

LIBERAL STUDIES COMMITTEE

Meeting Minutes

Nov 15h, 2018

Present: Y. Asamoah, M. Fernandez, S. Ghosh, L. Hromadik, M. Knoch, S. Massey, V. Ortiz, E. Reilly, B. Siegel, F. Slack, and M. Williams

Curriculum

ENGL 256 Videogames and Literature New Course Liberal Studies Humanities Literature
Motion to NOT RECOMMEND approval of ENGL 256. Motion passed.

Reasons for NOT RECOMMENDING approval:

Overall comments Videogames often highlight social/cultural context in different geographic scenarios or historic periods, and a lot could be done to study literature on videogames and its evolution in the recent times. However, this course does not clearly explain how students will learn about or explore literature focusing on this particular theme- videogames. SLO 1 could be modified to address this. SLO 3 ... "ways videogames express values, and through playing and reading/some explanation, whether students are choosing a videogame as a project and reflecting how it is expressive" in certain sociocultural context. Another comment, to what extent videogames can communicate values or engage player values or communicate "complexity" in our society could also be addressed.

- Pre-Requisite Does not have a prerequisite. ENG 121 has ENGL 101 as a prerequisite and all other literature courses taught in the English Department have ENGL 101 AND 202 as pre requisites.
How often will the course be taught? ENGL 121 to my knowledge is taught every time there are classes in session
- Catalog Description The description needs to be focused more on a Literature perspective. There is no mention in the description about literature or emphasis on literary texts. The focus seems to be more along the lines of narrative, storytelling, rather than emphasizing the literature of or behind videogames. The course description sounds more like a Communications course that an English course. The first sentence sounds like it could be a writing class The last sentence 8.D()10.6 (f)-3.9 ()TJ Td [(l)2.7 (a)2ntM9ib0.7 (t)nff tt4(t)103 (n)008 Tc 0.00ame (s1

Catalog description for ENGL 361 Environmental Literature Focuses on literature devoted to natural and constructed environments, exploring connections among such topics as nature writing, environmentalism, ecocriticism, place studies, bioregionalism, and environmental justice.

- Student Learning Outcomes As with the description there is no real discussion of the use of literature: there needs to be a mention/reference to an examination of literary texts regarding videogames. The word "literature" seems to be an afterthought in the second outcome.
Outcome 1 Close read videogames and stories about videogames.
Are the stories fiction or nonfiction? It is not clear from the list of readings given in the Course Outline what or where these writings are coming from. What is meant by close read?
Outcome 2 Recognize and explore connections between videogames and identities and experiences, between videogames and other forms of literature, and between videogames and the historical and sociocultural contexts in which they are played.

Fernández-Ara, Clara. Introduction to Game Analysis. New York: Routledge, 2015.

Aarseth, Espen J. *Cybertext: Perspectives on Ergodic Literature*. Baltimore: Johns Hopkins University Press, 1997.

Consalvo, Mia. "Hot Dates and Fake Romances: Studying Sexuality in Video Games." *The Video Game Theory Reader*. Ed. Mark J.P. Wolf and Bernard Perron. New York: Routledge, 2003.

Gee, James Paul. ****Isn't he a big name in English/Linguistics?** *What Video Games Have to Teach Us About Learning and Literacy*. New York: Palgrave Macmillan, 2007.

McAllister, Ken. *GameWork: Language, Power, and Computer Game Culture*. Tuscaloosa: University of Alabama Press, 2004.

McGonigal, Jane. *Reality is Broken*. Tc 0 Tw 2.06 0 T4 (s) Wu8 0 T36 Tm [(M)-4 (c)4 (G)2 1 (I)-10

<https://www.iup.edu/liberal/faculty-and-staff/criteria/literature/>

- Section on perspectives and contributions of ethnic and racial minorities and women needs to be more specific of what the contributions are in both this section and in the course outline. It is scattered throughout the outline but there does need to be a clear focus. Have a unit devoted to this group. Also in this section mention specific contributions of women and racial minorities and not just how they are dealt with in games.