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



Утверждено
Ректор С.С. Писарев
19 декабря 2024 г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Прогнозирование политических событий / Forecasting Politics**

| | |
|---|----------------------------------|
| Направление подготовки | 38.03.02 Менеджмент |
| Квалификация выпускника | Бакалавр |
| Образовательная программа | Управление и предпринимательство |
| Форма обучения | Очная |
| Рабочая программа дисциплины разработана | Birol Baskan |

| Трудоемкость | | Контактная работа | | Самостоятельная работа | Форма контроля | Семестр/кварталь |
|--------------|------|-------------------|---------------------|------------------------|----------------|------------------|
| з.е. | часы | лекции | семинарские занятия | | | |
| 2 | 72 | 24 | 24 | 24 | Экзамен | 2/3, 3/2 |

**Москва
2025**

1. АННОТАЦИЯ ДИСЦИПЛИНЫ

We, humans, live at a time of grave and multiple uncertainties. That has always been the case. Yes, throughout human history. No wonder since time immemorial have we invented a myriad of ways to see through them. Some, if not all, of old ways are in fact still in use. For example, wildly popular astrology. Yet, in the meantime, we also invented new ways, ways that are more rational/scientific in nature. What are they? And, how are they employed by experts, to forecast politics, domestic as well as international? In addition to these two and related questions, the course also addresses the most basic question that concerns us: is forecasting politics even possible? It is alleged that Yoggi Berra, a legendary baseball player, once said: "It's tough to make predictions especially about the future." The class claims no more. It is tough, but not totally impossible. In a nutshell the course is a general introduction to social science methodology.

2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ

В случае успешного освоения курса студенты будут:

знать

- expand their knowledge of the nature and structure of social scientific explanations;

уметь

- develop their own skills to offer social scientific explanations;

владеть

- employ their skills to forecast potential political events/developments.

Дисциплина направлена на развитие следующих компетенций и их индикаторов:

| Код компетенции | Формулировка компетенции и/или ее индикатора (ов) |
|-----------------|---|
| УК-1. | Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач |
| УК-1-1. | Анализирует задачу, осуществляет ее декомпозицию, определяет приоритетность и этапность действий, направленных на решение задачи |
| УК-1-2. | Находит и критически анализирует информацию, необходимую для решения поставленной задачи |
| УК-1-3. | Выбирает оптимальный вариант решения задачи, аргументируя свой выбор |
| УК-2. | Способен определять круг задач в рамках поставленной цели и выбирать оптимальные способы их решения, исходя из действующих правовых норм, имеющихся ресурсов и ограничений |
| УК-2-1. | Ставит задачи, необходимые для достижения цели с учетом правовых норм |
| УК-2-2. | Рассматривает возможные, в том числе нестандартные решения задач, оценивает достоинства и риски возможных решений, выбирает оптимальные решения с учетом ресурсов и ограничений |

| | |
|--------------|--|
| УК-3. | Способен осуществлять социальное взаимодействие и реализовывать свою роль в команде |
| УК-3-1. | Знает принципы эффективной командной работы; участвует в распределении ролей в команде, взаимодействует с членами команды в соответствии со своей ролью |
| УК-3-2. | Участвует в обмене информацией, знаниями и опытом, в презентации результатов работы команды |
| УК-6. | Способен управлять своим временем, выстраивать и реализовывать траекторию саморазвития на основе принципов образования в течение всей жизни |
| УК-6-1. | Планирует и решает перспективные задачи собственной деятельности с учетом условий, средств, личностных возможностей, этапов карьерного роста, временной перспективы развития деятельности и требований рынка труда |
| УК-6-2. | Владеет навыками управления своим временем |
| УК-6-3. | Проявляет интерес к образованию и использует предоставляемые возможности для приобретения новых знаний и навыков |

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. Social Scientific Way | 18 | 12 | 6 | 6 | 6 |
| Тема 2. Historian's Way | 18 | 12 | 6 | 6 | 6 |
| Тема 3. Statistician's Way | 18 | 12 | 6 | 6 | 6 |
| Тема 4. Game Theoretician's Way | 18 | 12 | 6 | 6 | 6 |
| Итого | 72 | 48 | 24 | 24 | 24 |

Topic 1. Social Scientific Way

Introduction to Social Scientific Explanation; Student-led Discussion of Select Cases.

Reading A: Daniel Little, Varieties of Social Explanation, Westview, chp.2.

Topic 2. Historian's Way

Introduction to Logic of Historical Analysis; Student-Led Discussion of Select Cases.

Reading B: Graham Allison, *Destined for War*, Houghton Mifflin Harcourt, 2017, Part Two.

Topic 3. Statistician's Way

Introduction to Basic Rationale of Statistical Analysis; Student-Led Discussion of Select Cases.

Reading A: Daniel Little, *Varieties of Social Explanation*, Westview, chp.8.

Topic 4. Game Theoretician's Way

Introduction to Basic Rational of Game Theoretical Analysis; Student-Led Discussion of Select Cases.

Reading to complete: Reading A, chp.3.

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:

Оценка за курс складывается из следующих видов заданий текущего контроля:

READING QUIZZES - 25% of final grade

To increase your familiarity and confidence with the material, you will complete daily quizzes (or brief, informal tests) based on the readings for the course.

CLASS PARTICIPATION - 25% of final grade

Participation in a seminar course is critical for creating a positive learning environment as well as comprehending the material. It is especially vital for success in one's education, as we tend to learn more as we engage more. To this end, students will be expected to take an active part in class meetings. This requires that we come to class having read course materials and ready to ask questions of one another about them and that we come to class ready to meaningfully engage with one another.

ESSAY - 50% of final grade

Assessment Criteria

| Grade | | Criteria |
|---------------|----|---|
| Excellent (5) | 10 | can be given for the essay (no less than 1000 words) 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 |
| | 9 | can be given for the essay (no less than 1000 words) 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 |

| | | |
|--------------------|---|--|
| Good (4) | 8 | can be given for the essay (no less than 1000 words) 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 |
| | 7 | can be given for the essay (no less than 1000 words) 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 |
| Satisfactory (3) | 6 | can be given for the essay (no less than 1000 words) 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 |
| | 5 | can be given for the essay (no less than 1000 words) 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 5 exact quotations |
| Unsatisfactory (2) | 4 | can be given for the essay (no less than 1000 words) 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 knowledge and understanding of the texts analyzed; c) the essay contains at least 4 exact quotations |
| | 3 | can be given for the essay (no less than 1000 words) i 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 knowledge and understanding of the texts analyzed; c) the essay contains at least 3 exact quotations |
| | 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 (less than 1000 words) if at least one quote is identified incorrectly |
|--|---|---|

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) analysing 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 | 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 9 exact quotations, different from the attributed quotations in assignment |
| Good (4) | 8 | 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 8 exact quotations, different from the attributed quotations in assignment |

| | | |
|--------------------|---|---|
| | 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"> 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 7 exact quotations, different from the attributed quotations in assignment |
| 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"> 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 6 exact quotations, different from the attributed quotations in assignment |
| | 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"> 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 5 exact quotations, different from the attributed quotations in assignment. |
| Unsatisfactory (2) | 4 | <p>can be given for the essay (no less than 1000 words) if 2 elements are present:</p> <ol style="list-style-type: none"> 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 | <p>can be given for the essay (no less than 1000 words) if 2 elements are present:</p> <ol style="list-style-type: none"> 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

Примеры цитат для атрибутирования

| Sample quotation | Key |
|---|--|
| <p>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.</p> | <p>Author: Daniel Little, Book: Varieties of Social Explanation, Chapter 2</p> |
| <p>Why did the competition between Greece's two great powers ultimately produce a war that destroyed what each cherished most? According to Thucydides, the fundamental explanation lies in the depth of the structural stress between a rising and a ruling power. As this rivalry led Athens and Sparta into successive standoffs, the most passionate voices in each political system grew louder, their sense of pride stronger, their claims about threats posed by the adversary more pointed, and their challenge to leaders who sought to keep the peace more severe.</p> | <p>Author: Graham Allison Book: Destined for War, Chapter 2</p> |
| <p>The central idea underlying statistical explanation is the notion of a correlation between two or more variables. This concept describes covariance among variables: The variables in question take different values in different circumstances, and there is a tendency for the variables to vary together. A positive correlation means that an increase in one variable is associated with an increase in the other; a negative correlation means that an increase in one variable is associated with a decrease in the other. Two central</p> | <p>Author: Daniel Little, Book: Varieties of Social Explanation, Chapter 8</p> |

| | |
|---|--|
| questions must be posed in considering whether specific variables are correlated. What is the functional relationship between the variables? And how strong is the correlation between them--that is, how much dispersion is there in the data set? | |
|---|--|

Тексты для обсуждения

1. Reading A: Daniel Little, Varieties of Social Explanation, Westview, chp.2, chp.3, and chp.8.
2. Reading B: Graham Allison, Destined for War, Houghton Mifflin Harcourt, 2017, Part Two.

5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

5.1 Литература

1. Ахременко, А. С. Политический анализ и прогнозирование в 2 ч. Часть 1 : учебник и практикум для вузов / А. С. Ахременко. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 180 с. — (Высшее образование). — ISBN 978-5-534-07223-5. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/537102> (дата обращения: 08.05.2024).
2. Ахременко, А. С. Политический анализ и прогнозирование в 2 ч. Часть 2 : учебник и практикум для вузов / А. С. Ахременко. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 221 с. — (Высшее образование). — ISBN 978-5-534-07227-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/537485> (дата обращения: 08.05.2024).

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 Calmantivirus;

Свободно распространяемое ПО, в том числе отечественного производства:

Офисный пакет LibreOffice, 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/>