LSH240.0001/0002, Introduction to Humanities

The Philosophy of Computer Games

Working Syllabus (subject to revision)

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The aim of this course is to introduce and explore fundamental issues in computer ethics and their application to the ethics of computer games. Computer systems are artifacts that reflect the values of their designers, shape the activities of their users, and increasingly bind us together in a globally networked community. But computers are also a relatively new class of artifacts that are driven by rapidly changing technologies. Computer ethics is as a result a relatively new, fast growing field. The course is divided into three parts. The first section of the course introduces computer ethics as a branch of applied ethics with its own unique set of questions and concerns. The second part of the course investigates ethical issues in social media and computer game design associated with what has been called *the battle for the brainstem*. We will delve into a little cognitive science, explore the psychology of social media and computer game design, and evaluate the ethics of the attention economy they support. The last section of the course examines the philosophy of video games. We will explore questions about the nature of video games, the structure of the interactive narratives they embody, the ethics of single player actions and multiple player interactions within video game worlds, the ethics of game design, and the ethics of player behavior in products like *Grand Theft Auto* and *Counterstrike*. Recall that computer systems are artifacts that both reflect and shape the values of our global communities. This fact raises ethical questions about the prevalence and popularity of this latter class of games. We will conclude with a discussion of feminist commentary on this class of games and a summary discussion of the ethics of game design.

Requirements:
  - two 4-page papers (worth 15% of the final grade each).
  - a take-home midterm (worth 20% of the final grade).
  - a cumulative final exam (worth 25% of the final grade).
  - weekly online reading quizzes (cumulatively worth 20% of the final grade).
  - weekly discussion threads & quarterly Zoom breakout meetings (5% participation grade).

Participation:
  - This is an online class. Your attentive engagement with the materials is a requirement. Weekly online quizzes and quarterly Zoom breakout meetings are designed to facilitate and enhance your engagement. Participation in these exercises is a requirement.

Text: Syllabus materials include journal articles, book chapters, podcasts, & video lectures. All materials including readings are available online or as electronic resources through the library.

General Course Outline:

Welcome to *LSH 240: Introduction to Humanities, Philosophy of Computer Games*!!! This is an online class. All of our work will happen online and be directed via Brightspace. If you are unfamiliar with Brightspace I encourage you to use YouTube, the Brightspace Help function, and online resources available through CTEL to learn to navigate the platform. It is a very powerful teaching too. But it may require a little time to become acclimated to its nooks and crannies! Online courses provide flexible, experiential learning environments. They allow students to manage their own learning schedules. But they also require students to be self-motivated. It is up to you to work through the material in a timely fashion. Online learning is an active learning environment. The lectures, quizzes, discussion forums, and other online exercises are designed to help you scaffold the syllabus materials and develop your own coherent positions and arguments about the issues we will encounter. I want to take a moment here at the start of the course to sketch out an outline of the course structure to help facilitate this task.

1. The syllabus is a dynamic working document. It serves as the roadmap for students to navigate the course. It lists the assignments for each week. It is also a way for me to communicate with you as a class group. A class is a conversation. I will update it every week to direct you to online resources designed to supplement the material in the readings and exercises. Make sure to check the syllabus every week to guarantee that you are up to date on your course work.

2. Our Brightspace pages embody the structure of the syllabus. They are where you will find the readings, lectures, activities, exercises, and supplemental resources listed on the syllabus document. Make sure you use these resources together to optimize your learning experience!

3. Online Lectures, Weekly Lecture Text, Links to other Online Course Material, Weekly Quizzes, Paper Assignments, and Online Exams are all collected in the *Content* section of our Brightspace page. You will find a link to the Content Section in the menu on the left side of the course web page. The course is organized into seven Learning Modules matching our seven topics. Each learning module contains folders organized into weekly course materials. Each weekly folder should include:

    •   a lesson plan & abstract
    •   an outline of key concepts
    •   a set of short online lectures and accompanying slides
    •   a set of lecture texts matching each of the online lectures
    •   a weekly online multiple-choice quiz and a list of discussion questions
    •   links to supplemental resources

4. The online material for each week will post Wednesday mornings.

5. The readings for each week are listed in the table at the back of the syllabus. They have been organized into topics listed in the body of the syllabus. We will cover 5 topics: introduction to philosophy of computer games; computer ethics; cognitive science, video games, and social media; interactive fiction in computer games; and the ethics of computer games. You will find a bibliography of references for the readings listed with the topics.

6. Syllabus readings will draw on online readings and resources including eBooks and electronic journal articles available through the library. Where the readings can be found online you will find links and reference information in the body of the syllabus and on the weekly readings table at the end of the syllabus.

7. You will be asked to participate in an online discussion forum on Brightspace at the end of each learning module.

Phew! That is a lot of material. The main points you need to keep in mind are:

- The online lecture & lecture text for each week will post Wednesdays.
- Online quizzes, exercises, and assignments will post Fridays.
- Supplemental online resources will post each Wednesday with lectures and lecture texts.
- Online quizzes are due the following Fridays at 11pm
- It is your responsibility each week to:
  - read and/or watch the syllabus materials
  - work your way through the online lectures
  - read the associated lecture text
  - complete any assigned exercises, quizzes, discussions, papers, or exams

Some Miscellaneous Notes and Guidelines:

Moral behavior is the grounds for, and the framework of, a healthy society. In this regard it is each of our responsibility as an individual within the community of our coursework to act responsibly. This includes following the rules and guidelines set out by the College for academic behavior.

Plagiarism is a serious matter. It goes without saying that each of you is expected to do his or her own work and to cite EVERY text that is used to prepare a paper for this class. In general philosophy papers are NOT research papers. Your exams and papers should not draw on any outside research or materials beyond the readings and resources listed on Brightspace and the syllabus.

The two assigned papers are designed to give students a chance to stretch their legs a bit with the material and give me a chance to assess your understanding of the material. These papers should offer a philosophical defense of your take on the issue at hand. But this does not mean that they are a free forum for opinions. Make sure that your papers set out the philosophical issues germane to the question and that your responses address the relative virtues and shortcomings of theoretical positions discussed in class.

This is an online class. It goes without saying that your work MUST BE YOUR work. Please make sure to complete all of the assignments on your own by yourself.

Please be respectful of your peers in our online discussion sections.

Finally, please have fun! Philosophy is an active pursuit. It a field of study where we apply carefully developed critical reasoning skills in the evaluation of live, real life issues. Along the way we ought to discover new and surprising things about our own beliefs and the world around us!

Link to the USM Equity & Inclusion Policy Statement
Link to the USM Academic Honesty Policy Statement
Link to the USM COVID Policy Statement

Materials & Assignments:

Weekly Online Lectures, Lecture Text, and Other Materials – Materials due each week will post to Brightspace Wednesdays. These will include a series of short online lectures and associated lecture texts as well as weekly online quizzes. The readings that accompany these online materials are listed on the syllabus. I will also occasionally direct students to internet resources related to our current topic. Students are responsible to keep up with the weekly material.

Weekly Discussion Group Discussion Threads – Each student will be assigned to a workshop discussion group. Students are required to participate in weekly group discussion threads. Directed questions designed to drive these online discussions will post each week with the syllabus materials and exercises. Students are required to post and answer to the discussion prompt and respond to at least one other of their peers' posts. Students are asked to limit their posts to 50-100 words so each of the threads can be scanned, read, and responded to like a conversation.

Weekly Online Quizzes (20%) – Lectures, PowerPoints, and other online course materials for each week will be posted Wednesdays. These materials will include a 20-question multiple choice quiz on the week's material. Weekly online quizzes are due the following Tuesday at midnight before the materials for the ensuing week are posted. The quizzes are designed to engage students with the material and reinforce important points from the week's readings. The purpose of the weekly quiz deadlines is to make sure students keep up with the material as the semester unfolds.

Quarterly Zoom Discussion Section Check-ins – We will convene online in our small workshop discussion groups four times during the semester for a Zoom conversation. The plan is to meet at the beginning of the semester, sometime before and after the midterm, and then just before the end of the semester. The goal of these meetings is to check in and engage in a conversation about the topics addressed in our discussion threads.

4 Page Paper (15%): Computer Ethics & Society – Write a 4-page paper (1200 word) on one of two topics to be announced on the distribution date of the paper assignment. Your paper should be double-spaced in 12-point font with 1" margins. The purpose of this paper is to demonstrate that you can analyze and evaluate a standard argument from the literature on the syllabus.

   Due: October 18 @11:55pm on Brightspace

Take Home Mid-term – cumulative (25%)
   Due: Sunday November 1 @11:55pm on Brightspace

4 Page Paper (15%): Video Game Content & the Ethics of Game Design - Write a 4-page paper (1200 word) on one of two topics to be announced on the distribution date of the paper assignment.. Your paper should be double-spaced in 12-point font with 1" margins. The purpose of this paper is to demonstrate that you can analyze and evaluate a standard argument from the literature on the syllabus.

   Due: TBA @11:55pm on BB

Final Exam – cumulative (25%)
   Due: TBA @11:55pm on Brightspace

READING LIST

Preliminaries

Week 1. Course Introduction
- Course Structure & Expectations
- What does a week online look like?
- Some general background
    - what is the philosophy of video games?
    - what do philosophers do?
    - what is the relationship morals, ethics, and actions?
    - why do cognitive science and the humanities need each other?

Week 2: Some Preliminary Reflections on Interactive Play and the Ethics of Computer Games
- Sherry Turkle (2005). Computer Games as Evocative Objects. In Joost Raessens and Jeffrey Goldstein (eds.) *Handbook of Computer Game Studies* (excerpt, pp. 267-270; 273-279). Cambridge, MA: MIT Press. *(online resource)*
  http://sherryturkle.mit.edu/sites/default/files/images/ST_Computer%20Games%20as%20Evoc%20Obj.pdf
- Kate Darling (2016). Video: What Are the Rules of Human-Robot Interaction. *SBS Seoul Digital Forum*. *(online resource)*
  https://londonspeakerbureau.com/us/speaker-profile/kate-darling/
  (or on You Tube) https://www.youtube.com/watch?v=k7NNK-nQquo

  ** *Supplementary Reading:*
    - Sherry Turkle (2005). *The Second Self: Computers and the Human Spirit*. Cambridge, MA: MIT Press.
      https://monoskop.org/images/5/55/Turkle_Sherry_The_Second_Self_Computers_and_the_Human_Spirit_20th_ed.pdf
    - Sherry Turkle (1995). *Life on the Screen: Identity in the Age of the Internet*. New York: Simon & Shuster.
    - Miguel Sicart (2010). Values between Systems: Designing Ethical Gameplay. In Karen Schrier and David Gibson (eds.), *Ethics and Game Design: Teaching Values through Play* (pp. 1-18). New York: Information Science Reference.
      https://pdfs.semanticscholar.org/fb02/2b805613f9594e9ccbd221371978549dc652.pdf?_ga=2.33579942.602648020.1598903930-573827176.1597169432

Section I. Computer Ethics

Week 3: What is Computer Ethics?
- James Moor (1985). What is Computer Ethics? *Metaphilosophy*,16(4): 266-275 *(jstor)*
- Helen Nissenbaum (2001). How Computer Systems Embody Values. *Computer*, 34(3): 118-120. *(online resource)*
- Rawld & the Normal Opportunity Range (TBD)

  ** *Supplementary Reading:*
    - Terrell Bynum (2000). The Foundations of Computer Ethics. *Computers and Society*, 30(2): 6-13.
    - Walter Maner (1996). Unique Ethical problems in Information Technology. *Science and Engineering Ethics*, 2(2): 137-154.

Week 4: Computer Ethics & Society I

- Sepehir Vakil & Jennifer Higgs (2019). It's about Power. *Communications of the ACM*, 62(3): 31-33. https://cacm.acm.org/magazines/2019/3/234921-its-about-power/fulltext# *(online resource)*

- Alison Adam (2000). Gender & Computer Ethics. *Computers and Society*, 30(4): 17-34. *(pdf)*

- Krystyna Gorniak-Kocikowska (1996). The Computer Revolution and the Problem of Global Ethics. *Science and Engineering Ethics*, 2(2): 177-190. *(pdf)*

** *Supplementary Reading:*

- Alison Adam & Helen Richardson (2001). Feminist Philosophy and Information Systems. *Information Systems Frontiers*, 3(2): 143-154.
- Alison Adam (2008). The Gender Agenda in Computer Ethics. In eds. K. R. Himma & H. T. Tavani, *The Handbook of Inforation and Compouter Ethics*. New York: Wiley.

Week 5: Computer Ethics & Society II

- Anna Everett & S. Craig Watkins (2008). The Power of Play: The Portrayal and Performance of Race in Video Games. In ed. Katie Salen, *The Ecology of Games: Connecting Youth, games, and Learning* (pp. 141-166). Cambridge, MA: MIT Press. *(online resource)* http://www.bendevane.com/VTA2012/wp-content/uploads/2012/01/Everett-Watkins-Digital-Learning-and-Race.pdf

- How Video Games Can help Us Explore Ideas about Race. Kat Chow, *All Things Considered*, *National Public Radio*, June 19, 2019. *(online resource)* https://www.npr.org/2018/07/19/630589400/how-video-games-can-help-us-explore-ideas-about-race

- Batya Friedman & Helen Nissbaum (1996). Bias in Computer Systems. ACM Transactions on Information Systems, 14(3):330-347.

** *Supplementary Reading:*

- Donald Gotterbarn (1991). Computer Ethics: Responsibility Regained. *National Forum*, 71(3): 26-32.
- Software Engineering Code of Ethics and Professional Practice 5.2 https://ethics.acm.org/code-of-ethics/software-engineering-code/
- Should Your Avatar's Skin Match Yours? Jess Keung, *Code Switch*, *National Public Radio*, August 31, 2019.

Section II. Cognitive Science, Video Games, and Social Media

Week 6. Simulation, Empathy, & Narrative Understanding

- Transportation Theory – Psychology Wiki: https://psychology.wikia.org/wiki/Transportation_theory_(psychology)
- Melanie C, Green & Timothy C Brock (2002). In the Mind's Eye: A Transportation-Imagery Model of Narrative Persuasion. In eds. M. C, Green, J. J. Strange, & T. C. Brock, *Narrative Impact: Social and Cognitive Foundations* (Chapter 13: 315-341). New York: Taylor & Francis. (read excerpt: 315-330). *eBook*
- Kristi A. Costabile (2020). Mental Simulation in Narrative Comprehension and Construction. *Psychology of Consciousness: Theory Research and Practice*, Advanced Online Publication: 1-13.
  (electronic journal - enter the article title into the search field on one search to find this article)

- Amy Shirong Lu, Tom Baranowski, Debbe Thompson, & Richard Buday (2010). Story Immersion of Video Games for Youth Health Promotion: A Review of Literature. *Games For Health Journal: Research, Development, and Clinical Applications*, 1(3): 199-204. *(online resource)*
  https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3833363/pdf/g4h.2011.0012.pdf
- Tom Van Laer, Ko de Ruyter, Luca M. Visconti, & Martin Wetzels (2014). The Extended Transportation-Imagery Model. *Journal of Consumer Research*, 40(5): excerpt, 797-805). **(jstor)** *(electronic journal - enter the article title into the search field on one search to find this article)*

  ** *Supplementary Resources:*
    - Melanie C. Green (2004). Transportation into Narrative Worlds: The Role of Prior Knowledge and Perceived Realism. *Discourse Processes*, 38(2): 247-266.
    - Marc Sestir & Melanie C. Green (2009). You Are Who You Watch: Identification and Transportation Effects on Temporary Self-Concept. *Social Influence*, 5(4): 272-288.
    - Melanie C. Green, Christopher Chatham, & Marc Sestir (2012). Emotion & Transportation into Fact and Fiction. *Scientific Study of Literature*, 2(1): 37-59.
    - Melanie C. Green & Marc Sestir (2017). Transportation Theory. In ed. Patrick Roëssler, *The International Encyclopedia of Media Effects*. New York: Wiley-Blackwell. *(pdf)*
    - Tammi R. A. Kral, Diane E. Stodola, Rasmus M. Birn, Jeanette A. Mumford, Enrique Solis, Lisa Flook, Elena G. Patsenko, Craig G. Anderson, Constance Steinkuehler, and Richard J. Davidson (2018). Neural Correlates of ideo Game Empathy Training in Adolescents: A Randomized Trial. *NPJ Science of learning* 18: 1-10.

Week 7. The Battle for the Brainstem I
- Adam Alter (2017). Prologue: Never Get High on Your Own Supply. *Irresistible* (pp. 1-10). New York: Penguin Press. *(eBook)*
- "Irresistible' By Design: It's No Accident You Can't Stop Looking at the Screen." Interview with Adam Alter by Terri Gros, *Fresh Air*, *National Public Radio*, March 13, 2017. *(online resource)* https://www.npr.org/sections/alltechconsidered/2017/03/13/519977607/irresistible-by-design-its-no-accident-you-cant-stop-looking-at-the-screen
- Read a brief summary of the main points of Alter's discussion of behavioral addiction and digital media: These 6 Things Will Make You Addicted to Digital Technology. *Cooler Insights*. *(online resource)* https://coolerinsights.com/2017/12/addicted-digital-technology/

- Adam Gazzeley, The Promise of Tech and the Brain. *TEDx Sonoma County*. November 16, 2015. *(online resource)* https://www.youtube.com/watch?v=EaO-Qd216p8&ab_channel=TEDxTalks
- Adam Gazzaley (2018). Game Building, Neuroscience, and Improving Cognitive Ability. *BigSpeak Speakers Bureau*, September 4, 2018. *(online resource)* (more detail on *EVO* and *Neuroracer*) https://www.youtube.com/watch?v=46eDB04Gias&ab_channel=BigSpeakSpeakersBureau

  ** *Supplementary Resources:*
    - Gaming Disorder: World Health Organization, International Classification of Diseases (ICD-11) https://www.who.int/features/qa/gaming-disorder/en/?mod=article_inline
    - Adam Alter, Why Our Screen Make Us Less Happy, TEDTalk, April 2017. https://www.ted.com/talks/adam_alter_why_our_screens_make_us_less_happy?language=en
    - Adam Alter: How Do We Take Back Control of Attention, Interview with, *TED Radio Hour*, *National Public Radio*, March 20, 2020. https://www.npr.org/2020/03/20/818388307/adam-alter-how-do-we-take-back-control-of-our-attention
    - Adam Alter (2017). *Irresistible*. New York: Penguin Press
        Ch 5: Feedback (pp. 121-146).
        Ch 6: Progress (pp. 147-166).
        Ch 7: Escalation (pp. 167-190).

- Larry Rosen, The Great Human Experiment: Technology & the Brain. Wisom 2.0, 2014. https://www.youtube.com/watch?v=n0OqA0pmAag&ab_channel=Wisdom2.0

Week 8. The Battle for the Brainstem II

- *The Social Dilemma*. Drector, Jeff Orlowski. Eposure Labs Inc. Netfilx. *A documentary film exploring the impact of social media and the brain hacking techniques used by digital media designers*.

    **Related Supplementary Resources
    : How Technology Hijacks People's Minds *(online resource)*
    https://medium.com/thrive-global/how-technology-hijacks-peoples-minds-from-a-magician-and-google-s-design-ethicist-56d62ef5edf3#.ukiczwwqd
    : The Need for a New Design Ethics (TED Talk) *(online resource)*
    https://www.youtube.com/watch?v=C74amJRp730&ab_channel=TED

- 60 Minutes: What Is Brain Hacking? *(online resource)*
    Missouri Education Watchdog
    https://www.cbsnews.com/news/brain-hacking-tech-insiders-60-minutes/

** Supplemental Reading:
    - Tristan Harris, A Call to Minimize Distraction
    https://www.scribd.com/document/378841682/A-Call-to-Minimize-Distraction-Respect-Users-Attention-by-Tristan-Harris
    - Tristan Harris, Your Phone is Trying to Control Your Life, *PBS News Hour*, January 30, 2017.
    https://www.youtube.com/watch?v=MacJ4p0vITM&ab_channel=PBSNewsHour
    - Nancy A. Cheever, Larry D. Rosen, L. Mark Carrier, and Amber Chavez (2014). Out of Sight Is Not Out of Mind: The Impact of Restricting Mobile Device Use on Anxiety Levels among Low, Moderate, and High Users. *Computers in Human Behavior* 37: 290-297.
    - Adam Gazzaley and Larry Rosen (2016). *The Distracted Mind: Ancient Brains in a High-Tech World*. Cambridge, MA: MIT Press.
    - Christian Klemm & Wolter Pieters (2017). Game Mechanics and Technological Mediation: An Ethical Perspectgive on the Effects of MMORPG's. *Ethics in Information Technology* 19: 81-93.

Section III. The Philosophy of Computer Games

Week 9. The Philosophy of Computer Games I: Interactive Fictions

- Grant Tavinor (2005). Videogames and Interactive Fictions. *Philosophy and Literature*, 29(1): 24-40. *(electronic journal)*
- Jon Robson and Aaron Meskin (2016). Video Games as Self-Involving Interactive Fictions. *Journal of Aesthetics and Art Criticism*. 74(2): 165-172 (excerpt). *(jstor)*

Week 10. The Philosophy of Computer Games II: Interactivity & Narrative Imagination.

- Martha Nussbaum (2008). Democratric Citizenship & the Narrative Imagination. In eds. *Why do We Educate?: Renewing the Conversation* (Chapter 10, pp. 143-157). New York: John Wiley & Sons, Inc. *(eBook)*

Week 11. The Ethics of Computer Games I

- Miguel Sicart (2011). *The Ethics of Computer Games*. Cambridge, MA: MIT Press. *(eBook)*
    Chapter 4: The Ethics of Computer Games (excerpt: pp. 143-149).
    Chapter 5: Applying Ethics: Case Studies (pp. 151-188).

Week 12. The Ethics of Computer Games II

- Miguel Sicart (2011). *The Ethics of Computer Games*. Cambridge, MA: MIT Press. *(eBook)*
  Chapter 6: Unethical Game Content and Effect Studies (pp. 189-205).
- David I. Waddington (2007). Locating the Wrongness in Ultraviolent Video Games. *Ethics and Information Technology*, 9(2): 121-128. *(electronic journal)*

Week 13. The Ethics of Computer Games III: Feminism & Video Games

- Stephanie Partridge (2011). The Incorrigible Social Meaning of Video Game Imagery. *Ethics and Information Technology*, 13(4): 303-312. *(electronic journal)*
- Esther MacCallum-Stewart (2014). Take That Bitches!: Refiguring Lara Croft in Feminist Game Narratives. *Game Studies*, 14(2). *(online resource)*
  http://gamestudies.org/1402/articles/maccallumstewart

Week 14. Concluding Reflections on Computer Ethics & the Philosophy of Computer games

- Miguel Sicart (2011). *The Ethics of Computer Games*. Cambridge, MA: MIT Press.
  Chapter 7: The Ethics of Game Design (pp. 209-221). *(eBook)*

** Supplemental Reading
  - Chuck Huff & Almut Furchert (2014). Computing Ethics: Towards a Pedagogy of Ethical Practice.
    0*Communications of the ACM*. 57(7): 25-27. *(online resource)*
    https://cacm.org/magazines/2014/7/176218-toward-a-pedagogy-of-ethical-practice/fulltext

Date	Schedule of Readings & Assignments	Assignments
Week 1	Introduction: a short primer on philosophy and the course. - Online Lectures on Brightspace - Lecture Handouts on Brightspace	
Week 2	Some Preliminary Reflections on the Ethics of Computer Games - Online Lectures & Handouts on Brightspace - Turkle, Computer Games as Evocative Objects: excerpt, 267-270 & 273-279. - Darling: What are the Rules of Human-Robot Interaction? (video)	Zoom Group Meetings
Week 3	What Is Computer Ethics? - Online Lectures & Handouts on Brightspace - Moor, What is Computer Ethics? - Nissenbaum, How Computer Systems Embody Values.	
Week 4	Computer Ethics & Society I - Vakil & Higgs, It's about Power. - Adam, Gender & Computer Ethics. *(Brightspace)* - Gorniak-Kocikowska, The Computer and Global Ethics. *(Brightspace)*	
Week 5	Computer Ethics & Society II - Everett & S Watkins. Race in Video Games. - Chow, How Video games Can help Us Explore Ideas about Race (radio spot).	Zoom Group Meetings

Week 6	Simulation, Empathy, & Narrative Understanding - Transportation Theory – PsychWiki *(online resource)* - Green & Brock, In the Mind's Eye. *(eBook)* - Costabile, Mental Simulation in Narrative Comprehension. *(electronic journal)* - Lu et al, Story Immersion. *(online resource)* - Van Laer et al, Extended Transportation-Imagery Model. *(electronic journal)*	1st paper due 10/18
Week 7	The Battle for the Brainstem I - Alter (2017). Prologue, *Irresistible*: 1-10 *(eBook)* - *Irresistible By Design*, Interview with Adam Alter, *NPR*. - Tech & the Brain, *TEDx Talk* by Adam Gazzaley. - Gamebuilding, Neuroscience, & Medicine, *BigScience* talk buy Adam Gazzaley.	mid-term open 10/16
Week 8	The Battle for the Brainstem II - Harriss, How Technology Hijacks People's Minds - Harriss, The Need for a New Design Ethics (TED Talk). - 60 Minutes: What Is Brain Hacking?	mid-term due 10/28
Week 9	Interactive Fictions - Tavinor, Video Games & Interactive Fictions. *(electronic journal)* - Robson & Meskin, Video Games as Self-Involving... *(electronic journal)*	Zoom Group Meetings
Week 10	What Is Interactivity? Playing with Narrative Imagination. - Nussbaum, Narrative Imagination: 143-157. *(eBook)*	
Week 11	The Ethics of Video Games I - Sicart, *The Ethics of Computer Games*, Ch. 4: 143-149. *(eBook)* - Sicart, *The Ethics of Computer Games*, Ch. 5: 151-188. *(eBook)*	
Week 12	The Ethics of Video games II - Sicart, *The Ethics of Computer Games*, Ch. 6: 189-205. *(eBook)* - Waddington, Violent Video Games. *(electronic journal)*	second paper due 11/24
Week 13	Feminism & Video Games - Partridge, Social Meaning Video Games Imagery. *(electronic journal)* - MacCallum-Stewart, Take That… *(electronic journal)*	Zoom Group Meetings
Week 14	Concluding Reflections - Sicart, *The Ethics of Computer Games*, Ch. 7: 209-221.. *(eBook)*	final due 12/18

Selected Supplemental Bibliography

Monographs

- Jon Cogburn and Mark Silcox (2009). *Philosophy Through Video Games*. New York: Routledge.
- Luciano Floridi (2015). *The Online Manifesto: Being Human in a Hyperconnected Era*. New York: Springer Open.
- Katherine Isbister (2016). *How Games Move Us: Emotion by Design*. Cambridge, MA: MIT Press.
- Jesper Juul (2005). *Half-Real*. Cambridge, MA: MIT Press.
- Dominic Lopes (2009). *A Philosophy of Computer Art*. New York: Routledge.
- Miguel Sicart (2014). *Play Matters*. Cambridge, MA: MIT Press.
- Bernard Suits (2005). *The Grasshopper: Games Life and Utopia*. Peterborough, ON*:* Broadview Press.
- Grant Tavinor (2009). *The Art of Videogames*. Malden, MA: Wiley/Blackwell.
- Garry Young (2013). *Ethics in the Virtual World*. New York: Routledge.

Edited Volumes

- Luciano Floridi (Ed.) (2008). *The Blackwell Guide to the Philosophy of Computing and Information*. Malden, MA: Blackwell Publishers.
- Luciano Floridi (Ed.) (2012). *The Cambridge Handbook of Information and Computer Ethics*. New York: Cambridge University Press.
- Deborah Johnson (Ed.) (2009), *Computer Ethics*. New York: Pearson.
- Joost Raessens and Jeffrey Goldstein (Eds.) (2005). *Handbook of Computer Game Studies*. Cambridge, MA: MIT Press.
- Karen Schrier and David Gibson (Eds.) (2010). *Ethics and Game Design: Teaching Values through Play*. New York: Information Science Reference.

Cognitive Science, Philosophy of Mind, and Game Design

- David Chapman (1991). *Vision, Instruction, & Action*. Cambridge, MA: MIT Press.
- Peter Danielson (1992). *Artificial Morality: Virtual Robots for Virtual Games*. New York: Routledge.
- John Storrs Hall (2007). *Beyond AI: Creating the Conscience of the Machine*. New York: Prometheus.
- Seymour Papert (1993). *Mindstorms: Children, Computers, & Powerful Ideas*. New York: Basic Books.
- Mitchel Resnick (1994). *Turtles, Termites, and Traffic Jams*. Cambridge, MA: MIT Press.