

B - Course Revision Form V. 7.2022 : Entry # 2576**DEAN Decision**

Approved

Today's Date

02/17/2023

EPC Decision

Approved

Today's Date

03/27/2023

GEC Decision

Approved

Today's Date

03/02/2023

APIRC Decision

Approved

Today's Date

04/14/2023

Begin Form**Today's Date**

01/31/2023

Your Name

Kristina Bell

Your Email:kbell@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Dr. Stefan Hall

Email address of your Department Chairshall@highpoint.edu

B - Course Revision Form V. 7.2022 : Entry # 2576

By checking below I am certifying that my department chair has seen and approved the course revisions that are in this proposal

Yes

Please select the appropriate school overseeing this proposal:

Communication

Which semester is this course to be taught as proposed?

Spring 2024

Is this course part of GoGlobal?

No

Does this course, as revised, include any community engagement?

No

Is this a revision to meet new Gen Ed requirements?

Yes

In which area(s) of Gen Ed does this course (as proposed) fulfill?

Diversity

Does this course as it currently exists fulfill any of the below University academic program requirements?

- This course does not currently fulfill academic program requirements

What would you like to revise?

- Learning Outcomes
- Adding or removing an Academic Program

Does this course count towards a major or a minor?

Yes

Please list the course(s) and whether they are required or electives for the major/minor.

Course Prefix/Number	Name of Major and/or Minor?	Required or Elective?
3372	GAM (Game Design)	Elective

Is this course cross listed?

Yes

Choose the department designator for your course from the list below.

B - Course Revision Form V. 7.2022 : Entry # 2576

GAM

Choose the second department designator for your course from the list below.

WGS

Current course number

3372

Current course title

Games and Identity

Adding/Removing Academic Programs**Please describe the change you are seeking to make and provide a rationale**

The course is currently cross-listed between GAM and WGS. Since WGS has dissolved, I would like to remove WGS and add the gen ed diversity requirement. I have added the diversity learning outcomes, and changed the assignments and readings to make sure all learning outcomes were being effectively met.

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course**

I removed the WGS learning outcomes and added the diversity ones. All learning outcomes and assessments are below, but you can find them more neatly organized in a table on the syllabus:

Develop an understanding of how identities are constructed and how they shape perception. Students will reflect upon their identity in the "identity reflection game" that they create in class.

Recognize how various groups are represented in digital gaming environments. Students will demonstrate this in online and in-class discussions, when they serve as discussion leader, and in their multimedia project which focuses on representation in games.

Articulate how representation is co-constructed between the game and player. Students will demonstrate this in their identity reflection game, the online and in-class discussions, when they serve as discussion leader, and in their final critical game that they make.

Evaluate video games, gamer cultures, and the gaming industries through a critical lens. Students will demonstrate this in all assignments and activities.

Formulate your own social responsibility as a participant in gaming culture. Students will be asked to do this in their first assignment, their identity reflection game, in all in-class and online discussions, and in their final game.

Work towards solving problems of representation by creating a socially responsible game. Students are asked to do this for their final critical game.

Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem. (Analytic Skills #3). Students directly do this in all assignments, but most notably in their multimedia project in which they pull out themes of representation in games and discuss through a critical lens.

Reflect critically on their own values in light of alternatives. (Ethical Reasoning #3). Students are directly asked to do this in the

B - Course Revision Form V. 7.2022 : Entry # 2576

first project, their identity reflection game. They have to reflect upon their own identity in relation to games (including their values) and class discussions/facilitations will constantly reference how their identity shapes their experiences with games. Students are also asked to read and discuss readings from a variety of different perspectives and use those perspectives to reflect critically on their own values. (Queer Studies, Feminist, Positivistic, Disability studies, International, etc.)

Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. (Appreciation of Difference #1). This course covers multiple cultures and groups domestically and worldwide. We speak about differences between groups respectfully and help students avoid an ethnocentric lens. These are assessed in all assignments, but most notably in online and in-class discussions and when groups act as discussion leader. Since there is a huge variety of different types of games with different players, and they are enjoyed internationally, the cultures surrounding games are diverse and varied. We will discuss whether there is a "hegemonic" game culture and how the media's representation of a gamer may differ than the reality of the average gamer, etc.

Identify and describe how power and privilege, particularly as determined by racial and socioeconomic inequality, impact their own life circumstances and those of other people both locally and globally. (Appreciation of Difference #3). This is covered in all assignments, most notably in the first assignment (the identity game) which requires them to reflect on their own experiences. Also in the last assignment, which asks them to solve some of the issues of power and privilege through making a socially responsible, critical game. This class considers power and privilege determined by identities ranging from race, sexuality, gender, and disability and considers how these dynamics change in different countries worldwide. This is assessed in all assignments, but most notably the first assignment, the identity game, and the multimedia project that focuses on representation in games.

Please list any revisions to units or content areas that will be required for all sections of this course

I went through and tweaked readings/assignments to better meet the gen ed learning outcomes.

Please list any revisions to assignments, tests, or other assessments that will be required for all sections of this course. If you have Gen Ed learning outcomes, please address assessment for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity)

Because I removed the WGS co-listing and this class will primarily be for game design majors, I removed the ethnographic study and replaced it with an identity game. This assignment will require students to critically reflect upon their own values and identity, and therefore will better meet the ethical reasoning learning outcome. It also helps give our game students more practice in game making.

Please list any revisions to course policies that will be required for all sections of this course

none

If you would like to specify any revisions to requirements for how contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

No revisions. We have increased class time to cover the 4th contact hour.

If this course proposal affects any other departments, please describe the consultation and approval that you've received and from whom

None

Is there anything else the reviewing parties should know about this course revision proposal that hasn't already been asked/addressed?

No

B - Course Revision Form V. 7.2022 : Entry # 2576**Sample Syllabus**

- [COM-3372-Games-Identity-2023-proposal.pdf](#)