University of Gdańsk

Subject card

Subject name and code	Critical Reading and Thinking, PG_00216092						
Field of study	Historical Games and Digital Heritage						
Date of commencement of studies	October 2027		Academic year of realisation of subject		2027/2028		
Education level	Master'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	1		Language of instruction		English		
Semester of study	2		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Ewelina Gdaniec				
	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		10.0		10.0	50
Subject objectives	The course aims to develop students' ability to critically read historical sources and academic literature, evaluate scholarly arguments, and assess competing interpretations. It strengthens methodological reflection on historical research, evidence-based reasoning, specialist academic communication in English, and the critical reassessment of one's own assumptions.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[GHDCMU2_U06] Presents and substantiates positions on complex historical and design-related issues, using specialist terminology, adapting communication to different audiences, and engaging in debate while providing reasoned arguments in support of proposed solutions.	Constructs, presents, and defends a reasoned position on a complex historical or game studies problem, addressing counterarguments and adapting communication to different audiences.	[SU1] oral statement/conversation/ discussion [SU8] observation of student's independent or team work
	[GHDCMU2_U07] Uses English at a level of at least B2+ of the Common European Framework of Reference for Languages (CEFR) in spoken and written communication in academic and professional contexts, employing specialist terminology from history, game studies and digital heritage.	Uses specialist academic English at B2+ level to critically discuss scholarly texts, participate in academic debate, and formulate evidence-based arguments in writing and speech.	[SU1] oral statement/conversation/ discussion [SU8] observation of student's independent or team work
	[GHDCMU2_K01] Is prepared to critically assess their own knowledge, beliefs and interpretations, as well as information received, in light of available evidence and feedback, and to recognise the importance of specialist knowledge and seek expert advice when facing difficulties in independently addressing cognitive and practical problems.	Critically reassesses personal interpretations and assumptions in light of new evidence, expert opinions, and substantiated criticism, recognising uncertainty and the limitations of one's own knowledge.	[SK5] implementation of a problem task
	[GHDCMU2_W01] Has an in-depth knowledge and understanding of theoretical and methodological approaches in historical research and historiography, including their underlying assumptions, principles of source criticism and assessment of source reliability, major debates over historical interpretation, and contemporary developments in historical research, taking into account their connections with cultural and religious studies and communication and media studies.	Critically compares theoretical and methodological approaches in historical and game studies scholarship, reconstructs scholarly arguments, and evaluates the relevance, credibility, and limitations of the supporting evidence.	[SW5] implementation of a problem task
	[GHDCMU2_U02] Critically analyses and synthesises information from historical sources and scholarly literature to address complex research and creative problems, taking into account the reliability and limitations of the materials used, as well as competing interpretations.	Critically analyses and synthesises historical sources and scholarly literature, identifying authors' assumptions, reasoning errors, evidentiary limitations, and competing interpretations.	[SU5] implementation of a problem task [SU8] observation of student's independent or team work

Subject contents

1. Critical reading of academic literature – identifying arguments, assumptions, theoretical perspectives and limitations.
2. Evidence and interpretation – assessing the credibility, relevance and limits of historical sources and scholarly claims.
3. Errors in historical reasoning – presentism, anachronism, teleology, selective evidence and flawed causal explanations.
4. Historiographical debates – comparing competing interpretations, methods and evidence.
5. Critical analysis of game studies – evaluating scholarly arguments, gameplay evidence and interpretations of historical games.
6. Digital information literacy – source verification, lateral reading, misinformation, AI-generated content and fabricated references.
7. Academic argumentation – constructing and evaluating claims, evidence, reasoning, counterarguments and conclusions.
8. Scholarly debate and peer review – defending interpretations, providing constructive criticism and revising arguments in response to feedback.

Prerequisites and co-requisites

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Critical Debate & Peer Review	51.0%	45.0%
Evidence Verification Challenge	51.0%	45.0%
Active partcicpation	100.0%	10.0%

Recommended reading

Basic literature

1. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J. and FitzGerald, W. T. (2024). *The Craft of Research*. 5th ed. University of Chicago Press.
2. Wallace, M. and Wray, A. (2021). *Critical Reading and Writing for Postgraduates*. 4th ed. SAGE Publications.
3. Wineburg, S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Temple University Press. Selected chapters.
4. Caulfield, M. and Wineburg, S. (2023). *Verified: How to Think Straight, Get Duped Less, and Make Better Decisions about What to Believe Online*. University of Chicago Press.
5. Wright, E., Donald, I. and Webber, N. (eds) (2026). *Writing Game Histories*. Bloomsbury Academic.

	Supplementary literature	1. Toulmin, S. E. (2003). *The Uses of Argument*. Updated ed. Cambridge University Press. 2. Chapman, A. (2016). *Digital Games as History: How Videogames Represent the Past and Offer Access to Historical Practice*. Routledge. 3. Wineburg, S. and McGrew, S. (2019). 'Lateral Reading and the Nature of Expertise: Reading Less and Learning More When Evaluating Digital Information'. *Teachers College Record*, 121(11), 1–40. 4. Seixas, P. and Morton, T. (2013). *The Big Six Historical Thinking Concepts*. Nelson Education.
	eResources addresses	
Example issues/ example questions/ tasks being completed	1. Can two contradictory historical interpretations both be credible? Compare their methodological and evidentiary foundations. 2. Reconstruct the argument of a selected scholarly article, identifying its thesis, evidence, assumptions, and possible counterarguments.	
Work placement	Not applicable	

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