

Course Unit	Games Analysis and Critics		Field of study	Game Design	
Bachelor in	Game Design		School	School of Public Management, Communication and Tourism	
Academic Year	2017/2018	Year of study	3	Level	1-3
Type	Semestral	Semester	1	ECTS credits	6.0
Code	8309-414-3101-00-17				
Workload (hours)	162	Contact hours	T -	TP 60	PL -
			TC -	S -	E -
			OT -	O -	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Jorge Miguel Ferrao Palinhos, Rogerio Junior Correia Tavares

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Demonstrate skills of analysis of digital games at the stages of design and post-mortem;
2. Understand the impact of digital games in social and cultural contexts at the audience reception level;
3. Understand the impact of digital games in social and cultural contexts at the production level;
4. Know and analyze the paradigmatic cases of digital games;
5. Apply multidisciplinary theoretical concepts to the practice of case studies.

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable

Course contents

The concepts of analysis and criticism. Digital games as a generating element of culture. Digital games as a field of scientific knowledge. The great debates around digital games. Case studies.

Course contents (extended version)

1. The concepts of analysis and criticism.
2. Digital games as a generating element of culture:
 - a brief history of digital games from a cultural perspective
 - the assertion of digital games in the scientific community;
 - licensed games, franchises, game writing.
3. Digital games as a field of scientific knowledge:
 - Game Studies;
 - Game Culture vs. Game Design;
 - intersections and other aspects.
4. The great debates around digital games:
 - casual vs. hardcore;
 - realism vs. abstraction;
 - mainstream vs. indie;
 - narratology vs. ludology;
 - gender;
 - education;
 - violence.
5. Case studies

Recommended reading

1. Bryce, J. & Ritter, J. (2006). Understanding Digital Games. Londres: Sage Publications. [ISBN: 9781847877666]
2. Grossman, A. (2003). Postmortems from Game Developer. [s/l]: CMP Books. [ISBN: 9780080522159]
3. Juul, J. (2012). A Casual Revolution. Reinventing videogames and their players. Cambridge, MA: The MIT Press. [ISBN: 9780262258968]
4. Salen, K. & Zimmerman, E. (eds). (2005). The Game Design Reader: a Rules of Play Anthology. Cambridge, MA: The MIT Press. [ISBN: 9780262195362]
5. Wolf, M. J. P. & Perron, B. (2003). The Video Game Theory Reader. Londres: Routledge. [ISBN: 9780415965798]

Teaching and learning methods

Lecture method using various digital games or videos, allowing the development of knowledge in a structured way. Interrogative method, questioning the students systematically in order to develop critical capacity. Active method, in which students must take the initiative of solving proposed work to allow better consolidation of knowledge.

Assessment methods

- Distributed evaluation - (Regular, Student Worker) (Final, Supplementary, Special)
 - Practical Work - 15% (participation and contribution to the debate in class (module 2))
 - Projects - 35% (1 podcast (predefined with the lecturer) (module 2))
 - Practical Work - 30% (Class participation, group work and exercises. (module 1))
 - Projects - 20% (Game review written from a model. (module 1))

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

Jorge Miguel Ferrao Palinhos, Rogerio Junior Correia Tavares	Daniel Ribas de Almeida	Daniel Ribas de Almeida	Luisa Margarida Barata Lopes
31-10-2017	09-12-2017	09-12-2017	19-12-2017