MDIA 13: VIDEO GAMES & POPULAR CULTURE

Foothill College Course Outline of Record

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<thead>
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<th>Heading</th>
<th>Value</th>
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<tr>
<td>Effective Term</td>
<td>Summer 2022</td>
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<tr>
<td>Units</td>
<td>4</td>
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<tr>
<td>Hours</td>
<td>4 lecture, 1 laboratory per week (60 total per quarter)</td>
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<tr>
<td>Advisory</td>
<td>Not open to students with credit in MUS 11F or HUMN 13.</td>
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<tr>
<td>Degree &amp; Credit Status</td>
<td>Degree-Applicable Credit Course</td>
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<tr>
<td>Foothill GE</td>
<td>Area I: Humanities</td>
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<tr>
<td>Transferable</td>
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<tr>
<td>Grade Type</td>
<td>Letter Grade (Request for Pass/No Pass)</td>
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<tr>
<td>Repeatability</td>
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<td>Cross-Listed</td>
<td>HUMN 13</td>
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Description
The impact of game design and game technology on popular culture. Topics will include early history including the early hardware and software designers that emerged after World War II, the rise of the video game entrepreneurs and the resulting multi-billion dollar arcade industry, eight generations of home video game console inventors from the Magnavox Odyssey through the present day, the impact of the home computer on video games, the evolution of the handheld game console from early LCD games through the smart phone, online gaming from the first text-based games built by hobbyists through the current massively multiplayer online role-playing games, and the validation of video games as an art form as evidenced by their addition to the collections of prominent institutions such as the Smithsonian and MoMA. For each historical era, the influence of video games on popular culture will be demonstrated through film, television, print, and music.

Course Objectives
The student will be able to:

a. Describe and discuss the history of video game design from its origins to the present.
b. Analyze video game technology and how it affected game content and aesthetics.
c. Identify the major periods of video game development from the first experiments with mainframe computers through modern arcade, computer, and console-based games.
d. Write comprehensive analyses of the impact of video games on popular culture.

e. Handheld video games
   i. Advances in miniaturization enable game designers to create engaging handheld games
   ii. The convergence of children's film and television entertainment with video games
   iii. The rise of the smart phone and the democratization of game creation and consumption
   iv. Important figures might include:
      1. Michael Katz
      2. Gunpei Yojoi
      3. Steve Jobs

b. Video arcade games
   i. College students secretly use campus computer resources to develop the first computer-based video games
   ii. The first video game companies attempt to perfect the user experience
   iii. The initial success of the industry spawns copycats and results in numerous lawsuits
   iv. Attempts to legitimize video arcades by creating a family-friendly atmosphere
   v. The rapid growth and sudden crash of the industry
   vi. Important figures might include:
      1. Steve Russell
      2. Nolan Bushnell

c. Home video game consoles
   i. The struggle to achieve commercial acceptance of the first home game consoles
   ii. The first video game entrepreneurs and the building of a multi-billion dollar industry
   iii. Media conglomerates attempt to control game distribution using the same model as music and film distribution
   iv. The creation of new control interfaces to attract underrepresented gamer demographics like women, children, and the elderly
   v. Important figures might include:
      1. Ralph Baer
      2. Steve Ross
      3. Howard Marks

d. Home computer games
   i. A grassroots movement results in the text game genre
   ii. The rise of third-party developers and the promotion of game designers as stars
   iii. The first person shooter brings players closer to living in a virtual reality
   iv. Important figures might include:
      1. Will Crowther
      2. Jack Tramiel
      3. Trip Hawkins
      4. Rand and Robyn Miller
      5. Jon Romero

e. Early history
   i. The end of World War II results in the first video games
   ii. Early attempts to create artificial intelligence with simple computers
   iii. Mainstream society initially fears and rejects games
f. Online video games
   i. Widespread availability of computer modems allows users to interact online
   ii. The massively multiplayer game leads to game addicts living their entire lives virtually
   iii. Online gaming propels the game industry past films to the top of the entertainment industry
   iv. The rise of casual gaming and the science of user experience
   v. Important figures might include:
      1. Steve Case
      2. Brad McQuaid
      3. Harold Ryan

g. Controversy
   i. Violence in gaming becomes one of the nation's hottest political issues
   ii. Warner Brothers discards millions of game cartridges in the New Mexico desert
   iii. The introduction of the sandbox game and concerns about virtual representations of drugs and prostitution
   iv. Important figures might include:
      1. Jack Thompson
      2. Steven Spielberg
      3. Davis Jones

h. Gaming around the world
   i. A culture of gaming perfection in Japan
   ii. Game development behind the Iron Curtain
   iii. Important figures might include:
      1. Tomohiro Nishikado and Space Invaders
      2. Toru Iwatani and Pac-Man
      3. Shigeru Miyamoto: From Donkey Kong to Mario
      4. Alexy Pajitnov and Tetris

i. Games in film, television, music and print
   i. Films about games, artificial intelligence, and fear of technology
   ii. Books about games, virtual reality, and their impact on popular culture
   iii. Music inspired by games and game characters
   iv. Important topics might include:
      1. Kubrick's 2001 and computer paranoia
      2. Pac-Man fever: integrated marketing pays off
      3. Tron: the first film about games
      4. William Gibson's cyberpunk revolution
      5. '80s gaming blockbusters: WarGames, The Last Starfighter, and Cloak & Dagger
      6. Genre innovation: Ender's Game and Snow Crash
      7. Why are movies about games so bad?
      8. Coming full circle: Ernest Cline and Ready Player One

Lab Content
a. Laboratory activities are provided for students to gain a theoretical knowledge regarding video game characteristics (story, graphics, sound), genre, and style. The lab content includes:
   i. In-depth, guided study of video game examples
   ii. Additional opportunities are provided through critical analysis of music, films, books, and documentaries
   iii. Learning is assessed in module quizzes and essays

Special Facilities and/or Equipment
1. When taught on campus: classroom sound equipment for compact discs, audiotape and records, screen, overhead projector, digital projector, VCR and DVD.
2. When taught via Foothill Global Access: on-going access to computer with email software and capabilities; email address; JavaScript-enabled internet browsing software.

Method(s) of Evaluation
Methods of Evaluation may include but are not limited to the following:

Module quizzes on each of the topic areas
Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or game reviews
Final examination or comprehensive project: in-depth analysis of video games including technological and artistic influences, comparison of video game structural characteristics, cultural impact of video games, interpretation of game dialog, etc.

Method(s) of Instruction
Methods of Instruction may include but are not limited to the following:

Lecture presentations and classroom discussion of the impact of video games on popular culture
In-class viewing of historically significant video games followed by instructor-guided interpretation and analysis
Group presentations of major projects followed by in-class discussion and evaluation

Representative Text(s) and Other Materials
Goldberg, Harold. All Your Base Are Belong to Us: How Fifty Years of Videogames Conquered Pop Culture. 2011.
Kent, Steven. The Ultimate History of Video Games. 2010.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
a. Reading assignments: Reading of modules for each of the module topics plus online summary.
b. Writing assignments: Essays responding to a prompt.

Discipline(s)
Music or Humanities