

4 SOCIOLOGY



Video Activity 1: Internet Addiction, the New Disorder? – New York Post

<https://www.youtube.com/watch?v=3N3IVItkPWk>

Produced by: The Psychology Community Researches: Pathological Computer Use. (NYPost.com)
 Uploaded: 07/07/2008
 License: YouTube standard



1

Before watching the video, answer the following questions and exchange ideas with your classmates.

- a. Are you on Facebook/Twitter or other social networks?
- b. How many hours a day do you spend on social networks?
- c. How long are you able to stay disconnected?



2

Watch the video twice and complete the sentences below with one or more words.

- a. The term Internet addiction was coined as a joke in
- b. The psychological community wonder if the problem is an disorder like eating and shopping or an closer to alcohol or
- c. Eric spends or online.
- d. Mark spends on the computer.
- e. Mariela spends about online.
- f. According to Kimberly Young, it is not a matter of time on the Internet, but it is how the is affecting one's
- g. Young estimates that as many as of Americans may have a form of pathological computer use.
- h. Some of Hunt's clients download pics* in one evening.
- i. Lena says she feels because she often feels a compulsive need to check and her

* pics = pictures.

MODULE 4

- j. Harley says his is Internet addicted.
- k. is an option for those who recognize they have a disorder.
- l. Keith thinks people just need to and get in the a little bit.
- m. Valerie is sure that her kids spend time on the internet but not in a manner.



3

Watch the video again and say if these statements are true or false.

- | | T | F |
|--|--------------------------|--------------------------|
| a. Psychologists are sure that using Internet too much is a form of addiction. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The field hasn't been studied for a long time. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Young says that people are addicted if they spend long hours on the Internet. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Hunt says that people like speaking about the time they spend online. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Hunt compares Internet addiction to drug and sex addiction. | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Harley says his ex-wife forgets of her son when she is on her Blackberry. | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Lena realizes the Internet impact on her health. | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Hunt says it is necessary to learn more about the subject. | <input type="checkbox"/> | <input type="checkbox"/> |





Video Activity 2: M.A.D.E. (Museum of Australian Democracy at Eureka)

<https://www.youtube.com/watch?v=WQNGGQOI3y8>

Produced by: Visit Ballarat
 Uploaded: 13/08/2013
 License: YouTube standard

1

Before watching the video, identify the state of Victoria on the map of Australia.





2

Eureka is a small eastern suburb of Ballarat, Victoria. What do you think you can find in the Museum of Australian Democracy at Eureka? Discuss your hypotheses with the class.



3

Watch the video and answer the following questions.

- a. Is M.A.D.E. a traditional museum? Why/Why not?
- b. What is the most important object that you can find in the museum?
- c. Why is it important?
- d. What about your hypotheses from Activity 2?



4

Watch the video again and complete the following sentences.

- a. The museum uses technology and creativity to get people think about the history of what happened in this site and how it
- b. It is important to go to the original meaning of the Greek word and see what it means for family, friends and
- c. The museum is a good way to introduce children to some important and difficult to talk about
- d. The flag is a symbol for the people who rallied to fight
- e. Visitors can use interactive and to choose the subjects of interest depending on their particular interests.



5

Read the following text and decide if the following statements are true (T) or false (F).

THE EUREKA FLAG



The Eureka Flag is based on the constellation of the Southern Cross. The design was first used for the war flag of the Eureka Rebellion, also known as the Eureka Stockade, on 3rd December 1854 at Ballarat in Victoria, Australia. A number of people swore allegiance to the flag as a symbol of defiance at its first flying at Bakery Hill on 29th November 1854. Over 22 miners were killed, along with six troopers and police. 125 miners were arrested and many others badly wounded.

The Eureka Stockade is a key event in the development of Australian democracy and Australian identity, with some people arguing that Australian democracy was born at Eureka.

The rebellion came about because the goldfield workers, known as diggers, opposed the government miners' licences. The licences were a simple way for the government to tax the diggers. Licence fees had to be paid regardless of whether a digger's claim resulted in any gold. Less successful diggers found it difficult to pay their licence fees.

The flag design has gained wider notability in Australian culture due to its adoption by radicals as a symbol of democracy, and general-purpose symbol of protest, mainly in relation to a variety of anti-establishment, non-conformist causes. It is listed as an object of state heritage significance on the Victorian Heritage Register and was named as a Victorian Icon by the National Trust in 2006.

- | | T | F |
|---|--------------------------|--------------------------|
| a. The Eureka Flag was originally designed as a war flag. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The Eureka Rebellion and the Eureka Stockage are the same thing. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The fight started on 29 th November 1854. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. The flag was chosen as a symbol of freedom. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. The flag was first used at Bakery Hill. | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Most people think that Australian democracy was born at Eureka. | <input type="checkbox"/> | <input type="checkbox"/> |
| g. The rebellion was carried out by gold miners. | <input type="checkbox"/> | <input type="checkbox"/> |
| h. The diggers rebelled against the mine owners. | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Today the flag is still used as a symbol of protest against the establishment. | <input type="checkbox"/> | <input type="checkbox"/> |

FURTHER MATERIALS

UNIT 2 - POLITICS, POLICIES AND SOCIETY

B. THE WELFARE STATE AND THE ELDERLY



1

Listen to a radio programme on the Beveridge Report and complete the summary below.

- The Beveridge Report was presented to Parliament by Sir William Beveridge in (1) 1942.
- Beveridge wanted to banish poverty and abolish (2)
- He proposed a system of social security and said that the (3) provided an opportunity to make good.
- In the first extract, Beveridge says that a revolutionary moment is a time for revolutions, not for (4)
- In the second extract, he says that Want is only one of five giants. The others are Disease, (5), Squalor and Idleness.
- His arguments were based on (6) carried out during the war.
- Social expenditure should concern primarily the care of childhood and the safeguarding of (7)
- Other areas covered were unemployment, disability and (8)
- The welfare state was introduced by the Labour Party in (9), while the National Health Service was introduced in (10)



2

Discuss the questions below and give your opinion on some unresolved problems.

- a. How much should individuals be responsible for their own health and welfare?
- b. How far must a situation deteriorate before government should intervene?

- c. Should the state be primarily responsible for all risks?
- d. Should families care for their dependent members?
- e. What if elderly people have no family, or if their family does not have the resources to take care of them?

D. GLOBALISATION

MOVING DEEPER

Young people and globalisation

Young people are most directly affected by globalisation because they are experiencing it on an everyday basis through the use of the Internet (especially social networks), wider cultural influences (Hollywood movies, Japanese cartoons, TV series, pop songs ...) and their lifestyle (fashion, hairstyle, fast foods ...). They are surrounded by signs and resources that are **dislodged** from traditional or local culture and are the target of a global consumer culture.

Identity

Surprisingly, from a social point of view globalisation does not produce homogeneity, but rather **hybridism** and differentiation, and overall a more complex and fluid world. The result is an **eclectic** mix of identities because in a context of such a rapidly changing world, young people can find it difficult to construct a social identity particularly with reference to education, cultural influences and the needs of the labour market. And so they adapt and recreate their own image, with their peers and other cultural and geographical influences, and develop identities that reflect this complexity.

Consumption

Unfortunately, consumption is a major force that socialises young people and globalisation has contributed to the expansion of the choices available even though they seem to make the same choices all around the world because young people are more vulnerable than other social groups. However, they are the **forefront** of technological and cultural changes as they are using the wide **span** of global media to express themselves.

Global citizenship

Many young people have adopted a worldview in which the whole globe represents the key arena for social action. They are often the heart and leaders of campaigns against poverty, to protect the environment and on climate change. They feel citizens of a global community, but reality is different. The paradox is that they have to struggle to be accepted in the local societies in which they live.



GLOSSARY



- to **dislodge**: to move
- eclectic**: choosing freely from various sources
- forefront**: the most forward part
- hybridism**: a mix of different sources
- span**: range

CLIL

HISTORY – THE COLD WAR AND THE BIRTH OF THE INTERNET



1

Read the text on page 168 of the course-book and complete the table with the Soviet leaders and key events of the period.

US PRESIDENTS	SOVIET LEADERS	KEY FACTS
Harry S. Truman (1945-1953)		Berlin Blockade and Airlift
Dwight D. Eisenhower (1953-1961)		
John F. Kennedy (1961-1963)		
Lyndon B. Johnson (1963-1969)		Vietnam War
Richard Nixon (1969-1974)		
Gerald Ford (1974-1977)		
Jimmy Carter (1977-1981)		
Ronald Reagan (1981-1989)		
George H.W. Bush (1989-1993)		

