

Subject card

Subject name and code	World History – Thematic Class II, PG_00073644						
Field of study	Historical game design						
Date of commencement of studies	October 2024		Academic year of realisation of subject		2026/2027		
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	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		2.0		30.0	62
Subject objectives	Although attention will be devoted to the causes and long-term consequences of the Civil War, this course will focus primarily on the war years (1861-1865) with special emphasis on the military and political aspects of the conflict. Through examining selected episodes of the War Between the States, primary sources and films this course will investigate the tensions between the North and the South. In addition, we will explore the role of both foreigners and African Americans in this conflict.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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, well-organized, and detailed knowledge of the history of the United States in the mid-19th century, with a particular focus on the American Civil War, presented both chronologically and thematically	[SW4] test/exam - oral or written [SW2] presentation/project/paper/report
	[PGHL3_K05] Is ready to perform professional roles responsibly and observe the professional ethics of a historian, as well as to demonstrate an understanding of the world of values and attitudes of people in different historical periods and contexts	The student is prepared to fulfill professional responsibilities and adhere to the ethical standards of the historical profession, as well as to demonstrate an understanding of the values and attitudes of people in various historical periods and contexts, with a particular focus on the American Civil War	[SK2] presentation/project/paper/report
	[PGHL3_W07] Has advanced knowledge to analyze and interpret historical sources and understands their usefulness in the development of historical games	The student has advanced knowledge of the American Civil War, enabling him or her to analyze and interpret 19th-century historical sources, and understands their usefulness in the creation of historical games	[SW2] presentation/project/paper/report
	[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	The student critically evaluates his or her knowledge of the American Civil War, demonstrates a willingness to continually expand that knowledge, and seeks the advice of experts when unable to solve a problem independently	[SK2] presentation/project/paper/report [SK4] test/exam - oral or written
	[PGHL3_U05] Can speak a foreign language at the B2 level of the Common European Framework of Reference for Languages	The student is able to use an English language at the B2 level of the Common European Framework of Reference for Languages in the field of the history of the American Civil War, with a particular focus on the analysis of primary sources	[SU2] presentation/project/paper/report
Subject contents	The United States in the Mid-19th Century; A Peculiar Institution; Abolitionism and Feminism; The Origins of the War; The Motives of the Volunteers; The First Battles; Naval and River Battles, 1861–1862; The Confederacy recovers —1862; Confederate Counteroffensives—1862; The War in the East—1863; The War in the West—1863; The War in the East—1864; The War in the West—1864; The Fall of the Confederacy; History of the U.S. Colored Troops; Military Justice—General Courts-Martial.		
Prerequisites and co-requisites	English B2		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Colloquium	51.0%	40.0%
	Quizzes	51.0%	10.0%
	Problem-Based Reflection	51.0%	30.0%
	Active participation	51.0%	20.0%
Recommended reading	Basic literature	Textbooks: James M. McPherson, <i>Battle Cry of Freedom. The Civil War Era</i> (Oxford University Press); Williamson Murray, Wayne Wei-siang Hsieh, <i>A Savage War. A Military History of the Civil War</i> (Princeton University Press).	
	Supplementary literature	Materials recommended by the lecturer	
	eResources addresses		
Example issues/ example questions/ tasks being completed	To what extent did the development of the United States in the first half of the 19th century contribute to the tensions that led to the Civil War?; Which battle or military operation had the greatest impact on the course of the war in 1861–1862? Justify your opinion; How did politics influence the course of the Civil War from 1861 to 1862?; Describe the federal government's policy regarding the recruitment of Black people during the Civil War; Define which strategic plan – “Anaconda” or “On to Richmond!” did have bigger impact on the course of the Civil War. Justify your opinion.		
Work placement	Not applicable		