EXPANDED COURSE DESCRIPTION
DIGITAL MEDIA PROGRAM
School of the Arts, Media, Performance and Design
Computational Arts
FA / DATT 2301 3.0 SECTION A
GAME HISTORY, GENRE, AND NEW DIRECTIONS
FALL 2017 / WINTER 2018

Last Modified Date: 09/08/2017

COURSE CALENDAR DESCRIPTION

Examines the development of computer and video games from an historical and genre perspective. Provides a foundation for thinking critically about the history of games and how they are situated in culture, including their practices of representation of women, racial minorities and others. Provides a broad study of games, gamification, and game play and their use in various applications, including video games, simulations, serious gaming, and art making contexts. The course considers implications of game techniques in a variety of fields including interactive art, multi-stakeholder engagement, serious gaming, learning, and other problem solving scenarios. It also explores new and cutting edge trends in gaming, such as in the areas of alt gaming, queer games, Not Games, and urban gaming where the potential and boundaries of games and game play are being challenged and tested. Open to non-majors

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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<tbody>
<tr>
<td>Wettlaufer, Nadine</td>
<td>Sec. A / LECT / F</td>
<td><a href="mailto:nmw@yorku.ca">nmw@yorku.ca</a></td>
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SPECIAL FEATURES

1. **Course Director:** Nadine Wettlaufer
   Office Hours: Fridays 11:30-12:20pm; Wednesdays, 10:30-11:10am
   in 229 GCFA (Goldfarb Centre for Fine Arts)
   Otherwise, by appointment, please email: nmw@yorku.ca

**TA:** Michael Palumbo
   Office Hours: TBA
   Office: 229 GCFA (Goldfarb Centre for Fine Arts)
   email: palumbo@yorku.ca

**Organization of the Course:** Two hours lecture, 1 hour tutorial, per week.
**Prerequisites:** none.

Students are required to use the course's Moodle page in  moodle.yorku.ca

The course consists of weekly formal 2-hour lectures by the course director, as well as weekly 1-hour tutorial sessions.
Tutorials allow students to discuss readings, ask questions, work in groups and have contact time with their tutorial leader, who can provide clarification about readings and assignments, some feedback about in-progress assignments, as well as help with comprehension of course concepts.

Lectures will discuss readings, context, concepts and other material. Lectures will also discuss course assignments. Students should make every effort to attend all lectures and tutorials and to submit assignments on time.

**Note on Notes, Lectures, and Tutorials:**
- .ppt files will be posted on Moodle to reinforce content and ideas presented in lectures. Take notes during lectures. Only some lecture content will be available in the .ppt files (.ppt slides will sometimes only present the bare bones of the material).
- Please bring some paper and writing tools to lectures, regardless of whether or not you take your notes electronically.

Please bring the readings, your notes, and paper and writing tools to tutorials.

**TOPICS AND CONCEPTS**

Required Textbook:


*Other Readings will be posted in Moodle,* with a few exceptions that may require students to access library resources.

A bibliography will also be provided in Moodle, for enrichment and research purposes.

**Weekly Schedule:** *

W1 — Sept. 8 - Course Introduction, Game Histories

W2 — Sept. 15 - What is a Game?, Genre

W3 — Sept. 22 - Game Aesthetics

W4 — Sept. 29 - Non-Digital Games I: Puzzles, Board games, Card games

W5 — Oct. 6 - Narrative

W6 — Oct. 13 - Non-Digital Games II: Sports, RPGs, LARPs

W7 — Oct. 20 - Places/Spaces/Worlds I

W8 — Nov. 3 - Design, Balance, Mechanics, Interface

- Playtest in-progress Traditional Game Projects

W9 — Nov. 10 - Serious Games, Educational Games, Gamification, Newsgames
W10 — Nov. 17 - Activist Games, Queer Games, Not Games

W11 — Nov. 24 - Indie Games, Art Games

W12 — Dec. 1 - Places/Spaces/Worlds II
- Class Show: marked and returned Traditional Game Projects

*Schedule subject to change, if necessary.

LIST OF LEARNING OUTCOMES AND EXAMPLES OF

By the end of this course, students will be able to:
- Think critically about the history of games and how they are situated in culture.
- Understand the games in a broad context including gaming and non-gaming contexts.
- Critically engage the role of games in communication and culture with an emphasis on exploring the future potential of gaming and gamification in non-game contexts (such as in art, business, and simulations), alternative gaming, and in the gaming industry.

Understand the formal and theoretical aspects of several game genres (e.g. real-time strategy games, role-playing games, first person shooters, etc.).

GRADED ASSESSMENT

The final course grade** will be based on the following:

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>Due</th>
<th>Weight</th>
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<tbody>
<tr>
<td>3 Tests W 3, 7, 11</td>
<td></td>
<td>40%</td>
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<tr>
<td>Traditional Game Project (group project) 24%</td>
<td></td>
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<tr>
<td>Proposal</td>
<td>W6</td>
<td>4%</td>
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<tr>
<td>Final Documentation</td>
<td>W9</td>
<td>8%</td>
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<tr>
<td>Game Itself</td>
<td>W9</td>
<td>12%</td>
</tr>
<tr>
<td>2 Written Responses</td>
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<td>20%</td>
</tr>
<tr>
<td>First</td>
<td>W5</td>
<td>10%</td>
</tr>
<tr>
<td>Second</td>
<td>W12</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation ongoing</td>
<td></td>
<td>16%</td>
</tr>
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** Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.).

Assignments and tests in this course will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90-100, A = 80-90, B+ = 75-79, etc.)

What do your grades mean?
For a full description of York grading system see the York University Undergraduate Calendar at http://calendars.students.yorku.ca/2017-2018/academic-and-financial-information/academic-services/grades-and-grading-schemes

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Digital Media section of the Undergraduate Calendar for the School of the Arts, Media, Performance & Design:
http://calendars.students.yorku.ca/2017-2018/digital-media-AMPD

Assignment Submission:

- Academic success depends on a) doing the work, b) doing it well, and c) doing it on time. Accordingly, assignments for this course must be received on the due date specified for the assignment.

Written assignments should be submitted to the appropriate location in Moodle.
- Games for the Traditional Game Project must be submitted in person, as specified in the assignment description.

Lateness Penalties:

- **Late assignments** are penalized at 2% per day (including weekend days and holidays).

- **Missed Tests**: receive a mark of 0. There is no make-up policy for tests, unless there is a valid reason for exception as explained in Exceptions below.

- **Class Participation**: Missed tutorials reduce your class participation mark. Late arrival, leaving early, and not participating in or attending to discussions in tutorial will also reduce participation marks. Phones and mobile devices should be put away during class.

Exceptions to the lateness penalties for valid reasons such as
- illness,
- compassionate grounds,
- disability/accessibility issues,
- religious observances,
- parental duties during child illness or crisis, etc.
will be considered by the Course Instructor but will require supporting documentation (e.g., a doctor's letter or other acceptable official documentation).

If you have a serious concern about an assignment mark:

1) First, wait at least 24 hours after you received the mark. Then re-read the feedback you received. Consider and review your assignment in that light. Then look at the mark, and take stock again.

2) If you still have a serious concern about the mark and think it deserves to be raised, politely email your tutorial leader. Explain a) the concerns/questions you have that you don't believe were addressed by the feedback, b) the reasons you believe the project deserves a higher mark, and c) then ask them to please
consider raising the mark.

3) Your tutorial leader will email you back, possibly requesting a meeting to clarify issues in person. Then they will consider your request, and agree/disagree, in writing/email.

4) If you and your tutorial leader cannot come to an agreement about the mark after this step, the next step is to email the Course Director (similarly to how you originally emailed your tutorial leader on the issue) to ask for the assignment to be re-marked.

   The course director will also contact your tutorial leader to hear their insights, and will then proceed to consider your request.

5) **NOTE:** a request for an assignment to be re-marked by the Course Director may result in the assignment mark being raised, lowered, or remaining the same.

**ADDITIONAL INFORMATION**

**All Fall term work DUE on or by:** Tues. Dec. 5

   **Last date to drop Fall courses without receiving a grade:** November 10, 2017.

   As per Senate policy, students should receive at least 15% of the final grade back by the drop date.

**Cell Phones and Mobile Devices:**

Turn off your phones/devices, or set them to quiet mode during lecture and tutorials.

If you receive a *desperately important* call, quietly get up and leave the room before answering. You are responsible for any material missed.

It should go without saying that it is rude to email, text or answer/make calls while an instructor is conversing with you, especially one-on-one—whether during class, office hours, or appointments. The instructors' time is very valuable and is often under great demand. Don't waste the time we have to spend with you on calls, messaging, or email.

Repeated infractions will result in the individual in question losing the immediate, individual time slot (or period for help) from the instructor. If reoccurring disruptions occur during tutorial, you may be asked to leave tutorial for that week. Inappropriate use of electronic devices during tutorial will reduce your grade for participation.

**Academic Accommodation:**

If you require accommodation due to a documented disability, you must submit a letter from Counseling & Disability Services to the Course Director at the beginning of the course.

**Students must submit requests for accommodation for each quiz date to the Alternate Test/Exam Scheduling Service:**

http://www.yorku.ca/altexams/ in the Registrar’s Office.
Important Course Information For Students

All students are expected to familiarize themselves with the following information:

- Academic Honesty Policy and Procedures
- Academic Integrity Website - http://www.yorku.ca/academicintegrity.
- Accessibility/Disability Services: course requirement accommodation for students with disabilities, including physical, medical, learning and psychiatric disabilities www.yorku.ca/cds.
- Accommodating Students with Disabilities (York Senate Policy)
- Ethics Review Process for research involving human participants
- Religious Observance Accommodation
  https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University