describe, and classify human races and to document their differences and the relationships between them.

At no point, from the first rudimentary attempts at classifying human populations in the 17th and 18th centuries to the present day, have scientists agreed on the number of races of humankind, the features to be used in the identification of races, or the meaning of *race* itself. Experts have suggested a range of different races varying from 3 to more than 60, based on what they have considered distinctive differences in physical characteristics alone (these include hair type, head shape, skin color, height, and so on). The lack of concurrence on the meaning and identification of races continued into the 21st century, and contemporary scientists are no closer to agreement than their forebears. Thus, the word *race* has never in the history of its use had a precise meaning.

Although most people continue to think of races as physically distinct populations, scientific advances in the 20th century demonstrated that human physical variations do not fit a «racial» model. Instead, human physical variations tend to overlap. There are no genes that can identify distinct groups that accord with the conventional race categories. In fact, DNA analyses have proved that all humans have much more in common, genetically, than they have differences. The genetic difference between any two humans is less than 1 percent. Moreover, geographically widely separated populations vary from one another in only about 6 to 8 percent of their genes. Because of the overlapping of traits that bear no relationship to one another (such as skin color and hair texture) and the inability of scientists to cluster peoples into discrete racial packages, modern researchers have concluded that the concept of race has no biological validity.

Many scholars in other disciplines now accept this relatively new scientific understanding of biological diversity in the human species. Moreover, they have long understood that the concept of race as relating solely to phenotypic

traits encompasses neither the social reality of race nor the phenomenon of «racism». Prompted by advances in other fields, particularly anthropology and history, scholars began to examine race as a social and cultural, rather than biological, phenomenon and have determined that race is a social invention of relatively recent origin. It derives its most salient characteristics from the social consequences of its classificatory use. The idea of «race» began to evolve in the late 17th century, after the beginning of European exploration and colonization, as a folk ideology about human differences associated with the different populations— Europeans, Amerindians, and Africans—brought together in the New World. In the 19th century, after abolishing slavery, the ideology fully emerged as a new mechanism of social division and stratification [1,pp.234-237].

II. Give Ukrainian equivalents for the following word combinations from the text and learn them.

1. to emerge;

2. to have in common some visible physical traits;

3. to distinguish from rudimentary attempts at classifying;

4. to consider distinctive differences;

5. the lack of concurrence;

6. accord with the conventional race categories;

7. the overlapping of traits;

8. to cluster peoples into discrete racial packages;

9. to have no biological validity;

10. biological diversity;

11. a precise meaning;

12. to derive its most salient characteristics from the abolition of slavery.

III. Answer the following questions.

1. What do most definitions of «race» have in common?

2. What are the differences in interpreting the term «race»?

3. What distinctive features could be emphasized while determining the race?

4. What is DNA? Does DNA determine the type of a race? Explain your point of view.

5. How do modern scholars interpret the term «race»?

LANGUAGE PRACTICE

IV.   Write down five keywords for this text.

V. Write down five words that are used for defining the term «race».

VI. Write down variables that scholars use for classifying races.

VII.   Do you agree or disagree with the following statements? Explain why.

1. Race, as a categorizing term referring to human beings, was first used in the English language in the late 17th century.

2. Experts have suggested a range of different races varying from 3 to more than 60, based on what they have considered distinctive differences in cultural characteristics alone.

3. The lack of concurrence on the meaning and identification of races continued into the 21st century, and contemporary scientists are no closer to agreement than their forebears.

4. There are some genes that can identify distinct groups that accord with the conventional race categories.

5. Thus, the word *race* has a precise meaning in the 21st century.

6. The genetic difference between any two humans is more than 1 percent.

VIII. Fill in prepositions.

1. What most definitions have … common is an attempt to categorize peoples primarily … their physical differences.

2. Many people think … race as reflective of any visible physical variations … human groups.

3. The term *race* has also been applied … linguistic groups, … religious groups, and even … political, national, or ethnic groups … few or no physical traits.

4. DNA analyses have proved that all humans have much more …common, genetically, than they have differences.

IX. Translate the following sentences into Ukrainian.

1. In the United States, for example, the term race generally refers to a group of people who have in common some visible physical traits, such as skin color, hair texture, facial features, and eye formation.

2. The term *race* has also been applied to linguistic groups , to religious group, and even to political, national, or ethnic groups with few or no physical traits that distinguish them from their neighbors

3. Such distinctive features are associated with large, geographically separated populations, and these continental aggregates are also designated as races, as the «African race», the «European race,» and the «Asian race.»

4. It derives its most salient characteristics from the social consequences of its classificatory use.

5. Scholars began to examine race as a social and cultural, rather than biological, phenomenon and have determined that race is a social invention of relatively recent origin.

X. Read the quotation before the text and translate it into Ukrainian. Explain how you understand it.

XI. Retell the text using active vocabulary for it.

UNIT 3

DOMINANT AND SUBORDINATE GROUPS

«Racism is man's gravest threat to man –
the maximum of hatred for a minimum of reason».
Abraham Heschel

TEXT

I. Read the text and translate it into Ukrainian.

An approach to race and ethnic relations that differs from pluralism is to examine them as unequal relationships, produced and maintained by differential power between a dominant group and a subordinate one. From this point of view, the majority group is the ethnic or racial group with the most significant influence, not necessarily the group with the largest number of members. This approach treats race and ethnicity as concepts about relationships, not as descriptive categories. The focus is on the institutional framework within groups become defined as racial or ethnic, and on how social interactions are organized accordingly. For example, it was not difference in skin color that produced the slavery system in America. Instead, it was the structure of slavery and the relationship between slave owners and slaves that created the social importance of racial groups knows as «black» and «white».

There is a close relationship between labor exploitation and the division of people into races (giving superficial physical traits social meanings). This relationship is best by capitalist economies, under which labor cost is maintained as low as possible to maximize profit. The fundamental structural dilemma in such societies is how to keep a pool of subservient labor to do menial tasks.

Eventually, workers accumulate the resources that allow them to become upwardly mobile. This diminishes the available labor. One solution is to choose physical and cultural attributes as a rationale of socially defined undesirables as an undesirable job. Over time, the cultural and physical characteristics of a subordinate group become inseparable from its work role and its subservient

position. Two models are useful to study the dominant/subordinate relationships of racial and ethnic groups: the colonial model and the split labor market model.

The colonial model describes how race and ethnic relations develop under colonialism. The most significant aspect of colonial economies is the massive deployment of non-white labor. European colonizers privatized previously public resources. They actively developed some regions and resources of the colonies at the expense of other sectors. By importing slaves or indentured laborers and inviting in white settlers, they gradually replaced the indigenous social structure with a new society where dominant and subservient groups were defined by race.

The colonization process has seven parts. These are: (1) the incursion of the colonizing group; (2) the social, economic, and cultural destruction of the colonized people; (3) the talking of external political control by the colonizers; (4) the establishment of the economic dependence of the colonized people; (5) the provision of low-quality social services for the colonized people; (6) the emergence of racism; (7) the development of a color line that becomes the social basis for excluding people from privileged positions.

Different aspects of the colonial model have been applied to explain race relations in advanced capitalist societies. For example, Rex argues that immigrants that move from ex-colonies to urbanized societies such as Great Britain carry the stigma of colonial workers, which places them in a disadvantaged position. Many immigrants are part of an underclass, a bottom stratum below the working class. Another extension of the colonial model argues that racism leads to the exploration of immigrants and workers in developing countries, as advertised capitalist continues to extend their investments to peripheral markets, and transform them into neo-colonies.

Finally, the term «internal colony» has been used to describe the situation of some racial groups in America: the black's society, the Mexicans, and natives because of their similarity to colonized people. Internal colonization refers to the political and economic domination of minorities within a country who suffer from exploitation and oppression similar to that endured by indigenous people under

classical colonization. Native people in Canada suffer from internal colonization. As a result of legal and social controls, the native people are second-class citizens in Canada, experiencing limited opportunities and low quality of life.

The split labor market model was developed by Bonacich to explain racial and ethnic conflicts. She claims that the source of antagonism is not race and ethnicity, but differences in the price of labor between two groups that are often divided along racial and ethnic lines. The split labor market refers to the price differentials between two groups performing the same task; or in a submerged form where the higher paid group monopolizes certain positions and the lower-paid group is restricted to marginal participation.

Historically, this economically based antagonism surfaced as racial conflicts between non-white and white labor. The real issue, however, had to do with white workers resisting their labor costs. Such racial antagonism could be «resolved» by excluding non-white workers, for instance, by hiring only white people for specific jobs, or by assigning work by racial groups, as in a caste or near-caste system. A caste system rigidly determines social positions based on ascribed characteristics [2, pp.270-272].

II. Give Ukrainian equivalents for the following word combinations from the text and learn them.

1. a dominant and a subordinate group;

2. labor exploitation and the division of labor;

3. to keep a pool of subservient labor to do menial tasks;

4. the incursion of the colonizing group;

5. to carry the stigma of colonial workers;

6. to transform into neo-colonies;

7. to extend their investments to peripheral markets;

8. political and economic domination of minorities within a country;

9. experiencing limited opportunities and low quality of life;

10. the source of antagonism;

11. divided along racial and ethnic lines;

12. to be restricted to marginal participation.

III. Answer the following questions.

1. What is the critical feature while defining whether the group is dominant or subordinate?

2. What is the correlation between labor exploitation and racial division?

3. Describe the process of colonization. What is the influence of the colonization process on racial stratification?

4. What is the difference between «Neo-Colony» and «Internal Colony»?

5. How does the «race factor» influence the labor market?

LANGUAGE PRACTICE

IV. Write down five keywords for this text.

V. Which words and word combinations are used to describe the social division based on racial factors?

VI. Write down three keywords which describe the following terms.

1. Dominance;

2. Division of labor;

3. Neo-colonialism;

4. Social stratification.

VII. Fill in the prepositions if necessary.

1. The focus is … the institutional framework …groups become defined as racial or ethnic.

2. The colonial model describes how race and ethnic relations develop … colonialism.

3. They actively developed some regions and resources of the colonies … the expense of other sectors.

4. Racism leads … the exploration of immigrants and workers in developing countries.

5. Internal colonization refers … the political and economic domination of minorities … a country.

6. The split labor market refers … the price differentials … two groups performing the same task.

VIII. Translate the following sentences into Ukrainian:

1. An approach to race and ethnic relations that differs from pluralism is to examine them as unequal relationships, produced and maintained by differential power between a dominant group and a subordinate one.

2. The fundamental structural dilemma in such societies is how to keep a pool of subservient labor to do menial tasks.

3. By importing slaves or indentured laborers and inviting in white settlers, they gradually replaced the indigenous social structure with a new society where dominant and subservient groups were defined by race.

4. The split labor market refers to the price differentials between two groups performing the same task; or in a submerged form where the higher paid group monopolizes certain positions and the lower-paid group is restricted to marginal participation.

5. Historically, this economically based antagonism surfaced as racial conflicts between non-white and white labor.

6. Such racial antagonism could be «resolved» by excluding non-white workers, for instance, by hiring only white people for specific jobs, or by assigning work by racial groups, as in a caste or near-caste system.

IX. Read the quotation before the text and translate it into Ukrainian. Explain how you understand it.

X. Retell the text using active vocabulary for it.

UNIT 4
THE MYTH OF BLACK INFERIORITY

In a racist society, it is not enough
to be non-racist. We must be anti-racist.

Angela Davis

TEXT

I. Read the text and translate it into Ukrainian.

Many 18th-century political and intellectual leaders began publicly to assert that Africans were naturally inferior and that they were indeed best suited for slavery.

A few intellectuals revived an older image of all living things, the scala naturae (Latin: «scale of nature»), or Great Chain of Being, to demonstrate that nature or God had made men unequal. This ancient hierarchical paradigm — encompassing all living creatures, starting with the simplest organisms and reaching to humans, angels, and ultimately to God — became for the advocates of slavery a perfect reflection of the realities of inequality that they had created. The physical differences between White people and Blacks/Indians became the symbols or markers of their status. It was during these times that the term race became widely used to denote the ranking and inequality of these peoples — in other words, their placement on the Chain of Being.

In the late 18th century, differences between the races became magnified and exaggerated in the public mind. Hundreds of battles with Indians had pushed these populations westward to the frontiers or relegated them increasingly to reservation lands. A widely accepted stereotype had grown that the Indian race was weak and would succumb to the advances of white civilization so that these native people would no longer be much of a problem. Their deaths from disease and warfare were seen as a testament to the inevitable demise of the Indian.

Racial stereotyping of Africans was magnified by the Haitian rebellion of 1791. This event heightened the American fear of slave revolts and retaliation, causing more significant restrictions and ever harsher and more degrading treatment. Grotesque descriptions of the low-status races, Blacks and Indians, were widely publicized, and they helped foster fear and loathing. This negative stereotyping of low-status racial populations was ever-present in the public consciousness, affecting relations among all people.

By the mid-19th century, race in the popular mind had taken on a meaning equivalent to species-level distinctions, at least for differences between Blacks and Whites. The ideology of separateness that this proclaimed difference implied was soon transformed into social policy. Although legal slavery in the United States ended in 1865 with the passage of the Thirteenth Amendment to the Constitution, the ideology of race continued as a new and major form of social differentiation in both American and British society. The Black Codes of the 1860s and the Jim Crow laws of the 1890s were passed in the United States to legitimate the social philosophy of racism. More laws were enacted to prevent intermarriage and intermating, and the segregation of public facilities was established by law, especially in the South. The country's most low-paying, dirty, and demeaning jobs were relegated to «the Negro,» as «…they were seen fit for only such tasks» Supreme Court decisions, such as the Dred Scott case of 1857, made clear that «…Negroes were not and could not be citizens of the United States». They were to be excluded from the social community of Whites but not from the production of their wealth. The Supreme Court decision in Plessy v. Ferguson (1896) case, permitted «separate but equal» facilities, guaranteed that the racial worldview, with its elements of separateness and exaggerated difference, would continue to flourish [1,pp.136-140]

II. Give Ukrainian equivalents for the following word combinations from the text and learn them.

1. this ancient hierarchical paradigm;

2. encompassing all living creatures;

3. to denote the ranking and inequality;

4. became magnified and exaggerated;

5. the inevitable demise;

6. fear of slave revolts and retaliation;

7. causing greater restrictions and ever harsher and more degrading treatment;

8. to foster fear and loathing;

9. the public consciousness;

10. the ideology of separateness;

11. to legitimate the social philosophy of racism;

12. to be excluded from;

13. the segregation of public facilities.

III. Answer the following questions.

1. How did the politicians of the 18th century provide grounding for their
   «racial policies»?

2. What is *scala naturae*?

3. How did the situation on the American frontier influence the «racial policy»
in the United States?

4. Did the Thirteenth Amendment to the U.S. Constitution end the slavery
de-jure or de-facto?

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LANGUAGE PRACTICE

</div>

IV. Write down five keywords for this text.

V.   Write down the definition of *the Great Chain of Being.*

VI. What adjectives are used to describe the division of labor in the Black Codes of the 1860s?

VII. Define the following notions. Use a dictionary.

slavery	
inequality	
stereotype	
segregation	
social differentiation	

VIII. Do you agree or disagree with the following statements? Explain why.

1. The cultural differences between White people and Blacks/Indians became the symbols or markers of their status.

2. A widely accepted stereotype had grown that the White race was weak and would succumb to the advances of black civilization so that these native people would no longer be much of a problem.

3. Although legal slavery in the United States ended in 1865 the ideology of race continued as a new and major form of social differentiation in both American and British society.

4. They were to be excluded from the social community of Whites but not from the production of their wealth.

IX. Fill in the gaps with the appropriate words from the box.

increasing migration   irrelevant   ethnic   ancestors usefulness

Social scientists, biologists, historians, and philosophers now point out that 1. … and changes in attitudes toward human differences have brought about extensive intermingling of peoples so that a growing number of people have 2. … originating in three or more continents. As a result, many 3. … perceive that "race"

is becoming more and more 4. … and may eventually be eliminated as people increasingly are recognized in terms of their 5. … or cultural identities, occupations, education, and local affiliations.

X. Fill in the prepositions if necessary.

1. The ideology … separateness that this proclaimed difference implied was soon transformed … social policy.

2. The segregation … public facilities was established … law.

3. Negroes were to be excluded … the social community … Whites.

4. Differences … the races became magnified and exaggerated … the public mind.

5. Racial stereotyping of Africans was magnified … the Haitian rebellion of 1791.

XI. Translate the following sentences into Ukrainian.

1. Many 18th-century political and intellectual leaders began publicly to assert that Africans were naturally inferior and that they were indeed best suited for slavery.

2. A few intellectuals revived an older image of all living things, the scala naturae (Latin: «scale of nature»), or Great Chain of Being, to demonstrate that nature or God had made men unequal.

3. This ancient hierarchical paradigm — encompassing all living creatures, starting with the simplest organisms and reaching to humans, angels, and ultimately to God — became for the advocates of slavery a perfect reflection of the realities of inequality that they had created.

4. The ideology of separateness that this proclaimed difference implied was soon transformed into social policy.

5. Hundreds of battles with Indians had pushed these populations westward to the frontiers or relegated them increasingly to reservation lands.

XII. Read the quotation before the text and translate it into Ukrainian. Explain how you understand it.

XIII. Retell the text using active vocabulary for it.

UNIT 5
THE VERTICAL MOSAIC

«It is never too late to give up your prejudices».

Henry David Thoreau

TEXT

I. Read the text and translate it into Ukrainian.

Since the publication of The Vertical Mosaic by Porter in 1965, the term vertical mosaic is used popularly to describe ethnic and race relations. Sociologists are interested in studying why some racial and ethnic groups do better than others. Obviously, there are different ways of comparing the performance of racial and ethnic groups. We can look at occupational status, income, and membership in the elite. The explanations of this inequality, however, are more complex. To varying degrees, historical, cultural, and institutional factors account for why certain ethnic groups occupy a privileged position in society, while others are deprived of any equal opportunity for advancement.

John Porter, in The Vertical Mosaic, offers several explanations of how ethnicity and class intersect in Canadian society. The title of his book refers to the intimate relationship between ethnicity and class.

First, he argues that the historical process of immigration and labor recruitment has a lot to do with the social statuses of various ethnic groups. He compares the charter status of the British and French with the entrance status of later immigrants. The charter group is society's founding group. It remains many privileges and prerogatives and lays down the conditions and rules under which other groups are admitted. The entrance status implies a lower occupational rate. Over time, some groups may improve their status, while others may not. The concepts of the charter group and entrance status are useful in understanding the privileged position enjoyed by the British throughout the history of Canada. Compared to the disadvantaged status of the later immigrant groups recruited for

various economic developments, for example, in the case of the Irish who built canals and railways in the West and the Ukrainians who homesteaded in the Prairies.

Potter's second point is that, within the character groups, the British are doing much better occupationally than the French. His analysis censuses show the French were underrepresented in professional and financial occupations. At the same time, they were being overrepresented in the agricultural and primary sectors. By comparison, the British were increasingly overrepresented in the professional and financial occupations. Many other studies have supported the occupational inequality between the British and French. For example, Hughes, in his analysis of an industrial town of Quebec, describes a general pattern of stratification typical of Quebec, with the English occupying the management positions and the French are making up the rank and doing the paperwork.

In a study of francophones and anglophones in the federal public service in 1965 and 1973, Beattie reports that francophones received less pay and had a lower chance of promotion than anglophones. Milner shows that in Quebec, the grand bourgeoisie, or owners of multinational institutions, are still mainly Americans and English Canadians. Guindon discovers that despite the emergence of middle-class Quebecois in the decade after the Quiet revolution, they were primarily accepted in the public sector, but not in the large private corporate economy. Perhaps Potter is best known for his analysis of the economic elite of Canada, in which he shows that the British had overwhelming control. The financial elites are those who hold directorship in dominant corporations in Canada. Of the 760 individuals in the economic elite in 1951, 92.3 percent were British, 6.7 percent were French, and 1 percent other, many Jewish in origin. In the same year, the British represented 47.9 percent of the total population in Canada, the French 30.8 percent, and those of other origin 21.3 percent. The British were overrepresented in the corporate upper echelon. Potter's findings are supported by Clement's more recent study of the Canadian corporate elite. Clement's data show that in 1972, 86.2 percent of the 775 individuals in the economic elite were

English, 8.4 percent French, and 5.4 percent other origins. The underrepresentation of the French goes back, as we have seen earlier, to the British Conquest of 1760. The British took over the economic and political institutions of New France. Subsequent generations of English Canadians maintained a financial empire, mainly by relying on British markets and capital, and more recently, through ties with industrial capitalists in the US [2, pp. 272-274]

II. Give Ukrainian equivalents for the following word combinations from the text and learn them.

1. comparing the performance of racial and ethnic groups;
2. occupational status;
3. occupy a privileged position in society;
4. opportunity for advancement;
5. an intimate relationship between ethnicity and class;
6. society's founding group;
7. are doing much better occupationally;
8. underrepresented in professional and financial occupations;
9. occupational inequality;
10. pattern of stratification;
11. francophones and anglophones;
12. the large private corporate economy;
13. the corporate upper echelon;
14. economic and political institutions;
15. privileges and prerogatives;
16. subsequent generations;
17. to be overrepresented in.

III. Answer the following questions.

1. What is the meaning of «Vertical racial mosaic»?
2. Is the inequality in the division of labor based on racial factor? If yes, prove it.
3. How does the author describe the role of different ethnic groups in Canada?

4. What sectors were mainly represented by British-Canadians and French Canadians?

5. Is there any correlation between the population ethnic diversity and labor division? Explain your point of view.

LANGUAGE PRACTICE

IV.   Write down five keywords for this article.

V. Who does the word «anglophone» refer to? Who does the word «francophone» refer to? What do anglophones and francophones think of each other? What is the origin of francophones in Canada? What are anglophones countries?

VI. Explain the following.

1. occupational status;

2. occupational inequality;

3. social status;

4. census;

5. financial elite;

6. upper echelon;

7. economic elite.

VII. Fill in the table on social patterns in Canada.

Author	Opinion
Hughes	
Beattie	
Milner	
Guindon	
Potter	
Clement	

VIII.   Fill in the prepositions if necessary.

1. Sociologists are interested … studying why some racial and ethnic groups do better than others.

2. Scientists look … occupational status, income, and membership in the elite.

3. The French were underrepresented … professional and financial occupations.

4. Different studies have supported the occupational inequality … the British and French.

5. Subsequent generations of English Canadians maintained a financial empire, mainly by relying … British markets and capital.

6. The title of the book refers … the intimate relationship … ethnicity and class.

IX. Look at this collection of headlines. Say what the following articles can be about.

1. THE UNWELCOME REVIVAL OF «RACE SCIENCE»

2. BLACK LIVES MATTER: CAMPAIGNERS FORCED TO WITHDRAW LYDNEY VIGIL FOR 2021

3. RACISM RISING SINCE BREXIT VOTE, NATIONWIDE STUDY REVEALS

4. BLACK LIVES MATTER MOVEMENT NOMINATED FOR NOBEL PEACE PRIZE

5. SHAME IN THE GAME: RACISM IN FOOTBALL

6. SCOTTISH BALLET REVISES THE NUTCRACKER TO ADDRESS RACISM

X.Translate the following sentences into Ukrainian:

1. To varying degrees, historical, cultural, and institutional factors account for why certain ethnic groups occupy a privileged position in society, while others are deprived of any equal opportunity for advancement.

2. There are different ways of comparing the performance of racial and ethnic groups.

3. The concepts of the charter group and entrance status are useful in understanding the privileged position enjoyed by the British throughout the history of Canada.

4. For example, Hughes, in his analysis of an industrial town of Quebec, describes a general pattern of stratification typical of Quebec, with the English occupying the management positions and the French are making up the rank and doing the paperwork.

5. Perhaps Potter is best known for his analysis of the economic elite of Canada, in which he shows that the British had overwhelming control.

6. The underrepresentation of the French goes back, as we have seen earlier, to the British Conquest of 1760.

7. By comparison, the British were increasingly overrepresented in the professional and financial occupations.

XI.   Read the quotation before the text and translate it into Ukrainian. Explain how you understand it.

XII.   Retell the text using active vocabulary for it.

UNIT 6

IMMIGRATION AND THE RACIAL WORLDVIEW

Prejudice is a burden that confuses the past, threatens the future, and renders the present inaccessible.

Maya Angelou

I. Read the text and translate it into Ukrainian.

In the 1860s, when Chinese laborers immigrated to the United States to build the Central Pacific Railroad, a new population with physical and cultural differences had to be accommodated within the racial worldview. While industrial employers were eager to get this new and cheap labor, the ordinary white public was stirred to anger by the presence of this «yellow peril». Political party caucuses, labor unions, and other organizations railed against the immigration of yet another «inferior race». Newspapers condemned the policies of employers, and even church leaders decried the entrance of these aliens into what was seen as a land for whites only. So hostile was the opposition that in 1882 Congress finally passed the Chinese Exclusion Act.

The massive migrations from southern and eastern Europe that started in the 1880s required the reassessments of other new people and their incorporation into the racial ranking system. Old-stock Americans (English, Dutch, German, Scandinavian) were horrified at the onslaught of large numbers of people speaking Italian, Greek, Hungarian, Ukrainian, and other foreign languages. They held that such «races» could not be assimilated into «Anglo-Saxon» culture, and policies and practices had to be put into place to separate them from the mainstream.

Despite much opposition, these European groups soon lost their inferior race status. Within a few generations, their descendants not only were assimilated into the «white» category but had also incorporated the white racial worldview. More than half the ancestors of late 20th-century American whites immigrated to the United States from 1880 to 1930. The «white» racial category was constructed

flexibly enough to enclose even those who could not claim an Anglo-Saxon background.

During the 19th century, the idea and ideology of race were diffused throughout the European colonial systems, reinforced by the fact that the peoples conquered and colonized by western European powers were also physically different. Such conquests buttressed the idea of European racial superiority. The racial worldview, with its tenets regarding the limited capacities of inferior races, was employed to justify the extermination of peoples, including the Tasmanians, most of the Maori, and many indigenous Australians. It was an essential ingredient in the colonial policies and practices of the British in India and Southeast Asia and, later, in Africa. Numerous British writers of the 19th century, such as Rudyard Kipling, openly declared that the British were a superior race destined to rule the world.

ACTIVE VOCABULARY

II. Give Ukrainian equivalents for the following word combinations.

1. to be accommodated within the racial worldview;
2. was stirred to anger by the presence of this «yellow peril;
3. decried the entrance of these aliens into;
4. required the reassessments;
5. incorporation into the racial ranking system;
6. the onslaught of large numbers of people;
7. could not be assimilated into «Anglo-Saxon» culture;
8. to separate them from the mainstream;
9. claim an Anglo-Saxon background;
10. an essential ingredient;
11. were diffused throughout the European colonial systems;
12. such conquests buttressed the idea of;
13. destined to rule the world.

III. Answer the following questions.

1. Why did the building of Central Pacific Railroad stir to anger the American citizens?

2. Is there any additional stratification inside the term *race*?

3. What is the idea of Anglo-Saxon race? Why did this idea emerge?

4. What are the essential ingredients of colonial practice?

LANGUAGE PRACTICE

IV. Write down five keywords for this text.

V. How did the Americans of the 19th century describe the new flow of migrants from Europe?

VI. Give the definition for the following notions. Use a dictionary.

racism	
ethnocentric	
indigenous	
superior race	
descendants	

VII. Explain the following.

1. Political party caucuses;

2. yellow peril;

3. Old-stock Americans;

4. assimilated into «Anglo-Saxon» culture;

5. inferior race status;

6. racial superiority.

VIII. Fill in the prepositions if necessary.

1. Political party caucuses, labor unions, and other organizations railed … the immigration … other races.

2. Within a few generations, their descendants not only were assimilated … the «white» category but had also incorporated the white racial worldview.

3. The idea and ideology … race were diffused … the European colonial systems, reinforced … the fact that the peoples conquered and colonized … western European powers were also physically different.

IX. Translate the following sentences into Ukrainian.

1. While industrial employers were eager to get this new and cheap labor, the ordinary white public was stirred to anger by the presence of this «yellow peril».

2. They held that such «races» could not be assimilated into «Anglo-Saxon» culture, and policies and practices had to be put into place to separate them from the mainstream.

3. The «white» racial category was constructed flexibly enough to enclose even those who could not claim an Anglo-Saxon background.

4. During the 19th century, the idea and ideology of race were diffused throughout the European colonial systems, reinforced by the fact that the peoples conquered and colonized by western European powers were also physically different.

5. Numerous British writers of the 19th century, such as Rudyard Kipling, openly declared that the British were a superior race destined to rule the world.

X. Read the quotation before the text and translate it into Ukrainian. Explain how you understand it.

XI. Retell the text using active vocabulary for it.

REVIEW
DISCUSSION QUESTIONS

1. How often do you think about your racial or ethnic identity?

2. What aspect of your racial or ethnic identity makes you the proudest?

3. Do you feel your race impacts your daily life? If so, how?

4. Have you ever experienced a situation where your racial or ethnic identity seemed to contribute to a problem or uncomfortable situation?

5. Does racial or ethnic identity enter in your process of making important or daily decisions? If so, how?

6. Have you ever felt «different» in a group setting because of your race/ethnicity? How did this affect you?

7. How often/deeply do you interact with people of a different racial/ethnic identity other than your own? What is the nature of these relationships and interactions?

8. Have you ever witnessed someone being treated unfairly because of their racial or ethnic identity? If so, how did you respond? How did it make you feel?

9. Were conversations about race a part of your upbringing? If so, how was the subject approached? How did the people around you talk about other races?

10. Have you ever been accused of being racist? How did it make you feel? Did it affect the way you think or act? Why or why not?

11. What would a society that values racial and ethnic differences look like? What hopes and fears come up for you thinking about that society?

12. Why are some ethnic groups better able to maintain their language than others?

13. What are the basic arguments of the vertical mosaic thesis?

14. Why is it meaningful to consider the dominant/subordinate group relationship and not just physical traits, as defining characteristics of race and ethnicity?

WRITING TASK

Read the questions and write the 250 words opinion essays.

1. There is no scientific basis for race - it's a made-up label.

2. Race is «both a biological myth and a social reality».

3. As Ukraine is becoming more and more of an advanced industrial country, do you think that ethnicity and race will become less and less relevant to Ukrainian society? What are the bases for your prediction?

4. Develop an argument to show what would happen to Ukraine if it did not allow immigrants or refuges to enter the country for the next ten years.

5. List and define the characteristics of an ethnic group. Explain the connection between ethnic inequality and racism.

6. There are 3 basic theories of prejudice and discrimination (psychological theories, normative theories, and power/conflict theories). Show how 2 of these perspectives explain the existence and persistence of prejudice and discrimination in our society. Which theory do you think best explains racism? Why?

7. What is the essential biological meaning of «race»? Why is there such little agreement on racial categories? List and define the 3 major categories physical anthropologists have designated. What is it that most researchers agree upon in terms of race? What has been the most troublesome aspect of the idea of race?

8. What does it mean to argue that both people of color and white people live racially structured lives? Why is it so important to look at the «racialness» of white experience? What's the effect of naming «whiteness»? Does every white person have the same experience of whiteness (why or why not)? What is meant by «white privilege» (be sure to include an example in your definition).

9. Why is it so important to study language in a class on race relations, gender inequality, etc.? List and explain 6 major ways that language expresses/shapes our views of race (this is from Robert Moore's article «Racist Stereotyping in the English Language»).

10. What is meant by assaultive or hate speech? How is it different from dissent? What has been the typical reaction to incidents defined as hate speech? Why is a historical perspective so important in understanding the power of hate speech? How do issues of power confound the notion of free speech?

11. Why do people tell racial/ethnic jokes? Why do oppressed groups tell racial/ethnic jokes about the dominant group?

COMPREHENSIVE LISTENING

Watch the suggested TED lectures and give your summaries
1. https://www.ted.com/talks/jonathan_tepperman_the_risky_politics of_progress
2. https://www.ted.com/talks/yuval_noah_harari_nationalism_vs_glob alism_the_ new_political_divide
3. https://www.ted.com/talks/gretchen_carlson_david_brooks_political_common_ ground_in_a_polarized_united_states#t-16008

DATA COLLECTION EXERCISES

1. Use the published data to analyze how the ethnic composition of your home region has changed in the past thirty years. Perform this in a kind of infographic chart. Consider the factors that account for this change.

2. Compare the native and non-native population of your home region in terms of educational level, unemployment rate, life expectancy and health conditions. What explanations can you provide to account for the difference?

RESEARCH WORK

Make research on the subject «The sneaky language today's politicians use to get away with racism»

THE AUTHORS' PROFILES

Jonathan Tepperman

Born and raised in Windsor, Ontario, Canada.1993, B.A. in English, Yale; 1997, M.A. in Law, Oxford; 1997, LLM in Law, New York University. A former speechwriter for U.S. Ambassador Morris B. Abram, Geneva, Switzerland; then spent time as a foreign correspondent and studied law in England and New York before joining Foreign Affairs magazine as a junior editor; then moved to Newsweek as Deputy Editor, international edition. Then political risk consultant. 2011, returned to Foreign Affairs as Managing Editor. Since September 2017, Editor-in-Chief, Foreign Policy magazine. Vice-Chairman, Halifax International Security Forum. Member,

Council on Foreign Relations. Fellow, New York Institute of Humanities. Author of «The Fix: How Nations Survive and Thrive in a World in Decline» 2016 TED Talk, which was drawn from the book, has been viewed almost a million times. Has written for Foreign Affairs, the New York Times, the Washington Post, the Wall Street Journal, the Atlantic, Newsweek, on subjects including international affairs, books, municipal politics, and food. He has interviewed world leaders, including Syria's

Bashar al-Assad, Japan's Shinzo Abe, Brazil's Luiz Inacio Lula da Silva, Mexico's Enrique Peña Nieto, Indonesia's Joko Widodo, and Rwanda's Paul Kagame. Co-Editor, «The U.S. vs. al Qaeda» (2011), «Iran and the Bomb» (2012), «The Clash of Ideas» (2012). On June 14, 2020, Tepperman, in the capacity of Editor-in-chief of Foreign Policy magazine, sent an e-mail to subscribers of said publication promoting support for «social justice». The message begins with the statement «George Floyd's killing in Minneapolis police custody on May 25 has sparked an urgent national and global conversation about racism and how to address it. This discussion is long overdue», and ends with «We are all in this together, and only together can we drive the necessary change».

Audrey Smedley

(born 1930) is an American social anthropologist and Professor Emeritus at Virginia Commonwealth University in anthropology and African-American studies. Author of Race in North America: Origin and Evolution of a Worldview.

A. Smedley received her B.A. and M.A. in history and anthropology from the University of Michigan, and a PhD in Social Anthropology from the University of Manchester in the UK, based on field research in northern Nigeria. She has taught undergraduate and graduate level courses in social anthropology, African societies and cultures, the history of anthropology, and anthropological theory.

A. Smedley has written on the history of anthropology and the origin and evolution of the idea of human races since the late 1970s. Her research interests also include comparative slavery, human ecological adaptation, and the roles of women in patrilineal societies.

GLOSSARY

Absolute poverty – the condition of having too little income to buy the necessities: food, shelter, clothing, health care.

Apartheid – the recent policy of racial separation in South Africa enforced by legal political and military power.

Ascribed vs. achieved Status – ascribed status is seen as one that an individual holds as a result of birth (like race); achieved status is believed to be one that an individual earns (like graduating from college).

Assimilation – the process whereby people of diverse origins confirm to a single or amalgated culture.

Bicultural – the capacity to understand and function well in more than one cultural group.

Black feminist theory – theoretical framework which asserts that there are cultural differences that women across the globe experience and seeks to get more women of color involved in writing about their experiences with gender inequality.

Caste system – a closed system of social stratification in which prestige and social relationships are based on hereditary position at birth.

Collective consciousness –the language, feeling rules, morals, values, beliefs, and scripts of a group or society.

Colonial model – describes how race and ethnic relations evolve under colonialism.

Concept – a formal definition of what is being studied.

Conflict –a form of social interaction involving direct struggle between individuals or groups over commonly valued resources or goals. Differs from competition because individuals are more interested in defeating an opponent than in achieving a goal.

Conflict theory sees the unequal distribution of scarce resources as the most important social fact.

Core Nations – wealthy nations that have dominant capitalist economies and which control and exploit poorer nations.

Dependency theory – the idea that global poverty is caused by the global dominance of wealthy nations who, through colonization and neocolonialism, have caused poor nations to be underdeveloped. The idea that global poverty is caused by the global dominance of wealthy nations who, through colonization and neocolonialism, have caused poor nations to be underdeveloped.

Discrimination – the actual practice of treating people differently based on their group membership or social category.

DNA – abbreviation of **deoxyribonucleic acid,** organic chemical of complex molecular structure that is found in all prokaryotic and eukaryotic cells and in many viruses. DNA codes genetic information for the transmission of inherited traits.

Egalitarian system – system of stratification where resources are distributed the most equally; usually, Hunter/Gatherer society is referred to as egalitarian.

Ethnic diversity –one form of the social complexity found in most contemporary societies. Historically it is the legacy of conquests that brought diverse peoples under the rule of a dominant group; of rulers who in their own interests imported peoples for their labour or their technical and business skills; of industrialization, which intensified the age-old pattern of migration for economic reasons; or of political and religious persecutions that drove people from their native lands.

Ethnicity/ethnic group – there are at least two perspectives. The first treats ethnicity as a common feature of people, usually based on the same heritage, language and religion, which gives them the sense of being distinct. The second perspective sees ethnicity or ethnic grouping resulting from certain cultural traits being socially selected as bases to differentiate people.

Ethnic group A group that shares a common cultural tradition and sense of identity.

Ethnocentric – the belief that one's own race or ethnic group is the center of all cultures.

Genotype/genetic grouping – biological groupings based on the genetic constitutions, as opposed to the physical appearances of people.

Global stratification – the unequal distribution of resources between nations.

Hate crime – any offense committed against a person, property, or society motivated by a bias against race/ethnicity, religion, disability, or sexual orientation.

Identity – a feeling of attachment to a group based, presumably, on common individual characteristics.

Ideology –beliefs, values, and attitudes that tend to support the status quo or social movements designed to change it.

Indigenous people – the native people or original people of a country.

Institutional completeness – the extent to which an ethnic community can offer its members various services through their own separate institutions.

Jim Crow laws – laws that required separate but «equal» facilities for African Americans in the American South.

Language maintenance – the retention by an ethnic or racial group of a language over time.

Language shift – refers to the change from the habitual use of one language to another.

Life chances – a measurement of one's overall health and life expectancy; one way to understand class—life chances increase with class.

Master-slave system – a system of stratification where the majority of economic activities rely on the system of slavery.

Minority group – any recognizable racial, religious, ethnic, or social group that suffers from some disadvantage resulting from the action of a dominant group with higher social status and greater privileges.

Mother tongue – the language a person learns in childhood and is still able to speak in adulthood.

Neocolonialism – where nations are controlled economically rather than politically or militarily.

One-drop rule originated in the American South and was eventually adopted by the entire nation. It stated that if a person had even one drop of African blood in their ancestry, they were African American.

Peripheral nations – low income nations that are dependent on wealthier nations for foreign aid and investment.

Polity – another word for government.

Power elite – groups of ruling people who tend to have power in different kinds of institutional spheres.

Prejudice – positive or negative cultural attitude that is directed toward members of a group or social category; combines beliefs and value judgments with positive or negative emotions.

Prestige – honor that is given; another word for social status.

Privilege – the benefits and opportunities that come with status positions.

Public issues – problems people experience that are caused by social factors.

Race – a category or group of people having hereditary traits that set them apart.

Racism –prejudice and discrimination based on race; any action or characteristic of a social system that supports race privilege.

Rebellion – according to Merton's structural strain theory, the rebel rejects both the goals and means of social success and actively proposes new ones.

Relative deprivation – a perceived disadvantage in social or economic standing based on a comparison to others in a society.

Residential segregation occurs when people live in areas where there is a higher concentration of a certain race or ethnic group.

Semi-peripheral nations – middle-income nations that are undergoing the process of modernization and who often exploit the poorer nations as well.

Slavery – condition in which one human being was owned by another. A slave was considered by law as property, or chattel, and was deprived of most of the rights ordinarily held by free persons.

Social groups– is the collectivity or set of people who involve in more or less permanent or enduring social interactions and relationships

Social construction of reality – the process where individuals define what is real through their repeated interactions and negotiations. (Example: race and gender are social constructions that have changed over time.)

Species – biology, classification comprising related organisms that share common characteristics and are capable of interbreeding. This biological species concept is widely used in biology and related fields of study. There are more than 20 other different species concepts, however. Some examples include the ecological species concept, which describes a species as a group of organisms framed by the resources they depend on (in other words, their ecological niche), and the genetic species concept, which considers all organisms capable of inheriting traits from one another within a common gene pool and the amount of genetic difference

between populations of that species. Like the biological species concept, the genetic species concept considers which individuals are capable of interbreeding, as well as the amount of genetic difference between populations of that species, but it may also be used to estimate when the species originated.

Vertical mosaic – a term adopted by Canadian sociologist John Porter in 1965 to describe the intimate relationship between ethnic origin and occupational differentiation in Canada

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ДЛЯ НОТАТОК

Навчальне видання

МАС-МЕДІА І ПОЛІТИКА

МЕТОДИЧНІ ВКАЗІВКИ
до практичних та самостійних занять
з навчальної дисципліни «Англійська мова»
для здобувачів першого (бакалаврського) рівня вищої освіти
спеціальності 291 « Міжнародні відносини,
суспільні комунікації та регіональні студії»

Укладач
Набока Олена Миколаївна

В авторській редакції