

# COMM 3513 Video Games & Society

School of Communication | Autumn 2021 | Section 21018

Distance Learning (100% online, completely asynchronous)

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**Digital Office:** [Carmen Zoom Meeting Room](#)

**Office Hours (online only):** 9:30am - 11:00am ET Mondays and by appointment

**Graduate Teaching Assistant:** Rachel Lopez (she/her)

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**Digital Office:** [Carmen Zoom Meeting Room](#)

**Office Hours (online only):** [By appointment](#)

## Course description

In this course we will review historic and contemporary scientific research to explain what video games are and how they affect individuals and society. To demonstrate social science's unique contribution to this area, we will highlight how games force researchers to adapt common methods to study video games and society.

The course is segmented into 3 major units. Each unit presents a mix of topics that accomplish multiple learning objectives simultaneously.

The first unit primarily reviews topics that introduce video games by explaining what they are, their history, how people use them, and what aspects of games make them unique relative to other mediated technologies. Additionally, the first unit introduces students to the fundamentals of academic research by explaining the nature of knowledge, how to read scientific papers, and how to develop testable ideas when conducting games research.

The second unit primarily reviews research from media psychology to explain how games influence individuals. The second unit also completes the review of academic research fundamentals by reviewing how social scientists study games methodologically. Finally, unit two also demonstrates how games professionals use the knowledge reviewed in the course to perform their jobs.

The third unit primarily reviews academic research that explains how games influence societies. To do this, unit three covers work related to culture, gender, sexuality, race, class, ethics, and economics.

## Course learning goals and outcomes

The culmination of all three units help students achieve the following three general learning goals:

- Learn what video games are and their unique properties relative to other communication technologies
- Learn how video games influence individuals and society
- Learn how social scientists study video games and their effects
- Learn how to locate, evaluate, and summarize social scientific reports

By the end of this course, students will be able to do the following:

- Demonstrate their knowledge of social scientific consensuses and debates surrounding video games' influence on individuals and societies
- Recognize and apply theoretical knowledge to concrete scenarios
- Analyze and evaluate social scientific reports

## Mode of delivery

This course will be presented fully online, asynchronously. Each week, the instructor will post all new course materials in the modules section of Carmen.

## Required materials

**Textbook.** There is no textbook required for this course.

**PDFs.** I will provide PDFs of additional readings in the files section of Carmen. Please see the final section of the syllabus for a full list of all PDF readings.

## Class structure

### Course structure

I have divided the course into 3 units. Units 2 & 3 repeat the structure of unit 1. This means that the order that you complete work in unit 1 repeats in units 2 and 3. Use this cyclical structure to help you anticipate deadlines and plan your work accordingly.

### Unit structure

Within each class unit, you will complete 1 exam, 1 project milestone, and 3 engagement activities. On most weeks (10 total), you will submit a weekly reading quiz.

## Weekly structure

Each week, the lectures, other materials, and assignments open in the Modules section of Carmen on Sunday at 12:01 A.M. Assignments are due at 11:59 P.M. each Friday. Assume all deadlines are Eastern Time.

In a typical week, students will complete a weekly reading quiz (RQ) intended to draw attention to key course concepts from the readings and submit a brief engagement activity (EA) that asks you to think more deeply about the week's topics.

Over the course of the semester, students will receive instructions for a course project that they will complete in three milestones.

## Grading Plan

The grade for this course is based on 10 reading quizzes (lowest 2 dropped), 9 engagement activity submissions, 3 graded engagement activity submissions (lowest 1 dropped), 1 project, and 3 exams.

Assignment	Percentage of Final Grade
Exams	40%
Reading Quizzes	10%
Engagement Activity Submissions	10%
Engagement Activity Content	10%
Research Project	30%

## Grading policy & scale

I use the standard OSU grading scale. I do not round/bump grades. If this course is required for you to graduate or to avoid academic probation/expulsion, I expect you to perform at your best to avoid an undesirable outcome. Be proactive. Be professional.

	B+ 87.00-89.99%	C+ 77.00-79.99%	D+ 67.00-69.99%
A 93.00-100%	B 83.00-86.99%	C 73.00-76.99%	D 60.00-66.99%
A- 90.00-92.99%	B- 80.00-82.99%	C- 70.00-72.99%	F 0-59.99%

## Assignments

### Examinations

The three exams are open notes/book. Exams cover lectures and readings. All exam questions are multiple choice type questions. Most exam questions are applied rather than definition/fact-based. As a result, the exams are difficult and you should prepare accordingly.

There is one non-cumulative exam for each of the 3 course units. The unit exams are about 20 questions with a time limit of about 40 minutes.

The time limit makes looking up individual answers difficult. Given this, studying for the exam as you would for a closed book in-person exam is recommended.

You have one attempt to complete each exam. The lateness penalty applies to exams meaning that you can take the exam after the deadline passes but you will suffer a point penalty (see late work policy for details). You may not work in groups on the exams.

Please prepare well and do not wait until the last minute to start an exam, as technological issues can occur. I tend to release exam grades within 7 days after the exam window closes. If you have questions about the exams, please use the discussion board.

### Engagement Activities (EAs)

Engagement activities (EAs) are assessments of your comprehension of course material. These often ask you to relate a specific concept from lecture to your everyday life. For example, an EA on the effects of game violence could ask you to explain why some argue that playing video games causes aggression, then explain why some argue that playing video games does not cause aggression, and then explain and defend your own position in the debate.

This theory-to-practice application will challenge you to demonstrate your understanding of video games' influence on individuals and society. Additionally, the EAs will help you prepare for the exam, as exam questions are mostly applied rather than definition based. EAs should generally be about 1-2 paragraph responses to prompts surrounding a single concept/phenomenon from lecture.

There are nine EAs (3 per unit). Each week students will receive full credit if they submit *anything* for the EA or a zero if they do not. The professor will **randomly select** three of the nine EAs (1 from each unit) **without notice** and grade those three for content. The professor will provide a general rubric in Carmen describing the criteria used for grading. Of the three graded EAs, the professor will drop your lowest grade.

## Research Project

The research project will challenge you to review and synthesize existing research on a specific topic related to games and society. The projects will build iteratively across three milestones. For each milestone, I will provide comprehensive instructions and grading criteria at least 2 weeks prior to each due date.

More information related to the general nature of this project is forthcoming.

## Reading quizzes

Reading quizzes are short weekly quizzes that serve to highlight key course concepts that you can expect to learn in this class. Unlike exam questions, quiz questions are definition/fact based rather than applied. Reading quiz grades are released immediately via Carmen.

You have only one attempt for each quiz, but quizzes are not timed. I will drop your 2 lowest reading quiz grades.

## Communication Policy

Because of the size of our class and its online nature, the communication policies serve to facilitate timeliness, collaboration, and simplicity. Please aim to adhere to the policy closely. Deviating from the policy may result in undue delays or us missing your messages altogether.

Things to avoid:

- *Carmen mail/messenger & Carmen submission comments.* Both of these are unreliable and the instructors **will not** check them regularly.
- *Weekend emails and messages sent around 5PM or later on weekdays.* Under most circumstances, we will respond to messages of this sort on the next business day.
- *Sending emails that are not from your OSU email address.* Messages to our OSU accounts from non-OSU email services are regularly marked as spam and since their OSU cannot confirm their delivery, you may not use them as evidence of communication attempts.
- *Unprofessional emails.* Please ensure that your email messages are professional and informative by including your course info in the subject line, a salutation, adequate yet concise body text, closing, and your full name.
- *Emails that require immediate attention.* We aim to answer emails with 24 hours of receipt on business days. Be proactive and plan ahead.

## What to do if you have a question:

Because this is an online class, quick questions regarding the course cannot take place in person. Thus, I have set up a system for you to access various forms of information about the course. Start at the top of this list and work your way down to find answers to your questions. This will usually be the most efficient and quick way to get information about the course.

- **First source for information:** Your first and most important resource are the course discussion boards available in Carmen, because it is likely that another student has asked your question and an instructor has already answered it. For general course questions, use the [General Course Questions Discussion Board](#). For assignment specific questions, use the specific discussion board for each assignment.
- **Second source for information:** If you wish to remain anonymous or have sensitive questions, send your TA, Rachel Lopez, an email: [lopez.754@buckeyemail.osu.edu](mailto:lopez.754@buckeyemail.osu.edu). In short, your TA is your lifeline for this course. Your TA will have an intimate knowledge of your work and should be your resource for all questions and concerns regarding content, class scheduling, accommodations, or any other class related issues not addressed in the discussion boards.
- **Third source for information:** If after referencing the discussion board and contacting your TA you feel that you still have questions or concerns, you may email the professor: [lynch.659@osu.edu](mailto:lynch.659@osu.edu)

## Course-Specific Policies

**Deadlines.** All deadlines are in Eastern Time (ET).

**Language.** You forfeit all possible points for an assignment if your submission is not written/spoken in English.

**Late work.** All work is accepted late, but will incur a penalty automatically calculated by Carmen. Lateness penalties increase cumulatively. Submitting work 1 second after the deadline yields a -2% point penalty. For each additional hour after the deadline, you lose an additional -2%. This means that you may submit work up to 48 hours after the due date.

**Unenrollment.** OSU does not recognize unenrollment as a valid excuse for missing work. If you become unenrolled from the course for any reason, it is your responsibility to contact me and establish alternative means to submit work prior to the specified deadline. If you suspect that this policy will affect you, I recommend saving the syllabus to your local computer or printing it out for reference.

**Professionalism.** You must ensure that the work you submit is correct and accessible. Submitting the wrong link, submitting to the wrong location, submitting files that are corrupt, the wrong version, the wrong format, missing components, the wrong file type, etc. is unprofessional. It is your responsibility to check the integrity of your work immediately following submission. If we cannot access your submission, you forfeit all points for your submission.

If your work is unprofessional, you may re-submit your work via Carmen before the deadline passes without penalty. If technical issues prevent you from re-submitting, you may email your TA your submission before the deadline passes. After the deadline passes, you may re-submit work that you discover is unprofessional, but we will apply the lateness penalty to the final submission.

**Technology issues.** According to course requirements, you must have regular internet-connected access to a working computer with some form of data redundancy (e.g., Buckeye Box). Remember that OSU's computer labs are available should you need them. Only system-

level technological interruptions documented by OSU ([see this page \(Links to an external site.\)](#)) excuse late or missing work.

If you experience a problem with OSU systems (e.g., email, Carmen, etc) not documented by OSU, you must raise a ticket with IT ([see this page \(Links to an external site.\)](#)). If IT confirms your issue, we will recognize IT's confirmation as a valid excuse for missing work.

**Grade appeals.** You may send your TA an email to instigate a grade appeal within 1 week after the grade posting in Carmen. Appeals must have strong evidence-based arguments that reference specific components of the assignment's grading criteria. Appeals can result in an unchanged grade, a higher grade, or a lower grade. To initiate an appeal, please [download and](#)

[submit this form](#) [\\_Download download and submit this form](#) via email to your TA.

**Course leave.** If you become seriously ill or something happens to you that prevents you from participating in the course for an extended amount of time (e.g., mental illness or a friend's mental illness, taking care of an immediate family member, childbirth, etc.), you may apply for course leave. You must let the instructor know of your situation as soon as practical when you become aware of the need for leave to avoid point penalties (either the day you learn of the need or the next workday). Be proactive by letting us know asap if you think you need leave. We will not grant leave retroactively. Course leave is similar to OSU's Family and Medical Leave (FML) and has many of the same rules ([see here for more information \(Links to an external site.\)](#)). If you qualify for leave, we will allow you to make up missed work with the following point penalties:

- -0% for work due 6 days prior to notification
- -33% for work due 7-13 days prior to notification
- -66% for work due 14-20 days prior to notification
- -100% for work due > 20 days prior to notification

## Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors \(Links to an external site.\)](#) provides an excellent guide to scheduling and study expectations.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

**Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain collegial and respectful in your email and discussion board communications.

**Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

## Course technology policies

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours> (Links to an external site.), and support for urgent issues is available 24x7.

### Baseline technical skills necessary for online courses

Basic computer and web-browsing skills

Navigating Carmen

### Necessary equipment

Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Web cam and microphone

### Necessary software

Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities. Note, OSU students have access to Microsoft Office products free of charge. To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733) (Links to an external site.)

### Carmen

Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [carmen.osu.edu](https://carmen.osu.edu) (Links to an external site.). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu) (Links to an external site.).

Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen> (Links to an external site.)

**This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. See [Carmen accessibility for more.](#) (Links to an external site.)**

### Carmen Zoom

Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.



Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.

[Carmen Zoom \(Links to an external site.\)](#) help guide

## Turnitin

Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\) \(Links to an external site.\)](#) and [Section A of OSU's Code of Student Conduct \(Links to an external site.\)](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct \(Links to an external site.\)](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students \(Links to an external site.\)](#). Note that submitted final papers become part of the OSU database.

**Self-Service and Chat support:** <http://ocio.osu.edu/selfservice> (Links to an external site.)

**Phone:** 614-688-HELP (4357)

**Email:** [8help@osu.edu](mailto:8help@osu.edu)

**TDD:** 614-688-8743

## OSU Policies

### Accessibility accommodations for students with disabilities

#### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process \(Links to an external site.\)](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu) (Links to an external site.); 098 Baker Hall, 113 W. 12th Avenue.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml> ([Links to an external site.](#))

### **Student Services**

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu> ([Links to an external site.](#))

### **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Diversity**

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

### **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> ([Links to an external site.](#)) or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at [titleix@osu.edu](mailto:titleix@osu.edu)

### **Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

## **COVID-19 and Illness Policies**

### **University COVID policies**

**COVID-19 Accommodations.** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process \(Links to an external site.\)](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://www.slds.osu.edu) ([Links to an external site.](#)); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Food Security** (<https://www.buckeyefoodalliance.org/> ([Links to an external site.](#)), 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

**COVID-19 emergency financial assistance** (<https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid> ([Links to an external site.](#))) Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or child care. Please visit the website for more information.

### **Student illness or absence**

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

### **Instructor illness or absence**

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

### **Academic integrity policy**

### **Policies for this online course**

**Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread

your assignments before you turn them in--but no one else should revise or rewrite your work.

**Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

**Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

**Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/> ([Links to an external site.](#))

**Course Schedule**

Week	Dates	Topic	Lectures	Materials and readings	Due (all deadlines 11:59pm ET)
1	8/24 - 8/27	What is a video game?	A brief history & definition of video games	Lowood (p. 25-41);	Syllabus quiz; Weekly reading quiz
2	8/29 - 9/3	How to read academic articles & how do people study games	Reading and critiquing video game research papers; Studying video games: Analyzing the content of video games	Jordan & Zanna (p. 1-8); Schmierbach (p. 147-172)	Group intro activity (in place of weekly reading quiz); EA1
3	9/7 - 9/10 (Labor Day Monday)	How are games made & how do people study games	Game designer interview: How are games made?; Studying games: survey	Williams (p. 1-10); Consalvo (p. 177-191); Vreese & Neijens (p. 69-80)	Reading quiz; EA2

4	9/12 - 9/17	Game motivations & interactivity	Why do we play games; How interactivity makes game unique	Rogers (p. 446-450); Bowman book Ch. 1 (p. 1-24)	Reading quiz; EA3
5	9/19 - 9/24	Project milestone 1	No lectures this week	Readings determined by the topic you select for Milestone 1 (see assignment details)	Project milestone 1
6	9/26 - 10/1	End of Unit 1	No lectures this week	No readings this week	Exam I
7	10/3 - 10/8	The importance of avatars & how to study video games	Understanding avatars and their importance; Studying games: experiment	Falin & Pena (p. 23-32); Sparks (p. 41-50)	Reading quiz; EA4
8	10/10 - 10/15 (10/14 & 15 Fall Break)	Prosocial effects & Entertainment	Cooperative play & prosocial effects; Entertainment outcomes of game use	Passmore & Holder (p. 1-36); Daneels et al (p. 1-18)	Reading quiz; EA5
9	10/17 - 10/22	Objectification & skill acquisition	Game bodies and objectification; What skills do video games teach	Tompkins & Lynch (p. 119-136); Bowman book Ch. 2 (p. 25-43)	Reading quiz; EA6
10	10/24 - 10/29	UX researcher & Project milestone 2	The life of a UX researcher	Hodent Ch. 10 (p. 1-8)	Project milestone II
11	10/31 - 11/5	End of Unit 2	No lectures	No readings	Exam II
12	11/7 - 11/12	Game violence & Gamification	Game violence and aggression; Gamification	Hanus & Fox (p. 162-151); Ferguson (p. 118-129); The debate behind video game violence (20 minute video)	Reading quiz; EA7
13	11/14 - 11/19	Games and culture I	The influence of games on culture; Gender dynamics in video games	Tamborini (p. 39-44); Fox & Tang (p. 1290-1307)	Reading quiz; EA8
14	11/21 - 11/23 (Thanksgiving)	Games and culture II	Race & class; Fame	Gray (p. 411-428); Bowman	Reading quiz; EA9

	break 11/24 - 26)			book Ch. 12 (p. 193-207)	
15	11/28 - 12/3	Games economics	Game economies and industry economics	Castronova (p. 1-18)	
16	12/5 - 12/8	End of Unit 3	No lectures	No readings	EXAM III

## Course reading list

Jordan, C. H., & Zanna, M. P. (1999). How to Read a Journal Article in Social Psychology 1, 2.

Lowood, H. (2006). A brief biography of computer games. *Playing video games: Motives, responses, and consequences*, 25-42.

Williams, I. (2015) Crunched: has the games industry really stopped exploiting its workforce? The Guardian.

Consalvo, M. (2008). Crunched by passion: Women game developers and workplace challenges. *Beyond Barbie and Mortal Kombat: New perspectives on gender and gaming*, 177-91.

Schmierbach, M. (2009). Content analysis of video games: Challenges and potential solutions. *Communication Methods and Measures*, 3(3), 147-172.

Rogers, R. (2017). The motivational pull of video game feedback, rules, and social interaction: Another self-determination theory approach. *Computers in Human Behavior*, 73, 446-450.

De Vreese, C. H., & Neijens, P. (2016). Measuring media exposure in a changing communications environment.

Sparks, G. (2016). *Media effects research: A basic overview* (5th edition).

Falin, J. & Peña, J. (2017). Shape & size: The body electric. In J. Banks (Ed.), *Avatar, assembled: The social and technical anatomy of digital bodies*, (pp. 23-32). Peter Lang.

Passmore, H. A., & Holder, M. D. (2014). Gaming for good: Video games and enhancing prosocial behavior. *Journal of Communications Research*, 6(2), 199-224.

Daneels, R., Vandebosch, H., & Walrave, M. (2020). "Just for fun?": An exploration of digital games' potential for eudaimonic media experiences among Flemish adolescents. *Journal of Children and Media*, 1-17.

Tompkins, J. E., & Lynch, T. (2018). The concerns surrounding sexist content in digital games. In *Video game influences on aggression, cognition, and attention* (pp. 119-136). Springer, Cham.

Ferguson, C. (2019) The evolutionary roots of media-based moral panics.

Tamborini, R. (2011). Moral intuition and media entertainment. *Journal of Media Psychology: Theories, Methods, and Applications*, 23(1), 39.

Fox, J., & Tang, W. Y. (2017). Women's experiences with general and sexual harassment in online video games: Rumination, organizational responsiveness, withdrawal, and coping strategies. *New Media & Society, 19*(8), 1290-1307.

Gray, K. L. (2012). Intersecting oppressions and online communities: Examining the experiences of women of color in Xbox Live. *Information, Communication & Society, 15*(3), 411-428.

Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & education, 80*, 152-161.

Castronova, E. (2008). A test of the law of demand in a virtual world: Exploring the petri dish approach to social science.