

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: MACS 399		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Special Topics in Media and Communications Studies II															
Course Short Title: Special Topics II															
Faculty: Faculty of Social Sciences		Department: School of Culture, Media, and Society													
Calendar Description: <p>Examines a selected topic in media and communication studies not addressed in current course offerings. Topics covered vary from semester to semester.</p> <p>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.</p>															
Prerequisites (or NONE):		45 university-level credits including at least 3 credits in MACS.													
Corequisites (if applicable, or NONE):		None.													
Pre/corequisites (if applicable, or NONE):		None.													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: Yes <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Infrequent Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	60									Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	60														
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: October 2023													
Faculty Council approval		Date of meeting: October 13, 2023													
Undergraduate Education Committee (UEC) approval		Date of meeting: November 25, 2023													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Explain concepts, themes, and theories deemed essential to an understanding of the special topic.
2. Articulate how the special topic is situated within media and communication studies.
3. Critically examine scholarly arguments on the special topic.
4. Clearly communicate key ideas from the course.
5. Reflect on the relevance of course ideas to their everyday lives.
6. Apply relevant theories in media and communication studies to analyze the special topic.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	30%	Project:	50%	Holistic assessment:	20%
	%		%		%

Details: Given that this is a special topics course, the specific course requirements will vary from one iteration to another, depending upon what is considered most appropriate. In general, however:

- Projects will involve some kind of sustained work that draws upon the whole of the course. These will often be broken down into smaller assignments that build on each other.
- Assignments will consist of shorter pieces of work focused more on sub-topics of the course.
- Holistic assessment considers how the themes of the course relate to students' wider experiences. Such an assessment may take the form of written or oral critical self-reflection on the broader implications of course themes.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Course may include lecture, seminar, guest lectures, small-group activities, in-class project-based assignments, student presentations, and the use of audio-visual materials

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Article	Gee, James	Gee, James. "Why Game Studies Now? Video Games: A New Art Form." <i>Games and Culture</i> 1.1 (January 2006): 58-61.	2006
2. Online resource	De Peuter, G.	G. De Peuter. 2005. "Origins of an Industry: Cold Warriors, Hackers, and Suits, 1960-1984 " in <i>Digital Play: The interaction of technology, culture, and marketing</i> . Montréal: McGillQueen's University Press. pg 84-108.	2005
3. Article	Yee, Nick	Yee, Nick. "The Labor of Fun: How Video Games Blur the Boundaries of Work and Play." <i>Games and Culture</i> , 1(1), January 2006. 68-71	2006
4. Article	Shaw, Adrienne	Shaw, Adrienne. 2015. "He Could Be a Bunny Rabbit for All I Care! How We Connect with Characters and Avatars." In <i>Gaming at the Edge: Sexuality and Gender at the Margins of Gamer Culture</i> . University of Minnesota Press.	2015
5. Article	Bowman, Nicholas D. et al	Bowman, Nicholas David, Daniel A Bowen, Melissa C Mercado, Lindsey Jean Resignato, and Philippe de Villemor Chauveau. 2022. "I Did It without Hesitation. Am I the Bad Guy?": Online Conversations in Response to Controversial in-Game Violence." <i>New Media & Society</i> , April, 146-	2022

Course Content and Topics

Example: Cultural Studies and Video Games

- A short political history of gaming
- Work and play: user generated content and labour in the game industry
- Participatory culture
- Communities of play
- Video-game panics: violence, sex, and immorality
- Real, unreal, and the hyperreal
- Gaming identities
- Games as media texts / games as communication
- Representation in video games (e.g., representations of Indigeneity)
- Cheating and playing the system