City University of Hong Kong
Course Syllabus

offered by School of Creative Media
with effect from Semester A 2017/18

Part I   Course Overview

Course Title: Art and Activist Games Workshop

Course Code: SM5339

Course Duration: 1 semester

Credit Units: 3 credits

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. **Abstract**

   This workshop-based course explores video games as a site for art practice and social critique. Through the analysis of existing artefacts and the design and implementation of games the course aims to situate video games within contemporary art and explore their potential as a space for intervention in political, social, and cultural dynamics. Rather than focusing exclusively on technical issues, the course examines the symbolic and aesthetic dimensions of the genre as a means for cultural production.

2. **Course Intended Learning Outcomes (CILOs)**
   (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Describe the essential features of games		✓	✓	
2.	Distinguish art games from other games		✓	✓	
3.	Describe the role that art games play in contemporary culture		✓	✓	
4.	Use concepts of art and game theory to describe and evaluate the salient aspects of an art game		✓	✓	
5.^	Use concepts of art, and game theory, and game design to design and develop their own art game			✓	✓
6.^	Use concepts of art, game design, and software engineering to implement a working prototype of their game			✓	✓
		100%			

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

^ Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lectures	Explain key concepts, such as 'playability'	✓	✓	✓	✓			
Critiques	Evaluate/critique aspects of classmates' art/activist games in progress				✓	✓	✓	
Presentations	Explicate the salient aspects of 'successful' art/activist games by top practitioners				✓	✓	✓	
Projects	Create a game artefact, engaging in all steps, from design, to implementation, to user testing.					✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Participation	✓	✓	✓	✓	✓		15%	
Assignments	✓	✓	✓	✓	✓	✓	30%	
Presentations				✓	✓	✓	20%	
Final project					✓	✓	35%	
Examination: 0% (duration: ---, if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation and Performance	This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer members.	- Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points - In-depth pre-class preparation and familiarity with peer reports and other materials - Interpret others' views with an open mind and ready to negotiate - Readiness to share personal insight via analysis and synthesis with informed views - Constructively critical, thus facilitating the discovery of new issues	- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points - Adequate pre-class preparation and familiarity with peer reports and other materials - Interpret opinions effectively	- Attentive in in-class participation, listening with comprehension, but only infrequently contributing - Adequate pre-class preparation but little familiarity with peer reports and other materials - Fair ability in interpreting opinions	- Unmotivated to participate in class discussion or comment on other people's views - Little pre-class preparation and familiarity with peer reports and other materials - Poor ability in interpreting opinions	- Unwilling to participate in class discussion and comment on other points, even when requested by the teacher - No pre-class preparation and familiarity with peer reports and other materials - Minimal ability in interpreting opinions
2. Assignments	Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold of	- Excellent grasp of research material, able to explain key concepts, assumptions and debates - Rigorous organization,	- Firm grasp of materials, able to explain key concepts and assumptions - Reasonable organization, balanced	- Comprehensive grasp of materials, able to explain key concepts - Fair organization, weak structure,	- Loose grasp of materials, cannot explain key concepts - Poor organization and structure, weak content, limited use of	- Poor grasp of materials - No organization and structure, inadequate content, no/ - irrelevant use of resources

	'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.	coherent structure, distinct thesis, properly argued with strong narrative - Insightful interpretation of the subject matter with distinct themes and thesis - Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize - Ability to approach a text or a theme using a variety of - theories and analytical tools - Strong bibliography suggesting breadth and depth of coverage and informed insights	structure, adequate content, sufficient ability to integrate various resources based on demand - Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently - Organized bibliography which can be utilized in accordance with the topic	adequate content, fair ability to integrate various resources based on demand - Relevant points to the subject matter, fair ability to interpret opinions - Unorganized bibliography which can be utilized in accordance with the topic	resources - Relevant points to the subject matter, marginal ability to interpret opinions - Insufficient and/or unorganized bibliography	- Irrelevant points to the subject matter, minimal ability to interpret opinions - Irrelevant bibliography
3. Presentation	This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a	- Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter - Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative - Superior presentation skills: distinct	- Adequate content with firm grasp of the material informs the audience on a subject matter - Reasonable organization, balanced structure and composition - Good verbal communication, comprehensible	- Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter - Fair organization, weak structure and composition - Fair presentation skills: acceptable	- Weak content, loose grasp of the general ideas with some knowledge of the subject matter - Poor organization, structure and composition - Poor presentation skills: marginal pronunciation, expression and diction, poor	- Inadequate content, fail to identify the general ideas with knowledge of the subject matter - No organization, structure or/and composition - Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

	student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.	pronunciation, fluent expression and appropriate diction, exact time-management - Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize	pronunciation, fluent expression and diction, fair time-management	pronunciation, - expression and diction, fair time-management	time-management
4. Final Project	Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.	- Work has strong affective quality and the articulation of personal styles and signature - Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium - Work raises questions and instill insights about the process of conception, creative strategization and production - Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project	- Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium - Ability to create project/ work that demonstrate the processes of thinking and creative exploration - Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/	- Basic appreciation and/or application of the aesthetic and expressive qualities of the medium - Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration - Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	- Marginal appreciation of the aesthetic and expressive qualities of the medium - Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration - Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	- No appreciation of the aesthetics and expressive qualities of the medium - Fail to create project/ work that demonstrate the processes of thinking and creative exploration - Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

		- Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment	suggestions			

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

Part III Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
    (An indication of the key topics of the course.)

    Games, Game design, Game theory, Art, Activism, Culture, Programming

2. **Reading List**
2.1   **Compulsory Readings**
    (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Ruth Catlow, Marc Garrett and Corrado Morgana. (2010). Artists re: thinking games. Liverpool University Press.
2.	Ian Bogost . (2010). Persuasive Games: The Expressive Power of Videogames. MIT Press.
3.	Ian Bogost ,Simon Ferrari, Bobby Schweizer. (2010).Newsgames: Journalism at Play. MIT Press.
4.	Noah Wardrip-Fruin,Pat Harrigan ,Michael Crumpton. (2006). First Person: New Media as Story, Performance, and Game. MIT Press.
5.	Jesse Schell. (2008). The Art of Game Design: A book of lenses. CRC Press.
6.	Mary Flanagan. (2013). Critical Play: Radical Game Design. MIT Press.

2.2   **Additional Readings**
    (Additional references for students to learn to expand their knowledge about the subject.)

    NA