

Subject card

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| Subject name and code | Games as Reconstruction, PG_00073650 | | | | | | |
| 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 | | | | 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 | | 2.0 | | 30.0 | 62 |
| 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. | | | | | | |

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| Learning outcomes | Course outcome | Subject outcome | Method of verification |
| | [PGHL3_U03] Able to communicate with the public using specialized terminology specific to historical and related sciences | 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_W06] Knows and understands to an advanced degree the most important theories, research methods and tools of the historian's workshop; has mastered the professional terminology of the historical sciences, as well as the basic terminology of the 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 |
| | [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 knowledge, demonstrates a willingness to constantly expand it and to consult experts in case of difficulties in solving a problem independently in the field of military history, political and social history, with particular emphasis on the United States. | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report |
| | [PGHL3_W08] Has advanced interdisciplinary knowledge of various aspects of historical game development | 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_U08] Can effectively plan and organize his/her work, independently acquiring and consolidating knowledge in an orderly and systematic manner | The student is able to effectively plan and organize his work, independently acquiring and consolidating knowledge in the field of military history, political and social history in an orderly and systematic manner. | [SU2] presentation/project/paper/report [SU3] text preparation/written work | |
| Subject contents | <p>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.</p> <p>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</p> | | |
| Prerequisites and co-requisites | English B2 | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | Project/Presentation | 51.0% | 30.0% |
| | Project/Essay | 51.0% | 40.0% |
| | Attendance | 70.0% | 10.0% |
| | Activity | 51.0% | 20.0% |

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| Recommended reading | Basic literature | <p>Bibliography</p> <p>Sample literature:</p> <p>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.</p> <p>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.</p> <p>Presidential Elections: Sharp, J.R., The Deadlocked Election of 1800: Jefferson, Burr, and the Union in the Balance (University Press of Kansas, 2010). Ratcliffe, 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.</p> |
| | 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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