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Konstantin Sergeevich Shchemelinin (rus: Константин Сергеевич Щемелинин)

ORCID:0000-0002-3636-1583

AN INCOMPLETE SYSTEM OF 150 INTERRELATED FUNDAMENTAL UNSOLVED QUESTIONS FACING HUMANITY IN THE XXI CENTURY

Abstract. An incomplete system of 150 fundamental interrelated issues unresolved by modern humanity has been formulated, which affect many aspects of human existence since the 21st century. The questions are grouped into blocks - these are: children, adults, love, woman, man and woman, family, grandparents, grandchildren, individualism, intellectual rights, society, ruler, armed forces, state, supranational bureaucratic structures, transnational companies, and also ethics, morality and philosophy. Solving this system of interrelated issues will make humanity different, and the existence of people in the modern world much more comfortable and happy.

Keywords: *humanity, ethics, morality, children, love, family, society, state*

Part I. Initial data

Formulation of the problem

In the 20th - 21st centuries, humanity became different - not the same as it looked thousands of years earlier; Moreover, humanity has become so different that it has become radically different from its Paleolithic self.

In the III - II millennia BC. e. The first four civilizations began to form on Earth (in Egypt, Mesopotamia, India and China), in which answers to the questions «what is good and evil», «who is a person», «what should be the relationship in a family» were formulated in explicit forms, the concept of God and so on. These answers have been recorded in religions and in non-religious teachings.

The development of the first four civilizations, the emergence of two new ones in America - in Mexico and Peru, the struggle between them and their merger, led the world of people to an ordered state of three supercivilizations [6], in which answers were given to all the most important questions of human existence, and the fundamental principle for the answers was the very form of human life, which gradually developed over the past millennia.

Life of people before the 20th century and in the 21st century

In the 21st century, people's lives have become different from what they were from the very beginning of time, since in the 20th century events occurred that significantly changed the existence of people: the number of monarchies decreased, the number of imperfect democracies [10] and dictatorships [2] increased; globalization in the British style continued with globalization in the American way [5], scientific and technological progress accelerated changes, urbanization intensified, society's costs for education and housing increased [9], expenses for the elderly became comparable to expenses for children [3], the third and the fourth information revolution is taking place [7], secondary and higher education have become widespread [4], there has been a widespread decline in the birth rate (many communities began to die out) [9], traditional marriage has collapsed [94] and much more.

The 20th century can be considered a transition between the "old" life of people, which existed since the beginning of the era of civilizations (the development of agriculture and the emergence of permanent settlements), and the «new» life that people began to lead from the 21st century. This «new» life has posed many questions to humanity, which even a century will not be enough to solve.

Table. Comparison of some aspects of human life from the beginning of the era of civilizations to the 20th century and from the 21st century

No.	People's life parameter	The life of people from the Stone Age to the 20th century	Life of people in the 21st century
1	The level of influence of religion on society and on the family	High	Short
2	Availability of a state pension	No	Eat
3	Availability of free medical services	No	Eat
4	Usual age of death for an adult	30-40 years	60-70 years
5	Probability of living to a disabled state	Low	High
6	Likelihood of living with the help of others while disabled	Low	High
7	The ability to live in a state in which the brain is clearly and significantly degraded	No	Eat
8	The ability to live in a state in which motor and speech functions are only partially functional	No	Eat
9	Life expectancy in a disabled state with the help of other people	Short	Long
10	Probability of surviving until the birth of grandchildren	Low	High
eleven	Probability of surviving to see the birth of great-grandchildren	Insignificantly small	Low
12	Number of women in society past fertile age	Small	Big
13	Number of older people in society	Almost not	Significant number
14	Infant mortality rate	High	Short
15	Mass famine	Regular and widespread event	Rare event
16	Food	Natural , without chemical additives	With a lot of chemical additives
17	Level of variety of products used in everyday nutrition	Short	High
18	Labor productivity	Low	High
19	Industry	No	Eat
20	Volume of physical labor in society and in the family	High	Short
21	The complexity of the tools used	Low	High
22	Volume of information received	Short	High
23	Transfer speed of large amounts of information	Slow	Almost instant
24	Number of people who can read and write	Small	Big
25	Number of people with secondary education	Small	Big

26	Number of people with higher education	Insignificant	Significant
27	Volume of music heard by a person	Small	Big
28	Number of images seen by a person	Small	Big
29	Volume of legal information in society	Small	Big
3	Prevalence of proprietary copyrights	Weak	Wide
31	Level of development of science	Short	High
32	The role of science in production	Not a means of production	Is a means of production
33	The volume of information about the intimate sphere in society	Short	High
34	Volume of medical information in society	Short	High
35	The importance of psychology in society	No	High
36	Family type	Patriarchal family	Patriarchal, matriarchal and single-parent families
37	Divorce	Almost impossible	Possible and probable
38	A woman's opportunity to become financially independent	No	Yes
39	Moving hundreds and thousands of kilometers	Slow	Fast
40	Opportunity to personally meet people of a different culture or religion	Difficult and unlikely	Easy and quite likely
41	Make a translation from a foreign language	Difficult and expensive	Simple and cheap
42	Level of mental violence in society	Short	Average
43	Level of mental violence in the family	Short	High
44	The use of psychological manipulation in society and in the family	Rare	Frequent
45	Level of physical violence in society and in the family	High	Average
46	Spread of alcoholism and drug addiction	Weak	Strong
47	Blood feud	Distributed	Crime
48	Collective responsibility	Distributed	Not common
49	Presence of weapons of mass destruction and the threat of their use	No	Yes
50	Genocide	Acceptable act	Crime
51	Application of the death penalty	Frequent	Rare

52	The usual size of a tribe (ethnic group) or population of a state	0.3-1 million people	5-20 million people
53	Usual city size	3-10 thousand people	100-500 thousand people.
54	Proclamation of the State	Affects only its neighbors	Affects the whole world
55	The Lord whose will is the law	Available everywhere	There are few places
56	Number of democracies in the world	Small	Significant
57	Number of monarchies in the world	Big	Small
58	Number of dictatorial regimes in the world	Small	Essential
59	Supranational bureaucratic structures	No	Eat
60	Capital from transnational trading and manufacturing companies	Small	Large

Part II .

An incomplete system of some interrelated fundamental unresolved issues facing humanity in the 21st century

A well-formulated question contains half the answer, so below are some fundamental unanswered questions whose very formulation can lead to an answer and thereby help humanity and individuals build resilience, move closer to truth, and find greater happiness.

Children

1. What are the limits on investing time and money in your own children?
2. What are the limits of government intervention in family matters concerning children?

Adult

3. What are the limits of the physical and mental capabilities of an adult?
4. What are the limits of an adult's legal capacity?
5. What should be the limits of care of adult relatives for other adult relatives?
6. What should be the limits of concern for adult strangers about other adult strangers?
7. Are there limits to medical care, and, if so, what are they?

Love

8. What is love between a man and a woman?
9. What is dislike between a man and a woman, masquerading as love?
10. How to distinguish love between a man and a woman from any form of dislike between them, masquerading as love?
11. Should unlove masquerading as love be counteracted, and if so, how should it be done?
12. Is there a limit to love, and if so, what is it?
13. Is there a connection between the ages of the partners and the love between them, and, if so, what does it look like?

Woman

14. Should there be a difference between the attitude in the family and society towards a woman of fertile age and a woman past her fertile age; if so, what should it be?
15. Should there be a difference in behavior between women of fertile age and women past fertile age?
16. What advantages in relationships with men, in the family and in society should remain with women throughout their lives?

17. What advantages in relationships with men, in the family and in society should women experience as they reach their fertile age?

18. What advantages in relationships with men, in the family and in society should disappear for women when they reach their fertile age?

Man and woman

19. How can a man defend himself against a woman's aggression?

20. How should a man and a woman manage money, including huge capital?

21. How should men and women compete properly with each other in business and at work?

22. In what cases can a woman be treated as an actual man, and in what cases can she not?

Family

23. What should be the relationship between grandparents, their children and their grandchildren?

24. What should be the relationship in a family if the survival of one adult family member interferes with the well-being of another adult family member?

25. What are the acceptable limits of family physical and psychological violence in relation to different family members towards each other?

26. What should the ideal union of a man and a woman look like?

27. What is the relationship between official marriage and union between a man and a woman?

28. What should be the distribution of roles between a woman and a man in a matriarchal family?

29. Under what conditions can the union of a man and a woman end?

30. Under what conditions should the union of a man and a woman end?

31. What should a break in a union between a man and a woman look like if they have children together?

32. What should a break in a union between a man and a woman look like if they do not have children together?

33. What should a good relationship between a man and a woman look like after the breakup of their union?

34. What kind of relationship between a man and a woman after the breakup of their union is unacceptable?

35. What is the limit of a man's financial demands on a woman after the breakup of their union?

36. What is the limit of a woman's financial demands on a man after the breakup of their union?

37. What should temporary unions between a man and a woman look like?

Grandfathers and grandmothers. Grandchildren

38. What should be the role of grandparents in raising their grandchildren?

39. What can grandparents teach their grandchildren?

40. What should grandparents not teach their grandchildren?

41. How should conflicts between grandparents on the one hand and their adult children on the other be resolved?

42. How should conflicts over grandchildren be resolved between grandparents on the one hand and their adult children on the other?

43. What should be the role of great-grandparents in the family and in society?

44. How should conflicts between adult relatives from different generations be resolved?

Individualism

45. What should be the limit of individualism?

46. What should be the balance between individualism and family?
47. What should be the balance between individualism and society?
48. What should be the balance between individualism and the state?

Intellectual rights

49. What are the limits for proprietary copyright?
50. What should be the amount of financial reward for scientific research?
51. What should be the amount of financial reward for creativity in the field of culture and art?
52. What should be the amount of financial reward for success in the field of technical design?
53. What should be the relationship between business and creativity?

Society

54. What are the limits of help from family and society for physically healthy people who suffer from mental illness?
55. What is the relationship between physical and psychological violence?
56. How do money and a man relate to each other?
57. How do money and a woman relate to each other?
58. How do power and men relate to each other?
59. How do power and women relate to each other?
60. What can be passed on by inheritance and what cannot?
61. Which professions should be exclusively male, and which - exclusively female?
62. What can a regular school teach?
63. What should a regular school teach?
64. What topics should a regular school not touch on?
65. How should people of different cultures behave when meeting each other?
66. How should society treat intoxicating substances and those who produce them?
67. To what extent can a group of people suffer physical harm or suffer material damage as a consequence due to the actions of one member or part of this group?
68. To what extent should a group of people suffer physical harm or material damage as a consequence due to the actions of one member or part of this group?
69. How to balance the size of punishments for serious crimes (for which 15-20 years of imprisonment or more, life imprisonment or the death penalty are awarded) taking into account the public danger?
70. How can a society strike a balance between investing money and time in preserving the past, living in the present, and securing the future?

Lord

71. When is it good to have a ruler to whom a group of people obeys unquestioningly?
72. When is having a ruler to whom a group of people obeys unquestioningly bad?
73. In what non-forceful ways can a ruler control a group of people?
74. In what non-forceful ways should a ruler not control a group of people?
75. In what non-forceful ways can individual members of a controlled group influence the decisions of their master?
76. In what non-forceful ways should individual members of a controlled group not influence the decisions of their overlord?
77. In what cases are the forceful methods of influence of a ruler on the people he controls acceptable?
78. In what cases are the forceful methods of influence of a ruler on the people he controls unacceptable?
79. By what means of force can individual members of a controlled group influence their master?

80. In what forceful ways should individual members of a controlled group not influence their master?

81. In what situations can a ruler use forceful methods of influence on the people he controls?

82. In what situations should a ruler not use forceful methods of influence on the people he controls?

83. In what situations can people controlled by an overlord use force against their overlord?

84. In what situations should people controlled by an overlord use force against their overlord?

Armed forces

85. What should a conventional war look like from inception to completion?

86. In what cases is the use of armed forces permissible?

87. In what cases is the use of armed forces unacceptable?

88. Against whom is it permissible to use armed forces?

89. Against whom is the use of armed forces unacceptable?

90. What is the relationship between the destructive effects of armed forces and the danger against which they are used?

91. What is the relationship between genocide and nuclear weapons?

92. What is the relationship between genocide and weapons of mass destruction?

93. How should military operations be conducted in the face of a threat to material historical and cultural values?

94. What level of civilian suffering is acceptable for continued hostilities?

95. What level of civilian suffering is unacceptable for continued hostilities?

96. How should combat operations be conducted in the face of unacceptable levels of civilian suffering?

97. What can be negotiated between warring parties during hostilities?

98. What cannot be negotiated between warring parties during hostilities?

99. What should be negotiated between warring parties during hostilities?

100. What should not be negotiated between warring parties during hostilities?

State

101. To what extent can the state interfere in the union of a man and a woman?

102. To what extent does the state exist for people?

103. To what extent do people exist for the state?

104. To what extent does the state exist for this ethnic group?

105. To what extent does this ethnic group exist for the state?

106. What forces create the state?

107. What forces destroy the state?

108. By what methods can a state counteract its own destruction?

109. By what methods should the state counteract its own destruction?

Supranational bureaucratic structures

110. To what extent can supranational bureaucratic structures intervene in state affairs?

111. To what extent can supranational bureaucratic structures interfere in the affairs of an ethnic group?

112. To what extent can supranational bureaucratic structures interfere in the affairs of individual people?

113. In what aspects of the existence of the state do supranational bureaucratic structures have no right to interfere?

114. In what aspects of the existence of an ethnic group do supranational bureaucratic structures have no right to interfere?

115. In what aspects of the existence of individual people do supranational bureaucratic structures have no right to interfere?
116. In what non-forceful ways can states influence supranational bureaucratic structures?
117. In what non-forceful ways can ethnic groups influence supranational bureaucratic structures?
118. In what non-forceful ways can individuals influence supranational bureaucratic structures?
119. In what cases should force not be used against a supranational structure?
120. In what cases can force be used against a supranational structure?
121. By what means of force can states defend themselves and (or) attack supranational bureaucratic structures?
122. By what means of force can ethnic groups defend themselves and (or) attack supranational bureaucratic structures?
123. In what ways can individuals use force to defend themselves and/or attack supranational bureaucratic structures?
- Transnational companies***
124. To what extent can multinational companies interfere in government affairs?
125. To what extent can transnational companies interfere in ethnic affairs?
126. To what extent can multinational companies interfere in the affairs of individuals?
127. In what aspects of the existence of the state do transnational companies have no right to interfere?
128. In what aspects of the existence of an ethnic group do transnational companies have no right to interfere?
129. In what aspects of the existence of individual people do multinational companies have no right to interfere?
130. In what non-forceful ways can states influence transnational companies?
131. In what non-forceful ways can ethnic groups influence transnational companies?
132. In what non-forceful ways can individuals influence transnational companies?
133. In what cases should force not be used against transnational companies?
134. In what cases can force be used against multinational companies?
135. By what means of force can states defend themselves and (or) attack transnational companies?
136. By what means of force can ethnic groups defend themselves and (or) attack transnational companies?
137. In what ways can individuals use force to defend themselves and/or attack multinational companies?
- Ethics. Morality. Philosophy***
138. What is more important – the teacher’s opinion or the textbook?
139. What is «good» and what is «bad» under the conditions of the law on the unity and struggle of opposites?
140. What is «good» and what is «evil» under the conditions of the law on the unity and struggle of opposites?
141. In what cases should you be guided by what someone has written?
142. In what cases should one be guided by an oral authoritative opinion?
143. In what cases should you be guided by your own senses?
144. What is the general scheme for solving a moral or ethical problem in which two or more contradictions are connected?
145. What are the limits of legal rules?

146. To what extent should each type of right be responsible for the implementation of this right?

147. How can responsibility be held for the actions of those people who successfully evade responsibility with the help of justice?

148. How can we hold responsible for the actions of those organizations that successfully evade responsibility with the help of justice?

149. What actions are ethical but illegal?

150. How should the contradiction between ethics (morality) and legal law be resolved?

Conclusion:

An incomplete system of interconnected fundamental unresolved issues facing humanity in the 21st century has been formulated , consisting of 150 questions.

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