

**SYLLABUS****Class Meeting Time & Location**

Tu & Th 11:20am – 12:50pm  
 LEVAN 305  
 Lincoln Park Campus

**Instructor**

Mischa Hiessboeck  
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 Phone: 312-362-6772 (only during OH)

Office Hours: Tu/Th: 8:40am-9:40am at STDC 332 (Lincoln Park Campus)  
 2:40pm-3:10pm at CDM 430 (Loop Campus)

**Important Dates SQ 2016/17**

April 7<sup>th</sup>: Last day to drop classes with no penalty

May 12<sup>th</sup>: Last day to withdraw from SQ classes

**June 6<sup>th</sup> 11:30am to 1:45pm: Last day of class**

June 17<sup>th</sup>: SQ 2016/17 Grades are due

**COURSE DESCRIPTION**

From "The Royal Game of Ur" (2500+ BCE) to "World of Warcraft" (2004) and beyond, games have been a constant in human history. The forms of games, their experiential qualities, and their cultural significance have varied enormously from era to era and place to place. This class will examine particular games and game genres in their historical context using a case study format. We will focus on "indoor" games, those of chance and skill, as opposed to physical games and sports. The examples will be chosen (i) to have global scope and historic diversity, (ii) to relate to games that students will find familiar, and (iii) to raise particular issues in historical interpretation, the use of primary sources and changing concepts of leisure activity.

PREREQUISITE(S): None

**LIBERAL STUDIES CREDIT**

This course carries Liberal Studies credit in the Understanding the Past Learning Domain. It belongs to the geographical category of Intercontinental/Comparative. Students may not get U.P. credit for more than one course in any given category.

Understanding the Past courses explicitly engage the Four Learning Goals of the Liberal Studies Program. They encourage reflectiveness about the importance of time as a tool for contextualizing and understanding past peoples, events, cultures, and ideas. Critical and creative thinking are central to courses in this Domain, for they not only focus on critical reading and writing skills, but also emphasize the use of creative imagination to bridge the gap between the present and the past. Finally, the courses in this domain foster multiculturalism and value consciousness by instilling a respect and understanding for multiple world views, cultures, and value systems in a global perspective, though individual courses need not focus on more than one region in the world.

The central U. P. learning goal is to help students become literate about the past and the methods used to understand the past. We consider that Liberal Studies and Domain learning goals are achieved if students are able to:

1. Describe and explain knowledge of prehistoric or historical events, themes, and ideas;
2. Examine and assess historical evidence and interpretations through analysis, evaluation, and/or synthesis of a range of primary and secondary source evidence;
3. Recognize that there are different perspectives on the past, whether those be historical or methodological in nature;
4. Compose written work that expresses knowledge and an ability to reason effectively in writing.

**WRITING EXPECTATIONS:**

Instructors of UP courses should assign at least six pages of written work that students complete outside of class. Such writing assignments should be designed to evaluate both content-based knowledge and skills in critical thinking, reading, and writing; they should not be limited to “opinion” or “response” pieces. In lower division courses, instructors are encouraged to favor shorter, more frequent writing assignments over long end-of-term papers, to create more opportunities for students to practice writing and to receive comments and writing instruction from faculty. Revisions of papers are especially encouraged and will be counted toward fulfilling the page requirement above (i.e., a 4- to 6-page paper that is graded separately as a rough draft and as a revised paper would constitute 8 to 12 pages total outside writing).

**REQUIRED MATERIALS:**

There is no textbook for the class. There will be a variety of readings made available on-line and handed out in class.

Students will be required to bring their own chess game.

**D2L**

We are using D2L (<http://d2l.depaul.edu>) as the supporting learning platform for this course. All course materials including weekly lecture slides and class info (i.e. syllabus, lesson plan, assignment descriptions etc.) are available through D2L under “contents”.

Assignments are submitted to its dedicated folder on Dropbox on D2L. This is also where you will get written feedback to your assignments from me.

**ORGANIZATION AND ASSESSMENT**

GAM 206 is divided into four units. In each unit, we will study a particular culture and a game associated with it. Each unit will consist of two classes: a lecture covering the era with an emphasis on cultural issues, the game genre and its history, and an in-class game play session in which we play and discuss the chosen game. There is no midterm or final exam, but there will be 4 quizzes covering the assigned readings.

Attendance at this class is extremely important. This is particularly true of the game play sessions. Students who do not attend the game play session will receive no credit for that unit. Please make every effort to attend class on these dates. I will take attendance at all class meetings. More than one unexcused absence will result in a 50% reduction in the participation grade. More than two will result in a 0 in that area.

It is difficult to learn a new game without the guidance of someone who has played before. To make our gameplay sessions more efficient, the class will be divided into groups of four with a designated gameplay leader. Gameplay leaders are encouraged to meet outside of class time and play the game among themselves before the in-class gameplay session. During the gameplay session, we will discuss the game. Gameplay leaders will be expected to participate actively in these sessions.

Sign up for the game play leader dates will begin on the first day of class. You must be present at the leaders' session, at the in-class gameplay session, and at the following discussion in order to receive credit for the gameplay leader component of the course.

Each student will be required to complete a research project on a historic game other than one we consider together in class. The game must date from before 1900. I encourage you to look for a game that has particular relevance to your cultural heritage: games your grandparents (or great-great grandparents) might have played. There will be intermediate milestones for this project due throughout the quarter. Full details are available on the assignment handout.

**GRADING:**

3 best of 4 quizzes – 30%	A = 91+	C = 78–71
Gameplay leader – 10%	A– = 90	C– = 70
Participation – 10%	B + = 89	D + = 69
6 Game research papers – 18%	B = 88-81	D = 68– 61
Research project – 32%	B– = 80	D – = 60
Preliminary Topic – 2%	C + = 79	F = 59 or lower
Annotated Bibliography – 10%		
Final paper – 20%		

**POLICIES**

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- Late assignments: very few assignments can actually be turned in late in this class (see next point). For those that could theoretically be turned in late, I will accept them ONLY if you (1) contact me at least 24 hours before the due date and (2) turn in the assignment within three days of the due date. Each day the assignment is late will decrease the possible point value by 10%.
- Please note that some of the main assignments for this class require your presence in class on the due date or provide the basis for in-class exercises. Extensions on these assignments cannot be granted. If you do not manage to deliver these assignments on time, you receive 0 points for them.
- All documents delivered in this class are expected to be clear, spell-checked, and demonstrate a high proficiency in written English. The Writing Center offers free one-on-one professional advice from published writers about all types of academic, creative, and professional writing and oral presentations. Go to <http://condor.depaul.edu/writing/> for more information and to set up appointments.
- Email: Email is the preferred means of communication between faculty and students enrolled in this course outside of class time. My email is [mhiessbo@depaul.edu](mailto:mhiessbo@depaul.edu).
- Plagiarism: It is your professional responsibility to ensure that all submitted work is your own. Please read DePaul's policy on plagiarism and other academic integrity violations at: <http://academicintegrity.depaul.edu/ContributionFolder/Resources/Students/ViolationDefinitions.html#aiPlagiarism>
- Student rights: You have rights as a student. To learn about these rights please read DePaul's policies for students regarding student rights, located here <http://sr.depaul.edu/catalog/catalogfiles/current/undergraduate%20student%20handbook/pg51.html>
- Incomplete: An incomplete grade is given only for an exceptional reason such as a death in the family, a serious illness, etc. Any such reason must be documented. Any incomplete request must be made at least two weeks before the final and approved by the Dean of the School of Computing and Digital Media. Any consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.

- Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of the course) and be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD) Lewis Center 1420, 25 East Jackson Blvd.

Phone number: (312)362-8002

Fax: (312)362-6544

TTY: (773)325.7296

[www.studentaffairs.depaul.edu/csd](http://www.studentaffairs.depaul.edu/csd)

[csd@depaul.edu](mailto:csd@depaul.edu)

**LESSON PLAN: please note that this lesson plan and the assignments are not part of the syllabus anymore and liable to change:**

Mar 28 Session 1	Introductions and course overview (syllabus, lesson plan) Jill Lepore Video: The Game of Life	Mar 30 Session 2	Gobekli Tepe Harappa Mohenjo-Daro Rajesh Rao Video: Indus Script
Apr 4 Session 3	Play SENET	Apr 6 Session 4	Egypt Mesopotamia
Apr 11 Session 5	Mesopotamia Video Play ROYAL GAME of UR  Due: Senet RP	Apr 13 Session 6	QUIZ 1 in class
Apr 18 Session 7	Middle Ages: Charles Martel Charlemagne Alfred the Great Norman Conquest 1066  Due: Royal Game of UR RP	Apr 20 Session 8	Henry VIII King James “A Game at Chess”
Apr 25 Session 9	Start CHESS Tournament	Apr 27 Session 10	Continue CHESS Tournament  Take home QUIZ 2
May 2 Session 11	Lewis Chess Pieces “The Turk” Blaise Pascal & Probability  Due: Quiz 2	May 4 Session 12	America 1803 – Start of Civil War  Due: Chess RP
May 9 Session 13	Play FARO	May 11 Session 14	Roots of Civil War  Lincoln’s Lyceum Address video  Take home QUIZ 3 Due: Game Choice
May 16 Session 15	Baseball & Gambling Meso-American Ballgame  Due: Quiz 3 Due: Faro RP	May 18 Session 16	Play TEXAS HOLD ‘EM and/or BLACK JACK

May 23 Session 17	Global 20 <sup>th</sup> – 21 <sup>st</sup> Centuries	May 25 Session 18	Alan Turing McLuhan video  Take home QUIZ 4 Due: Texas Hold ‘Em and/or Black Jack RP
May 30 Session 19	Video Games  Due: Quiz 4	June 1 Session 20	Play GAVITT’S STOCK EXCHANGE
June 6 Session 21	<b>CHANGED CLASS TIME:</b> 11:30AM-1:45PM	June 8	<b>NO CLASS</b>  Due: Final Research Paper Due: Gavitt’s Stock Exchange RP