

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
ІМЕНІ СЕМЕНА КУЗНЕЦЯ

**ЗАТВЕРДЖЕНО**

на засіданні кафедри  
міжнародних економічних відносин  
Протокол № 1 від 28.08.2023 р.



**ПОГОДЖЕНО**

Проректор з навчально-методичної роботи

Каріна НЕМАШКАЛО

**ВСЕСВІТНЯ ІСТОРІЯ**

**робоча програма навчальної дисципліни (РПНД)**

Галузь знань  
Спеціальність  
Освітній рівень  
Освітня програма

29 "Міжнародні відносини"  
292 "Міжнародні економічні відносини"  
перший (бакалаврський)  
Міжнародний бізнес

Статус дисципліни

Мова викладання, навчання та оцінювання

**обов'язкова**

**англійська**

Розробник:  
к.і.н., доцент

Андрій ПАСТУШЕНКО

д.е.н., професор

Ірина ОТЕНКО

Завідувач кафедри  
міжнародних економічних  
відносин

Ірина ОТЕНКО

Гарант програми

Наталія ПАРХОМЕНКО

Харків  
2023

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

**APPROVED**

at the meeting of the department of  
international economic relations  
Protocol № 1 of 28.08.2023

**AGREED**

Vice-rector for educational and  
methodical work



Karina NEMASHKALO

**World history**

**Program of the course**

Field of knowledge  
Specialty  
Education level  
Education programme

**29 International Relations  
291 "International Economic Relations"  
first (Bachelor)  
International Business**

Course status  
Language

**mandatory  
English**

Developer  
PhD (History),  
Associate Professor

Andrii PASTUSHENKO

PhD (Economics), Professor

Iryna OTENKO

Head of International  
Economic Relations  
Department

Iryna OTENKO

Head of Study Program

Nataliia PARKHOMENKO

**Kharkiv  
2023**

## INTRODUCTION

World history is a subject with extremely large amount of details, to the extent, that it might be considered as a bank of humanity's memory. To explain this or that issue in the business life, one must appeal to the past events, since only this way it is possible to reveal the causes. But history is not only about the causes and consequences. It also gives us a clue to be aware of and compare different cultures, different models of business which have ever existed. Understanding the basic framework, which is the core of this discipline, is crucial for being able to not get lost in the myriads of facts, ideas and stories. The discipline thus provides the structured knowledge of the main trends and processes in the history of the whole humankind, so that anyone who knows it and loves history, could make a right opinion about any event linking it to the wider historical context. Teaching the basic features this discipline must be an impetus which brings the interested person to life-learning history and using it as an eternal source of cases, examples and inspirations to create new projects, startups. One should also remark that knowing the history of your business partner's country will secure good and stable relations with the partner. So obvious is the international communication use of the historical subject.

The goal of the academic discipline is to develop students' knowledges and skills for analyzing current state and problems of business in the wider historical context regarding various factors and tendencies, cause and effect connections and having stronger international relations with stakeholders.

The tasks of the discipline to make students have the skills and abilities as follows:

Skills and abilities to identify historical causes of the current problems or the state of the business.

Skills of learning and comparing different cultures, different models of business which existed in the previous periods. Understanding basic historical themes help orient in eternal number of facts, ideas and histories. Thus, the historical discipline provides structural knowledges about the basic tendencies and processes in the history of humankind for everyone who uses history as a source of information could have qualified opinion about any event and its wider historical context.

Skills of working with historical material and using history as a source of cases, examples and inspiration for creating new projects and startups.

Skills of making positive impression on international partners favoring steady relationships with them in the international communication.

The object of this discipline is the historical past of humanity in the economic, political, social and cultural spheres.

The subject of this discipline is processes, events and personalities and societies in countries of the world from pre-historical times to the present days.

The learning outcomes and competencies formed by the course are defined in table 1.

Table 1.

### Learning outcomes and competencies formed by the course

Learning outcomes	Competencies
LO 4	GC 2
LO7	GC8

GC 2. Ability to keep and multiply moral, cultural, scientific values and achievements of society on the basis of understanding history and regularities of the subject area development, its place in the wider system of knowledges about nature and society, and in the development of society, technics and technologies, ability to use different kinds and forms of moving activity of the active rest and having healthy way of life.

GC 8. Ability of abstract thinking, analysis and synthesis

LO 4. Systematize and order the received information on processes and phenomena in the world economy; evaluate and explain the influence of endogenic and exogenic factors on them; form conclusions and develop recommendations regarding peculiarities of national and international environment.

LO 7. Applying acquired theoretical knowledges in solving practical tasks and interpreting received results.

## COURSE CONTENT

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

#### Topic 1. The early history of humankind and the emergence of agriculture

**1.1. Human appearance and evolution.** The World history and its beginnings, Australopithecus, homo habilis, homo ergaster / erectus, Heidelberg man, Neanderthals, Flores Island people, Homo Denisovan, Homo Sapiens (Cro-Magnon). Migration of the Sapience from Africa and their population around the world. The emergence of the reproductive economy in Asia, Africa and America.

**1.2. Emergence of the agriculture in Asia, Africa and America.** The problem of the Neolithic revolution. The Natufi tribes in the Fertile Crescent.

**1.3. Population growth and the first cities.** Jericho and Gebekli-Tepe. Three World Zones (Afro-Eurasian, American and Austrian / Papua New Guinean). The first nomadic herders (semi-nomadic). Sumer – the first agrarian civilization.

#### Topic 2. Civilizations of the Ancient East (3 000 – 600s BCE)

**2.1. Near East (Western Asia).** The Akkadian Empire of Sargon II. The New Sumerian period in Mesopotamia. The kingdom of Babylon. The Hittite kingdom. Assyrian kingdom. Ancient Egypt (Ancient Kingdom, Middle Kingdom, New Kingdom). Nubian tribes, Hebrew tribes. Settlement of Bantu herding tribes in Africa.

**2.2. Balkan peninsula and Near East.** Minoan civilization. Mycenaean

civilization. The Phoenicians.

**2.3. Southern and Eastern Asia.** Indo-European tribes (Aryans). The first civilizations of India (Mohenjo-Daro and Harappa). China Shang Dynasty. Olmeco Mesoamerica and Andean culture (Carole city, Chavin culture). Nomads.

**Topic 3. Classical civilizations of Europe and the Middle East (600s – 400s BCE)**

**3.1. Eastern countries.** The Persian Empire of the Achaemenids. Parthian kingdom. The state of the Sassanid. Phoenicia and Carthage.

**3.2. Western countries.** Ancient Greece (Hellas). The Macedonian Empire. Hellenistic world. Ancient Roman state. The emergence and spread of Christianity.

**Topic 4. Ancient civilizations of southern and eastern Asia (600s – 400s BCE)**

**4.1. Eastern Asia.** Qin and Han Chinese Empires.

**4.2. Southern Asia.** The Mauryan Empire. The emergence of Buddhism (Hinayana). Ashoka Maurya's activities. The Kushan Empire (early centuries CE) and the emergence of Mahayana Buddhism. The Gupta Empire (300 – 500 CE).

**Topic 5. Europe and the World (400s – 1400s CE)**

**5.1. Medieval Europe.** Western European states (feudalism and Christianity). The ancient Slavs and their state formations. Byzantine Empire.

**5.2. Arab World.** The emergence of Islam. Arab world (Dar al-Islam and Dar al-Harb). Shiites and Sunnis. Umayyad Caliphate. Abbasid Caliphate. Confrontation of Christian and Muslim civilizations: Crusades and Reconquista.

**5.3. Africa.** Ghana and Mali. Swahili cities.

**5.4. Countries of Southern, Eastern and Southern and Eastern Asia.** Chinese dynasties Sui, Tang, Song. Japan (Heian period and the establishment of the Shogunate). The Delhi Sultanate. Khmer Empire (500 – 1400 CE) in Cambodia and the Shrivija empire (500 – 1100 CE). On the islands of Indonesia and the Malacca Peninsula. Mongolian Empire. Mongolian Yuan Dynasty in China. pro-Mongol Dynasty in Korea. Mongolian Ilhanat. The Golden Horde. The Ming Dynasty in China.

**5.5. Americas.** American Civilizations (Teotihuacan City, Maya, Toltecs, Aztecs, Incas).

**Topic 6. Europe and the World in the age of early colonial expansion.**

**6.1. Transition to the early modern period in Europe and developing the new world picture.** The capture of Constantinople by the Ottoman Turks in 1453. The development of marine technologies. Great geographical discoveries. The Scientific Revolution in Europe. Reformation and counter-reformation in Europe. The Titans of the Renaissance.

**6.2. The early colonial expansion.** Conquest of the New World. Early Colonial Expansion and Maritime Robbery. Columbian exchange. Slavery and forced labour systems. The Moscow state and the emergence of the Russian Empire.

**Topic 7. Europe and the World from 1500s to 1700s CE.**

**7.1. Development of the European colonialism.** Development of the colonial empires in the 17<sup>th</sup> to 18<sup>th</sup> centuries. Colonialist wars. Frontier societies.

**7.2. Countries of Asia.** The Ottoman Empire. The Mughal Empire. The Songhai and Congo States. The Qing Dynasty in China. Shogunat Tokugawa (Shogunate Edo) in Japan. The Sikh Movement in India.

## **Content Module 2. Modern and recent periods**

**Topic 8. Imperialism, industrialization and political ideologies (1600s – 1750s).**

**8.1. General changes in economy and demography of the world.** General changes in the economy and demographics. The formation of the bourgeoisie and the bourgeois revolution. The US National Liberation Revolution. Napoleonic wars. Slavery and serfdom. The Civil War in the United States.

**8.2. Industrial development.** Early industrialization. Industrial revolution in Great Britain, USA, France, Switzerland, Germany, Italy, Russian Empire, Japan. Development of transport and communication facilities. Oil inventions (inventions of James Young and Edwin Drake).

**Topic 9. Imperialism, industrialization and political ideologies in the 1800s.**

**9.1. Main economic, military and ideological changes.** Changes in the world economy for the benefit of European countries. Ideologies (racism, social Darwinism, anarchism, socialism (utopian socialism, Marxism), nationalism, legal positivism, liberal imperialism). Development of military technologies.

**9.2. Development of colonialism.** The Colonial Division of Africa (Berlin Conference). British colonial empire. China (Opium War, Taiping Uprising). The French colonial empire. The Russian Empire. The USA expansion. Japan's expansion. Formation of military blocks.

**9.3. Political and national changes.** Late Ottoman Empire and the establishment of the regime of the Young Turks. The Habsburg Empire. National Union of Germany ("real politics" by Otto von Bismarck) and Italy. National liberation movements of the nineteenth century. and the 1878 Berlin Congress.

**Theme 10. The First World War and the interwar period (1914–1939).**

**10.1. The First World War.** The causes and the beginning of the First World War. The Schlieffen Plan. The Galician battle. The first battle of Marna. The trench war. The Battle of Verdun. Battle of the Somme. Brusilovsky breakthrough. Gorlitsky breakthrough. Naval War.

**10.2. Crisis in the Russian Empire.** February Revolution in the Russian Empire. Petrograd coup: the Bolsheviks came to power.

**10.3. Post-war political changes.** The November Revolution in Germany. The collapse of Austria-Hungary. The end of the First World War. Consequences of war. Paris Peace Conference and Creation of the League of Nations (1919–1920).

**10.4. Totalitarian and authoritarian regimes.** The fate of Germany. The November Revolution in Germany (Socialist and Nationalist Movements). Weimar Republic. Global economic crisis Development of totalitarian regimes in Europe

(USSR, Hitler Germany). Authoritarian regimes in Italy and Japan. National liberation movements of the interwar period.

### **Topic 11. The Second World War (1939–1945).**

**11.1. Pre-War decade.** The causes of World War II. The crisis of liberal values. The world economic crisis. International prerequisites. The policy of reconciliation of the aggressor by the Western European states. The confrontation between fascism and communism (the war in Spain). Aggression of Japan and Italy in the 1930s. Stalinist repression in the USSR. Cooperation between the USSR and Germany.

**11.2. Second World War.** The outbreak of World War II. Sovietization of western Ukraine. War in 1939 – 1941. The Finnish war. Germany's attack on the USSR. The Atlantic Charter. Japan and Germany attack on the US. War in North Africa. The expansion of Japan in 1941 – 1942. Occupational repressive regimes. The turning point in the war of 1942 (the battle of Midway Island, the battle of El-Alamein, the battle of Stalingrad). Landing of Allies in Italy. Day D (Operation Overlord). The expulsion of the Nazis from Eastern Europe. The surrender of Germany and Japan. Tehran, Yalta and Potsdam Big Three conferences.

### **Topic 12. The Cold War and regional processes from 1950 to the 2000s.**

**12.1. Post-war changes.** The creation of the UN and the beginning of the Bretton Woods monetary system. Marshall's plan. Creation of IMF and IBRD.

**12.2. Cold War.** The first stage of the Cold War (the formation of NATO and ATS military-political blocs). Separate path of communist Yugoslavia. Kennan's long telegram and the Truman restraint doctrine ("domino principle"). The MAD principle. The Second Stage of the Cold War (1949–1968) (Communist Establishment in China, Korean War, Vietnam War). The Suez crisis of 1956 The Cuban revolution of 1959 The Caribbean crisis of 1962 Two Berlin crises. The Hungarian Revolution of 1956 and the Prague Spring of 1968. The third phase of the Cold War was the 1968-1979 war. The Afghan war and the Sandinista revolution in Nicaragua. Crisis Phenomena in Communist Bloc Countries. Causes and process of the collapse of the USSR.

**12.3. Main events in the world.** Decolonization trends and the emergence of the Non-Aligned Movement (NAM). Communist countries of Eastern Europe. Western European capitalist countries (Third Way capitalism, integration processes (ECSC, EEC), attempts to preserve colonial empires, "red May" in France, authoritarian regimes of Portugal, Greece and Spain, terrorist groups of Europe (ETA, IRA), economic crisis 1970 States of the Middle East (Turkey, Iran, Iraq, Egypt, Israel and Arab-Israeli wars) .Arish Qaeda terrorist organizations (Al Qaeda, Hamas, Hezbollah, ISIL) colonization of Africa, South Africa and the apartheid problem, East Asian countries (Communist transformations in China, East Asian Tigers), South and Southeast Asia and America, Australia, New Zealand and Oceania.

Decolonization processes in Southeast Africa. Sukarno and Suharto modes in Indonesia. Indochina decolonization and the Vietnam War. Creation of ASEAN. Khmer Rouge mode in Cambodia. The emergence of OAS. Latin American countries (Argentina, Chile, Guatemala, Mexico, etc.). Western European countries, the USA, Russia and the PRC at the beginning of the 21st century Disarmament programs. Terrorist threats. Genocides in Rwanda and Yugoslavia. Role of international

organizations (UN, WTO, ISS). The emergence and development of the European Union. Democracy and authoritarianism at the present stage. Environmental and humanitarian problems at the present stage.

The list of practical (seminar) / laboratory studies in the course is given in table 2.

Table 2

**The list of practical (seminar) ) / laboratory studies**

Name of the topic and/or task	Content
Topic 1. Practical lesson 1	Business simulation «Trade in the Stone Age»: studying natural exchange.
Topic 2. Practical lesson 2.	Small groups work with map «Migration of the ancient humans»: reading an academic article.
Topic 3. Practical lesson 3	Role game «Mediation»: studying issues of co-existence of agricultural and nomadic communities; the art of negotiations
Topic 4. Practical lesson 4	Business simulation «Trade in the Classical Age»: market behaviour
Topic 5. Practical lesson 5	Reconstruction of the historical gallery, game “12 envelopes” (every team tries to answer all questions from every envelopes faster than others): active rehearsal session.
Topic 6. Practical lesson 6	Presentation «Sell a lesson»: identifying how significant the event or historical personality were.
Topic 7. Practical lesson 7	Role game, debates «Debates in balloon»: analysis of personalities.
Topic 8. Practical lesson 8	Role game, debates «Debates in balloon»: analysis of personalities.
Topic 9. Practical lesson 9	Small groups work with map «Migrations from the 15 <sup>th</sup> to 19 <sup>th</sup> centuries»: improving geographical thinking.
Topic 10. Practical lesson 10	Role game «Making alliances in 1914” (diplomatic correspondence between states) or role game “Paris peace conference from 1919 to 1920” (negotiations between states): international communication
Topic 11. Practical lesson 11	Role game “Yalta peace conference in 1945” or “Cuban crisis 1962”: communication, solving conflicts
Topic 12. Practical lesson 12	Role game “Yalta peace conference in 1945” or “Cuban crisis 1962”: communication, solving conflicts



The list of self-studies in the course is given in table 3.

Table 3

**List of self-studies**

Name of the topic and/or task	Content
Topic 1	Study of lecture material, preparation for classes, review of theoretical material on the following questions: 1) The emergence and evolution of man, 2) the emergence of agriculture in Asia, Africa and America. Doing Homework: An Analysis of the Consequences of the Neolithic Revolution in Modern Economic Life
Topic 2	Study of the lecture material, preparation for the class, review of the theoretical material on the subject: 1) Ancient Near East (West Asia). 2) The ancient Balkan Peninsula. Doing Homework: An Analysis of the Beginnings of European Civilization
Topic 3	Study of lecture material, preparation for classes, review of theoretical material on the following questions: 1) Eastern states, 2) Western states. Doing Homework: Analyzing the Influence of Antiquity and the Classical East on Modern Societies
Topic 4	Study of lecture material, preparation for classes, review of theoretical material on the subject: 1) East Asia, 2) South Asia. Doing homework: analyzing the influence of the legacy of ancient Asian states on the modern societies of the region. Preparation for the control work.
Topic 5	Study of the lecture material, preparation for the class, review of the theoretical material on the subject: 1) Medieval Europe 2) Arab world. Doing Homework: Analyzing the Impact of Medieval Memory on Contemporary International Relations in the Middle East. The role of memory of the Middle Ages in modern European culture
Topic 6	Study of lecture material, preparation for classes, review of theoretical material on the following issues: 1) Transition to early modern times in Europe and the formation of a new picture of the world, 2) Early colonial expansion. Doing homework: analyzing the impact of colonialism
Topic 7	Study of lecture material, preparation for classes, review of theoretical material on the following issues: 1) development of

	European colonialism 2) Asian states. Doing Homework: Analyzing the Impact of Colonialism on the Modern Economic Map of the World
Topic 8	Study of lecture material, preparation for classes, review of theoretical material on the following issues: 1) general changes in the economy and demography of the world, 2) industrial development. Doing Your Homework: An Analysis of Nineteenth-Century Trends That Still Continue.
Topic 9	Study of lecture material, preparation for classes, review of theoretical material on the following issues: 1) major economic, military and ideological changes, 2) development of colonialism. Doing homework: analysis of ideologies.
Topic 10	Study of lecture material, preparation for classes, review of theoretical material on the following issues: 1) World War I, 2) Totalitarian and authoritarian regimes. Homework: 1) analysis of the impact of the memory of the First World War on modern societies, 2) comparison of modern totalitarianism and authoritarianism with their historical counterparts
Topic 11	Study of lecture material, preparation for classes, review of theoretical material on the following questions: 1) Pre-war decade, 2) World War II. Homework: 1) analysis of the impact of the memory of the Second World War on modern societies, 2) comparison of the prerequisites of the modern war and the Second World War
Topic 12	Studying the lecture material, preparing for the class, reviewing the theoretical material on the following questions: 1) the Cold War, 2) the main events in the world. Doing Homework: An Analysis of the Cold War Problem at the Modern Stage.

The number of hours of lectures, practical (seminar) studies and hours of self-study is given in the technological card of the course.

## **TEACHING METHODS**

In the process of teaching an educational discipline, in order to acquire certain learning outcomes, to activate the educational process, it is envisaged to use such learning methods as:

Verbal (lecture (themes 2, 4 – 9), problem lectures (themes 10–12).

In person (demonstration (themes 1–12)).

Practical (business simulation (Topics 1, 4), work in small groups (Topics 2, 9), role-playing (Topics 3, 7, 8, 10-12), quiz (Topic 5), presentation (Topics 6).

## FORMS AND METHODS OF ASSESSMENT

The university uses a 100-point accumulative system for evaluating the learning outcomes of students of higher education.

**Current control** is carried out during lectures and practical classes and is aimed at checking the level of readiness of a higher education applicant to perform a specific job and is evaluated by the sum of points scored.

The maximum amount that a student of higher education can gain during the semester is 100 points; the minimum amount is 60 points.

**Final control** is conducted in the form of semester control.

**Semester control** is carried out in the form of a colloquium with differentiated assessment.

The final grade for each academic discipline is determined by adding up all the points obtained during the current control.

During the teaching of the academic discipline, the following control measures are used:

Current control: control work (20 points), business simulation (12 points), work in small groups (12 points), role play (24 points), quiz (6 points), presentation (6 points), colloquium (20 points).

Semester control: Grading

More detailed information about the evaluation system is given in the work plan (technological map) for the academic discipline.

## RECOMMENDED LITERATURE

### Main

1. Соціальна та економічна історія України: від найдавніших часів до середини XVII ст. : навч. посіб. / Л. В. Баличева, Л. Е. Добрунова, В. М. Мацюцький, А. О. Пастушенко ; Харківський національний економічний університет ім. С. Кузнеця. - Електрон. текстові дан. (382 КБ). - Харків : ХНЕУ ім. С. Кузнеця, 2019. - 124 с. : іл. - Загол. з титул. екрану. - Бібліогр.: с. 118-123, <http://repository.hneu.edu.ua/handle/123456789/22150>

2. Соціальна та економічна історія України: від середини XVII до початку XX ст. [Електронний ресурс] : навч. посіб. / Л. В. Баличева, Л. Е. Добрунова, Н. Л. Шелкунова ; Харківський національний економічний університет ім. С. Кузнеця. - Електрон. текстові дан. (547 КБ). - Харків : ХНЕУ ім. С. Кузнеця, 2020. - 157 с., <http://repository.hneu.edu.ua/handle/123456789/24525>

3. Теорія та історія європейської інтеграції [Електронний ресурс] : навч. посіб. / О. М. Кузь, Ю. І. Потоцька, І. В. Застава [та ін.] ; Харківський національний економічний університет ім. С. Кузнеця. - Електрон. текстові дан.

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### Additional

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5. Бровко О. В. Історія та особливості взаємовідносин України з Євросоюзом / О. В. Бровко, І. В. Жеребятнікова // Україна і ЄС: політико-правові перспективи інтеграції : зб. матеріалів XXXIII Харківських політологічних читань, м. Харків, 24 квіт. 2020 р. – Х. : Право, 2020. – С. 51-55.  
<http://repository.hneu.edu.ua/handle/123456789/23398>

6. Кайку М. Майбутнє розуму: наукові спроби осягнути, вдосконалити і підсилити інтелект. Пер. з англ. Анжели Кам'янець / Мічіо Кайку. – Львів: Літопис, 2017. – 407 с.

7. Кіндер Г. Всесвітня історія: довідник / Герман Кіндер, Вернер Хільгеман, Манфред Гергт; наук. ред. О.Ф. Іванов; [пер. з нім. О.Ф. Савчука]. – Київ: Знання-Прес, 2007. – 664 с.

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<http://repository.hneu.edu.ua/handle/123456789/29545>

9. Пастушенко А. О. Про економічну складову англійського морського розбою періоду англо-іспанської війни (1585–1604 рр.) / А. О. Пастушенко // Економічний розвиток і спадщина Семена Кузнеця : матеріали міжнар. наук.-практ. конф., 30-31 трав. 2019 р. : тези допов. – Х.: ДІСА ПЛЮС, 2019. – С. 121-371, <http://repository.hneu.edu.ua/handle/123456789/21578>

10. Пастушенко А. О. Між ідеалізмом та позитивізмом: методологічний бунт Д. І. Каченовського / А. О. Пастушенко // Гілея: науковий вісник, збірник наукових праць. – Випуск 118 (№ 3) – 2017. – С. 178–182,  
<http://repository.hneu.edu.ua/handle/123456789/16114>

11. Пастушенко А. О. Наукова робота Д. І. Каченовського і Західний світ: взаємні рефлексії / А. О. Пастушенко // Вісник Кам'янець-Подільського національного університету ім. Івана Огієнка. Історичні науки / [редкол. А. Г. Філінюк та ін.]. — Кам'янець-Подільський: Кам'янець-Подільський національний університет ім. Івана Огієнка, 2015. — Вип. 8.: до 25-річчя створення кафедри історії України. — С. 84–93.  
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12. Харарі Ю. Н. Номо Deus: за лаштунками майбутнього. Пер. з англ. Олександра Дем'янчука / Ювад Ной Харарі. – Київ: BookChef, 2018. – 510 с.

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### **Information resources**

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