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Фонд оценочных средств измерения уровня освоения дисциплины

дисциплины 2.1.1.1 Иностранный язык

направления подготовки аспирантов 5.7.8. Философская антропология, философия культуры

1. Типовые контрольные задания и иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности

Case study 1: The Case of the Falsified Data

Mickey Jordan had developed a collaborative social-impact assessment project involving two colleagues and three students. The six-person team was responsible for collecting field data in a wide geographical area at some distance from their university. Each person was responsible for a specific region. The data were fed, by region, into a computer on a weekly basis and monthly meetings were held so that progress reports could be made by team members. At these meetings, names of individuals who had been interviewed during the preceding period were given as a means of checking off the list of identified community specialists, so that the overall progress of the project could be ascertained. Information filed in the computer did not contain informants' names or other identifiers, as a measure for maintaining confidentiality and anonymity of informants. Each member of the team was paid by the funds made available through a contract with a federal agency (the faculty members were able to buy release time from teaching with contract funds).

Jordan had an occasion to be in the region assigned to one of the faculty members, Brian Cash, and happened to find himself talking with one of Cash's reported informants, Henry Jones. Jordan took the opportunity to ask Jones for clarification of reported data that had puzzled him. Jones appeared confused and asked Jordan why he was asking him "these questions." Jordan explained that he had been curious about specific details of Cash's report and thought this would be an opportune time to get further information. Jones said that he had never heard of Brian Cash, much less having ever talked to him, and furthermore he did not even know a research project was being conducted in his community.

Jordan's Dilemma: Should he accept Jones's statement as a denial of participation in the project to maintain anonymity? Should he accuse Jones of lying? Should he drop the matter for the moment and later tell Cash about the incident? Perhaps Cash had lied about interviewing Jones? Should he confront Cash with this suspicion? Since it was some distance to the field site from the university, should he [Jordan] now seek out other informants Cash had reported on to determine whether or not they had been interviewed? Or, were there other tactics to be employed?

Jordan's Decision

Jordan decided to let the matter drop after his conversation with Jones. Later in the day, he went to the homes of two other individuals with whom Cash had reportedly held interviews. Both of these individuals denied having talked with Cash.

The next day, Jordan attempted to contact Cash, but was told that he was in the field. It was another week before Jordan was able to confront Cash with his "findings." Cash admitted that he had not talked with Jones or the other two individuals prior to the time Jordan was in the community. He admitted that he made-up the data he presented at the meetings and fed into the computer. But, he argued, he "knew what those people were going to tell me anyway and, sure enough, they did this past week. So what harm has been done?" Jordan became angry and told Cash that he was fired from the project, citing item 2b of the Principles of Professional Responsibility; namely, that since the project was to have direct application to public policy formulation, Cash had abrogated his responsibility to the public as well as the project (2b states that an anthropologist "should not knowingly falsify or color his findings"). Cash responded to Jordan by saying that he could not fire him since the contract was awarded to him as much as the other two senior project members.

Jordan then went to the department head and explained the problem. The department head agreed with Jordan that Cash should not have lied about the data in his original report, but that since it all seemed to have worked out okay about the data, Jordan ought to let the matter drop, and finish the social impact assessment.

Jordan agreed to do this, but he developed a plan for verification of the data base in Cash's region. Using personal funds, Jordan hired two students who interviewed all of Cash's reported informants. The results of these interviews were kept in a separate file until the field portion of the project was completed. At the time of the analysis, the data from Cash's region was called up on the computer. This was compared with the students' data collected in

the same region. There was sufficient difference in the two data sets so that, coupled with the fact that many informants told the students they had not talked with Cash, Jordan decided to throw out Cash's data and request a return of all payments to him.

Faced with the full range of evidence against him, Cash complied with Jordan's demand for payment and resigned from the project.

Case study 2: Possible Conflict of Interest

Bill Quinn is the State Archaeologist for one of the states in the Midwest. He is thus an employee of the state. Among the many responsibilities of his office is the issuance of antiquities permits to allow qualified archaeologists to do contract archaeology within the state. In this context, his office often defines the scope of the archaeological work to be done, prepares requests for proposals to do the work, evaluates proposals (often submitted by private firms in a competitive bidding situation), decides who will be awarded the contract, and ultimately judges the adequacy of the work performed.

Mike is another full-time state employee as the State Highway Salvage Archaeologist. He has decided to open his own (private) firm on the side, and has applied for an antiquities permit so that he too might bid on and receive some of these lucrative contracts. Bill is concerned about this, because even though Mike is an honorable person, he will be placing himself in a potential conflict of interest situation. This is because Mike, as a part of his official duties as a public servant, can take part in (and potentially influence) some of the archaeological contract decisions and evaluations mentioned above. He and/or others in his office would, among other things, be in a position to have prior knowledge of future contracts and be in conflict of interest through the contract process. In short, it would be possible for Mike to use his position as a public official to gain unfair advantage over his competitors in the private sector.

The Twofold Dilemma: (1) Should Bill issue an antiquities permit to Mike? (2) Is it ethical for a public official (Mike, in this case) to be, or allow himself to be, in a potential conflict of interest situation of this nature, even though in fact he has no intention of abusing his official position for personal gain (i.e., no actual conflict of interest has occurred)? Or, is it unethical only if he actually acts in conflict of interest?

Quinn's Decision

Bill decided that it would be inappropriate for Mike to hold an investigative permit which would give him the authority to bid on any activities actually or potentially related to federal, state, or local compliance or associated competitive processes. Because problems emanating from prior knowledge and conflict of interest are common to both public and private sectors of employment, Bill used the following guidelines to assess the present situation and to develop policy for future comparable situations:

From the Principles of Professional Responsibility, item 5, "Responsibility to Sponsors": "[An anthropologist] should be especially careful not to promise or imply acceptance of conditions contrary to [his] professional ethics or competing commitments."

From the proposed revisions, AAA Code of Ethics: "Anthropologists must seriously consider their own moral responsibility for their acts when there is a risk that an individual, group, or organization may be hurt or jeopardized physically, legally, in reputation, or in self-esteem as a result."

In this instance, the individual, the company, competing companies, and the primary (public) agency come into potential conflict.

Bill further considered the following: Even if individuals do not compete within their own agency for contracts, it is inevitable that they would at some time be in competition for contracts with groups which would fall under the regulatory review, inspection, or proposal review and award function of their primary agency employer(s). By the agency anthropologist engaging in such competition, his or her disinterest would necessarily be suspect and the credibility of the agency itself called into question.

2.Render the article.

6.1

INTRODUCTION TO ANTHROPOLOGY

0:11-1:23

STUDY OF HUMANKIND

My name is Kathy Schick and I am an anthropologist. What is anthropology? Sometimes it's been called the holistic study of humankind, which is a lot of work. It's trying to look at humans from all angles. And I got interested in this even long before I even knew there was such a field.

As a teenager in junior high school and then high school, I became fascinated with looking around the world at human beings all around the world but living in different cultures with different lifestyles, different beliefs and customs. And I wondered, how did this happen? How does this work? I also became fascinated with us as a species, that we were a very unusual species in the animal world. We have this huge brain, we walked on two feet, we had complex tools and

technology, elaborate culture. And I wondered how did this really happen? How, when, and why? And then my very first semester in college, I found the field was called anthropology. This was what I had been interested in for so long.

Now, doing anthropology has taken me to a lot of places in the world over the years. I actually met my husband on an archeological dig. And then while we were in graduate school, we went off to Africa right after we got married, more or less spent our honeymoon in a tent. In fact, the first two years of our marriage, we figured we spent about half of it living in a tent with all of our belongings in a little tin trunk at the foot of the bed.

So, we've traveled a lot, lived in many places of the world for months at a time and had quite a wide range of experiences with people and also living in unusual places like the African plains with our nearest neighbors being antelope, crocodiles, and lions. So, it's been a very exciting time.

Now, when anthropologists want to do their work, their research, they often have to travel. Some people might do it in the U.S., deal with particular groups here but as often, it entails going overseas to other countries and other continents and living with different cultures, learning about aspects of their culture, learning about the physical people there, the adaptation, for instance, in high altitudes and how people adapt—their bodies have adapted to high altitude, so studying the physical being. Also, studying the languages and also studying the prehistory through archeology.

1:23-2:13

SEE THE WORLD

2:13-3:13

PREHISTORY

And when we do this, we often will be studying the tools and we'll go and excavate these early tools and try to understand how they made and use their tools and how they lived out their lives, their daily lives and adapted.

3:13-3:58

ANCESTORS

Physical anthropologists may also study human fossil ancestors such as these, so that you will go out and excavate and sometimes study in laboratories. And also, you'll find not only our direct ancestors but also that there are other species out there who are our cousins, long lost cousins. We're used to being the sole species with only the chimpanzees being our closest living relatives but we have much closer cousin species many years ago who also walked upright but had small brains and a different adaptation. So, this is another fascinating aspect of what anthropologists study.

3:58-4:55

**A MULTIDISCIPLINARY
APPROACH**

Now, if you think about it, it's only been about a 150 years since Darwin wrote "Origin of Species". And Neanderthals were only beginning to be found short time before that. So, in that short amount of time, a 150 years for a discipline, we have made huge, huge accomplishments in anthropology, especially in my field, paleoanthropology, which tries to look at human evolution. And usually this entails physical anthropologists, archeologists, and a wide range of other people.

Paleontologists who might study carnivores or elephants, geologists of different sorts living in big field camps and doing their work sometimes for weeks or months at a time, sometimes in remote places of Africa for instance, so you... often doing a lot of travel and

interfacing with a lot of other scientists in this work.

Now, all of these fossils that we found, in a sense, you've heard of probably missing links. In a sense, all of these fossils that we found are found missing links. But remember, for each missing link that we find, when we find the next one, then, you want to find the one that's in between those. So, that is the challenge.

4:55-5:35

JOIN THE DISCOVERY

Every year, more expeditions go out. If you go into this field, you might be on one of those expeditions to find new missing links that will fill in even more exciting stories about human prehistory.

Read the article, translate it from English into Russian. Give your opinion on the article.

What is culture shock?

It's common to experience culture shock when you're transplanted into a foreign setting. This is a normal reaction to a new environment where you are no longer in control as you have been at home. You may experience a range of emotions when adapting to a foreign culture, from excitement and interest to frustration, depression and fear of the unknown. Culture shock is a term used to describe what happens to people when they encounter unfamiliar surroundings and conditions.

Stages of culture shock

The five stages of culture shock are:

1. The Honeymoon Stage - You are very positive, curious, and anticipate new exciting experiences. You even idealize the host culture.
2. Irritability and Hostility - You start to feel that what is different is actually inferior. The host culture is confusing or the systems are frustrating. It's a small step from saying that they do things in a different way to saying that they do things in a stupid way. You may blame your frustrations on the new culture (and its shortcomings) rather than on the adaptation process.
3. Gradual Adjustment - You feel more relaxed and develop a more balanced, objective view of your experience.
4. Adaptation of Biculturalism - You feel a new sense of belonging and sensitivity to the host culture.
5. Re-entry Shock - You go home and it isn't what you expected it to be.

Sign/ Symptoms of culture shock

People differ greatly in the degree to which culture shock affects them, but almost everyone is affected by it in one way or another. Symptoms vary, but can include:

- boredom
- withdrawal (e.g. spending excessive amounts of time reading; avoiding contact with host nationals)
- feeling isolated or helpless
- sleeping a lot or tiring easily
- irritation over delays and other minor frustrations
- suffering from body pains and aches
- longing to be back home
- unduly criticizing local customs or ways of doing things
- overeating or loss of appetite
- sadness or unexplained crying

Tips for dealing with culture shock:

- Talk to other international students who can give you practical advice.
- Decorate your room with objects that remind you of home.
- Make a list of things you want to accomplish while you are here and follow through with them. As you are settling in to life, remind yourself to be patient. Don't expect perfection. Keep an open mind and try not to be judgmental!
- Stay in touch with family and friends.
- Establish simple goals and celebrate each success.
- Give yourself time to adapt and allow yourself to feel sad about the things you have left behind.
- Get out there! Make friends and try to meet locals or other international students.
- Take up a hobby that will help you learn more about where you are.
- Do things you can only do where you are or maybe cannot do back home.
- Volunteer in community activities that will allow you get involved and perhaps practice your English.
- If there's something you did at home to help relieve stress, keep doing it!
- Find ways to live with the things that don't satisfy you 100%.

Essay topics:

The Scope of Anthropology

Philosophy and the diversity of cultures

The essence of culture

Problems of cultural genesis and cultural heritage

The Role of Anthropology in Understanding Culture and Society

Philosophy and cultural space

Culture and personality

The Impact of globalization on local culture

The information age and its societal implications

Примерные вопросы экзаменационного билета

1. Пересказ профессионально-ориентированного текста на английском языке.
2. Беседа с экзаменатором на английском языке по переведенным текстам.
3. Сообщение на английском языке о научной работе аспиранта (соискателя).

Примерные темы для беседы на кандидатском экзамене (все направления):

1. Область научных интересов аспиранта (соискателя).
2. Научная работа кафедры аспиранта (соискателя).
3. Научная проблематика диссертационного исследования аспиранта (соискателя).

2. Методические материалы, определяющие процедуры оценивания знаний, умений и навыков, и опыта деятельности.

Критерии оценивания сформированности навыков монологического высказывания	
«отлично»	Монологическое высказывание (описание, рассказ) построено логично в соответствии с коммуникативной задачей, сформулированной в задании. Лексические единицы и грамматические структуры используются уместно. Речь понятна: звуки в потоке речи произносятся правильно, соблюдается правильный интонационный рисунок. Объем высказывания - не менее 12-15 фраз-предложений.
«хорошо»	Монологическое высказывание построено логично в соответствии с коммуникативной задачей, сформулированной в задании. Лексические единицы и грамматические структуры используются уместно. Допускаются лексические и грамматические ошибки, которые не препятствуют пониманию речи.
«удовлетворительно»	Монологическое высказывание (описание, рассказ) построено не всегда логично. Допускаются лексические и грамматические ошибки, которые затрудняют понимание речи. Объем высказывания – не менее 6 фраз-предложений.
«неудовлетворительно»	Содержание ответа не соответствует поставленной коммуникативной задаче. Допускаются многочисленные лексические и грамматические ошибки.

Критерии оценки сформированности навыков пересказа иноязычного текста

Оценка	Характеристика перевода текста
«отлично»	Пересказ адекватно отражает содержание текста.
«хорошо»	В пересказе допущены лексико-грамматические ошибки, не искажающие смысл текста.
«удовлетворительно»	Содержание текста передано не полностью.
«неудовлетворительно»	Допущены многочисленные лексические, грамматические, стилистические ошибки.

Критерии оценки знаний при проведении тестирования

Отметка «отлично» выставляется при условии правильного ответа не менее, чем 85% тестовых заданий;

Отметка «хорошо» выставляется при условии правильного ответа не менее, чем 70 % тестовых заданий;

Отметка «удовлетворительно» выставляется при условии правильного ответа не менее 50 %;

Отметка «неудовлетворительно» выставляется при условии правильного ответа менее, чем на 50 % тестовых заданий.

Результаты текущего контроля используются при проведении промежуточной аттестации.

Критерии оценивания эссе

«отлично»	Выполнены все требования к написанию и защите: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.
«хорошо»	Основные требования к эссе и его защите выполнены, но при этом допущены недочёты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объём; имеются упущения в оформлении; на дополнительные вопросы при защите даны неполные ответы.
«удовлетворительно»	Имеются существенные отступления от требований к написанию эссе. В частности, тема освещена лишь частично, допущены фактические ошибки в содержании или при ответе на дополнительные вопросы, отсутствует вывод.
«неудовлетворительно»	Тема эссе не раскрыта, обнаруживается существенное непонимание проблемы.

Критерии оценки знаний на экзамене

Отметка «отлично» выставляется аспиранту, показавшему всесторонние, систематизированные, глубокие знания по экзаменационным вопросам и умение применять их на практике при решении конкретных лингвистических задач.

Отметка «хорошо» выставляется аспиранту, если он хорошо владеет материалом, грамотно и по существу излагает его, умеет применять полученные знания на практике, но допускает в ответе или в решении задач некоторые неточности, которые он в состоянии устранить с помощью дополнительных вопросов преподавателя.

Отметка «удовлетворительно» выставляется обучающемуся, показавшему фрагментарный, разрозненный характер знаний, нарушения логической последовательности в изложении экзаменационного материала, владея при этом его основными понятиями и демонстрируя умение применять теоретические знания для решения стандартной лингвистической задачи, указанной в билете.

Отметка «неудовлетворительно» выставляется в случае, если аспирант не знает большей части основного содержания выносимых на экзамен вопросов и тем дисциплины, допускает грубые ошибки в ходе выполнения лингвистической задачи.

Фонд оценочных средств составлен на основе Федеральных государственных требований к структуре программ подготовки научных и научно-педагогических кадров в аспирантуре и учебного плана МГТУ для направления 5.7.8. Философская антропология, философия культуры.

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