Master's Degree
World History

tech global university

Master's Degree

World History

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTRS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/geography-history/master-degree/master-world-history**

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01

Introduction

This World History program is designed to achieve a high level of mastery of history, from the beginning to the present day, emphasizing the main stages and their relation to the current situation. All this will be done through the latest 100% online educational technology to update knowledge in a practical and rigorous way, without having to give up your obligations.

This program will allow you to update your knowledge of the history of the world, from prehistory to present day, in a practical way, 100% online, and without sacrificing the maximum academic rigor"

This program presents a rigorous curriculum in World History, one of the continually evolving fields in the discipline of history today. In a globalized environment, students are turning to programs in world history to prepare them for future careers and studies. Even for academics and professionals who later decide to specialize in more specific topics and geographic areas, this training provides the essential education and comparative framework necessary to analyze history from our human origins to present day.

The teaching staff is made up of internationally recognized experts who have been trained by and/or have worked for leading institutions. Thus, they give it an academic and rigorous orientation, based on scientific evidence, which will serve to update knowledge in Prehistory, Ancient, Medieval, Modern and Contemporary History.

This program is aimed at those interested in attaining a higher level of knowledge in World History. Take advantage of the opportunity to take this training in a 100% online format, without giving up your obligations, making your return to college easy and convenient. Students will update their knowledge and get the qualification they need to continue growing personally and professionally.

This **Master's Degree in World History** contains the most complete and up-to-date academic program on the university scene. The most important features include:

- Development of 100 simulated scenarios, presented by experts in history
- Its graphic, schematic and eminently practical contents, with which they are conceived, provide scientific and practical information on the History of the World
- News on the latest discoveries in the history of our civilizations
- Contains practical exercises where the self-evaluation process can be carried out to improve learning
- Interactive learning system based on the case method and its application to real practice
- All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device , with an Internet connection

This program will enhance skills and update knowledge in World History"

This program is the perfect option to learn about world history and human behavior from their inception"

Take advantage of the latest educational technology to get up to date in World History without leaving home.

Know the reality of the World and Human Behavior with the utmost academic rigor.

It includes, in its teaching staff, professionals belonging to the World of History, who pour into this training the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content, developed with the latest educational technology, it will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning, programmed to train in real situations.

The design of this program is designed around Problem-Based Learning, by means of which the teacher must try to solve the different professional practice situations that arise throughout the course. To do so, the professional will be assisted by an innovative, interactive video system created by renowned experts in World History with extensive teaching experience.

02

Objectives

This program is aimed at those who are interested in learning more about the world around us, the beginnings, the geopolitics of the world in detail, or human behavior in history. Students will be able to update their knowledge in World History, deepening in the issues that make up the vanguard of this area.

The specialization is aimed at those people who are interested in learning more about the world around us from the very beginning"

General Objective

- Reach the level of knowledge necessary to master World History in the different stages of humanity, from Prehistory and Ancient History to the present day, passing through the Middle xAges, the Enlightenment, the Modern Age and the Contemporary Age

Reach the level of knowledge you desire and learn about World History"

Specific Objectives

Module 1. Ancient History I

- Know the contributions of Ancient History
- Understand the political, economic, social, religious, and cultural dynamics of each of the cultures being studied
- Prioritize the lines of thought, concepts, beliefs and cultural traits of each people
- Develop critical thinking about historical events

Module 2. Ancient World History II

- Know the contributions of Ancient History in shaping the cultural, political and socioeconomic foundations of the present day
- Manage general information about the various stages of Greek and Roman history
- Have the capacity for synthesis and analysis that will allow the student to understand and structure diverse information in a broad temporal and geographic framework
- Organize historical information in a coherent manner and transmit it according to the critical canons of the discipline

Module 3. Medieval World History I

- Introduce the student to the main milestones of historical development that mark the medieval period
- Understand that two different social formations emerged from the Imperial system: the "barbarian" West and the Byzantine Empire
- Learn about the birth, evolution and expansion of Islam
- Mark the main lines of evolutionary development of the period, focusing on the phase of transition from Antiquity to Feudalism

Module 4. Medieval World History II

- Understand the spatial and temporal division of Medieval History
- Know the main socioeconomic, political and cultural processes that affected Europe between the 11th and 15th centuries
- Convey historical information in accordance with the critical canons of the discipline
- Establish cross-linkages with phenomena and events dealt with in other parallel subjects

Module 5. Modern World History I

- Be able to contextualize any type of product or cultural manifestation in the period of the High Modern Age
- Know the different historical periods in the conformation of the cultural, political, economic and social bases of the present day
- Use the terminology and techniques accepted in the historiographic science and profession
- Demonstrate the ability to correctly comment, annotate or edit texts and documents according to the rules of the discipline

Module 6. Modern World History II

- Know the contributions made during the different historical periods in the conformation of the cultural, political, economic and social bases of the present day
- Have a specific vision of the different periods of history
- Convey information to both specialized and non-specialized audiences
- Be able to gather and interpret relevant data to make judgments that include a reflection on relevant social, scientific or ethical issues

Module 7. Contemporary History I

- Know the contributions made during the Contemporary Age in shaping the cultural, political, economic and social bases of the present day
- Apply skills related to techniques and methods of contemporary history
- Contrast impacts and incorporations from the West to other historical areas
- Identify interrelationships and comparisons in a universal set of civilizations

Module 8. Contemporary World History II

- Know the contributions made during the Contemporary Age in shaping the cultural, political, economic and social bases of the present day
- Be able to contextualize any type of product and cultural manifestation in the historical period in which it is developed
- Know the main processes and characteristic events of the 20th century
- Know the main historiographic interpretations of the problems studied

Module 9. Contemporary History of the Mediterranean Countries

- Understand historical processes in their complexity
- Know the contributions made during the different historical periods in the conformation of the cultural, political, economic and social bases of the present day
- Understand the historiographic, geographic and cultural keys of Mediterranean societies
- Develop critical thinking regarding historical events and current reality

Module 10. History of the World Today

- Understand historical processes in their complexity
- Know the contributions made during the Contemporary Age in shaping the cultural, political, economic and social bases of the present day
- Be able to contextualize any type of product or cultural manifestation in the historical period in which it is developed
- Understand the main changes that took place in the second half of the 20th century

03

Skills

By passing the program's evaluations, you will have acquired the professional competencies necessary to perform quality work and will also acquire new skills and techniques that will help you to complement the geographic knowledge you previously possessed.

Update your skills in physical and human geography of the world"

General Skills

- Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- Be able to integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- Know how to clearly and unambiguously communicate their conclusions, the ultimate knowledge and rationale behind them) to specialized and non-specialized audiences
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

Enroll in the best online Master's Degree in World History on the market today"

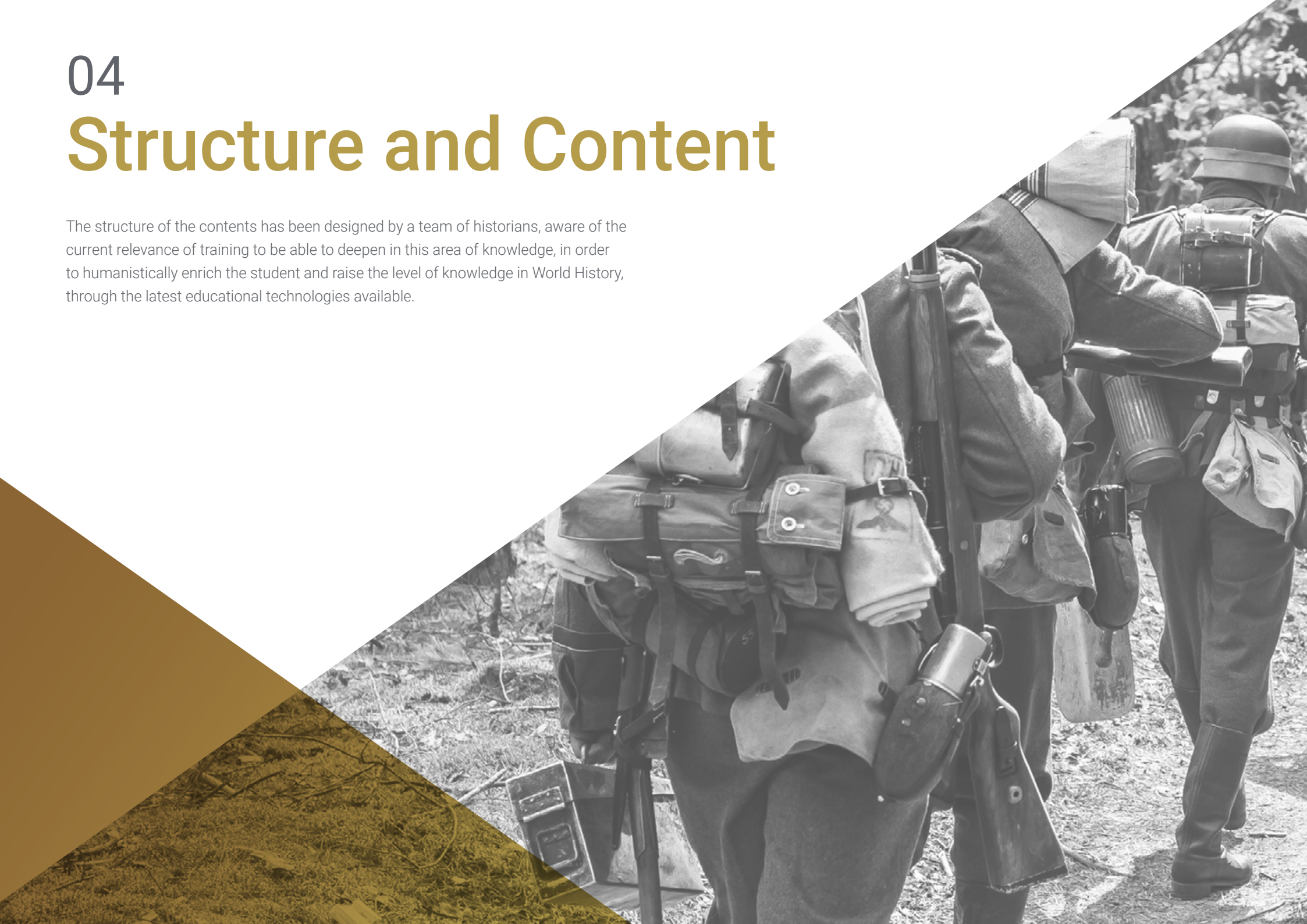
Specific Skills

- Discover the contributions of Ancient History
- Know the political, economic, social, religious and cultural dynamics of each of the cultures being studied
- Relate the lines of thought, concepts, beliefs and cultural traits of each people
- Develop critical thinking about historical events
- Describe the main milestones of historical development marking the medieval period
- Relate the Imperial system to the two social formations: the "barbarian" West and the Byzantine Empire
- Determine the birth, evolution and expansion of Islam
- Identify the lines of evolutionary development of the period, focusing on the phase of transition from Antiquity to Feudalism
- Relate the contributions of Ancient History in shaping the cultural, political and socioeconomic foundations of the present day
- Classify historical information in a coherent manner and transmit it according to the critical canons of the discipline
- Understand the spatial and temporal division of Medieval History
- Identify the main socioeconomic, political and cultural processes that affected Europe between the 11th and 15th centuries
- Convey historical information according to the critical canons of the discipline
- Linking phenomena and events dealt with in other parallel subjects
- Be able to contextualize any type of cultural manifestation in the Early Modern period
- Describe the different historical periods in the shaping of the cultural, political, economic and social bases of the present day
- Correctly comment, annotate or edit texts and documents according to the rules of the discipline
- Apply skills related to techniques and methods of contemporary history
- Differentiate impacts and incorporations from the West to other historical spheres
- Interrelate the different civilizations
- Know the contributions made during the Contemporary Age in shaping the cultural, political, economic and social bases of the present day
- Contextualize any type of product and cultural manifestation in the historical period in which it is developed
- Differentiate the main processes and characteristic events of the 20th century
- Identify the main historiographic interpretations of the problems studied
- Describe the contributions made during different historical periods in shaping the cultural, political, economic and social bases of the present day
- Convey information to both specialized and non-specialized audiences
- Gather and interpret relevant data to make judgments that include reflection on relevant social, scientific or ethical issues
- Describe historical processes in their complexity
- Integrate the contributions made during the Contemporary Age in the shaping of today's cultural, political, economic and social foundations
- Contextualize any type of product or cultural manifestation in the historical period in which it is developed
- Relate the main changes that took place in the second half of the 20th century
- Delve into historical processes in their complexity
- Develop critical thinking regarding historical events and current reality

04

Structure and Content

The structure of the contents has been designed by a team of historians, aware of the current relevance of training to be able to deepen in this area of knowledge, in order to humanistically enrich the student and raise the level of knowledge in World History, through the latest educational technologies available.



This Master's Degree in World History contains the most complete and up-to-date learning program on the market"

Module 1. Ancient World History I

1.1. Introduction to Ancient History
- 1.1.1. Concept of Ancient History
- 1.1.2. Geographic Framework
- 1.1.3. General Features of Ancient History
- 1.1.4. Chronology

1.2. The Urban Revolution and the Formation of the State
- 1.2.1. Origins (15000-9500 B.C.)
- 1.2.2. Neolithic in the Near East (9,500-7000 B.C.)
- 1.2.3. The Urban Revolution in Mesopotamia (7000-5100 B.C.)

1.3. Mesopotamia in the 3rd Millennium B.C. and Egypt from the Tinite Age to the First Intermediate Period
- 1.3.1. Mesopotamia in the 3rd Millennium B.C.
- 1.3.2. The Tinite Age in Egypt
- 1.3.3. The Old Kingdom (III-VI dynasty)
- 1.3.4. First Intermediate Period (VII-XI Dynasties)

1.4. II Millennium B.C.
- 1.4.1. The Paleobabylonian Era
- 1.4.2. New Populations: Hittites and Hurrians
- 1.4.3. Late Bronze Age

1.5. Egypt in the Middle Kingdom and the Second Intermediate Period
- 1.5.1. The Middle Kingdom: the XI and XII Dynasties
- 1.5.2. The Second Intermediate Period (XIII-XVII dynasties)

1.6. Mesopotamia in the 1st Millennium
- 1.6.1. The Assyrian Empire (934-539 B.C.)
- 1.6.2. The Neo-Babylonian Empire (626-539 B.C.)

1.7. Egypt: The New Egyptian Kingdom
- 1.7.1. The XVIII Dynasty
- 1.7.2. The XIX Dynasty
- 1.7.3. The XX Dynasty

1.8. Egypt in the Third Intermediate Period
- 1.8.1. The XXI Dynasty
- 1.8.2. The Libyan Dominion: XXII and XXIII Dynasties
- 1.8.3. The XXIV Dynasty
- 1.8.4. The XXV Dynasty: Nubia Dominates Egypt

1.9. The Late Egyptian Period (664-332 B.C.)
- 1.9.1. The XXVIth Dynasty or Saite Stage
- 1.9.2. XXVII to XXXI Dynasties

1.10. The Persian Empire
- 1.10.1. Introduction
- 1.10.2. The Zenith of the Empire: Darius I (521-486 B.C.)
- 1.10.3. Xerxes I (486-465 B.C.)
- 1.10.4. Monarchs there is between 465 and 330 B.C.

Module 2. Ancient World History II

2.1. The First Greece
- 2.1.1. Cretan-Mycenaean Greece
- 2.1.2. The Dark Ages

2.2. Archaic Greece
- 2.2.1. The Formation of the Polis
- 2.2.2. The Transformation of the Aristocratic Regime
- 2.2.3. The Economic Evolution: Currency and the Development of Trade
- 2.2.4. Greek Colonization: Causes, Characteristics and Development
- 2.2.5. Sparta and Athens in the Archaic Period

2.3. Classical Greece
- 2.3.1. The Medical Wars
- 2.3.2. The Athenian Maritime Empire
- 2.3.3. Democracy in Athens
- 2.3.4. Economy and Agrarian Society in the 5th Century B.C.
- 2.3.5. The Peloponnesian War
- 2.3.6. Alexander the Great

2.4. Hellenistic Greece
- 2.4.1. Characteristics of Hellenistic Kingship: The Structure and Organization of the Hellenistic Kingdoms
- 2.4.2. The Ptolemaic Monarchy
- 2.4.3. Greek Cities
- 2.4.4. Greek Leagues
- 2.4.5. Hellenistic Economy: General Characteristics
- 2.4.6. Hellenistic Society
- 2.4.7. Hellenistic Culture

2.5. The Origins of Rome and Monarchic Rome
- 2.5.1. Pre-Roman Italy
- 2.5.2. The Foundation of Rome
- 2.5.3. The City of Romulus
- 2.5.4. The First Kings of Rome
- 2.5.5. The Etruscans
- 2.5.6. The Etruscan Kings

2.6. The Roman Republic
- 2.6.1. The Origins of the Republic
- 2.6.2. The Conflict between Patricians and Plebeians
- 2.6.3. The Conquest of Italy
- 2.6.4. The Government of the Republic
- 2.6.5. The Expansion into the Mediterranean: The Punic Wars and the Conquest of the East

2.7. The End of the Republic
- 2.7.1. Imperialism and Its Consequences
- 2.7.2. The Attempts of the Gracchi to Reform
- 2.7.3. Marius and Sulla
- 2.7.4. From Pompey to Caesar
- 2.7.5. The Dissolution of the Republic

2.8. Augustus and the Principality
- 2.8.1. The Creation of the Empire
- 2.8.2. The Julio-Claudian Dynasty
- 2.8.3. The First Crisis of the Empire: The Year of the Four Emperors
- 2.8.4. The Flavian Dynasty
- 2.8.5. The Antonine Dynasty

2.9. The Crisis and the Recovery of the Empire
- 2.9.1. The Severan Dynasty
- 2.9.2. The Great Crisis: Military Anarchy
- 2.9.3. Diocletian and the Tetrarchy

2.10. The Late Antique World
- 2.10.1. The New Empire of Constantine and the Constantinian Dynasty
- 2.10.2. The Julian Emperor
- 2.10.3. The Valentinian Era
- 2.10.4. Theodosius I and the Theodosian Dynasty
- 2.10.5. The Fall of the Empire

Module 3. Medieval World History I

3.1. The High Middle Ages
- 3.1.1. Concept
- 3.1.2. Periodization
- 3.1.3. Sources

3.2. Ancient Rome
- 3.2.1. The Roman Empire
- 3.2.2. Socioeconomic Transformations in the 4th century
- 3.2.3. The Irruption of the Barbarians

3.3. The New Political Organization in the West
- 3.3.1. The Different Germanic Kingdoms and the Reorganization of the Territory

3.4. The Byzantine Empire
- 3.4.1. Byzantium under Justinian (s. VI)
- 3.4.2. Byzantium in the 7th century: Political Keys to the Byzantine Revival
- 3.4.3. From the Iconoclast Controversy to the Macedonian Dynasty
- 3.4.4. Decline of Byzantium (ss. XII and XIII)
- 3.4.5. End of Byzantium (s. XIV)

3.5. Islam
- 3.5.1. Pre-Islamic Characteristics
- 3.5.2. Muhammad
- 3.5.3. The Precepts of Islam
- 3.5.4. The Death of Muhammad and the Orthodox Caliphs
- 3.5.5. The Expansion of Islam

3.6. Charlemagne
- 3.6.1. The Renewal of the Empire
- 3.6.2. Policy
- 3.6.3. Economy
- 3.6.4. Culture and Art

3.7. The Continuity of the Carolingian Empire
- 3.7.1. Successors
- 3.7.2. Causes of the Disintegration of the Carolingian Empire
- 3.7.3. The Carolingian Legacy

3.8. The Umayyad Dynasty
- 3.8.1. Origins and Rise to the Caliphate
- 3.8.2. Al-Andalus

3.9. The Abbasid Caliphate
- 3.9.1. Origin
- 3.9.2. The 8th Century
- 3.9.3. The 9th Century

3.10. Byzantine Withdrawal
- 3.10.1. Heraclian Dynasty
- 3.10.2. Isauric Dynasty

Module 4. Medieval World History II

4.1. Feudalism and Feudal Society
- 4.1.1. Feudalism: Nobility and Seigniory
- 4.1.2. Feudal Society
- 4.1.3. Forms of Urban Government

4.2. The Revival and Expansion of Europe
- 4.2.1. The Causes and Forms of European Expansion
- 4.2.2. Christianity: Evangelization, Crusades and Eastward Expansion

4.3. The Christian Kingdoms in Europe during the 11th and 12th Centuries
- 4.3.1. The Dissolution of Monarchical Power
- 4.3.2. The Feudal Monarchies

4.4. Monarchy in Western European
- 4.4.1. The Consolidation of European Monarchies

4.5. The Confrontation of the Empire and the Papacy
- 4.5.1. The End of Universal Ideas
- 4.5.2. The Struggle between the Empire and the Papacy

4.6. The Church and Culture in the Middle Ages
- 4.6.1. The Church during Feudal Times
- 4.6.2. Church Renewal
- 4.6.3. The New Religious Movements: The Gothic

4.7. The Late Medieval Crisis: The 14th and 15th Centuries
- 4.7.1. Nature and Causes of the Crisis
- 4.7.2. Demographic, Economic and Social Consequences
- 4.7.3. The Social Crisis: Popular Uprisings

4.8. The Hundred Years' War
- 4.8.1. France and England at the Beginning of the 14th century
- 4.8.2. The First Phase of the War
- 4.8.3. The Second Phase of the War
- 4.8.4. France: Louis XI and the Resolution of the Burgundy Problem
- 4.8.5. England: Wars of the Roses

4.9. The Imperial Territory and the Italian Peninsula
- 4.9.1. Germany and Imperial Decline
- 4.9.2. The Political Fragmentation of Italy

4.10. Culture
- 4.10.1. The Renewal of Philosophical and Political Thought
- 4.10.2. Universities
- 4.10.3. Humanism

Module 5. Modern World History I

5.1. Demographics
- 5.1.2. Population Distribution and Development
- 5.1.3. Behavior and Causes Influencing Variables

5.2. Economic Transformations in the 16th Century
- 5.2.1. The Growth of the cities
- 5.2.2. Economic Transformations

5.3. Social Order and Conflicts in the 16th Century
- 5.3.1. Social Structures in Western Europe
- 5.3.2. Social Structures in Eastern Europe
- 5.3.3. Social Conflict

5.4. Religious Reformation and Counter-Reformation
- 5.4.1. Causes of the Protestant Reformation
- 5.4.2. The Protestant Reformation: Luther, Calvin, Zwingli and the Anglican Reformation
- 5.4.3. The Catholic Reformation and Counter-Reformation

5.5. Culture and Science
- 5.5.1. Humanism and the Renaissance
- 5.5.2. Science in the 16th Century

5.6. Daily life, Ideas and Beliefs
- 5.6.1. Daily Life
- 5.6.2. Ideas
- 5.6.3. Beliefs

5.7. European Monarchies in the 16th Century
  5.7.1. The Instruments of Foreign Policy: Diplomacy and Armies
5.8. The Wars in Italy
  5.8.1. Causes, Development and Consequences
5.9. The Empire of Carlos V and the Spanish Hegemony in times of Felipe II
  5.9.1. The Empire of Carlos V
  5.9.2. The Spanish Hegemony in Times of Felipe II
  5.9.3. The Struggle for Baltic Hegemony and the Russian Advance
5.10. The 17th Century Crisis
  5.10.1. The Historiographical Debate

Module 6. Modern World History II

6.1. The 17th Century Crisis
  6.1.1. Economic Crisis
  6.1.2. Social Crisis
6.2. The Culture of the Baroque and the Scientific Revolution
  6.2.1. Characteristics of the Baroque Culture
  6.2.2. The Scientific Revolution
6.3. Absolutism
  6.3.1. Characteristics of Absolutism
  6.3.2. Absolutist States: Spain and France
  6.3.3. The Breakdown of Absolutism in England
6.4. The Thirty Years' War
  6.4.1. Origins of the Revolt
  6.4.2. Bohemian Revolt
  6.4.3. Danish Intervention
  6.4.4. Swedish Intervention
  6.4.5. French Intervention
  6.4.6. Peace of Westphalia
6.5. The Imperialism of Louis XIV
  6.5.1. Absolute Monarchy
  6.5.2. Expansionism and War
  6.5.3. The War of Succession

6.6. The Population in the 18th Century
  6.6.1. The Population: Demographic Patterns and Rhythms
6.7. 18th Century European Society
  6.7.1. Nobility
  6.7.2. Clergy
  6.7.3. Third State
6.8. Economic Transformations in the 18th Century
  6.8.1. The New Structural Foundations
  6.8.2. The Origins of the Industrial Revolution
6.9. The Enlightenment
  6.9.1. Characteristics and Dissemination
  6.9.2. The Enlightenment in Europe
6.10. 18th Century International Relations
  6.10.1. The European Balance System
  6.10.2. The Breakdown of the System

Module 7. Contemporary World History I

7.1. Contemporary History
  7.1.1. Concept
  7.1.2. Features
  7.1.3. Periodization
7.2. The French Revolution and the Napoleonic Empire
  7.2.1. Historiographical Interpretations
  7.2.2. Social and Ideological Foundations
  7.2.3. Background
  7.2.4. From the Constituent Assembly to the Constitutional Monarchy
  7.2.5. The Fall of the Monarchy and the Period of the Republican Convention
  7.2.6. The Directory
  7.2.7. The French Revolution and the Napoleonic Empire
7.3. Spanish American Wars of Independence and the Spanish Restoration
  7.3.1. Spanish American War of Independence
  7.3.2. The Spanish Restoration
7.4. The Industrial Revolution in Great Britain
  7.4.1. The Industrial Revolution
  7.4.2. The Birth of the Factory System: : The Textile Industry
  7.4.3. Transport
7.5. First Globalization and the Second Industrial Revolution
  7.5.1. First Globalization
  7.5.2. The Second Industrial Revolution
7.6. Political Thought in the 19th Century
  7.6.1. Revolutionary Thought and Reflections on Revolution
  7.6.2. Political Liberalism
  7.6.3. Nationalism
7.7. Economic Thought in the 19th Century
  7.7.1. Classical Economics
  7.7.2. Economic Nationalism and State Intervention
  7.7.3. Reforming Liberalism and Neoclassicism
7.8. Socialist and Anarchist Political and Economic Ideas
  7.8.1. Socialism before Marx
  7.8.2. Marxism
  7.8.3. Anarchism
7.9. Population Growth and Urbanization
  7.9.1. Demographic growth
  7.9.2. Urbanization
  7.9.3. Class Society
7.10. Liberal Revolutions, German and Italian Unifications and the Era of Imperialism
  7.10.1. The Liberal Revolutions of 1820, 1848 and 1930
  7.10.2. Italian Unification and German Unification
  7.10.3. The Era of Imperialism

Module 8. Contemporary World History II

8.1. Women in the 20th Century
- 8.1.1. The Struggle for Citizenship
- 8.1.2. Women in Interwar Europe

8.2. The First World War
- 8.2.1. The Causes of the War
- 8.2.2. The Phases of the War
- 8.2.3. The End of the Conflict and Peace Treaties
- 8.2.4. Consequences of the War

8.3. The Russian Revolution
- 8.3.1. The Revolutionary Process in Russia: From Lenin to Stalin
- 8.3.2. The Balance of the Revolution

8.4. Postwar Society
- 8.4.1. Changes in Social Structure
- 8.4.2. The Urbanization Process
- 8.4.3. The formation of Consumer Society

8.5. The crisis of Liberal Democracies
- 8.5.1. The Beginnings of the Social State
- 8.5.2. Great Britain
- 8.5.3. The Third French Republic
- 8.5.4. Germany and the Weimar Republic
- 8.5.5. The United States

8.6. Italian Fascism
- 8.6.1. The Birth of Fascist Italy
- 8.6.2. Fascism Becomes Dictatorship
- 8.6.3. The Birth of the Empire

8.7. Nazi Germany
- 8.7.1. Hitler and the Rise of Nazism to Power
- 8.7.2. Principles of National Socialism and the Structure of the Nazi State
- 8.7.3. Nazi Foreign Policy before the War

8.8. The Wall Street Crash of 1929
- 8.8.1. The Great Depression
- 8.8.2. Responses to the Recession

8.9. The Second World War
- 8.9.1. Causes of the War
- 8.9.2. How the War Developed

8.10. The New International Order after the War
- 8.10.1. Peace Conferences: Yalta and Potsdam
- 8.10.2. The Consequences of the War
- 8.10.3. Organizing Peaceful Co-Existence

Module 9. Contemporary History of the Mediterranean Countries

9.1. History, Contemporaneity and the Mediterranean
- 9.1.1. History, Contemporaneity and the Mediterranean: Basic Concepts

9.2. Contemporary Political Transformations in the Mediterranean World
- 9.2.1. Evolution

9.3. Society and Culture in the Contemporary Mediterranean World
- 9.3.1. Society in the Mediterranean World
- 9.3.2. Culture in the Mediterranean World

9.4. Women in the 19th and 20th Centuries in the Mediterranean World
- 9.4.1. Evolution

9.5. Contemporary Economic Transformations in the Mediterranean World
- 9.5.1. The Evolution and Transformation of the Different Economic Sectors: General Features

9.6. Agricultural Transformation in the Mediterranean
- 9.6.1. General Characteristics
- 9.6.2. Evolution

9.7. The Industrial Sector in the Mediterranean
- 9.7.1. General Characteristics
- 9.7.2. Evolution

9.8. The Rise of the Service Sector
- 9.8.1. General Characteristics
- 9.8.2. Evolution

9.9. Tourism
- 9.9.1. The Emergence of Tourism

9.10. Migratory Movements in the Mediterranean
- 9.10.1. Migratory Movements in the Mediterranean
- 9.10.2. Rural Exodus

Module 10. History of the World Today

10.1. Introduction
- 10.1.1. The Consequences of the Second World War
- 10.1.2. The Project to Build a New International Order

10.2. Cold War I
- 10.2.1. The End of the War and the Configuration of the Blocs
- 10.2.2. Concept, Phases and National and International Implications
- 10.2.3. The First Phase: From Berlin to Korea

10.3. Cold War II
- 10.3.1. From Armed Co-Existence to De-Escalation
- 10.3.2. The 1980s
- 10.3.3. The Fall of the Communist Bloc and the "Official End" of the Cold War

10.4. The USSR and Eastern Countries
- 10.4.1. Post-War Reconstruction and Stalinism in the USSR
- 10.4.2. The Construction of the "People's Democracies" in Eastern Europe
- 10.4.3. Khrushchev's Projects
- 10.4.4. The 1956 Suez Crisis
- 10.4.5. The Long Brezhnev Era
- 10.4.6. From Perestroika to the Collapse of the Socialist System
- 10.4.7. The Dissolution of the USSR and the Fall of the Communist Bloc

10.5. Socialism Outside the Bloc
- 10.5.1. China
- 10.5.2. Other Models

10.6. The Capitalist Bloc: Political and Economic Development
- 10.6.1. The United States
- 10.6.2. The Democracies of Western Europe: National Characteristics and Policies
- 10.6.3. The Southern Exception: Greece, Portugal and Spain
- 10.6.4. Economic Growth and the Welfare State
- 10.6.5. The Japanese Case

10.7. The New Social and Cultural Movements: The 1960s and the 1970s
- 10.7.1. French: May 1969
- 10.7.2. The Civil Rights Movement in the United States
- 10.7.3. The Second Feminist Wave and Women's Liberation
- 10.7.4. Social Movements and Pacifism

10.8. Decolonization
- 10.8.1. The Impact of the Second World War and the Factors of Decolonization
- 10.8.2. National Politics and Nationalisms: Paths to Independence
- 10.8.3. Political Independence and Economic Dependence
- 10.8.4. The New African States
- 10.8.5. The New Asian States
- 10.8.6. The New State of Israel: The Permanent Conflict in the Middle East

10.9. The "Third World"
- 10.9.1. Theories and Interpretations of Decolonization, Neocolonialism and Underdevelopment
- 10.9.2. World Stratification and Globalization

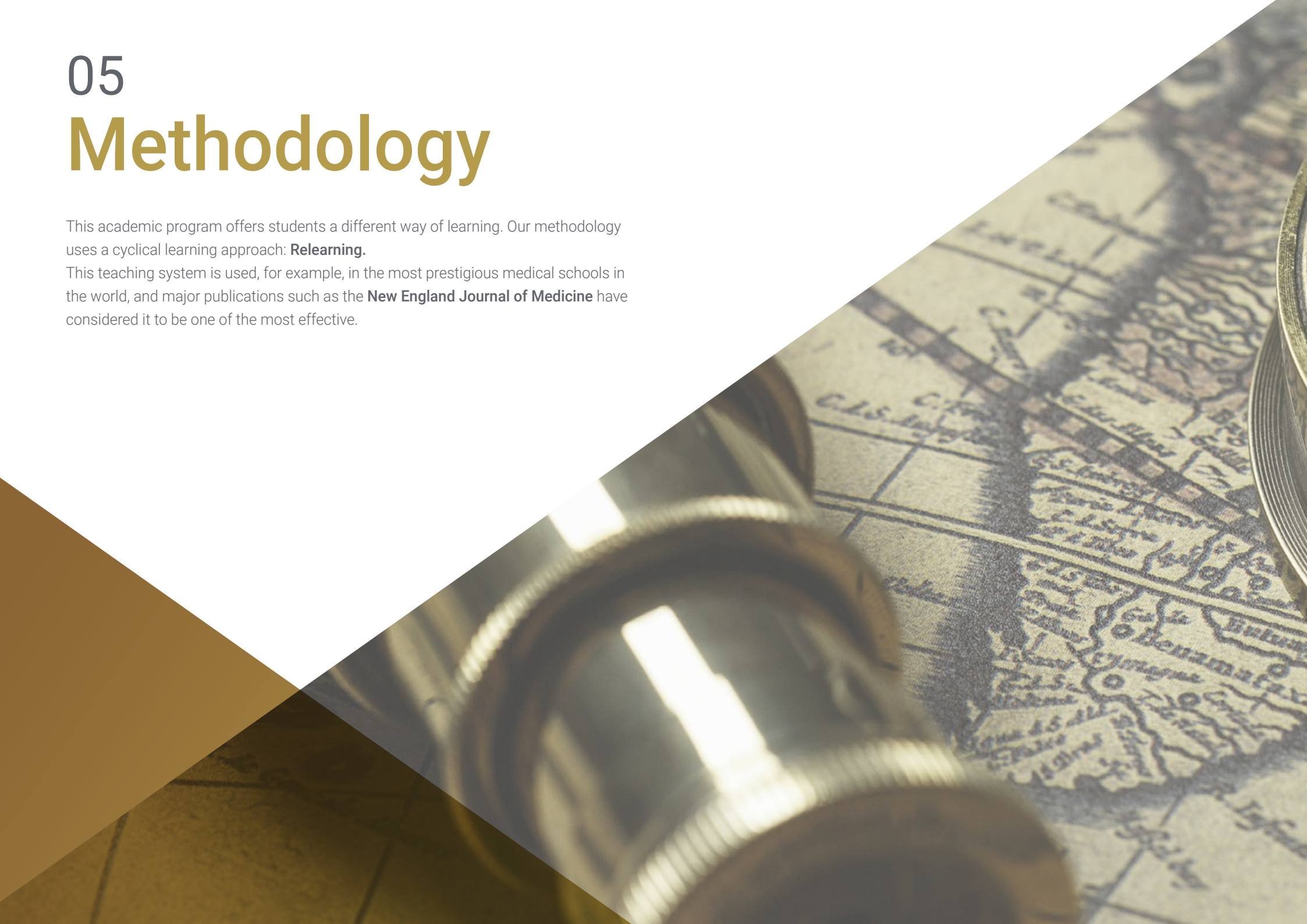
10.10. The Main Problems in the World Today
- 10.10.1. The End of Real Socialism
- 10.10.2. The New North American Empire
- 10.10.3. The Triumph of Neoliberalism

05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"

You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.

The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

> *Our program prepares you to face new challenges in uncertain environments and achieve success in your career"*

The case method has been the most widely used learning system among the world's leading Geography and History schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, students will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

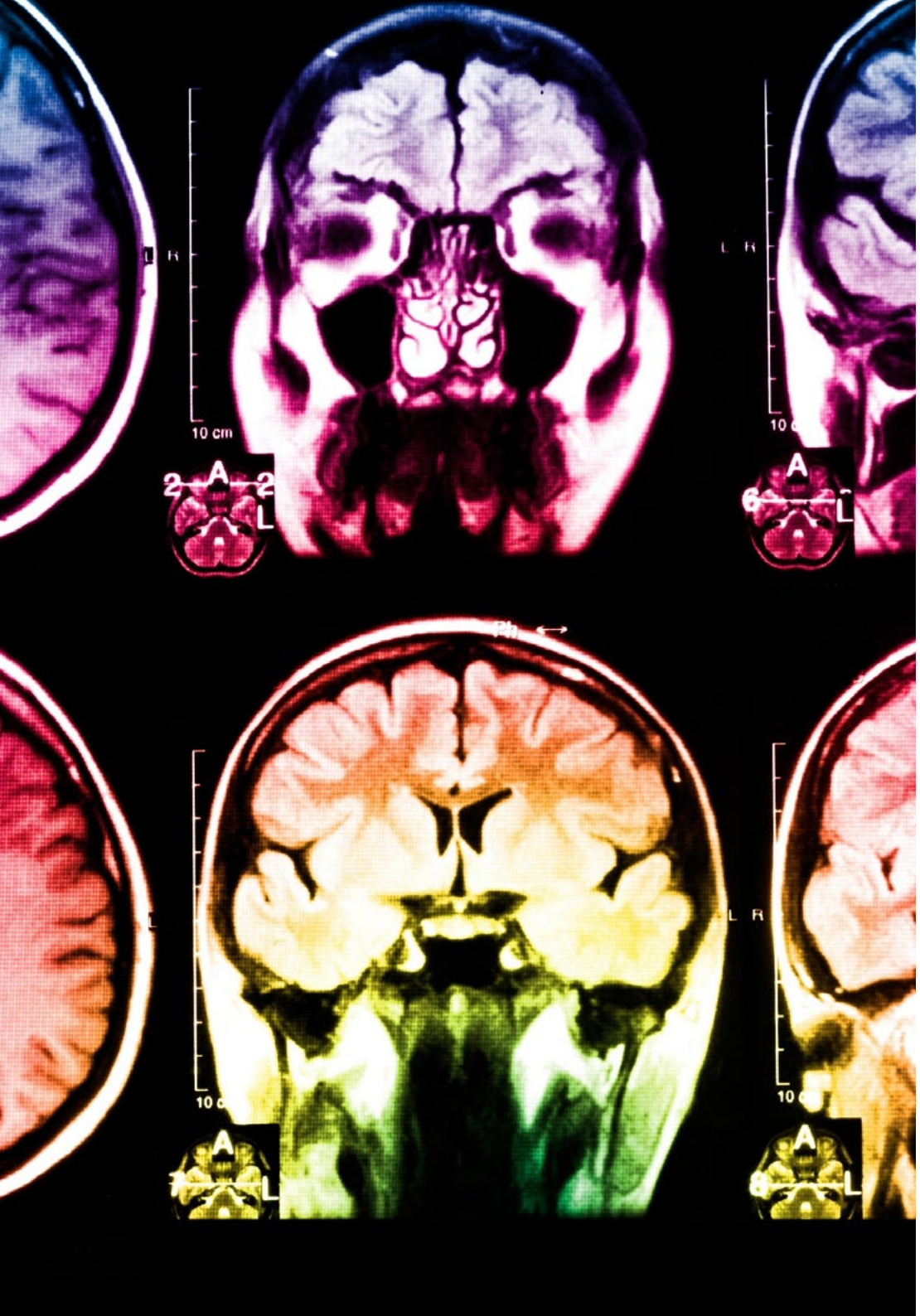
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH, you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



In our program learning is not a linear process, but rather a spiral (learn, unlearn, forget, and relearn). Therefore, we combine each of these elements concentrically. With this methodology, we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent elearning, the different elements in our program are connected to the context where the individual carries out their professional activity.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then adapted in audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

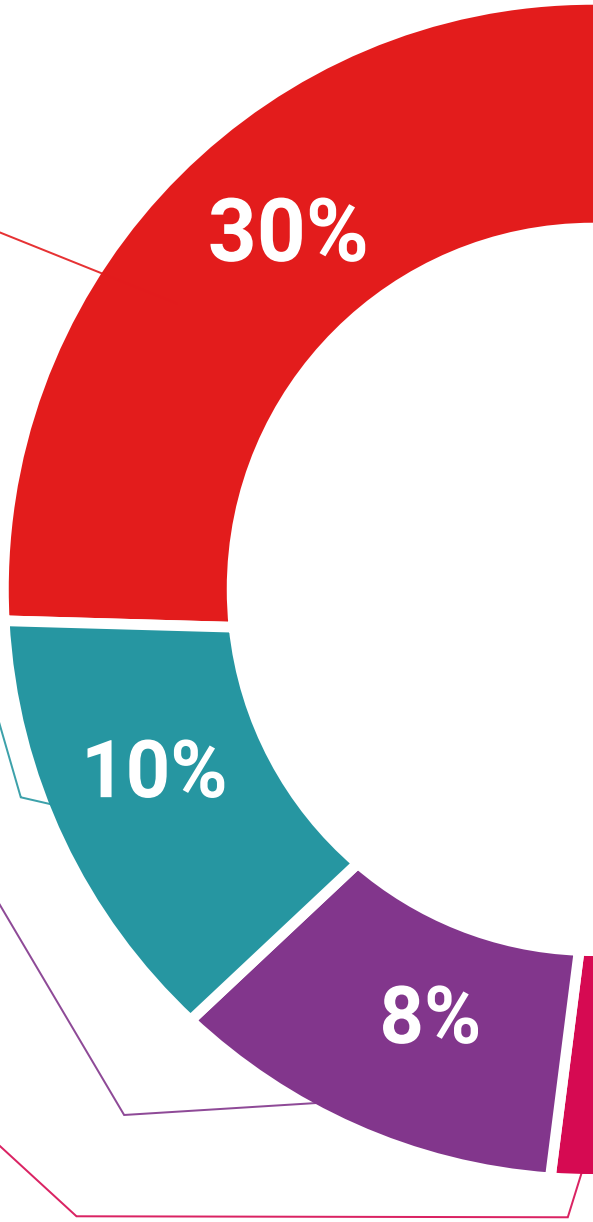
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

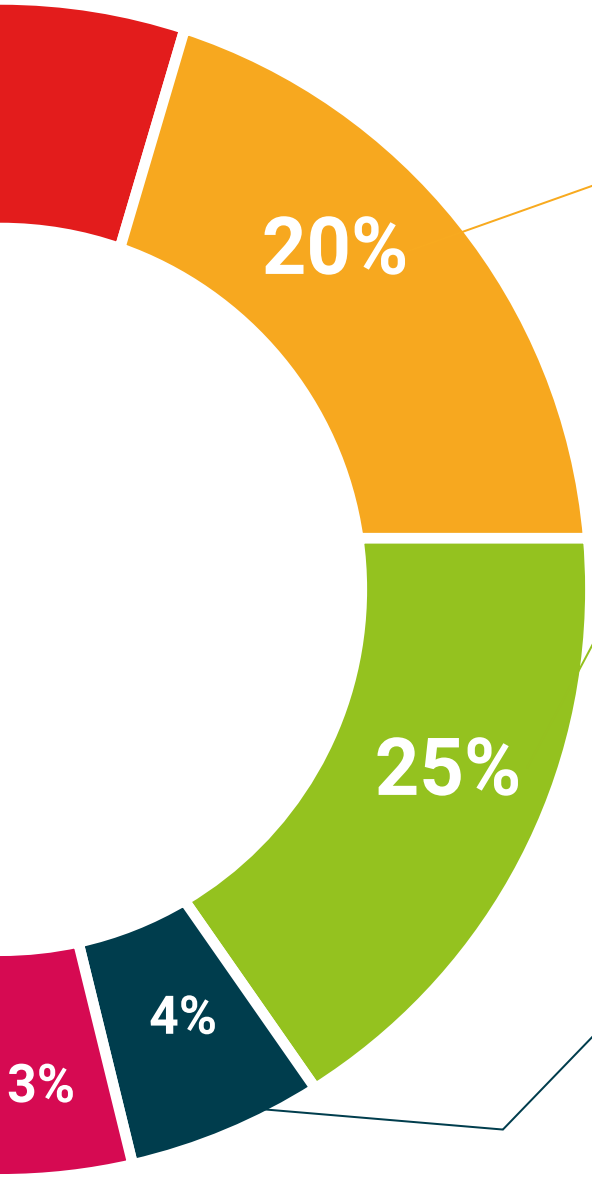
Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.

06

Certificate

The Master's Degree in World History guarantees you, in addition to the most rigorous and updated training, access to a Master's Degree issued by TECH Global University

Successfully complete this program and receive your university degree without travel or laborious paperwork”

This program will allow you to obtain your **Master's Degree diploma in World History** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in World History**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Master's Degree in World History

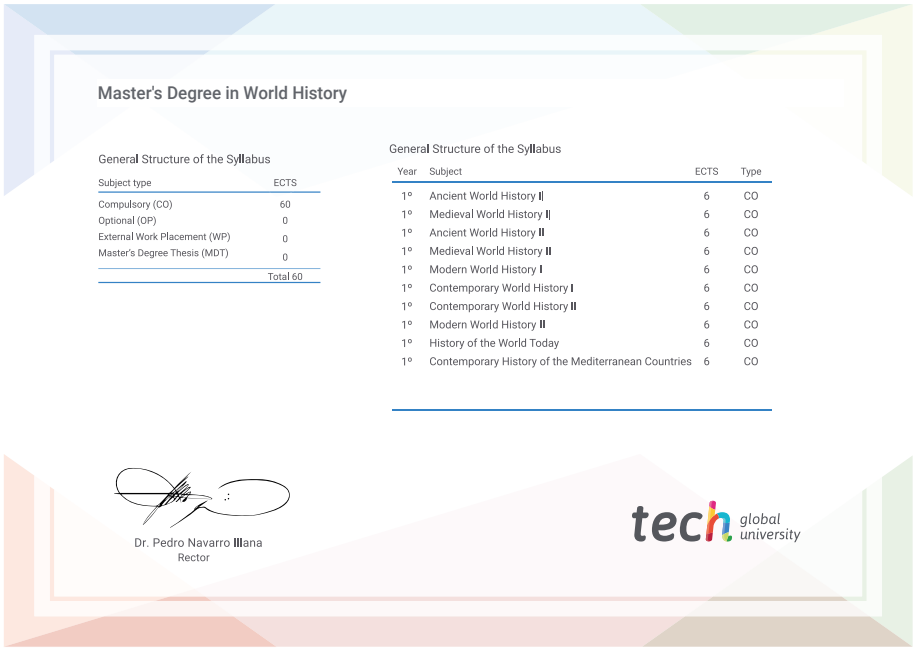
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates


Master's Degree in World History

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Ancient World History II	6	CO
1º	Medieval World History II	6	CO
1º	Ancient World History II	6	CO
1º	Medieval World History II	6	CO
1º	Modern World History I	6	CO
1º	Contemporary World History I	6	CO
1º	Contemporary World History II	6	CO
1º	Modern World History II	6	CO
1º	History of the World Today	6	CO
1º	Contemporary History of the Mediterranean Countries	6	CO

Dr. Pedro Navarro Illana
Rector

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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Master's Degree
World History

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTRS**
- Schedule: **at your own pace**
- Exams: **online**

Master's Degree
World History

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