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**DTC 475.01 Digital Diversity Course Schedule**

[**http://dtc-wsuv.org/wp/475/**](http://dtc-wsuv.org/wp/475/)

The WSU catalog describes DTC/AMST/ENGL 475 as “the cultural impact of electronic media, especially the World Wide Web; issues of race, class, gender, and sexually online.”  I will be expanding this vision to include other socio-cultural markers such as age, disabilities, and others pertinent to this line of inquiry.  It should also be noted that this course is a required Core course for all DTC majors in The Creative Media & Digital Culture Program, so it represents crucial information for those students.

**Contact Information**

Dr. Dene Grigar, Professor, dgrigar@wsu.edu

Ryan House, Teaching Assistant, ryan.house@wsu.edu

Office Location:  VMMC 28, 360-546-9487

Office Hours:  MW 11:00 a.m.-12:00 p.m., & by appt.

Course Day & Time: MW 1:10-2:00 p.m., F independent research

Course Location:  VMMC 261

**Course Materials**

* *Replay*, by Tristan Donovan
* *Readings for Diversity and Social Justice,* by Maurinanne Adams et al

**Assignments**

1. Independent Research: 250 words or less intended to provoke investigation of a particular topic. (10 total)

Friday, August 25 #1: Class and Game Culture

Friday, September 1 #2: Videos Games and Oppression

Friday, September 8 #3: Violence toward Women in Video Games

Friday, September 15 #4: Principles of Instructional Design & Higher Ed

Friday, September 22 #5: Video Games and Ethics

Friday, September 29 #6: Use of Indian Names for Sports Teams

Friday, October 6 #7: Diversity in the Historical Account of Games

Friday, October 13 #8: Rape in Cyberspace

Friday, October 20 #9: Body Perceptions

Friday, October 27 #10: Students’ Choice of topic

2. Prototype or Game Due: December 6

3. Final Paper Due: Final Exam day and time

**Assessment**

Work will be assessed for its professional quality. Other factors include being turned in on time, uniqueness, and, of course, content. Components that will be assessed are:

Independent Research: 25%

Prototype or Game: 25%

Final Paper: 25%

Attendance and Class Participation: 25%

Items turned in late will be penalized a letter grade per day (not class day but each day) late. Final grades will be calculated in this way:

94-100: A

90-93: A-

84-89: B

80-83: B-

74-79: C

70-73: C-

>69: F

**Attendance Policy**

This is a hybrid course that meets two days face to face and has one day set aside for independent research. You should plan to attend all classes that are scheduled to meet and stay abreast of the work to be completed independently. Excused absences follow within the guidelines of the university. Absences due to a vacation, wedding, a family reunion, and a special work “gig” do not count as excused absences. You will see your grade drop one letter grade per three classes missed. If you miss more than three weeks in a row, for any reason, you will be asked to withdraw from the course and retake it when you are better able to participate.

**University Policies**

* **WSUV Reasonable Accommodation Statement**: “Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please contact the Access Center at 360-546-9238 or [van.access.center@wsu.edu(link sends e-mail)](mailto:van.access.center@wsu.edu). The Access Center is located in the Classroom Building (VCLS) room 160. Accommodations may take some time to implement so it is critical that you contact the Access Center as soon as possible.”
* **WSU Academic Integrity Statement:** Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive [insert academic sanction (e.g., fail the course, fail the assignment, etc.)], will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.  
  Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: [http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010(link is external)](http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010). If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.  
  If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at <https://studentaffairs.vancouver.wsu.edu/student-affairs/student-conduct>. If you have any questions about the process on the Vancouver campus, please call Helen Gregory at 360-546-9573.
* **Emergency Notification System**: “WSU has made an emergency notification system available for faculty, students, and staff. Please register at zzusis with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at RONet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or [http://www.flashalert.net/(link is external)](http://www.flashalert.net/). Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. [Safety plan website](http://www.vancouver.wsu.edu/safety-plan).”

**Part 1: Theories of Diversity and Social Justice Applied to Digital Culture/Games as Reflections of Contemporary Culture**

In this section of the course, you will read about theories relating to diversity and social justice and pair these theories with one of most impactful media object in contemporary culture––video games. As Tristan Donovan says, “The real history of video games is a story of human creativity, aimed by technological growth” (9). We will examine this claim from a variety of diverse perspectives through the specific lens of social justice. Special Note: You should bring to each class period that we meet:

* Both books
* Any digital device you normally use to access the internet (if you do not have a device, let me know on the first day of class)
* Any media you need to take notes. You are welcome to record our class with a sound recorder.

**Monday, August 23**

Intro to course

* “Evolution of Computer Games (1958-2015)”: <https://www.youtube.com/watch?v=6OoKPXASnkM>
* “U.S. Census Quick Facts:” <http://quickfacts.census.gov/qfd/states/00000.html>

**Wednesday, August 24**

*Replay*: Chapter 1, “Hey! Let’s Play Games!”

*Readings for Diversity*: Chapter 77, “How Homophobia Hurts Everybody”

Media to Experience:

* “Cathode-Ray Tube Amusement Device” (1947): <https://www.youtube.com/watch?v=k_WUb-1C010>
* “Computer Chess Program” (1950): <https://www.youtube.com/watch?v=yJZlozoQ4jI>
* “Nimrod” (1951): <https://www.youtube.com/watch?v=yJZlozoQ4jI>
* “IQ Computer” (1969): <https://www.youtube.com/watch?v=oh2j3W6me-U>

**Friday, August 25**

*Replay*: Chapter 2, “Avoid Missing Ball for High Score”

*Readings for Diversity*: Chapter 98, “The Social Construction of Disability”

Supplemental Readings:

* “Making Video Games Accessible for People with Disabilities,” <http://quest.mda.org/article/making-video-games-accessible-people-disabilities>
* “New Requirements for Video Games This Fall,” <http://www.interactiveaccessibility.com/news/new-requirements-video-games-fall#.Va6-S85qgow>

Media to Experience:

* “Spacewar!” (1962): <https://www.youtube.com/watch?v=UP2OaKHaDxM>
* “Galaxy Game” (1971): <https://www.youtube.com/watch?v=rVprIIDDLYY>
* “Tennis for Two” (1959): <http://playitagainproject.org/the-william-a-higinbotham-game-studies-collection/>
* “Pong” (1972): <https://www.youtube.com/watch?v=e4VRgY3tkh0>
* “Magnavox Odyssey” (1972): <https://www.youtube.com/watch?v=Dj66VO1J9gQ>

Independent Research #1: Take any **ONE** of the games discussed in the book thus far (and highlighted in the videos), and discuss challenges it may poses for people with disabilities in any of the three “classes” listed as part of the CVAA (this information is found in the article, “New Requirements”). Distill your thoughts into 250 words or less. ***This work is due before noon next Monday, uploaded to the class Dropbox.***

**Monday, August 28**

*Replay*: Chapter 3, “A Good Home Recreation Thing”

*Readings for Diversity*: Chapter 25, “Class in America––2006”

Supplemental Readings:

* “Atari Manifesto” <http://jeremie.com/misc/atari.html>

Media to Experience:

* “Clean Sweep” (1974): <https://www.youtube.com/watch?v=bTO5JjwbXv0>
* Space Race” (1973): <https://www.youtube.com/watch?v=0eBUoY6W8BY>
* “Gran Trak 10,” (1974): <https://www.youtube.com/watch?v=uPSnhHx1s5w>
* “Tank” (1974): <https://www.youtube.com/watch?v=3OsBUzYBJgU>

**Wednesday, August 30**

*Replay*: Chapter 4, “Chewing Gum, Bailing Wire and Spit”

*Readings for Diversity*: Chapter 5, “Five Faces of Oppression”

Media to Experience:

* “Gun Fight” (1975): <https://www.youtube.com/watch?v=qf9vvMwqFvk>
* “Spirit of 76” (1975): <https://www.youtube.com/watch?v=FIduPLD1Fm4>
* “Break Out” (1976): <https://www.youtube.com/watch?v=hW7Sg5pXAok>
* “Death Race” (1976): <https://www.youtube.com/watch?v=aBBtt72aJLA>
* “Flyball” (1976): <https://www.youtube.com/watch?v=hiC2rs9aM0U>
* “Night Driver” (1976): <https://www.youtube.com/watch?v=u2SC94sktKU>

**Friday, September 1**

*Replay*: Chapter 5, “The Biggest Eureka Moment Ever”

Readings for Diversity: Chapter 6, “The Cycle of Socialization”

Media to Experience:

* “Eliza” (1975): <http://www.manifestation.com/neurotoys/eliza.php3>
* “Adventure” (1976): <https://www.youtube.com/watch?v=4TkV9y15XRw>
* “Zork!” (1977-79): <https://www.youtube.com/watch?v=k1bLBy7gQPI>
* “Dungeons and Dragons” (1974): <https://www.youtube.com/watch?v=ODiPD5Ix768>
* “Microchess” (1976): <https://www.youtube.com/watch?v=xoAl6vcwj78>
* “Oregon Trail” (1971): <https://www.youtube.com/watch?v=h5J6r9dneBo>
* “Mystery House” (1980): <https://www.youtube.com/watch?v=NrH4AJ_q7FA>
* “The Wizard and the Princess” (1981): <https://www.youtube.com/watch?v=h2pnctpFUiw>
* “Tanktics” (1977): <https://www.youtube.com/watch?v=DhkluoxL9cA>
* “Ultima: The First Age of Darkness” (1980): <https://www.youtube.com/watch?v=NrQFzWO4pYo>

Independent Research #2: Take any **ONE** of the games highlighted in the book and in videos for this week, and discuss possible ways it may have or may not have encouraged an environment of oppression. Distill your thoughts into 250 words or less. ***This work is due before noon next Monday, uploaded to the class Dropbox.***

**Monday, September 4: Labor Day, No Class**

**Wednesday, September 6**

*Replay*: Chapter 6, “High-Strung Prima Donna” & Chapter 7, “Pac-Man Fever”

*Readings for Diversity*: Chapter 120, “There Is Nothing Wrong with You: For Teens” & Chapter 61, “Masculinity as Homophobia”

Media to Experience:

* “Combat” (1977): <https://www.youtube.com/watch?v=9E8xnaWm2Cg>
* “Speak & Spell” (1977): <https://www.youtube.com/watch?v=CwfEx2jTau4>
* “Atari Football” (1978): <https://www.youtube.com/watch?v=WN43WiS5nYo>
* “Space Invaders” (1988): <https://www.youtube.com/watch?v=437Ld_rKM2s>
* “Tron” (1982): <https://www.youtube.com/watch?v=1fSUos8x73I>
* “Lunar Lander” (1979): <https://www.youtube.com/watch?v=McAhSoAEbhM>
* “Galaga” (1981): <https://www.youtube.com/watch?v=Cq9I7OvEaFo>
* “Defender” (1980): <https://www.youtube.com/watch?v=GdUlS_cSMoE>
* “Pac-Man” (1980); <https://www.youtube.com/watch?v=dScq4P5gn4A>

**Friday, September 8**

*Replay*: Chapter 8, “Devilish Contraptions”

*Readings for Diversity*: Chapter 64, “Violence Against Women Is a Men’s Issue”

Supplemental Reading:

* “Grand Theft Auto V and the Culture of Violence Against Women,” by Malika Saada Saar. <http://www.huffingtonpost.com/malika-saada-saar/grand-theft-auto-v-and-the-culture-of-violence-against-women_b_6288528.html>

Media to Experience:

* “Tempest” (1981): <https://www.youtube.com/watch?v=AMto2HJJSSA>
* “Sinistar” (1982): <https://www.youtube.com/watch?v=xcyBtVwAsfg>
* “Custer’s Revenge” (1982): <https://www.youtube.com/watch?v=v0RdU1A7jiQ>
* “Donkey Kong” (1982): <https://www.youtube.com/watch?v=spUpSbWq6H0>
* “Q\*bert” (1982): <https://www.youtube.com/watch?v=karPYs22ACc>
* “Xevious” (1982): <https://www.youtube.com/watch?v=Jlq360e3bdI>
* “Major Havoc” (1983): <https://www.youtube.com/watch?v=9n6I1KPxOfE>
* “Dragon’s Lair” (1983): <https://www.youtube.com/watch?v=i6em4GRiRY0>

Independent Research #3: Respond to Saar’s contention that video games promote violence toward women. You may use any of the games listed for this week’s viewing to back up your own claims. Distill your thoughts into 250 words or less. ***This work is due before noon next Monday, uploaded to the class Dropbox.***

**Monday, September 11**

*Replay*: Chapter 9, “Uncle Clive”

*Readings for Diversity*: Chapter 127, “Reflections on Liberation”

Media to Experience:

* “Can of Worms” (1995/2005, updated version): <https://www.youtube.com/watch?v=dpNpqC8aYhs>
* “Pimania” (1985): <https://www.youtube.com/watch?v=PqezCJTWgQ0>
* “Manic Miner” (1983): <https://www.youtube.com/watch?v=BgUzteADsRI>
* “Attack of the Mutant Camels” (1983): <https://www.youtube.com/watch?v=2IHc7XqJeTw>
* “Deus Ex Machina” (1984): <https://www.youtube.com/watch?v=vwJBsYJ16IE>
* “Elite” (1984): <https://www.youtube.com/watch?v=h1f9bhYRDPk>
* “La Abadía del Crimen” (1988): <https://www.youtube.com/watch?v=h1f9bhYRDPk>
* “The Hobbit” (1983): <https://www.youtube.com/watch?v=1vpLgHV0pgk>

**Wednesday, September 13**

*Replay*: Chapter 10, “The French Touch”

*Readings for Diversity*: Chapters 1 & 2 (“The Complexity of Identity” and “Who Am I? Who Are My People?”)

Media to Experience:

* “Le Crime du Parking (1985)”: <https://www.youtube.com/watch?v=gV5Se044bqI>
* “Mewilo” (1987): <https://www.youtube.com/watch?v=SCbSbk1AT5Q>
* “Freedom: Rebel in the Darkness” screen shots from game (1988): <http://www.mobygames.com/game/freedom-rebels-in-the-darkness/screenshots>
* “Meurtre à Grande Vitesse” screen shots from game (1985): <http://dcmoto.free.fr/programmes/meurtre-a-grande-vitesse/index.html>
* “Captain Blood” (1988): <https://www.youtube.com/watch?v=wahX3kMg1JI>
* “Hanse” (updated version, 1994): <https://www.youtube.com/watch?v=JfDdg4TW3ok>

**Friday, September 15**

*Replay*: Chapter 11, “Macintoshization”

*Readings for Diversity*: Chapter 97, “Historical Theoretical, and Foundational Principles of Universal Instructional Design in Higher Education”

Those students able to come to campus for class will meet me in VCLS 210 to tour the Electronic Literature Lab and experience hands-on play with some of the 45 vintage Macs available. Those unable to come to campus can pursue independent research on this day. I will make a sign up sheet available to you so that I can manage the number of students in the lab. Everyone is still responsible for the readings.

Media to Experience:

* “Pinball Construction Set” (1985): <https://www.youtube.com/watch?v=ow0X7IrzzO8>
* “Balance of Power” (1985, screen shots of 1990 edition): <http://macintoshgarden.org/games/balance-of-power-the-1990-edition>
* “A Mind Forever Voyaging” (1986): <https://www.youtube.com/watch?v=EBsz6yuWtu4&list=PLB79EAF9CB3C74338>
* “Déjà Vu: A Nightmare to Remember” (1985): <https://www.youtube.com/watch?v=Dkyu1ZqJpGs>
* “Ultima III: Exodus” (1983): <https://www.youtube.com/watch?v=bfgNCOJsxm4>
* “Narc” (1988): <https://www.youtube.com/watch?v=6sGN894PdEU>

Independent Research #4: In what ways does the GUI interface introduced by Apple promote the principles of instructional design? Distill your thoughts into 250 words or less. ***This work is due before noon next Monday, uploaded to the class Dropbox.***

**Monday, September 18**

*Replay*: Chapter 12, “A Tool to Sell Software”

*Readings for Diversity*: Chapter 65, “Out-of-Body Image”

Media to Experience:

* “Game & Watch, Ball” (1980) : <https://www.youtube.com/watch?v=3UhZwwTfu8c>
* “Kikori no Yosuka” (1981): <https://www.youtube.com/watch?v=D1FpDeznk5g>
* “Night Life” (1982, Wikipedia page for the game): <https://en.wikipedia.org/wiki/Night_Life_(video_game>)
* “Dead or Alive Xtreme Beach Volleyball” (2003): <https://www.youtube.com/watch?v=sZLaIGFkkj4>
* “The Black Onyx” (1984): <https://www.youtube.com/watch?v=364J35Sk3zM>
* “Dragon Quest” (1986): <https://www.youtube.com/watch?v=FBaE0mNexTs>
* “Final Fantasy” (1987): <https://www.youtube.com/watch?v=TcPoa9M9v3o>
* “The Legend of Zelda” (1986): <https://www.youtube.com/watch?v=kKslvLb6Rvc>

**Wednesday, September 20**

*Replay*: Chapter 13, “I Could Have Sworn It Was 1983”

*Readings for Diversity*: Chapter 129, “Toward a New Vision”

Supplemental Readings:

* Hays Code (1930): <http://www.artsreformation.com/a001/hays-code.html>
* Comics Code (1954): <http://www.thecomicbooks.com/cca1954.html>
* Review of *Video Kids: Making Sense of Nintendo* by Eugene Provenzo: <http://blog.hardcoregaming101.net/2012/03/book-review-video-kids-making-sense-of.html>

Media to Experience

* “Duck Hunt” (1984): <https://www.youtube.com/watch?v=x-daxzVxrQI>
* “Super Mario” (1986): <https://www.youtube.com/watch?v=q0YEGHpEgMU>
* “Fantastic Adventures of Dizzy” (1991): <https://www.youtube.com/watch?v=nogKIfJy6_g>

**Friday, September 22**

*Replay*: Chapter 14, “Interactive Movies”

*Readings for Diversity*: Chapter 132, “Courage”

Supplemental Reading:

* Cicero: On Duties: <http://www.bostonleadershipbuilders.com/cicero/duties/epitome.htm>

Media to Experience:

* “Defender of the Crown” (1986): <https://www.youtube.com/watch?v=86ArHF1qi_0>
* “Karateka” (1984): <https://www.youtube.com/watch?v=wKqk9kosCs4>
* “Manic Mansion” (1987): <https://www.youtube.com/watch?v=pjiyHCO31uc>

Independent Research #5: Connect two reading assignments to one video game you have studied in this course. Explain how that particular game fits or does not fit the views promoted in the readings. Distill your thoughts into 250 words or less. ***This work is due before noon next Monday, uploaded to the class Dropbox.***

**Monday, September 25**

*Replay*: Chapter 15, “You Must Be a God”

*Readings for Diversity*: Chapters 23 & 24 (“Religion in American Life” and “Breaking a Sacred Taboo”)

Media to Experience:

* “Conway’s Game of Life” (1970): <http://pmav.eu/stuff/javascript-game-of-life-v3.1.1/>
* “Raid on Bungeling Bay” (1984): <https://www.youtube.com/watch?v=nQCi6r--Asw>
* “SimCity” (1991): <https://www.youtube.com/watch?v=dJnSdf2jsbY>
* “Utopia” (1982): <https://www.youtube.com/watch?v=jfrHwP_Ee2I>
* “Populous” (1989): <https://www.youtube.com/watch?v=NTGneDh-SMY>
* “Civilization” (1990): <https://www.youtube.com/watch?v=TIP44q3JQ8o>

**Wednesday, September 27**

*Replay*: Chapter 16, “A Plane to Moscow”

*Readings for Diversity*: Chapter 7, “Structure as the Subject of Justice”

Media to Experience:

* “Tetris” (1984): <https://www.youtube.com/watch?v=XJxMetIKkEw>
* “Demonstration of the Rubik’s Cube”: <https://www.youtube.com/watch?v=rmnSpUgOvyI>
* “Hexic” (1991): <https://www.youtube.com/watch?v=mjcTljaDBH4>
* “Operation Flashpoint” (2001): <https://www.youtube.com/watch?v=OjdCWCjb_Lw>
* “S.T.A.L.K.E.R.: Shadow of Chernobyl” (2007): <https://www.youtube.com/watch?v=O-IrgkrM2DU>

**Friday, September 29**

*Replay*: Chapter 17, “Sega Does What Nintendon’t”

*Readings for Diversity*: Chapter 10, “The Real Problem with Indian Mascots”

Supplemental Reading:

* “Redskins Not the Only Team Targeted for Indian Nickname,” by Eric Brady: <http://www.usatoday.com/story/sports/2014/05/04/redskins-mascot-nickname-indians-wahoo-chiefs-blackhawks-braves/8705159/>

Media to Experience:

* “Joe Montana Football” (1990/91): <https://www.youtube.com/watch?v=STqwKjXdolU>
* “Earl Weaver Baseball” (1987): <https://www.youtube.com/watch?v=IKp_fP06f0Q>
* “John Madden Football” (1991): <https://www.youtube.com/watch?v=kYgmmnzoVjU>
* “Sonic the Hedgehog” (1991): <https://www.youtube.com/watch?v=CqOlpQ7sepE>
* “Final Fight” (1989): <https://www.youtube.com/watch?v=CqOlpQ7sepE>
* “Earthworm Jim 2” (1995): <https://www.youtube.com/watch?v=mrVzG3Ix-BQ>

Independent Research #6: Discuss the controversy concerning sports teams using “Indian” names. Incorporate the readings and games you have studied (or know) to make your point. Distill your thoughts into 250 words or less. ***This work is due before noon next Monday, uploaded to the class Dropbox.***

**Monday, October 2**

*Replay*: Chapter 18, “Mortal Kombat”

*Readings for Diversity*: Chapter 12, “Heteropatriarchy and the Three Pillars of White Supremacy”

Supplemental Reading:

* “Entertainment Software Rating Board” (ESRB): <http://www.esrb.org/index-js.jsp>

Media to Experience:

* “Mortal Kombat” (1995): <https://www.youtube.com/watch?v=O07FnB6Agoc>
* “Night Trap”: (1992) <https://www.youtube.com/watch?v=Ia29PSVOXL4>
* “Raid Over Moscow” (1985): <https://www.youtube.com/watch?v=EmUB0aW5G1Q>
* “Mixed Up Mother Goose” (1987): <https://www.youtube.com/watch?v=F_9Izu6gpnQ>
* “Street Fighter II” (1991): <https://www.youtube.com/watch?v=6OlenbCC4WI>
* “Lemmings” (1991): <https://www.youtube.com/watch?v=6IG3VUV_M2E>
* “Square’s Tom Sawyer” (1989): <https://www.youtube.com/watch?v=aFAUeOHlK7Y>
* “The Orion Conspiracy” (1995): <https://www.youtube.com/watch?v=KJ7TThxGakY>

**Wednesday, October 4**

*Replay*: Chapter 19, “A Library in a Fish’s Mouth”

*Readings for Diversity*: Chapter 24, “The Personal is Political”

Media to Experience:

* “The Manhole” (1988/89): <https://www.youtube.com/watch?v=JC2AgMnTFd4>
* “Road Rash” (1991, later version shown): <https://www.youtube.com/watch?v=2Nw_ob0gKR8>
* “Microcosm” (1993): <https://www.youtube.com/watch?v=IQFRAKCv4qc>
* “Wing Commander” (1990): <https://www.youtube.com/watch?v=GbzioZBTUIU>
* “Star Wars: Rebel Assault” (1993): <https://www.youtube.com/watch?v=359qyiXskCE>
* “Myst” (1993): <https://www.youtube.com/watch?v=Htsj_msQtBM>
* “Urban Runner” (1996): <https://www.youtube.com/watch?v=5cmSEYe1VSg>
* “Phantasmagoria” (1995): <https://www.youtube.com/watch?v=oAXC-MwfpHA>
* “Gabriel Knight 3” (1999): <https://www.youtube.com/watch?v=n9ZlEFkx46M&list=PLjjNZRzFam-oimaSE8YjGnp9VZFpzKDYl>

**Friday, October 6**

*Replay*: Chapter 20, “The Ultimate Display”

*Readings for Diversity*: Chapter 36, “Why Can’t Everybody Fear Me Like That?”

Supplemental Reading:

* “Purple Moon” (1996): <https://en.wikipedia.org/wiki/Purple_Moon>

Media to Experience:

* “Tailgunner” (1979): <https://www.youtube.com/watch?v=sgRrPDYvTdM>
* “Alpha Waves” (1989): <https://www.youtube.com/watch?v=bF_a6qMeWP8>
* “Dactyl Nightmare” (1991): <https://www.youtube.com/watch?v=v6t69mp0ZhE>
* “Catacomb 3D” (1991): <https://www.youtube.com/watch?v=jsqIW_xvdrk>
* “Ultima Underworlds: The Stygian Abyss” (1992): <https://www.youtube.com/watch?v=OYTit60G6Hk>
* “Wolfenstein 3D” (1992): <https://www.youtube.com/watch?v=-YNw_tqRiac&list=PL7521AC9D6DCE4C6C>
* “Bible Adventures” (1991): <https://www.youtube.com/watch?v=T9_A2lZZKFo>
* “Doom” (1993): <https://www.youtube.com/watch?v=jP2jI0BVG0w>

Independent Research #7: Purple Moon and Biblical Adventures were but two of the attempts to broaden the appeal of games. The book however focuses much of its attention on commercial games to the neglect of this area. Identify and discuss one game not listed in this book that takes a social justice approach. Distill your thoughts into 250 words or less. ***This work is due before noon next Monday, uploaded to the class Dropbox.***

**Monday, October 9**

*Replay*: Chapter 21, “We Take Pride in Ripping Them in Shreds”

*Readings for Diversity*: Chapter 63, “A Movement to End Sexist Oppression”

Supplemental Reading:

* “Review of *Lara Croft: Cyberheroine*” (2005): <http://leonardo.info/reviews/nov22005/lara_grigar.html>
* “PMS Clan,” <http://pmsclan.com>
* Feminist Cyberculture: <http://www.nouspace.net/dene/ws5343/Syllabus.html>

Media to Experience:

* “Tekken” (1994): <https://www.youtube.com/watch?v=KUtEr25l928>
* “Tomb Raider 3D” (1996?): <https://www.youtube.com/watch?v=jIfrf2LLdUI>
* “Barbie Fashion Designer” (1996): <https://www.youtube.com/watch?v=x62hwsAlzZ8>
* “Resident Evil,” (1996): <https://www.youtube.com/watch?v=Ij7FWQJR0e8>
* “Alone in the Dark” (1992): <https://www.youtube.com/watch?v=qYr5J877tsU>
* “Goldeneye 007” (1997): <https://www.youtube.com/watch?v=a4qJ8wNfgXY>

**Wednesday, October 11**

*Replay*: Chapter 22, “Beatmania”

*Readings for Diversity*: Chapter 96, “Historical and Cultural Influences in Deaf Education”

Media to Experience:

* “Parappa the Rapper” (1996): <https://www.youtube.com/watch?v=x_A49uwu0xU>
* “Beatmania” (1997): <https://www.youtube.com/watch?v=BGB6Yui-RxU>
* “Dance Dance Revolution”(1998): <https://www.youtube.com/watch?v=8Lc5v8AP3F4>
* “Rock Band” (2007): <https://www.youtube.com/watch?v=8HT1oowAO-g>
* “Guitar Hero” (2005): <https://www.youtube.com/watch?v=8HT1oowAO-g>

**Friday, October 13**

*Replay*: Chapter 23, “You Haven’t Lived Until You Died in MUD”

*Readings for Diversity*: Chapter 130, “What Can We Do?”

Supplemental Reading:

* “A Rape in Cyberspace,” by Julien Dibbell: <http://www.juliandibbell.com/articles/a-rape-in-cyberspace/>
* “LambdaMOO, in Wikipedia”: <https://en.wikipedia.org/wiki/LambdaMOO>
* “Female Collected,” by Pat Nolan: <http://www.ifets.info/journals/2_3/nolan.html>

Media to Experience:

* “Cuellarin MUSH”: <http://english.ttu.edu/kairos/5.2/binder.html?coverweb/grigar/iva_start-here.html>

Independent Research #8: Considering how seriously people take their online lives today, whether it is a gaming environment or social media, respond to Dibbell’s essay, answering this question, Is rape really rape in virtual space? Distill your thoughts into 250 words or less. ***This work is due before noon next Monday, uploaded to the class Dropbox.***

**\*\*\*\*** Team Designation for Game Assignment is due. One person from each team must send me the list of team members on the team by 5 p.m. today!

**Monday, October 16**

*Replay*: Chapter 24, “Second Lives”

*Readings for Diversity*: Chapters 104 & 105

Media to Experience:

* “Kingdom of the Winds” (1996): <https://www.youtube.com/watch?v=pcLkVGTUW6w&list=PLWHBgszUp7LJtKsQ2SqoVNsxWUno-xPbP>
* “Star Craft” (1998): <https://www.youtube.com/watch?v=4RuQ4WdoT7U>
* “EverQuest” (1999, inside the game video): <https://www.youtube.com/watch?v=LBQSHfGHj74>
* “Second Life” (2003): https://www.youtube.com/user/Secondlife

**Wednesday, October 18**

*Replay*: Chapter 25, “Little Computer People”

*Readings for Diversity*: Chapter 110, “Facilitating Transitions to College for Students with Disabilities from Culturally and Linguistically Diverse Backgrounds”

Media to Experience:

* “A Simmified Life,” by Nina Westerberg, <http://www.dtc-wsuv.org/cmdc/gallery/archive.html#issue1>
* “Little Computer People” (1985): <https://www.youtube.com/watch?v=SkTgX1mGmDg>
* “Quake” (1996): <https://www.youtube.com/watch?v=6g70rtT96DY>
* “Warcraft III” (2002): <https://www.youtube.com/watch?v=Ml5YnB9-VZo>
* “LittleBigPlanet” (2008): <https://www.youtube.com/watch?v=Q2Gw6BwLSLs>
* “Spore” (2008): https://www.youtube.com/watch?v=fL5UIu3qAsQ

**Friday, October 20**

*Replay*: Chapter 26, “All-Access Gaming”

*Readings for Diversity*: Chapter 111, “Learning Disability Identity Development and Social Contract”

Supplemental Readings:

* “Wii Therapy for Special Needs Children”: <http://thinkonline.smarttutor.com/wii-therapy-for-special-needs-children/>
* “Fat-ism and Discrimination”: <http://www.aboutequalopportunities.co.uk/fatism-discrimination.html>

Media to Experience:

* “Pokémon Origins”: <https://www.youtube.com/watch?v=k8_xSG2saCk>
* “Pokémon Online Game” (2011): <https://www.youtube.com/watch?v=WqNQF8XvXjU>
* “Halo: Combat Evolved” (2001): <https://www.youtube.com/watch?v=zCq9WCSGy4M>
* “Nintendo Wii Fit” (2007): <https://www.youtube.com/watch?v=-Taruqvk30E>

Independent Research #9: Respond to the theme/stance found one of the two supplemental readings or the chapter from Readings for Diversity. Distill your thoughts into 250 words or less. ***This work is due before noon next Monday, uploaded to the class Dropbox.***

**\*\*\*\*** Project Scope for Game Assignment is due. One person from each team must send me the genre and what you are planning to achieve with your game 5 p.m. today!

**Monday, October 23**

*Replay*: Chapter 27, “The Grooviest Era of Crime”

*Readings for Diversity*: Chapter 114, “A Key to Developing Positive Youth-Adult Relationships

Media to Experience:

* “Grand Theft Auto” (1997): <https://www.youtube.com/watch?v=8ixWHZHnxVw>
* “Grand Theft Bicycle,” by Steve Gibson (2007): <http://grandtheftbicycle.com>
* “The Elder Scrolls” (1994): <https://www.youtube.com/watch?v=UyWnTKt3GD0>
* “The Longest Journey” (1999): <https://www.youtube.com/watch?v=qZ1bHSu1IHY>
* “Half-Life” (1998, game review): <https://www.youtube.com/watch?v=u7tKUlNLL4w>
* “Fall-Out 3” (2008): <https://www.youtube.com/watch?v=pAN0ByjSsV4>
* “BioShock” (2007): <https://www.youtube.com/watch?v=Lmw78t8NgIE>

**Wednesday, October 25**

*Replay*: Chapter 28, “Magic Shooting Out of People’s Fingers”

*Readings for Diversity*: Chapter 137, “Top Youth Activism Victories of 2009”

Media to Experience:

* “Every Day the Same Dream” (2009): <https://www.youtube.com/watch?v=5L_pThrg3lw>
* “Strange Rain” (2010): <https://www.youtube.com/watch?v=cApshBRTjcw>
* “Façade” (2005): <https://www.youtube.com/watch?v=8Gmmeh9WQ-U>
* “Ten Oculus Rift Games We Want to See”: <https://www.youtube.com/watch?v=K40EL9N41RA>

**Friday, October 27**

Those students able to come to campus for class will meet me in VCLS 3 to tour MOVe Lab and experience hands-on play with Oculus Rift. Those unable to come to campus can pursue independent research on this day. I will make a sign up sheet available to you so that I can manage the number of students in the lab. Everyone is still responsible for the readings.

Independent Research #10: Select any one of the topics you explored during the semester and discuss it further. Distill your thoughts into 250 words or less. ***This work is due before noon next Monday, uploaded to the class Dropbox.***

**Part 2: The Practice of Diversity and Social Justice in Digital Culture**

In this section of the course, you will apply what you have learned about diversity and social justice to produce or revise a video game. I have set aside VMMC 111 (Multimedia Lab) for the class during the semester on MWF from 12:10-1:00 p.m. so that you have access to the technology you need to produce your projects. See Assignment Sheet for details.

**Monday, October 30**

Production time

**Wednesday, November 1**

Production time

**Friday, November 3**

Production time

**Monday, November 6**

**\*\*\*\*** Storyboard for Game Assignment is due at the end of class today.

**Wednesday, November 8**

Production time

**Friday, November 10: Veterans Day, No Class**

**Monday, November 13**

**\*\*\*\*** Wireframe for Game Assignment is due at the end of class today.

**Wednesday, November 15**

Production Time

**Friday, November 17**

Production Time

**Monday, November 20-Friday, November 24**

Thanksgiving Holiday

**Monday, November 27**

**\*\*\*\*** Prototype for Game Assignment is due at the end of class today.

**Wednesday, November 29**

Production time

**Friday, December 1**

Production time

**Monday, December 4**

Production Time

**Wednesday, December 6**

**\*\*\*\*** Game or Report is due at the end of class today.

Final Exam: Final Paper Due

We will be in the computer classroom on this day.