**Writing Games:**

**Gender and Sexuality in Video Games**

**Writing 20303**

**Section 65**

**Fall 2021**

**TR 3:30-4:50 pm**

**Reed 202**

**Instructor:** Jason Helms

**Email:**Jason.helms@tcu.edu

**Response Time:** 1-2 business days

**Office hours:** 2-3pm Tuesday, Thursday or by appointment.

All office hours held via Zoom: <https://tcu.zoom.us/j/2350145579>

**Course Description**

In this course you will learn to both analyze and create video-games. Much like a culture’s writing practice in general, games provide insight into the people who make and play them. Games articulate much about who we are and what we value as a society. Games both influence and are influenced by other elements of culture, as we see game adaptations of books and movies as often as games themselves are depicted through other media. While games are written by designers, a great deal of writing is also produced through and about the play of those games. This class asks students to explore the rhetorical dimensions of writing within and about games, considering both how games are a form of writing and how writing hybridizes genre conventions.

This course will focus specifically on gender and sexuality in video games. Both gender and sexuality are complex concepts that shape our lives. We will be learning about the ways each is constructed, often without our knowledge. We will be critiquing a variety of games, often games we might love. Such critique can sometimes disappoint us when we learn our heroes have weaknesses. Other times it can empower us as we realize we have more control over our gaming than we previously thought. If you are interested in creating games that question constructions of gender and sexuality, you’ve landed in the right spot.

In the course we will be making text-based games. Text-based games or interactive fiction (IF) have been around for over forty years, and still retain a vibrant community of designers and players. While many video games are written metaphorically (like a film is “written” beyond the script), these games are designed entirely through text. As you design your own games, you will be doing a great deal of writing. You will design four games for this course. We will start small, with no assumption that anyone knows anything about coding, video games, or even computers. Smaller projects along the way will help you to become competent in basic interactive fiction writing and programming.

**Required Materials**

1. [*Gone Home*](https://gonehome.game/). Video game.
2. [Portal](https://store.steampowered.com/app/400/Portal/) **or** [Portal 2](https://store.steampowered.com/app/620/Portal_2/) **or** [Night in the Woods](https://store.steampowered.com/app/481510/Night_in_the_Woods/) **or** [Eliza](https://store.steampowered.com/app/716500/Eliza/) Video games.
3. [*Extreme Meatpunks Forever*](https://hthr.itch.io/extreme-meatpunks-forever)*.* Video game.
4. [*GENDERWRECKED*](https://gendervamp.itch.io/genderwrecked)*.* Video game.
5. Various handouts and selected articles, videos, and games online.
6. Regular access to TCU e-mail.
7. Regular access to files on thumb drive, dropbox, or other device.
8. Twine (available online, does not require downloading)

**Learning Outcomes**

In this course, students will:

1. Demonstrate competence with contemporary writing theory through critical analysis and discussion of theoretical texts, practicing the problem-solving skills of critical reading and interpretation.

2. Demonstrate knowledge of the ways various modes of language – including verbal, visual, cinematic, and procedural – are deployed in gaming culture through rhetorical analysis of primary texts (including interactive texts)

3. Compose original arguments about the influence of writing on gaming culture, gaming culture on writing, and gaming culture on culture at large

7. Demonstrate knowledge of the social, and/or historical construction of gender, sex or sexuality

**Course Requirements & Grading**

**Minor Assignments**

Throughout the semester there will be quizzes, informal writing, and other assignments. Some of these will engage with the reading done for class, typically not just checking to see if you read, but asking you to think further. Some of these will be used as “scaffolding,” building your skills between projects. Some will be technological, for example, creating an object in Inform.

**Game 1: Gaming as a Certain Point of View (Twine)**

Your first game will ask you to take an active part in constructing the identity of a player. After spending some time playing games, it’s time to get serious and make your own! For this first project you will create a simple Twine game. Your player character should be complex, interesting, and unexpected. There are many different facets of identity, and these facets intersect in complicated ways. **Part of**your character’s complexity should engage with their gender identity. In other words, do not create a stereotypical player character, or a stereotypical, uncritical depiction of gender. You should *show* the player (rather than tell the player) who your PC is. Consider some of your favorite characters from movies, books, and games: what makes them interesting? Relatable? Unusual? Also keep in mind the various ways writers and designers craft interesting characters: physical description, dialogue, interior monologue, etc. Your final product will be accompanied by a short essay (100-300 words) explaining how rhetorical considerations shaped the choices made and how PC identity is constructed through your game design.

**Game 2: Gaming as Genre Bending (Twine Group Game)**

Your second game will ask you to consider how genre is constructed. You will be put into a group of 3. Each group will select one of your games to adapt into a new genre. You will be given a list of genres to choose from in class (e.g. sci-fi, horror). You will divide up roles so that each group member is doing the same amount of labor and learning new things. The new game should be more mechanically complex than the previous one. Doing so will teach you about collaborative design, as well as the interactions of genre and the player character. Your final product will be accompanied by a short collaborative essay (100-300 words) explaining how rhetorical considerations shaped the choices made in your game, which roles each student took on the project, and how genre is constructed through your game design.

**Game 3: Gaming as a Letter Home (Platform of your choice)**

Games and other media are often deeply personal, expressing the feelings, beliefs, and experiences of their creator(s). For your final project, you will create a game that **conveys, but does not replicate** an experience that you had in college to someone from home (e.g. friend, family member). We want you to focus on conveying ideas and emotions, not on putting the player in an exact recreation of the experience. You also need to carefully consider audience: has the person you are writing to experienced something similar? How are they different from you? What parts of your perspective might they struggle to connect with? You can create this game in any platform you choose (including the platforms we have covered in class). When choosing a platform, think carefully about the affordances of the platform (e.g. is it based on text or graphics) and how these affordances will benefit the story you are trying to tell. Your final product will be accompanied by an essay (500-700 words) explaining how rhetorical considerations inform the choices made.

**Grades**

In this class, we won’t be grading individual assignments. Instead, we’ll be offering lots of feedback without any number or letter associated with it. Throughout the semester, you will write three self-reflection essays (about a page each) on how you’ve developed as a learner. On the second and third of these essays, you will indicate the grade you believe you have earned. These will work out to your midterm and final grades. We reserve the right to change your grade, but in general we defer to you as the best judge of your learning. For more information on the rationale behind this system, we recommend these short, approachable blog posts: <https://www.jessestommel.com/why-i-dont-grade/> and <https://www.jessestommel.com/how-to-ungrade/>  We am more than willing to supply more detailed pedagogical scholarship on this rationale at your request. The online Self Reflection documents provide detailed description of how to successfully argue for a grade.

A+ (97-100%), A (93-96%), A- (90-92%), B+ (87-89%), B (84-86%), B- (80-83%), C+ (77-79%), C (74-76%), C- (70-73%), D+ (67-69%), D (64-66%), D- (60-63%), F (0-59%)

**Course Policies**

**Pandemic**

Much as we would all like it to be, the pandemic is not over. As of the week before classes begin, case counts are actually higher in Tarrant county this year than they were at the same point last year. My highest priority really is your health. Stay safe, wear a mask, and don’t come to class if you think you might be sick.

**Campus Life and the Student Experience Will Be Different This Year.** The health and safety of students, faculty, and staff is Texas Christian University’s highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

**Attendance and Tardiness**

Due to the current pandemic, we are going to be very accommodating to students who are absent. It’s rough out there! Stay safe, and let us know if you need anything. If for some reason you anticipate being absent, arriving late, or leaving early during a class period, **please let us know beforehand!**

Class Enrichment

*We cannot emphasize this enough*:  Learning any new skill requires an active engagement on the part of the learner; therefore, class participation is a critical component of the course.  While some lecture will be necessary to establish necessary contexts and to propose reading strategies, most of the learning needs to come from lively discussion and a certain degree of daring and play. Get involved early and often. The class will surpass expectations if you do; it will be miserable if you don’t.

Late Work

I don’t like to allow late work because it can pile up quickly. However, I also don’t deduct any points for late work. Please contact me before the assignment is due if you would like an extension. I’m typically happy to give you one.

**Safe Zone**

My goal is for each student to feel comfortable and able to connect with course content and classroom discussion. Please know that I welcome, affirm, and celebrate persons in the LGBTQIA communities of Texas Christian University. (LGBTQIA stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Ally). I will not allow homophobic comments in class and will strive to use inclusive language.  For more information please consult:<http://www.allies.tcu.edu/training.asp>.

**Land Acknowledgment**

“This ancient land, for all our relations.”

We respectfully acknowledge all Native American peoples who have lived on this land since time immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes, upon whose historical homeland our university is located.

TCU has benefitted from the dispossession of Native American peoples. The land on which TCU is located was taken from the Wichita and others through the combined efforts of Spain, France, Mexico, Texas, and the United States. TCU eventually gained possession of it through a system instituted by Texas and the United States that depended on dispossessing and removing the Wichita and others.

**Recording of Class Sessions**

Our class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

**System Requirements**

Throughout the semester, you will be asked to play a variety of video games. It is your responsibility to ensure that you have the necessary hardware to run these games. If you have any technical difficulties, contact your professor or IT at least a week before the assignment is due. We have a video game lab in the library which should be able to assist you.

**Twine Requirements**

Twine can be run through a browser or downloaded. The interface is the same. The main difference is that the browser version may occasionally delete all of your work, so I would recommend downloading the app. Additionally, Microsoft Edge and Safari both have known issues that allow you to create and test Twine games in the browser but not export them. If you are working in a browser, make sure to use Firefox or Chrome.

**Support for TCU Students**

**Campus Offices**

·       Brown-Lupton Health Center (817-257-7863)

·       Campus Life (817-257-7926, Sadler Hall 2006)

·       Center for Academic Services (817-257-7486, Sadler Hall 1022)

·       Center for Digital Expression (CDeX) (817-257-7350, Scharbauer 2003)

·       Mary Couts Burnett Library (817-257-7117)

·       Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)

·       Student Development Services (817-257-7855, BLUU 2003)

·       Transfer Student Center (817-257-7855, BLUU 2003)

·       Veterans Services (817-257-5557, Jarvis Hall 219)

**The Center for Writing**

The William L. Adams Center for Writing provides writing assistance to all TCU students.  Writing specialists and peer tutors are available for one-on-one tutorials from 8 to 5 p.m. Monday through Friday in on the 4th floor of Reed Hall. Drop-ins are welcome, but students may also make an appointment by calling 817-257-7221.

**Center for Digital Expression**

The CDEx is available to students working on new media assignments. The computers in that space have all the software (especially the Adobe suite) that you will need for this class.  The staff is also available to help you with your projects. I will refer to the resource sections in the CDEx website ([www.newmedia.tcu.edu](http://www.newmedia.tcu.edu)) throughout the course.  You can also view their weekly schedule by going here: [www.newmedia.tcu.edu/weekly.html](http://www.newmedia.tcu.edu/weekly.html).

# Syllabus Disclosures Fall 2021

## **Campus Life and the Student Experience**

The health and safety of students, faculty, and staff is Texas Christian University’s highest priority. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

## Image of a QR code the reader can use to scan and report if they have been Covid-19 vaccinated.**Health and Wellness** \*Have you gotten the COVID-19 vaccine? Let TCU know. 🡪

Fill out the vaccine survey by scanning the QR code to the right.

**Are you feeling unwell? Let TCU know.**

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). Campus Life will inform your professors that you are unable to attend class and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

## Face Mask Statement

Face masks are currently required in TCU classrooms, per the [TCU Campus Readiness Task Force: Face Mask Policy](https://www.tcu.edu/protect-the-purple/masks.php). Students not complying with classroom face mask requirements may be referred to Dean of Students Mike Russel.

If TCU lifts the face mask requirement before the end of Fall 2021, the instructor may continue to require face masks in their classrooms. At that point, the instructor will notify the students of their decision and update their syllabus accordingly.

## TCU Policy for Religious Observations & Holidays

(New 11/1/2020)

“Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the [TCU Policy for Religious Observations & Holidays](https://faith.tcu.edu/rhp/) webpage.

## Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

### Audio Recording Notification:

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

## Technology Policies

### Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

### Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at:<https://security.tcu.edu/polproc/usage-policy/>.

**Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct**(this policy may be found in the Student Handbook at<https://tcu.codes/code/index/>)**, and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

## Anti-Discrimination and Title IX Information

Statement on TCU’s Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](https://tcu.policytech.com/dotNet/documents/?docid=135&public=true) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](https://tcu.policytech.com/dotNet/documents/?docid=140&public=true).

To make a report, you may call OIE at 817-257-8228, email [oie@tcu.edu](mailto:oie@tcu.edu), visit us at The Harrison, Suite 1800 or click here: [Make a Report](https://www.tcu.edu/institutional-equity/make-a-report.php).

[To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here:](file:///C:\Users\helms\AppData\Local\Temp\To%20learn%20about%20the%20Campus%20Community%20Response%20Team%20(CCRT)%20and%20Report%20a%20Bias%20Incident%20click%20here:) <https://inclusion.tcu.edu/campus-community-response-team/>

Title IX

TCU’s Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU’s Title IX Coordinator. You may call 817-257-8228 to make a report, email [oie@tcu.edu](mailto:oie@tcu.edu) or [a.vircks@tcu.edu](mailto:a.vircks@tcu.edu), or make a report [here](https://www.tcu.edu/institutional-equity/make-a-report.php). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources

Campus Advocacy, Resources & Education

[www.care.tcu.edu](http://www.care.tcu.edu)

817-257-5225

Counseling & Mental Health Center

[www.counseling.tcu.edu](http://www.counseling.tcu.edu)

817-257-7863

Religious & Spiritual Life

[www.faith.tcu.edu](http://www.faith.tcu.edu)

817-257-7830

On Campus Resources

TCU Police

[www.police.tcu.edu](http://www.police.tcu.edu)

817-257-8400 Non-emergency

817-257-7777 Emergency

## Emergency Response Information

Please review [TCU’s L.E.S.S. is More public safety video](https://publicsafety.tcu.edu/less-is-more/) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

[TCU’s Public Safety website](https://publicsafety.tcu.edu/) provides maps that show our building’s rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777.**

Download the [*Frogshield* Campus Safety App](file:///C:\Users\joannaschmidt\Downloads\Frogshield%20Campus%20Safety%20App)on your phone. (<https://police.tcu.edu/frogshield/>)

## Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](https://tcu.codes/code/index/3-prohibited-conduct/3-4-academic-misconduct/)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details) and the [Graduate Catalog](http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct) Specific examples include, but are not limited to:

* **Cheating**: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
* **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
* **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.
* **Abuse of resource materials**: Mutilating, destroying, concealing, or stealing such material.
* **Computer misuse**: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
* **Fabrication and falsification**: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
* **Multiple submission**: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
* **Complicity in academic misconduct**: Helping another to commit an act of academic misconduct.
* **Bearing false witness**: Knowingly and falsely accusing another student of academic misconduct.

**Course Schedule**

**Unit 1: Games as Rhetoric**

**Week 1**

8/24

Course Introductions

Introduction to gaming and text-based gaming

8/26

Play Kind Words

Watch Anita Sarkeesian, “Damsel in Distress” [part 1](https://www.youtube.com/watch?v=X6p5AZp7r_Q), [part 2](https://www.youtube.com/watch?v=toa_vH6xGqs) and [part 3](https://youtu.be/LjImnqH_KwM)

Self-reflection 1 due by 5 pm

**Week 2**

8/31

Play *Gone Home*

[Read Anders, Tricks For Creating Memorable Characters](https://io9.gizmodo.com/10-tips-and-tricks-for-creating-memorable-characters-1616544190)

Discussion Board Post 0, games and genre

9/2

Carpenter, “[How the founder’s toxic culture tore apart Fullbright](https://www.polygon.com/22610490/fullbright-steve-gaynor-controversy-stepped-down-open-roads)”

Discussion Board Post 1, 250-350 word rhetorical game analysis

Post analysis by 5pm on 9/1

Comment on someone else’s post by noon on 9/2

**Week 3**

9/7

[Read NY Times, “Everything is Gamergate”](https://www.nytimes.com/interactive/2019/08/15/opinion/what-is-gamergate.html)

Play[Depression quest](http://www.depressionquest.com/dqfinal.html)

Twine lectures 1 & 2

9/9

Play “Sept. 7th, 2020” <https://caitkirby.com/downloads/Fall%202020.html>

Gender Unicorn/Matching Game

Discussion Board Post 2, 1 paragraph 1st person PC

Post paragraph by 9pm on 9/8

Comment on someone else’s post by class time on 9/9

**Week 4**

9/14

Play Helms, “Dark Simulachrum” <http://personal.tcu.edu/jasonhelms/games/Dark%20Simulachrum.html>

Twine Comments lecture

9/16

Workshop games in class

Read Not Your Mama’s Gamer post, “Criticism on the Axes: On Intersectional Identity and Games Criticism”:<http://www.nymgamer.com/?p=9385>

Read Not Your Mama’s Gamer post, “We Are Building Histories: On the Need for Feminist Games Studies”:<http://www.nymgamer.com/?p=16637>

Game 1 Due Online (5pm on Friday)

**Unit 2: Games as Systems**

**Week 5**

9/21

Read John Timmons “Intro to IF”

Play in class Zork

9/23

Play [Galatea](http://pr-if.org/play/galatea/) (get to at least ten endings)

Read Montfort “Fretting the Player Character”

Discussion Board Post 3, 1 page group contract

**Week 6**

9/28

Genre

Twine Variables and Styling

9/30

Read Adam Hammond Twine Guide

Read Harlowe Documentation

Discussion Board Post 4, 1-minute Twine tutorial

**Week 7**

10/5

Play in class [Spent](http://playspent.org/)

Read Crocco, “Critical Gaming Pedagogy”

10/7 (online)

ReadLorde, “Age, Race, Class, and Sex: Women Redefining Difference”

ReadBurrill, “Queer Theory, the Body, and Video Games”

Discussion Board Post 5, update group contract

**Week 8:**

10/12 (online)

Read Brass Lantern “The Player Will Get it Wrong”

Workshop games in class

Game 2 Due Online by Wednesday at 5pm

**10/14 – Fall break**

**Unit 3: Games as Stories**

**Week 9**

10/19

Play [Dys4ia](https://freegames.org/dys4ia/)

Play in class AI dungeon

Discuss Game 3

10/21

Read Bogost, “Video Games Are Better Without Stories”<https://www.theatlantic.com/technology/archive/2017/04/video-games-stories/524148/>

Read Not Your Mama’s Gamer post, “A Dream of Embodied Experience: On Ian Bogost, Epistemological Gatekeeping, and the Holodeck”:<http://www.nymgamer.com/?p=16363>

**Self-reflection 2 due by 5 pm**

**Week 10**10/26

Read Shaw, “Do You Identify as a Gamer?”

Play [Extreme Meatpunks Forever](https://hthr.itch.io/extreme-meatpunks-forever)

10/28

Play [The Uncle Who Works for Nintendo](https://ztul.itch.io/the-uncle-who-works-for-nintendo)

Discussion Board Post 6, 1-page Proposal for Game 3 (focused on emotion)

Post proposal by 5pm on 10/27

Comment on someone else’s post by noon on 10/28

**Week 11**

11/2

Watch: Girlfriend Reviews, Breath of the Wild, <https://www.youtube.com/watch?v=APBemXYS4tA>

Waypoint, Frost Punk <https://www.youtube.com/watch?v=8qcGakXXV3w>

Game of your choice (finish game and begin brainstorming reviews)

11/4

Play [*GenderWrecked*](https://gendervamp.itch.io/genderwrecked)

Read John Scalzi, “Straight White Male: The Lowest Difficulty Setting There Is” and follow ups (3 in total)

Discussion Board Post 7, video review/playthrough

**Week 12**

**Last Day to Drop Course November 8**

11/9

Play [Mainichi](http://www.mattiebrice.com/mainichi/)

Read Nakamura “Queer Female of Color: The Highest Difficulty Setting There Is? Gaming Rhetoric as Gender Capital” <https://adanewmedia.org/2012/11/issue1-nakamura/>

11/11

Read Muncy, “Games and empathy”:  <https://www.wired.com/story/games-and-empathy/>

Read Serpell, “The Banality of Empathy”: <https://www.nybooks.com/daily/2019/03/02/the-banality-of-empathy/>

**Week 13**

11/16

Discussion Board Post 8, working draft of game 3

Post game by 5pm on 11/15

Comment on someone else’s game by noon on 11/16

11/18

Workshopping and peer critiquing games

**Week 14**

11/23

**Thanksgiving Break**

11/25

**Thanksgiving Break**

**Week 15**

11/30

Workshopping and peer critiquing games

12/2

Workshopping and peer critiquing games

**Week 16**

12/7

Play Peer Games and Bring Notes to class

Game 3 Due Online

12/9

**Study day**

**Final (Play games on Zoom and vote for your favorite)**

Tuesday, December 14, 2-4:30pm

Self-reflection 3 due by 2pm