

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School	Leadership/Interdisciplinary Studies
Prefix: IDS	Number: 313	Title: Integrative Perspectives on a Changing World Topic: History and Cultural Impacts of Gaming in a Global Context	Units: 3

Course description: Applies integrative and interdisciplinary tools, methods, knowledge and skills to examine global ideas, issues and institutions as they change over time.

Is this a cross-listed course? No
(Choose one) If yes, please identify course(s):

Is this a shared course? (Choose one) If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes(Choose one) Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: (Choose One) G

Mandatory Review: (Choose one) Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucic@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Kimlisa Salaza Duchicella E-mail kimlisa.duchicela@asu.edu Phone 520-222-6806

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth, Date: 3/18/2021

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus and readings
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus and materials
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus and materials

Course Prefix	Number	Title	Designation
IDS	313	History and Cultural Impacts of Gaming in Global Context	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>It is almost impossible to speak of gaming in broad terms without speaking globally. This course analyzes global gaming history and culture. With an estimated 2.7 billion gamers worldwide, technology has allowed for the creation of a human-techno-culture, a digital culture, worldwide. This has in turn, driven a multi-billion dollar industry. It has also lowered or, in some cases, bound over geographic and political barriers that didn't react fast enough to the advances in technology.</p>	<p>1. Syllabus - Yellow</p> <p>See course syllabus description and learning outcomes</p> <p>Every module covers gaming globally in some manner whether it is via comparison between different countries or an all encompassing look at gaming. It explores gaming in its earliest iterations, board games and card games from across the globe. It goes on to cover virtual gaming that creates virtual worlds and gaming culture.</p> <p>It is important to understand that games that may have been created in one country are now played globally. Technology has removed the traditional barriers we think about for face-to-face interaction so gaming culture is global.</p>
<p>2a: In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	<p>Gaming is changing the way humans interact with each other by creating a distinctive culture and language that transcends any one nation. It investigates the emergence of digital cultures both virtually and in non-digital sectors of human life and discourse.</p> <p>The course covers the evolution of games and gaming within</p>	<p>2a: Green See Syllabus and materials</p> <p>Module 1 - covers the earliest examples of games found in archaeological records. This takes the students to ancient Egypt, Mesopotamia, Mesoamerica, and China. They learn about the games themselves, their cultural elements, such as religious significances, and the dissemination of games via human migrations and trade routes. This module covers the purposes</p>

	<p>human history. It is designed to give students an understanding of the dissemination of games globally starting from the very earliest evidence of games to the emergence of digital games, virtual reality and esports. An important element is the creation of global gaming communities that defy traditional country boundaries and the standard definitions of community.</p> <p>Modules call attention to the course's focus on human interaction in gaming environments to investigate gaming culture globally and the relationships that emerge. Further is shows the intersection between technology and human agency in creating new narratives of identity and community.</p>	<p>of games that are present regardless of where the game was created.</p> <p>Module 2 carries on this theme by moving from early board games as culture to the when they are starting to be commercialized globally. This is the beginning of the shift to games as business and how games that one would think of as US-centric get translated in to 100s of languages and sold globally. Students also cover card games and the rise of the European gaming industry as a player in tabletop games.</p> <p>Module 3 moves into electronic games and arcades. This section covers not only how the Cold War drove the technological advances that allowed for electronic games but also the rise of Japan as a significant player in the gaming world.</p> <p>Modules 4 and 5 demonstrate that in the world of gaming, the game can become as much a part of a gamer's identity as factors IRL (in real life).</p> <p>The material introduces fluid virtual worlds that allow participants to create alternative representations of themselves (avatars) that they may be more comfortable with. We explore how real people using avatars have created global cultures within Massive Multiplayer Online Role Playing Games. The course debunks the mythology that gamers are all young boys in the United States in their parents' basements. It shows the global diversity of gamers and the way they interact and engage across international and language barriers. Some digital games have populations that consist of more participants than the populations of most nations of the world. People develop lasting friendships, meet life partners, live in skins that they might like more than their real ones. They socialize, build families, develop language and live internationally in many ways. The material also covers global gaming movements such as Gamer Gate and Social Justice Warriors. It also discusses the very real fear that some political regimes have of global gaming where information flows more freely.</p>
--	---	---

		<p>Gaming globally doesn't create utopia however. Real world issues such as gender and racial discrimination exist in gaming and perhaps are more obvious because of the anonymity created by the internet.</p> <p>Module 6 - This material covers the the very real global presence of gaming, its psychology and the multi-billion dollar international business of gaming. Here the blending of gaming culture online and in reallife are discussed. Gaming culture is no longer just online. The fandom of games, professional gaming, and eSports has further expanded the global presence of games. It also covers international streaming and communication platforms such as TWITCH and Discord. Which connect gamers free of charge globally via the internet.</p> <p>Module 7 - The future of gaming and the various ways it is being used in education, medicine, for resolving real global issues like global warming are covered. The vision for the future and virtual reality are part of this. Module 4 - This material covers the development of MMORPGs which stands for massively multiplayer online role-playing game. These games host millions of players a day from across the globe. This module explores how players from many different regions with different languages and cultures have created community and culture the is not bound by traditional barriers. The development of language and symbols specific to gaming culture has allowed for cross-cultural global communication. As language transmits culture, gaming culture has developed a specific language that is not bound to any country but is global. This means that players can routinely interact with players from different cultures across the globe.</p>
<p>2d - The course is a study of the cultural significance of a non-US centered global issue .</p>	<p>The course also covers how games can address universal issues such as gender oppression, the role of technology in the future, social justice and who will control the future of these communities. Is toxicity inevitable in the</p>	<p>2d Blue</p> <p>See Syllabus and Materials</p> <p>Module 5-7 - Once the course moves into the digital section of the 21st century, it deals with broad cultural themes on a global level. It covers gaming from an</p>

	<p>anonymity of the online games? It asks the question what happens from here as we race into life in virtual worlds? Where do the lines get drawn and when?</p>	<p>activist, diversity, and inclusivity perspective, including the history and current status of gender, ethnicity, diversity, social justice, and political activism in games and gaming culture globally. The inclusion of esports incorporates the global economy of gaming. We cover esports which have turned into massive events at the professional level that rival events traditional sporting events and compares events like the World Cup to international championships and teams. Students come to see that esports operates on a World Cup model with international players but at what cost for these young, mostly Asian players whose lifespan as professional gamers is shorter than a player in the NFL? What is the future of gaming and virtual reality and where will it take humans?</p>

IDS 313 Integrative Perspectives on a Changing World

Applies integrative and interdisciplinary tools, methods, knowledge and skills to examine global ideas, issues and institutions as they change over time.



IDS 313: History/Cultural Impacts of Gaming in Global Context

Fall 2021 - A

Course and Faculty Information

Course Description: Course Description: Games have played an important role in human history. They have been used in a variety of ways including but not limited to teaching, relaying knowledge, and exhibiting cultural elements of society. Evidence of games has been found in the earliest civilizations. Starting with the earliest known games and continuing to the emergence of games that occur in virtual worlds, this course covers the history of games starting in the ancient world to the development of the multidimensional and nuanced digital culture that surrounds games today. Themes covered include the emergence of international gaming events, economies, and the most importantly, digital identities that humans create and the culture that is emerging from these communities. While games have always been cultural, technology has allowed humans to routinely interact in a meaningful way with other gamers from all over the world. This course will examine not only the history of gaming but also how humans in global gaming communities develop their own cultures, heroes, and languages to communicate and interact together with ease, overcoming traditional barriers.

Credits: 3

Prerequisites: minimum of 45 hours

Instructor: Kimlisa Salazar Duchicela

Contact Email: kimlisa.duchicela@asu.edu (mailto:kimlisa.duchicela@asu.edu)

Texting Number: 520-222-6806 I teach more than one class so please be sure to include your name and the class you are in on your initial text message.

Office Hours: By appointment

Course Learning Outcomes

At the completion of this course, students will be able to:

1. Describe the historical evolution of gaming into digital worlds and communities
2. Describe the cultural, global, and socioeconomic forces that give these worlds allure.
3. Discuss how humans in digital communities create complex and lasting cultural systems, as well as the blurred lines between gender, economics, ethnicity, and other traditional identifiers in societies outside of games.
4. Define the international qualities of gaming including demographics, economy, and growth patterns
5. Explain the real-life impacts of virtual worlds on humans in the real world, including social, financial and political impacts

Textbooks

All required course resources are embedded in the course itself with the exception of your requirement to access various movies. Most of these are available for rental on Amazon or iTunes or your local neighborhood RedBox

Course Access

Your ASU courses can be accessed by both [my.asu.edu \(http://my.asu.edu\)](http://my.asu.edu) and [asu.instructure.com \(http://asu.instructure.com\)](http://asu.instructure.com); bookmark both in the event that one site is down.

Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome \(https://www.google.com/chrome/\)](https://www.google.com/chrome/), [Mozilla Firefox \(http://www.mozilla.org/en-US/firefox/new/\)](http://www.mozilla.org/en-US/firefox/new/), or [Safari \(http://www.apple.com/safari/\)](http://www.apple.com/safari/))
- [Adobe Acrobat Reader \(http://get.adobe.com/reader/\)](http://get.adobe.com/reader/) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free \(https://myapps.asu.edu/app/microsoft-office-2016-home-usage\)](https://myapps.asu.edu/app/microsoft-office-2016-home-usage) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. might not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you might need to use a computer for all assignments, quizzes, and virtual labs.

Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at 1+(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access **[ASU Online Student Resources \(http://goto.asuonline.asu.edu/success/online-resources.html\)](http://goto.asuonline.asu.edu/success/online-resources.html)**

Course Activities

Readings (Points vary depending on readings assigned)

In this class, we will be reading a variety of articles and readings that are all available online to you and linked or embedded in the course. There is no textbook to purchase. You will be reading online websites and also do annotations and reading on Perusall. Each Perusall assignment is up to 20 points. Readings that are not part of Perusall, but through the ASU library online or via the web, will have a quiz associated with them.

Video (PlayPosit is normally the way that you will earn points with videos)

There are videos spread throughout this course. Some are associated with some assignment for points.

YellowDig (100 points)

You will be posting comments, links, observations, and other information on YellowDig all semester long. I expect all posts to remain within the realm of the course. Be sure you read and understand the Netiquette statement for this course and please do not violate it.

Gameology Discussion Post (110 points)

The information on this is explained in Module 0. This isn't due until the end of the semester but you will want to get started right away so you have it ready to go on time.

Discussions:

In addition to the Gameology discussion, there is at least one or more other discussion for you to do and an extra-credit discussion.

Grading

Your grade will be based on a percentage of the available points and determined based on the following grading schema. Points vary in this course based on events happening in the gaming world and in our class. They also vary based on the number of guilds we have presenting projects. I will not add any major projects after the class starts though.

Grade	Percentage
A+	98-100%
A	90-97%
B+	88-89%
B	80-87%
C+	78-79%
C	70-77%
D	60-69%
E	<60%

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas, Perusall, and YellowDig. Do not submit an assignment via email. Occasionally, you will be required to fill out a Google form as your assignment. You need to sign in to your ASU Google account to access these forms.

Assignment due dates follow Arizona Standard time. Click the following link to access the **[Time Converter](http://www.thetimezoneconverter.com/)** (<http://www.thetimezoneconverter.com/>) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will normally be available within 7 days of the due date in the Gradebook. However, please remember there are many of you and only one of me so sometimes it will take a bit longer.

Late or Missed Assignments

Points will be deducted on a daily basis for late work for 5 days at which time you will normally be unable to turn in the assignment for any points. You will lose at least 10% per day unless you have contacted me and gotten my permission to be late. The exceptions are on any group work and items due at the end of the semester. Your group work must be in on time and the last items due in the class need to be in on time so I can get grades in. Please try to notify me **before** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices \(http://www.asu.edu/aad/manuals/acd/acd304-04.html\)](http://www.asu.edu/aad/manuals/acd/acd304-04.html) or to accommodate a missed assignment [due to University-sanctioned activities \(http://www.asu.edu/aad/manuals/acd/acd304-02.html\)](http://www.asu.edu/aad/manuals/acd/acd304-02.html).

Communicating With the Instructor

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates. I don't normally check this area so if it is a pressing issue please text me or email me.

Email any questions of a personal nature to your instructor. You can expect a response within 48 hours.

Email

ASU email is an [official means of communication \(http://www.asu.edu/aad/manuals/ssm/ssm107-03.html\)](http://www.asu.edu/aad/manuals/ssm/ssm107-03.html) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence to the whole class will be sent as an announcement in Canvas which also goes out to your email.

Discord

I can often be found on Discord. There is information on this later in this Syllabus module.

Texting

Please send all texts to 520-222-6806 - remember that I teach more than one class so please be sure to include your name and the class you are in on your initial text message. I normally respond pretty quickly but sometimes I am offline, asleep, or driving so please be patient.

Face Coverings

While no required in this online class, please remember that everyone is required to wear a face cover while in ASU buildings and community spaces, regardless of distance. Face covers help prevent pre-symptomatic and asymptomatic individuals from inadvertently spreading COVID-19 to others. They are meant to protect others in case you are sick. Students will be required to wear a face cover in the classroom.

If you require accommodations due to a disability or health-related concern, please contact the Student Accessibility and Inclusive Learning Services.

ASU Online Course Policies

Submitting Assignments

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester in the event you wish to contest any grades.

All assignments, unless otherwise announced by the instructor, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter \(http://www.thetimezoneconverter.com/\)](http://www.thetimezoneconverter.com/) to ensure you account for the difference in time zones. Note: Arizona does not observe daylight savings time.

Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course Length	Time on Coursework per Week for a 3-credit course	Total Time Requirement for a 3-credit Course
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours
15 weeks	9 hours	135 hours

Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to **drop or add the course** (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: **Withdrawal from Classes** (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>), **Withdrawing as a Financial Aid Recipient** (<https://students.asu.edu/policies/fa-withdrawal>), **Medical/Compassionate Withdrawal** (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>), and a **Grade of Incomplete** (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>).

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the **CISA Grade Appeals policy** (https://cisa.asu.edu/sites/default/files/grade_appeal_procedure.pdf).

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see **provost.asu.edu/academicintegrity** (<http://provost.asu.edu/academicintegrity>).

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these

guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity \(https://provost.asu.edu/academic-integrity/resources/students\)](https://provost.asu.edu/academic-integrity/resources/students) or [provost.asu.edu/academicintegrity \(http://provost.asu.edu/academicintegrity\)](http://provost.asu.edu/academicintegrity) for more information.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the Dean of Students Office.

Student Conduct

ASU and the College of Integrative Sciences and Arts expect and require students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures \(https://www.asu.edu/aad/manuals/ssm/ssm104-01.html\)](https://www.asu.edu/aad/manuals/ssm/ssm104-01.html), [Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy \(https://www.asu.edu/aad/manuals/acd/acd125.html\)](https://www.asu.edu/aad/manuals/acd/acd125.html), and outlined by the [Office of Student Rights & Responsibilities \(https://eoss.asu.edu/dos/srr\)](https://eoss.asu.edu/dos/srr). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference \(http://www.asu.edu/aad/manuals/ssm/ssm104-02.html\)](http://www.asu.edu/aad/manuals/ssm/ssm104-02.html) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior \(http://www.asu.edu/aad/manuals/usi/usi201-10.html\)](http://www.asu.edu/aad/manuals/usi/usi201-10.html). The Office of Student Rights and Responsibilities accepts [incident reports \(https://students.asu.edu/srr/report\)](https://students.asu.edu/srr/report) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html> (<https://goto.asuonline.asu.edu/success/online-resources.html>).

Student Accessibility and Inclusive Learning Services (SAILS)

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.

Student Accessibility and Inclusive Learning Services (eoss.asu.edu/drc (<https://eoss.asu.edu/drc>))

Email: DRC@asu.edu

SAILS Phone: 480-965-1234

SAILS FAX: 480-965-0441

Tutoring

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Graduate academic tutoring is available for writing and statistics.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> (<https://tutoring.asu.edu>) or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website: eoss.asu.edu/counseling (<https://eoss.asu.edu/counseling>). After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 \(https://www.asu.edu/aad/manuals/ssm/ssm104-02.html\)](https://www.asu.edu/aad/manuals/ssm/ssm104-02.html) of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students \(https://eoss.asu.edu/dos/srr/filingreport\)](https://eoss.asu.edu/dos/srr/filingreport). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the

Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services \(http://www.asu.edu/aad/manuals/acd/acd304-06.html\)](http://www.asu.edu/aad/manuals/acd/acd304-06.html), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet, if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me by email.

Academic Affairs Manual

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\) \(https://www.asu.edu/aad/manuals/acd/acd125.html\)](https://www.asu.edu/aad/manuals/acd/acd125.html).

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

Partial Reading list - Readings change every semester because the industry changes rapidly, but these are staples in the course. Most of these articles touch on one or more of the criteria

Whitehill, Bruce. (1999) American Games: A Historical Perspective (1, 2a, 2d)

Egenfeldt-Nielsen, S., Smith, J.H., and Tosca, S.P. (2012). A history of video games in understanding video games: The essential introduction. (1, 2a, 2d)

Lundedal Hammar, Emil. (2017). Counter-hegemonic commemorative play: marginalized pasts and the politics of memory in the digital game Assassin's Creed: Freedom Cry. Rethinking History, Vol 21. No. 3 372-395 (1, 2a, 2d)

Newzoo. 2020 Global Games Market Report - Key Trends, Market Sizing & Forecasts, Special Focus Topics, Rankings (1, 2a, 2d)

Newzoo's Global Esports & Live Streaming Market Report 2021 (1, 2a, 2d)

Pearce, Celia. (2009). Communities of Play: Emergent Cultures in Multiplayer Games and Virtual Worlds. Cambridge: MIT Press. (1, 2a, 2d)

Taylor, T.L. (2009). Play Between Worlds: Exploring Online Game Culture. Cambridge: MIT Press. (1, 2a, 2d)

Brignall, Thomas. (2008). Guild life in the World of Warcraft: Online gaming tribalism. Electronic Tribes: The Virtual Worlds of Geeks, Gamers, Shamans, and Scammers. 110-123. (1, 2a, 2d)

Pearce, Alyssa Marie. (2017). Exploring performance of gendered Identities through language in World of Warcraft. International Journal of Human-Computer Interaction. Vol. 33, No. 3. 180-189. (1, 2a, 2d)

Cote, Amanda C. (2017). I can defend myself-Womens strategies for coping with harrassment while gaming online. Journal of Games and Culture. Sage Publishing. Vol. 12(2). 136-155. (1, 2a, 2d)

Jin, Dal Yong. (2010). Korea's online gaming empire. Cambridge: MIT Press. (1, 2a, 2d)

Bergstrom (2020). Anti-social gaming: Community conflict in a Facebook game. Critical Studies in Media Communication. Routledge. (1, 2a, 2d)

Carrillo Vera, Jose Agustin and Aguado Terron, Juan Miguel. (2019) The eSports Ecosystem: Stakeholders and trends in a new show business. Catalan Journal of Communication & Cultural Studies. Vol11. Num. 1. (1, 2a, 2d)

Voogt, Alex de, Crist Walter, and Dunn-Vaturi, Anne-Elizabeth. (2016) Ancient Egyptians at Play: Board Games Across Borders. London: Bloomsbury Publishing. (1, 2a, 2d)

Jiang, Qiaolei and Fung, Anthony Y.H. (2019) Games With a Continuum: Globalization, Regionalization, and the Nation-State in the Development of China's Online Game Industry. Games and Culture, Vol. 14(7-8) 801-824. (1, 2a, 2d)

Wu, Weihua, Fore, Steve, Wang, Xiyang, Ho, Petula Sik Ying. 2007. Beyond Virtual Carnival and Masquerade In-Game Marriage on the Chinese Internet. Games and Culture Volume 2 Number 1. 59-89. (1, 2a, 2d)

Documentaries and other Materials

The Full History of Board Games (<https://medium.com/swlh/the-full-history-of-board-games-5e622811ce89>) (1, 2a, 2d)

The Best Board Games of the Ancient World (https://www.smithsonianmag.com/science-nature/best-board-games-ancient-world-180974094/?utm_source=smithsoniandaily&utm_medium=email&utm_campaign=20200206-daily-responsive&spMailingID=41724252&spUserID=ODM4Njk0MTg4NjIS1&spJobID=1700548005&spReportID=MTcwMDU0ODAwNQS2) (1, 2a, 2d)

Reading into the Cold War in Video Games (<https://www.playthepast.org/?p=4101>) (1, 2a, 2d)

They Found Community, and Then Love, in Online Games (<https://www.wired.com/story/love-community-mmorpg-online-gaming/>) (1, 2a, 2d)

With Viewership and Revenue Booming, Esports Set to Compete with Traditional Sports (<https://onlinegrad.syracuse.edu/blog/esports-to-compete-with-traditional-sports/#growth>) (1, 2a, 2d)

The History of Video Games Documentary (Video) (1, 2a, 2d)

A Brief History of MMORPGs (Video) (1, 2a, 2d)

World of Warcraft: Looking for Group (Video) (1, 2a, 2d)

7 Days Out: League of Legends Championship (Video) (1, 2a, 2d)

The Transformative Power of Video Games (Video) (1, 2a, 2d)

Console Wars (Video) (1, 2a, 2d)

Colour Coded: Race, Gender and Representation in Video Games (video) (1, 2a, 2d)

The Game Layer on Top of the World (Video) (1, 2a, 2d)

Ready Player One (Video) (1, 2a, 2d)

Will Videogames Become Better than Life (Video) (1, 2a, 2d)