

Subject card

Subject name and code	World History – Thematic Class I, PG_00073643						
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 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 Robert Domżał				
	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. The exercises will be carried out in the formula <i>Problem-based learning</i>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	[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 [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 [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[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 develops professional skills and competencies, including learning about issues in professional ethics and about attitudes and values that shape history in different periods.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work
	[PGHL3_U05] Can speak a foreign language at the B2 level of the Common European Framework of Reference for Languages	It develops the ability to communicate in a foreign language, English, at a level that allows for free communication and conversation on topics related to history.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
Subject contents	Selected issues in the history of Europe, focusing on transport, trade, and shipping from the 9th to 18th centuries in comparative terms, including: - 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%

Recommended reading	Basic literature	M. F. Jagodziński, <i>Truso. Między Weonodlandem a Witlandem, Elbląg 2010.</i> M. Biskup, R. Czaja i W. Długokęcki, <i>Państwo zakonu krzyżackiego w Prusach</i>, Warszawa 2008, R. Domżał, <i>Statki i ich żegluga na Dolnej Wiśle w XIII-XV wieku</i>, Gdańsk 2014 P. Dollinger. <i>Dzieje Hanzy</i>, Warszawa 1997 W. Ossowski red., <i>Miedziowiec. Wrak średniowiecznego statku i jego ładunek</i>, Gdańsk 2014.
	Supplementary literature	T. Maracewicz, <i>Bałtyk. Morze Śródziemne Europy</i> , Warszawa 2025.
	eResources addresses	
Example issues/ example questions/ tasks being completed	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.	
Work placement	Not applicable	

Document generated electronically. Does not require a seal or signature.