

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

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GLOBAL ISSUES: PAST INTO PRESENT



**Учебно-методические материалы
для студентов IV курса
(специальность «Международные отношения»)**

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Настоящее пособие предназначено для студентов IV курса факультета «Международные отношения», изучающих английский язык как основной иностранный. Основу пособия составляют текстовые материалы по социально-политической тематике, подобранные в соответствии с требованиями учебной программы. Тексты снабжены развивающими коммуникативными заданиями – как на совершенствование речевых умений, так и на дальнейшее формирование социокультурной компетенции. Каждый блок пособия включает также задание для самостоятельного выполнения с опорой на Интернет-ресурсы.

Пособие может представлять интерес для преподавателей и студентов других гуманитарных специальностей как дополнительное средство совершенствования иноязычной компетенции учащихся, дальнейшего развития их общеучебных умений и расширения социально-политического кругозора.

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Module 1

The World in Our Hands



In this module:

Reading text 1. "What Planet Are You Living On!"

Reading text 2. "Don't Let Stereotypes Warp Your Judgments"

Reading text 3. "Over-generalizing"

Internet-based research: Evaluating web sources



Read the following extract and summarize the main ideas of the text (go paragraph by paragraph).

What Planet Are You Living On!

When we travel, we witness different cultures, practices and rituals which can seem strange, even nonsensical, when viewed from the 'outside'. We are even more at a loss to understand or explain stories of ancient civilizations (worlds) sacrificing babies to pacify the gods and prevent earthquakes. We live on the same planet but throughout history and across the globe, people live very different kinds of lives and, therefore, their ways of making sense of their world are quite different. Our experiences, modes of thinking and the language which we use to express our ideas, simply fail us in certain circumstances. Certain cultural practices are invested with symbolic meaning and significance which the outsider cannot penetrate. There is no common frame of reference, and so shared understanding is difficult or even impossible.

This notion of 'many worlds' does not just apply to the many and varied ways of life which exist across the globe. The insight that people draw from specific experiences and myths in order to give their actions meaning does not just apply to different countries and cultures. Even everyday speech can support the idea of 'many worlds'. People sometimes express incredulity, or even hostility towards those who have a radically different view or opinion on a matter, particularly if it is on a subject or issue that they feel strongly about. We have, perhaps, all experienced frustration, or even anger, because we feel that we are not being heard, or our point is simply not being properly understood or represented. Some feminists believe that women have very different ways of viewing the world and making sense of particular processes or events which are rooted in very different life experiences. Karl Marx famously employed the term 'ideology' to describe the belief systems and world views of particular social classes. Poststructuralist thinkers argue that we can never completely grasp the essence or truth about the world; this is because we use language to invest our actions with meaning and to communicate with others, but language is 'unstable'; the meaning of words or terms - signifiers and symbols - is never fixed, but constantly shifting.

The insight that there are 'many worlds' raises the question, of course, of whether there is any way of evaluating or ranking different perspectives or views. That is to say, can we distinguish 'fact' from 'value' or 'truth' from 'ideology', or can we make judgments about the 'rightness' or 'wrongness' of different systems of belief? Are world views

irreconcilable or incommensurable? It also raises questions about how power relations are implicated in 'knowledge claims'. That is to say, we have to consider whether certain explanations or stories about the world are accepted because they are intrinsically better, seemingly having a better purchase on 'reality', or because they are internally consistent, logical and so on, or whether our willingness to accept one interpretation of events (rather than another) is influenced by the status and power of the 'knower'?

(from 'International Relations: Perspectives and Themes' by J.Steans & L.Pettiford)

Discussion

- 1. Compare your summary of the text with another student's summary. Which is more complete and more accurate? (Use Appendices 2, 3).*
- 2. Give your own interpretation of the "many worlds" notion. How do you personally experience the diversity of modern world? Tell your stories of encountering different cultures and different languages.*

Focus on Vocabulary

1. Find in the text words or word combinations that suit the following definitions:

- 1) your ideas of what is important in life;
- 2) a sudden clear understanding of something or part of something, especially a complicated situation or idea;
- 3) a set or system of accepted facts, ideas, standards, etc. which help one to make clear the meaning of a statement, judgment, etc.;
- 4) a feeling that you cannot believe something, disbelief;
- 5) the feeling of being annoyed, upset or impatient because you cannot control or change a situation or achieve something;
- 6) when someone is unfriendly and full of anger towards somebody;
- 7) to enter something and pass or spread through it, especially when it is difficult;
- 8) being part of the nature or character of someone or something;
- 9) always behaving in the same way or having the same attitudes, standards, etc. – usually used to show approval;
- 10) to be very serious and concerned about.

2. Use the text to find English equivalents to the following Russian words and word combinations:

понятие, смысл, осознать, скрытый смысл, бессмысленный, означать, придавать значение, ухватить суть/смысл, мировоззрение, непримиримый, несопоставимый, на протяжении всей истории, по всей планете, поднимать вопрос о

3. Practice vocabulary from the text by completing the chart below:

Verb	Noun	Person	Adjective	Alternative vocabulary (synonyms, antonyms)
pacify				
	symbol			
			significant	
apply				
		judge		
			consistent	
prevent				
	variety			
exist				
employ				
	essence			
consider				

4. Complete the following sentences using the correct form of the words from the chart above.

- _____ for this position need to have at least one year's experience.
- Don't _____ other people unless you want _____ yourself.
- It is _____ that you read any document carefully before you sign it.
- The anti-war group was an _____ minority within the party.
- Driving regulations _____ from state to state.
- Consumer groups demand greater _____ in the labelling of food products.
- The only _____ measures researchers can take is to concentrate on what triggers earthquakes.
- Flower Children was originally conceived as a symbolic action of protest against the Vietnam War and was characterized by a strong _____ sentiment.
- During the war, many companies were able to add _____ to their wealth.
- Crime often _____ a wider social problem.
- Steady jobs are almost _____ in remote parts of the country.
- The government has launched a retraining scheme for the long-term _____.

5. Refer to your dictionary to define the following concepts. Supply an example for each concept:

value, belief, opinion, view, premise, assumption, assertion, attitude, judgment, conviction, concept, misconception, prejudice, generalization, stereotype, ideology.



As you read the following essay, pay particular attention to its unity — the relationships of the paragraphs to the thesis.

Don't Let Stereotypes Warp Your Judgments

Robert L. Heilbroner

Stereotypes are a kind of gossip about the world, a gossip that makes us prejudge people before we ever lay eyes on them. Hence it is not surprising that stereotypes have something to do with the dark world of prejudice. Explore most prejudices (note that the word means prejudgment) and you will find a cruel stereotype at the core of each one.

For it is the extraordinary fact that once we have type-cast the world, we tend to see people in terms of our standardized pictures. In another demonstration of the power of stereotypes to affect our vision, a number of Columbia and Barnard students were shown 30 photographs of pretty but unidentified girls, and asked to rate each in terms of "general liking," "intelligence," "beauty" and so on. Two months later, the same group were shown the same photographs, this time with fictitious Irish, Italian, Jewish and "American" names attached to the pictures. Right away the ratings changed. Faces which were now seen as representing a national group went down in looks and still farther down in likability, while the "American" girls suddenly looked decidedly prettier and nicer.

Why is it that we stereotype the world in such irrational and harmful fashion? In part, we begin to type-cast people in our childhood years. Early in life, as every parent whose child has watched a TV Western knows, we learn to spot the Good Guys from the Bad Guys.

We not only grow up with standardized pictures forming inside of us, but as grown-ups we are constantly having them thrust upon us. Some of them, like the half-joking, half-serious stereotypes of mothers-in-law, or country yokels, or psychiatrists, are dinned into us by the stock jokes we hear and repeat. In fact, without such stereotypes, there would be a lot fewer jokes. Still other stereotypes are perpetuated by the advertisements we read, the movies we see, the books we read.

And finally, we tend to stereotype because it helps us make sense out of a highly confusing world, a world which William James once described as "one great, blooming, buzzing confusion." It is a curious fact that if we don't *know* what we're looking at, we are often quite

literally unable to *see* what we're looking at. People who recover their sight after a lifetime of blindness actually cannot at first tell a triangle from a square. A visitor to a factory sees only noisy chaos where the superintendent sees a perfectly synchronized flow of work. As Walter Lippmann has said, "For the most part we do not first see, and then define; we define first, and then we see."

Stereotypes are one way in which we "define" the world in order to see it. They classify the infinite variety of human beings into a convenient handful of "types" towards whom we learn to act in stereotyped fashion. Life would be a wearing process if we had to start from scratch with each and every human contact. Stereotypes economize on our mental effort by covering up the blooming, buzzing confusion with big recognizable cut-outs. They save us the "trouble" of finding out what the world is like - they give it its accustomed look.

Thus the trouble is that stereotypes make us mentally lazy. As S. I. Hayakawa, the authority on semantics, has written: "The danger of stereotypes lies not in their existence, but in the fact that they become for all people some of the time, and for some people all the time, *substitutes for observation*." Worse yet, stereotypes get in the way of our judgment, even when we do observe the world. Someone who has formed rigid preconceptions of all Latins as "excitable," or all teenagers as "wild," doesn't alter his point of view when he meets a calm and deliberate Genoese, or a serious-minded high school student. He brushes them aside as "exceptions that prove the rule." And, of course, if he meets someone true to type, he stands triumphantly vindicated. "They're all like that," he proclaims, having encountered an excited Latin, an ill-behaved adolescent.

Hence, quite aside from the injustice which stereotypes do to others, they impoverish ourselves. A person who lumps the world into simple categories, who type-casts all labor leaders as "racketeers," all businessmen as "reactionaries," all Harvard men as "snobs," and all Frenchmen as "sexy," is in danger of becoming a stereotype himself. He loses his capacity to be himself — which is to say, to see the world in his own absolutely unique, inimitable and independent fashion.

Discussion

1. *What is Heilbroner's main point, or thesis, in this essay?*
2. *Each paragraph illustrates Heilbroner's thesis. How? What does each paragraph contribute to support the thesis? What cohesive links does he use in his text? (Use Appendix 4).*

Focus on Vocabulary

Refer to your dictionary to define the following words and phrases as they are used in this selection. Then use each in a sentence of your own.

type-cast, irrational, fictitious, impoverish, perpetuated, infinite, thrust, preconceptions, vindicated, literally, start from scratch, get in the way, inimitable



*As you read this essay, notice how carefully the author sticks to his point. Check you know the meaning of the words/phrases **in bold**.*

Over-Generalizing

Stuart Chase

One swallow does not make a summer, nor can two or three cases often support a dependable generalization. Yet all of us, including the most polished eggheads, are constantly falling into this mental mantrap. It is the commonest, probably the most seductive, and potentially the most dangerous, of all the **fallacies**.

You drive through a town and see a drunken man on the sidewalk. A few blocks further on you see another. You turn to your companion: "Nothing but drunks in this town!" Soon you are out in the country, bowling along at fifty. A car passes you as if you were parked. On a curve a second whizzes by. Your companion turns to you: "All the drivers in this state are crazy!" Two **thumping generalizations**, each built on two cases. If we stop to think, we usually recognize the exaggeration and the unfairness of such generalizations. Trouble comes when we do not stop to think — or when we build them on a prejudice.

This kind of reasoning has been around for a long time. Aristotle was aware of its dangers and called it "reasoning by example," meaning too few examples. What **it boils down to** is failing to count your swallows before announcing that summer is here. In this fallacy we do not make the error of neglecting facts altogether and rushing immediately to the level of opinion. We start at the fact level properly enough, but *we do not stay there*. A case of two and up we go to a **rousing over-simplification** about drunks and speeders - or, more seriously, about foreigners, Negroes, labor leaders, teen-agers.

Why do we over-generalize so often and sometimes so disastrously? One reason is that the human mind is a generalizing machine. We would not be men without this power. The old academic **crack**: "All generalizations are false, including this one," is only a play on words. We *must* generalize to communicate and to live. But we should beware of beating the gun; of not waiting until enough facts are in to say something useful. Meanwhile it is a plain waste of time to listen to arguments based on a few **hand-picked examples**.

Discussion

1. *Where in Chase's essay do you find its thesis? What is it?*
2. *How is each paragraph related to the thesis of the essay?*
3. *What devices does the author use to substantiate his thesis?*
4. *How does this text correlate with the previous one?*

Internet-based research: Evaluating web sources

Go online to search current political news. Focus on one urgent topic and compare how different sources cover this topic. Use the following questions to test the credibility of the information in the articles:

- 1) Do the articles have an adequate and reliable body of facts? (Don't take it for granted that everyone who gets in the print is informed.)
- 2) Do the authors proceed from biased assumptions? (Give examples.)
- 3) Do the authors substitute part for the whole – by overlooking facts that disprove what they want to believe, and using only the facts that prove what they want proved? (Give the facts from the articles and offer your refutation.)
- 4) Do the authors attempt to use emotional excitement *in place* of facts and ideas? (Quote the article.)

NB Learn to respect the difference between facts and opinions.

Facts are 'what has really happened' – the physical or mental event. They are often hard to locate, but somewhere down beneath are the facts. Sound opinions are thought-out conclusions derived from a sound analysis of facts. Loose opinions are those colored by feeling, sentiment, and bias. On them facts have little influence.

Responding to the Quotation

“Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among stones.”

Charlotte Bronte, 1816 – 1855, English novelist

“The duty of every decent person is to defend the right of another person to have an opinion different from his or her own.”

Voltaire, 1699 -1778, French writer and philosopher

Module 2

International Conflicts



In this module:

Reading text 1. "Conflict in Human Societies"

Reading text 2. "Holocaust"

Reading text 3. "The League of Nations"

Internet-based research: Report on an international conflict



Reading the text, pay special attention to the author's attitude to international conflicts. Do you share his viewpoint? Give your reasons.

Conflict in Human Societies

It is a truism in the social sciences that conflict is inevitable in any society because of opposed interests or incompatible claims to scarce values such as money or power. Whether or not conflict is destructive or constructive, it can be seen as an omnipresent, creative source of change – a way of possibly renewing, revitalizing, or destroying society. Much change is produced by conflicts among groups within societies. Conflicts are present among classes, residents of different regions, and racial and ethnic groups.

The most obvious manifestation of conflict at the international level is war. The twentieth century had more than 200 wars resulting in a loss of almost 80 million lives. The two world wars alone took over 50 million lives. Two thirds of the countries of the world, some 97 percent of the global population, have been involved in at least one war in this century. There are many causes of such conflict: War may be triggered by a dispute over a soccer match as was the case between Honduras and El Salvador. On the other hand, it could be the result of economic expansion; of scarcity of land and resources; or a series of other factors. The consequences of such hostilities are too well known to catalogue here. However, some of the major change-producing effects of war can be seen in the development of new technologies, in the formation of new political systems, in the reorganizations of existing political institutions, in the redistribution of wealth, in the redrawing of political boundaries, and in the changes in the composition of the labor force.

In sum, conflict is an endemic and omnipresent feature of human societies. It is a crucial impetus for innovation and change for groups that are driven to seek a competitive advantage in conflict. Conflict can also provide the impetus for change by producing loyalty, solidarity and cohesiveness in social groups that unite in the face of an antagonist.

(from 'Social Change' by Steven Vago)

Discussion

Complete these sentences using ideas from the text.

Conflict in international relations can be seen as

The causes of conflict can be various:

The consequences of conflict range from ... to

On the positive side, conflict may result in

Focus on Vocabulary

1. Find in the text words or word combinations that suit the following definitions:

- 1) a statement that is clearly true, so that there is no need to say it;
- 2) something that you think is true although you have no definite proof;
- 3) which cannot exist or be accepted together;
- 4) present everywhere and at all times;
- 5) certain to happen and impossible to avoid;
- 6) found regularly in a particular place;
- 7) to make something happen very quickly, esp. a series of events;
- 8) something that encourages action;
- 9) sticking together tightly (as a whole),
- 10) the real or imaginary line that marks the edge of a state, country, etc.

2. Use the text to complete the following collocations:

to reorganize ...
to renew ...
to revitalize ...
to redistribute ...
to redraw ...

What is the meaning of the prefix re-? Give other examples of verbs starting with re-.



Read the text about Holocaust and focus on the questions posed by the author. See if you can answer them.

Holocaust

"Those who forget the past
are condemned to repeat it"

Carlos Santayana

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. "Holocaust" is a word of Greek origin meaning "sacrifice by fire." The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were an alien threat to the so-called German racial community. In the name of ethnic purity, Hitler and his henchmen had ordered the extermination of the entire Jewish population in Germany and Nazi-occupied Europe. The Nazi camps also murdered untold thousands of Gypsies, Poles, gays, and political opponents.

The Holocaust is a historic event that fundamentally altered the world view of millions of people. Beyond the obvious questions of why and how such an event was able to occur in modern times, there are the more complex issues of where were the people who could have put a stop to this tragedy? Was there a broad dismissal of the plight of the Jews by Western Democracies?

Being forced to think about such questions is not an easy task. There are rarely any clear cut answers and usually our conclusions only lead to more questions. It can be an exhausting affair but it is one that we are obligated to do because as was said earlier, to forget the past could be a condemnation to repeat it.

Unfortunately, this practice of merciless killing has continued throughout the history of the world and is still occurring in numerous countries today.

Internet-Based Research: Report on an international conflict

Choose one of the three given options to do an Internet research (the options are underlined). Do the reading, remember to make notes.

1. Here are some links that will be useful in your search for information on Holocaust:

- www.cnn.com
- www.ushmm.com
- www.holocaust-history.org

2. Choose an act of genocide from the list below for your research:

Armenian genocide, Darfur genocide, Rwanda genocide, Iraq genocide, Bosnia genocide, Namibia genocide, Cambodia genocide, Guatemala genocide

3. Choose to explore one international conflict (either past or present).

After you have found out enough information, prepare an oral 5 minute report. To enhance your report, be well advised to use visual aids - maps, pictures, photos, timelines, etc.

In your presentation cover the following points:

the background (where, when);
reasons and prerequisites (why);
people involved (who);
details (how);
results and consequences (if the conflict was resolved);
suggestions of conflict resolution (if the conflict is still ongoing).



Read the text about the organization whose role in dealing with international conflicts in Europe was once quite essential. Define this role in a short paragraph.

The League of Nations

Prior to the First World War every country adhered to the view that governments were the legitimate representatives of sovereign states and that all sovereign states had the right to judge without question their own best interests and pursue those interests through an independently formulated foreign policy, through negotiation – diplomacy – and, when necessary, through military action. Moreover, among elites, the view prevailed that the 'national interest' and security concerns demanded that diplomatic relations be conducted in secret and foreign policy be guarded from public scrutiny and criticism. The horrors of the First World War brought about a far-reaching change in the attitudes among both political elites and influential sections of the public across the European continent. Even before the end of the war, the principle of sovereignty was subjected to critical challenges. A League of Nations Society was formed in London in 1915 and similar bodies sprang up in a number of European countries including France, and even briefly, Germany. In Britain the idea of forming a League of Nations won backing from across the political spectrum, as leaders joined together to argue for the formation of a new international system which would secure the peace, if necessary by the collective efforts of the 'peace loving' powers.

The League of Nations was formed after the end of the First World War. The aims of the League were to provide a system of collective security and to deter aggressor states from pursuing their 'national interests' at the expense of their smaller, weaker, neighbors. The basic idea which underpinned collective security was that if any one member state fell victim to the aggression of a powerful neighbor, all members of the Organization would collectively join together in a determined attempt to deter or repel the aggressor. The idea was to make violence illegitimate as an option for states and for other states to combine and oppose any state which used violence as a means for resolving its disputes in international relations. While it was recognized that this might ultimately require armed force, it was widely believed that 'world public opinion' would, in itself, prove to be a powerful deterrent to any would-be belligerent power. It was recognized that if the League was to be a success, the United States of America would need to end its period of 'isolation' and play a leading role in world affairs. Unfortunately, this was not to be. Although the US President Woodrow Wilson played a

prominent role in the original conception and planning of the League, the US Senate refused to ratify the Covenant of the League of Nations, thus preventing US membership. Thus the League suffered a major moral and political blow almost before it got off the ground. Nevertheless, the League continued to function during the inter-war period, acting as an important forum for diplomacy by facilitating regular meetings between Heads of State. The League also gradually expanded its role in world affairs, setting up, among other things, a Permanent Court of International Justice to arbitrate international disputes.

However, although the existence of the League was, in itself, a powerful challenge to the view that states were exempt from public debate and criticism in their relations with other states, major powers were reluctant to refer their own disputes to the League. Similarly, action to achieve general disarmament was not successful. Indeed, by the late 1930s events in world politics had served to undermine the wave of optimism on which the League was born, as the behavior of some states failed to live up to idealistic expectations. In 1931 Japan attacked China, and the latter appealed to the League under article 11. The League sent commissions and issues condemnations, but Japanese aggression was not punished. Italy invaded Abyssinia (Ethiopia) in an attempt to establish Italy as one of the great European imperial powers. This led to economic sanctions and protests by the League, but without the backing of military sanctions these were ineffective. In Germany, Hitler sent troops into the demilitarized zone of the Rhineland in 1936 but referrals to the League, rather than resulting in resolute action, allowed Hitler to get away with a huge military and political gamble. Power politics appeared to be very much the order of the day and by the end of the decade, the world was at war once again.

*(from 'International Relations: Perspectives and Themes',
by J. Steans and L. Pettiford)*

Discussion

- 1. Compare your paragraph on the role of the League of Nations with another student's paragraph. Improve both the paragraphs.*
- 2. The League of Nations is often viewed as a precursor of the United Nations Organization. What do these two organizations have in common? How are they different?*

Focus on Vocabulary

- 1. Find in the text words or word combinations that suit the following definitions:*

- 1) to stick firmly to something;
- 2) to continue doing an activity or trying to achieve something over a long period of time;
- 3) (to continue) to exist or be wide spread;
- 4) to suddenly appear or start to exist;
- 5) careful and thorough examination;
- 6) to achieve something that will be permanent, esp. after a lot of effort;
- 7) to prevent from acting, esp. by the threat of something unpleasant;
- 8) to drive away by force;
- 9) to give strength or support to something and to help it succeed;
- 10) very unfriendly and wanting to argue or fight;
- 11) to gradually make someone or something less strong or effective.

2. Use the text to find English equivalents to the following Russian words and word combinations:

- 1) законный представитель;
- 2) получить поддержку ведущих держав;
- 3) серьезные, далеко идущие перемены;
- 4) действовать за счет интересов других стран;
- 5) стать/пасть жертвой агрессии;
- 6) средство разрешения мировых конфликтов;
- 7) запустить/сдвинуть проект с места;
- 8) подвергать критике;
- 9) мощный сдерживающий фактор;
- 10) решать (в суде) международные споры;
- 11) соответствовать ожиданиям партнеров;
- 12) им удалось проверить опасную военную операцию.

3. Practice vocabulary from the text by completing the chart below:

Verb	Noun	Person	Adjective	Alternative vocabulary (synonyms, antonyms)
arbitrate				
pursue				
refer				
	conquest			
influence				
		provider		
condemn				
invade				
		judge		
adhere				
			sovereign	
	right			

4. Complete the following sentences using the correct form of the words from the chart.

1. It was a number of years before Canada was accepted by the world as a _____ state.
2. A counselor should always be sympathetic and _____.
3. Julius Caesar _____ Gaul, which we know today as France.
4. What makes Barack Obama extraordinary, beyond his communicative skills, is his _____ to core beliefs.
5. One of the author's frequent themes is the _____ of intolerance.
6. A. B. Chubais was _____ in shaping economic policy of the 90s.
7. The defenders of the fortress harassed _____ with a withering cross-fire.
8. The government has carried out numerous executions and _____ arrests.
9. In countries without adequate welfare _____ for the poor, unemployment may be much more severe in its effects.
10. The article made no _____ to previous research on the subject.
11. No matter how good or _____ you think your cause is, you cannot break the law.
12. A.A. Gromyko was a hard-nosed negotiator, very consistent in _____ national interests.

Responding to the Quotation

“Peace cannot be kept by force; it can only be achieved by understanding.”

Albert Einstein, 1879 – 1955, American physicist

“Peace: in international affairs, a period of cheating between two periods of fighting.”

Ambrose Bierce, 1824 – 1914, American writer

“The most shocking fact about war is that its victims and instruments are individual human beings and that these individuals are condemned by the monstrous conventions of politics to murder or be murdered in quarrels not their own.”

Aldous Huxley, 1894 – 1936, English writer

“Peace takes brains.”

Sign at the anti-war rally in New York City on February 15, 2003

Module 3

Great World Empires



In this module:

Reading text 1. "The Greatest Empires of the World"

Reading text 2. "Colonialism"

Internet-based research: Report on one great empire



Read the text and answer the following question: What do you think was or still is the greatest empire of the world? Give your reasons.

The Greatest Empires of the World

Empire is a nation or state that, through its great economic, political and military strength, is able to exert power and influence over not only its own region of the world, but far beyond to others.

Before modern times, the reach of political control and military force was limited by rudimentary transportation technologies and knowledge of geography. The Roman Empire had goals of global domination, and indeed the empire was able to conquer most of the "known world" (i.e., the Mediterranean) throughout its long history. The Qin and Han dynasties as well as the Tang of China were also successful in conquering the known world of Chinese civilization. Historian *Arnold Toynbee* used the term *Universal State* to refer to an empire like the Roman Empire or Chinese Empire that conquered the entire world known to a particular civilization.

Empires are all individual in character, having been formed in widely different times under widely different political structures. In fact, the term Empire as stated above does not imply any particular form of government. Often, there is an emperor at the head of an empire.

There are certain difficulties in measuring and comparing empires. The calculation of the land area of a particular empire is controversial. In particular, there is the question of whether a particular empire can be considered to have laid claim to an area that is sparsely populated, or not populated at all. In general, this list errs on the side of including any land area that was explored and explicitly claimed, even if the areas were very sparsely populated or unpopulated. For example, a large portion of Northern Siberia is not included in the size of the Mongol Empire. The Mongol Empire's northern border was somewhat ill-defined, but in most places it was simply the natural border between the steppe and the taiga. Occupied areas north of this are included in the area of the empire, but at the time the majority of the taiga and tundra were unexplored and uninhabited. This area was only very sparsely populated by the Russian Empire, but it had been explicitly claimed by the Russian Empire by the 1600s, and its extent had been entirely explored by the late 1800s. Similarly, the northernmost Canadian islands such as Ellesmere Island were explored and claimed by the British Empire by the mid 1800s (virtually the entire mainland was at least sparsely populated well before that). No claims on mainland Antarctica are included in the area of any of the empires.

Here follows an incomplete list of the largest empires by landmass:

Ancient empires

1. Achaemenid Persian Empire - 6.5 million km² (under Darius the Great)
2. Han Chinese Empire - 6 million km²
3. Roman Empire - 5.9 million km² (under Emperor Trajan)
4. Macedonian Empire - 5.9 million km² (under Alexander the Great)
5. Hunnic Empire - 4 million km² (under Attila the Hun in 441)
6. Egyptian Empire - 1 million km²
7. Neo-Babylonian Empire - 500,000 km²
8. Armenian Empire - 400,000 km²

Medieval empires

1. Mongol Empire - 33.2 million km² (under Khublai Khan in 1268)
2. Ming Chinese Empire - 6.5 million km²
3. Tang Chinese Empire - 5.4 million km²
4. Byzantine Empire/Eastern Roman Empire - 4.5 million km²
5. Khazar Empire - 3 million km²
6. Inca Empire (*Tahuantinsuyu*) - 2 million km² (Under Atahualpa in 1532)
7. Khmer Empire - 1 million km²
8. Bulgarian Empire - 700,000 km² (under Tsar Simeon I)

Modern empires

1. British Empire - 36.6 million km² (under George V in 1922)
2. Russian Empire - 24.8 million km² (under Nicholas I in 1855) - including Alaska
3. Spanish Empire - 19 million km² (under Charles III)
4. Qing Chinese Empire - 13 million km² (under Qianlong)
5. French colonial empire - 12.5 million km²
6. Portuguese Empire - 12.4 million km²
7. Ottoman Empire - 11.5 million km² (under Mehmed IV [including autonomous indirect ruled lands] in 1680)
8. United States of America - 10 million km² (1898-1902 and 1906-1908)
9. Japanese Empire - 7.4 million km² (during World War II)
10. Third Reich - 3.6 million km² (during World War II)
11. Polish-Lithuanian Commonwealth - 990,000 km² (under Sigismund III in 1619)
12. Austro-Hungarian Empire - 676,615 km²

Internet-based Research: Report on one great empire

From the list above, choose an empire you want to explore and prepare a 5 minute report for the class. Be sure to use visual aids – maps, timelines, images, etc. In your report focus on the following points:

1. Length of time ruled
2. Vastness of territory, diversity, and population
3. Effectiveness in war and conquest
4. Influence and legacy on present civilizations

Focus on Vocabulary

Add on to the list of vocabulary pertaining to the topic.

'Imperial' verbs: to conquer, to invade, to occupy, to fight, to oppress,...

'Imperial' word combinations: world domination, immense territory, fearless warriors, rigid hierarchy,....

Discussion

- 1. Present your 5 minute report to the class and get feedback on it.*
- 2. While listening to the reports prepared by your group-mates, be ready to fill in the chart below:*

<i>Name of empire</i>	<i>Time of great power status (the Golden Age)</i>	<i>Territory and population size</i>	<i>Distinguishing features, curious facts</i>	<i>Cultural heritage and technical achievements</i>

- 3. In small groups, discuss what circumstances and events led to the decline and fall of different empires.*
- 4. Discuss the remnants and traces of the world's greatest empires in today's life. Give examples. Use artifacts and images.*



Read the following text and summarize it in a paragraph of 90 words.

Colonialism

Spanish colonization of the Americas began with the voyage of Christopher Columbus in 1492. British traders and religious refugees arrived in the New World a century later. But the era of European colonization did not end in the seventeenth century and did not stop with America. British merchants and colonizers in the age of exploration roamed across the globe, founding new settlements in India, China, and the islands of the Pacific Ocean.

In the late 1800s, the major European powers – France, Britain, and Germany – “discovered” Africa. In the span of a few decades, leading European nations divided up Africa and subjugated its indigenous population to colonial control. France took big chunks of Western Africa. Britain wrested control of South Africa and much of the east coast of the

continent. Germany, Portugal and Belgium staked claims on smaller portions of Africa.

Insatiable greed coupled with a desire to spread Western civilization fired the imagination of the European colonial powers. Armed with new technologies such as the railroad, which made it easier to tame the vast spaces of Africa, the West set out to harness the resources of the continent. In the infamous words of British poet Rudyard Kipling, the European empires had selfishly assumed the "white man's burden" of spreading civilization – and earning a tidy profit.

For the inhabitants of Africa, the coming of the Europeans was a disaster. Many Europeans considered black Africans barely human, and they exterminated huge parts of the African population. In his famous 1902 novel, *Heart of Darkness*, author Joseph Conrad illustrated how colonialism turned allegedly civilized Europeans into monsters, exploiting and killing African natives. In some territories, millions died. In the Belgian Congo, it has been estimated that ten million were worked to death; a whole population was targeted for extermination in German Southwest Africa after rebelling against colonial rule. Europeans did not abandon their hold on Africa until after World War II, leaving a shattered and impoverished continent.

ADDITIONAL FACTS

1. Just before the outbreak of World War I, only two small parts of Africa remained free and independent: Ethiopia and Liberia, a small nation in West Africa that had been founded by freed American slaves in 1847.
2. Most European powers let go of their African colonies peacefully after World War II, but France tenaciously tried to hold Algeria, a country on the Mediterranean coast. In a bloody war that lasted from the mid-1950s until 1962, hundreds of thousands of Algerians were killed before the country finally got independence. The revolt was portrayed in the famous 1966 movie *Battle of Algiers*.

From "The Intellectual Devotional"

Discussion

1. *What is the author's attitude to the issue he raises? How do you know? Give evidence, refer to the text, and analyze the language.*
2. *Express your own attitude to the idea of "white man's burden" of spreading civilization.*
3. *In your view, what are the consequences of European colonization of Africa?*

Focus on Vocabulary

1. Find in the text words or word combinations that suit the following definitions:

- 1) someone who has been forced to leave their country, especially during a war, or for political or religious reasons;
- 2) to defeat a person or group and make them obey you;
- 3) an advanced state of human society, in which a high level of culture, science, industry, and government has been reached;
- 4) well known for being bad or evil, notorious;
- 5) to kill large numbers of people or animals of a particular type so that they no longer exist, eliminate;
- 6) to resist or rise up against a government or other authority, especially by force of arms;
- 7) to leave completely and finally, forsake utterly;
- 8) to reduce to poverty, exhaust the strength and richness of;
- 9) holding or grasping firmly, forceful.

2. Use the text to find English equivalents to the following Russian words and word combinations:

- 1) основать новое поселение;
- 2) местное население;
- 3) силой взять под контроль;
- 4) предъявлять претензии, претендовать на;
- 5) возбуждать воображение;
- 6) осваивать огромные пространства;
- 7) погубить изнурительным трудом.

Responding to the Quotation

“An empire is an immense egotism.”

Ralph Waldo Emerson, 1803 – 1882, American poet and essayist

“The Soviet Union is an Evil Empire, and Soviet communism is the focus of evil in the modern world.”

Ronald Reagan, 1911 – 2004, 40th US President

“The empires of the future are the empires of the mind.”

Winston Churchill, 1874 – 1965, English politician

Module 4

Power



In this module:

Reading text 1. "The Sources of Power"

Reading text 2. "Enemies of the People"

Reading text 3. "The Happy Slave"

Research activity: Images of power in architecture

Internet-based research: Dictators of the 20th century



Read the text and be prepared to explain the significant differences between the five sources of power identified by J.French and B.Raven.

The Sources of Power

John French and Bertram Raven (1960) identified five different sources of power. They do not exhaust the possible sources of power, but they do identify the major types of resources brought to bear when people attempt to influence other people. The five sources of power, several of which could be in effect simultaneously, are: reward, coercive, legitimate, referent, and expertise.

Reward power is based on the control of resources that affect the lives of those whom a given individual or group wants to influence, such as money or the ability to confer honors. An illustration of this type of power relationship is the employer-employee relation, in which the employer has the power over financial resources as well as the ability to promote or to confer honor on the employee. Another example would be the political arena where supporters of a candidate or position receive jobs, contracts, and vital information about upcoming policy issues.

Coercive power is essentially based on eliciting fear, which, in turn, inspires compliance. Such power may be exhibited by an individual or a group's capacity to inflict pain. Totalitarian governments, for example, rely to a considerable extent on this kind of power.

Legitimate power depends on values that establish a person's right to influence by virtue of the person's claim on a particular office or position. Usually limitations are placed on such power, restricting it to the functioning of a given office – for example, the power of elected officials.

Referent power is based on followers' close identification with their leaders. This kind of power was used in the big city political machines early last century. At the base of the organization was a notion that kinship, friendship, and ethnic commonality created a helping system in which votes were exchanged for jobs, bonuses, turkeys on Thanksgiving, coals in the wintertime. The increase in big-city population, along with bureaucratization and centralization of power weakened the big-city machine because it moved the locus of power from the city hall and city government to national governments and corporations. In recent times, black, Chicano, and Indian leaders have used referent power in an attempt to mobilize masses to alter power relations.

Expertise power is based on one's special training or access to special information. As societies and governments become more complex and knowledge becomes more specialized and technical, this type of

power is becoming increasingly more prevalent. An example of this would be the growing number of specialists and professionals who testify as expert witnesses, for free, in lawsuits and criminal cases. The business of being an expert is exploding, and in recent years individuals with knowledge in certain obscure field (such as bottle explosions or hot-air balloon accidents) have joined tens of thousands of doctors, university professors, and engineers in the expert-witness industry.

(from 'Social Change', by Steven Vago)

Discussion

- 1. Use your judgment and the knowledge in your major to provide examples - from ancient and modern history - of different types of power relations based on different sources of power as identified by J. French and B. Raven.*
- 2. The text presents one theory of power relations in politics. Are you familiar with other theories and schools of thought? Use your knowledge of political science and be prepared to share your own reflections on the nature and role of power in international relations.*

Focus on Vocabulary

- 1. Find in the text words that suit the following definitions:*

- 1) to succeed in getting information or reaction out of someone, esp. when it is difficult;
- 2) to make someone suffer from something unpleasant;
- 3) to do what you have to do or asked to do;
- 4) using threats or orders to make someone do something they do not want to do;
- 5) acceptable or allowed by law;
- 6) turn to some source if you want to understand or make a judgment about a situation;
- 7) special skill or knowledge in a particular subject, that you learn by experience or training;
- 8) not well known and usually not very important; difficult to understand;
- 9) the power you have because of your official position.

- 2. Give the English equivalents for the following words and phrases:*

борьба за власть, жажда власти, захватить власть, придти к власти, в моей/не в моей власти, исполнительная власть, законодательная власть, передача власти, морская держава

- 3. Use your dictionary to check the meaning of the following phrases:*

brainpower, flower power, girl power, student/black/consumer power, purchasing power, staying power, power breakfast/lunch, power dressing, power politics

4. Match the words/expressions from the box to the definitions below:

oligarchy	matriarchy	aristocracy	gerontocracy
meritocracy	democracy	autocracy	patriarchy
plutocracy	tyranny		

- a social system in which men hold all the power and use it only for their own advantage;
- a social system in which women hold all the power;
- a system of government in which a country governed by its people or their representatives;
- the people of the highest social class, who traditionally have a lot of land, money and power;
- a social system which gives the highest positions to those with the most ability;
- government by one person , with unlimited power;
- government by a small group of people, often for their own interests;
- a ruling class or government which consists of rich people, or a country which is governed by rich people;
- government by a ruler with complete power, usually gained by unjust means; ;
- a society or group of people in which older people are the most powerful;

5. Add on to the rows of epithets to describe 'power':

Strong: formidable, vigorous, mighty, forceful, imposing, ...

Corrupt: venal, foul, mercenary, vicious, malicious, ...

Cruel: ruthless, brutal, savage, monstrous, barbaric, bloodthirsty, ...



You will read two extracts about the most gruesome period in the Russian history of the 20th century – Stalin's terror. Compare the texts and give your own comments on the events described. While reading, pay attention to the underlined words and phrases.

Enemies of the People

When the Bolsheviks seized power in Russia in 1917, they promised to create an equal society on the territory they controlled, where people were free from want. They also hoped to provide the inspiration and leadership for oppressed people across the world. In a few years, that vision had degenerated into a nightmare. Under the rule of Stalin, the Soviet Union became a land of industrialization and forced collectivization of agriculture. The latter process saw peasants driven from the land or starved into submission. During the same period, religious groups were persecuted for their beliefs and ethnic minorities often treated with suspicion. One of the main pillars of the system of terror and control created by Stalin was a system of forced labor camps made famous in the work of Alexander Solzhenitsyn. At the height of

Stalin's reign of terror, some 8 million people were held in captivity. Often the captives were intellectuals – writers, scientists, artists and teachers. Each and everyone was labeled a 'counter-revolutionary' or 'enemy of the people' for daring to speak out against communism, or in many cases, for much less (for suggesting that there were problems or shortcomings in this particular manifestation of a socialist system or merely because someone had denounced them). Of course, we cannot blame Marx for the deeds perpetrated in his name. Nor can we conclude that this particular experiment in collective ownership 'proves' that communism does not work. However, postmodernists claim that the experience of the Soviet Union during Stalin's reign of terror is a powerful illustration of the uses and abuses of power justified in the name of the grand, all-encompassing doctrines like Marxism.

*(from "International Relations: Perspectives and Themes",
by J. Steans and L. Pettiford)*

It would be almost impossible to exaggerate the sufferings of the Soviet people during this period. For the totality of the population 1936-8 was a nightmare, during which no one, save Stalin himself, could be certain of not being woken in the small hours of the night by a knock at the door, dragged out of bed and snatched away from family and friends, usually forever. Since there was neither rhyme nor reason to the process, no one could be sure of not attracting the next accusation in the capricious chain. Many people, in fact, lived with a small suitcase permanently packed with a few essentials, just in case.

The labor camps to which the arrested – those who were not executed, that is – were sent were direct descendants of the concentration camps opened on Lenin's orders in 1918. But their nature and function had changed a good deal since then. The greatest changes had come about as a result of the first Five Year Plan. For much of the 1920s, socialists in prisons and isolators had enjoyed the status of 'politicals', and had not been required to do forced labor. The same did not apply to criminals, "former classes" and "counterrevolutionary elements", who had to do manual work at least to maintain the camps and prisons themselves. ... In 1930 Gosplan received instructions 'to incorporate the work performed by those deprived of liberty into the planned economy of the country'... The first great project undertaken in this way was the White Sea-Baltic Canal, the 'Belomor Canal in the name of I.V. Stalin'... In order to save foreign currency, modern excavation technology was not used in the work: instead convicts were brought in large numbers.

(from "A History of the Soviet Union", by Geoffrey Hosking)

Discussion

1. *What thoughts and feelings did the texts evoke in you?*
2. *What do the two texts have in common? How are they different?*
3. *The texts tell about a period of forced collectivization of agriculture, repressions and concentration camps in the former USSR. What made this period in the Soviet history possible, do you think?*
4. *Do you personally know anybody who has been persecuted for their political or religious views?*

Focus on Vocabulary

1. *Give synonyms or short explanations for the words and word combinations underlined in the texts.*
2. *Practice vocabulary from the texts by completing the chart below:*

Verb	Noun	Person	Adjective	Alternative vocabulary (synonyms, antonyms)
capture				
starve				
	submission			
seize				
	terror			
perpetrate				
persecute				
			equal	
	oppression			
	suspicion			
create				
justify				
			coercive	
apply				
	execution			
suspect				
alter				
prevail				

3. *Use the words from the chart above to write a brief summary of the two texts that you have read. (Use Appendices 2 and 3). Also express your own attitude toward the events the texts dwell on.*

4. *Form the opposites using negative prefixes.*

convincing, commercial, professional, accurate, increase, management, important, understand, responsible, just, justice, definite, systematic, effective, developed, estimate, employed, profit, use, integrate, persuade, include, planned, applicable, consistent, proper, partisan, loyal, relevant, similar, scrupulous, mature, violent



Read this short passage and formulate its main idea. Write it down in 2-3 sentences.

The Happy Slave

The operation of the global capitalist economy might not always appear conflictual, oppressive or exploitative because these relationships are often not overt or obvious. The notion of the 'happy slave' is useful in illustrating how power relations can be subtly disguised.

It is possible to imagine a society where slavery is the norm. As the norm, people do not question that slavery is part of the natural order of things. Within this society a particular owner may provide their slaves with healthcare, education, food, reasonable accommodation and working hours. The slave, in turn, may be very happy with his/her lot. Though as outside observers we can see a power relationship, perhaps neither the owner nor the slave perceive their relationship as one of power but rather as one of benevolence and mutual respect within the context of an entirely natural state of affairs. To extend the analogy, perhaps power is a facet of all sorts of social relations from the factory owner and worker to the husband and wife?

*(from "International Relations: Perspectives and Themes",
by J.Steans and L.Pettiford)*

Research activity: Images of power in architecture

Architecture has played an important part in public life throughout history. It has always been a potent symbol of wealth, status and power. From castles to cathedrals, from the pyramids to skyscrapers, architecture has always served to glorify the ideal of the time and the power of the ruler. Think of examples of "powerful architecture" in your city/country/the world. Get images of "powerful buildings"; be ready to present them to the group and give your comments.

Internet-based research: Dictators of the 20th century

Various dictators rose to power in the 20th century. How did this come to be? What factors contribute to a dictator's rise to power? Why would citizens be permissive of these individuals to assume power over them? How did these individuals shape the second half of the 20th century?

Do a research on one of the dictators of the 20th century and try to give your answers to the questions posed above. Give a 5 minute oral report to the group.

A few helpful websites are given below:

<http://www.thecorner.org/hist/total/s-russia.htm>
(Rise of Communism in Russia)

<http://fcit.usf.edu/HOLOCAUST/TIMELINE/nazirise.HTM>
(In depth rise to Nazi Germany. Links to other sites)

<http://www.thecorner.org/hist/total/f-italy.htm>
(Rise of Fascism in Italy)

<http://www.flowofhistory.com/units/etc/20/FC133>
(Mussolini's rise to power)

<http://mneumann.tripod.com/pinochet.html>
(The Crimes of Augusto Pinochet)

Responding to the Quotation

“Power tends to corrupt, and absolute power corrupts absolutely”.

John Emerich Edward Dalberg

“Power corrupts, but lack of power corrupts absolutely”

Adlai Stevenson (from “Modern humorous quotations”)

“A democracy is nothing more than mob rule, where fifty-one percent of the people may take away the rights of the other forty-nine.”

*Thomas Jefferson, 1743 – 1826,
3rd president of the United States*

“It has been said that democracy is the worst form of government, except for all those other forms that have been tried from time to time.”

*Sir Winston Churchill, 1874 – 1965,
British statesman*

“Democracy may be defined as a word that all public persons use and none of them understands.”

*George Bernard Shaw, 1856 – 1950,
Irish writer and critic*

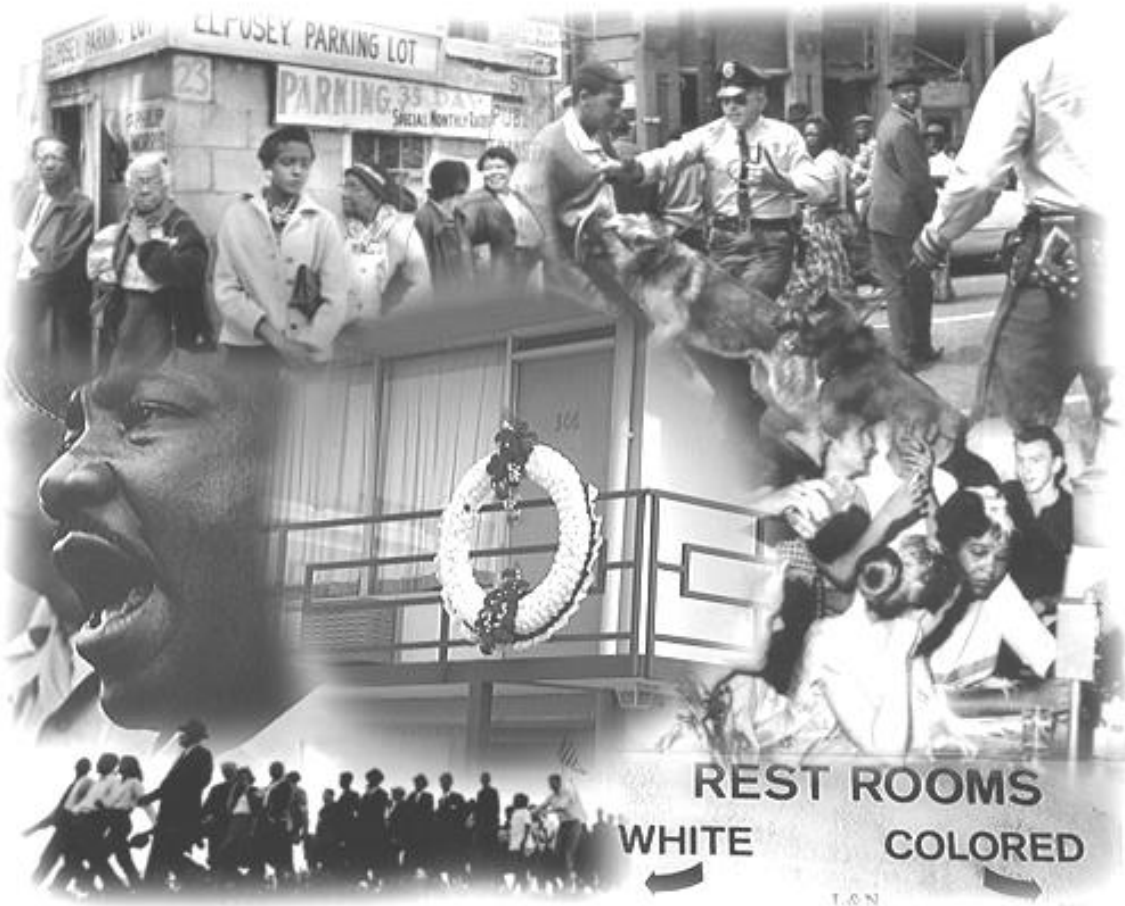
“Every nation has the government it deserves.”

(“Toute nation a le government qu'elle merite.”)

*Joseph Marie, Comte de Maistre,
Letter from Russia, 1811.*

Module 5

American Civil Rights Movement



In this module:

Reading text 1. "Human Rights – a United Nations Priority"

Reading text 2. "The Ways of Meeting Oppression"

Reading text 3. "I Have a Dream"

Research activity: Virtual Civil Rights Movement museum

Internet-based research: CRM glossary



Read the text about the role of the Universal Declaration of Human Rights for world history. Shorten the text to a paragraph keeping all the main points (Use Appendixes 2 and 3).

Human Rights – a United Nations Priority

Since the end of the Cold War, advancing human rights has become the overarching concern of the United Nations in its work in peace and security, development and humanitarian assistance. The adoption of the Universal Declaration of Human Rights in 1948 laid the cornerstone of today's comprehensive body of human rights law and inspired the mechanisms that have been created to monitor compliance. The World Conference in Human Rights and the establishment of the Office of the UN High Commissioner for Human Rights in 1993 are landmarks in the ongoing effort to ensure that civil, political, economic, social and cultural rights are enjoyed universally throughout the world. More recently, the war crimes tribunals for the former Yugoslavia and Rwanda, and the agreement to establish the International Criminal Court in The Hague highlight the determination of the international community to put an end to crimes against humanity.

Sixty years ago, the United Nations General assembly adopted the Universal Declaration of Human Rights as a bulwark against oppression and discrimination. In the wake of a devastating world war, which had witnessed some of the most barbarous crimes in human history, the Universal Declaration marked the first time that the rights and freedoms of individuals were set forth in such detail. It also represented the first international recognition that human rights and fundamental freedoms are applicable to every person, everywhere. In this sense, the United Declaration was a landmark achievement in world history. Today, it continues to affect people's lives and inspire human rights activism and legislation all over the world.

The Universal Declaration is remarkable in two fundamental aspects. In 1948, the then 58 Member States of the United Nations represented a range of ideologies, political systems and religious and cultural backgrounds, as well as different stages of economic development. The authors of the Declaration, themselves from different regions of the world, sought to ensure that the draft text would reflect these different cultural traditions and incorporate common values inherent in the world's principal legal systems and religions and philosophical traditions. Most important, the Universal Declaration was to be a common statement of mutual aspirations – a shared vision of a more equitable and just world.

The success of their endeavor is demonstrated by the virtually universal acceptance of the Declaration. Today, the Universal Declaration, translated into nearly 250 national and local languages, is the best known and most cited human rights document in the world.

Discussion

1. *Which of the following statements express the main idea of the text best? Explain your choice.*
 - The Universal Declaration of Human Rights is a remarkable document that affects people's lives.
 - The adoption of the Universal Declaration of Human Rights in 1948 laid the cornerstone of contemporary human rights law.
 - The Universal Declaration of Human Rights inspired human rights activism all over the world.
 - The Universal Declaration of Human Rights, adopted by the UNO in 1948, was a landmark achievement in world history, as it highlighted the determination of the international community to put an end to crimes against humanity.
2. *Get yourself a copy of the text of the Universal Declaration and read the articles carefully. Why do you think the draft of the Declaration met with resistance from countries like the Soviet Union, Saudi Arabia, South Africa and others?*
3. *The abuse of human rights is still widespread throughout the world despite the significant advances which have been made in international law. Be prepared to give examples of violation of human rights in Russia and in other countries. Be sure to use facts and statistics.*
4. *Since 1948 there have been adopted further declarations and significant conventions which cover the rights of different groups of people. Find out about those.*
5. *Though the idea of human rights may seem 'obvious' in some sense, it is surprising how many questions the idea raises. Can you explain why?*

Focus on Vocabulary

1. *Provide appropriate Russian equivalents for the expressions from the text.*
 - overarching concern
 - to lay the cornerstone
 - to monitor compliance
 - a bulwark against aggression and discrimination
 - in the wake of a devastating war
 - a landmark achievement in world history

- to represent a range of ideologies and political systems
- to seek to ensure
- to put an end to crimes against humanity
- inherent values and mutual aspiration
- a more equitable and just world

2. Read the Preamble of the Universal Declaration of Human Rights and find the English equivalents for the following Russian expressions.

- неотъемлемые права
- достоинство и ценность человеческой личности
- обеспечивать соблюдение прав человека и основных свобод
- свобода от страха и нужды
- пренебрежение и презрение к правам человека
- возмущать совесть человечества
- высокие стремления
- принять декларацию
- огласить текст декларации
- распространять и толковать идеи декларации
- без различия политических статусов
- прибегнуть к восстанию против тирании и угнетения
- признание достоинства, присущего всем членам человеческой семьи

3. Make a list of verbs that collocate with the noun 'right'. First, use the reading materials, and then refer to your dictionary.



Read the following essay and jot down the key ideas. Make an outline of the essay that will feature all the key points.

The Ways of Meeting Oppression

Martin Luther King, Jr.

Martin Luther King, Jr. (1929-1968) was the leading spokesman for the rights of American blacks during the 1950s and 1960s before he was assassinated in 1968. In the following essay, taken from his book 'Stride Toward Freedom' (1958), King classifies the three ways oppressed people throughout history have reacted to their oppressors.

Oppressed people deal with their oppression in three characteristic ways. One way is acquiescence: the oppressed resign themselves to their doom. They tacitly adjust themselves to oppression, and thereby become conditioned to it. In every movement toward freedom some of the oppressed prefer to remain oppressed. Almost 2800 years ago Moses set out to lead the children of Israel from the slavery of Egypt to the freedom of the Promised Land. He soon discovered that slaves do not always welcome their deliverers. They become accustomed to being

slaves. They would rather bear those ills they have, as Shakespeare pointed out, than flee to others that they know not of. They prefer the "flesh-pots of Egypt" to the ordeals of emancipation.

There is such a thing as the freedom of exhaustion. Some people are so worn down by the yoke of oppression that they give up. A few years ago in the slum areas of Atlanta, a Negro guitarist used to sing almost daily: "Ben down so long that down don't bother me." This is the type of negative freedom and resignation that often engulfs the life of the oppressed.

But this is not the way out. To accept passively an unjust system is to cooperate with that system; thereby the oppressed become as evil as the oppressor. Noncooperation with evil is as much a moral obligation as is cooperation with good. The oppressed must never allow the conscience of the oppressor to slumber. Religion reminds every man that he is his brother's keeper. To accept injustice or segregation passively is to say to the oppressor that his actions are morally right. It is a way of allowing his conscience to fall asleep. At this moment the oppressed fails to be his brother's keeper. So acquiescence — while often the easier way — is not the moral way. It is the way of the coward. The Negro cannot win the respect of his oppressor by acquiescing; he merely increases the oppressor's arrogance and contempt. Acquiescence is interpreted as proof of the Negro's inferiority. The Negro cannot win the respect of the white people of the South or the peoples of the world if he is willing to sell the future of his children for his personal and immediate comfort and safety.

A second way that oppressed people sometimes deal with oppression is to resort to physical violence and corroding hatred. Violence often brings about momentary results. Nations have frequently won their independence in battle. But in spite of temporary victories, violence never brings permanent peace. It solves no social problem; it merely creates new and more complicated ones.

Violence as a way of achieving racial justice is both impractical and immoral. It is impractical because it is a descending spiral ending in destruction for all. The old law of an eye for an eye leaves everybody blind. It is immoral cause it seeks to humiliate the opponent rather than win his understanding; it seeks to annihilate rather than to convert. Violence is immoral because it thrives on hatred rather than love. It destroys community and makes brotherhood impossible. It leaves society in monologue rather than dialogue. Violence ends by defeating itself. It creates bitterness in the survivors and brutality in the destroyers. A voice echoes through time saying to every potential Peter, "Put up your

sword." History is cluttered with the wreckage of nations that failed to follow this command.

If the American Negro and other victims of oppression succumb to the temptation of using violence in the struggle for freedom, future generations will be the recipients of a desolate night of bitterness, and our chief legacy to them will be an endless reign of meaningless chaos. Violence is not the way.

The third way opens to oppressed people in their quest for freedom is the way of nonviolent resistance. Like the synthesis in Hegelian philosophy, the principle of nonviolent resistance seeks to reconcile the truths of two opposites — the acquiescence and violence — while avoiding the extremes and immoralities of both. The nonviolent resister agrees with the person who acquiesces that one should not be physically aggressive toward his opponent; but he balances the equation by agreeing with the person of violence that evil must be resisted. He avoids the nonresistance of the former and the violent resistance of the latter. With nonviolent resistance, no individual or group need submit to any wrong, nor need anyone resort to violence in order to right a wrong.

It seems to me that this is the method that must guide the actions of the Negro in the present crisis in race relations. Through nonviolent resistance the Negro will be able to rise to the noble height of opposing the unjust system while loving the perpetrators of the system. The Negro must work passionately and unrelentingly for full stature as a citizen, but he must not use inferior methods to gain it. He must never come to terms with falsehood, malice, hate, or destruction.

Nonviolent resistance makes it possible for the Negro to remain in the South and struggle for his rights. The Negro's problem will not be solved by running away. He cannot listen to the glib suggestion of those who would urge him to migrate en masse to other sections of the country. By grasping his great opportunity in the South he can make a lasting contribution to the moral strength of the nation and set a sublime example of courage for generations yet unborn.

By nonviolent resistance, the Negro can also enlist all men of good will in his struggle for equality. The problem is no purely racial one, with Negroes set against whites. In the end, it is not a struggle between people at all, but a tension between justice and injustice. Nonviolent resistance is not aimed against oppressors but against oppression. Under its banner consciences, not racial groups, are enlisted.

Discussion

- 1. What are the disadvantages that King sees in meeting oppression with acquiescence or with violence?*
- 2. What is King's purpose in writing this essay? How does classifying the three types of resistance to oppression serve this purpose?*
- 3. What principle of division does King use in this essay?*
- 4. Why do you suppose King discusses acquiescence, violence, and nonviolent resistance in that order?*
- 5. King states that he favors nonviolent resistance over the other two ways of meeting oppression. Look closely at the words he uses to describe nonviolent resistance and those he uses to describe acquiesce and violence. How does his choice of words contribute to his argument? Show examples.*
- 6. Find and comment on the allusions to the Bible and other sources that King makes in his essay. How are those allusions contribute to the power of the essay?*

Focus on Vocabulary

- 1. Refer to your dictionary to define the following words as they are used in this selection. Then use each word in a sentence of your own.*

acquiescence, tacitly, corroding, ordeal, annihilate, desolate, synthesis, sublime, conscience, quest, succumb, inferior, perpetrator, resort, resignation.

- 2. Find pairs of synonyms among the following words.*

inferior, resist, yoke, enroll, liberation, conceit, repose, freedom, boring, duty, ruthless, oppose, comply, lower, burden, obligation, slumber, change, arrogance, humiliate, annihilate, defeat, legacy, emancipation, heritage, chaos, disgrace, submit, liberty, relentless, enlist, conquer, confusion, exterminate, beat, win, alter, tedious



Read the text of the most famous speech of Dr. Martin Luther King, Jr. which was delivered on the steps at the Lincoln Memorial in Washington, D.C. on August 28, 1963. It was part of the March on Washington for Jobs and Freedom. This speech was a defining moment of the American Civil Rights Movement. Read it and decide why.

"I Have a Dream"

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous

decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men - yes, black men as well as white men - would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check that has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we've come to cash this check, a check that will give us upon demand the riches of freedom and security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hoped that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is

granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for whites only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair. I say to you today my friends - so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification -one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day, this will be the day when all of God's children will be able to sing with new meaning "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father's died, land of the Pilgrim's pride, from every mountainside, let freedom ring!"

And if America is to be a great nation, this must become true. And so let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California.

But not only that; let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi - from every mountainside.

Let freedom ring. And when this happens, and when we allow freedom ring - when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children - black men and white men, Jews and Gentiles, Protestants and Catholics - will be able to join hands and sing in the words of the old Negro spiritual: "Free at last! Free at last! Thank God Almighty, we are free at last!"

Discussion

- 1. What is King's dream? Describe it in his own words. Cite the text.*
- 2. What makes the speech exceptional? What's your impression?*
- 3. How many examples of figurative speech (images, metaphors, similes) can you find in the speech? What allusions does King make? Which are the most memorable?*
- 4. In what way is King's speech an attempt at persuasion? Whom was he trying to persuade to do what?*

Research activity: Virtual Civil Rights Movement museum

Create an exhibit for a virtual CRM museum. Your exhibit may be anything from an actual photo 'with a story' to the portrait of some significant CR activist, or else it may be a copy of some historical document, replicas of artifacts, short videos, or the recording of a speech or a 'song of protest'. The choice is entirely up to you.

Prepare a 2 minute description of your exhibit. Make it short and memorable. You will be acting as a museum guide and thus must be able to expand on your exhibit and answer various questions.

Internet-based research: CRM Glossary

Google Civil Rights Movement and explore the different tabs. Go for 'Civil Rights Movement timeline', using, for example, www.infoplease.com . Compile a comprehensive glossary of names and terms pertaining to the Civil Rights Movement. Your glossary should include the following sections: dates and events, Civil Rights activists and organizations, concepts and abbreviations, major accomplishments. Use a reliable dictionary to provide pithy explanations.

Responding to the Poem

Read the two poems below. What do they have in common? How are they different? One of the poems was written by a renowned American black poet. Can you decide which? Give your arguments.

BLACK WORLD

Spinning through space.
Evolving into the human race.
Mass of flesh
HATE
Humans pushed off the edge.
Will the ignorance ever end?

Shawn Vlad

I, TOO

I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.
Tomorrow,
I'll sit at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.
Besides,
They'll see how beautiful I am
And be ashamed – I, too, am America.

Langston Hughes

Module 6

Non-Governmental Organizations



In this module:

Text 1. "The History of the American Red Cross"

Text 2. "Amnesty International"

Research activity: 4 momentous events in American history

Internet-based research: History of an NGO



The article below outlines the history of one of America's oldest and most revered charities. Read the article and make a timeline of the Red Cross history.

The History of the American Red Cross

From the American Red Cross Organization

The early Years of the American Red Cross, Pre-1900

In October 1863, the International Red Cross and Red Crescent Movement was created in Geneva, Switzerland, to provide nonpartisan care to the wounded and sick in times of war.

The Red Cross emblem was adopted at this first International Conference as a symbol of neutrality and was to be used by national relief societies.

The founding of the American Red Cross in 1881 was due to the devotion and dedication of Clara Barton. Because the American Association of the Red Cross depended solely on volunteer help and public contributions to continue its work, it was important to rally public support of the organization, especially during disasters. Directly supervising the operations, Clara Barton sometimes brought Red Cross relief workers to the scenes of disasters and rallied local volunteers to alleviate the pain and suffering of victims.

The American Red Cross Enters the Twentieth Century

In the early 1900s, the Red Cross developed safety awareness and health care practices that would help Americans help themselves, including services in nursing, first aid, and water safety. Christmas Seals were created to fund the battle against tuberculosis. To highlight the importance of safe usage of railroads and streetcars, the Red Cross printed over 60,000 posters that were hung in railroad stations and on trolley cars urging people to take precautions against accidents.

The First World War helped transform the American Red Cross into a powerful social force. At the onset of the war, the American Red Cross had 562 chapters and about 500,000 members. Millions of volunteers joined the Red Cross, and by the end of the war, there were 3,724 chapters, and over 31 million members (including children and adults). During the war, Red Cross staff and volunteers tended to the needs of the wounded and sick, and the able-bodied and disabled veterans. Institutes for the blind and crippled were opened, and valuable contributions were made in veterans hospitals. When the armistice was signed in France in 1918, Red Cross personnel were scattered from the British Isles to Siberia's far reaches.

The American Cross: Still the Greatest Mother in the World, 1920 – 1939

Following the First World War, The American Red Cross faced new challenges. Public support and the number of volunteers for the organization decreased, but the great demand for services continued. Reorganization was necessary if the Red Cross was to survive. Starting in 1921, the Red Cross showed that it could survive and be strong without war, and without reliance of emergency work to justify its existence. Staff and volunteers worked together to satisfy social demands, and the Red Cross regained its former popularity. Between 1923 and 1939, the Red Cross responded to calls for help from victims of floods, drought, and the Great Depression, as it commenced preparation to provide assistance to the victims of another world war.

The American Red Cross: Through Fire and Storm, 1940 – 1959

As the Second World War began, the doors of Red Cross chapters were thrown open to thousands of new volunteers who wanted an outlet for their frustration over Japan's surprise attack on Pearl Harbor. The Red Cross quickly expanded its services to the armed forces, recruiting nurses on behalf of the military, as well as more social workers and recreation specialists to ease the discomfort of civilians being drafted. In January 1941, the Red Cross blood donor project was organized at the request of the Surgeon General of the Army and Navy. During the four-year period beginning in February 1941, when the Blood Donor Service was established in New York City, six million Americans donated blood. During the Second World War, millions of Americans joined the Red Cross effort as volunteers in different services benefiting the war effort.

The 1950s were marked with labor disputes and chronic unemployment, as well as natural and man-made disasters. Throughout the time period, the Red Cross persevered and volunteers continued to give their time and money to help provide relief to citizens of the United States and the world at large.

A New Frontier: Vietnam and the Age of Technology, 1960 – 1979

The period between 1960 and 1979 was marked by rapid social and technical change. The Civil Rights Movement, labor disputes, chronic unemployment, and the Vietnam War marked some of the divisions within American society. As new technologies emerged, the Red Cross relied increasingly on radio communications, computers, and satellites. The new technology also forced the Red Cross to solve problems caused by man-made calamities, such as chemical plant accidents, oil spills, and

the first nuclear accident at Three Mile Island. Red Cross chapters provided assistance to veterans returning from Vietnam, as well as tens of thousands of Vietnamese refugees, the elderly, the mentally ill, and other forgotten segments of society. Young people, retirees, minorities, and the underprivileged were all encouraged to join its volunteers corps. A standard light blue uniform with a Red Cross insignia became the official uniform.

The American Red Cross: Into a New Century, 1980 to the Present

Entering its second century, the American Red Cross continues its tradition of providing relief to victims of natural and man-made disasters. Millions of relief workers are motivated by the same concern of human life and well-being. These days it is the most highly regarded of major US charities, and *Money* magazine named the Red Cross one of the ten best-managed charities in the country. Proud as the Red Cross is of its achievements, the organization endeavors continuously to prepare itself and to make its service efforts more efficient and more effective.

Discussion

- 1. What are the main concerns of the American Red Cross, according to the text? Have they changed throughout its history? How?*
- 2. What are traditional relief operations the American Red Cross provides in today's world? Give a few current examples.*
- 3. Do you remember any circumstances you have heard when the American Red Cross helped people in need?*
- 4. Are you aware of any work that Red Cross chapters do in Russia? In Nizhny Novgorod? Find out.*

Focus on Vocabulary

Complete this paragraph filling in the blanks with appropriate prepositions where necessary

___ 1881, due ___ the devotion and dedication ___ Clara Barton, the American Red Cross came ___ existence. ___ the years, citizens ___ the United States have come to rely ___ the generosity and bravery ___ American Cross volunteers. These volunteers have come ___ the assistance ___ countless Americans ___ natural disasters, civil disturbances, and wars. Some Red Cross activities include first aid and CPR* training, blood donor drives, and HIV/AIDS education. Because ___ its neutrality, the Red Cross is also able to enter ___ any country ___ war to lend a hand and ease human suffering. ___ spite ___ difficult

times ____ the past 100 years, the flexibility ____ this humanitarian organization has helped it grow ____ one ____ the most highly regarded charities ____ the world.

**CPR – (cardiopulmonary resuscitation)*

Research activity: 4 momentous events in American history

The following four events were mentioned in the text: the Great Depression, Pearl Harbor accident, Viet Nam war, and Three Mile Island disaster. Do some extra reading on these. Give a short account of each.



You will read the audio script of an academic lecture on Amnesty International. The audio script shows one speaker's delivery of the lecture, as recorded in the audio program. Before reading, see if you can fill in the blanks with the dates and statistics about this international organization. Make intelligent guesses.

Founded in _____
One of the largest and most active _____ organizations
Has _____ members and supporters in _____ countries
Concerned strictly with _____
Seeks release of _____

Amnesty International

Academic lecture audioscript

what I'm going to be talking about in this lecture is an organization . . . Amnesty International *[on board]* . . . and I know that some of you have heard of this organization and others of you haven't . . . some of you have heard about it from me ... others of you haven't . . . well let me start with some details about the organization ... it was founded in 1961 . . . and what it is . . . it's one of the largest and most active human rights organizations ... in 1998 it had 1,100,000 members . . . and these members were spread out among about 160 countries ... so it's very international ... in 1977 it was given the Nobel Peace Prize . . . and in 1978 it was given an award by the United Nations . . . for outstanding achievement in the field of human rights ... so it's very very well-known . . . very widespread . . . and quite recognized . . . it's concerned strictly with prisoners . . . and I'll tell you a little more about that ... it seeks the release of what they call "prisoners of conscience" *[on board]* . . . they seek the release of these prisoners of conscience .

. . . and the way they define the term . . . is they say it's any person . . . who is detained ... for the *nonviolent* expression . . . of political ... or religious beliefs . . . *or* . . . because of color . . . ethnic origin . . . race ... or sex . . . and I'll repeat that definition for you because I'd like you to get that. . . they seek the release of all prisoners of conscience . . . and the way they define prisoners of conscience is any person . . . who is detained . . . for the nonviolent expression . . . of political or religious beliefs . . . *or* . . . because of color . . . ethnic origin . . . race ... or sex . . . they also do a couple of other things on behalf of prisoners . . . they work for fair trials within reasonable time periods for *all* political prisoners . . . they also work to protect all people from torture . . . because they believe that no one has the right or *no one* should be tortured . . . and finally . . . they work for the abolition of the death penalty . . . that is ... they're against the death penalty . . . OK ... as I said before . . . this organization has been very very successful and has earned high international respect. . . among a wide range of countries . . . not just West . . . not just East . . . but worldwide . . . OK . . . what I'm specifically going to focus on in this lecture . . . now that I've told you a little bit about the organization . . . are some of the specific principles that underlie some of Amnesty International's activities . . . and probably contribute to its success . . . OK? . . . and there are eight principles in particular that I'm going to talk about . . .

OK . . . the *first* principle is that it has a limited mandate . . . and that is . . . it has a limited field of authority . . . it doesn't try to do too much ... it limits its field . . . of work . . . so as you might have noticed . . . it doesn't act in respect of *all* violations of *all* rights . . . but it specifically works for particular kinds of rights . . . specifically focuses on political prisoners . . . torture . . . execution . . . OK . . . and they don't believe that other rights are *less* important . . . but they just believe that in order to do good work they need to limit their focus to those particular areas . . . and in the past there has been some pressure on them to expand their work to include other civil and political rights such as voting . . . censorship . . . poverty . . . hunger . . . so far they've resisted. . . and basically . . . their belief is . . . and this is a quote . . . quote. . . "if someone takes away your bread ... he suppresses your freedom . . . but if someone takes your freedom . . . rest assured . . . your bread is threatened . . . because it no longer depends on you . . . but on the pleasure of your master" . . . end quote. . . OK. . . so that's how they justify their work specifically in terms of political freedom . . .

now the *second* basic principle is that they focus on the *individual* prisoner . . . according to Amnesty International . . . it's not enough just to get general information . . . just to find out about general human

rights violations . . . OK . . . they're particularly concerned about the names of individual people . . . individual prisoners . . . and specific details about each case . . . and this principle is exemplified in the basic structure of Amnesty International which is the "adoption group" [*on board*] . . . and these adoption groups are made up of members of Amnesty International in a specific locale ... for example there might be an adoption group made up of Amnesty International members from one city ... or state ... or country ... or even neighborhood . . . and these adoption groups take on specific prisoners' cases ... so it's a very personal operation . . . rather than an abstract operation ... so these particular adoption groups will have the name of the prisoner . . . information about his or her case . . . information about his or her condition . . . his or her family and so on . . . and the adoption group writes letters . . . raises money . . . and does whatever it feels it can do to help this one prisoner...

OK the *third* principle of Amnesty International is that all action is grounded in fact. . . and part of the reason for this is that they recognize that in order to take action it is necessary to have reliable information ... in order to be respected you need to have reliable information . . . so at the heart of their activities is good research . . . they conduct fact-finding missions to countries to find out the truth of what's going on ... and most countries *do* let them in ... because they know that this is a fairly nonpartial organization that is respected worldwide . . . and so it would look very bad in terms of worldwide opinion to *not* let them do research in a country . . . OK . . . and Amnesty International is aware that *its* credibility rests on the reliability of its information . . .

OK the *fourth* principle . . . Amnesty International is based on *member* participation . . . if you remember the second principle I said that they are concerned with individual prisoners . . . now this fourth principle is concerned with their membership . . . OK? ... it says that it's the members . . . the individual members . . . that are very important . . . and I'm sure you've heard of "top-heavy" organizations in which all of the power really rests on the top level. . . well Amnesty International you might call a "bottom-heavy" organization because really . . . the *key* work is done by the members themselves . . . OK . . . and as far as Amnesty International is concerned . . . the individual makes a difference . . . and so it's the effort of individuals that make up the organization . . . and they feel that without the efforts of these individuals . . . of these individual men and women . . . little would be accomplished . . . it's these people who take the actions . . . according to Amnesty International . . . if it were left solely to governments . . . human rights would not be protected . . .OK. . .

OK . . . the *fifth* principle is moral suasion ... or persuasion . . . with governments . . . Amnesty International is not a conflict-seeking organization . . . rather what they like to do is initiate dialogue . . . with the governments . . . with the people involved . . . they'd rather point to a better way . . . rather than punish the government. . . OK? ... so therefore they don't urge the isolation of a government... or they don't urge economic sanctions ... or any kind of punishment against a country . . . rather what they want is they want dialogue . . . they want feedback . . . and they want some action . . .

OK? . . . the *sixth* point. . . and the sixth one I think is very very important for an international organization . . . and that is that it's strictly *impartial* in all of its work . . . as far as Amnesty International is concerned . . . *wherever* men and women are deprived of their freedom ... or their right to not be tortured or their right to life . . . that's where they will go . . . it doesn't matter if the country is capitalist. . . communist. . . religious . . . nonreligious ... it doesn't matter . . . so as far as they're concerned . . . there is no other consideration to be taken into account when these rights are being violated . . . OK? and that helps because that way if you're a communist country you don't need to feel that this is a capitalist organization ... a capitalist country doesn't feel that it's a communist organization . . . very impartial. . . and in order to *keep* this impartiality . . . Amnesty International refuses to compare or rank countries ... so they don't compare countries . . . they don't rank countries . . . and they feel that there's no use in saying X is better than Y when they're talking about human rights . . .

OK . . . *another* important consideration . . . another important *principle* is that Amnesty International is fully independent in policy and finances . . . this is the seventh principle ... it has no links . . . state . . . political bodies . . . religious bodies ... it has no links to anyone except its membership . . . and there are certain rules that Amnesty International has adopted to protect its independence . . . for example . . . if an Amnesty International member occupies a high post in a government . . . he or she cannot occupy a high post in Amnesty International . . . because that would ... or could . . . be a conflict of interest ... as another example of laws Amnesty International has taken to protect its independence is the fact that no Amnesty International group can work for prisoners in its own country . . . for example ... if I'm in an adoption group in the United States . . . I can't work on behalf of American prisoners . . . I might work on behalf of prisoners in other countries... who would work on behalf of American prisoners ... I might work on behalf of prisoners in other countries , from any governments . . . and

they don't take any gifts that have any kind of strings attached . . . any conditions . . . that are inconsistent with the organization's goals . . .

OK. . .and finally. . . the last one . . . is that a basic belief of Amnesty International is that all people have a responsibility in . . . terms of human rights . . . what does this mean? . . . it means that according to Amnesty International . . . geography . . . political frontiers . . . have nothing to do with human rights violations . . . so we can't just say "oh . . . that's going on in another country . . . it's none of my business" . . . we have to realize that what is going on in other countries . . . if it's a human rights violation . . . *is* our business . . . they believe that human rights are the birthright of every individual and that it's the duty of every person then to seek the defense of those rights whenever they're violated . . . OK? . . . and they believe that noninterference is just as bad as acceptance . . .

OK ... so you can see that these eight principles have helped Amnesty International to survive since the early 1960s ... to grow to a membership of over 1 million . . . and to gain very very high international respect . . . quite an achievement.

Discussion

- 1. Do you think Amnesty International serves an important purpose? Why or why not?*
- 2. Why is it important for an NGO to have well-defined principles, do you think? How do they help the organization to survive and be efficient?*
- 3. Would you like to join Amnesty International? Give your reasons.*

Focus on Vocabulary

Find in the text the English equivalents for the following Russian expressions:

отмена смертной казни

основанный на фактах

беспристрастное отношение

единственная цель

без каких бы то ни было условий

фонд помощи

невмешательство

политический заключенный

подавлять свободу

право по рождению

Internet-based Research: History of an NGO

Do a research on a volunteer organization you know about or one that you would like to learn more about. Find out the organization's background and origins, its purpose and goals, and its activities. Present the symbol/logo of the organization. Prepare a persuasive speech trying to recruit young people to join your organization.

NB *Study the basic kinds of support used in persuasive speeches:*

Methods of Persuasion

1. **Facts.** Facts are simply statements of *what is*. They should appeal to the listener's mind, not just to the emotions. The source of your facts should be clear to your listeners. Avoid the vague "everyone knows that" or "it is common knowledge" or "they all say". Such statements will make your listeners justifiably suspicious of your "facts".
2. **Referring to an authority.** An authority is an expert, someone who can be relied on to give unbiased facts and information. Avoid appealing to "authorities" who are interesting or glamorous but who are not experts.
3. **Examples.** An example should clearly relate to the argument. Avoid examples that are not typical enough to support your general statement.
4. **Answering the opposition.** Answering possible critics shows that you are aware of the opposition's argument and are able to respond to it. Avoid calling the opposition "fools" or... Attack their ideas, not them.

Although you will rarely use all these methods of persuasion in one speech, you should be familiar with them all.

Also remember to mind "the three Ps" which color your voice (*pitch, pace, and pause*), your body language and eye contact - in a persuasive speech it all counts.

Responding to the Poem

The following poem was written by Martin Niemoller, a German Protestant pastor (1892 – 1884). What does this poem mean to you?

*They came for the Communists, and I
didn't object – For I wasn't a Communist;
They came for the Socialists, and I
didn't object – For I wasn't a Socialist;
They came for the labor leaders, and I
didn't object – For I wasn't a labor leader;
They came for the Jews, and I
didn't object – For I wasn't a Jew;
Then they came for me –
And there was no one left to object.*

1. *What feelings do you get from this poem as a whole? Exactly what in it makes you feel the way you do?*
2. *Explain the meaning of the poem in your own words. Can you illustrate this meaning by some experience of your own life?*

Module 7

Looking into the Future



In this module:

Text 1. "Utopia – a Perfect Society?"

Text 2. "A Book Called "Utopia" by Sir Thomas More

Text 3. "Brave New World"

Internet-based research: Controversies of the 21st century



Before you read the text about Utopia, give your own definition of this concept. Then use at least 5 different sources and compare

definitions you will find in them. Choose the best one and explain your choice.

Utopia – a Perfect Society?

The perfect place to live? The model community? The ideal society? For 3,000 years, humankind has been on a quest to explore, define, and create the perfect society, a world in which the problems of everyday life are solved and pure happiness is reached. The word *Utopia* first appeared in 1516 in Thomas More's famous work called *Utopia*. The word comes from the Greek word *topos*, meaning "place." It is usually defined as a society of ordinary human beings who live in an ideal system in a fictional place.

In the first half of the nineteenth century, many people in Europe and the United States were attracted to the idea of Utopian communities. The early industrial society had produced many economic injustices and social problems. Industrial cities were ugly and overcrowded; economic recessions created unemployment and suffering. Most of all, people felt that the dignity of labor was being destroyed by machines and by growing social inequalities. In response to all these problems, Utopians set up model communities based on equality.

These Utopians, such as Robert Owen in Britain and Charles Fourier in France, hoped that their efforts would influence public opinion and help to change society for the better. Many Utopians, including Robert Owen, came to America because they thought that as the "New World" it would be the perfect place to create a more just society. More than 100 religious and socialist communities were created in nineteenth-century America, involving an estimated 100,000 men, women, and children. Some communities, such as the Northampton Association in Massachusetts, were formed by radical Abolitionists, who worked to end slavery. Others, like the Shaker settlements, were religious efforts. Most of these experiments, including Robert Owen's community in New Harmony, Indiana, and Fanny Wright's in Nashoba, Tennessee, were ultimately failures. Only three or four of these communities lasted longer than a hundred years, but all of them contributed something of value to American life: an expression of idealism; a desire to live in voluntary communities without private property; the importance of working for democracy, equality, and nonviolence.

Brook Farm, Massachusetts, was a Utopian community of artists, intellectuals, and farmers established in the 1840s. Its aim was to break down class barriers and end the economic and social separation between mental and physical labor so that all people could develop to their full

potential as human beings. Brook Farm was associated with two Boston movements: the Abolitionist movement against slavery and the Transcendentalist movement in art and literature. The famous American author Nathaniel Hawthorne was one of the founders of Brook Farm. Although the Brook Farmers might be considered naive in many ways, they had a vision of a world where all people would be respected for the work they did. In their community, contrary to the reality of our society today, those who worked long hours at backbreaking tasks would not suffer from low status and poverty in a land of great riches.

Complete the following sentences using information from the text:

1. 'Utopia' means.....
2. Utopians criticized their society because.....
3. The people on Brook Farm wanted to.....
4. The contribution of Utopian communities to American life is.....



As you read the following text try to visualize the society described.

A Book Called "Utopia" by Sir Thomas More

In Utopia, people do not acquire any private property. Everyone dresses alike, and almost all Utopians live in identical cities with nearly identical houses, which they exchange by lot every ten years. There is no poverty or homelessness. The Utopians work six hours a day and devote the rest of their time to cultivating virtue. No one may be idle or engage in any meaningless games or pastimes. The Utopians believe in a severe suppression of private life. Meals are served in public halls, and people who choose to eat at home are regarded with suspicion. No one can travel without permission. Private political discussion is punishable by death. Citizens considered suitable for learning must attend lectures, which are held before the workday begins. The lectures are open to the public, and many people attend.

The Utopians are a peaceful people, waging war only when war is obliged upon them. When their own population expands, they may impose war on their neighbors to take over the vacant or unused land of a neighbor who won't give it to them! They prefer to employ paid foreign soldiers rather than their own citizens, but when they fight for themselves, Utopia's soldiers do so with furious bravery. Judges preside over system where criminals are enslaved for their first offense. This may seem barbarous to us, but in England at that time, such criminals would be put to death. The Utopians allow only slaves to kill animals because they do not want their free citizens to experience the desolation

or cruelty associated with the miserable experience of killing beasts. According to the Utopian philosophy of pleasure, wise people choose the paramount pleasures of the spirit instead of the more vulgar pleasures of the flesh.

Discussion

- 1. Sir Thomas More wrote his vision of utopia in sixteenth-century Britain. He meant it as a criticism of the society he lived in, and he expressed many of his own views about a just and moral society. Which of his ideas do you find sound and credible? Why?*
- 2. Explain why certain ideas would not be acceptable today and might lead to failure.*
- 3. If you were given the opportunity to invent a utopian world, what kind of world would you create? Describe it to your group mates in detail.*

Focus on Vocabulary

Rewrite the following sentences from the text so they have the same meaning but use as much different vocabulary as possible:

1. The Utopians work six hours a day and devote the rest of their time to cultivating virtue.
2. No one may be idle or engage in any meaningless games or pastimes.
3. People who choose to eat at home are regarded with suspicion.
4. Private political discussion is punishable by death.
5. The Utopians are a peaceful people, waging war only when war is obliged upon them.
6. Judges preside over system where criminals are enslaved for their first offense.
7. Wise people choose the paramount pleasures of the spirit instead of the more vulgar pleasures of the flesh.



Read the following text and make notes of the key ideas.

Brave New World

The genre of dystopian literature — fiction depicting a nightmarish, anti-utopian future – was one of the major innovations of twentieth-century writing. The best known novel in this category is George Orwell's 1984, which terrified Cold war-era readers with its vision of a totalitarian political state. But today, the most troubling and relevant work of dystopian literature is undoubtedly Aldous Huxley's *Brave New World*, which envisions a nightmare society arising not from political tyranny but from science and technology.

Published in 1932, *Brave New World* is shockingly prescient. The novel is set in a futuristic England in which production of human embryos is tightly controlled in government hatcheries. Each developing embryo is either coddled or subjected to brutal chemical treatment so that it will grow — or be deliberately stunted — to take its proper place in the rigid caste system that dictates a person's status and role in society. At the highest rung of ladder are Alphas, who are groomed for leadership and academia; at the lowest are Epsilons, who perform only manual labor. All children are conditioned rigorously after they are born, via schooling, hypnosis, and other psychological indoctrination. As always, they remain segregated by class.

Although this system produces great social stability, it does so at the cost of individual humanity and free will. This dehumanization has tragic consequences when a "savage" from a remote part of the American Southwest — one of the few human beings raised outside the system — is brought to London. He is fascinated to be part of this "brave new world" he has heard so much about, but his transition to his new surroundings goes less than smoothly.

Brave New World is one of the few science-themed novels that also has enduring literary relevance. Long a staple of English classrooms and book clubs, it has attracted especially close attention in recent years because of the growing attention paid to bioethics and cloning. Indeed, Huxley's predictions about the fearsome potential of science, which seemed unthinkable remote in his own day, appear ominously imminent just decades after he wrote them.

ADDITIONAL FACTS

1. *The novel's title comes from Shakespeare's "The Tempest", in which the sheltered Miranda, upon first seeing humans from the outside world, exclaims, "O brave new world! That has such people in it!"*
2. *Huxley's grandfather, a prominent biologist, had been one of the foremost proponents of Charles Darwin's theories of evolution and natural selection.*
3. *In 1953, Huxley published the essay "Brave New World Revisited", arguing that the world was indeed moving closer toward the dystopian future he predicted in "Brave New World".*

(from 'The Intellectual Devotional')

Discussion

1. *What ideas from A. Huxley's "Brave New World" do you find the most unacceptable? Explain why.*
2. *Are you familiar with any other samples of dystopian literature? Are the ideas similar or different?*

Focus on Vocabulary

Complete each sentence using the correct form of the word or word combination from the box

envision	ominous	groom	at the cost of	to be conditioned
deliberate	rigorous	to subject	imminent	savage

1. At the heart of the new reform in educational are academic standards.
2. We expect staff to be well..... and reasonably dressed at work.
3. Some of the buildings were in a state of collapse.
4. There was an..... silence in the room.
5. Many women are from birth to be accepting rather than questioning.
6. There should be no development our environment.
7. We a day when every household will have access to the Internet.
8. The movie reinforces the stereotype of Indians as
9. Police Him to hours of questioning.
10. FBI agents believe Thursday's power failure was a act of sabotage.

Internet-based research: Controversies of the 21st century

Advances in science and medical technology are taking place so fast that they often surpass our current ethics and/or laws. This presents a problem because society may not be psychologically ready for these changes, and situations may occur for which there are neither laws nor precedents. Are there limits as to how far science can or should go in offering us a better life or in giving us what we were born without? Pick one of the controversies of the 21st century to make a research on. Choose from the following issues: cloning, stem cells, in vitro fertilization, euthanasia, cryonics, genetically modified foods. Go online to gather information. Use at least two different sources. Make a 5 minute presentation on the issue you have chosen. Give arguments for and against this advance. Provide specific information, statistics and examples.

NB To make predictions, use the following prompts:

I think/ I don't think,...	It is probable that.....	This will undoubtedly lead to...
I anticipate, this will ...	It is likely that...	This will certainly lead to ...
I strongly suspect, this will ...	It is possible that ...	This will definitely lead to...
I believe,...	It is unlikely that	This will probably result in...
In my opinion/view,...		This will possibly entail.....
Some people hold, that this will...		This would cause...
		This might bring about...

In all probability, ...
 There is a strong possibility of ...
 There is a little likelihood of this...
 There is only a remote chance that...

Responding to the Quotation

“Every great advance in science has issued from a new audacity of imagination.”

John Dewey, 1859 – 1952, American philosopher

“Men have become the tools of their tools.”

H. D. Thoreau, 1817 – 1862, American writer



Appendix 1. Word lists

Module 1. The World in Our Hands

What Planet Are You Living On!

belief
assumption
assertion
generalization
prejudice
premise
judgment
insight
incredulity
conviction
misconception
hostile
irreconcilable
incommensurable
intrinsic
consistent
irrational
to encounter
to imply
to implicate
to pacify
to penetrate
to refute
mode of thinking
(common) frame of reference
throughout history
across the globe
to feel strongly (about)
to make sense (of)
to grasp the essence
to raise/pose question
to substantiate one's thesis

Don't Let Stereotypes Warp Your Judgments

inimitable
to prejudge
to encounter
to define
to impoverish
to perpetuate
to thrust (upon)

to din (into)
to brush aside
preconceived opinion
infinite variety
rigid preconceptions
exception that proves the rule
to type-cast the world
to start from scratch
to save someone the trouble of
to get in the way
to do injustice to someone

Over-Generalizing

error
seductive
disastrous
(popular) fallacy
to neglect facts
to rush/jump to conclusions
dependable/ thumping/ sweeping/gross generalization
rousing over-simplification
reasoning by example
plain waste of time
it boils down to

Module 2. International Conflict

Conflicts in Human Society

truism
inevitable
destructive
omnipresent
to revitalize
to trigger/cause/result (in)/ lead (to)/bring (about)
endemic feature
opposed interests
incompatible claims
scarce resources
obvious manifestation
distribution/redistribution of wealth
labor force
competitive advantage
social cohesiveness
in the face of an antagonist/enemy/adversary
to redraw political boundaries
to give/provide impetus for change/innovation/reform

Holocaust
persecution
plight
genocide
collaborator
henchman
prerequisite
consequence
condemnation
superior
inferior
alien
to deem
to sacrifice
merciless killing
ethnic purity
in the name of
to put a stop (to)
to be obligated

The League of Nations

precursor
to adhere (to)
to invade
to prevail
to underpin
political elite
legitimate representative
collective efforts
belligerent power
at the expense of
to pursue one's interests
to guard from (public) scrutiny and criticism
to subject to criticism
to win the backing (of)
to secure the peace
to deter aggressor states
to repel the aggressor
to fall victim (to)
to suffer a (moral) blow
to get off the ground
to arbitrate international disputes
to be exempt from
to undermine the wave of optimism
to fail to live up to expectations
to get away with

Module 3. Great World Empires

The Greatest Empires of the World

tribe
foray
legacy
remnants
aftermath
to conquer
to defeat
to devastate
to reign
to enslave
to subjugate
to endure
to encompass
to exert power
global domination
sparsely/densely populated area
immense/vast territory
unexplored and uninhabited territories
rural population
pagan tribes
nomadic people
fearless warriors
formidable superpower
rigid hierarchy
arable farming
cattle breeding
(the last) vestiges of a once-proud empire
to claim territory
to plunge into war

Colonialism

tenacious
infamous
notorious
to roam
to exterminate
to rebel (against)
colonial power
colonial rule
religious refugees
indigenous population
allegedly
to wrest control
to let go of

to stake claims (on)
to fire the imagination (of)
to tame the vast spaces
to harness the resources
to earn a tidy profit
to work someone to death
to abandon one's hold on

Module 4. Power

The Sources of Power

expertise
kinship
legitimate
formidable
venal
ruthless
prevalent
to testify
power relations
power struggle
coercive power
legislative/executive power
lust for power
law suit
criminal case
obscure field
by virtue of
close identification (with)
to use/abuse/seize/come to/rise to power
to exert/ wield power
to confer honors (on)
to illicit fear
to inspire compliance
to inflict pain
to alter power relations

Enemies of the People

shortcoming
gruesome
to denounce
to execute
to convict
to justify
forced labor/collectivization
manual work

**collective ownership
pillars of the system
reign of terror
in the name of
neither rhyme nor reason
to seize power
to abuse power
to hold someone in captivity
to dare to speak out against
to stave peasants into submission
to treat with suspicion
to perpetrate crime**

The Happy Slave

**benevolence
facet
overt
subtle
to disguise**

Module 5. American Civil Rights Movement

Human Rights – a United Nations Priority

**landmark
endeavor
equitable
inherent
to incorporate
overarching concern
crime against humanity
a bulwark against aggression
in the wake of
fundamental freedoms
human rights activism/activist
mutual aspirations
inalienable rights
dignity and worth of the human person
without distinction of political status
disregard and contempt for human rights
to advance human rights
to lay the cornerstone
to abuse/violation of human rights
to be met with resistance
to adopt a declaration
to disseminate and expound the ideas of the Declaration
to put an end (to)**

The Ways of Meeting Oppression

**acquiescence
noncooperation
ordeal
exhaustion
resignation
slumber
arrogance
contempt
malice
inferiority
conscience
coward
segregation
equation
desolate
bitter
unrelenting
to assassinate
to flee
to engulf
to humiliate
to annihilate
to convert
to thrive
to urge
tacitly
to wreck
to reconcile
to submit (to)
nonviolent resistance
quest for freedom
the Promised Land
yoke of oppression
moral obligation
glib suggestion
permanent peace
descending spiral
to resign to doom
to be conditioned
to win the respect (of)
to resort to physical violence
to succumb to temptation
to grasp the opportunity
to make a lasting contribution (to)
to set a sublime example (of)**

"I Have a Dream"

creed
redemption
exile
heir (to)
discontent
destiny
glory
discord
invigorating
righteous
vicious
self-evident
to languish
to default
trials and tribulations
slums and ghettos
sacred obligation
fierce urgency
to go down in history
to be crippled by the manacles of segregation
to cash a check
to be content
to blow off steam
to be granted one's rights
to be inextricably bound/linked/mixed
to wallow in self-pity/despair/defeat

Module 6. Non-Governmental Organizations

The History of the American Red Cross

chapter
personnel
armistice/truce/cease-fire
cripple
to revere
to rally
to recruit
to nurse
to persevere
highly regarded charity
calamity/disaster (natural, man-made)
the scene of disaster
relief society/operation/worker
emergency work
the underprivileged

civil disturbance
blood donor drives
volunteers corps
HIV/AIDS education
to come into existence
to gain/regain/win popularity
to provide nonpartisan care/assistance/relief
to alleviate pain
to ease human suffering
to raise money
to draft civilians
to come to the assistance/ to lend a hand
to satisfy social demands
to tend to the needs (of)
to take precautions (against)

Amnesty International

abolition
execution
noninterference
birthright
to detain
to exemplify
human rights organization
(strictly) impartial
prisoner of conscience
fair trial
death penalty
adoption group
relief fund
fact-finding mission
credibility rests on
grounded in fact
conflict-seeking
(limited) field of authority
no strings attached
to seek the defense of
to be deprived of
to be concerned (strictly) with
to seek the release (of)
to defend someone's right (to)
to violate someone's right (to)
to suppress someone's freedom
to protect from torture
to earn/gain high international respect
to take into account

Module 7. Looking into the Future

Utopia

recession

voluntary

utopian society

ultimate failure

backbreaking task

A Book Called "Utopia" by Sir Thomas More

to cultivate

severe suppression

furious bravery

paramount pleasures

punishable by death

to be put to death

to wage war

to impose war on

Brave New World

indoctrination

savage

hatchery

staple

prescient

rigorous

rigid

ominous

imminent

to envision

to coddle

to groom

human embryo

at the cost of

rung of ladder

to subject to brutal treatment

to be conditioned

Appendix 2. Tips on text analysis

Asking powerful questions

When analyzing a reading text, you need to use your critical thinking skills. Critical thinking is a way of careful, analytical thinking which is essential for effective communication. It is the key to success in your academic studies. Using critical thinking skills will help you become a more active learner by reasoning, questioning, making connections.

The basis of critical thinking is comparing and grouping ideas and information. When applied to a reading, critical thinking involves *understanding, evaluating and responding* to a point of view. For this you need to read *actively* in order to engage with the information mentally and *at a personal level*.

Stripped to its essence, critical thinking means asking and answering questions. If you want to practice this skill, get into the habit of asking powerful questions.

Here is a list of four questions that sum up the whole task of thinking about another person's ideas:

1. What is the writing about as a whole? To answer this question, state the basic theme in one sentence. Then list the major and minor topics covered.
2. What is being said in detail, and how? List the main terms, assertions, arguments. Also state what problems the writer is trying to solve.
3. Is it true? Examine the author's logic and evidence. Look for missing information, incomplete analysis, and errors in reasoning. Also determine which problems the writer truly solved and which remain unsolved.
4. What of it? After answering the first three questions, prepare to change your thinking or behavior as a result of encountering new ideas.

These four questions apply not only to reading but also to any other intellectual activity. They get to the heart of critical thinking.

Appendix 3. Summary writing tips

What is summarizing?

Summarizing is a condensation of the main ideas of a piece of writing. Its purpose is to highlight main points and concepts of a text.

Why summarize?

- To make sure you have understood the text.
- To explain the sense of a passage to the listener/reader/examiner.
- To exercise your intellectual capacity.

What does a good summary include?

- A good summary includes the main ideas and the major supporting points.
- A good summary does not include minor details, repeated details, or the reader's opinions.

What's the method?

When you summarize an essay, textbook chapter, or magazine article with many paragraphs, follow these steps:

Step 1. Read the passage all the way through.

Step 2. Go back to the beginning and number the paragraphs in the text.

Step 3. Divide the text into parts. Notice which paragraphs focus on the same idea and group them together.

Step 4. For each part, write a sentence which summarizes all the paragraphs in it.

Step 5. Tie all of those sentences together to form a summary, using linking expressions and other function words.

Summary Checklist
<ol style="list-style-type: none">1. Did you identify the main ideas of the text?2. Did you include only the most essential details?3. Did you organize the ideas in a way that makes your points clear, not necessarily following the order of the original writing?4. Did you use good paraphrasing techniques to restate the ideas without copying from the text?5. Did you state only the author's opinions and not your own?6. Is your summary no more than one-fourth the original text in length?7. Did you edit and polish your writing to make the language flow smoothly?

Appendix 4. Cohesive Links

Speaker's purpose	Linking words and phrases
To add an idea	in addition, furthermore, moreover, what is more, not only...but (also)
To show time or sequence	when, while, meanwhile, first, second, then, next, later, finally, subsequently, eventually
To contrast	however, nevertheless, though, in contrast, on the other hand, conversely, while/whereas
To show result	therefore, thus, consequently, as a result
To emphasize	in fact, of course, indeed, certainly, in the first place
To provide an example	for example, for instance, such as, in particular, a good example of this is
To generalize or summarize	in general, overall, in short, to conclude

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