GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE Jan 21, 2012

1. ACADEMIC UNIT: HArCS

2. COURSE PROPOSED: IAP 294 Game Over: Ethics and Games 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Theresa Devine
                         Phone: 312 545 7727
                         Mail Code: 2151 E-Mail: tcdervine@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 995-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry-L □
   - Mathematical Studies-MA □ CS □
   - Humanities, Fine Arts and Design-HU □
   - Social and Behavioral Sciences-SB □
   - Natural Sciences-SQ □ SG □

   Awareness Areas
   - Global Awareness-G □
   - Historical Awareness-H □
   - Cultural Diversity in the United States-C □

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

This course emphasizes the study of values, of the development of philosophies, ethics or belief systems, and/or aesthetic experience by involving the students in play-testing popular game titles in order to identify ethical questions to which the games allude. Ethics is goal oriented; it has to do with thinking and actions just like games. Every day we are vicariously presented with various situations in which an action must be taken, whether in video, audio or textual. The goal of this class is to analyze in-game challenges and mechanics with the lenses of various ethical theories. This course concerns the comprehension and interpretation/analysis of material objects, images and spaces, by involving the students in play-testing popular game titles in order to identify ethical questions to which the games allude. This course also emphasizes aesthetic experience in the visual arts and design by The students will use this knowledge in ethics to re-design popular game titles in the form of a Game Design Document.

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Game Over: Ethics and Games [new course final number TBD] [IAP 294]

The course involves the students in play-testing popular game titles in order to identify ethical questions to which the games allude. Ethics is goal oriented; has to do with thinking and actions, just like games. Every day we are vicariously presented with various situations in which an action must be taken, whether in video, audio or textual. The goal of this class is to analyze in-game challenges and mechanics with the lenses of various ethical theories. At the end of the course the students will not only be able to think deeply about the relationship between ethics and in-game challenges, but also for real life challenges that they might not have realized were connected before.
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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</thead>
<tbody>
<tr>
<td>IAP</td>
<td>294</td>
<td>GameOver: Ethics and Games</td>
<td>HU</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
<td>The course involves the students in play-testing popular game titles in order to identify ethical questions to which the games allude. The goal of this class is to analyze in-game challenges and mechanics with the lenses of various ethical theories.</td>
<td>Course description and Page 1 of Syllabus</td>
</tr>
<tr>
<td>4c Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</td>
<td>At the end of the course the students will not only be able to think deeply about the relationship between ethics and in-game challenges, but also for real life challenges that they might not have realized were connected before. The students will use this knowledge to re-design popular game titles in the form of a Game Design Document.</td>
<td>Course description and Page 1 of Syllabus</td>
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<td>Course description and Page 1 of Syllabus</td>
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IAP 294: GAME OVER
Ethics and Games

Instructor Name: Theresa Devine
E-Mail Address: tcodevine@asu.edu
Office/ Mailbox: HArCS (FAB N-206)

Office Phone: 602-543-2814
Office Hours: TBD

Class portals:
https://myasucourses.asu.edu

Instructor Websites:
http://www.theresadevine.com/
http://studio4gaminginnovation.com/

Course Description: The course involves the students in play-testing popular game titles in order to identify ethical questions to which the games allude. Ethics is goal oriented; has to do with thinking and actions, just like games. Every day we are vicariously presented with various situations in which an action must be taken, whether in video, audio or textual. The goal of this class is to analyze in-game challenges and mechanics with the lenses of various ethical theories. At the end of the course the students will not only be able to think deeply about the relationship between ethics and in-game challenges, but also for real life challenges that they might not have realized were connected before. The students will use this knowledge to re-design popular game titles in the form of a Game Design Document.

|------------------------|---------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Part 2: Play Testing</th>
<th>Video Game: BioShock and Board Game: Santiago</th>
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<tbody>
<tr>
<td>• Play through both games and discuss</td>
<td></td>
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<tr>
<td>o with a Utilitarian lens</td>
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<tr>
<td>o with a Deontological lens</td>
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<tr>
<th>Part 3: Game Design Document</th>
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</table>

Write a game concept document that is a proposal for your redesign of one of the popular games that we play tested.

After obtaining feedback from the concept document, write a 30 page Game Design Document of the new design. The new design should demonstrate a deeper understanding and
Course Work Evaluation Breakdown

Please note that grades are assigned as follows:
(I use experience points instead of a traditional grading system)

<table>
<thead>
<tr>
<th>Level</th>
<th>EXP</th>
<th>Grade</th>
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<tbody>
<tr>
<td>10</td>
<td>2000</td>
<td>A+</td>
</tr>
<tr>
<td>9</td>
<td>1800</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>1600</td>
<td>B</td>
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<td>7</td>
<td>1400</td>
<td>C</td>
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<td>6</td>
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<td>1</td>
<td>200</td>
<td>F</td>
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<tr>
<td>0</td>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>

Research, Play-testing and Discussion are worth 1,000 EXP or 50% of your grade
Games Concept and Design Documents are worth 1,000 EXP or 50% of your grade
These are totals – you will be informed of the actual points each task is worth when you are given the guidelines.

The instructor is the final arbiter of all grades for the class.

Also note that you are responsible for your earning your own experience points. It takes 10,000 hours to become an expert in anything – that is 5 years at 40 hours a week (with a 2 week vacation). I am expecting that you spend at least 8 hours a week in addition to class time each week to study. You will have approx 9835 more hours to go when you leave this class.

Course Readings:

Required Texts
- Mill: Utilitarianism
  - Seaman Holmes and the Longboat of William Brown
- Kant: Deontology

Recommended Texts
TBD

Course Topics (not necessarily in this order):
Game Theory, the Player as a Moral Being, Case Studies: Race, Sex, Violence, Gender, Freedom of Choice, Social Responsibility
Course/Instructor Evaluation
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "NCIAS Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address.

Withdrawals: The instructor will NOT withdraw students for any reason. Specifically, students should be aware that non-attendance will NOT automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. **It is the student's responsibility to be aware of their registration status.**
Please note the following dates:

TBD

For additional information about ASU's withdrawal policy and the possible consequences of withdrawing from a class, contact Registration Services or your academic counselor.

**Students are responsible for their registration status!**

The Grade of Incomplete: A grade of incomplete will be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements at the end of the semester. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed. **A grade of incomplete will not be awarded unless there is documented evidence of extreme personal or immediate family hardship.** Changes in work hours, child-care emergencies, or other similar personal problems will not be approved as reasons for awarding incompletes. The Director of the Division of Humanities Art and Cultural Studies must approve all incomplete grade requests.

Reasonable Accommodations for Students with Disabilities: The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending ASU West. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students also
may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion.

**Academic Integrity and Code of Conduct:**
As defined in the *ASU Student Academic Integrity Policy:*
http://provost.asu.edu/academicintegrity

Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. A student may be found to have violated this obligation and to have engaged in academic dishonesty if during or in connection with any academic evaluation, him or her:

> Engages in any form of academic deceit;
> Refers to materials or sources or employs devices (e.g., audio recorders, crib sheets, calculators, solution manuals, or commercial research services) not authorized by the instructor for use during the academic evaluation;
> Possesses, buys, sells, obtains, or uses, without appropriate authorization, a copy of any materials intended to be used for academic evaluation in advance of its administration;
> Acts as a substitute for another person in any academic evaluation;
> Uses a substitute in any academic evaluation;
> Depends on the aid of others to the extent that the work is not representative of the student's abilities, knowing or having good reason to believe that this aid is not authorized by the instructor;
> Provides inappropriate aid to another person, knowing or having good reason to believe the aid is not authorized by the instructor;
> Engages in plagiarism;
> Permits his or her work to be submitted by another person without the instructor's authorization; or
> Attempts to influence or change any academic evaluation or record for reasons having no relevance to class achievement.

**Game Over: Can Games Be Moral?** follows the ASU Academic Integrity Policy in the administration of all course examinations and assignments. Violations of the University Academic Integrity policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were punished for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that the implementation of any of these penalties for violations of the academic integrity policy be reported to the Dean's office. The Integrity Policy defines the process to be used if the student wishes to appeal this action.

In **Game Over: Can Games Be Moral?** you are expected to follow the *ASU Student Code of Conduct* (http://students.asu.edu/ssr/code) especially when communicating with your peers, instructors, and teaching assistants. Violations of the student code of conduct may result in withdrawal from the class.
Final Exam Make-up Policy: The final exam schedule listed in the Schedule of Classes will be strictly followed. Exceptions to the schedule and requests for make-up examinations can be granted only by the director of the Division of Humanities Art and Cultural Studies for one of the following reasons:

1) religious conflict
2) the student has more than three exams scheduled on the same day
3) two finals are scheduled to occur at the same time

Make-up exams will NOT be given for reasons of non refundable airline tickets, vacation plans, work schedules, weddings, family reunions, or other such activities. Students should consult the final exam schedule before making end-of-semester travel plans.

If there is a last-minute personal or medical emergency, the student may receive a grade of Incomplete and makeup the final within one calendar month. The student must provide written documentation and be passing the class at the time to receive an Incomplete. A signed “Request for Grade of incomplete” must be submitted by the student and approved by the student’s instructor and the Director of the Division of Humanities Art and Cultural Studies.

The instructor reserves the right to make changes to this syllabus as needed.