

# **ENGLISH FOR SOCIAL AND POLITICAL SCIENCES**



Designed by:

Devi Yusnita, M.Pd

**THE FACULTY OF SOCIAL AND POLITICAL SCIENCES  
UIN SYARIF HIDAYATULLAH JAKARTA**

## **COURSE FRAMEWORK**

**DEFINITION:** English for Political and Social Sciences: "English for Political and Social Sciences" aims for equipping students of Faculty of Political and Social Sciences UIN Syarif Hidayatullah Jakarta to be able to read English textbooks. By having reading skills, they are expected to get broader knowledge about their field of study and find sources to support their research for a paper task, minor thesis or a final project. The course also gives chances for the students to practice speaking and writing.

**DELIVERY:** Discussion, Lecture, Practice 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/skill. After that the students are asked to practice the skill. After the reading skills are practiced, the students are given speaking and writing activities as follow up activities.

**INTENSITY:** The materials are for one semester (14 meetings). Each meeting lasts for 120 minutes (3 SKS) that is done once a week. There is Mid-Term Test (UTS) on the seventh meeting and Final Test (UAS) on the fourteenth meeting, so there are 12 meetings for study. The quiz is given before *UTS* and *UAS* to check the students' understanding of the materials having been learned.

**PARTICIPANT:** The participants are second-semester students of FISIP. They are all high school graduates who have known basic knowledge of English. Overall

their language proficiency is considered between basic and pre-intermediate level. There are three classes in each semester. In one class there are about 35-40 students.

CONTENT: Topics of Political and Social Sciences the materials include various topics in the field of political and social sciences. The topics cover:

1. Meaning of political and social sciences
2. Democracy
3. Feudalism
4. Monarchy
5. Capitalism
6. Communism
7. Globalization
8. State Sovereignty
9. Nationalism
10. Sociology
11. Secularism
12. Liberalism

For reading skills, the materials include:

- a. Skimming
- b. Scanning
- c. Guessing word meaning in context
- d. Making inferences
- e. Recognizing words referent

f. Building vocabulary

Besides, by the end of the lesson, there is 'Expansion'. This includes speaking and writing activities.

OUTCOME: Students should be able to:

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

## SYLLABUS

### English for Social and Political Sciences

Lesson and Topic	Reading Skill Objective	Building Vocabulary	Expansion
1 Introduction to Political and Social Sciences (Politic, International Relations, Sociology)	Skimming	Matching	Discussion and Presentation
2 Democracy	Scanning	Filling in the Blanks	Discussion and Presentation
3 Monarchy	Guessing Word Meaning from context	- Finding synonym and antonym - Fill in the blanks	Writing an Essay
4 Feudalism	Making Inferences	Filling in the Blanks	Giving Presentation about Feudalism
5 Capitalism	Recognizing word Referent	Finding the Synonym of Words	Group Presentation
6 Communism	Skimming	Filling in the Blanks	Writing an Essay about Communism

7 Globalization	Guessing Word Meaning in Context and Recognizing Word Referent	Filling in the Blanks	Writing a Report about Globalization
8 State Sovereignty	Making Inferences	Matching the Terms of State Sovereignty	Writing Discussing Debating
9 Nationalism	Skimming and Scanning	-	Writing Discussing Presenting
10 Socialism	Guessing Word Meaning in Context & Recognizing Word Referent and Making Inferences	Filling in the Blanks	Writing an Essay about Socialism
11 Secularism	Skimming and Scanning	Additional	Additional
12 Liberalism	Word referent and Guessing word Meaning	Additional	Additional

**Reading Materials**  
**for**  
**Social and Political Sciences**  
**( a course book)**

**Lesson 1**

**Political and Social Sciences: Politic, International Relations, and Sociology**

GENERAL OBJECTIVE

After learning this lesson, the students are expected to understand 'skimming' skill.

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 you catch the main idea of a paragraph/passage quickly or to get the general sense/ideas of a paragraph, passage, article, or book. When you skim, always work as quickly as you can and do not worry about specific details.

For example, answer this question: what is the paragraph about?

*Political science is a social science discipline concerned with the study of the state, nation, government, and politics and policies of government. Aristotle defined it as the study of the state. It deals extensively with the theory and practice of politics, and the analysis of political systems and political behavior, culture. Political scientists "see themselves engaged in revealing the relationships underlying political events and conditions, and from these revelations they attempt to construct general principles about the way the world of politics works. Political science intersects with other fields; including economics, law, sociology, history, anthropology, public administration, public policy, national politics, international relations, comparative politics, psychology, political organization, and political theory. Although it was codified in the 19<sup>th</sup> century, when all the social sciences were established, political science has ancient roots; indeed, it originated almost 2,500 years ago with the works of Plato and Aristotle.*

The first sentence of the paragraph states '*Political science is a social science discipline concerned with the study of the state, nation, government, and politics and policies of government.* The next sentences mostly talk about 'expert's opinion' which is talking about the definition of political sciences. So, we can conclude that 'the paragraph is about 'political sciences'.

### **C. Reading**

#### **1. Read these questions and then skim passage 1.**

1. What is politics?
2. What methods are employed in politics?
3. Which country the word politics derives from?
4. What is the title of Aristotle's books?



## Passage 1

### What is 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".

## **2. Read these questions and then skim passage 2.**

1. What is international relations?
2. What does Peace of Westphalia of 1648 mean?
3. What is the alternative term used instead of nation-state?
4. Which country the sovereign equality of states was exported?

### **Passage 2**

#### **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 oversimplified. 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.

**3. Read these questions and then skim passage 3.**

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 3**

**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 *associal 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.

#### **D. Vocabulary**

**Match part 'A' and part 'B'. Write down a letter in part A to the bracket in part B.**

#### **Passage 1:**

Part A

A. Politics

B. Plato's Republic

C. Modern Political Discourse

D. Affairs of the Cities

E. Politicus

## Part B

1. The early antiquity of history of political thought. ( )
2. It refers to achieving and exercising positions of governance — organized control over a human community, particularly a state. ( )
3. The latinisation of the Greek πολιτικός (*politikos*). ( )
4. It is thought of as the way we "choose government officials and make decisions about public policy". ( )
5. A dissertation on governing and governments, which was rendered in English in the mid-15th century as Latinized "Polettiques". ( )

## Passage 2:

### 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. ( )

### **Passage 3:**

#### 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 ( )

#### **D. Expansion**

1. What do you think about 'politic' especially political parties in Indonesia? Does it run as its role?.

2. How does Indonesia run the relationship with other countries and NGO's?

Please discuss both questions with your friends in a group and present it.

# Lesson 2

## Democracy

### GENERAL OBJECTIVE

After learning this lesson, the students are expected to understand 'scanning' skill.

### SPECIFIC OBJECTIVES

After learning this lesson, the students are able to:

- (1) use 'scanning' skill in reading English texts
- (2) understand some vocabularies about democracy
- (3) talk about the type of democracy

### A. Discuss the following questions

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

### B. Reading Skill: Scanning

Scanning is a strategy you apply when you are looking for a specific piece of information from a passage or 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 to find the answers.

1. What is 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 (kratia) "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.*

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

### **C. Reading**

#### **I. Read these questions and then scan passage 1 to find the correct answers.**

1. What is democracy?
2. Who makes decisions on choosing politicians to represent in a legislative assembly?
3. Which countries have contributed to the evolution of democracy?
4. What are the elements of democracy?

#### **Passage 1 Democracy**

Democracy is an egalitarian form of government in which all the citizens of a nation together determine public policy, the laws and the actions of their state, requiring that all citizens (meeting certain qualifications) have an equal opportunity to express their opinion. In practice, "democracy" is the extent to which a given system approximates this ideal, and a given political system is referred to as "a democracy" if it allows a certain approximation to ideal democracy. Although no country has ever granted all its citizens (i.e. including

minors) the vote, most countries today hold regular elections based on egalitarian principles, at least in theory.

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. Other cultures since Greece have significantly contributed to the evolution of democracy such as Ancient Rome, Europe, and North and South America. The concept of representative democracy arose largely from ideas and institutions that developed during the European Middle Ages and the Age of Enlightenment and in the American and French Revolutions. The right to vote has been expanded in many jurisdictions over time from relatively narrow groups (such as wealthy men of a particular ethnic group), with New Zealand the first nation to grant universal suffrage for all its citizens in 1893.

Elements considered essential to democracy include freedom of political expression, freedom of speech, and freedom of the press, so that citizens are adequately informed and able to vote according to their own best interests as they see them. The term "democracy" is often used as shorthand for liberal democracy, which may include elements such as political pluralism; equality before the law; the right to petition elected officials for redress of grievances; due process; civil liberties; human rights; and elements of civil society outside the government. Democracy is often confused with the republic form of government. In some definitions of "republic," a republic is a form of democracy. Other definitions make "republic" a separate, unrelated term.

## **II. Read these questions and then scan passage 2 to find the correct answers.**

1. According to the passage, when was Suharto fallen from his autocracy?
2. When was Jokowi's inauguration as the new president?
3. What does the election outcome tell us about the state of Indonesian democracy?
4. What are the three major antagonisms that played out during the elections?

### **Passage 2**

#### **Indonesia's 2014 Elections How Jokowi Won and Democracy Survived**

*112 Journal of Democracy*

In the discussion about democracy's global recession, analysts tend to focus on the most dramatic cases of democratic reversal, such as the military coups in Egypt and Thailand. In their shadow, however, Indonesia (the world's third-largest democracy) has faced a less discussed, but equally serious, threat to its democratic polity. Ironically, this threat came in the form of the country's third direct presidential election since the fall of longtime autocrat Suharto in 1998. Held on 9 July 2014, this contest featured a formidable populist challenge from Prabowo Subianto, Suharto's former son-in-law. Promising tougher leadership and a return to the indirect electoral mechanisms with which Suharto ruled Indonesia for 32 years, Prabowo came within a hair's breadth of winning the presidency. Had he been successful, the consequences would have been momentous: Not only would Indonesia have been put on the path of authoritarian revival, but the potential "loss" of a much-praised majority-Muslim democracy would have further deepened the global democratic recession. Ultimately, Prabowo lost to Joko Widodo (popularly called "Jokowi"), the governor of the capital Jakarta, by a margin of 53.1 to 46.9 percent.

Even after his defeat was evident, Prabowo continued his challenge by publishing obviously manipulated quick counts that showed him winning, and by trying to intervene in the official vote tabulation on the ground. Despite

these maneuvers, the General Election Commission declared Jokowi the winner on July 22, paving the way for his inauguration in October. Nevertheless, the election revealed the continued vulnerability of Indonesia's young democracy and highlighted the strength of the country's antidemocratic forces—within both the elite and the general electorate. Prabowo's ability to attract almost half the population with a populist and ultranationalist agenda suggests that Indonesian democracy needs further strengthening—a task that will now fall to Jokowi.

What do the stark alternatives that faced Indonesian voters in the July 2014 election and the election outcome tell us about the state of Indonesian democracy? Building on interviews with key actors, this essay emphasizes that the election was not only a contest between two candidates, but also between diametrically opposed concepts of power and visions for Indonesia's future. As the following discussion shows, these differences were reflected in three major antagonisms that played out during the elections: first, grassroots volunteerism versus oligarchic machine politics; second, technocratic moderation versus populist demagoguery; and third, support for democratic elections versus the denunciation of them as “un-Indonesian” and too costly. What made it possible for Indonesian democracy to survive Prabowo's challenge, and what is the likelihood that the post-Suharto polity will stabilize in the coming years?

**III. Read these questions and then scan passage 3 to find the correct answers.**

1. What is collectivism?
2. What is Prabowo's statement about direct elections?
3. In which paragraph the writer describes Jokowi's political features?
4. What do the independent volunteers do on the elections?

### **Passage 3**

#### **Electoral Democracy vs. Authoritarianism**

The third key battle in this election was between support for competitive elections as the main vehicle for democratic representation and their denigration by proponents of a vaguely defined collectivism. In transitional societies, democratic elections come under attack in two ways: First, they are vulnerable to electoral autocrats who want to manipulate elections while using them as a source of legitimacy; and second, they are threatened by antidemocratic thinking that rejects competitive elections on principle—as in Thailand, for example, where the military, royalist politicians, and parts of the bourgeoisie have agitated against elections after constantly losing them.

In 2014, Prabowo advanced an agenda that was openly hostile to Indonesia's existing electoral framework. He also tried to intervene in the electoral process, even when he had already lost the race. Prabowo had stated in general terms that he wanted Indonesia to return to the 1945 Constitution, which implied the abolition of direct presidential elections. This was a position that he had held for many years but had not discussed widely in public. Toward the end of the campaign, however, Prabowo talked more specifically about his views on both local and national direct elections. In a June 28 speech, Prabowo stated that direct elections were an unwanted Western import, likening them to a bad habit such as smoking. He said that state leaders should be chosen by semi-elected legislative institutions, as called for in the founding constitution. (Indeed, Suharto was reelected six times by a legislature that was partly appointed and partly elected through a manipulated

process.) These comments drew headlines, and Prabowo felt the need to clarify. On June 30, in front of an audience composed largely of foreign diplomats and journalists, Prabowo rejected the notion that he was an autocrat. But on the issue of direct elections, he restated his opposition, this time using a different argument: They were too expensive and should be replaced with a “cheaper” process. Prabowo also tried to apply the classic methods of electoral authoritarianism to win the contest with Jokowi. He not only used ministries and local governments under his coalition partners’ control to mobilize voters, but he also falsely declared victory based on manipulated quick counts broadcast on pro-Prabowo television stations. Quick counts are scientifically designed, election-day counts of selected voting stations that, if done properly, can forecast the overall result with high levels of precision. The quick counts for every national election in Indonesia since 2004 have been accurate, and in 2014 all quick counts conducted by established survey institutes found that Jokowi had won. But Prabowo used four organizations that were either owned or funded by his allies to “produce” quick counts showing him as the winner. Subsequently, his team attempted to intervene in the official count. In some cases, Prabowo supporters managed to manually change the forms on which election results were recorded at multiple administrative levels.

Given the prevalence of such manipulations in previous elections (including April’s parliamentary polls), the Prabowo campaign had every reason to believe that its handiwork would go undetected. Jokowi, on the other hand, was a strong believer in competitive electoral processes. In fact, he owed his rise to them. Unlike most other elite politicians in Indonesia, Jokowi’s prominence did not stem from a military background, personal wealth, or bureaucratic connections. Rather, it was his electoral victories in Solo and Jakarta that propelled him to national prominence. Although defending electoral democracy was not an explicit cornerstone of Jokowi’s campaign, he did stand up for it publicly. When Prabowo asked Jokowi in one televised debate whether he shared the view that direct local elections were too expensive and bred corruption, Jokowi replied that these elections were an important part of Indonesian democracy and should be maintained. In terms of cost, he proposed holding local elections simultaneously rather than individually, adopting a suggestion that electoral experts had been making for some time. In later interviews with foreign media, Jokowi also rejected Prabowo’s proposal to abolish direct presidential elections via a return to the 1945 Constitution. Ironically, it was Prabowo’s direct threat to electoral democracy that made the 2014 presidential elections the most transparent in the country’s history. The official count for the 2004 and 2009 elections had been carried out mostly in closed sessions by electoral officials, and because Yudhoyono won by wide margins, interest in a precise count was low. The 2014 count, by contrast, was intensely scrutinized by the media and concerned citizens. In an unprecedented

move, the Election Commission uploaded all forms, from all administrative levels, onto its website, allowing everyone to check whether numbers were correctly recorded and reported to the next level. Most important, a network of seven-hundred independent volunteers (the main group was known as “Guard the Election”) formed to create a parallel online count, adding the numbers and updating them regularly on its website. These volunteers exposed thousands of mistakes by electoral officials and put pressure on the Election Commission to correct them. Thus, if the Prabowo team had plans for altering the official tabulation, they were thwarted by extraordinary efforts of citizen monitoring.

#### **D. Expansion**

How does democracy run in our country? Discuss it in group and present your group opinion.

# Lesson 3

## Monarchy

### 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 context of English texts
- (2) recognize word referent of English texts
- (3) write paragraphs about monarchy

### A. Discuss the following questions.

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

### B. Reading Skill

#### 1. Guessing Word Meaning in Context

How can you understand what you're reading if you don't 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 the text 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.

Example:

1. Try to guess meaning of sovereignty in the following sentence taken from the first paragraph of passage 1. We can guess the meaning of *sovereignty* by looking at a phrase after to be.



2. We can guess the meaning of an unknown word by using several ways, 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.

### **C. Reading**

#### **I. 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**



**King Solomon's Royal Court**

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.

**II. Guess the meaning of each word from the context of the sentence/sentences below. Don't 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.

### III. Fill in the blank with the words provided in the box

<b>dismiss</b>	<b>president</b>	<b>head of state</b>	<b>monarch</b>
<b>Americas</b>	<b>monarchies</b>	<b>legislative body</b>	
<b>executive branch</b>	<b>republics</b>	<b>Congress</b>	

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 \_\_\_\_\_.

### D. Expansion

Write 2 paragraph essays. First paragraph is about advantages and disadvantages of monarchy. Second paragraph is about 'is there any monarchy in Indonesia'? elaborate!

# Lesson 4

## Feudalism

### GENERAL OBJECTIVE

After learning this lesson, the students are expected to understand 'making inferences' skill.

### SPECIFIC OBJECTIVES

After learning this lesson, the students are able to:

- (1) make inferences of English texts
- (2) talk and present about feudalism

### A. Discuss the following questions.

1. What is feudalism?
2. When did the feudalism establish?

### B. Reading Skill: Making Inferences

Readers sometimes act just like a detective. They infer when reading. In making inferences, they look for clues found in the reading texts and guess what the writer means. Making inferences is important when the writer does not state his ideas directly.

To answer this kind of questions you should:

- Choose a key word in the question.
- Scan the passage for the key word (or related idea).
- Carefully read the sentence that contains the key word.
- Look for an answer that *could* be true, according to that sentence.

Read passage 1 quickly.

## Passage 1

### Feudalism

Feudalism was a set of legal and military customs in medieval Europe that flourished between the 9th and 15th centuries, which, broadly defined, was a system for structuring society around relationships derived from the holding of land in exchange for service or labor.

Although derived from the Latin word *feodum* or *feudum* (fief), then in use, the term feudalism and the system it describes were not conceived of as a formal political system by the people living in the medieval period. In its classic definition, by François-Louis Ganshof (1944), feudalism describes a set of reciprocal legal and military obligations among the warrior nobility, revolving around the three key concepts of lords, vassals, and fiefs.

There is also a broader definition, as described by Marc Bloch (1939), that includes not only warrior nobility but the peasantry bonds of manorialism, sometimes referred to as a "feudal society". Since 1974 with the publication of Elizabeth A. R. Brown's *The Tyranny of a Construct*, and Susan Reynolds' *Fiefs and Vassals* (1994), there has been ongoing inconclusive discussion among medieval historians as to whether feudalism is a useful construct for understanding medieval society.

There is no broadly accepted modern definition of feudalism. The adjective feudal was coined in the 17th century, and the noun feudalism was not coined until the 19th century, often used in a political and propaganda context. By the mid-20th century, François Louis Ganshof's *Feudalism*, 3rd ed. (1964; originally published in French, 1947), became a standard scholarly definition of feudalism. Since at least the 1960s, concurrent with when Marc Bloch's *Feudal Society* (1939) was first translated into English in 1961, many medieval historians have included a broader social aspect, adding the peasantry bonds of manorialism, sometimes referred to as a "feudal society". Since the 1970s, when Elizabeth A. R. Brown published *The Tyranny of a Construct* (1974), many have re-examined the evidence and concluded that feudalism is an unworkable term and should be removed entirely from scholarly and educational discussion, or at least used only with severe qualification and warning.

Outside a European context, the concept of feudalism is normally used only by analogy (called semi-feudal), most often in discussions of Japan under the shoguns, and sometimes medieval and Gondarine Ethiopia. However, some have taken the feudalism analogy further, seeing it in places as diverse as ancient Egypt, the Parthian empire, the Indian subcontinent, and the antebellum American South.

The term feudalism has also been applied—often inappropriately or pejoratively—to non-Western societies where institutions and attitudes similar to those of medieval Europe are perceived to prevail. Some historians and political theorists

believe that the many ways the term feudalism has been used has deprived it of specific meaning, leading them to reject it as a useful concept for understanding society.

After reading the passage, answer this question:

*What is the different between early feudalism and modern feudalism?*

The passage doesn't clearly mention the differences between early feudalism and modern feudalism, but the passage gives clues about the differences such as term and concept. So, to answer the question we can infer from the information in the passage.

### C. Reading

1. Read the article below (passage 2) and make inferences of the questions that follow.

#### Passage 2 California's New Feudalism

*Once famous as a land of opportunity, the Golden State is now awash in inequality, growing poverty, and downward mobility that's practically medieval, writes Joel Kotkin.*

California has been the source of much innovation, from agribusiness and oil to fashion and the digital world. Historically much richer than the rest of the country, it was also the birthplace, along with Levittown, of the mass-produced suburb, freeways, much of our modern entrepreneurial culture, and of course mass entertainment. For most of a century, for both better and worse, California has defined progress, not only for America but for the world.

As late as the 80s, California was democratic in a fundamental sense, a place for outsiders and, increasingly, immigrants—roughly 60 percent of the population was considered middle class. Now, instead of a land of opportunity, California has become increasingly feudal. According to recent census estimates, the state suffers some of the highest levels of inequality in the country. By some estimates, the state's level of inequality compares with that of such global models as the Dominican Republic, Gambia, and the Republic of the Congo.

At the same time, the Golden State now suffers the highest level of poverty in the country—23.5 percent compared to 16 percent nationally—worse than long-term hard luck cases like Mississippi. It is also now home to roughly one-third of the nation's welfare recipients, almost three times its proportion of the nation's population.

Like medieval serfs, increasing numbers of Californians are downwardly mobile, and doing worse than their parents: native born Latinos actually have shorter life spans than their parents, according to one recent report. Nor are things expected to get better any time soon. According to a recent Hoover Institution survey, most Californians expect their incomes to stagnate in the coming six



months, a sense widely shared among the young, whites, Latinos, females, and the less educated.

Some of these trends can be found nationwide, but they have become pronounced and are metastasizing more quickly in the Golden State. As late as the 80s, the state was about as egalitarian as the rest of the country. Now, for the first time in decades, the middle class is a minority, according to the Public Policy Institute of California.

1. What is the writer's opinion about California? \_\_\_\_\_
2. What is your opinion about the feudalism in California? \_\_\_\_\_
3. What happened to the Golden State human equality? \_\_\_\_\_
4. What does the Californians suffer from? \_\_\_\_\_
5. What does the writer say about the native born Latinos? \_\_\_\_\_

#### **D. Expansion**

Make a group of three. Bring along the article( s) of feudalism from different countries. Pretend that you are a politician. Present the feudalism in sequent in front of the class.

# Lesson 5

## Capitalism

### GENERAL OBJECTIVE

After learning this lesson, the students are expected to understand 'word referent' skill.

### SPECIFIC OBJECTIVES

After learning this lesson, the students are able to:

- (1) recognize word referent of English texts
- (2) write paragraphs about Capitalism

### 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. Writers use pronouns instead of repeating the similar word. Pronouns can be singulars or plurals.

Here is a list of some commonly used pronouns:

*he, she, it, we, you, they, who*

*me, him, her, us, them*

*my, your, her, his, our, their, its*

*myself, yourself, herself, himself, itself*

*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, the pronouns are underlined. Write the referent for each pronoun on the lines below.

### Passage 1

#### Capitalism

Capitalist is derived from capital, which evolved from capitale, a late Latin word based on proto-Indo-European caput, meaning "head" — also the origin of chattel and cattle in the sense of movable property (only much later to refer only to livestock). Capitale emerged in the 12th to 13th centuries in the sense of referring to funds, stock of merchandise, sum of money, or money carrying interest. By 1283 it (1) was used in the sense of the capital assets of a trading firm. It (2) was frequently interchanged with a number of other words — wealth, money, funds, goods, assets, property and so on.

1. It \_\_\_\_\_

2. It \_\_\_\_\_

The *Hollandische Mercurius* uses capitalists in 1633 and 1654 to refer to owners of capital. In French, Étienne Clavier referred to capitalistes in 1788, six years before its (3) first recorded English usage by Arthur Young in his work *Travels in France* (1792). David Ricardo, in his *Principles of Political Economy and Taxation* (1817), referred to "the capitalist" many times. Samuel Taylor Coleridge, an English poet, used capitalist in his (4) work *Table Talk* (1823). Pierre-Joseph Proudhon used the term capitalist in his (5) first work, *What is Property?* (1840) to refer to the owners of capital. Benjamin Disraeli used the term capitalist in his (6) 1845 work *Sybil*. Karl Marx and Friedrich Engels used the term capitalist (Kapitalist) in *The Communist Manifesto* (1848) to refer to a private owner of capital.

3. Its \_\_\_\_\_

4. His \_\_\_\_\_

5. His \_\_\_\_\_

6. His \_\_\_\_\_

The initial usage of the term capitalism in its (7) modern sense has been attributed to Louis Blanc in 1850 and Pierre-Joseph Proudhon in 1861. Marx and Engels referred to the capitalistic system (kapitalistisches System) and to the capitalist mode of production (kapitalistische Produktionsform) in Das Kapital (1867). The use of the word "capitalism" in reference to an economic system appears twice in Volume I of Das Kapital, p. 124 (German edition), and in Theories of Surplus Value, tome II, p. 493 (German edition). Marx did not extensively use the form capitalism, but instead those (8) of capitalist and capitalist mode of production, which appear more than 2600 times in the trilogy Das Kapital.

7. Its \_\_\_\_\_

8. Those \_\_\_\_\_

## Passage 2

### Capitalism Shakes the World

For more than four decades following World War II, Germany was divided: East Germany was a dictatorship, while West Germany was a democracy. The economic systems of the two Germanys were as different as their (1) systems of government. In the East, the economy, like just about everything else, was run by the Communist Party. Decisions about who should produce what, how, when, and for whom were made by the government and carried out under orders. Communism was not simply a form of government, it (2) was also an economic system based on centralized direction of economic decisions. By contrast, West Germany had what is termed a capitalist economy. West Germans for the most part made economic decisions independently, guided in most cases by what they (3) needed to do to turn a profit, to get and keep a decent job, or to have a particular kind of lifestyle given their (4) means.

1. Their \_\_\_\_\_

3. they \_\_\_\_\_

2. It \_\_\_\_\_

4. Their \_\_\_\_\_

In October 1989 the general secretary of the East German Communist Party, Erich Honecker, grandly celebrated the founding of Communist East Germany 40 years earlier. He (5) proclaimed that it (6) had been both a "historical necessity" and a "turning point in the history of the German people." Parades and demonstrations commemorated the anniversary. But 12 days after the celebration, Honecker suddenly stepped down as prodemocracy demonstrations broke out first in the East German city of Leipzig and then spread throughout the country. A million and a half Germans participated in these (7) demonstrations in October, and twice that number attended them (8) in November.

5. He \_\_\_\_\_

6. It \_\_\_\_\_

7. These \_\_\_\_\_

8. Them \_\_\_\_\_

Less than a month after Honeker's resignation, East and West Germans danced together on the Berlin Wall and then dismantled it (9). Less than a year after the grandiose celebration of its (10) 40th anniversary, East Germany passed out of existence, its territory joined with that of West Germany, and the combined parts becoming once again simply Germany. As a result, the citizens of the former Communist nation passed from one economic system to another, from communism to capitalism. At about the same time, prodemocracy demonstrators

9. It \_\_\_\_\_

10. Its \_\_\_\_\_

### Passage 3

#### 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.

Answer the questions!

1. Itself \_\_\_\_\_

2. It \_\_\_\_\_

3. Their \_\_\_\_\_

4. It \_\_\_\_\_

5. Its \_\_\_\_\_

6. Its \_\_\_\_\_

7. It \_\_\_\_\_

8. It \_\_\_\_\_

9. It \_\_\_\_\_

10. This \_\_\_\_\_

### **C. Expansion**

In group, find a text from social and political sciences journals, textbooks, or internet concerning capitalism such as history of capitalism, the influence of capitalism in the world economy. Present your group findings in front of the class.



# Lesson 6

## Communism

### GENERAL OBJECTIVE

After learning this lesson, the students are expected to understand 'skimming' skill.

### SPECIFIC OBJECTIVES

After learning this lesson, the students are able to:

- (1) Use 'skimming' skill in reading English texts
- (2) Explain about communism
- (3) Writing an essay about communism

### A. Discuss the following question!

1. What do you know about communism?
2. What do you think about communism?

### B. Reading Skill: Skimming

**Read lesson one to review your understanding about this reading skill/strategy.**

### C. Reading

**1. Read these questions and then skim passage 1. Work as quickly as possible for the skimming.**

1. Does this passage give you information about communism?
2. What is communist state?
3. What kind of government based their ideology on Marxism Leninism?
4. What is pure communism?
5. In what kind of way does Marx lay out 10-point plan?

## **2. Read passage 1 very quickly to make you know more about communism.**

### **Passage 1**

#### **Communism**

Communism comes from the Latin word *communis*, which means "shared" or "belong to all". In the schema of historical materialism, communism is the idea of a free society with no division or alienation, where mankind is free from oppression and scarcity. A communist society would have no governments, countries, or class divisions. In Marxist theory, the dictatorship of the proletariat is the intermediate system between capitalism and communism, when the government is in the process of changing the means of ownership from privatism to collective ownership. In political science, the term "communism" is sometimes used to refer to communist states, a form of government in which the state operates under a one-party system and declares allegiance to Marxism-Leninism or a derivative thereof.

In modern usage, the word "communism" is still often used to refer to the policies of self-declared socialist governments comprising one-party states which were single legal political party systems operating under centrally planned economies and a state ownership of the means of production, with the state, in turn, claiming that it represented the interests of the working classes. A significant sector of the modern communist movement alleges that these states never made an attempt to transition to a communist society, while others even argue that they never achieved a legitimate socialism. Most of these governments based their ideology on Marxism-Leninism, but they did not call the system they had set up "communism", nor did they even necessarily claim at all times that the ideology was the sole driving force behind their policies: Mao Zedong, for example, pursued New Democracy, and Lenin in the early 1920s enacted war communism; later, the Vietnamese enacted *doi moi*, and the Chinese switched to socialism with Chinese characteristics. The governments labeled by other governments as "communist" generally claimed that they had set up a transitional socialist system. This system is sometimes referred to as state socialism or by other similar names.

"Pure communism" is a term sometimes used to refer to the stage in history after socialism, although just as many communists use simply the term "communism" to refer to that stage. The classless, stateless society that is meant to characterize this communism is one where decisions on what to produce and what policies to pursue are made in the best interests of the whole of society—a sort of 'of, by, and for the working class', rather than a rich class controlling the wealth and everyone else working for them on a wage basis. In this communism the

interests of every member of society is given equal weight to the next, in the practical decision-making process in both the political and economic spheres of life. Karl Marx, as well as some other communist philosophers, deliberately never provided a detailed description as to how communism would function as a social system, nor the precise ways in which the working class could or should rise up, nor any other material specifics of exactly how to get to communism from capitalism. In the Communist Manifesto, Marx does lay out a 10-point plan advising the redistribution of land and production to begin the transition to communism, but he ensured that even this was very general and all-encompassing. It has always been presumed that Marx intended these theories to read this way specifically so that later theorists in specific situations could adapt communism to their own localities and conditions.

**3. Read these questions and then skim passage 2. Work as quickly as possible for the skimming.**

1. What is your opinion about anarchist communism?
2. What is the trigger which form anarchist communism?
3. Where was first anarcho-communism formulated?
4. When did anarchist communism exist?
5. Who defeated anarchist communism in Aragon?

## **Passage 2**

### **Anarchist communism**

Anarchist communism (also known as anarcho-communism, free communism, libertarian communism, and communist anarchism) is a theory of anarchism which advocates the abolition of the state, capitalism, wages and private property (while retaining respect for personal property), and in favor of common ownership of the means of production, direct democracy, and a horizontal network of voluntary associations and workers' councils with production and consumption based on the guiding principle: "from each according to his ability, to each according to his need".

Some forms of anarchist communism such as insurrectionary anarchism are strongly influenced by egoism and radical individualism, believing anarcho-communism is the best social system for the realization of individual freedom. Some anarcho-communists view anarcho-communism as a way of reconciling the opposition between the individual and society.

Anarcho-communism developed out of radical socialist currents after the French Revolution but was first formulated as such in the Italian section of the First International. The theoretical work of Peter Kropotkin took importance later as it expanded and developed pro-organization and insurrectionary anti-organization sections.

To date, the best-known examples of an anarchist communist society (i.e., established around the ideas as they exist today and achieving worldwide attention and knowledge in the historical canon), are the anarchist territories during the Spanish Revolution and the Free Territory during the Russian Revolution. Through

the efforts and influence of the Spanish Anarchists during the Spanish Revolution within the Spanish Civil War, starting in 1936 anarchist communism existed in most of Aragon, parts of the Levante and Andalusia, as well as in the stronghold of Anarchist Catalonia before being crushed by the combined forces of the regime that won the war, Hitler, Mussolini, Spanish Communist Party repression (backed by the USSR) as well as economic and armaments blockades from the capitalist countries and the Second Spanish Republic itself. During the Russian Revolution, anarchists such as Nestor Makhno worked to create and defend—through the Revolutionary Insurrectionary Army of Ukraine—anarchist communism in the Free Territory of the Ukraine from 1919 before being conquered by the Bolsheviks in 1921.

#### **D. Expansion**

Write an essay about communism. The essay consists of 3 paragraphs with the following criteria:

1. First paragraph talks about what communism is.
2. Second paragraph talks about kind of communism.
3. Third paragraph talks about your personal opinion if the world is without communism.

The passages of this lesson can give your ideas to write, but do not copy the sentences. Use your own sentences and wording.

# Lesson 7

## Globalization

### GENERAL OBJECTIVE

After learning this lesson, the students are expected to understand more about 'guessing word meaning and recognizing word referent' skill.

### SPECIFIC OBJECTIVES

After learning this lesson, the students are able to:

- (1) use 'guessing word meaning' skill in reading English texts
- (2) use 'recognize word referent' skill in reading English texts
- (3) write a paragraph about globalization

### A. Discuss the following questions.

1. What do you understand about globalization?
2. Why is globalization important in the field of international relations?
3. Who invented the term 'corporate giants'?

### B. Reading skill: guessing meaning from context.

**Read lesson three to review your understanding about this reading skill strategy.**

### C. Reading

**1. The following words are taken from passage 1. Guess their meaning from contexts and don't use dictionary in guessing their meaning.**

1. International trade \_\_\_\_\_

2. Allege \_\_\_\_\_

3. Denote \_\_\_\_\_

4. Employ \_\_\_\_\_

5. Coin \_\_\_\_\_

6. Inception \_\_\_\_\_

7. Diminution \_\_\_\_\_

8. Restrictions \_\_\_\_\_

9. Quickening \_\_\_\_\_

10. Emergence \_\_\_\_\_

## Passage 1

### Globalization

Globalisation (or Globalization) refers to the increasing global relationships of culture, people, and economic activity. It is generally used to refer to economic globalization: the global distribution of the production of goods and services, through reduction of barriers to international trade such as tariffs, export fees, and import quotas and the reduction of restrictions on the movement of capital and on investment. Globalization may contribute to economic growth in developed and developing countries through increased specialization and the principle of comparative advantage.

The term can also refer to the transnational circulation of ideas, languages, and popular culture. Critics of globalization allege (do something illegal) that globalization's benefits have been overstated and its costs underestimated. Critics argue that it has decreased inter-cultural contact while increasing the possibility of international and intra-national conflict.

The term was first employed (used) in a publication entitled *Towards New Education* in 1930, to denote or represent a holistic view of human experience in education. The related term 'corporate giants' was coined by Charles Taze Russell in 1897, to describe the largely national trusts and other large enterprises of the time. By the 1960s both terms began to be used synonymously by economists and other social scientists. The term reached the mainstream press in the later half of the 1980s. Since its inception, in the beginning of 1930, the concept of globalization has inspired competing definitions and interpretations, with antecedents dating back to the great movements of trade and empire across Asia and the Indian Ocean from the 15th century onwards.

Tom G. Palmer of the Cato Institute defines globalization as "the diminution or elimination of state-enforced restrictions -limits- on exchanges across borders and the increasingly integrated and complex global system of production and exchange that has emerged as a result."

Thomas L. Friedman popularized the term "flat world", arguing that globalized trade, outsourcing, supply-chaining, and political forces had permanently changed the world, for better and worse. He asserted that the pace of globalization was quickening "not slowing down" and that its impact on business organization and practice would continue to grow.

Takis Fotopoulos defined "economic globalization" as the opening and deregulation of commodity, capital and labour markets which led to the present neoliberal globalization. "Political globalization" named the emergence, start to



exist, of a transnational elite and the phasing out of the nation-state. "Cultural globalization" was the worldwide homogenization of culture. Other elements included "ideological globalization", "technological globalization" and "social globalization".

**2. Guess the meaning of each word from the context of the sentence/sentences below it. Don't use dictionary.**

1. What does *commodity exports* mean?

The makeup of a country's exports is an important indicator for success. Manufactured goods exports soared, dominated by developed countries and NIEs. *Commodity exports*, such as food and raw materials were often produced by developing countries: commodities' share of total exports declined over the period.

2. What does *volatile* mean?

Capital and investment movements: Private capital flows to developing countries soared during the 1990s, replacing "aid" or development assistance which fell significantly after the early 1980s. Foreign Direct Investment (FDI) became the most important category. Both portfolio investment and bank credit rose but they have been more *volatile*, falling sharply in the wake of the financial crisis of the late 1990s.

3. What does *migration* mean?

*Migration* and movement of people: in the period between 1965–1990, the proportion of the labor forces migrating approximately doubled. Most migration occurred between developing countries and Least Developed Countries (LDCs). The flow of migrants to advanced economic countries was claimed to provide a means through which global wages converge. They noted the potential for skills to be transferred back to developing countries as wages in those a countries rise.

4. What does dissemination mean?

*Dissemination* of knowledge (and technology): Information and technology exchange is an integral aspect of globalization. Technological innovations

(or technological transfer) benefit most the developing and Least Developing countries (LDCs), as for example the advent of mobile phones.

5. What does *technological innovation* mean?

Dissemination of knowledge (and technology): Information and technology exchange is an integral aspect of globalization. *Technological innovations* (or technological transfer) benefit most the developing and Least Developing countries (LDCs), as for example the advent of mobile phones.

#### **D. Vocabulary**

**Fill in the blanks with the words provided in the box**

#### **Passage 2**

labour	different	third quarter	twentieth century	reduction
--------	-----------	---------------	-------------------	-----------

The United Nations Economic and Social Commission for Western Asia defines globalization as:

"a widely-used term that can be defined in a number of (1) \_\_\_\_\_ ways. When used in an economic context, it refers to the (2) \_\_\_\_\_ and removal of barriers between national borders in order to facilitate the flow of goods, capital, services and labour... although considerable barriers remain to the flow of (3) \_\_\_\_\_... Globalization is not a new phenomenon. It began towards the end of the nineteenth century, but it slowed down during the period from the start of the first World War until the (4) \_\_\_\_\_ of the twentieth century. This slowdown can be attributed to the inward-looking policies pursued by a number of countries in order to protect their respective industries... however, the pace of globalization picked up rapidly during the fourth quarter of the (5) \_\_\_\_\_..."

#### **E. Expansion**

Write one paragraph report about globalization. The report consists of minimum 15 sentences that cover what globalization is and what is the role of globalization to the world.

# Lesson 8

## Sovereignty

### GENERAL OBJECTIVE

After learning this lesson, the students are expected to understand more about 'making inferences' skill.

### SPECIFIC OBJECTIVES

After learning this lesson, the students are able to:

- (1) use 'making inferences' skill in reading English texts
- (2) understand some vocabularies about sovereignty
- (3) write an opinion present group opinion

### A. Discuss the following questions.

1. What do you know about sovereignty?
2. What do you know about sovereign state?

### B. Reading Skill: Making Inferences

**Read lesson four to review your understanding about this reading skill/strategy.**

## **C. Reading**

### **1. Read passage 1 and infer the answers of the following questions.**

1. How does sovereignty mean to you?
2. After reading passage 1, how can you explain about Lassa Oppenheim opinion?
3. What do you infer about the statement "sovereignty is neither a question of fact, nor a question of law, but a question that does not arise at all."?
4. How does political science define sovereignty?
5. What is different between nation and state?

### **Passage 1**

#### **Sovereignty**

Sovereignty is a term that is frequently misused. Up until the 19th century, the radicalized concept of a "standard of civilization" was routinely deployed to determine that certain peoples in the world were "uncivilized", and lacking organized societies. That position was reflected and constituted in the notion that their "sovereignty" was either completely lacking, or at least of an inferior character when compared to that of "civilized" people." Lassa Oppenheim said "There exists perhaps no conception the meaning of which is more controversial than that of sovereignty. It is an indisputable fact that this conception, from the moment when it was introduced into political science until the present day, has never had a meaning which was universally agreed upon." In the opinion of Justice Evatt of the High Court of Australia "sovereignty is neither a question of fact, nor a question of law, but a question that does not arise at all."

Sovereignty has taken on a different meaning with the development of the principle of self-determination and the prohibition against the threat or use of force as jus cogens norms of modern international law. The United Nations Charter, the Declaration on Rights and Duties of States, and the charters of regional international organizations express the view that all states are juridical equal and enjoy the same rights and duties based upon the mere fact of their existence as persons under international law. The right of nations to determine their own political status and exercise permanent sovereignty within the limits of their territorial jurisdictions is widely recognized.

In political science, sovereignty is usually defined as the most essential attribute of the state in the form of its complete self-sufficiency in the frames of a certain territory that is its supremacy in the domestic policy and independence in the foreign one.

In casual usage, the terms "country", "nation", and "state" are often used as if they were synonymous; but in a more strict usage they can be distinguished:

- Nation denotes a people who are believed to or deemed to share common customs, religion, language, origins, ancestry or history. However, the adjectives national and international are frequently used to refer to matters pertaining to what are strictly sovereign states, as in national capital, international law.
- State refers to the set of governing and supportive institutions that have sovereignty over a definite territory and population. Sovereign states are legal persons.

**2. Read passage 2 about the old state sovereignty and infer the answers to the questions that follow.**

### **Passage 2**

#### **THE OLD STATE SOVEREIGNTY**

The concept of state sovereignty was a focal point of American political theory both before and after the Constitution was adopted. The Articles of Confederation explicitly stated that “[e]ach state retains its sovereignty freedom and independence,” and the Constitution was adopted largely in response to the problems posed by the conflicts (especially commercial in nature) among states generated by the articles’ broad recognition of state sovereignty. The primary objective of the new constitution’s anti federalist opponents was to retain for the states as much political authority as possible. On the theoretical question of state sovereignty, the anti federalist position was very clear and uncompromising: “A fundamental conviction of nearly all anti federalists was that the Constitution established a national, not a federal, government, a consolidation of previously independent states into one, a transfer of sovereignty in which the states, once sovereign, would retain but a shadow of their former power.” The proponents of strong state sovereignty have never reconciled themselves to the loss of local political power, but the ideological orientation of those opposing strong federal authority has in subsequent years shifted 180 degrees. At the time the Constitution was framed, the proponents of strong state sovereignty were members of what, in modern political parlance, would be characterized as the “progressive” branch of the political culture. Since the Civil War, however, proponents of state sovereignty have been identified largely with conservative political causes. After the Civil War, for example, issues of state sovereignty became bound up with issues of race. This manifestation of the theory of states’ rights first became evident in local opposition to federal control of state governments during reconstruction, then mutated into support for Jim Crow legislation throughout the South, and finally mutated again after World War II into opposition to federally mandated integration of public schools and other facilities.

As both George Wallace-style racial and states’-rights militancy has subsided, other causes favored by social and political conservatives have moved in to feed local opposition to federal authority. The issues that serve as the focal points for this opposition include federal gun control, federal environmental regulation, federal protection of abortion rights, federal regulation of violence based on gender, and even federally mandated speed limits. Added to these social issues are a full range of local economic interests, which tend to oppose federal

political power insofar as it subjects their entrenched parochial economic interests to the mandate of open competition from out-of-state participants in the national marketplace.

This article is not concerned primarily with the particular facts of the cases in which state sovereignty arguments were made during the early constitutional debates (or for that matter with the details of the more recent disputes regarding federal control over local affairs) except insofar as those debates reflect specific conceptions of what it means to be “sovereign.” A review of the debate over state and national sovereignty reveals that, until the Supreme Court’s recent state-sovereignty opinions, almost everyone involved in that debate shared a conception of sovereignty that afforded to each sovereign virtually exclusive control over matters within its designated jurisdiction. This is significant because the precise holdings of the Court’s modern decisions do not grant states the comprehensive control over their own destinies that the Court’s broad justifications for those decisions portend. One reason for the modern Court’s hesitation to pursue the logical consequences of the new state sovereignty is the Court’s inability to fully explain away the logical and practical failures of the old state sovereignty.

1. What is the writer opinion about old state sovereignty?
2. What does the passage infer about progressive branch of the political culture?
3. What can be inferred from ‘state sovereignty became bound up with issues of race’?
4. What is the result of the debate of sovereignty state?

#### D. Vocabulary

**Match column A and column B. The terms are taken from passage 1.**

A	B
1. The concept of sovereignty (      )	a. the radicalized concept of a "standard of civilization" was routinely deployed to determine that certain peoples in the world were "uncivilized", and lacking organized societies
2. The definition of sovereignty in	b. all states are juridical equal and enjoy the same rights and duties

political sciences. ( )	based upon the mere fact of their existence as persons under international law
3. State ( )	c. matters pertaining to what are strictly sovereign states, as in national capital, international law.
4. It started before 19 <sup>th</sup> century ( )	d. has never had a meaning which was universally agreed upon
5. The referent of the adjectives national and international. ( )	e. the set of governing and supportive institutions that have sovereignty over a definite territory and population. Sovereign states are legal persons.
6. The view of The United Nations Charter, the Declaration on Rights and Duties of States, and the charters of regional international organizations. ( )	f. the most essential attribute of the state in the form of its complete self-sufficiency in the frames of a certain territory that is its supremacy in the domestic policy and independence in the foreign one.

### E. Expansion

Do you agree when a state authority/territory is being interfered by other states should it be given a penalty, such as war?

1. Write your opinion in one paragraph.
2. Make two group (one group is for the idea, and the other is against it). Present your opinion. The opposing group must give comments.



# Lesson 9

## Nationalism

### GENERAL OBJECTIVE

After learning this lesson, the students are expected to understand more about 'skimming and scanning' skill.

### SPECIFIC OBJECTIVES

After learning this lesson, the students are able to:

- (1) use 'skimming' skill in reading English texts
- (2) use 'scanning' skill in reading English texts
- (3) write a report
- (4) present group report

### A. Discuss the following questions.

1. What do you know about nationalism?
2. What do you understand about primordialist?
3. How do you express your nationalism to this country?
4. What do you think about Indonesian youth nationalism nowadays?

### B. Reading Skill: Skimming and Scanning

Read lesson 1 and 2 to remind you about these reading skills.

## **C. Reading**

**1. Read these questions and then skim passage 1. Work as quickly as you can for the skimming.**

1. What is primordialist perspective? Give example!
2. What is modernist perspective? Give example!
3. In the term of historical development, how does national identity define?
4. What kind of symbols are use to represent national identity?
5. Whom the people in Europe loyal to before the development of nationalism?
6. Who invented the term nationalism?
7. What is fascism?

### **Passage 1**

#### **Nationalism**

Nationalism is a political ideology that involves a strong identification of a group of individuals with a nation. There are two major perspectives on the origins and basis of nationalism, one is the primordialist perspective that describes nationalism as a reflection of the ancient and perceived evolutionary tendency of humans to organize into distinct grouping based on an affinity of birth; the other is the modernist perspective that describes nationalism as a recent phenomenon that requires the structural conditions of modern society, in order to exist. There are various definitions for what constitutes a nation, however, which leads to several different strands of nationalism. It can be a belief that citizenship in a state should be limited to one ethnic, cultural, religious, or identity group, or that multi-nationality in a single state should necessarily comprise the right to express and exercise national identity even by minorities.

The adoption of national identity in terms of historical development, has commonly been the result of a response by an influential group or groups that is unsatisfied with traditional identities due to inconsistency between their defined social order and the experience of that social order by its members, resulting in a situation of anomie that nationalists seek to resolve. This anomie results in a society or societies reinterpreting identity, retaining elements that are deemed

acceptable and removing elements deemed unacceptable, in order to create a unified community. This development may be the result of internal structural issues or the result of resentment by an existing group or groups towards other communities, especially foreign powers that are or are deemed to be controlling them.

National flags, national anthems, and other symbols of national identity are commonly considered highly important symbols of the national community. Deep emotions are aroused.

In Europe before the development of nationalism, people were generally loyal to a city or to a particular leader rather than to their nation. Encyclopedia Britannica identifies the movement's genesis with the late-18th century American Revolution and French Revolution; other historians point specifically to the ultra-nationalist party in France during the French Revolution.

The term nationalism was coined by Johann Gottfried Herder (nationalismus) during the late 1770s. Precisely where and when nationalism emerged is difficult to determine, but its development is closely related to that of the modern state and the push for popular sovereignty that surfaced with the French Revolution and the American Revolution in the late 18th century and culminated with the ethnic/national revolutions of Europe, for instance the Greek War of Independence. Since that time, nationalism has become one of the most significant political and social forces in history, perhaps most notably as a major influence or postulate of World War I and especially World War II. Fascism is a form of authoritarian nationalism which stresses absolute loyalty and obedience to the state, whose purpose is to serve the interests of its nation alone. Benedict Anderson argued that, "Print language is what invents nationalism, not a particular language per se".

**2. Read these questions and then scan passage 2. Work as quickly as you can for the scanning and find the correct answer.**

## **Passage 2**

### **Ethnic Nationalism and Civic Nationalism**

The discrimination between civic nationalism and ethnic nationalism is common in writings on nationalism and nations, whether it be as the civic-ethnic division, the political-cultural, or the Western-Eastern division. Writers, both modernists and ethnicists working within the paradigm of modernity, such as Hans Kohn, Liah Greenfeld, John Plamenatz, John Hutchinson, Ernest Gellner and Anthony Smith have all included this distinction in their writings. The historical differences in the development of the nation-state between the West and the East in Europe have enforced these theoretical-cum-practical divisions. In fact the East-West divide is less a geographic divide than an historic one. I am not disputing this historic divide, but my argument is that this divide does not justify the theoretical schism in writings on nationalism, nor does this divide extend to perpetuating the notion of two types of nationalism in practice. A "definitional antithesis" does exist but this should not lead, as it has done in literature, to the "set of analytical clichés" of which it does denying 'civic' nations of ethnic virtues and denying those nations categorized as 'ethnic' of 'civic' virtues.

According to modernists (with the exception of Benedict Anderson), Britain and France, as the first examples of modern nation-states in Europe, developed the rational, civic, political units of modernity and followed later with the development of a unique national consciousness housed within this. The nation-states of the East however, such as Germany and Russia, began as more fluid apolitical units whose national consciousness developed first, only later to seek to enclose it within a political form, in aspiration of the progress achieved by the West. These two separate routes to the nation-state are apparently the original examples of the exercise of the two separate types of nationalism.

The argument behind this discrimination poses that though the end result for both sides was the modern nation-state the routes they took differed, which would terminally ordain the manner in which these nation-states expressed themselves as a unit of modernity. That is, the formation of a nation would determine the national expression of a community.

## D. Vocabulary

Fill in the blanks in each paragraph with the words provided in the box

elevated    classical    nationalism    boundaries    homogeneous
---

Civic nationalism in its (1) \_\_\_\_\_ modern form represents the pursuit towards attaining a unified culturally homogenous group housed within already existent specific political (2) \_\_\_\_\_. The starting point for civic nationalism is the state, and (3) \_\_\_\_\_ is the pursuit by this state of its own nation congruent with its territorial borders. Until this is achieved nationalism will remain a noisy component of society. In pursuing the establishment of a nation the role of the state is (4) \_\_\_\_\_, for it is no longer just a territorial region but a unit whose function is to house and protect its culturally (5) \_\_\_\_\_ inhabitants. The political nation-state then is the starting point for civic nationalism and pivotal to its definition.

## E. Expansion

1. Write a report about nationalism and give your opinion about the soul of nationalism in Indonesia nowadays.
2. Make a group of four, discuss your opinion from number 1, and present your group opinion.

# Lesson 10

## Socialism

### GENERAL OBJECTIVE

After learning this lesson, the students are expected to understand more about 'guessing meaning from context, recognizing word referent, and making inferences' skill.

### SPECIFIC OBJECTIVES

After learning this lesson, the students are able to:

- (1) use 'guessing meaning from context' skill in reading English texts
- (2) use 'recognizing word referent' skill in reading English texts
- (3) use 'making inferences' skill in reading English texts
- (4) write an essay

### A. Discuss the following questions.

1. What is socialism?
2. What is the difference between socialism and capitalism?
3. Which is the moral system?

### B. Reading Skill: Pronoun Referent

Read lesson 5 to remind you about these reading skills/strategies.

### C. Reading

#### 1. Write the referent for each pronoun taken from passage 1.

1. Its (paragraph 1 line 3) \_\_\_\_\_
2. It (paragraph 1 line 7) \_\_\_\_\_
3. They (paragraph 1 line 8) \_\_\_\_\_

4. Its (paragraph 1 line 11) \_\_\_\_\_
5. It (paragraph 2 line 2) \_\_\_\_\_
6. It (paragraph 2 line 3) \_\_\_\_\_
7. It (paragraph 2 line 3) \_\_\_\_\_
8. Its (paragraph 3 line 4) \_\_\_\_\_
9. His (paragraph 3 line 6) \_\_\_\_\_
10. His (paragraph 3 line 7) \_\_\_\_\_

### **Passage 1**

#### **Socialism vs. Capitalism: Which is the Moral System?**

*On Principle*, Vol. 1, No. 3

Autumn 1993

by: C. Bradley Thompson

Throughout history there have been two basic forms of social organization: collectivism and individualism. In the twentieth-century collectivism has taken many forms: socialism, fascism, nazism, welfare-statism, and communism are its more notable variations. The only social system commensurate with individualism is laissez-faire capitalism. The extraordinary level of material prosperity achieved by the capitalist system over the course of the last two-hundred years is a matter of historical record. But very few people are willing to defend capitalism as morally uplifting. It is fashionable among college professors, journalists, and politicians these days to sneer at the free-enterprise system. They tell us that capitalism is base, callous, exploitative, dehumanizing, alienating, and ultimately enslaving. The intellectuals' mantra runs something like this: In theory socialism is the morally superior social system despite its dismal record of failure in the real world.

Capitalism, by contrast, is a morally bankrupt system despite the extraordinary prosperity it has created. In other words, capitalism at best, can only be defended on pragmatic grounds. We tolerate it because it works. Under socialism a ruling class of intellectuals, bureaucrats and social planners decide what people want or what is good for society and then use the coercive power of the State to regulate, tax, and redistribute the wealth of those who work for a living. In other words, socialism is a form of legalized theft.

The morality of socialism can be summed-up in two words: envy and self-sacrifice. Envy is the desire to not only possess another's wealth but also the desire to see another's wealth lowered to the level of one's own. Socialism's teaching on self-sacrifice was nicely summarized by two of its greatest defenders, Hermann Goering and Benito Mussolini. The highest principle of Nazism (National Socialism), said Goering, is: "Common good comes before private good." Fascism said Mussolini, is "a life in which the individual, through the sacrifice of his own private interests realizes that completely spiritual existence in which his value as a man lies."



**2. In each paragraph below, the pronouns are italicized. Write the referent for each pronoun on the lines provided.**

**Passage 2**

Socialism is the social system which institutionalizes envy and self-sacrifice: *It* is the social system which uses compulsion and the organized violence of the State to expropriate wealth from the producer class for *its* redistribution to the parasitical class. Despite the intellectuals' psychotic hatred of capitalism, it is the only moral and just social system.

1. *It* \_\_\_\_\_

2. *Its* \_\_\_\_\_

Capitalism is the only moral system because it requires human beings to deal with one another as traders--that is, as free moral agents trading and selling goods and services on the basis of mutual consent. Capitalism is the only just system because the sole criterion that determines the value of thing exchanged is the free, voluntary, universal judgment of the consumer. Coercion and fraud are anathema to the free-market system. *It* is both moral and just because the degree to which man rises or falls in society is determined by the degree to which *he* uses his mind. Capitalism is the only social system that rewards merit, ability and achievement, regardless of one's birth or station in life.

3. *It* \_\_\_\_\_

4. *He* \_\_\_\_\_

Yes, there are winners and losers in capitalism. The winners are *those* who are honest, industrious, thoughtful, prudent, frugal, responsible, disciplined, and efficient. The losers are *those* who are shiftless, lazy, imprudent, extravagant, negligent, impractical, and inefficient.

5. *Those* \_\_\_\_\_

6. *Those* \_\_\_\_\_

Welfare, regulations, taxes, tariffs, minimum-wage laws are all immoral because *they* use the coercive power of the state to organize human choice and action; they're immoral because they inhibit or deny the freedom to choose how we live our lives; they're immoral because they deny our right to live as autonomous moral agents; and they're immoral because they deny our essential humanity. If you think this is hyperbole, stop paying your taxes for a year or two and see what happens. The requirements for success in a free society demand that ordinary citizens order *their* lives in accordance with certain virtues namely rationality, independence, industriousness, prudence, frugality, etc. In a free capitalist society individuals must choose for *themselves* how they will order their lives and the values *they* will pursue. Under socialism, most of life's decisions are made for you. Both socialism and capitalism have incentive programs. Under socialism there are built-in incentives to shirk responsibility. There is no reason to work harder than anyone else because the rewards are shared and therefore minimal to the hard-working individual; indeed, the incentive is to work less than others because the immediate loss is shared and therefore minimal to the slacker.

7.They \_\_\_\_\_

8. Their \_\_\_\_\_

9.Themselves \_\_\_\_\_

10. They \_\_\_\_\_

**3. Guess the meaning of each word from the context of the sentence/sentences below it.**

1. What does incentive mean? \_\_\_\_\_

2. What does sloth mean? \_\_\_\_\_

Under capitalism, the incentive is to work harder because each producer will receive the total value of his production--the rewards are not shared. Simply put: socialism rewards sloth and penalizes hard work while capitalism rewards hard work and penalizes sloth. According to socialist doctrine, there is a limited amount of wealth in the world that must be divided equally between all citizens. One person's gain under such a system is another's loss. According to the capitalist teaching, wealth has an unlimited growth potential and the fruits of one's labor should be retained in whole by the producer. But unlike socialism, one person's gain is everybody's gain in the capitalist system. Wealth is distributed unequally but the ship of wealth rises for everyone.

3. What does discretion mean? \_\_\_\_\_

4. What does reversed mean? \_\_\_\_\_

5. What does expropriation mean? \_\_\_\_\_

6. What does serf mean? \_\_\_\_\_

Sadly, America is no longer a capitalist nation. We live under what is more properly called a mixed economy--that is, an economic system that permits private property, but only at the discretion of government planners. A little bit of capitalism and a little bit of socialism. When government redistributes wealth through taxation, when it attempts to control and regulate business production and trade, who are the winners and losers? Under this kind of economy the winners and losers are reversed: the winners are those who scream the loudest for a handout and the losers are those quiet citizens who work hard and pay their taxes. As a consequence of our sixty-year experiment with a mixed economy and the welfare

state, America has created two new classes of citizens. The first is a debased class of dependents whose means of survival is contingent upon the forced expropriation of wealth from working citizens by a professional class of government social planners. The forgotten man and woman in all of this is the quiet, hardworking, law-abiding, taxpaying citizen who minds his or her own business but is forced to work for the government and their serfs.

7. What does virtue mean? \_\_\_\_\_

The return of capitalism will not happen until there is a moral revolution in this country. We must rediscover and then teach our young the virtues associated with being free and independent citizens. Then and only then, will there be social justice in America?

#### **D. Vocabulary**

**1. Fill in the blanks in the passage below with the suitable words provided in the box.**

encapsulating	advocate	equity	socialism
---------------	----------	--------	-----------

#### *Paragraph 1*

Socialism is an economic system characterized by social ownership of the means of production and co-operative management of the economy. "Social ownership" may refer to cooperative enterprises, common ownership, state ownership, citizen ownership of (1) \_\_\_\_\_, or any combination of these. There are many varieties of socialism and there is no single definition (2) \_\_\_\_\_ all of them. They differ in the type of social ownership they (3) \_\_\_\_\_, the degree to which they rely on markets or planning, how management is to be organized within productive institutions, and the role of the state in constructing (4) \_\_\_\_\_.

Demands	physical	socialist
---------	----------	-----------

*Paragraph 2*

A socialist economic system consists of a system of production and distribution organized to directly satisfy economic (5) \_\_\_\_\_ and human needs, so that goods and services are produced directly for use instead of for private profit driven by the accumulation of capital. Accounting is based on (6) \_\_\_\_\_ quantities, a common physical magnitude, or a direct measure of labour-time in place of financial calculation. Distribution is based on the principle to each according to his contribution. Marxist theory holds that the development of the (7) \_\_\_\_\_ mode of production will give rise to a communist society, in which classes and the state are no longer present, there is access abundance to final goods, and thus distribution is based on to each according to his need.

Movement	reformism	democratic
libertarian		

*Paragraph 3*

As a political (8) \_\_\_\_\_, socialism includes a diverse array of political philosophies, ranging from (9) \_\_\_\_\_ to revolutionary socialism. Proponents of state socialism advocate the nationalization of the means of production, distribution and exchange as a strategy for implementing socialism. In contrast, (10) \_\_\_\_\_ socialism opposes the use of state power to achieve such an arrangement, opposing both parliamentary politics and state ownership. Democratic socialism seeks to establish socialism through democratic processes and propagate its ideals within the context of a (11) \_\_\_\_\_ political system.

alternative

century

capitalism

property

#### *Paragraph 4*

Modern socialism originated from an 18th-(12) \_\_\_\_\_ intellectual and working class political movement that criticized the effects of industrialization and private (13) \_\_\_\_\_ on society. In the early 19th-century, "socialism" referred to any concern for the social problems of (14) \_\_\_\_\_ irrespective of the solutions to those problems. However, by the late 19th-century, "socialism" had come to signify opposition to capitalism and advocacy for an (15) \_\_\_\_\_ system based on some form of social ownership. Marxists expanded further on this, attributing scientific assessment and democratic planning as critical elements of socialism.

#### **E. Expansion**

Write an essay about socialism. Your essay must consist of minimum 3 paragraphs.

-Paragraph 1 talks about what socialism is.

-Paragraph 2 talks about how socialism differs from capitalism.

-Paragraph 3 talks about your opinion about the better moral system between socialism and capitalism.

## REFERENCES

- Bouzidi, Hassan. 2009. Between the ESP Classroom and the Workplace: Bridging the Gap. *English Teaching Forum* 47, 10-17
- Brown, J.D. 1995. *The Element of Language Curriculum*. Boston: Heinle and Heinle Publishers
- Dudley-Evans, Tony and St. John, Maggie Jo. 2002. *Developments in ESP: A multidisciplinary approach*. Cambridge: The Press Syndicate of the University of Cambridge
- Edward Aspinall Marcus Mietzner. 2014. Journal on Democracy , Indonesia's 2014 Elections. (volume 25, October).
- Fathi, Vida. 'The Importance of Materials Design in ESP and EST.' <http://faculty.ksu.edu.salaljarf/Document>. (accessed February 4, 2010)
- Grave, Kathleen. 2000. *Designing Language Course: A Guide for Teachers*. Canada: Heinle and Heinle Publishers
- Howard, Jocelyn and Major, Jae. 'Guidelines for Designing Effective English Language Teaching Materials' . <http://www.paaljapan.org/resources/proceeding/PAAL9/pdf>. (accessed February 6, 2010)
- Hutchinson, Tom and Waters, Alan. 1987. *English for Specific Purposes*. Scotland: Cambridge University Press.
- Keith Johnson, Robert. 1994. *The Second Language Curriculum*. Cambridge: Press Syndicate of the University of Cambridge.
- S. Rodgers, Theodore. 1994. Syllabus Design, Curriculum Deveopment and Polity Determination. In Robert Keith Johnson (ed.) *The Second Language Curriculum*. Cambridge: Press Syndicate of the University of Cambridge.
- Tomlinson, Brian. (Ed.). 2008. *Materials Development in Language Teaching*. United Kingdom: Cambridge
- Widodo, Handoyo Puji. 2007. 'Designing a Model of Business English Materials Using a Communicative Approach' . <http://sastra.um.ac.id/wp.content> (accessed February 5, 2010)