

**Glasgow School of Art Course Specification**

**Course Title: Game Studies**

*Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.*

<b>Course Code:</b>	<b>HECOS Code:</b>	<b>Academic Session:</b>
UISDGS3		2023-24

<b>1. Course Title:</b>
Game Studies

<b>2. Date of Approval:</b>	<b>3. Lead School:</b>	<b>4. Other Schools:</b>
PACAAG August 2022	SIT	

<b>5. Credits:</b>	<b>6. SCQF Level:</b>	<b>7. Course Leader:</b>
10	9	Sandy Louchart

<b>8. Associated Programmes:</b>
BSc Immersive Systems Design

<b>9. When Taught:</b>
Year 3, semester 1

<b>10. Course Aims:</b>
<p>This course will introduce students to a range of debates, practices and issues in contemporary and historical games culture. Students will critically engage with current game studies issues and questions through readings, discussion and writing.</p> <p>Students will also engage with other game-focused issues around culture, communications and media and academic development.</p> <p>Thus, this course both prepares students for critically assess and discuss games in professional creative computing disciplines, and arms them with the critical and cultural insights that will be required through their professional careers.</p>

<b>11. Intended Learning Outcomes of Course:</b>
<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate, through a structured essay and presentation, a critical knowledge and understanding of a range of issues, theories, discussions and debates relating to the game studies domain.</li> </ul>

- Draw on knowledge of the domain to identify and analyse current issues surrounding games, their design and consumptions, and the different ways in which they impact on society and culture.
- Deliver, through a presentation, a critical reflection on the game domain in line with the game studies academic discipline.

### 12. Indicative Content:

The course will cover a range of historical and contemporary games related issues and practices and their relevance to the game-making.

- Digital games as culture and its sub-cultures
- Critical understanding of players and games
- The history of games studies including seminal work in the field
- Games and ergodic literature
- Researching, developing, writing and presenting academic work

### 13. Description of Summative Assessment Methods:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Seminar	Presentation	20	7
Essay	1600-1800 word essay or use-case on a game studies topic	80	10

#### 13.1 Please describe the Summative Assessment arrangements:

Students have to deliver and present a seminar talk (peers attendance) on a topic of their choosing and follow guidance for the delivery of an effective academic dissemination exercise. An essay/case-study on game studies on a topic agreed with their tutor (week 3) forms 80% of the weight of assessment. The essay will be required to be written in an academic style using Harvard referencing. References will not be included in the word count.

### 14. Description of Formative Assessment Methods:

Engagement with formative assessment is a mandatory requirement.

Peer review

Tutor feedback

Class discussions

#### 14.1 Please describe the Formative Assessment arrangements:

Students will present a short initial bibliography and thematic reflection during week 5 for peer and tutor review and comment.

Class discussions on essay topics will allow for further peer and tutor discussion and review of ideas prior to submission of essays. Students will have opportunity to discuss their essay work with tutors for formative feedback prior to submission.

### 15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
24	100

#### 15.1 Description of Teaching and Learning Methods:

Timetable: Weekly meetings and a seminar in week 7. Meetings may take the form of seminars, lectures, discussions, or include elements of more than one of these.

**16. Pre-requisites:**

Successful completion of Stage 2 (or equivalent)

<b>17. Can this course be taken by Exchange/Study Abroad students?</b>	Yes
<b>18. Are all the students on the course taught wholly by distance learning?</b>	No
<b>19. Does this course represent a work placement or a year of study abroad?</b>	No
<b>20. Is this course collaborative with any other institutions?</b>	No
<b>20.1 If yes, then please enter the names of the other teaching institutions:</b>	
N/A	

**21. Additional Relevant Information:**

N/A

**22. Indicative Bibliography:**

The proposed course will feature a comprehensive resource list. The list will be developed in collaboration with the Library Services for digital access and focus on presenting the research domain from an inclusive, equal and global perspective. The indicative texts below will be part of the learning resource list available to students on this course.

- Aarseth, Espen (1997). Ergodic Literature. Baltimore, Maryland: The Johns Hopkins University Press. ISBN 0-8018-5579-9.
- Juul, Jesper (2006). Half-Real: Video Games between Real Rules and Fictional Worlds. MIT Press. ISBN 978-0-262-10110-3.
- Ryan, Marie-Laure (2001). Narrative as Virtual Reality. Johns Hopkins University Press. ISBN 978-0-8018-6487-2.
- Mäyrä, Frans (2008). An Introduction to Game Studies: Games in Culture. Sage Publications. ISBN 978-1-4129-3445-9.
- MacCallum\_Stewart, Esther (2018). Online Games, Social Narratives. Routledge. ISBN 9781138548480
- Proceedings Digital Games Research Association (DIGRA), Foundations of Digital Games (FDG), Games Studies Journal, Games and Culture Journal, International Games Developer Association (IGDA) talks and seminar presentations.