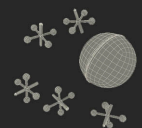


# foundations

ARTS  
801  
SUMMER '23



instructor:

PATRICK MICHAEL BALLARD

# ARTG 80I

## Foundations of Play

### Summer 2023

In this class we will be reading, discussing, playing, improvising, setting rules, challenging rules, participating in expressive and imaginary play, making things, creating new structures for play and we will be doing group work for a final project in various scales and styles that we can share with the rest of the class in our *Final Event*. The course will take “lines of flight” through the various historical and critical dimensions of what *play* is, what it can be, and how it seemingly seeps into every dimension of human culture and life. Over the course of the quarter, we will each work towards building a personal model of what *play*, *art* and *game* mean to us, and allow this model to inform how we participate in the collaborative making process and culture of these ideas. We will be thinking about, looking at and playing a wide variety of games: lawn games, card games, dabbling in role playing games, and even testing our ability to make meaning with some divination games. Because play and games are only as engaging as we are willing to be engaged, **participation** and **presentness** are a huge part of this class.

## Contacts

Professor

Patrick Michael — — — — — [paballar@ucsc.edu](mailto:paballar@ucsc.edu)

*Office Hours: by Appointment—email for in person or Zoom appointment*

*Office Location: Theater Arts J113*

TAs

Kristopher Berardi-----[kberardi@ucsc.edu](mailto:kberardi@ucsc.edu)

## Grading

**Participation — 30%**

**Response Assignments — 25%**

**Play Journal — 20%**

**Final Project — 25%**

### **Participation — 30%**

Participation is an evaluation of your engagement with the class and group activities and the respect you show your other classmates. This includes timely arrival, avoidance of personal cell phone use, and participation in play and critique of others' work. If I find you on Netflix in the corner of class I will be rightly confused about why you are even in class in the first place. Obviously, I value the procurement of information from leisure activities, however every single moment of your education, and the happenings within any given class, is a moment that only happens once in your life. We don't get lost time back. This fact has troubled playwrights, artists, philosophers, game makers, and people in general for as long as we have been aware of our mortality. We can't press pause or pick when to binge-watch this class. It happens only at it's assigned time and it only truly happens when we are all choosing to be here, physically, spiritually, and psychologically **actively and respectfully together**.

## **Response Assignments – 25%**

You will complete a number of written assignments designed to practice critical analysis of readings and media about play. These assignments will be evaluated by your based on the degree to which you demonstrated your own critical thinking skills, and the degree of completion with each of the prompts. Turning in the assignments gives you an automatic 60% on your grade for each assignment, and then addressing each part of the prompt as is asked of you from assignment to assignment is what gives you full credit. Make sure to read the prompts thoroughly and respond to all sections and questions.

## **Play Journal – 20%**

This is an ongoing log of your own personal experiences playing/participating in the games and activities we do in class. It is a space to reflect and account for the structures of the activities, the feelings that emerge while playing, and analysis about the atmosphere of play that each creates. For each “official activity” (each are listed on the assignment prompt in Canvas) we do in lecture on Tu/Th, you will make a play journal entry as a means of engaging the critical dimensions of play. The play journal will be evaluated at Midterm time as your midterm, and again at finals. At midterm you will be held accountable for all journal entries between the beginning of the class and the end of week 3.

At this point, from weeks 4-5, the Play Journal will shift into a Design Journal, where you will be recording entries, including sources of inspiration, and noting how your final is developing. At Finals you will be held accountable for your entire from week 4 to the end of the course.

## **Final Project – 25%**

### **Two components to the Final: Project + Design Journal**

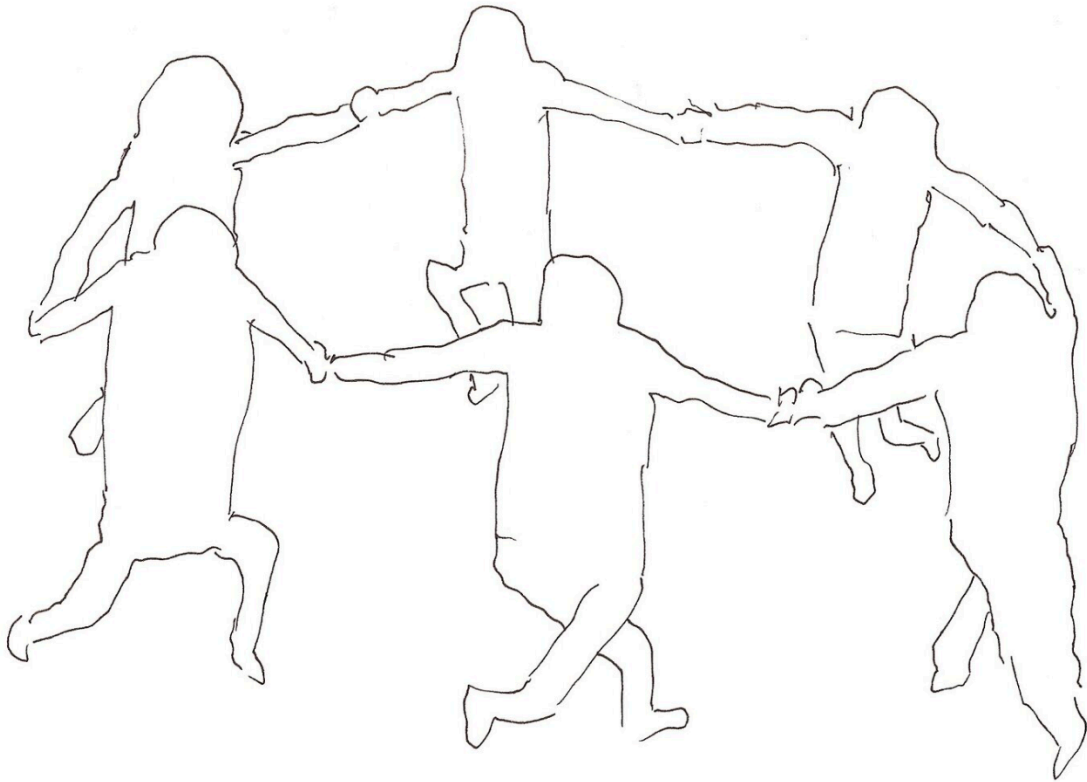
The last 2 weeks of the class will be mostly focused to the conceptualizing, prototyping, playtesting, and formalizing of a final creative project that will require building and designing experiences, games, and acts of play. There will be more conversation about the limits and expectations of this project in Week 4, but it is expected that this final project will be workshoped in collaboration with other students, drafts will be made, and it will be playtested, workshoped, and ultimately presented into some final form. There will be due dates in the final weeks for concept design, first drafts, documents of playtesting, revised drafts, and ultimately the culmination of that work into a final presentation for our Final Event at the end of class, where you will present your project to the rest of the class for experience, conversation, and critique.

**Late policy** Assignments received after the due date will be marked down 10% for each day they are late. You can lose up to 60% in this way. Any complete assignments can be turned in for maximum of 40% of full credit after that.

## **Safe Space / Spirit of Inclusive Play**

In this class, we make a commitment to fostering a welcoming and supportive environment where students of all identities and backgrounds can flourish. This means that we will issue content warnings as appropriate, use preferred pronouns, and respect self-identifications. While debate and discussion are welcome, please remain aware of the implications of your words and the content that you include in your work. If the instructor or another student points

out that something you have said or shared with the group might be offensive, avoid being defensive; this is a valuable opportunity for us to grow and learn together. If you have a concern about any aspect of the class, you are encouraged to speak with the instructor. There is a zero tolerance policy for all types of violence in this class. If at any point a student engages in acts of violence against another student intentionally, and is unwilling to seek a peace-making process to practice restorative justice for the grievance committed, it will result in an automatic F in the class. We will always stop play to care for our community members in this class. And play is not possible unless everyone is feeling safe.



# SCHEDULE

(always subject to change)

## WEEK 1

### Introduction: Creating a Context for Play / Ambiguity of Play

#### Assignments:

\*DUE 6/26 Mon (Canvas / in Class) : Double Meme + Joke/Trick/Object of Wonder Introductions

\*DUE 6/26 Mon (on Canvas) : Diagram

#### Tu—6/27

Lecture: Syllabus and Expectations

Collective Act: Community Guidelines: An Act of Co-Creation

Hello Presentations: Double Meme + Joke/Trick/Object of Wonder Introductions

#### Assignments:

\*DUE 6/28 Weds (on Canvas): READING / RESPONSE: *Ambiguity of Play*, Brian Sutton-Smith

\*DUE 6/29 Thurs (In Class): Two Stones

#### Thur—6/29

Lecture: What is Play?—Slippery Thoughts, Foggy Fragments, Trap-Door Diagrams, Emergence, and Exasperated Examples  
(*Rocks Assignment Due Thurs. 4/13*)

Field Activity: Windhorse / Rock Game

#### Assignments:

Due: 7/6 (On Canvas and In Class) Cosplay Karaoke

## WEEK 2

### Expectations Secrets and Surprises

#### Assignments:

\*DUE 7/3 (on Canvas): READING / RESPONSE: *The Chairs are Where the People Go*, Misha Glouberman and Sheila Heti

\*DUE 7/5 (on Canvas): READING / RESPONSE: *Rules of Play*, Katie Salen and Eric Zimmerman

#### Tu—7/4

Holiday: 4th of July, NO CLASS

#### Th—7/6

Lecture: Clownin' Around: Behavioral Mimesis, Jesters, Clowns, Bouffon, Memes, Maybe More

Activity: Cosplay Karaoke

**Assignments:**

\*DUE 7/10 (on Canvas): PODCAST / RESPONSE: C. Thi Nguyen on *Ezra Klein Show*

\*DUE 7/12 (on Canvas): *The Well Played Game* Bernie DeKoven

## WEEK 3

### -cosms of Play / Play Imaginaries

**Tu—7/11**

Lecture: Playthings—Adaptagenic Objects: Ludemes, Instruments and Dowsing—  
Extended Techniques for Expanding Our Fields

Activity: 1,000 Blank White Cards

**Th—7/13**

Activity: Activity: ????????????????

Lecture: Peekaboo: What Do We Mean By “Worldbuilding”?

Field Activity: New Games Movement

**Assignments:**

Midterm Play Journal DUE by Sunday 7/16

DUE 7/19 (on Canvas) READING / WATCHING / COMPARATIVE RESPONSE: *Decolonizing Play*  
by Aaron Trammel + *Why it's Rude to Suck at World of Warcraft* by  
Nathan Landel and Dan Olson

## WEEK 4

### Worlds of Possibility

***\*At this point the class transforms into a project based class where we will work for two weeks to produce a final project in groups.***

**Tu—7/18**

Presentation: Final Project Prompt and Demonstration

Lecture: Iterative Design / Game Documents / Design Journal Final

Activity: Final Project Brainstorming

**Th—7/20**

Activity: Work Day: Building, Prototyping, Playtesting

**Assignments:**

DUE: 7/27 Final Project

DUE: 7/28 Design Journal Final

# WEEK 5

## Endings of Beginnings

Tu—7/25

Activity: Work Day: Building, Prototyping, Playtesting

Th—7/27

**FINAL PROJECT PRESENTATIONS AND CRITIQUE**

Design Journal DUE 7/28



## **(FURTHER NOTES ABOUT INSTITUTIONAL POLICY)**

### **ACADEMIC INTEGRITY**

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

### **ACCESSIBILITY**

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu). For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

- **DRC online:** <https://drc.ucsc.edu>



- **DRC Frequently Asked Questions for prospective and current DRC Students, faculty and Staff, and parents:** <https://drc.ucsc.edu/resources-and-forms/faqs.html>
- **Frequently Asked Questions regarding Service and Support animals:** <https://drc.ucsc.edu/services-and-accommodations/sa-overview/other-accommodations/service-animals-faqs.html>
- **UC Santa Cruz Service/Support Animal Policy:** <https://policy.ucsc.edu/policies/student-affairs/dss-0003.html>

## **RELIGIOUS ACCOMMODATION**

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

## **ALL-GENDER RESTROOMS**

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

## **UC POLICY ON SEXUAL VIOLENCE AND SEXUAL HARASSMENT / RESOURCES**

### **TITLE IX/CARE ADVISORY**

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a

formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

### **DIFFICULT CONVERSATIONS**

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

### **REPORT AN INCIDENT OF HATE OR BIAS**

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

## **GENERAL CONDUCT**

In this class we abide by the **UCSC Principles of Community**, so please familiarize yourself with these: <https://www.ucsc.edu/about/principles-community.html>.

## **STUDENT SERVICES**

### **Counseling and Psychological Services**

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

### **Student Success and Engagement Hub**

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

### **Tutoring and Learning Support**

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

### **Slug Support Program**

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the Dean of Students Office at 831-459-4446 or you may send us an email at [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu).

### **Slug Help/Technology**

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email [help@ucsc.edu](mailto:help@ucsc.edu).

### **On-Campus Emergency Contacts**

For all other help and support, including the health center and emergency services, Click here to go to UCSC's Emergency Services page. Always dial 9-1-1 in the case of an emergency.

### **MATURE COURSE CONTENT**

In university courses you may be assigned images, films or other material that could contain difficult ideas, uncomfortable language, or graphic depictions of sex or violence. You will be asked to treat these portrayals critically, to consider what is being expressed by the maker, or to examine the potential social impact, and to evaluate the works in a given context. Instructors are always happy to speak with you about the course content and/or your work, and might direct you to CAPS (Counseling and Psychological Services) at 831-459-2628 or the Disability Resource Center ([drc@ucsc.edu](mailto:drc@ucsc.edu), 831-459-2089) should you need additional support in order to participate and do your best work.

### **GRADE DISPUTES**

If you have questions about the grading of your work, please make arrangements to meet with your teaching assistant (TA) if the course has one. If the course does not have a TA, or if your questions are not resolved, please see the course instructor during office hours. If the matter still remains unresolved, you will be advised on further options.

### **ACADEMIC MISCONDUCT POLICY**

Academic misconduct includes but is not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty. Acts of academic misconduct during the course, including plagiarism, can and usually do result in failure of the course, at the sole discretion of the instructor of record. Your case will be reported to the College Provost as per the Academic Integrity guidelines found on the web at: [https://www.ue.ucsc.edu/academic\\_misconduct](https://www.ue.ucsc.edu/academic_misconduct)

### **STUDENT EXPERIENCE OF TEACHING SURVEYS (SETs) (FORMERLY ONLINE COURSE EVALUATIONS/OCEs)**

The Theater Arts Department collects feedback from students at the end of each course in the form of Student Experience of Teaching Surveys (SETs). You will receive an email when the evaluation/survey is available. The email will provide information about the evaluation as well as a link to it online. When you receive the email, please click the link, log in, and complete the evaluation. Student submissions are anonymous and confidential. Instructors cannot identify which submissions belong to which students and will only be able to review the data collected after all grades have been submitted. Please give serious thought to your comments. This survey will become part of the instructor's personnel file to be reviewed by colleagues and administration when considering the instructor's future teaching assignments and promotions. Your comments will be available by the instructor only after grading your work and may be used to improve future offerings of the course.

## **LAPTOP COMPUTERS AND MOBILE DEVICES:**

Laptops can be a useful tool in the service of teaching and learning when used productively and respectfully.

A few common sense rules:

1. Always set up your laptop before the beginning of class. Setting up the computer and booting it up can take a few minutes depending on what applications are set to open at startup. Turn off all other mobile devices before lecture begins.
2. Disable sound.
3. During lecture and classroom discussion, you should not be connected to network resources. Being online invites many distractions - web surfing, email, chats, etc. Chatting or emailing during class is no more acceptable than talking on a cell phone during class time. Additionally, your networked screens are distracting to those sitting near and behind you.

If you are found to be doing anything other than note-taking (or sanctioned network activity) you will be asked to leave the class immediately and will be marked as absent for that day. Your instructor reserves the right to further limit laptop use in their classes. For example, you may be asked to close your computer during screenings or be asked to sit in a certain area of the room if you are actively using your laptop.