ENGL-294: Introduction to Games Studies - Course Syllabus  
Instructor: R. Travis Morton  
Class Location: ECH 1205  
Class Times: Tuesdays and Thursdays, 11:30 AM - 12:50 PM  
Contact E-Mail: rtmorton@uwaterloo.ca  
Office Hours: PAS 2216, Tuesdays and Thursdays - 1:30 PM-3:30 PM

Course Description

Hello and welcome to English 294! This course is an introduction to games studies, a relatively new academic field in which we will be looking at play as a social function, and games as social texts. Games take on many forms, but in order to understand them as texts, we must take the time to explore those forms in detail and grasp what characterizes the various kinds of activities we undertake to play them. This class will build on the work of scholars such as Benedict Anderson and Johann Huizinga to establish the role of play and games in cultural literacy, and how engagement with public texts like these establishes a narrative context for historical social practice. This course will also incorporate the work of scholars such as Roland Barthes, Claude Levi-Strauss, and Michael Warner to explore the socio-cultural functions of play and storytelling in order to establish what we do with games. The course will also reflect on several more contemporary games scholars such as Janet Murray, Jesper Juul, Jane McGonigal, and James Newman to give us particular insight into modern game-forms, their broader cultural impact, and their social functions. Ultimately, this course has two primary objectives:

1) **Games are narratives.** This means that they are stories we tell, and they command a certain degree of cultural literacy in order to be understood and engaged with, and they in turn reinforce that cultural literacy when we do so.

2) **Games are about community.** As with most acts of narration, to play is to engage actively with one another and to play by the same rules together as a form of socio-cultural praxis.

I'm certain that many of the names and concepts I've just described will be unfamiliar to most of you, and that is okay. It is my goal that this course be both challenging and rewarding for you. Rest assured, I want you to succeed, and I will be here to talk with you and help you understand more if you need it!

Expectations and Course Format

Success in this course will involve active engagement above all else. The bulk of the time you will be expected to put into this class will be in playing games, thinking critically about them while you do so, and writing about them. We will be playing a lot of games together! Each week, students are expected to read a number of relatively short passages which will be paired with a game of some kind. With the readings done and the game we are considering that week having been played, you will then attend Tuesday's class, in which we will discuss various aspects of those games.

For the majority of the term, our Thursday classes will involve work with your play groups. This will be among the most critical aspects of this course. In our second week, you will be sorted into play groups of 5-6 people. These rosters might change early on as students...
add or drop the course, but group membership will remain otherwise fixed, and each week will involve playing games together with that group.

Those weekly activities will feed into your main writing assignments, the **discussion questions** and **play journal** (see below). Aside from playing games, neither discussion questions nor play journal should occupy more than an hour or so’s attention each week. While the context in which we discuss and write about games can be challenging, the playing itself is fun!

**Mark Breakdown**

Your grade breakdown is as follows:

**Class Engagement - 20%**
LEARN Discussion Questions (Due Weekly on Mondays before class) - 25%
*Dungeons & Dragons* Play Journal (Due August 1st) - 30%
Review Essay (Due June 28th) - 25%

**Assignments**

In the following section, I will attempt to break down each assignment as clearly and comprehensively as I can. If you have questions, please don’t hesitate to voice them!

1) **Class Engagement**: Staying involved is critical to success in this class. This grade is a measure of your engagement. It is comprised of three components, as follows: **Attendance - 4%, Engagement during class time - 8%, and Engagement with play groups - 8%**. You will be given a holistic grade halfway through the course, with brief feedback, as well as a final grade at the end of the course. I will be looking for students to be actively listening, asking questions, asking for clarification either in class or during office hours, consistent and active participation in your play group discussions both in person and in Discussion on LEARN. If you have any questions or concerns about class engagement, please don’t hesitate to ask me directly.

2) **Discussion Questions**: Each week I will present three discussion questions uploaded to LEARN for you based on the work we have done in class and the topics and games we have discussed. You will be required to answer **two** of them in that week’s Discussion forum in a reply of 150-200 words. These will be replies to threads corresponding to each question. If your answer requires justification, then provide it. If you think it doesn’t, tell me why! These questions are designed to encourage open-ended reflection—they will not necessarily have a correct answer. They are an opportunity to consider and explore the ramifications of what we have looked at in light of the theory we have been considering, and provide additional context with which you might write in your Play Journal or plan your Review Essay. Questions will be provided on Thursday nights following class time, and are due by the end of the following Monday. For each answer, you will receive a mark out of five.

3) **Dungeons & Dragons Play Journal**: While many games provide players with the opportunity to explore their roles both as individuals and in broader society, there are few games with as many valuable lessons for engagement with one another on a social, cultural, and even professional level as a well-developed Tabletop Role-Playing Game (RPG), and fewer still as well-developed as *Dungeons & Dragons*. (In my view, there are few games as fun, either!) It is a crossroads for all of the aspects of play, games, narrative, and community that we will discuss
in this class, and the most significant assignment in this course will be a Play Journal you will keep as you play with your group beginning in week 5. The details are as follows:

We will be playing 5th Edition *Dungeons and Dragons*, for which you will each acquire a copy of the *Player’s Handbook*. You needn’t each purchase the *Dungeon Master’s Guide* or the *Monster Manual*, but they are required texts for play. In addition to these three core books, you will require a set of appropriate dice and a character sheet (these are available in many different forms for free online). If you feel so inclined and are able, I highly encourage any and all of you to purchase a complete set of core books for yourself. Finally, the individual in your play group nominated to run the game, your Dungeon Master (Or, DM) will require a copy of the published adventure you will be playing, *Waterdeep: Dragon Heist*. This is what you will be playing in many of your in-class play sessions.

Your Play Journal will consist of at least nine entries (no more than twenty), each of which will reflect upon a different game session. The entries may take whatever form you like, but in each I want to see A) What your character and/or your party did in the game that week, B) How the events unfolded between characters, C) How events unfolded between you all as players at the tabletop, D) How those events unfolded in relation to what we studied that week in class, and E) for you to reflect upon it in some way. You can draw reference to the theory we have discussed if it is appropriate to do so. What did you think about it? Show me you’re thinking about the game and the group both as players and as characters. For six weeks of the course, you will be given class time to play. For those keeping track, that means that there are three weeks in which you will have to organize time outside of class to get together and play! Of course, I encourage you to play as often as you like, and to be as creative as you like with the journal assignment! It will have an available Dropbox on LEARN, but if you wish to make it a physical artifact, that is perfectly acceptable as well. Provided I have at least nine entries on nine different sessions which each address those five criteria in some measure, that is all that is strictly required, but the more investment you demonstrate, the better your grade will be.

Note: While each of you is expected to have read the *Player’s Handbook* for Week 5, the Dungeon Master will be expected to have read at least the first two chapters of *Waterdeep: Dragon Heist* and I encourage them to have reviewed the *Dungeon Master’s Guide* as well. While your elected DM might not have to build and play a character, they will have substantially more reading and work to be done in the campaign, and this will be taken greatly into consideration for that person’s grade. I would recommend only a highly invested, enthusiastic, and motivated individual take on this role!

4) Review Essay: You will be expected to write a review essay of 2000 words on a game of your choosing, subject to my approval at least two weeks prior to the date of submission. Your essay must reflect upon at least two of the broader themes we have discussed in class, with reference to at least two of the theorists or texts we have studied. I am looking for something more than a thesis saying “this game is good/bad”. One sign that you are on the right track is that the thesis you develop makes a claim that demonstrates your opinion without explicitly stating so. For example, I might argue that “Valve’s *Portal* is an excellent game,” or I could argue that “Valve’s *Portal* provides players with an excellent example of unreliable narration when it instills a false sense of security within the puzzle-platforming genre. It is only through subtle cues that the player is meant to progressively question their virtual enslavement by a sadistic mechanical voiceover mechanism.” The latter of these is a justified and arguable perspective, and that is what I’m looking for. Success in this assignment will require that you demonstrate A) an understanding of how game texts function, B) reading comprehension, and C) your adhering to a formalized and cohesive format.
Some examples of the kinds of review essays I am looking for:

*The Stanley Parable*

*Undertale*

**LEARN**

The class LEARN page will include notes for the coming week’s class on the Content page for that week. The required reading will be provided, along with some of the basic concepts we will be discussing, as well as any required materials you are to bring to class. The LEARN page will also include Discussion Groups for questions, commentary, or content you’d like to share, as well as private fora for each Play Group. Each assignment Dropbox will also be available, as well as Discussion Question threads for each week. This page will be imperative to delivering crucial pieces of information, such as what you will be required to bring to class, and hopefully prove helpful to you in understanding each week’s topics. If I think it is useful or helpful to clarify, expand upon, or summarize the week’s in-class discussion, I will provide further commentary in that week’s Content page and make an announcement that I have done so. Please do your best to check it each week before class!

**Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Title</th>
<th>Readings/Games</th>
<th>Assignments</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1: May 7th, 9th</td>
<td>The Play Function</td>
<td>Huizinga, Salen and Zimmerman Free Play</td>
<td>Discussion Questions, Due Monday, May 13th</td>
<td>Introductions, Syllabus, Assigning Play Groups</td>
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<td>2: May 14th, 16th</td>
<td>The Rules of Law</td>
<td>Huizinga, Anderson</td>
<td>Watch any televised sporting event, live or recorded, with commentary.</td>
<td>Group Board Game Assignments</td>
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<td>3: May 21st, 23rd</td>
<td>My Poker Face</td>
<td>McGonigal, Warner</td>
<td>In Class: Pirates’ Dice, Poker</td>
<td>Bring Cups, Poker Chips, and Cards</td>
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<tr>
<td>4: May 28th, 30th</td>
<td>Statecraft and Strategy</td>
<td>In Class: Chess, Infinity, Batman, Age of Sigmar</td>
<td>Discussion Questions, Due Monday, June 3rd</td>
<td>Preparing for Dungeons and Dragons</td>
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<td>5: June 4th, 6th</td>
<td>Fantasy and Folklore</td>
<td>Player's Handbook</td>
<td>In Class: D&amp;D</td>
<td>Discussion Questions, Due Monday, June 10th</td>
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<td>Week</td>
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<td>Topic</td>
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<td>6: June 11th, 13th</td>
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<td>Meaning and Monopoly</td>
<td>Instructions for your Play Group's assigned board game.</td>
<td>Discussion Questions, Due Monday, June 17th</td>
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<td>In Class: Board Games I</td>
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<td>7: June 18th, 20th</td>
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<td>Reactions and Renaissance</td>
<td>Instructions for your Play Group's assigned board game.</td>
<td>Discussion Questions, Due Monday, June 24th</td>
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<td>In Class: Board Games II</td>
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<td>8: June 25th, 27th</td>
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<td><em>H. Ludens</em> and the Machine</td>
<td>Murray, Juul <em>Return to the Obra Dinn, Braid</em></td>
<td>Discussion Questions, Due Monday, July 1st</td>
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<td>In Class: D&amp;D</td>
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<td>9: July 2nd, 4th</td>
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<td>I See Myself In the Pistol Smoke</td>
<td>Rehak, Newman <em>Choose One: Bioshock: Infinite OR Spec Ops: The Line</em></td>
<td>Discussion Questions, Due Monday, July 8th</td>
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<td>In Class: D&amp;D</td>
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<td>10: July 9th, 11th</td>
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<td>You Matter: Society and the Individual</td>
<td><em>Choose One: Fallout: New Vegas OR The Elder Scrolls V: Skyrim</em></td>
<td>Discussion Questions, Due Monday, July 15th</td>
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<td>In Class: D&amp;D</td>
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<td>11: July 16th, 18th</td>
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<td>Alone in the Dark</td>
<td><em>Choose One: Silent Hill 2 OR Resident Evil VII</em></td>
<td>Discussion Questions, Due Monday, July 22nd</td>
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<td>In Class: D&amp;D</td>
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<td>12: July 23rd, 25th</td>
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<td>You Don't Matter: Survival and Prosperity</td>
<td>Subnautica</td>
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<td>In Class: D&amp;D</td>
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<td>13: July 30th</td>
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<td>Review</td>
<td>None</td>
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(See Reading List for required games, materials, and texts)

**IMPORTANT:**

If you are personally responsible for ensuring your group has the game on a given week, please ensure ahead of time that your group will have it, anticipating your potential absence. Your group is depending on you, and without you, everyone’s ability to participate is compromised!

**Class Policies**

**Formatting**

Each of your written assignments should be double-spaced, 11-pt font. Assignments should have page numbers (pagination) in the top right of the page. They should also have a byline, with no title page. That means that your first page should have a small, single-spaced series of lines in the top left corner that look like this:

ENGL-294
Leon Kennedy
#00085941
Review Essay - Perspective and the Other in Resident Evil 4
22 June 2019

So that’s the course code, followed by your name, your student number, the title, and the date. When the essay then begins, it’s double spaced and in proper paragraph structure. Files should be .DOCX format, and the file names must be in the following format:

Kennedy, Leon - Review Essay.DOCX

That’s last name, comma, first name, space-dash-space, assignment name. These might not seem like important criteria, but they help me tremendously in keeping you all accounted for and gets assignments back to you quite a bit faster!

When you are submitting your assignments, please do so in the correct assignment dropbox on LEARN. Likewise, please do not submit multiple files in the dropbox. If you upload the wrong file or something to that effect, you can submit the correct one, but please do not change the filename or add a note—I will default to marking the latest file to have been submitted. Note that any late marks will apply based on that latest submission, however! Please do your best to make sure it is done correctly before handing it in rather than make small corrections and upload later and later versions of your assignment. If there are significant revisions that in hindsight you felt were required in the days following its submission, feel free to write me and make mention of them—we can make arrangements.

**Attendance**

Attendance in Thursday classes is mandatory, and particularly important in this class because a missing play group member is sorely missed. This might be because board games require a certain number of players. It might also be because *Dungeons and Dragons* parties can find themselves short-handed should a player (or DM!) not be in attendance. Please
remember, if your absence forces the rest of your play group to remain idle during an in-class play session, this will have serious consequences for your whole play group! I will do everything I can to accommodate absences if I have sufficient advance notice given the nature of the absence, of course.

Late Assignments

Where it is not specified otherwise, assignments are due at 11:00 PM on the due date listed. Late assignments will be penalized at a rate of 5% per day. Extensions may be discussed with me with reasonable advance notice.

Contact

I am always available to field any questions or concerns you may have through email or during my listed office hours. I maintain a schedule policy about emails. I generally only check them between the hours of 9 AM - 5 PM, Monday to Friday. Over the weekend, I generally do not check my work email. This is a policy I maintain based on Marxist philosophical praxis. In fact, I encourage you to mediate your working hours in the same way, so you are not "effectively" always working, which is what constant attention to email implicitly demands. I believe it is unreasonable to ask this of you. This may result in your experiencing some issue with your assignments, class, etc. that occur during times that I am not available. In those instances, go ahead and email me, and I will do my best to accommodate you. Do your best to respect deadlines, and beyond that I will do all I can to help. This policy will not impede your ability to succeed in this course—as I have said before, I want you to succeed and I will do everything I can to accommodate your needs, so please do not hesitate to ask!

Marking and Feedback

Assignments in the arts do not often possess a concretized idea of a perfect score in which you have done all that is theoretically required, and made no errors. We approach grading assignments with clear criteria, but it can rarely be easily said that a student has embodied them perfectly. This means that as we grade, we build upward, observing what you've accomplished and assign a grade as to how much and how well you have developed that which you have been writing. This means that in English classes, an 85% on a paper is an excellent grade, and a 95% is almost unheard of.

Assignments will be marked and returned to you in roughly a week's time, with end comments. Where students have a great deal in common as regards to things they have done well or had some difficulty with, I will attempt to give general feedback to the class as a whole as well. If after that you would like more feedback on your assignments, please feel free to come and discuss the assignment with me during office hours—I am more than happy to elaborate.

University Policies

Cross-listed courses

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.
Academic Integrity

*Academic Integrity:* In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage for more information.

*Discipline:* A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the Office of Academic Integrity for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

*Grievance:* A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

*Appeals:* A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

**Accommodation for Students with Disabilities**

*Note for students with disabilities:* The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

*On Campus*  
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre
- Off campus, 24/7
  - Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
  - Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247

OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts website.
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.
For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (PDF).

On a personal note, while I think on balance it is better to include such statements than it is to keep silent about critical Canadian history, particularly for the sake of those students that might otherwise be unaware of the perpetual cultural tensions in this country, it is also possible that, for the above peoples, this statement might be adding insult to injury. I’m afraid I have no resolution to offer, other than to acknowledge this Catch-22, and to encourage that students seek out more information on the ongoing epidemic of MMIW in particular for themselves.

Academic freedom at the University of Waterloo

Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

About Me

I am a fourth-year PhD candidate at the University of Waterloo. I have been a TA and adopted various roles in teaching for eight years now, and have taught several courses in Shakespeare, Business Communications, and introductory English Writing as well. My areas of study include Discourse and Text Analysis, Games, Folklore, Shakespeare, and American Literature. I am thirty-four years old, and am native to Southern Ontario, born and raised in Whitby, having done my undergraduate degree and my MA at Trent University in Peterborough. I am usually longwinded, though I consider it respectful to be as candid as I can be. Foremost as an instructor I try to be respectful, polite, and to possess and demonstrate integrity. My interests include reading and writing, of course, on all kinds of subjects, but I also enjoy fine dining and like to experiment with cooking, trying interesting scotch and beer, I like painting, and I very much enjoy games of all kinds as well.
Politically speaking, I consider myself a leftist Marxist. I also think authoritarianism ought to be curbed where it exceeds its mandate. To the best of my ability this will not influence how I assess what you write about positively or negatively. It is about how you argue, not what you argue for, and I encourage you to keep this in mind. Your position on something doesn't earn or deduct you anything, only your argumentation. My pedagogical philosophy is built upon embracing both the classroom and my expression as a contact zone for you—a place in which you will likely encounter new concepts and ideas and in which you must work with others that may or may not agree with you to develop your understanding. This means I consider a classroom a challenging environment and I expect that anything you do not understand you will ask about, or use what resources are at your disposal to try to understand. I will also always take your questions seriously and treat them with respect, as nothing should make you look or feel stupid in a classroom—only challenged. Classrooms are mediated spaces, but they are not "safe" spaces, per se. They are places to challenge and adapt, because that is what it means to learn.
ENGL-294 - Reading List

In Games Studies, the required texts can be expensive. I have done what I can to choose games that are neither prohibitively expensive, nor difficult to obtain. I expect that you will come to class having played the games on this list. That said, I do have some recommendations. Many of these games you will play together in class, and therefore it is not always required that each member of your play group obtain a copy—though I do recommend them, as they are worth owning. You will not have to come to class having played those games, but I do expect that you will come to class having familiarized yourself with the instructions (this is included in our schedule) so we can have more time to play in class. In the interest of cutting costs, you might choose to split the purchases equitably (remembering that one person will likely claim ownership of the game at the end of the course, and so that person should be the principal investor) or you each agree to split the responsibility of purchasing different games on the list, bearing in mind that the costs of the games vary widely. In any case, one of the best sources for games and materials I will recommend is J&J Cards and Collectibles at 230 Weber St. N in Waterloo (about the corner of University Ave and Weber St). I will do my best to ensure they have copies of the games in question in stock.

There are a good deal of board games on this list. Each play group will claim *one* of the games to play during that week’s class, and we will distribute those games with groups together. For example, week 6 will have 6 games on the reading list. Each group will be selected randomly and will in sequence choose one until all six groups are acquiring and playing a different game that week.

I realize this will all sound more complicated than a typical University class’s reading list, but rest assured, we will go over it in class, and I will be more than happy to clarify anything that you don’t understand. Please don’t hesitate to ask questions if you have them, as you will likely not be the only one! Each week’s requirements will also be clarified on LEARN, and you are free to inquire about them at any time!

Readings

Most of these will be excerpts made available to you via the LEARN system on each week's Content page, but these are the titles and authors of the books from which they are taken. Some are more expansive than others, but all of them are excellent books that are worth owning and reading. If they are required for purchase, they will be noted as such. See the above notes for considerations for your play groups and playing materials.


**Games**

1. Chess Sets (2 required per Play Group. Electronic substitutes are acceptable, provided play group members can play against each other.)

**Board Games I (Week 5) (Groups will choose one in Week 2)**
1. Sheriff of Nottingham
2. Archipelago
3. Decrypto
4. Tammany Hall
5. Citadels
6. Chinatown

**Board Games II (Week 6) (Groups will choose one in Week 2)**
1. Power Grid
2. 7 Wonders
3. Terraforming Mars
4. Race for the Galaxy and The Gathering Storm expansion
5. Ticket to Ride
6. Concordia

**Video Games**

You’ll see that the course schedule often lets you choose one of a few options for a given day. I have attempted to avoid console-exclusive games so as to keep these accessible for students. Most are available for Windows and Apple systems through Steam, which is an online game purchasing client. We will discuss this more in class. The full range of games listed includes:

2. *Braid*, Number None, 2009. ($16.99 on Steam)
Other Materials

There are several pieces of gaming materials you are expected to bring to some classes as well. There are tactile qualities to these games that are important. If an item is marked with an asterisk (*), only one is required for each play group.

1. *Dice - What I am looking for you to acquire for your play group is a set of six-sided dice with at least six dice per person. I would highly recommend Chessex for their sets of 36 small dice for under $20. They have a lot of lovely colours and patterns, just make sure they’re easily legible.

2. *Deck of Cards


4. *Poker Chips - These can be of any kind or quality, and substitute materials such as toothpicks are acceptable, provided you have agreed upon a way to denominate them.

5. Polyhedral Dice - This is your set of dice for Dungeons and Dragons. Each student is required to purchase 1 set each, but play groups are encouraged to gather a larger number for those times you might need to roll a large number of dice. A complete set includes one each of a four-sided, six-sided, eight-sided, twelve-sided, and twenty-sided die, as well as two ten-sided dice, one of which is marked in tens.