

Subject card

Subject name and code	History of the USA in Games, PG_00165893						
Field of study	Sightseeing and Historical Tourism						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2025/2026	
Education level	Master's studies		Subject group			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research 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	1		ECTS credits			2.0	
Learning profile	academic		Assessment form			credit	
Conducting unit							
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	15.0	0.0	0.0	0.0	0.0	15
	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	15		4.0		25.0	44
Subject objectives	The aim of the course is to introduce students to selected aspects from U.S. History (e.g.: slavery, the women's rights movement, presidential elections) through games and by 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
	[KiTHMU2_W01] Has an extended and structured knowledge of the history and cultural history of Europe, understands to an in-depth degree the multifaceted connections between various facts and phenomena from the past	The student has an extended and structured knowledge of selected aspects of U.S. history and is able to relate them to the history and cultural history of Europe, understands to a deeper degree the multifaceted connections between various facts and phenomena of the past	[SW1] oral statement/ conversation/discussion
	[KiTHMU2_K01] Is aware of the scope of their knowledge and workshop skills and are ready for further, continuous development of their professional competences, as well as personal, social and professional competences	The student is aware of the extent of his/her knowledge and workshop skills and demonstrates a willingness to further develop competence in selected aspects of US history and board games	[SK2] presentation/project/paper/ report [SK3] text preparation/written work
	[KiTHMU2_K09] Is capable of showing understanding for the world of values and attitudes of people in different historical, geographical, social periods and contexts	The student is able to show an understanding of the world of values and attitudes of people in different historical, geographical, social periods and contexts with a particular focus on selected aspects of US history	[SK1] oral statement/conversation/ discussion
	[KiTHMU2_U11] Independently acquires and deepens knowledge and improves research skills in a structured and systematic manner, undertaking autonomous activities aimed at developing abilities and managing their own professional career	The student independently acquires and deepens knowledge and improves research skills in an orderly and systematic manner, taking autonomous steps to develop his/her abilities in selected aspects of U.S. history and board games	[SU2] presentation/project/paper/ report [SU3] text preparation/written work
	[KiTHMU2_U08] Communicates in a selected foreign language using professional terminology appropriate for the humanities and social sciences to the extent corresponding to the needs of sightseeing and historical tourism	The student communicates in English using professional terminology appropriate to the humanities and social sciences in selected aspects of U.S. history and board games	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work
Subject contents	Historical games are more and more used as a useful tool in teaching history. The more so, as they raise extremely important issues i.e. slavery, struggle for womens rights, or presidential elections. However, it is worth to notice, that knowing the historical background is a key to understand processes, that we recreate during the game. Thus, the students, during this course will have an opportunity to combine theory with practice and to learn some aspects of the US History through games, i.e. Freedom: The Underground Railroad, Votes for Women, Corrupt Bargain: The 1824 Presidential Election, Divided Republic, Bull Moose: 1912 Election Game, or 1960: The Making of the President. Course content: - Introduction to the game: mechanics etc. - Historical background: a) Slavery history; life as a slave; abolitionism; Heroes of the Underground Railroad; slavery and law; b) Womens Rights movement history; feminism; Seneca Falls Convention; organizations: American Woman Suffrage Association, National Woman Suffrage Association, and National American Woman Suffrage Association; Leaders of the Womens Right movement; c) Presidential elections history; how it works popular vote, electoral college; how it evolved (i.e. Revolution of 1800); presidential candidates - The importance of games in the teaching of history and the possibility of their application in cultural and museum institutions		
Prerequisites and co-requisites	knowledge of English B1/B2		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active participation in class	51.0%	30.0%
	presentation	51.0%	30.0%
	review	51.0%	40.0%

Recommended reading	Basic literature	Bibliography Sample literature: Underground Railroad: Preston Jr., E. Delorus, The Genesis of the Underground Railroad, The Journal of Negro History, vol. 18, no. 2 (1933), 144-170. Womens Rights movement: 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 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). 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. Williams, J.R., Aspects of the American Presidential Election of 1960, The Australian Quarterly, vol. 33, no. 1 (Mar., 1961), 25-36.
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	Supplementary 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). Womens 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. Presidential Elections Sharp, J.R., The Deadlocked Election of 1800: Jefferson, Burr, and the Union in the Balance (University Press of Kansas, 2010). 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. 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.
	eResources addresses	
	Example issues/ example questions/ tasks being completed	Slavery history; life as a slave; abolitionism; Heroes of the Underground Railroad; slavery and law
Work placement	Not applicable	

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