University of Gdańsk

Subject card

Subject name and code	Games as Reconstruction, PG_00190258		
Field of study	Historical game design		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2028/2029
Education level	Bachelor's studies	Subject group	Obligatory subject group in the field of study
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	3	Language of instruction	English
Semester of study	5	ECTS credits	2.0
Learning profile	academic	Assessment form	credit
Conducting unit	Institute of History -> Faculty of History -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr Piotr Derengowski	
	Teachers		

Lesson types

Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
Number of study hours	0.0	30.0	0.0	0.0	0.0	30

E-learning hours included: 0.0

Learning activity and number of study hours

Learning activity	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM
Number of study hours	30	0.0	20.0	50

Subject objectives

The aim of the course is to introduce students through games to selected aspects of military history and political and social history, with a particular focus on the United States (War of Independence, Civil War, World War II, Vietnam War, slavery, women's rights movement, presidential elections). Introducing them to both the theoretical and practical side of the processes discussed, which will greatly enhance their understanding of the issues at hand.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[PGHL3_U03] Communicates with the environment using specialized terminology of historical sciences and related fields, as well as terminology adopted in the game industry	The student is able to communicate with the public using specialized terminology appropriate to historical and related sciences in the fields of military history, political and social history.	[SU2] presentation/project/paper/ report
[PGHL3_W08] Explains the significance of knowledge from various disciplines used in the development of games focused on history and cultural heritage	The student has advanced interdisciplinary knowledge of various aspects of historical game development in military history, political history and social history.	[SW2] presentation/project/paper/ report
[PGHL3_W06] Explains the key theories, research methods, and tools of the historian's craft, using specialist terminology of history and other humanities and social sciences	The student knows and understands to an advanced degree the most important theories, research methods and tools of the historian's workshop; he has mastered the professional terminology of the historical sciences in the fields of military history, political and social history, with particular emphasis on the United States.	[SW2] presentation/project/paper/ report

Subject contents	Historical games can increasingly serve as a tool in teaching history. Especially since they not only recreate important conflicts (e.g., the War of American Independence, the Civil War, the Vietnam War, etc.) but also address extremely important issues - such as slavery, the struggle for women's rights, and presidential elections. It is worth noting, however, that knowing the historical background makes it much easier to understand the processes that we recreate during the game. Hence, in this course, students will have the opportunity to combine theory and practice and learn about some aspects of US history through games, e.g. "Liberty or Death", "For the People", "Fire in the Lake", Freedom: The Underground Railroad, Votes for Women, Corrupt Bargain: The 1824 Presidential Election, Divided Republic, Bull Moose: 1912 Election Game, czy 1960: The Making of the President. Content:- Introduction to the game (mechanics, etc.).- Historical background: a) conflicts - War of Independence, Civil War, World War II, Vietnam War; b) slavery - history; life as a slave; abolition movement; heroes of the Underground Railroad; slavery vs. the law; c) women's rights movement - history; feminist movement; Seneca Falls Convention; organizations: American Woman Suffrage Association, National Woman Suffrage Association and National American Woman Suffrage Association; leaders of the women's rights movement; d) presidential elections - history; mechanisms - general election, electoral college; changes in the electoral system (e.g., Revolution of 1800); profiles of candidates in presidential elections- Games as reconstruction of historical events- The importance of games in teaching history
Prerequisites and co-requisites	English B2
Assessment methods and criteria	

Subject passing criteria	Passing threshold	Percentage of the final grade
Activity	51.0%	20.0%
Attendance	70.0%	10.0%
Project/Essay	51.0%	40.0%
Project/Presentation	51.0%	30.0%

Recommended reading	Basic literature	Bibliography Sample literature: Underground Railroad: Tobin, J.L., Dobard, R.G, Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad (New York: Anchor Books, 2000). Slave Narratives of the Underground Railroad, ed. Ch. Rudisel, B. Blaisdell (Mineola, NY: Dover Publications, INC., 2014). Preston Jr., E. Delorus, The Genesis of the Underground Railroad, The Journal of Negro History, vol. 18, no. 2 (1933), 144-170. Women's Rights Movement: Lunardini, Ch.A., Knock, T.J., Woodrow Wilson and Woman Suffrage: A New Look, Political Science Quarterly, vol. 95, no. 4 (Winter, 1980-1981), 655-671. Pauley, G.E., W.E.B. Du Bois on Woman Suffrage: A Critical Analysis of His Crisis Writings, Journal of Black Studies, vol. 30, no. 3 (Jan. 2000), 383-410. Quarles, B., Frederick Douglass and the Womans Rights Movement, The Journal of Negro History, vol. 25, no. 1 (Jan. 1940), 35-44. McCammon, H.J., Campbell, K.E., Winning the Vote in the West: The Political Success of the Womens Suffrage Movements, 1866-1919, Gender and Society, vol. 15, no. 1 (Feb. 2001), 55-82. DuBois, E.C., Seneca Falls Goes Public, The Public Historian, vol. 21, no. 2 (Spring 1999), 41-47. Mintz, S., The Passage of the Nineteenth Amendment, OAH Magazine of History, vol. 21, no. 3 (Jul. 2007), 47-50. Presidential Elections: Sharp, J.R., The Deadlocked Election of 1800: Jefferson, Burr, and the Union in the Balance (University Press of Kansas, 2010). Ratclife, D., The One-Party Presidential Contest: Adams, Jackson, and 1824s Five-Horse Race (University Press of Kansas, 2011). Holt, M.F., The Election of 1860: A Campaign Fraught with Consequences (University Press of Kansas, 2017). Cook, B.J., Expertise, Discretion, and Definite Law: Public Administration in Woodrow Wilsons Presidential Campaign Speeches of 1912, Administrative Theory May& Praxis, vol. 24, no. 3 (Sept., 2002), 487-506. May, A.M., President Eisenhower, Economic Policy, and the 1960 Presidential Election, The Journal of Economic History, vol. 50, no. 2 (Jun., 1990), 417-427. Murphy, J., Back to the Constitution: Theodore Roosevelt, William Howard Taft and Republican Party Division 1910-1912, Irish Journal of American Studies, vol. 4 (1995), 109-126. Scott, R.C., William McCombs and the 1912 Democratic Presidential Nomination of Woodrow Wilson, The Arkansas Historical Quarterly, vol. 44, no. 3 (Autumn, 1985), 246-259. Self, J.W., The First Debate over the Debates: How Kennedy and Nixon Negotiated the 1960 Presidential Debates, Presidential Studies Quarterly, vol. 35, no. 2 (Jun., 2005), 361-375. Williams, J.R., Aspects of the American Presidential Election of 1960, The Australian Quarterly, vol. 33, no. 1 (Mar., 1961), 25-36.
	Supplementary literature	Materials indicated by the instructor
	eResources addresses	
Example issues/ example questions/ tasks being completed	E.g. Heroes of the Underground Railroad; leaders of the women's rights movement.	
Work placement	Not applicable	

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