1. **Title of the module**

HIST5104 (HI5104) Press Start to Play: America as a Gamer’s Nation

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA (Hons) History; BA (Hons) American Studies; Available as a Wild/Option Module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate awareness of the key themes, debates and issues regarding the history of play and recreation in the United States of America in the twentieth century and beyond

8.2 Demonstrate the ability to critically analyse modern technological media from a cultural and historical perspective

8.3 Demonstrate a critical understanding of historical game studies theory

8.4 Recognise how the history of play and leisure relates to issues of gender, class and race

8.5 Be able to historicize, analyse and deconstruct a range of play products

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Effectively communicate ideas and arguments.

9.2 Demonstrate their ability to present ideas in written work in both essays and in smaller assignments, as well as critically reflect on their work and the development of their transferrable skills.

9.3 Demonstrate their ability to analyse, synthesise and precis secondary and primary literature and objects;

9.4 Demonstrate their ability to work independently;

9.5 Demonstrate their ability to produce work for a deadline.

1. **A synopsis of the curriculum**

This module explores the *history of play* in the United States of America across the twentieth and twenty-first centuries. The module pays keen attention to the interface of technology with the emergence of mass consumption, modern media, increased leisure time and shifts in family life in a US setting. It encourages students to reflect on the deeper meanings behind the practice of play by engaging with significant theoretical discussions (such as Huizinga’s magic circle, or Chapman’s (hi)story-play-space). Play is explored through its relationship with matters of class (1890’s Coney Island and segregated amusements), race (African-American Jackie Robinson as the first Major League baseball player in the 1940s), and gender (the 1950’s Barbie Doll).

The module also explores how ‘play’ and ‘games’ can be seen to shape popular views of history and the past. Through the lens of modern video games, sessions tackle how the frontier West, the Cold War, and the War on Terror have all been ‘gamified.’ Through project work, it encourages students to dissect the presentation of America and American history *in* specific game products, and tackle some of the myriad problems with ‘playing the past’.

The interdisciplinary module draws on literature from (Historical) Game Studies, Media Studies, Cultural Studies and Cultural History.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Judith Adams (1991) *The American Amusement Park Industry* (Twayne)

Justine Cassell & Henry Jenkins (2001) *From Barbie to Mortal Kombat* (MIT Press)

Adam Chapman (2018) *Digital Games as History* (Routledge).

Johan Huizinga (1938 [1955]) *Homo Ludens* (Angelico)

John Kasson (2003) *Amusing the Million* (Hill & Wang)

Carly Korucek (2015) *Coin-Operated Americans* (Minnesota UP)

Michael Newman (2017) *Atari Age* (MIT Press)

Carroll Pursell (2015) *From Playgrounds to Playstation* (Johns Hopkins UP)

John Wills (2019) *Gamer Nation* (Johns Hopkins UP)

1. **Learning and teaching methods**

Total contact hours = 30

Total private study hours = 270

Total study hours = 300

1. **Assessment methods**
   1. Main assessment methods

Critical Analysis (2000 words) 20%

Game Brief (Digital Portfolio inc. 2500 words) 40%

Essay (4000 words) 40%

13.2 Reassessment methods

100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Source Analysis | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Game Brief | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module is focused on the history and culture of play in North America. Themes of play as a global marketable product are explored, with attention to how amusement parks, theme parks, toys and video games all function as global commercial products, and appropriate a wide array of international themes.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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