

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) SB **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.Lucie@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
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

IDS 313 Integrative Perspectives on a Changing World

Course Description:

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

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

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Syllabus and Modules
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus and Modules and Readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Module and Readings
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily arts, humanities, literary or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
IDS	313	HISTORY AND CULTURAL IMPACTS OF GAMING IN A GLOBAL CONTEXT	S B

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)
Criteria 1 - Course is designed to advance basic understanding and knowledge about human interaction	This course focuses on the interactions of humans in various gaming platforms, both positive and negative, and how these interactions have created digital communities and cultures that are global in nature and transcend traditional geographic, language, and political boundaries.	C1 - Yellow See Syllabus Course Description See Syllabus Outcomes Readings Discussion Modules/Units call attention to the course's focus on human interaction in gaming environments to investigate cultures and relationships that emerge. Further is shows the intersection between technology and human agency in creating new narratives and community. (See example materials)
Criteria 2 - Course content emphasizes the study of social behavior such as that found in history, anthropology, human-animal studies, and Indigenous studies.	The main theme of the course is how technology has moved games from traditional uses such as family entertainment, to the creation cultures within a virtual world. Focusing on Massive Multiplayer Online Role Playing Games (MMORPG), students learn how humans develop communities within games the create relationships that are extremely important to them even outside of the game. The course allows students to explore digital behavior and identity holistically.	C2 - Green See Syllabus Course Description See Syllabus Outcomes Readings Discussion Modules/Units call attention to the course's focus on human behavior in games. They explore how gamers recreate their identities and how online identities can represent a more realistic version of how they see themselves. It also explores how human-to-human behavior is altered because of the anonymity of online environments. Online relationships, race, gender, and socioeconomic elements that impact the behavior are explored.
Criteria 3 - Course emphasizes the distinct knowledge base of the social and behavioral sciences	This course emphasizes the distinct knowledge base of the social and behavioral sciences through readings, discussions, and assignments. It analyzes the diverse ways human gaming has evolved historically and investigates the emergence of digital cultures that have spilled into non-digital sectors of human life and discourse. With an estimated 2.7	C3- Blue See Syllabus Learning Outcome, Discussion Reading The modules have a historical alignment to them and follow a historical timeline from the ancient world to the present. It also borrows from the disciplines of history, psychology and sociology to explore digital culture and

	<p>billion gamers worldwide, gaming culture is changing the way humans interact with each other. Further, these interactions are intensely dynamic and evolving so rapidly, driven by technology, that they are poised to change traditional notions of identity and culture.</p>	<p>how human gamers are creating and reinterpreting cultural connections.</p>
<p>Criteria 4 - Course emphasizes use of social and behavioral science perspectives and data.</p>	<p>This course emphasizes social and behavioral science perspectives, data, and methods such as observation, critical analysis, historical inquiry, and other qualitative and mixed methods. At times these perspectives and approaches are integrated with perspectives from business and psychology to demonstrate the power of interdisciplinary integratio</p>	<p>C4 - Peach</p> <p>See Syllabus Objectives and Module readings Discussion</p> <p>The course uses quite a bit of data from various sources to understand who engages in gaming from various points of view such as age and gender for example. It also uses several different disciplines to understand the addictive qualities of gaming and the business models that many games are built on.</p>

Course Syllabus

[Jump to Today](#)

 [Edit](#)

To print: MAC users press "⌘" + "P". PC users press "CTRL" + "P".



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

Spring 2021 - A

Course and Faculty Information

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 a society. Evidence of games has been found in the earliest of 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 a multidimensional and nuanced digital culture that surrounds games today. Themes covered include the emergence of international gaming events, economies and 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. The course will examine how humans in global gaming communities develop their own cultures, heroes, and language 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 that blur lines between gender, economics, ethnicity, and other traditional identifiers in societies outside of games.
4. Define the international qualities of gaming including the 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>) and 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)
- [Adobe Flash Player](http://get.adobe.com/flashplayer/) [↗] (<http://get.adobe.com/flashplayer/>) (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) [↗ \(http://goto.asuonline.asu.edu/success/online-resources.html\)](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 Project 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 are other discussions 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/) [\(http://www.thetimezoneconverter.com/\)](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) or to accommodate a missed assignment [due to University-sanctioned activities](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.

Chat

The Chat tool in Canvas allows students and teachers to interact in real-time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

Email

ASU email is an [official means of communication](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

View the [ASU Online Course Policies](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html) [↗](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html) (<https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html>)

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> [↗](https://sexualviolenceprevention.asu.edu/faqs) [↗](https://sexualviolenceprevention.asu.edu/faqs) (<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) (<https://goto.asuonline.asu.edu/success/online-resources.html>).

Accessibility Statements

View the [Accessibility section](#) to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

Academic Integrity

<http://provost.asu.edu/academicintegrity> (<https://slack-redir.net/link?url=http%3A%2F%2Fprovost.asu.edu%2Facademicintegrity>)

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 every criteria C1-C4.

Pearce, Celia. (2009). Communities of Play: Emergent Cultures in Multiplayer Games and Virtual Worlds. Cambridge: MIT Press. (C1, C2, C3)

Taylor, T.L. (2009). Play Between Worlds: Exploring Online Game Culture. Cambridge: MIT Press. (C1, C2, C3)

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. (C1, C2, C3, C4)

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 (C1, C2, C3)

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. (C2, C3)

Jin, Dal Yong. (2010). Korea's online gaming empire. Cambridge: MIT Press (C3, C4)

Bergstrom (2020). Anti-social gaming: Community conflict in a Facebook game. Critical Studies in Media Communication. Routledge. (C3, C4)

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. (C3, C4)

Whitehill, Bruce. (1999) American Games: A Historical Perspective (C4)

Egenfeldt-Nielsen, S., Smith, J.H., and Tosca, S.P. (2012). A history of video games in understanding video games: The essential introduction (C4)

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 (C1, C4)

Newzoo. 2020 Global Games Market Report - Key Trends, Market Sizing & Forecasts, Special Focus Topics, Rankings (C1, C4)

Discussion Example: (C1, C2, C3, C4)

We will be doing a discussion on this module that hopefully will bring all the materials and activities into a space for you to analyze it and start bringing digital culture creation into focus. Discussion prompt - What do you feel are some of the clear aspects of gaming that could bring people together and help them create new social groups and perhaps culture? Please discuss what you believe brings people to gaming and how do you think they are creating relationships and connections. How are these relationships evident. I want you to focus on the person to person connections and how people can create not only a virtual version of themselves but also virtual communities and support systems. Discuss what you feel is the importance of these elements in their social and personal lives. While you may have some anecdotes on this topic to share, please be sure to clearly analyze the topics and use the course materials and any other research you do to support your thoughts. Citations are required.

Below is an assignment that encompasses all 4 criteria where students pick games and then apply what they have learned from the class to report on and evaluate currently available games.

(C1, C2, C3, C4)

Gameology Required Information for each game.

Name of Game

Who created it/who owns it?

Type of game

Cost and modality (PC, Mobile, Console, etc.)

Level and time - what kind of skill is required for this game? What is the time investment to get proficient?

Summary/overview of the game - What is the history of the game, what is this game all about?

Gamer identity - discuss the customization elements. Is this a game that allows for character creation and if so to what level?

Where does this game fit within its genre? What do you see as the lifespan of this game and its global potential? You need to look at stats here and player numbers to gauge this and if it is a new game, look at how games in that genre have fared.

Culture - toxic? Friendly? Gender elements and options? How are females portrayed? How are men portrayed? Are there obvious social issues or themes? Political elements? This is the section where you evaluate it in the context of what we have learned in the course about game culture and game identity. One thing you definitely need to look at is fan-base, real-life events that players might attend. eSport events are also important to think about.

Do you give it a thumbs up or thumbs down?

A link to a video of it so people can see some gameplay.

Citations for all your information

Gameology Discussion Assignment ↕



<https://www.flickr.com/photos/159689189@N03/45895698591>

When is this due - Near the end of the semester

This information is to make you aware that you have a major discussion due at the end of the semester and to help you understand what you need to be doing to be successful on it.

What is the Assignment?

Description

For this assignment, you will produce a Gameography of at least 3 games. You will provide a full summary of the game. You will provide your impressions of playing it within the context of the framework that is provided. Your focus will be on the community of the game, how the virtual world feels to you, character creation, culture, economic potential.

Not all the games you play need to be MMORPGs (Massive Multiplayer Online Role-Playing Games) but at least one of your games must be. They should all allow for interactivity such as online play where you are not playing alone. The point is to look at the games from the point of view of the virtual world it creates and how players interact with that world and with

each other. What games you decide to review are up to you. There are many types of games out there. Think about some of the group games that have become popular during COVID.

Gameology Required Information for each game.

- Name of Game
- Who created it/who owns it?
- Type of game
- Cost and modality (PC, Mobile, Console, etc.)
- Level and time - what kind of skill is required for this game? What is the time investment to get proficient?
- Summary/overview of the game - What is the history of the game, what is this game all about?
- Gamer identity - discuss the customization elements. Is this a game that allows for character creation and if so to what level?
- Where does this game fit within its genre? What do you see as the lifespan of this game and its global potential? You need to look at stats here and player numbers to gauge this and if it is a new game, look at how games in that genre have fared.
- Culture - toxic? Friendly? Gender elements and options? How are females portrayed? How are men portrayed? Are there obvious social issues or themes? Political elements? This is the section where you evaluate it in the context of what we have learned in the course about game culture and game identity. One thing you definitely need to look at is fan-base, real-life events that players might attend. eSport events are also important to think about.
- Do you give it a thumbs up or thumbs down?
- A link to a video of it so people can see some gameplay.
- Citations for all your information

Citations

Citations are required for all your information, photos, music, videos, and anything else you use. Since this is not a formal paper you need to find a way to provide this information without disturbing the aesthetics of your presentation.

Points

30 points per game that you review for a total of 90 Points

30 points on responses (you must do at least 2 feedback response posts and they are going to be worth 15 points each)

Gameology Feedback

Instructions



<https://www.flickr.com/photos/23757512@N08/30729838268>

Peer Feedback

In addition to creating and posting your gameology, you must evaluate presentations from your peers.

Once you have reviewed the game reviews of your peers, you must post a response that provides meaningful feedback. A portion of your grade will come from this review/feedback process.

Feedback and Rating

As you develop your feedback for your peers, you should ask yourself questions like these:

- Does this review cover **all** the required aspects of the Gameology Project?
- Do you see any gaping holes in the review?
- Was a good overview of the games provided?
- Did they do the required number of games?
- Were the themes of game culture and virtual world development well researched and covered
- Are the grammar and overall quality of the content high?
- Did they use citations?

- Did the author clearly spend time and put thought into this?
- Is this Gameology connecting with you?

I expect to see positive and critical elements to every feedback you provide but I should not see mean comments. When you give feedback, be kind. Keep an open mind. See what they are trying to tell you and if you can connect with it. You can provide critique without being aggressive. If there are issues, point them out and make useful suggestions where it is appropriate. If you question their assessment, you should do some research to back up your position and you should offer your points in a way that added substance. Provide praise if praise is due. Never be cruel or mean. Remember this review/feedback will be part of your overall grade. Providing real quality feedback that is supportive and yet true critique is a skill one should develop for the future. I hope you will take this as an opportunity to do that.

You must provide feedback to at least 2 of your peers.