ACADEMIC PROGRAM

HISTORY OF THE GAMES

B.F.A. IN **INTERACTIVE PRODUCT DESIGN**

MODALITY: ON CAMPUS

ACADEMIC YEAR: 2023-2024

Name of the course:	History of the Games	
Degree :	Interactive Product Design	
Location:	Centro Universitario de Tecnología y Arte Digital	
Modulo:	Art, Science and Technology	
Area:	History and Thought	
Year:	1º	
Teaching period:	2º	
Type:	OB	
ECTS credits:	6	
Teaching modality:	On campus	
Language:	English	
Lecturer / Email	Alejandro Batuecas Largo/alejandro.batuecas@u-tad.com	
Web page:	http://www.u-tad.com/	

SUBJECT DESCRIPTION

Area description

This subject belongs to the module of art, science and technology and, within this, to the area of history and thought.

This area refers to the study and practice of the artistic capacity and its linking of design and its interactivity with the branch of Art, from the knowledge of the basic aspects in the artistic and literary tradition and evolution and how they can be incorporated into design or digital creation.

Subject description

This subject provides a solid interdisciplinary basis for later subjects such as Game Theory.

This subject is especially important for understanding the origins of games and their transcendence as a socio-cultural manifestation in recent decades. Knowledge of the history of games is an important milestone for all students of interactive product design, which can serve as an inspiration and basis for the development of their future creations.

COMPETENCIES AND LEARNING OUTCOMES

Competencies

Basic and general competences

GC8 - Demonstrate the ability to work in a team.

GC9 - Be able to manage time effectively.

GC10 - Have the ability to work in an international context, as well as in diverse and multicultural environments.

GC11 - Manage basic skills for interpersonal relations.

GC12 - Express a critical and self-critical sense and the ability to analyse in order to evaluate different alternatives.

GC16 - Express oneself correctly in oral and written form.

GC17 - Demonstrate the ability to analyse, synthesise and gather information from different sources.

GC18 - Manage information appropriately.

GC1 - Lifelong learning through self-study and lifelong learning.

CB1 - That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 - Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.

CB3 - Students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 - Students are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - That students have developed those learning skills necessary to undertake further study with a high degree of autonomy.

Specific competences

SC1 - Know the language necessary to communicate and structure a coherent discourse in the field of sociology, philosophy and psychology in relation to the design of interactive products.

SC5 - Understand the influence of sociology, philosophy and psychology in their correlation with the history of art, literature and games as a reference in the creative process.

SC9 - Understand the principles of audiovisual narrative to develop discourses and stories applicable to interactive products.

SC10 - Knowing the techniques of artistic representation and design of 2D and 3D content.

SC15 - Analysing the characteristics and needs of users in the humanistic environment as a fundamental element in the design of interactive products.

SC16 - Understand the processes of the elements involved in interactive artistic production.

CE26 - Understand and know how to thematise the relationships between Technology - Society - Culture, in relation to the design of interactive products.

SC27 - Recognising the philosophical, social and political implications of technological designs and innovations.

SC28 - Detect the implications of the ethical and legal limits of technological innovations.

Learning outcomes

Identify the historical context of art and its social background.

Contextualize the design process within the cultural and artistic references.

Value and integrate the work of artists in the process of creating the video game.

Describe the relevant facts of the video game industry.

Analyze games that have had a relevant social impact

Valuing literature and different literary genres as necessary elements for game design

Recognize the basic literary elements that make it possible to write a script

Practice writing scripts and simple documents of design

CONTENTS

• Games, culture and society

• Notion of game

• From formal theories to the pragmatic approach

• Historical development of the game as a process

• The digital technology in the game

SUBJECT SYLLABUS

Theme 1. Brief history of the game (from prehistory to the 20th century).

  Unit 1. Antiquity.

  Unit 2. From the Middle Ages to the 20th century.

Theme 2. The beginnings of video games (1958-1983).

  Unit 3. The beginnings.

  Unit 4. The era of arcades.

  Unit 5. Atari and the 1983 crash.

Theme 3. Video games before the Internet (1984-1993).

Unit 6. Nintendo comes to the rescue.

Unit 7. The era of microcomputers.

Unit 8. ConsoleWars. Nintendo versus Sega.

Unit 9. The beginning of the 1990s.

Unit 10. The 3D revolution and the rise of the FPS.

Theme 4. The PlayStation decade (1994-2004).

Unit 11. The Birth of PlayStation

Unit 12. Why did PlayStation succeed?

Unit 13. The PlayStation 2.

Unit 14. Mobile phones and PCs at the beginning of the 21st century.

Theme 5. Video games in the leisure society (from 2005 to today).

Unit 15. From the next-gen to the triumph of Wii (2005-2012).

Unit 16. The indie revolution and the empire of mobiles.

Unit 17. And Sony overtook Microsoft.

Unit 18. The third parties.

Unit 19. Video games today.

Theme 6. Videogames in Spain.

Unit 20. Spanish software (1983-1986).

Unit 21. Spanish software (1987-1992).

Unit 22. Spanish video games in the 1990s and 2000s.

Unit 23. Spanish video games today.

TRAINING ACTIVITIES AND TEACHING METHODOLOGIES

TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
Theoretical classes	30,00	30,00
Seminars and workshops	3,33	3,33
Practical classes	20,67	20,67

Tutorials	4,00	4,00
Evaluation Activities	6,00	6,00
Group work and study	16,00	0,80
Autonomous and individual study and work	70,00	0,00
TOTAL	150	65

Teaching methodologies

Expository method/Master lecture

Case studies

Exercise and problem solving

TEMPORAL DEVELOPMENT

Theme 1. Brief history of the game (from prehistory to the 20th century): 2 weeks

Theme 2. The beginnings of video games (1958-1983): 3 weeks

Theme 3. Video games before the Internet (1984-1993): 3 weeks

Theme 4. The PlayStation decade (1994-2004): 2 weeks

Theme 5. Video games in the leisure society (from 2005 to today): 3 weeks

Theme 6. Videogames in Spain: 2 weeks

EVALUATION SYSTEM

ASSESSMENT SYSTEM	MINIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)	MAXIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)
Assessment of participation in class, exercises or projects of the course	10	30
Assessment of assignments, projects, reports, memos	30	60
Objective test	30	70

GRADING CRITERIA

ASSESSMENT SYSTEM	ORDINARY EVALUATION	EXTRAORDINARY EVALUATION
Assessment of participation in class, exercises or projects of the course	10	10
Assessment of assignments, projects, reports, memos	40	40
Objective test	50	50

General comments on the evaluations/assessments

• Class participation. The evaluation of class participation will be assessed according to the effort shown in their interventions. Attendance must be at least 80% in order to allow the student the opportunity to sit the ordinary call.

• This part consists of two papers, each of which will count for 20% of the mark and 40% of the final mark for the course. The approved assignments will be kept for the extraordinary call in case this part or the subject is not passed. The assignments evaluate the practical part of the subject.

• Final exams. The exam will be based on the syllabus of the subject. It will be necessary to obtain at least a 4 to add the rest of the marks and pass the subject if the sum equals or exceeds 5. The exam will be in the form of a test. The use of SmartWatches or mobile phones is not allowed during the exams. These devices must be put away and out of sight of the student during the exam.

• "Any detection of plagiarism, copying or use of malpractice (such as the use of AIs) in a paper or exam will result in the failure of that paper with a zero, a report to the faculty and academic coordinator and the application of the current regulations, which can lead to very serious penalties for the student."

• The use of smartwatches or mobile phones is not permitted during the exams. These devices must be put away and out of sight during the exam.

• The use of mobile phones is not permitted during lessons.

LIST OF REFERENCES (BOOKS, PUBLICATIONS, WEBSITES):

Key references

DONOVAN, T. (2010). Replay. The history of videogames. Yellow Ant.

KENT, S. L. (2016). La gran historia de losvideojuegos. Nova.

LÓPEZ BARINAGA, B. (2010). Juego. Historia, teoría y práctica del diseño conceptual de videojuegos. Alesia.

Recommended references

COSTREL, F. (2020). High Score: El mundo de los videojuegos. Netflix.

FERNÁNDEZ, J. M. y Relinque, J. (2017). Génesis: Guía esencial de los videojuegos españoles de 8bits.Héroes de Papel.

HARRIS, B. (2019). ConsoleWars: Sega, Nintendo y la batalla que definió una generación. Héroes de Papel.

MOTT, T. (2011). 1001 videojuegos a los que hay que jugar antes de morir. Grijalbo.

REQUIRED MATERIALS, SOFTWARE AND TOOLS

Type of classroom
Projection equipment and whiteboard

Materials:
Laptop computer

Software:
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