

Subject card

Subject name and code	Historical Games Critique, PG_00073649						
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 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 hab. Michał Mochocki				
	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 develop students' ability to critically analyse and interpret games through selected perspectives in contemporary game studies, with particular emphasis on cultural game studies, postcolonial approaches, and historical game studies. Students develop the ability to formulate scholarly arguments concerning the representation of culture, the past, and power relations in games, evaluate design decisions, and propose their own design solutions informed by theoretical reflection and critical analysis.						

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	Critically evaluates their own interpretations of games, recognising the limitations of their knowledge, and drawing on scholarly literature and expert consultation to deepen their analyses	[SK5] implementation of a problem task
	[PGHL3_U05] Can speak a foreign language at the B2 level of the Common European Framework of Reference for Languages	Uses specialist terminology from game studies and historical game studies in English when analysing and discussing games	[SU6] demonstration of practical skills
	[PGHL3_W08] Has advanced interdisciplinary knowledge of various aspects of historical game development	Describes the cultural, historical, and design aspects of creating historical games, drawing on knowledge from history, game studies, and other disciplines within the humanities and social sciences	[SW5] implementation of a problem task
	[PGHL3_U02] Can select and apply methods and tools (including advanced information and communication techniques) in a manner appropriate to the problem being solved	Applies appropriate methods and analytical tools for the study of games, drawing on cultural game studies, historical game studies, and postcolonial approaches	[SU5] implementation of a problem task
	[PGHL3_W09] Knows and understands the fundamental dilemmas of modern civilization and recognizes the relationships and dependencies between the past and current events also in terms of the dissemination of historical knowledge, including historical games	Explains how historical games represent relationships between the past and the present and engage with selected social, cultural, and political issues of the contemporary world	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
Subject contents	Historical game studies. Cultural game studies. Postcolonial game studies. Transformative game design.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	observation of the student's engagement during classes	51.0%	25.0%
	critical analysis of selected games	51.0%	75.0%
Recommended reading	Basic literature	1. Mäyrä, Frans, and Raine Koskimaa, eds. 2027. <i>Cultural Game Studies: Critical Approaches</i>. Routledge. 2. Wright, Esther, Iain Donald, and Nick Webber, eds. 2026. <i>Writing Game Histories</i>. Bloomsbury Publishing. 3. Wainwright, A. Martin. 2019. <i>Virtual History: How Videogames Portray the Past</i>. Routledge.	

	Supplementary literature	1. Bowman, Sarah Lynne, Elektra Diakolambrianou, and Simon Brind, eds. 2025. <i>Transformative Role-Playing Game Design</i>. Uppsala University Publications. 2. Lünen, Alexander von, Katherine J. Lewis, Benjamin Litherland, and P. H. Cullum, eds. 2020. <i>Historia Ludens: The Playing Historian</i>. Routledge. 3. Flanagan, Mary, and Mikael Jakobsson. 2023. <i>Playing Oppression: The Legacy of Conquest and Empire in Colonialist Board Games</i>. The MIT Press. 4. McCall, Jeremiah. 2026. <i>Designing Historical Games for Classrooms: A Practical Guide for Educators</i>. Routledge.
	eResources addresses	
Example issues/ example questions/ tasks being completed	1. Analysis of a selected game from the perspective of cultural game studies. 2. Analysis of a selected game from the perspective of postcolonial theory. 3. Analysis of a selected game from the perspective of historical game studies. 4. Development of an original game concept that meets specified design criteria. 5. Proposal for modifications to selected aspects of a given game.	
Work placement	Not applicable	

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