

**Subject card**

<b>Subject name and code</b>	Historical Role-playing Games, PG_00190199						
<b>Field of study</b>	Historical game design						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>				2026/2027	
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>				Obligatory subject group in the field of study	
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>				at the university	
<b>Year of study</b>	1	<b>Language of instruction</b>				Polish	
<b>Semester of study</b>	2	<b>ECTS credits</b>				2.0	
<b>Learning profile</b>	academic	<b>Assessment form</b>				credit	
<b>Conducting unit</b>	Division of Didactic History -> Institute of History -> Faculty of History -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Waclaw Kulczykowski				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		0.0		20.0	50
<b>Subject objectives</b>	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.						
<b>Learning outcomes</b>	<b>Course outcome</b>		<b>Subject outcome</b>			<b>Method of verification</b>	
	[PGHL3_U07] Works efficiently within a project team, coordinating individual tasks with group work		The student co-creates and playtests scenarios for historical role-playing games as part of a team, sharing roles, discussing narrative solutions, and adjusting individual contributions to the course of collaborative work.			[SU8] observation of student's independent or team work	
	[PGHL3_U06] Prepares longer written works and a variety of shorter texts in Polish and/or English, correctly applying professional terminology and scholarly apparatus		The student develops a scenario for a historical role-playing game and accompanying materials (world description, characters, narrative threads), using precise language and terminology appropriate to role-playing games and historical narration.			[SU3] text preparation/written work	
	[PGHL3_W08] Competently refers to knowledge from various disciplines used in the creation of games with historical and heritage themes		Has advanced, interdisciplinary knowledge related to historical role-playing games, especially the field of scenario creation			[SW1] oral statement/conversation/discussion	
	[PGHL3_W07] Demonstrates the applicability of selected methods of analysing and interpreting historical sources for the purposes of game development		Has 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 [SW3] text preparation/written work	

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

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

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