From an early time in our development, we build an affinity for games. Whether our introduction began with a game of peekaboo or started with a round of poker, we have seen games in a wide variety of forms. Our fondness for these games led to instructors gamifying their own classrooms in an attempt to motivate participation and engagement with the material. This talk discusses the adventures and misadventures of gamifying an Abstract Algebra class. From the design of the course to the students’ ability to meet the learning outcomes set for the semester, we explore the ups, downs, and lessons learned from taking this approach to such a course. (Received September 24, 2017)