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



Утверждено  
 Ректор С.С. Писарев  
 «16» января 2025 г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ  
 Желание и наказание / Desire and Punishment**

<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 артель
з.е.	часы	лекции	семинарские занятия			
2	72	24	24	24	Экзамен	2/3

## 1. АННОТАЦИЯ ДИСЦИПЛИНЫ

“Desire” is a well-worn term in philosophy today. For Lacan, the subject’s desire is directed towards covering over an absent object or lack. Meanwhile, Deleuze and Guattari reinvented the term as a constructivist act that establishes itself in aggregate—coining the phrase “desiring machines,” which implies that desire creates both the desirer and its object. As such, desire is productive of us rather than the other way around. First and foremost, desire puts subjects and objects into a relation. Many kinds of desires—social, political, economic—hold us in relation with the world outside of ourselves; and above all they promise to provide a world one would want to inhabit. The failure to do so, and thus the germination of further desire, are integral to desire as such. This failure serves as a built-in form of disciplining or reining in desire’s boundlessness. As such, desiring something is fundamentally ambivalent.

The punishment of desiring subjects through their desire—whether the result of desire is denial, failure, or regret, but somehow never exclusively satisfaction—is a question of time. One example is the tendency to pine for changing the world in the future, while simultaneously wanting to preserve what we already like about the world in the present. This can oftentimes lead to contradictions and impasses in relation; the messiness of desire leads to question of how and on what terms relation can be sustained at all. In this course, we will examine 20th and 21st century philosophy, literature, and film that attempt to disentangle the messiness of desire in and as a punitive force: it is through this corpus that we will rethink concepts such as attachment, cruelty, fantasy, and habit.

## 2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ

В случае успешного освоения курса студенты будут:

### знать

- psychoanalytic, literary, philosophical, and filmic approaches to theories of desire and punishment.

### уметь

- apply conceptual tools for analyzing time and relationality;
- demonstrate their capacity to use tools in the service of critical thinking.

### владеть

- read philosophy, literature, and film, and demonstrate the results of those close readings in their weekly responses and group or individual assignments.

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. Pleasure Principles, Death Drives	8	6	4	2	2
Тема 2. Fantasy and its Fanatics	10	6	2	4	4
Тема 3. Fascism and Fetishism	10	6	4	2	4
Тема 4. The Workplace and its Discontents	8	6	2	4	2
Тема 5. Saints and Sinners	8	6	4	2	2
Тема 6. Lost Loss	10	8	4	4	2
Тема 7. The Appetites	8	6	4	2	2
Тема 8. Novelty and Freedom	10	4		4	6
Итого	72	48	24	24	24

### **Topic 1. Pleasure Principles, Death Drives**

Introduction to theories of desire and punishment. Close reading called “How to Read”.

Readings:

Lauren Berlant, *Desire/Love*

Gilles Deleuze, Claire Parnet, “D is for Desire”

Sabina Spielrein, “Destruction as a cause of coming into being”

Recommended readings:

Gilles Deleuze and Félix Guattari, *Anti-Oedipus*

Michel Foucault, *Discipline and Punish*

Sigmund Freud, *Beyond the Pleasure Principle*

Jacques Lacan, *Desire and its Interpretation*

### **Topic 2. Fantasy and its Fanatics**

The scene of fantasy and the deep ambivalence of getting what one wants.

Reading and viewing:

Gilles Deleuze, *Masochism: Coldness & Cruelty*, selections

*The Piano Teacher / La Pianiste* (Michael Haneke, 2001)

### **Topic 3. Fascism and Fetishism**

Desire’s political realm and repression in the exploitation film.

Reading and viewing:

Klaus Theweleit, *Male Fantasies*, selections

*The Night Porter / Il Portiere di Notte* (Liliana Cavani, 1973)

### **Topic 4. The Workplace and its Discontents**

Desire’s economic realm; post-Fordist affects.

Readings:

Helen Dewitt, *Lightning Rods*

Sianne Ngai, Theory of the Gimmick, selections

Recommended Reading:

Mary Gaitskill, "Secretary," from Bad Behavior

### **Topic 5. Saints and Sinners**

Desire's spiritual realm; asceticism and consumption.

Readings:

Georges Bataille, The Accursed Share, Vol. 1

Simone Weil, Gravity and Grace

### **Topic 6. Lost Loss**

Racialized desire and repudiation.

Readings and Viewing:

David Marriott, "On Racial Fetishism"

The Attendant (Isaac Julien, 1993)

Christina Sharpe, Monstrous Intimacies, selections

Recommended Readings:

Saidiya Hartman, Scenes of Subjection

Frantz Fanon, Black Skin, White Masks

### **Topic 7. The Appetites**

Habit, maladjustment, and ambivalent attachments.

Reading:

Mary Gaitskill, Two Girls, Fat and Thin

Lauren Berlant, Cruel Optimism, selections

### **Topic 8. Novelty and Freedom**

Rethinking habits as "dead patterns" through desiring freedom.

Readings:

Michael Clune, White Out

Maggie Nelson, On Freedom, selections

## **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 and VIEWING QUIZZES - 25% of final grade

A close reading of the mandatory texts and an attentive viewing of the assigned audiovisual materials is required each week. Students are expected to annotate the texts and take notes while viewing the audiovisual materials.

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

During each class, specific sections of the assigned readings and viewings will be discussed. Students are expected to engage in a meaningful conversation, by contributing thoughts and questions on the course materials. In addition to the assigned course materials, students are also expected to acquire basic information on the topics listed in the syllabus prior to each class.

STUDENTS' ESSAY - 50% of final grade

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

### **5.1 Литература**

Гуревич, П. С. Философия : учебник для вузов / П. С. Гуревич. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2025. — 462 с. — (Высшее образование). — ISBN 978-5-534-15952-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/559870> (дата обращения: 16.01.2025).

### **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/>