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**Негосударственное образовательное учреждение высшего образования  
«Школа управления СКОЛКОВО»**



Утверждено  
Ректор С.С. Писарев  
«25» апреля 2024 г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ  
МЕТАНАРРАТИВЫ И ПЕРСПЕКТИВЫ / META-NARRATIVES &  
PERSPECTIVES**

<b>Направление подготовки</b>	38.03.02 Менеджмент
<b>Квалификация выпускника</b>	Бакалавр
<b>Образовательная программа</b>	Управление и предпринимательство
<b>Форма обучения</b>	Очная
<b>Рабочая программа дисциплины разработана</b>	Азери С.

Трудоемкость		Контактная работа		Самостоятельная работа	Форма контроля	Семестр/кв артиль
з.е.	часы	лекции	семинарские занятия			
2	72	16	16	40	экзамен	2/3

**Москва  
2024**

## 1. АННОТАЦИЯ ДИСЦИПЛИНЫ

Science has long been, and to a large extent still is, the most hegemonic meta-narrative. Hegemonic in that all other narratives/stories/accounts/tales/explanations/reports/portraits/sketches/descriptions, even meta or semi-meta ones, have rested, and still do, their truthiness/credibility/persuasiveness/validness/truthiness on it. Meta-narrative in that it is itself a narrative, but a self-legitimizing, self-righteous one, thus in need of no other narrative of legitimation.

This course is an introduction to this (meta)narrative. It has two parts. The short first part seeks to clarify the meaning of the concept of metanarrative. The long second part looks into how science works as it is applied to human affairs. The course also looks into how all other narratives, such as, religions, ideologies, histories, adapt to and adopt science, to legitimate themselves or to improve their credibility/persuasiveness.

## 2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ

В случае успешного освоения курса студенты будут:

### знать

- recognize a metanarrative and distinguish it from narratives;
- recognize the scientific method and be aware of its limitations.

### уметь

- demonstrate their capacity to use tools in the service of critical thinking.

### владеть

- adopt the scientific method, when necessary, in academic, professional and even personal affairs to analyze problems and propose solutions.

Дисциплина направлена на развитие следующих компетенций и их индикаторов:

Код компетенции	Формулировка компетенции и/или ее индикатора (ов)
УК-5.	Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах
УК-5-1.	Демонстрирует уважительное отношение к культурно историческому наследию и социокультурным традициям различных социальных групп, опирающееся на знание этапов исторического развития России, основных событий в мировой истории, культурных традиций мира, включая мировые религии, философские и этические учения
УК-5-2.	Владеет навыками продуктивного взаимодействия в профессиональной среде с учетом национальных, этнокультурных, конфессиональных особенностей; навыками преодоления коммуникативных, образовательных, этнических, конфессиональных и других барьеров в процессе межкультурного взаимодействия

### 3. СОДЕРЖАНИЕ И СТРУКТУРА ДИСЦИПЛИНЫ

Название раздела/темы	Всего часов	Трудоемкость (час.) по видам учебных занятий			
		Контактная работа			Самостоятельная работа
		Всего	Лекции	Семинары	
Тема 1. Metanarrative	14	6	4	2	8
Тема 2. Sciences and Social Sciences	14	6	2	4	8
Тема 3. Rational Choice Theory. Interpretation Theory	14	6	4	2	8
Тема 4. Functional and Structural Explanation	14	6	2	4	8
Тема 5. Statistical Analysis	16	8	4	4	8
Итого	72	32	16	16	40

#### Topic 1 Metanarrative

Alejandro Amenabar's *Agora*.

Watching:

Movie A: *Agora* (2009) by Alejandro Amenabar.

F. Dostoyevsky's 'The Grand Inquisitor'.

The concept of meta-narrative as understood by JF Lyotard. 'The Grand Inquisitor' and *Agora* (2009) as similar meta-narratives.

Reading:

Reading A: Fyodor Dostoyevsky, "The Grand Inquisitor," in *The Brothers Karamazov*.

Reading B: Jean-Francois Lyotard, *The Postmodern Condition*, Manchester UP, 1979.

#### Topic 2. Sciences and Social Sciences

The nature of 'scientific inquiry' and its basic features. The concept of 'causal mechanism.' The scientificity of social sciences.

Reading:

Reading C: Daniel Little, *Varieties of Social Explanation*, Westview Press, 1991; chp.2, chp.3.

Reading D: David Horrobin, *Science is God*, MTP, 1969; chp.2.

#### Topic 3. Rational Choice Theory. Interpretation Theory

Reading:

Reading D: David Horrobin, *Science is God*, MTP, 1969, chp.3, cpt.4.

#### Topic 4. Functional and Structural Explanation

Different approaches adopted in social sciences.

Reading:

Reading D: David Horrobin, *Science is God*, MTP, 1969, chp.3, cpt.4, cpt.5.

#### Topic 5. Statistical Analysis

Statistical analysis as employed in social sciences.

Reading:

Reading D: David Horrobin, *Science is God*, MTP, 1969, chp. 8.

## 4. ОЦЕНОЧНЫЕ СРЕДСТВА И ПРИМЕРЫ ЗАДАНИЙ ДЛЯ ОЦЕНКИ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ

### 4.1 Текущий контроль

Оценка за курс складывается из следующих видов заданий текущего контроля:

**Assignment 1.** Group Presentation - 25%.

Students are to form 4 or 5-person groups, choose a movie or novel and then make a presentation of 10-min about the (meta)narrative underlying it. Critical to this assignment is that students assess whether science plays any role in that narrative.

Grading Criteria: Students are to be graded based on the seriousness, comprehensiveness, depth and detailedness of their presentations

**Assignment 2.** Test #1 - 25%

Students are to take an in-class test on Movie A, Reading A and Reading B. The test is to assess students' knowledge and comprehension of the reading materials. Students will be provided a number of questions and assessed depending on the answers they have given.

Grading Criteria: Students are to be provided a number of questions and be graded based on how satisfactorily they answer them.

**Assignment 3.** Test #2 - 40%, topic.

Students are to take an in-class test on Reading C. The test is to assess students' knowledge and comprehension of the reading. Students will be provided a number of questions and assessed depending on the answers they have given.

Grading Criteria: Students are to be provided a number of questions and be graded based on how satisfactorily they answer them.

**Assignment 4.** Participation - 10% ongoing

This assessment assesses the attendance of students in classes.

### 4.2 Промежуточная аттестация

The examination will consist of a 90-minute written test that includes the identification of ten quotations from required course readings and a written essay. The use of any electronic devices is prohibited. The student must: 1) Attribute the given quotations; identify the sections of the texts (such as a chapter) where the quotations are taken from as well as their authors, titles, and year of publication. 2) Based on the given quotations, write an essay in English (1000–1500 words) analyzing semantic relationships between the texts where these quotations are taken from.

#### Assessment Criteria

Grade		Criteria
Excellent (5)	10	can be given for the essay (no less than 1000 words) if 2 elements are present: 1) the student identified all quotes correctly; 2) the essay written in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least 10 exact quotations, different from the attributed quotations in assignment

	9	<p>can be given for the essay (no less than 1000 words) if 2 elements are present:</p> <ol style="list-style-type: none"> <li>1) the student identified all quotes correctly;</li> <li>2) the essay written in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least 9 exact quotations, different from the attributed quotations in assignment</li> </ol>
Good (4)	8	<p>can be given for the essay (no less than 1000 words) if 2 elements are present:</p> <ol style="list-style-type: none"> <li>1) the student identified all quotes correctly;</li> <li>2) the essay written in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least 8 exact quotations, different from the attributed quotations in assignment</li> </ol>
	7	<p>can be given for the essay (no less than 1000 words) if 2 elements are present:</p> <ol style="list-style-type: none"> <li>1) the student identified all quotes correctly;</li> <li>2) the essay written in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least 7 exact quotations, different from the attributed quotations in assignment</li> </ol>
Satisfactory (3)	6	<p>can be given for the essay (no less than 1000 words) if 2 elements are present:</p> <ol style="list-style-type: none"> <li>1) the student identified all quotes correctly;</li> <li>2) the essay written in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least 6 exact quotations, different from the attributed quotations in assignment</li> </ol>
	5	<p>can be given for the essay (no less than 1000 words) if 2 elements are present:</p> <ol style="list-style-type: none"> <li>1) the student identified all quotes correctly;</li> <li>2) the essay written in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the</li> </ol>

		essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least 5 exact quotations, different from the attributed quotations in assignment.
Unsatisfactory (2)	4	can be given for the essay (no less than 1000 words) if 2 elements are present: 1) the student identified all quotes correctly; 2) the essay written in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least 4 exact quotations, different from the attributed quotations in assignment
	3	can be given for the essay (no less than 1000 words) if 2 elements are present: 1) the student identified all quotes correctly; 2) the essay written in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least 3 exact quotations, different from the attributed quotations in assignment
	2	can be given for the essay (no less than 1000 words) if at least one quote is identified incorrectly
	1	can be given for the essay (no less than 1000 words) if at least one quote is identified incorrectly

### 4.3 Примеры заданий

#### Required Texts

Movie A : Agora (2009) by Alejandro Amenabar.

Reading A: Fyodor Dostoyevsky, "The Grand Inquisitor," in The Brothers Karamazov, Feedbooks, 1880.

Reading B: Jean Francois Lyotard, The Postmodern Condition, Manchester UP, 1979.

Reading D: David Horrobin, Science is God, MTP, 1969.

Reading C: Daniel Little, Varieties of Social Explanation, Westview Press, 1991.

#### Примеры цитат для атрибутирования и написания эссе на экзамене

1. "The mechanisms that link cause and effect are typically grounded in the meaningful, intentional behavior of individuals. These mechanisms include the features of rational choice, the operation of norms and values in agents' decisionmaking, the effects of symbolic structures on individuals' behavior, the ways in which social and economic structures constrain individual choice, and so on. This point follows from the circumstance that

distinguishes social science from natural science: Social phenomena are constituted by individuals whose behavior is the result of their rational decisionmaking and nonrational psychological processes that sometimes are at work.” (Author: Daniel Little Book: Varieties of Social Explanation Section: Chp.2. Topic: the nature of social scientific explanation)

2. “The most important class of cases that parametric rationality excludes are those in which outcomes depend on the deliberate choices of other rational decisionmakers. This is the situation of strategic rationality, and problems of strategic rationality have a different structure than problems of parametric rationality. In particular the expected utility rule is no longer relevant as a rule of choice because outcomes are not probabilistic. In cases of strategic rationality, the payoff to the individual depends on the choices made by the other players. So each decisionmaker must consider the rational calculations of the others and choose that option that maximizes his or her payoff given the assumption that all the others make a rational decision as well.” (Author: Daniel Little. Book: Varieties of Social Explanation Section: Chp.3. Topic: how to analyze human behavior)

3. “Science is a thoroughly disorderly and illogical activity. The making of a great scientific discovery is as personal and idiosyncratic as the writing of a great poem. The major difference between the two is that with the poem it is the SUBjective brilliance which matters: objective validity is almost irrelevant. With a scientific discovery it is the objective validity which is vital: brilliant ideas and masterly experimentation are irrelevant if they do not lead to conclusions which are in accordance with the observation of natural events.” (Author: David Horrobin. Book: Science is God, Section: Chp.3. Topic: what makes science science?)

## **5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ**

### **5.1 Литература**

1. Ивин, А. А. Философия науки в 2 ч. Часть 1 : учебник для вузов / А. А. Ивин. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2025. — 287 с. — (Высшее образование). — ISBN 978-5-534-08855-7. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/562396> (дата обращения: 20.01.2025).

2. Ивин, А. А. Философия науки в 2 ч. Часть 2 : учебник для вузов / А. А. Ивин. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2025. — 244 с. — (Высшее образование). — ISBN 978-5-534-08857-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/562549> (дата обращения: 20.01.2025).

### **5.2 Электронные образовательные ресурсы**

Материалы дисциплины размещены в LMS: <https://l.skolkovo.ru/login/index.php>

### **5.3 Профессиональные базы данных и информационные справочные системы (при наличии)**

нет

## **6. ЛИЦЕНЗИОННОЕ И СВОБОДНО РАСПРОСТРАНЯЕМОЕ ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ**

Операционная система Simple Linux, браузер Yandex браузер, антивирусное ПО Calmantisvirus;

Свободно распространяемое ПО, в том числе отечественного производства:

Офисный пакет Libre Office, Okular PDF Reader, 7-Zip Архиватор, GIMP Редактирования фотографий, Inkscape Векторная графика, Blender 3D графика, Kdenlive Видеоредактор, Audacity Аудиоредактор, VLC Медиаплеер, Thunderbird Почтовый клиент, Flameshot Создание скриншотов

## **7. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ**

Учебная аудитория для проведения занятий лекционного типа, оснащенная мультимедийным оборудованием, учебной мебелью, доской или со стенами с маркерным покрытием.

Учебная аудитория для проведения занятий семинарского типа, оснащенная мультимедийным оборудованием, учебной мебелью, доской или со стенами с маркерным покрытием.

Аудитория (коворкинг) для самостоятельной работы оснащенная учебной мебелью, ноутбуками.

Материально-техническое обеспечение аудиторий представлено на официальном сайте <https://bbask.ru/sveden/objects/>