

Subject card

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| Subject name and code | World History – Thematic Class I, PG_00073630 | | | | | | |
| Field of study | Historical game design | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2025/2026 | | |
| Education level | Bachelor's studies | Subject group | | | Optional subject group | | |
| Mode of study | full-time studies | Mode of delivery | | | at the university | | |
| Year of study | 2 | Language of instruction | | | Polish | | |
| Semester of study | 4 | ECTS credits | | | 2.0 | | |
| Learning profile | academic | Assessment form | | | | | |
| Conducting unit | Institute of History -> Faculty of History -> Rector | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr Waław Kulczykowski | | | | |
| | 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 | | 2.0 | | 30.0 | 62 |
| Subject objectives | The aim of the course is to familiarize students with selected important issues in the field of European history, particularly focusing on Northern Europe during the 9th to 18th centuries, while considering the development of ports, maritime trade, and shipping. | | | | | | |

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| Learning outcomes | Course outcome | Subject outcome | Method of verification |
| | [PGHL3_U01] Uses his/her knowledge, is able to formulate and solve complex and unusual problems in the field of history, including the proper selection of sources of information and evaluate this information, conduct a critical analysis and synthesize it | Recognizes the relevance of a series of problems related to European history from the 9th to the 18th centuries for understanding the present day, and is aware of the existence of different interpretations and the need for continuous development and supplementation of knowledge. | [SU1] oral statement/conversation/discussion [SU5] implementation of a problem task |
| | [PGHL3_K03] Is ready to initiate public interest activities in the protection and promotion of historical heritage at the local and regional level | The student is aware of the importance of European history for contemporary time, and relations in the contemporary world. Is aware of the most critical controversies related to the understanding and memory of the period in question. | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task |
| | [PGHL3_W03] Has advanced, structured detailed knowledge of universal history (in terms of the five major historical eras) in chronological and thematic terms | The student has advanced, chronologically and thematically, knowledge of the history of the Northern Europe and the Polish Nation in period from 9th to the 18th centuries | [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task |
| | [PGHL3_W07] Has advanced knowledge to analyze and interpret historical sources and understands their usefulness in the development of historical games | The student has knowledge of the scope of European history from 9th to the 18th centuries, enabling them to analyze and interpret historical sources. They recognize the value and credibility of these sources in the context of designing historical games. | [SW1] oral statement/conversation/discussion [SW5] implementation of a problem task |
| [PGHL3_K01] Critically evaluates his/her knowledge, demonstrates a willingness to constantly expand it and to consult experts when he/she has difficulty solving a problem on his/her own | Recognizes the relevance of a series of problems related to European history from the 9th to the 18th centuries for understanding the present day, and is aware of the existence of different interpretations, as well as the need for continuous development and supplementation of knowledge. | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task | |
| Subject contents | <p>Selected issues in the history of Europe, focusing on transport, trade, and shipping from the 9th to 18th centuries in comparative terms, including:</p> <ul style="list-style-type: none"> - settlement and trade in Northern Europe during the 9th to 13th centuries, exemplified by the trading emporia of Truso, Hedeby, Birka, Bergen, and London, - the union of Hanseatic cities in Europe from the 12th to 15th centuries: its role, extent, and importance - the Teutonic Order in Europe and Prussia: its origins, history, administration, trade, and politics, including its role in Poland, - Gdańsk and other maritime trade centers of Europe from the mid-13th century to the 18th century, - maritime navigation, ships, and the transport of goods in Europe from the 9th to the 18th century. | | |
| Prerequisites and co-requisites | | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | Work and projects | 51.0% | 25.0% |
| | Problem based learning | 51.0% | 75.0% |

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| Recommended reading | Basic literature | <p>M. F. Jagodziński, <i>Truso. Między Weonodlandem a Wittlandem, Elbląg 2010.</i></p> <p>M. Biskup, R. Czaja i W. Długokęcki, <i>Państwo zakonu krzyżackiego w Prusach</i>, Warszawa 2008,</p> <p>R. Domżał, <i>Statki i ich żegluga na Dolnej Wiśle w XIII-XV wieku</i>, Gdańsk 2014</p> <p>P. Dollinger. <i>Dzieje Hanzy</i>, Warszawa 1997</p> <p>W. Ossowski red., <i>Miedziowiec. Wrak średniowiecznego statku i jego ładunek</i>, Gdańsk 2014.</p> |
| | Supplementary literature | Not applicable |
| | eResources addresses | Adresy na platformie eNauczanie: |
| Example issues/ example questions/ tasks being completed | <p>What influenced the development of trade centers in Northern Europe during the 9th to 13th centuries? Justify your answer by providing a comprehensive political, social, and economic background, while also considering the context of Southern and Western Europe as much as possible.</p> | |
| Work placement | Not applicable | |

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