

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTM Academic Affairs Committee

SPONSOR: Professor Amrita Daniere, Interim Vice-Principal Academic & Dean
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PRESENTER: Professor Larry Switzky, Associate Professor, Department of
CONTACT INFO: English and Drama

DATE: February 2, 2023, for February 9, 2023

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Major Modification: New Freestanding Minor in Game Studies, UTM

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing degree programs. All major modifications shall be reported annually for information to the Committee on Academic Policy and Programs.

GOVERNANCE PATH:

- UTM Academic Affairs Committee [for approval] (February 9, 2023)

PREVIOUS ACTION TAKEN:

None

HIGHLIGHTS:

The Department of English & Drama at the University of Toronto Mississauga (UTM) is proposing to introduce a new Freestanding Minor in Game Studies, effective September 1, 2023. This proposed Minor will build on existing strengths in faculty scholarship and course offerings in Game Studies from the Department. The Minor responds to the prevalence of games as pedagogical instruments and subjects of critical inquiry at UTM, as demonstrated in specific courses as well as the Robert Gillespie Academic Skills Centre's "game-enhanced learning"

initiatives, and it builds on the enormous scholarly potential of the UTM Library's Syd Bolton collection. The goal of this new Minor program is to give UTM students from all disciplines the opportunity to build theoretical and analytical skills to engage with the interdisciplinary field of Game Studies while gaining introductory practical skills in game design and the use of open-source game creation tools.

In response to the popularity of its existing courses on digital games and narrative, the Department of English and Drama has recently and significantly expanded its Game Studies curriculum. English and Drama faculty have longstanding teaching and research interests in the history and theory of play, gamification, the expression of Indigenous communities through gaming, and digital narrative and performance. This expansion and the development of the Minor will enable that research to directly benefit students while aligning with English and Drama's Academic Plan to promote Creativity and Innovation in its programs.

The Game Studies Minor program responds to two priorities in the 2021 UTM Strategic Framework: "Enable Impactful Discovery in Student and Faculty Research" and "Inspire Academic Creativity for Student Success." The interdisciplinary collaboration at the heart of the program will create and promote innovative and engaged learning experiences and contribute to UTM's record of offering pathbreaking programs.

The interdisciplinary nature of Game Studies means that this Minor program has the potential to appeal to students enrolled in programs across the university in addition to students in English and Drama where courses in the analysis and production of digital games are already offered. The Institute of Communication, Culture, Information and Technology at UTM has many highly relevant courses in game design and the proposed program will draw on and benefit from many of these. Additionally, the Departments of Sociology, Mathematical & Computational Sciences, and Visual Studies at UTM either currently make use of game-enhanced learning strategies or have indicated their intention to develop courses in digital gaming.

RECOMMENDATION:

Be It Resolved,

THAT the new freestanding Minor in Game Studies, in the department of English & Drama, as detailed in the proposal dated February 1, 2023, be approved effective September 1, 2023.

DOCUMENTATION PROVIDED:

- Proposal Major Modification: New Freestanding Minor in Game Studies, UTM

University of Toronto

Major Modification Proposal:

New Freestanding Minor Where There is No Existing Specialist or Major

This template should be used to bring forward all proposals for major modifications of this type for governance approval under the University of Toronto's Quality Assurance Process.

What is being proposed: please specify exactly what is being proposed, i.e., a new freestanding minor (where there is no existing specialist or major) in...	New Freestanding Minor in Game Studies
Department/unit (if applicable):	Department of English and Drama
Faculty/academic division:	University of Toronto Mississauga (UTM)
Faculty/academic division contact:	Amrita Daniere Interim Vice-Principal, Academic & Dean Vpdean.utm@utoronto.ca
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Version date: please change as you edit this proposal.	February 1, 2023

1 Summary

Please provide a brief summary of what is being proposed including:

- ▶ a clear statement of the relationship of this to other programs
- ▶ the impetus for its development in brief

- ▶ any distinctive elements

This is a proposal to introduce a new freestanding Minor Program in Game Studies (Arts), to be offered in the Department of English and Drama at the University of Toronto Mississauga (UTM). This proposed Minor will build on existing strengths in faculty scholarship and course offerings in Game Studies in the Department of English and Drama. The Minor responds to the prevalence of games as pedagogical instruments and subjects of critical inquiry at UTM, as demonstrated in specific courses as well as the Robert Gillespie Skills Centre's "game-enhanced learning" initiatives, and it builds on the enormous scholarly potential of the UTM Library's Syd Bolton collection. The goal of this new Minor program is to give UTM students from all disciplines the opportunity to build theoretical and analytical skills to engage with the interdisciplinary field of Game Studies while gaining introductory practical skills in game design and the use of open-source game creation tools.

Relationship to other programs: The interdisciplinary nature of Game Studies means that this Minor program has the potential to appeal to students enrolled in programs across the university in addition to students in English and Drama where courses in the analysis and production of digital games are already offered. The Institute of Communication, Culture, Information and Technology has many highly relevant courses in game design and the proposed program will draw on and benefit from many of these. Other programs, such as the Criminology, Law and Society program in Sociology, make use of game-enhanced learning, while the Department of Mathematical and Computational Sciences at UTM has a single course, CSC404, on Video Game Design, which it offers irregularly and which, as was revealed in consultation, the department finds insufficient as coverage of a complex subject and industry. Consultation has also revealed that the Department of Visual Studies hopes to develop a course on the visual culture of digital games, which could be included as an elective in the Minor. Beyond these specific instances, we anticipate that this program will resonate with any student looking to acquire rudimentary computational literacy and design skills and to apply critical analysis to a popular cultural form.

Impetus for its development: The Game Studies Minor program responds to two priorities in the 2021 UTM Strategic Framework: "Enable Impactful Discovery in Student and Faculty Research" and "Inspire Academic Creativity for Student Success." The interdisciplinary collaboration at the heart of the program will create and promote innovative and engaged learning experiences and contribute to UTM's record of offering pathbreaking programs.

In response to the popularity of its existing courses on digital games and narrative, the Department of English and Drama has recently and significantly expanded its Game Studies curriculum. English and Drama faculty have longstanding teaching and research interests in the history and theory of play, gamification, the expression of Indigenous communities through gaming, and digital narrative and performance. This expansion and the development of the Minor will enable that research to directly benefit students while aligning with English and Drama's Academic Plan to promote Creativity and Innovation in its programs.

The proposed Minor in Games Studies is driven by the vision of the Department of English and Drama, and it benefits from enthusiastic support from ICCIT. The inclusion of CCT courses continues ICCIT's mandate to contribute to "distinctive interdisciplinary programs." Director Sarah Sharma and ICCIT faculty were consulted extensively in the preparation of this proposal. ICCIT will direct its students to the Game Studies program in English and Drama on their webpage.

Finally, the recent acquisition of the Syd Bolton Video Game Collection by the UTM Library, the largest collection of its kind in Canada, presents opportunities for archival research, digital curation, experiential learning, and media archaeology for Minor program students. Christopher Young, Librarian at UTM Library and curator of the Collection, was consulted in the preparation of this proposal.

Distinctive elements: The proposed Minor program in Game Studies will be unique across all three U of T campuses. UTSC currently offers two courses in Game Studies: ENGC41H3: Video Games: Exploring the Virtual Narrative and MDSC65H3: Games and Play. Beyond these single courses, no other undergraduate program at the University of Toronto offers students the chance to engage in the focused study of games and in the analysis of digital games in particular. Our program will also be unique in Canada where Game Studies education is in its infancy. While the Computer Science program at UTSG offers "Focus in Game Design" Major and Specialist programs that concentrate on realizing game design through programming, there is currently no undergraduate program that explicitly balances theoretical and critical approaches to the analysis of games with narrative design, the history and theory of games and play, and foundational computational literacy skills. The interdisciplinarity of Game Studies is engrained in the program courses and reinforced by the program structure which combines English and Drama courses (ENG) with Communication, Culture, Information and Technology courses (CCT). The new Minor will fill this academic gap at U of T while responding to student interest, building on societal needs for informed critics of games and gaming culture, and developing foundational training for level and narrative designers who do not primarily specialize in coding.

2 Effective Date

September 1, 2023

3 Academic Rationale

Describe what is being proposed and why.

If relevant, describe the mode of delivery (including online) and how it is appropriate to support students in achieving the learning objectives of the program.

Context

- ▶ Discuss how the program addresses the current state of the discipline or area of study. (Identify pedagogical and other issues giving rise to the creation of this program. Where appropriate, speak to changes in the area of study or student needs that may have given rise to this development.
- ▶ Describe the consistency of the program with the University's mission and unit/divisional academic plan and priorities.

Distinctiveness

- ▶ Identify any distinctive/innovative aspects of the proposed minor.
- ▶ As appropriate, speak to similar offerings elsewhere at the University of Toronto or at other universities.

The proposed new freestanding Minor Program in Game Studies combines humanistic critical inquiry with training in game design to involve UTM students in the emerging interdisciplinary field of Game Studies. Students will engage deeply with the history and theory of game design while creating and testing games. Game design literacy, in turn, will make students more perceptive critics of games as aesthetic and storytelling experiences, the digital game industry, the sociology of games, and the role of games in addressing and promoting equity, diversity, and inclusion among historically disadvantaged players and creators. By weaving together research expertise and coursework in humanities and the social sciences, students will: become informed critics of representation in tabletop and digital games and be aware of how rhetoric functions within these media; contribute to the present and future of storytelling in games alongside university instructors and media professionals; and understand gaming within a cross-cultural media ecology that includes a diverse history of interactive artworks and a present-day landscape of immersive environments, extended reality platforms, and responsive technology.

The new program capitalizes on existing curricular strengths and faculty interest in the English and Drama department and the Institute of Communication, Culture, Information Technology (ICCIT). It responds to the demonstrated popularity at UTM for using games as pedagogical instruments and subjects of critical inquiry in the Robert Gillespie Academic Skills Center's "game-enhanced learning" initiatives, in courses in the Criminology, Law and Society program in Sociology that include games as a means of modeling forensic procedures, and in seminars in Historical Studies to complement training in sensory ethnography, to name just a few instances. The program will also benefit from the UTM Library's recent acquisition of the Syd Bolton collection, which will allow for immersive and practical hands-on research experiences for students, faculty, and researchers. Taken together, the program and the collection will establish UTM as a centre for the study of games in Canada.

The Minor program will appeal to students from all disciplines. It will be particularly attractive to humanities students who are interested in applying their skills in critical thinking and writing in a technological context, as well as expanding their skill set to include narrative and storyboard design, user experience design, level design, and experience in multiple genres of writing and visualization that are unique to game design (e.g., quest outlines and flavour text), as well as other digital competencies and computational literacies. Students

with a STEM background who are interested in careers in game design will likewise appreciate the chance to move beyond the technical aspects of game development to expand their thinking on the conventions and assumptions underlying games, as well as the social and cultural issues surrounding the production and interpretation of contemporary games.

Delivery modes: Courses will include in-person lecture- and discussion-based instruction in both the close analysis of games (as artworks, as rhetorical forms, as ethnography) and practice-based instruction in designing games (e.g., shaping mechanics, rulesets, the physical and emotional contexts of play, coding, and game testing in Lectures, Seminars, Tutorials, and Practical sections). As such, nearly every course will include applied learning components. Upper-level courses will focus specifically on the kinds of research questions that can be formulated and investigated by making and playing games. Courses will make extensive use of the Syd Bolton Collection as a reservoir of genres and materials and as a living library of digital games.

Context: Game Studies is a growing interdisciplinary field that traverses the humanities, social sciences, and data studies to combine critical and practical approaches to digital and tabletop game making and play. Emerging from the fields of cultural studies, literary studies, and visual culture studies, the field has matured in the last 15 years, with professional conferences and academic journals such as *Game Studies* and *Games and Culture*. Scholars working in game studies explore questions of political economy, structural inequality, virtual ontologies, community formation, intersectional critique, narrative structure, visibility and design, and cognitive and affective engagement, among other topics.

Game Studies is a vibrant though unorganized field of study across the University of Toronto with a significant cohort of faculty engaged in scholarly work on games and play. In addition to faculty in English and Drama Studies and ICCIT at UTM, faculty also offer courses in Game Studies through the iSchool, Book and Media Studies at University of St. Michael's College, the Media, Journalism and Digital Cultures program and the Department of Psychology at UTSC, and Computer Science in the Faculty of Arts and Science.

Consistency with Academic Plans and Priorities: The proposed Game Studies minor supports two priorities in the UTM Strategic Framework: "Enable Impactful Discovery in Student and Faculty Research" and "Inspire Academic Creativity for Student Success." The program promotes multidisciplinary collaborations in education and scholarship between English and Drama Studies and ICCIT with the potential to expand the program to include courses and perspectives from other UTM academic units. Thus far, Sociology and Visual Studies have indicated interest in developing courses, while Computer Science faculty have expressed enthusiasm for teaching topics courses in the program and in cross-listing electives in the Minor. The interdisciplinary collaboration at the heart of the program will create and promote innovative and engaged learning experiences and contribute to UTM's ongoing record of offering pathbreaking programs.

The proposed Minor in Game Studies aligns with the current Academic Plan of the English and Drama studies department by promoting **Creativity**, in particular "practice-oriented

way[s] to learn about and think with literature,” and **Innovation**, by engaging with “newly emergent literary genres, new media, and new digital approaches to the study of literature and the humanities more broadly.” The Minor also addresses English and Drama’s plan to boost enrolments by creating a bridge between students who have interest in the humanities and students who enrol in “popular programs in science, e.g. Computer Science,” according to the Academic Plan, building Game Studies from the ground up as a fully interdisciplinary program that merges theoretical and historical surveys of interactive artworks and digital games in English with experience in coding and design in ICCIT.

Although the Game Studies Minor is being developed by and will be located in English and Drama, it is vital to consider ICCIT’s commitments as well since many courses in Game Studies at UTM are offered in that unit and faculty from ICCIT have collaborated with us while conceiving this program. Game Studies supports ICCIT’s mandate to contribute to “first-rate and distinctive interdisciplinary programs.” This program will be well placed to provide ICCIT students with foundational skills in the analysis, evaluation, and interpretation of digital media as well as ensuring that they learn to apply theoretical frameworks.

ICCIT’s support for the Game Studies Minor corresponds with that unit’s existing curricular strengths in game design. Games are a significant artistic, communicative, and sociocultural medium, and their design and production are already a focus of many ICCIT courses on media and technology. ICCIT is, for example, developing a joint course in its Professional Writing & Communication and Technology, Coding, and Society Majors that will incorporate writing proposals and pitches in games as a supplement to English and Drama’s proposed course on Narrative Design and Writing for Games. The Game Studies Minor will recognize and demonstrate ICCIT’s outstanding capacity in the field to UTM students. However, since UTM’s program is based in humanistic inquiry with an emphasis on narrative design and analysis, the Minor will be located in English and Drama. The question of creating this as a joint Minor held equally between English and Drama and ICCIT was considered during its initial design. However, both units feel that English and Drama is the appropriate home for the program given the primary focus on narrative design, analysis, and the application and study of relevant theoretical frameworks.

Distinctiveness: The UTM Game Studies Minor will be the only program in Canada to combine critical and practical approaches to the study of games. The interdisciplinarity of the field will be reflected in the program as students will be required to take a breadth of courses to encounter and engage with both humanistic and design-oriented approaches/perspectives. This will be the first dedicated Game Studies program at University of Toronto. Consequently, there will be no overlap with existing programs or repetition of courses in other units.

State of the Field: Game Studies is in its infancy in Canada. While several Canadian institutions have research centres dedicated to games, the dynamism of scholarship in this area has not yet translated into a significant number of programs at the undergraduate or graduate level. This deficit is common across many North American institutions. Brock University recently launched a Master of Arts in Game Studies, which is explicitly

interdisciplinary and interfaculty, though it focuses largely on how principles of games studies “can be used in non-gaming fields like education, public policy and health care.” UTM graduates who pursue the Minor will be able to continue their studies in Brock’s program. The Brock degree is one of a very few graduate programs in the field in North America. Comparatively, in the United States undergraduate Minor programs in Game Studies or game design are more numerous, but it remains a niche subject of study that generally does not position games within a broad repertoire of time-based media and narrative practices as our program will.

Comparable Programs: In Canada, practical game design and development remain the primary focus of most undergraduate programs in the field; very few incorporate critical or theoretical approaches to the study of games and play. There are currently no existing programs comparable to the proposed UTM program.

Université de Montréal’s department of art history and cinema studies offers major and minor programs in video game studies. These programs approach video games as an art form. Consequently, the minor program stresses the historical, theoretical, and aesthetic elements of video games with no discernable making practice built into the program. Likewise, the program does not have the sustained training in story construction and analysis that our program does. The Université de Montréal program is offered only in French.

Wilfrid Laurier University has a four-year program in Game Design and Development (BFAA). Its curriculum is heavily weighted toward game development and design, with a few courses in critical game scholarship available to students as electives.

The *University of Alberta* has a certificate program in game design that is open to students from all disciplines, and the curriculum is largely project-oriented and offers training in the workflow of game production, from conceptualization and design document production through product creation.

Concordia University has a research centre in Technoculture, Art, and Games (TAG) that sponsors a game design Minor that is similar to our program, with a focus on “game design literacy” and game prototyping as well as classes and a speaker series on the historical and theoretical dimensions of games and play. The Minor at Concordia is currently suspended.

The University of Waterloo maintains a Games Institute (GI) that is a major Canadian research hub for postdoctoral and faculty research on games and human-computer interaction. While undergraduate students are invited to attend talks and to take part in game jams and clubs, they cannot become members and the GI does not offer undergraduate coursework related to its activities.

In the United States, programs are more plentiful but as in Canada, they tend to focus exclusively on programming and development. A few notable exceptions to this trend are detailed below.

Games Studies at the *University of Southern California* blends critical and practical approaches to thinking about and making digital and analog games in a program that is most like the proposed UTM program. The USC program is just one of several undergraduate and graduate programs in games offered by the Interactive Media and Games Division of the USC's Cinematic Arts department.

New York University's Tisch School of the Arts offers a Minor and a BFA in Game Design and contains a graduate-level Game Center. While the emphasis is on designing games, core courses in the program also introduce students to the study of games as a cultural form, gaming as a socio-cultural activity, as well as the cultural and aesthetic history of games.

Carnegie Mellon University has recently announced an interdisciplinary Center for Transformational Play that will coordinate research and design on games that promote action around climate change and facilitate difficult conversations. The Center will also aid in promoting and playtesting games created by students and faculty. Thus far, the Center sponsors a single course in Computer Science on designing games about climate change.

4 Need and Demand

Provide a brief description of the need and demand for the proposed minor focusing, as appropriate, on student interest, societal need, employment opportunities for prospective graduates, accreditation requirements.

Games are a significant cultural form that not only reflect but also have the power to transform society. Critical perspectives are needed to shape the production of games and to understand their influence. UTM students are already deeply immersed in gaming experiences in their personal, professional, and educational lives. Student interest in Game Studies is also demonstrated in the popularity of game design and analysis courses at UTM and the clear interest surveyed students have expressed in the proposed Game Studies minor program.

Enrollment

UTM Game Studies courses have excellent enrolment. The courses included in the Game Studies Minor program consistently enroll at capacity (see *Table 2: Average peak fullness for all sections of UTM game studies courses, 20169 – 20221*). Many UTM students choose to take multiple games courses during their undergraduate careers. *Table 1: Count of Game Studies courses taken by individual students 2016-2021* illustrates the number of games courses taken by individual students at UTM since 2016. For example, 542 individual students have taken three games courses, while 106 have taken five.

ENG279 (Video Games) is a very popular course in the Department of English and Drama that has enrolled at or near the course cap since it first appeared on the course curriculum in 2017. In 2021-22, ENG279 had a longer waitlist than any other course in the English and Drama department. We expect to increase the enrolment cap in ENG279 and to offer the course more frequently when the Minor is underway.

In ICCIT, CCT311 (Game Design and Theory) and CCT312 (Interactive Storytelling for Game Development) are both exceptionally popular courses. Over the past three years, CCT311 has been offered, on average, three times per year, and it has always enrolled near or at the course cap. CCT312, which is offered regularly, enrolls at the course cap and often has substantial waitlists. We will coordinate with ICCIT to ensure that the caps on these courses are increased to accommodate students in the Minor.

The combination of English and CCT courses proposed in the Game Studies Minor program, is already familiar to many UTM students. A significant cohort of UTM students are enrolled in both Department of English and Drama POSTs as well as ICCIT POSTs. *Table 4: ENG and CCT POST enrollment combinations, 2016-2021* shows a relatively steady cohort of 100+ students enrolled in programs in both departments since 2016. A breakdown of the program combinations of the 100 students combining CCT and ENG POSTs in Fall 2021 can be seen in *Error! Reference source not found.: Count of Students enrolled in English and Drama and ICCIT POSTs Fall 2021*. Approximately 50% of the students are combining an ENG POST with ICCIT's Professional Writing and Communication programs, while the other 50% are enrolled in other ICCIT programs, such as the Digital Enterprise Management Specialist.

Many students who have successfully completed ENG279 (Video Games) have also enrolled in ICCIT games courses (see *Table 6: Count of CCT games courses completed by successful ENG279 students, 2016-2021*). Of note are the 106 students who have taken CCT109 (73) and CCT270 (33), the required CCT courses for the proposed Game Studies Minor program. These numbers suggest that students have already identified cohesiveness between the respective departments' game studies courses. Additionally, since 2016, 129 students have chosen to take both CCT109 and ENG110, the 100-level required courses for the Game Studies Minor program, and 88 did so in the same year (see *Table 5: Count of students enrolled in CCT109 and ENG110, and years between enrollments, 2016-2021*). In summary, many students are nearly already satisfying the requirements for our proposed Minor through the current course enrolments in ENG and ICCIT. The Game Studies Minor reflects student interest, builds on it, and supports students' ability to satisfy their degree requirements.

Student Surveys

Surveys also reveal enthusiasm for and interest in games courses and a potential games Minor program amongst UTM students. In 2021-22, students in four courses (HIS221H5F, which was taught in 2021 with game-enhanced methods, ENG279H5S, CCT111H5S, and CCT483H5S) were asked to complete a short survey gauging their experience with Game Studies and their interest in completing further study in the field. Thirty-three students drawn from a cross-section of years of study (27% - 1st year, 42% - 2nd year, 18% - 3rd year, and 12% - 4th year) and from departments across UTM responded. Eighty-five percent (85%)

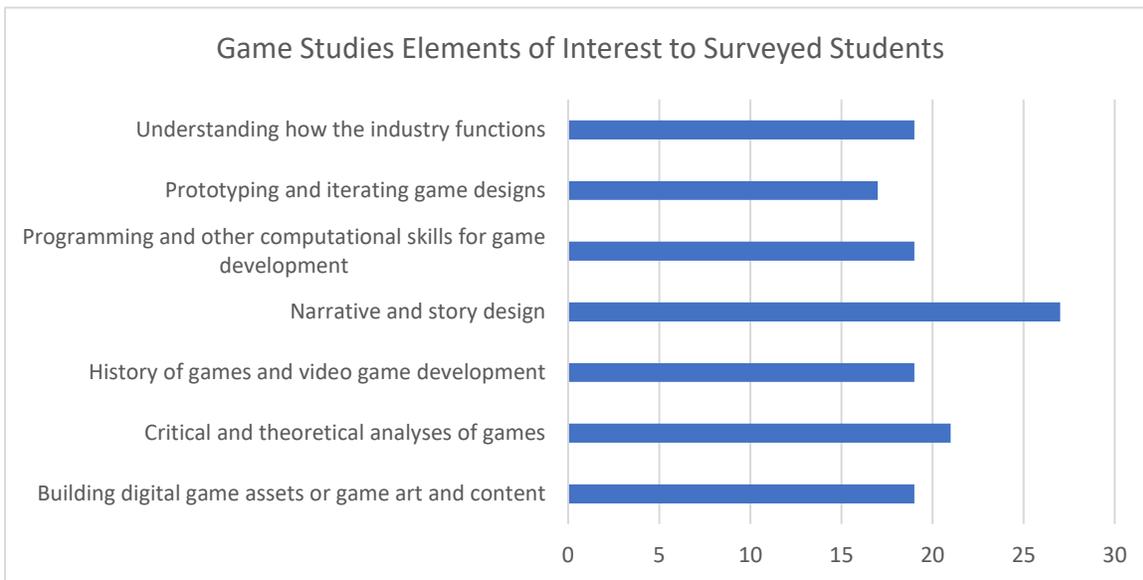
of respondents indicated they would be interested in completing further Game Studies courses and 79% responded they would consider pursuing a Game Studies Minor program (see Figure 1 below and Appendix 12.1: **Error! Reference source not found.** for programs of study).

Figure 1: Student Survey Results



Students were also asked to indicate what aspects of game studies were most interesting to them (**Error! Reference source not found.**). Students could choose as many options as they liked. While all options garnered significant support, “Narrative and Story Design,” was chosen by 82% of respondents, which supports the location of the program in English and Drama. “Critical and theoretical analyses of games,” was likewise chosen by 64% of respondents.

Figure 2: Game Studies Elements of Interest



Expected Enrollment

The strong enrollment in UTM games courses, the interest demonstrated in student surveys, as well as the statistics for existing program and courses combinations indicate that the Game Studies Minor will be popular. The estimated initial enrollment in 2023-2024 for the program is 60 students. Steady state is expected by the fifth year (2027-2028) with a total of

155 students. See Table A for a full breakdown of projected program enrollment for the next five years. Should program interest grow further, the program could be expanded to accommodate more students, with corresponding resource support. Course and programs enrolments will be closely monitored by the Department of English & Drama as well as the Office of the Dean with discussions around program expansion occurring as needed.

Table A: Projected Program Enrolment

Year of Study	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Second	45	50	55	57	57
Third	10	35	42	49	52
Fourth	5	6	31	39	46
TOTAL	60	91	128	145	155

- Steady state is highlighted in yellow.

This estimation is supported by the current enrollment rates in the required courses for the Minor program. CCT270 and ENG279 are each offered twice a year with enrollments of 70-90 per course. A conservative estimate suggests that half of those students might enroll in the Minor program. Additionally, 73 students have completed both ENG279 and CCT109 since 2016, another clear indication of potential enrollment numbers. The Department of English and Drama’s Creative Writing Minor program currently has 140 students, which is an indication of the ability and capacity of the department to manage a program of this proposed size.

Societal Need

Video games are a significant subset of the technology industry and are now the most profitable form of mass entertainment globally.¹ Canada’s thriving video game sector employs tens of thousands of Canadians and generates billions of dollars in revenue each year.² Canada is also a nation of gamers with more than 60% of adults reporting that they play video games regularly. There is no question that gaming has become a highly influential cultural force and artistic medium. This ascendancy to the mainstream has put the sector at the confluence of contemporary cultural and social issues and, consequently, the industry

¹ <https://www.marketwatch.com/story/videogames-are-a-bigger-industry-than-sports-and-movies-combined-thanks-to-the-pandemic-11608654990>

²

https://www.nordicity.com/de/cache/work/169/ESAC_The%20Canadian%20Video%20Game%20Industry%202021.pdf

<https://www.theglobeandmail.com/business/adv/article-canadas-video-game-industry-is-a-major-player-on-the-world-stage/>

requires creative thinkers and a diversity of voices and critical perspectives to ensure accessibility, inclusivity, and cultural sensitivity in its products.

Similarly, the popularity and influence of video games requires that the industry and genre be subject to the same scrutiny and criticism applied to other cultural media such as literature or film. Caitlin Dewey, writing in *The Washington Post* in 2014, proposed that gaming contributes integrally to how we perceive and promote equity and inclusion—“how we define our shared cultural spaces, how we delineate identity, who is and is not allowed to have a voice in mainstream culture.”³ Games journalist Jason Schreier has documented how workplace practices in the digital games industry, including working remotely, the decentralization of production, new distribution and streaming platforms, and “crunch culture” represent a vanguard in the practices of small businesses and the corporate world that conditions other technological and cultural industries.⁴

More recently, Noah Wardrip-Fruin, a professor of Computation Media at UC Santa Cruz, has challenged university gaming departments to drive innovation and experimentation in the medium. “Games are now increasingly the subject of academic programs, but these programs are often shockingly vocational,” he writes. “We don’t need colleges and universities to teach students how to do what the big game companies are already doing. [...] [W]e need the university to turn to games as an area of research, to reclaim its role from the moment when video games first developed—to be the place from which new logics, models, and game designs founded on them emerge.”⁵

Our program will provide students with the foundations to analyze, critique, and advance the fields of gaming and Game Studies and to diversify who makes games, what games are about, and the labour practices through which games are developed.

As Canada’s presence in the global game development industry grows, the GTA is emerging as a major hub for both major gaming employers as well as indie and micro game studios. The region is seen as an innovative and collaborative incubator for game development.⁶

Many of these game development studios are in proximity to UTM and are actively recruiting.⁷ All are capitalizing on the talent pool coming out of the region’s many post-secondary game development programs. Graduates of our Game Studies Minor program will be prepared to take on roles in this industry and will have the added competitive advantage of a grounding in the critical, theoretical, historical, and aesthetic elements of game

³ Caitlin Dewey, “The only guide to Gamergate you will ever need to read,” *Washington Post* 14 October 2014. <https://www.washingtonpost.com/news/the-intersect/wp/2014/10/14/the-only-guide-to-gamergate-you-will-ever-need-to-read/>

⁴ Jason Schreier, *Press Reset: Ruin and Recovery in the Video Game Industry* (New York, Boston: Grand Central, 2021).

⁵ Noah Wardrip-Fruin, “You Can’t Make Games about Much” in *Your Computer is On Fire*, ed. Thomas Mullaney, Benjamin Peters, Mar Hicks, and Kavita Philip (Cambridge: MIT Press, 2021), 247.

⁶ <https://perspective.ca/digital-media-sector-flourishes-oakville/>

⁷ <https://gamejobhunter.com/local-video-game-companies-toronto/>; <https://www.goodfirms.co/game-development-companies/toronto>; <https://canadiangamedevs.com/ontario-game-developer-studios>

development, all of which are crucial to game innovation. In addition, graduates of our program will be well positioned to pursue further academic studies in gaming or other digital media as well as employment in game and media criticism.

GTA-area game studios, particularly those in the Oakville digital media sector, are also potential partners that can support and enhance our program's learning experience.

5 Admission/Eligibility Requirements

Describe any specific requirements that students must meet to be eligible for the proposed minor and how these will be administered.

The Game Studies Minor Program will be a Type 2 subject POST, meaning all students that meet the stated minimum requirements will be able to enrol. Students will be required to have completed at least 4.0 credits and achieved a minimum 65% grade in each of the two 100-level required courses, ENG110H5 and CCT109H5.

6 Requirements for the Minor

Describe in your own words the requirements and structure of the minor.

Provide, as an appendix:

- ▶ An exact program description as it will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.
- ▶ A detailed copy of the program requirements as they will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.

Provide, as an appendix:

- ▶ A full list of the course numbers and titles, indicating clearly whether they are new or existing. (Please note that new courses need to be proposed and approved separately following established Faculty/divisional procedures.)

The Game Studies Minor will consist of 4.0 credits, of which 1.5 credits must be drawn from ENG courses and 1.5 credits from CCT courses. This stipulation is intended to ensure students take full advantage of the interdisciplinarity of Game Studies through exposure to a variety of approaches within the field of study.

In the first year, students will be required to complete 1.0 credits in two 100-level subject area core courses (ENG110H5 and CCT109H5). This requirement is intended to ensure Game Studies students, regardless of their major or specialist field, are introduced to the effective writing skills required by the program's upper-level courses. Both courses also introduce

students to analysis and to a variety of theoretical perspectives which will prepare them for further course work within the Game Studies Minor. ENG110H5 Narrative, introduces students to the analysis of literary and non-literary narratives from a plurality of cultures. Future iterations of this course will include non-linear and “branching” narratives including those relevant to Game Studies. CCT109H5 Contemporary Communication Technologies, focuses on the relationship between communication and technology through the analysis of contemporary written, visual, oral, electronic, and musical forms, including a module on digital games.

Students must also complete 1.0 credit in foundational game studies courses, ENG263H5 Play and Games and CCT270H5 Principles in Game Design. Both courses introduce students to the key terms, concepts, and methodologies underlying the study, creation, and history of games. ENG263H5 adopts literary narratology, philosophy, and the anthropology of games as its primary disciplinary approaches to explore games as storytelling media and play as an activity that encompasses multiple aspects of human development and aesthetic appreciation. Student projects in the course address the relationship between gaming and narrative experiences and query the aspects of time-based art (e.g., short stories, films) that always already resemble games (e.g., mechanics, rule sets). CCT270H5 Principles in Game Design takes a more design-based approach using the lenses of player-centric design principles, play-testing, and critiques. It also introduces students to the Unity engine and preliminary concepts in interactive 3D development as well as basic C# scripting.

Upon completion of the 2.0 credits in foundational courses, students will have achieved the pre-requisites for the upper-level elective course options available to them to complete the Minor program.

The remaining 2.0 credits are drawn from upper-level elective course options which provide additional breadth and depth by building on the concepts and skills learned in the 200-level required courses. See Appendix 12.4 for a Proposed Calendar Copy of the Minor in Game Studies.

Several electives provide additional grounding and foundations in Game Studies theories and concepts as well as introducing further computational literacy and game design skills (ENG218H5 Interactive Storytelling and Worldmaking, ENG279H5 Video Games, CCT285H5 Immersive Environment Design); others develop practical computational, design, and literacy skills required in game development (ENG328H5 Writing for Games and Narrative Design, CCT311H5 Game Design and Theory, CCT382H5 Prototyping Digital Games, CCT419H5 UXD and Board Games); still others encourage students to think deeply about the social and cultural roles of games (ENG319H5 Race, Sexuality, and Gender in Digital Games and Gaming Culture; CCT483H5 Play, Performance, and Community); and a final group of electives develop a critical understanding of the evolution of game development and production, specific games and game genres, and player communities (ENG317H5 Special Topic in Game Studies, ENG401H5 Seminar: Critical Game Studies, and CCT334H5 History and Theory of Game Production,). See Appendix 12.5 for a full list of course descriptions, including new courses that are in development.

7 Program Structure, Learning Outcomes and Degree-Level Expectations (DLEs)

Address how the design, structure, requirements and delivery of the program support the program learning outcomes and DLEs.

Identify DLEs, how each is addressed in this particular program and specify how the program design and requirements support the attainment of student learning outcomes. Proponents may find the language in the table useful or should feel free to use their own.

The required courses support the following Program Learning Outcomes in the proposed new Game Studies Minor program.

(PL1) Graduates will be able to define and describe a range of theories and methodologies in the critical analysis of games and play.

(PL2) Graduates will demonstrate familiarity with programming and other digital and computational literacy.

(PL3) Graduates will demonstrate familiarity with game design techniques and practices.

(PL4) Graduates will be able to apply literary forms and structures and/or narrative techniques to the interpretation and creation of games.

(PL5) Graduates will be able to outline/describe the evolution of games, game genres, platforms, technologies, and the game industry.

(PL6) Graduates will be able to describe how games are made and played by different communities and how they express gender, racial, sexual, and cultural identities.

See Appendix 0: 12.3 Curriculum Map for additional details of the program learning outcomes and their distribution across program courses.

Table B: Program Structure, Learning Outcomes and Degree-Level Expectations (DLEs)

Degree-Level Expectations	Program Learning Outcomes	How the Program Design/Structure Supports the Degree-Level Expectations	Assessment of Teaching and Learning
<p>Depth and Breadth of Knowledge</p> <p><i>Breadth of Knowledge:</i> In the course of their studies, students will gain an awareness and appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields. Students will engage in critical thinking and analytical skills – including with respect to equity, diversity, and inclusion – through courses within and beyond their core field(s) of study, across the humanities, the social and behavioural sciences, and the natural sciences.</p> <p><i>Depth of Knowledge:</i> Students will attain depth of knowledge in their core field(s) of study through a progression of introductory, core, and specialized courses.</p>	<p>Breadth of knowledge is understood in the Minor as a demonstration of, exposure to, and understanding of, a wide range of topics in the analysis and creation of games.</p> <p>Depth of knowledge is understood as the exploration of both the theory and practice of game analysis and as well as the design of games through a progression of introductory, core, and specialized courses.</p> <p>These goals are reflected in the program learning outcomes:</p> <p>(PL1) Graduates will be able to define and describe a range of theories and methodologies in the critical analysis of games and play.</p> <p>(PL3) Graduates will demonstrate familiarity with game design techniques and practices.</p> <p>(PL4) Graduates will be able to apply literary forms and structures and/or narrative techniques to the</p>	<p>In terms of breadth, students will acquire a broad base in the required foundational courses (ENG263 Play and Games & CCT270 Principles of Game Design). Additional breadth, in theoretical and practical approaches to games analysis and creation, will be acquired through completion of an additional 1.0 FCE in upper-level courses. (PL1, PL3, PL5)</p> <p>The structure of the program also enforces breadth by requiring students to take at least 1.5 FCE in each of ENG and CCT courses. This requirement ensures students engage fully with the interdisciplinarity of Game Studies. (PL3, PL4)</p> <p>With regard to depth, it will not be possible to complete the Minor program without completing at least 1.0 FCE (out of 4.0) in upper-level courses. These consolidate and expand the foundations built in the program’s 200-level required</p>	<p>The following assessment methods are examples of those used to evaluate students’ breadth and depth of knowledge learning outcomes:</p> <ul style="list-style-type: none"> • Tests and quizzes • Analytical essays • Research proposals and projects • Individual and group oral presentations • Case studies • Evaluations, critiques, and reviews of games • Guided and scaffolded feedback for multi-stage projects • Critiques of game design documents and prototypes • Master classes with guest consultants/designers

	<p>interpretation and creation of games.</p> <p>(PL5) Graduates will be able to outline/describe the evolution of games, game genres, technologies, and the game industry.</p>	<p>courses and ensure a depth of knowledge. (PL1, PL5)</p>	
<p>Knowledge of Methodologies</p> <p>Students will have knowledge of and experience with different methodologies and approaches relevant to their core field(s) of study.</p>	<p>Knowledge of methodologies in this minor is achieved through several interdisciplinary courses that provide students with a range of diverse approaches to the study and creation of games. Analytical methodologies are foremost in this program (e.g., the study of narrative and narrative theory, the history of games and gaming cultures), while game creation and introductory coding and software skills training augments and improves outcomes for analytical methodologies.</p> <p>This goal is reflected in the program learning outcomes. Upon completion of the program:</p> <p>(PL1) Graduates will be able to define and describe a range of theories and methodologies to the critical analysis of games and play.</p> <p>(PL3) Graduates will demonstrate familiarity with game design techniques and practices.</p> <p>(PL4) Graduates will be able to apply literary forms and structures and/or narrative techniques to the</p>	<p>Students in the Game Studies Minor program will demonstrate their knowledge of methodologies in game development, programming, and analysis through a wide variety of course-based work. (PL1, PL3, PL4, PL5)</p> <p>The interdisciplinarity of Game Studies and of the Minor program, mean students are exposed to a variety of methodologies for the analysis of games in each course.</p> <p>Students in ENG218 and ENG263 will, for example, encounter and apply ethnographic, sociological, psychoanalytic, formalist, media archaeological, and narratological approaches to games, as well as key texts in Game Studies from the perspective of analytic philosophy and visual culture studies. Students in ENG319 will discuss both large-scale mainstream games and indie games from creators in historically marginalized communities through critical race, queer studies, and feminist lenses. (PL4, PL5)</p>	<p>The following assessment methods are examples of those used to evaluate students' knowledge of methodologies learning outcomes:</p> <ul style="list-style-type: none"> • Evaluations, critiques, and reviews of existing games • Individual and group critiques of game design documents and prototypes • Analytical essays • Research proposals and projects • Tests and quizzes

	<p>interpretation and creation of games.</p> <p>(PL5) Graduates will be able to outline/describe the evolution of games, game genres, platforms, technologies, and the game industry.</p>	<p>In CCT270 Principles in Game Design, the principles of ludology and player-centered design will guide students in the production of a 'fun' game. (PL2, PL3)</p> <p>In CCT483 Play, Performance and Community in Digital Games, students learn and practice social science methodologies that allow them to analyze communities of players including ethnography and discourse analysis. (PL6)</p>	
<p>Application of Knowledge</p> <p>Students will be able to frame relevant questions for further inquiry within or beyond the core field(s) of study. They will be able to identify and apply the appropriate tools with which they can address such questions effectively. This includes a knowledge of how historical and present discrimination (including, but not limited to, discrimination on the basis of race, religion, sexuality, gender, and ability) affect these questions, problems, and solutions.</p>	<p>In this Minor, application of knowledge is understood as the ability to apply appropriate tools for critical analysis, and the familiarity with and ability to use computational and design skills required to create games.</p> <p>These goals are reflected in the program learning outcomes:</p> <p>(PL2) Graduates will demonstrate a familiarity with programming and other digital and computational literacy.</p> <p>(PL3) Graduates will demonstrate familiarity with game design techniques and practices.</p> <p>(PL6) Graduates will be able to describe how games are made and played by different communities and how they express gender, racial, sexual, and cultural identities.</p>	<p>Making practice is a significant element of the majority of courses in the Game Studies Minor program. Virtually every course includes an assignment or experience related to game development, whether through programming a simple game, designing a tabletop game or user experience, storyboarding a narrative treatment or quest outline, or designing video game elements and assets. Practical and experiential assignments are integral to this program, but they are limited to specific assignments and are in service of the central analytical premises of the minor. (PL2, PL3)</p> <p>As a first example with on one of the required courses, In CCT270 Principles in Game Design students will use the Mechanics/ Dynamics/ Aesthetics (MDA) framework to understand the contribution of game mechanics as they mash-up two</p>	<p>The following assessment methods are example of those used to evaluate students' application of knowledge:</p> <ul style="list-style-type: none"> • Game mapping • Compiling and debugging code • Playtesting • Game design documents • Game asset creation • Game implementation

		<p>board games into a novel one of their own design. (PL3)</p> <p>Students in ENG218 and ENG263 will produce story-games by preparing design and planning documents, learning programming skills in Twine and Bitsy, and workshopping games in tutorials and small groups. (PL2)</p> <p>Of note, ENG328 Writing for Games and Narrative Design will be taught by an industry professional. Students will workshop and iterate game design documents and learn and practice industry standard written forms of narrative design. (PL3)</p> <p>In CCT382 Prototyping Digital Games students learn to integrate game user research and playtesting results into design iterations, largely through design documents and rudimentary digital models. They work collaboratively in groups to apply design strategies in the development of a game. (PL3)</p> <p>In CCT483 Play, Performance and Community in Digital Games as well as ENG279 Video Games and ENG319 Play, Characters and Avatars in Digital Games, students will engage games as an expressive and culturally symptomatic medium in which players and designers explore, construct, and challenge prevailing representations of the self and of</p>	
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		communities. Students in these courses will apply their analytical and design knowledge to interpret and critique games as rhetorical and socially productive forms. (PL6)	
<p>Communication Skills</p> <p>Students will be able to effectively communicate and critically evaluate information, arguments, and analyses, using a range of modes of communication.</p>	<p>The Game Studies Minor is not designed to develop students' communication skills; communication skills are explicitly addressed through students' Major and/or Specialist degree(s).</p>		
<p>Awareness and Limits of Knowledge</p> <p>Students will acknowledge and appreciate the limits of their own knowledge. They will also gain an awareness of the uncertainty, ambiguity, and limits of our collective knowledge and how these might influence analyses and interpretations.</p>	<p>The Game Studies Minor is not designed to develop students' awareness of limitations of knowledge; awareness of limitations of knowledge is explicitly addressed through students' Major and/or Specialist degree(s). However, the emphasis on critical analysis and theoretical approaches to games will necessarily introduce discussions of the limitations of specific methodologies and approaches.</p>		
<p>Autonomy and Professional Capacity</p> <p>Students will acquire the skills, knowledge, and critical problem solving they need to become informed, ethical, inclusive, independent, and creative thinkers and decision-makers; gain an awareness and appreciation that knowledge and its applications are influenced by and contribute to</p>	<p>The Game Studies Minor is not designed to develop students' autonomy and professional capacity beyond teaching transferable skills; autonomy and professional capacity is explicitly addressed through students' Major and/or Specialist degree(s).</p>		

society as a whole; and lay the foundation for learning as a life-long endeavour.			
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8 Assessment of Teaching and Learning

Describe how the methods for assessing student achievement are appropriate and effective relative to established program learning outcomes and degree-level expectations.

Teaching methods within the program's core and elective courses include lecture- and discussion-based instruction in both the close analysis of games (as artworks, as rhetorical forms, as ethnography) and practice-based instruction in designing games (e.g., shaping mechanics, rulesets, and the physical and emotional context of play, as well as coding and playtesting). As such, nearly every course will have applied learning components, though the program primarily emphasizes the theoretical, analytical, and historical dimensions of games. A focus of upper-level courses will be the kinds of research questions that can be formulated and investigated by making and playing games. Courses will make extensive use of the Syd Bolton Collection as a reservoir of genres and materials and as a living archive of digital games and cultural texts and objects.

Assessment and feedback methods in the program's core and elective courses include but are not limited to: quizzes and tests; participation in tutorials and online discussions; evaluations and reviews of games; game mapping; playtesting; coding; game prototypes; individual and group critiques of game design documents and prototypes; analytical essays; interactive individual/group oral presentations; scaffolded projects; critical reading responses; code debugging and pair programming; research projects; and case studies and other assignments, both qualitative and quantitative.

These assessments are consistent with (and a sub-set of) the teaching and assessment methods defined at the program level by the Department of English and Drama, and they are consistent with the requirements of UTM's Degree Learning Expectations.

Specific examples are provided in Section 7 to illustrate some learning activities, content delivery, formative and summative assessments, and feedback mechanisms that address each of the identified Learning Outcomes in the proposed program's required courses. These are not exhaustive – there are many other examples of innovative teaching, feedback, and assessment tools that will help us achieve the learning outcomes we have established for this program.

9 Consultation

Describe any consultation with programs and units that may be affected.

Faculty in the Department of English and Drama have been consulted and have asserted their strong support for the proposed Minor.

At ICCIT, Assistant Professor Michael Nixon contributed integrally to the design of the program and was consulted in the drafting of this proposal. Director of ICCIT Sarah Sharma has given her support to the Minor in Game Studies. Her comments and suggestions have been incorporated into this proposal. As mentioned above, the idea that this could be a joint program between English and Drama and ICCIT was considered in the initial design. Ultimately, it was decided that English and Drama is the appropriate home department given the focus on narrative design, analysis, and the study and application of theoretical frameworks. There is a great deal of flexibility in the elective options allowing learning outcomes to be met in a variety of ways. English and Drama and ICCIT have committed to offering 1.5 FCE per year in Game Studies program courses to ensure appropriate pathways are available to all students enrolled in the program.

Dr. Christopher Young, librarian at UTM Library and curator of the Syd Bolton collection also contributed to the design of the program and was consulted in the drafting of this proposal. Shelly Hawrychuk, Chief Librarian at UTM Library, has also expressed her support for the proposal.

Professor Elspeth Brown, Historical Studies, Director of the Critical Digital Humanities Initiative, and interim Associate Vice-Principal Research in the Office of the Vice-Principal, Research was involved in the initial conceptualization of this program and has been an interested supporter in the program development process.

UofT faculty engaged in games scholarship and teaching were also consulted in the design of this program. These include: Daniel Zingaro, Associate Professor and Associate Chair, Teaching in Computer Science at UTM; Philip Goodman, Associate Professor and Chair of Sociology at UTM; Tracey Galloway, Associate Professor and Chair of Anthropology at UTM; Craig Chambers, Professor and Chair of Psychology at UTM; Jill Caskey, Associate Professor and Chair of the Department of Visual Studies at UTM; Felan Parker, Assistant Professor of Book and Media Studies at St. Michael's College at the University of Toronto; within the Department of English and Drama at UTM: Richard Green, Professor and Chair, Siobhan O'Flynn, SL3, Chris Koenig-Woodyard, SL3, Jacob Gallagher-Ross, Associate Professor and Chair of the department, and Terry Robinson, Associate Professor and Associate Chair; Kosha Bramefield, Assistant Professor, Psychology, UTSC; Mitchell Pedicelli, Program Coordinator for Game-Enhanced Learning at the Robert Gillespie Academic Skills Centre at UTM; Alison Cooley, Assistant Curator at the Blackwood Gallery; and Elizabeth Parke, Senior Research Associate at the Collaborative Digital Research Space at UTM.

Decanal consultation occurred with the UTM Departments of Mathematical & Computational Sciences (MCS), Sociology, Historical Studies, Visual Studies, Economics, Language Studies, Philosophy and the Institutes of Communication, Culture, Information & Technology (ICCIT) and for the Study of University Pedagogy (ISUP). Additionally, tri-campus consultation sought within the Dean's Office in the Faculty of Arts & Science (St. George campus) and at the

University of Toronto Scarborough campus (UTSC). Any feedback received has been incorporated into the proposal, as appropriate.

10 Resources

Describe any resource implications of the change(s) including, but not limited to, faculty complement, space, libraries and enrolment/admissions.

Please be specific where this may impact significant enrolment agreements with the Faculty/Provost's office.

Indicate if the major modification will affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the major modification (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). Please consult with the Provost's office (vp.academicprograms@utoronto.ca) regarding any implications to existing or new agreements.

The launch of this program will not have any impact on any existing agreements at UTM or across the university nor will it require the creation of any new agreements.

Resource implications for this proposed Minor program will be minimal. Almost all courses that support this minor are current, existing courses. One new course (ENG319H5 Players, Characters, and Avatars in Digital Games) has recently been approved and will be offered for the first time in the 2023-2024 academic year. Two additional new courses are currently in development (ENG328H5 Writing for Games and Narrative Design and ENG410H5 Seminar: Critical Game Studies). While these courses will support the proposed minor, they are being developed as part of the Department of English & Drama's long-term curriculum plan independent of the proposed minor. Students outside of the minor with the appropriate prerequisite will be able to enrol in the course. The Department of English & Drama and the Office of the Dean will monitor course and program enrolment numbers carefully to ensure optimal enrolment and assess for student need and demand. Increases in courses and program size will occur as appropriate and with the necessary resource support (teaching, technological, and physical resourcing).

The proposed program will be administered by staff in the Department of English and Drama in conjunction with the existing programs in the department. While there may be an increase in time needed for staff to process program requirements and graduation requests and to advise students, this is expected to be minimal and additional staffing resources will not be required. The main impact will be on the Undergraduate Advisor who may need to provide additional advising to students interested in the program. An existing English and Drama faculty member will be assigned by the department chair as Game Studies Program Coordinator to provide direction on matters related to program administration.

The proposed program will maintain a steering committee, co-chaired by faculty members from English and Drama and ICCIT, that will meet several times a year. Consultation during steering committee meetings will guarantee the sustainability of the program and will provide a regular forum for discussions of curriculum review, timetabling, program planning, staffing and hiring, and teaching assignments. The Chair of English and Drama and the Director of ICCIT will also meet annually to ensure that sufficient courses are offered in both units to allow students to complete the Minor program in a timely manner. This includes required core courses to the minor that must be offered annually.

The proposed program will draw on the resources of the UTM Library, including the library computer lab where needed, and particularly the Syd Bolton collection. The existing staff complement can accommodate increased demands on the collection as the proposed program expands. Additionally, the demands of student work with the collection may require the library to purchase additional technology and software. These expenses are already anticipated by the library. Individual courses, particularly in ICCIT, may make use of computer lab facilities, including the five PC and Mac labs in CCT and the three Linux labs in DH. Instructors will coordinate the instructional use of these labs with the Undergraduate Advisors in their units as well as scheduling officers in the registrar's office.

Faculty Requirements

Brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program,

- ▶ Discuss the role of any adjunct or contractual faculty,
- ▶ Comment on the provision of supervision of experiential learning opportunities, as appropriate.
- ▶ If relevant, describe the plan to provide additional faculty resources to support the program.

The program will be supported by existing teaching staff in the Department of English and Drama and ICCIT. This will include contract teaching staff (sessional lecturers) as required.

English and Drama and ICCIT have committed to offering 1.5FCE per year in Game Studies program courses. This is in addition to those courses that are already offered as part of other department programs (CCT109 and ENG110).

These teaching resources should adequately support the Department as it launches the Game Studies Minor and its projected growth to a steady state. The Department and the Office of the Vice-Dean, Teaching and Learning will monitor enrolments in the game courses and the Game Studies Minor annually to ensure any concerns and/or anticipated changes are adequately addressed.

Table C is a detailed list of faculty members who will contribute to the program as course instructors (core and elective courses). Part-time, contractually limited, and stipend instructors are not listed in this table.

Table C: Detailed List of Committed Faculty

Faculty Name and Rank	Home Unit	Area(s) of Specialization
Dr. Lawrence Switzky, Associate Professor Associate Chair, Research	English and Drama (UTM)	Twentieth century and contemporary drama; modernisms; computation and the arts; theories of media and technology; performance theory
Dr. Jacob Gallagher-Ross Associate Professor and Chair	English and Drama (UTM)	American theatre and drama; digital theatre and performance; production and developmental dramaturgy
Dr. Maria Hupfield Assistant Professor and Canada Research Chair in Indigenous Digital Arts and Performance	Visual Studies (UTM); with cross-appointment to English & Drama (UTM)	Transdisciplinary Indigenous arts; performance art; Indigenous storytelling and oral tradition
Dr. Avery Slater Assistant Professor	English and Drama (UTM)	Artificial intelligence; science and technology studies; critical theory; gamification
Dr. Michael Nixon, Assistant Professor, Teaching Stream Assistant Director, Technology, Coding and Society	Institute of Communication, Culture, Information & Technology (UTM)	AI (agents); Human-computer interaction; Game design; Game Studies
Dr. Steve Szigeti Assistant Professor, Teaching Stream	Institute of Communication, Culture, Information & Technology (UTM)	Experiential education;, Design thinking; Human computer interaction; Data visualization; New Media; Game design
Dr. Daniel Zingaro Associate Professor, Teaching Stream and Associate Chair, Teaching	Mathematical & Computational Sciences (UTM)	Computer Science education

Space/Infrastructure

Address any unique space/infrastructure requirements including information technology, laboratory space and equipment, etc.

The space and infrastructure needed for this new program will be satisfied by the existing space and infrastructure available in the Department of English and Drama, ICCIT, and the UTM Library. Classroom and teaching space currently exists that can adequately accommodate current and proposed game course offerings and enrolments. Additional space

may be needed should course enrolments increase and/or new course offerings be introduced. Enrolments in the courses included in the proposed Minor will be monitored closely by the Department and the Office of the Dean to ensure sufficient resources and support are provided to accommodate need and demand.

Courses in the Minor will make use of the substantial infrastructure for Game Studies that already exists at UTM, primarily the Syd Bolton Collection and the UTM Library Computer Lab as well as Active Learning Classrooms on campus. The UTM Library currently has thirty laptops available for loan to students. The Undergraduate Advisor for English and Drama and the Program Coordinator will actively monitor computing resource needs for Minor students. Extant UTM resources have proven sufficient to high-enrolling Game Studies courses during the past several years.

The software used for coding, planning, and development assignments in the Minor will all be free and open source: project assignments will require the use of Twine, Bitsy, and Ren'Py. Students will also make use of Unity, which will, for the purposes of the limited assignments in this program, be available to them without cost.

11 UTQAP Process

The UTQAP pathway is summarized in the table below.

Steps	Approving Body	Approval Date
Development/consultation within Unit	Jacob Gallagher-Ross Chair, Department of English & Drama	February 1, 2023
Decanal & Provostial Sign-Off	Marc Dryer Associate Dean, Academic Programs	February 1, 2023
	VPAP sign-off	January 25, 2023
Divisional Governance Approval	UTM Academic Affairs Committee	February 9, 2023
AP&P – reported annually		May 2023
Ontario Quality Council – reported annually		July 2023

12 Appendices

12.1 Student Survey - Programs of study reported by surveyed students in 2nd year or higher

Program of Study	Count
Anthropology	1
Art History	1
CCIT, TSC	1
Chemistry	1
Classical Civilizations	2
English	5
Environmental Management	1
Forensic Psychology	1
History	3
History and Political Science	2
History of Religion	1
Linguistics	1
Math	1
Physics	1
Psychology	1
Sociology	1
Theatre and Drama	3

12.2 Enrollment Data

# Game Studies courses taken by an individual student	# of Individual Students	# Game Studies courses taken by an individual student	# of Individual Students
1	5788	6	36
2	1183	7	10
3	542	8	7
4	223	9	1
5	106		
		Total	7896

Table 1: Count of Game Studies courses taken by individual students 2016-2021

Course Code	Semester											
	20169	20171	20179	20181	20189	20191	20199	20201	20209	20211	20219	20221
CCT270H5	100%	100%	100%	100%	83%	100%	58%	100%	86%	72%	75%	79%
CCT311H5	117%		103%		100%		100%		100%		100%	
CCT312H5		103%		100%		100%		100%		100%		100%
CCT334H5		100%		86%		101%		100%		100%		100%
CCT382H5	83%		69%		20%				69%		100%	
CCT419H5					68%		100%		100%			100%
CCT483H5		83%						33%				84%
ENG279H5				100%	95%		92%		100%			100%

Table 2: Average peak fullness for all sections of UTM game studies courses, 20169 – 20221

Session (Fall)	Students enrolled in English subject POSTs	Students enrolled in CCIT subject POSTs	Students enrolled in both ENG and CCIT subject POSTs.
2016	820	1074	136
2017	789	1138	124
2018	839	1213	114
2019	978	1247	102
2020	1027	1358	116

2021	966	1359	100
Table 3: Count of Students enrolled in English and Drama and ICCIT POSTs Fall 2021			

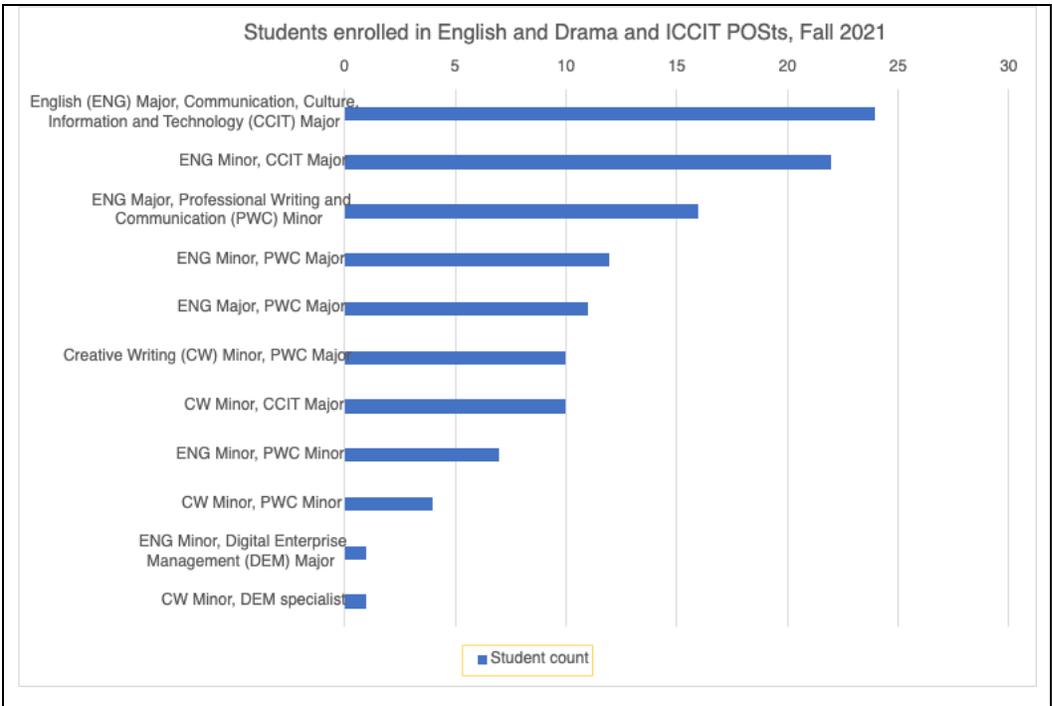


Table 4: ENG and CCT POST enrollment combinations, 2016-2021

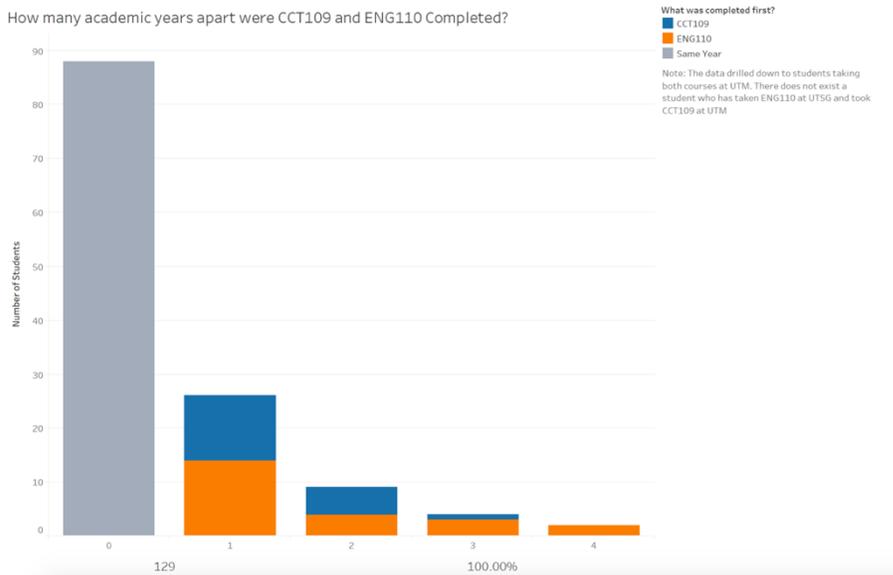


Table 5: Count of students enrolled in CCT109 and ENG110, and years between enrollments, 2016-2021

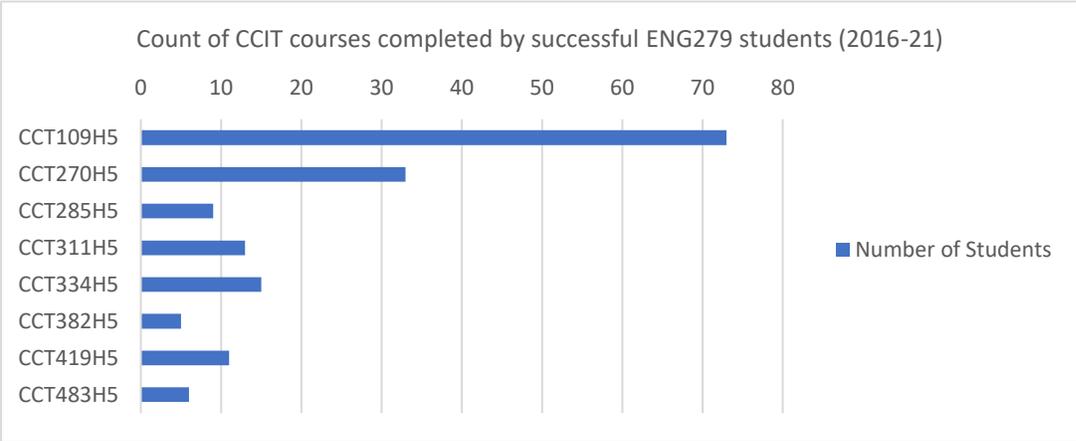


Table 6: Count of CCT games courses completed by successful ENG279 students, 2016-2021

12.3 Curriculum Map

		Required/ Elective	Graduates will be able to define and describe a range of theories and methodologies to the critical analysis of games and play			Graduates will demonstrate a familiarity with programming and other digital and computational literacy			Graduates will demonstrate familiarity with game design techniques and practices			Graduates will be able to apply literary forms and structures and/or narrative techniques to the interpretation and creation of games			Graduates will be able to outline/describe the evolution of games, the games industry, game genres, platforms, and technologies			Graduates will be able to describe how games are made and played by different communities and how they express gender, racial, sexual, and cultural identities		
			I	D	P	I	D	P	I	D	P	I	D	P	I	D	P	I	D	P
ENG110	Narrative	Required	x									x								
CCT109	Contemporary Communication Technologies	Required																		
ENG263	Play and Games	Required	x						x			x			x			x		
CCT270	Principles in Game Design	Required				x			x						x					
ENG218	Interactive Storytelling and Worldmaking	Elective	x						x			x								
ENG279	Video Games	Elective	x			x			x			x			x			x		
CCT285	Immersive Environment Design	Elective				x			x									x		
ENG317	Special Topics in Game Studies	Elective		x									x			x			x	

ENG319	Race, Sexuality, and Gender in Digital Games and Gaming Culture	Elective		x									x			x				x		
ENG328	Writing for Games and Narrative Design	Elective						x		x			x			x				x		
ENG401	Seminar: Critical Game Studies	Elective			x						x			x			x				x	
CCT311	Introduction to Game Studies	Elective		x							x					x						
CCT334	History and Theory of Game Production	Elective														x					x	
CCT382	Prototyping Digital Games	Elective					x				x					x						
CCT419	UXD and Board Games	Elective			x		x				X				x							
CCT483	Play, Performance and Community in Digital Games	Elective			x										x							x
CSC398	Topics in Computer Science	Elective		x			x									x						x
I	Introduced																					
D	Developed																					
P	Proficient																					

12.4 Proposed Calendar Copy

The Game Studies Minor focuses on the analysis, history, and theory of games as cultural, artistic, and technological forms as well as on game design, with a strong emphasis on games as a narrative and world-making medium. Courses in the Minor adopt humanistic and social science approaches to studying the evolution of games, the game production industry, games as rhetorical devices, and the diverse communities who make and play games. As they become sophisticated critics of games, students learn fundamental principles and methodologies in the creation and testing of tabletop, role-playing, and digital games and gain practice in the use of game engines.

Enrolment Requirements

Enrolment in this program is limited. To qualify, students must have completed 4.0 credits and achieved a minimum 65% grade in each of the ENG110H5 and CCT109H5.

Completion Requirements

4.0 credits are required, including 1.0 credit at the 300/ 400 level)

First Year: ENG110H5 and CCT109H5

Second Year: ENG263H5 and CCT270H5

Higher Years:

- 0.5 credit from ENG218H5 or ENG279H5 or ENG317H5 or ENG319H5 or ENG328H5
- 0.5 credit from CCT285H5 or CCT311H5 or CCT334H5 or CCT382H5 or CCT398H5
- 1.0 additional credit from the ENG and CCT courses listed above

Notes:

1. Students must complete 1.5 credit of ENG courses and 1.5 credit of CCT courses as part of the Game Studies Minor.
2. As an additional course option, CSC389H5 may be used toward program completion, depending on the course topic. Students interested in completing CSC389H5 for the Minor must obtain permission from the Department of English & Drama in advance.

12.5 Course Descriptions

English and Drama Courses

ENG218H5: Interactive Storytelling and Worldmaking [existing]

This course examines the deep history and extraordinary diversity of interactive storytelling, with a focus on narrative art in digital games, transmedia/cross-platform projects, alternate reality and pervasive games, theme parks, and immersive performances, as well as literary texts and films. We will consider forms (e.g., riddles, parables, metafiction, branching narratives) that require participatory agency, choice-based and emergent storytelling, as well as genres (e.g., creation myths, planetary romances, travelogues, adventure fiction, Expressionist cinema) that discover or assemble a narrative by traversing a world. We will also explore the contexts and theoretical grounds of reader- and player-centric approaches.

ENG263H5: Play and Games [existing]

Despite its reputation as a diversion from the serious activities of life, play has been understood by philosophers and social theorists as essential to human development and as the foundation of freedom, self-understanding, civic identity, social justice, and artistic contemplation. This course surveys the ways and reasons we play in relationship to the objects we play with, including things that are more normally thought of as games—card and board games, sports, toys, video games—as well as other sites of playful thought and action, like paintings, novels, dramatic texts, fashion, and conflict management. Students in this course will encounter major scholars of play (Schiller, Huizinga, Caillois, Winnicott, Geertz, Flanagan, McGonigal, among others) and designers of rules (Emperor Yao, Magie and Darrow, Will Wright, Sid Meier, among others), key terms and concepts in the analysis of play and games, as well as games and ludic enterprises across a variety of cultures and media. Students will also consider problems in play and games like cheating, addiction, and gamification.

ENG279H5: Video Games [existing]

What is the literary history of video games? This course considers how some novels and plays work like games; how games have evolved complex and often non-verbal means of conveying narratives; and whether narrative in fiction, theatre, and film can or should be a model for storytelling in the rule-bound, interactive worlds of video games.

ENG319H5: Players, Characters, and Avatars in Digital Games [NEW for 2023-2024]

This course investigates representation and identity in and through digital games. Students will primarily consider gender, race, sexuality, and the non-human world in relation to the complex circuits of desire, projection, and disguise that exist among players, avatars, non-player characters, and other gamers. Students will interpret and critique both blockbuster AAA games with large development budgets and production teams as well as small-scale indie and experimental games and will learn about expressive, critical, and avant-garde design and play

practices. The class will also discuss games as instruments of persuasion, protest, social change, and community formation.

ENG328H5: Writing for Games and Narrative Design [proposed future course]

This course introduces students to the planning and implementation of writing for video games as well as the role of the narrative designer in game development. Students will practice multiple collaborative forms of game writing (flow charts, quest outlines, character descriptions, flavour text, non-player character dialogue, cut scenes, storyboard scripts), level design, and player experience creation. Students will learn to use design and editing tools as well as iterative processes of revising game writing to augment gameplay and game features. Students will also learn to analyze and critique diverse game narratives and will discuss careers in game writing.

ENG410H5: Seminar: Critical Game Studies [proposed future course]

A focused, advanced seminar in Game Studies that addresses urgent and evolving questions in critical approaches to games, e.g., defining games, play and players, game production, violence in games, and the social and pedagogical benefits of games.

ICCIT Courses

CCT270H5: Principles in Game Design [existing]

This course will address the principles and methodologies behind the rules and play of games. It will foster a solid understanding of how games function to create experiences, including rule design, play mechanics, game balancing and the integration of visual, tactile, audio and textual components into games.

CCT285H5: Immersive Environment Design [existing]

Students will develop skills in the areas of bitmap/vector graphics, audio/visual production and editing, 2D/3D modeling and animation, and video game design. Students will produce immersive environments while addressing and engaging issues of remix culture and intellectual property.

CCT311H5: Game Design and Theory [existing]

This course introduces game studies. It reviews the history of games, from board and card games through to the latest digital games. It enables students to understand the medium of games through various lenses such as critical theory and ethnography. Students are introduced to the concepts of game narrative, the influence of technology in digital games, and the emergence of game paradigms such as casual games, serious games, game 'modding', and subversive play.

CCT334H5: History and Theory of Game Production [existing]

This course will examine the principles, theory and practice behind the production of games. By examining the history and contributions of early founders such as Atari and Activision, all the way to present-day leaders such as Electronic Arts and Sony, students will gain an understanding of how the global video game industry operates. The lectures and practical work will foster an approach to the understanding of game production issues including technology, law, marketplace and audience demand.

CCT382H5: Prototyping Digital Games [existing]

This course explores the fundamentals of the process of game design through prototyping. It focuses on the contexts and components of game design, such as design iteration and user testing along relevant dimensions such as art style, narrative, and game balance. Students will be introduced to design across different genres and types of digital games, including games for education, serious games, indie, and AAA games. Working in collaborative groups, students will learn and practice the appropriate methodology to design game mechanics, characters, art assets and other appropriate deliverables in order to create a game or high-fidelity prototype.

CCT419H5: User Experience Design: UXD and Board Games [existing]

This course allows students to explore issues related to user interface, user experience, materiality, gamification and game theory. Board games represent a space to consider social interaction, the use of materials, the role of emotion in design (UX), knowledge sharing and the role gamification plays in influencing behaviour. Students will be exposed to professional and research publications related to design, game theory, user experience and game mechanics.

CCT483H5: Play, Performance and Community in Digital Games [existing]

Students will explore the complex relationship between games and play. Starting with an overview of the major play theories, students will learn how cognitive, philosophical and social theories of play are used to guide and inform game design. The increasingly prominent role of the player in the co-creation and performance of digital games will be examined. Students will also explore the emergence of player communities and consider the various issues that this introduces into design and management process, including important new questions about governance, player and creative freedoms, and immaterial labour.

Courses in Other Units

CSC398H5: Topics in Computer Science [existing]

Introduction to a topic of current interest in computer science intended for CSC majors and specialists. Content will vary from year to year. This course may include a practical or tutorial component, depending on the topic chosen for the year. [NB: Recently, this course has focused on computation and ethics, has included a module on games, and has not presumed knowledge of coding.]

