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Faculty of Law & Political Sciences
Department of Political Sciences

Pedagogical Support for Political Sciences Students

لغة إنجليزية 1
نصوص، تمارين و حلول

Level: First Year Licence (First Semester)

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English Lessons for Political Sciences Students (First Year Licence)

This pedagogical support is dedicated to Students at Political Sciences Department in Saida University (proposed by Dr. Khadidja Hadj Djelloul, module teacher (2016/2022))

Introduction

The handout in the hands aims at equipping students of the faculty of political sciences to be able to read English texts. By having reading skills, they are expected to get broader knowledge about their field of study and find sources to support their research paper tasks, theses or a final projects. The course also gives, to some extent, chances for the students to practice speaking and writing. Hence, the elements proposed in this article serve as benchmarks for teachers of the English language in order to help learners acquire linguistic skills and participate in situations of intellectual communication. And to achieve these ends, three major and elementary factors in learning the English language must be taken into consideration.

1. The source
2. The learning tool
3. What is New

Speaking about the first point, the texts must be taken from a trustworthy source which deals with political news and events.

Teaching rooms are equipped with blackboards and electrical outlets allowing the teacher to use the data show as a means of integration pedagogy which allows the learner to experience and participate in a situation of learning (based of course on sharing and exchange). Besides the electronic platform by which teachers and students can create a learning circle of discussion and exchange of the topics studied.

The last point paves the way for the ambition of our students, and equips them with essential assets for their success in the world of tomorrow. So the teacher must not repeat the texts already treated but must rather update himself/herself and acquire everything that is new as texts, working tools, teaching methods and approaches.

Module Information

There is no designed curriculum for political sciences in the addressed university; the syllabus is rather created by the teacher of the module. In the first semester, the module is entitled English 1 and it is a cross-sectional unit, which means that this module has to be taught in a foreign language other than Arabic.

1. Pedagogical Aim

Improving students' level in English as a global language is a more than necessary requirement for a political science student, by focusing on studying and analyzing political texts in English.

The major aim of teaching this unit is that by the end of the semester, the students would be able to improve their English due to the fact it represents an indispensable role in studying Political Science. In addition, it is helping the students acquire political terms and emphasizing the significance of equipping them with the skills and the competencies that would assist them in studying and analyzing English-written political texts.

2. Lesson description

The lesson aims to improve the English language skills within a political context. Students learn to read and understand typical texts. Also, they will practice the writing skill by a summary or a related topic instruction. Speaking skill will be practiced through (group) discussions and presentations. At the end of the lesson, students are expected to understand and describe the given concept.

3. Lesson objectives

Students acquire the skills needed to attend political science lessons where English is spoken. They develop skills in reading authentic and academic political texts in which they will be able to apply different reading techniques. Also, they will be able to participate in class discussions and give short oral presentations. Furthermore, they will be able to write summaries and topics on political issues discussed in the lesson.

4. Prior knowledge required

It should be the acquired knowledge and basic training of the student in philosophy, economics, contemporary history, administrative and legal concepts and related issues that help the study of political science.

5. Assessment

Students should be tested upon their required prior knowledge in order to provide them with a clear understanding of political events and issues, and lead them to interpret successfully. Basically, there is kind of summative assessment through a test after 13 tutorials and through a quiz during the lesson (formative assessment). As to the topics that the teacher should deal with and prepare the suitable material for, the following themes (introduction to political concepts, governments, political systems, and fields of political sciences such as international relations and social sciences). The objectives behind this was to equip the students with the appropriate knowledge about politics, to reinforce their linguistic competence and the skills that will enable them to learn effectively.

There are general objectives on which the initiative to deepen, consolidate and develop the knowledge already acquired in high school is based. These objectives are the essence of the course delivery.

6. Delivery

In delivering the course, the lecturer starts with eliciting the students' knowledge about the topic. Then the students are exposed with the reading passage to know more about the topic being discussed. To understand the reading passage, the lecturer explains the reading strategy.

Then, students are asked to practice the skill. After that, they are provided with speaking and writing tasks as follow up activities.

5. Schedule

It is for one semester (14 meetings/sessions). Each meeting (except for the first and the fifth which doubles the duration) lasts for 90 minutes that is done once a week. The way of evaluating is based on an ongoing assessment and a final test on the fourteenth meeting, so there are 13 meetings for study. From time to the other, a quiz is given to check the students' understanding of the materials having been learned.

6. Participants

The participants are first-semester LMD students. Before joining the university, they were all educational school graduates who have known basic knowledge of English for seven years. Their language proficiency is considered between basic and pre-intermediate level. There is one class with two groups of about 21-22 students.

For reading skills, the materials include things that teach the student the use of written documentation in English on political science. This is summarized in the followings:

7. Proposed Assignments

1. Skimming
2. Scanning
3. Guessing word meaning in context
4. Making inferences
5. Recognizing words referent
6. Building vocabulary (these are by the end activities that include speaking and writing activities).

8. Intended Learning Outcome

Learning outcomes are found in each lesson throughout this support. These can be used to help organize studies and gauge students' progress. Therefore, they should be able to:

- Know skimming skill to understand political science texts in English.
- Know scanning skill to understand political science texts in English.
- Guess meaning of words.
- Recognize word referent.
- Make inferences from English texts.
- Build their vocabulary
- Express their ideas.
- Write passages.

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(First Semester)

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Unit 1: Introduction to Political Science

Unit 1
Introduction to
Political Science

Lesson 1: Let's talk about POLITICS	06
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Lesson1: Let's talk about **POLITICS**

(Part I)

Learning Objective

The worksheet '*Let's talk about **POLITICS***' is an introductory lesson which contains 12 conversation cards, a matching exercise with pictures and a quotes box. The cards can be cut out if desired and be used as conversation questions. The present teaching material is a useful one for improving the students' Listening and Speaking skills.

Lesson explanation

1) Listening&Speaking

- Warm up (whole class): The teacher introduces the lesson through the following question and conversation cards:
- What is the first thing that pops into your mind when you hear the word **POLITICS**?
- Every student Select a question from the following conversation cards and discusses it on his/her own.

Newspapers typically devote many pages to politics. What do you think about it?

What do you think of your country's political system?

What do you think is the most important political issue at the moment?

Do you enjoy debating politics with your friends? Do they have similar views to yours?

What is the biggest political issue in your country right now?

Do you think the government is doing a good job? Why or why not?

What, in general, do you think are the qualities of a good political leader?

What do you think of your country's politicians?

What do you think of your country's politicians?

Are you a member of a political party?

President, Prime Minister, King (or Queen). Which does your country have and what does it depend on?

Who are the most famous world leaders? Make a list of countries and their leaders.

Quotes on... **Politics**

2. The quotes will help start the exploration of knowledge on politics, and help reflect on the understanding of the theme. The teacher will enquire on:

✦ Which quotes do you find the most and least insightful? Do the quotes challenge or support your understanding of politics? What do the quotes reveal about how politics interlinks with the areas of knowledge, the core theme, and the other optional themes?

Everything is politics.

Thomas Mann

Political science has long tried to tackle a fundamental question of voter behavior: Do voters choose politicians because those politicians hold views that they like, or do voters choose policy positions because the politicians they like say those positions are correct?

Kristen Soltis Anderson

Economists should be modest and be aware that they are part of the broader social science community. We need to be pragmatic about the methods we use. When we need to do history, we should do history. When we need to study political science, we should study political science.

Thomas Piketty

Politics is really religion. Politics is about sacredness. Politics is about offering a vision that will bind the nation together to pursue greatness.

Jonathan Haidt

The first lesson of economics is scarcity: there is never enough of anything to fully satisfy all those who want it. The first lesson of politics is to disregard the first lesson of economics.

Thomas Sowell

Man is by nature a political animal.

Aristotle

Politics is a science. You can demonstrate that you are right and that others are wrong.

Jean Paul Sartre

Politics is not an exact science.

Otto von Bismarck

One baby is a patient baby, and waits indefinitely until its mother is ready to feed it. The other baby is an impatient baby and cries lustily, screams and kicks and makes everybody unpleasant until it is fed. Well, we know perfectly well which baby is attended to first. That is the whole history of politics.

Emmeline Pankhurst

Learning Objectives

The aim behind this lesson is to develop the students' reading and speaking skills and to revise vocabulary related to politics.

1) Procedure (see appendix 1)

Assignments



1. Match leaders with countries and photos

	Angela Merkel	a	Brazil (President)
	Jo Biden	b	Algeria (President)
	Boris Johnson	c	England (PM)
	Abdelmadjid Tebboune	d	U.S. (President)
	Jair Bolsonaro	e	Germany (Chancellor)
	Mahmoud Ahmadinejad	f	India (PM)
	Manmohan Singh	g	Iran (President)
	Emmanuel Macron	h	USA (President)

Note to read:

- If a country is a republic, it usually has a president and prime minister (head of the government).
- If a country is a monarchy, it usually has a king or queen and a prime minister as head of the government. Royals normally do not have any or very little influence on politics nowadays.
- A good politician should probably be honest, trustworthy, intelligent, knowledgeable, sociable, hard-working and concerned for the welfare of his country and its citizens. (S)he also needs common sense and the ability to compromise.

2. Find someone who...

Find someone who...	Name	Extra information
... would like to be a politician.		
... thinks that voting in elections is very important.		
... thinks there should be more women politicians in their country.		
... believes that most politicians are too old!		
... can name five politicians from their own country		

3. Sentence completion

Complete the following sentences, giving your opinions.

1. In my opinion, most politicians.....
2. If I were Prime Minister or President of my country I would.....
3. The political system in my country is.....
4. I wish politicians would.....
5. In an ideal world,.....



4. Reading –Politics

Passage 1

Politics

Politics (from Greek: politikos, meaning "of, for, or relating to citizens") is the practice and theory of influencing other people on a civic or individual level. More narrowly, it refers to achieving and exercising positions of governance — organized control over a human community, particularly a state. A variety of methods are employed in politics, which include promoting its own political views among people, negotiation with other political subjects, making laws, and exercising force, including warfare against adversaries. Politics is exercised on a wide range of social levels, from clans and tribes of traditional societies, through modern local governments, companies and institutions up to sovereign states, to international level.

. A political system is a framework which defines acceptable political methods within a given society. History of political thought can be traced back to early antiquity, with seminal works such as Plato's Republic, Aristotle's Politics and opus of Confucius. Modern political discourse focuses on democracy and the relationship between people and politics. It is thought of as the way we "choose government officials and make decisions about public policy".

The word politics comes from the Greek word πολιτικός, from which the title of Aristotle's books Πολιτικά (politika) derives: "affairs of the cities", a dissertation on governing and governments, which was rendered in English in the mid-15th century as Latinized "Polettiques". Thus it became "politics" in Middle English c. 1520s (see the Concise Oxford Dictionary). The singular politic first attested in English 1430 and comes from Middle French politique, in turn from Latin politicus, which is the latinisation of the Greek πολιτικός (politikos), meaning amongst others "of, for, or relating to citizens", "civil", "civic", "belonging to the state", in turn from πολίτης (polites), "citizen" and that from πόλις (polis), "city".

Politics plays a part in all social life, and from that points of view, all social sciences are a part of politics and the study of politics.

5. Discussion

Read these questions and then skim the passage.

- a. What is politics?
- b. What methods are employed in politics?
- c. Which country the word politics derives from?
- d. What is the title of Aristotle's books?

6. Expansion1.



Speaking Activity:

Read the ideas from the political parties.

Discuss:

What party would you vote for? Why?

For each party, what do you agree with? Disagree with?

Expansion2.



Writing Activity:

Vote for us!

You are going to create a new political party. Think of a name for your party and things you will do if you are elected. Then try to persuade to vote for you in a piece of writing of few lines.

Expansion1.

<p style="text-align: center;">The _____ Party</p> <div style="display: flex; justify-content: space-around;">  </div> <p style="text-align: center;">Rich people! Vote for us! If we win, we will...</p> <ul style="list-style-type: none"> <input type="checkbox"/> put poor people in prison <input type="checkbox"/> make people pay for schools <input type="checkbox"/> lower the minimum wage <input type="checkbox"/> force homeless people to pay for shelter <input type="checkbox"/> end unemployment benefits <input type="checkbox"/> stop all foreigners coming to this country 	<p style="text-align: center;">The _____ Party</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Vote for us! If we win, we will...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make everything free (school, Healthcare, transport, housing, food, water) <input type="checkbox"/> Make everyone work the same number of hours <input type="checkbox"/> give a rise in salary to every worker. <input type="checkbox"/> Stop having elections.
<p style="text-align: center;">The _____ Party</p> <p style="text-align: center;">Vote for us! If we win, we will...</p> <ul style="list-style-type: none"> <input type="checkbox"/> give all children free education <input type="checkbox"/> give everyone a 3 day weekend (Friday, Saturday, Sunday) <input type="checkbox"/> not allow anyone to start work before 10.30am <input type="checkbox"/> have free healthcare for everyone <input type="checkbox"/> stop exams in schools <input type="checkbox"/> make more leisure time 	<p style="text-align: center;">The _____ Party</p> <p style="text-align: center;">Vote for us! If we win, we will...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Will provide free post-secondary education! <input type="checkbox"/> Will require large corporations to pay more taxes <input type="checkbox"/> Will provide free health care for low income citizens <input type="checkbox"/> Will provide free prescription drugs

✨ Make use the conditional type (1) (see appendix 2)

Expansion2.

The _____ Party.

If we are elected, we will ...

✓ ü

✓ ü

✓ ü

✓ ü

✓ ü

Vote for us! You know it makes sense!

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Lesson3: A Science of Politics?

Learning Objectives

GENERAL OBJECTIVE: This lesson acts as a hallmark that paves the way to draw up the link between science and politics and as such to include other related disciplines.

SPECIFIC OBJECTIVES: After learning this lesson, the students are able to:

- (1) Explain about science of politics.
- (2) Discuss how can politics be a science?

War and terrorism have revived interest in politics. Students and attentive citizens who politics are paying attention again. U.S. electoral turnout, with voters angered by the war in Iraq and spurred by controversies over candidates and their policies is up from lows of 50 percent in presidential elections. For political scientists, the uptick in interest is welcome, but many still worry that Americans (and many other nationalities) are becoming depoliticized. Why has declining interest in politics been the trend for many years? Is it disgust at politicians and their constant empty struggle for partisan advantage? Is it a feeling of helplessness, a sense that individual citizens do not matter? Is it the perception that Washington is the playground of rich and powerful interest groups who simply buy whatever they want including politicians? Or is it a healthy sign that in relatively good times people naturally turn to other concerns? If the economy is not bad and world problems seem distant, why follow politics? Perhaps anger and controversy are needed to renew interest in politics.

Politics matters. If you do not take an interest and participate, someone else will, and they will influence the decisions that govern your lives. Will they take us to war in a foreign land? Who might have to fight in that war? You. Will they alter the tax code to favor certain citizens and corporations? Who will have to pay in taxes what others avoid paying? You. Will they set up government programs whose costs escalate far beyond what anyone had foreseen? Who then will have to pay these costs? You. One of the tasks is to make you aware of what politics is and how it works so that you can look after yourself and prevent others from using you. The ignorant are manipulated. Many find politics distasteful, and perhaps they are right.

Politics may be inherently immoral or, at any rate, amoral. Misuse of power influence peddling and outright corruption are prominent features of politics. But you need not like the thing you study. Biologists may behold a disease-causing bacterium under a microscope. They do not "like" the bacterium but are interested in how it grows, how it does its damage, and how it may be eradicated. Neither do they get angry at the bacterium and smash the glass slide with a hammer. Biologists first understand the forces of nature and then work with them to improve humankind's existence. Political scientists try to do the same with politics.

QUESTIONS TO CONSIDER

- Why did polities fall out of favor? Is it now back in favor?
- What does it mean to "never get angry at a fact?"
- Why did Aristotle call politics "the master science"?
- What did Machiavelli bring to the study of politics?
- How are legitimacy, sovereignty, and authority different but similar?
- Is the Iraqi government now legitimate? How can you tell?
- Is politics largely biological psychological, cultural rational, or irrational?
- How can something as messy as politics be a science?

Lesson 4: Political Science

Learning Objectives

GENERAL OBJECTIVE: After learning this lesson, the students are expected to understand that political science falls into a research division known as the social sciences.

SPECIFIC OBJECTIVES: This lesson introduces one coming lesson which is, “Social Sciences”. After learning this lesson, the students are able to:

- (1) Explain about political science.

Political Science

Political science is an academic discipline that deals with the study of government and political processes, institutions, and behaviors. Political science falls into the academic and research division known as the social sciences. Social sciences study the human aspects of the world—human-made constructs and structures. Disciplines in the social sciences include: psychology, the study of the human mind and human behavior; sociology, the study of society and the relationships within it; communications, the study of the flow of discourse through media; economics, the study of the allocation of resources; and history, the chronology, analysis, and interpretation of past events.

Political science, like the other social sciences, considers the behavior of men in groups called social systems. There is a close relationship between political science and certain other social sciences, like economics, social anthropology, and sociology. Political science is a descriptive science. Empirical observations of what actually happens in a given social situation involving power, authority or rule are reported. Political philosophy, based on values, may also be studied, usually by examining the works of outstanding philosophers of the past, like Plato, Aristotle, Machiavelli. Marx, Mill, and others, or by evaluating particular philosophies.

Political scientists study patterns of human behavior and relationships having to do with power, authority and rule, which are exercised to distribute the material resources of a nation or society.

Political science is the study of the theory and practice of government. It is also related to law, which is that aspect of social control making use of legislation, legal contests in courts of law, and decisions made by judges.



Discussion

1. What is the topic sentence of this passage?
 - a. Political science considers the behavior of men in groups.
 - b. Political science is like the other social sciences.
 - c. Political science is called social systems.
 - d. Political science is considered as the behavior of men in groups.
2. What is the topic of this passage?
 - a. Political science.
 - b. Social sciences.
 - c. Social systems.
 - d. Political science and social sciences

3. What are reported in the study of political science?
- Economics, social anthropology, and sociology.
 - What actually happened.
 - Power, authority or rule.
 - All are correct.
4. According to the passage, which is the main concern of political science?
- The same as other social sciences.
 - Relationships between political parties.
 - The behavior of men in social systems.
 - Political philosophies and philosophers.
5. Political science is _____’
- an empirical science
 - a descriptive science
 - a normative science
 - an experimental science
6. Aristotle and Marx are _____
- political philosophers
 - political demonstrators
 - notorious politicians
 - outstanding dictators
7. Who is considered a philosopher in the field of political science?
- Plato.
 - Mill.
 - Machiavelli.
 - All are correct.
8. Which subject is a social science?
- Sociology.
 - Economics.
 - Anthropology.
 - All are correct.
9. Political science, like the other social science, considers the behavior of men in groups called social systems. The underlines phrase is a marker of
- definition
 - example
 - similar meaning
 - contrast
10. “Empirical observations of what actually happens in a given situation...“, The word “empirical” means
- based on a theoretical hypothesis.
 - based on scientific experiments.
 - based on ruling power.
 - based on knowledge or experience of the real world.

11. What is the particular area of study for political scientists?
- The cultural dimension of a society, especially its values, beliefs and attitudes.
 - The discovery, production, and distribution of the natural resources of a society.
 - The gap between the institutions of a society and the desires and aims of the society's members.
 - The power, authority, and rule which are exercised to distribute the material resources of a society.
12. Politics -'
- is the study of government in all its aspects
 - is related to law and legislation
 - plays a part in all social life
 - All are correct.
13. Which is the correct answer according to this passage?
- Political science studies the theory and practice of government.
 - Political science is the study related to law.
 - Political science is playing a part in all social life.
 - a and b are correct.
14. ___ consists of a law or laws passed by a government.
- Legislator
 - Legislation
 - Legislature
 - Legitimacy
15. We can infer from this paragraph that
- political science and politics are the same.
 - politics is not related to social sciences.
 - politics involves in men's social life.
 - political scientists are politicians.

Lesson 5: Political and Social Sciences

(Sociology and International Relations)

Learning Objectives

GENERAL OBJECTIVE: After learning this lesson, the students are expected to draw the link between political science and its other related disciplines.


SPECIFIC OBJECTIVES: After learning this lesson, the students are able to:

- (1) Use 'skimming' skill in reading English texts
- (2) Explain about political and social sciences
- (3) Talk about the differences between political sciences, international relations, and social science

A. Discuss the Following Questions:

1. What do you understand about politics?
2. What do you understand about international relations?
3. What do you understand about sociology?

B. Reading Skill: Skimming: Skimming is the technique to help the learners catch the main idea of a paragraph/passage quickly or to get the general sense/ideas of a paragraph, passage, article, or book. Skimming is always done as quickly as this can be and no worries about specific details. For example, answer this question: what is passage 1 about?

 In skimming **Passage 1**, the first sentence of the paragraph states Politics (from Greek: politikos, meaning "of, for, or relating to citizens") is the practice and theory of influencing other people on a civic or individual level. The next sentences mostly talk about the origin of the word 'politics' So, we can conclude that 'the passage is about 'politics'.

C. Reading

1. Read these questions and then skim passage 2.
 1. Which revolution influenced the social sciences?
 2. In which period social science first used as a distinct conceptual field?
 3. What is the focus of positivism?
 4. What are the five paths of development that sprang forth in the Social Sciences?

Passage 2

Social Sciences

Social science refers to the academic disciplines concerned with society and the relationships among individuals within a society, which often rely primarily on empirical approaches. It is commonly used as an umbrella term to refer to anthropology, economics, political science, psychology and sociology.

The history of the social sciences begins in the Age of Enlightenment after 1650, which saw a revolution within natural philosophy, changing the basic framework by which individuals understood what was "scientific". Social sciences came forth from the moral philosophy of the time and was influenced by the Age of Revolutions, such as the Industrial revolution and the French revolution. The social sciences developed from the sciences (experimental and applied), or the systematic knowledge-bases or prescriptive practices, relating to the social improvement of a group of interacting entities.

The beginnings of the social sciences in the 18th century are reflected in various grand encyclopedia of Diderot, with articles from Rousseau and other pioneers. The growth of the social sciences is also reflected in other specialized encyclopedias. The modern period saw "social science" first used as a distinct conceptual field. Social science was influenced by positivism, focusing on knowledge based on actual positive sense experience and avoiding the negative; metaphysical speculation was avoided. Auguste Comte used the term "science sociale" to describe the field, taken from the ideas of Charles Fourier; Comte also referred to the field as social physics.

Following this period, there were five paths of development that sprang forth in the Social Sciences, influenced by Comte on other fields. One route that was taken was the rise of social research. Large statistical surveys were undertaken in various parts of the United States and Europe. Another route undertaken was initiated by Émile Durkheim, studying "social facts", and Vilfredo Pareto, opening metatheoretical ideas and individual theories. A third means developed, arising from the methodological dichotomy present, in which the social phenomena was identified with and understood; this was championed by figures such as Max Weber. The fourth route taken, based in economics, was developed and furthered economic knowledge as a hard science. The last path was the correlation of knowledge and social values; the anti positivism and verstehen sociology of Max Weber firmly demanded on this distinction. In this route, theory (description) and prescription were non-overlapping formal discussions of a subject.

2. Read these questions and then skim passage 3.

- a. What is international relations?
- b. What does Peace of Westphalia of 1648 mean?
- c. What is the alternative term used instead of nation-state?
- d. Which country the sovereign equality of states was exported?

Passage 3

International Relations

International relations (IR) is the study of relationships among different countries, the roles of sovereign states, inter-governmental organizations (IGO), international non-governmental organizations (INGO), non-governmental organizations (NGO), and multinational corporations (MNC). International relations is an academic and a public policy field, and so can be positive and normative, because it analyzes and formulates the foreign policy of a given State. As political activity, international relations dates from the time of the Greek historian Thucydides (ca. 460–395 BC), and, in the early 20th century, became a discrete academic field (No. 5901 in the 4- digit UNESCO Nomenclature) within political science. However, International Relations is an interdisciplinary field of study.

The history of international relations based on sovereign states is often traced back to the Peace of Westphalia of 1648, a stepping stone in the development of the modern state system. Prior to this the European medieval organization of political authority was based on a vaguely hierarchical religious order. Contrary to popular belief, Westphalia still embodied layered systems of sovereignty, especially within the Holy Roman Empire. More than the Peace of Westphalia, the Treaty of Utrecht of 1713 is thought to reflect an emerging norm that sovereigns had no internal equals within a defined territory and no external superiors as the ultimate authority within the territory's sovereign borders.

The centuries of roughly 1500 to 1789 saw the rise of the independent, sovereign states, the institutionalization of diplomacy and armies. The French Revolution added to this the new idea that not princes or an oligarchy, but the citizenry of a state, defined as the nation, should be defined as sovereign. Such a state in which the nation is sovereign would thence be termed a nation-state (as opposed to a monarchy, or a religious state). The term republic increasingly became its synonym. An alternative model of the nation-state was developed in reaction to the French republican concept by the Germans and others, who instead of giving the citizenry sovereignty, kept the princes and nobility, but defined nation-statehood in ethnic-linguistic terms, establishing the rarely if ever fulfilled ideal that all people speaking one language should belong to one state only. The same claim to sovereignty was made for both forms of nation-state. (It is worth noting that in Europe today, few states conform to either definition of nation-state: many continue to have royal sovereigns, and hardly any are ethnically homogeneous.)

The particular European system supposing the sovereign equality of states was exported to the Americas, Africa, and Asia via colonialism and the "standards of civilization". The contemporary international system was finally established through decolonization during the Cold War. However, this is somewhat over-simplified. While the nation-state system is considered "modern", many states have not incorporated the system and are termed "pre-modern". Further, a handful of states have moved beyond insistence on full sovereignty, and can be considered "post-modern". The ability of contemporary IR discourse to explain the relations of these different types of states is disputed. "Levels of analysis" is a way of looking at the international system, which includes the individual level, the domestic state as a unit, the international level of transnational and intergovernmental affairs, and the global level.

D. Vocabulary

Match part 'A' and part 'B'. Write down a letter from part A in the bracket of part B.

Passage 2:

Part A

- A. Positivism
- B. Social Sciences

Part B

1. It is commonly used as an umbrella term to refer to anthropology, economics, political science, psychology and sociology. ()
2. focusing on knowledge based on actual positive sense experience and avoiding the negative; metaphysical speculation was avoided ()

Passage 3:

Part A

- A. Post Modern
- B. European System
- C. Levels of analysis
- D. Treaty of Utrecht
- E. Peace of Westphalia

Part B

1. A stepping stone in the development of the modern state system. ()
2. A thought to reflect an emerging norm that sovereigns had no internal equals within a defined territory and no external superiors as the ultimate authority within the territory's sovereign borders. ()
3. A way of looking at the international system, which includes the individual level, the domestic state as a unit, the international level of transnational and intergovernmental affairs, and the global level. ()
4. A handful of states have moved beyond insistence on full sovereignty. ()
5. Exported to the Americas, Africa, and Asia via colonialism and the standards of civilization. ()

E. Expansion



Speaking Activity:

1. What do you think about 'politics' especially political parties in your country? Does it run as its role?
2. How does your country run the relationship with other countries? Please, discuss both questions in pairs and as groups then present the work orally.

Unit 2

Who Rule?

Unit 2
Who Rule?

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Lesson 6: Types of Governance

Learning Objectives

Students will be able to:

- Identify major forms of government (autocracy, monarchy, dictatorship, representative and direct democracy, oligarchy, theocracy, anarchy).
- Compare and contrast the major features of different forms of government.
- Analyze examples of real-world governments.

Types of Governments

Procedure: The teacher asks the following questions and should keep brainstorming:

- ? What kinds of governments exist?
- ? What kinds of leaders can be in charge of a country?
- ? Think about everything you have ever heard of or learned and add it to your mind map.

Someone has Got to Be In Charge

If you compared all the governments in the world, you would find one thing in common: Someone is in charge. The question is, who? There are many different forms of government. Some have one leader who has all the control. Others give power to the people. Here are some forms of government that exist (or have existed) in the world:



King Juan Carlos of Spain and his wife Queen Sofia. The form of government in Spain is a parliamentary monarchy, that is, a social representative democratic constitutional monarchy in which the monarch is the head of state,

Me, Myself, and I

An **autocracy** is a government in which one person has all the power. There are two main types of autocracy: a monarchy and a dictatorship.

In a **monarchy**, a king or queen rules the country. The king or queen is known as a monarch. Monarchs usually come to power through their family line: The current king or queen's oldest child becomes the next king or queen. In some monarchies, especially those in historical times, the monarch held all the power and had the final say over the government. In modern times, monarchs usually share power with other parts of government. Often they are also subject to the country's constitution.

A **dictatorship** is a form of government where one leader has absolute control over citizens' lives. If there is a constitution, the dictator has control over that, too—so it doesn't mean much. Although other parts of the government may exist, such as courts or a lawmaking body, these branches always do what the dictator wants them to do. They do not represent citizens.

Power to the People!

In a **democracy**, citizens hold the political power. There are two fundamental types of democracies:

In a **representative democracy**, citizens elect leaders to represent their rights and interests in government. The elected leaders, or representatives, do the day-to-day work of governing the country: They consider the issues, work to find solutions, pass laws, and do all of the other things necessary to keep a country going. Citizens hold the ultimate power, though, because if they don't like what their representatives are doing, they can vote in new ones!

In a **direct democracy**, there are no representatives. Citizens are directly involved in the day-to-day work of governing the country. Citizens might be required to participate in lawmaking or act as judges, for example. The best example of this was in the ancient Greek city-state called Athens. Most modern countries are too large for a direct democracy to work



We, Ourselves, and Us

In an **oligarchy** (OH-lih-gar-kee), a small group of people has all the power. Oligarchy is a Greek word that means “rule by a few.” Sometimes this means that only a certain group has political rights, such as members of one political party, one social class, or one race. For example, in some societies, only noble families who owned land could participate in politics. An oligarchy can also mean that a few people control the country. For example, a junta is a small group of people—usually military officers—who rule a country after taking it over by force. A junta often operates much like a dictatorship, except that several people share power.



From 1962 to 2011, Myanmar (also known as Burma) was ruled by a military junta that was condemned by the world for its human rights violations.

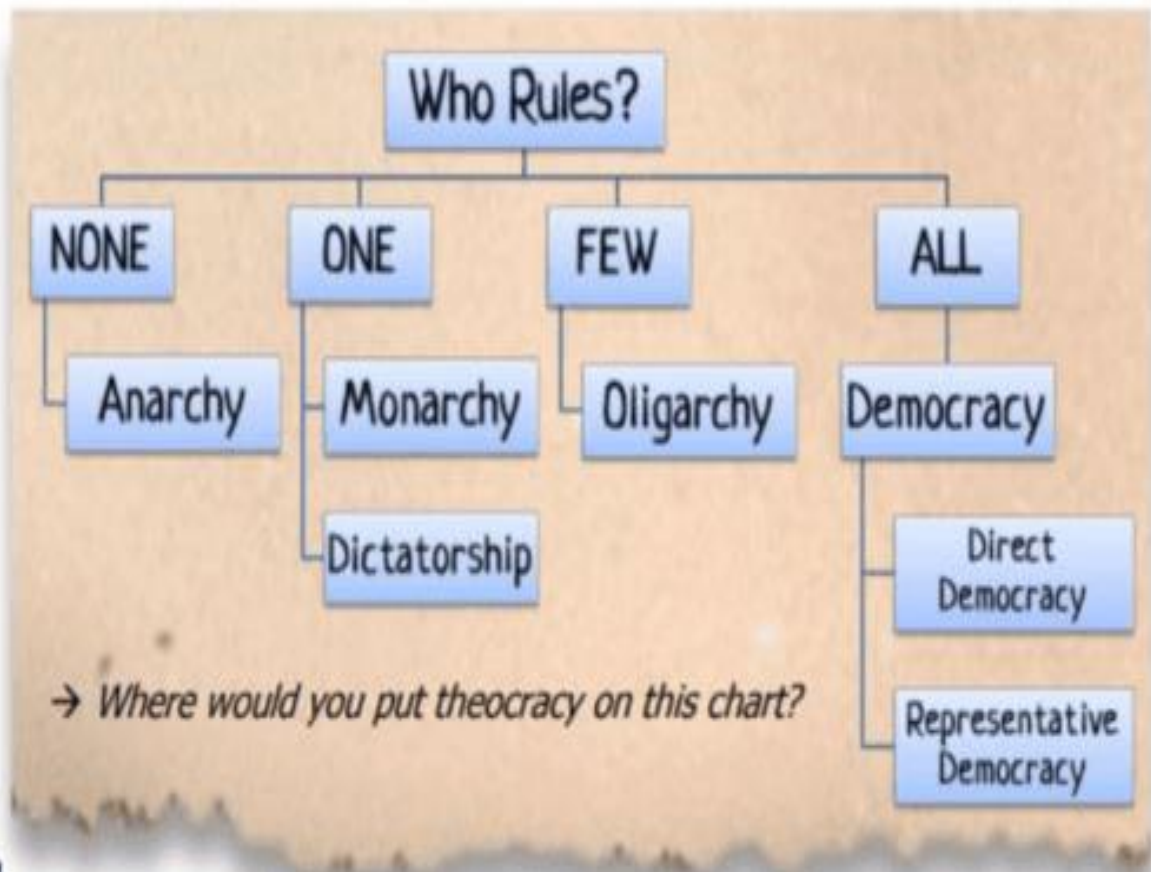
Religious Rule



A **theocracy** is a government that recognizes God or a divine being as the ultimate authority (“Theo” is a Greek word that means god). In a theocracy, religious law is used to settle disputes and rule the people. A theocracy can also be a democracy, dictatorship, monarchy, or just about any other kind of government. For example, the Republic of Iran recognizes Islamic law, but Iran’s citizens vote to elect their leaders. Modern theocracies are usually found in countries where the population is strongly religious.

Rule by None

In an **anarchy**, nobody is in control—or everyone is, depending on how you look at it. Sometimes the word anarchy is used to refer to an out-of-control mob. When it comes to government, anarchy would be one way to describe the human state of existence before any governments developed. It would be similar to the way animals live in the wild, with everyone looking out for themselves. Today, people who call themselves anarchists usually believe that people should be allowed to freely associate together without being subject to any nation or government. There are no countries that have anarchy as their form of government.



Assignments

A. Identify the form(s) of government that each country has or had.

North Korea

One man leads North Korea and controls its government. He also controls its ruling political party. The ruling party chooses candidates for an Assembly, and citizens vote. The candidates do not have opponents, so citizens have no choices.



Form of government:

Saudi Arabia

Saudi Arabia is led by a king. The king appoints a Council of Ministers to help govern, but there are no elections. Saudi Arabia's Basic Law states that the country's constitution is the Islamic holy book the Qur'an and other religious traditions.



Forms of government:

and

Denmark

The people of Denmark elect representatives to sit in Parliament, a lawmaking body. The Queen of Denmark heads the country, but she only has a small role in government. The government is led by a Prime Minister, who is appointed from among the elected representatives.



Forms of government:

and

Brazil

Brazil is led by a president who is elected by the citizens. Citizens in Brazil elect a new president every four years. Citizens also elect representatives to serve in two different legislative bodies.



Form of government:

Switzerland

Citizens elect representatives to sit in two different lawmaking assemblies. But citizens also vote several times a year to decide on laws. Citizens can vote to propose their own laws or undo laws passed by their representatives. All citizens may vote directly on these laws.



Forms of government:

and

South Africa

From 1948-1994, official policy in South Africa gave white people all the political power. Even though the majority of South Africans were black, non-whites could not influence government. White South Africans elected representatives to sit in a lawmaking body.



Forms of government:

and

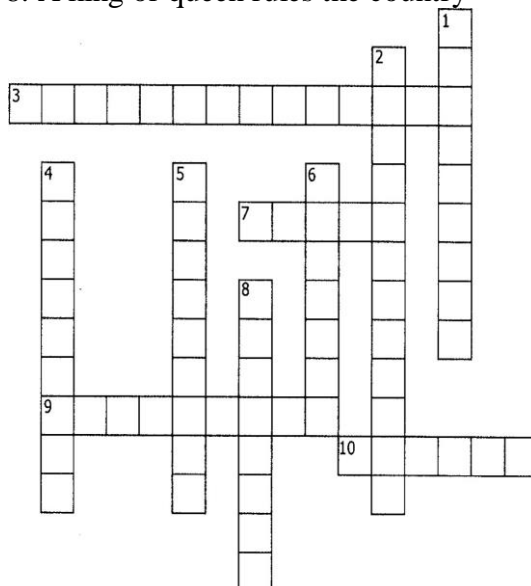
C. Review concepts before moving on!

✦ Use what you learned in the reading and the previous activity to identify the given concepts as 'A' or 'B'.

	A	B
1. One person is in charge.	Autocracy	Democracy
2. Citizens often have no rights.	Democracy	Dictatorship
3. Can exist with other forms of government	Dictatorship	Theocracy
4. Led by a king or queen	Monarchy	Oligarchy
5. Nobody is in charge	Monarchy	Anarchy
6. Those in charge are military members who took over by force	Junta	Democracy
7. Leader often shares power with other parts of government	Monarchy	Dictatorship
8. Democracy where citizens elect others to serve in government	Direct	Representative
9. Citizens vote to elect their leaders.	Democracy	Autocracy
10. A small group rules the country	Oligarchy	Democracy
11. People do not answer to any leader or government	Oligarchy	Anarchy
12. God and religious law are the government's authority	Theocracy	Anarchy
13. The group with power can be based on race or social class	Monarchy	Oligarchy
14. Democracy where citizens participate in lawmaking themselves	Direct	Representative

D. Vocabulary. Solve the crossword puzzle using vocabulary from the reading.

8. A king or queen rules the country



Across

- 3. Type of democracy where citizens elect leaders to represent them in government
- 7. A small group that rules a country after taking it over by force
- 9. One person has all the power
- 10. Type of democracy where citizens are involved in day-to-day government

Down

- 1. Recognizes God as the ultimate authority in government and law
- 2. One leader has absolute control over citizens' lives
- 4. Citizens hold the political power
- 5. A small group of people has all the power
- 6. People are not subject to any nation or government

Lesson 7: Monarchy

(Type of Governance)

Learning Objectives

GENERAL OBJECTIVE: After learning this lesson, the students are expected to understand 'guessing word meaning from context.

SPECIFIC OBJECTIVES: After learning this lesson, the students are able to:

- (1) guess word meaning from a political context.
- (2) recognize the referent of a new word.
- (3) write paragraphs about the given concept.

A. Discuss the following questions.

1. What do you know about monarchy?
2. What does absolute monarchy mean?

Reading Skill

Guessing Word Meaning in Context

How can you understand what you are reading if you do not know what all of the words mean? The answer is that you can use the rest of the passage, the context, to help you understand the new words. When reading, we can guess the meaning of an unknown word by using the context surrounding the text. There are two ways we can do.

1. We can guess the meaning of a word from the other words in the sentence.
2. We can guess the meaning of an unknown word by several markers, such as punctuation (commas, dash, single quotation mark, double quotation mark, bracket, parentheses, and etc), contrast (but, in contrast, in spite of, however, and etc), appositive, referent, and example (such as, for instance, as, and etc) to explain a word.

B. Reading

★ Guess the meaning of each word from the context of passage I. Do not use dictionary!

1. What does absolute monarchy mean?
2. What are the requirements of hereditary monarchies?
3. Which monarchs reign but do not rule?
4. What does sovereignty mean?
5. What do elective monarchies mean?

Passage I

Monarchy

A monarchy is a form of government in which sovereignty is actually or nominally embodied in a single individual (the monarch). Forms of monarchy differ widely based on the level of legal autonomy the monarch holds in governance, the method of selection of the monarch, and any predetermined limits on the length of their tenure. When the monarch has no or few legal restraints in state and political matters, it is called an absolute monarchy and is a form of autocracy. Cases in which the monarch's discretion is formally limited (most common today) are called constitutional monarchies. In hereditary monarchies, the office is passed through inheritance within a family group, whereas elective monarchies are selected by some system of voting. Historically these systems are most commonly combined, either formally or informally, in some manner. (For instance, in some elected monarchies only those of certain pedigrees are considered eligible, whereas many hereditary monarchies have legal requirements regarding the religion, age, gender, mental capacity, and other factors that act both as de facto elections and to create situations of rival claimants whose legitimacy is subject to effective election.) Finally, there are situations in which the expiration of a monarch's reign is set based either on the calendar or on the achievement of certain goals (repulse of invasion, for instance.) The effect of historical and geographic difference along each of these three axes is to create widely divergent structures and traditions defining "monarchy."

Monarchy was the most common form of government into the 19th century, but it is no longer prevalent, at least at the national level. Where it exists, it now often takes the form of constitutional monarchy, in which the monarch retains a unique legal and ceremonial role, but exercises limited or no political power pursuant to a constitution or tradition which allocates governing authority elsewhere. Currently, 44 sovereign nations in the world have monarchs acting as heads of state, 16 of which are Commonwealth realms that recognize Queen Elizabeth II as their head of state. All European monarchies are constitutional ones, with the exception of the Vatican City, but sovereigns in the smaller states exercise greater political influence than in the larger. The monarchs of Cambodia, Japan, Jordan, Malaysia and Morocco "reign, but do not rule" although there is considerable variation in the amount of authority they wield. Although they reign under constitutions, the monarchs of Brunei, Oman, Qatar, Saudi Arabia and Swaziland appear to continue to exercise more political influence than any other single source of authority in their nations, either by constitutional mandate or by tradition.

✳ Guess the meaning of each word from the context of the sentence/sentences below.
Do not use dictionary.

1. What is a synonym of autonomy? _____

Forms of monarchy differ widely based on the level of legal autonomy the monarch holds in governance, the method of selection of the monarch, and any predetermined limits on the length of their tenure. When the monarch has no or few legal restraints in state and political matters, it is called an absolute monarchy and is a form of autocracy.

2. What do the hereditary monarchies mean? _____

Cases in which the monarch's discretion is formally limited (most common today) are called constitutional monarchies. In hereditary monarchies, the office is passed through inheritance within a family group, whereas elective monarchies are selected by some system of voting.

3. What does constitutional monarchy mean? _____

Where it exists, it now often takes the form of constitutional monarchy, in which the monarch retains a unique legal and ceremonial role, but exercises limited or no political power pursuant to a constitution or tradition which allocates governing authority elsewhere.

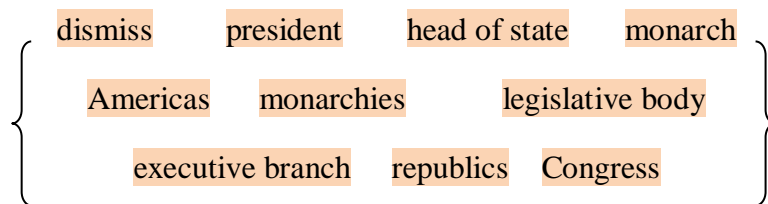
4. Commonwealth realm means? _____

Currently, 44 sovereign nations in the world have monarchs acting as heads of state, 16 of which are Commonwealth realms that recognize Queen Elizabeth II as their head of state.

5. What is the synonym of reign? _____

The monarchs of Cambodia, Japan, Jordan, Malaysia and Morocco "reign, but do not rule" although there is considerable variation in the amount of authority they wield.

Fill in the blank with the word provided in the box



A presidential system is a system of government where an _____ is led by a president who serves as both _____ and head of government. In such a system, this branch exists separately from the legislature, to which it is not responsible and which it cannot, in normal circumstances, _____. The title _____ has been carried over from a time when such person actually presided over (sat in front of) the government body, as with the US President of the Continental _____, before the executive function was split into a separate branch of government. After this split, the President was no longer needed to sit in front of the _____, although the executive title remained in legacy. Although not exclusive to _____, and applied in the case of semi-constitutional _____ where a _____ exercises power (both as head of state and chief of the executive branch of government) alongside a legislature, the term is often associated with republican systems in the _____.

C. Expansion



Writing Activity:

Write a paragraph essay about advantages and disadvantages of a monarchy as one type of government.

Lesson 8: Democracy

(Type of Governance)

Learning Objectives

GENERAL OBJECTIVE: After learning this lesson, the students are expected to understand the text using the 'scanning' skill.

SPECIFIC OBJECTIVES: After learning this lesson, the students are able to:

- (1) use 'scanning' skill in reading political texts in English.
- (2) understand some vocabularies about the lesson's topic.
- (3) talk about the lesson's topic.

A. Discuss the following questions

- 1 What do you understand about democracy?
- 2 What benefits can people get from democracy?

Reading Skill: Scanning

Scanning is a strategy you apply when you are looking for a specific piece of information from a passage or a reading text. When you scan, do not read every word, only key words that will answer your question.

✨ For example, read the following questions and then read the paragraph below to find the answers to:

- 1 What is meant by a parliamentary democracy?
- 2 What does the term 'demos' and 'kratia' mean?

The most common system that is deemed "democratic" in the modern world is parliamentary democracy in which the voting public takes part in elections and chooses politicians to represent them in a Legislative Assembly. The members of the assembly then make decisions with a majority vote. A purer form is direct democracy in which the voting public makes direct decisions or participates directly in the political process. Elements of direct democracy exist on a local level and on exceptions on national level in many countries, though these systems coexist with representative assemblies.

The term comes from the Greek word δημοκρατία (dēmokratía) "rule of the people", which was coined from δῆμος (dēmos) "people" and κρατία (kratía) "rule", in the middle of the 5th-4th century BC to denote the political systems then existing in some Greek city-states, notably Athens following a popular uprising in 508 BC.

Note: To answer the first question, students have to read the paragraph quickly to find the word 'parliamentary democracy' as a key word, while from the second question they have to find the word 'demos and kratia'. By finding only key words, students will be able to answer the questions more quickly. This is what is commonly done in scanning.



B. Reading

☀ Read these questions and then scan passage 1 to find the correct answers to:

- A What is democracy?
- B Which democracy is talked about in the passage?

Passage 1

Democracy

A democracy is a system of government in which the people have a direct say in what is going on. A democracy is different from a monarchy or a dictatorship. In these forms of government all the power is concentrated in just one person (the monarch or the dictator).

There are two kinds of democracies. In a direct democracy, each individual citizen votes on every important decision. This kind of democracy originated in Athens, Greece, where all the citizens would gather in a central place to cast their votes on major issues. A direct democracy works best with a limited number of people, since as the population grows, it becomes increasingly more difficult and then impossible for every citizen to gather in one place. In a representative democracy, citizens elect people to represent them in the government, and then these elected representatives vote for or against the actual issues. The United States has a representative democracy. Our elected representatives include the president, the members of congress, and the members of the senate.

Democratic governments tend to have certain things in common. As described above, the citizens have power over what the country does, either by voting directly for or against an issue, or through elected representatives. In a democratic society, elections are conducted fairly, and citizens are free to vote whoever they want. Results are on the basis of majority rule, however, each individual, whether in the majority or the minority, has the same individual rights and freedoms. Democracies also impose limitations on what elected officials can do and how long each can serve. These limitations prevent any one elected official from becoming too powerful. Finally, a democracy is characterized by the participation of its citizens. This participation includes understanding the issues and exercising their right to vote.

☀ Circle the correct answer

1. In every form of democratic government:
 - A. individual citizens vote on every important decision
 - B. citizens elect people to represent them in the government
 - C. people have a direct say in what is going on
 - D. elected officials have unlimited power
2. Which form of democracy does the United States have?
 - A. ancient Greek democracy

- B. direct democracy
 - C. the United States does not have a democracy
 - D. representative democracy
3. A direct democracy works best with:
- A. political parties
 - B. a limited number of people
 - C. limitations on what elected officials can do
 - D. the participation of its citizens
4. Which of the following is NOT something that most democratic governments have in common?
- A. the citizens have power over what the country does
 - B. all citizens gather in a central place to cast their votes
 - C. elections are conducted fairly
 - D. citizens are free to vote however they want
5. Why do democracies impose on elected officials?
- A. to preserve the majority rule
 - B. to encourage citizens to run for office
 - C. to help citizens to understand the issues
 - D. prevent any one elected official from becoming too powerful
- ✳ Circle the correct word to make questions (individual work)
1. Where/Were is the word "politica" from?
 2. Which/What does it mean the ancient greek word "demos"?
 3. How many/How much rulers were there in city-states dominated by the aristocracies or oligarchies?
 4. How is the ruler who/which dominates without law called?
 5. Is it true/Its true that citizen has rights whereas subject is ruled by a king or by a minority?
 6. Whose/What's a law?

C. Expansion



Speaking Activity:

- ✳ How does democracy work in our country? Discuss it in group and present orally your group opinion.


Lesson 9: The Purpose of Government

Learning Objectives

GENERAL OBJECTIVE: Students will be able to elaborate their own answers after understanding the role of government from different authors' views.

SPECIFIC OBJECTIVES: After learning this lesson, students will:

- (1) build on answers from implicit sayings.
- (2) know the economic systems related to government.

 Read the authors' sayings below, then elaborate from your understanding answers to the questions.

John Locke

"Government being for the preservation of every man's right and property, by preserving him from the violence or injury of others, is for the good of the governed." (Locke, First Treatise, Chapter 9).

Jean-Jacques Rousseau

"What, then, is the government? An intermediary body established between the subjects and the sovereign for their mutual communication, a body charged with the execution of the laws and the maintenance of freedom, both civil and political." (Rousseau, The Social Contract)

John Stuart Mill

The first element of good government, therefore, being the virtue and intelligence of the human beings composing the community, the most important point of excellence which any form of government can possess is to promote the virtue and intelligence of the people themselves. The first question in respect to any political institutions is, how far they tend to foster in the members of the community the various desirable qualities, moral and intellectual; The government which does this the best has every likelihood of being the best in all other respects, since it is on these qualities, so far as they exist in the people, that all possibility of goodness in the practical operations of the government depends.

We may consider, then, as one criterion of the goodness of a government, the degree in which it tends to increase the sum of good qualities in the governed, collectively and individually; since, besides that their well-being is the sole object of government, their good qualities supply the moving force which works the machinery. (Mill, Representative Government)


Questions

1. What is the role of government according to John Locke?

2. According to Rousseau, what is the purpose of government?

3. How does Mill support the ideas of Rousseau and Locke?

4. In your opinion, in what areas do these philosophers agree?

 Read the descriptions below. Decide if you agree or disagree by marking an X in the appropriate box. Be prepared to discuss why you made your decisions. Lead students to an understanding of how the statements they considered earlier relate to the economic systems discussed later.

	Agree	Disagree
1. Property and the means of production (factories) should be owned by businesses and individuals.		
2. When individuals follow their own self interest, progress will result.		
3. The government must act to protect workers since employers often take advantage of them.		
4. The government should own property and the means of production.		
5. The government should not interfere in the economy because the rules of the market-place (the world of business) benefit everyone.		
6. Goods should be distributed according to each person's needs.		
7. Competition among businesses without government intervention is good.		
8. Progress results when producers of goods cooperate for the benefit of all under the supervision of government.		

Unit 3:

Political Systems

Unit 3
Political Systems

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Lesson 10: Capitalism

(Types of Systems)

Learning Objectives

GENERAL OBJECTIVE: After learning this lesson, the students are expected to understand and practice 'word referent' skill.

SPECIFIC OBJECTIVES: After learning this lesson, the students are able to:

- (1) recognize word referent in English texts.
- (2) make oral presentations about the lesson's topic.

A. Before reading

✦ Look at the following figures, then discuss the questions that follow.



Figure 1. The Pyramid of Capitalist System

© *Pyramid of Capitalist System*, 1911. Nedeljkovich, Brashick and Kuharich, Published by The International Publishing Company, Cleveland OH. Image provided by IWW Literature Department, iww.org.

(See appendix 3)

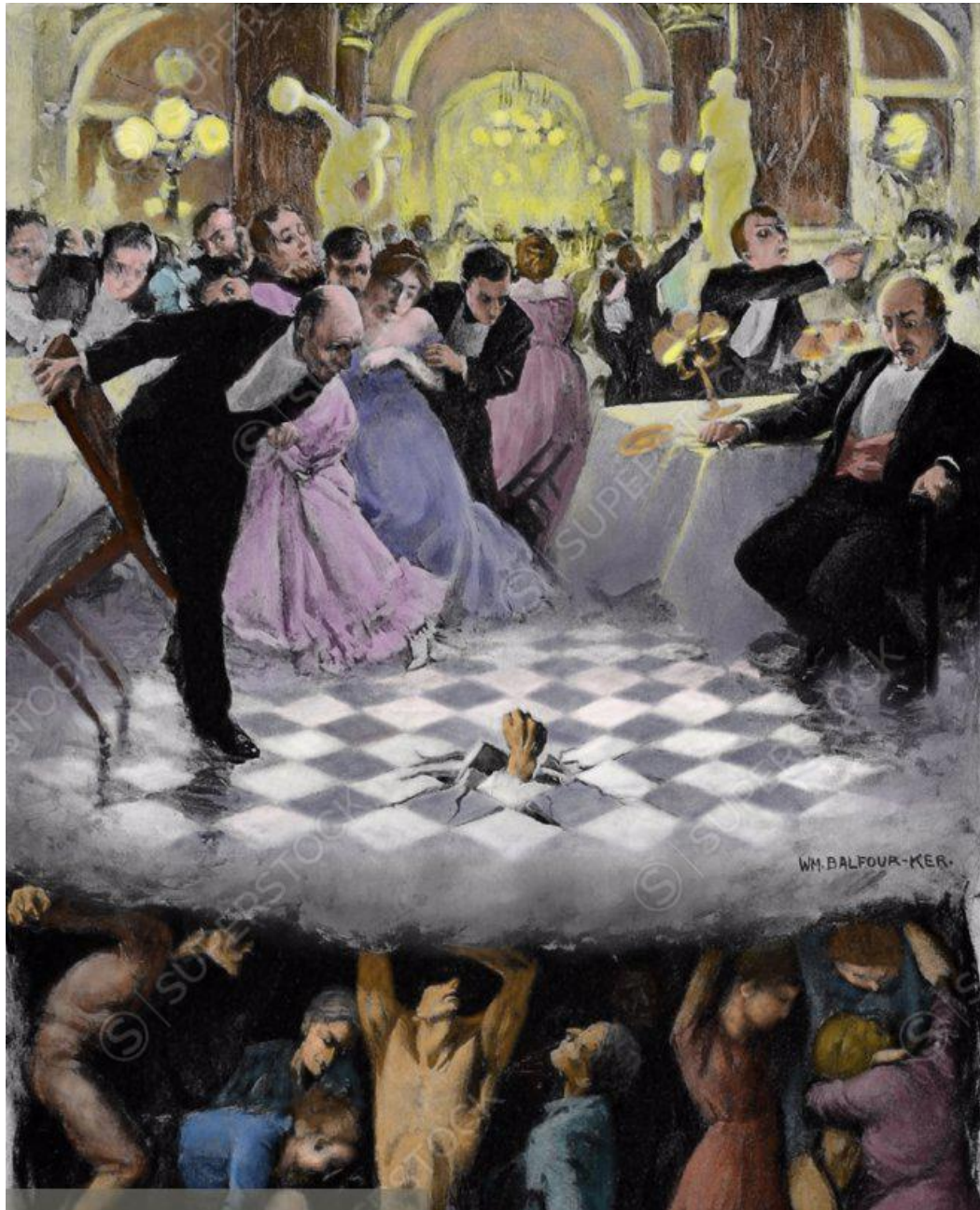


Figure 2. From the Depths, William Balfour Ker, 1906.

This 1906 print by William Balfour Ker shows a lavish social event in a large ballroom attended by the well-to-do; and another different group of citizens beneath it.

1. What do you see?
2. What different groups are represented in the image?
3. What is the message of the image?
4. How does the image reflect on political and economic factors that might impact a nation's policy choice?

A. Recognizing Words That Connect Ideas

To understand the words of a reading passage, we also need to pay attention to the connecting words. One of connecting words mostly used is pronouns. These are used instead of repeating words. Pronouns can be singulars or plurals, subject or object pronouns, possessive adjectives or possessive pronouns, reflexive or relative pronouns and demonstratives.

✦ Here is a list of some commonly used pronouns:

he, she, it, we, you, they, who me, him, her, us, them, my, your, her, mine, its myself, yourself, this, these, that, those, there,

Example: The term capitalist as referring to an owner of capital rather than *its* meaning of someone adherent to the economic system shows earlier recorded use than the term capitalism, dating back to the mid-seventeenth century.

What does *its* refer to?

Answer: *its* refers to the capitalist.

B. Reading

In each paragraph of passage1, the pronouns are numbered. Write the referent for each on the lines in the activity that follows.

Passage 1

Capitalism as an Economic System

Cambridge, England—home to one of the world's great universities—sits at the edge of a low plain stretching north and east to the sea. Here the earth itself (1) reveals how capitalism has transformed society. Before the advent of capitalism this marshy, swampy ground (called the "fens") had poor drainage, and in the rainy season much of it(2) lay flooded and unusable. A town called Ely grew up on a small hill—the "isle of Ely"— that usually escaped the flooding.

In the middle Ages a part of the surplus product of feudal England was used at Ely to build the first of several churches. In the ninth century an abbey was established, burned down, and then was rebuilt. Soon after the Normans conquered England in the 11th century, workers under their(3) command began building the great cathedral that stands on the site today. Massive and elegant, the cathedral consumed the labors of thousands of artisans and required 110 years to build. But it (4) was never really finished: new chapels were built, more elaborate furnishings were added, and the tower was heightened. Its(5) west tower now soars 200 feet above the surrounding floodplain (and so would its(6) east tower if it(7) had not collapsed in the 14th century). For centuries it(8) stood as a dry monument to the religious use of the surplus, while all about it(9) the waterlogged fens frustrated cultivation.

Then, in the 17th century the fens themselves were transformed. The Duke of Bedford, owner of some 20,000 acres in the area, sensed the possibility for profits and organized an investment company to drain the fens. Engineers were hired, and workers dug two huge ditches, 100 feet wide and 30 miles long, to carry the excess water to the sea. Many additional miles of feeder ditches and channels carried water to the main ditches. This(10) colossal construction project transformed the marsh into well-drained and fertile agricultural land and, as a result, made the duke a very rich man.

Indicate what or who do the words refer to?

1. Itself _____
2. It _____
3. Their _____
4. It _____
5. Its _____
6. Its _____
7. It _____
8. It _____
9. It _____
10. This _____

B. Expansion



Speaking Activity

★ In group, find a text from social and political science journals, textbooks, or internet concerning capitalism such as history of capitalism, the influence of capitalism in the world of economy and the main features of capitalism. Present your group findings in front of the class. Discuss the following questions in your presentation.

1. What is capitalism?
2. What is the main motive of business in a capitalist system?
3. What kind of private property might a business have?
4. What is meant by free enterprise?
5. What role do consumer desires play in a capitalist economy?
6. What determines the prices of goods and services in a capitalist economy?
7. What is at the root of capitalism?....



Writing Activity:

📌 In a piece of writing, consider this question: *What would happen if the people on the bottom withdrew their support (Figure1 &2)?*

Lesson 11: Socialism

(Types of Systems)

Learning Objectives

GENERAL OBJECTIVE: Through this lesson, students are helped by answering questions to understand and to introduce 'socialism'. Then they will be able to explain the basic differences between socialism and the previous lesson's theme 'capitalism'.

SPECIFIC OBJECTIVES: After learning this lesson, students are able to:

- (1) recognize both types of socialism.
- (2) evaluate and make the difference between socialism and capitalism.



- ✦ Read the passage and answer the questions that follow.

Passage

Among those who call themselves socialists, two kinds of persons may be distinguished. They are, in the first place, those who plan for a new order of society, in which private and individual competition are to be superseded and other motives to action substituted, are on the scale of a village community of township, and would be applied to an entire country by the multiplication of such self-acting units; of this character are the systems of Owen, of Fourier, and the more thoughtful and philosophic socialists generally. The other class, which is more a product of the continent than of Great Britain and may be called the revolutionary socialists, has people who propose to themselves a much bolder stroke. Their scheme is the management of the whole productive resources of the country by one central authority, the general government. And with this view some of them avow as their purpose that the working classes, or somebody on their behalf, should take possession of all the property of the country, and administer it for the general benefit.

Whatever may be the difficulties of the first of these two forms of socialism, the second may evidently involve the same difficulties and many more. The former, too has the great advantage that it can be brought into operation progressively, and can prove its capabilities by trial. It can be tried first on a select population and extended to the rest as their education and cultivation permit. It need not, and the natural order of things would not, become an engine of subversion until it has shown itself capable of being also a mean of reconstruction. It is not so with the other: the aim of that is to substitute the new rule for the old at a single stroke, and to exchange the amount of good realized under the present system, and its large possibilities for a plunge without any preparation into the most extreme form of the problem of carrying on the whole round of the operations of social life without the motive power which has always hitherto worked the social machinery.

It must be acknowledged that those who would play this game on the strength of their own private opinion, unconfirmed as yet by any experimental verification—who would forcibly deprive all who have now a comfortable physical existence of their only present means of preserving it, and would brave the frightful bloodshed and misery that would ensue if the attempt was resisted—must have a serene confidence in their own wisdom on one hand and the recklessness of other peoples' suffering on the other, of which, Robespierre and St. Just, were hitherto the typical instances, scarcely came up to. Nevertheless, this scheme has great elements of popularity which the more cautious and reasonable form of socialism has not; because what it professes to do, it promises to do quickly and holds out hope to the enthusiasts of seeing the whole of their aspirations realized in their own time and at a blow.

Question 1

Who among of the following is not a socialist?

- A Robespierre
- B Fourier
- C Owen
- D All are socialists

Question 2

Which of the following, according to the author, is true?

- A The second form of socialism has more difficulties than the first
- B The second form of socialism has the same difficulties as the first
- C The second form of socialism has less difficulties than the first
- D The author has not compared the difficulties of the two

Question 3

According to the author, the difference between the two kinds of socialists is that:

- A** one consists of thinkers and the others are active people

- B** the first have a definite philosophy and the second don't have any definite philosophy

- C** the first believe in gradual change while the others believe in revolutionary change

- D** the first are the products of Britain, while the other are products of Russia

Question 4

Which of the following were characteristics of St. Just and Robespierre?

- A** Unconcern for other's suffering

- B** Full confidence in their own wisdom

- C** Both 1 and 2

- D** Neither 1 nor 2

Question 5

Which of the following according to the author, may not be the result of not verifying the desirability of socialism experimentally first?

- A** Bloodshed

- B** Deprivation of current comfortable existence

- C** Corruption in high places

- D** Misery caused by resisting the change

Question 6

According to the philosophy of revolutionary socialism,

A the government takes over the villages first, and then gradually the whole country.

B the government takes over all productive resources of the country at one stroke.

C the government declares a police state and rules by decree.

D there is no government as such: the people rule themselves by the socialist doctrine.

Question 7

The word 'avow' in the context of the passage means

A proclaim

B vow

C confirm

D deny

Question 8

It may be inferred from the passage that the author's sympathies are for

A neither side.

B the side of the socialist doctrine.

C the second type of socialism.

D the first type of socialism.

B. Expansion



Writing Activity: Evaluating & Comparing socialism & capitalism

1. Evaluating socialism & capitalism

	Capitalism	Socialism
Positives (Benefits)		
Negatives (Problems)		

2. Comparing socialism & capitalism

Using the information gathered in speaking activity (*lesson 10*), the above activity and the ideas of capitalism and socialism given below, write a paragraph comparing on how were these systems similar or different?

Capitalism and socialism are systems of ideas and ideals, especially one which structure the basis of economic or political theory and policy. Capitalism and socialism are compared based on the following aspects:

- 1) Historicity: **Capitalism** is the ancient political system, whose origin dates back to 1400 AD in Europe. **Socialism** was evolved in France from 1800 AD. The combination of the two economies is the best for any society. The mixed economy accepts the merits of both the systems.

2) Justice: The capitalist economy is carefree about equity and justice (in the sense of equality).

- The capitalists argue that inequality is a powerful force that promotes innovation, which then results in economic development.
- The primary concern of socialism is an impartial redistribution of wealth and resources from the rich to the poor.

3) Ownership

- In a capitalist economy, property and businesses are owned and controlled by individuals.
- In a socialist economy, the state owns and controls the major means of production.

4) Efficiency

- In capitalism, profit incentive leads to innovation of new products that have demand in the marketplace.
- It is argued that in socialism, the means of production leads to inefficiency because, without the motivation of earning more money, management, workers, and developers are difficult.

5) Employment

- In a capitalist economy, the state does not directly employ the workforce. This can lead to unemployment.
- In a socialist economy, the state is the most important employer. During times of economic suffering, the socialist state can order new take on.

Lesson 12: Communism

(Types of Systems)

Learning Objectives

GENERAL OBJECTIVE: After learning this lesson, students will investigate ideologies such as Marxism, and as such describing communism.

SPECIFIC OBJECTIVES: Based on prior knowledge in previous lessons, students are able to compare between capitalism, socialism and communism.

A. Before reading

☀ Use the excerpts below, and then discuss the questions that follow.

The proletarians [workers] have nothing to lose but their chains. They have a world to win. WORKING MEN OF ALL COUNTRIES, UNITE!

- Karl Marx, *Communist Manifesto* (1848)

Source: <http://www.csun.edu/~kaddison/marx.pdf>

Socialism: a political and economic theory that advocates for the people as a whole rather than private individuals to own and operate the means of production [farms, factories, and other large businesses].

Communism: a political theory derived from Karl Marx's ideas that advocates for a class war between the rich [bourgeoisie] and the poor [proletariat], leading to a classless society where all means of production would be owned by the community.

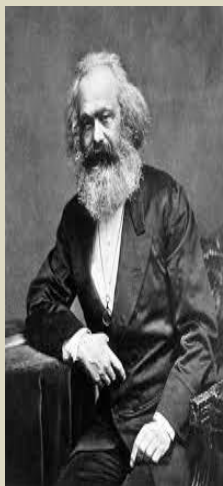


Speaking Activity

1. **Based on previous lessons, how is communism different from capitalism and socialism?**
2. **How are socialism and communism similar?**
3. **Who is Karl Marx? What is *The Communist Manifesto*?**

B.  **Reading**

C. Read the excerpt below and respond to the questions on the right.



*Karl Marx
Image is
courtesy of
wikimedia
commons*

Karl Heinrich Marx (May 5, 1818 – March 14, 1883) was a revolutionary activist and a prolific writer. Trained as a philosopher, self-educated as a political economist, and an organizer of the International Workingmen's Association, Marx became interested in social change during his university studies. Upon receiving his doctorate in absentia from the University of Jena in 1841, Marx was hired as editor of the *Rheinische Zeitung*, a German newspaper. There he

championed the rights of peasants against the Prussian government in an editorial column. This led to his opponents accusing Marx of being a "communist" and to his being ostracized. Marx left for Paris where he continued to suffer accusation from the Prussian and the French government.

Marx developed his revolutionary theories over a period of four decades beginning in 1843. He formulated his theories with the intention to liberate wage workers or laborers from the capitalist societies of nineteenth century Europe. He maintained that in order to emancipate humanity from economic domination, a social revolution was needed. The envisioned result would transform the existing economic structures, and create a society in which property, particularly the means of production would no longer be held privately. Marx's theories were developed in close collaboration with Friedrich Engels.[...]

In 1848, Marx published *The Communist Manifesto* where he shared his ideas on the

impacts of capitalism and the need for a revolution. To Marx, feudal lords, land owners and capitalists were pitted against the ruled working class. This claim is summed up in the opening line of *The Communist Manifesto*: "The history of all hitherto existing society is the history of class struggle." Marx predicted the demise of capitalism through worker revolution that would lead to a utopian "classless society" where, according to Marx, "people work according to their ability and get according to the needs" and "in which the free development of each is the condition for the free development of all."

Source: http://www.newworldencyclopedia.org/entry/Karl_Marx

QUESTIONS TO CONSIDER

1. When did Karl Marx become interested in social change?
2. What did Marx do while an editor for *Rheinische Zeitung*? How was he treated?
3. What were Marx's early revolutionary ideas concerned with?
4. What did Marx hope would be the impact of his revolutionary ideas?
5. Who did Marx work closely with to develop his ideas?
6. What did Marx believe about the relationship between the rich and poor?
7. What did Marx believe history was made of?
8. What did Marx believe would lead to the demise or end of capitalism?

C. After Reading

Multiple Choice Check for Understanding



<p>1. During the 1800s, the writings of Marx, Engels, and Dickens focused attention on the problems faced by</p> <ul style="list-style-type: none"> (1) factory owners (2) investment bankers (3) farm laborers (4) industrial workers 	<p>“ . . . They [the Communists] openly declare that their ends can be attained [achieved] only by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communist revolution. The proletarians have nothing to lose but their chains. They have a world to win. Working men of all countries, unite!”</p> <p>— <i>Friederich Engels and Karl Marx, Communist Manifesto, 1848.</i></p> <p><i>Source: from the NYS Global History and Geography Regents Exam, August 2002.</i></p> <p>2. These views, expressed by Engels and Marx, were developed in reaction to the</p> <ul style="list-style-type: none"> (1) unification of Germany (2) Commercial Revolution (3) Congress of Vienna (4) Industrial Revolution
<p>3. Where did Karl Marx predict a revolution of the proletariat would occur first?</p> <ul style="list-style-type: none"> (1) industrial Europe (2) independent Latin America (3) colonial Africa (4) agricultural Russia 	<p>4. Karl Marx and Friedrich Engels encouraged workers to improve their lives by</p> <ul style="list-style-type: none"> (1) electing union representatives (2) participating in local government (3) overthrowing the capitalist system (4) demanding pensions and disability insurance
<p>5. In the late 1800s, one response of workers in England to unsafe working conditions was to</p> <ul style="list-style-type: none"> (1) take control of the government (2) return to farming (3) set minimum wages (4) form labor unions 	<p>6. Karl Marx predicted that laissez-faire capitalism would result in</p> <ul style="list-style-type: none"> (1) a return to manorialism (2) a revolution led by the proletariat (3) fewer government regulations (4) an equal distribution of wealth and income
<p>7. Based on the speakers’ statements below and on your knowledge of social studies; answer the question 8 and 9.</p> <p>Speaker A: Government should not interfere in relations between workers and business owners</p>	

Speaker B: The workers will rise up and overthrow the privileged class.

Speaker C: Private property will cease to exist. The people will own the means of production.

Speaker D: A favorable balance of trade should be maintained by the use of tariffs.

8. Which two speakers represent Karl Marx's ideas of communism?

1. A and B
2. B and C
3. B and D
4. C and D

9. Which speaker is referring to laissez-faire capitalism?

1. A
2. B
3. C
4. D

10. In The Communist Manifesto, Karl Marx and Friedrich Engels expressed the idea that

- (1) religion should be the most important factor in society
- (2) power should be determined by a person's wealth
- (3) profits from work should belong to the workers
- (4) supply and demand should control prices

D. Expansion



Writing Activity:

Explain the relation/ difference between communism, and socialism (as Marx understood these concepts). Remember the phrases in the language boxes! While Marxism is a philosophical theory/ doctrine, socialism is an economic, political, and social system. In other words, The difference between communism and socialism, according to Marx, is that socialism is a lower form of communism. In other words, both are political and social systems, but the extent of communist ideology differs. He explained that socialism, basically, could be a way to move towards a truly communist state. Discuss.

Lesson 13: Fascism

Learning Objectives

GENERAL OBJECTIVE: synthesize a definition of fascism from a primary source (by Mussolini).

SPECIFIC OBJECTIVES: Based on their suggestions, students will together write a definition for fascism. The concept map to definition process serves as both a reading strategy and as a formative assessment. It also is an empowering activity for the students that not feed them information, but rather they are coming up with the definition themselves.

Benito Mussolini: What is Fascism?

The following is an excerpt from the Italian Encyclopedia , written in 1932 by Mussolini, in an attempt to explain the doctrine of fascism to a wider audience.



✦ As you read, annotate the document for a definition of fascism.

Fascism believes that everlasting peace is neither possible nor useful. It thus rejects the idea of pacifism [the opposition to all war]. To Fascists, war alone brings all human energy up to its highest point. It gives nobility to the peoples who have the courage to meet it.

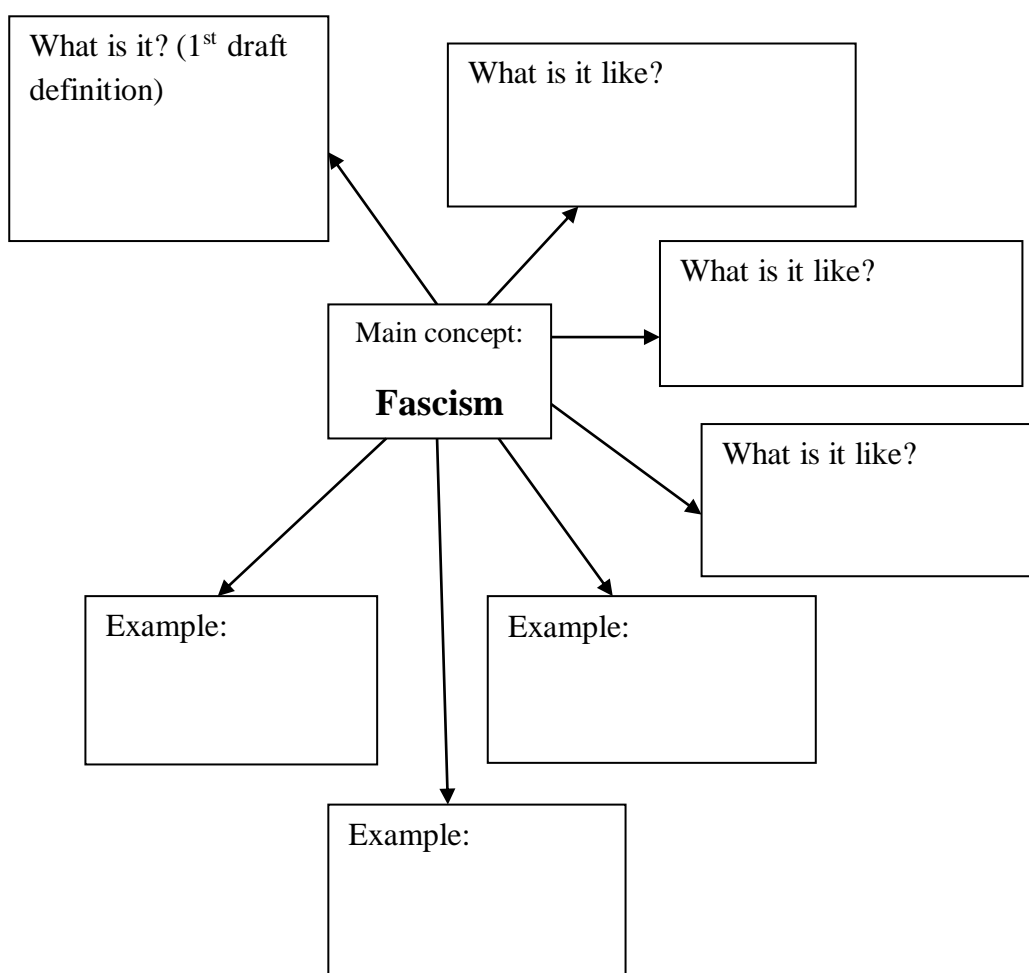
1. How do fascists feel about peace? Why do they feel this way?
2. What words/phrases does Mussolini use to make war sound more honorable than peace?

The Fascist thinks of life as duty and struggle and conquest. Such a view of life makes Fascism the complete opposite of Marxian socialism. According to the Marxists, the history of civilization can be explained simply through the conflict of [economic] interests among various social groups and changes in the means of production. Fascism, on the other hand, believes in holiness and heroism. This means it values actions not influenced by economic motives. Fascism also fights against democratic thought and rejects it. Fascism denies that the majority can direct human society. It denies that numbers alone can govern by means of periodic meetings [of the legislature]. It believes that the inequality of mankind is unchangeable and desirable.

3. Why is fascism the complete opposite of socialism?
4. Why does fascism reject democracy?

The foundation of Fascism is the state – its character, its duty, and its aims. The state guarantees the people’s security, both within the nation and abroad. It represents the spirit of the nation. It is the state which educates its citizens. It makes them aware of their purpose in life and unites them. It leads men from primitive tribal life to the highest expression of human power, which is empire. But building an empire demands discipline. It requires the cooperation of all forces in the state, and a deeply felt sense of duty and sacrifice. This fact explains the severe measures we must take against those who oppose this movement of Italy in the 20th Century. Never before has the nation stood more in need of authority, direction and justice.

5. What other phrases were probably intended to make the reader favor fascism?



📌 **Final Definition:**

Fascism is ...

Quizzes

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Quiz 1

? Match words with definitions.

1.

2.

3.

A detailed plan of how something will be done

Theory and practice of a detailed plan

The involved one in this practice

? Match words (1-6) with their definitions (a-f)

- | | |
|----------------|---|
| 1. Politics | <i>a.</i> the supreme authority within a territory |
| 1. Sovereignty | <i>b.</i> the power or right to act, speak, or think as one wants |
| 2. Politician | <i>c.</i> theory and practice |
| 3. State | <i>d.</i> a nation or territory considered as an organized political community under one government |
| 4. Policy | <i>e.</i> he who holds national or international affairs |
| 5. Freedom | <i>f.</i> a detailed plan of how something will be done |

1	2	3	4	5	6

? Match when appropriate by writing the number under the form.

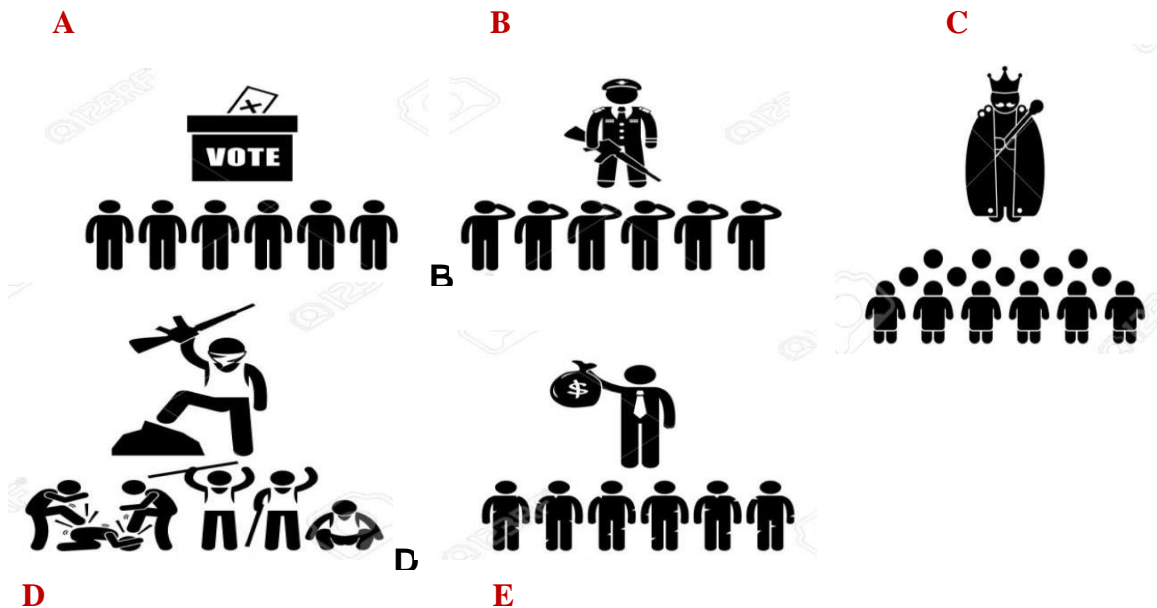
- The way that governments make rules and laws
- Population, area & government
- An academic discipline
- Rule by the people

<p>Democracy</p> <input type="text"/>	<p>State</p> <input type="text"/>
<p>Political Science</p> <input type="text"/>	<p>Politics</p> <input type="text"/>

Quiz 2

? Identify That Government!

Fill in the table with appropriate type of governance as: autocracy- monarchy- democracy- oligarchy- dictatorship.



A	B	C	D	E

? Get the true meaning to each word (1-4) from (A-D)

- | | |
|-----------------|--|
| 2. Monarchy | A. an autocratic form of government in which the government is ruled by an individual. |
| 3. Oligarchy | B. a form of government of equal say in its decisions. |
| 4. Democracy | C. a form of government in which the head of state is a king or queen |
| 5. Dictatorship | D. power effectively rests with a small number of people. |

1	2	3	4

? Circle the correct word to make questions

- Where/Were is the word "politica" from?
- Which/What does it mean the ancient Greek word "demos"?
- How many/How much rulers were there in city-states dominated by the aristocracies or oligarchies?
- How is the ruler who/which dominates without law called?

5. Is it true/Is true that citizen has rights whereas subject is ruled by a king or by a minority?
 6. Whose/What's a law?
 7. It's/Is democracy a political system that favours the many?
- ?
- Match the correct answer to questions above (there are two extras that you don't need)
- a It is a system of rules enforced by the State government in order to regulate conduct of people that live together.
 - b Yes, it is.
 - c It is from the ancient Greek word *polis* that means "place/community of people living together".
 - d No, it isn't.
 - e It means "people".
 - f That is true.
 - g There were few.
 - h Yes, it is.
 - i He is called tyrant.

Quiz 3

Capitalism, Socialism Communism&Fascism



Political and economic theory derived from the ideas of karl marx. Government owns all businesses and farms and provides its people's healthcare, education and welfare.

Communism
Capitalism
Socialism
Fascism

Government owns many of the larger industries and provide education, health and welfare services while allowing citizens some economic choices

Communism
Capitalism
Socialism
Fascism

Free-market economy; people own their own businesses and property and must buy services for private use, such as healthcare.

Communism
Capitalism
Socialism
Feudalism

A strong centralized government with stringent social and economic control often led by a charismatic dictator and characterized by fervent patriotism

Fascism
Constitutional Monarchy
Dictatorship
Oligarchy

Tests

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Test 1

Labour's Khan becomes first Muslim mayor of London after bitter campaign

By William James and Elizabeth Piper

Sadiq Khan, the son of a bus driver, became London's first Muslim mayor on Saturday, seeing off a Conservative challenger who attempted to link him to extremism and securing a much-needed win for his opposition Labour Party. Khan's victory, which also makes him the first Muslim to head a major Western capital, was confirmed shortly after midnight inside London's futuristic glass and steel city hall following a day of mixed news for Labour in elections elsewhere in the country.

But the big prize was the London mayor vote, which pitted Khan, 45, who grew up in public housing in inner city London, against Conservative Zac Goldsmith, 41, the son of a billionaire financier. "This election was not without controversy and I am so proud that London has today chosen hope over 10.fear and unity over division," Khan said in a short speech after the results. "I hope that we will never be offered such a stark choice again. Fear does not make us safer, it only makes us weaker and the politics of fear is simply not welcome in our city."

Khan's 13.6 percent margin of victory over Goldsmith was the widest in a London mayoral election in 16 years, showing that a bitter campaign marred by accusations that Khan had links to extremists and charges of anti-Semitism within Labour ranks had failed to deter his voters.

The Labour lawmaker replaces Conservative Boris Johnson, who ran the city of 8.6 million people for 20.eight years. A top campaigner for Britain to leave the EU, Johnson is seen as a contender to succeed David Cameron as party leader and prime minister. The Conservatives were keen to keep hold of the post, which does not run the City of London financial district but has influence over government in lobbying for the capital. The mayor is responsible for areas such as policing, transport, housing and the environment.

Khan, looking exhausted after a much delayed result, made an emotional speech referencing his Pakistani father, who he said would have been "proud that the city he chose to call his home, has now chosen one of his children to be the mayor."

Reading comprehension.

DETAILED COMPREHENSION :

1) Sadiq Khan's ID

FAMILY : -----

AGE : -----

ORIGINS : -----

JOB : -----

RELIGION : -----

POLITICAL PARTY : -----

2) Who are they ? Complete the grid.

Zac Goldsmith	Boris Johnson	David Cameron
-	-	-
-	-	-
-	-	-

COMPREHENSION :

1) Right or Wrong./ True or False

Circle the correct answer and justify by quoting the text.

a) "Sadiq Khan is the first Muslim mayor of a Western capital" True False

b) "London city hall is a modern building" True False

c) "The new London Mayor grew up in a flat far from the inner city." True
False

d) "Sadiq Khan almost lost the election because of accusations according to
which he had links with extremists." True False

e) "The former London mayor ran the city for 16 years." True False

f) "The new mayor will have to run the City of London." True False

2) Which areas are the mayor's responsibility?

5) Explain in your own words « a bitter campaign » (line 13)

Topic
Topic

Fighting Corruption

Use the following notes to write a Public Statement to Fight Corruption if you were elected a Mayor of your town.

1. implement this anti corruption program
2. punished corrupt leaders and people
3. pass strict laws to eradicate all forms of corruption
4. hiring honest workers who do not accept bribery and nepotism
5. rehabilitate the value of work and fighting tax evasion

Conclusion : corruption is a deeply rooted cancer and pursuing these steps, we would have a corrupt free society.

Test 2

Forms of Government



When it comes to politics, you can know all there is to know about your own country and how it is run, but you can still know very little about the topic of government in general. What are the types of government, and how do they differ from one another? You tell us!

Questions

1. What type is a government?

- A.

A group of people that exercise executive authority in an effort to improve the lives of the citizens within a state or community

- B.

A system by which a state or community is controlled

○ C.

An extensive group of states or countries under a single supreme authority

○ D.

A system to protect people's inalienable rights to life, liberty, property, and the pursuit of happiness

2. What form of government is controlled by a single ruler who assumes total control, often by force?

○ A.

Republic

○ B.

Direct democracy

○ C.

Dictatorship

○ D.

Oligarchy

3. What form of government transmits authority according to the rules of heredity?

○ A.

Democracy

○ B.

Communism

○ C.

Anarchy

○ D.

Monarchy

4. What type of government elects What form of government places all power in a small group of individuals or a few prominent families?

- A.
Oligarchy
- B.
Democracy
- C.
Communism
- D.
Dictatorship

5. What political and economic doctrine advocates for a stateless, classless society, with collective ownership of all property?

- A.
Capitalism
- B.
Anarchism
- C.
Communism
- D.
Socialism

6. What form of government rules according to divine will as interpreted by religious leaders?

- A.
Theocracy
- B.
Utilitarianism

- C.
Anarchy
- D.
Republic

7. What is a common motivation for the creation and ratification of a constitution?

- A.
To formally map out the power structures of the government
- B.
To establish the basic rule of law
- C.
To provide a framework for law enforcement
- D.
All of the above

8. What form of government requires citizens to vote on all government actions?

- A.
Direct democracy
- B.
Representative democracy
- C.
Socialism
- D.
Communism

9. What political and economic system advocates that the means of production, distribution, and exchange should be owned by the community as a whole?

- A.
Corporatism
- B.
Socialism
- C.
Anarchism
- D.
Communism

10. What form of government holds the country's executive leader(s) accountable to the legislature rather than the citizens?

- A.
Parliamentary government
- B.
Democracy
- C.
Socialism
- D.
Monarchy

11. The absence of government is called:

- A.
Monarchy
- B.
Confederacy

- C.
Totalitarianism
- D.
Anarchy

12. Which of the following is an authoritarian form of government?

- A.
Absolute monarchy
- B.
Liberal democracy
- C.
Constitutional monarchy
- D.
All of the above

13. Which of the following types of government would be most likely to hold free and fair elections to choose a leader?

- A.
Dictatorship
- B.
Oligarchy
- C.
Theocracy
- D.
Democracy

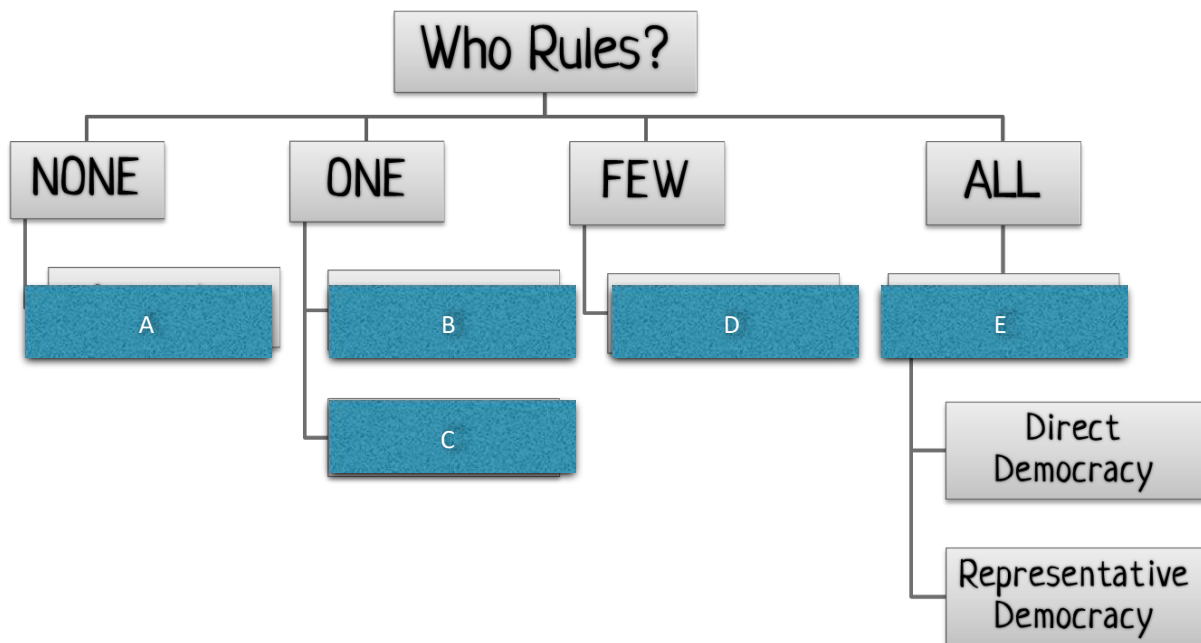
14. A despot rules what form of government?

- A.
Dictatorship
- B.
Anarchy
- C.
Parliamentary republic
- D.
Oligarchy

15. Which of the following is a characteristic of fascism?

- A.
Authoritarian nationalism
- B.
Institutional racism
- C.
Forcible suppression of opposition
- D.
All of the above

Test 3



Task 6: Have a look on the picture above and answer the questions.

- Letter "A" represents which form of government?
A. Anarchy
B. Monarchy
C. Oligarchy
D. Direct Democracy
- Letter "B" represents which form of government?
A. Anarchy
B. Monarchy
C. Oligarchy
D. Direct Democracy
- Letter "C" represents which form of government?
A. Anarchy
B. Dictatorship
- Letter "D" represents which form of government?
A. Anarchy
B. Dictatorship
C. Oligarchy
D. Direct Democracy
- Letter "E" represents which form of government?
A. Anarchy
B. Dictatorship
C. Oligarchy
D. Democracy
- A monarchy can be like a _____ or it can be limited by a constitution and be part of a democracy.
A. Democracy
B. Anarchy
C. Oligarchy
D. Dictatorship
- Name the two fundamental type of democracies.

C. Oligarchy

D. Direct Democracy

- A. direct and representative
- B. absolute and direct
- C. representative and indirect
- D. republic and representative

8. A direct democracy exists when...

- A. the will of the people is translated by representatives into law directly by the people themselves.
- B. the will of the people is translated by the executive.
- C. the will of the people is translated into law directly by the representatives themselves.
- D. none of the above

9. Elected leaders or representatives do the day to day work of governing the county; they consider the issues, work to find solutions and pass laws and do all of the other things necessary to keep a country going. Citizens hold the ultimate power though, because if they do not like what the representatives are doing, they can vote in new ones. Name the form of government described above.

- A. Direct Democracy
- B. Autocracy
- C. Dictatorship
- D. Representative democracy

10. Name the form of government that is a Greek work, meaning, "rule by a few."

- A. dictatorship
- B. oligarchy
- C. democracy
- D. republic

11. When a small group of military leaders who rule a country after taking it by force the oligarchy is called a _____.

- A. Julio
- B. Jesuit
- C. Junta

- A. dictatorship
- B. oligarchy
- C. democracy
- D. republic

14. Modern theocracies are usually found in countries where the population is strongly...

- A. Educated
- B. Socialized
- C. Religious
- D. All of the above

15. Which countries currently hold anarchy as their current form of government?

- A. There several countries that have anarchy as their form of government
- B. There are several indecent countries that have anarchy as their form of government.
- C. There are only Middle Eastern countries that have anarchy as their form of government.
- D. There are no countries that have anarchy as their form of government.

16. Unitary government is where...

- A. all powers are held by a single central agency
- B. an alliance of independent states
- C. governments are divided between a central government, state governments, and several local governments
- D. A&B

17. In Switzerland citizens elect representatives to sit in two different lawmaking assemblies. But citizens also vote several times a year to decide on laws. Which form of government exist in Switzerland.

- A. Direct Democracy
- B. Representative Democracy
- C. Theocracy
- D. A&B

D. None of the above

12. Traditionally in an oligarchy there is only a certain group which has political power, what might this group have in common?

A. Members of the same political party

B. One Social Class

C. One Race

D. All of the above

13. Name the form of government that is a Greek word, meaning, "rule by a few."

18. One man leads North Korea and controls its government. He also controls its ruling political party. The ruling party chooses candidates for an Assembly, and citizens vote. The candidates do not have opponents, so citizens have no choices. Which form of government is in place in North Korea?

A. Direct Democracy

B. Dictatorship

C. Representative Democracy

D. All of the above

Test 4

Am I Communist, Socialist Or Capitalist?



For many years people have debated forms of government. The capitalist system, which has been around since the dawn of civilization, the fascist system, in which the first notable occurrence was the emperor Julius Caesar's rule, Socialism which emerged as a response to the expanding capitalist system, or how about the communist system, which began with political philosopher Karl Marx and truly began with the Russian Revolution?

Questions

1. In a "pure" communist society, who are the wealthiest and most powerful people?

- A.
Intellectuals
- B.
Business leaders
- C.

Military leaders

- D.

No One--every member of society is supposed to be equal

- **2.** What societal problem did Karl Marx attempt to address in his manifesto? Choose the best answer.

- A.

The exploitation of the poor by the rich

- B.

The low quality of good produced at large factories.

- C.

The fact that poor people were not allowed to vote.

- D.

Unfair laws that allow poor people to be sent to prison

- **3.** According to Marx, workers would take control of governments through:

- A.

Non-violent protest

- B.

Democratic reforms

- C.

Violent revolution

- D.

Trickery

- **4.** How are workers motivated under the economic theory of capitalism?

- A.

Workers are motivated by the ability to sell and trade stocks in their company.

- B.

Workers are motivated by a form of wage slavery known as mercantilism.

- C.

Rich Workers are motivated by the profit motive..

- D.

Workers are motivated by health benefits with their work contracts.

- **5. How does socialism differ from capitalism?**

- A.

In socialism, the government controls the means of production; whereas, capitalism focuses on the private owner.

.

- B.

In socialism, the government provides subsidies for small businesses; whereas, capitalism only depends on the corporations to spark the economy.

- C.

In socialism, the government does not provide any form of humanitarian aid; whereas, capitalism funds small business with tax relief.

- D.

In socialism, the government controls what the consumer can purchase; whereas, capitalism controls what the business can market.

- **6. What is a key difference between capitalism and communism?**

- A.

Private Property is allowed in Capitalism

- B.

Communism allows for a free market

- C.

Capitalism, in theory, spreads the wealth evenly

- D.

Communism encourages entrepreneurship

- **7. What is Capitalism?**

- A.

A system where the government controls business

- B.

An economic system where the means of production are privately owned and operated for profit!

- C.

An economic system in which the people have limited rights

- D.

An economic system in which most property and resources, such as factories or farms, are publicly owned or controlled.

- **8. The government or groups of workers might control these resources but the profits are divided among the people.**

- A.

Capitalism

- B.

Communism

- C.

Socialism

- D.

Mixed Economy

- **9. Karl has a hard job, but gets the same rations as people with easier jobs.**

- A.

Capitalism

- B.
Communism
- C.
Socialism

10. Carter was homeless, but he was provided with free housing, and even got to go to college for free.

- A.
Capitalism
- B.
Communism
- C.
Socialism

Appendices

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Appendix 1

<p>1. Task 1: Political people and places</p>	<ul style="list-style-type: none"> • This is a simple matching task to introduce the topic. It can be more challenging by adding more items. It can be mentioned that in many countries the political outlook is changing due to the changing circumstances.
<p>2. Task 2: Find someone who...</p>	<ul style="list-style-type: none"> • In task 2 students are asked to add two more statements of their own in the blank spaces at the bottom of the chart before they begin. Then giving the students the opportunity to ask each other the questions. • The teacher makes sure that extra information is important.
<p>3. Task 3: Politics – sentence completion</p>	<ul style="list-style-type: none"> • This task leaves students completely free to express their own opinions. The instructor should give students time to think about their answers first. • Students can be in pairs to discuss their answers or into groups to compare their opinions in larger.
<p>4. Task 4: Reading. Political Science</p>	<ul style="list-style-type: none"> • Students should read the text which offers some follow-up discussion questions. • Tip: The vocabulary in the text could be a little tricky so there should be a pre-teach of words the students will not know. If not, students should be encouraged to guess the meaning of unknown words from the context – this is an important skill.
<p>5. Task 5: Discussion</p>	<ul style="list-style-type: none"> • This activity of discussion questions would follow the reading task. Students could discuss them in small groups or in a whole class discussion. The teacher should be prepared to feed-in new language when the students need it.
<p>6. Task 6: Vote for us!</p>	<ul style="list-style-type: none"> • This task could lead on to becoming a mini writing project. Students are put into groups or ‘parties’. They will have to think of a name for their new political party and to think up five policies that they will use to try and win the election. • Students should think of which political issues are most important for them, the teacher will help with suggestions.

Appendix2

The Conditional

Type	Condition
0	General truth
1	Present condition possible to fulfill in the future
2	Condition which is not possible neither in the present nor in the future (imagination)
3	A condition which indicates an unreal past

Forms

Type	If clause	Main clause
0	Simple present	Simple present (or modal + stem).
1	Simple present	Will + stem (or modal + stem).
2	Simple past	Would + stem (or modal + stem).
3	Past perfect	Would + have + past participle.

Examples

Type	Long forms	Contracted forms
0	If you boil water, it evaporates .	
1	+ If he studies hard, he will succeed .	If he studies hard, he'll succeed .
	- If he studies hard, he will not succeed . If he does not study hard, he will succeed .	If he studies hard, he won't succeed . If he doesn't study hard, he'll succeed .
2	+ If I were you, I would apologize .	If I were you, I'd apologize .
	- If I were you, I would not apologize . If I were not you, I would apologize .	If I were you, I'd not apologize . If I weren't you, I'd apologize .
3	+ If they had been tall, they would have joined the army.	If they'd been tall, they'd have joined the army.
	- If they had been tall, they would not have joined the army. If they had not been tall, they would have joined the army.	If they'd been tall, they'd not have joined the army. If they hadn't been tall, they'd have joined the army.

Task one: Complete with the correct form of the verbs. Use only the **will**-future in the main clauses.

1. If I(to study) law, I (to become) a lawyer.
2. If she(to read) the penalties, she (to commit) a fault.
3. If he(to have) a high level in politics, he (to participate)in the election.

4. If she(**to earn**) a lot of money, she (**to visit**)the White House.

Task two: Form conditional type (2).

1. If she(**to come**) home earlier, she (**to prepare**) the exam.
2. If Tim and Tom(**to be**) intelligent, they (**to solve**)the quiz.
3. She(**to be**) better at the university if Susan (**to specialize**) in politics.
4. If they (**to have**) enough money, they (**to help**) the victims.

Task three: Complete with the right conditional.

1. If you (**to mix**) water with oil, the oil (**float**) on the surface. →..... -.....
2. She (**not to go**) to study if she (**to have**) any problem. →..... -.....
3. If I (**to be**) president, I (**to ban**) guns completely. →..... -.....
4. If Hitler (**to be**) more intelligent, he (**to win**) the war. →..... -.....

Appendix3

As the 19th Century progressed, groups or collectives began to respond to what they perceived were the corrupt and abusive nature of classical liberalism. Such collective response was the creation of unions. This poster was produced by the Industrial Workers of the World, an international labour union that emerged in the United States.

- 📌 Look closely at the 1911 poster entitled "**The Pyramid of the Capitalist System**" for a perspective on classical economic system.

✦ **At the top of the pyramid** labeled "capitalism" is a bag of money. It is supported by a king and two well-dressed male politicians with the label "*WE RULE YOU.*"

✦ The next level of the pyramid contains three male **church leaders** with the slogan "*WE FOOL YOU.*"

✦ Supporting the church and political leadership is the **military**, labeled "*WE SHOOT AT YOU.*"

✦ Under the military is a **dining table** surrounded by well-dressed men and women of the **upper class**, with the phrase "*WE EAT FOR YOU.*"

✦ At the base, **holding up the entire pyramid** are the men, women, and children of the **working class** with the label "*WE WORK FOR ALL-WE FEED ALL.*"

Keys for Quizzes & Tests

Quiz 1

? Match words with definitions.

1. Theory and practice of a detailed plan
2. The involved one in this practice
3. A detailed plan of how something will be done

? Match words (1-6) with their definitions (a-f)

1	2	3	4	5	6
c	a	e	d	f	b

? Match when appropriate by writing the number under the form.

Democracy
4

State
2

Political Sciences
3

Politics
1

Quiz 2

? Identify That Government!

Fill in the table with appropriate type of governance as: autocracy- monarchy- democracy- oligarchy- dictatorship.

A	B	C	D	E
Democracy	Dictatorship/ autocracy	Monarchy/ autocracy	Oligarchy	Autocracy

? Get the true meaning to each word (1-4) from (A-D)

1	2	3	4
C	D	B	A

? Circle the correct word to make questions

1. Where is the word "politica" from?
2. What does it mean the ancient Greek word "demos"?
3. How many rulers were there in city-states dominated by the aristocracies or oligarchies?
4. How is the ruler who dominates without law called?
5. Is it true that citizen has rights whereas subject is ruled by a king or by a minority?
6. What is a law?
7. Is democracy a political system that favours the many?

? Match the correct answer to questions above (there are two extras that you need to cross out)

1	2	3	4	5	6	7
c	e	g	i	f	a	b

Quiz 3

Capitalism, Socialism Communism&Fascism



Political and economic theory derived from the ideas of karl marx. Government owns all businesses and farms and provides its people's healthcare, education and welfare.

- Communism
- Capitalism
- Socialism
- Fascism

Government owns many of the larger industries and provide education, health and welfare services while allowing citizens some economic choices

- Communism
- Capitalism
- Socialism
- Fascism

Free-market economy; people own their own businesses and property and must buy services for private use, such as healthcare.

- Communism
- Capitalism
- Socialism
- Feudalism

A strong centralized government with stringent social and economic control often led by a charismatic dictator and characterized by fervent patriotism

- Fascism
- Constitutional Monarchy
- Dictatorship
- Oligarchy

Test 1

COMPREHENSION :

2) Sadiq Khan's ID

FAMILY : FATHER BUS DRIVER

AGE : 45

ORIGINS : PAKISTANI

JOB : LAWMAKER (législateur) / Mayor of London

RELIGION : MUSLIM

POLITICAL PARTY : LABOUR

2) Who are they? Complete the grid.

Zac Goldsmith	Bill de Blasio	Boris Johnson	David Cameron
<ul style="list-style-type: none"> - 41 - CONSERVATIVE - FATHER : BILLIONAIRE FINANCIER 	<ul style="list-style-type: none"> - MAYOR OF NYC 	<ul style="list-style-type: none"> - FORMER MAYOR OF LONDON - CONSERVATIVE 	<ul style="list-style-type: none"> - PM - Party leader + Conservative

3) Right or Wrong. Circle the correct answer and justify by quoting the text.

a) « Sadiq Khan is the first Muslim mayor of a Western capital » Right

Sadiq Khan, the son of a bus driver, became London's first Muslim mayor on Saturday.

b) « London city hall is a modern building » Right

London's futuristic glass and steel city hall

c) « The new London Mayor grew up in a flat far from the inner city. » Wrong

grew up in public housing in inner city London

d) « Sadiq Khan almost lost the election because of accusations according to which he had links with extremists. » Wrong

Khan held his lead in the opinion polls

e) « The former London mayor ran the city for 16 years. » Wrong

Boris Johnson, who ran the city of 8.6 million people for eight years

f) « The new mayor will have to run the City of London. »
the post, which does not run the City of London

Wrong

4) Which areas are the mayor's responsibility?

The mayor is responsible for areas such as policing, transport, housing and the environment.

5) Explain in your own words « a bitter campaign » (line 13)

bitter = rough = aggressive

Topic
Topic

Fighting Corruption

Public Statement to Fight Corruption

Dear fellow citizens,

Corruption is an evil that should be eradicated from our society. So, if I were elected a Mayor of my town, I would implement a certain anti corruption program that punishes corrupt leaders and people. As such, I would also pass strict laws and hire honest workers who do not accept bribery and nepotism. Furthermore, I would rehabilitate the value of work and fighting tax evasion. These are among other things that I would strive hard to realize.

Corruption is a deeply rooted cancer and by pursuing these steps, we would have a corrupt free society.

Test 2

Forms of Government

Question 1 What is a government?

- B. A system by which a state or community is controlled

Question 2

What form of government is controlled by a single ruler who assumes total control, often by force?

- Dictatorship

Question 3

What form of government transmits authority according to the rules of heredity?

- Monarchy

Question 4

What form of government places all power in a small group of individuals or a few prominent families?

- Oligarchy

Question 5

What political and economic doctrine advocates for a stateless, classless society, with collective ownership of all property?

- Communism

Question 6

What form of government rules according to divine will as interpreted by religious leaders?

- Theocracy

Question 7

What is a common motivation for the creation and ratification of a constitution?

- All of the above

Question 8

What form of government requires citizens to vote on all government actions?

- Direct democracy

Question 9

What political and economic system advocates that the means of production, distribution, and exchange should be owned by the community as a whole?

- Socialism

Question 10

What form of government holds the country's executive leader(s) accountable to the legislature rather than the citizens?

- Parliamentary government

Question 11

The absence of government is called:

- Anarchy

Question 12

Which of the following is an authoritarian form of government?

- Absolute monarchy

Question 13

Which of the following types of government would be most likely to hold free and fair elections to choose a leader?

- Democracy

Question 14

A despot rules what form of government?

- Dictatorship

Question 15

Which of the following is a characteristic of fascism?

- All of the above

Test 3

Task: Have a look on the picture above and answer the questions.

1. Letter "A" represents
A. Anarchy
2. Letter "B" represents
B. Monarchy
3. Letter "C" represents
B. Dictatorship
4. Letter "D" represents
C. Oligarchy
5. Letter "D" represents
D. Oligarchy
6. Letter "E" represents
D. Democracy
7. A monarchy can be like a _____ or it can be limited by a constitution and be part of a democracy.
D. Dictatorship
8. Name the two fundamental types of democracies
A. direct and representative
9. A direct democracy exists when...
A. the will of the people is translated by representatives into law directly by the people themselves.
10. Elected leaders or representatives do the day to day work of governing the county; they consider the issues, work to find solutions and pass laws and do all of the other things necessary to keep a country going. Citizens hold the ultimate power though, because if they do not like what the representatives are doing, they can vote in new ones. Name the form of government described above.
A. Direct Democracy
D. Representative democracy
11. Name the form of government that is a Greek work, meaning, "rule by a few."
B. oligarchy
12. When a small group of military leaders who rule a country after taking it by force the oligarchy is called a _____.
C. Junta
13. Traditionally in an oligarchy there is only a certain group which has political power, what might this group have in common?
D. All of the above

14. Modern theocracies are usually found in countries where the population is strongly...
C. Religious
15. Which countries currently hold anarchy as their current form of government?
A. There several countries that have anarchy as their form of government
16. Unitary government is where...
D. A&B
17. One man leads North Korea and controls its government. He also controls its ruling political party. The ruling party chooses candidates for an Assembly, and citizens vote. The candidates do not have opponents, so citizens have no choices. Which form of government is in place in North Korea?
B. Dictatorship
18. In Switzerland citizens elect representatives to sit in two different lawmaking assemblies. But citizens also vote several times a year to decide on laws. Which form of government exist in Switzerland.
A. Direct Democracy
C. Representative Democracy

Test 4

Am I Communist, Socialist Or Capitalist?



Questions

1. In a "pure" communist society, who are the wealthiest and most powerful people?
 - D.
No One--every member of society is supposed to be equal
- 2. What societal problem did Karl Marx attempt to address in his manifesto? Choose the best answer.
 - A.
The exploitation of the poor by the rich
- 3. According to Marx, workers would take control of governments through:
 - C.
Violent revolution

- **4.** How are workers motivated under the economic theory of capitalism?

- C.

Rich Workers are motivated by the profit motive..

- **5.** How does socialism differ from capitalism?

- A.

In socialism, the government controls the means of production; whereas, capitalism focuses on the private owner.

- **6.** What is a key difference between capitalism and communism?

- A.

Private Property is allowed in Capitalism

- **7.** What is Capitalism?

- B.

An economic system where the means of production are privately owned and operated for profit!

- **8.** The government or groups of workers might control these resources but the profits are divided among the people.

- C.

Socialism

- 9.** Karl has a hard job, but gets the same rations as people with easier jobs.

- B.

Communism

- 10.** Carter was homeless, but he was provided with free housing, and even got to go to college for free.

- C.

Socialism

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Translation for Common Government and Politics Vocabulary

English	Standard Arabic
government	حكومة (ج) حكومات
politics	السياسة
political	سياسي
party	حزب (ج) أحزاب
movement	حركة (ج) حركات
faction	فصيلة (ج) فصائل
bloc	كتلة (ج) كتل
liberal	ليبرالي
conservative	محافظ
neo-conservative	محافظ جديد
country	دولة (ج) دول
nation, homeland	وطن (ج) أوطان
citizen	مواطن (ج) مواطنون
immigrant	مهاجر (ج) مهاجرون
population	عدد سكان
democracy	ديموقراطية
republic	جمهورية
kingdom	مملكة (ج) ممالك
empire	امبراطورية (ج) امبراطوريات
mandate	انتداب
colony	مستعمرة (ج) مستعمرات
dictatorship	ديكتاتورية
totalitarianism	شمولية
fascism	فاشية
communism	شيوعية

socialism	اشتراكية
capitalism	رأسمالية
anarchism	فوضوية
patriotism	وطنية
nationalism	قومية
pan-Arab nationalism	القومية العربية
federal government	حكومة اتحادية
local government	الحكومة المحلية
coalition government	حكومة ائتلافية
authority	سلطة (ج) سلطات
legislative	تشريعي
executive	تنفيذي
judicial	قضائي
constitution	دستور (ج) دساتير
amendment	تعديل (ج) تعديلات
veto	نقض
position, office	منصب (ج) مناصب
president; chairman	رئيس (ج) رؤساء
prime minister	رئيس الوزراء
governor; ruler	حاكم (ج) حكام
mayor	عمدة (ج) عمد
monarch	عاهل (ج) عواهل
king	ملك (ج) ملوك
prince	أمير (ج) أمراء
crown prince	ولي العهد
His Majesty	جلالته
His Royal Highness	صاحب السمو الملكي
tyrant	مستبد

despot	طاغية
ambassador	سفير (ج) سفراء
minister	وزير (ج) وزراء
deputy, vice, representative	نائب (ج) نواب
member	عضو (ج) أعضاء
official	مسؤول (ج) مسؤولون
representative	ممثل (ج) ممثلون
spokesman	متحدث باسم ناطق باسم
delegate, envoy	مبعوث (ج) مبعوثون
deputy, agent	وكيل (ج) وكلاء
councillor, advisor	مستشار (ج) مستشارون
secretary general	الأمين العام
leader	زعيم (ج) زعماء قائد (ج) قواد قادة
embassy	سفارة (ج) سفارات
committee	لجنة (ج) لجان
delegation	وفد (ج) وفود بعثة (ج) بعثات
council	مجلس (ج) مجالس
parliament	برلمان
the House of Representatives	مجلس النواب
the Supreme Court	المحكمة العليا
agency	وكالة (ج) وكالات
association	جمعية (ج) جمعيات
organization	منظمة (ج) منظمات
group	جماعة (ج) جماعات

the United Nations (UN)	الأمم المتحدة
the General Assembly	الجمعية العامة
the Security Council	مجلس الأمن
resolution (or decision)	قرار (ج) قرارات
Session	جلسة (ج) جلسات
the European Union (EU)	الاتحاد الأوروبي
Group of Eight (G8)	مجموعة الثماني
World Health Organization (WHO)	منظمة الصحة العالمية
International Monetary Fund (IMF)	صندوق النقد الدولي
World Bank	البنك الدولي
World Trade Organization (WTO)	منظمة التجارة العالمية
Human Rights Watch	مراقبة حقوق الإنسان
Amnesty International	منظمة العفو الدولية
the Arab League	جامعة الدول العربية
Gulf Cooperation Council (GCC)	مجلس التعاون لدول الخليج العربية
OPEC	منظمة الدول المصدرة للنفط
administration	إدارة (ج) ادارات
govt. agency or authority	هيئة (ج) هيئات حكومية
intelligence	مخابرات
ministry	وزارة (ج) وزارات
election	انتخاب (ج) انتخابات
campaign	حملة (ج) حملات
candidate	مرشح (ج) مرشحو
competitor	منافس (ج) منافسون
voter	ناخب (ج) ناخبون
clean, fair	نزيه
transparency	شفافية
election rigging, fraud	تزوير الانتخابات
contribution	مساهمة (ج) مساهمات
referendum	استفتاء (ج) استفتاءات
propaganda, advertising	دعاية
slogan	شعار (ج) شعارات

empty slogan	شعار أجوف
debate	مناظرة (ج) مناظرات
voter turnout	نسبة المشاركة
vote (or voice/noise)	صوت (ج) أصوات
to vote	صوّت - بصوّت (تصويت) اقترع - يقترع (اقتراع)
poll	استطلاع (ج) استطلاعات استبيان (ج) استبيانات
opinion	رأي (ج) آراء
analysis	تحليل
statistics	إحصاءات
result	نتيجة (ج) نتائج
percentage	نسبة (ج) نسب
majority	أغلبية أكثرية
the overwhelming majority	الأغلبية الساحقة
to support	دعم - يدعم (دعم) أيد - يؤيد (تأييد)
to oppose	عارض - يعارض (معارضة) ناهض - يناهض (مناهضة)
with (i.e. supporting)	مع
against	ضد
issue	قضية (ج) قضايا مسألة (ج) مسائل
affair	شأن (ج) شؤون
law	قانون (ج) قوانين
policy	سياسة (ج) سياسات
restrictions (on)	قيود على
reform	اصلاح (ج) اصلاحات

controversy (about)	جدل حول
scandal	فضيحة (ج) فضائح
corruption - corrupt	فساد - فاسد
negligence	اهمال
theft	سرقة
swindling	نصب
bribery	ارتشاء رشوة
embezzlement	اختلاس
fraud	احتيال
blackmail	ابتزاز
favoritism	محاباة
	تفضيل
nepotism	محسوبية
connections	واسطة
security	أمن
safety	سلامة
peace	سلام
protection	حماية
unity	وحدة
stability	استقرار
protection	حماية
unity	وحدة
equality	مساواة
independence	استقلال

sovereignty	سيادة
justice	عدل/عدالة
tolerance	تسامح
coexistence	تعاش
pluralism	تعدد/تعددية
diversity	تنوع
freedom	حرية
dignity	كرامة
conscience	ضمير
principle	مبدأ (ج) مبادئ
morals	أخلاق (م) خلق
standard	معيار (ج) معايير
right	حق (ج) حقوق
human rights	حقوق الإنسان
minority rights	حقوق الأقلية
the right to vote	حق التصويت
the right to a fair trial	حق المحاكمة العادلة
the right to privacy	حق الخصوصية
freedom of religion	حرية الأديان
freedom of opinion	حرية الرأي
freedom of expression	حرية التعبير (عن الرأي)
oppression	ظلم
persecution	اضطهاد
repression	قمع
tyranny	استبداد
prejudice	تحيز
racism	عنصرية
	عرقية
anti-Semitism	معاداة السامية

torture	تعذيب
massacre	مذبحة (ج) مذابح
	مجزرة (ج) مجازر
genocide	ابادة (جماعية)
ethnic cleansing	تطهير عرقي
rape	اغتصاب
human trafficking	الاتجار بالبشر
slavery	عبودية
	استرقاق

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