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Негосударственное образовательное учреждение высшего образования  
«Школа управления СКОЛКОВО»



Утверждено

Ректор С.С. Писарев

25 апреля 2024 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ  
СВЕСТИ КОНЦЫ (МИРА) С  
КОНЦАМИ/  
MAKING ENDS (OF THE WORLD) MEET

Направление подготовки	38.03.02 Менеджмент
Квалификация выпускника	Бакалавр
Образовательная программа	Управление и предпринимательство
Форма обучения	Очная
Рабочая программа дисциплины разработана	Ahmed Elghandour, Emile Alexandrov, Pedro Teres, Peter Lešnik, Vladimir Orlov

Трудоемкость		Контактная работа		Самостоятельная работа	Форма контроля	Семестр/кв арtilь
з.е.	часы	лекции	семинарские занятия			
2	72	24	24	24	Экзамен	1/3, 2/2

Москва  
2024

## 1. АННОТАЦИЯ ДИСЦИПЛИНЫ

Death is a necessary part of any life. However, having a fear of dying, “timor mortis”, can be experienced only by human beings. This course is inspired by Adam Roberts’ book It&apos;s the End of the World, where he connects fear of death with our wondering about apocalypse: “If one person eventually dies, then the whole of humanity may share this fate”. Now, when the Doomsday clock shows 90 seconds to midnight, it seems to be a good time to think about the end of the world.

In this course, we will delve into the different scenarios of apocalypses and how they shape our perception of the world. By examining various scenarios, we aim to gain a deeper understanding of the collective nature, our fears and vulnerabilities, and values for an individual and society. After a general introduction into the topic, we will investigate different theoretical perspectives on apocalyptic scenarios, drawing from various fields such as culture, sociology, politics, and environmental studies.

We will explore questions: Can the values and fear actually define the scenario of apocalypse? How does the vision of the ends of the world shape people’s values, beliefs, and behaviour? What insights can we gain about human nature and societal structures under extreme circumstances? What is going to happen in (and after) the end?

## 2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ

В случае успешного освоения курса студенты будут:

### знать

- recognize key theories in the different fields connected to the topic of apocalypse

### уметь

- interpret the role, representation, and reproduction of the apocalypse through historical, cultural, mathematical, and sociological dimensions

### владеть

- have a critical interdisciplinary view on scenarios of ends of the world;
- be able to evaluate different apocalyptic scenarios and reflect upon them from the perspective of human values;
- apply theoretical knowledge to analyse and present a study of a chosen cultural object

Дисциплина направлена на развитие следующих компетенций и их индикаторов:

Код компетенции	Формулировка компетенции и/или ее индикатора (ов)
<b>УК-1.</b>	<b>Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач</b>
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
<b>УК-2.</b>	<b>Способен определять круг задач в рамках поставленной цели и</b>

	<b>выбирать оптимальные способы их решения, исходя из действующих правовых норм, имеющихся ресурсов и ограничений</b>
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
<b>УК-3.</b>	<b>Способен осуществлять социальное взаимодействие и реализовывать свою роль в команде</b>
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
<b>УК-6.</b>	<b>Способен управлять своим временем, выстраивать и реализовывать траекторию саморазвития на основе принципов образования в течение всей жизни</b>
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. Welcome to the apocalypse	6	4	2	2	2
Тема 2. “I created you – I will destroy you” – the end of the world in religious perspective	10	6	4	2	4

Тема 3. Zombies, robots, aliens	10	6	4	2	4
Тема 4. Humanity destroys itself – economical and political crisis	10	6	4	2	4
Тема 5. “You created me – I will destroy you” – Artificial Intelligence	6	4	2	2	2
Тема 6. Dystopia and the Cinematic Imagination	8	6	4	2	2
Тема 7. The Beginning of the End	14	10	4	6	4
Тема 8. The End of the End	8	6		6	2
Итого	72	48	24	24	24

### **Тема 1. Welcome to the apocalypse**

Roberts, Adam. It’s the End of the World: But What Are We Really Afraid Of? London: Elliott & Thompson, 2020.

Rosen, Elizabeth K. Apocalyptic transformation: Apocalypse and the postmodern imagination. Lanham, MD: Lexington Books, 2008.

Collins, Adela Yarbro. “Apocalypse Now: The State of Apocalyptic Studies Near the End of the First Decade of the Twenty-First Century.” Harvard Theological Review 104, no. 4 (2011): 447–57.

### **Тема 2. “I created you – I will destroy you” – the end of the world in religious perspective**

Alighieri, Dante. “Inferno.” In Divine Comedy, translated by A. S. Kline, 11–331.

### **Тема 3. Zombies, robots, aliens**

### **Тема 4. Humanity destroys itself – economical and political crisis**

Mearsheimer, John J. The Tragedy of Great Power Politics. New York : Norton, 2001.

Ilyenkov, Evald. “Cosmology of the Spirit.” Stasis 5, no. 2 (2017): 164–90.

### **Тема 5. “You created me – I will destroy you” – Artificial Intelligence**

### **Тема 6. Dystopia and the Cinematic Imagination**

Utopia, dystopia, and chaos. Dystopia and time. The potential of dystopian imagination.

Atchison, Amy, and Shauna Shames. “Defining Dystopia.” In Survive and Resist, 22-35. New York: Columbia UP, 2019.

Viewing: Dogtooth (Y. Lanthimos, 2009)

End-Times Spectacles. End-times and fragility. The world and the human

Colebrook, Claire. “End-Times for Humanity.” Aeon, June 1, 2017.

Viewing: I am Legend (F. Lawrence, 2007)

Dystopia and the Contemporary. World Meaning and agency. Western modernity and the Holocaust.

Flusser, Vilém. "The Ground We Tread." In Post-History, 3-10. Minneapolis: Univocal, 2013, [1983].

Viewing: Bladerunner (R. Scott, 1982) The Matrix (Wachowskis, 1999)

**Тема 7. The Beginning of the End**

**Тема 8. The End of the End**

Final reflection on the course

#### **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:

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	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 7

		exact quotations, different from the attributed quotations in assignment
Satisfactory (3)	6	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 6 exact quotations, different from the attributed quotations in assignment
	5	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 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
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### 4.3 Примеры заданий

#### Примеры цитат для атрибутирования

1. The following point of the dialectical and materialist understanding of the problem has hitherto been little elucidated upon, but it is one upon which much is incumbent and regards an understanding of thought, of thinking matter, as the supreme (absolutely highest) form of motion and development. (Ilyenkov, Evald. "Cosmology of the Spirit." Stasis 5, no. 2 (2017), page 167.)
2. So while the 'zombie' trope has become somewhat ubiquitous, there are plenty of examples of writers and directors using the zombie to brilliant and unique effect – although in fear of provoking a 'whatever'-shrug of world-weary readers resistant to cliché they often steer clear of the Z-word itself. (Roberts, Adam. *It's the End of the World: But What Are We Really Afraid Of?* London: Elliott & Thompson, 2020, page 45.)
3. Ah me! how hard a thing it is to say What was this forest savage, rough, and stern, Which in the very thought renews the fear. So bitter is it, death is little more; But of the good to treat, which there I found, Speak will I of the other things I saw there. (Alighieri, Dante. "Inferno." In *Divine Comedy*, translated by A. S. Kline, page 48.)

#### Примеры текстов для обсуждения на занятиях

1. Alighieri, Dante. "Inferno." In *Divine Comedy*, translated by A. S. Kline, 11–331.  
Atchison, Amy, and Shauna Shames. "Defining Dystopia." In *Survive and Resist*, 22-35. New York: Columbia UP, 2019. Colebrook, Claire. "End-Times for Humanity." *Aeon*, June 1, 2017: <https://aeon.co/essays/the-human-world-is-not-more-fragile-now-it-always-has-been>
2. Collins, Adela Yarbro. "Apocalypse Now: The State of Apocalyptic Studies Near the End of the First Decade of the Twenty- First Century." *Harvard Theological Review* 104, no. 4 (2011): 447–57. <https://doi.org/10.1017/S001781601100040X>.
3. Flusser, Vilém. "The Ground We Tread." In *Post-History*, 3-10. Minneapolis: Univocal, 2013, [1983].  
Ilyenkov, Evald. "Cosmology of the Spirit." *Stasis* 5, no. 2 (2017): 164–90. <https://doi.org/10.33280/2310-3817-2017-5-2-164-190>.
4. Mearsheimer, John J. *The Tragedy of Great Power Politics*. New York : Norton, 2001. <http://archive.org/details/tragedyofgreatpo0000mear>.
5. Roberts, Adam. *It's the End of the World : But What Are We Really Afraid Of?* London: Elliott & Thompson, 2020.
6. Rosen, Elizabeth K. *Apocalyptic transformation: Apocalypse and the postmodern imagination*. Lanham, MD: Lexington Books, 2008.

#### Фильмы для обсуждения на занятиях

Required Watching

1. *Bladerunner* (R. Scott, 1982)
2. *Dogtooth* (Y. Lanthimos, 2009)
3. *I am Legend* (F. Lawrence, 2007)
4. *The Matrix* (Wachowskis, 1999)

## 5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

### 5.1 Литература

1. Гриненко, Г. В. Современная зарубежная философия : учебное пособие для вузов / Г. В. Гриненко. — Москва : Издательство Юрайт, 2024. — 181 с. — (Высшее образование). — ISBN 978-5-534-16414-5. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/537031> (дата обращения: 19.04.2024).

2. Ионин, Л. Г. Социология культуры : учебник для вузов / Л. Г. Ионин. — 5-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 333 с. — (Высшее образование). — ISBN 978-5-534-07382-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/537690> (дата обращения: 19.04.2024).

## **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 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/>