

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

APPROVE

Vice-supervisor
(Vice-Rector of the scientific and pedagogical
work)



Afanasiaev M. V.
Afasasiaev M. V.

World History

Syllabus of the academic discipline

Branch of knowledge **29 International relations**
Specialty **291 – International relations, social communications and regional studies**
Educational level **first (Bachelor)**
Educational program **International relations, social communications and regional studies**

Type of the discipline **basic**
Language of teaching, studying and evaluation **English**

Chief of the department of
International business and economic analysis

Otenko Iryna Pavlivna

Kharkiv
S. Kuznets KhNUE
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APPROVED

At the international business and economic analysis department's meeting

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Compiler:

Pastushenko Andrii Oleksandrovych, PhD, associate professor of the the international business and economic analysis department.

List of renewing and re-approving of the syllabus of the academic discipline

| Academic year | The date of department's meeting – elaborator of RPND | Number of protocol | Department chief's signature |
|---------------|---|--------------------|------------------------------|
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1. Introduction

Annotation of the discipline: The academic discipline "World History" was created for students of the Kharkiv National Economic University named after. S. Kuznets in order to improve their understanding and understanding of the development of mankind in the scale of the entire planet. The discipline program is developed using an interdisciplinary approach, according to which the time line of the subject begins with the emergence of the universe and ends with the prospects of human development in the future. Consequently, mastery of discipline must form a great picture of the world with the understanding that all things on earth are interconnected and that every historical phenomenon is the result of many factors.

The course "World History" includes lectures, practical classes and independent work of students. Both types of classroom work, lectures and practical classes, developed with the involvement of active teaching methods for the intensive development of relevant competencies among students.

The purpose of the discipline is to form students with a holistic view of world history, namely the universe and humanity as its organic component in the period from the beginning of life to the future.

| | | |
|---------------------------|---------------------------|------------|
| Course | 2 | |
| Semester | 3 | |
| Number of credits ECTS | 5 | |
| Classroom lessons | Lectures | 16 |
| | Seminar, practical | 32 |
| Home work | | 102 |
| The type of final control | Examination | |

Structural-logical scheme of studying the discipline:

| Previous disciplines | Next disciplines |
|--|--------------------|
| Politeconomics | Strategic analysis |
| World economy and the international communications | |
| The history of political studies | |

2. Competence and results of studying in a discipline:

| Competences | Studying results |
|---|--|
| Ability to analyze and synthesize historical facts. | Ability to analyze various historical sources of information, conduct comparative analysis and synthesis for an adequate estimation of the current international situation and |

| | |
|---|---|
| | forecasting of likely variants of its development in the future. |
| Ability to organize and plan. | Ability to organize independent study of historical sources and planning of scientific work. |
| Basic general knowledge. | Deepening of basic knowledge through interdisciplinary historical approach. |
| Problem solving and decision making. | Solving historical and related problems of international communication. |
| The ability to critique and self-criticism. | Ability to write a scientific review of historical work and analysis of errors in their own work. |
| Interaction (work in a team). Leadership Qualities. | Ability to work in a team to solve scientific problems in the field of history. |
| Interpersonal skills and abilities. | Improvement of interpersonal skills and abilities in the process of collective scientific research. |
| Ability to work in an interdisciplinary team. | Ability to create an interdisciplinary team for solving research tasks in the field of world history. |
| Ability to work in an international environment | Ability to explore and explore the assets of various civilizations of the Earth. |

3. The curriculum

Content module 1. The emergence and development of mankind in the period from prehistoric times to modern times

Theme 1. The emergence of the universe and the evolution of primitive people

The appearance of the universe (a large explosion and first atoms, the formation of stars and galaxies, the emergence of the solar system and planets). The emergence and evolution of life on Earth (six mini-thresholds of D. Christian: 1) prokaryotes, 2) eukaryotes, 3) multicellular organisms, 4) brain and nervous system, 5) the release of living organisms to land, 6) the appearance of first mammals). Occurrence and features of the first gominines (Australopithecus, Homo habilis, Homo erectus / ergaster). The appearance and features of the primitive Homo sapiens in Africa. Neanderthal (Homo neanderthalensis): origin and features.

Theme 2. Initial story of Homo sapiens

Evolution of Homo sapiens (Cro-Magnonians) in Africa. Assignment management. The development of tools of labor and primitive culture in the Stone Age. Features and dynamics of resettlement of primitive Homo sapiens in the world. Small community as the first form of the social organization of the Cro-Magnon.

Theme 3. The emergence of agriculture and animal husbandry (8-3.5 thousand BC)

Conditions and causes of agriculture. Gordon Child's Concept of the Neolithic Revolution. Three historic and geographical world agricultural zones (Afro-Eurasia, America, Australia / Papua New Guinea). Domination and its influence on the ancient people. The region of the "Breeding Crescent" is the oldest agricultural area (11 - 9 thousand years BC.). The emergence of agriculture in China, Tropical Africa, the Americas and Papua New Guinea. Impact of agriculture on the ancient people (biological and mental changes). Ancient gardening. Settlements of the first farmers. Early social differentiation. Network of ties between agricultural communities. Positive back cycles. The first half-worms and nomads. Reasons for the existence of the patriarchy. "Great men" and "Leadership" - subordinate forms of government.

Theme 4. First state education (3500 - 800 pp. BC)

Theories of the emergence of states (theories of coercion and voluntary consent). Sumerian civilization (Uruk, Akkad, Ur). Ancient India (the cities of Mohenjo-Daro and Harappa). Ancient Egypt. Assyria. The kingdom of Babylon Minoan civilization. China Shang Dynasty (1600-1046 BCE). The main features of agrarian civilization by D. Christian.

Theme 5. Formation of the Afro-Eurasian Network of Civilizations (800 BC - 200 BC)

The emergence of the cities-states in ancient Greece. Greco-Persian War of the 5th century. until The growth of the power of Athens and Sparta. Peloponnesian War (431-404 BC.). The creation of the Alexander Macedonian Empire. Hellenism. Ancient Greek culture. The founding of Rome. Ancient Roman Republic. The role of Julius Caesar in the creation of the Roman Empire. Expansion of the Roman Empire in Europe, Asia and Africa. Section of the Roman Empire in the IV. until Great migration of peoples and the disappearance of the Western Roman Empire in the V century. until China (the time of the internecine wars of the 1st millennium BC, the period of the Qin and Han dynasties, Confucianism, Taoism, the Silk Road), India (the domination of the Aryan tribes, the emergence and development of the caste system, Buddhism, the rule of Ashoka (269 - 232 BC)).

Theme 6. Expansion of the limits of the Afro-Eurasian network of civilizations (200 - 1000 BCE)

Byzantine Empire. Christian church and its split. State of Sassanid. Zoroastrianism. India (State of Gupta). The emergence and development of Islam. Arab caliphate China (expansion of the Shuyzi people in the VI century, the Tang Dynasty (618 - 907 years), the invention of paper and gunpowder). The nomads of Eurasia (Huns, Avaris, Bulgars,

Khazars, Pechenegs, Magyars). Germanization of Western Europe. Viking raids. The heyday of the manorial system of land tenure in Western Europe. Chivalry. The decline of cities and trade in Western Europe. Western European kingdoms (England, the kingdom of the Franks, the Holy Roman Empire). Tropical Africa and Madagascar. Polynesia. Reducing the total forest area. Demographic Processes and Malthusian Cycles.

Theme 7. Agrarian Civilizations in America (35,000 BC - 1450 CE)

Settling Americas with primitive people. The civilization of Olmecs. Maya civilization. Teotihuacan Town State of Toltec Aztec civilization. Civilization of the Incas. Hopevell Archaeological Culture. Mississippi archeological culture.

Theme 8. Afro-Eurasian World in the XI-XV centuries.

Mongols, trips of Genghis Khan and Mongol Empire. Plague epidemic in Eurasia. China (Yuan Dynasty, Minh, Zheng Hai expedition). Asian and African countries of Islam. Development of feudalism and serfdom in Europe.

Theme 9. Expansion of the civilizations of the Afro-Eurasian space during the Early Modern Time (XVI-XVII centuries).

Shipping routes for Eurasia and Africa. Seafaring development. Capture by the Turks-Ottomans of Constantinople. Geographical discoveries. Inquisition. The sprouts of racism. Discovery and conquest of America. Columbus exchange. Colonial exploitation of Americas by Spaniards and Portuguese. The role of the sea robbery in the colonial expansion of Western European powers. Colonial expansion of England, France and Holland. Bourgeois revolutions and their impact on the economy. The ideas of John Locke and John Milton.

Content module 2. New, up-to-date time and future (XVIII - XXI centuries)

Theme 10. Industrialization of society in the XVIII - XIX centuries.

Demographic processes in the world. Thomas Jefferson and the Declaration of Independence of the United States (1776). The ideas of James Madison. The problem of political equality. The development of the concept of racism (Carl Linnaeus, Johann Blumenbach). Industrial revolution and the role of Great Britain in it. Invention and improvement of steam engines. Innovations of British Farmers. Population migration. Distribution of tobacco, cocoa, tea and coffee. Changes in the working conditions of women and children.

Theme 11. Imperialism (XIX century.).

Early industrialization of Europe, Asia and North America (Great Britain, Germany, Russia, USA, Japan). Abolition of slavery and serfdom. Innovations in means of transport and communication. Start using oil. The role of European countries in the world processes of the early twentieth century. The development of racism. Progress in the field of military technology. Great Britain - the largest colonial empire in the world. Africa. China. Colonial

wars of the late XIX century. Climate change at the end of the XIX century. and mass starvation.

Theme 12. First World War and interwar world (first half of the twentieth century)

First World War (1914 - 1918 years). The League of Nations and the Versailles-Washington System of International Relations. Influenza epidemic. World economic crisis 1929

Theme 13. Second World War (1939 - 1945).

Second World War (1939 - 1945). Preconditions and reasons of the Second World War. Military conflicts of the 1930's in the world. Anschluss Austria. Munich Consent. Vienna Arbitration Molotov-Ribbentrop Pact. The beginning of the Second World War and its first stage (1939 - 1941). The second stage of the war (1941 - 1945). Political, social, economic and cultural changes during the war. The end of the Second World War.

Theme 14. Post-war world (second half of the twentieth century).

The growth of the international role of the US and the USSR. Cold War. United Nations. Universal Declaration of Human Rights. The USSR Communist China. The state of Israel and the conflict in the Middle East. Scientific and Technical Revolution. The development of the old and the emergence of new religions. Growth of the population and the world economy. Deepening of property inequality.

Theme 15. The world of the beginning of the XXI century.

Demographic Processes. Overall quality of life. Global problems (air, forests, soils, water, radiation).

Theme 16. The history of the future

Competition for two trends by David Christine. Long-term future and short-term future. Theory of Homo Deus Noah Harari. The theory of the future mind Michio Kaiku.

4. The order of evaluation of the results of training

The system of evaluation of the developed competencies of students takes into account the types of occupations that, according to the curriculum program, include lectures, seminars, and independent work. Assessment of the developed competencies in students is carried out using a 100-point accumulation system. In accordance with the Provisional Regulations "On the Procedure for Assessing the Results of Students' Learning Based on the Accumulated Bulletin-Rating System" KhNEU them. S. Kuznets, control measures include:

1. Current control, which is carried out during the semester during lectures and seminars, and is estimated by the sum of the points scored (the maximum amount is 60 points; the minimum amount that allows the student to pass the exam - 35 points);
2. Module control, which takes place in the form of written work (modular work number 1) and protection of team research on the topic chosen by the team (modular work number 2).

3. Final / semester control, which is conducted in the form of a semester exam, according to the schedule of the educational process.

The procedure for carrying out the current assessment of students' knowledge. Assessment of student's knowledge during the seminars and performance of individual tasks is carried out according to the following criteria:

understanding, degree of assimilation of the theory and methodology of the problems under consideration; the degree of assimilation of the actual material of the discipline; acquaintance with the recommended literature and electronic resources, as well as contemporary literature on the issues under consideration; Ability to combine theory with practice when solving tasks; logic, structure, style of presentation of the material in written works and speeches in the audience, ability to substantiate their position, to generalize information and to draw conclusions; the ability to conduct a critical and independent assessment of certain problem issues; the ability to explain alternative views and the presence of their own point of view, position on a particular problem issue; application of analytical approaches; quality and clarity of reasoning; logic, structuring and substantiation of conclusions on a specific problem; independence of work; literacy of presentation of the material; use of comparison methods, generalizations of concepts and phenomena; registration of work.

The general criteria for evaluating non-auditing independent work of students are: the depth and strength of knowledge, the level of thinking, the ability to systematize knowledge on specific topics, the ability to make sound conclusions, the possession of categorical apparatus, skills and techniques of performing practical tasks, the ability to find the necessary information, to organize its systematization and processing, self-realization at seminars.

The final control of the knowledge and competences of students in the discipline is carried out on the basis of a semester examination, the task of which is to check the student's understanding of the program material in general, the logic and interrelations between the individual sections, the ability to use the accumulated knowledge creatively, the ability to formulate their attitude to a particular educational problem discipline, etc.

The examination ticket covers the program of discipline and involves determining the level of knowledge and the degree of mastery of competencies by students.

Each examination ticket consists of two stereotyped, two diagnostic and one heuristic task.

The result of the semester exam is evaluated in points (the maximum number is 40 points, the minimum number is scored - 25 points) and is placed in the corresponding column of the examination "Accountancy record of success".

The student should be considered certified if the sum of the points earned on the results of the final / semester test of success is equal to or exceeds 60. The minimum number of points for the current and modular control during the semester is 35 and the minimum number of points scored on the exam is 25.

The final score from the discipline is scored from the points obtained during the examination, and the points obtained during the current control over the accumulation system. The total score in the points for the semester is: "60 and more points are counted", "59 and less points are not counted", and entered in the record "Record of success" of the discipline.

Distribution of points for weeks according to the technological map is given in the table.

| Module topics | | Lectures and lessons | Thematical questions | Home work | Written reflection | Current tests | Research work | Written control work | total |
|--|---|----------------------|----------------------|-----------|--------------------|---------------|---------------|----------------------|-------|
| Content module 1. The emergence and development of mankind in the period from prehistoric times to modern times | THEME 1. The emergence of the universe and the evolution of primitive people | 1 week | 0,5 | 1 | 1 | | 0,5 | | 3 |
| | THEME 2. Primitive Homo sapiens story | 2 week | 0,5 | 1 | 1 | | 0,5 | | 3 |
| | THEME 3. Origins of agriculture and cattle breeding | 3 week | 0,5 | 1 | 1 | | 0,5 | | 3 |
| | THEME 4. First state education (3500 - 800 BC) for the future | 4 week | 0,5 | 1 | 1 | | 0,5 | | 3 |
| | THEME 5. Formation of Afro-Eurasian Network of Civilizations (IX century BC - III century BC) | 5 week | 0,5 | 1 | 1 | | 0,5 | | 3 |
| | THEME 6. Expansion of the limits of the Afro-Eurasian network of civilizations (III - X centuries BC) | 6 week | 0,5 | 1 | 1 | | 0,5 | | 3 |
| | THEME 7. Agrarian civilizations of America (35000 BC-1450 AD) | 7 week | 0,5 | 1 | 1 | | 0,5 | | 3 |
| | THEME 8. Afro-Eurasian civilization space in the 15th centuries. | 8 week | 0,5 | 1 | 1 | 2 | 0,5 | | 5 |
| | THEME 9. Expansion of civilizations of Afro-Eurasian space in the period of the early modern times (XV - XVII centuries). | 9 week | 0,5 | | | | 0,5 | | 10 |
| Content module 2. New, modern time and future (XVIII - XXI centuries). | THEME 10. Industrialization of society in the XVIII - XIX centuries. | 10 week | 0,5 | 1 | 1 | | 0,5 | | 3 |
| | THEME 11. Imperialism (XIX - XX century.). | 11 week | 0,5 | 1 | 1 | | 0,5 | | 3 |
| | THEME 12. The First World War and the interwar world (first half of the twentieth century) | 12 week | 0,5 | 1 | 1 | | 0,5 | | 3 |
| | THEME 13. Second World War (1939 - 1945). | 13 week | 0,5 | 1 | 1 | | 0,5 | | 3 |

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| | THEME 14. Post-war v (second half of the twe century). | 14 week | 0,5 | 1 | 1 | | 0,5 | | | 3 |
| | THEME 15. The beginn the XXI century. | 15 week | 0,5 | 1 | 1 | 2 | 0,5 | | | 5 |
| | THEME 16. Prospects of the future. | 16 week | 0,5 | | | | 0,5 | | | 1 |
| | | 17 week | | | | | | 10 | | 10 |
| | Examination | | | | | | | | | 40 |
| | Total | | 8 | 10 | 10 | 4 | 8 | 10 | 10 | 100 |

Grading scale: national and EKTS

| The sum of points for all types of work | Grade EKTS | The national grade | |
|--|---------------|---|------|
| | | For examination, course project (work), practice | Test |
| 90 – 100 | A | Excellent | Pass |
| 82 – 89 | B | Good | |
| 74 – 81 | C | | |
| 64 – 73 | D | | |
| 60 – 63 | E | Satisfying | Fail |
| 35 – 59 | FX | Not satisfying | |
| 1 – 34 | F | | |

5. The literature recommended

Primary literature

1. Brown C. S. Big History: From the Big Bang to the Present / Cynthia Stokes Brown. – New York, London: The New Press, 2007. – 288 p.
2. Butt, J. J. The Greenwood Dictionary of World History / John Butt. – Westport, Connecticut; London: Greenwood Press, 2006. – 398 p.
3. Christian D. Maps of Time: An Introduction to Big History / David Christian. – Berkeley, Los Angeles, London: University of California Press, 2011. – 642 p.
4. Christian D. Origin Story: A Big History of Everything / David Christian. – New York, Boston, London: Little, Brown and Company, 2018. – 261 p.
5. Marr A. A History of the World / Andrew Marr. – London: Pan Macmillan, 2012. – 640 p.
6. Wiesner-Hanks M. E. A Concise History of the World / Merry E. Wiesner-Hanks. – Cambridge: Cambridge University Press, 2015. – 396 p.

Secondary literature

7. Харарі Ю. Н. Людина розумна: історія людства від минулого до майбутнього. Пер. з англ. Ярослава Лебеденка / Ювал Ной Харарі. – Харків: Клуб сімейного дозвілля, 2018. – 544 с.
8. Харарі Ю. Н. Номо Deus: за лаштунками майбутнього. Пер. з англ. Олександра Дем'янчука / Ювад Ной Харарі. – Київ: BookChef, 2018. – 510 с.
9. Брайсон Б. Коротка історія майже всього на світі: від динозаврів і до космосу. Пер. з англ. Олени Замойської / Білл Брайсон. – Київ: Наш формат, 2018. – 468 с.
10. Кайку М. Майбутнє розуму: наукові спроби осягнути, вдосконалити і підсилити інтелект. Пер. з англ. Анжели Кам'янець / Мічіо Кайку. – Львів: Літопис, 2017. – 407 с.
11. Кіндер Г. Всесвітня історія: довідник / Герман Кіндер, Вернер Хільгеман, Манфред Гергт; наук. ред. О.Ф. Іванов; [пер. з нім. О.Ф. Савчука]. – К. : Знання-Прес, 2007. – 664 с.

Electronic resources in Internet

12. Big History Project [website] / Access: <https://www.bighistoryproject.com/home>