

Subject card

Subject name and code	Historical Role-playing Games, PG_00073526						
Field of study	Historical game design						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
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	1		Language of instruction		Polish		
Semester of study	2		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Didactic History -> Institute of History -> Faculty of History -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Wacław Kulczykowski				
	Teachers		dr Wacław Kulczykowski				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	0.0	0.0	30.0	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		0.0		0.0	30
Subject objectives	The aim of the course is to explain the most important concepts related to role-playing games on the example of selected systems created in a historical convention (world, characters, mechanics), to present the basic principles of conducting role-playing game sessions and to provide practical knowledge and competences enabling independent writing of scripts for historical role-playing games.						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[PGHL3_W07] Has advanced knowledge to analyze and interpret historical sources and understands their usefulness in the development of historical games		Has advanced knowledge enabling the analysis and interpretation of historical sources and is able to apply this knowledge when creating scenarios for historical role-playing games.		[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report		
	[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		Is able to identify and analyze complex historical issues that can be presented in the form of role-playing games and is able to make an accurate selection of historical sources, taking into account their credibility and usefulness for creating content for these games		[SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work		
	[PGHL3_W08] Has advanced interdisciplinary knowledge of various aspects of historical game development		Has advanced, interdisciplinary knowledge related to historical role-playing games, especially the field of scenario creation		[SW1] oral statement/ conversation/discussion [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		Is able to critically assess his knowledge of history and role-playing games, is ready to constantly expand it and is able to use the knowledge of experts to solve complex problems related to the subject of the course		[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK8] observation of student's independent or team work		

Subject contents	Introduction to historical role-playing games (definition, characteristics and elements of role-playing games, history and development of RPG games); The role of history in RPG games on the example of selected systems (use of historical facts in narrative, educational aspects of historical games); Basic assumptions related to creating realistic worlds based on historical eras and figures; Practical scenario design for historical role-playing games; Presenting and testing prepared projects.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Activity in classes	50.0%	30.0%
	Final project	50.0%	70.0%
Recommended reading	Basic literature	<i>Gry fabularne. Kultura - praktyki - konteksty</i>, red. R. Dudziński, A. Wróblewska, Wrocław 2016. Mochocki M. <i>Role-play as a Heritage Practice Historical Larp, Tabletop RPG and Reenactment</i>, Routledge 2021. Szeja, J., <i>Gry fabularne nowe zjawisko kultury współczesnej</i>, Kraków 2004. Podręczniki do gier fabularnych: <i>Tajemnice Pętli</i>, BlackMonk 2021. <i>Vaesen. Mityczne istoty</i>, BlackMonk 2022. <i>Zew Cthulhu: Księga strażnika</i>, 7 edycja, BlackMonk 2020. Zbiory scenariuszy: <i>Zew Cthulhu. Berlin. Miasto grzechu</i>, 2021. <i>Zew Cthulhu. Cienie Tatr</i>, BlackMonk 2019. <i>Zew Cthulhu. Warszawa: Stracone miasto</i>, BlackMonk 2022.	
	Supplementary literature	Cover J. G., <i>The Creation of Narrative in Tabletop Role-Playing Games</i>, McFarland & Company 2010. Duszyński H., <i>Demonologia słowiańska w narracyjnych grach fabularnych</i>, [w:] <i>Historyczna i ponowoczesna tożsamość Słowian</i>, red. T. Ciesielski, J. Zatorska, A. Skoczylas, Łódź 2012. Duszyński H., <i>Gryfy, harpie, syreny i inne stwory o hybrydach w narracyjnych grach fabularnych</i>, Homo Ludens 2012, nr 4, http://ptbg.org.pl/HomoLudens/vol/4/ [dostęp: 4.12.2015]. Pajęczkowski O., <i>Wykorzystanie narracyjnych gier fabularnych (RPG) w procesie edukacyjnym</i>, Edukacja Humanistyczna 2013, t. 9/10. Szymanik A., Kostrzewski M., <i>Gry narracyjne jako metoda i narzędzie w nauce</i>, Forum Dydaktyczne 2012, nr 9/10.	
	eResources addresses		

Example issues/ example questions/ tasks being completed	
Work placement	Not applicable

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