Негосударственное образовательное учреждение высшего образования
«Школа управления СКОЛКОВО»

Утверждено
ректор С.С. Писарев
_____
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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Общество как система/Society as a System

Москва
2026

Направление подготовки	38.03.02 Менеджмент
Квалификация выпускника	Бакалавр
Образовательная программа	Управление и предпринимательство 2025, 2026
Форма обучения	Очная

Трудоемкость		Контактная работа		Самостоятельная работа	Форма контроля
з.е.	часы	лекции	семинарские занятия		
4	144	24	24	96	Экзамен

1. АННОТАЦИЯ ДИСЦИПЛИНЫ

This course introduces students to the fundamental concept of society as an integrated, dynamic system, moving beyond seeing it as a mere collection of individuals. Drawing on systems theory, structural functionalism, and cybernetics, we will explore how social institutions (family, education, economy, and government) function as interdependent subsystems that maintain stability, process resources, and adapt to change. Participants will learn to analyze social structures, feedback loops, and emergent properties such as culture and collective behavior. By the end of the course, students will be equipped with a powerful analytical toolkit to diagnose social problems, understand systemic resilience, and model the ripple effects of policy decisions across the whole of society.

2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ

В случае успешного освоения курса студенты будут:

знать

- The basic concepts of general systems theory (emergence, homeostasis, entropy, negative and positive feedback) as applied to society;
- The key structural elements of society: social institutions (family, education, economy, government, religion), social groups, and statuses as interconnected subsystems;
- The main paradigms of systemic analysis of society: structural functionalism (T. Parsons, R. Merton), social cybernetics, and autopoiesis theory (N. Luhmann);
- The typology of social change from a systems perspective: adaptation, dysfunction, subsystem conflict, systemic crisis, and transition;
- The characteristics of closed, open, and complex adaptive social systems.

уметь

- Identify and describe the functional interconnections between various social institutions using concrete historical and contemporary examples.

- Detect points of systemic dysfunction — for example, where decisions in one subsystem (the economy) create problems for another (the family or the environment).
- Analyze social problems (crime, inequality, migration) in terms of systemic effects, including ripple effects, delays, and unintended consequences.
- Use basic system dynamics tools to construct simple causal loop diagrams (CLDs) of social processes.
- Predict the impact of social policies by assessing how external intervention will alter internal feedback mechanisms within society.

владеть
Upon completion of the course, the student will master the ability to:
- Apply systemic diagnosis of situations: distinguish between surface-level events and the deep systemic patterns (system archetypes) that underlie social phenomena;
- Construct structural maps of society: graphically represent interconnections and flows (people, information, resources, power) between subsystems;
- Perform functional analysis: evaluate both manifest (explicit) and latent (hidden) consequences of any social phenomenon for the stability of the overall system;
- Model systemic interventions: identify and design leverage points (Leverage Points framework) for solving social problems with minimal side effects;
- Demonstrate systems thinking in discourse: argue critically against linear, reductionist explanations of complex social processes, replacing them with circular (systemic) explanations.

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-6.	**Способен управлять своим временем, выстраивать и реализовывать траекторию саморазвития на основе принципов образования в течение всей жизни**
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. Introduction to Systems Thinking – From Individuals to Interconnections	24	8	4	4	16
Тема 2. Society as a Complex Adaptive System – Stability and Change	24	8	4	4	16
Тема 3. Structural Functionalism – How Subsystems Maintain Order	24	8	4	4	16
Тема 4. Feedback Loops in Action – Case Studies of Social Dynamics	24	8	4	4	16
Тема 5. System Dysfunctions, Crises, and Transitions	24	8	4	4	16
Тема 6. Климатический инжиниринг и границы планетарной устойчивости	24	8	4	4	16
Итого	144	48	24	24	96

Тема 1. Introduction to Systems Thinking – From Individuals to Interconnections
This topic shifts the analytical focus from isolated social actors to the relationships and structures that connect them. Students learn the fundamental vocabulary of systems theory: elements, interconnections, purpose, boundaries, and environment. The topic introduces key systems concepts such as emergence (how collective properties arise from local interactions), feedback loops (balancing vs. reinforcing), and delays. Classic examples include traffic jams, market bubbles, and the diffusion of social norms. By the end, students understand why "you cannot change just one thing" in society.

Тема 2. Society as a Complex Adaptive System – Stability and Change
Building on introductory concepts, this topic explores society specifically as a *complex adaptive system* (CAS). Unlike simple or merely complicated systems, societies exhibit self-organization, non-linear responses, and adaptability. Students examine how micro-level individual behaviors (e.g., consumer choices, voting, migration) produce macro-level patterns (e.g., segregation, political polarization, language evolution). Key concepts include path dependence, tipping points, phase transitions, and the difference between closed (mechanical) and open (living) social systems. Case studies include the rapid collapse of state institutions and the slow emergence of new cultural norms.

Тема 3. Structural Functionalism – How Subsystems Maintain Order
This topic presents the classical functionalist view of society as an integrated organism composed of interdependent subsystems. Drawing primarily on Talcott Parsons and Robert Merton, students analyze how institutions like the family, economy, education, law, and religion contribute to systemic survival. The topic introduces Parsons' AGIL scheme (Adaptation, Goal Attainment, Integration, Latency) as a framework for diagnosing what any social subsystem must provide to maintain equilibrium. Students also learn to distinguish between manifest (intended) and latent (unintended) functions, as well as dysfunctions. Critiques of functionalism (conservative bias, difficulty explaining change) are addressed.

Тема 4. Feedback Loops in Action – Case Studies of Social Dynamics
This topic applies feedback loop analysis to concrete social phenomena. Students learn to construct and interpret causal loop diagrams (CLDs) for real-world issues. Balancing loops are examined through examples such as market supply/demand, population control, and checks-and-balances in governance. Reinforcing loops are examined through the Matthew effect (accumulation of wealth), arms races, viral social media trends, and educational privilege cycles. The concept of "system archetypes" is introduced, particularly *Fixes that Fail* (e.g., welfare policies that create dependency) and *Tragedy of the Commons* (e.g., overuse of public resources). Emphasis is placed on identifying systemic delays that cause policy overreaction.

Тема 5. System Dysfunctions, Crises, and Transitions
Not all systemic change is adaptive or healthy. This topic focuses on what happens when subsystems fail or conflict. Students analyze dysfunctions (e.g., a corrupt judiciary that destabilizes the entire political subsystem), contradictions (e.g., capitalism requiring both exploitation and consumer purchasing power), and external shocks (e.g., pandemics, climate disasters, technological disruptions). The topic introduces the concept of *systemic collapse* using historical examples (the fall of the Roman Empire, the USSR's dissolution) and contemporary risks (ecological overshoot, global financial contagion). Students also explore how societies transition – through reform, revolution, or reorganization – to new systemic states.

Тема 6. Systemic Intervention – Leverage Points and Social Policy Design
The final topic equips students with practical frameworks for changing social systems intentionally. Drawing on Donella Meadows' work on leverage points, students learn that not all interventions are equally effective: changing parameters (e.g., taxes) is less powerful than

changing feedback loops or the system's goals. The topic compares top-down policy design (central planning, regulation) with bottom-up, resilience-based approaches (local experiments, adaptive management, polycentric governance). Case studies include successful systemic interventions (e.g., tobacco reduction through multi-loop strategies) and failures (e.g., prohibition or forced urbanization). Students leave with the ability to identify high-leverage intervention points for real social problems they care about.

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, каждый из которых имеет вес общей оценке:

Компоненты	**Процент в общей оценке**
Работа на занятиях Итоговый тест Финальное групповое задание	30% 30% 40%

На курсе используется 10 балльная система оценивания. За каждое задание студент получает от 1 до 10 баллов. Итоговый балл за каждый вид заданий рассчитывается как среднее арифметическое всех полученных баллов за все задания в рамках одного вида (О1, О2, О3). Невыполненное в срок задание оценивается в 0 баллов.

Общая оценка за курс (О) рассчитывается как:

$$O = O1x0,3 + O2x0,3 + O3x0,4.$$

Работа на занятиях

Class participation is evaluated based on the following:

- Completeness and well-reasoned answers – Responses to questions must be fully developed, logically argued, and supported with:
    - Examples from the assigned literature (including recommended sources)
    - Illustrations from personal experience
- Active engagement in discussions – Students are expected to contribute meaningfully to class debates and group conversations.
- Well-formulated questions – Questions posed by students should:
    - Demonstrate a solid grasp of the course material
    - Show evidence of independent preparatory work (e.g., having read the assigned texts beforehand)
- Timely and accurate completion of instructor's assignments – All in-class and homework tasks must be submitted on time and executed correctly according to the instructions provided.

Итоговый тест

Оценивается следующим образом

% выполненных заданий	оценка	% выполненных заданий	оценка
100	10	59-55	5
99-90	9	54-50	4
89-80	8	49-40	3

79-70	7	39-30	2
69-60	6	менее 29	1

Финальное групповое задание
Systemic Intervention Group Project
Assessment Criteria:
- Systems analysis accuracy
- Quality of proposed interventions
- Anticipation of unintended consequences
- Use of course concepts and terminology
- Clarity and professionalism of report and presentation

4.2 Промежуточная аттестация
Студентам, набравшим достаточные для удовлетворительной оценки баллы за текущий контроль, оценка за дисциплину выставляется равной оценке за текущий контроль (См. п. 4.1).
Студентам, получившим неудовлетворительную оценку по результатам текущего контроля, необходимо по согласованию с преподавателем сдать один или несколько компонентов текущего контроля. Преподаватель вправе предложить студентам выполнить задание, не повторяющее задание текущего контроля, но проверяющее аналогичные знания, умения и навыки.

4.3 Примеры заданий
Примерные вопросы для обсуждения на занятиях:
Подготовить ответ на вопрос и аргументировать свой тезис
1. Is society more like a living organism that self-regulates (e.g., a rainforest) or more like a machine that requires constant external steering? What does your answer imply about how much control governments should have?"
2. "Social media platforms are driven by reinforcing loops (likes, shares, algorithmic amplification). In what ways have these feedback mechanisms created systemic dysfunctions (e.g., polarization, misinformation cascades)? Can these platforms be 'rebalanced' from within, or do they require external intervention?"
3. "Some historians argue that major social collapses (e.g., the Bronze Age collapse, the Western Roman Empire) were not caused by a single shock but by the simultaneous failure of multiple interconnected subsystems. What current global stresses (ecological, economic, political) could trigger a similar systemic cascade? Are modern societies more resilient or more fragile than ancient ones?"

Примеры финального группового задания
Format:
Group size: 3–4 students.
Deliverables:
1. A written report (2,500–3,000 words)
2. A causal loop diagram (CLD) or structural map of the selected social issue (one page, can be included in the report or submitted separately)
3. A 10–12 minute recorded video presentation (e.g., Zoom recording, PowerPoint narration, or YouTube link) in which the group presents their analysis and proposed interventions

Student groups act as *systemic policy consultants*. They must:

1. Select a real-world social problem (see sample topics below).
2. Analyze it as a systemic issue using concepts from the course (feedback loops, subsystems, dysfunctions, delays, leverage points).
3. Propose three specific intervention points ranked by potential systemic impact (low, medium, high leverage).
4. Anticipate unintended consequences and side effects for each intervention.
5. Present a reasoned recommendation: which intervention(s) should actually be implemented, and why.

Sample Topics (Choose One)

1. Homelessness in a major urban center – Analyze as a failure of multiple subsystems (housing market, mental health services, criminal justice, family support). Identify feedback loops that perpetuate chronic homelessness. Propose leverage points.
2. Academic stress and student mental health in higher education – Map reinforcing loops (grade competition, parental pressure, social media comparison) and balancing loops (sleep, social support, counseling services). Where can the system be redesigned?
3. Plastic waste and ocean pollution – Treat the issue as a tragedy of the commons. Identify feedback delays between consumption and visible consequences. Propose interventions at producer, consumer, and regulatory levels.
4. Traffic congestion and air pollution in a growing city – Analyze induced demand, public transit underfunding, and land-use patterns. Compare high-leverage (change goals/pricing) vs. low-leverage (add lanes) interventions.

Sample Group Submission Structure (Written Report)

1. Title page (group members, course, date, chosen topic)
2. Introduction (1 paragraph: why this problem is systemic, not just isolated)
3. System map / CLD (insert as Figure 1, with legend)
4. Analysis of current dynamics (2–3 pages: identify subsystems, key feedback loops, delays, dysfunctions, archetypes)
5. Proposed interventions (1–2 pages: three interventions ranked by leverage, each with description, predicted effects, and side effects)
6. Recommendation (1 paragraph: which intervention(s) should be implemented first and why)
7. Conclusion (1 paragraph: limitations and how to monitor success)
8. References (course readings + at least 2 external sources)

Примеры тестовых заданий

1. A time delay in a social system (e.g., the lag between policy implementation and measurable results) most often leads to:
A) Faster equilibrium
B) Complete system stability
C) Overreaction or oscillation
D) Elimination of feedback loops

2. A tipping point in a social system refers to:
A) The starting point of a new policy
B) A threshold where a small change triggers a large, irreversible shift
C) The moment a feedback loop is eliminated
D) The boundary between open and closed systems

3. A latent function, according to Robert Merton, is:
A) The intended and recognized consequence of a social practice
B) The unintended and often hidden consequence of a social practice
C) The breakdown of a social institution
D) The process of system maintenance

4. Systemic collapse occurs when:
A) Multiple interconnected subsystems fail simultaneously, leading to rapid disintegration
B) Only one subsystem fails temporarily
C) A system successfully adapts to a new environment
D) Feedback loops become perfectly balanced

5. An intervention that changes the goal of a social system is likely to produce:
A) No significant change
B) Surface-level adjustments only
C) Deep, system-wide transformation
D) Immediate collapse without any benefits

5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

5.1 Литература

Зерчанинова, Т. Е. Социология : учебник для вузов / Т. Е. Зерчанинова, Е. С. Баразгова. - 3-е изд., испр. и доп. — Москва : Издательство Юрайт, 2026. — 196 с. — (Высшее образование). — ISBN 978-5-534-17811-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: https://urait.ru/bcode/584535 (дата обращения: 28.05.2026).

5.2 Электронные образовательные ресурсы

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

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/.