# Work programme of the discipline:

| Course title | **HISTORY OF WORLD CULTURE** |
|---|---|
| **Level of higher education (degree)** | FIRST (BACHELOR) |
| **Field of study** | 07 MANAGEMENT AND ADMINISTRATION |
| **Major** | 073 MANAGEMENT |
| **Program subject area** | MANAGEMENT (ENGLISH) |
| **Status of the discipline** | Compulsory |
| **Mode of studies** | FULL-TIME, PART-TIME, E-LEARNING |
| **Total number of hours/ ECTS credits** | 150 HOURS /5 ECTS CREDITS |
| **Language of instruction** | ENGLISH |
| | |
| **Lecturer** | MARUKHOVSKA-KARTUNOVA OLHA OLEKSANDRIVNA PROF., PH.D. DAVIDENKO ILLIA VOLODYMYROVYCH MA |
| **Lecturer's profile** | Маруховська-Картунова Ольга Олександрівна — Університет «КРОК» |
| **Tel. number** | |
| **E-mail** | OlgaM@krok.edu.ua davidenkoiv@krok.edu.ua |
| **Consultations** | CONSULTATIONS IN MS TEAMS: WEDNESDAY, 1:30 P.M.-2.30 P.M. |

1. **Brief summary of the course**

The main goal of this course is to explore history of world culture. As well, this course aims to build the basis of the general outlook on world culture of the past and the present, the ability to think analytically, to know basic cultural theory literature.

As a result of the study student must

**know:** history of prehistoric culture; history of ancient culture; history of mediaeval culture; history of modern culture; history of postmodern culture in general outline.

**be able to:** use the methodology of cultural research; know the basic features of a cultural concepts; distinguish between culture and civilization; compare modern cultural directions.

## 2. Learning outcomes

### General Competencies (GC):
**GC 2.** Ability to maintain and increase moral, cultural, scientific values and increase the achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology, use different types and forms of physical activity for active recreation and a healthy lifestyle.
**GC 13.** Appreciation and respect for diversity and multiculturalism.

### Professional Competencies (PC):
**PC 6.** Ability to act socially responsible and consciously.

### Program learning outcomes (PLO):
**PLO 2.** Preserve moral, cultural, scientific values and increase the achievements of society, use different types and forms of physical activity to lead a healthy lifestyle.
**PLO 15.** Demonstrate the ability to act socially responsible and socially conscious based on ethical considerations (motives), show the respect for diversity and interculturalism.

### 3. Course scope

| Type of class | Total number of hours/ ECTS credits - 150 HOURS /5 ECTS CREDITS | | |
|---|---|---|---|
| **Total number of hours / mode of studies** | **full-time** | **part-time** | **e-learning** |
| lectures | 28 | 12 | 12 |
| seminars / practical / laboratory classes | 22 | 12 | 12 |
| Individual work | 100 | 126 | 126 |
| Credit | 0 | 0 | 0 |

## 4. Prerequisites
There are no prerequisites required for this course.

## 5. Hardware and software
PC / laptop, Internet access, camera, microphone

**6. Course policies** – students must adhere to a code of academic integrity:
https://int.krok.edu.ua/images/download/code-of-academic-integrity-2025.pdf
Academic integrity is the presentation of one's own work and the proper recognition of the contribution of others.
Any violation of this principle constitutes academic dishonesty and may result in poor evaluation and disciplinary action.

### Forms of academic dishonesty include:
▪ Plagiarism - presenting all or part of someone else's work as one's own in an academic exercise, such as an exam, a computer program, or a written assignment.
▪ Fraud - Using or attempting to use unauthorized materials during an exam or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) a copy of an examination or exam answers.

▪ Promoting academic dishonesty - helping others commit an act of dishonesty, such as replacing an exam or completing a task for someone else.

▪ Fabrication - modification or transfer, without permission, academic information, or records.

## 7. Programme of the course

### Module #1

### Topic 1: Introduction: culture and civilization

The lecture introduces the concepts of culture and civilization, exploring their definitions, origins, and interrelations. It examines culture as a set of shared beliefs, practices, and values within societies, and civilization as the broader framework of technological, political, and social development. The session discusses key theories on cultural and civilizational growth, their influence on human identity, and the dynamics of cultural exchange and conflict.

### Topic 2: The culture of ancient Mesopotamia and Egypt

The lecture explores the culture of ancient Mesopotamia and Egypt, focusing on their contributions to human civilization. It examines Mesopotamian advancements in writing (cuneiform), law (Code of Hammurabi), and astronomy, alongside their religious and mythological traditions. For ancient Egypt, the session covers the development of hieroglyphics, monumental architecture like pyramids and temples, and the central role of religion and the afterlife in society. Themes include governance, art, literature, and the influence of these cultures on subsequent civilizations.

### Topic 3: Culture of Ancient Greece and Ancient Rome. The influence of Hellenism on the Roman Republic

The lecture examines the culture of Ancient Greece and Ancient Rome, highlighting their key achievements in philosophy, art, literature, and governance. It explores the influence of Hellenism on the Roman Republic, focusing on the adoption of Greek philosophy, art styles, and educational practices by Roman elites. The session also discusses the fusion of Greek and Roman traditions in religion, architecture, and law, emphasizing how this cultural exchange shaped the foundations of Western civilization.

### Topic 4: The culture of early Christianity. Ancient architecture, fine arts, icon painting

The lecture explores the culture of early Christianity, focusing on its influence on ancient architecture, fine arts, and icon painting. It examines the development of Christian religious structures, such as basilicas and catacombs, and their symbolic designs. The session also delves into early Christian art, including frescoes, mosaics, and sculptures, emphasizing their religious themes and narrative purposes. The origins and significance of icon painting are discussed, highlighting its role in worship and theological expression, as well as its stylistic evolution in early Christian tradition.

### Topic 5: Culture during the decline of the Roman Empire and the Great Migration. Byzantium

The lecture examines cultural developments during the decline of the Roman Empire and the Great Migration, focusing on the transformation of classical traditions under pressure from social, political, and demographic changes. It explores the fusion of Roman, Christian, and barbarian elements in art, architecture, and literature. The session also addresses the rise of Byzantium, highlighting its role as a cultural and intellectual hub, the preservation of Greco-Roman heritage, and the development of unique artistic forms, including mosaics, icons, and religious architecture like the Hagia Sophia.

### Topic 6: The culture of the early Middle Ages. Romanesque as the first international style

The lecture explores the culture of the early Middle Ages, focusing on the transition from classical antiquity to medieval traditions. It examines the synthesis of Roman, Christian, and Germanic influences in art, architecture, and literature. The session highlights the Romanesque style, the first international architectural and artistic movement of medieval Europe, characterized by massive stone structures, rounded arches, and

detailed relief sculptures. Themes include the role of monasticism in cultural preservation and the spread of Romanesque style across regions, reflecting the interconnectedness of early medieval Europe.

### Topic 7: The culture of chivalry and the Crusades. Gothic in architecture. The culture of late Middle Ages

The lecture explores the culture of chivalry and the Crusades, focusing on their influence on medieval ideals, literature, and social structures. It examines the Gothic style in architecture, characterized by pointed arches, ribbed vaults, and stained glass, highlighting its symbolic and functional innovations. The session also addresses the culture of the late Middle Ages, including developments in art, literature, and philosophy, as well as the impact of the Black Death, urbanization, and emerging humanist thought on European cultural transformation.

### Topic 8: Renaissance culture. New art forms. Development of fine arts and science. Early Modern culture

The lecture examines Renaissance culture, focusing on its revival of classical antiquity and the emergence of humanism. It explores the development of new art forms, including perspective in painting, detailed sculpture, and innovative architectural designs, with key figures like Leonardo da Vinci and Michelangelo. The session highlights advancements in fine arts and the flourishing of science, marked by figures such as Copernicus and Galileo. Additionally, it addresses the transition to Early Modern culture, emphasizing shifts in literature, philosophy, and the integration of scientific inquiry into cultural and intellectual life.

### Module #2

### Topic 9: 16th-18th century culture. Baroque, Rococo, Classicism. The origin of nations

The lecture explores 16th-18th century culture, focusing on the artistic and intellectual movements of Baroque, Rococo, and Classicism. It examines the dramatic and emotional expressions of Baroque, the ornate elegance of Rococo, and the structured harmony of Classicism in art, architecture, and literature. The session also addresses the cultural and historical processes behind the formation of modern nations, including the role of language, religion, and shared heritage in shaping national identities during this period.

### Topic 10: 20th century culture. Revival of interest in national cultures

The lecture examines 20th-century culture, emphasizing the revival of interest in national cultures amid globalizing influences. It explores movements that sought to rediscover and celebrate traditional art, language, and folklore as markers of national identity. The session discusses the role of literature, music, and visual arts in fostering cultural pride and resisting homogenization, alongside the impact of political and social upheavals on cultural expression. Themes include the interplay between modernist innovation and the preservation of cultural heritage.

### Topic 11: Global culture concept

The lecture explores the concept of global culture, examining the effects of globalization on cultural practices, values, and identities. It discusses the blending and exchange of cultural elements across national boundaries through media, technology, and migration. The session explores the tension between cultural homogenization and the preservation of local traditions, as well as the role of global institutions in shaping cultural norms. Key themes include the impact of global capitalism, digital communication, and cultural hybridization on modern societies.

### Topic 12: The future of culture and civilization

The lecture examines the future of culture and civilization, focusing on the potential impacts of technological advancements, globalization, and environmental challenges. It explores how emerging trends, such as artificial intelligence, climate change, and shifting political landscapes, may reshape cultural practices, values, and societal structures. The session also discusses the role of innovation in preserving cultural heritage and fostering new forms of expression, while considering the ethical and philosophical questions that will arise as civilizations evolve in the coming decades.

## 8. Course scheme

| Topic | Number of hours | | | | | | | | | Control form |
|---|---|---|---|---|---|---|---|---|---|---|
| | Full-time | | | Part-time | | | E -learning | | | |
| | Lectures | Seminars /practical | Individual work | Lectures | Seminars /practical | Individual work | Lectures | Seminars /practical | Individual work | |
| **Module # 1** | | | | | | | | | | |
| Topic 1: Introduction: culture and civilization | 4 | 2 | 10 | 2 | 2 | 12 | 2 | 2 | 12 | P, D, AE, C |
| Topic 2: The culture of ancient Mesopotamia and Egypt | 2 | 2 | 8 | 2 | 2 | 10 | 2 | 2 | 10 | P, D, AE, C |
| Topic 3: Culture of Ancient Greece and Ancient Rome. The influence of Hellenism on the Roman Republic | 2 | 2 | 8 | | | 10 | | | 10 | P, D, AE, C |
| Topic 4: The culture of early Christianity. Ancient architecture, fine arts, icon painting | 2 | 2 | 8 | 2 | 2 | 10 | 2 | 2 | 10 | P, D, AE, C |
| Topic 5: Culture during the decline of the Roman Empire and the Great Migration. Byzantium | 2 | 2 | 8 | | | 10 | | | 10 | P, D, AE, C |
| Topic 6: The culture of the early Middle Ages. Romanesque as the first international style | 2 | 2 | 8 | 2 | 2 | 12 | 2 | 2 | 12 | P, D, AE, C |
| Topic 7: The culture of chivalry and the Crusades. Gothic in architecture. The culture of late Middle Ages | 2 | 2 | 8 | | | 10 | | | 10 | P, D, AE, C |
| Topic 8: Renaissance culture. New art forms. Development of fine arts and science. Early Modern culture | 2 | 2 | 8 | 2 | 2 | 10 | 2 | 2 | 10 | P, D, AE, C |
| **Module #2** | | | | | | | | | | |
| Topic 9: 16th-18th century culture. Baroque, Rococo, Classicism. The origin of nations | 2 | 2 | 8 | | | 10 | | | 10 | P, D, AE, C |
| Topic 10: 20th century culture. Revival of interest in national cultures | 4 | | 8 | 2 | 2 | 10 | 2 | 2 | 10 | P, D, AE, C |
| Topic 11: Global culture concept | 2 | 2 | 8 | | | 10 | | | 10 | P, D, AE, C |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Topic 12: The future of culture and civilization | 2 | 2 | 10 | | | 12 | | | 12 | P, D, AE, C |
| **Total hours** | **28** | **22** | **100** | **12** | **12** | **126** | **12** | **12** | **126** | - |
| **FINAL CONTROL/ Credit** | **0** | | | **0** | | | **0** | | | - |
| **TOTAL** | **150** | | | **150** | | | **150** | | | - |

**Control form**
P – oral presentation
D – oral discussion
AE – academic essay
C – credit

## 9. Individual tasks

Individual tasks are an integral part of the educational process, as they contribute to the development of analytical skills, creative thinking and independence of students.

| **Content of an individual educational and research task (educational project)** |
|---|
| The individual task consists of academic essay, task topic options posted on the moodle platform:<br>1. Academic essay:<br>o Requires a detailed answer based on theoretical knowledge and analysis of additional information.<br>o Tests your understanding of the topic, ability to formulate your own opinions and argue your position.<br>o Tests your ability to apply theoretical knowledge to solve practical problems and make informed decisions.<br>Requirements for completing the task:<br>• Clear structure: Answers should be logically structured, contain an introduction, main body and conclusions.<br>• Argumentation: Each statement must be supported by arguments and references to sources.<br>• Originality: Answers must be your own and contain no plagiarism.<br>• Design: The work must be designed in accordance with the requirements specified on the moodle platform. |

## 10. Teaching methods

In the process of studying the discipline "Entrepreneurship and starting a company", various types of educational activities, teaching methods and technologies are used.
Types of educational activities:
1. Lectures: classes where the teacher presents theoretical and practical guidance material, analyzing the main concepts and tools of marketing.
2. Seminars / practical classes: interactive sessions in which students discuss topics, analyze case studies, and participate in group discussions that contribute to a deeper understanding of the material.
Teaching methods and technologies:
1. Presentations and multimedia materials: the use of slides, videos and graphs, which facilitate the perception of information and make the educational process more visual.
2. Active learning methods: include group projects, discussions, role-playing games, and brainstorming sessions that promote active student involvement in the process.
3. Case method: analysis of real-life situations, which allows students to practically apply theoretical knowledge, develop critical thinking and decision-making skills.
Use of information technologies: interactive platforms for learning

## 11. Control methods

Control measures are used to determine the success of training. Control measures include final control.
The final control is carried out to evaluate the learning results after the end of the study of the discipline (semester control) or modules separated according to the working curriculum.

During the study of this course, the following forms of current control are used: seminar class discussion.

When studying this course, the following form of semester control is used: credit.

## 12. Distribution of points received by students

Evaluation of student learning results is carried out according to the University scale (0-100, taking into account optional tasks - 120 points) and the national scale.

General course evaluation system: Participation in the work during the semester / exam – 70%/30%

All tasks must be written independently, plagiarism is prohibited, no references or citations are required. The quality and originality of your arguments are evaluated. The assignments should be presented in Moodle.

## 13.1. Scoring scheme for the course

| Type of educational activity | Max score | Max total score |
|---|---|---|
| Modules #1 & #2 | | |
| Oral presentation (12 x 2 points) | 24 | |
| Oral discussion (8 x 2 points) | 16 | |
| Academic essay (1 x 30 points) | 30 | |
| **Total for modules #1 & #2** | **70** | |
| **Final semester module work** | | **30** |
| **Total for the course** | | **100** |

1. Oral presentation (Maximum Score – 2 Points)
  - Substance (1 Point): Completeness and depth of topic coverage, inclusion of relevant data and examples.
  - Visual Presentation (0,5 Points): Quality of slides, use of graphics, clarity, and aesthetics.
  - Communication Skills (0,5 Point): Ability to convey information to the audience, respond to questions, and engage listeners.

2. Oral discussion (Maximum Score – 2 Points)

  - Accuracy of Answers (1 Points): All data and arguments results must be relevant and accurate.
  - Clarity of Arguments (1 Point): Logical structure of the arguments, clear presentation of proposed solutions to the problems discussed, and correct terminology.

3. Academic Essay (Maximum Score – 30 Points)
  - Depth of Research (10 Points): Quality of topic analysis, use of various sources of information and literature.
  - Structure and Formatting (5 Points): Adherence to formatting requirements, logical structure of the work, correctness of citations.
  - Originality and Creativity (10 Points): Presence of personal conclusions, recommendations, and interesting ideas.
  - Responses to Questions (5 Points): Engagement in presenting work results, participation in discussions, and feedback.

## 13.3. Final assessment criteria

| University scale | Ukrainian Grade |
|---|---|
| 90 and higher | excellent |
| 70–89 | good |
| 50–69 | satisfactory |
| 1–49 | unsatisfactory |

## 14. Methodological provision

Attention students: all educational and methodological materials (lecture plans and videos, presentations/seminar assignments/case-studies, etc.) are submitted in Moodle Course: History of World Culture: https://dist.krok.edu.ua/my/courses.php

## 15. Recommended literature

### Basic

1. Arcangeli, A. (2012). *Cultural History: A Concise Introduction*. London and New York: Routledge.
2. Geertz, C. (1973). *The Interpretation of Cultures: Selected Essays*. NewYork.

### Additional

1. Barker, C. (2004). *The Sage dictionary of cultural studies*. Sage.
2. Kroeber, A. L. & Kluckhohn, C. (1952). *Culture: A Critical Review of Concepts and Definitions*. Cambridge, Massachusetts: Peabody Museum.
3. Kim, U. (2001). "Culture, science and indigenous psychologies: An integrated analysis." In D. Matsumoto (Ed.), *Handbook of culture and psychology*. Oxford: Oxford University Press.

## 16. Additional information on the discipline (educational component)

Certificates of completion for distance or online courses on the relevant topics may be credited provided that the requirements outlined in the corresponding regulation are met.

## Work programme of the discipline:

Compiled by: MARUKHOVSKA-KARTUNOVA OLHA OLEKSANDRIVNA and DAVIDENKO ILLIA VOLODYMYROVYCH.

Approved: at the meeting of the Department of International Business (Protocol No.2 of September 17, 2024).