

UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM
MAJORS WITH EXISTING EMPHASES (SUB-PLANS)

Requests for the creation of a new emphasis requires approval from the school director/department head (managing administrator), college academic dean, Curricular Affairs, Undergraduate Council (UGC), and College Academic Administrators Council (CAAC). Complete this form (for each proposed emphasis) and submit to Martin Marquez (martinmarquez@email.arizona.edu), no later than October 25, 2019 to be considered for inclusion in the 2020-2021 Academic Catalog.

- I. Requested by (College & School/Department):** College of Humanities, Department of Public & Applied Humanities
- II. Proposer's name, title, email and phone number:** Judd Ruggill, Head, jruggill@email.arizona.edu, 520-621-3025
- III. Degree, major and number of students currently enrolled in the major (include dual majors):** BA, Applied Humanities, 75
- IV. Total number of students that have completed the major in the past 3 years:** The BA in Applied Humanities was launched in Fall 2018. Thus, no students have yet completed the major, though we expect the first to do so in Spring 2020.
- V. Complete the table below capturing information about your existing major emphases. Add columns as needed.**

Name of existing emphasis plan(s)	Business Administration	Fashion Studies	Public Health	Spatial Organization & Design Thinking
First term emphasis was offered	Fall 2018	Fall 2018	Fall 2018	Fall 2018
Minimum units required to complete major core and emphasis (total)	42 (39) ¹	42 (39)	42 (39)	42 (39)
Minimum upper division (300 level or above) units required to complete major core and emphasis (total)	24 (21)	24 (21)	24 (21)	24 (21)
Additional requirements to complete emphasis (supporting coursework*, lecture series, GPA, non-credit workshop)	NA	NA	NA	NA
Number of students enrolled in emphasis	27	18	19	11
Total number of students that have completed emphasis in past 3 years	0 (The major was new as of Fall 2018, and thus no students have yet completed the emphasis)	0 (The major was new as of Fall 2018, and thus no students have yet completed the emphasis)	0 (The major was new as of Fall 2018, and thus no students have yet completed the emphasis)	0 (The major was new as of Fall 2018, and thus no students have yet completed the emphasis)

¹ The Department has a proposed curricular revision currently under review at the university level which will increase the minimum units required to complete the major core and emphasis from the current 39 to 42 units. Under the new revision, 3 units will be added to the major core (increasing the total required units from 21 to 24), and the emphasis total will remain the same at 18 units. The details of the proposed revision are listed under Section X of this document.

*- courses that do not count towards major units and major GPA, but are required for the major

VI. Name of the proposed emphasis: Game Studies

VII. Campus and location offering-indicate the campus(es) and location(s) where this emphasis will be offered.

Main | UA Online | Phoenix Biomedical | Distance (type in location(s) below):

VIII. Provide a rationale for the proposed new emphasis. Survey your current majors to provide evidence of student interest in/demand for the proposed emphasis – attach the survey questions and results at the end of this proposal. Write a short summary of the findings of the survey. Ensure your survey seeks evidence of how the new emphasis will impact existing emphases. You may also include external data (Bureau of Labor Statistics, reports/letters of support from relevant bodies, etc.). Curricular Affairs can provide a job posting/ demand report by skills obtained/outcomes of the proposed emphasis. Please contact Martin Marquez to request the report for your proposal.

According to the Entertainment Software Association (ESA), “more than 400 U.S. colleges and universities offer video game degrees.”² The University of Arizona (UA) is not among them, despite its status as a premiere land grant institution with a longstanding commitment to producing job-ready graduates. This lack is especially notable when placed against the backdrop of the video game industry: as the ESA notes, “[c]omputer and video game companies provide jobs to more than 220,000 people in 50 states,” and in 2017, US consumers spent \$36 billion on game hardware, software, and services.^{3, 4} Moreover, the global game industry is expected to grow from roughly \$137 billion in 2018 to over \$180 billion by 2021.⁵

Were students and faculty at UA disinterested in video games and the robust growth in the game job sector, the lack of a track or degree would be understandable and appropriate. This is not the case, however. Student survey data (below) reveal strong interest in a Game Studies curriculum, and the University (and the College of Humanities [COH] in particular) has been a coincidental hub for game study since 1999, when current COH faculty members Ken McAllister and Judd Ruggill launched the Learning Games Initiative.⁶ The University even has a handful of game-themed courses in various other units around campus, though these courses tend to be highly discipline-specific (e.g., SIE 475: Computational Methods for Games, Decisions, and Artificial Intelligence; HIST 207: Games in Medieval Europe) or only touch on games for a small portion of the overall course (e.g., COMM 406: Violence in Mass Media and Society; ENGL 264: US Popular Culture and the Politics of Representation; ENGL 325: Contemporary Literature and Digital Media; CHN 345: Buddhists, Bandits and Beauties: Masterworks of Chinese Fiction from the 1500s to the Digital Age).

In response to student and faculty interest in games, the inveterate growth of the game industry, and the lack of a major in games at UA, the Department of Public and Applied Humanities (PAH) seeks to create an emphasis within the BA in Applied Humanities that concentrates on what is widely known as “Game Studies,” that is, the study of games as distinct from the technical context of designing and making them. One goal in establishing the emphasis is to use it as a testbed/incubator to see if a full BA program would likely flourish.

Typically, the field of Game Studies includes areas such as:

- Critical approaches to understanding games and the game industry (e.g., techniques for understanding the relationship between a game’s technical design and the socio-cultural milieu out of which it arose);

² <http://www.theesa.com/about-esa/courses-certificates-degree-programs/>

³ <http://www.theesa.com/about-esa/industry-facts/>

⁴ <http://www.theesa.com/about-esa/essential-facts-computer-video-game-industry/>

⁵ <https://www.usatoday.com/story/tech/news/2018/08/25/worlds-top-5-video-game-markets-generate-98-b-revenue-2018/37544189/>

⁶ The Learning Games Initiative (LGI) is a transdisciplinary, inter-institutional research group that studies, teaches with, builds, and archives video games and their cultures. LGI is home to the [Learning Games Initiative Research Archive](#), an internationally renowned archive for game scholars and developers that houses more than a quarter of a million artifacts that circulate widely, including temporary loans to game companies, research universities, art museums, community organizations, and public libraries. LGI directors Ken McAllister and Judd Ruggill have: (1) published seven books and more than six dozen articles, essays, and other scholarly works in the field of game studies; (2) curated game exhibits around the US, and advised the Smithsonian on collecting and exhibiting games; (3) developed independent games; (4) led student workshops on a range of game development tools and techniques; (5) interviewed numerous game industry veterans; and (6) trained dozens of student interns, many of whom have gone on to successful careers in the game industry, at other media archives, and in the academy.

- Studies of the cultures surrounding games (e.g., cosplay, pro-gaming, fan crafts);
- Studies of the industry itself (e.g., corporate trajectories, mergers, and collapses; shifting monetization structures);
- Cultural studies of game content (e.g., analyses of gender, race, and age representation in games);
- Studies of game narratives (e.g., how games tell stories);
- Studies of design histories (e.g., changing form factors of game cartridges, consoles, and arcade cabinets);
- Game reviewing for online and print venues, as well as for fan and trade audiences (e.g., publishing critical evaluations of games for independent gaming websites);
- Studies of game cultures and practices internationally (e.g., 1980s Russian bootleg game culture);
- Studies of changing play styles, aesthetics, and interfaces (e.g., gaming in the arcade vs. at home).

“Game Studies” does not typically include detailed topics associated with the technical work of designing and developing games (such as content covered in courses such as ISTA 425: Algorithms for Games; CSC 317: Mobile Application Programming; and CSC 335: Object Oriented Programming). The PAH emphasis proposal acknowledges this common distinction and outlines a curriculum that addresses topics such as those in the bulleted list above.

At the recommendation of PAH External Consultant and game industry veteran Ryan Kaufman (Vice President of Narrative Design at Jam City, a mobile game development company with more than 50 million monthly users), the proposed emphasis includes one introductory course in game design (INFV 405: Introduction to Game Design or ISTA 251: Introduction to Game Design) and another in game development (INFV 406: Introduction to Game Development or ISTA 451: Game Development) in order to acquaint students with the constructive side of the game medium.⁷ Kaufman suggested that graduates from a game studies track will likely edge out competitors in the job market if they have a passing familiarity with one or more of the industry’s key technical skills. Thus, while the proposed emphasis is not focused on the technical procedures involved in game design/development, it does integrate a basic introduction to these skill sets so that students acquire (1) a deeper understanding of the products and cultures that flow from those labors, and (2) a competitive advantage in the job market. In this way, the PAH Game Studies emphasis approaches the study of games in much the same way that many institutions organize the study of film: students need not develop deep technical expertise—nor are they obligated to be interested in making media for a living—in order to understand a medium, but some grounding in the production process opens up and enhances students’ abilities to see and do innovative critical/cultural work, and boosts their ability to find work in the media sphere should they so choose.

Summary of Student Interest Surveys⁸

In January 2019, COH sent a questionnaire to its 832 registered majors. 72 of the 832 COH majors responded to the survey, with the following results:

Question	Yes	Maybe	No
“Are you currently an Applied Humanities Major?”	19	19	34
“Would you be interested in a BA degree in the College of Humanities with a track focusing on the study of games, especially video games?”	18	24	30
“If there were a Game Studies track in COH, would you consider double majoring?”	19	21	32
“If there were a Game Studies track in COH, would you consider changing majors? If so, please list your current major.”	0	9	57
		<u>Majors Listed</u> <ul style="list-style-type: none"> • Creative Writing • East Asian Studies • English • German Studies • Information Science, Technology, and the Arts • Religious Studies • Spanish Linguistics 	
“Do you know of other students who would probably be interested in a Game Studies track?”	46	17	9

⁷ <https://www.jamcity.com/>

⁸ Copies of the surveys and the Qualtrics survey reports are attached.

COH also sent a shorter version of the survey to the 240 students enrolled in the Gen Ed course PAH 150A1: Video Game Sights, Sounds and Stories. 133 of the 240 PAH 150A1 students responded to the survey, with the following results:

Question	Yes	Maybe	No
"If you had had the option of a major that focused on Game Studies, would you have considered majoring or double-majoring?"	45	44	44

At the suggestion of Martin Marquez (Assistant Director for Academic Programs, Academic Administration), PAH created and distributed a revised student survey in August 2019, which included an introduction to the proposed emphasis in Game Studies and its learning objectives. The survey was distributed to three Tier 1 courses (PAH 150A1, PAH 150A2, PAH 160D3) and five Tier 2 courses (PAH 200, PAH 221, PAH 330, PAH 350, and PAH 372), with an enrollment total of 293 students. 67 of the 293 students enrolled in PAH Tier 1 and 2 courses responded to the survey, with the following results:

Question	Majors Listed	Yes	No
What is your current major (or majors if you are pursuing more than one)?	<ul style="list-style-type: none"> ● Aerospace Engineering ● Africana Studies ● Applied Humanities ● Applied Mathematics ● Architecture ● Astronomy ● Biology ● Business ● Chemical Engineering ● Civil Engineering ● Communication ● Computer Science ● Cyber Operations ● Economics ● Electrical and Computer Engineering ● Elementary Education ● Engineering ● Film and Television ● Information Science, Technology, and the Arts ● Marketing ● Math ● Mechanical Engineering ● Operations Management ● Physiology ● Pre-Business ● Psychology ● Undecided ● Urban and Regional Development 		
Would you be interested in a Game Studies concentration in the BA in Applied Humanities?		42	25
If so, would you consider adding a BA in Applied Humanities–Game Studies as an additional major to the one(s) you're already pursuing?		16	51
Do you know of other students who might be interested in a BA in Applied Humanities–Game Studies?		39	28
If so, what is their current major?	<ul style="list-style-type: none"> ● Animation Design ● Applied Humanities ● Business ● Computer Science ● Electrical Engineering ● Engineering 		

	<ul style="list-style-type: none"> ● English ● Environmental Resources ● Finance ● Illustration ● Information Science, Technology, and the Arts ● Neurology ● Pre-Business ● Psychology ● Theatre ● Undecided 		
<p>If you have any other feedback for us, please include it below.</p>	<ul style="list-style-type: none"> ● "I think that a BA in Applied Humanities - Game Studies would be an extremely helpful degree because it would be able to bring a new side to the industry, focusing on the human interactions and communication in the community." ● "I have not heard of many programs based around this subject matter, could be an interesting way to further diversify offerings. Best of luck!" ● "Sounds like a great and unique program! Definitely think it will pull attention towards University of Arizona by students who are interested in programming and game design." ● "I don't know anyone interested in this field but I believe video games are a popular field that a lot of people would be interested in." ● "My original goal for college was to study games, but I went with CS because that was as close as I could get." ● "If it becomes a major then it would have a minor option as well I would hope. Currently as a Junior I would think a minor would be a more graspable option which I'm sure others would also agree on." ● "Seems like a major that many students would be interested in pursuing." ● "Could we bring in a Minor in Game-studies? I would like to add it to look into the psychology of games as well as games as a whole." ● "I would absolutely consider a minor in Game Studies, but a second 		

	major is probably too much coursework for how much time I have available.”		
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The results of the spring and fall surveys show:

1. Strong interest in a Game Studies emphasis both within and beyond COH;
2. A Game Studies emphasis would have little, if any, negative impact on COH's extant degrees elsewhere in the college;
3. A Game Studies emphasis would attract new students, not just simply shuffle students from one unit (in COH or SBS or COS or ENGR) to another.

IX. At minimum, provide two unique learning outcomes for the proposed emphasis. Which courses in the emphasis will Introduce, Practice, and/or Assess the learning outcomes? Use the table below to provide the information. Add rows as needed.

Learning Outcome	Introduced	Practiced	Assessed
Describe the industrial, creative, and cultural processes by which play is transformed into games.	PAH 230, 231, 330, 331 INFV 405 / ISTA 251 INFV 406 / ISTA 451	PAH 230, 231, 330, 331 INFV 405 / ISTA 251 INFV 406 / ISTA 451	PAH 230, 231, 330, 331 INFV 405 / ISTA 251 INFV 406 / ISTA 451
Analyze games as design objects, playful companions, era defining technologies, and artifacts for contemplation, escape, and education.	PAH 230, 231, 330, 331	PAH 230, 231, 330, 331	PAH 230, 231, 330, 331
Develop reports, business plans, design documents, and other applied work for critical, commercial, and persuasive purposes related to games, their industries, and their cultures.	PAH 230, 231, 330, 331 INFV 405 / ISTA 251 INFV 406 / ISTA 451	PAH 230, 231, 330, 331 INFV 405 / ISTA 251 INFV 406 / ISTA 451	PAH 230, 231, 330, 331 INFV 405 / ISTA 251 INFV 406 / ISTA 451

X. Requirements to meet 40% commonality across emphases. [ABOR Policy 2-221-c. Academic Degree Programs Subspecializations](#) requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”-courses counting towards major units and major GPA). List the required major core curriculum required of all emphases. Refer to your existing [advisement report\(s\)](#), if needed. Include the prefix, course number, course title and number of units. Add rows as needed.

Requirement Title / Description	Courses (include prefix, number, title, units)	Minimum units needed to satisfy requirement
Major Core ⁹	<ul style="list-style-type: none"> • PAH 200: Introduction to Applied Humanities (3) • PAH 201: Applied Humanities Practice: Techniques and Technologies (3) • PAH 372: Intercultural Competence: Culture, Identity, Adaptation, and Intercultural Relations (3) • PAH 383/383H: Pre-internship: Building Career Readiness (3) 	24

⁹ The Department has a proposed curricular revision currently under review at the university level. The curriculum listed here reflects the proposed revision.

	<ul style="list-style-type: none"> • PAH 420: Innovation and the Human Condition: Learning How to Improve Life in the Community and Beyond (3) • PAH 493/493H: Internship (3) • PAH 498: Senior Capstone (3) • 1 humanities elective from the approved list (3)¹⁰ 	
	Total major core upper division units required	15
	Total major core units required	24

XI. Requirements specific to the proposed emphasis. List the required emphasis core, electives, and any special conditions students must meet to complete the emphasis using the table below. Include the prefix, course number, course title, and units for each course. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Highlight and label (NEW) any new courses that must be developed for the emphasis. Add rows as needed.

Note: a proposed emphasis having similar curriculum with other plans (within department, college, or university) may require completion of a comparison chart. Total units required for each emphasis must be equal.

<u>Requirement Title / Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>
<i>Emphasis Core</i>	<ul style="list-style-type: none"> • PAH 230: Video Games as Artifacts: Appreciating Interactive Multimedia Entertainment (3) • PAH 231: Global Video Game Cultures and Their Origins (3) [New] • PAH 330: The Video Game Industry: An Introduction to the Business of Making Money with Play (3) • PAH 331: Video Game Studies: Critical/Cultural Approaches (3) [New] • INFV 405: Introduction to Game Design (3) <u>or</u> ISTA 251: Introduction to Game Design (3) • INFV 406: Introduction to Game Development (3) <u>or</u> ISTA 451: Game Development (3) 	18
	Total emphasis upper division units required	9
	Total major emphasis units required	18

*** All emphases offered for this major must have the same minimum number of units required**

¹⁰ The electives list is included at the end of this document for reference. Given the subject of the proposed emphasis, we are open to adding the following courses (suggested by Martin Marquez, Assistant Director for Academic Programs, Academic Administration) to the electives list: CHN 345 (Buddhists, Bandits, and Beauties: Masterworks of Chinese Fiction from the 1500s to the Digital Age), COMM 406 (Violence in Mass Media and Society), ENGL 264 (US Popular Culture and the Politics of Representation), ENGL 325 (Contemporary Literature and Digital Media), and HIST 207 (Games and Play in Medieval and Early Modern Europe).

XIII. Emphasis course/faculty information for existing courses. Complete the table below for all emphasis coursework. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics \(Catalog and Schedule Dashboard > "Printable Course Descriptions by Department" On Demand Report; right side of screen\)](#). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Add rows as needed.

Course prefix and number	Title	Course Description	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Department	Faculty members available to teach the courses
PAH 230	Video Games as Artifacts: Appreciating Interactive Multimedia Entertainment	This course introduces students to the techniques and varying contexts of critically appreciating video games. In addition to studying the ways that digital games—and their creators—play upon consumers' senses, students will develop a working vocabulary of evaluative terms (e.g., "taste," "judgement," "pleasure," "style," "beauty,") that can be usefully and sometimes uniquely applied to objects derived from the video game medium. They will also learn and practice a set of critical and practical skills designed to help them both understand the role of critical judgement in the experience of play, as well as how play itself may be an integral part of a game's overall look and feel. Through the course of the semester, we will: 1) briefly survey the history of media criticism, paying particular attention to how conventional understandings of terms such as "critique" and "effect" may or may not apply to video games; 2) examine research-informed case studies to learn and practice techniques for thinking about how and why game evaluation has developed as it has over the last half-century, as well as how it differs from the judgement of other forms of artistic expression; and 3) generate substantive original critiques of video games past and present.	F, Sp, Su, W, every year	Public & Applied Humanities	Ken McAllister, Judd Ruggill
PAH 330	The Video Game Industry: An Introduction to the Business of Making Money with Play	This course introduces students to the structures, practices, and study of the video game industry. Over the course of the semester we will: 1) survey the origins of the video game industry, paying particular attention to its connection to the broadcasting and film industries; 2) examine the video game industry in terms of its major spheres (development, publishing, distribution/sales, paratexts, consumption, and regulation); and 3) explore tools and techniques for theorizing video game business and conducting market analyses for academic and commercial purposes.	F, Sp, Su, W, every year	Public & Applied Humanities	Ken McAllister, Judd Ruggill
INFV 405	Introduction to Game Design	This course emphasizes the study and examination of serious digital games with a focus on theoretical and conceptual frameworks for game design. Students will also be exposed to the most common development terms and processes used in the game industry, including methods and techniques	Sp, every year	Applied Science: Informatics	Ryan Straight ¹¹

¹¹ As with its current emphases, the Department is prepared to help support the hiring of additional instructional faculty for courses hosted by the partner unit (Applied Science: Informatics; School of Information) should the need arise.

		such as iteration, rapid prototyping, mechanics, dynamics, and user interface.			
INFV 406	Introduction to Game Development	This course introduces game development. The main focus is the implementation of good design principles. Students will progress through all stages of game development including project management and iterating, initial wire-framing, level design, audio-visual interplay, interface iteration, and quality assurance testing. Knowledge of game and asset design is highly encouraged.	Sp, every year	Applied Science: Informatics	Ryan Straight
ISTA 251	Introduction to Game Design	This course provides an introduction to game design and teaches students the fundamental concepts for creating games. Students will survey many different games, exploring the issues game designers face when designing games in different genres. Students will participate in a series of game design challenges and will be responsible for designing and prototyping simple games using a game building tool. Students will present their solutions to these challenges in front of the class for general discussion and constructive criticism.	F, Sp, Su, every year	School of Information	Drew Castalia
ISTA 451	Game Development	This course provides an introduction to video game development. We will explore game design (not just computer games, but all games) and continue with an examination of game prototyping. Once we have working prototypes, we will continue with the development of a complete 2D computer game. The remaining course topics include: designing the game engine, rendering the graphics to the screen, and artificial intelligence. Students will be given periodic homework that reinforces what was learned in class. Homework will include developing a game prototype, game design documentation, some programming tasks. Students will work in small teams to develop a working game as a term project. Grades will be primarily based on the term project with some small amount of weight to homework. The examples provided in class will be programmed in Java and available for execution on any operating system. Programming homework assignments will be done in either Java or the language chosen by the instructor. The term project can be written in any programming language with instructor permission.	F, Sp, every year	School of Information	Drew Castalia

XIV. Emphasis course/faculty information for NEW courses. Complete the table below. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Add rows as needed. Add rows as needed.

Course prefix and number	Title	Course Description	Status*	Anticipated first term offered	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Department	Faculty members available to teach the courses

PAH 231	Global Video Game Cultures and Their Origins	This course examines the rise and spread of video game cultures from around the world, focusing on the contexts of their origins, proliferation, and (where applicable) their demise. Topics to be covered include arcades, bootlegging and piracy, casual gaming, chiptunes, cosplay, demo cultures, LAN parties, machinima, online fandom, the otaku phenomenon, and videorec cultures. These topics will be considered in light of broader cultural trends, contemporaneous social and political concerns, and relevant technological advancements.	S	Fall 2020	F, Sp, Su, W, every year	Public & Applied Humanities	Ken McAllister, Judd Ruggill
PAH 331	Video Game Studies: Critical/Cultural Approaches	This course surveys the major critical/cultural approaches to the study of video games. Areas of emphasis include industrial analysis, formalism, critical race studies, ludology/narratology, critical discourse analysis, archivalism, fan studies, and gender/sexuality studies. Each approach will be analyzed in terms of its main principles, the sorts of arguments it facilitates, and the opportunities and problems it presents to the game scholar, maker, and player. In the process, we will conduct a series of micro-analyses of specific games, technologies, companies, and playful practices, all for the purpose of developing a deeper sense of games' many meaning-making processes and their connection to the human condition.	S	Fall 2020	F, Sp, Su, W, every year	Public & Applied Humanities	Ken McAllister, Judd Ruggill

***In development (D); submitted for approval (S); approved (A)**

- XIV. Using the table below, list each faculty member who will contribute to the teaching of courses in this emphasis and the teaching FTE they will contribute. Add rows as needed.

Course	Name	Department	Rank	Degree	Faculty/% effort
PAH 230	Ken McAllister	Public & Applied Humanities	Professor	Ph.D.	0.10
PAH 231	Ken McAllister	Public & Applied Humanities	Professor	Ph.D.	0.10
PAH 330	Judd Ruggill	Public & Applied Humanities	Professor	Ph.D.	0.10
PAH 331	Judd Ruggill	Public & Applied Humanities	Professor	Ph.D.	0.10
INFV 405	Ryan Straight	Applied Science: Informatics	Assistant Professor	Ph.D.	0.10
INFV 406	Ryan Straight	Applied Science: Informatics	Assistant Professor	Ph.D.	0.10
ISTA 251	Drew Castalia	School of Information	Lecturer	M.A.	0.10
ISTA 451	Drew Castalia	School of Information	Lecturer	M.A.	0.10

- XV. **Special conditions for admission to/declaration of this emphasis** – explain in detail the criteria to declare this emphasis, including GPA requirements, completion of courses prior to declaration, application process, interviews, etc. These conditions must be approved by faculty governance to be enforced.

There are no special conditions for admission to/declaration of this emphasis.

- XVI. **Emphasis productivity** – provide a detailed plan in the case the emphasis does not attract the number of anticipated students and/or the new courses have low enrollments. Will emphasis courses continue to be offered as described in Section XIII and XIV or will students be offered alternative courses from outside the emphasis as substitutions? Is the department/school/college committed to offering the courses regardless of the emphasis productivity?

In the unlikely event of low enrollment or a poor completion rate, the Department will increase recruitment, retention, and advising for the emphasis. If, after two additional academic years, enrollment continues to prove unproductive or unsustainable, the Department will sunset the emphasis over the course of the following year, making special arrangements for students who may need time to complete the degree or transfer to another program. Moreover, emphasis courses will continue to be offered, as the Department and its curricular partner (Applied Science: Informatics) are committed to offering the courses regardless of the emphasis productivity.

- XVII. **Do you want the emphasis name to appear on the transcript?** Yes No

- XVIII. **Do you want the emphasis name to appear on the diploma?** Yes No

- XIX. **Anticipated semester and year to launch the proposed emphasis:** Fall 2020

- XX. **Number of new faculty hires required to deliver the emphasis:** 0

- XXI. **Budgetary impact**– indicate new resources needed and source of funding to implement the proposed emphasis. If reallocating resources, indicate where resources will be taken from and the impact this will have on the students/faculty/program/unit.

No new resources will be required to implement the proposed emphasis. The courses will simply become part of the faculty members' regular instructional rotation.

Decision process for approval will include:

- 1) efficiency of course offerings.
- 2) course offerings are appropriate and match the expertise of the faculty.
- 3) evidence of sufficient student demand.
- 3) no major conflict with existing programs.

XXII. Required signatures

Managing Unit Administrator (print name and title): Judd Ruggill, Head, Department of Public & Applied Humanities

Managing Administrator's Signature:  Date: 09/17/19

Managing Unit Administrator (print name and title): _____

Managing Administrator's Signature: _____ Date: _____

Dean (print name and title): Kimberly Jones, Vice Dean, College of Humanities

Dean's Signature:  Date: 09/17/19

Dean (printed name and title): _____

Dean's Signature: _____ Date: _____

All programs that will be offered through distance learning and/or fully online must include the following signature. The signature of approval does not indicate a commitment to invest in this program. Any potential investment agreement is a separate process.

Joel Hauff, Associate Vice President Academic Initiatives and Student Success and Executive Director for Online and Distance Education Administration

Signature: _____ Date: _____

Note: In some situations, signatures of more than one unit head and/or college dean may be required.

For use by Curricular Affairs:

Committee	Approval date
Academic Programs Subcommittee	
Undergraduate Council	
College Academic Administrators Council	

Create approval memo

- Send memo to college/dept and acad_org listserv
- Create emphasis code in UAccess, including secondary major emphasis code
- Upload approval memo and proposal documents to UAccess
- Notify acad_org of the plan code creation
- Notify ADVIP team, include proposers

Sample Major Map

8 Semester Coursework Outline (4 year plan)

Year	Fall	Spring
1		<ul style="list-style-type: none"> • PAH 200
2	<ul style="list-style-type: none"> • PAH 201 • PAH 230 	<ul style="list-style-type: none"> • PAH 372 • PAH 231
3	<ul style="list-style-type: none"> • PAH 383 • PAH 330 	<ul style="list-style-type: none"> • PAH 493 • PAH 331
4	<ul style="list-style-type: none"> • PAH 420 • INFV 405 <u>or</u> ISTA 251 • Humanities Elective 	<ul style="list-style-type: none"> • PAH 498 • INFV 406 <u>or</u> ISTA 451

6 Semester Coursework Outline (3 year plan)

Year	Fall	Spring
1	<ul style="list-style-type: none"> • PAH 200 • PAH 230 	<ul style="list-style-type: none"> • PAH 201 • PAH 372 • PAH 231
2	<ul style="list-style-type: none"> • PAH 383 • PAH 330 	<ul style="list-style-type: none"> • PAH 493 • PAH 331
3	<ul style="list-style-type: none"> • PAH 420 • INFV 405 <u>or</u> ISTA 251 • Humanities Elective 	<ul style="list-style-type: none"> • PAH 498 • INFV 406 <u>or</u> ISTA 451

4 Semester Coursework Outline (2 year plan)

Year	Fall	Spring
1	<ul style="list-style-type: none"> • PAH 200 • PAH 230 • PAH 383 	<ul style="list-style-type: none"> • PAH 201 • PAH 372 • PAH 231

	<ul style="list-style-type: none"> • Humanities Elective 	<ul style="list-style-type: none"> • PAH 493
2	<ul style="list-style-type: none"> • PAH 420 • PAH 330 • INFV 405 <u>or</u> ISTA 251 	<ul style="list-style-type: none"> • PAH 498 • PAH 331 • INFV 406 <u>or</u> ISTA 451

Humanities Electives

Africana Studies Program

- AFAS 223: African Philosophical Worlds (3)
- AFAS 463: Doing Business In/With Africa: A Cultural Perspective (3)

College of Humanities

- HUMS 375: Globalization and Transnational Cinema (3)

Department of East Asian Studies

- CHN 245: Chinese Popular Culture (3)
- CHN 410B: The Anthropology of Contemporary China (3)
- CHN 444: Chinese Media & Culture (3)
- JPN 245: Japanese Anime and Visual Culture (3)
- JPN 425A: Anthropology of Japan: Images and Realities (3)
- KOR 245: K-pop, Webtoons, Ethnic Food, and More: Understanding Korean Pop Culture (3)
- KOR 251: Introduction to Korea through Films (3)
- EAS 444: East Asian Traditions and the Rise of Commercial Civilization (3)
- EAS 466: Japanese and Chinese Nationalism (3)

Department of French and Italian

- FREN 230: French Culture (1789-present) (3)
- FREN/ITAL 231: Fashion and Culture in France and Italy (3)
- FREN 373: US & Francophone Hip-Hop Cultures (3)
- FREN 433: Business French 1(3)
- FREN 434: Business French 2 (3)
- ITAL 230: Introduction to Italian Culture (3)
- ITAL 240: Italian Folklore and Popular Culture (3)

Department of German Studies

- GER 246: Culture, Science and Technology (3)
- GER 315: German for Professional Purposes (3)
- GER 371: Contemporary German Culture (3)
- GER 416: Minority Views in German Culture (3)
- GER 430: Crossing Borders/Crossing Cultures (3)

Department of Public & Applied Humanities

- PAH 220: Collaboration: A Humanities Perspective (3)
- PAH 221: Creating, Imagining, Innovating: Intercultural Approaches to Academic and Career Success (3)
- PAH 240: Some We Love, Some We Hate, Some We Eat: Global Perspectives on Human/Animal Relationships (3)
- PAH 310: Urban Multilingualism: An Introduction to Exploring Diverse Cities (3)
- PAH 320: Working: The Rewards and Costs of Employment (3)
- PAH 350: Health Humanities: Intercultural Perspectives
- PAH 456: Humanities and the Global Creative Economy (3)

Department of Religious Studies and Classics

- CLAS 311: Athens Through the Ages (3)
- RELI 210: Religion in the American Experience (3)
- RELI 230: Religions and Cultures of India (3)
- RELI 335: Rap, Culture and God (3)
- RELI 345: Religion and the Arts in India (3)
- RELI 363: Religion and Sex (3)
- RELI 367: Yoga (3)
- RELI 404: Religion, Gender, and the Body (3)
- RELI 412: Religion and Literature in Latin America (3)

Department of Russian and Slavic Studies

- RSSS 315: Werewolves and Vampires: Slavic Folklore in our Culture (3)
- RSSS 325: Eastern Orthodoxy in a Global Age (3)

Department of Spanish and Portuguese

- PORT 430: Brazilian Civilization (3)
- PORT 463: Topics in Luso-Brazilian Literature (3)
- SPAN 352: Reading Politics and Culture in the Hispanic World (3)
- SPAN 371A/B: Spanish for Business and Economics (3)
- SPAN 430: Issues in Spanish Culture (3)
- SPAN 431: Issues in Spanish-American Culture (3)
- SPAN 433: Issues in Mexican and Mexican-American Culture (3)
- SPAN 480: Service Learning

Department of Teaching, Learning and Sociocultural Studies

- TLS 386: Global Citizenship: Reading the World and the Word (3)

Spring 2019 Student Interest Survey—COH Majors

- Are you currently an Applied Humanities Major?
- Would you be interested in a BA degree in the College of Humanities with a track focusing on the study of games, especially video games?
- If there were a Game Studies track in COH, would you consider double majoring?"
- If there were a Game Studies track in COH, would you consider changing majors? If so, please list your current major.
- Do you know of other students who would probably be interested in a Game Studies track?

Spring 2019 Student Interest Survey—PAH 150A1 Students

- If you had had the option of a major that focused on Game Studies, would you have considered majoring or double-majoring?

Fall 2019 Student Interest Survey—PAH Tier 1 & 2 Courses

The Department of Public and Applied Humanities is planning to expand the BA in Applied Humanities to include a concentration in Game Studies. The BA in Applied Humanities currently offers concentrations in Business Administration, Fashion Studies, Public Health, and Spatial Organization & Design Thinking. Like these other concentrations, the Game Studies concentration will feature courses in game studies and courses in the applied humanities. The resulting BA in Applied Humanities—Game Studies will combine professional skills in the games field with the cognitive, creative, international, interpersonal, and intercultural skills taught in the humanities, skills that offer a vital edge in today's rapidly changing job market.

Game Studies includes, but is not limited to:

- Critical approaches to understanding games and the game industry (e.g., techniques for understanding the relationship between a game's technical design and the socio-cultural context out of which it arose);
- Studies of the cultures surrounding games (e.g., cosplay, pro-gaming, fan crafts);
- Studies of the industry itself (e.g., corporate trajectories, mergers, and collapses; shifting monetization structures);
- Cultural studies of game content (e.g., analyses of gender, race, and age representation in games);
- Studies of game narratives (e.g., how games tell stories);
- Studies of design histories (e.g., changing form factors of game cartridges, consoles, and arcade cabinets);
- Game reviewing for online and print venues, as well as for fan and trade audiences (e.g., publishing critical evaluations of games for independent gaming websites);
- Studies of game cultures and practices internationally (e.g., 1980s Russian bootleg game culture);
- Studies of changing play styles, aesthetics, and interfaces (e.g., gaming in the arcade vs. at home).

To broadly capture these and other facets of Game Studies, the BA in Applied Humanities–Game Studies will feature the following 6 courses:

- Video Games as Artifacts: Appreciating Interactive Multimedia Entertainment
- Global Video Game Cultures and Their Origins
- The Video Game Industry: An Introduction to the Business of Making Money with Play
- Video Game Studies: Critical/Cultural Approaches
- Introduction to Game Design
- Introduction to Game Development

The BA in Applied Humanities–Game Studies will focus on 3 broad learning outcomes. Upon completing the major, students will be able to:

- Describe the industrial, creative, and cultural processes by which play is transformed into games;
- Analyze games not just as toys or pastimes, but as objects that do specific kinds of work: they can captivate, inspire, and terrify; they can be used to change how people interact with technology generally; and they can be used for all kinds of secondary purposes like relaxing, forgetting, and even educating;
- Develop reports, business plans, design documents, and other applied work for critical, commercial, and persuasive purposes related to games, their industries, and their cultures.

As part of introducing a concentration in Game Studies, the Department of Public and Applied Humanities is required to survey students to gauge their interest. We would very much appreciate if you would take a moment to help us determine such interest.

- What is your current major (or majors if you are pursuing more than one)?
- Would you be interested in a Game Studies concentration in the BA in Applied Humanities? If so, would you consider adding a BA in Applied Humanities–Game Studies as an additional major to the one(s) you're already pursuing?
- Do you know of other students who might be interested in a BA in Applied Humanities–Game Studies? If so, what is their current major?
- If you have any other feedback for us, please include it below.

Comparison Chart

At the request of Martin Marquez (Assistant Director for Academic Programs, Academic Administration), the Department of Public and Applied Humanities (PAH) and the School of Information (ISTA) have been instructed to prepare a chart comparing the proposed Game Studies emphasis in the BA in Applied Humanities with proposed game-focused BA and BS proposals offered by ISTA. Here is the chart, with the program information supplied by the respective units..

Program name, emphasis (sub-plan) name (if applicable), degree, and institution	BS Game Design and Development (in INFO)	BA Games and Behavior (in INFO)	Game Studies emphasis, BA in Applied Humanities
Current # of enrolled students	0	0	0
Major Description. Includes the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc.	<p>The Bachelor of Science in Game Design and Development will provide undergraduate students with the design and development skills necessary to create virtual interactive environments that span across devices and platforms. This game program would include games for entertainment but also serious games and virtual reality simulations for training, education, healthcare and other purposes. The degree will provide students with the real-world skills and experience needed for successful game design and development; and will signal to employers that students have dedicated the time and energy necessary to build fluency with the underlying concepts and tools. The degree will cover all aspects of game design and development. This would include conceptualization, market analysis, art design, technical design, implementation and marketing. The degree program will serve a diverse student population, training learners in artistic, technical and business aspects of games. The degree will require students to complete a set of core courses, yet also allow students to choose among a large set of electives in order to focus on their preferred areas of study (e.g., intensive programming, creative computing, and entrepreneurial aspects of game development). Students will apply the key theories and best practices they learned to practical game projects and refine their skills. Students will have multiple opportunities to produce finished games, both individually and team-based. The degree is intended for students who aspire to hold careers in the digital games industry or work independently on gaming. There will be ongoing opportunities to participate in research into games being conducted by faculty across</p>	<p>The Bachelor of Arts in Games and Behavior will provide students with a broad understanding of important design principles and human behavior in serious and recreational games, but also the implications tied to gamification in society. Students will learn the basics of multimedia, storytelling, and sound technologies. This degree will also include courses that focus on the individual (e.g., psychology of simulations and play) and also courses that consider group or societal trends (e.g., inequality in the game and in the development environment; psychology of play in game communities). Issues of artistic game design alongside behavioral and societal trends related to games and gamification across sectors are the focus of this degree (e.g., education, health management, occupational training, social support, recreation). The degree will cover many aspects of game design and related social and societal factors without the need of extensive knowledge of computer programming.</p>	<p>The proposed Game Studies emphasis in the BA in Applied Humanities will concentrate on what is widely known as “Game Studies,” that is, the study of games as distinct from the technical context of designing and making them. The emphasis will include the following focus areas:</p> <ul style="list-style-type: none"> ● Critical approaches to understanding games and the game industry (e.g., techniques for understanding the relationship between a game’s technical design and the socio-cultural milieu out of which it arose); ● Studies of the cultures surrounding games (e.g., cosplay, pro-gaming, fan crafts); ● Studies of the industry itself (e.g., corporate trajectories, mergers, and collapses; shifting monetization structures); ● Cultural studies of game content (e.g., analyses of gender, race, and age representation in games); ● Studies of game narratives (e.g., how games tell stories); ● Studies of design histories (e.g., changing form factors of game cartridges, consoles, and arcade cabinets); ● Game reviewing for online and print venues, as well as for fan and trade audiences (e.g., publishing critical evaluations of games for independent gaming websites); ● Studies of game cultures and practices internationally (e.g., 1980s Russian bootleg game culture);

	campus and by industrial partners.		<ul style="list-style-type: none"> • Studies of changing play styles, aesthetics, and interfaces (e.g., gaming in the arcade vs. at home). <p>At the recommendation of an external consultant, the emphasis will also include one introductory course in game design, and one introductory course in game development. The purpose of these courses is to integrate rudimentary knowledge of game production practices so that students acquire (1) a deeper understanding of the products and cultures that flow from those labors, and (2) a fuller sense of the day-to-day production side of media sphere should they choose to explore employment there.</p>
Methodology	Programming, logic, linear algebra, discrete mathematics, trigonometry	Design, prototyping, qualitative and quantitative social research methods.	Humanities-based approaches to the game medium, its industry, and the cultures that inform and are informed by them.
Learning Outcomes	<p>Game One: for the BA and BS</p> <p>Students will demonstrate knowledge of user's needs and rights, such as identifying target user groups for games, PR tools and platforms, analytics and metric tools, play testing and evaluation, monetization models, information protection, game related permissions on different platforms, ethical competence, professional ethics, quality steering, assurance, monitoring and social media utilization.</p> <p>Game Two: for the BA and BS</p> <p>Students will demonstrate the ability to design a game for various purposes, such as education, health and well-being, training and entertainment, by incorporating best-practices related to gamification in all stages, including challenges and fun factor, balancing, level design, scoring and progression, user interface, interaction mechanics, narration, functionality, usability and playability.</p> <p>Game Three: for the BS only</p>	<p>Game One: for the BA and BS</p> <p>Students will demonstrate knowledge of user's needs and rights, such as identifying target user groups for games, PR tools and platforms, analytics and metric tools, play testing and evaluation, monetization models, information protection, game related permissions on different platforms, ethical competence, professional ethics, quality steering, assurance, monitoring and social media utilization.</p> <p>Game Two: for the BA and BS</p> <p>Students will demonstrate the ability to design a game for various purposes, such as education, health and well-being, training and entertainment, by incorporating best-practices related to gamification in all stages, including challenges and fun factor, balancing, level design, scoring and progression, user interface, interaction mechanics, narration, functionality, usability and playability.</p> <p>Game Three: for the BA only</p>	<p>Upon completing the BA in Applied Humanities–Game Studies major, students are expected to have achieved the following primary learning outcomes. Students should be able to:</p> <ul style="list-style-type: none"> • Describe the industrial, creative, and cultural processes by which play is transformed into games; • Analyze games as design objects, playful companions, era defining technologies, and artifacts for contemplation, escape, and education; • Develop reports, business plans, design documents, and other applied work for critical, commercial, and persuasive purposes related to games, their industries, and their cultures;

	Students will exhibit understanding of and skills related to varied approaches, tools, systems, platforms, devices, processes and their effective utilization for game development that are well-established and currently used in the games industry.	Students will exhibit understanding of human behavior in serious and recreational games, the impact of gaming on individuals across contexts, and the implications tied to gamification in society.	
Target careers	Game Developer Graphic Designer Animation Specialist Sound Technologist Software Developers. Computer and Information Research Scientists Computer Programmer Software Developer	Game Designer Social Worker Educator Occupational Therapist eSport Behavior/Planner Computer and Information Research Scientists Game Event Planner Game-based Trainer Instructional Designer Game Coach	<ul style="list-style-type: none"> ● Reviewing (print/online) ● Marketing and promotion ● Public relations ● Legal services ● Financial services ● Quality assurance ● Retail ● Museums/archives ● Producing ● Localization/translation ● Adaptation ● Technical support
Total units required to complete the degree	120	120	120
Upper-division units required to complete the degree	51	24	42
Foundation courses			
English Composition	English 101 and 102	English 101 and 102	UA Foundations Composition
Math	Moderate Strand	Moderate Strand	UA Foundations G-strand math
Second Language	2nd Semester Proficiency	4 th Semester Proficiency	4th semester proficiency
General Education			
Tier I GE Requirements (150, 160, 170)	Tier I Two 150s Two 160s Two 170s	Tier I Two 150s Two 160s Two 170s	18 units Tier One (6 each 150, 160, 170)
Tier II GE Requirements (Arts, HUMS, INDV, NATS)	One Tier II Arts One Tier II Humanities One Tier II Individuals and Societies	One Tier II Arts One Tier II Humanities One Tier II Natural Sciences	9 units Tier Two (3 each Individuals & Societies, Natural Science, Arts)
Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	No	No	No
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	None	None	None
Major requirements			

Minimum # of units required in the major (units counting towards major units and major GPA)	51	42	42
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	51	42	24
Minimum # of residency units to be completed in the major	18	18	18
Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	Required courses: Math 113, or Math 116, and ISTA 116	None	None
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis. Courses listed count towards major units and major	Core Courses/Required Major Coursework (33 units) 1XX Programming for Game Dev. (3) 2XX Game Development I (4) ESOC 302 Quantitative Methods for the Digital Marketplace (3) ESOC 314 Theories of New Media (3)	Core Courses/Required Major Coursework (21 Units) 2XX Games, Behavior, and Individu 3XX Gamification in Society (3) ISTA 161 Ethics in a Digital World (3) ISTA 251 Introduction to Game Des	MAJOR CORE (21 units) <ul style="list-style-type: none"> • PAH 200: Introduction to Applied Humanities (3) • PAH 201: Applied Humanities Practice: Techniques and Technologies (3) • PAH 372: Intercultural Competence: Culture, Identity, Adaptation, and Intercultural Relations (3)

<p>GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p>ISTA 130 Computational Thinking and Doing (4)</p> <p>ISTA 161 Ethics in a Digital World (3)</p> <p>ISTA 251 Introduction to Game Design (3)</p> <p>ISTA 416 Introduction to Human Computer Interaction (3)</p> <p>ISTA 425 Algorithms for Games (3)</p> <p>STA 451 Game Development (4)</p> <p>Individual/Capstone Required Coursework (6 upper division units) Internship, Directed Research, Individual or Independent Study (3) along with the ISTA 498 Capstone req.(3).</p> <p>Elective Coursework in the Major (12 upper division units) *These courses are organized in to 'tracks' depending on students' interests, students are encouraged but not required to complete their elective coursework in a particular specialty area.</p> <p>PROGRAMMING-INTENSIVE TRACK (12 units)</p> <p>3XX Game Physics (3) ISTA 311 Foundations of Info. and Inference (3) ISTA 331 Principles and Practice of Data Sci (3) ISTA 350 Prog. for Informatics Applications (3) ISTA 424 Virtual Reality (3)</p> <p>GAME ENTREPRENEUR TRACK (12 units)</p> <p>3XX Monetizing Indep. Gaming (3) ESOC 316 Digital Commerce (3) ESOC 318 Disruptive Technologies (3) LIS 484 Introduction to Copyright (3)</p> <p>ARTIFICIAL INTELLIGENCE TRACK (12 Units)</p> <p>ISTA 450 Artificial Intelligence (3) 4XX Artificial Intelligence in Games (3) ISTA 421 Introduction to Machine Learning (3) ISTA 457 Neural Networks (3)</p>	<p>ESOC 211 Collaborating in Online</p> <p>ESOC 302 Quantitative Methods fo</p> <p>ESOC 480: Digital Engagement</p> <p>Individual/Capstone Required Coursework (3 upper division units) Internship, Directed Research, Individual or Independent Study (3).</p> <p>Elective Coursework in the Major (at least 18 units) 3XX Monetizing Indep. Gaming (3) ISTA 301 Computing and the Arts (3) ISTA 302 Technology of Sound (3) ISTA 321 Data Mining and Discovery (3) ISTA 416 Introduction to Human Comp. Interaction (3) ESOC 316 Digital Commerce (3) ESOC 318 Disruptive Technologies (3) ESOC 340 Multimedia Design & the Moving Image (3) LIS 484 Introduction to Copyright (3)</p>	<ul style="list-style-type: none"> ● PAH 383/383H: Pre-internship: Building Career Readiness (3) ● PAH 420: Innovation and the Human Condition: Learning How to Improve Life in the Community and Beyond (3) ● PAH 493/493H: Internship (3) ● PAH 498: Senior Capstone (3) <p>GAME STUDIES EMPHASIS (18 units)</p> <ul style="list-style-type: none"> ● PAH 230: Video Games as Artifacts: Appreciating Interactive Multimedia Entertainment (3) ● PAH 231: Global Video Game Cultures and Their Origins (3) [New] ● PAH 330: The Video Game Industry: An Introduction to the Business of Making Money with Play (3) ● PAH 331: Video Game Studies: Critical/Cultural Approaches (3) [New] ● INFV 405: Introduction to Game Design (3) <u>or</u> ISTA 251: Introduction to Game Design (3) ● INFV 406: Introduction to Game Development (3) <u>or</u> ISTA 451: Game Development (3) <p>MAJOR ELECTIVES (3 units from among the following)</p> <p><u>Africana Studies Program</u></p> <ul style="list-style-type: none"> ● AFAS 223: African Philosophical Worlds (3) ● AFAS 463: Doing Business In/With Africa: A Cultural Perspective (3) <p><u>College of Humanities</u></p> <ul style="list-style-type: none"> ● HUMS 375: Globalization and Transnational Cinema (3) <p><u>Department of East Asian Studies</u></p> <ul style="list-style-type: none"> ● CHN 245: Chinese Popular Culture (3) ● CHN 410B: The Anthropology of Contemporary China (3) ● CHN 444: Chinese Media & Culture (3) ● JPN 245: Japanese Anime and Visual Culture (3) ● JPN 425A: Anthropology of Japan: Images and Realities (3) ● KOR 245: K-pop, Webtoons, Ethnic Food, and More: Understanding Korean Pop Culture (3) ● KOR 251: Introduction to Korea through Films (3)
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	<p>ART OF GAMES TRACK (12 Units)</p> <p>ISTA 301 Computing and the Arts (3)</p> <p>ISTA 302 Technology of Sound (3)</p> <p>ISTA 303 Introduction to Creative Coding (3)</p> <p>ISTA 403 Advanced Creative Coding (3)</p> <p>ESOC 300 Digital Storytelling and Culture (3)</p> <p>ESOC 340 Information, Multimedia Design & the Moving Image (3)</p>		<ul style="list-style-type: none"> ● EAS 444: East Asian Traditions and the Rise of Commercial Civilization (3) ● EAS 466: Japanese and Chinese Nationalism (3) <p><u>Department of French & Italian</u></p> <ul style="list-style-type: none"> ● FREN 230: French Culture (1789-present) (3) ● FREN/ITAL 231: Fashion and Culture in France and Italy (3) ● FREN 373: US & Francophone Hip-Hop Cultures (3) ● FREN 433: Business French 1(3) ● FREN 434: Business French 2 (3) ● ITAL 230: Introduction to Italian Culture (3) ● ITAL 240: Italian Folklore and Popular Culture (3) <p><u>Department of German Studies</u></p> <ul style="list-style-type: none"> ● GER 246: Culture, Science and Technology (3) ● GER 315: German for Professional Purposes (3) ● GER 371: Contemporary German Culture (3) ● GER 416: Minority Views in German Culture (3) ● GER 430: Crossing Borders/Crossing Cultures (3) <p><u>Department of Public & Applied Humanities</u></p> <ul style="list-style-type: none"> ● PAH 220: Collaboration: A Humanities Perspective (3) ● PAH 221: Creating, Imagining, Innovating: Intercultural Approaches to Academic and Career Success (3) ● PAH 240: Some We Love, Some We Hate, Some We Eat: Global Perspectives on Human/Animal Relationships (3) ● PAH 310: Urban Multilingualism: An Introduction to Exploring Diverse Cities (3) ● PAH 320: Working: The Rewards and Costs of Employment (3) ● PAH 350: Health Humanities: Intercultural Perspectives ● PAH 456: Humanities and the Global Creative Economy (3) <p><u>Department of Religious Studies & Classics</u></p> <ul style="list-style-type: none"> ● CLAS 311: Athens Through the Ages (3) ● RELI 210: Religion in the American Experience (3) ● RELI 230: Religions and Cultures of India (3) ● RELI 335: Rap, Culture and God (3)
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			<ul style="list-style-type: none"> • RELI 345: Religion and the Arts in India (3) • RELI 363: Religion and Sex (3) • RELI 367: Yoga (3) • RELI 404: Religion, Gender, and the Body (3) • RELI 412: Religion and Literature in Latin America (3) <p><u>Department of Russian & Slavic Studies</u></p> <ul style="list-style-type: none"> • RSSS 315: Werewolves and Vampires: Slavic Folklore in our Culture (3) • RSSS 325: Eastern Orthodoxy in a Global Age (3) <p><u>Department of Spanish & Portuguese</u></p> <ul style="list-style-type: none"> • PORT 430: Brazilian Civilization (3) • PORT 463: Topics in Luso-Brazilian Literature (3) • SPAN 352: Reading Politics and Culture in the Hispanic World (3) • SPAN 371A/B: Spanish for Business and Economics (3) • SPAN 430: Issues in Spanish Culture (3) • SPAN 431: Issues in Spanish-American Culture (3) • SPAN 433: Issues in Mexican and Mexican-American Culture (3) • SPAN 480: Service Learning v <p><u>Department of Teaching, Learning & Sociocultural Studies</u></p> <ul style="list-style-type: none"> • TLS 386: Global Citizenship: Reading the World and the Word (3)
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes/Individual/Capstone Required Coursework (6 upper division units) INFO 493 Internship, INFO 492 Directed Research, INFO 499 Individual or Independent Study (3) along with ISTA 498 Senior Capstone (3)	Yes/Individual/Capstone Required Coursework (3 upper division units) INFO 493 Internship, INFO 492 Directed Research, INFO 499 Individual or Independent Study (3).	Yes. Complete 3 units of pre-internship (PAH 383) and 3 units of an internship (PAH 493).
Senior thesis or senior project required (Yes/No). If yes, provide description.	No	No	No (no separate senior project but one is embedded in capstone)
Additional requirements (provide description)	None	None	None
Minor (specify if optional or required)	Optional	Required	Required

*Note: comparison of additional relevant programs may be requested.



Judd Ruggill <jruggill@gmail.com>

ETCV 405 and 406

Xu, Li - (lxu) <lxu@email.arizona.edu>

Wed, Feb 6, 2019 at 11:23 AM

To: "Straight, Ryan M - (ryanstraight)" <ryanstraight@email.arizona.edu>, "Ruggill, Judd - (jruggill)" <jruggill@email.arizona.edu>

Cc: "Citera, Barbara W - (bwcitera)" <bwcitera@email.arizona.edu>, "McAllister, Kenneth S - (mesmer)" <mesmer@email.arizona.edu>, "Jones, Kimberly A - (kjones)" <kjones@email.arizona.edu>

I'd like to reiterate that the two courses will be great addition to your subplan and support students to accomplish the career goals.

This is indeed exciting stuff. Ryan, thanks for writing the email (-:

Li

Li Xu, Ph.D. in Computer Science
Program Director of Computer Science and Informatics
University of Arizona South
Sierra Vista, AZ 85635

From: Ryan M Straight <ryanstraight@email.arizona.edu>**Sent:** Wednesday, February 6, 2019 11:04:39 AM**To:** Ruggill, Judd - (jruggill)**Cc:** Xu, Li - (lxu); Citera, Barbara W - (bwcitera); McAllister, Kenneth S - (mesmer); Jones, Kimberly A - (kjones)

[Quoted text hidden]

[Quoted text hidden]



Judd Ruggill <jruggill@gmail.com>

Request - Confirmation of Support

Denno, Linda Lee - (Idenno) <Idenno@email.arizona.edu>

Sun, Aug 25, 2019 at 8:45 AM

To: "Ruggill, Judd - (jruggill)" <jruggill@email.arizona.edu>, "Xu, Li - (lxu)" <lxu@email.arizona.edu>, "Straight, Ryan M - (ryanstraight)" <ryanstraight@email.arizona.edu>

Cc: "Marquez, Martin - (martinmarquez)" <martinmarquez@email.arizona.edu>, "Coonan, Pamela J - (coonan)" <coonan@email.arizona.edu>, "Jones, Kimberly A - (kjones)" <kjones@email.arizona.edu>

Dear Judd,

On behalf of UA South, I absolutely reaffirm our commitment to making INFV 405 and 406 available to students in the Game Studies subplan of your BA in Applied Humanities. It is my goal as Dean to be collaborative with other colleges to the fullest extent possible—and this is certainly an area where we want to give our full support.

I wish you success with your proposal!

Best,
Linda

*Linda L. Denno, Ph.D.
Interim Dean
University of Arizona, South
Cell: 520-249-5517
Office: 520-626-2422*

[Quoted text hidden]



Judd Ruggill <jruggill@gmail.com>

Curricular Affairs Feedback

Brooks, Catherine F - (cfbrooks) <cfbrooks@email.arizona.edu>

Tue, Aug 27, 2019 at 11:18 AM

To: "Ruggill, Judd - (jruggill)" <jruggill@email.arizona.edu>

Cc: "Marquez, Martin - (martinmarquez)" <martinmarquez@email.arizona.edu>, "Coonan, Pamela J - (coonan)" <coonan@email.arizona.edu>, "Jones, Kimberly A - (kjones)" <kjones@email.arizona.edu>, "Kimme Hea, Amy C - (kimmehea)" <kimmehea@email.arizona.edu>

Dear Judd and all, I am happy to collaborate and support your sub plan - I hope this email is enough of what you need on that topic.

If you would like to utilize ISTA 251 or 451, I support that if it works for you.

I have attached a document that begins to clarify the key differentiations across programs (and also how all three proposals are distinct from our existing undergraduate degrees) which will help everyone review all proposals. I had no idea your sub plan and our game degrees would be reviewed at the same time, so the attached chart is a way to help people see the differences. Happy to have edits, but it's meant to be a rough guide to what I think is going on, and may help.

We are happy to support your sub plan without insisting on the addition of our courses. We don't have your courses in our plan, many of those courses are new and we might want to talk about additions of courses over time once we see what scheduling and PAH teaching capacity looks like. But if you would like to write an email of support and encourage the use of certain PAH courses as electives in our programs, that would be fine also.

Let me know what else you need from me. We support your proposal, as we expect you will support our proposals.

Sincerely,

Catherine

Catherine F. Brooks, PhD, Director and Associate Professor

*School of Information at UA, <https://ischool.arizona.edu/> - Arizona's first and only iSchool, member of the international iCaucus <https://ischools.org/>
Faculty, Social, Cultural, and Critical Theory, and SLAT Graduate Interdisciplinary Programs*

From: Ruggill, Judd - (jruggill) <jruggill@email.arizona.edu>

Sent: Saturday, August 24, 2019 5:25 PM

To: Brooks, Catherine F - (cfbrooks) <cfbrooks@email.arizona.edu>

Cc: Marquez, Martin - (martinmarquez) <martinmarquez@email.arizona.edu>; Coonan, Pamela J - (coonan)

9/1/2019

Gmail - Curricular Affairs Feedback

<coonan@email.arizona.edu>; Jones, Kimberly A - (kjones) <kjones@email.arizona.edu>; Kimme Hea, Amy C - (kimmehea) <kimmehea@email.arizona.edu>

Subject: Curricular Affairs Feedback

[Quoted text hidden]

 **games and other ischool degrees comparison chart Tuesday.docx**
17K



Judd Ruggill <jruggill@gmail.com>

Request - Email/Letter of Support

Todd Proebsting <proebsting@cs.arizona.edu>

Sat, Aug 24, 2019 at 4:11 PM

To: "Ruggill, Judd - (jruggill)" <jruggill@email.arizona.edu>

Cc: "Marquez, Martin - (martinmarquez)" <martinmarquez@email.arizona.edu>, "Coonan, Pamela J - (coonan)" <coonan@email.arizona.edu>, "Jones, Kimberly A - (kjones)" <kjones@email.arizona.edu>, "Brooks, Catherine F - (cfbrooks)" <cfbrooks@email.arizona.edu>

Hi Judd,

Great---that's what I thought. I'm happy to support your proposal. Do you need anything beyond this email?

Cheers,

Todd

On Sat, Aug 24, 2019 at 3:48 PM Ruggill, Judd - (jruggill) <jruggill@email.arizona.edu> wrote:

Hi Todd:

Thanks for your prompt reply, and for adding Catherine to the email -- I'm scheduled to reach out to her as well per Associate Director Marquez's instructions.

Re: your query, the program has no plans to add any courses on software-based game development (or any other programming courses) in any program other than ISTA or CS. No such courses are proposed, or are planned for the future -- we neither have the expertise nor the interest in areas already excellently served by CS and ISTA.

I hope this email offers further assurance about the focus of the proposed emphasis area.

Cheers,

Judd

On Sat, Aug 24, 2019 at 3:19 PM Todd Proebsting <proebsting@cs.arizona.edu> wrote:

>

> Dear Judd,

> I've added Catherine Brooks from the School of Information.

>

> So long as this program doesn't add any courses on software-based game development (or any other programming courses) in any program other than ISTA or CS, I can support this proposal.

>

> Your email does reassure us that there are no current such courses proposed. I'd simply like assurances that there won't be any in the future.

>

> Best regards,

> Todd

>

> On Sat, Aug 24, 2019 at 3:07 PM Ruggill, Judd - (jruggill) <jruggill@email.arizona.edu> wrote:

>>

>> Dear Dr. Proebsting:

>>

>> On the recommendation of Martin Marquez (Assistant Director of Academic Programs, Curricular Affairs), I am writing to request an email or letter of support for an emphasis (sub-plan) proposal on Game Studies being put forward by the Department of Public & Applied Humanities (College of Humanities) for the BA in Applied Humanities. >> As part of the initial feedback from Curricular Affairs on the

>> proposal, Assistant Director Marquez noted:
>>
>> "Although you are providing information on what makes this emphasis
>> curriculum distinct from the technical context, we would request that
>> you obtain emails and/or letters of support from those unit heads that
>> may have curricular overlap (even perceived curricular overlap). I
>> would recommend getting emails/letters of support from Computer
>> Science and School of Information, at a minimum."
>>
>> The BA in Applied Humanities is housed in the Department of Public &
>> Applied Humanities and currently contains four emphasis areas offered
>> in collaboration with other colleges on campus: Business
>> Administration, Fashion Studies, Public Health, and Spatial
>> Organization & Design Thinking.
>>
>> The Department is interested creating a new emphasis area in Game
>> Studies. The field of Game Studies focuses on the study of games as
>> largely distinct from the technical context of design and development.
>> Typically, the field of Game Studies includes areas such as:
>>
>> * Critical approaches to understanding games and the game industry
>> (e.g., techniques for understanding the relationship between a game's
>> audiovisual and play elements and the socio-cultural milieu out of
>> which they arose);
>>
>> * Studies of the cultures surrounding games (e.g., cosplay,
>> pro-gaming, fan crafts);
>>
>> * Studies of the industry itself (e.g., corporate trajectories,
>> mergers, and collapses; shifting monetization structures);
>>
>> * Cultural studies of game content (e.g., analyses of gender, race,
>> and age representation in games);
>>
>> * Studies of game narratives (e.g., how games tell stories);
>>
>> * Studies of design histories (e.g., changing form factors of game
>> cartridges, consoles, and arcade cabinets);
>>
>> * Game reviewing for online and print venues, as well as for fan and
>> trade audiences (e.g., publishing critical evaluations of games for
>> independent gaming websites);
>>
>> * Studies of game cultures and practices internationally (e.g., 1980s
>> Russian bootleg game culture);
>>
>> * Studies of changing play styles, aesthetics, and interfaces (e.g.,
>> gaming in the arcade vs. at home).
>>
>> As I noted, the field of Game Studies does not typically include
>> detailed topics associated with the technical work of designing and
>> developing games. Our emphasis proposal acknowledges this common
>> distinction and outlines a curriculum that addresses topics such as
>> those listed above.
>>
>> At the suggestion of one of our external consultants, the proposed
>> emphasis includes one introductory course in game design and another
>> introductory course in game development in order to acquaint students
>> with the constructive side of the game medium. The consultant
>> indicated that graduates from the program would have a competitive
>> advantage on the job market if they possess a passing familiarity with
>> one or more of the industry's key technical skills. Thus, while our
>> proposed emphasis (sub-plan) on Game Studies is not focused on the
>> technical procedures involved in game design/development, it does
>> integrate a basic introduction to these skill sets so that students

>> acquire (1) a deeper understanding of the products and cultures that
>> flow from those labors, and (2) enhanced employment appeal.
>>
>> The Game Studies emphasis in the BA in Applied Humanities consists of
>> six core courses:
>>
>> * PAH 230 (Video Games as Artifacts: Appreciating Interactive
>> Multimedia Entertainment)
>>
>> * PAH 231 (Video Game Cultures and Histories)
>>
>> * PAH 330 (The Video Game Industry: An Introduction to the Business of
>> Making Money with Play)
>>
>> * PAH 331 (Video Game Studies: Critical/Cultural Approaches)
>>
>> * INFV 405 (Introduction to Game Design) or ISTA 251 (Introduction to
>> Game Design)
>>
>> * INFV 406 (Introduction to Game Development) or ISTA 451 (Game Development)
>>
>> We would, of course, be happy to consider relevant (and appropriate to
>> BA students in the humanities) Computer Science courses as additional
>> options for the design and development components of the emphasis.
>>
>> Thank you for your time and understanding, and please let me know if
>> you have any questions about the proposal for a Game Studies emphasis
>> in the BA in Applied Humanities, or about Assistant Director Marquez's
>> recommendation that I solicit an email or letter of support from
>> Computer Science. I look forward to hearing from you.
>>
>> Sincerely,
>>
>> Judd Ruggill, Head
>> Public & Applied Humanities
>> College of Humanities
>> University of Arizona



Judd Ruggill <jruggill@gmail.com>

Request - Email/Letter of Support

Bose, Tamal - (tbose) <tbose@email.arizona.edu>

Sun, Aug 25, 2019 at 12:45 PM

To: "Ruggill, Judd - (jruggill)" <jruggill@email.arizona.edu>

Cc: "Marquez, Martin - (martinmarquez)" <martinmarquez@email.arizona.edu>, "Coonan, Pamela J - (coonan)" <coonan@email.arizona.edu>, "Jones, Kimberly A - (kjones)" <kjones@email.arizona.edu>

I don't see any overlap with ECE curricula. I am in support of this program.

Tamal Bose, Ph.D.
Professor and Department Head
Electrical and Computer Engineering
University of Arizona
1230 E. Speedway Blvd.
Tucson, AZ 85721-0104
Phone: (520) 621-6193
Email: tbose@arizona.edu
www.ece.arizona.edu

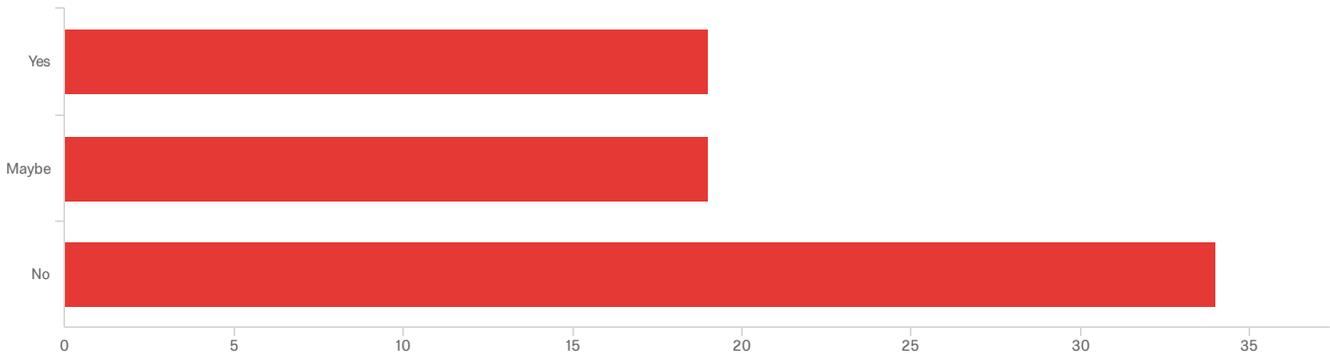
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Default Report

Proposed Game Studies Track in Applied Humanities

September 11, 2019 2:45 PM MDT

Q1 - Are you currently an Applied Humanities major?

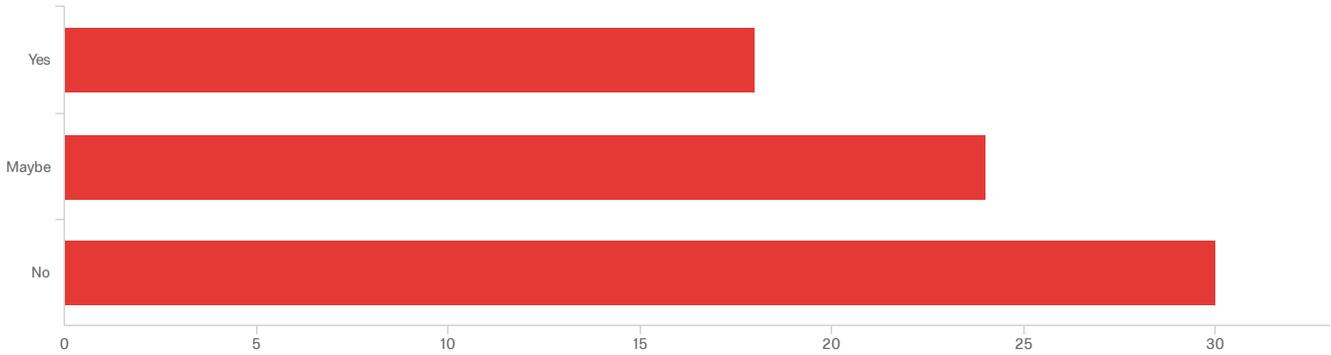


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently an Applied Humanities major?	1.00	3.00	2.21	0.83	0.69	72

#	Field	Choice Count
1	Yes	26.39% 19
2	Maybe	26.39% 19
3	No	47.22% 34
		72

Showing rows 1 - 4 of 4

Q2 - Would you be interested in a BA degree in the College of Humanities with a track focusing on the study of games, especially video games?

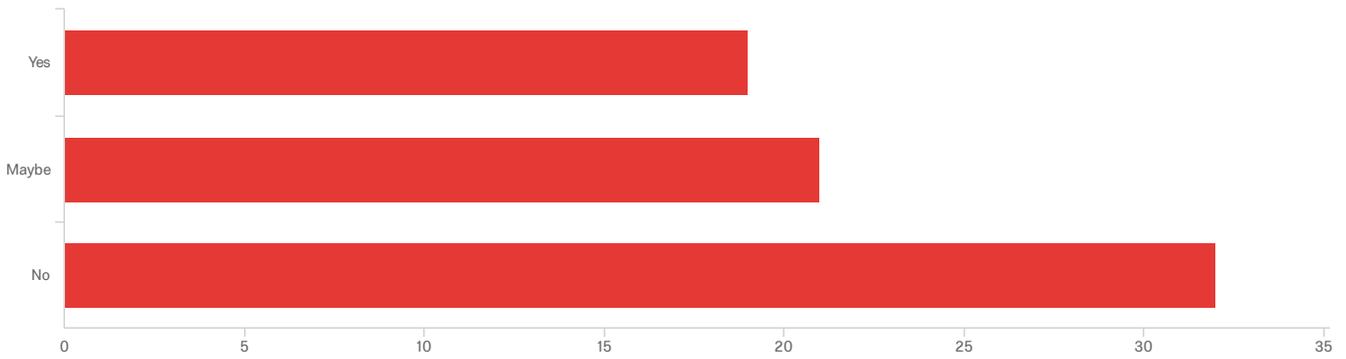


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in a BA degree in the College of Humanities with a track focusing on the study of games, especially video games?	1.00	3.00	2.17	0.80	0.64	72

#	Field	Choice Count
1	Yes	25.00% 18
2	Maybe	33.33% 24
3	No	41.67% 30
		72

Showing rows 1 - 4 of 4

Q3 - If there were a Game Studies track in COH, would you consider double majoring?



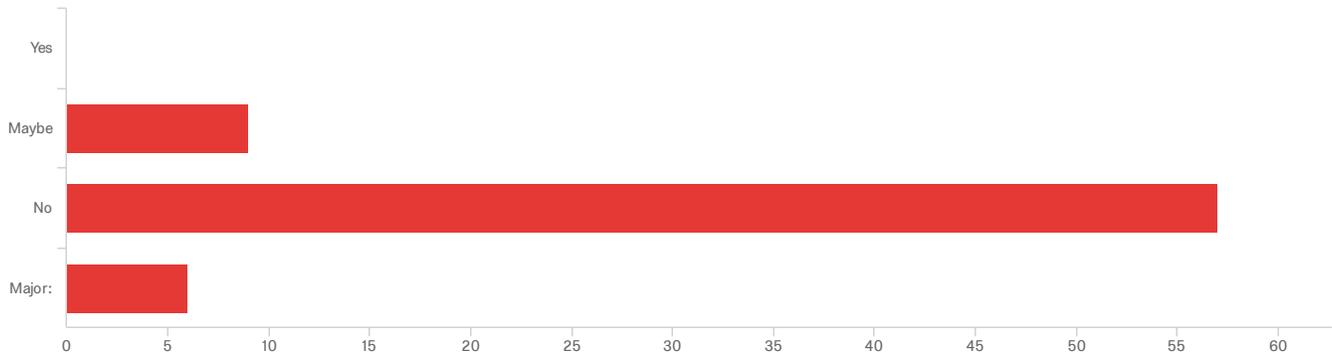
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If there were a Game Studies track in COH, would you consider double majoring?	1.00	3.00	2.18	0.82	0.68	72

#	Field	Choice Count
1	Yes	26.39% 19
2	Maybe	29.17% 21
3	No	44.44% 32
		72

Showing rows 1 - 4 of 4

Q4 - If there were a Game Studies track in COH, would you consider changing majors? If

so, please list your current major.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If there were a Game Studies track in COH, would you consider changing majors? If so, please list your current major. - Selected Choice	13.00	15.00	13.96	0.45	0.21	72

#	Field	Choice Count
1	Yes	0.00% 0
2	Maybe	12.50% 9
3	No	79.17% 57
4	Major:	8.33% 6
		72

Showing rows 1 - 5 of 5

Q4_15_TEXT - Major:

Major:

Religious Studies

Information Science and Arts

Creative Writing/German

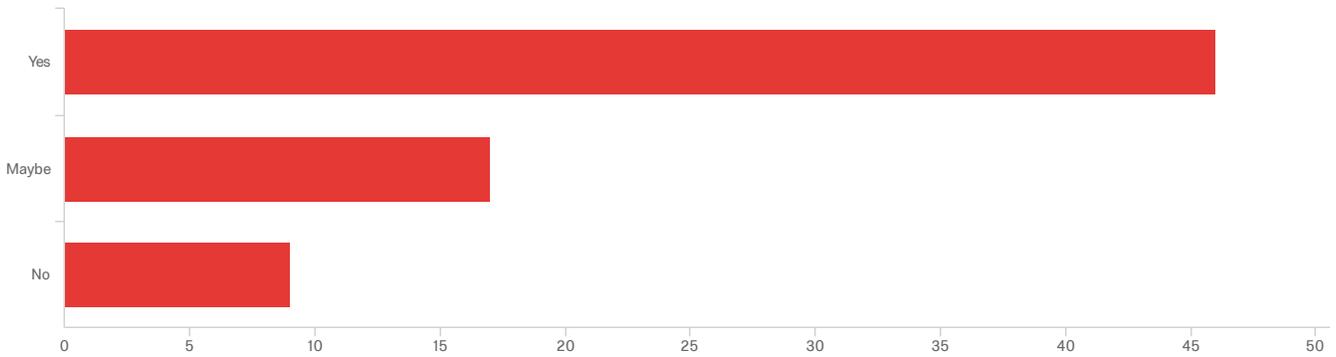
English

Major:

East Asian Studies

Spanish linguistics

Q5 - Do you know of other students who would probably be interested in a Game Studies track?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you know of other students who would probably be interested in a Game Studies track?	1.00	3.00	1.49	0.71	0.50	72

#	Field	Choice Count
1	Yes	63.89% 46
2	Maybe	23.61% 17
3	No	12.50% 9
		72

Showing rows 1 - 4 of 4

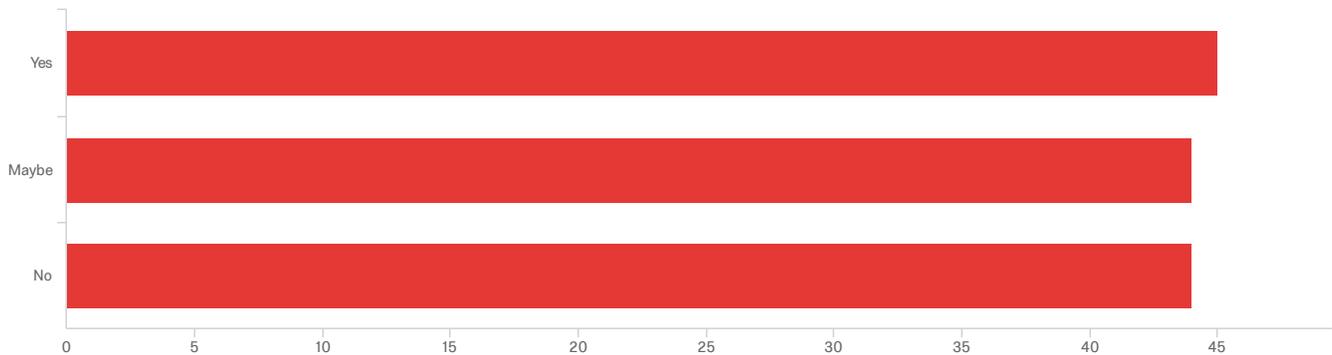
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Game Studies Major Proposal

September 4, 2019 2:39 PM MDT

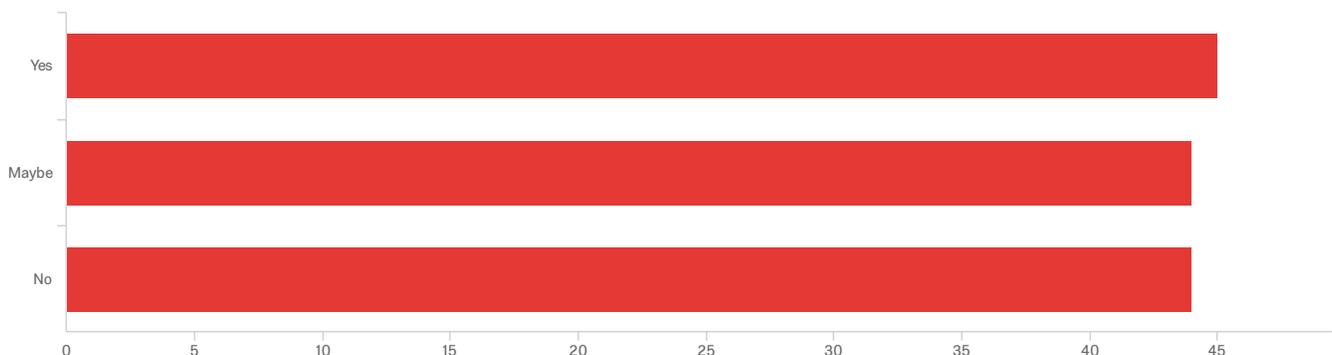
Q1 - If you had had the option of a major that focused on Game Studies, would you have considered majoring or double-majoring?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you had had the option of a major that focused on Game Studies, would you have considered majoring or double-majoring?	1.00	3.00	1.99	0.82	0.67	133

#	Field	Choice Count
1	Yes	33.83% 45
2	Maybe	33.08% 44
3	No	33.08% 44
		133

Showing rows 1 - 4 of 4



End of Report

Default Report

Game Studies

September 14, 2019 12:08 PM MDT

1 - What is your current major (or majors if you are pursuing more than one)?

What is your current major (or majors if you are pursuing more than one)?

Pre-business

Undecided

Physiology

applied humanities

Double major in Africana Studies and Applied Humanities

Applied Humanities: Spatial Organization and Design

Applied humanities

Public and Applied Humanities, Business Administration emphasis

Applied humanities with an emphasis in fashion

communications

Applied Humanities Spatial Organization and Design Thinking

Applied humanities fashion emphasis

Applied Humanities

Architecture, with a minor in Studio Art

Applied Humanities - Public Health emphasis

Applied Humanities

Applied Humanities - Public Health Focus / Pre-Medical

B.A. Applied Humanities

B.A. Applied Humanities

Applied Humanities

What is your current major (or majors if you are pursuing more than one)?

Business

Economics

Spacial design and organization

Applied humanities: fashion emphasis

Marketing

Undecided

Biology

Cyber Operations

no selected engineering

Pre-Business

Computer Science

Communication

Astronomy

Applied Humanities: Business Administration Emphasis

Applied Humanities

computer science

Information Science and Art

Applied Humanities

Computer Science

Computer Science

Information, Science, Technology, and Art (ISTA)

Biology

Elementary Education

Computer Science

What is your current major (or majors if you are pursuing more than one)?

Film And Television

Computer Science

Physiology

Computer Science

Biology

Urban and Regional Development

Civil Engineering

Operations Management

Aerospace Engineering, Applied Mathematics

Math

Computer Science

Chemical Engineering

Electrical and Computer Engineering

Business Management

Psychology

ECE

Computer Science

Communication

Computer Science

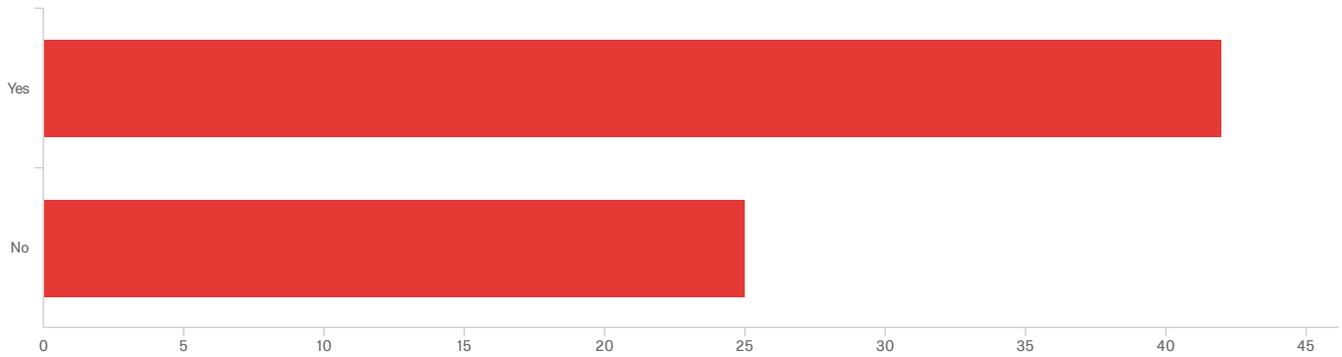
Computer Science

Mechanical engineering

n/a

2 - Would you be interested in a Game Studies concentration in the BA in Applied

Humanities?



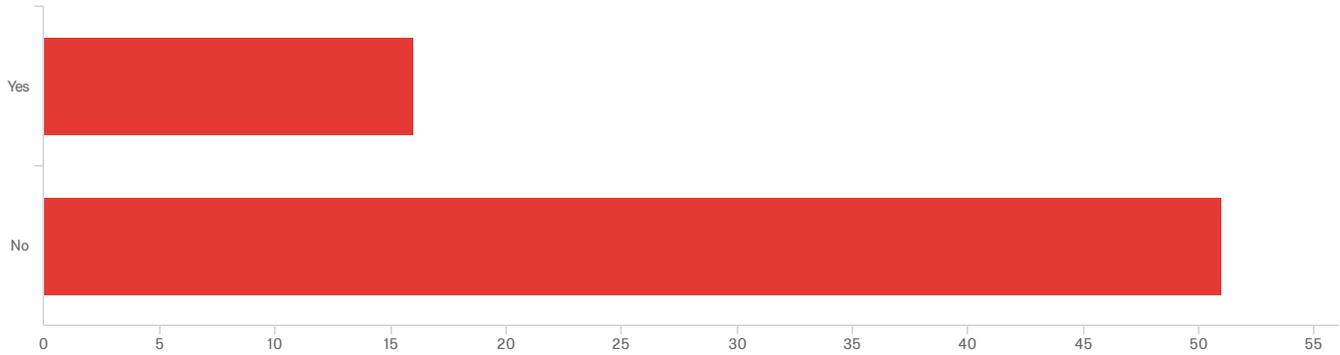
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in a Game Studies concentration in the BA in Applied Humanities?	1.00	2.00	1.37	0.48	0.23	67

#	Field	Choice Count
1	Yes	62.69% 42
2	No	37.31% 25

67

Showing rows 1 - 3 of 3

3 - If so, would you consider adding a BA in Applied Humanities–Game Studies as an additional major to the one(s) you're already pursuing



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If so, would you consider adding a BA in Applied Humanities–Game Studies as an additional major to the one(s) you're already pursuing	1.00	2.00	1.76	0.43	0.18	67

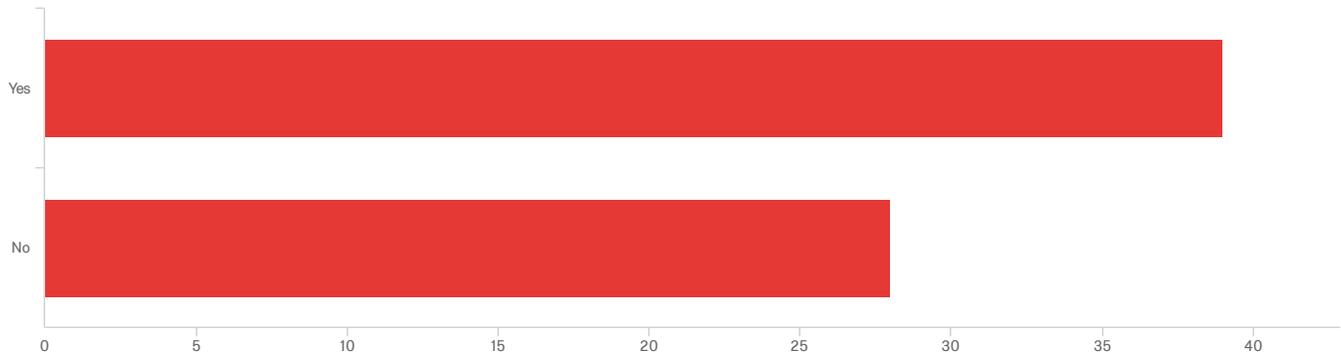
#	Field	Choice Count
1	Yes	23.88% 16
2	No	76.12% 51

67

Showing rows 1 - 3 of 3

4 - Do you know of other students who might be interested in a BA in Applied

Humanities–Game Studies?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you know of other students who might be interested in a BA in Applied Humanities–Game Studies?	1.00	2.00	1.42	0.49	0.24	67

#	Field	Choice Count
1	Yes	58.21% 39
2	No	41.79% 28
		67

Showing rows 1 - 3 of 3

5 - If so, what is their current major?

If so, what is their current major?

Pre-business

N/A

Computer Science

Computer Science/ Electrical Engineering

environmental resources, engineering, business

English major

Yes. two Illustration students who said they had friends who would also be interested`

Computer Science, General Business, Undecided

Applied Humanities

No one specific in mind, just a general sense that it would appeal to people.

Psychology

Business

Theater

Computer Science

Animation Design

Pre-Business

Finance

Psychology

psychology

Information Science and Tech

N/A

Computer Science

If so, what is their current major?

Computer Science

Business

Computer Science, ISTA,

Business, Psychology, Neurology

Computer Science

Undecided

Engineering

Computer Science

N/A

Undecided

Engineering

Psychology

Computer Science

Computer Science

Computer Science

6 - If you have any other feedback for us, please include it here.

If you have any other feedback for us, please include it here.

applied humanities is a really great program so far

I think that a BA in Applied Humanities - Game Studies would be an extremely helpful degree because it would be able to bring a new side to the industry, focusing on the human interactions and communication in the community.

no further comment.

Sounds like a great and unique program! Definitely think it will pull attention towards University of Arizona by students who are interested in programming and game design.

I'm excited for this year !

I have not heard of many programs based around this subject matter, could be an interesting way to further diversify offerings. Best of luck!

None.

N/a

None

I am excited to learn more about my major!

I don't know anyone interested in this field but I believe video games are a popular field that a lot of people would be interested in

Great course!

none

My original goal for college was to study games, but I went with CS because that was as close as I could get

If it becomes a major then it would have a minor option as well I would hope. Currently as a Junior I would think a minor would be a more graspable option which I'm sure others would also agree on.

Seems like a major that many students would be interested in pursuing.

Could we bring in a Minor in Game-studies? I would like to add it to look into the psychology of games as well as games as a whole.

I would absolutely consider a minor in Game Studies, but a second major is probably too much coursework for how much time I have available.

7 - Topics


No results to show


No results to show

End of Report