

Документ подписан простой электронной подписью  
Информация о владельце:  
ФИО: Писарев Сергей Станиславович  
Должность: Ректор  
Дата подписания: 19.01.2025 11:35:57  
Уникальный программный ключ:  
b9d7463b91f434da3d4dc1afa9a0cf32d3c58650

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



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

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ  
РАДИКАЛЬНО ИЗЪЯТОЕ / RADICALLY WITHDRAWN**

<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>	Xindi Li

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

**Москва  
2025**

## 1. АННОТАЦИЯ ДИСЦИПЛИНЫ

“No matter how many times you turned around a coin, you never saw the other side as the other side. The coin had a dark side that was seemingly irreducible. This irreducibility could easily apply to the ways in which another object, say a speck of dust, interacted with the coin. If you thought this through a little more, you saw that all objects were in some sense irreducibly withdrawn.” - Timothy Morton, Hyperobjects.

A thing or object, proposes Morton - known to many as a figurehead in the school known to some as “Objected Oriented Ontology” (OOO) - cannot be known in its totality. “You can’t know a thing fully by thinking it or by eating it or by measuring it or by painting it . . .” In this way, objects are radically withdrawn, not fully graspable in their totality even by themselves. As such, our project of study cannot only proceed from what a thing is, but also how it is. In this course, we will explore the (1) idea of thingliness: Can object include subject? What is a thing?

How does it endure in time? and (2) its inscrutability: If there is a radically withdrawn aspect to all things, how can we think this component of their dark silence? Many contemporary fields of scholarship have proceeded from this question, and what unites them is their redress to questions (1) and (2) - namely how can we consolidate our thinking of thingliness with thingliness itself? As such, we’ll proceed from a variety of points of view, from the philosophy of time to ecological thought to black studies to psychoanalysis, in order to approach this speculative question.

## 2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ

В случае успешного освоения курса студенты будут:

### знать

- Gain familiarity with historical and theoretical approaches to contemporary object-oriented philosophy, psychoanalysis, and various other theories of “thingliness”

### уметь

- Demonstrate the capacity to use tools for analyzing ontology, temporality, and relationality in the service of critical thinking;
- Connect and use the knowledge of ontology, temporality, and relationality in further interdisciplinary work

### владеть

- Apply theoretical knowledge to analyze and present a study of a chosen problem

Дисциплина направлена на развитие следующих компетенций и их индикаторов:

Код компетенции	Формулировка компетенции и/или ее индикатора (ов)
УК-1.	<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 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. The Thing	12	8	4	4	4

Тема 2. The Unknown: Everything and Nothing	12	8	4	4	4
Тема 3. Desiring Objects	12	8	4	4	4
Тема 4. Desiring Subjects	12	8	4	4	4
Тема 5. The Thingliness of Nothing	12	8	4	4	4
Тема 6. After Thought	12	8	4	4	4
Итого	72	48	24	24	24

### **Topic 1. The Thing**

Thinking thingliness (what is an object) in terms of proximity, idea, revealing.

Reading:

Heidegger, “The Thing”

### **Topic 2. The Unknown: Everything and Nothing**

How thingliness has been taken up in contemporary object-oriented thought, also known as “deep ecology”.

Readings:

Timothy Morton, Hyperobjects, selections

Graham Harman, Tool-being, selections

### **Topic 3. Desiring Objects**

Orientations towards objects as desired yet unattainable in psychoanalysis.

Jacques Lacan, Seminar XX, selections

Alenka Zupančič, “Sexual Difference and Ontology”

### **Topic 4. Desiring Subjects**

Contemporary object-relations theory and uptakes of psychoanalytic desire.

Sara Ahmed, “Happy Objects”

Lauren Berlant, “Slow Death”

Lauren Berlant, On the Inconvenience of Other People, selections

Claudia Rankine, Don’t Let Me Be Lonely, selections

### **Topic 5. The Thingliness of Nothing**

Living negation, or what it is to be in the world when the world doesn’t claim you.

Lee Edelman, Bad Education, selections

Frank Wilderson III, Afropessimism, selections

David Marriott, Lacan Noir, selections

Hortense Spillers, “All the Things You Could Be by Now if Sigmund Freud’s Wife Was Your Mother”

### **Topic 6. After Thought**

Can we reconcile thinking and thingliness?

Quentin Meillassoux, After Finitude

## **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) analyzing semantic relationships between the texts where these quotations are taken from.

#### Assessment Criteria

Grade	Criteria
-------	----------

Excellent (5)	10	<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 10 exact quotations, different from the attributed quotations in assignment</li> </ol>
	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</li> </ol>

		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

### 4.3 Примеры заданий

#### Примеры цитат для атрибутирования

1. "Correlationism consists in disqualifying the claim that it is possible to consider the realms of subjectivity and objectivity independently of one another. Not only does it become necessary to insist that we never grasp an object 'in itself, in isolation from its relation to the subject, but



it also becomes necessary to maintain that we can never grasp a subject that would not always-already be related to an object.” (Quentin Meillassoux, *After Finitude*, 16.)

2. “Perhaps this is as factual as I know: In any investigatory procedure concerning African American culture, a given episteme fractures into negative and positive stresses that could be designated the crisis of inquiry that reveals where a kind of abandonment we could also call it a gap has occurred. Rather than running straight ahead toward a goal, the positivity (a given theoretical instrument) loops back and forward at once. For example, the notion of substitutive identity, not named as such in the literature of sociocultural critique, is analogous to the more familiar concept of negation.” (Hortense Spillers, “All the Things You Could Be by Now if Sigmund Freud’s Wife Was Your Mother,” 711.)

3. “Is it that hyperobjects seem to push this work of humiliation to a yet more extreme limit? What is this limit? Copernicus, it is said, is all about displacement. This was first taken to mean an exhilarating jump into cognitive hyperspace. But what if the hyperobjects force us to forget even this exit strategy? What if hyperobjects finally force us to realize the truth of the word humiliation itself, which means being brought low, being brought down to earth? Hyperobjects, in effect, seem to push us into a double displacement.” (Timothy Morton, *Hyperobjects*, 17.)

#### **Примеры текстов для обсуждения**

Ahmed, Sara. “Happy Objects,” from *The Affect Theory Reader*. Eds. Melissa Gregg and Gregory J. Seigworth. Durham: Duke University Press, 2010.

Berlant, Lauren. *Cruel Optimism*. Durham: Duke University Press, 2011.

*On the Inconvenience of Other People*. Durham: Duke University Press, 2023.

Edelman, Lee. *Bad Education*. Durham: Duke University Press, 2022.

Harman, Graham. *Tool-Being: Heidegger and the Metaphysics of Objects*. LaSalle: Open Court, 2002.

Heidegger, Martin. *Poetry, Language, Thought*. New York: Harper Colophon, 1976.

Lacan, Jacques. *The Seminar of Jacques Lacan*. New York: Norton, 1999.

Marriott, David. *Lacan Noir*. London: Palgrave Macmillan, 2021.

Meillassoux, Quentin. *After Finitude: An Essay on the Necessity of Contingency*. London: Bloomsbury, 2006.

Morton, Timothy. *Hyperobjects*. Minneapolis: University of Minnesota Press, 2013.

Rankine, Claudia. *Don’t Let Me Be Lonely: An American Lyric*. Minneapolis: Graywolf Press, 2004.

Spillers, Hortense J. “All the Things You Could Be by Now If Sigmund Freud’s Wife Was Your Mother.” *Critical Inquiry* 22 (4): 710-734.

Wilderson III, Frank. *Afropessimism*. New York: W.W. Norton, 2020.

Zupančič, Alenka. “Sexual Difference and Ontology.” *e-flux* 32 (February 2012): <https://www.e-flux.com/journal/32/68246/sexual-difference-and-ontology/>.

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

### **5.1 Литература**

Тюгашев, Е. А. *Философия : учебник для вузов / Е. А. Тюгашев.* — Москва : Издательство Юрайт, 2024. — 252 с. — (Высшее образование). — ISBN 978-5-9916-9259-5. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/537622> (дата обращения: 14.05.2024).

## **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 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/>