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



Утверждено  
ректор С.С. Писарев  
20 апреля 2024 г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ  
Перформативность / Performativities**

<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>	Devin Wangert

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

**Москва  
2024**

## 1. АННОТАЦИЯ ДИСЦИПЛИНЫ

“Performativities” is not a concept (it’s not, in truth, a word) so much as a chimera—a blank space where an intellectual history is needed. The bulk of readers will be familiar with this term, having encountered it not only in academic literature on “performance” or in fields such as “performance studies” but also in colloquial language and news media—such is the saturation of the concept today. This course will attempt to give at least one answer to a polyvalent question. First stated: how did we get here? How is it that performativity has successfully left the confines of theoretical vocabulary where other 20th century concepts have not? Telling this story will also require us to reformulate this same question as follows: if giving an intellectual history of performativity means returning to the putative original moment(s) of the concept, can those moments reliably be thought to be talking about the same thing? In other words, is performativity a cohesive concept and opportunity for interdisciplinary thinking across the fields that use it, or is it rather a false friend - equivalently naming modes of thinking and concepts that are actually entirely different at their bases? Departing from the proposition that these two questions are, in fact, the same question, the course, thus titled “Performativities”, employs a method that pursues a historiographical project through philosophical thinking, and a philosophical project through historiographical inquiry. It is not, exactly, your usual “history of ideas”.

This course will proceed in an order that is largely chronological, beginning in the middle of the 20th century with the “Speech-Act Theory” of J. L. Austin, proceeding to notions of performativity in the poststructuralist theories of the ‘70s and ‘80s, then moving to the performativity concept in economics and finance, formalized in the ‘90s and popularized during the beginning of the 21st century. Our penultimate study will be on the notion of technical performance, which mobilizes largely contemporary, 21st-century literature. We will, for the last unit, abandon our chronological progression and return to theories of violence in the 20th century based on creative and productive (n.b. this does not mean “good”) aspects of violence, such as the Schmittian state of exception.

## 2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ

В случае успешного освоения курса студенты будут:

### **знать**

Identify and define various currents in thinking on performativity across multiple disciplines

### **уметь**

Describe the various ways in which these fields utilize performativity as a concept and the problems they utilize the concept to address

### **владеть**

Demonstrate successful critical thinking across the interdisciplinary literature on the concept of performativity, providing nuanced distinctions and connections between its myriad uses

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

	<b>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

		Трудоемкость (час.) по видам учебных занятий
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Название раздела/темы	Всего часов	Контактная работа			Самостоятельная работа
		Всего	Лекции	семинары	
Тема 1. Introduction - Performance and Its Legacy	8	6	2	4	2
Тема 2. First Origin: J. L. Austin and Speech Act Theory	10	6	4	2	4
Тема 3. Colloquial Canon: Power, Identity, and Performativity in the Poststructuralist Moment	10	6	2	4	4
Тема 4. Economics and Economic Modeling	8	6	4	2	2
Тема 5. Finance and its Prophecies	10	6	2	4	4
Тема 6. Technical Efficacy and German Media Theory	8	6	4	2	2
Тема 7. Technologies of Philosophy: False Performativity	10	6	2	4	4
Тема 8. Violence: What Is Inserted into the Caesura?	8	6	4	2	2
Итого	72	48	24	24	24

### **Topic 1. Introduction - Performance and Its Legacy**

Brief conceptual introduction to performativity, focusing on commonalities in usage between disciplines and everyday language.

Performative Legacies

The problem of historical continuity in thinking on performativity. Retrojection and archaeology: does the concept of performativity modify or perform its own historiography?

Jeffrey T. Nealon, *The Fates of the Performative*

### **Topic 2. First Origin: J. L. Austin and Speech Act Theory**

Why is discourse performative? Discourse and sociality: where is performance inscribed?

Words and media: is speech a vehicle for performance or is it itself performative?

Readings: J.L. Austin, *How To Do Things With Words*

### **Topic 3. Colloquial Canon: Power, Identity, and Performativity in the Poststructuralist Moment**

Overview of the philosophical problems that performativity is introduced to solve in this context. Performance as the aporia between power and freedom. Repetition, habit, identity, and consistency.

Readings:

Judith Butler, *Gender Trouble*

Gilles Deleuze, "Postscript on Societies of Control"

#### **Topic 4. Economics and Economic Modeling**

Why do economists and historians of economics rely on the concept of the "performative"? Models and the worlds they model: theorization and empirical results. Constructivism in economics, market experimentalism.

Readings:

Donald MacKenzie, *An Engine, Not a Camera*

Michel Callon, "What Does It Mean To Say That Economics Is Performative?"

#### **Topic 5. Finance and its Prophecies**

Distinctions between financial thinking and economic thinking on the performative. The self-fulfilling prophecy as self-negating prophecy. Financial performativity as a problem of temporality.

Readings: Jean-Pierre Dupuy, *Economy and the Future*

#### **Topic 6. Technical Efficacy and German Media Theory**

The concept of representation and its reality. Onticity and ontology. Metaphysics for the forgetful.

Readings:

Friedrich Kittler, *Gramophone, Film, Typewriter*

Bernhard Siegert, *Cultural Techniques*

#### **Topic 7. Technologies of Philosophy: False Performativity**

Technological neutrality as performance. Technicity and sociality. Does technology do philosophy?

Readings:

Orit Halpern, "Smartness as Instrument"

Adrian Mackenzie, *Machine Learners*

#### **Topic 8. Violence: What Is Inserted into the Caesura?**

What does it mean to say that violence is productive? Carl Schmitt and the state of exception. Divine violence, mythological violence: an-original precursors to performance?

Readings:

Carl Schmitt, *Political Theology*.

Walter Benjamin, "On The Critique of Violence".

## **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	<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 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</li> </ol>
	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"> <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 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

Sample quotation	Key
1. “finite state automata—the models of calculative and computational reason, the templates for programming, the very seats of repetition, reliability, mechanical, logical and anticipatable behavior—might be just as ‘psychotic’ as brains can sometimes be.”	Orit Halpern, ”Smartness as Instrument: Decision making and the legacy of the nervous net.” ARPA Journal (2016). <a href="http://www.arpajournal.net/smartness-as-instrument/">www.arpajournal.net/smartness-as-instrument/</a> .
2. “What made the Black-Scholes-Merton model, apparently an abstract, unrealistic professors’ product, attractive to hard-bitten Chicago floor traders?...Two processes seem to have been involved: market conditions began	Donald MacKenzie, “Performing Theory?” in An Engine, Not a Camera, 32.

to change (albeit in many respects slowly)...and, crucially, the model was employed in arbitrage...”	
3. “what set German media theory on a collision course with Anglo-American media studies as well [sic] with communication studies and sociology—all of which appear bewitched by the grand directive of social enlightenment to ponder exclusively the role of media within the public sphere—was the act of abandoning mass media and the history of communication in favor of those insignificant, unprepossessing technologies that underlie the constitution of meaning and thus elude the grasp of our usual methods of understanding...Any approach to communication that places media exclusively within the ‘public sphere’ (itself a fictional construct bequeathed to us by Enlightenment thought) will systematically misconstrue the abyss of nonmeaning in and from which media operate.”	Bernhard Siegert, “Introduction” in Cultural Techniques, 4.

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

### **5.1 Литература**

1. Гриненко, Г. В. История философии : учебник для вузов / Г. В. Гриненко. — 4-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2024. — 659 с. — (Высшее образование). — ISBN 978-5-534-18315-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/534784> (дата обращения: 26.04.2024).

### **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/>