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Supplement to Barbara C. Allen, "Gaming Russian and Soviet History," NewsNet: News of the Association for Slavic, East European, and Eurasian Studies. Vol. 61, no. 1 (January 2021): pp. 15-17.

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Here are sections that were cut from the published article due to space limitations.

Mongol Matrix¹

Dr. Ray Kimball's Mongol Matrix Game is not a Reacting to the Past game, but instead employs a methodology used in military and civilian contingency planning. Set during the 13th century Mongol invasion of Kievan Rus, the game divides students into factions: Golden Horde, Kiev, Moscow, Novgorod, and the Orthodox Church. Turns are taken on a large map of Kievan Rus with movable Mongol horde and city markers. Factions decide whether to use military action, information warfare, diplomacy, or economic pressure, but they cannot use a single method more than a few times, based on the number of tokens available to them. The Mongols have more momentum than other factions because they take two turns in each round to one for each other faction. In each round, a faction member declares the choice of action and argues why it would be successful. Students from the other factions argue in support or opposition. Based on the level of support for the action and the strength of arguments, the game master weights the die roll to give an advantage or disadvantage. The game master can use the die roll to skew the result closer to historical reality. There is not a neat end to the game; we only had time for two out of six potential rounds in a 75-minute class. My first-year seminar students loved this game and kept asking to return to it after we had moved on to other centuries. I have not attempted to transform it for online play.

After Catherine (the Great)²

In Kimball's microgame "After Catherine," Tsar Paul invites luminaries to offer their opinions about four major policy questions: Do serfs and townsmen receive freedom of movement and if so, how much? Is the Legislative Assembly reconstituted; if so, which social classes get to be on it, and what powers does it get? Should Russia ally with foreign powers, and if so, who and why? What role will the Church play in governance? Speakers include foreigners John Locke, Adam Smith, Jean-Jacques Rousseau, and a diverse array of Russians: a general, church leaders, nobles, a townsman, a Muslim Tatar, two women, and a serf. This game proved more useful and engaging in my upper-level class than in my first-year seminar. Advanced history majors understood sufficient historical context to round out their roles, improvise, and embellish. I ran this game face-to-face, but it could be adapted for online play synchronously or asynchronously.

¹ For game materials, see: https://www.academia.edu/43159121/The_Mongol_Matrix_Game.

² For game materials, see:

https://www.academia.edu/43159137/After_Catherine_The_Russian_Imperial_Court_Microgame.

Yalta, 1945³

Yalta, 1945 focuses on diplomatic negotiations among Allied Powers as World War II neared an end. I ran it in a first-year seminar near the end of the semester. The game centers national leaders and foreign ministers in negotiations, but this led to disengagement in my class because other players didn't know what to do while their leaders were in a circle. Yet students of Polish and Ukrainian heritage brought a singular passionate intensity to their pleas for freely elected governments in Eastern Europe. I thought this game might work better in asynchronous play than face-to-face for my students.

Eyeball to Eyeball, 1962: The Cuban Missile Crisis⁴

Kimball and Dr. Kimberly Redding designed this simulation to run in one face-to-face class session with the clock ticking down. Soviet, US, and Cuban teams play central roles, supplemented by journalists and international figures. Certain players act as go-betweens for the Soviet and US teams. When I urgently moved my classes online in spring 2020, I resolved to unfold the simulation over several days rather than in one session. Students interacted in asynchronous online discussion groups and I created a separate group for negotiation among key Soviet and American players. Key players also privately emailed one another, copying me. Both Honors and upper-level Russian history classes narrowly avoided nuclear engagement literally during the final minutes before the deadline. Honors and advanced History majors successfully immersed themselves in the personalities, historical details, and drama of the crisis. Unfortunately, my global history core class students were disoriented by their rapid evacuation from campus and move to remote instruction. Some faced technological obstacles. Only a minority of these students were still engaged by the time we ran this game and nearly all of those were on the US team. The Soviets fell silent, which aggravated the Americans' suspicion of Soviet intentions and led to a unilateral offensive by the US players. The core class might have run this simulation more effectively in a synchronous modality. Kimball and Redding have created an advanced online version of the game that uses Discord (a free-to-use voice chat platform) and Experiential Simulation (a messaging platform).

³ I ran a pre-publication version of the game, but it has since been published as Nicholas W. Proctor and John E. Moser, *Restoring the World, 1945: Security and Empire at Yalta* (Chapel Hill, NC: Reacting Consortium Press, 2020).

⁴ For game materials, see:

https://www.academia.edu/43129455/Eyeball_to_Eyeball_The_Cuban_Missile_Crisis_Simulation.