

**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
"Национальный исследовательский университет
"Высшая школа экономики"**

Факультет Санкт-Петербургская школа социальных наук и востоковедения

Департамент социологии

Рабочая программа дисциплины
Философия(преподается на английском языке)
для образовательной программы «Международный бизнес и менеджмент»
направления подготовки 38.03.02 Менеджмент
уровень бакалавриат

Разработчик(и) программы
Левин С.М., к.ф.н., slevin@hse.ru

Согласована начальником менеджером ОП

« ____ » _____ 201 г.

Бойко К. А. _____ [подпись]

Утверждена Академическим советом образовательной программы

« ____ » _____ 201 г., № протокола _____

Академический руководитель образовательной программы

Даунинг Д.Д. _____ [подпись]

Санкт-Петербург, 2019

Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения кафедры-разработчика программы.

Аннотация

Название дисциплины	Философия		
Образовательная программа	Бакалаврская программа «Международный бизнес и менеджмент»		
Тип дисциплины	Обязательная		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	средний уровень английского языка		
Объем з.е.	3		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	54	98	152
Краткое описание курса	<p>Философские вопросы – это осмысленные вопросы, у которых нет эмпирического или формального ответа. Курс знакомит студентов с некоторыми философскими вопросами и вариантами ответов на них. Примеры философских вопросов курса:</p> <ul style="list-style-type: none"> - Что делает этические суждения истинными? - Что такое эстетический опыт? - Есть ли у людей свобода воли? - Какие права и свободы должны быть у людей? - Как осмысленная жизнь возможна в целом и полностью физическом мире? 		
Образовательные результаты по дисциплине	<p>В результате освоения дисциплины студенты должны уметь:</p> <ul style="list-style-type: none"> • Знать и использовать ключевые понятия философии • Читать и понимать философские тексты • Участвовать в обсуждении современных философских проблем • Давать ясные и понятные объяснения этических проблем и аргументировать свою позицию по ним 		
Краткое содержание дисциплины	Практическая философия (76 часов), Теоретическая философия (76 часов)		
Образовательные технологии	Курс состоит из лекций (18 часов) и семинаров (36 часов). Основные образовательные технологии включают в себя лекции, чтение текстов и обсуждение теории на семинарах.		
Формы контроля	<p>Работа на семинарах 25%</p> <p>Тест 25%</p> <p>Экзамен 50%</p> <p>Итоговая оценка= $Работа\ на\ семинарах * 0.25 + Тест * 0.25 + Экзамен * 0,5$</p>		
Литература	<p><u>Основная</u> What Is This Thing Called Philosophy?, edited by Duncan Pritchard, Routledge, 2015. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-</p>		

	ebooks/detail.action?docID=4509243 Дополнительная Kowalski, Dean. Moral Theory at the Movies : An Introduction to Ethics, Rowman & Littlefield Publishers, 2011. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=847447 Teays, Wanda. Seeing the Light : Exploring Ethics Through Movies, John Wiley & Sons, Incorporated, 2012. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=882731
Преподаватель	Левин Сергей Михайлович, к.ф.н., доцент департамента социологии

Course Syllabus

Title of the course	Moral philosophy at the cinema: ethical theories and case studies			
Title of the Academic Programme	Bachelor's Programme 'International Business and Management Studies'			
Type of the course	Obligatory			
Prerequisites	Intermediate English			
ECTS workload	3			
Total indicative study hours	Directed Study	Self-directed study	Total	
	54	98	152	
Course Overview	Philosophical questions are meaningful questions that do not have empirical or formal answers. The course seeks to grasp as well as answer a number of central questions in philosophy such as: - What makes moral judgments true? - What rights and liberties should people have? - Do people have a free will? - Is it possible to provide a correct definition of art? - How might a meaningful life be possible in a purely physical world?			
Intended Learning Outcomes (ILO)	Students will be able to: Describe and distinguish key philosophical concepts in the main subfields of philosophy, including concepts such as free will, mind, knowledge, good, etc. Read and comprehend philosophical texts, both classical and contemporary. Discuss core philosophical problems, such as whether there is a god, what does it mean to be conscious, are we free to make choices, what is justice, etc. Explain and defend a position on basic philosophical problems.			
Teaching and Learning Methods	The course consists of lectures (18 hours) and tutorials (36 hours). The main teaching and learning methods include lectures, reading and discussion in the tutorials.			
Content and Structure of the Course				
№	Topic / Course Chapter	Total	Directed Study	Self-directed

			Lectures	Tutorials	Study
1	Practical philosophy	76	9	18	49
2	Theoretical philosophy	76	9	18	49
Total study hours		152	18	36	98
Indicative Assessment Methods and Strategy	<p>Students' progress is monitored during the course by participation in the class and tests.</p> <p>Participation in the class discussion will be evaluated of max 10.</p> <p>After the first four classes, there is a closed book, closed notes mid- term written test that accounts for 25% of the final grade.</p> <p>At the end of the course there is a final exam, which is a closed book, closed notes test to be held in the classroom. The duration of the final exam is two academic hours.</p> <p>The final grade consists of the following elements:</p> <p>In class participation 25% of the final grade Mid-term test 25% of the final grade Final exam 50% of the final grade</p>				
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>What Is This Thing Called Philosophy?, edited by Duncan Pritchard, Routledge, 2015. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4509243</p> <p><u>Optional</u></p> <p>Kowalski, Dean. Moral Theory at the Movies : An Introduction to Ethics, Rowman & Littlefield Publishers, 2011. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=847447</p> <p>Teays, Wanda. Seeing the Light : Exploring Ethics Through Movies, John Wiley & Sons, Incorporated, 2012. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=882731</p>				
Indicative Self- Study Strategies	Type			+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)			+	40
	Assignments for seminars / tutorials / labs			+	40
	E-learning / distance learning (MOOC / LMS)			-	
	Fieldwork			-	
	Project work			-	
	Other (please specify)			-	
	Preparation for the exam			+	18
Academic Support for the Course	Academic support for the course is provided via LMS, where students can				

	find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study.
Facilities, Equipment and Software	-
Course Instructor	Sergei Levin, PhD, Associate Professor of the Department of Sociology.

Annex 1

Course Content

- 1) Ethics (Lectures 1,2; Tutorials 1,2,3,4)
- 2) Meta-ethics (Lecture 3; Tutorials 5,6)
- 3) Aesthetics (Lecture 4; Tutorial 7,8)
- 4) Philosophy of Mind (Lectures 5,6; Tutorials 9,10,11,12)
- 5) Personal Identity (Lecture 7; Tutorial 13,14)
- 6) Free Will Problem (Lecture 8; Tutorial 15,16)
- 7) Meaning of Life (Lecture 9; Tutorial 17,18)

Annex 2

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				*
	Essay				
	Report/Presentation				
	Project				
	In-class Participation				*
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam				*

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Written Assignments (Test, Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and

online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.