



## Course and Examination Fact Sheet: Autumn Semester 2019

### 3,720: Technologien/Technologies: Digital Games - Business, Culture, Ethics

ECTS credits: 3

#### Overview examination/s

(binding regulations see below)

Decentral - Presentation (in groups - all given the same grades) (50%)

Decentral - examination paper written at home (individual) (50%)

#### Attached courses

Timetable -- Language -- Lecturer

[3,720,1.00 Technologien/Technologies: Digital Games - Business, Culture, Ethics](#) -- Englisch -- [Busch Thorsten](#)

#### Course information

#### Course prerequisites

None.

#### Course content

Over the course of the past 40 years, digital games have become a dominant and pervasive medium - not only culturally, but also commercially. In their future careers, HSG graduates will thus interact with social contexts influenced by game culture, business, and ethics in many different ways. For instance, companies and other organizations use game-based incentives to achieve their goals, consumers interact with a wide variety of games every day on their smart phones and on social media, and political decision-makers need to decide whether game companies deserve tax breaks in order to create a game development studio in their respective region. Game literacy is thus not only required knowledge for anyone seeking a career in digital media, but for any professional in a wide range of industries and in public service. Therefore, the overarching goal of this class is to develop critical game literacy among students, that is to enable them to understand the broad scope of today's gaming landscape so that they will be able to make informed decisions as managers and policymakers. The course will cover a broad range of cultural, technological, political, and ethical aspects regarding both classic and modern games. Through a hands-on approach that combines theory, play, and group presentations, students will learn how to evaluate (a) games as cultural artifacts, (b) the business of creating games, (c) the political processes that influence game development, (d) the ethical controversies that surround games, and (e) international and intercultural dimensions of game development.

#### Course structure

1. Introduction
2. Just mindless fun? Reading games as cultural artifacts
3. A brief history of games
4. Business models: console, PC, MMOs, social, mobile, freemium
5. Business culture and practices
6. Diversity in the games and technology industries
7. Games industry ethics and moral issues in games
8. Political dimensions of the games business
9. Journalism ethics and gaming media
10. Gamification: game-based incentives in business, health care, education, and everything
11. Virtual worlds, toxic player behavior, and the governance of online gaming platforms
12. International and intercultural perspectives

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own responsibility to ensure that there is **no timetable clash** between the courses they have chosen. - Students are



generally expected to contribute to classroom discussions.

## Course literature

The following list represents introductory materials. Most of the literature used in class will consist of academic papers, newspaper articles, and videos, all of which will be provided digitally prior to class.

- Busch, T., Boudreau, K., and Consalvo, M. (2016). "Toxic gamer culture, corporate regulation, and standards of behavior among players of online games." In Conway, S., and deWinter, J., eds., *Video Game Policy: Rules of Play*. New York: Routledge.
- Consalvo, M. (2007). *Cheating: Gaining Advantage in Videogames*. Cambridge, MA: MIT Press.
- Dyer-Witheford, N., and De Peuter, G. (2009). *Games of empire: Global capitalism and video games*. U of Minnesota Press.
- Ess, C. (2014). *Digital media ethics*. 2nd edition. Cambridge/Malden, MA: Polity.
- Fuchs, M., et al (eds.) (2014). *Rethinking gamification*. Lüneburg: Meson Press.
- Harambam, J., Aupers, S., & Houtman, D. (2011). Game over? Negotiating modern capitalism in virtual game worlds. *European Journal of Cultural Studies* 14. 299-319.
- Humphreys, S. (2008). Ruling the virtual world: Governance in massively multiplayer online games. *European Journal of Cultural Studies* 11. 149-171.
- Jones, P, Comfort, D. & Hillier, D. (2013). Playing the game: corporate social responsibility and the games industry. *Journal of Public Affairs* (online first). DOI: 10.1002/pa.1457.
- Juul, J. (2005). *Half-real: Video Games between Real Rules and Fictional Worlds*. Cambridge: MIT Press.
- Juul, J. (2009). *A Casual Revolution: Reinventing Video Games and Their Players*. Cambridge: MIT Press.
- Lastowka, G. (2010). *Virtual Justice: The New Laws of Online Worlds*. New Haven/London: Yale University Press.
- Paul, C. A. (2012). *Wordplay and the discourse of video games: Analyzing words, design, and play*. New York: Routledge.
- Sicart, M. (2013). *Beyond choices. The design of ethical gameplay*. Cambridge: MIT Press.
- Struppert, A. (2011). *Developing intercultural awareness and sensitivity through digital game play: three cases studies with the simulation RealLives 2010 in Australian, American, and Swiss middle schools*. Unpublished doctoral dissertation, Macquarie University, Australia. Available at: <http://hdl.handle.net/1959.14/173464>
- Suzor, N., & Woodford, D. (2013). Evaluating consent and legitimacy amongst shifting community norms: an EVE Online case study. *Journal of Virtual Worlds Research* 6(3).
- Zackariasson, P., and Wilson, T. L. (eds.) (2012). *The Video Game Industry: Formation, Present State, and Future*. New York: Routledge.

## Additional course information

Dr. Thorsten Busch is Adjunct Teaching Fellow at Trinity College Dublin, Affiliated Faculty at Concordia University Montréal, and a Lecturer in game studies and digital business ethics at the University of St. Gallen. This class covers subject matter that is evolving fast. Class content is thus subject to change, depending on whether new developments make it necessary to supplement, change or replace content.

## Examination information

### Examination sub part/s

#### 1. Examination sub part (1/2)

##### Examination time and form

Decentral - Presentation (in groups - all given the same grades) (50%)

##### Remark

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##### Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

##### Supplementary aids



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#### Examination languages

Question language: English

Answer language: English

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## 2. Examination sub part (2/2)

#### Examination time and form

Decentral - examination paper written at home (individual) (50%)

#### Remark

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#### Examination-aid rule

Term papers

- Term papers must be written without anyone else's help and in accordance with the known quotation standards, and they must contain a declaration of authorship.
- The documentation of sources (quotations, bibliography) has to be done throughout and consistently in accordance with the APA or MLA standards. The indications of the sources of information taken over verbatim or in paraphrase (quotations) must be integrated into the text in accordance with the precepts of the applicable quotation standard, while informative and bibliographical notes must be added as footnotes (recommendations and standards can be found, for example, in METZGER, C. (2017), Lern- und Arbeitsstrategien (12th ed., Cornelsen Schweiz).
- For any work written at the HSG, the indication of the page numbers both according to the MLA and the APA standard is never optional.
- Where there are no page numbers in sources, precise references must be provided in a different way: titles of chapters or sections, section numbers, acts, scenes, verses, etc.
- For papers in law, the legal standard is recommended (by way of example, cf. FORSTMOSER, P., OGOREK R. et SCHINDLER B. (2018, Juristisches Arbeiten: Eine Anleitung für Studierende (6. Auflage), Zürich: Schulthess, or the recommendations of the Law School).

#### Supplementary aids

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#### Examination languages

Question language: English

Answer language: English

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## Examination content

See course content.

Generally speaking, students will be expected to make the following contributions to class:

1. Presentations on the topics listed in the "course content" section will need to be given. Depending on how many students end up registering for class, groups will likely be comprised of two or three students each.
2. An individual paper (13000 characters max.) will test students' knowledge and reflection skills.

## Examination relevant literature

See course literature.



### Please note

Please note that this fact sheet alone is binding and has priority over any other information such as StudyNet (Canvas), personal databases or faculty members' websites and information provided in their lectures, etc.

Any possible references and links within the fact sheet to information provided by third parties are merely supplementary and informative in nature and are outside the University of St.Gallen's scope of responsibility and guarantee.

Documents and materials that have been submitted no later than the end of term time (CW51) are relevant to central examinations.

Binding nature of the fact sheet:

- Information about courses and examination time (central/decentral) and examination type starting from the beginning of the bidding on 22 August 2019
- Information about examinations (examination aid regulations, examination content, examination-relevant literature) for decentral examinations after the 4th semester week on 14 October 2019
- Information about examinations (examination aid regulations, examination content, examination-relevant literature) for central examinations as from the starting date for examination registration on 4 November 2019

Please consult the fact sheet again after these deadlines have expired.